Title
Evidence Based Practice:

Antecedent Based Interventions (ABI)

Adapted from Sam, A., & AFIRM Team. (2016). Antecedent Based Interventions. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from https://afirm.fpg.unc.edu/modeling

What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals with Autism across the state of California

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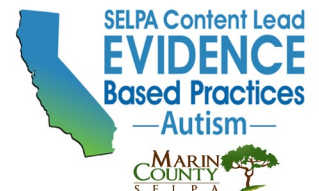—Autism—
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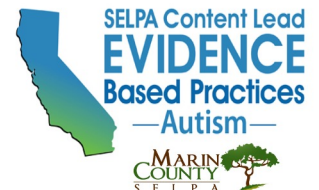
What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the Special Education Content Lead for Autism.

This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.

Before We Begin…

Please complete the **Pre Training Survey** sent to your email

Levels of Professional Development to Reach Implementation

Systems Support

Information Session

Workshop/ Training

Implementation Coaching

Systems Support

This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

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Core Components: Learning Objectives

Participants will:

- Identify the goals of using ABI

- Identify antecedents that may be triggering interfering behaviors

- Identify common prevention techniques (ABIs) that can be used based on triggers and probable functions of interfering behavior
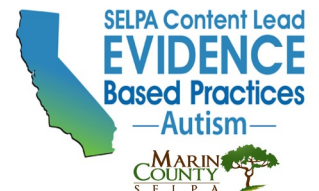
What are Evidence Based Practices?
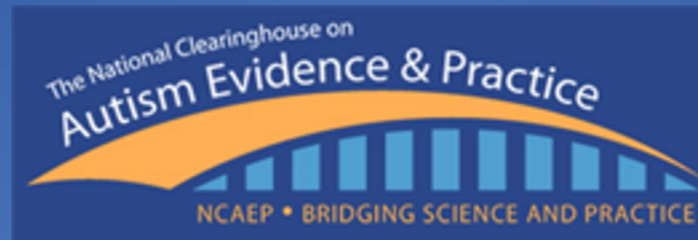
NCAEP definition of an EBP:

"Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD."

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

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Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps

1. Identify the behavior

2. Collect baseline data on the behavior

3. Establish an observable and measurable goal

4. Choose an EBP
   – Consider the child and family characteristics
   – Consider the teacher and team characteristics
   – Consider other available resources

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Selecting an EBP Checklist

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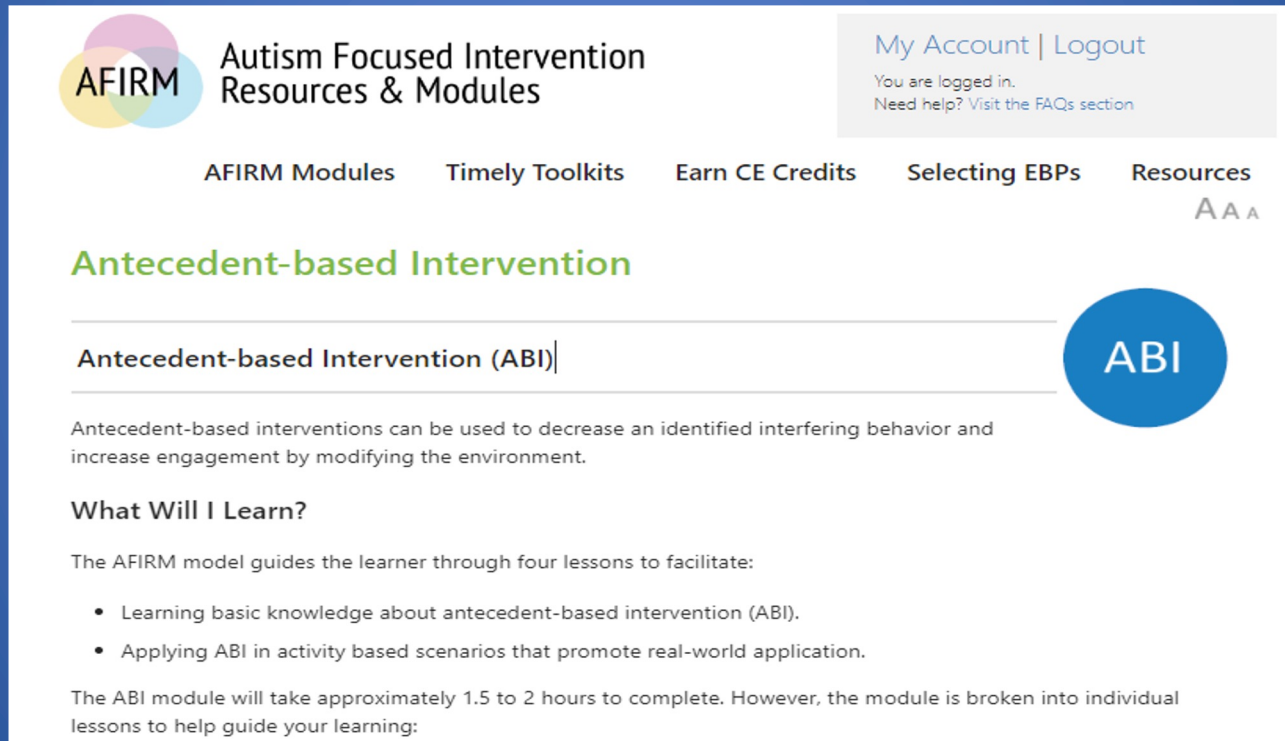
High Quality Training:
Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age

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Antecedent Based Interventions (ABI)

- An evidence-based practice for children and youth with autism from 0-22 years old that can be implemented in multiple settings

- ABI focuses on identifying the events that take place immediately before and after an identified interfering behavior in order to modify the environment to change the conditions in the setting that prompt a learner to engage in the behavior

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Why Use ABI?

- ABI is designed to prevent the identified interfering behavior from occurring

- Team members can use ABI to increase engagement and on-task behaviors

- ABI is easy to implement and require little additional effort by team members

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Evidence (Age and Domains)

Outcome Areas		Age Ranges					
		0-2 Toddlers	3-5 Preschoolers	6-11 Elementary School	12-14 Middle School	15-18 High School	19-22 Young Adults
Communication	Communication	✓	✓	✓	✓	✓	
	Social		✓	✓	✓		✓
	Joint attention						
	Play	✓	✓	✓			
Cognitive	Cognitive						
	School readiness		✓	✓	✓		
	Academic/ Pre-academic		✓	✓		✓	
Adaptive	Adaptive/ self-help	✓	✓	✓	✓	✓	
	Challenging/ Interfering behavior	✓	✓	✓	✓	✓	✓
	Vocational						
	Motor						
Mental health	Mental health			✓	✓	✓	
	Self-determination						

ABI is Used With Other EBPs

Functional Behavior Assessment (FBA)

And Often:
- Functional Communication Training (FCT)
- Extinction (EXT)
- Reinforcement (R+)
- Visual Supports (VS)

A Functional Behavior Assessment Is Used to Inform ABI

A ➡ **B** ➡ **C**

Antecedent   Behavior   Consequence

Functions of Behavior = Why It Occurs

Get

- Items

- Attention or interactions

- Activities

- Sensory input or stimulation

Escape/Avoid

- Items

- Attention or interactions

- Activities

- Sensory input or stimulation
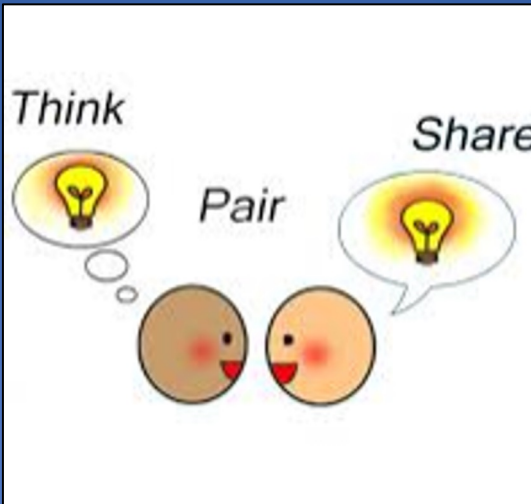
ABCs of Our Behavior….

- Scenerio One: Late for work

- Scenerio Two: Leisurely Sunday Drive

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ABI = Rearranging the Antecedents to Prevent the Need for the Behavior

A → **B** → **C**

Antecedent → Behavior → Consequence
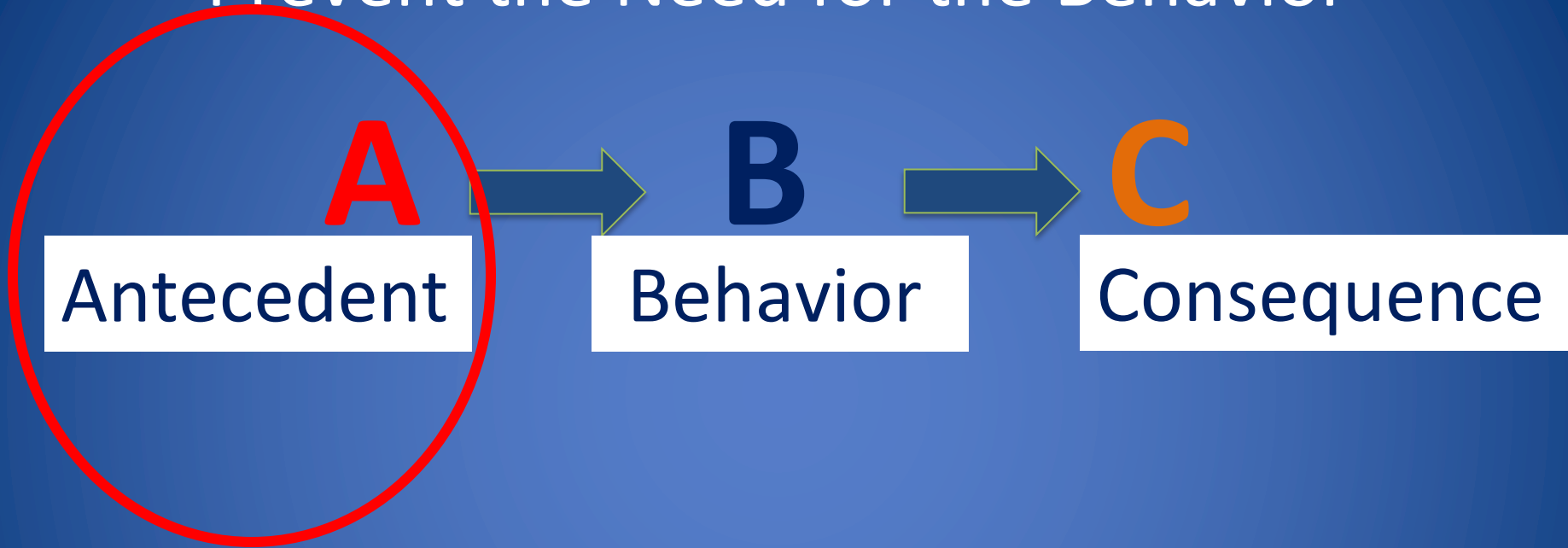
Planning for ABI Use

Step 1: Planning

1.1	Identify and define interfering behavior through an FBA.
1.2	Collect data using direct observation methods.
1.3	Review data collected from direct observations.
1.4	Develop a hypothesis statement and an overall goal.

Collect ABC Data

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Using ABI Strategies

Step 2: Using	
2.1 Select an ABI strategy that addresses the function of the interfering behavior.	
	☐ Using learner preferences
	☐ Changing schedules/routines
	☐ Implementing pre-activity interventions
	☐ Using choice-making
	☐ Altering how instruction is delivered
	☐ Enriching the environment with sensory stimuli
2.2 Create lesson plan that includes selected ABI strategy.	
2.3 Ignore interfering behavior.	
2.4 Provide learner with reinforcement.	

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Selecting ABI Strategies

- Choose ABI strategies based on the <u>triggering</u> events (avoid or alter them) and the primary <u>function</u> of the interfering behavior

- Teach and reinforce an <u>alternative</u> (or absence of) the interfering behavior

- Strategies selected should **<u>prevent</u>** the need to engage in the interfering behavior

Common ABI Strategies Include:

- Using learner preferences

- Changing schedules/routines

- Implementing pre-activity interventions

- Infusing choice making

- Altering how instruction is delivered (input and output)

- Enriching or altering the sensory environment

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ABI Strategies Based on Perceived Function(s)

Escape

Time Warning

Visual Schedule

Incorporate choice and preferences

Attention

Environmental Enrichment

Reinforce A Replacement

Visual Supports

Tangible

Offer Choices

Visual Supports/Reinforcement Systems

Reinforce A Replacement

Changing Routines

Sensory

Environmental Enrichment

Visual Supports

Reinforce A Replacement

Reinforcement for absence of behavior

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Strategy		Function of Behavior	Examples
USING LEARNER PREFERENCE	Tasks/activities are modified and adapted to increase learner's interest.	• Escape/avoid	• Use monster trucks in math problems • Use a Batman pencil for writing activities.

Use Learner Preferences Within Activities

Lego Math

Super Hero Writing

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Strategy		Function	Examples
CHANGING SCHEDULES/ROUTINES	Routines/schedules are changed to decrease interfering behaviors.	• Escape/avoid	• Changing hand washing routine. • Going outside (preferred activity) after completing work assignment (non-preferred activity). • Using a visual timer to show how long learner must remain seated. • Clearly labeling parts of the classroom.

Change Hand Washing Routine…..

First - Then
Visual Schedule System
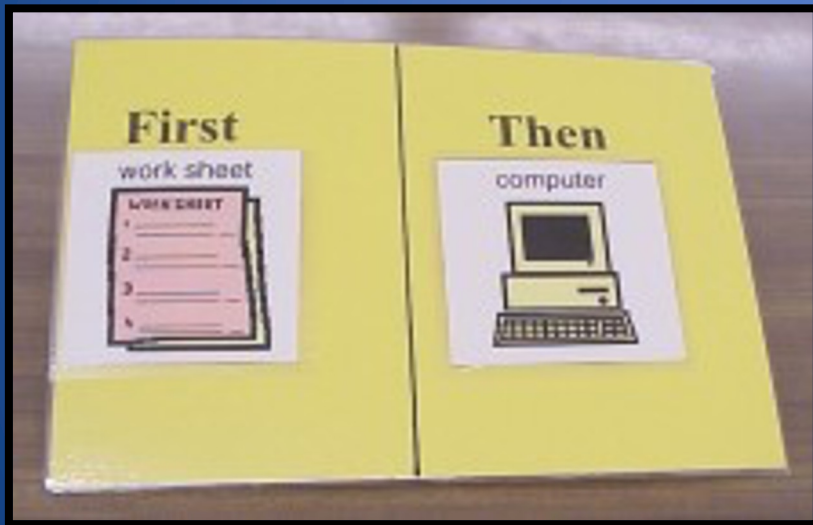
Timers and Alarms:

Structure in the Environment

Three areas are clearly defined with barriers, signs and specific materials to clarify expectations
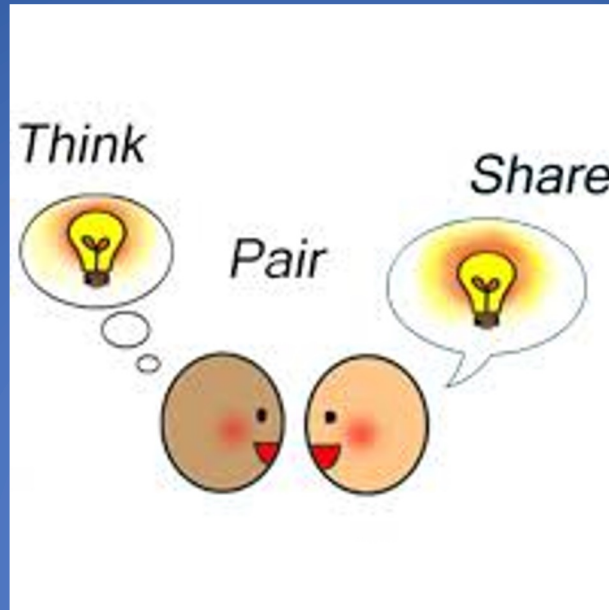
Can you think of other examples of how you could change schedules or routines to prevent interfering behaviors?

Strategy		Function	Examples
IMPLEMENTING PRE-ACTIVITY INTERVENTIONS	Implemented before a task/activity associated with the interfering behavior.	• Escape/avoid	• Reviewing assignment components before receiving assignment • Using visual activity schedules • Providing a warning before time to switch centers or activities

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Visual Step By Step Instructions

Visual sequence and organization of steps within an activity

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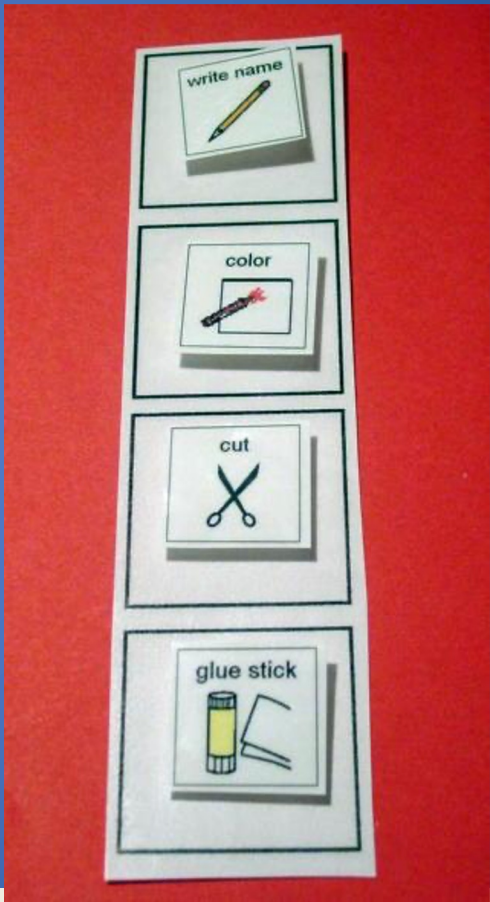
Used to Review Steps Before Assignment
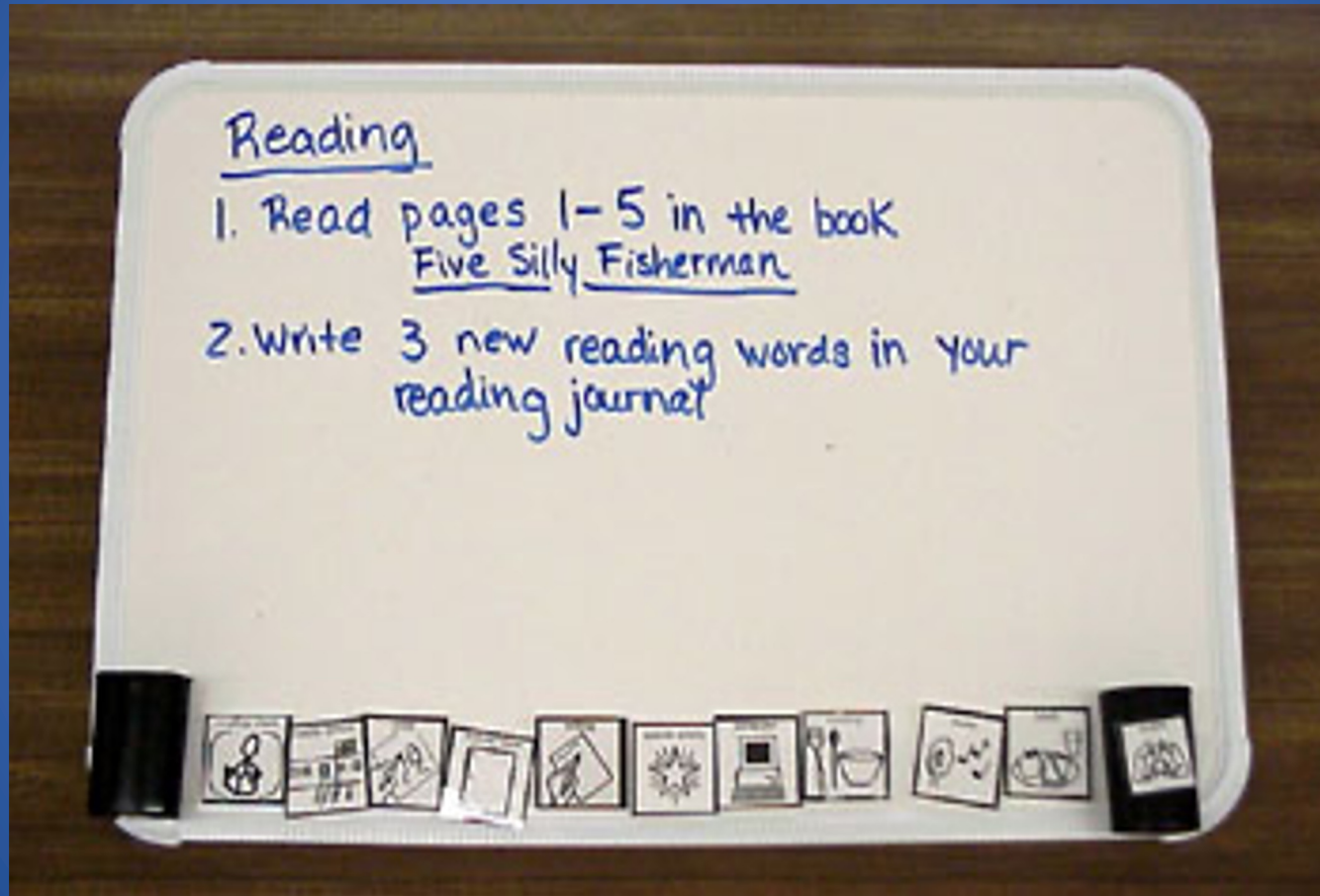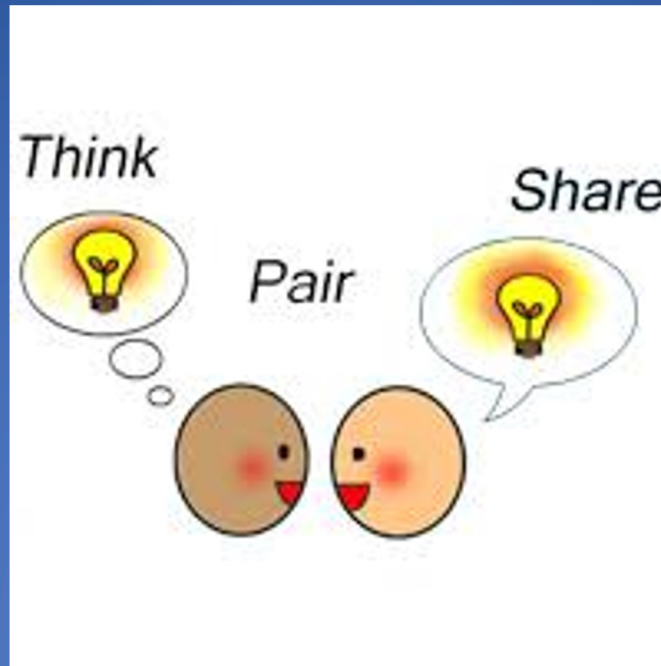
Can you think of other examples of how pre activity interventions could be used to prevent interfering behaviors?

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Strategy		Function	Examples
USING CHOICE-MAKING	During activities or settings where interfering behavior occurs, learner is presented choice of materials or tasks	• Escape/avoid	• Choosing where to sit at circle time • Choosing who to work with in a group • Choosing which assignment to complete first

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Choices….Choices…..

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Let's watch an example of giving choices

AFIRM Autism Focused Intervention Resources and Modules

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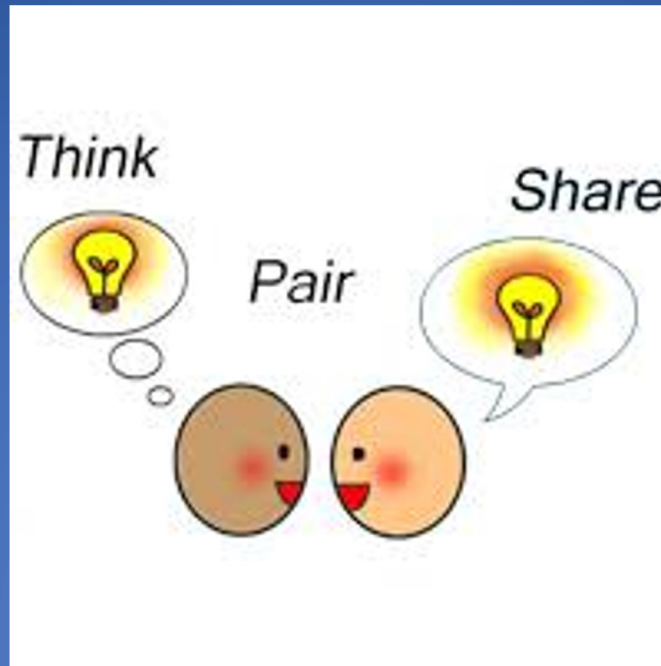
Can you think of other examples of how choices could be used to prevent interfering behaviors?

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Strategy	Function	Examples
ALTERING HOW INSTRUCTION IS DELIVERED	Modify instruction in order for learner to understand expectations.	• Escape/avoid	• Provide written instructions rather than verbal instructions • Read text passage rather than requiring learner to read silently

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Provide Visual Instructions and Checklists

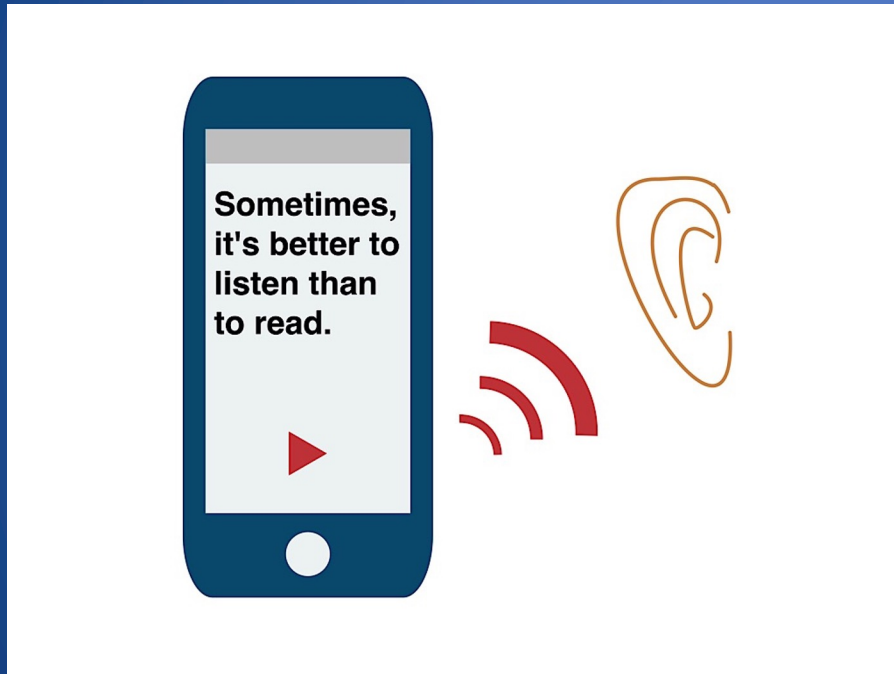|	
☑	**Researching State of New York**
	Identify Sub-Topics
	Go to library
	Find 2-3 Books w/subtopic info
	Photocopy pages w/subtopic info
	Go Online
	Download 2-3 articles on each topic
	Highlight important info from articles and photocopied chapters
Reviewed By:	

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Provide Options for "Input and Output"

Example of Allowing Alternative "Output"

35. Explain what many of the unions were working for during this period in time?

equal Fair, and safe treatment of workers.

36. Why did many unions loose the support of the people during the late 1900"s?

Because the government stepped in, and supported business owners.

Identify some of the results of the rapid urbanization of the late 1800s then discuss some attempts made to ease urban problems?
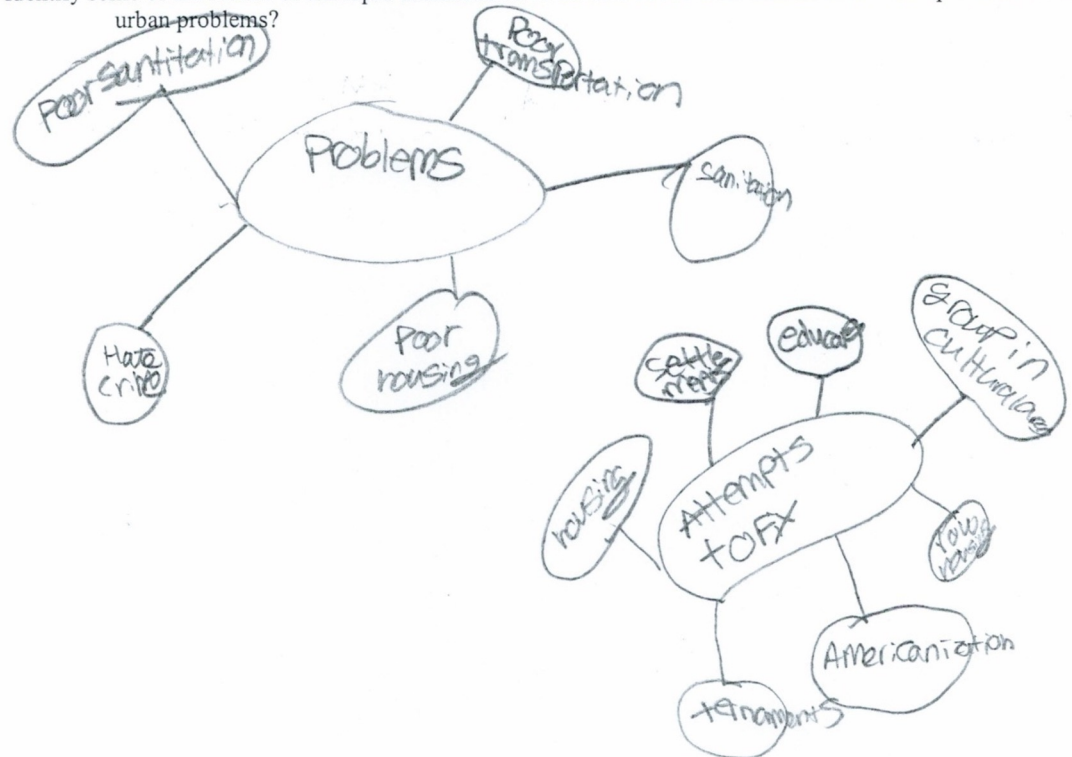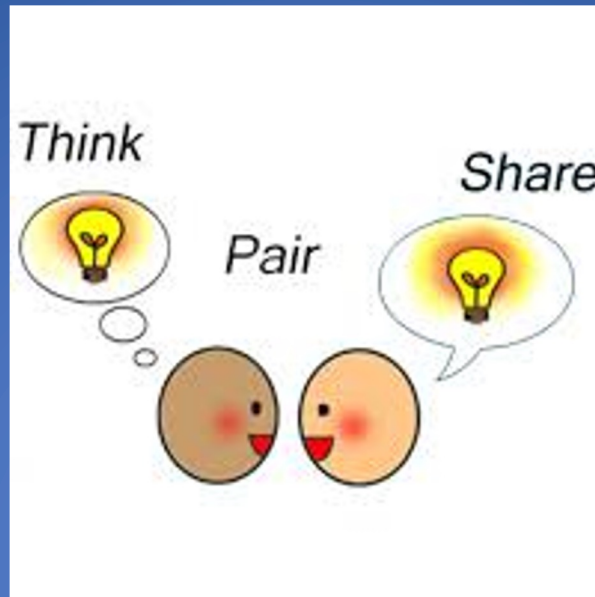
Can you think of other examples of how you could alter how instruction is provided to prevent interfering behaviors?

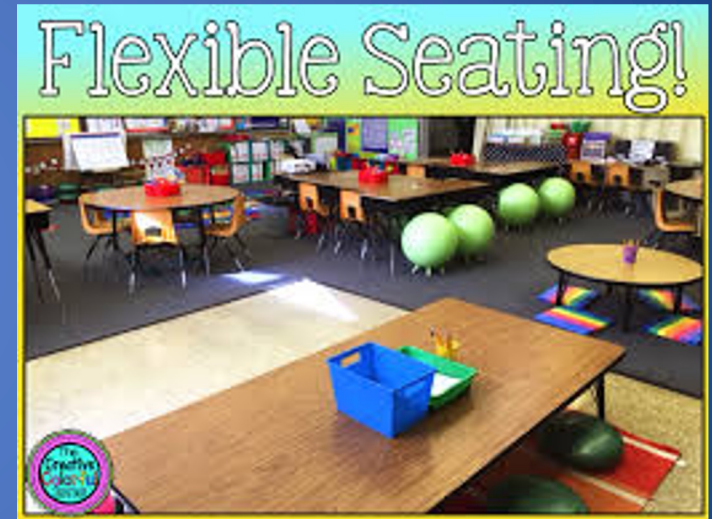| Strategy		Function	Examples
ENRICHING ENVIRONMENT WITH SENSORY STIMULI	Provide access to appropriate behaviors	• Get/obtain	• Allow learner to play with a fidget toy when teacher is reading from text • Provide access to a rocking chair to allow for rocking

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Examples of Fidget Tools and Flexible Seating Options

Let's Watch and Example of Altering the Sensory Environment

Practice with Feedback

Watch the video segment and identify:

1. Probable function of the wandering behavior

1. ABI that could be used to prevent the wandering

Let's Practice!

Create Your ABI Lesson Plan

Antecedent-Based Intervention

---ABI Lesson Plan---

Learner's Name: _Sam_   Date/Week of: _2/17/16_

Teacher(s): _Ms. Hodge_   Classroom: _3rd grade_

Interfering Behavior: _Crumbles up paper and puts head down on desk when asked to participate in a group assignment._

AFIRM
Autism Focused Intervention
Resources & Modules

Objective(s):
1. Sam will work on an assignment with a small group for five minutes.

2.

Strategy:
Using learner preference and altering how instruction is delivered

To implement this strategy, I will:

1. Provide Sam with written instructions for assignment rather than providing them verbally

2. Allow Sam to select the peers he would like to work with during the small group

3. Set a timer for five minutes to signal when Sam can leave group.

4. Allow Sam to have 5 minutes of reading his comic book (preferred activity) after staying five minutes in his small group.

5.

Materials needed:
1. Written instructions for assignment

2. Timer

3. Comic book

For more information visit:
www.afirm.fpg.unc.edu

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Monitoring ABI

Step 3: Monitoring
3.1 Collect and analyze data on interfering behavior
3.2 Determine next steps based on learner progress

Collect Data to Determine if ABI is Working
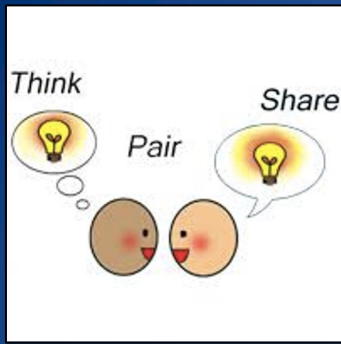
My Takeaways

1. What are 4 things you remember from today's training?

1. What are 2 things you see yourself doing?

1. What is the 1 thing you can implement tomorrow?

What's Next

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After the Training…

Please complete the **Post Training Survey**
that will be sent to your email

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