**Competency 13.** Develop and implement antecedent control interventions

A. Use the methods and procedures described in the articles as a model to write a technological behavior intervention plan.

1. Choose between contingency dependent (e.g., presenting SD for appropriate behavior) and contingency independent antecedent interventions (e.g., Non-contingent reinforcement). Consult with supervisor and offer rational for your choice.
2. If implementing independent antecedent interventions, determine the appropriate time-schedule.
3. When applicable, choose an appropriate teaching strategy (e.g., when using FCT as your antecedent intervention).
4. When applicable, choose an appropriate transfer of stimulus control procedure (e.g., most-to-least, least-to-most, time delay).
5. Be sure to address establishing and abolishing motivating operations in your intervention plan.

B. Implement the intervention and gather behavioral data consistently.

C. Place in this tab copies of your written behavior intervention plan and intervention data.

Some relevant sources:

* Flannery, K.B. & Horner, R.H. (1994). The relationship between predictability and problem behaviors for students with severe disabilities. *Journal of Behavioral Education*, 4, 157-176.
* Iwata, B.A. & Smith, R.G. (2000). Establishing operations in applied behavior analysis, JABA, 33, 401-514.
* Vollmer, T.R., Marcus, B.A., & Ringdahl, J.E. (1995). Noncontingent escape as treatment for self-injurious behavior maintained by negative reinforcement. JABA, 28, 15-26.
* Carbone et al (2007). The role of the reflexive conditioned motivating operation (CMO-R) during discrete trial instruction of children with autism. *Journal of Early and Intensive Behavior Intervention*, *4*, 658-680.

This topic is covered in PSY 557: Behavior Change Procedures and Systems Support and PSY 558: Special Topics in Behavior Analysis