

ABCs in the Classroom

How to use this form: How to use this form: Each time the behavior occurs, complete one numbered observation (#1-5) as soon as possible - ideally within a few minutes. Record the date, time, and activity. Then describe exactly what you saw in each section: what was happening right before (A - Antecedent), precisely what the child did or said (B - Behavior), and what happened immediately after (C - Consequence). Stick to what you actually saw and heard - describe what you see (the actions), not what you think it means. Collect at least 3-5 observations across different days and settings before completing the Best-Guess Statement.

Child's Name:	Educator's Name:	Behavior:

#	When & Where day / time / activity	A = THE BEFORE <i>What happened right before?</i>	B = THE BEHAVIOR <i>What did your child do exactly?</i>	C = THE AFTER <i>What did your child get or get away from?</i>	Notes / Guess the WHY
1					
2					
3					
4					
5					

My Best-Guess Statement (Hypothesis)

Sentence starter: *"When[what came before],[child's name] [what they did] in order to [get something / get away from something]."*

GETTING something they want

- "When I was helping another child, Priya knocked the blocks off the shelf in order to get my attention."
- "When another child picked up the red marker, Marco grabbed it away in order to get the marker."
- "When the class was sitting on the carpet for circle time, Imani spun in circles and jumped in order to get a feeling in her body."

GETTING AWAY FROM something they do not want

- "When I asked Alex to write his name, Alex put his head down on the table and cried in order to get away from doing something hard."
- "When the classroom got loud during free play, Camila covered her ears and moved to the corner in order to get away from the noise."

My Best-Guess statement:

Pattern I noticed in my notes:

Questions I still have / next steps:

Adapted from Meadan, Ayvazo, & Ostrosky (2016); Park & Lynch (2014); Wood & Ferro (2014).