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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:**