

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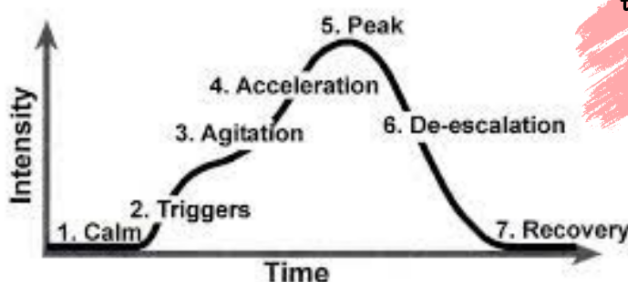
Behavior teaching, modelling, and guidance: how we mitigate/intervene DURING behaviors.

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).

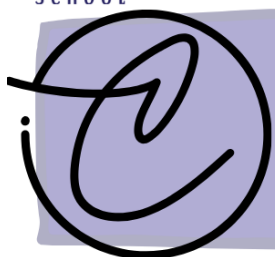


Identify possible triggers and/or trends to help minimize escalations.

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

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Consequences: positive, natural, and restorative/reflective

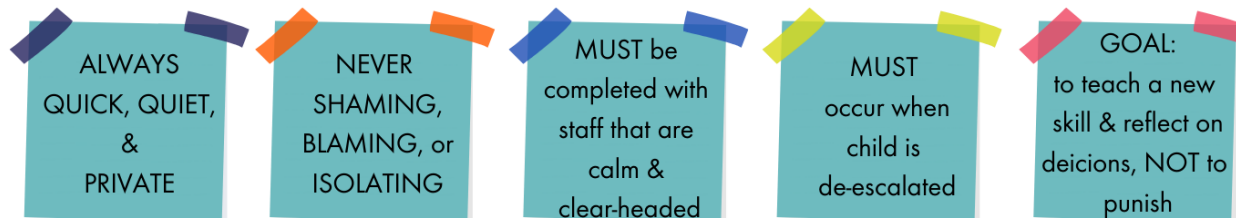
Examples of Positive Consequences:



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!