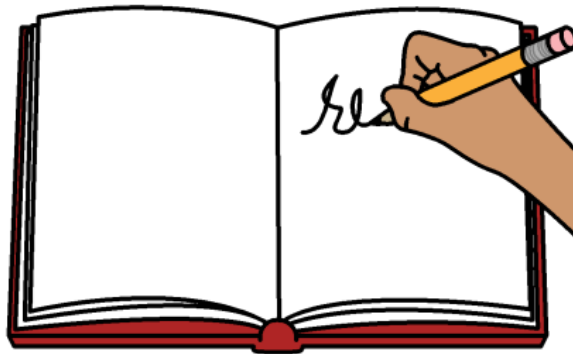


behaviour journal



behaviour journal

Recording behaviour provides information around what happened before the behaviour (“the **antecedent**”), what the behaviour looked like (“**behaviour**”) and what happened after the behaviour (“**consequence**”), often referred to as ABC data.

This information is **ESSENTIAL** to conducting behavioural observations at the most opportune time, developing an informed hypothesis around the function of the behaviour; and for pre and post review.

The more information provided, the better the analysis of data is to determine the function and recommend appropriate strategies.

BEHAVIOUR DATA SHOULD BE COLLECTED FOR A PERIOD OF 2-4 WEEKS

WHAT TO RECORD:

Antecedent: Describe what occurred before the behaviour (to the best of your memory and observation) including what was happening, what was said, what wasn't said, what was the mood of the person or other people present.

Behaviour: Describe what the behaviour looked like (so the reviewer could clearly make a picture of what it looked like), what was said, what wasn't said, who did it occur with.

Consequence: Describe what happened following the behaviour, what was said, what wasn't said, what happened to the person, did this escalate their behaviour or did it settle the situation, what worked well/didn't work well.

Duration: Describe the duration of each section, where possible.

Reflection: Hindsight is magical and after the event, we can sometimes think about the behaviour in context with other influences which may have contributed to the behaviour. This is the space to describe what **may** be contributing to the behaviour or something to follow up.

If you have any questions, please contact our office on info@newenglandbehavioursupport.com.au

Example:

SETTING:		
Observer:	<i>Mum</i>	
Date:	<i>01/02/19</i>	
Time:	<i>8:00am</i>	
Location:	<i>Home - kitchen</i>	
Present:	<i>Mum & Jo</i>	
ANALYSIS OF BEHAVIOUR:		
	Information	Duration
Antecedent:	<i>Jo slept in and got out of bed at 7:30am and we needed to leave at 8:00am. I had to hurry Jo through the morning routine to be able to leave on time. At 8:00am, I told Jo to put his shoes on, put on sunscreen and get his school bag because we needed to leave now.</i>	<i>30 minutes</i>
Behaviour:	<i>Jo yelled "no" and went to his bedroom, slamming his bedroom door.</i>	<i>30 seconds</i>
Consequence:	<i>I opened Jo's bedroom door and told him that he couldn't slam the door and that we had to go and to get his shoes on and get his bag. Jo stomped out of his bedroom and went into the second lounge room slamming the door. Jo refused to put his shoes on, so I called his grandmother to watch him and he stayed home from school. I went to work for the day.</i>	<i>15 minutes</i>
Reflection:	<i>Jo has been talking about not liking going to school lately, and it's becoming too hard to get him to school. He also started new medication two days ago and his primary teacher has been on 2-week holidays and there have been several substitute teachers replacing her leave.</i>	

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Behaviour Journal developed by
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