



How will this help?

- This tool can be used to collect information about how your child is behaving based on what is happening throughout the day and how they might be feeling.
- Uncomfortable feelings (such as worry, feeling scared or frustrated) can be the reason that children show behaviours that challenge.
- This helps us to see how behaviours change throughout the day to find triggers.

How to use

1. Fill in the boxes along the bottom of the tracker with what you choose to track your child's behaviour against, for example:
 - a. *Activities e.g. waking up, breakfast, getting dressed, walking to school, etc*
 - b. *Places e.g. home, walk to school, grandparents' house, supermarket, etc*
2. Decide what you class as **green**, **amber** and **red** behaviours for your child (this should include body language, facial expressions, language, etc)
 - a. The **green section** is when your child is showing positive behaviours (they will probably be feeling comfortable).
 - b. The **amber section** is when your child is showing behaviours that are becoming challenging (they will probably be feeling a bit uncomfortable).
 - c. The **red section** is when your child is showing behaviours that challenge or even harm (they will probably be feeling uncomfortable)
3. Plot your child's behaviours in the green, amber or red section throughout the day. Think about what this tells you about how they are feeling!

Making a plan

- After completing the tracker, you should be able to see some triggers which might include certain activities, interactions with others or places that your child goes.
- Make a plan to avoid those triggers or help your child to find a coping strategy (if the trigger cannot be avoided!)
- You should also be able to spot those **amber** 'warning' behaviours and plan strategies to de-escalate your child before behaviours move to the **red** section.

Top tip!

Use the tracker several times over a period of time rather than just once!



Example:

Kim is tracking Lily's behaviours against activities throughout the day.

Kim has identified the following behaviours that Lily shows:

- **Green** behaviours: Smiling, chatting, happy to play
- **Amber** behaviours: Avoids eye contact, ignores Kim
- **Red** behaviours: Shouting at sister and Kim, kicking people or things nearby

									X	
			X	X				X		X
	X									
X					X					
Wake up	Breakfast	Getting dressed	Walking to school	Arrival at school		Walking home	Swimming	Teatime	Playing	Bedtime

Behaviours seen:

- Positive behaviours seen when Lily woke up, when she got to school and when she walked home from home.
- Behaviours started to escalate when she ate her breakfast, got dressed and walked to school. Behaviours started to escalate again when she went swimming and ate her tea.
- Lily showed behaviours that challenged during playtime just before bed.

Possible triggers?

- Leaving for school
- Being asked to stop playing before bed

Ideas to support (could be put onto a behaviour response plan)

- Give Lily extra time reminders to get her ready for when leaving for school or stopping play– Lily could have her own timer to help with this.
- Use of 'Now and Next' to set boundaries, e.g. 'Now it is time to tidy up, next it is bedtime. We can have *Gruffalo* or *Bear Hunt* for our bedtime story, you choose' (limited choice can be added on too).
- Give Lily a limited choice when getting dressed e.g. 'Time to get dressed, blue sock or red socks today? Your choice.'
- Support Lily to share how she is feeling using a thumb up / down signal
- Develop scripts e.g. 'When you have got dressed, then we can have a quick story before school.'
- Disempower behaviours at teatime e.g. 'If you need to kick something, there is a football outside. Tea is ready when you are.'

