

When/Where does Behavior occur?	Activity/ Setting	Developmental/Medical consideration	Antecedent	Behavior	Consequence	Future behavior
Date ? Time? Location? of behavior	What activity? With Whom? Environmental conditions?	Are there any functional limitations to performing this activity? Sensory or physical limitations? Changes at Home? Any Medication changes? Current Health?	What happened right before that may have triggered the behavior?	Describe what the behavior look like? How long did it last? What did you observe the child do?	What happened after the behavior, or as a result of the behavior? Was there Negative attention, Positive attention, Tangible, Sensory, Escape?	Based on the current consequence what's the probability this behavior will continue to increase or decrease?
Monday 2/5/18 9 am classroom	Rocket math – writing activity	Yes. Low tone Immature pencil grasp Low endurance with writing.	Presented with math activity	Peter threw his pencil and put his head down on the table.	Teacher stopped the timing said: "Are you feeling ok Peter?" – positive attention and Escape	Continue to increase Recommendation to teacher: ignore his behavior.
Tuesday 2/6/18 9 am Classroom	Rocket Math- Writing activity	Yes. Low tone Immature pencil grasp Low endurance with writing	Presented with math activity	Peter threw his pencil and put his head down on the table.	Teacher ignored Peter. He did not finish his math and sat with his head down until music class. - Escape	Continue to increase Recommendation to teacher: do not allow him to escape the task.
Wednesday 2/7/18 9 am classroom	Rocket Math- Writing activity	Yes. Low tone Immature pencil grasp Low endurance with writing	Presented with math activity and Teacher said: You need to do your work Peter... or you will have to miss music class.	Peter said " I don't care! I hate math!" he threw his paper, pencil and put his head down.	Teacher ignored him. Peter missed music class	What next?

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The "Can't Do or Won't Do!" ABC Data Collection Chart

Child Name: Peter Grade: 4th