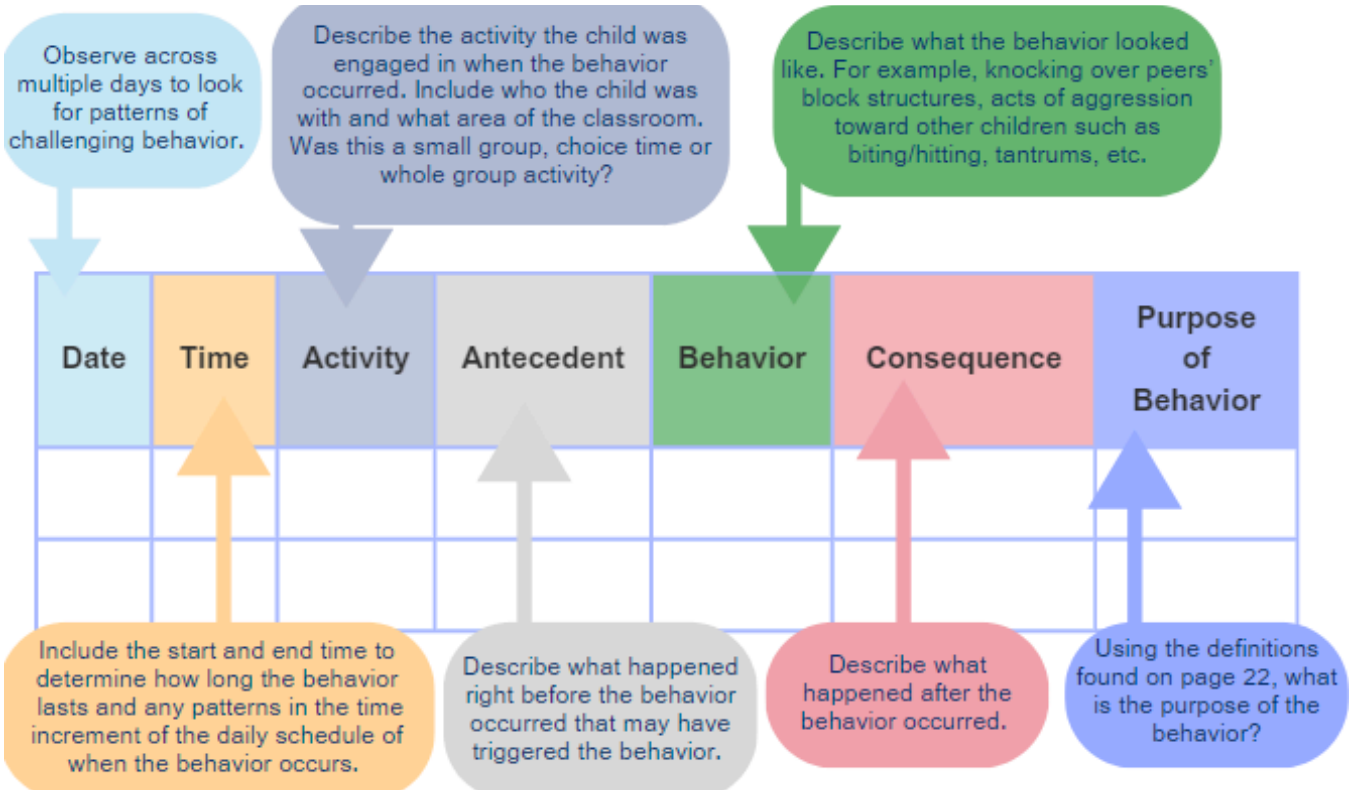
ABC Chart for Function Based Thinking

Date	Time	Activity	Antecedent	Behavior	Consequence	Purpose of Behavior



Purpose of Behavior

Each day, a person engages in millions of behaviors. These behaviors fall into four main categories:

Escape/Avoidance: The individual behaves in order to get out of a situation, avoid a task or an activity he/she does not want to do. Some avoidance behaviors might include:

- refusing to come to the table for small group;
- continuing to play when it is clean up time;
- running away on the playground when it is time to line up to go inside; and/or
- leaving the large group area.

Attention Seeking: The individual behaves to get focused attention from parents, teachers, siblings, peers, or other people that are around them. Some attention seeking behaviors might include:

- throwing a tantrum/toys;
- whining, talking out of turn or saying mean things;
- hitting others; and/or
- acting silly at inappropriate times.

Access: The individual behaves in order to get a preferred item or participate in an enjoyable activity. Some examples of access behavior might include:

- biting, hitting, shoving, or grabbing to obtain a toy from others;
- refusing to leave a preferred area when the area is full or it is not thier turn;
- property destruction such as knocking over a peers block structure; and/or
- crying or screaming to be allowed to participate in a favorite activity.

Sensory Stimulation: The individual behaves in a specific way because it feels good to them. Some examples of of sensory stimulation might include:

- chewing on clothing or hair;
- rocking or bouncing;
- thumb sucking; and/or
- flapping arms or moving thier hands.

Create a Support Plan

Support Plan Process	Our Plan
Replace: problem behavior by teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.	
Prevent: problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior.	
Reinforce: replacement & desired behaviors based on function/pay off for the student.	
Redirect: problem behaviors by quickly & effectively redirecting student to replacement behavior.	
Minimize Reinforcement: by ensuring that problem behaviors do NOT pay off for the student (i.e., does not result in the function of behavior).	
Plan for progress monitoring: using tools from your progress monitoring assessment, document the progress the student is making.	