Appendix 3 – How to write an ABC chart

Recording Incidents using ABC(D) Charts

Antecedents – what happens before	Behaviour	Consequence - what happens after	Discussion or Debrief
What happened immediately before the behavioural incident (positive or negative) and can include any triggers, signs of distress or any environmental information This can sometimes be clear-cut such as somebody saying 'no' to a request but in individuals with ASD/C it can be more difficult to identify because the cause may be related to sensory issues such as loud noises, specific sounds or the related to the need for predicable routines.	Record details of the behaviours, without judgements or assumptions. Describe the behaviour rather than jumping to conclusions as many individuals with ASD/C have difficulties expressing their feelings in an appropriate way. For example, anxiety may present as worry but could also present in repetitive behaviours or aggression Think about the purpose of the behaviour To escape To gain attention To gain a tangible (to get an object or event that fulfils a need To fill a sensory need	Often the consequence of outcome of the behaviour can provide clues as to what the child is feeling, by showing what the child is trying to achieve. Consequences can sometimes be reinforcing the behaviour. Record exactly what happens including what the children does and what any other children or adults do. Some behaviours serve more than one purpose: your pupil may make noises when in assembly so is removed – they make noises because it has an echo in the hall, and they do not enjoy assembly so is rewarded	After each significant incident, but especially where a child has hurt themselves or others it is **essential** that staff involved are given sufficient time to discuss the incident when it is over. This time can be used to discuss the antecedents with the ideal being that triggers can be identified so that strategies can be put in place to minimise the frequency of the behaviour

Recording 'positive' ABCs are just as powerful and informative as recording negative incidents			
Antecedents – what happens before	**B**ehaviour	**C**onsequence - what happens after	**D**iscussion or **D**ebrief
• Time at start of incident • Where did the incident happen? • Was the environment too loud? • Who else was there? Adults and children • Note language used – too much? Directive? Choice? If a script is used, was it followed? • What activity was the pupil doing or asked to do? • Change in schedule? Structured/unstructured/sensory? • *Class* – writing, number, creative? Had the pupil completed a similar activity before? Did the activity challenge? Or was too challenging? • *Playground* – climbing frame, team game, free play? Was the pupil directly supervised? • Is the child, or has the children recently been poorly?	• What did you see? What did the behaviour look like? • Verbal? • Physical? (to staff and/or other pupils?) • Was Take-up time offered/taken? • Success reminders given? • Clear instructions/ consequences/success reminders? • Limited choices suggested • No negotiating • Usual de-escalation techniques initiated? • Time at end of incident • This description should be clear enough that anyone could watch the pupil and know what to look for	• What happened right after the behaviour stopped? • This could be changes in the environment, activity or the actions or reactions of others • *To Gain…* • Attention? • Control? • Preferred activity? • Gratification? • Justice? • *To avoid…* • People • Tasks • *Tangibles* • What did the pupil 'achieve' from the behaviour? • Sanction? • Apparent reward?	• Are there any patterns to the behaviours which can be reflected upon • Environment? • Time of day? • Sensory issues? • Activity type? • Personnel involved? • Reactions or actions of the adults involved? • Linked to illness? • Time spent with particular peer groups? • Lack of visuals? • Too much language used? • Instructions not clear/concise; too ambiguous • Change in routines? • Inability to communicate • emotional needs

Antecedents – what happens before	Behaviour	Consequence - what happens after	Discussion or Debrief