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**BEHAVIOUR SUPPORT STRATEGIES**

**Summary and Checklist for Acting-Out Behaviour Cycle**

School:       Date (m/d/y):

Student’s Name:       Grade:

Teacher:

Program Planning Team Members:

☐ DA (see attached) ☐ IPP (see attached)

Student Strengths:

Student Challenges:

**Phase One: CALM**

*Overall behaviour is cooperative and acceptable*

☐ Maintains on task behaviour ☐ Follows rules and expectations

☐ Responsive to praise ☐ Initiates appropriate behaviour

☐ Goal-oriented ☐ Other:

**Phase Two: TRIGGERS**

*Overall behaviour involves a series of unresolved problems*

**School-Based Non School-Based**

☐ Conflicts ☐ Home Concerns

a. Denial of something needed ☐ Health Problems

b. Something negative inflicted ☐ Nutrition Needs

☐ Changes in Routine ☐ Inadequate Sleep

☐ Peer Provocations ☐ Substance Abuse

☐ Pressure (tasks) ☐ Peer Groups

☐ Ineffective Problem Solving ☐ Compound Triggers

☐ Facing Errors in Instruction ☐ Sensory Issues

☐ Facing Correction Procedures ☐ Other:

☐ Sensory Issues

☐ Specific Settings

☐ Other:

**Phase Three: AGITATION**

*Overall behaviour is unfocused and distracted*

**Increases in Behaviour Decreases in Behaviour**

**☐** Darting Eyes ☐ Stares Into Space

☐ Busy Hands ☐ Veiled Eyes

☐Moving In & Out of Groups ☐ Nonconversational Language

☐ Off-task and On-task Cycle ☐ Contained Hands

☐ Other:       ☐ Withdrawal From Groups

☐ Other:

*Adapted From:*

*Managing the Cycle of Acting-Out Behaviour in the Classroom by Geoff Colvin, 2004.*

***\*Behaviours identified are based on a Program Planning Team Discussion\****

BEHAVIOUR SUPPORT STRATEGIES

RE:

**Phase Four: ACCELERATION**

*Overall behaviour is staff-engaging leading to further negative interactions*

☐ Questioning and Arguing ☐ Rule Violation

☐ Noncompliance and Defiance ☐ Whining and Crying

☐ Off-task Behaviour ☐ Avoidance and Escape

☐ Provocation of Others ☐ Threats and Intimidation

☐ Compliance with Accompanying ☐ Verbal Abuse

Inappropriate Behaviour ☐ Destruction of Property

☐ Other:

**Phase Five: PEAK**

*Overall behaviour is out of control*

☐ Serious Destruction of Property ☐ Severe Tantrums

☐ Physical Attacks ☐ Running Away

☐ Self-Abuse ☐ Other:

**Phase Six: DE-ESCALATION**

*Overall behaviour shows confusion and lack of focus*

☐ Responsiveness to Manipulative or Mechanical Tasks ☐ Confusion

☐ Reconciliation ☐ Withdrawal

☐ Denial ☐ Avoidance of Discussion

☐ Blaming Others ☐ Avoidance of Debriefing

☐ Responsiveness to Directions ☐ Other:

**Phase Seven: RECOVERY**

*Overall behaviour shows and eagerness fur busy work and reluctance to interact*

☐ Eagerness for Independent Work or Activity ☐ Subdued Behaviour in Class Discussions

☐ Subdued Behaviour in Group Work ☐ Defensive Behaviour

☐ Other:

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BEHAVIOUR SUPPORT STRATEGIES

RE:

School:       Date (m/d/y):

Student’s Name:       Grade:

Homeroom Teacher:

Program Planning Team Members:

☐ DA (see attached) ☐ IPP (see attached)

|  |  |
| --- | --- |
| **Assessment**  **(Behaviours Displayed by Student)** | **Strategies to Help**  **(Maintain or Return to Calm)** |
| **Calm:** | **Calm:** |
| **Triggers:** | **Triggers:** |
| **Agitation:** | **Agitation:** |
| **Acceleration:** | **Acceleration:** |
| **Peak:** | **Peak:** |
| **De-escalation:** | **De-escalation:** |
| **Recovery:** | **Recovery:** |

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**REVIEW DATE:**