Recording Behavior (A-B-C)

Use this form for behaviors that **don't** happen very often, and you can notice the Antecedents and Consequences

Challenging Routine:

Challenging Behavior:

Date	Antecedent (What happened just **before** the behavior?)	Behavior Strength ▪ Counting (one / per line) ▪ Timing (ex: 15 seconds) ▪ Rating (1=mild, 3=severe)	Consequence (What happened just **after** the behavior?)	Did behavior stop/decrease right after the consequence?
2/10/11	(Example) Was told to turn off TV	Tantrum (rating = 2)	Repeated instruction	Yes No
				Yes No
				Yes No
				Yes No
				Yes No
				Yes No
				Yes No
				Yes No
				Yes No
				Yes No
				Yes No
				Yes No

Some Common Antecedents:	**Some Common Consequences:**
▪ New or repeated demand or instruction ▪ Correction (about child's behavior or mistake) ▪ Taking something away (or threaten to) ▪ Can't have something he wants ▪ Adult busy (not paying attention to child) ▪ Peers not paying attention to child ▪ Adults/peers start paying attention or come closer ▪ Loud or sudden noise or movements	▪ Demand stops or ends (gets out of doing a task) ▪ Corrections stop… or… Corrections repeated ▪ Getting back or keeping what was taken ▪ Getting the thing he wanted ▪ Adult starts paying attention to child ▪ Peers start paying attention to child ▪ Adults/peers leave child alone ▪ Noise or movements end or child is removed