

## Monitoring and Tracking Behaviour

If you are concerned about a child's behaviour, it is useful to keep track. Keeping track is helpful for many reasons:

- It gives you a chance to assess whether what you think about the child's behaviour is true, for example, does the child say *no* to every instruction?
- It helps you assess your own reactions to the child and see when and why problems may happen
- It helps you see if anything is changing (improving, getting worse or staying the same)
- It helps you see when you have reached your goal

### Advice and Recommendations

#### ABCC Chart

Using an "Antecedent-Behaviour-Consequence-Communicative Function" or an ABCC chart to record behaviour is very similar to the behaviour diary. Both charts involve writing down what triggered the behaviour (what happened just before the behaviour occurred - known as the Antecedent), the actual Behaviour, and what happened afterward as a result (the Consequence). In addition, the ABCC chart prompts us to consider what the behaviour might have been trying to communicate (communicative function) an example of this could be that the child did not like another child being too close to them.

\*The term "consequence" can be tricky because we often think of it to mean punishment. In this case, consequence simply means the result of the behaviour.

Date and Time	Antecedent	Behaviour	Consequence	Communicative Function
	What was happening before? Where? With whom?	What happened?	What outcome did the behaviour achieve?	What might the behaviour have been trying to communicate?

#### Behaviour Diary

You can keep track using a behaviour diary by writing down when and where a problem behaviour happened, what happened before (what could have triggered the behaviour), and what happened afterwards (how did you react and respond). This strategy may help you see:

- Patterns of behaviour
- How consistently you manage and deal with the child's behaviour
- High-risk times or situations
- Possible triggers and causes for behaviour
- Possible accidental rewards



Problem Behaviour	When and where did it happen	What happened before	What happened after	Other comments
Screaming	6pm in the living room	Turned the tv off, told to get ready for bath time	Allowed to watch TV for 5 more minutes then carried her to the bathroom	I felt guilty so allowed her to watch 5 more minutes of her favourite cartoon
Hitting	10am in the classroom	Asked X to finish an activity and tidy up	X continued to hit out but responded to a distraction	We will consistently give X a warning and introduce a distraction to support transition
Throwing	11:45am in the classroom	Asked to sit on the carpet for story	Guided X to calm corner	

Example: List the problem behaviour, when and where it happened, and what happened before and after:

## Tally

Another way to keep track of a child's behaviour is to write down how often it occurs. To do this, on a tally sheet like the one below, mark off each time the behaviour happens throughout the day

Example: write the day in the first column, then place a tick in the next column each time the behaviour happens on that day. Record the total number of ticks for each day in the end column.

Behaviour: Biting								
Day	1	2	3	4	5	6	7	Total
Monday	X	X	X	X	X			5
Tuesday	X	X	X					3

## Useful Links:

[ABCC chart](#)

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