

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								

Step 1. Identifying the Interfering Behavior

1. Teachers/practitioners use direct observation methods to identify the function of the interfering behavior that include:

a. A-B-C data charts

Observation	1	2	3	4	5	6	7	8
Score								

b. scatter-plots.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners use direct observation methods to identify the function of the interfering behavior that include:

a. Where the behavior is happening:

Observation	1	2	3	4	5	6	7	8
Score								

b. With whom the behavior is happening;

Observation	1	2	3	4	5	6	7	8
Score								

c. when the behavior is happening;

Observation	1	2	3	4	5	6	7	8
Score								

d. With whom the behavior is happening;

Observation	1	2	3	4	5	6	7	8
Score								

e. what other students are doing when the behavior starts;

Observation	1	2	3	4	5	6	7	8
Score								

f. what teachers/adults are doing when the behavior starts;

Observation	1	2	3	4	5	6	7	8
Score								

g. proximity to other students, teachers, and/or adults;

Observation	1	2	3	4	5	6	7	8
Score								

h. the noise level in the environment;

Observation	1	2	3	4	5	6	7	8
Score								

i. the number of individuals in the area;

Observation	1	2	3	4	5	6	7	8
Score								

j. other environmental conditions; and;

Observation	1	2	3	4	5	6	7	8
Score								

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

k. the function of the behavior;

Observation	1	2	3	4	5	6	7	8
Score								

3. Teachers/practitioners develop a hypothesis statement for the interfering behavior that includes:

a. the setting events, immediate antecedents, and immediate consequences;

Observation	1	2	3	4	5	6	7	8
Score								

b. a restatement and refinement of the description of the interfering behavior; and;

Observation	1	2	3	4	5	6	7	8
Score								

c. the function the behavior serves.

Observation	1	2	3	4	5	6	7	8
Score								

Step 2. Collecting Baseline Data

1. Teachers/practitioners measure a learner's engagement in the interfering behavior before implementing ABI by collecting the following:

a. frequency data and;

Observation	1	2	3	4	5	6	7	8
Score								

b. duration data.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners collect baseline data for a minimum of four days before implementing ABI.

Observation	1	2	3	4	5	6	7	8
Score								

3. Teachers/practitioners collect baseline data in numerous settings and/or activities.

Observation	1	2	3	4	5	6	7	8
Score								

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

Step 3. Implementing Stimulus Control

1. Teachers/practitioners identify one of the following ABI strategies that directly addresses the function of the interfering behavior:

a. using learner preferences,

Observation	1	2	3	4	5	6	7	8
Score								

b. changing schedules/routines,

Observation	1	2	3	4	5	6	7	8
Score								

c. implementing pre-activity interventions,

Observation	1	2	3	4	5	6	7	8
Score								

d. using choice-making.

Observation	1	2	3	4	5	6	7	8
Score								

e. altering how instruction is delivered, or

Observation	1	2	3	4	5	6	7	8
Score								

f. enriching the environment.

Observation	1	2	3	4	5	6	7	8
Score								

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,

Observation	1	2	3	4	5	6	7	8
Score								

b. a statement of the strategy and what the teacher will do, and

Observation	1	2	3	4	5	6	7	8
Score								

c. the materials needed to implement the ABI strategy.

Observation	1	2	3	4	5	6	7	8
Score								

3. Teachers/practitioners ignore the interfering behavior when it occurs.

Observation	1	2	3	4	5	6	7	8
Score								

4. Teachers/practitioners provide reinforcement each time the learner with ASD:

a. does not engage in the interfering behavior and

Observation	1	2	3	4	5	6	7	8
Score								

b. completes the weekly objective.

Observation	1	2	3	4	5	6	7	8
Score								

Step 4. Monitoring Learner Progress

1. Teachers/practitioners use progress monitoring data to evaluate whether the interfering behavior is decreasing as a result of the intervention.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners use progress monitoring data to adjust intervention strategies if the interfering behavior does not decrease.

Observation	1	2	3	4	5	6	7	8
Score								

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

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