



## A-B-C Reflection

**Use:** After the occurrence of each difficult behaviour

**The Problem.** Children can find it difficult to learn from their experiences. This is because they often have less capacity to reflect, less experience to understand why something happened, and less ability to problem solve and think about solutions when experiencing similar difficulties in the future. Because of this, children can repeatedly engage in the same inappropriate behaviours over and over again (leading us to think 'why won't they learn!').

**The Solution.** Every child has their ups and downs. When a difficult behaviour does occur this is a good opportunity for them to learn from these experiences. In fact, learning from our experiences is the most powerful and effective social learning we can achieve. That's because these events are personal, meaningful and directly related to their experiences.

The most effective way to achieve this is to help the student to understand what caused the difficulty, and think about what alternative responses they could have made. You or other staff can do this through talking about the A-B-Cs of the behaviour:

### **A**ntecedent (triggers to the behaviour)

- How were you feeling before & why?
- What triggered the behaviour?
- How can we stop these triggers in the future?

### **B**ehaviour (management of the behaviour)

- What did you do in the difficult situation?
- What could you have done differently that adults would have been pleased with you for? (role-play solutions)

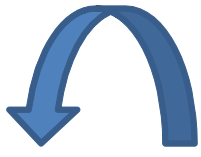
### **C**onsequences (after the behaviour)

- What happened as a result of the behaviour?
- What would have happened if you did what you said you could have done differently?


It is important that any plans for future behaviours are practiced / role-played at this time, as this helps the student to learn these new skills and greatly increase the chances of behaving differently next time. This also increases the student's confidence and self-esteem as they realise that they can respond more appropriately in the future.

### **Experienced Teachers Tips**

- You can use the 'A-B-C Thinking Again' sheet below to help students reflect and learn from their behaviours. This is helpful because you have a written record of what has happened, and what they plan is for the future, which can also be shared with other staff or parents.



# ABC: Thinking Again

<p>Antecedent (triggers to the behaviour)</p> <p><b>A</b></p>	<p><b>Behaviour We Don't Want:</b> (what happened)</p> <p>How were you feeling before &amp; why? What triggered the behaviour?</p> <p>↑</p>	<p><b>Behaviour We Do Want:</b> (what you'll do next time)</p> <p>How can you change how you were feeling before? How can we stop these triggers in the future?</p>
<p>Behaviour (management of the behaviour)</p> <p><b>B</b></p>	<p>What was the context – where, when, with who? What did you do in the difficult situation?</p> <p>↑</p>	<p>What could you have done differently that adults would have been pleased with you for?</p> <p>(role-play solutions!)</p>
<p>Consequences (after the behaviour)</p> <p><b>C</b></p>	<p>What happened as a result of the behaviour?</p> <p>↑</p>	<p>What would have happened if you did what you said above?</p> <p></p>