Take **N.O.T.E.**™

Observation tracker

Child's name: _____   Month/year: _____

Behavior or difficulty I'm keeping track of: _____

Use this tracker for at least two weeks straight, so you have enough information to spot patterns.

Timing	Setting	Signs you noticed	Outcomes/strategies
• Time of day • Day of week • Date	What was your child doing just before the behavior or difficulty began? Who else was there?	What signs (physical, emotional, or verbal) did you see? Did your child make an excuse to avoid something?	What strategies did either of you try? Did your child say anything that showed awareness of the issue?

Understood

Take N.O.T.E.™

Observation tracker (sample)

Child's name: __Kevin__

Month/year: __9/2020__

Behavior or difficulty I'm keeping track of: __Frustration__

Use this tracker for at least two weeks straight, so you have enough information to spot patterns.

Timing	Setting	Signs you noticed	Outcomes/strategies
• Time of day • Day of week • Date	What was your child doing just before the behavior or difficulty began? Who else was there?	What signs (physical, emotional, or verbal) did you see? Did your child make an excuse to avoid something?	What strategies did either of you try? Did your child say anything that showed awareness of the issue?
• 7:45am • Tuesday • 9/8/2020	Kevin was getting ready for school and couldn't find his binder. I was trying to help Michael get ready, too.	Kevin stomped up and down the stairs and shouted at Michael, accusing him of moving his things.	I made Michael wait outside while we looked for Kevin's stuff. Separating the boys helped a little. Tonight I'll help Kevin get his school stuff ready before bedtime.
• 4pm • Wednesday • 9/9/2020	Kevin couldn't find the sports stuff he needed to take to practice.	I heard him tearing apart his room, slamming drawers. He yelled for help. I lost my temper and threatened to make him quit the team.	We rode in silence while Kevin cooled down. I suggested making a checklist to help get stuff ready the night before. He got tense, but he said "OK."
• 8:30pm • Wednesday • 9/9/2020	Kevin started doing math homework while Michael and I watched TV.	Kevin started grunting and tugging on his hair. Then he ripped up his worksheet and said math is stupid and that he hates school.	Kevin stayed up late playing video games and didn't finish his homework. Maybe I should talk to the teacher.

Understood

Take N.O.T.E.™

Pattern finder

Look at your notes from the observation tracker to find patterns in your child's behavior or difficulties.

Child's name: _____   Month/year: _____

Timing

When does the behavior or difficulty happen?

- [ ] In the morning before school
- [ ] At school
- [ ] After school before dinner
- [ ] After dinner before bedtime
- [ ] Around mealtimes
- [ ] Bedtime

Other: _____

Setting

Where does it tend to happen?

- [ ] Home
- [ ] School
- [ ] Other indoor places (stores, etc.)
- [ ] Outdoors (playing, etc.)
- [ ] Going from one place to another

Other: _____

Activities

What is your child doing just before it happens?

- [ ] Getting ready for school
- [ ] Leaving home or coming home
- [ ] Starting homework
- [ ] Playing with friends
- [ ] Ending a game or fun activity
- [ ] Getting ready to eat or go to bed

Other: _____

Other people

Who's there when you notice this?

- [ ] Mom
- [ ] Dad
- [ ] Grandparent(s): _____
- [ ] Sibling(s): _____
- [ ] Other kid(s): _____
- [ ] Other caregiver(s): _____
- [ ] Other: _____

Reactions to what you're noticing

How do other people react to your child's behavior or difficulty? And how does that impact your child?

_____
_____
_____
_____
_____
_____

Other factors

What might be adding to the behavior or difficulty?

- [ ] Academic struggles
- [ ] Trouble sleeping
- [ ] Family changes (divorce, new sibling, etc.)
- [ ] Sick relative or death of a loved one
- [ ] Caregiver's stress levels
- [ ] Noise (TV on, siblings being loud, etc.)
- [ ] Trouble socially/with friends

Other: _____

Understood

Take N.O.T.E.

Pattern finder (sample)

Look at your notes from the observation tracker to find patterns in your child's behavior or difficulties.

Child's name: Kevin   Month/year: 9/2020

Timing

When does the behavior or difficulty happen?

- ☐ In the morning before school
- ☐ At school
- ☑ After school before dinner
- ☑ After dinner before bedtime
- ☐ Around mealtimes
- ☐ Bedtime

Other: _____

_____

Setting

Where does it tend to happen?

- ☑ Home
- ☐ School
- ☐ Other indoor places (stores, etc.)
- ☐ Outdoors (playing, etc.)
- ☑ Going from one place to another

Other: _____

_____

Activities

What is your child doing just before it happens?

- ☑ Getting ready for school
- ☑ Leaving home or coming home
- ☐ Starting homework
- ☑ Playing with friends
- ☐ Ending a game or fun activity
- ☐ Getting ready to eat or go to bed

Other: _____

_____

Other people

Who's there when you notice this?

- ☑ Mom
- ☐ Dad
- ☐ Grandparent(s): _____

    _____
- ☑ Sibling(s): Michael

    _____
- ☐ Other kid(s): _____
- ☐ Other caregiver(s): _____

- ☐ Other: _____

Reactions to what you're noticing

How do other people react to your child's behavior or difficulty? And how does that impact your child?

When Kevin yells at me or Michael because he can't find something, we often yell back. Then he gets more upset. I also have to nag him to do homework, so he's in a bad mood before he even gets out his backpack.

_____

_____

Other factors

What might be adding to the behavior or difficulty?

- ☑ Academic struggles
- ☑ Trouble sleeping
- ☐ Family changes (divorce, new sibling, etc.)
- ☐ Sick relative or death of a loved one
- ☑ Caregiver's stress levels
- ☐ Noise (TV on, siblings being loud, etc.)
- ☐ Trouble socially/with friends

Other: _____

_____

Understood