



ABCD Chart

The ABCD Method is an approach to understanding young people's behaviour and communication.
The tool looks at behavioural patterns, triggers, and identifying support.

(A) Antecedent (2)	(B) Behaviour (1)	(C) Consequence (3)	(D) Differently (4)
What happened / has happened before? Include any action, event or circumstance that occurred <i>before</i> the behaviour. For example, • a request from an adult • the presence/ proximity of another student • expectations of the young person themselves • any misunderstandings where the child expected something to happen • or perhaps a change in the environment (sensory, setting, event, interactions).	What is the child/ young person doing? Describe exactly what you see. Behaviour needs to be described in an objective way and not interpreted by the observer. Be as specific as possible, e.g., • About the young person's body language • Where they were in relation to others • If this was dangerous or risky then why /how? Include specific details, e.g., • What was seen? • What was heard? • Date, place & time	What did this bring for the child/young person? Record any action or response that <i>follows</i> the behaviour. • Did it draw people nearer? Was it isolating (timeout)? • Did it give a physical / sensory release (running, screaming, crying, biting, pushing)? • Did it serve as a distraction or avoidance of something perceived as too difficult or too scary? • Did it help the young person regain a sense of control? Don't think necessarily in terms of punishment or a form of discipline (though it can be). Instead, the outcome that is reinforcing for the child.	What would you do differently or how could the situation be different? So, given that you want to try and pre-empt (B), by looking in detail at (A), and providing alternatives that healthily, positively provide or shape (C)... What could you/ other adults/ the young person do differently next time? Look for patterns, e.g., • Day/ time • Particular people • Ways of interacting • Fatigue/ overload • Sensory need • Environment • What else...?

For more information about how we could work with you please contact: IF@suffolk.gov.uk





ABCD Chart

Choice and Control

Sharing Ordinary Places

Being Someone

Contribution

Belonging

For further guidance on how you might carry out an ABCD chart, please look at our Online Support Series, which takes you through a step-by-step video guide: [Online Support Series ABCD](#).

Example Table- noticing avoidance, uncomfortable and anxious behaviours

(A)	(B)	(C)	(D)
• Request from TA to begin worksheet. • Just came back to the classroom from assembly. • Teacher had given a whole class instruction.	• He lay on his arm, with his legs curled round the chair legs. • Avoided direct eye contact. • Talked without taking a breath, into his arm. • Fidgeted by moving from side to side in his chair. • Looked up and asked to go to the toilet. • Got up and walked out of room.	• Avoidance of question – Was permitted to leave the seat and to cease full engagement. • He regained sense of control. • Distraction through talking and was offered smaller steps to start the work. • Reassurance from TA that he could leave.	• Have agreed expectations and boundaries with other adults involved so that we are all aware of current emotional state when beginning a task and use small steps. • Identify a way for him to let the adults know current emotional state. • Need a time limit on asking for his concentration and engagement due to fatigue.

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ABCD form for (Name)_____ (Date) _____

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Date, Day & Time	Antecedent (2)	Behaviour (1)	Consequence (3)	Differently (4)

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