



## Miami-Dade County Public Schools

### Antecedent-Behavior-Consequence (A-B-C) Analysis

Name of Student: \_\_\_\_\_ Observer(s): \_\_\_\_\_

Time Period: \_\_\_\_\_ Task/Activity: \_\_\_\_\_

| <b>Date/Time</b><br>Include duration of behavior, if applicable | <b>Antecedent</b><br>State what happened before behavior, including setting and or possible cause | <b>Behavior</b><br>State observed behavior | <b>Consequence</b><br>State what happened following the behavior, i.e., immediate response of the teacher, student, or other | <b>Hypothesized Function</b><br>Gain/Escape or Avoid |
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## Antecedent-Behavior- Consequence (ABC) Analysis

**Description:**

**ABC Analysis** is a method used to record the environmental variables related to the operationally defined problem behavior. When the targeted behavior of concern occurs, the observer records the behavior, the antecedent (event that immediately, between 0-3 seconds, preceded the behavior), and the consequence (event that immediately followed the behavior). Use this method during a functional assessment observation to identify information regarding the possible function of the behavior of concern. If using this method as a progress monitoring data collection tool, use only with behaviors that are not high in frequency and are easy to observe and count.

**Examples:**

Hitting or other forms of aggression, walking out of class without permission, leaving one's seat without permission, refusing to follow directions, throwing items, using inappropriate comments to peers

**How to Collect the Data:**

- Record contextual information (i.e., date, time, location, activity taking place, people present, attention (if any, received prior to the behavior, action taken following the behavior), and hypothesized function (gain/escape or avoidance).
- Antecedents, behavior and consequences are often recorded in a narrative form.
- When a problem behavior occurs, immediately record the event that happened right before the behavior (antecedent), and the event that happened right after the behavior (consequences).

**How to summarize the data:**

The ABC method is typically used during functional assessments and not for routine day to day data. The team should look at the patterns across behavior, such as time of day, activity occurring, antecedent observed and or consequences issued, to help identify the events that are associated with the nonoccurrence of the problem behavior. The ABC method only demonstrates correlation relationships between the problem behavior and observed antecedents and consequences. Functional relationships are not demonstrated but can be hypothesized based on patterns of ABC relationships observed.

**SAMPLE:**

Name of Student: Abby Gale Observer(s): Ms. Seeitall  
 Time Period: 8:30 – 9:00 am Task/Activity: Reading/Language Arts class

| Date/Time<br>Include duration of behavior, if applicable | Antecedent<br>State what happened before behavior, including setting and or possible cause                   | Behavior<br>State observed behavior                          | Consequence<br>State what happened following the behavior, i.e., immediate response of the teacher, student, or other | Hypothesized Function<br>Gain/Escape or Avoid    |
|--|--|--|---|--|
| 7/7/17<br>8:45am   | <i>Teacher asked Abby to stop playing on the computer and return to her desk to begin reading assignment</i> | <i>Abby screams, "NO!" and refuses to leave the computer</i> | <i>Teacher explains that Abby will lose computer privileges in the future</i>   | <i>Escape demand to begin reading assignment</i> |

\*Source: Escambia County School District: Data Collection Guide: Addressing Student Behavior, A Positive Approach