

5.04 BEHAVIOUR GUIDANCE USING THE ABC TOOL

Purpose Statement

Antecedent, Behaviour and Consequence (ABC) is a behaviour management tool that can be used to analyse and change difficult behaviours. Educators are encouraged to use this tool when working with children who display difficult and challenging behaviours.

Scope

This policy applies to all salaried full time and part time staff (including casuals), educators and contractors.

Definitions

The ABC model defines antecedent, behaviour and consequence as:

Antecedent: all the things that happened before the behaviour occurred. They can also be considered as triggers.

Behaviour: refers to what happens during the outburst. This is sometimes referred to as the 'target behaviour'.

Consequence: refers to what happens after the behaviour outburst. Consequence refers to the immediate and delayed reactions from everyone involved.

Policy Statement

TO SUPPORT CHILDREN WHO DISPLAY DIFFICULT AND CHALLENGING BEHAVIOURS BY PROVIDING EDUCATORS WITH A TOOL (ABC CHECKLIST) THAT ENABLES THEM TO UNDERSTAND BEHAVIOURS AND EFFECTIVE RESPONSES.

Procedures

Tackling Challenging Behaviour

1. Identify what is causing the behaviour (i.e. identify the 'antecedent'). Once you are aware of the potential triggers you can take steps to either avoid those triggers or slowly desensitise the child to those things.
2. Describe the behaviour and determine the function the behaviour is serving. Common reasons for behaviour include:

Communication	Attention or positive reinforcement	Reduction of frustration or stress
Escape from demands	Lack of understanding	Sensory stimulation
Loss of control		

3. Observe the consequences of the behaviour and determine whether the consequence is in fact serving the function of the behaviour (i.e. is the child getting the 'attention' he/she craves when



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displaying the challenging behaviour? Is the child being rewarded by taking the educator's attention away from the other children?).

4. Be reflective and identify alternative strategies to support the challenging behaviour. Any behavioural strategy must be implemented consistently each time the behaviour occurs and must be used by each individual that has contact with the child.
5. Be patient when implementing new behaviour guidance strategies. This process may take several days, weeks or months before results are seen.

NOTE: a simple way to develop an understanding of challenging behaviours is to complete an 'ABC' chart and use the data to identify alternative behaviour management strategies (see ABC Chart attached).

Relevant Standards/Legislation

- National Quality Framework for Early Childhood Education and Care Services including:
 - Education and Care Services National Law 2011
 - Education and Care Services National Regulations 2011

Related Policies & Links

- *Understanding Children's Behaviour Procedure*
- ABC Chart Form

ABC (Antecedent, Behaviour, Consequence) Chart Form

[illegible]

Reflection – Alternative Behaviour Management Strategies



Behaviour (A brief description of the behaviour)	Alternative Behaviour Management Strategies (Identification of alternative strategies to manage the behaviour as described)