

## Module: Antecedent-Based Interventions

### Antecedent-Based Interventions Data Sheet: Frequency

*Directions:* Complete the following data collection sheet to determine how frequently a learner with ASD is engaging in a particular behavior. In the **Behavior** column, simply use tally marks to record each occurrence of the behavior.

Learner: \_\_\_\_\_

Setting	Date	Length of observation	Behavior:	Total # of times	Before, during, or after intervention

## **Module: Antecedent-Based Interventions**

### **Antecedent-Based Interventions Data Sheet: Duration**

*Directions:* Complete the following data collection sheet to determine how long a learner with ASD is engaging in a particular behavior.

Learner: \_\_\_\_\_

Setting	Date	Start time	End Time	Total minutes	Before, during, or after intervention

## Module: Antecedent-Based Interventions

### Preference Assessment Worksheet: Early Childhood

Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Learner: \_\_\_\_\_

**Directions:** To identify the preferences of a learner with ASD, observe him/her for at least 30 minutes during a free choice activity time. Every 2 to 5 minutes, circle the material or toy that the learner is interacting with or looking at. If the material/toy is not listed in the following chart, please record in the blank spaces at the bottom of the page. After the observation is complete, identify which material/toy the learner with ASD interacted with the most. Complete at least 3 observations to identify highly preferred materials or toys. Highly preferred materials/toys can then be incorporated into non-preferred activities to increase motivation and engagement.

Animals	Animals	Animals	Animals	Animals	Animals	Animals	Animals
Blocks	Blocks	Blocks	Blocks	Blocks	Blocks	Blocks	Blocks
Books	Books	Books	Books	Books	Books	Books	Books
Bristle blocks	Bristle blocks	Bristle blocks	Bristle blocks	Bristle blocks	Bristle blocks	Bristle blocks	Bristle blocks
Cars	Cars	Cars/	Cars	Cars	Cars	Cars	Cars
Computer	Computer	Computer	Computer	Computer	Computer	Computer	Computer
Dolls	Dolls	Dolls	Dolls	Dolls	Dolls	Dolls	Dolls
Gross motor	Gross motor	Gross motor	Gross motor	Gross motor	Gross motor	Gross motor	Gross motor
Kitchen	Kitchen	Kitchen	Kitchen	Kitchen	Kitchen	Kitchen	Kitchen
Letters	Letters	Letters	Letters	Letters	Letters	Letters	Letters
Little people	Little people	Little people	Little people	Little people	Little people	Little people	Little people
Paint	Paint	Paint	Paint	Paint	Paint	Paint	Paint
Playdough	Playdough	Playdough	Playdough	Playdough	Playdough	Playdough	Playdough
Pop up toy	Pop up toy	Pop up toy	Pop up toy	Pop up toy	Pop up toy	Pop up toy	Pop up toy
Put in toy	Put in toy	Put in toy	Put in toy	Put in toy	Put in toy	Put in toy	Put in toy
Puzzles	Puzzles	Puzzles	Puzzles	Puzzles	Puzzles	Puzzles	Puzzles
Sensory toy	Sensory toy	Sensory toy	Sensory toy	Sensory toy	Sensory toy	Sensory toy	Sensory toy
Sorting toy	Sorting toy	Sorting toy	Sorting toy	Sorting toy	Sorting toy	Sorting toy	Sorting toy
Stack toy	Stack toy	Stack toy	Stack toy	Stack toy	Stack toy	Stack toy	Stack toy
Swing	Swing	Swing	Swing	Swing	Swing	Swing	Swing
Trains	Trains	Trains	Trains	Trains	Trains	Trains	Trains
Water/sand table	Water/sand table	Water/sand table	Water/sand table	Water/sand table	Water/sand table	Water/sand table	Water/sand table

## Module: Antecedent-Based Interventions

### Preference Assessment Worksheet: Elementary, Middle, High School

Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Learner: \_\_\_\_\_

**Directions:** To identify the preferences of a learner with ASD, observe him/her for at least 30 minutes during a free choice activity time (e.g., individual work time, recess, lunch, activity period). Every 2 to 5 minutes, circle the material that the learner is interacting with or looking at. If the material/toy is not listed in the following chart, please record in the blank spaces at the bottom of the page. After the observation is complete, identify which material the learner with ASD interacted with the most. Complete at least 3 observations to identify highly preferred materials. Highly preferred materials can then be incorporated into non-preferred activities to increase motivation and engagement.

Balls	Balls	Balls	Balls	Balls	Balls	Balls	Balls
Board game	Board game	Board game	Board game	Board game	Board game	Board game	Board game
Books	Books	Books	Books	Books	Books	Books	Books
Card game	Card game	Card game	Card game	Card game	Card game	Card game	Card game
Comic books	Comic books	Comic books	Comic books	Comic books	Comic books	Comic books	Comic books
Computer	Computer	Computer	Computer	Computer	Computer	Computer	Computer
Cooking	Cooking	Cooking	Cooking	Cooking	Cooking	Cooking	Cooking
Gross motor	Gross motor	Gross motor	Gross motor	Gross motor	Gross motor	Gross motor	Gross motor
Paint	Paint	Paint	Paint	Paint	Paint	Paint	Paint
Puzzles	Puzzles	Puzzles	Puzzles	Puzzles	Puzzles	Puzzles	Puzzles
Sand/water	Sand/water	Sand/water	Sand/water	Sand/water	Sand/water	Sand/water	Sand/water
Sensory material	Sensory material	Sensory material	Sensory material	Sensory material	Sensory material	Sensory material	Sensory material
Swings	Swings	Swings	Swings	Swings	Swings	Swings	Swings
Writing	Writing	Writing	Writing	Writing	Writing	Writing	Writing