

**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, teacher being observed, and the learner's initials. 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: \_\_\_\_\_

Teacher/practitioner: \_\_\_\_\_ Learner's Initials: \_\_\_\_\_

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
<b>Step 1. Identifying the Interfering Behavior</b>	<b>Score**</b>								
1. Teachers/practitioners use direct observation methods to identify the function of the interfering behavior that include:									
a. A-B-C data charts and									
b. scatterplots.									
2. Teachers/practitioners 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;									
d. activities during which the behavior occurs;									

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

**Module: Antecedent-Based Interventions**

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
<b>Step 1. Identifying the Interfering Behavior (cont.)</b>	<b>Score**</b>								
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. Teachers/practitioners 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. Teachers/practitioners identify an overall goal for the learner.									
<b>Step 2. Collecting Baseline Data</b>									
1. Teachers/practitioners measure a learner's engagement in the interfering behavior before implementing ABI by collecting the following:									

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

**Module: Antecedent-Based Interventions**

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
<b>Step 2. Collecting Baseline Data (cont.)</b>	<b>Score**</b>								
a. frequency data and									
b. duration data.									
2. Teachers/practitioners collect baseline data for a minimum of four days before implementing ABI.									
3. Teachers/practitioners collect baseline data in numerous settings and/or activities.									
<b>Step 3. Implementing Stimulus Control</b>									
1. Teachers/practitioners 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,									
d. altering how instruction is delivered, or									
f. enriching the environment.									
2. Teachers/practitioners 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									

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

**Module: Antecedent-Based Interventions**

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
<b>Step 3. Implementing Stimulus Control (cont.)</b>	<b>Score**</b>								
c. the materials needed to implement the ABI strategy.									
3. Teachers/practitioners ignore the interfering behavior when it occurs.									
4. Teachers/practitioners provide reinforcement each time the learner with ASD:									
a. does not engage in the interfering behavior and									
b. completes the weekly objective.									
<b>Step 4. Monitoring Learner Progress</b>									
1. Teachers/practitioners use progress monitoring data to evaluate whether the interfering behavior is decreasing as a result of the intervention.									
2. Teachers/practitioners use progress monitoring data to adjust intervention strategies if the interfering behavior does not decrease.									

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

**Module: Antecedent-Based Interventions**

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

**Module: Antecedent-Based Interventions**

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