|  |  |  |  |
| --- | --- | --- | --- |
| Behaviour support snapshot | Student name: | Risk / behaviour management strategies | Provide overview |
| Student strengths |  | Environmental |  |
| Student interests |  | Organisation |  |
| Student circumstances and background |  | Personal management strategies |  |
| Support networks |  | Curriculum adjustments |  |
| Additional information |  | Successful behaviour management strategies |  |

Explain behaviour(s), trigger(s) and strategies at each stage of the behaviour escalation cycle:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Calm | Agitated | Acceleration | Crisis | De-escalation | Recovery |
| Behaviour | **Behaviour** | **Behaviour** | **Behaviour** | **Behaviour** | **Behaviour** |
| Trigger | **Trigger** | **Trigger** | **Trigger** | **Trigger** | **Trigger** |
| Strategies | **Strategies** | **Strategies** | **Strategies** | **Strategies** | **Strategies** |
| Exit plan: | | | | | |

\* For help with detailed responses to strategies during the escalation cycle, refer to the [Behaviour Response Plan](https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/classroom-practice/How-do-I-plan-for-behaviour-support) in the Behaviour Support Toolkit