Module: Antecedent-Based Interventions

Implementation Checklist for Antecedent-Based Interventions (ABI)

Neitzel, J. (2009). *Implementation checklist for antecedent-based interventions*. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

***Instructions**:* The Implementation Checklist includes each step for implementing antecedent-based interventions (ABI). Please complete all of the requested information including the site and state, individual being observed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Individual(s) Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent or other team member.

	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Steps 1-2)									
Step 1. Identifying the Interfering Behavior		**Score****							
1. Use direct observation methods to identify the function of the interfering behavior that include:									
a. A-B-C data charts and									
b. scatterplots.									
2. Use direct assessment results to identify:									
a. where the behavior is happening;									
b. with whom the behavior is occurring;									
c. when the behavior is happening;									

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	Observation	1	2	3	4	5	6	7	8
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Step 1. Identifying the Interfering Behavior (cont.)		**Score****							
d. activities during which the behavior occurs;									
e. what other students are doing when the behavior starts;									
f. what teachers/adults are doing when the behavior starts;									
g. proximity to other students, teachers, and/or adults;									
h. the noise level in the environment;									
i. the number of individuals in the area;									
j. other environmental conditions; and									
k. the function of the behavior.									
3. Develop a hypothesis statement for the interfering behavior that includes:									
a. the setting events, immediate antecedents, and immediate consequences;									
b. a restatement and refinement of the description of the interfering behavior; and									
c. the function the behavior serves.									
4. Identify an overall goal for the learner.									

***Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable*

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	Observation	1	2	3	4	5	6	7	8
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Step 2. Collecting Baseline Data									
1. Measure a learner's engagement in the interfering behavior before implementing ABI by collecting the following:									
a. frequency data and									
b. duration data.									
2. Collect baseline data for a minimum of four days before implementing ABI.									
3. Collect baseline data in numerous settings and/or activities.									
Intervention (Step 3)									
Step 3. Implementing Stimulus Control									
1. Identify one of the following ABI strategies that directly addresses the function of the interfering behavior: a. using learner preferences, b. changing schedules/routines, c. implementing pre-activity interventions, d. using choice-making, e. altering how instruction is delivered, or f. enriching the environment.									
2. Implement the selected ABI strategy by creating a lesson plan that includes:									
a. weekly objectives for the learner with ASD that will lead to a decrease in the interfering behavior,									
b. a statement of the strategy and what the teacher will do, and									
c. the materials needed to implement the ABI strategy.									
3. Ignore the interfering behavior when it occurs.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 3. Implementing Stimulus Control (cont.)									
4. Provide reinforcement each time the learner with ASD:									
a. does not engage in the interfering behavior and									
b. completes the weekly objective.									
Progress Monitoring (Step 4)									
Step 4. Monitoring Learner Progress									
1. Use progress monitoring data to evaluate whether the interfering behavior is decreasing as a result of the intervention.									
2. Use progress monitoring data to adjust intervention strategies if the interfering behavior does not decrease.									

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Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
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