



ABC Chart All-in-One Version 1
(including Duration, Latency, Intensity, and Function)

Student: _____ Observer: _____

Setting (e.g., class, gym, playground): _____

Problem Behavior of Concern (What you see and hear): _____

Chart each occurrence of the SAME PROBLEM BEHAVIOR



Date Duration: Start & End Time of Behavior	Subject/Activity/Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome/Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
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Summary Statement or Hypothesis:				
	During:	When:	Student will:	And then: Therefore the function is to access/escape (circle one):

During the baseline period of 10 days, record each occurrence of the behavior of concern, until a pattern emerges. Use this form to document what happens immediately before and after the behavior of concern. Use for only one behavior (e.g., hitting). Record the most relevant and applicable measures:
Duration is the amount of time the behavior lasted, from start to end time.
Latency is the delay from the time of the antecedent until the behavior started.
Function* is what the student gets/obtains or escapes/avoids (i.e., Get: peer attention, adult attention, activities/items, sensory stimulation. Avoid: peer attention, adult attention, activities/tasks, unpleasant sensory) by the behavior. The outcome/consequence reveals the function.
Intensity Levels describe the severity of the behavior. Define the 5 levels ahead of time. The Discipline Code should guide the decision.

Define Intensity Levels for Behavior of Concern:	Example of Intensity Levels for Problem Behavior
1.	1. Only impacts the student
2.	2. impacts others in immediate area
3.	3. Impacts everyone in class
4.	4. Impacts other classrooms or common areas
5.	5. Impacts entire school or seriously dangerous or violent behavior

