



# A Is for Antecedent

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# In This Session

Focusing on the beginning step to any behavior analysis or evaluation

- Definition
- Potential sources
- Identification strategies
- Scenario practice

# Definition

Antecedent:

An event, activity, or environmental stimulus preceding a behavior

- immediately before
- accumulation of previous events
- a collection of events

# Definition cont.

- Antecedents precede any behavior:
  - Desired–self starting, requesting help
  - Undesirable–kicking, spitting, hitting, self-injurious
  - Neutral–age appropriate, self-stimulatory
- They are external to the target individual
- Antecedents are present regardless of any disability or misinterpretation of the environment by the individual (Ex. ED, Autism, DD–there is still an antecedent that precedes the behavior)

# Potential Sources

- ▶ The entire environment must be considered in identifying an antecedent, including:
  - Current setting
  - Layout of the setting
  - Visual stimuli
  - Person (people)
  - Scents
  - Sounds
  - Smells
  - Temperature
  - Task or activity
  - Subject matter or content
  - Prior reinforce
  - Touch
  - Texture or tactile quality of an item, carpet, chair
  - Schedule
  - Routine

# Guiding Questions

Use wh- questions to guide your analysis of antecedents

Examples:

- Who is in the room/setting?
- Who has approached the student?
- Who is closest? Furthest away?

# Guiding Questions

- What is happening in the room/setting?
- What is the expectation at this time?
- What is the content?
- What level of independence is required?
- What level of structure in the directions or task?
- What time of day?
- What are other students doing?
- What are adults doing?
- What is the lighting level? Sound level?

# Guiding Questions cont.

- When do you see the target behavior?
- When do you see the replacement behavior? Desired behaviors?
- When in the day? Morning? Mid-day? Afternoon?
- When in the schedule? Structured lessons? Independent work? Unstructured time?
  
- Where does the target behavior occur?
- Where are the adults?
- Where are the peers?
- Where in the classroom?
- Where in the school?



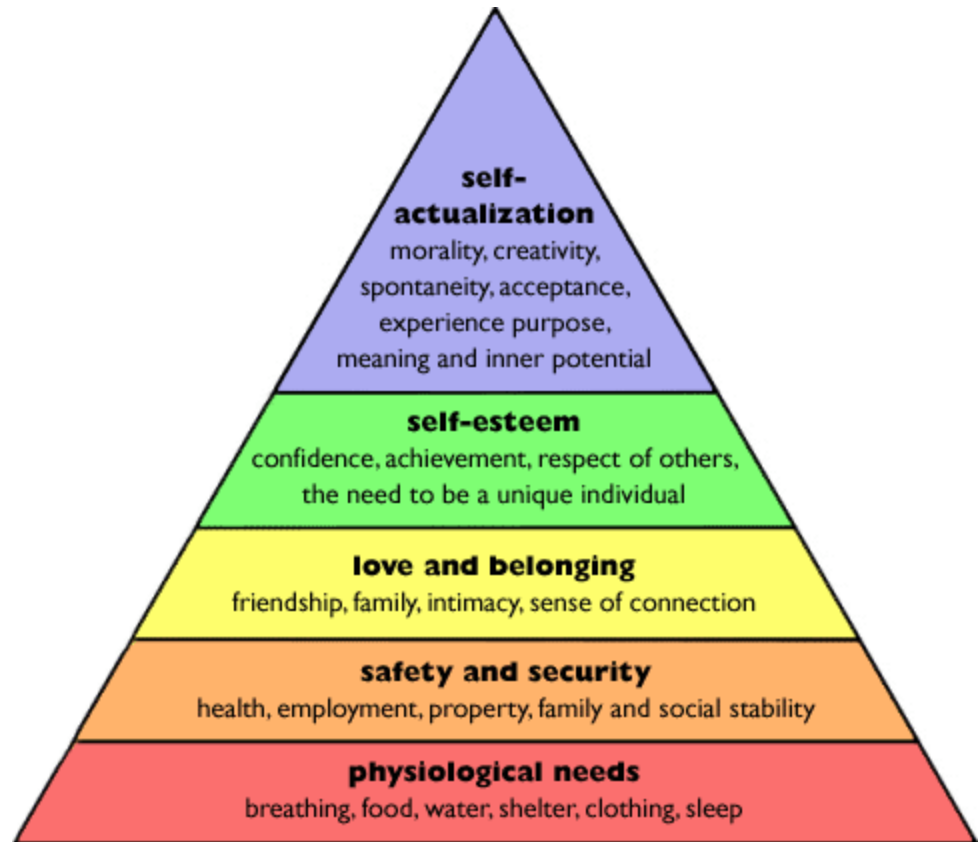
# Mitigating Factors

Behavior can result from a combination of the antecedent and additional factors unique to that day or student

- Hunger/thirst
- Lack of sleep
- Medication side effect
- Overall health
- Recent loss or dramatic change to routine

# Mitigating Factors

- Maslow's Hierarchy of Needs reflects these same mitigating factors.
- These are the factors that change the degree, intensity or perception, but are not antecedents or consequences.



# Identification Strategies

Identifying antecedent(s) of a problematic behavior often involves multiple sources of data including:

- Structured observations–ABC
- Observations in multiple setting
- Observations during multiple tasks
- Functional Behavior analysis
- Motivation assessment
- Reinforcer assessment

ABC Data Sheet

Antecedent	Behavior	Consequence

Created by Shelly Phillips

## ABC Data Sheet

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date	Time	Antecedent	Behavior	Consequence	Function
					___ escape/avoidance ___ gaining attention ___ expression of anger ___ frustration ___ obtain tangible item ___ sensory stimulation ___ fear/anxiety ___ other: _____
					___ escape/avoidance ___ gaining attention ___ expression of anger ___ frustration ___ obtain tangible item ___ sensory stimulation ___ fear/anxiety ___ other: _____
					___ escape/avoidance ___ gaining attention

**ABC BEHAVIOR CHART**  
(Antecedent, Behavior, Consequence)

**Name:**

**Grade:**

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

**Setting Information:**

Time/Staff	Situation/Antecedent	Behavior	Consequence
		Off task:  Hitting:  Screaming:	
		Off task:  Hitting:  Screaming:	
		Off task:	

# Let's Practice

- You will have a sheet with 4 scenarios
- Work with a small group or individually to work through the scenarios to determine the antecedents
- We will then share out and discuss

# Let's Practice

## ABC Analysis

Date \_\_\_/\_\_\_/\_\_\_ Name of Person Observed: \_\_\_\_\_ Observer: \_\_\_\_\_

Behavior(s): \_\_\_\_\_

Date	Time	Antecedent	Behavior	Consequence	Possible Function



## ABC Analysis

Name: *George*

Description of behavior(s) of interest: *humming loudly, telling an inappropriate joke, putting head on desk, refusal to participate, throwing books.*

<b>Date</b>	<b>Time</b>	<b>Antecedent</b>	<b>Behavior</b>	<b>Consequence</b>	<b>Possible Function</b>
2/7/99	9:40am	<i>Teacher announces it is time for reading</i>	<i>Tells inappropriate joke</i>	<i>Peers laugh, class disrupted</i>	<i>Escape/Atten.</i>
2/7/99	9:45am	<i>Teacher calls on George to read first</i>	<i>Throws book</i>	<i>Sent to office</i>	<i>Escape</i>
2/8/99	9:35am	<i>Teacher asks George to pay attention</i>	<i>George crouches down so he can't see</i>	<i>George can't see instruction</i>	<i>Escape</i>
2/8/99	9:40am	<i>Teacher instructs class to move into reading groups</i>	<i>George sighs, puts head on desk</i>	<i>George doesn't join his group</i>	<i>Escape</i>
2/8/99	9:42am	<i>Teacher asks George to move to his reading group</i>	<i>George slams his book shut</i>	<i>George's teacher warns him not to throw book</i>	<i>Escape</i>
2/8/99	9:50am	<i>Teacher says go to your group</i>	<i>George throws his book and walks out of the class towards the principal's office</i>	<i>Avoids reading group</i>	<i>Escape</i>

# Video Practice

- We will watch a short video
- During the video, you will be completing an ABC chart for the behaviors you notice
  - If you would like to focus on one individual, it will simplify this task, but you may focus on the group as a whole if you would like



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# Questions & Discussion

# Contact Information

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