# Antecedent Behaviour Consequence (ABC) Data Sheet

**Client Name:**                                                    **Client DOB or ID#:**

**INSTRUCTIONS:** Please fill out this data sheet **any time** there is episode of any one or combination of the following behaviours (attempted or completed):

**Identify and Define 1 to 4 Target Behaviours below:**

1)                                                              2)

3)                                                              4)

**NOTE:** An <u>attempt</u> is any target behaviour that is interrupted or fails to be completed due to external factors (i.e., the targeted person blocks the behaviour or redirects him).

| Date | Time | Setting | Setting Events, or Pre-existing Conditions (Affect a response to a situation. Can occur with or before the antecedent) EX: Physically ill (?Pain) Mental health (?depressed) sleeping well? change in her typical routine or caregivers? | Antecedent: (What happened immediately before the behaviours?) EX: What activity was engaged in? Was something asked or said? Was anyone paying attention? Who was there? Who was targeted? Able to get access to goal? | Behaviours: Identify and define behaviours above as 1,2,3,4. If helpful, write the behaviour in the corresponding box. Put a mark (X) in the appropriate column if the behaviour happened during the episode. (can put some comments in box if helpful) | | | | Consequence: (What happened after the behaviours?) EX: Who responded and how? What was said after? What did patient do after behaviour ? Did patient get out of doing what was asked? Or get access to something? | Duration of Episode |
|------|------|---------|---|---|---|---|---|---|---|---|
| | | | | | **1** | **2** | **3** | **4** | | |
| *Jan 11/19* | *10:10 am* | *School* | *D slept poorly last night. Has runny nose. Usual EA is away and first time with new EA* | *Recess finished. Bell rang. Children came into the classroom.* | *Yelling and Screaming* <br><br> *X* | | | *Hitting head with hand* <br><br> *X* | *Staff held D and carried him down from window. Toys given to D (refused), Music played for 10 min. Snack given and accepted by D. Yelling stopped after snack taken.* | |
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*EXAMPLE*

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|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 1 | 2 | 3 | 4 | | |
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|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  | 1 | 2 | 3 | 4 |  |  |
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# Helpful Questions about Collecting and Analyzing ABC Data

1. **Who can collect ABC data:** Any caregiver spending time with the individual

2. **Why take ABC data?**
- Operant behaviour is: a **B**ehaviour that develops as a function of the environment (**A**ntecedents, **C**onsequences, and **S**etting events)
- This tool helps us to learn about operant behaviour, especially discrete behaviours like hitting, and self injury by:
   o Identifying a pattern of Antecedents, Consequences, or Setting events that contribute to a specific 'operant' behaviour
   o Differentiating possible functions of the behaviour (ex: **S**ocial/Attention, **E**scape from demands (less-preferred than present)**,** **A**ccess to Preferred object or activity, **S**ensory)
   o Differentiating which behaviour are part of a response class (meaning different behaviour that share a function)
   o Connecting specific antecedents that evoke different behaviour (some antecedents may evoke a wide class aggression, SIB and AWOLing [for example] and some antecedents make evoke only one or the other).
   o Understand how different people in the child's life respond, and establishing a baseline of the behaviour before intervention
- Suggesting strategies to change the behaviour, by altering the antecedents or consequences or setting events (ex: Pain).

3. **What are 4 common <u>functions</u> of a Behaviour and an example of antecedents and consequences for each?**

| FUNCTION | Antecedent | Behaviour | Consequence |
|---|---|---|---|
| **Access to Object or Activity** | Person requests for object (candy) or activity and is told "no" | yelling and hitting self | Person is given candy and stops yelling and hitting self |
| **Escape from a Demand** | Person lying down or playing with iPhone: asked to do school work by teacher or parent | yelling and hitting self | Person does not have to do school work and is allowed to continue previous activity. Behaviour ceases. |
| **Social/Attention** | Adults are busy. Person is playing by self in living room. Walks to adult with looks at them | yelling and hitting self | Adult responds by talking to person, reassuring them. Behaviour ceases. |
| **Sensory** | Person is in their own room or playing by self in living room | yelling and hitting self | Adult responds by talking to person, reassuring them. Behaviour continues. If adult ignores behaviour, behaviour also continues |

4. **Questions to ask when examining ABC Data**
   a. *What are the common antedecents, consequences, setting events, for each specific behaviour?*
   b. *Are there differences from one caregiver/environment to another?*
   c. *Does a specific antecedent trigger one or many behaviours?*
   d. *What are possible functions for the behaviour? (Most likely function, Diff Dx)*
   e. *Is the Consequence a reinforcer (increases frequency/likelihood) OR a punisher (decrease frequency/likelihood) of the Behaviour?*
   f. *Do different behaviours that challenge serve the same function ? "Yes", suggests benefit in teaching replacement behaviour*