ABC Behaviour Chart

A B C

Fill this in once everyone is safe. Write what you **saw and heard**, not what you think your child felt.

Child's name: **Week starting:** **Recorded by:**

Date, time, place	A: Antecedent What happened just before?	B: Behaviour What exactly did they do? How long?	C: Consequence What happened right after?	Level 1 to 5

Level: *1 = mild, brief, easy to settle* *3 = moderate, took a while to calm* *5 = very intense, long or unsafe*

Printable sheets for family use. Not a substitute for advice from your child's doctor or behaviour analyst.

ABC Quick Reference

Sheet 2 of 3 | ABC Behaviour Recording for Autism

Keep this on the fridge or inside the cover of your notebook.

	Ask yourself	Write it like this	Not like this
A	**Antecedent.** What was happening? Who was there? What was I asking? What had changed? Anything loud, crowded, hot or new?	"Asked to put on shoes. Sibling was playing with his favourite toy."	"He was in a bad mood."
B	**Behaviour.** What did I see and hear? How long did it last?	"Cried, fell to the floor and kicked for 3 minutes."	"Had a tantrum."
C	**Consequence.** What did I and others do? What did my child get or avoid? How did it end?	"I carried him to the car. He stopped crying and did not put on shoes."	"I handled it."

Before you record, check:

+ Everyone is safe.
+ Your child is calm enough that writing will not add to the upset.
+ You are writing what you saw and heard, not what you think they felt.

Common antecedents to watch for:

- A task or demand
- Hearing "no", "wait" or "finished"
- A change of routine or transition
- Noise, crowds, lights, smells, textures
- Attention going elsewhere
- Hunger, tiredness, pain or illness

Four common functions of behaviour

Read down your chart and ask which row fits best. Treat it as an idea to discuss with a professional, not a diagnosis.

Function	What the pattern looks like	A direction to explore
Escape or avoid	Starts when a demand or task appears and ends when it is removed.	Smaller steps. Teach a way to ask for a break.
Get attention	Happens when you are busy or looking away and stops when you respond.	Give attention before it is demanded. Teach a way to call you.
Get something	Follows "no" or "wait" and ends when the item or activity is given.	Visual timers, first-then boards. Teach asking for the item.
Sensory or automatic	Happens even alone, whatever people do. May feel good or relieve discomfort.	Reduce sensory triggers. Offer safe alternatives. Harmless stimming rarely needs stopping.

Words to use

Instead of	Try
Angry, upset	Shouted, cried, clenched fists, threw the cup
Aggressive	Hit with open hand, pushed, bit own arm
Refused	Shook head, walked away, said "no"
Attention-seeking	Called my name three times, then screamed
Meltdown (on its own)	Dropped to the floor, covered ears, cried for 6 minutes

Printable sheets for family use. Not a substitute for advice from your child's doctor or behaviour analyst.

Weekly Pattern Summary

A B C

At the end of the week, tally your ABC chart here: one mark for each incident in the matching row and day.

Child's name: **Week starting:**

Antecedent (trigger)	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total
Task or demand given								
Told "no", "wait" or "finished"								
Change of routine or transition								
Noise, crowds, lights or other sensory input								
Attention was elsewhere								
Hungry, tired, unwell or in pain								
Other: _____								

Questions to answer

1 Which trigger row has the highest total?

2 At what time of day and in which place did most incidents happen?

3 What usually happened right after? Did your child escape something, get something, or get attention?

4 Which calm moments or good days happened this week, and what was different?

5 What is one small change to try next week?

6 What will I bring to our next appointment or school meeting?

Printable sheets for family use. Not a substitute for advice from your child's doctor or behaviour analyst.