

# Antecedent, Behavior, Consequence

## BEHAVIOR INCIDENT CARD

Student: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Duration: \_\_\_\_\_

Teacher: \_\_\_\_\_

<u>A</u> ntecedent What happened before?	<u>B</u> ehavior Inappropriate behavior:	<u>C</u> onsequence What happened after?
<ul style="list-style-type: none"> <li><input type="radio"/> Asked to do something</li> <li><input type="radio"/> Attention given to others</li> <li><input type="radio"/> Change in routine</li> <li><input type="radio"/> Demand/request</li> <li><input type="radio"/> Difficult task/not understood</li> <li><input type="radio"/> Environment (loud/disruptive, hot/cold - sensory issues)</li> <li><input type="radio"/> Expected to wait – no materials/activities</li> <li><input type="radio"/> Negative social interaction</li> <li><input type="radio"/> Other student provoked</li> <li><input type="radio"/> Overheard conversation w/ name in it</li> <li><input type="radio"/> Persevered on topic</li> <li><input type="radio"/> Someone used angry voice or said “no”</li> <li><input type="radio"/> Stopped from doing activity</li> <li><input type="radio"/> Transition time</li> <li><input type="radio"/> Unaware of others in room</li> <li><input type="radio"/> Unforeseen causes (hungry, tired, bus, medication, etc)</li> <li><input type="radio"/> Other: specify _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Arguing</li> <li><input type="radio"/> Destruction of property</li> <li><input type="radio"/> Fidgeting</li> <li><input type="radio"/> Gags self</li> <li><input type="radio"/> Going limp/lying on floor</li> <li><input type="radio"/> Noncompliance</li> <li><input type="radio"/> Off task</li> <li><input type="radio"/> Passes gas</li> <li><input type="radio"/> Physical acted out (in what way: _____)</li> <li><input type="radio"/> Provoking/teasing others</li> <li><input type="radio"/> Repeated body movements/phrases</li> <li><input type="radio"/> Rude remarks</li> <li><input type="radio"/> Ran or walked away</li> <li><input type="radio"/> Screaming/tantrum</li> <li><input type="radio"/> Self-injurious behavior</li> <li><input type="radio"/> Threatening</li> <li><input type="radio"/> Took off clothes</li> <li><input type="radio"/> Tries to stall/negotiate/distract</li> <li><input type="radio"/> Other: specify _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Allowed “break” time</li> <li><input type="radio"/> Called for assistance</li> <li><input type="radio"/> Gave attention/choices</li> <li><input type="radio"/> Gave communication device/display</li> <li><input type="radio"/> Listened for students message and adapted</li> <li><input type="radio"/> Loss of incentives/privileges</li> <li><input type="radio"/> Nothing/ignored</li> <li><input type="radio"/> Physical redirection</li> <li><input type="radio"/> Physical restraint (trained)</li> <li><input type="radio"/> Pointed out expected social behavior/rules</li> <li><input type="radio"/> Reframe request</li> <li><input type="radio"/> Removed from room/area</li> <li><input type="radio"/> Reprimand/warning</li> <li><input type="radio"/> Sent to office</li> <li><input type="radio"/> Separation within room/area</li> <li><input type="radio"/> Time out (duration: _____)</li> <li><input type="radio"/> Verbal redirection</li> <li><input type="radio"/> Other: specify _____</li> </ul>

Dubie, M. (2008). Observing behavior using a-b-c data. *The Reporter*, 14(1), 4.

Secretary share/articles/BE 214/Observing Behavior using A-B-C Data.