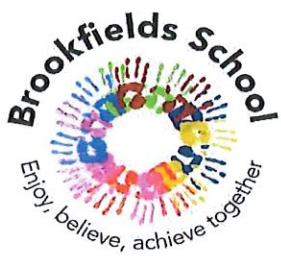


Understanding and Supporting your child's behaviour.

A positive and proactive approach.



TASK ONE.

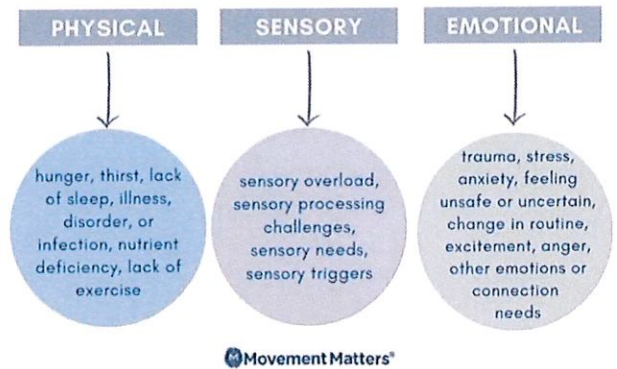


In parenting, when you pick your battles, you have fewer battles to fight.

-Mirin Durnell

WRITE DOWN ONE BEHAVIOUR THAT YOUR CHILD CURRENTLY DISPLAYS, THAT YOU WOULD LIKE HELP WITH.

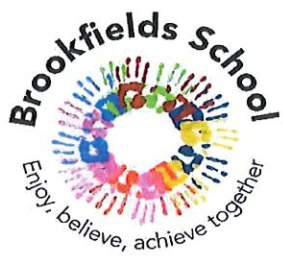
REASONS BEHIND DYSREGULATION



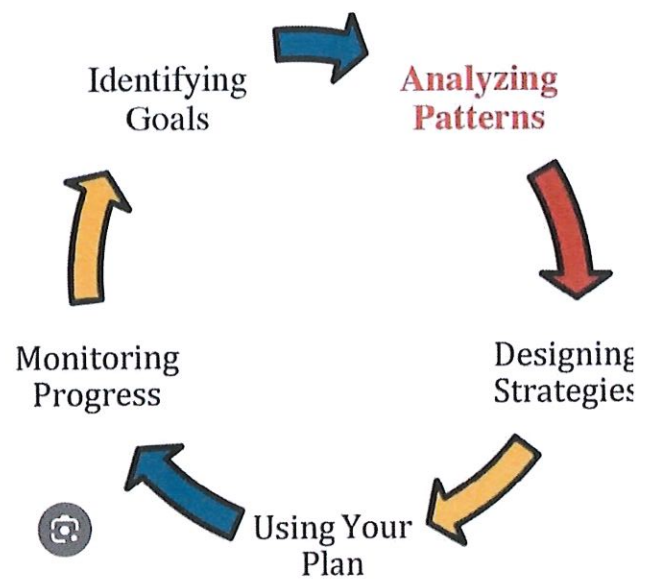
TASK 2.

WRITE DOWN WHICH OF THE REASONS FOR BEHAVIOUR FROM THE PREVIOUS SLIDE MIGHT BE RELEVANT TO THE BEHAVIOUR YOU IDENTIFIED IN YOUR CHILD IN TASK 1.

- UNWELL
- GETTING SOMETHING OUT OF THE BEHAVIOUR – RESPONSE FROM ADULT / RESULT OF THEIR ACTIONS.
- TRYING TO AVOID SOMETHING
- COMMUNICATING A FEELING E.G. FRUSTRATION OR STRESS
- FINDING THE SENSORY WORLD DIFFICULT OR ENJOYABLE



TASK 3.



USE THE STAR APPROACH SHEET TO DOCUMENT TIMES WHEN YOUR CHILD HAS DISPLAYED THE BEHAVIOUR YOU IDENTIFIED IN TASK 1.

STAR Approach – behaviour analysis chart

Sheet no _____ Child's name/initials _____

Date & time	Setting	Trigger	Action	Result	Initials of staff

A STAR analysis is a helpful way of assessing what happens before, during and after an episode of unacceptable behaviour, and is similar to an ABC chart. The STAR framework was set up by the National Autistic Society to reduce the behavioural problems that so many parents of children with an autistic spectrum disorder face. The STAR approach focuses on those with an autistic spectrum disorder rather than children with general behavioural difficulties, although it can still be helpful for this group. The basis of the STAR approach is that all episodes of problem behaviour need to be seen as actions with a purpose to receive a specific response.

STAR stands for:

Setting Trigger Action Result

Setting

This is something critical but often underestimated. These are the contexts in which the unacceptable behaviour takes place. Considering, and if needed adjusting, the setting where the behaviour takes place is important, and can also work as a way of preventing particular behavioural difficulties.

Trigger

These are the signals or stimuli that 'set off' a specific action, occurring immediately before the episode of unacceptable behaviour. Reasons that trigger sets of the behaviour may include:

Expressing a need – for example, smelling dinner cooking might signal food to a hungry child

Expressing something the child does not want – for example, seeing a spider nearby triggers a wish to avoid it, or wearing a particular outfit could trigger the need to avoid something the child finds too difficult, such as a family gathering or somewhere new.

Emotional overload – something relatively insignificant triggers the feeling that this is 'the last straw'.

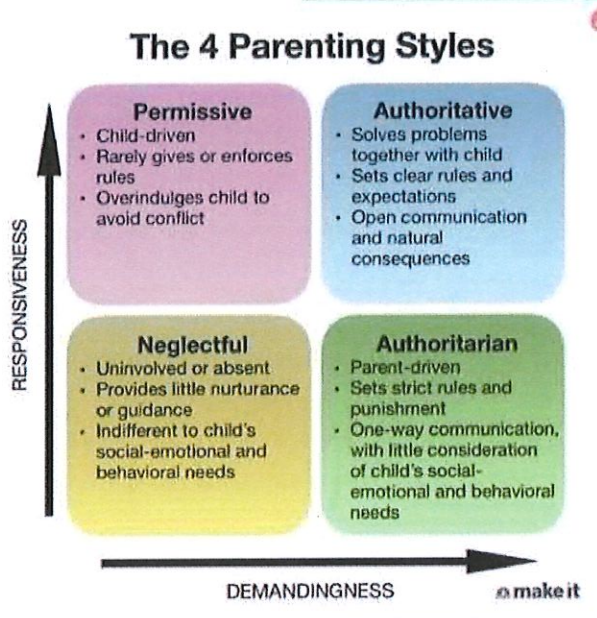
Action

Action is the behaviour that actually happens and is a very important part of the chart.

Result

These are the events that follow an action, and are often the part of the process that can be controlled. Response to an action can indicate the appropriateness of an action and influence the likelihood that the child will do the same thing at some point in the future.

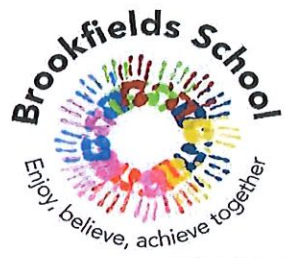
TASK 4.



CONSIDER WHAT YOUR USUAL RESPONSE TO YOUR CHILD'S BEHAVIOUR LOOKS LIKE.

WRITE DOWN A MANTRA YOU COULD USE TO HELP INVOKE A MORE LOW AROUSAL RESPONSE.

WHAT WOULD YOUR LOW AROUSAL APPROACH LOOK LIKE?



TASK 5.

Sensory/Movement Breaks	Advanced notice of changes in routine
Visual Schedules	Allow for wait time
Provide written instructions	Chunking of work
Clear, concise directions	Access to calming area
Give choices when possible	Directly teach self advocacy skills

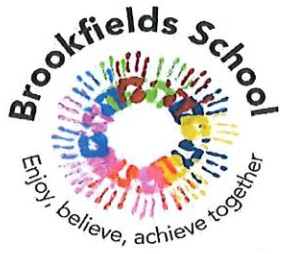
 Mrs. SPEECHIEP

THINKING ABOUT YOUR ANSWER TO TASK 1, WRITE DOWN SOME CHANGES YOU COULD MAKE TO THE 3 E'S TO HELP SUPPORT YOUR CHILD THE NEXT TIME THEY ARE IN A SIMILAR SITUATION.

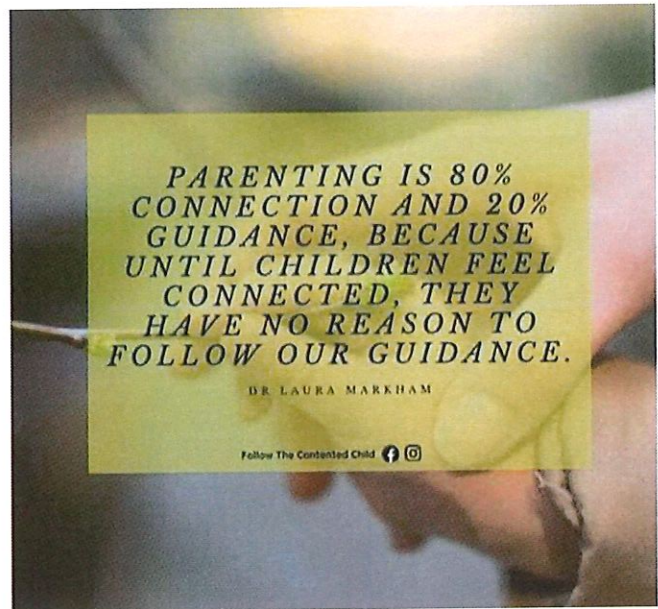
ENVIRONMENT

EQUIPMENT

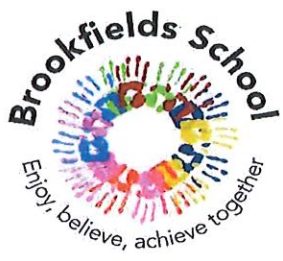
EXPECTATION



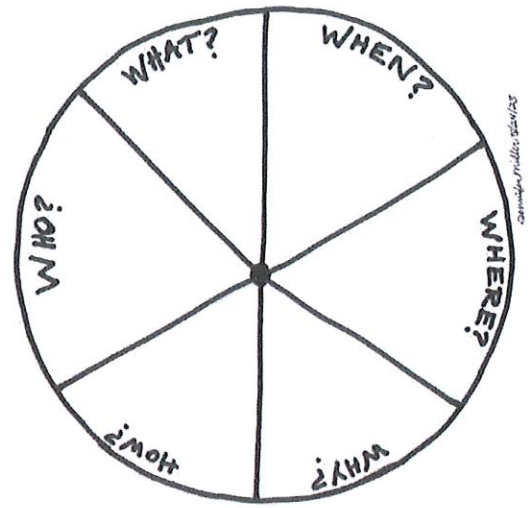
TASK 6.



THINK OF ANY JOINT INTERACTION ACTIVITIES YOU
ALREADY INITIATE WITH YOUR CHILD.
PLAN AN ADDITIONAL ONE TO START USING
TOMORROW.



TASK 7.



WHAT OTHER FACTORS MIGHT INCREASE YOUR CHANCES OF SUCCESS IN REDUCING THE INTENSITY AND FREQUENCY OF YOUR CHILD'S BEHAVIOURS?

IF YOU HAD A MAGIC WAND, WHAT WOULD HELP?