

# ABC's Training & Resources

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

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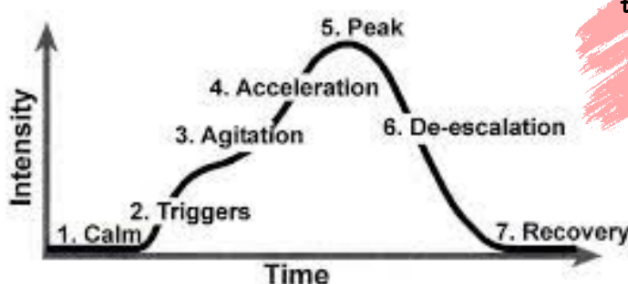
Behavior teaching, modelling, and guidance: how we  
mitigate/intervene DURING behaviors.

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).

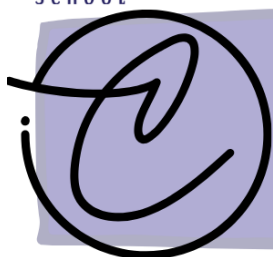


Identify possible triggers and/or trends to help minimize escalations.

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!