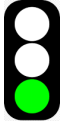




Example: Behavior Cue Cards for Kennedy's team

| | | |
|---|---|---|
| <p style="text-align: center;">Looks Like: Ready to Learn</p> <ul style="list-style-type: none"> • sits at desk • feet are on the floor • quiet • works and follows directions • body language appears calm • transitions more readily • will join group for group activities • puts hands behind head in relaxed posture (deescalated) • accepts hand-held assistance to get off floor (deescalated) | <p style="text-align: center;">Looks Like: Rumbling</p> <ul style="list-style-type: none"> • guttural sound/grunt/throat sound • gasping for help • starts to vocalize • resistant to working • pushes away work/materials • gentle headbutting • posturing (attempts physical aggression but doesn't follow) • struggling with attention • hits self in forehead • refuses sensory tools | <p style="text-align: center;">Looks Like: Crisis</p> <ul style="list-style-type: none"> • frequent gasping • headbutting others or objects/floor • holding/grabbing/restraining staff • coming after staff • flopping/crawling on floor • kicks staff • refuses assistance to get off floor (wet noodle) • throwing items • targets one person |
| Fold here | | |
| <p style="text-align: center;">Options: Teach and Reinforce</p>  <ul style="list-style-type: none"> • introduce new skills • expect more independent work • continue using structured work system • earns Dojo points • provide verbal praise • provide opportunities for group activities | <p style="text-align: center;">Options: Consider Triggers</p>  <ul style="list-style-type: none"> • use familiar or preferred tasks • work across from her to increase distance • provide helmet • offer more assistance/help • prompt to ask for help using AAC • use visual supports (first/then, visual cue ring) • reduce verbal redirections/ use less words • clearly communicate when she will earn break • reduce overall expectations • give pressure to head • offer sensory tools (i.e. headphones, deep pressure) • remove from overstimulating auditory environments | <p style="text-align: center;">Options: Crisis Plan</p>  <ul style="list-style-type: none"> • protect her head (i.e., pillow, helmet) • protect yourself (i.e., foam pads) • stay in Kennedy's location to reduce likelihood of interfering with other students • respond to nonverbal communication (don't force AAC) • use limited vocabulary/less words • use even tone of voice • give pressure to head |

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