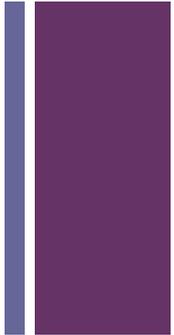


Behavior Management

Figuring out why kids behave the way they do.



Behavior Observation Form



ABC Chart

Student Name: _____ Observer: _____
 Problem Behavior(s): _____

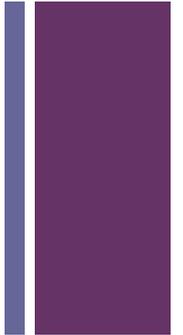
Date and Time	Subject/Location/Building (Be specific)	Antecedent (What happened just before?)	Behavior (Be specific. What did the child do?)	Consequence (What happened just afterwards?)	Possible function (Gain or avoid something)



Completing the ABC Chart

The top of the page:

- Student Name: Put in the student's name. (You may want to just use the student's first name or initials to protect the student's privacy.)
- Observer: Who is completing this form or who is the main person providing information on this form? (Can be more than one person or you could initial the row(s) that you completed.) This step is helpful for communication purposes and documentation.
- Problem Behavior(s): Describe the problem behaviors you want to figure out and/or change. (These will end up being the exact behaviors that you will look for while observing the A and C columns of the ABC Chart.)





Completing the ABC Chart Column 1 (Date and Time):

- Date is important for record keeping purposes.
- Time of day helps determine patterns of behavior.

Sample ABC Chart

Student Name: Gary

Observer: Ima Teacher

Problem Behavior(s): humming loudly, telling an inappropriate joke, putting head on desk, refusal to participate, throwing books.

Date and Time	Subject/ Location in Building (Be specific)	Antecedent (What happened just before?)	Behavior (Be Specific. What did the child do?)	Consequence (What happened just afterwards?)	Possible Function (Gain or Avoid Something)
2/7/15 9:45am	Ms. Teacher's classroom during reading instruction	Teacher announces it is time for reading	G. tells inappropriate joke.	Peers laugh; class disrupted.	Gain Attention Avoid Reading
2/7/15 9:45am	Ms. Teacher's classroom during reading instruction	Teacher calls on G. to read first.	G. throws book off of his desk.	Sent to office.	Escape / Avoid reading
2/8/15 9:35 am	Ms. Teacher's classroom during reading instruction	Teacher asks G. to pay attention	G. crouches down so he can't see the board	G. can't see instruction	Avoid reading
2/8/15 9:40am	Ms. Teacher's classroom during reading instruction	Teacher instructs class to move into reading groups	G. sighs, put head on desk	George doesn't join his group	Avoid reading
2/8/15 9:42am	Ms. Teacher's classroom during small group reading	Teacher asks G. to move to his reading group	G. slams his book shut.	G's teacher warns him not to throw the book.	Avoid reading
2/8/15 9:50am	Ms. Teacher's classroom during small group reading	Teacher says go to your group	G. throws his book and walks out of the class towards the office.	Avoids reading group	Escape/Avoid reading



Completing the ABC Chart

Column 2 (Subject / Location in Building)



- Subject: *Be specific*. Did the behavior occur during Math, US History, Art, Recess, Lunch, etc.? If it was during math, *for example*, was it in math class during independent work with fractions?
 - If the behavior occurs in more than one location and with different observers, then each observer should keep a chart that you can combine later to analyze patterns.
- Location in Building: Examples include front hall, classroom bathroom, library checkout line, etc. *Being specific will help you figure out the reason for the behavior so you can make a change.*

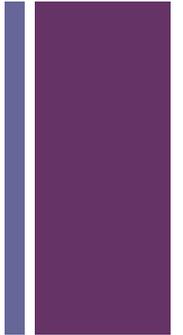
+ Completing the ABC Chart Column 3 (Antecedent)



When identifying the antecedents, consider these questions:

- Where does the behavior happen?
- With whom does the behavior occur?
- When does the behavior happen?
- What activity is the behavior occurring during?
- What are other students doing when the behavior begins?
- What are other teachers/adults doing when the behavior begins?

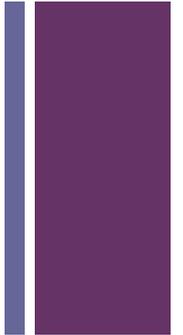
+ Antecedents (The *A* – continued)



When identifying the antecedents (what happened just before the problem behavior), it is also helpful to consider possible contributing factors, such as:

- Specific staff
- Proximity to others
- Noise level in the classroom
- Number of individuals in the area
- Other environmental conditions: lighting, door (open/closed), noise in hallway, etc.

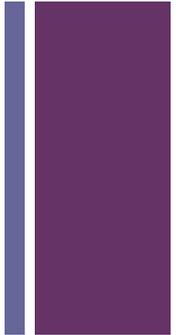
+ Antecedents (The *A* – continued)



Additionally, it is valuable to take into account other contributing factors, such as:

- Medication changes
- Family / Home Variables (e.g., visiting family members, divorce, birth of a sibling, etc.)
- Current health status of the student.

+ Antecedents (The A – continued)



Sample ABC Chart

Student Name: Gary

Observer: Ima Teacher

Problem Behavior(s): humming loudly, telling an inappropriate joke, putting head on desk, refusal to participate, throwing books.

<u>Date and Time</u>	<u>Subject/ Location in Building</u> (Be specific)	<u>Antecedent</u> (What happened just before?)	<u>Behavior</u> (Be Specific. What did the child do?)	<u>Consequence</u> (What happened just afterwards?)	<u>Possible Function</u> (Gain or Avoid Something)
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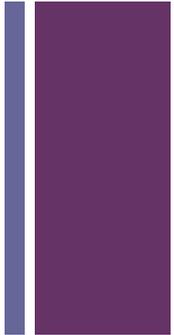


Completing the ABC Chart Column 4 (Behavior)



- Be very specific in how you describe the behavior.
 - “Aggressive” or “Went off” is *not* specific.
 - “Kicked peer” *is* specific.
 - “Hit teacher with fist” *is* specific.
 - “Threw book on floor” *is* specific.
- Target behaviors should be described as clearly and concisely as possible so that anyone reading it should be able to understand the behavior without clarification.

+ Behavior (The B – Continued)



Sample ABC Chart

Student Name: Gary

Observer: Ima Teacher

Problem Behavior(s): humming loudly, telling an inappropriate joke, putting head on desk, refusal to participate, throwing books.

<u>Date and Time</u>	<u>Subject/ Location in Building</u> (Be specific)	<u>Antecedent</u> (What happened just before?)	<u>Behavior</u> (Be Specific. What did the child do?)	<u>Consequence</u> (What happened just afterwards?)	<u>Possible Function</u> (Gain or Avoid Something)
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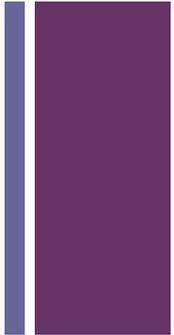


Completing the ABC Chart Column 5 (Consequences)



- When identifying consequences, it may not always be as clear as “time out”, “reprimand” or “ignore”.
- Oftentimes when observing behavior, multiple events will follow the behavior of concern.
- All behavior should be recorded to look for patterns and possible functions for behavior.

+ Consequences (The C – Continued)



Sample ABC Chart

Student Name: Gary

Observer: Ima Teacher

Problem Behavior(s): humming loudly, telling an inappropriate joke, putting head on desk, refusal to participate, throwing books.

<u>Date and Time</u>	<u>Subject/ Location in Building</u> (Be specific)	<u>Antecedent</u> (What happened just before?)	<u>Behavior</u> (Be Specific. What did the child do?)	<u>Consequence</u> (What happened just afterwards?)	<u>Possible Function</u> (Gain or Avoid Something)
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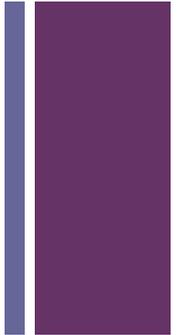
Completing the ABC Chart Column 6 (Possible Function)



- BEHAVIOR ALWAYS HAS A FUNCTION. ALWAYS.
- The two most common functions of behavior is to either gain something or to escape.



Possible Function Gain or Escape



Gain

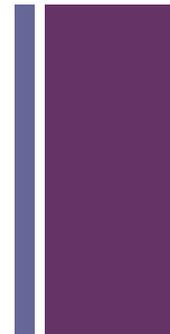
- Peer Attention
- Adult Attention
- Desired Activity
- Desired Object/Items
- Sensory Stimulation (auditory, tactile, etc.)

Escape

- Difficult Task
- Boring Task
- Easy Task
- Physical Demand
- Non-Preferred Activity
- Peer
- Staff
- Reprimands



Possible Function Continued



Sample ABC Chart

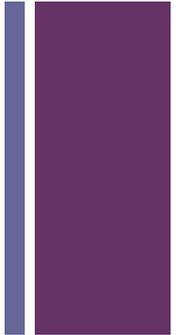
Student Name: Gary

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+ Questions?



Please don't hesitate to contact your school psychologist or Mary Hodges for guidance and questions pertaining to a specific case in your classroom.