

## Developing an Action Plan

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## THINK: ABC Assessment

*Effective for Determining Solutions for Misbehaviors*

- **A**ntecedent (“go before”): What occurs before the misbehavior or what triggers the misbehavior?
- **B**ehavior: Details of the misbehavior, including when, who, where, how, how often
  - Frequency (how often) is most important
- **C**onsequence: What usually happens after the misbehavior?
  - This does *not* refer to the punishment
  - This is what a child gets or avoids having to do as the result of the misbehavior
  - This step identifies the function of the misbehavior

## Sample ABC Assessment Form

S/No	Date/Time	Antecedent: What happened before?	Behavior: What did the child do?	Consequence: What happened after?	Comments/Function of Behavior
1	20 Nov, 10am	CD refused to give AB a pencil	AB hit CD	CD cried and AB ran away	
2	20 Nov, 11am	EF had AB's notebook	AB hit EF	EF hit AB back	
3	20 Nov, 1pm	AB was getting his bag but GH was in the way	AB hit GH	GH told the teacher	
4	21 Nov, 10am	IJ was eating a doughnut during break time. AB had no snack	AB hit IJ	IJ shouted at AB	

## Effective Teaching Strategies

- What Works Clearinghouse
  - <https://ies.ed.gov/ncee/wwc/>
- Share My Lesson
  - <https://sharemylesson.com>

## Action Plan

- **Purpose:** What is the purpose of the intervention?
- **Goal:** State the specific goal (objective) for the intervention
- **Brief Overview of Intervention:** What actions will be taken to achieve the goal? Also explain *how* the actions are anticipated to achieve the goal.
- **Tasks (How):** Make a step-by-step list of tasks/activities to accomplish the goal
- **Persons (Who):** List who will be responsible for each task
- **Place (Where):** State where the tasks will be done
- **Timeline (When):** State when each task should be completed
- **Resources (What):** List resources/materials needed to accomplish the tasks

## Action Plan

<b>Objective (What)</b>	<b>Task (How)</b>	<b>Person (Who)</b>	<b>Place (Where)</b>	<b>Time (When)</b>	<b>Resources</b>