

A.B.C. Behaviour Data Sheet Instructions

- To identify the best behaviour strategies, it is important to understand why behaviours happen. This ABC sheet is a structured way to gather, and make sense of notable behaviours, such as frustration, worries, or emotional outbursts.
- Consider the ABCs: the Antecedent, **Behaviour**, and Consequences associated with the behaviour (see below).
- Record on the ABC sheets any time your child displays any notable behaviours.
- Also record times when things are going good and when your child is successful – we want to identify these times so we can keep doing more of what is working!

Antecedent

- Antecedents are the time, people, places, or events in the environment that are present prior to the target behaviour.

Behaviour

- Include the frequency, intensity, and duration of the behaviour. *Be specific.* Describe the event in visual terms, as if you are a reporter (e.g., She hit the other child and grabbed the toy. She closed her eyes, screamed “no” then stomped up the stairs).

Consequences

- Consequences are events that occur directly after the behaviour. It is important to consider that there are two different types of consequences:
 - **Natural Consequence/function of behaviour:** (i.e., what the child ‘got out of’ the behaviour. Common consequences are: to gain attention, to avoid a task, to communicate a want or need, to self-regulate, to release tension, out of habit.
 - **Imposed Consequence:** teacher/parent directed consequences (e.g., “I then then directed her to her room for a time-out”). It is often useful to describe how effective your actions were perceived to be (e.g., “She was calm for the rest of the day afterwards”).

