INTENSIVE INTERVENTION

at American Institutes for Research ■





Case Sample 2: Jeff's ABC Checklists

Date: 10-15-12		Time: 9:30 a.m.	Location: Math
Antecedent Event		Behavior	Consequence Event
☐ Direction given to task		☐ Refusing to follow directions	☐ Verbal redirection
☑ New task introduced		☑ Making verbal threats	☐ Physical assist/prompt
☐ Difficult task		☐ Disrupting class (be specific)	☑ Ignored problem behavior
\square Preferred activity interrupted		☐ Crying/whining	☐ Kept demand on
☐ Asked to wait		☐ Screaming/yelling	☐ Used proximity control
☐ Attention not given when wanted		☐ Scratching	☐ Removed from
		☐ Biting	activity/location
☐ Attention to others given		☐ Spitting	☐ Given another task/activity
☐ Transition between activities		☐ Kicking	☐ Interrupted and redirected
\square Left alone (no individual		☐ Flopping	☐ Left alone
attention)		☐ Running away	☐ Isolated within class
☐ Left alone (no appropriate		☐ Destroying property	☐ Loss of privilege
activity)		☐ Vandalism	☐ Calming/soothing verbal
☐ Presence of a specific person		☐ Hitting self	☐ Calming/soothing physical
□ Other:		☐ Hitting others	☐ Peer remarks/laughter
		☐ Verbal refusal	☐ Time-out
		□ Other:	(duration)
			□ Other:
Duration		Intensity	Notes:
□ <1 min	□ ½–1 hr	□ Low	
✓ 1–5 min ☐ 5–10 min ☐ 10–30 min	☐ 1–2 hr ☐ 2–3 hr ☐ 3+ hr	☑ Medium	
		☐ High	

Date: 10-16-12	Time: 8:45 a.m.	Location: Language Arts—Group
Antecedent Event	Behavior	Consequence Event
□ Direction given to task□ New task introduced	☐ Refusing to follow directions☐ Making verbal threats	□ Verbal redirection□ Physical assist/prompt
✓ Difficult task☐ Preferred activity interrupted☐ Asked to wait	✓ Disrupting class (be specific)☐ Crying/whining☐ Screaming/yelling	☐ Ignored problem behavior☐ Kept demand on☐ Used proximity control
 □ Attention not given when wanted □ Attention to others given □ Transition between activities □ Left alone (no individual attention) □ Left alone (no appropriate activity) □ Presence of a specific person □ Other: 	 □ Scratching □ Biting □ Spitting □ Kicking □ Flopping □ Running away □ Destroying property □ Vandalism □ Hitting self □ Hitting others □ Verbal refusal ☑ Other: Disruption—cursing at peers 	 ✓ Removed from activity/location ☐ Given another task/activity ☐ Interrupted and redirected ☐ Left alone ☐ Isolated within class ☐ Loss of privilege ☐ Calming/soothing verbal ☐ Calming/soothing physical ☐ Peer remarks/laughter ☐ Time-out (duration) ☐ Other:
Duration	Intensity	Notes:
☐ <1 min ☐ ½—1 hr ☑ 1–5 min ☐ 1–2 hr ☐ 5–10 min ☐ 2–3 hr ☐ 10–30 min ☐ 3+ hr	□ Low✓ Medium□ High	

Date: 10-17-12	Time: 9:15 am	Location: Language Arts— Independent Assessment
Antecedent Event	Behavior	Consequence Event
 □ Direction given to task □ New task introduced ☑ Difficult task □ Preferred activity interrupted □ Asked to wait □ Attention not given when wanted □ Attention to others given □ Transition between activities □ Left alone (no individual attention) □ Left alone (no appropriate activity) □ Presence of a specific person □ Other: 	 □ Refusing to follow directions ☑ Making verbal threats □ Disrupting class (be specific) □ Crying/whining □ Screaming/yelling □ Scratching □ Biting □ Spitting □ Kicking □ Flopping □ Running away □ Destroying property □ Vandalism □ Hitting self □ Hitting others □ Verbal refusal □ Other: 	 □ Verbal redirection □ Physical assist/prompt □ Ignored problem behavior □ Kept demand on □ Used proximity control ☑ Removed from activity/location □ Given another task/activity □ Interrupted and redirected □ Left alone □ Isolated within class □ Loss of privilege □ Calming/soothing verbal □ Calming/soothing physical □ Peer remarks/laughter □ Time-out (duration) □ Other:
Duration	Intensity	Notes:
□ <1 min □ ½-1 hr □ 1-5 min □ 1-2 hr □ 5-10 min □ 10-30 min □ 3+ hr	□ Low✓ Medium□ High	