

Activity 3.5B: The ABC's of Behavior

Step 1: Define a student's problem behavior. Make sure the behavior is defined in a way that can be **seen** and **measured**. Note: A student may engage in several types of misbehaviors. Select just one. Enter this in the middle box, *Define the Behavior*.

Step 2: Determine where and when the behavior occurs. What happens that triggers the behavior? Enter this in the first box, *Antecedent*.

Step 3: What is the outcome or consequence of the behavior? Enter this in the last box, *Consequence*.

| Step 2: Antecedent | Step 1: Define the Behavior | Step 3: Consequence |
|--------------------|-----------------------------|---------------------|
| | | |

Step 4: Determine the function of the behavior:

During/When _____
 the student (what) _____
 because (why) _____

- | | | |
|---|---|---|
| <input type="checkbox"/> Obtain peer attention | <input type="checkbox"/> Obtain object/activity | <input type="checkbox"/> Avoid adult |
| <input type="checkbox"/> Obtain adult attention | <input type="checkbox"/> Avoid peer | <input type="checkbox"/> Avoid task or activity |

Step 5: Create an alternative pathway by addressing the antecedent, teaching a replacement behavior, and determining a more effective consequence. Note: Make sure the consequence is not rewarding. That is, it does not reward the function of the misbehavior. For example, if a student misbehaves to avoid a task, make sure the consequence does not help him escape the task.

| Address Antecedent | Replacement Behavior | Effective Consequence |
|--------------------|----------------------|-----------------------|
| | | |

Step 6: Create a continuum of corrective responses that would be effective with this student.

Step 7: Get feedback for colleagues on your work.