

Use visual timetable; first, then boards.

Keep things predictable.

Calm area / 'safe' area.

Change of environment (eg. go outside)

Get to know the child's likes + dislikes

Keep a STAR Observation
Chart

Record triggers

Provide a quiet area - change
the environment

Make a home visit to see what
is different / what works well

Identify good times + what is
different from the triggers

Avoid the triggers if possible

Ensure all staff are on board.

Set up a Changing Behaviours
Chart + MAOs.

SEYST ← ^{Portage}
ES
SEIT

Local Offer

Social Care

Have a knowledge of family situation / close liaison with family

SALTs / H.V. / Physiotherapists
Children's Centres

Paediatricians

Specialist Teaching Team

EYQIT

Charities

EYIF

Toy Library

EHCP

Staff skills

DAF

Training

EYFP

What are the triggers

Find out more about his background.

liaise more closely with family.

Find out what's different at home

STAR chart → Changing Behaviours Chart.

Find out what makes the child feel secure.

Use visuals to support language

ECAT Monitoring Tool.

Get down to the child's level to see things from their perspective.

Access to SETTs

HV

EHCP

SALTs / Health

EYAs

LOCAL

OFFER

Paediatrician

E.P.

Specialist Teaching Team

Local Area Team

Toy Library

Staff skills / training

Fundraising

EYIF

EYPP

DAF

Charities

Local businesses