

ABC Incident Recorded Data

Participant Details
Name: Mary Smith Address: 1/11 Primary Street. Primary City, 1111

Reporter Details
Name: Lucy Jenkins

Incident Details	
Incident Date: 2025-02-13 Incident Start Time: 12:15:00 Activity at time of Incident: Lunch time	Incident Location: Dining table Incident Duration: 30 minute(s)

A-B-C Details	
Setting events (Prior events or conditions that increase likelihood of behaviour's of concern)	<p>Mary was scheduled to visit her grandmother at 10 AM. Her grandmother was supposed to pick her up, and they had planned to go to their favourite café together. However, at 9:30 AM, her grandmother called to say she was unwell and could not take Mary out. Due to this last-minute change, no alternative activities could be arranged, as there was only one staff member at home supporting both Mary and John.</p> <p>Additionally, it was John's day off from work, and he was resting. As a result, Mary had to stay home for the morning. Mary felt frustrated due to the last-minute cancellation, as she had been looking forward to the outing and had been talking about it repeatedly for over a week. Unsure of what to do, she decided to watch TV, but this did not fully engage her and added to her frustration</p>
What happened before the behaviour/s?	Mary and John sat at the dining table to have lunch together. Lucy, a staff member, had set the plates according to their usual preferences. Mary's meal included two slices of bread, two sausages, salad, fried onions, and a glass of orange juice, while John's meal consisted of two hot dog rolls, two sausages, salad, and a glass of apple juice.
Describe the behaviour/s?	Lucy, the staff member on shift, observed the situation from the kitchen table and calmly asked Mary and John if they wanted to move somewhere else finish their lunch. John moved to the couch, while Mary remained at the dining table. Lucy then used a damp towel to clean up the spilled drink before speaking to them separately. John appeared angry but did not display any further physical aggression. He expressed his frustration, saying, "She always takes my stuff." Mary, on the other hand, looked confused and did not understand why her actions had upset John. Lucy explained that taking John's food without asking had made him feel frustrated. She then discussed alternative ways Mary could express her needs if she felt hungry in the future. Finally, Lucy encouraged Mary to apologise to John, which he accepted.
What happened after the behaviour? Include details about de-	During the meal, Mary reached over and took roll from John's

escalation strategies	plate without asking. John became visibly upset, raised his voice, and said, "That's mine!" In response, Mary laughed. Frustrated, John stood up and lightly pushed Mary's arm, causing her to spill her juice. In reaction, Mary swore at John, saying, "You are stupid," to which John immediately replied, "You are stupid."
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People Involved Directly	
Name	Contact No
Lucy Jenkins, staff member	040000000
Mary Smith, resident	050000000
John Tax, resident	060000000

Post Incident Details
<p>Post-incident Debrief (Details of actions to follow up on, identified strategies and adjustments to prevent similar future incidents)</p> <p>1. Reflection and discussion - Mary's Perspective: Did not seem to understand why taking John's food without asking was upsetting. May need support in recognising personal boundaries and the importance of asking for permission. Responded with laughter, which may have been an automatic reaction rather than an intentional provocation. John's Perspective: Felt frustrated and disrespected when his food was taken without consent. Expressed his frustration verbally but then escalated by pushing Mary's arm. Was able to verbalise his feelings when spoken to separately and accepted Mary's apology.</p> <p>2. Learning and prevention strategies - Teaching boundaries and social skills - Help her recognise the impact of her actions on others. Reinforce the importance of asking for permission before taking someone else's belongings or food. Provide social stories or role-playing exercises to help Mary understand personal boundaries.</p> <p>3. Emotional regulation strategies for John: Teach and reinforce strategies for expressing frustration without resorting to physical actions. Encourage John to use verbal cues or seek staff support when feeling upset.</p> <p>4. Mealtime communication visual aid- To help prevent similar situations during meals, a mealtime communication visual aid will be introduced. This tool will allow Mary to express her needs, such as requesting more food, indicating her food preferences, etc. in a clear and structured way. This will help reduce frustration and potential conflicts with others. It will also encourage independence and choice-making during meals.</p> <p>5. Alternative inside activities choices visual: Create a visual that provides options of activities Mary can choose to engage in at home in case there is a change of plans.</p> <p>6. Staff response improvement: Ensure staff are proactive in recognising potential conflicts, redirecting behaviours before escalation and implementing proactive strategies. Monitor for recurring patterns: If similar incidents continue, staff to receive additional behaviour support training.</p> <p>Post-incident Supports (Details of well-being supports provided to individuals involved)</p> <p>Checked-in with Mary and John later in the day Both Mary and John had moved on from the incident and felt supported.</p>