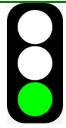




Example: Behavior Cue Card for Aidan's team

<p>Looks Like: Ready to Learn</p> <ul style="list-style-type: none"> • Willing to complete work • Follows adult direction • Calm body and tone • Happy vocalizations • Snuggly, wants to hug • Remains in his space • smiling 	<p>Looks Like: Rumbling</p> <ul style="list-style-type: none"> • Agitated vocalizations • Light head banging • Not able to focus • More hyper/impulsive • Appears uncomfortable • Whining, crying • Resistive to work • May cry while being compliant • Will push away people and materials 	<p>Looks Like: Crisis</p> <ul style="list-style-type: none"> • Hard head banging • Kicking, pushing, hitting • Throwing • Yelling, crying • Rolling on floor • Trying to hurt self
<p>Fold here</p>	<p>Fold here</p>	<p>Fold here</p>
<p>Options: Teach and Reinforce</p>  <ul style="list-style-type: none"> • Teach/practice picture exchange communication skills • Give reinforcements for expected behavior/waiting • Introduce new skills or expectations • Build a positive relationship • Avoid saying "no", instead tell him what to do in simple and familiar language 	<p>Options: Consider Triggers</p>  <ul style="list-style-type: none"> • Provide deep pressure input from behind (head, shoulders, arms, back) • Prompt him to communicate wants/needs with pictures • Avoid activities that ramp him up such as the trampoline • Redirect with firm direct language (one person) • Offer swing, peapod, sensory bins using picture supports or a distraction 	<p>Options: Crisis Plan</p>  <ul style="list-style-type: none"> • Stop expectations and shift focus to keeping him and others safe • Reduce verbal input to very short clear commands as needed • Get staff support and identify point person • As he shows signs of calming refer to yellow options • Following a crisis he will not be available for learning

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