

### Module 3 Background Information – ABC's of Behavior

The "ABC's" of behavior are utilized to \_\_\_\_\_ and \_\_\_\_\_ behavior.

The ABC's stand for:

\_\_\_\_\_ (A), \_\_\_\_\_ (B), and \_\_\_\_\_ (C).

The \_\_\_\_\_, is what comes directly BEFORE the behavior in question. Can be thought about as what triggers the behavior. Can include when and where the behavior occurs.

The \_\_\_\_\_, which must be both observable and measurable in order to track progress.

The \_\_\_\_\_, is/are the direct result or outcome of the behavior. These can be both positive and negative outcomes and may answer the question of "why" the behavior is being done.

Label the following with the correct ABC's:

Maggie has a big test tomorrow that she does not feel prepared for.

The next day, she tells her mom she is sick.

Maggie gets to stay home from school.

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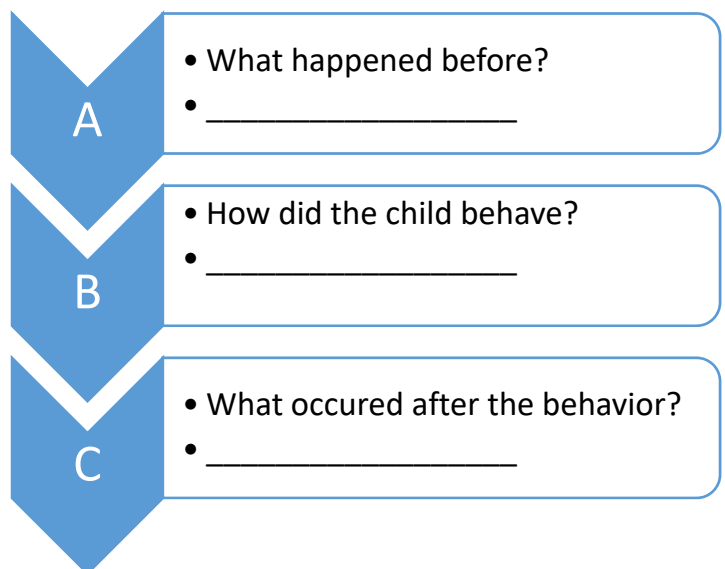
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### Purpose of Behavior:

Common purposes of behavior:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- Sensory Stimulation



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**Using the ABC's:**

- |                                   |                        |
|-----------------------------------|------------------------|
| 1. Identify the problem behavior. | The "WHAT"             |
| 2. Identify the antecedent.       | The "WHEN" and "WHERE" |
| 3. Identify the consequence.      | The "WHY"              |

We can initiate behavior modification by either changing the \_\_\_\_\_ and/or the \_\_\_\_\_ of the behavior.

Below are some ways to initiate behavior modification. Choose whether this is to be implemented before (antecedent) or after (consequence) the behavior.

Plan in advance by giving a countdown	Antecedent	or	Consequence
Planned ignoring of a problem behavior	Antecedent	or	Consequence
Adjust the environment	Antecedent	or	Consequence
Praising positive behavior	Antecedent	or	Consequence
Using a token reward system	Antecedent	or	Consequence

**Token Systems:**

**\*\*See the Resource Library for a printable token board!**

Using a token system:

- Using tokens or stickers, reward your child for each "good" behavior, or behavior you want them to repeat. After earning so many tokens, they earn a prize.
  - a. Ex. Every time Taylor cleans up her toys independently, she earns one token. After 5 tokens, she gets to pick out a small toy at the store.

When using token boards...

1. Identify rewards that \_\_\_\_\_ your child – choose rewards your child will want to work towards.
2. Create a \_\_\_\_\_ of earning – be clear in how to earn tokens
3. \_\_\_\_\_ to the method and use it as reinforcement – stay consistent and reward your child consistently so they continue to choose good behavior.

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**Distress Tolerance:**

Meltdowns and tantrums are to be expected during behavior modification. Utilize the list below and reflect on some of the ways you can help regulate your child and minimize meltdowns. You may notice that some techniques may work better for your child than others.

Keeping your child thinking rather than feeling:

- ➔ Counting
- ➔ Saying ABC's
- ➔ Sing their favorite song

Engage the senses

- ➔ Utilize sensory toys
- ➔ Squeeze a stress ball

Bringing attention to the body

- ➔ Deep breathing
- ➔ Making a fist and letting it go
- ➔ Progressive muscle relaxation