ABC Tracker
Routines Analysis

Student: _____   Grade _____

Staff: _____   Date: _____

If you only work with the student during a single routine or subject (e.g. you are the P.E. teacher or you teach the student in one subject) you can disregard the routines analysis and go on to Part B.

ROUTINES ANALYSIS: Complete the student's daily schedule (Time & Routine/Subject columns). Next rate the Likelihood of Problem Behavior for each routine. *For routines rated 5 or higher*, complete the final two columns: Identify the Problem Behavior and Current Interventions.

Time	Routine/Subject/Activity & Staff Involved	Likelihood of Problem Behavior	Identify Problem Behavior(s)	Current Intervention for the Problem Behavior
8:45-9:45	**Example**: *Math w/ Mrs. Jenkins*	Low High 1 2 3 4 (5) 6	*Disruptive/Defiant; negative comments*	*Move to Seat next to teacher's desk*
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		

Prioritized Routine: Based on the ratings above select the routine or subject of greatest concern. Complete Part B of this form during the prioritized routine to track the student's A-B-C sequences.

	Routine/Subject/Activity	Problem Behavior(s): *Provide an Observable & Measurable Definition*
Routine # 1		

Is Behavior of Concern an Immediate Danger to self/others?	YES NO (Circle One)	If *YES*, refer case to Behavior Specialist immediately
If the behavior is ***NOT*** an immediate danger to self or others – the staff member should fully complete the ABC Tracker on the back side of this form to better understand the behavior.		

www.basicfba.com

Last Revised 12/14/2018

ABC Tracker

Part B

Student _____   Staff _____   Dates _____

Identify a student with recurring challenging behavior. Focus on a single routine (see Part A to identify and prioritize a routine) and track occurrences of the problem behavior during the prioritized ***routine (subject or time of day)***. Each time a problem behavior occurs during this routine over the next weeks document the A-B-C sequence. Use the data collected to identify patterns or trends across occurrences to form a **Summary Statement** describing the student's behavior below.

Prioritized Routine/ Subject/ Activity *(see p. 1)* →			**Time of Day:**	*Start time:* *End time:*
Date/Time	**When… (Antecedent)…happens**	**The Student…. (Behavior)**	**And as a result…. (Consequence)**	
Example Date: *Feb 8* Time: *10:25*	*Asked to complete worksheet (multi-digit multiplication & work problems) independently*	*Verbally refuse to work, say "This is stupid", wander room & make negative comments*	*Teacher will leave student alone & students gets to avoid difficult task/worksheet*	
1st Incident Date: Time:				
2nd Incident Date: Time:				
3rd incident Date: Time:				
4th incident Date: Time:				
5th incident Date: Time:				

Summary Statement

Routine:
Antecedent/Trigger: When _____ _____ happens

➡ ***Behavior:***
the student_____

➡ ***Consequence/Outcome:***
and as a result, _____

Therefore, the function of the behavior is to **get / avoid** _____.
  (circle one)   (detail what is obtained or avoided)