

ABC's Training & Resources

- [ABC'S \(Detailed Quick Reference Guide\)](#)

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The ABC's of Behavior

A Quick-Reference Guide



Antecedents: what adults put in place to prevent behaviors.

Latin root word "ANTE" means "BEFORE".

Posted Expectations (reviewed daily)	Posted Schedule/ Plan Communications	Program Readiness	Staff Comradery & Communication	Child Relationship Building
Non-Contingent Attention	5-3-1 Minute Transition Warnings	Staff Engagement & Participation	Intentionally Planned Groups	Active Supervision
Transition Games	Appropriate Alternative Activities & Choices	Collaborative Family Relationships	Descriptive Praise (10-to-1 rule)	Modelled Appropriate Behavior
Positive Classroom Culture	Diverse Materials & Activities	Collaborative School Partnerships	Positive Guidance/ Equitable Practices	Quiet Corner Option
Meaningful Greetings	Consistency	Culturally Inclusive Atmospheres	Implemented Safety Measures	Diverse Learning Styles Considered

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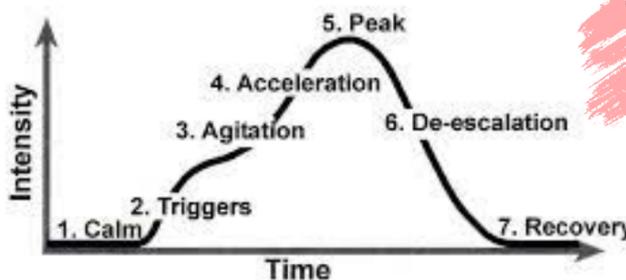
Behavior teaching, modelling, and guidance: how we mitigate/intervene DURING behaviors.

Roots of Behavior: Unmet Need, Attention Seeking, and Physiological.



The Escalation Process:

Attempt to identify the **ROOT** of the behavior to know how to best respond: **UNMET NEED** (i.e. trauma response or hunger), **ATTENTION SEEKING**, or **UPHYSIOLOGICAL BEHAVIOR** (i.e. symptom of diagnosis).

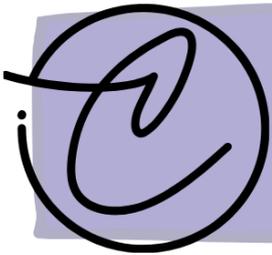


Identify possible triggers and/or trends to help minimize escalations.

When peak is occurring, give student time & space before attempting ANY de-escalation.

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Consequences: positive, natural, and restorative/reflective

Examples of Positive Consequences:



Responding to Natural Consequences:



Restorative/Reflective Considerations:



Types of Consequences that Support Positive Guidance:

Time Reset: Person, Place, or Thing

Using a 30 second timer, this helps a child reset their body and actions by removing a triggering element or taking a moment to pause and reconfirm expectations.

Restoration: REFOCUS forms and IESCAPE conversations

Should be used primarily for physical or verbal aggression/when reflection and restoration with another person is needed.

Community Services

Used when a child has contributed to an unsafe classroom community; this is an opportunity to lean into a student's leadership skills and ask THEM to decide how to make the community happy, safe, and peaceful again. Let kiddos be creative here!