



## Antecedent-Based Interventions

### Positive Behavioral Supports and Interventions

#### Behavioral Interventions

Behavioral interventions aim to increase the likelihood of desirable behaviors and decrease the likelihood of undesirable behaviors. Positive Behavioral Supports and Interventions are used to model, teach, and reinforce positive behavior in all students. The most effective and humane way to reduce undesirable behavior is by developing, strengthening, and generalizing desirable behavior to replace undesirable behavior. In some situations, students may need additional interventions and support to learn, practice, and demonstrate desirable behaviors. More restrictive behavioral interventions should be temporary and approached with utmost caution. Proactive strategies should always be used, even when more restrictive interventions are implemented. The use of restrictive interventions should be based on assessment, planning, supervision, evaluation, documentation, and protective measures. The use of restrictive interventions should maintain respect for the student’s dignity and personal privacy and remain consistent with the educational goals of enhancing the student's academic, behavioral, social, and emotional growth.

It is important to note that the specific interventions used should be tailored to the individual student's needs and preferences. Regular assessment, collaboration with relevant professionals, and ongoing observation of the student's response to the interventions are crucial for determining their effectiveness and making necessary adjustments.

<p><b>Positive Behavioral Supports and Interventions</b> are prevention strategies and are preferred because of the low risk of negative side effects, and the high priority placed on teaching behavior opposed to managing and controlling behavior. They may be used without the development of a written behavioral intervention plan and without documentation in the individualized education program (IEP). Examples of these interventions include:</p>	
Intervention Name	Description
<p><b>Antecedent-based Interventions</b></p>	<p>Antecedent-based interventions (ABI) are a collection of practices in which environmental modifications are used to change the conditions in a setting that prompts a learner to engage in undesirable behavior. Built on the concept that behaviors are influenced by the environment, the goal of</p>



	<p>ABIs is to identify the conditions in the setting that are reinforcing the undesirable behavior and then modify the environment or activity so that the environmental conditions no longer elicit the undesirable behavior.</p>
<p><i>Examples of Antecedent-based Interventions:</i></p> <p>Using learner preferences: Allowing a student to choose between two different reading materials for independent reading time based on their interests.</p> <p>Changing schedules/routines: Providing a visual schedule or a daily agenda to help a student with autism understand and anticipate changes in the daily routine.</p> <p>Implementing pre-activity interventions/Priming: Offering a brief sensory break, such as allowing a student to use a push a heavy cart down the hallway or take a quick walk before starting a challenging task. Priming prepares the learners in advance to increase their chance of success.</p> <p>Using choice-making: By providing choice, a learner will be more likely to cooperate, be motivated to work, and stay engaged in the task. Give students a choice between two writing prompts or assignment options to promote autonomy and motivation. Providing a choice of reinforcement activities (e.g., iPad, Swing, or Listen to music) that a student can select to earn.</p> <p>Altering how instruction is delivered: Using multi-sensory approaches, such as incorporating visual aids, gestures, and verbal explanations, to enhance understanding for students with diverse learning styles. Breaking down complex instructions into smaller, more manageable steps to support students with attention or processing challenges.</p> <p>Enriching the environment: Creating a calming corner or designated quiet area with comfortable seating, soft lighting, and sensory tools for students who may benefit from a quiet space for self-regulation. Adding visual cues, labels, or visual supports in the classroom environment to assist students with organization and task completion.</p>	