



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

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



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

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	





ABC Chart

Using an "Antecedent-Behaviour-Consequence" or an ABC 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).

*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.

Table: Example ABC Behaviour Chart

Action			Consequence		
Date, Date and Time	Where did it happen? What was going on before the behaviour (including activities, people involved, noise level etc.)?	What did do?	What may have provoked it?	What did you do?	What happened as a result of your efforts/actions? What happened following the behaviour? Who did what? What happened next?
Wed 07.10.17	Child X was playing the water area. She was washing the dolls.	She threw the dolls at another child who came to	Noise levels from outside.	I removed the other child and calmed her down.	She took 11 minutess to calm down and continue
1.35pm	There was AJ (staff) in the area, but not directly working with child X. The water area is next to the outdoor area, where children were running and shouting.	play within the water. She hit the child on the arm and pushed them over. She then screamed and covered her ears.	Someone playing in the same area. Someone getting too close.	We took her to the quiet space to calm down. I tried to read her a book, but she threw the book at staff.	play. When she was calm I took her back to the water area – we tidied up before she returned to her play.
Thursday 22.10.17	Child X was playing with two other children in the small world	The chimes went for tidy up time. Child X picked up	The chimes going off stopping play.	It took two members of staff to hold child X	It took 27 minutes to calm down enough to go back to the
2.10pm	area. They were playing farms. The small world area is in the middle of the continuous provision.	the farm animals and threw them at the other children. She then ran around the unit shouting and screaming and pushing children and adults that got in her way.		until she calmed down. We then went to the calm down area and read a book of her choice.	area and tidy up. She started to cry and I used the timer successfully. Share with staff that it might be worth using the timer before doing the chimes for tidy up time.

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:

Leicestershire County Council - ABC behaviour chart (pdf)







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