

ROOT CAUSE DAILY BEHAVIOR TRACKER: How to use this resource

Behavior trackers serve as useful tools to address and correct student behavior, because teachers can observe trends in unacceptable student behaviors over time and communicate this clearly to students.

This tool can be used to record the perceived cause of student misbehavior after noting the classroom activities in which the poor behavior occurred. Use this chart in coordination with the Root Cause Weekly Behavior Tracker for deeper insight into unacceptable student behaviors. This chart allows teachers to record the environment in which the behavior was noticed on a daily basis, and matches it to a perceived cause of misbehavior in order to allow teachers to better provide interventions that address the root cause of the behavior.

How to use this tracker:

Cut out each tracker, or keep it whole, and complete the tracker at the end of the class period for your student. Reflect on when the majority of the classroom misbehaviors occurred and attempt to determine the general cause of misbehavior from the provided list. If you struggle with identifying a cause, use this tracker in coordination with the Root Cause Weekly Tracker to help you notice patterns and trends in behavior over time. When you have determined when the misbehavior takes place (the rows in the table), match it to the perceived cause of misbehavior (the columns in the table) and place a check mark in the box. Then, write up a summary of your response to the misbehavior and the results. Reflect upon your interactions with the student and use this guide to determine whether your response was truly aligned to the cause of misbehavior and if not, consider a plan of action for the next time you must intervene with this student.

In the example at the right, the teacher had previously tracked the student’s behavior over time and noticed a trend: the student typically exhibited unacceptable behaviors during peer interaction, independent work, and unstructured activity. After focusing on the specific activities in which the student exhibited inappropriate behaviors, the teacher was able to reflect upon her own classroom structure and consider that the student may have been participating in work that was too rigorous, and needed more specific guidelines to completing assignments, which could have led to a feeling of inadequacy. Now that the teacher had specific causes of misbehavior to address, she could begin to document her response to the specific misbehavior and reflect on whether these interventions were effective.

Date		CAUSE OF MISBEHAVIOR:						
Student Name:		Inappropriate level of work	Unclear Expectations	Assumed Inadequacy	Seeking Attention	Seeking Power	Inability to appropriately express feelings	Disability
Classroom activities during misbehavior	Peer interaction	✓		✓				
	Whole group interaction							
	Independent work	✓						
	Structured activity							
	Unstructured Activity		✓					
	Interruption in Routine							
	Transition							
	Teacher Redirection							
Other: _____								
Teacher’s Response to misbehavior				Results/ Reflections				

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Classroom activities during misbehavior	Peer interaction							
	Whole group interaction							
	Independent work							
	Structured activity							
	Unstructured Activity							
	Interruption in Routine							
	Transition							
	Teacher Redirection							
	Other: _____							
Teacher's Response to misbehavior				Results/ Reflections				

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Student Name:		Inappropriate level of work	Unclear Expectations	Assumed Inadequacy	Seeking Attention	Seeking Power	Inability to appropriately express feelings	Disability
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	Whole group interaction							
	Independent work							
	Structured activity							
	Unstructured Activity							
	Interruption in Routine							
	Transition							
	Teacher Redirection							
	Other: _____							
Teacher's Response to misbehavior				Results/ Reflections				

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Teacher's Response to misbehavior				Results/ Reflections				