Example: Behavior Cue Cards for Kennedy’s team

Looks Like: Ready to Learn

- 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)

Looks Like: Rumbling

- 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

Looks Like: Crisis

- 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

Options: Teach and Reinforce

- introduce new skills
- expect more independent work
- continue using structured work system
- earns Dojo points
- provide verbal praise
- provide opportunities for group activities

Options: Consider Triggers

- 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

Options: Crisis Plan

- 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

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