**BEHAVIOURAL STRATEGY TRACKING FORM**

STUDENT NAME:

TEACHER:

SCHOOL:

GRADE:

DATE:

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| 1. **Knowledge Deficit**
* Students in this category lack the skill required to follow through on expected behaviour
	+ Example: we prepare our children for what to expect in new situations (e.g., funeral, MRI, assembly, fire drills).
* If this is the case, consider:
* Social Stories
* Modeling (videos, role play, peers)
* Social Behaviour Mapping
* PEERS
* Social Thinking
 | 1. **Performance/Application Deficit**
* Student in this category have the knowledge but are unable to apply it in the moment, at the point of performance.
	+ Example: A child with ADHD knows all of the rules of the playground, but does not follow them.
* If this is the case, consider:
* Scaffolding
* Pre-teaching
* Prompting
* Reward systems
* Praise/Celebration
* Coaching
* Debriefing
* Visual Structures and Systems
* Classroom Set-up
* Communication between student and teacher
* Teacher-Student relationship
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| 1. **Self-Regulation**
* Students in this category typically have an amygdala in charge!
	+ Example: A child whose reactions far outweigh the event.
* If this is the case, consider:
* Zones of Regulation
* Mindfulness
* PATHS
* Yoga/Movement Activities
* Physical Activity
* Development of personal calming routines
* Scheduled breaks
* Use of the Incredible 5 Point Scale
* Teaching the biology of the body and stress response (Brain and Nervous System)
* School Jobs (lifting heavy objects, shredding, water machines, etc.)
 | 1. **Frustration Tolerance**
* Students in this category are considerably more irritable than their same-aged peers…
* Example: A child who tends to live life in the “yellow zone”.
* If this is the case, consider:
* Reading personal body language
* Awareness of triggers
* Regularly scheduled check-ins
* Environmental modifications (e.g., mixing preferred with non-preferred activities, quiet space, seating arrangements, lighting, go-pass)
* Student-teacher communication
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