

CHILD / STUDENT _____

OBSERVER _____

DATE _____

SETTING / ACTIVITY _____

TARGET BEHAVIOR — describe exactly what it looks like (observable, measurable)

Date / Time	Antecedent — what happened just before	Behavior — what the child did	Consequence — what happened after	Int.	Func.

QUICK CODES (write the letters to record faster)

Antecedent: D = demand/task W = told to wait T = transition A = attention removed X = denied item/activity S = left alone

Consequence: Att = got attention Esc = task removed Got = got item Ign = ignored Red = redirected

Function (Func.): E = escape A = attention T = tangible S = sensory

Below is a worked example. Fill your sheet the same way, then use the Pattern Finder to see what the behavior might be “for.” Small patterns are easy to miss day to day — the totals reveal them.

Time	Antecedent	Behavior	Consequence	Func.
9:15	Teacher gave a group instruction (D)	Threw materials, yelled	Sent to calm corner (Esc)	E
11:40	“Line up for lunch” (T)	Dropped to floor, cried	Adult waited & coaxed (Att)	E/A
2:30	Peer took a toy (X)	Grabbed it back, pushed	Got the toy back (Got)	T

Pattern Finder — tally your sheet to see the trend

1. Count each behavior by function (from the Func. column):



Escape (E)
gets out of a task/demand



Attention (A)
gets someone’s attention



Tangible (T)
gets an item/activity



Sensory (S)
feels good / self-soothing

2. Most common trigger (antecedent):

3. Time of day it happens most:

4. What this suggests / one thing to try:

Tip: the highest function count points to what the behavior achieves for the child — the key to choosing a helpful, kind response (for example, teaching a way to ask for a break if most behaviors are Escape).