

Behaviour Analysis Sheet

Guidance for completion

This is a variation on the tried and tested (and possibly misapplied) ABC method of recording and analysing challenging behaviours. The headings have been changed

Setting Event

A setting event can be anything that increases the likelihood of the problem behaviour occurring. A setting event can be something that occurred in the near distant past (no breakfast, sitting on the bus in the wrong seat, not getting enough sleep). A setting event can also include changes in the physical environment (the lights are too bright, there are a lot of people in the room, it is noisy). Another setting event can be the person the pupil engages with. If a pupil is compliant in a demand for one person rather than another then the antecedent (the demand) is not the important factor in the analysis of the behaviour. Rather "who" is the factor that is important to identify in such an instance and how the involvement of that person becomes a positive setting event.

Antecedent

This is the immediate trigger: often a demand, but can be anything that happens that directly triggers the behaviour. Depending upon the speed of trigger this may be a part of the setting event.

Behaviour

What does the pupil actually do? Be factual and non-judgemental. Bullet points may suffice.

Function

This is what happens directly after the behaviour, and therefore may be maintaining the challenging behaviour. For example; task is presented - pupil cries - task is removed. The removal of the task is making the pupil's escape-motivated behaviour very successful. When looking at the challenges presented by the pupil, we will need to identify how we can stop making the inappropriate behaviour successful for the pupil.

Under the ABC format the Consequence heading was often used to record the consequence or sanction that is applied by an adult, which is not helpful in planning to minimise future events.