A What is the **antecedent**? What happens immediately before the behavior?

B What is the **behavior**? Be specific and objective. What does the behavior look like? What is the frequency?

C What is the **consequence**? What happens immediately after the behavior? Is the student obtaining or escaping something?

Use the ABCs to help determine the function of behavior. Once you have a best guess of the function of the behavior, you can begin the process of developing an intervention plan.

THE ABCS

Behavior often serves 1 of 4 functions:

S - **Sensory** - Is the behavior being reinforced by something internal? Is the student seeking or avoiding sensory input?

E - **Escape** - Is the behavior being reinforced by getting out of a task or activity?

A - **Attention** - Is the behavior being reinforced by attention (positive or negative)?

T - **Tangible/Obtain** - Is the behavior being reinforced by obtaining a prefered object, activity, or person?

*When **(A - antecedent)** happens, the student **(B - behavior)** in order to **(Function)**.*

WHAT'S THE FUNCTiON?

Be Proactive!

- Change the schedule (ex. seat work after physical activity).
- Provide movement breaks (jumping jacks, walking, get a drink, yoga pose, etc.)
- Stress ball or fidget toys
- Alternate positioning options (standing, laying on the floor w/a clipboard, etc.)
- Allow student to have a water bottle with a straw at their desk
- Move 'n Sit cushion
- Allow student to chew gum
- Heavy work activities (chair push-ups, wall pushes, hand pushes, run "errand" of carrying a box of books to the library or office)
- Deep breaths
- Allow use of headphones (to either decrease noise or listen to calming music)
- Provide breaks

Change the Environment

- Move the student away from visual distractors (door, window, etc.)
- Play calming music in the classroom
- Change the environment by increasing/decreasing lights &/or background noise
- Consider modifying grouping (from large group to individualized setting)
- Provide a clearly identified place for student(s) to take a break
- Clearly define locations around the classroom using furniture and/or other visuals

Change the Task

- Incorporate movement into learning tasks (hopscotch as the student counts, taking a step for each letter in their spelling word, etc.)
- Incorporate songs and rhymes into learning activities
- Consistent and familiar format for activities
- Varied writing tools (pencil, pen, crayon, paintbrush, etc.)
- Provide hands on activities, videos or other media to increase engagement

Support Communication

- Teach student to ask for sensory tool/support in an appropriate way (verbally, communication device, or with visuals)
- Access to communication tools during all activities
- Model using self-talk with role-playing or social story

SENSORY

Provide Choices

- Every other problem on the page
- 1/2 assignment on own, 1/2 with partner
- Give work in small chunks (ex. cut up worksheet & provide 1 row at a time)
- Alternate between prefered and non-prefered tasks
- Student chooses 1 of 2 pre-selected tasks, or chooses the order of completion

Change the Environment

- Visual schedule w/built in breaks & prefered activities
- Agenda/organizer/planner
- Clear end of task (timer, circle number of problems, token chart, etc.)
- Verbal and/or visual reminders before the behavior occurs
- Break card (pre-taught w/clear expectation)

Change the Task

- Start with an easier task, then transition to the more difficult task
- Short and direct lesson, followed by highly prefered activity
- Re-evaluate the level of the task (too hard? too easy?)
- Change the format of the task (hands-on, game for review, incorporate art, etc.)

Support Transitions

- Explicit teaching, modeling and practice for transitions
- Provide motivator after appropriate transition
- Favorable adult or peer support during transition
- Utilize a visual or song to indicate a transition

Strive for Independence

- Develop and teach an appropriate replacement behavior
- Menu of strategies (ask for help, break, drink of water, choose sensory tool, etc.)
- Goal setting and self-monitoring to increase engagement time
- Tally chart on desk, schedule, in binder, etc. for specific behaviors

Support Communication

- Teach student to ask for a break in appropriate ways (verbally, communication device, or visuals)
- Access to communication tools during all activities
- Model several times using self-talk with role-playing or social story

Make it Motivating!

- Behavior Contract
- End of the day reinforcer
- Immediate, tangible reinforcer (toy, computer, sticker, candy, etc.)
- Balance of negative vs positive interventions (e.g., taking away vs gaining points)
- Home-school reinforcement system

ESCAPE

Change the Environment

- Proximity Control (adult is near the student)
- Teacher response time - Respond quickly to appropriate behavior
- Support & attention from a peer, helper or volunteer, built into day
- 1:1 time with prefered person built into the day
- Clear end of task (timer, circle number of problems to be completed, token chart, etc.)
- Verbal and/or visual reminders before the behavior occurs

Support Transitions

- Visual support (picture of expected behavior)
- Hallway buddy
- Use the student as a model for expected behavior

Teach it!

- Hand raise to get attention
- Break card (pre-taught w/clear expectation)
- Buddy card (requesting to work with a peer)
- Social stories and role plays
- Teach socially appropriate way to gain attention (raise hand, tell jokes, school wide job, etc.)
- Teach & reinforce replacement behavior

Change the Task

- Start with easier task, then transition to the more difficult task
- Short and direct lesson, followed by highly prefered activity
- Change the presentation or format of the task (hands on, game for review, incorporate art, etc.)

Make it Motivating!

- Increased positive reinforcement for appropriate/replacement behavior
- Increased specific praise given frequently
- "Caught being good" tickets
- Provide opportunities for the student to show off good work
- Leadership role (classroom or school wide job)
- Increase non-contingent (built in, not earned) reinforcement
- Group contingencies (reinforcement that the group can earn)
- Increase ratio of positive to negative responses
- Home-school reinforcement system

Support Communication

- Teach student to ask for attention in appropriate ways (verbally, communication device, or with visuals)
- Access to communication tools during all activities
- Model using self-talk with role-playing or social story

Behavior Response (consequence)

- Ignore inappropriate behavior, then redirect the student's attention
- Ignore inappropriate behavior and provide attention/praise to students following directions
- Give wait time for the student to follow through with the request

ATTENTiON

Premack Principle
- If this then that (First ____, then ____)

Teach it!
- Teach & reinforce replacement behavior
- Social stories and role plays
- Teach socially appropriate way to communicate needs and wants (verbally, with visuals or communication device)

Change the Environment
- Visual schedule w/built in choice time & prefered activities
- Verbal and/or visual reminders before the behavior occurs
- Posted Expectations
- Goal setting and self-monitoring to increase engagement time

Support Transitions
- Hallway buddy
- Use a timer or count down, allowing time to follow through with the request
- Add prefered item/activity to schedule

Support Communication
- Teach student to ask for what they want in appropriate ways (verbally, communication device, or with visuals)
- Access to communication tools during all activities
- Model using self-talk with role-playing or social story

Make it Motivating!
- Marble jar
- Tickets/tokens
- Stamps/stickers
- Classroom money
- Home-school reinforcement system
- Increased positive reinforcement for appropriate/replacement behavior
- Increased specific praise given frequently
- "Caught being good" tickets

Behavior Response (consequence)
- Ignore inappropriate behavior, then redirect the student's attention
- Provide wait time to allow the student time to follow through with the request

If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we… teach?
…punish?

Why can't we finish the last sentence as automatically as we do the others?

Tom Herner, 1998

TANGiBLE/OBTAiN