

ABC Tracker

Routines Analysis

Student: _____

Grade _____

Staff: _____

Date: _____

****If you only work with the student during a single routine or subject (e.g. you are the P.E. teacher or you teach the student in one subject) you can disregard the routines analysis and go on to Part B.**

ROUTINES ANALYSIS: Complete the student's daily schedule (Time & Routine/Subject columns). Next rate the Likelihood of Problem Behavior for each routine. **For routines rated 5 or higher**, complete the final two columns: Identify the Problem Behavior and Current Interventions.

Time	Routine/Subject/Activity & Staff Involved	Likelihood of Problem Behavior	Identify Problem Behavior(s)	Current Intervention for the Problem Behavior
8:45-9:45	Example: Math w/ Mrs. Jenkins	Low 1 2 3 4 5 6 High	Disruptive/Defiant; negative comments	Move to Seat next to teacher's desk
		1 2 3 4 5 6		
		1 2 3 4 5 6		
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Prioritized Routine: Based on the ratings above select the routine or subject of greatest concern. Complete Part B of this form during the prioritized routine to track the student's A-B-C sequences.

	Routine/Subject/Activity	Problem Behavior(s): Provide an Observable & Measurable Definition
Routine # 1		

Is Behavior of Concern an Immediate Danger to self/others?	YES NO (Circle One)	If YES , refer case to Behavior Specialist immediately
If the behavior is NOT an immediate danger to self or others – the staff member should fully complete the ABC Tracker on the back side of this form to better understand the behavior.		

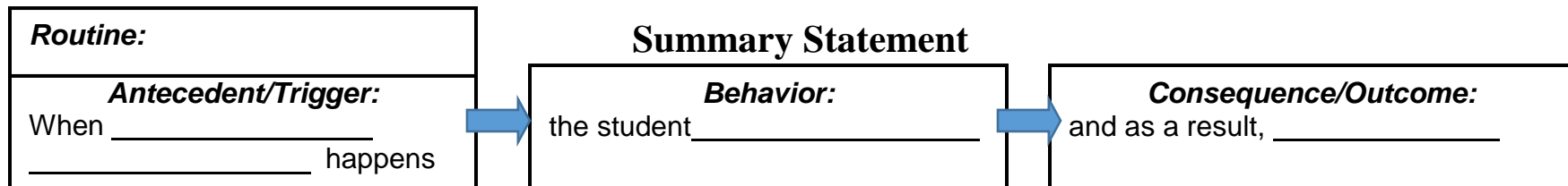
ABC Tracker

Part B

Student _____ Staff _____ Dates _____

Identify a student with recurring challenging behavior. Focus on a single routine (see Part A to identify and prioritize a routine) and track occurrences of the problem behavior during the prioritized ***routine (subject or time of day)***. Each time a problem behavior occurs during this routine over the next weeks document the A-B-C sequence. Use the data collected to identify patterns or trends across occurrences to form a **Summary Statement** describing the student's behavior below.

Prioritized Routine/ Subject/ Activity (see p. 1) →		Time of Day:	Start time: End time:
Date/Time	When... (Antecedent)...happens	The Student... (Behavior)	And as a result... (Consequence)
Example Date: Feb 8 Time: 10:25	Asked to complete worksheet (multi-digit multiplication & work problems) independently	Verbally refuse to work, say "This is stupid", wander room & make negative comments	Teacher will leave student alone & students gets to avoid difficult task/worksheet
1 st Incident Date: Time:			
2 nd Incident Date: Time:			
3 rd incident Date: Time:			
4 th incident Date: Time:			
5 th incident Date: Time:			



Therefore, the function of the behavior is to **get / avoid** _____.
 (circle one) (detail what is obtained or avoided)