

Over three days, please record Archie's behaviour using this form. We are looking for triggers and strategies that may calm or heighten incidents. It's important to record incidents of positive and difficult behaviour.

Here are some tips for filling in the form:

1. **Antecedents** refer to activities, actions or the environment before the behaviour occurs
2. **Behaviour** can be positive or difficult incidents. What does Archie do?
3. **Consequence** refers to the response to the behaviour. It's good to note useful and not so useful responses, to go towards a positive behaviour plan.

Possible antecedents/triggers: time of the day, getting things wrong in a task, subject/ type of task, noise level (quiet or loud), temperature, being told no etc

Possible behaviours: tantrums, leaving the room, eyes fixated on something in the environment, asking for help, resolving a tricky situation by talking about it etc

Possible consequences: nothing happened, he was given attention, punishment, threat, he was given something which distracted him away from challenging behaviour, escape and sensory feedback (quiet time/ being told off with raised voice) etc

I appreciate that it may be difficult to record incidents, especially if there is a crisis. You could try to focus on recording incidents that occur over half a day (or a few hours) instead of the whole day. You could also take it in turns to make records.

I hope this helps, get in touch if you have any questions

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ABC Observation Form

Student Name:		Observation Date:
Observer:		Time:
Activity:		Class Period:
ANTECEDENT	BEHAVIOR	CONSEQUENCE

Available at Pediatric Development and Behavior Home page
<http://www.dbpeds.org/handouts>

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