
Advice Sheet 30

RECORDING AND ANALYSING DISRUPTIVE BEHAVIOUR

If a pupil is being particularly disruptive in class, it's important to record the incidents and the pattern of behaviour. This is time-consuming and a challenge, but it will help to form a clearer picture of what is happening, when it is happening, who is present at the time, and maybe help us to identify why it is happening. If we can gather this information, then we may be able to look at appropriate ways of preventing or managing this behaviour.

The recording and analysis of data is an important element in the cycle of trying to eliminate / reduce disruptive behaviours by creating an Individual Behaviour Support Plan. The stages in the process of working towards devising an **Individual Behaviour Support Plan** are as follows:

1. **Identify** the problem behaviour(s) you wish to change.
2. **Observe** and **record** the frequency and / or intensity of the behaviour.
3. **Analyse** the data you have gathered.
4. **Devise** and **implement** a plan (which may include a Behaviour Contract) which you think will help the pupil to eliminate / reduce the inappropriate behaviour and replace it with a more acceptable behaviour.
5. **Evaluate** the intervention – look for a different approach if it isn't working and persist if you think it is working or will work

What follows is a suggested outline of this process and at the end sample material is provided for **recording and analysing** disruptive behaviour. Included are:

- a. Frequency Chart
- b. Completed Frequency Chart
- c. ABC Chart
- d. Pupil Self-Assessment Chart and
- e. Analysis Questionnaire

STEP 1: Identify problem behaviour

- a. Select **one pupil** who is currently displaying some level of challenging behaviour in the classroom.
- b. Select **one behaviour** s/he displays which is disruptive and which you would like to reduce or eliminate.

STEP 2: Observe and record

- c. Tell the pupil what you are doing and why you are doing it (this in itself may be an effective deterrent).
- d. Decide which adult will be the recorder (teacher or Special Needs Assistant if one works with this pupil).
- e. Use the **Frequency Chart** to record the number of times the behaviour occurs in each time period and to mark also the times where this behaviour does not occur (samples included at the end)

Or

Use the **ABC Chart** to record occurrences of the behaviour and also seek to identify a pattern in respect of what happens before the behaviour (**A**ntecedent) and what happens afterwards (**C**onsequence).

And / Or

Ask the pupil to self-record using the **Pupil Self-Assessment Chart** (you may need to teach / show him/her how to fill it in).

- f. Notify other personnel working with the pupil during the day of what you are doing, and ask them to also keep a record / inform you of the behaviour occurrence / non-occurrence.

STEP 3: Analyse data gathered

- g. Using the data gathered try to complete the **Questionnaire** as accurately as possible. This will help in formulating an intervention / support plan.

STEP 4: Devise and implement a plan

- h. Consider what approaches might work best with this particular pupil? What type of rewards / incentives would appeal to him / her? What is the pupil's level of awareness and understanding of his/her behaviour and what triggers it?

STEP 5: Evaluate the intervention

- i. Continue to record the behaviour so that you can compare the pre- and post-intervention data and also show it to the pupil / parent. After a set period, review. Change the plan if it needs to be changed, or continue if it is working well. If you succeed in addressing this behaviour, you may have other behaviours or other pupils that you wish to deal with.

Remember: where the pupil is at and where we want them to be can be very far apart. We will not be able to get them to where we want them to be in one big jump – it will take time, patience and effort, in a step-by-step approach. Sometimes, in spite of all our best efforts, we may not succeed with a very small minority of pupils. In this case, perhaps all we can do is to persist with a belief that what we are doing is our best effort and that we are offering the pupil every opportunity to succeed while working in partnership with parents and others to work out an effective solution. If we fail, we should not see this as a personal failure if we have taken all appropriate steps to help and support the pupil.

RECORDING DISRUPTIVE BEHAVIOUR - FREQUENCY CHART

Task: Input **x** each time the disruptive behaviour occurs in each time slot. Tick **✓** if it does not occur.

Pupil's Name: _____ Class: _____ Week of: _____ Recording Adult: _____

Behaviour to be Observed: _____

Alternative Behaviour Sought: _____

TIME / LESSON (Use details below or edit)	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
e.g. 9.10 – 9.30 Entry to school / assembly					
9.30 – 10.20 Lesson 1					
10.20 – 11.10 Lesson 2					
11.10 – 11.25 Break					
11.25 – 12.15 Lesson 3					
12.15 – 1.00 Lesson 4					
1.00 – 1.30 Lunch					
1.30 – 2.15 Lesson 5					
2.15 – 3.00 Lesson 6					
3.00 Dismissal					

RECORDING DISRUPTIVE BEHAVIOUR – SAMPLE COMPLETE FREQUENCY CHART

Task: Input **x** each time the disruptive behaviour occurs in each time slot. Tick ✓ if it does not occur.

Pupil's Name: **William** Class: **Class 4** Week of: **May 6th – 10th** Recording Adult: **Pat**

Behaviour to be observed: **Hitting, pushing, pinching, kicking or biting others or attempting to do so.**

Alternative behaviour sought: **Absence of these behaviours; he uses correct words to express himself.**

TIME / LESSON	Monday	Tuesday	Wednesday	Thursday	Friday
e.g. 9.10 – 9.30 Entry to school / assembly	x	✓	✓	✓	x x
9.30 – 10.20 Lesson 1	x Maths	✓ English	✓ Maths	✓ English	✓ Maths
10.20 – 11.10 Lesson 2	✓ English	✓ Maths	✓ P.E.	✓ Maths	✓ Golden Time
11.10 – 11.25 Break	x x	x	✓	x	✓
11.25 – 12.15 Lesson 3	x Music	✓ Home Ec.	✓ English	x History	✓ English
12.15 – 1.00 Lesson 4	✓ Religion	✓ Home Ec.	✓ SPHE	✓ Religion	✓ Geography
1.00 – 1.30 Lunch	✓	x	x	✓	x x
1.30 – 2.15 Lesson 5	✓ Woodwork	✓ Science	x Maths	x x Circle Time	x x Art
2.15 – 3.00 Lesson 6	✓ Art	x x x x P.E. (Swimming)	✓ Maths	✓ Science	✓ Art
3.00 Dismissal	x	x x	✓	✓	x

RECORDING DISRUPTIVE BEHAVIOUR - ABC CHART

(for a specific behaviour exhibited by an individual child)

Date / Time	Antecedent <i>Describe what was happening before the behaviour occurred.</i>	Behaviour <i>Describe what the student is actually doing. Describe where it occurred, who was in the room, and how long the incident lasted.</i>	Consequence <i>Describe what the adult / other students do. Describe how the student responds to this.</i>

RECORDING DISRUPTIVE BEHAVIOUR – PUPIL SELF-ASSESSMENT

Task: Pupil rates him/herself for each time slot (input **x** each time the disruptive behaviour occurs and tick if it does not occur). Afterwards it can be compared with the **Frequency Chart** compiled by the adult.

Pupil's Name: _____ Class: _____ Week of: _____ Consulting Adult: _____

Behaviour to be Observed: _____

Alternative Behaviour Sought: _____

TIME / LESSON (Use details below or edit)	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
e.g. 9.10 – 9.30 Entry to school / assembly					
9.30 – 10.20 Lesson 1					
10.20 – 11.10 Lesson 2					
11.10 – 11.25 Break					
11.25 – 12.15 Lesson 3					
12.15 – 1.00 Lesson 4					
1.00 – 1.30 Lunch					
1.30 – 2.15 Lesson 5					
2.15 – 3.00 Lesson 6					
3.00 Dismissal					

ANALYSING DISRUPTIVE BEHAVIOUR – QUESTIONNAIRE

Task: Using the data gathered in the **Frequency Chart** or the **ABC Chart** and/or the **Pupil Self-Assessment Chart**, answer the following questions in relation to the one behaviour you have been recording.

Pupil's Name: _____ *Class:* _____ *Week of:* _____ *Recording Adult:*

Behaviour to be Observed:

Alternative Behaviour Sought:

QUESTION	ANSWER
How frequently does this behaviour occur (count)?	
In which lessons is it more or less frequent?	
At what time does it most frequently occur?	
How is the class organised at the time?	
What am I doing at the time?	
How is the pupil occupied at the time?	
What's my immediate response?	
What's the pupil's reaction to my response?	
How do other pupils respond?	
What has worked in the past to deal with this?	

MOST IMPORTANT:
Now that I have this information, what can I do?