



### ABC chart

ABC charts can be used to identify patterns of behaviour and their likely function. Once we understand why the behaviour is occurring and when, we can think about how to manage things better the next time and/or aids to empower the child to manage different situations

### Date and time

This helps us to identify patterns of behaviour that occur during different activities or time of day. Record the behaviour that you observe and monitor to see if it happens again and when.

### Setting/events

Be specific – who, what, when, where.

### Antecedent (situation)

What is happening or has happened prior to the behaviour observed (remember it can be a build-up of different events)

e.g. the lunch bell sounded, the teacher asked him to work in pairs, there was a supply teacher, Ben fell over and grazed his knee, Jessica was late for school etc.

### Behaviour

Note specifically what happens -

e.g. Ben spat at another child, Jessica put her hands over her ears and screamed, Tim threw his book on the floor, Katie tore the pages out of a book and ripped them up etc.

### Consequences

This is the consequences for the child as well as property or other people around -

e.g. Katie sat outside the headteacher's office, Ben hid under the desk and refused to come out until his Mum arrived, Jessica went home from school, Tim played in the sensory room.

- Consider if the consequence was better for the child and whether this behaviour is a way of meeting a need, giving them space to regulate or making them feel safe etc.
- Consider how the behaviour affects others and the consequences for others as well as the child. Is there a safety concern? Are there safer alternatives that will meet the need?

### Likely function

What was the result? Was it a positive or a negative for the child? What have they gained/lost by this behaviour? Is this what they needed? What need was it meeting?

### Possible solutions (Planning for the future)

Is the behaviour a problem? If so, to who? Can you come up with an alternative for next time? Will this meet their needs? Will this help them to feel safe? How can we empower the child to manage in similar circumstances should they arise again?

Try some of the solutions out to see what works – be creative. Be aware it may take some time and don't be afraid to try something else or tweak a plan to accomplish the goal.



## ABC chart

Date and time	Setting	Antecedent	Behaviour	Consequences	Likely function	Possible solutions
01/07/2025	Playing football at break. Was a wet day and the grass was muddy.	Akiko wanted to play football. She tried to score a goal and slipped over.	Akiko screamed and ran off the field and into the toilet	Akiko had a panic attack and needed help to calm down and clean off the mud. She said she was never playing football again.	Akiko hated being muddy and was frustrated because she saw her goal attempt as a failure.	Could wear tracksuit bottoms so any mud does not touch her skin? Social story about making mistakes. Encouraging her to play football inside to start with?



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