# Identifying Appropriate Antecedent Prompting Strategies

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

## Scenario

During Social Studies, when asked to write paragraphs, essays, or answer questions in writing, Morgan immediately refuses to work, doodles, throws book, pencil & paper on the floor resulting in the teacher stopping asking Morgan to do the work or if the behavior escalates, sending Morgan to the office. These behaviors are maintained by avoiding or escaping the writing tasks. Morgan's plan includes teaching her to request a break from writing with a break card.

Underline the behavior in this scenario.

Identify the replacement behavior being taught:

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

1. Directly addressing the identified antecedent
2. Directly addressing the function of the behavior
3. **Prompting** the use of the replacement behavior after it has been taught

## Possible Antecedent Prompting Strategies

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

- Give Morgan more time to finish her writing
- After the assignment is given, the teacher privately reminds Morgan to use her break card if she needs a break from writing
- Remind Morgan to use her graphic organizer
- The teacher taps Morgan's break card as she walks by as a reminder t use it if she needs a break
- Remind Morgan that she will need to take home her unfinished work as homework

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