

"BEHAVIOUR DICTIONARY"

<u>Behavioural State</u>	<u>Definition/Descriptors</u>	<u>Possible Coping Strategies</u>
1. High-Agitated	Tense; Loud piercing; disruptive; wild thrashing movements; non-purposeful and uncontrollable; tactile defensive; intolerant to stimulation; unable to focus; looks to be in pain - frustrated; doesn't eat; doesn't sleep; hands are consistently in mouth and self abusive. At this point, medication does not work.	<ol style="list-style-type: none"> 1. Remove from class and immediately reduce excitable external stimulation, e.g., noise, etc. 2. Take student into a dimly lit and protected area. Play soothing music. 3. Give medication as prescribed by doctor. 4. Roll student up into a thick blanket or towel, with his arms at his sides. Give deep massage through the towel/blanket arms and legs. Gently rock him in your arms. Offer soothing words. 5. If none of the above appears to calm him - call _____
2. High - Happy	Giggles; bouncy; loud; lots of movement; less purposeful; babbles; can pull hair; responds to others (big hugs); hands in mouth and throat	<ol style="list-style-type: none"> 1. Remove from class and reduce external stimulation. 2. Darken room. 3. Music in ears, attach earphone to helmet. 4. Use massage or vibrator on arms; legs and back. 5. Rub his back and neck (not tickle!). 6. Give him his "chewy".
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3. Regular	Focused; responsive; interacts; explores; eats well; sleeps through the night; gentle movements; walks and has good balance; listens and responds to instructions given; sometimes hands are in mouth.	<ol style="list-style-type: none"> 1. Work with him as much as possible. 2. Let him explore and give opportunities to do things => NB Give adequate sensory stimulation (i.e., visual; auditory; tactile; smell; taste; proprioception (weight bearing); kinesthetic and vestibular (movement)).

4. Low

Sleeps; floppy; lethargic;
poor balance; non-
responsive; passive;
reluctant to eat; tuned out.

1. Increase external stimulation, i.e., noise; lights, etc.
2. Approach **him** from behind when you talk to **him** - **he** looks up to respond.
3. This is a "time-out" for **him**, and if all else does not work, allow **him** to rest/sleep.

Please note!!!

- These states may fluctuate daily and hourly.
- The high agitated state may escalate towards the end of the day.
- There is a transition period between each state.
- A "Low" may follow the "High Agitated" State, because the student is thoroughly exhausted.