Sample Antecedent Modification Resources

# Sample A-B-C Data Collection Chart and Guiding Questions

A-B-C charts are completed by observing the target student, identifying A-B-C data, and analyzing the data for patterns. Another sample data collection form, with an appendix of function related interventions is available at: <http://www.intensiveintervention.org/sites/default/files/Handout3c-ABC_Report_Form_0.pdf>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Guiding Questions* | | * *What occurs right before the problem behavior?* * *What are other individuals doing in the environment?* * *Where is the student when the problem behavior occurs?* * *Who is near the student when the problem behavior occurs?* | * *What is the student doing that is disruptive or undesired?* | * *What happens immediately after the undesired or problem student behavior*? | * *Are you aware of anything additional that may be impacting the student’s behavior?* |
| Day | Time | Antecedent | Behavior | Consequence | Comments |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

#### Guiding Questions after an A-B-C Observation:

* *When I ask the target student to do \_\_\_\_\_\_\_\_\_\_\_\_\_, what do I expect that student to be able to do?*
* *What can the student do on his or her own when this demand is placed on the student?*

# Sample Antecedent Modification: Choice Menu

## When to Use the Choice Menu:

* Upon noticing that the student is demonstrating an identified problem behavior, based on data collected through an A-B-C chart
* Prior to a time when the problem behavior is likely to occur, based on patterns in data collected through an A-B-C chart

## How to Reinforce the Usage of the Choice Menu:

The student will be prompted with a choice from the choice menu at the adult’s discretion. The student will earn access to reinforcers based upon the student’s compliance. The reinforcers should be aligned with the student’s motivators (i.e., from a preference assessment or forced-choice reinforcement menu).

## When to Use Reinforcers:

* When the student is performing a task in accordance with the expectations, reward the student by adding a sticker to the student’s chart.
* When the student makes a choice and complies with the expectation, reward the student by adding a sticker to the student’s chart.
* When the student identifies his or her emotion and the cause, reward the student by adding a sticker to the student’s chart.
* When the student earns a specified amount of stickers based upon compliance (with or without use of choice menu), reward the student by delivering a reinforcer that aligns with the student’s motivator (e.g., break time, work on the computer, consumable reward, peer time).

## Additional Considerations:

In the beginning of using the choice menu and reward and reinforcement system, high frequency delivery or access to reinforcement is preferable. As the student is able to show compliance and is responding, challenge the student by delaying access to the reward or reinforcer (i.e., start with the student earning five stickers to earn a larger reward; as the student shows he or she is able to do this, challenge the student to get 10 stickers to earn the larger reward, and so on until the reward system can be faded while still allowing the student to be successful).

# **Sample Choice Menu Items**:

**Participating in activities**

**Choice 1:** Participate with peer

**Choice 2:** Participate with adult

**Choice 1:** Try the activity for five minutes

**Choice 2:** Stay at your seat and do an activity

**Going to specials**

**Choice 1:** Go early to help special’s teacher set up for activity

**Choice 2:** Go with an adult who will stay with student until the student participates

**Carpet activities**

**Choice 1:** Sit with peers at the carpet

**Choice 2:** Sit at desk and listen quietly

**Walking in the hallways**

**Choice 1:** Walk with a peer

**Choice 2:** Walk with an adult

**Working with an adult**

**Choice 1:** Try the activity for five minutes

**Choice 2:** Invite a peer to join in the activity

**Student engaging in disruptive behaviors**

**Choice 1:** Stop the behavior, and student identifies his or her emotion and the cause

**Choice 2:** Stop the behavior, and student goes and sits quietly at his or her seat to reflect

## Sample Sticker Chart

**MCj04258220000[1]**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | Reward |
|  |  |  |  |  | Reward |
|  |  |  |  |  | Reward |
|  |  |  |  |  | Reward |