**ABC Chart**

**Date**\_\_\_\_/\_\_\_\_/\_\_\_\_

**Behavior(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Time** | **Frequency** | **Duration** | **Intensity** | **Antecedent** | **Consequence** | **Possible Function**  **(What purpose is behavior serving?)** |
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*Adapted from: Special Connections, Kansas University*

Time: Indicates if certain recurring antecedents cause behavior problems

Frequency: Use tally marks for ease of counting

Duration: Count seconds if behavior lasts for very little time

Intensity: We recommend using a rating scale –

1 – no impact on the environment and child

2 – slight/low impact on environment and child (for e.g. small disruption, reprimand)

3 – average impact on environment and child - disruption is long enough to implement a time-out.

4 – high impact on environment and child – disruptive for over 15 minutes –

5 – very high impact on environment and child – disruptive for over 15 minutes, difficult to calm and revert to normal functioning

**My Notes:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_