ABC strategies. There are no definite right or wrong answers but each strategy should support the function of behavior

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| **Antecedent** | **Behavior** | **Consequence** | **Function** |
| Independent work time | Reading books, drawing, talking to friends (off task)  Poor work quality | Reminders to get back on task,  homework | Obtain attention |

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| **Antecedent strategies** | **Behavior strategies** | **Consequence strategies** | **Function** |
| Allow student to work with a partner or discuss the work required | Teach what on task behavior looks like  Teach how to ask for help | Attention for staying on task  Student may check answers with a preferred peer | Obtain attention |

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| **Antecedent** | **Behavior** | **Consequence** | **Function** |
| Class lectures, discussions, group or independent work | Disrupts class (jokes, speaking over others, talking to others) | Peers laugh, teacher reminds her to get busy | Obtain attention |

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| **Antecedent strategies** | **Behavior strategies** | **Consequence Strategies** | **Function** |
| Reminder of behavior expectations  Tell class a ‘joke of the day’ prior to class starting | Teach student how to take turns when talking  And appropriate times to make jokes/talk | Peers are taught to ignore student when she interrupts others or makes jokes | Obtain attention |

3.

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| **Antecedent** | **Behavior** | **Consequence** | **Function** |
| Independent reading | Refuses to work | Confrontation with teacher  Time out | Escape task |

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| **Antecedent strategies** | **Behavior strategies** | **Consequence strategies** | **Function** |
| Reading task is adjusted to student’s reading level  Student is given audio of independent reading task to read along with | Student is taught how to ask for help  Student is taught how to ask for alternative assignment | Amount of work is reduced for starting and sustaining reading. | Escape task |