Behavior Quick Guide   Staff Initials: _____   Date: _____   * Rate All Items Below

Rating: 2=Fully implemented, 1=Partially, 0=Not implemented, N/A

During:	Did I?	BY:	2	1	0	NA
Before Arrival	Prep Materials: ☐ Binder w/ schedule ☐ Behavior Chart w/ dates at top ☐ Timer ☐ Check Snack	☐ Prepare schedule & data for the day: mark any changes with a bright post-it; alternate b/t preferred & non-preferred activities; ☐ Minimize downtime/wait time: plan ahead to reduce the amount of time he is waiting (e.g., take him outside once picture is ready to be taken, have go-to activities to keep him occupied/busy) ☐ Find out from teacher what the morning meeting activity will be				
Upon Arrival	Inform/Rehearse	☐ Show him schedule – rehearse/prep him for any schedule changes ☐ Rehearse expectations & morning mtg activity (show game visuals)				
Morning Meeting	Use Visuals/Post-it	☐ Use visuals for *greetings* (e.g., eye contact, say good morning), *listening behaviors* (e.g., quiet voice, look at teacher), *activity* (e.g., roll ball, pick name) ☐ Have binder, data sheet, and white board with you at all times				
Through out day	Use Visual Schedules If….Then….	☐ *White Board:* use throughout day to break down day further (e.g., Morning Work, Noggin, etc.) ☐ *Token Board*: earn token for each item within a task that he completes (e.g., 10 tokens → 30 secs of Noggin) - Have him remove tasks, cross off, or erase them as he completes them. ☐ *Specials*: 10 tasks/tokens → 1 min of PC/iPad (about 2x in 1 hour)				
	Use Non-Verbal Cues	☐ Use visuals (e.g., Voice Level visual, Quiet Voice visual) ☐ Use gestures (e.g. point to visual, picture schedule,chair,light touch) ☐ Give demands in a choice format (e.g., visual of sit on floor or on chair; use short phrases when needed; "First…then…")				
Toilet	Use Timer	☐ set timer, prompt every 5 mins, keep track of total time				
Lunch	Activity Bucket	☐ Go to lunch 5 mins late ☐ Activity Bucket for when he is finished				

Recess/ Outside	Use Visuals
	
	Practice Social Skills
		☐ Review expectations before recess (outdoor or indoor)
		☐ Schedule a brief preferred activity for after recess, to facilitate transition from playground to inside
		☐ Monitor his interactions with peers
		☐ Use visuals, social story, script cards
		   ☐ Practice greeting adults & peers (e.g., make eye contact, say hi)
		   ☐ Practice asking for a turn (e.g., on the see-saw, on the swings)
		☐ Towards end of recess, show him whiteboard and say: "1 more minute, then time for (brief preferred activity inside)"
		☐ Someone makes sure he comes in, particularly when it snows
		☐ *Indoor*: Play game (e.g., practice turn-taking skills with adult/peers)				

Gym	Rehearse & Use Picture Schedule	☐ Prep him for activities beforehand during special gym, etc. ☐ Use Picture Schedule for fitness routine (find space in line, jog for 2 mins, stretching, curlups, pushups) and activity of the day				
Special Activities	Prep him for expectations Minimize wait time	☐ Prep him with the expectations for the special activity using social story, white board, etc. (e.g., fire truck day, picture day) ☐ Minimize downtime/wait time: plan ahead to reduce the amount of time he is waiting (e.g., take him outside once picture is ready to be taken, have go-to activities to keep him occupied/busy)				

DATE

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When Student…	Did I follow these procedures?	2 1 0 NA
Completes Item/ Step and… • **Keeps Hands to Self** • **Uses Quiet voice** • **Is Compliant**	1. Give **1 token** for every **appropriate item/step he completes** 2. After **10 tokens**, he should have immediate access to a brief preferred activity for **30-60 secs** (in the room that he is in, or if at natural transition time, then transition to next room then provide activity). **Set Timer.** ○ *e.g., 30 secs of Noggin video on iPad with headphones*	

• **Is Quietly Off-Task**
• **Loud Noises/ Scripting/ Perseverating**
• **Loud Refusal/ Demand**
	1. **Point to visual** (e.g., picture schedule, worksheet, quiet voice, white board, picture of reinforcer such as computer)
	2. **Wait 5 seconds** for him to comply. If he doesn't, **prompt** again.
	3. **After 2 nonverbal** prompts, interrupt his script by **giving him a different script**: *STUDENT, say, "I am working on ___"*
	4. Wait a few seconds, and **repeat verbal prompt** to say a different **script**.
	5. If he does not comply, use **behavioral momentum**: Examples -quickly say…
	   • "Touch nose, touch head, where are we going?"
	   • "Simon says Stomp your foot, Simon says Roll your arms, Simon says What's 2 times 3" – Then give token for accurate answer to 2 times 3.
	6. **Mark** on *Behavior Data Collection Sheet* (whenever an incident occurs where he needs to be verbally prompted to say a different script)
	7. Once compliant/quiet, **continue** with activity and earning tokens for task completion	

• **Is Noncompliant (outside)**
• **Out of Area (outside)**
	1. Get his **eye contact**: Say, *"Look at me"*
	2. Give **nonverbal cue/visual of expectation** if possible
	3. **Prompt him to say it**: remind him verbally of expectation by prompting him to say it
	   • *STUDENT, say, "I need to stay off the mountain"*
	   • *STUDENT, say, "I will play on the playscape"*
	4. **Compliance Tasks**: If he continues noncompliance, take him aside to do brief Compliance Tasks (touch nose, touch head)	

• **Is Physically Aggressive Towards Others**	1. **Block** if directed at peer; **Move away & protect self** if directed at an adult
	2. **Remove** to resource room for Time-Out
	3. **Time-Out Procedure: Tally** # of hits on *Behavior Data Collection Sheet*
	   a. **2 mins** in Time-Out chair facing Quiet Voice visual (set timer)
	   b. **Mark** start time, antecedents, behaviors, & consequences on *ABC Sheet*
	   c. If problem behavior occurs, **point to visual** of quiet voice/calm body
	   d. When 2 mins are up, *if he exhibits prob. behaviors again*, **reset timer** for 2 mins
	      • *If he is ready*, **reset timer** for earning tokens & provide **quick compliance tasks** (touch nose, touch head), then **resume** original task	