

Developmentally Appropriate

(Infrequent / transient / minor behaviours that require guidance. Responsive to intervention)

	Birth - 3 years	4 - 5 years	6 - 8 years	9 - 11 years	12- 14 years	15+ years
Planning and organisation difficulties	Toddlers struggling to gather materials needed for play; taking time to adjust to new rules or routines; not packing/cleaning up after activities.	Difficulty getting ready on time; reluctance to initiate tasks; struggling to gather materials needed for school tasks; difficulty packing school bag and often forgetting items; not packing/cleaning up after activities.	Difficulty getting ready on time; often misplacing personal items; reluctance to initiate tasks; belongings and materials are often disorganised or messy.	Difficulty getting ready on time; regularly misplaces personal items; belongings and materials are often disorganised or messy.	Sometimes lacks awareness of time frames; procrastination or avoidance of complex tasks; belongings and materials are sometimes disorganised or messy.	Sometimes lacks awareness of time frames; procrastination or avoidance of complex tasks; at times struggling with complex problem solving tasks and decision making.
Sensory behaviours*	Mouthing objects; avoiding or seeking different textures or temperatures; removing shoes or socks; occasional self-soothing behaviour (eg head banging, rocking); fidgeting.	Removing shoes or socks or clothing; avoiding or seeking particular sights, sounds, smells or textures; occasional self-soothing behaviour (eg head banging, rocking); fidgeting.	Occasional self-soothing behaviour (eg head banging, rocking); fidgeting; some sensitivity to particular smells, textures, tastes or sounds.	Fidgeting, restlessness.		
Sexualised behaviour	Comfort in being nude; body touching and holding own genitals; non self-conscious masturbation; interest in body parts and functions; wanting to touch familiar children's genitals during play, toilet or bath times; participation in make believe games that involve looking at and/or touching the bodies of familiar children; playing "family"; asking about or wanting to touch the breasts, bottoms or genitals of familiar adults eg when in the bath.		Increased sense of privacy about bodies, body touching and holding own genitals; masturbation (usually with awareness of privacy); curiosity about other children's genitals; looking at and/or touching the bodies of familiar children; playing "family"; curiosity about sexuality eg questions about babies, gender, relationships, sexual activity, telling stories or asking questions; using swear words, 'toilet' words or names for private parts.	Growing need for privacy; masturbation in private; curiosity and seeking information about sexuality; use of sexual language; interest and/or participation in girlfriend or boyfriend relationships; hugging, kissing, touching with known peers; exhibitionism amongst same age peers within the context of play eg occasional flashing or mooning; accidental access to and/or curiosity about pornography.	Growing need for privacy; masturbation in private; curiosity and seeking information about sexuality including sexually explicit content; use of sexual language; interest and/or participation in girlfriend or boyfriend relationships; hugging, kissing, touching with known peers; exhibitionism amongst same age peers within the context of play eg occasional flashing or mooning; viewing materials for sexual arousal e.g. music videos, magazines, movies.	Need for privacy; masturbation in private; accessing information about sexuality; viewing materials for sexual arousal eg music videos, magazines, movies, pornography; sexually explicit mutual conversations and/or use of humour and obscenities with peers; interest in a one on one relationship; sexual activity with a partner of a similar age and developmental ability (ability to consent must be considered).
Self harm				Exploration of risk taking through physical challenges, dares.		
Anxious behaviour	Clings to parents in unfamiliar or frightening situations; cries a lot at separation; insistence on doing things the "right way".	Clings to parents in unfamiliar or frightening situations; at times cries at separation; occasionally worried or fearful about attending school.	Avoids situations that are particularly stressful; asks others to do task for them that they could do themselves; worries about getting things right.	Avoids situations that are particularly stressful; asks others to do task for them that they could do themselves; worries about getting things right; needs encouragement to try new things.		Avoids situations that are particularly stressful; asks others to do task for them that they could do themselves; worries about getting things right.
Social difficulties	Engages in parallel play; does not like to share or take turns; initiates interactions with peers in ways that are uncomfortable for others.	Shy with new adults; changes in friendships; interactive and cooperative play; sometimes prefers to play alone.	Shy with new adults; occasional conflict in friendships; sometimes prefers to play alone.	Occasional conflict in friendships that requires adult mediation; sometimes preferring solitary activities; struggles to collaborate to complete tasks.		Occasional conflict in friendships; sometimes prefers solitary activities; struggles to collaborate to complete tasks.

* For children with autism, self-soothing and self-regulating behaviours (eg hand flapping and rocking) may be common

Behaviour Matrix

Developmentally Appropriate

(Infrequent / transient / minor behaviours that require guidance.
Responsive to intervention)

	Birth - 3 years	4 - 5 years	6 - 8 years	9 - 11 years	12- 14 years	15+ years
Attention and memory	Easily distracted by noise or movement; moving frequently between activities or disengaging from activities after a short time.	Difficulty in maintaining attention for tasks longer than 5 minutes; struggles to remember multiple instructions; easily distracted by peers; sometimes forgets items or procedures.	Struggles to maintain attention for prescribed tasks spanning longer than 5 minutes; sometimes distracted by peers; sometimes forgets items or procedures; occasionally "zoning out".	Sometimes struggles to maintain attention to tasks spanning longer than 10 minutes; infrequently distracted by peers; sometimes forgets items; occasionally "zoning out".	Sometimes has difficulty completing project work and homework tasks; struggles to pay attention to tasks that are not of interest or are difficult; sometimes distracted by peers; occasionally forgets items.	Difficulty completing some project work and homework tasks; struggles to pay attention to tasks that are not of interest or are difficult.
Regulation difficulties	Crying often but can be soothed by adults.	Sometimes upset but regulates emotions with adult support; frustrated with self at difficult tasks.	Getting angry or upset in some situations; sometimes upset with self at failures.	Getting angry or upset in some situations but recovering with time.	Getting angry or upset in some situations; sometimes withdrawn.	
Withdrawing/ disengaging	Sometimes hides, ignores or doesn't respond to adults or peers; lacking interest in some activities.	Avoids some tasks or activities or completes these with minimal effort; sometimes hides, ignores or doesn't respond to adults or peers; often asks to go to the toilet.	Engages in tasks or activities other than those set; uses minimal effort to complete tasks; sometimes ignores peers; poor academic 1-2 subjects.		Sometimes: engages in tasks or activities other than those set; uses minimal effort to complete tasks, avoids peers; poor academic progress in one or two subject areas.	
Verbally aggressive behaviours	Makes demands, name calls, shouts.	Name calls, disrespectful remarks, teases, shouts at others.	Making hurtful comments, teasing, sometimes impolite.	Reactive, emotional or hurtful comments or swearing; spreads rumours; sometimes impolite.	Hurtful comments or swearing; spreads rumours, sometimes impolite, argues with teacher.	
Aggressive/ Antisocial behaviours	Pinching, pulling hair, biting, hitting.	Lashing out in anger, lying to conceal transgressions.	Infrequent reactive or emotional fighting with peers; lying to conceal transgressions or to protect others.		Infrequent reactive fighting with peers; lying to conceal transgressions or to protect others.	
Disruptive behaviours	Tantrums; interrupts or talks over others; takes things from others; makes disruptive noises; disruptive repetitive acts.	Falls asleep in class; takes things from others; being out of seat when inappropriate; makes noise that distracts others; disruptive repetitive acts.	Rests in class; takes things from others; being out of seat when inappropriate; makes noise that distracts others; disruptive repetitive acts.	Passes notes; uses personal devices without permission to text / message others; being out of seat when inappropriate.	Passes notes, eats and/or drinks in class that disrupts others; sometimes uses phone/laptop/iPad/device in class without permission; being out of seat	



Behaviour Matrix

		Birth - 3 years	4 - 5 years	6 - 8 years	9 - 11 years	12- 14 years	15+ years	
Concerning (Behaviour is problematic due to severity, frequency, duration or impact, requires persistent guidance and support)	Planning and organisation difficulties	Difficulty building on a script during pretend play; Unable to identify which materials might be needed for play.	Unable to: identify materials needed for particular tasks; initiate tasks without adult assistance.	Difficulty adjusting to new rules or routines; cannot identify steps needed to complete a simple task.	Unable to adjust when rules or routines change; cannot identify steps needed to complete a complex task.	Avoids multi-step tasks that involve planning; cannot undertake simple problem solving tasks; Unable to prioritise or multitask.		
	Sensory behaviours*	Fearful of physical contact with others; becomes distressed by or seeks particular sights, sounds smells or textures; refuses to eat a number of foods because of colour or texture; frequently engages in self-soothing or self-stimulating behaviour (eg head banging, rocking, hand flapping, chewing or mouthing objects) and/or repetitive behaviours.		Avoids or seeks particular sights, sounds, smells or textures; often engages in self-soothing/ stimulating behaviour (eg head banging, rocking, hand flapping, chewing or mouthing objects); repetitive behaviours.	Avoids or seeks particular sights, sounds, smells or textures; finds it difficult to stay seated.	Easily distracted by sights, sounds or smells that are not noticeable to others; finds it difficult to stay seated.		
	Sexualised behaviour	Masturbation in preference to other activities; preoccupation with sexual behaviours; persistently attempts to watch others in sexual activity, toileting or when nude; explicit sexual talk, art or play; follows others into private spaces eg toilets, bathrooms to look at them or touch them; pulls other children's clothing off against their will; touches the genitals/private parts of other children in preference to other activities; attempts to touch or touches adults on the breasts, bottom, or genitals in ways that are persistent and/or invasive; touches the genitals/private parts of animals after redirection.	Masturbation in preference to other activities, in public, with others and/or causing self-injury; explicit talk, art or sexual play; persistent questions about sexuality despite being answered; persistently: nude and/or exposes private parts in public places; watches or follows others to look at or touch them; pulls off other children's clothing against their will; mimics adult flirting / sexualized behaviour; touches genitals/private parts of animals after redirection; use of mobile phone and internet with unknown people and giving out identifying / private details.	Masturbation in preference to other activities, in public and/ or causing self-injury; persistent explicit talk, art or sexual play; accessing age-restricted movies, games, pornography; persistent fear of sexually transmitted infection or pregnancy; marked changes to behaviour eg older or adult flirting behaviours; seeks relationships with older children or adults in preference to peers; engages in sexual activities with an unknown peer eg deep kissing, mutual masturbation with a known partner of similar age and developmental ability; using mobile phones and internet with unknown people and giving out identifying / private details; taking nude/sexual images of self.	Masturbation in preference to other activities, in public and/ or causing self-injury; persistent explicit talk, art or play which is sexual or sexually intimidating; accessing age restricted movies, games, pornography; persistent fear of sexually transmitted infection or pregnancy; marked changes to behaviour eg older or adult flirting behaviours; seeking relationships with older children or adults in preference to peers; engaging in sexual activities with an unknown peer eg deep kissing, mutual masturbation with a known partner of similar age and developmental ability; using mobile phones and internet with unknown people and giving out identifying details; sending/ receiving nude/ sexual images of self or others with consent.	Masturbation in preference to other activities, in public and/ or causing self-injury; persistent explicit talk, art or play which is sexual or sexually intimidating; accessing age restricted movies, games, pornography; persistent fear of sexually transmitted infection or pregnancy; marked changes to behaviour eg older or adult flirting behaviours; seeking relationships with older children or adults in preference to peers; engaging in sexual activities with an unknown peer eg deep kissing, mutual masturbation with a known partner of similar age and developmental ability; using mobile phones and internet with unknown people and giving out identifying details; sending/ receiving nude/ sexual images of self or others with consent.	Sexual preoccupation which interferes with daily functioning (eg preoccupation with masturbation and/or pornography), spies on others while they are engaged in sexual activity or nudity; explicit communications, art or actions which are obscene or sexually intimidating; repeated exposure of private parts in a public place; unsafe sexual behaviour including unprotected sex, sexual activity while intoxicated, multiple partners and/or frequent change of partner; STI or unplanned pregnancy; oral sex and/or intercourse with known partner of more than two years age difference or with significant difference in development; arranging a meeting with an online acquaintance accompanied by others; using mobile phones and internet to send or receive sexually explicit photos of another with their consent.	
	Self-injurious behaviour	Persistent breath holding; injury as a consequence of tantrums.			Persistently engaging in, and/or leading others, in dangerous dare behaviour; sustaining injuries from risk-taking behaviours			

* For children with autism, self-soothing and self-regulating behaviours (eg hand flapping and rocking) may be common



Behaviour Matrix

Concerning

(Behaviour is problematic due to severity, frequency, duration or impact, requires persistent guidance and support)

	Birth - 3 years	4 - 5 years	6 - 8 years	9 - 11 years	12- 14 years	15+ years
Anxious behaviour	Complains of physical symptoms often; avoids certain situations and/or people; easily upset by many unfamiliar people or situations.	Frequently complains of headaches and/or stomach aches in class; avoids and/or becomes upset at many tasks; engages in some activities only with teacher encouragement due to excessive fear or worry; setting unrealistically high standards for self.	Frequently complains of headaches and/or stomach aches in class; frequently avoids stressful situations; engages in some activities only with teacher encouragement due to excessive fear or worry; sets unrealistically high standards for self.	Frequently complains of headaches and/or stomach aches in class; frequently avoid stressful situations; engages in some activities only with teacher encouragement due to excessive fear or worry; sets unrealistically high standards for self; constant need to keep in contact with parents/carers.	Frequently visiting the medical treatment room; frequently avoids stressful situations; engages in some activities only with teacher encouragement due to excessive fear or worry; sets unrealistically high standards for self; constant need to keep in contact with parents/carers.	
Social difficulties	Avoids interactions with other children.	Does not know how to share or take turns; difficulties playing and/or initiating interactions with peers; Unable to read social cues.	Frequently experiences conflict in friendships; has frequent periods of social isolation; Unable to read social cues.	Frequently experiences conflict with peers; socially excludes or taunts peers online or in person; Unable to read social cues.	Frequently experiences conflict with peers; socially excludes or taunts some peers online or in person.	
Attention and memory	Difficulty attending to simple one-step instructions; struggles to engage in an activity beyond brief initial steps.	Does not complete most prescribed tasks; difficulty remembering simple two-step instructions; cannot attend to a task when in close proximity to peers; often forgets items or steps.	Unable to pay attention to the same task over time; cannot remember multiple step instructions; cannot attend to a task; rarely remembers items or steps; frequently "zoning out".	Unable to pay attention to the same task over time; difficulty attending to a task; rarely remembers items or steps; frequently "zoning out".	Difficulty completing tasks in a small number of subject areas; sometimes struggling to pay attention during class; distracted by peers in some contexts; frequently forgets items.	Difficulty completing tasks in a small number of subject areas; struggles to pay attention in some classes.
Regulation difficulties	Often cries and is difficult to soothe.	Often upset but can calm down with support of adults.	Often irritable; withdrawn; negative sense of self.		Angry outburst that are out of character; increasingly withdrawn; feelings of worthlessness.	
Withdrawing/ disengaging	Frequently: hides, ignores adults or peers; lack of interest in many activities.	Frequently: avoids tasks or activities or completes them with minimal effort; hides, ignores or doesn't respond to adults or peers, refuses to go to school.	A pattern of: irregular attendance, using minimum effort to complete tasks, lack of enthusiasm to complete tasks or do activities, leaving class, ignores peers, excessive gaming (esp. alone)		A pattern of: engaging in tasks or activities other than those set, avoids peers, leaves class without permission; non-attendance at school; poor academic progress across a number of subjects; online activity /gaming in preference to other activities impacting daily functioning (eg social relationships, schooling, adequate sleep).	
Verbally aggressive behaviours	Displays frequent pattern of shouting at peers.	A pattern of name calling, swearing, disrespectful remarks, shouting at others.	Targeted disrespectful comments (eg homophobic, racist); pattern of making hurtful comments; often impolite.	A pattern of targeted disrespectful comments (eg homophobic, racist) comments; often swears; often impolite with peers.	Pattern of disrespectful or targeted disrespectful comments (eg homophobic, racist), often swears; impolite mostly with peers but sometimes with adults.	
Aggressive/ Antisocial behaviours	Lashes out physically at others with increasing frequency or not reducing in frequency with positive guidance.	Lashes out at others with increasing frequency or not reducing in frequency with positive guidance.	Repetitive pattern of lying without acknowledgement, even when safe to do so.	Frequent reactive or emotional physical altercations with peers.	Frequent reactive or emotional physical altercations with peers or damaging property.	
Disruptive behaviours	Frequently: has tantrums, interrupts or talks over others; takes things from others; makes distracting noises; disruptive acts.	Frequently: takes things from others; is out of seat when inappropriate; makes distracting noises; disruptive acts.	Frequently: takes things from others; is out of seat when inappropriate; makes distracting noises; disruptive acts.	Takes things from others; is out of seat when inappropriate; makes noise that distracts others; frequently talks over the top of others.	Uses phone/laptop/iPad/ device in class without permission; is out of seat when inappropriate; makes noise that distracts others; frequently talks over the top of others.	



Behaviour Matrix

	Birth - 3 years	4 - 5 years	6 - 8 years	9 - 11 years	12- 14 years	15+ years	
Serious (Behaviour is of high frequency, extended duration or is unsafe for the child/young person or others, requires intensive and individualised support)	Planning and organisation difficulties Infants older than 6 months who are not yet reaching and grasping for objects; toddlers unable to engage in play without adult direction.	Provides unrelated responses to simple questions; doesn't respond when given a simple instruction; unable to ask for adult assistance.	Unable to complete daily self-care routines without adult assistance; unable to identify materials needed for most tasks.		Difficulty using language to convey instructions or stories; cannot identify steps needed to complete a task.		
	Sensory behaviours* Avoids or seeks particular sights, sounds, smells or textures and becomes extremely distressed when this need cannot be met; extremely distracted when trying to meet a sensory need and cannot be redirected; frequently engages in self-soothing or self-stimulation (eg rocking, hand flapping, chewing or mouthing objects) and cannot be redirected.	Avoids or seeks particular sights, sounds, smells or textures and becomes extremely distressed when this need cannot be met; extremely distracted when trying to meet a sensory need and can't be redirected; frequently engages in self-soothing or self-stimulation (eg rocking, hand flapping, chewing or mouthing objects) and can't be redirected; eats inedible items.	Avoids or seeks particular sights, sounds, smells or textures and becomes distressed when this need cannot be met; fearful of physical contact with others; refuses to eat a number of foods because of colour or texture; frequently engages in self-soothing or self-stimulation (eg rocking, hand flapping, chewing or mouthing objects); repetitive behaviour; eats inedible items.	Avoids or seeks particular sights, sounds, smells or textures and becomes distressed when this need cannot be met; engages in self-soothing or self-stimulation (eg rocking, hand flapping, chewing or mouthing objects), or repetitive behaviours; eats inedible items.	Engaging in self-soothing or self-stimulation (eg rocking, hand flapping, chewing or mouthing objects) or repetitive behaviours; avoids or seeks particular sights, sounds, smells or textures; unable to engage in tasks due to distractions in the environment.		
	Sexualised behaviour Compulsive masturbation (eg of a persistent nature or duration or repeatedly self-injuring); persistent explicit sexual themes in talk, art or play; disclosure of sexual abuse; simulation of sexual touch or sexual activity; persistently touches the genitals/private parts of others; forces other children to engage in sexual activity; sexualised behaviour between young children involving penetration with objects; masturbation of others; oral sex; presence of a sexually transmitted infection.	Compulsive masturbation (eg of a persistent nature or duration, repeatedly self-injuring or repeatedly seeks an audience); disclosure of sexual abuse; persistent bullying involving sexual aggression eg pulling/lifting/removing other children's clothing, sexually threatening notes, drawing, messages; sexualised behaviour with significantly younger or less able children; accessing the rooms of sleeping children to touch or engage in sexual activity; simulation of, or participation in, sexual activities; presence of an STI; sexual contact with animals; using mobile phones and internet to transmit sexual images/content.		Compulsive masturbation (eg of a persistent nature or duration, repeatedly self-injuring or repeatedly seeking an audience); engages vulnerable others in sexual activity eg gifts, lies, flattery; force or coercion of others into sexual activity; oral sex and/or intercourse with a person of different age or developmental ability; presence of STI or pregnancy; sends and/or publishes sexual images of others without consent; arranges a face to face meeting with an online acquaintance who is not known or approved by a protective adult; sexual contact with animals; sexual activity in exchange for money or goods; possesses, accesses or sends child exploitation materials eg photos or videos of children naked and/or doing sexual activities.		Compulsive masturbation (eg of a persistent nature or duration, repeatedly self-injuring or repeatedly seeking an audience); preoccupation with sexually aggressive porn; sexual contact with others of significant age and/or developmental difference; engages others in sexual activity by using grooming techniques eg gifts, coercion, lies; deliberately sends and/or publishes sexual images of another person without consent; arranges a meeting with an online acquaintance without the knowledge of a protective adult; sexual contact with animals; sexual activity in exchange for money, goods, accommodation, drugs or alcohol; forces or manipulates others into sexual activity; possesses, accesses or sends photos or videos of children naked and/or doing sexual activities.	
	Self harm Inflicting physical injury on self (eg cutting, burning, scratching, hair pulling, head banging).	Inflicting physical injury on self (eg cutting, burning, scratching, hair pulling, head banging).			Inflicting physical injury on self (eg cutting, burning, scratching, hair pulling, head banging); substance abuse (including alcohol and illicit drugs) that interferes with daily functioning; disordered patterns of eating (eg chronic fasting or restrained eating, self-induced vomiting, misuse of laxatives/diuretics/enema, use of diet pills); excessive exercise / physical activity that interferes with daily functioning or causes injury.		

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Behaviour Matrix

Serious

(Behaviour is of high frequency, extended duration or is unsafe for the child/young person or others, requires intensive and individualised support)

	Birth - 3 years	4 - 5 years	6 - 8 years	9 - 11 years	12- 14 years	15+ years
Anxious behaviour	Does not recover from separations with familiar adults and remains distressed; exhibits heightened fight, flight or freeze response in almost all situations (eg startled easily, flinches in response).	Unable to separate from familiar adults without becoming extremely distressed; exhibits heightened fight, flight or freeze response in almost all situations (eg startled easily, flinches in response).	Unable to engage in most activities due to excessive fear and worry; absence from school due to fear or worry and/or associated physical symptoms.	Unable to engage in most activities due to excessive fear and worry; absence from school due to fear or worry and/or associated physical symptoms; repetitive thoughts or actions that are distressing, time consuming or limit daily functioning.		
Social difficulties	Difficulty making eye contact; unresponsive to communication attempts of others.	Avoids or is distressed by other children; cannot initiate or maintain interactions with adults.	Only plays alone; does not share or take turns; struggles to initiate interactions with peers.	Unable to develop or maintain friendships; difficulty communicating with others; displays counter aggression or helplessness in response to conflict; frequently provokes others or seeks reinforcement of negative self-perception; targeted exclusion or taunting of peers online or in person.	Unable to develop or maintain friendships; difficulty communicating with others; displays counter aggression or helplessness in response to conflict; frequently provokes others or seeks reinforcement of negative self-perception; targeted exclusion or taunting of peers online or in person; Unable to read social cues.	
Attention and memory	Toddlers who are unable to follow simple one-step instructions; struggles to initiate and engage in a basic activity despite explicit one-on-one instructions and/or modelling.	Unable to engage in tasks despite explicit one-on-one instruction; unable to remember simple one-step instructions.	Difficulty paying attention to most tasks; poor academic progress; frequently distracted by smells, sounds and sights that are not readily noticed by others; does not demonstrate knowledge of class routines; frequently "zoning out".	Difficulty paying attention to most tasks; poor academic progress; is frequently distracted by smells, sounds and sights that are not readily noticed by others; requires regular prompting to complete daily activities and routines; frequently "zoning out".	Difficulty completing tasks across most subjects even when written step-by-step instructions are provided; poor academic progress; needs to be asked many times to do a simple task; most often distracted from tasks by noises or own thoughts.	Difficulty completing tasks across most subjects; poor academic progress; needs to be asked many times to do a simple task; most often distracted from tasks by noises or own thoughts.
Regulation difficulties	Intense distress/crying that leads to physical exhaustion/vomiting; unable to be soothed or attempts to soothe escalate distress.	Often intensely upset and does not respond well to support from adults.	Often irritable; withdrawn; negative sense of self; frequent angry outburst disproportionate to trigger/s; feelings of worthlessness; lack of internal locus of control; persistent learned helplessness.	Frequent angry outburst disproportionate to trigger/s; increasingly withdrawn; feelings of worthlessness; lack of internal locus of control; persistent learned helplessness.		
Withdrawing/disengaging	Rarely joins in activities or interacts with others.	Rarely joins in tasks or activities; frequently hides, ignores or does not respond to adults or peers.		Frequently: refuses to attend school; lacks enthusiasm to complete tasks or join in activities; leaves class; avoids adults and peers; compulsive gaming impacting daily functioning (eg social relationships, schooling, adequate sleep).	Frequently: engages in tasks or activities other than those set, avoids peers, leaves class; refuses to attend school; poor academic progress in most subjects; compulsive gaming impacting daily functioning (eg social relationships, schooling, adequate sleep).	
Verbally aggressive behaviours	Toddlers using extreme language eg adult language or swearing.	Rarely speaks respectfully to peers or adults; targeted disrespectful comments (eg homophobic, racist).	Rarely speaking respectfully to peers or adults; targeted disrespectful comments (eg homophobic, racist).	A pattern of use of threatening language; rarely communicating respectfully with adults or peers; targeted disrespectful comments (eg homophobic, racist).	A pattern of use of threatening language; rarely communicating respectfully with adults or peers; targeted disrespectful comments (eg homophobic, racist).	
Aggressive/Antisocial behaviours	Inflicting serious harm to animals or younger children.	Inflicting serious harm to animals or other children.	Inflicting serious harm to animals or children; chronic reliance on lying; lack of empathy.	Pattern of physical aggression or damaging property; deceitful conduct (stealing, cheating, lying); lack of empathy.		
Disruptive behaviours				Disruptive behaviours that provoke anger and aggression in others and places the child/young person in unsafe interactions with others.		

