

BEHAVIOR DIARY



Empowering • Teachers • Strengthening • Students

The Behavior Diary (*Witt et al., 2000*) is a strategy for gathering specific information about positive or negative behaviors that occur occasionally during a school day. Using the diary, teachers or other adults record the occurrence of the behavior, the context (e.g., time, place, activities) when it occurred, and key antecedents or consequences. Subsequently, these records can be analyzed to document the behavior rate and patterns in the relation between the behavior and key events or situations. The Behavior Diary would be used to record discrete behavioral events.

What kind of behaviors would this measure be useful in addressing?

The Behavior Diary is a useful tool for gathering information on challenging or problematic behaviors that occur *occasionally* over the course of the school day. Examples of such behaviors include: leaving the classroom, falling asleep in class, failure to turn in work, and any form of verbal or physical aggression. The Behavior Diary could also be used to gather information about positive behaviors you would like to keep track of. Examples of such behaviors include: helping others, volunteering in class, participating in class discussions, and assisting the teacher. It is not recommended you use the Behavior Diary to track behaviors that occur *frequently* during the day (i.e., more than once per hour) due to the extent of information you would need to document.

What are some examples of goals that would be appropriate for this measure?

The Behavior Diary can be used to collect information on any goal that aims to decrease problematic behavior or increase positive classroom behavior that occurs occasionally.

Examples of goals include:

Throughout the school day, MJ will reduce the number of times he falls asleep in class to zero times for two consecutive weeks.

When voluntary assistance is requested, MJ will volunteer at least 5 times out of 10 times asked.

ADVANTAGES

- Provides helpful information pertaining to behavior patterns,
- Provides an efficient way to keep track of consequences and rewards given for inappropriate and appropriate behavior

DISADVANTAGES

- Requires accurate and timely documentation triggers, and possible environmental influences
- Not appropriate for recording high frequency behaviors

Behavior Diary Instructions

Please keep one form per student and fill out the information on a daily basis. Start by filling in the information at the top of the form. This includes the date you begin collecting information, student initials, school name, and the monitor(s) name(s) (the person/people who will complete the form each day).

Next, write the goals you have for this student in the appropriate box. Then, write the Key Behaviors* you wish to record based on the goals you have set for this student. For example, Mrs. Jones has a very quiet student named Billy who rarely participates in class discussions and occasionally falls asleep in class. Mrs. Jones would like to collect information about the times Billy is observed participating in both group and class discussions, as well as when he is observed falling asleep during class.

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When one of the key behaviors is observed, fill in the chart below with information surrounding the behavior, including time, place, adults that were present, what activity the student was engaged in when the behavior took place, the number corresponding to the behavior according to the 'Key Behaviors' chart, and what happened after the behavior (consequences).

* Key Behaviors are defined as positive or negative behaviors that occur *occasionally* during the day. It is not recommended you use the Behavior Diary to track behaviors that occur *frequently* during the day (i.e., more than once per hour) due to the extent of information you would need to document. (See Daily Progress Report for an example of a measure used for frequently occurring behaviors.)

Behavior Diary Example with Matching Goals

Begin Date September 14, 2011 End Date September 29, 2011 Student Initials MJ
 School North Elementary Monitor(s) Name(s) Mrs. Jones

Goals	Key Behaviors to Record
1. <u>MJ will fall asleep zero times in consecutive two weeks</u>	1. <u>Falling Asleep in Class</u> 2. <u>Volunteering when assistance is requested</u>

Date	Place	Adults Present	Activity	Behavior	Consequence	Unusual Events	Comments
9/14	Mrs. Jones's room	Mrs. Jones & Mr. Smith	Math class	1	Recess Detention	MJ said he wasn't feeling well	
9/16	Mrs. Jones's room	Mrs. Jones & Mr. Smith	Math Class	1	Recess Detention	MJ said they were running late today	
9/21	Mr. Smith's room	Mrs. Jones & Mr. Smith	Asked for volunteer to pass out science books	2	Verbal Praise		
9/25	Mrs. Jones's room	Mrs. Jones & Mr. Smith	Math	1	Recess Detention		
9/28	Mrs. Jones's room	Mrs. Jones	Reading class-asked for volunteer to read aloud	2	Verbal Praise, sticker		MJ said he knew the story

	A	B	C	D	E
1		Falling Asleep	Volunteering	Intervention- Falling Asleep	Intervention- Volunteering
2	14-Sep	1			
3	16-Sep	1			
4	21-Sep		1		
5	25-Sep	1			
6	28-Sep		1		
7	5-Oct			1	2
8	7-Oct			0	3
9	12-Oct			1	2
10	16-Oct			0	2
11	19-Oct			0	3

