

# NCI Student Data Profile Quick Tips

The NCI Student Data Profile document was developed to facilitate the collection of data and is strongly encouraged by NLPS. Using the framework of Nonviolent Crisis Intervention Training (NCI), this tool helps identify frequency/intensity of behaviour, antecedents, and supportive strategies. Distressed behaviour can be segmented into various levels along a continuum: **Level 1 is Anxiety, Level 2 is Defensive, Level 3 is Risk Behaviour, Level 4 is Tension Reduction.** C is used to show when a student is **Calm**. Please note, achieving Calm is not the primary objective; instead, the focus is on mitigating risk behavior.

## Who



- Any member of school staff can observe and document data (Admin, Teacher, EA, Counsellor, CYFSW, ICSSW)
- Can be an **additional team member** to just observe
- Can be the **immediate staff person** working with the student

## What



- Record NCI's levels of behaviour (C, 1, 2, 3, 4)
- Record Preferences, Antecedents, Strategies, and Ideas
- Notes is an optional space to document moments or actions that provide further context (success, challenge)
- Keep all recordings **short and specific**
- Be **objective**: avoid making assumptions or assigning motives. Stick to the observable facts

## When & Where



- If additional staff member is observing, record data during **identified times of difficulty** for the student
- If directly supporting the student, record **when you have moments of calm** throughout the day (i.e., student is focused on a task/play)
- We cannot always capture it all given the pace of the day but any data is better than no data

## Why



- To better understand the **purpose and context** of specific behaviours
- Guides the **development and implementation** of supportive programming (i.e., Personalized Schedule, RSP, ESP, Integration Plan)
- Objectively evaluates **student progress**
- Supports both **home and school team** in understanding the student's day
- Provides **consistency** in how a team systematically observes, records and analyzes the student's behaviour across school settings

## Example



NCI Student Data Profile						
Date	Task	Teacher	Location	Observed Supports & Strategies	Notes	NCI Level
Dec 19/23	Exit Reading	Ms. Larsson	Classroom			C, 1
9:20	Spelling			front loading of transitions		2, 1, C
9:40	Break					1, C
10:00	Snack					1, C
10:15	Short Recess					C
10:30	Gym				left gym early	2, 1, C
11:00	Break			adjust task demand	re-directed to Break with EA support	1, C
11:45	Long Recess				peer conflict	2, 1, C
12:20	Lunch				listened to story	C, 1
12:50	Library					1, C
1:30	Art Planner				student asked to work in hall	2, 1, C

NCI Levels: C= Calm & Ready to Learn; 1 = Anxiety; 2 = Defensive; 3 = Risk Behavior; 4 = Tension Reduction

Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours
-drawing all the time -eye rolling -looking around the room -crying voice -frequent chatting with peers -wandering the classroom	- calling out saying "No" - leaving classroom - invades personal space of others - lifting chairs	- targeted hands on with peers
Preferences	Suspected Antecedents	Essential Strategies
- drawing - cars - playground - Lego	- not being able to do what he wants - peer conflict - perceived unfairness - Academic demand that is perceived to difficult - not being understood	visual supports (individual + universal) - front loading of transitions - Break option - choice of learning space options (quieter area)
Programming Ideas:		
- Provide fast finish - Increase active supervision strategies - Move peers to another area if appropriate - Validate feeling and effort - preferred/calm activity after recess	- adjust task demand	- move to break choice

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For questions or more information, please contact [inclusionoutreach@sd68.bc.ca](mailto:inclusionoutreach@sd68.bc.ca)