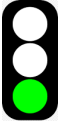




# Example: Behavior Cue Cards for Jacoby's team

<p><b>Looks Like: Ready to Learn</b></p> <ul style="list-style-type: none"> <li>• calm, jovial voice</li> <li>• tries to engage in conversation</li> <li>• jokes/silly</li> <li>• responds "OK"</li> <li>• responds "sorry" to redirections</li> <li>• aims to please</li> <li>• participates in class</li> <li>• air scripting/sky writing while attending</li> <li>• readily completes tasks</li> <li>• bounce in his step</li> <li>• looks alert</li> <li>• may be bothered by clothing</li> </ul>	<p><b>Looks Like: Rumbling</b></p> <ul style="list-style-type: none"> <li>• air scripts with sound effects</li> <li>• more intense air scripting</li> <li>• shoving mask into mouth</li> <li>• whines</li> <li>• inconsistent effort on work</li> <li>• hunches over</li> <li>• heavier gait/stomping</li> <li>• scowling</li> <li>• less focused</li> <li>• difficult to redirect</li> <li>• tests boundaries</li> <li>• attention-seeking behaviors</li> <li>• protests through grunts or firm "NO!"</li> <li>• resistant to eating</li> </ul>	<p><b>Looks Like: Crisis</b></p> <ul style="list-style-type: none"> <li>• not accepting sensory tools</li> <li>• throwing items/furniture</li> <li>• putting things in his mouth</li> <li>• stabbing with pencil</li> <li>• tearing papers</li> <li>• appears out of control</li> <li>• yelling</li> <li>• swearing/vulgar language</li> <li>• eloping/ leaving classroom without permission</li> <li>• refuses to eat</li> <li>• writing on desk</li> <li>• picking at clothes for reaction</li> <li>• extreme attention-seeking behavior</li> <li>• Runs around</li> </ul>
Fold here		
<p><b>Options: Teach and Reinforce</b></p>  <ul style="list-style-type: none"> <li>• highlighting strengths</li> <li>• provide specific verbal praise</li> <li>• joke with him</li> <li>• move up clip</li> <li>• stickers on folder</li> <li>• choose from treasure box</li> <li>• provide additional opportunities for special interests (Math, games, music)</li> <li>• "student teacher" role</li> <li>• provide direct instruction of SEL skills</li> <li>• provide proactive Zones Check-ins</li> </ul>	<p><b>Options: Consider Triggers</b></p>  <ul style="list-style-type: none"> <li>• provide choice of sensory tools</li> <li>• refrain from moving clip</li> <li>• refrain from negative attention</li> <li>• offer deep pressure (hug, shoulder presses, dots &amp; squeezies, hand rub)</li> <li>• guide to Room 5 (ED classroom)</li> <li>• time with blanket</li> <li>• nonverbal cues to redirect</li> <li>• take him for a walk holding hands</li> <li>• gross motor hallway path</li> <li>• provide extra priming of expectations</li> </ul>	<p><b>Options: Crisis Plan</b></p>  <ul style="list-style-type: none"> <li>• guide to Room 5</li> <li>• direct to safe rectangle</li> <li>• don't talk to him</li> <li>• remove task demands</li> <li>• direct, neutral prompting</li> <li>• If, Then statements (black &amp; white)</li> <li>• provide ample time to deescalate</li> <li>• remove to "Little Room"</li> <li>• monitor while in Little Room</li> </ul>

Created by the Autism and Low Incidence Coaching Team of the Montgomery County Educational Service Center. Modifications by OCALI.