

## **Using a Behaviour tracking Chart (Revised ABC Chart)**

If your child is having frequent “meltdowns” or exhibiting behaviours that are puzzling using this type of chart can be beneficial to pinpoint what situations or impairments may be triggering the behaviour.

### **Steps**

- Record the date, time and place that this occurred and what the child was engaged in doing at the time.
- Record what happened right before the behaviour being recorded occurred (Antecedent)
- Record exactly what the behaviour looked like (Behaviour)
- Record what those around the child did, what happened as a result of, and/or what the child did right after the behaviour (Consequence)

**The goal is to discover triggers or reasons a behaviour might be occurring**

### **Some Questions to Ask Yourself**

- Has the child been triggered by a specific incident?
- Is the child reacting to frustration?
- Does the child feel that they are not being heard?
- Do they have a “meltown” when their fuel tank becomes depleted?
- Are they being asked to behave or do a task that is beyond them?
- Are they trying to avoid certain tasks that require EF skills that they lack?
- Which EF impairments are in play when these behaviours occur?
- Are their emotional regulation impairments being challenged?
- Is something in the environment triggering sensitivities?

## **Once triggers are understood a plan can be created and implemented**

- How can the child’s environment be changed to avoid triggers?
- What is causing the frustration? Can we reduce it or assist them to deal with it?
- What accommodations can we put in place to assist with impairments?
- Can we assist the child to adequately express themselves?
- How can we replenish their fuel tank or avoid depleting it?
- Can we decrease the load on the attention or EF skills?

- Can we put accommodations in place to assist with impairments?
- Can we assist the child with their self and emotional regulation?