Reporting and Recording Behaviours in SEN

Accurate reporting and recording of behaviours in Special Educational Needs (SEN) settings are essential for developing effective support plans, monitoring progress, and ensuring the well-being of students. Here’s a guide on how to report and record behaviours in SEN:

**1. Establish Clear Guidelines and Procedures**

Consistent Protocols: Develop and implement clear protocols for reporting and recording behaviours to ensure consistency across the setting.

Training: Train all staff on the importance of accurate behaviour recording, the procedures to follow, and the use of any specific forms or software.

**2. Use Standardized Behaviour Recording Tools**

Behaviour Incident Reports (BIR): Use standardized forms to document specific incidents of challenging behaviour, including details such as date, time, location, people involved, and a description of the behaviour.

ABC Charts: Utilize Antecedent-Behaviour-Consequence (ABC) charts to record what happens before, during, and after a behaviour incident. This helps in identifying triggers and patterns.

**3. Document Comprehensive Details**

Descriptive Details: Record detailed descriptions of the behaviour, avoiding vague terms. Specify actions, words, and any physical manifestations.

Contextual Information: Include information on the context of the behaviour, such as the environment, activities taking place, and any potential triggers.

Impact: Note the impact of the behaviour on the student and others, including emotional and physical effects.

**4. Record Observations Objectively**

Fact-Based Reporting: Focus on factual observations rather than interpretations or opinions. Describe what was seen and heard without adding subjective judgments.

Consistent Language: Use clear and consistent language to avoid misinterpretation.

**5. Monitor and Review Behaviour Regularly**

Behaviour Logs: Maintain ongoing behaviour logs to track patterns over time. These logs can be kept daily, weekly, or as needed, depending on the frequency of behaviours.

Regular Reviews: Schedule regular reviews of behaviour records to assess progress, identify emerging patterns, and adjust support plans accordingly.

**6. Utilize Technology**

Digital Tools: Use digital tools and software designed for behaviour tracking. These can facilitate more efficient recording, easier data analysis, and improved sharing of information among staff.

Secure Storage: Ensure that all behaviour records are stored securely to maintain confidentiality and comply with data protection regulations.

**7. Involve the Student and Family**

Student Input: Where appropriate, involve the student in the reporting process to gain their perspective on their behaviour and triggers.

Family Communication: Regularly communicate with the student’s family, sharing relevant behaviour records and seeking their input. Ensure that the family is informed of any significant incidents and involved in developing support plans.

**8. Analyse Behaviour Data**

Data Analysis: Regularly analyse behaviour data to identify trends, such as specific times, settings, or activities that are associated with challenging behaviours.

Functional Behaviour Assessment (FBA): Conduct functional behaviour assessments to understand the purpose or function of the behaviour. This involves gathering and analysing data to hypothesize why the behaviour is occurring.

**9. Develop Behaviour Support Plans (BSP)**

Individualized Plans: Use the information gathered from behaviour records to develop or update individualised Behaviour Support Plans.

Proactive Strategies: Include proactive strategies to prevent challenging behaviours, based on identified triggers and patterns.

Reactive Strategies: Outline reactive strategies to safely manage behaviours when they occur.

**10. Continuous Professional Development**

Ongoing Training: Provide ongoing training for staff on behaviour reporting and recording techniques, as well as on understanding and managing challenging behaviours.

Reflective Practice: Encourage staff to engage in reflective practice, regularly reviewing their behaviour management strategies and seeking ways to improve.

Sample Behaviour Incident Report (BIR) Form

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff Member Reporting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Incident Description:

Antecedent (What happened before the behaviour?): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Behaviour (Describe the behaviour in detail): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Consequence (What happened after the behaviour?): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contextual Information:

Activities at the Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peers/Staff Present: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Environmental Factors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Impact of Behaviour:

On the Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actions Taken:

Immediate Response: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Follow-Up Actions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments/Notes:

Signature of Staff Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By implementing these strategies and tools, SEN settings can ensure a systematic and effective approach to reporting and recording behaviours. This not only aids in understanding and managing challenging behaviours but also supports the overall development and well-being of students.