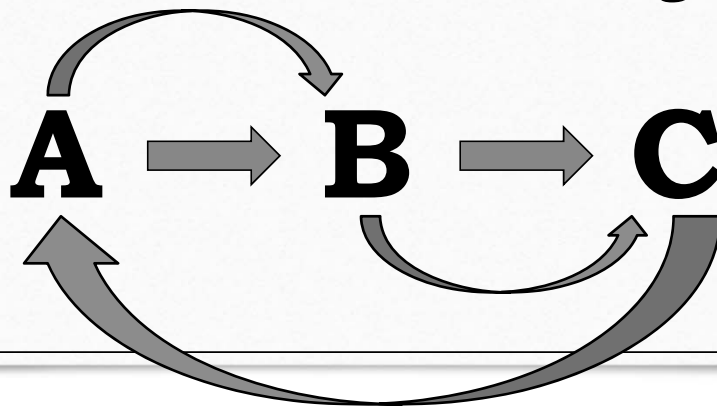


**Challenging Behaviors and the "ABC"s  
(Antecedents/Behavior/Consequences):  
How to Accurately Collect Behavioral  
Data to Shape a Child's Behavior**

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To Understand Behavior ....  
You Need to Understand the  
ABC Three-Term Contingency



**Antecedent** - What was Happening or Who/What was Present right before the Behavior that Signaled the Learned Behavior

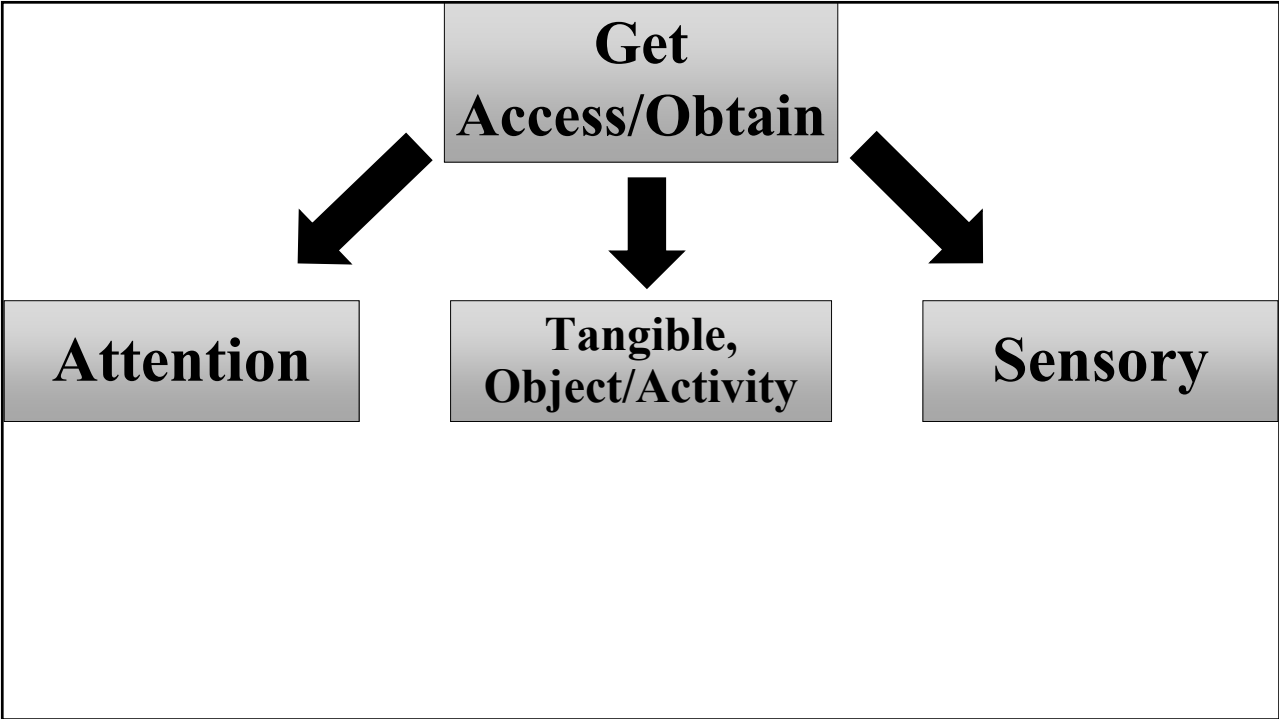
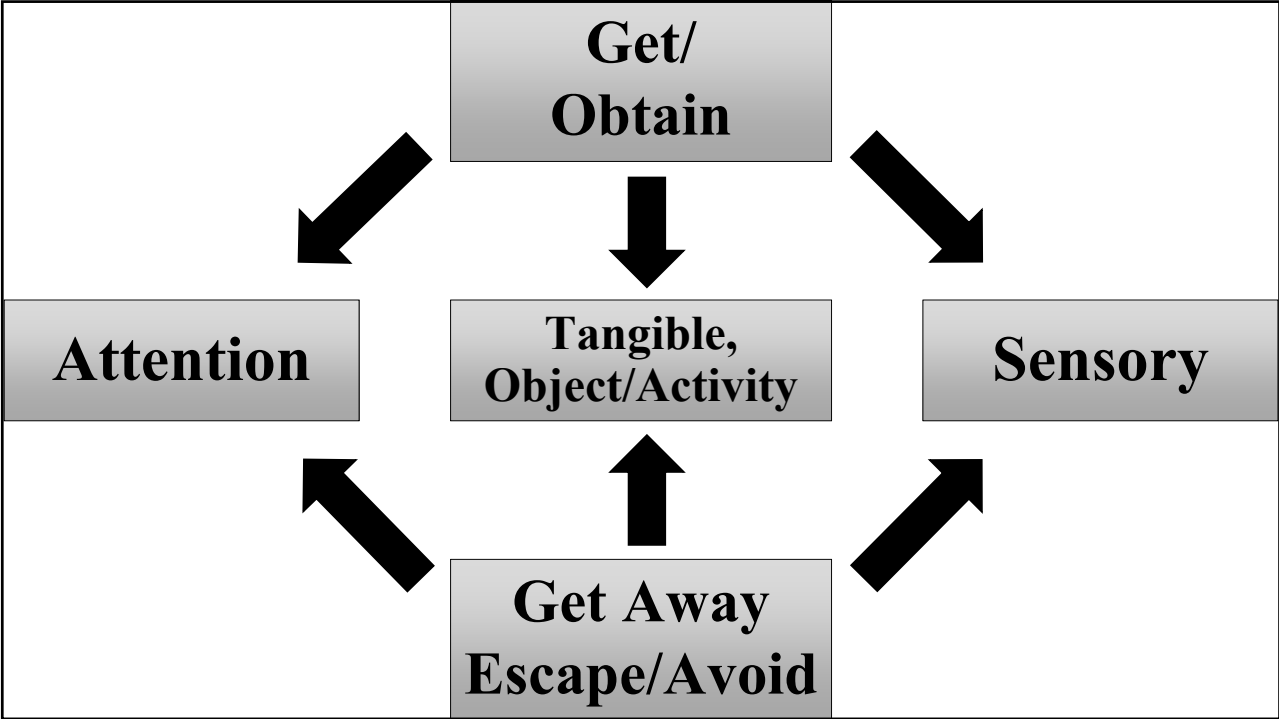
**Setting Events** - Prior Events or Conditions that Increases the Likelihood that a Behavior will Occur

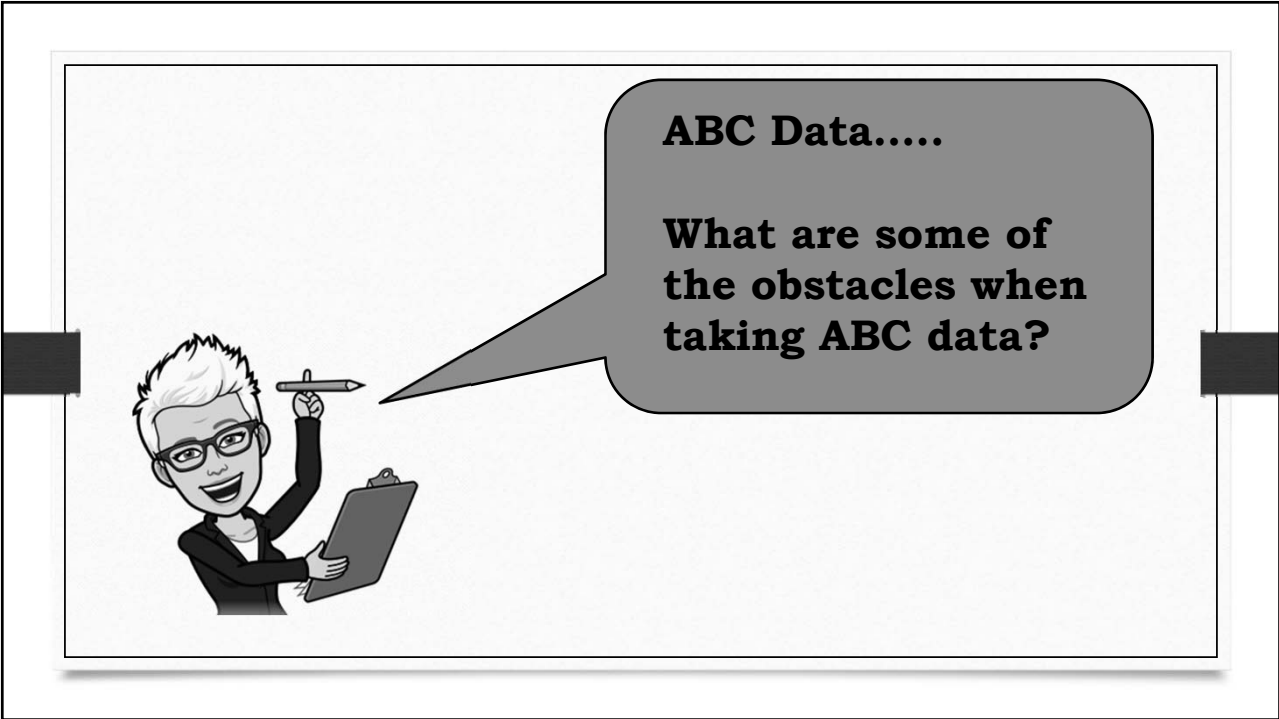
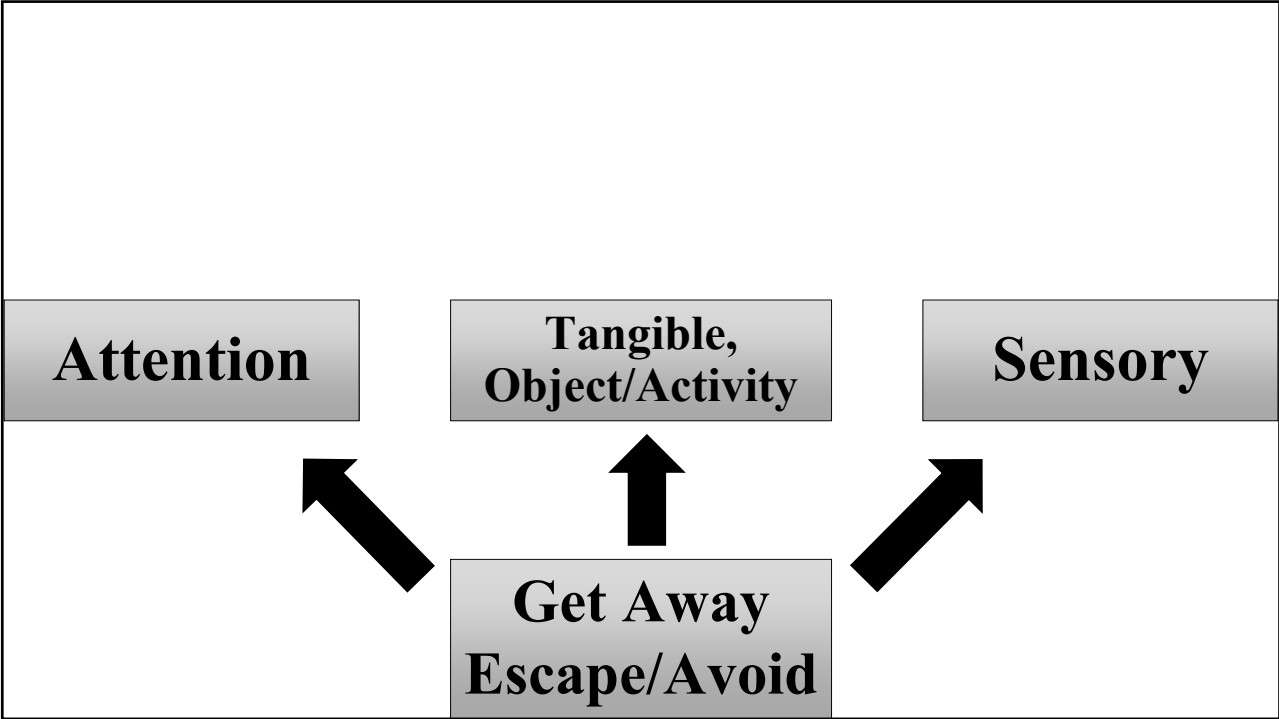
**Behavior** - An Action that is Observable and Measurable

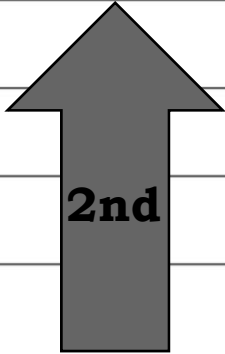
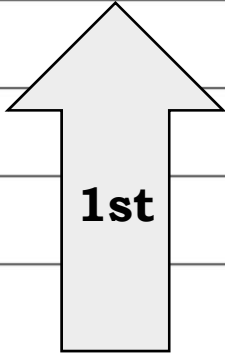
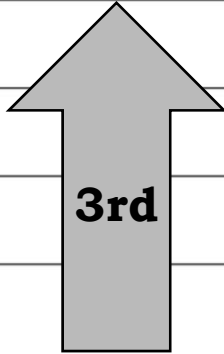
**Consequence** - Events or conditions which Follow the Behavior and Appear to Maintain (Reinforce) its Occurrence. Allows student to either **GAIN ACCESS** to a desirable condition or **ESCAPE/AVOID** an aversive or non-desired condition

**Why is it important to know the Antecedents, Setting Events, and Consequences in relation to a Behavior?**







Student: _____		Staff: _____		Date: ____/____/____	
Time	Environmental Setting/Subject	Antecedent	Behavior	Consequence	
Start: <u>10:16am</u> End: <u>10:24am</u>	Where did Behavior Start? 3 <sup>rd</sup> Period Gen. Ed. Math Large Group	What happens just before the behavior? Academic Demand was placed Gave student worksheet	Observed Behaviors Head down (unresponsive)	What Action did You or Others (Peers/Staff) Take/Do? Proximity/moved closer to student Reminder of rules/expectations	
Start: _____ End: _____					
Start: _____ End: _____					
Start: _____ End: _____					
Start: _____ End: _____					

ABC Data Chart

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

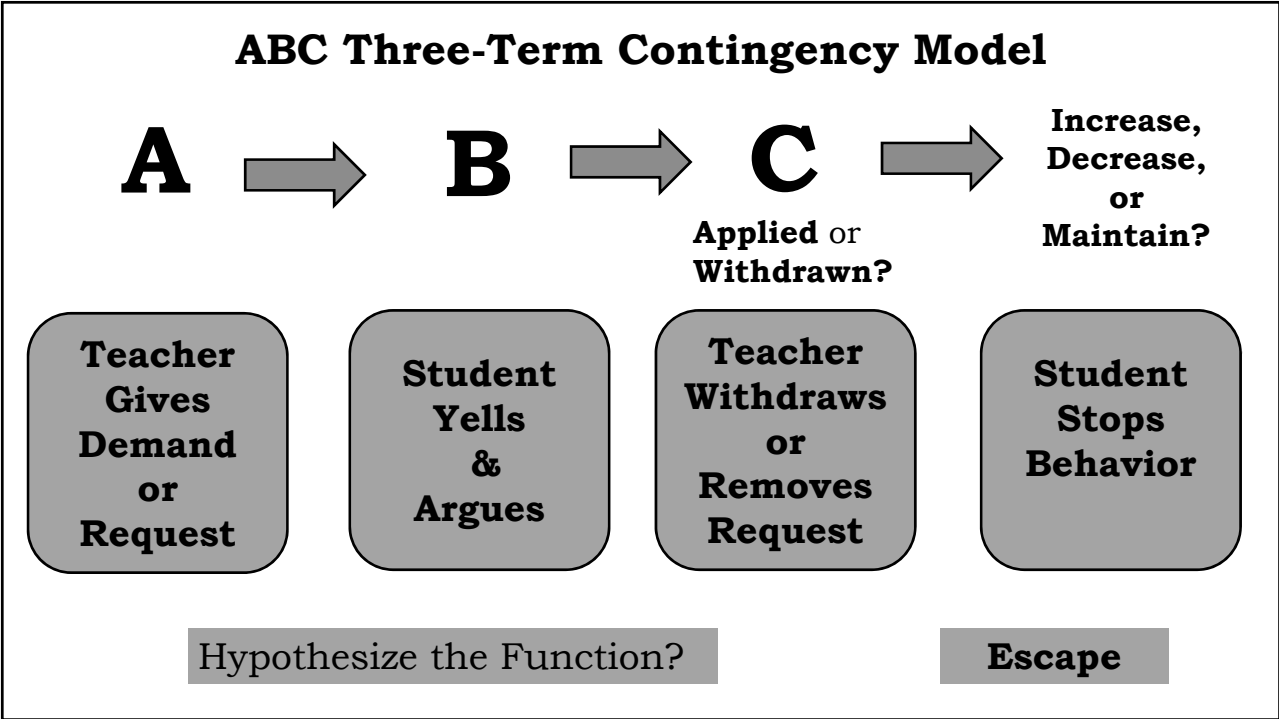
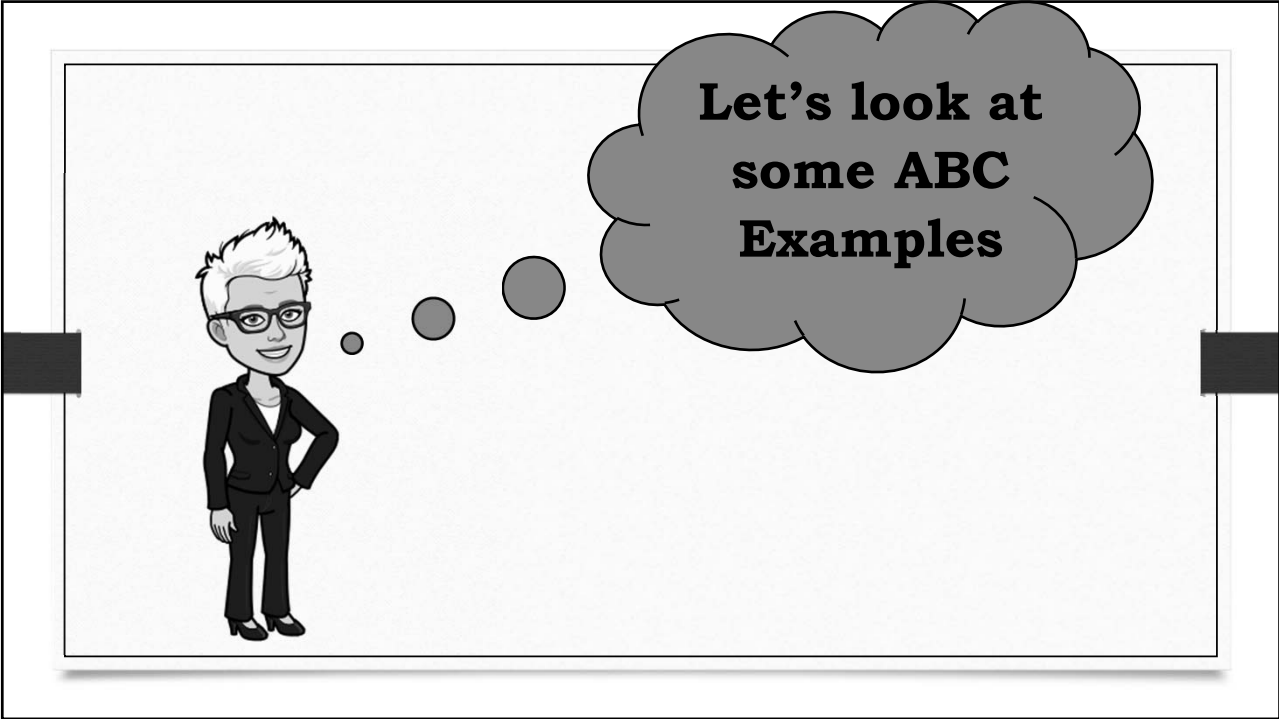
Time	Antecedent	Behavior	Consequence	Function

Student: \_\_\_\_\_ Staff: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

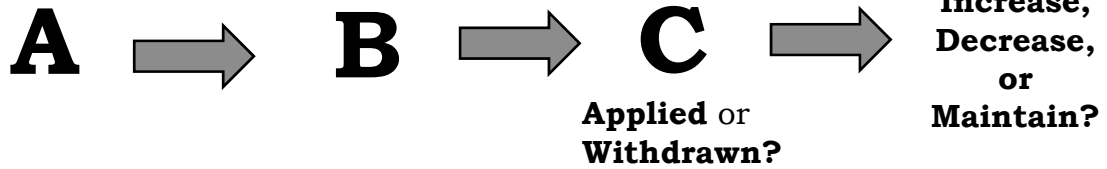
Environmental Setting	Antecedent	Behavior	Consequence	
<b>Where did Behavior Start?</b> <input type="checkbox"/> Student's individual Classroom <input type="checkbox"/> Life Skills <input type="checkbox"/> Behavior Classroom <input type="checkbox"/> General Education <input type="checkbox"/> Resource Specials: _____ <input type="checkbox"/> Large Group <input type="checkbox"/> Small Group <input type="checkbox"/> Independent Work _____ <input type="checkbox"/> Unstructured Time _____ <input type="checkbox"/> Recess <input type="checkbox"/> Free Time Office: <input type="checkbox"/> Counselor <input type="checkbox"/> Administrator <input type="checkbox"/> Library <input type="checkbox"/> ISS <input type="checkbox"/> Hallway Cafeteria: <input type="checkbox"/> Breakfast <input type="checkbox"/> Lunch <input type="checkbox"/> Bus <input type="checkbox"/> Parking lot <input type="checkbox"/> Front lobby	<b>What happens just before the behavior?</b> <input type="checkbox"/> Academic Demand was placed <input type="checkbox"/> Behavior Demand was placed <input type="checkbox"/> Told "No" he could not have item/activity <input type="checkbox"/> Staff (interaction/entered) room <input type="checkbox"/> Negative social interaction/Peer (teasing) <input type="checkbox"/> Attention given to others <input type="checkbox"/> Activity Interrupted/Removed <input type="checkbox"/> Change in routine/schedule <input type="checkbox"/> Transition from preferred activity <input type="checkbox"/> Transition within the classroom (group/center) <input type="checkbox"/> Transition out of classroom <input type="checkbox"/> Ask to Wait <input type="checkbox"/> Difficult Task/Not understood <input type="checkbox"/> Overheard conversation with his name in it <input type="checkbox"/> Sitting/Doing nothing/ No materials/activities <input type="checkbox"/> Loud/Noisy Environment <input type="checkbox"/> Alone (No staff attention)	<b>Observed Behaviors (Tally Frequency)</b> <b>Inappropriate Physical Responses</b> <input type="checkbox"/> Hitting <input type="checkbox"/> Kicking <input type="checkbox"/> Throwing Objects <input type="checkbox"/> Biting <input type="checkbox"/> SIB <input type="checkbox"/> Pinching <input type="checkbox"/> Spitting <input type="checkbox"/> Hair pulling <input type="checkbox"/> Scratching <input type="checkbox"/> Grabbing <input type="checkbox"/> Destroying property <input type="checkbox"/> Stimming behaviors Elopement: <input type="checkbox"/> Room <input type="checkbox"/> Building <input type="checkbox"/> Campus <input type="checkbox"/> Going limp on floor (refusing to walk) <input type="checkbox"/> Passing Gas <input type="checkbox"/> Vomiting <input type="checkbox"/> Taking off clothes <input type="checkbox"/> Smearing Feces <input type="checkbox"/> Masturbating <input type="checkbox"/> Running <input type="checkbox"/> Head down (unresponsive) <input type="checkbox"/> Refusal to Respond <input type="checkbox"/> Using Weapon against someone <input type="checkbox"/> Slamming hand/items on desk/floor/wall <b>Inappropriate Vocal Responses</b> <input type="checkbox"/> Cursing <input type="checkbox"/> Screaming <input type="checkbox"/> Arguing <input type="checkbox"/> Teasing <input type="checkbox"/> Name Calling <input type="checkbox"/> Crying <input type="checkbox"/> Threatening Others <input type="checkbox"/> Negotiating <input type="checkbox"/> Speaking out of turn/Blurted Out	<b>What Action did You or Others (Peers/Staff) Take?</b> <input type="checkbox"/> Ignored/Removed Attention <input type="checkbox"/> Made Eye Contact <input type="checkbox"/> Prompted to Replacement Behavior: VP GP M PP FFP <input type="checkbox"/> Redirected to Communication Device/FCT <input type="checkbox"/> Task Demand Removed/Allowed to STOP/ "Break" <input type="checkbox"/> Given Choices or another task/activity <input type="checkbox"/> Redirected back to Task/Kept Demand/ First/Then <input type="checkbox"/> Left Alone to continue with what he was doing <input type="checkbox"/> Calming/Soothing Contact (verbal/physical/both) <input type="checkbox"/> Proximity/moved closer to student <input type="checkbox"/> Reprimand/Warning (Verbal/Gesture) <input type="checkbox"/> Removal of Access to Item/Activity <input type="checkbox"/> Reminder of rules/expectations <input type="checkbox"/> Access to Preferred/Wanted Item/Activity <input type="checkbox"/> Sent to Time Out/Cool Down/Refocus Area <input type="checkbox"/> Blocking (CPI/SAMA/HWC) <input type="checkbox"/> Restraint (CPI/SAMA/HWC) <input type="checkbox"/> Removed from room: Hallway/Buddy teacher <input type="checkbox"/> Sent to Office <input type="checkbox"/> Called for Assistance <input type="checkbox"/> Room Clear <input type="checkbox"/> Reacted ("That hurts: Laugh: Cry: Sigh) <input type="checkbox"/> Peers moved away <input type="checkbox"/> Peers laugh/sneer/react	
♦ <b>Low</b> due to noises (words or sounds - No physical): Head down/refusal: running: out of seat: or due to duration staff attention required (< 5 Minutes) ♦ <b>Medium</b> due to non-threatening physical behaviors that include: Throwing/kicking/hitting/slammng objects/items: spitting: pinching: or due to duration staff attention required (5-15 Minutes) ♦ <b>High</b> due to causing minor physical injury that does NOT require medical attention: throwing items with injuring contact: hitting, scratching, biting, kicking: or due to duration staff attention required (15 - 30 Min.) ♦ <b>Severe</b> due to causing substantial physical harm to others or self that requires out of district medical attention: or due to duration staff attention required (> 30 Minutes)				
Time	Environmental Setting/Subject	Antecedent	Behavior	Consequence
Start: <u>10:16am</u> End: <u>10:24am</u> Intensity <input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Severe	3 <sup>rd</sup> Period Gen. Ed. Math Large Group	Academic Demand was placed Gave student worksheet	Head down (unresponsive)	Proximity/moved closer to student Reminder of rules/expectations
Start: _____ End: _____ Intensity <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Severe				

Student: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Observer: \_\_\_\_\_

Time	Setting/Environment	Antecedent	Behavior	Consequence
Start: End: Duration:	<b>Classroom (5<sup>th</sup> Period Math)</b> <input type="checkbox"/> Large Group Instruction <input type="checkbox"/> Small Group Work <input type="checkbox"/> Independent Work <input type="checkbox"/> Unstructured Time Other: _____	<b>Behavior Demand was placed</b> <input type="checkbox"/> Given Directive <input type="checkbox"/> Given Correction Other: _____	<b>Inappropriate Verbal Response</b> <input type="checkbox"/> Vocal Protest/Arguing <input type="checkbox"/> Crying/Screaming <input type="checkbox"/> Cursing Frequency: _____	<b>Adult Attention Provided</b> <input type="checkbox"/> Verbal/Gesture <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Task/Activity Avoided Explain: Other: _____
Start: End: Duration:	<b>Classroom (5<sup>th</sup> Period Math)</b> <input type="checkbox"/> Large Group Instruction <input type="checkbox"/> Small Group Work <input type="checkbox"/> Independent Work <input type="checkbox"/> Unstructured Time Other: _____	<b>Behavior Demand was placed</b> <input type="checkbox"/> Given Directive <input type="checkbox"/> Given Correction Other: _____	<b>Inappropriate Verbal Response</b> <input type="checkbox"/> Vocal Protest/Arguing <input type="checkbox"/> Crying/Screaming <input type="checkbox"/> Cursing Frequency: _____	<b>Adult Attention Provided</b> <input type="checkbox"/> Verbal/Gesture <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Task/Activity Avoided Explain: Other: _____
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### ABC Three-Term Contingency Model



Student sees the iPad on teacher's desk

Student begs and cries for iPad

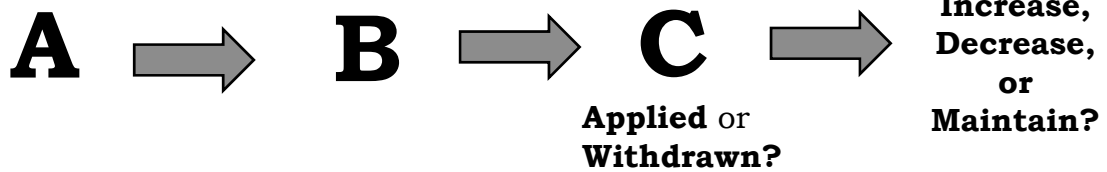
Teacher allows student have iPad

Student Stops Behavior

Hypothesize the Function?

Access or Tangible

### ABC Three-Term Contingency Model



Students call Donna names or laugh at her

Donna hits them or pulls their hair

Students go/get away from her

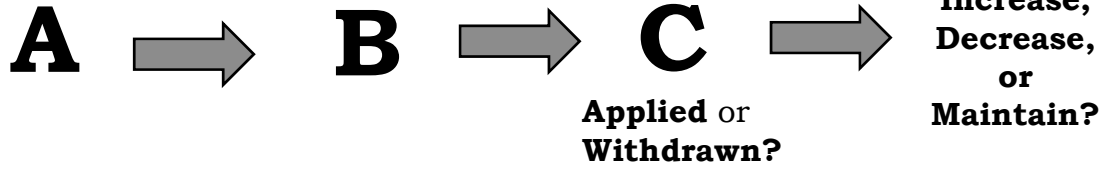
Donna Stops Behavior

Hypothesize the Function?

Escape Peer Attention



## ABC Three-Term Contingency Model



**Independent reading activity**

Setting Event:  
No Friends

**Bev makes comments:  
"This is stupid"**

**Students laugh & talk about it all day**

**Bev continues/  
increases comments**

Hypothesize the Function?

**Peer Attention**

Antecedent	Behavior	Consequence
Teacher gets	Bob screams, "NO!" refuses to leave computer	Teacher tells Bob to leave the computer again.
→	Bob stays at the computer and refuses to leave	Teacher counts to 10 and again warns him to
→	Bob ignores and continues working on the computer	Bob and starts teaching the other students

ACCESS

When the following antecedent/setting event happens:	The student engages in the following behavior:	With the consequences occurring:	In order to achieve the following purpose(s):
<p>During <u>Some Routine/Activity</u>, When <u>Some Antecedent Condition Occurs</u>, the Student will <u>Engage in a Specific Behavior</u>, because <u>a predictable Outcome will Occur</u>, therefore, the Function of the Behavior is to (choose one) Access or Escape/Avoid <u>Something in the Environment</u>.</p>			



### **Setting Event/Antecedent Strategies**

- Interventions put in place **Prior** to the Behavior Occurring
- **Prevention Strategies**
- **Altering** or manipulating the **triggers** (setting events & antecedents) to prevent problem behavior and prompt alternative replacement behavior
- **Context** or **Environment** will be **Changed**

### **Example: Try to Eliminate the Antecedent if Possible**

Every morning when John's bus arrives early, and he is in the cafeteria at the same time as Audra & Peggy, he gets into a fight with them. When this occurs, his aggressive behavior continues throughout the day.

How can you **Eliminate** a Morning Fight in the Cafeteria **Prior** to the Start of School and Help the Student to Start his Day on a More Positive Note?

## **Teach an Alternative Replace Behavior**

- Replacement Behavior should serve the **SAME Function**
- **Less Effort** – Easier to Do!
- Pays off frequently – **More Efficient** than Problem Behavior
- **Socially Acceptable** across settings and age-appropriate

## **FCT/Alternative Replacement Behavior Examples:**

### **Attention-Seeking Motivated Behaviors**

Teach the student to say or mand “Excuse me”, “Play with me” or “Help”

### **Escape/Avoidance Motivated Behaviors**

Teach the student to say or mand for “Break” or “Help”

### **Tangible/Access Motivated Behaviors**

Teach the student to say or mand for item, object, or activity

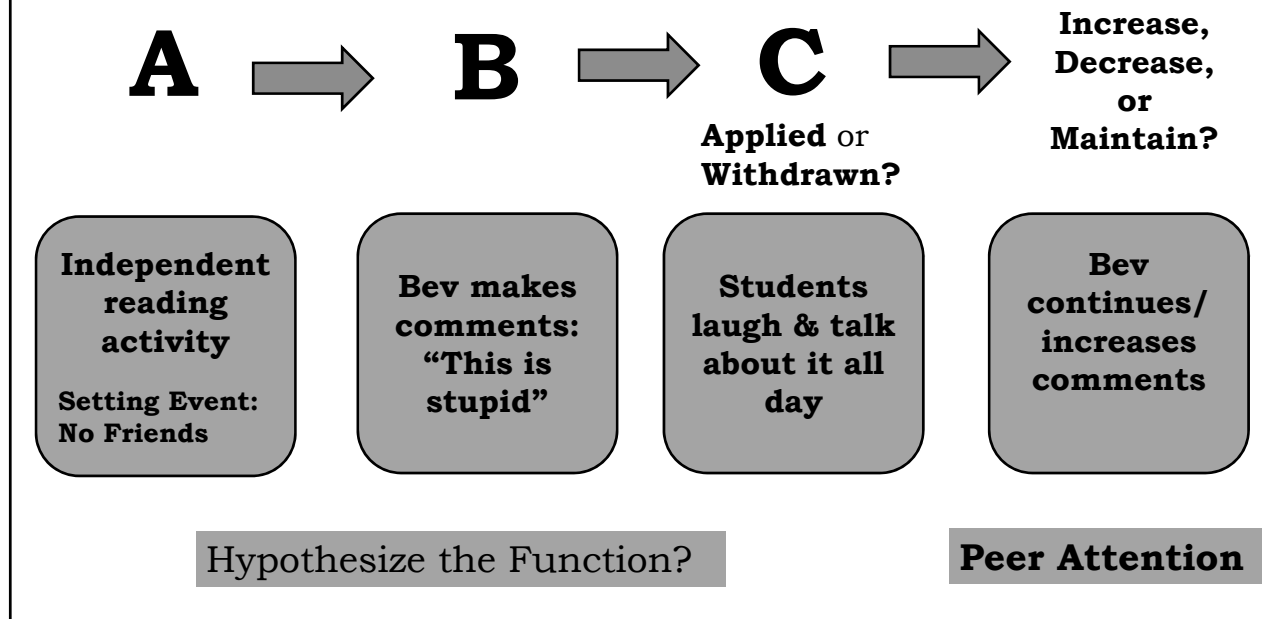
## **Consequence Strategies**

- Response Strategies
- Altering the consequences that reinforce the inappropriate behaviors
- Interventions put in place after the behavior to ensure replacement behaviors are reinforced to encourage students to use the alternative replacement behaviors

## **ABC Intervention Checklist**

- Setting Event/ Antecedent Strategies
- Teaching Strategies
  - FCT/Alternative Replacement Behavior
  - Social Skills
  - Perspective Taking
  - Problem Solving
  - Social/Emotional Regulation Strategies
- Consequence Strategies

## Example: ABC Term Contingency Model



### Setting Event/ Antecedent Strategies:

- Provide opportunities for peer attention early and often by “setting up” peer interactions to check in with the student frequently
- Assign student leader roll with in the classroom/campus
- Incorporate group work so student can work with a peer
- Frequently remind student to ask to work with a peer
- Create a social skills “lunch bunch” for student to invite peers “friends” to join her

### **Teaching Strategies:**

- Teach the student to raise her hand and vocally request to work with a peer
- Role play and use peer modeling with the student to show what the appropriate behavior should look like
- Teach the student appropriate conversation skills and social skills to promote attention from peers at appropriate times

### **Consequence Strategies:**

- Within 5 seconds of a hand raise, respond to student and provide praise
- Provide praise and access to peer interaction
- Teach and reinforce peers to ignore problem behavior
- Use a non-verbal signal to re-direct the student back to work when “precursor” behaviors are seen/heard
- Utilize Differential Reinforcement of Other (DRO) behavior for “absence” of problem behavior (comments)

## Responsibility

“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my **RESPONSE** that decides whether a crisis will be escalated, and a child humanized or dehumanized.”

*~Dr. Haim Ginott*



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