Activity 3.5A: The ABC’s of Brenda’s Behavior

Step 1: Define the behavior. Make sure the behavior is defined in a way that can be **seen** and **measured.** Write this in the middle box, *Define the Behavior*.

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

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

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| Step 2: Antecedent | Step 1: Define the Behavior | Step 3: Consequence |
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Step 4: Determine the function of Brenda’s behavior:

During/When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the student (what) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because (why) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­\_\_\_\_\_\_\_

\_\_ Obtain peer attention \_\_\_ Obtain object/activity \_\_\_ Avoid adult

\_\_ Obtain adult attention \_\_\_ Avoid peer \_\_\_ 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, may sure the consequence does not help him escape the task.

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| Address Antecedent | Replacement Behavior | Effective Consequence |
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Step 6: Create a continuum of corrective responses that would be effective with Brenda.

Step 7: Share out with the larger group and compare your work to that of other teams.