



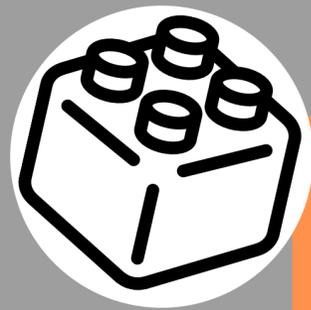
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Applying the ABCs of Challenging Behavior

Antecedents, Behaviors, and Consequences (ABCs) help to identify the function of a child's challenging behavior. Once a function has been identified, consistently using corresponding Prevention, Teaching, and New Response strategies will greatly reduce challenging behavior.



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Antecedent

Antecedents are the contexts or events that occur immediately **BEFORE** the challenging behavior. They include specific times of day, settings, people, and activities that **TURN ON** challenging behavior.

Behavior

Challenging behavior is any behavior that interferes with learning or engagement with peers and adults. Describing it in observable terms helps ensure consistent data collection.

Consequence

Consequences are the events or contexts that occur immediately **AFTER** the challenging behavior that **TURN OFF** the behavior.



The ABCs help to identify the function of a child's challenging behavior.

Function of challenging behavior:
what a child is trying to communicate

The ABCs help identify function based strategies you can use to decrease challenging behavior.

PREVENT strategies can be used to decrease the likelihood of a child engaging in challenging behavior. These strategies should be used often and throughout the day, especially times when challenging behavior is more likely to occur.

TEACH strategies include step-by-step instructions for teaching a child a replacement skill. This skill is a more appropriate form of communication that will reliably meet their wants and needs (i.e., result in reinforcement).

NEW RESPONSE strategies are new ways to respond to a child's challenging behavior. These responses are unlikely to reinforce a child's challenging behavior. They can also remind children of the new skill they can use to communicate what they want.



Prevent



Teach

Reinforce the new skill by giving your child what they ask for when they ask appropriately!

New Response



For more resources on supporting your child with challenging behavior, click [here](#).

