

## Identifying Appropriate Antecedent Prevention Strategies

This document provides practice opportunities for participants to identify appropriate antecedent prevention strategies. This document is adapted from Module 5: Selecting Function-based Behavior Support Strategies from [Basic FBA](http://www.basicfba.com) (www.basicfba.com).

### Scenario

When Nate is asked to join a lab group in science or a cooperative work group, he makes negative self-statements and writes profane language on his assignments. As a result, Nate gets sent to the teacher's classroom across the hall or to the office. The FBA data indicates that the function of his behavior is avoiding failure in front of his peers.

Underline the behavior in this scenario.

Identify the antecedent or trigger for this behavior:

**Antecedent strategies are intended to PREVENT the behavior from occurring by:**

1. Directly addressing the identified antecedent
2. Direct addressing the function of the behavior

### Possible Antecedent Prevention Strategies:

Cross out the options that do not meet the requirements of an antecedent prevention strategy and list your rationale:

- Pre-teach the lab assignment ahead of time for Nate
- Give Nate more time to finish his assignment
- Assign Nate a role of recorder for the group work, rather than experimenter or problem solver
- Have Nate help the teacher set up the lab stations and help clean up afterward
- Provide Nate with sentence frames and word banks on his lab sheet or assignment