

BEHAVIOUR MONITORING

Using Behaviour EBT model, Boxall, SENco IBP/IEP and Zones of regulations.

Tracked using ABC Model VS Clovelly Model

A – Antecedent

E – EDUCATION

B – Behaviour

B - BEHAVIOUR

C – Consequences

T – TIME IN EDUCATION / CLASS

Scores

Using Zones of regulations

(0 – never arrived)

- 1- Arrived in class
- 2- Ready to learn
- 3- Work to expectations based on IBP/IEP
- 4- Above expectation

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Sample

Child's name:.....

Day of the week:.....

Lesson	E	B	T
Lesson 1			
Lesson 2			
Lesson 3			
Lesson 4			
Lesson 5			
Lesson 6			
Total			

Education targets:

.....
.....
.....

Behaviour targets:

.....
.....
.....

BEHAVIOUR MONITORING

Tutor time

The weekly points can be discussed with the pupil and key teacher/tutor during their tutor time.

An opportunity to:

Look at behaviour

What went wrong/week

How can we improve

Raising target points

Working towards a reward based on points

- This approach will develop an opportunity to reflect on behaviour and not to feel ashamed by seeing own points on the display board within the student's communal area display board.
- STARS display will be used to reinforce positive behaviour.

Recording

Points will be recorded in excel to create a visual graph of behaviour and education Improvement.

External communication:

1. Information from ABC model and Excel data imputed will create a weekly ABC report which can be sent to Social workers, parents, external agencies, LAC, PEP etc
2. Evidence of engagement in lessons (i.e why is child X not achieving in attending lessons?)