**BEHAVIOURAL STRATEGY TRACKING FORM**

STUDENT NAME:

TEACHER:

SCHOOL:

GRADE:

DATE:

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| 1. **Knowledge Deficit**  * Students in this category lack the skill required to follow through on expected behaviour   + Example: we prepare our children for what to expect in new situations (e.g., funeral, MRI, assembly, fire drills). * If this is the case, consider: * Social Stories * Modeling (videos, role play, peers) * Social Behaviour Mapping * PEERS * Social Thinking | 1. **Performance/Application Deficit**  * Student in this category have the knowledge but are unable to apply it in the moment, at the point of performance.   + Example: A child with ADHD knows all of the rules of the playground, but does not follow them. * If this is the case, consider: * Scaffolding * Pre-teaching * Prompting * Reward systems * Praise/Celebration * Coaching * Debriefing * Visual Structures and Systems * Classroom Set-up * Communication between student and teacher * Teacher-Student relationship |
| 1. **Self-Regulation**  * Students in this category typically have an amygdala in charge!   + Example: A child whose reactions far outweigh the event. * If this is the case, consider: * Zones of Regulation * Mindfulness * PATHS * Yoga/Movement Activities * Physical Activity * Development of personal calming routines * Scheduled breaks * Use of the Incredible 5 Point Scale * Teaching the biology of the body and stress response (Brain and Nervous System) * School Jobs (lifting heavy objects, shredding, water machines, etc.) | 1. **Frustration Tolerance**  * Students in this category are considerably more irritable than their same-aged peers… * Example: A child who tends to live life in the “yellow zone”. * If this is the case, consider: * Reading personal body language * Awareness of triggers * Regularly scheduled check-ins * Environmental modifications (e.g., mixing preferred with non-preferred activities, quiet space, seating arrangements, lighting, go-pass) * Student-teacher communication |