Norfolk County Council

Understanding behaviours chart

Before *Date / Time / Place* *Who was there?* *What was happening?*	**Behaviour** *What did my child's behaviour look like?* *How long did it last?*	**After** *What did I do and say?* *What did my child do and say?* *What did others do and say?*

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How will this help?

This chart will help you to better understand your child's behaviour. It will help you to find out:

- Triggers
- Situations when behaviours that challenge are most likely to happen
- Consequences (after the behaviour) which may be reinforcing behaviours that challenge.

How to use

- Firstly, choose the behaviour/s you want to change, this may be the behaviours that are causing the most challenges. It is better to focus on just one or two target behaviours at once!
- This chart is broken down into 3 parts. Note down what happened **before** the behaviour, describe the **behaviour** itself and what happened **after** the behaviour.

Before:	Behaviour:	After:
- What happened before the behaviour? - What 'triggered' the behaviour? This can include what your child was doing, who was there, sights / sounds / smells / temperatures e.g., at the supermarket, with mum, 10 am on Saturday morning. - It is also important to consider 'slow' triggers e.g. time of day (influencing hunger and energy levels/tiredness), medication and routine disruption.	- What was the behaviour? - How long did it last, and how intense was it? - When describing behaviour, be as factual and specific as possible! For example, *Lily threw her book on the floor*, *Lily carried on playing with toy when I told her to stop*, *Lily ignored her brother when he asked her to move*, etc	- What happened after the behaviour occurred? - This might be a response from family or other children e.g. a toy being taken away, giving a hug or being told to 'stop' etc.

- Next, decide when you will use the chart. It may be too much to fill in the chart throughout the whole day so maybe just choose to complete it during the morning or afternoon!
- Ensure relevant family members are aware of what you are doing so they can support with this too.
- Use the chart several times, or until you are able to see patterns emerge.

Making a plan!

When you have finished filling out the chart:

What were the triggers?

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

Is anything making the behaviour more likely?

- What does the behaviour achieve for your child?
- Does the same behaviour often result in a particular consequence? For example, if taking a toy from their sibling always results in your child getting given the toy they want to play with, then this behaviour achieves what they wanted! *With this knowledge, an appropriate strategy could be devised to encourage the use of a more appropriate behaviour to get the same outcome (teaching your child to ask for the toy) and removing the toy from your child if they take it from their sibling.*
- Does your child avoid something they don't want to do by showing the behaviours?
- Is your child 'rewarded' in any way by engaging in the behaviour?
- What might your child be trying to tell you by showing this behaviour?

What could be changed?

- What skill could you teach your child so that they don't need to show the behaviour?
- What changes can you make to reduce your child's exposure to their triggers?
- Have you shared your plan with other family members who support your child?

Example:

- Kim chose 2 behaviours to focus on – *Lily shouting 'NO!'* and *pushing Kim away.*
- Kim is going to use the chart each evening as this is when the behaviour occurs the most.

Before *Date / Time / Place* *Who was there?* *What was happening?*	Behaviour *What did my child's behaviour look like?*	After *What did I do and say?* *What did my child do and say?* *What did others do and say?*
• Sunday evening – 8pm • At home – bedroom • Asked to get dressed because we were going out for tea *'Can you get dressed now, it's time to go soon.'*	• Shouted 'NO!' and threw tablet on floor • Pushed me away when I tried to help her get dressed	• Did not go out for tea • Gave time to calm down and talked later about behaviour / how to make things better

What might have triggered Lily?

- Late on a Sunday evening so may have been tired.
- Lily did not know where they were going or who with which could have caused her to feel anxious.
- Kim remembered that last time they went out for food, Lily was okay (this was at lunch time and Lily knew where she was going and who she was going with).

Is anything making the behaviour more likely?

- The consequence of Lily's behaviour was that she did not have to go out for tea – this could possibly mean that next time Lily does not want to go out to tea or do something, she will repeat these same behaviours as a learnt response.

What could we change?

- Prepare Lily ahead of plans – let her know where she is going, who with, for how long, look at menu together etc.
- Support Lily to share feelings using feelings wheel and explore the reasons behind why she does not want to go out.
- Use of limited choices e.g. *'We're going out for tea. You can sit in the back or the front of the car, you choose.'*
- Use of when and then (could be combined with limited choice) *'When we have been out for tea, then we can play with your new toy. We can play in your bedroom or in the lounge, you choose.'*

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