

## OPERATIONAL DEFINITIONS OF ACTIVITIES, ANTECEDENTS AND CONSEQUENCES

REFER TO THIS FORM WHEN CONDUCTING STRUCTURED ABC DATA COLLECTION

### CLASSROOM ACTIVITIES

- **Whole group instruction:** students are at their desk and teacher is explaining a lesson or demonstrating something to the whole group
- **Rug time:** students are on the rug and teacher is explaining a lesson or demonstrating something to the whole group (may also be referred to as circle time or carpet time, this is not floor time)
- **Independent work:** students are given work to complete at desk independently (e.g. worksheet, project, reading)
- **Small group work:** students are given work to complete at desk as a group

### IMMEDIATE ANTECEDENTS

- **Academic demand: adult** (teacher or assistant) presents a specific demand related to ongoing academic instruction to the class or the target student:
  - **Examples:**
    - “Read...,” “Write a ...,” “What’s the answer?” “Count by 5’s,” “Take out your books”
- **Non-academic demand: adult** (teacher or assistant) presents a specific demand not related to the academic work (e.g. reading, writing, math social studies):
  - **Examples:**
    - Line up, go to the rug, wash your hands, prompts to go to stations, clean up
- **Access to activity or tangible is removed:** An item is taken away from the student; something the student was playing with or had in his or her possession and a peer or adult took the item away from the student
- **Access to activity or tangible is denied:** Student asks for an item or tries to grab an item and the adult does not give him or her the item, or adult (teacher or assistant) stands between an item that the student is walking towards or reaching toward
- **Ignore: adult** (teacher and or assistant) is addressing the whole class, no one-to-one interaction with student by the adults or the peers (group instruction is not one to one interaction)
- **Divided attention**
  - **Adult** (teacher or assistant) is speaking to or helping another student on one to one basis (group instruction is not divided attention), or
  - **Adult** (teacher or assistant) or a specific peer (for cases where the student shows preference for an individual peer) is speaking to or helping another student on one to one basis (group instruction is not divided attention).
- **Physical contact by peers**
  - Peer bumps into the target student; or
  - Peer pushes, hits or kicks target student
- **Verbal comments by peers:**
  - Any statement or comment made by peers that is directed towards the student
- **Transitions**
  - Asked to stop an ongoing activity and move to another activity or area

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### CONSEQUENCES

- **Attention:** Adults or peer vocally or physically interacting with the student after the student engages in problem or appropriate behaviors.
  - **Examples:**
    - Teacher is talking to the student after the problem behavior
    - Teacher redirects the student back to work after the problem behavior
    - Teacher reprimands the student after the student engages in problem behavior
    - Peers are laughing after the student engages in problem behavior
    - Teacher praises the student after the student follows directions
- **Escape:**
  - **Only mark if there is a demand as an antecedent**
  - Student engages in any other behavior that is not related to the antecedent (e.g. request to read) within 30 seconds from the time the request was presented
    - **Examples:**
      - Teacher asks the student to complete a writing task. The student talks to peers or engages in problem behavior within 30 seconds from the time he was asked to write
      - Teacher asks the student to sit next to a peer and the student does something else instead.
- **Tangible:** Having access to or contact with leisure activities or items or edible items after the student engages in problem or appropriate behaviors
  - **Examples:**
    - Teacher allows John to continue to play on the computer after he engages in aggression.
    - Teacher gives John access to the computer after he engages in aggression
    - Student is participating in a free choice activity
- **Sensory (automatic reinforcement):**
  - **There is no demand as an antecedent**
  - There is no interaction with the student by the adults or peers
  - Student does not have access to tangibles
    - **Example:**
      - Student is sitting at his desk or at a corner with no access to attention, toys or work.
  - Or, the student is using a tangible as part of repetitive behavior instead of using it for its intended purpose
    - **Examples:**
      - Student holds a toy in his or her hand and instead of playing with the toy
      - Student is moving his hands up and down or side to side as he or she is holding the toy