

ABC LOG

Student Name:						
Date	Time	Activity	Antecedents	Exact Behaviors	Consequence	Student's Reaction

Antecedent-Behavior-Consequence

Antecedent-Behavior-Consequence (ABC) data recording would typically be used for high priority behaviors, in that it is generally more time consuming than scatter plot data collection. ABC assessment involves descriptive accounts of events that precede, include, and follow the target behavior.

Here are some guidelines for conducting ABC assessment:

- Use shorthand or abbreviations for the observed events.
- Report only actions (events) that are seen or heard.
- Record events that occur immediately before and after each response.
- Record the estimated duration of each behavioral event.
- Use a form or data sheet specifically designed for ABC information.

ABC recording can be carried out by staff assigned to the student, or as part of an observation conducted by another person e.g., trained paraprofessional, support staff:

Consider the following when recording ABC data:

- Possible antecedents include the scheduled activity, people present or absent, background activity, conversation, noise level, or specific demands. Did the student appear confused, frustrated, bored, mischievous, or did he/she appear to want something? Given what you know about the student what seemed important about what was going on?
- Setting events are a type of antecedent that “sets the stage” for behavior. Examples include physical states such as hunger, sleep deprivation, illness, medication effects, etc. Other setting events include conditions that may not be immediately evident, but that still affect the student, such as a recent argument at home, separation of parents, death of a grandparent, etc. Interviews are usually necessary to identify setting events.
- In describing the student’s behavior use observable terms and describe any lower intensity behaviors that preceded the target behavior, e.g., “Paul frowned, lowered head, and refused to open his book when asked by teacher.” Describe intensity, frequency, and duration, if possible.
- Consequences are details of what occurred after the behavior, including what was said to the student and whatever else happened e.g., teacher verbally redirected student to task. Any observable events and reactions should be recorded, including no response (e.g., ignoring) on the part of others.
- An additional category of student response may be added to describe the student’s response to the consequence e.g., “P. complied with teacher’s redirection.”