Antecedent, Behaviour, Consequences (ABC) recording

An ABC recording can be used to determine whether what happens before and after the behaviour might be influencing the behaviour.

To apply for High Learning Support Needs funding under the Disability and Inclusion Program, observations demonstrating the frequency, intensity and duration of the concerns should be made across the preschool routine.

|  |  |
| --- | --- |
| **Child’s name** |  |
| **Focus behaviour** |  |
| **Educator(s) name(s)** |  |

| **Date and Time** | **Setting/Context**  (location/ activity/ learning experience) | **Antecedent**  What happened right before the behaviour? | **Behaviour**  Describe the behaviour | **Consequence**  What happened immediately after the behaviour? What happened as a result of the behaviour? |
| --- | --- | --- | --- | --- |
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Anecdotal observations

An anecdotal observation tells a story. Make your records short and focussed, with descriptions of the focus behaviours.

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|  |  |
| --- | --- |
| **Child’s name** |  |
| **Focus behaviour** |  |
| **Educator(s) name(s)** |  |

| **Date** | **Start Time** | **Finish Time** | **Setting/Context**  (location/ activity/ learning experience) | **Observation**  Describe the behaviour |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

Frequency tally

A frequency tally records the number of times that a focus behaviour was observed.

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|  |  |
| --- | --- |
| **Child’s name** |  |
| **Focus behaviour** |  |
| **Educator(s) name(s)** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Start time** | **Finish time** | **Setting/Context**  (location/ activity/ learning experience) | **Tally of the number of times that the behaviour was observed** | **Total** |
|  |  |  |  |  |  |
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Language sample

A language sample records the language used in an interaction and can include both verbal and non-verbal communication. You can use a transcription of a video or an audio recording of the interaction.

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|  |  |
| --- | --- |
| **Child’s name** |  |
| **Educator(s) name(s)** |  |

|  |  |  |
| --- | --- | --- |
| **Date and time** | **Setting/Context**  (location/ activity/ learning experience) | **Language Transcript** |
|  |  |  |

Running record

A running record is an exact record what the child does and says as it happens.

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|  |  |
| --- | --- |
| **Child’s name** |  |
| **Educator(s) name(s)** |  |

| **Date** | **Start time** | **Finish time** | **Setting/Context**  (location/ activity/ learning experience) | **Observation**  Describe the behaviour |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

Scatterplot

A scatterplot tracks and counts behaviours and helps to identify frequency and patterns across times of the day.

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|  |  |
| --- | --- |
| **­­­­­Child’s name** |  |
| **Focus behaviour** |  |
| **Educator(s) name(s)** |  |

**Instructions:** Add the relevant date at the top of each column. If a behaviour occurs during a particular time interval, fill in the space using the codes below.

**Behaviour does not occur during the time interval (leave blank):**

**Behaviour occurs sometimes during that time interval (add “/”) (e.g. 1 to 3 times):**

**/**

**Behaviour occurs regularly during that time interval (add “X”) (e.g. 4 or more times):**

**x**

| **Time** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8:30am-  9:00am |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9:00am-  9:30am |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9:30am-  10:00am |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10:00am-  10:30am |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10:30am-  11:00am |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11:00am-  11:30am |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11:30am-  12:00pm |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12:30pm-  1:00pm |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1:00pm-  1:30pm |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1:30pm-  2:00pm |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2:00pm -  2:30pm |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2:30pm -  3:00pm |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3:00pm -  3:30pm |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3:30pm -  4:00pm |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4:00pm -  4:30pm |  |  |  |  |  |  |  |  |  |  |  |  |  |

Time sample

A time sample maps a child’s experiences/behaviour at regular intervals for a whole day or part of a day. Time samples are often conducted half‑hourly but the frequency can be as often or infrequent as is appropriate to the child and situation. Time samples of different days need to be completed before a picture of the child’s day can be formed.

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|  |  |
| --- | --- |
| **Child’s name** |  |
| **Educator(s) name(s)** |  |
| **Date completed** |  |

|  |  |
| --- | --- |
| **Time** | **Observation**  Describe the behaviour |
| **9:00 am** |  |
| **9:30 am** |  |
| **10:00 am** |  |
| **10:30 am** |  |
| **11:00 am** |  |
| **11:30 am** |  |
| **12:00pm** |  |
| **12:30 pm** |  |
| **1:00 pm** |  |
| **1:30 pm** |  |
| **2:00 pm** |  |
| **2:30 pm** |  |
| **3:00pm** |  |