# BEHAVIOURAL STRATEGY TRACKING FORM

STUDENT NAME: _____

TEACHER: _____

SCHOOL: _____

GRADE: _____

DATE: _____

| **1. Knowledge Deficit** | **2. Performance/Application Deficit** |
|---|---|
| • Students in this category lack the skill required to follow through on expected behaviour<br>   o Example: we prepare our children for what to expect in new situations (e.g., funeral, MRI, assembly, fire drills).<br><br>• If this is the case, consider:<br>   ❑ Social Stories<br>   ❑ Modeling (videos, role play, peers)<br>   ❑ Social Behaviour Mapping<br>   ❑ PEERS<br>   ❑ Social Thinking | • Student in this category have the knowledge but are unable to apply it in the moment, at the point of performance.<br>   o Example: A child with ADHD knows all of the rules of the playground, but does not follow them.<br><br>• If this is the case, consider:<br>   ❑ Scaffolding<br>   ❑ Pre-teaching<br>   ❑ Prompting<br>   ❑ Reward systems<br>   ❑ Praise/Celebration<br>   ❑ Coaching<br>   ❑ Debriefing<br>   ❑ Visual Structures and Systems<br>   ❑ Classroom Set-up<br>   ❑ Communication between student and teacher<br>   ❑ Teacher-Student relationship |
| **3. Self-Regulation** | **4. Frustration Tolerance** |
| • Students in this category typically have an amygdala in charge!<br>   o Example: A child whose reactions far outweigh the event.<br><br>• If this is the case, consider:<br>   ❑ Zones of Regulation<br>   ❑ Mindfulness<br>   ❑ PATHS<br>   ❑ Yoga/Movement Activities<br>   ❑ Physical Activity<br>   ❑ Development of personal calming routines<br>   ❑ Scheduled breaks<br>   ❑ Use of the Incredible 5 Point Scale<br>   ❑ Teaching the biology of the body and stress response (Brain and Nervous System)<br>   ❑ School Jobs (lifting heavy objects, shredding, water machines, etc.) | • Students in this category are considerably more irritable than their same-aged peers…<br>   o Example: A child who tends to live life in the "yellow zone".<br><br>• If this is the case, consider:<br>   ❑ Reading personal body language<br>   ❑ Awareness of triggers<br>   ❑ Regularly scheduled check-ins<br>   ❑ Environmental modifications (e.g., mixing preferred with non-preferred activities, quiet space, seating arrangements, lighting, go-pass)<br>   ❑ Student-teacher communication |