### EXAMPLE ABC OBSERVATION TOOL

<table>
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<tr>
<th>Example of Behaviour Observed: A 3½ Year Old Boy</th>
<th>Examples of How to Reduce Observed Behaviour</th>
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| **A** Where did you see the behaviour? E.g. at circle time.  
When is the behaviour happening? E.g. when a child wanted the same toy as the child sitting next to him.  
Who is the behaviour with? Initials of other child.  
What day/time did this happen? E.g. Monday at 10.35  
Was there anything different that day? E.g. a different member of staff working with the child; something different in the routine that day. | Identify any ‘hotspots’  
How might these ‘hotspots’ be avoided/changed? E.g. make sure children don’t have toys at circle time if it is going to cause a problem.  
Sit an adult next to the child to support.  
Is activity age appropriate/developmentally appropriate/engaging?  
Does the child understand the activity? |
| **B** What is the behaviour you saw?  
E.g. He snatched the toy and hit ..... | What would you prefer the child to do?  
E.g. use their words/visuals to express what they want rather than physical |
| **C** After the initial incident what happens next?  
What do the other children do? E.g. Some of the children moved away. Two children called an adult for help.  
What do the adults do? E.g. …….approached the child and asked him what happened. She pointed out the other child was crying and asked him to say sorry.  
What does the child do? E.g. Kicks the practitioner. The practitioner then said “stop kicking, that hurts me.” The child runs off and hides. | How could you respond differently next time?  
If the child is out of control, give them time to calm down. Move the other children away if possible rather than moving the child.  
What might be rewarding about this behaviour? E.g. getting attention  
How might you avoid giving attention to the child for inappropriate behaviour? Use the 6 steps to conflict resolution.  
What could be done to encourage appropriate behaviour? Praise for any positive behaviour. Get down on their level if safe. Acknowledge how the child is feeling e.g. “You look cross” |