**ABC Strategies**

There are no definite right or wrong answers but each strategy should support the function of behavior. The first two rows in each example are a scenario and the perceived function, while the second two rows provide a space for you to consider possible changes or “environmental manipulations” that can increase the likelihood that the expected behaviors will take place.

1. **Expected Behavior**: Student will engage in the assigned independent work task.

| **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 |

| **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 |

1. **Expected Behavior**: Student will engage in class lecture, discussion or groups as expected, following the classroom rules.

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

| **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.**Expected Behavior**: Student will engage in independent reading as assigned.

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

| **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 |