

# The Impairment of Imagination

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Tools



## Tool 1: Daily Diary

Today is:

Monday      Tuesday      Wednesday  
Thursday      Friday  
Saturday      Sunday

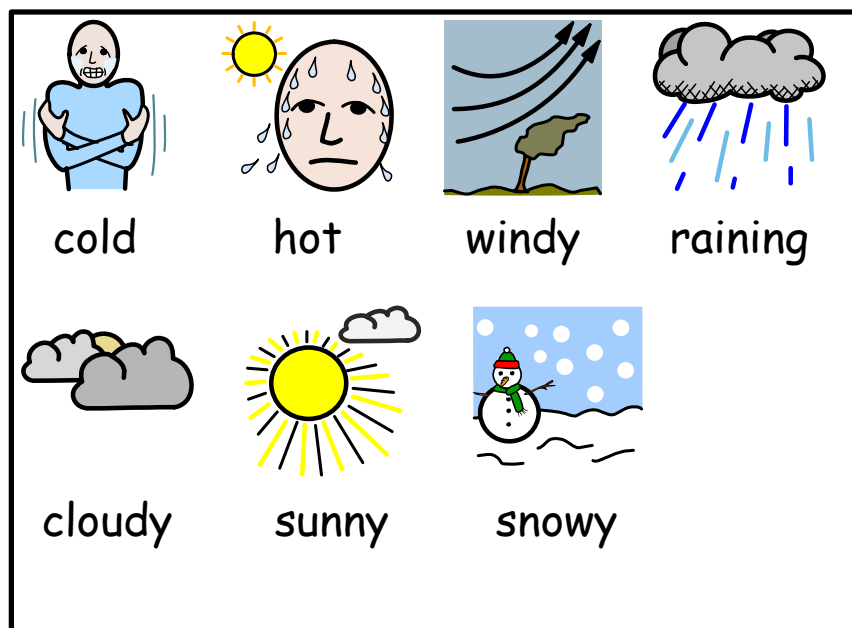
The date is:

1 2 3 4 5 6 7 8 9 10 11  
12 13 14 15 16 17 18 19 20  
21 22 23 24 25 26 27 28  
29 30 31

The month is:

January      February      March  
April      May      June      July  
August      September      October  
November      December

The weather is:





### Tool 3: Arrival routine timetable



Library



Mrs Jones



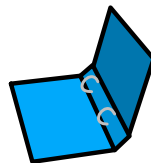
Books



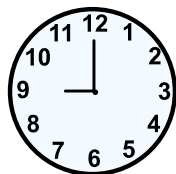
Board Games



Special



Folder



9am



Classroom

# Thursday 8th April

## Morning

Circle time

Work 1 2 3

Play with Lego

Read "Where's Floppy"

Snack

Playtime

Painting

Number Sheet 1

Lunch

## Afternoon

Circle time

History Sheet 3

Story time

Choosing time

Circle time

Home

## Tool 7: Independent work timetables



Independent

(ABC)

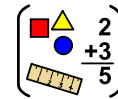
English



work



Independent



Maths



work

1

1

2

2

3

3



Adult



check



Adult



check

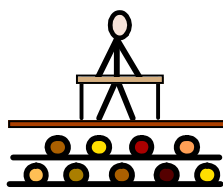


Finished



Finished

## Tool 10: Structure transitions

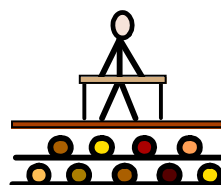


Assembly



Walk

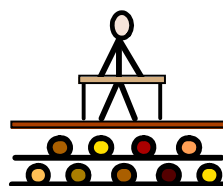
to



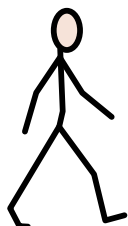
assembly



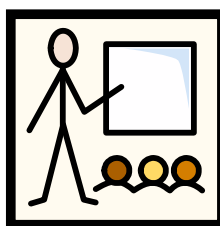
Sit



assembly



Walk



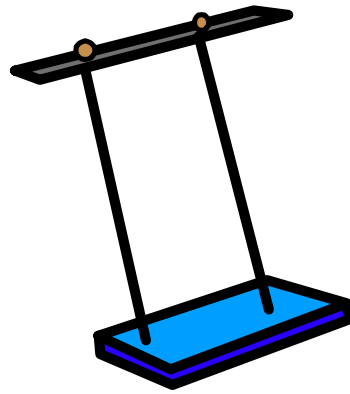
classroom



Well done

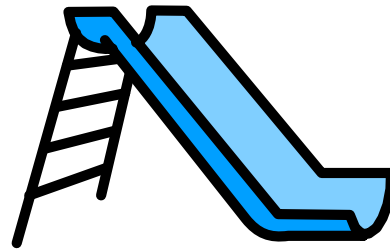
Tool 12: Structure leisure times: Playtime activity schedule

1



Swing

2



Slide

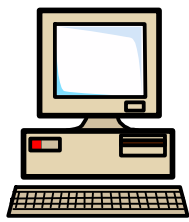
3



Football



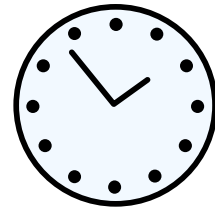
Tool 13: Structure leisure times: Golden time/ "choose time" choice boards



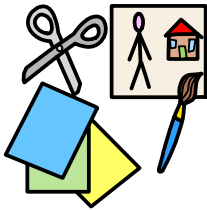
Computer



Relaxing



time



Craft



DVD



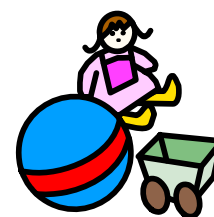
Run



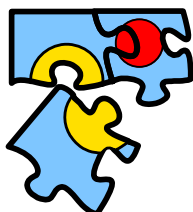
Music



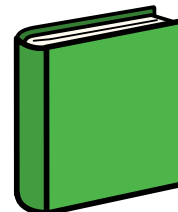
Football



Toys

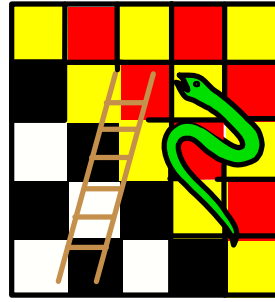


Puzzle



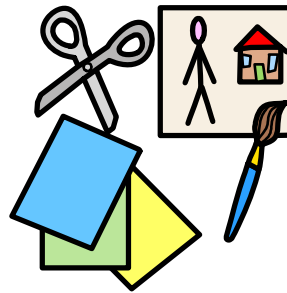
Book

1



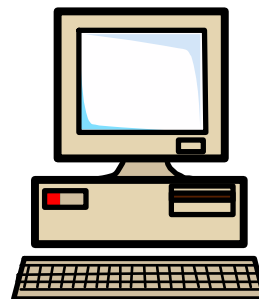
Board game

2



Craft

3



Computer

I am working with:

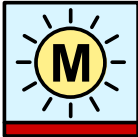
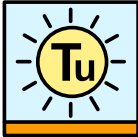

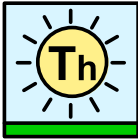



**Morning**

Insert photo of staff member

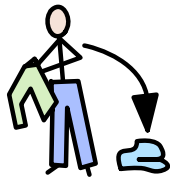
**Afternoon**

Insert photo of staff member

## Tool 15: Weekly home charts

 <p>Monday</p>	
 <p>Tuesday</p>	
 <p>Wednesday</p>	
 <p>Thursday</p>	
 <p>Friday</p>	
 <p>Saturday</p>	
 <p>Sunday</p>	

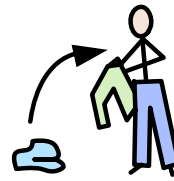
## Tool 16: Jigs



Take off



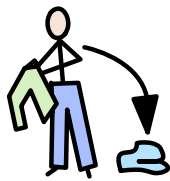
T Shirt



Put on



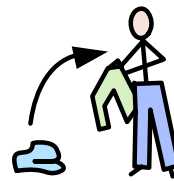
shirt



Take off



shorts



Put on



socks



T Shirt



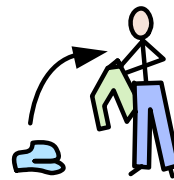
shorts



in



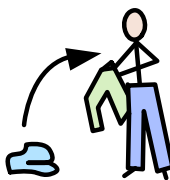
bag



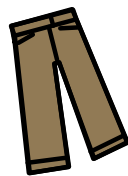
Put on



Shoes

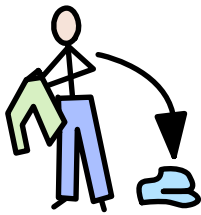


Put on



trousers

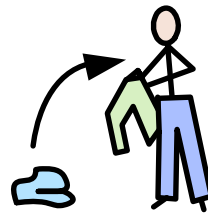
Tool 16: Jigs



Take off



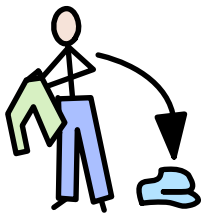
shoes



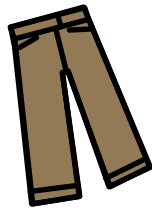
Put on



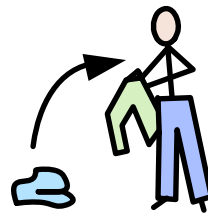
shorts



Take off



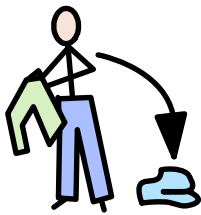
trousers



Put on



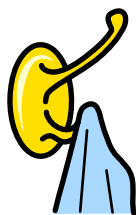
trainers



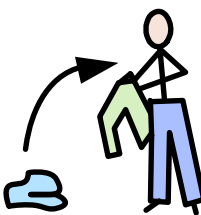
Take off



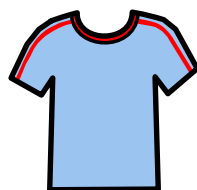
shirt



Hang clothes on peg

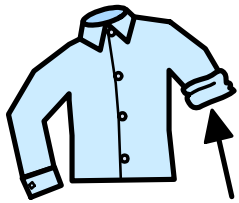


Put on



T Shirt

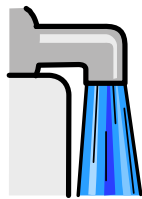
## Tool 16: Jigs



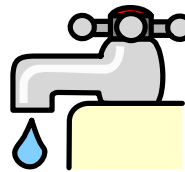
Roll up sleeves



Rinse hands



Tap on



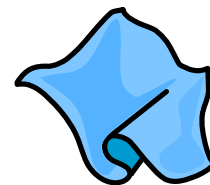
Tap



off



Wet hands



Paper Towel



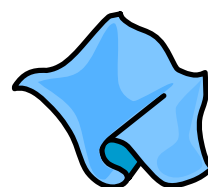
Soap



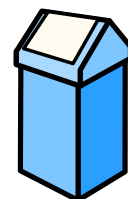
Dry hands



Rub hands



Paper towel

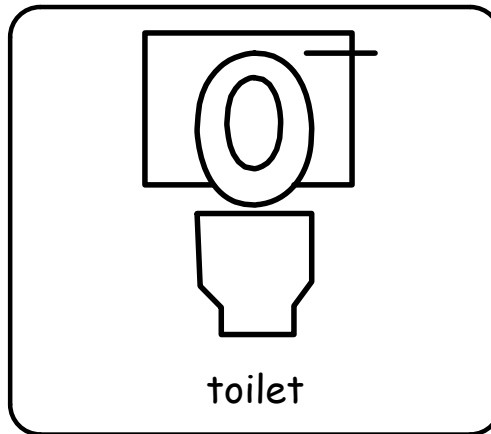


bin

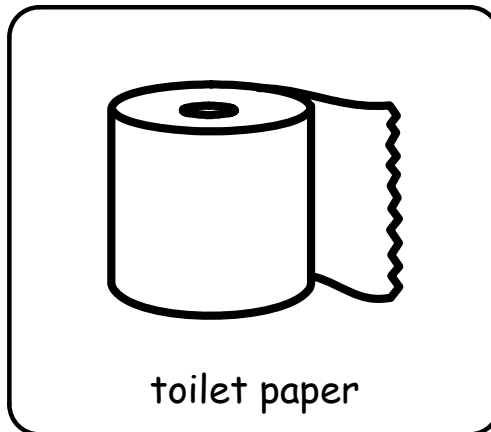
## Tool 16: Jigs

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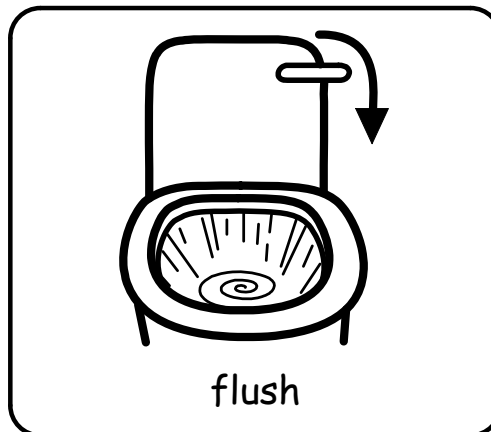
1



2



3

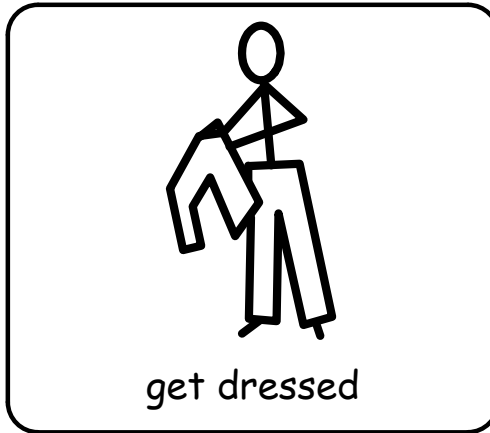


4

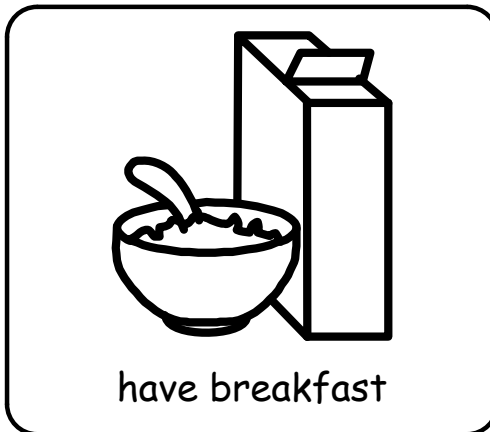




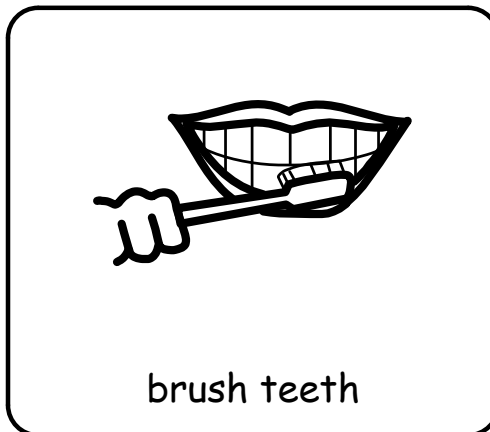
1



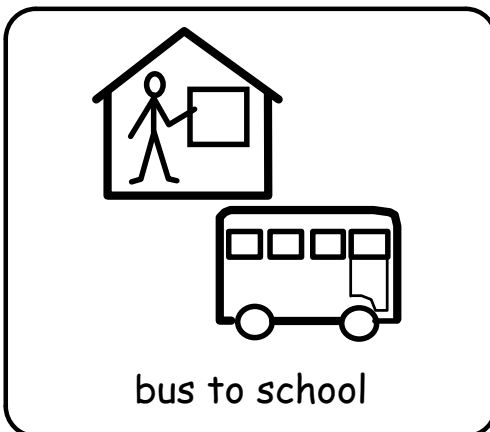
2



3

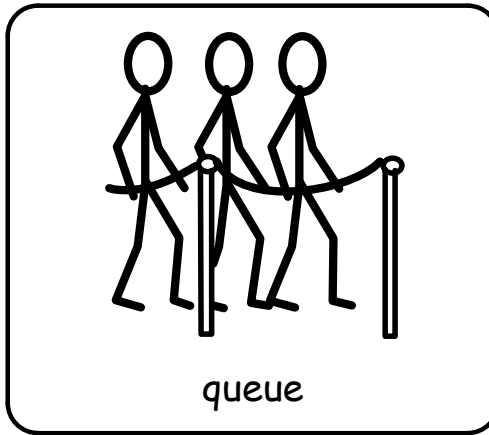


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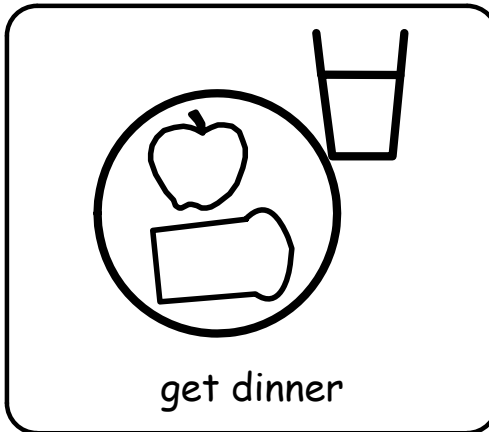


## Tool 16: Jigs

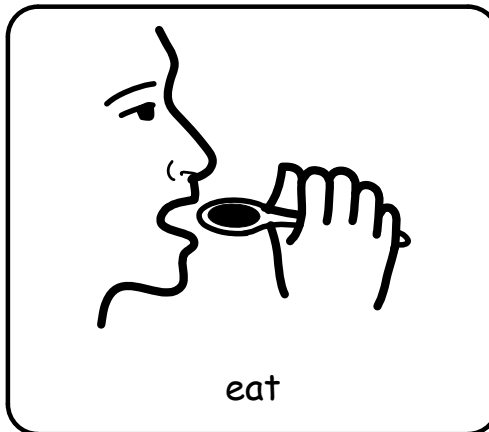
1



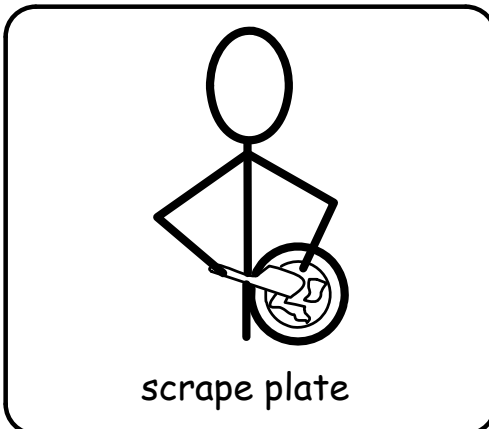
2



3



4



## Homework checklist

I have homework for:	<u>Subject</u>	<u>Details</u>	<u>Finished?</u>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
I need to remember:			

## Tool 20: Prompt cards

---

### **If I can't find my way to class**

- I will get my map in my filofax and try to work it out
- I will try to ask someone in my class
- I will ask a teacher or the secretary in the office

### **If I arrive late**

- I will go to the office and tell the secretary I have arrived at school
- She will mark the register
- I will go to my lesson

### **If I forget my homework**

- I will tell my form tutor
- I will tell the subject teacher when I get to the lesson
- The teacher will tell me where to put my homework when I bring it in tomorrow

### **People who can help me**

- **Mr Davis** – form tutor
- **Mrs Singh** – SENCO
- **Miss Robbs** – LSA
- **Jason** – mentor
- **Miss Everson** – secretary

### **If I forget my apron**

- I will tell my form tutor
- I will tell the subject teacher when I get to the lesson
- The teacher will let me borrow a spare apron

### **If I forget my lunch**

- I will tell my form tutor
- The teacher will call my parents who will bring in my lunch
- I can then eat my lunch at lunch time

### **If I forget my PE kit**

- I will tell my form tutor
- I will tell the subject teacher when I get to the lesson
- The teacher will let me borrow a spare PE kit or ring my parents who will bring it in.

### **If my mummy is late**

- I will tell my form tutor
- My form tutor will ring my mummy
- I will wait in the classroom with Mrs Jones
- We will play games while we wait
- Mummy will come to pick me up soon

## Tool 21: First/then boards

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**First**

Insert activity

**Then**

Insert activity

This is the deal



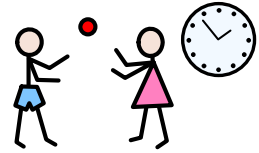
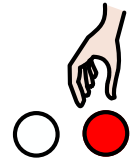
# The Impairment of Communication

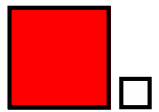

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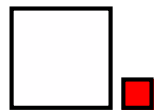

Tools

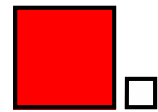
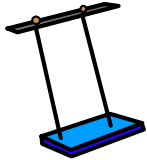


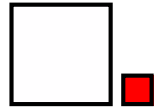
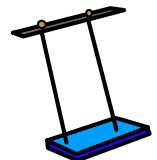
# Tool 1: Support pupil communication: Playground communication boards

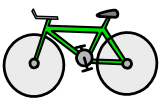
   
Playtime Choices

   
big climbing frame



   
small climbing frame

   
big swing



   
small swing

  
bicycle

  
Hanging bars

 +   
throw and catch

  
football

   
sit on bench

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## Tool 2: Support pupil communication: Alone cards

---



Please leave me alone for now.  
I might feel better later



You can talk to me now. I feel  
better.



Please leave me alone for now.  
I might feel better later.



You can talk to me now. I feel  
better.

## Tool 2: Support pupil communication: Alone cards

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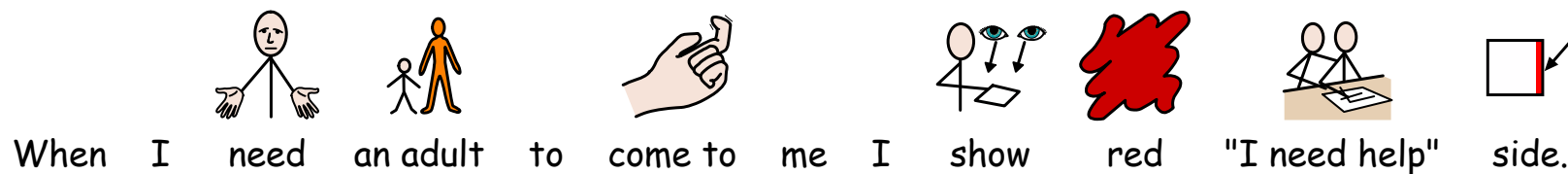
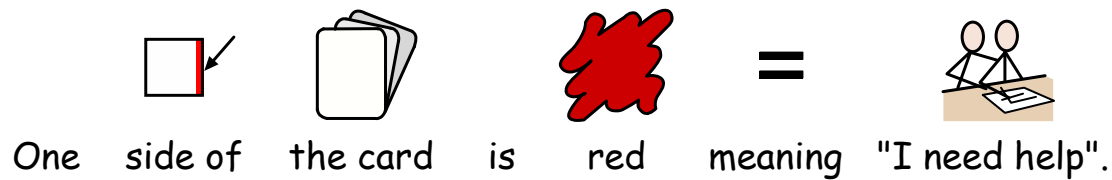
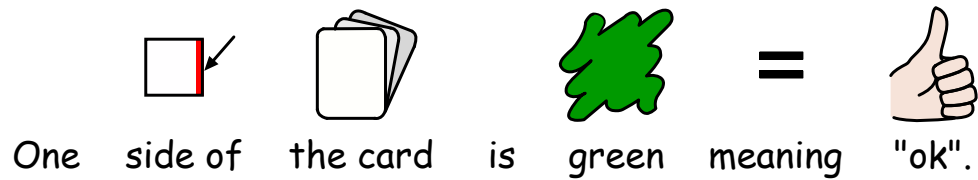
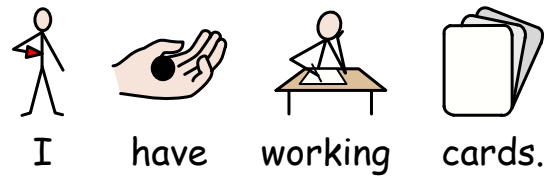
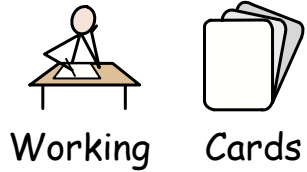
Please leave me alone for now.  
I might feel better later

You can talk to me now. I feel  
better.

Please leave me alone for now.  
I might feel better later.

You can talk to me now. I feel  
better.

### Tool 3: Support pupil communication: Independent working cards



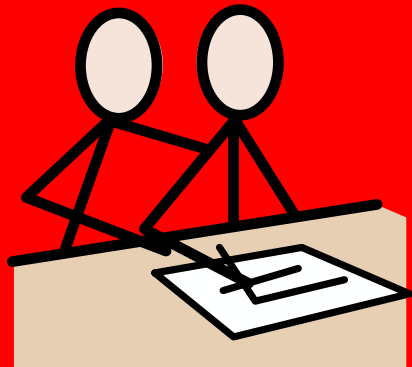
### Tool 3: Support pupil communication: Independent working cards



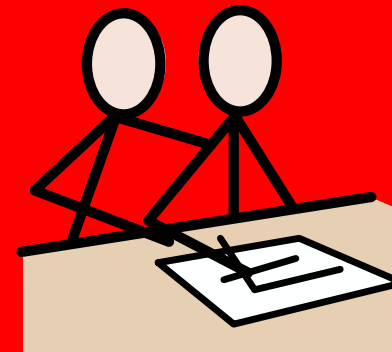
ok



ok



I need help



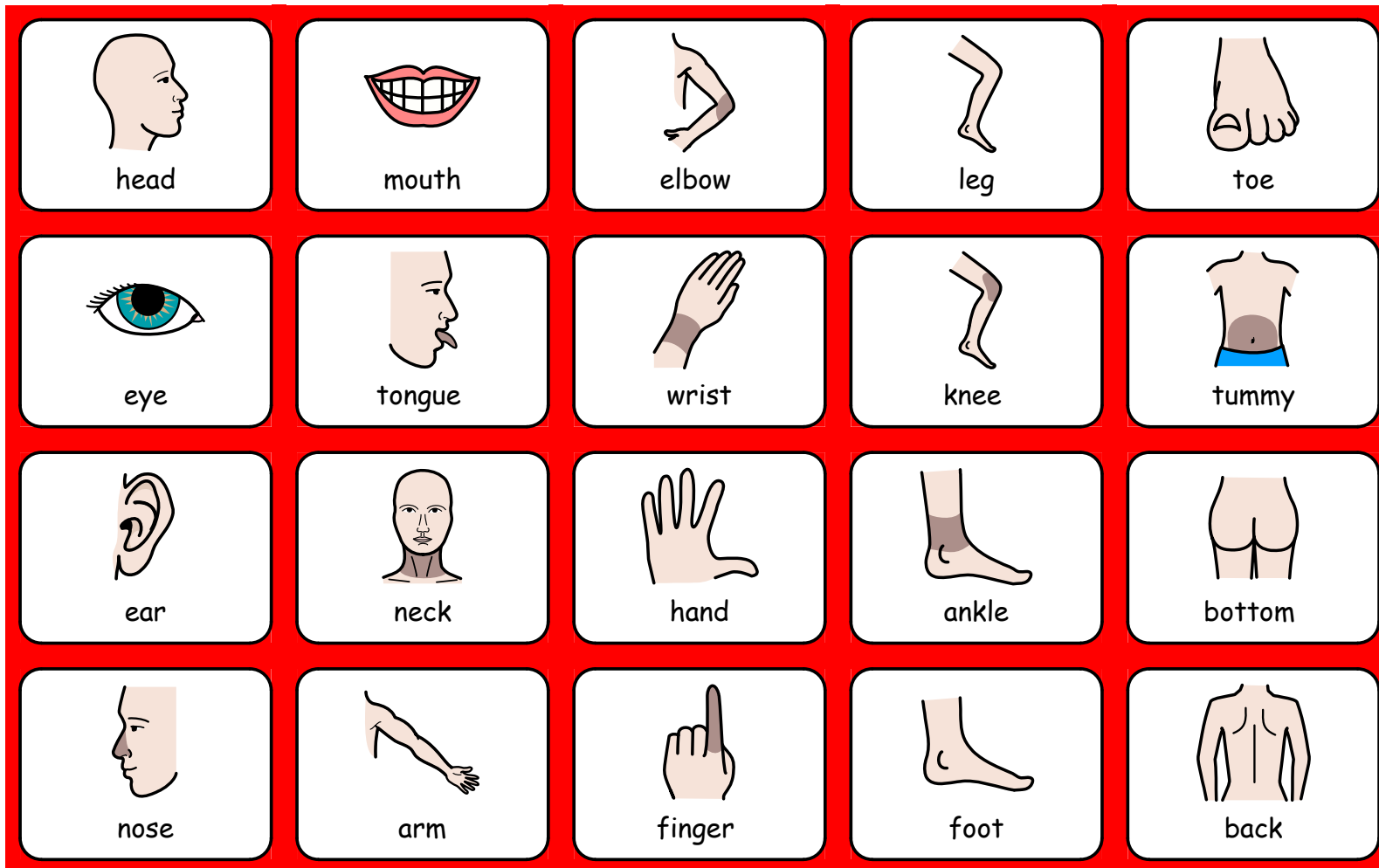
I need help

## Tool 4: Support pupil communication: Traffic light systems

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## Tool 5: Support pupil communication: Hurt boards



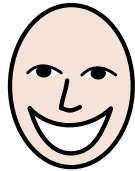
## Tool 6: Support pupil communication: Feelings boards



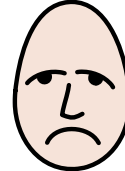
I



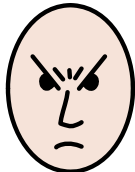
feel



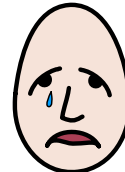
Happy



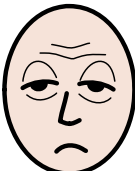
Sad



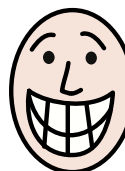
Angry



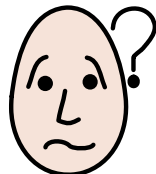
Upset



Tired



Excited



Confused

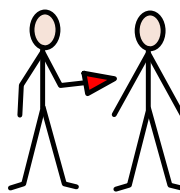


Frustrated



How

do

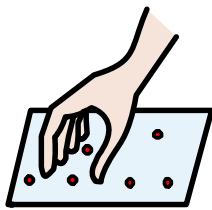


you



feel?

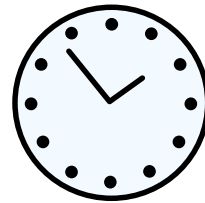
## Tool 7: Support pupil communication: I want boards



Choose



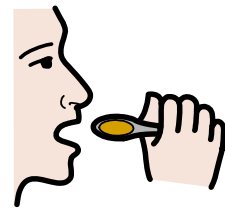
Relaxing



time



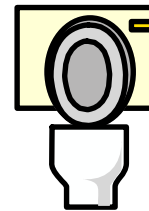
Drink



Eat



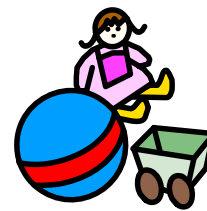
Run



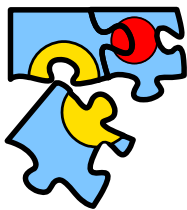
Toilet



Help



Toys



Puzzle



Book

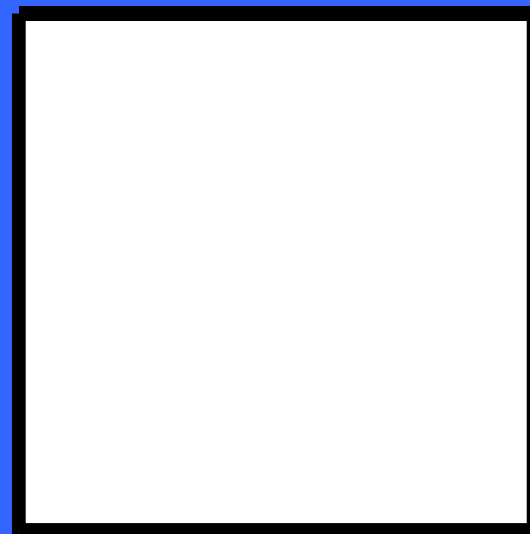
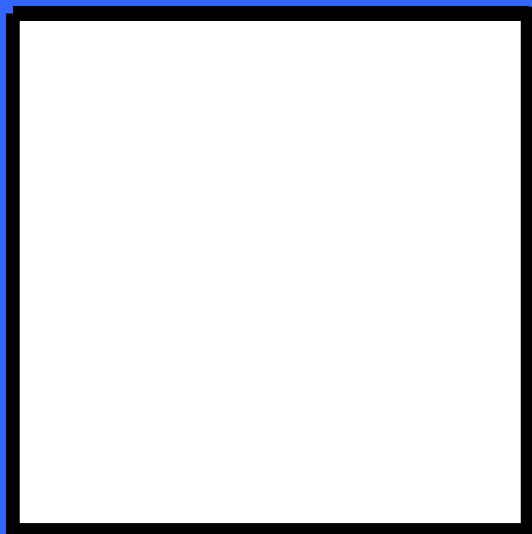


## Tool 7: Support pupil communication: I want boards

---

I want

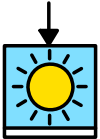
Insert chosen items



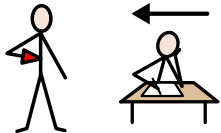
## Tool 8: Support pupil communication: Pupil evaluations

Name:

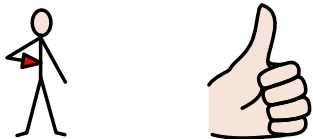
Date:



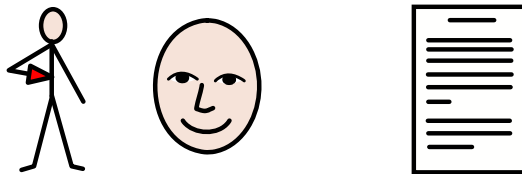
Today is



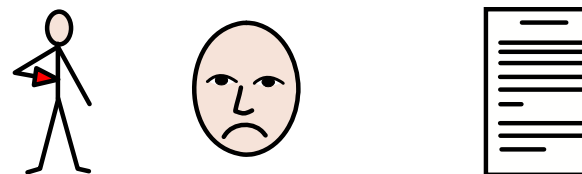
I worked hard in



I did well in



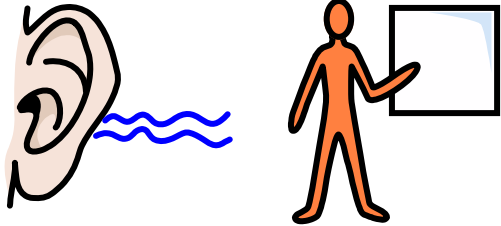
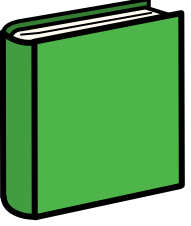


I like my work

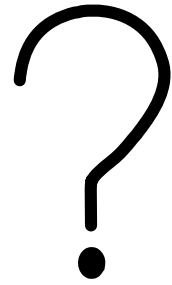


I don't like my work

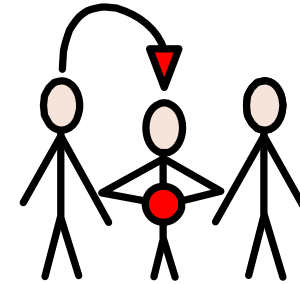
## Tool 10: Support adult communication: Symbol sequences

 <p>Coat on peg</p>	 <p>Sit at desk</p>
 <p>Unpack bag</p>	 <p>Read</p>
 <p>Lunch box on lunch trolley</p>	 <p>Listen for teacher</p>
 <p>Homework in tray</p>	
 <p>Choose book</p>	

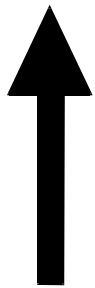
## Tool 12: Portable communication symbols



Question



My Turn



Raise



Hand

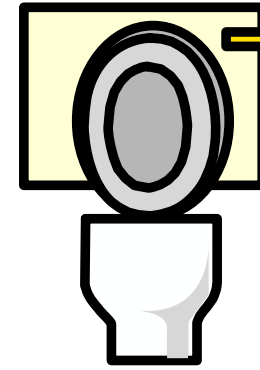


Help

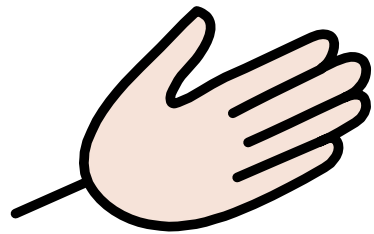
## Tool 12: Portable communication symbols



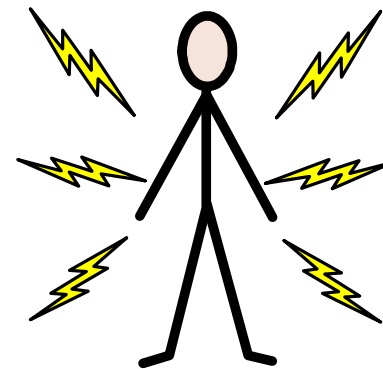
Drink



Toilet



Help

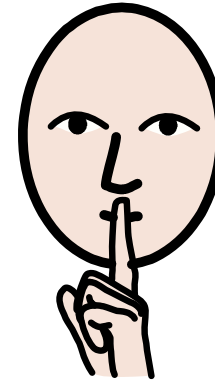


Hurt

## Tool 12: Portable communication symbols



Finish



Quiet

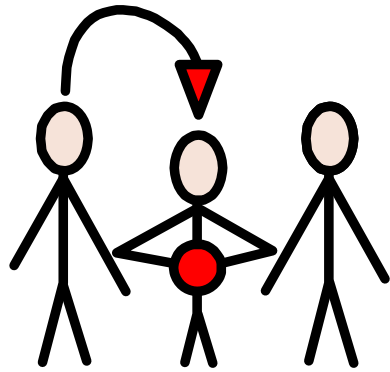


Stop

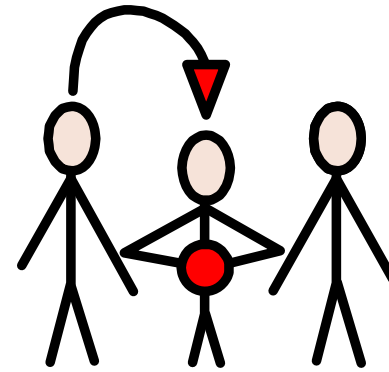


Listen

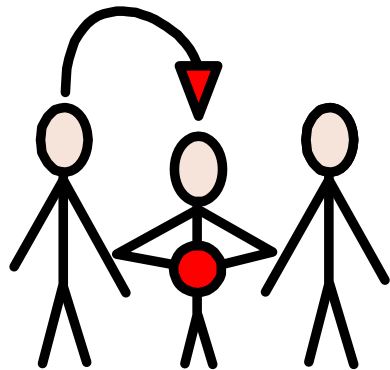
Tool 13: My turn cards



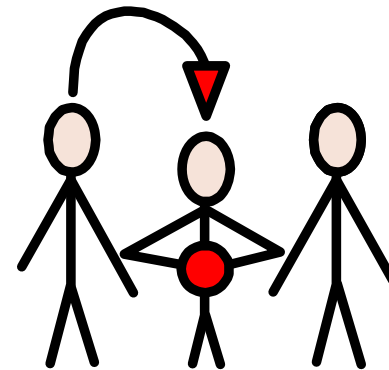
My turn



My turn



My turn

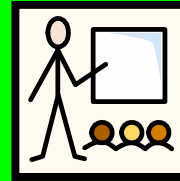


My turn

## Tool 14: Appropriate voice level boards



quiet voice



classroom



shops



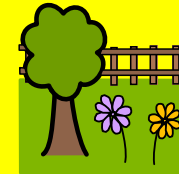
inside



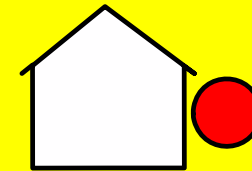
big voice



playground



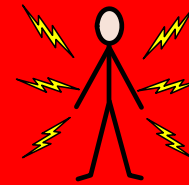
garden



outside



shouting



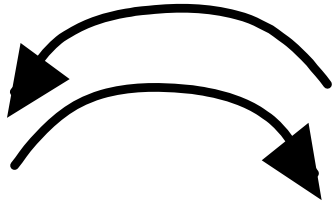
hurt



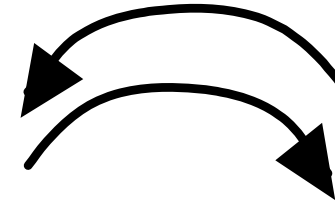
danger



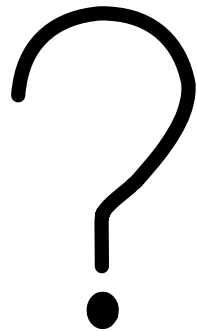
## Tool 15: Change symbols



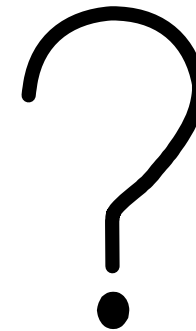
Change



Change

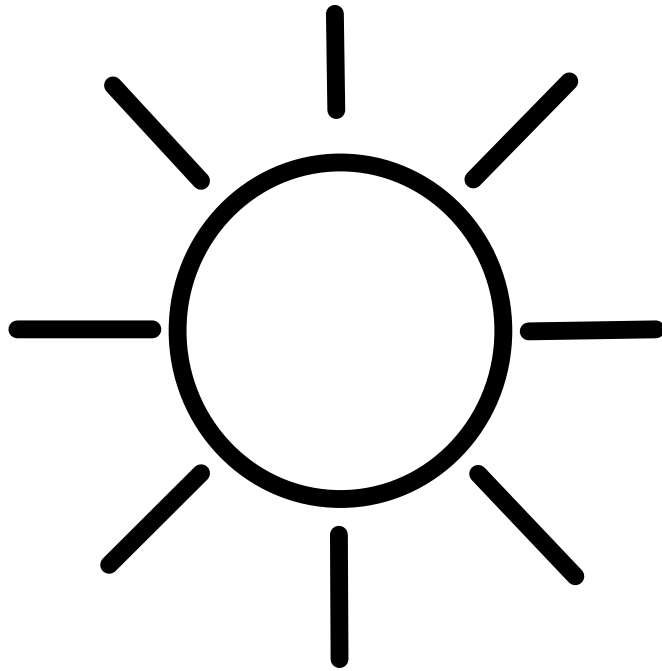


Unknown

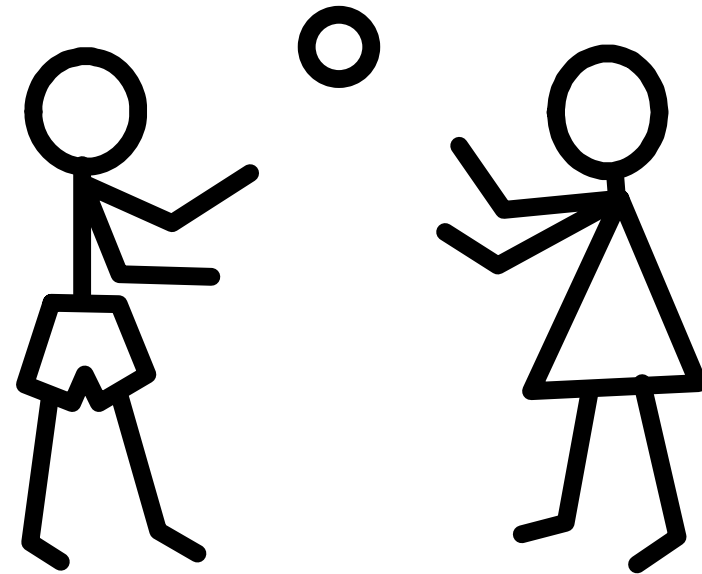


Unknown

## Tool 16: Use visual support around the school



Outside

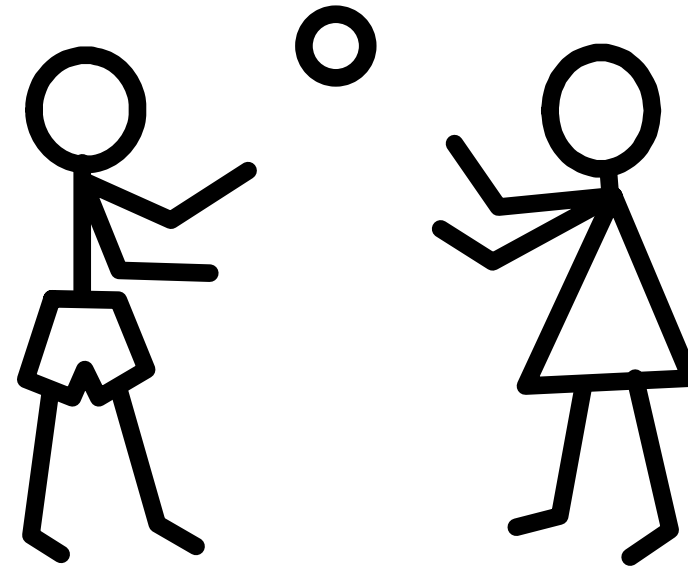


play

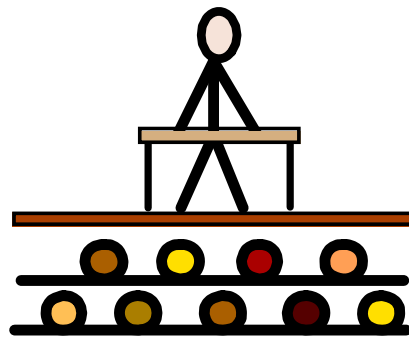
Tool 16: Use visual support around the school



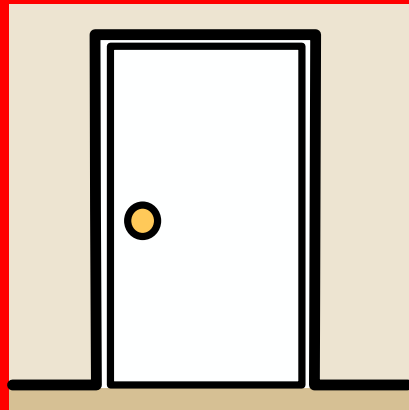
Wet



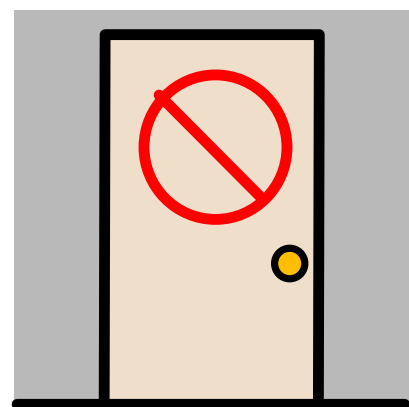
play



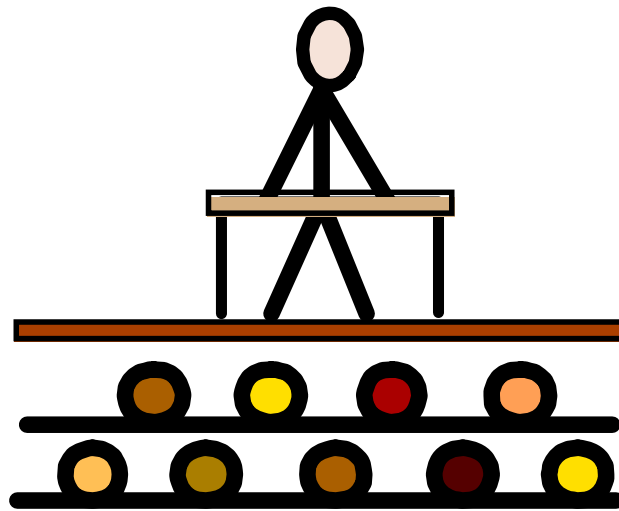
Assembly



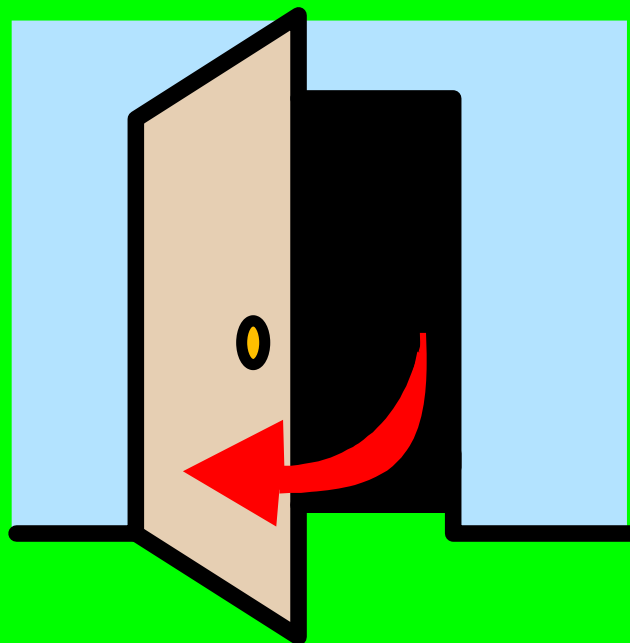
Closed



No entry

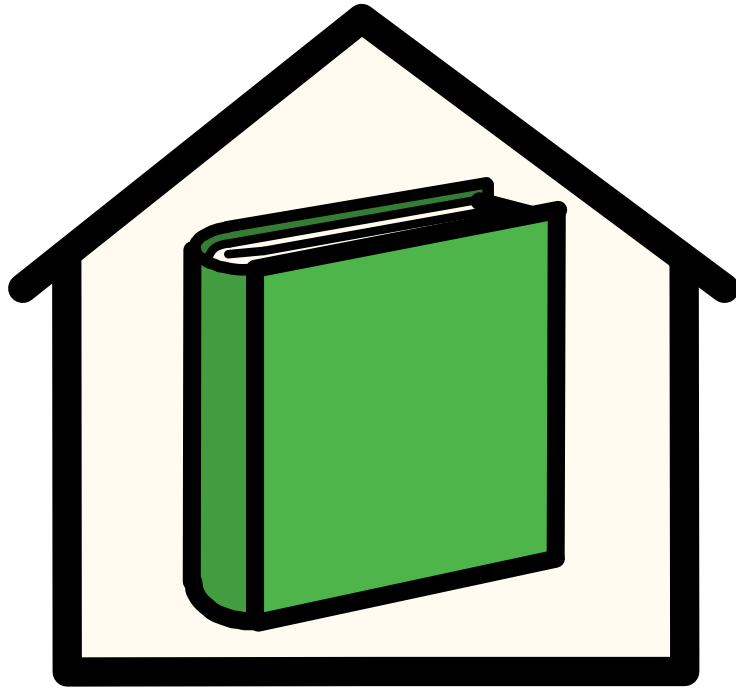


Assembly



Open

## Tool 17: Access boards

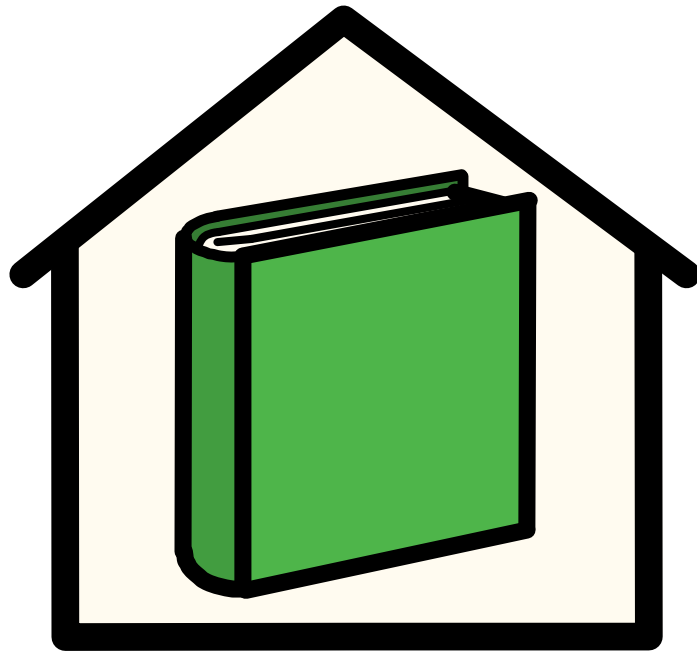


Library



Open

## Tool 17: Access boards



Library



Closed

Good body language

Sitting up straight

Hands still

Facing the person speaking to you

Making eye contact

Bad body language

Looking away

Your back to the person speaking to you

Slouching

Fidgeting



## Tool 19: Information sharing: Autism card

---

<p>This young person has autism. Autism is a lifelong developmental disability that affects social and communication skills. People with autism may behave unpredictably as a result of their difficulty in understanding language ad social situations.</p> <p>Please help by being understanding, patient and showing tolerance.</p>	<p>Insert photo of child</p>
<p>This young person has autism. Autism is a lifelong developmental disability that affects social and communication skills. People with autism may behave unpredictably as a result of their difficulty in understanding language ad social situations.</p> <p>Please help by being understanding, patient and showing tolerance.</p>	<p>Insert photo of child</p>
<p>This young person has autism. Autism is a lifelong developmental disability that affects social and communication skills. People with autism may behave unpredictably as a result of their difficulty in understanding language ad social situations.</p> <p>Please help by being understanding, patient and showing tolerance.</p>	<p>Insert photo of child</p>

## Tool 20: Information sharing: Pupil profiles

### Puzzle Pre-school

Date: Summer 2009

Name:

D.O.B. - ( 4 yrs 6 mths)

#### Communication

Phrase 6. Large vocabulary, many words now very clear. Commenting as works, plays and interacts.

Phrased speech emerging. Extend to 2 and 3 word phrases. 3 key word understanding.

Uses signs to make himself understood

Continue oro-motor work

#### Self - help

##### Toileting

Is now toilet trained. **Needs to be prompted regularly** - he will often refuse - use the 1<sup>st</sup> and then strategy e.g. 1<sup>st</sup> toilet then snack etc

Encourage to use PECS to request - initially model for him.

Some self-help e.g. shoes, hat

Photo

#### Food / drink

Likes most food including fruit.

Uses open cup

#### Safety management

Receptive to adult requests / guidance.

Still has little awareness of danger.

Care climbing and building towers on soft play.

#### Medical

Allergies

No known allergies

#### Play

Fascination with water

Like being outdoors - esp. trampoline

Windmills, cars, teddy bears,

Dolls house - likes to place items (take in or out)

Some imaginative play.

#### Special Interests

Likes: train set, cars, wearing hats, ball run, Peppa Pig Rocket

Likes to colour in with pens

Likes to help with jobs

Dislikes:

Change in routine, visually inform him- and use first and then strategy

Upset by certain songs at group time.

## Tool 20: Information sharing: Pupil profiles

---

School Name

Date:

Name:

D.O.B.

Communication

Self - help

Photo

Food / drink

Safety management

Medical

Play

Special Interests

## Tool 21: Information sharing: Introduction maps

Pupil:		DOB:		Address:		Class:	
Key:							
Statemented for and date:		Strengths:		Successes:		Test Scores:	
Barriers to learning:							
Likes:		<u><i>Child's name</i></u>				Out of class learning:	
Finds it difficult:		Family situation: Home Languages: Last provision: Medical issues: Other:				Pupils preferred learning styles and their strategies:	
Emotional and Social Behaviour:		Multi agency involvement:				Teaching strategies:	

## Tool 22: Information sharing: Home school books

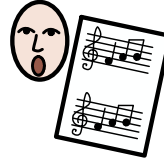
Name:

Date:

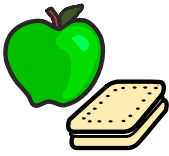
Key worker:



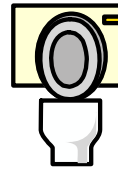
Achievements



Song/Core vocabulary



Snack



Personal Care



Story



What I did at home

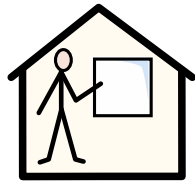
HELP

# Social Understanding

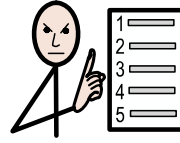
Tools



### Tool 3: Teach school rules



School



Rules



Listen

to



adults



Good



sitting



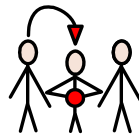
Good



waiting



Good



taking turns



Be

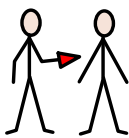
kind

to other

children

and

adults



If

you



feel

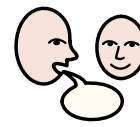


worried

or



upset,



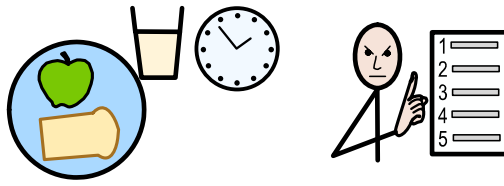
tell

an



adult

### Tool 3: Teach school rules



Lunch time

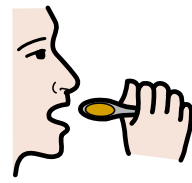
Rules



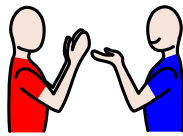
Sit down



when



eating



Be

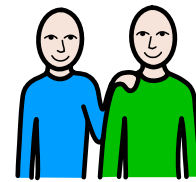
polite

to

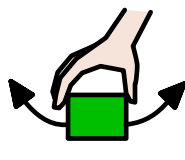


staff

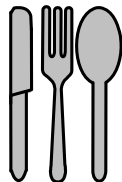
and



friends



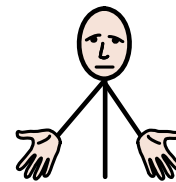
Use



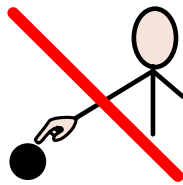
cutlery



when



needed



Don't touch

other



peoples

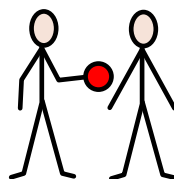


food



Eat

with



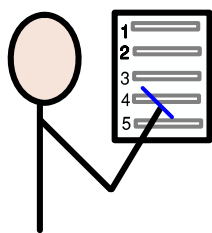
your



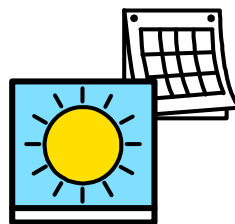
mouth closed



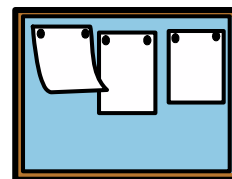
## Tool 4: Jobs boards



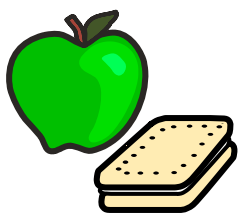
Take register



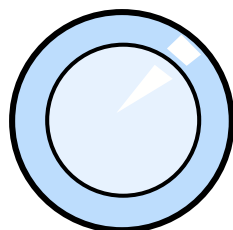
Date



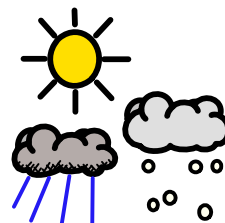
board



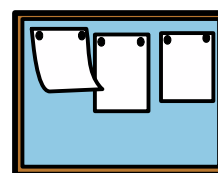
Snack



plates



Weather



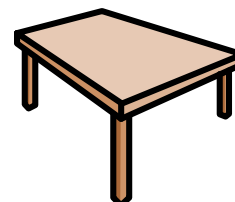
board



Wash up plates



Wipe



table

## Tool 5: Conversation cue cards

---

What is your favourite TV show?

What hobbies do you have?

What bands do you like?

Do you have any brothers or sisters?

Have you seen any good films recently?

Are you going on holiday?

What did you do at the weekend?

What is your favourite food?

What class are you in?

Do you have any pets?



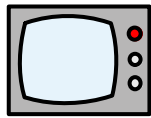
## Tool 6: Appropriate topics of conversation cards



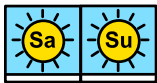
### Smart topics for conversation



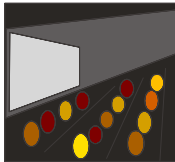
Sport



TV programmes



Weekend news



Films

and



bands



### Inappropriate topics for conversation



People



dying



Swear Words



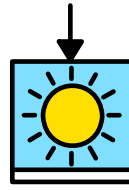
Body functions



Crime

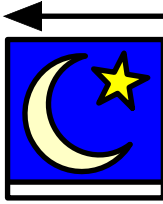
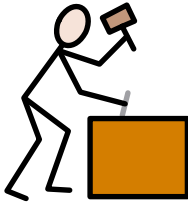
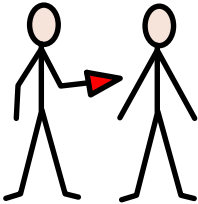

## Tool 7: Encourage questioning during social interactions

---

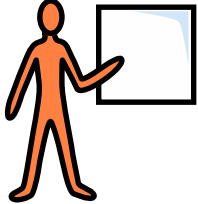

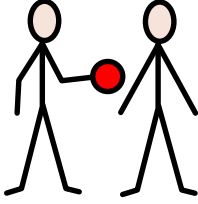
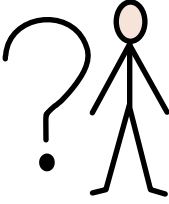


Question for today is

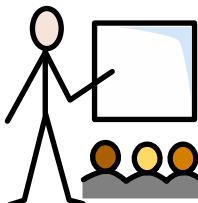

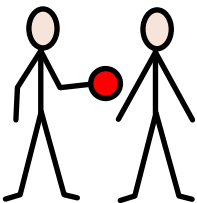

## Tool 7: Encourage questioning during social interactions




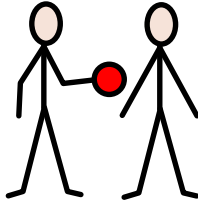

What did you do last night?



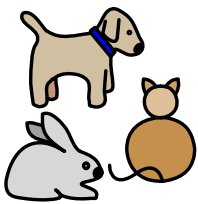
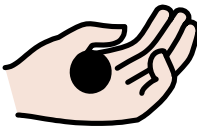
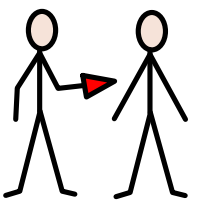

Who is your favourite teacher?



What is your favourite lesson?



When is your birthday?



Do you have a pet?

## Tool 7: Encourage questioning during social interactions



Talking to



People



When



you talk to



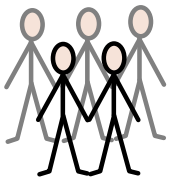
someone



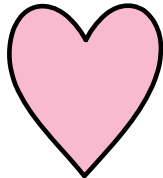
it's good



to ask questions



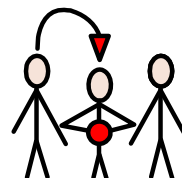
People



like



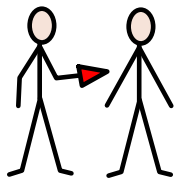
talking



if you take turns.



These are questions

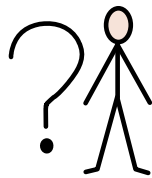


that you

can



ask.



who?



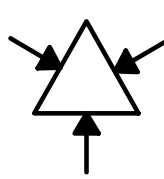
what?



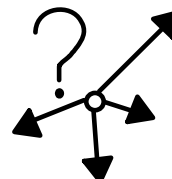
when?



why?



how?



where

## Tool 8: Repetitive question board

Insert child photo

( \_\_\_\_\_ ) question board

( \_\_\_\_\_ ) will answer my question three times.

1

2

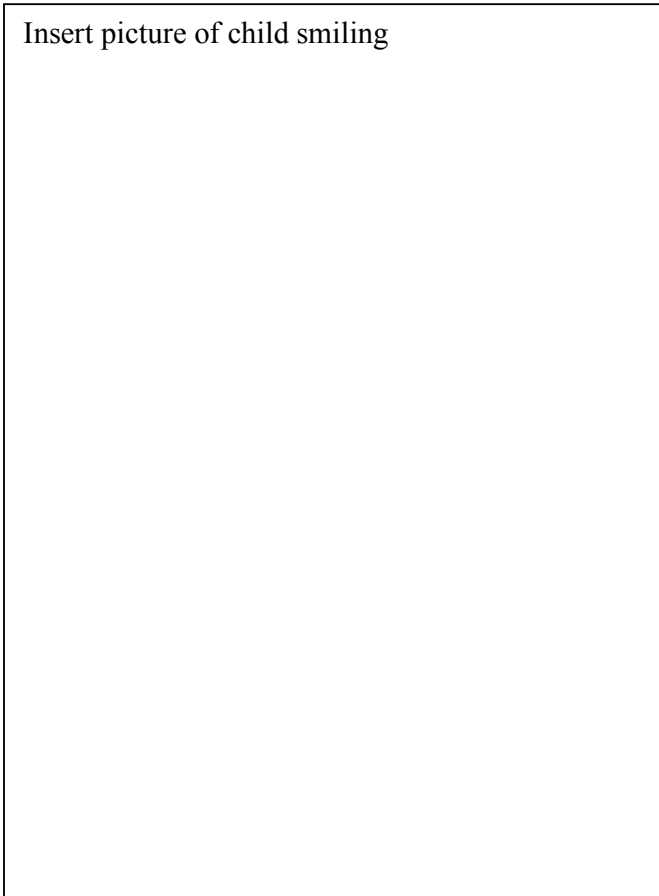
3

Now I need to think of a new question.

Name:

# Happy Book

Insert picture of child smiling



This is what my face looks like  
when I am happy



How does my face look?

My eyes are

My mouth is

My hands are

My voice sounds

# Other pictures of happy people

(Insert pictures/photos of other  
happy faces)

# Things that make me happy are

List activities/toys that the child  
enjoys

Things that make

---

happy

List activities/toys that teacher  
or mummy (if sending home)  
enjoys

# Things that make my friends happy

List activities/toys that two or  
three friends enjoy

# Sensible ways to show I am happy

Use examples such as smiling,  
laughing, telling someone, and  
singing (at break times or  
lunchtimes)

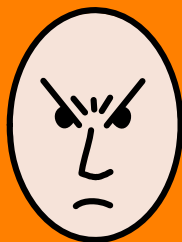
# Silly ways to show that I am happy

Use examples such as shouting,  
running in school, jumping up and  
down in class

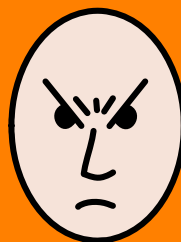
## Tool 11: Emotion scales



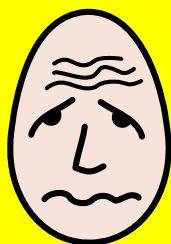
explode



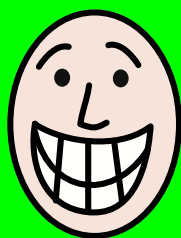
cross



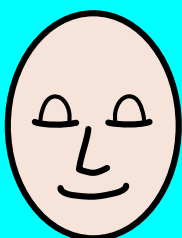
annoyed



worried



excited



calm



relaxed



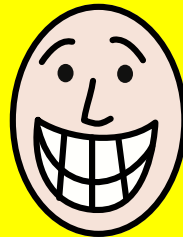
## Tool 11: Emotion scales



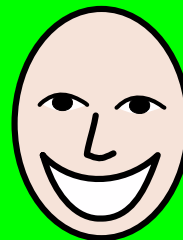
outburst



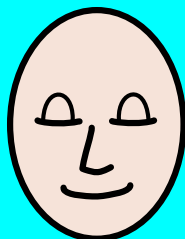
over excited



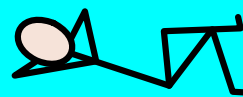
excited



happy



calm



relaxed

# Understanding how I feel

Name: \_\_\_\_\_

## Tool 11: Emotion scales

---

When I think about my favourite things I feel happy and relaxed. My feelings are at level 1.

These are some of my favourite things:

*Child/teacher to write favourite things*

## Tool 11: Emotion scales

---

Sometimes funny things or surprises happen. I get excited.  
My feelings are at 2.

I feel excited when:

## Tool 11: Emotion scales

---

Sometimes I worry too much. When I worry my feelings are at 3.

I feel worried when:

## Tool 11: Emotion scales

---

Sometimes things happen that make me feel annoyed or cross. My feelings are at 4.

I feel cross or annoyed when:

## Tool 11: Emotion scales

---

Sometimes I feel like I am going to explode. I am so worried or furious. My feelings are at 5.

I feel like exploding when:

## Tool 11: Emotion scales

---

When I feel calm and relaxed at number 1 my body is:



When I feel excited at number 2 my body:

When I feel worried at number 3 my body:

When I feel annoyed or cross at number 4 my body:

When I feel like exploding at number 5 my body:

# Sensory Sensitivities

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Tools



**Sensory profile**

**Child Name:**

Fill in with at least two members of staff and review regularly.

**Tactile:**

Hypo sensitivities:

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Strategies:

---

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Hyper sensitivities:

---

---

Strategies:

---

---

**Visual:**

Hypo sensitivities:

---

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Strategies:

---

---

Hyper sensitivities:

---

---

Strategies:

---

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## Tool 3: Sensory profile

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### Auditory:

Hypo sensitivities:

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Strategies:

---

---

Hyper sensitivities:

---

---

Strategies:

---

---

### Gustatory:

Hypo sensitivities:

---

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Strategies:

---

---

Hyper sensitivities:

---

---

Strategies:

---

---

### Olfactory:

Hypo sensitivities:

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Strategies:

---

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Hyper sensitivities:

## Tool 3: Sensory profile

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---

---

Strategies:

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---

Proprioceptive:

Hypo sensitivities:

---

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Strategies:

---

---

Hyper sensitivities:

---

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Strategies:

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---

Vestibular:

Hypo sensitivities:

---

---

Strategies:

---

---

Hyper sensitivities:

---

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Strategies:

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## Tool 6: Environment checklist

### The Learning Environment Checklist

Classroom:	
Date:	
<u>General Classroom Appearance</u>	<u>Tick</u>
Are the furniture tops clear?	
Are cupboard doors closed?	
Are the blinds closed when the sun shines in?	
Are all cupboards and boxes labelled?	
Are all resources stored in cupboards or lidded boxes?	
<u>Organisation of room</u>	
Is there a clear area for group work?	
Is there a clear snack area (or a strategy which indicates change of use)?	
Are children's work areas clearly organised with resources clearly labelled so children can access the materials they need?	
Are materials/stationary in a good state of repair?	
<u>Computer</u>	
Are wires hidden?	
Are stop/no touching signs in places for when the computer is not in use?	
Is the computer area clean and tidy?	
<u>Sound</u>	
Are windows closed if people are outside?	
Do chairs have stoppers to minimise noise?	
<u>Staff</u>	
Do staff consider clothing choices (remembering bright and highly patterned clothing may not conducive to learning)	
Are accessories kept to a minimum?	
Do staff avoid wearing strong perfume or hair products?	
Do staff support understanding using symbols?	
Do staff use minimal language where appropriate?	
Are staff conversations kept to essential information only in the presence of children?	

## Tool 6: Environment checklist

---

Areas for development:

# Behaviour Management

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Tools



## Tool 1: Behaviour Support Plans (BSP)

### Behaviour Support Plan

Name: **Ben Brown**

School: **Green Hill  
Primary**

DoB: **02.06.99**

Class: **2**

#### Likes and Dislikes

- Likes Spiderman; cooking; drawing; rough and tumble; computer; red things
- Dislikes Maths; sharing toys; dirt/ wet on clothes; animals

#### Sensory Issues

Ben is very sensitive to noise, so he finds it difficult to remain calm during assembly.  
He has a very restricted diet as he is often adverse to the texture of food.  
He wears a limited range of clothing and is adverse to new clothes and shoes.

#### Triggers/Cues to Behaviour

Other children trying to join in a game, he perceives them taking his toys  
Seeing "Maths" on his timetable  
Being frightened by birds in the playground/ seeing dogs when on community visits  
Getting dirty in the playground/ spilling water/ other substances on his clothes  
Not having warning when computer time is finished

#### Rewards/Motivators

Raisins  
Toys from the "red box", incl red lego, fire truck, red playdoh  
Spiderman figurine, book, video cover  
Computer  
Extra time in the soft play room

#### General Strategies

- Always put motivating activity eg "soft play" or "computer" on Ben's timetable following "Maths"
- Allow Ben to use a red pen to complete his Maths work
- Ben to wear ear- protectors in assembly/ during noisy activities
- For less favoured activities use a symbol strip to show Ben "work" then "drawing"; or "assembly" then "spiderman book" etc
- Ensure Ben wears an apron during messy activities and at lunch time. If he gets wet/ dirty at other times allow him to change his clothes when he uses a symbol to request "change room".
- On community visit, if a dog walks past, adult to stand next to him, quietly reassure him.  
At playtime, Ben may show adult "bird" symbol when he sees a bird. Calmly talk about it eg "Yes, there's bird. See its wings. Will the bird fly away?"
- Always use timers and count downs to warn Ben of an activity ending, especially computer.

# Tool 1: Behaviour Support Plans (BSP)

## Behaviour Support Plan

Name: **Ben Brown**

School: **Green Hill  
Primary**

DoB: **02.06.99**

Class: **2**

### Specific Behaviours and Strategies

#### 1. Stripping Clothes off

- Say "Ben, change room" and support with symbol
- Follow him to change room, encourage him to dress independently
- Ignore screaming, calmly and firmly say "clothes on"
- As soon as he has dressed redirect his attention to a motivating activity/ item.

#### 2. Throwing Lunch

- Save yoghurt for last say "x first then yoghurt"
- Only give him small piece of food on his plate
- Encourage him to smell, lick food then give him a few raisin between each item
- Ignore any food thrown, move onto next item
- After he has remained seated for 5 min/ smelled or tasted each item offer him yoghurt

#### 3. Pinching

- Say firmly and calmly "Hands down"
- Offer him koosh ball/ red cushion to hold
- If behaviour persists, move away briefly without saying anything
- redirect attention with motivating item (eg allowing him to write with red pen)

#### 4. Hitting peers

- Say "hands down"
- If behaviour persists show Ben "beanbag" symbol. Prompt him to move to quiet area and sit on beanbag. Show him 1min timer
- If behaviour persists further move other children away, ignore behaviour

#### 5.

- 
- 
- 
- 

### Medication/Diet

#### Gluten free diet

Teacher: .....

Headteacher: .....

Parent: .....

Other:.....

## Tool 1: Behaviour Support Plans (BSP)

---

### Behaviour Support Plan

Name:

School:

DoB:

Class:

#### Likes and Dislikes

- Likes
  
- Dislikes

#### Sensory Issues

#### Triggers/Cues to Behaviour

#### Rewards/Motivators

#### General Strategies

# Tool 1: Behaviour Support Plans (BSP)

---

## Behaviour Support Plan

Name:

School:

DoB:

Class:

### Specific Behaviours and Strategies

1. Enter Specific Behaviour

- 
- 
- 
- 

2. Enter Specific Behaviour

- 
- 
- 
- 

3. Enter Specific Behaviour

- 
- 
- 
- 

4. Enter Specific Behaviour

- 
- 
- 
- 

5. Enter Specific Behaviour

- 
- 
- 
- 

### Medication/Diet

Teacher: .....

Headteacher: .....

Parent: .....

Other:.....

## Tool 2: Motivator assessments:

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### Motivator assessment

Fill out with at least two members of staff who know the child well. Use the information to inform the development of behaviour support plans.

#### Activities:

(e.g. Computer, jigsaws, games)

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#### Social interaction:

(e.g. Adult attention, game of chase, rough and tumble play, tickles)

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#### Sensory:

(e.g. Deep pressure, rain sticks, light toys, tangle toys)

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#### Areas of interest:

(e.g. Football, train time tables, Egyptians, aliens)

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#### Edibles:

(e.g. melon, chocolate, crisps)

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### Tool 3: STAR charts

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STAR Approach			
Name:		Date:	Time:
Settings: <i>Where? Lesson? People?</i>	Triggers: <i>What happened just before incident?/ What seemed to start it?</i>	Actions: <i>What did the child do? Behaviour?</i>	Result: <i>What happened next? Staff action? How did incident end? Consequence?</i>

## Tool 4: Weekly STAR charts

**Weekly STAR chart**

	9:00- 10:00	10:00- 11:00	11:00- 12:00	12:00- 13:00	13:00- 14:00	14:00- 15:00
Monday	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>
Tuesday	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>
Wednesday	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>
Thursday	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>
Friday	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>	<i>Activity/ setting:</i>

Target behaviours: 1:

2:

3:

4:

5:

## Tool 5: Child debrief cartoons

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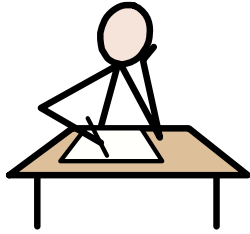
Draw a cartoon about what happened	

## Tool 5: Child debrief cartoons

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Draw a cartoon of a better solution for what happened	

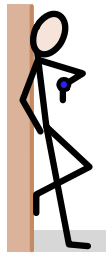
## Tool 6: "I am working for" charts



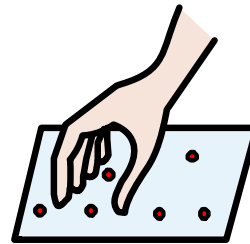
working



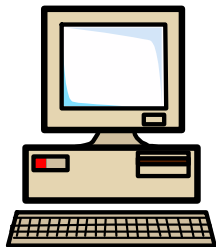
sitting



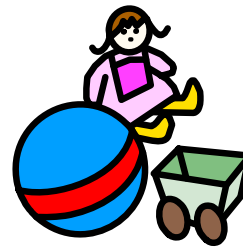
waiting



choose









computer







games

## Tool 6: "I am working for" charts

 <p>I am</p>		 <p>1 minute</p>  <p>for</p>	
---	--	--	--

 <p>I am</p>		 <p>5 minutes</p>  <p>for</p>	
---	--	--	--

## Tool 6: "I am working for" charts

 I am		 for	
 I am		 for	

## Tool 7: Token Reward charts

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I am working for

Insert motivator



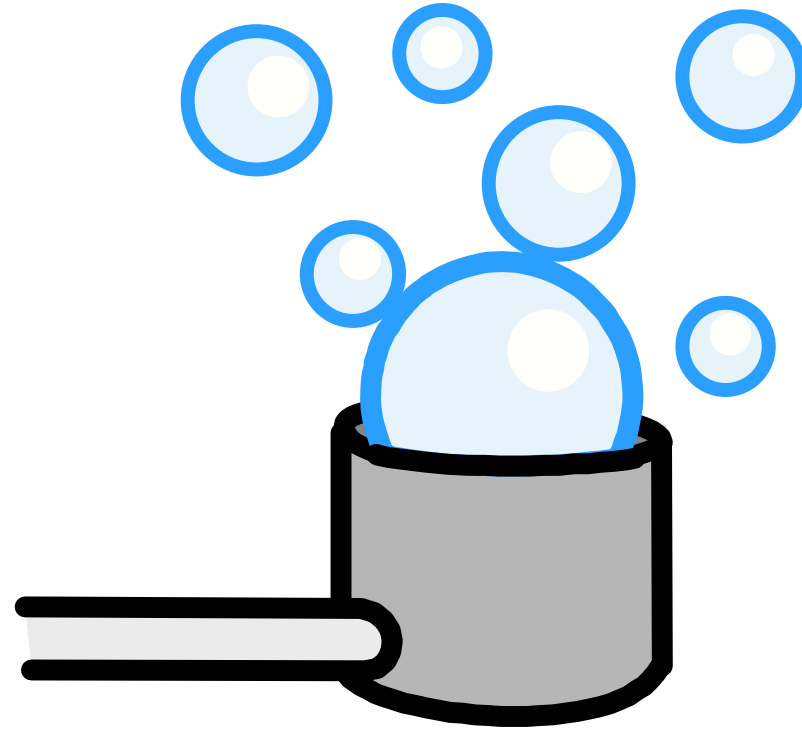

Tool 8: Golden tickets

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 Golden Ticket 	 Golden Ticket 
 Golden Ticket 	 Golden Ticket 
 Golden Ticket 	 Golden Ticket 
 Golden Ticket 	 Golden Ticket 
 Golden Ticket 	 Golden Ticket 

## Tool 9: Motivator puzzles

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Bubbles

## Tool 11: Consequences format


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<p style="text-align: center;"><b><u>Sensible behaviour</u></b></p> <p style="text-align: center;"><b>Doing your work sensibly</b></p>
<p style="text-align: center;"><b><u>Consequence</u></b></p> <p style="text-align: center;"><b>You will finish all your work and feel proud. You will have time to choose what you want to do</b></p>
<p style="text-align: center;"><b><u>Reason</u></b></p> <p style="text-align: center;"><b>You deserve time to relax when your work is finished</b></p>

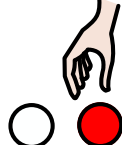
<p style="text-align: center;"><b><u>Sensible behaviour</u></b></p> <p style="text-align: center;"><b>Playing sensibly with other children</b></p>
<p style="text-align: center;"><b><u>Consequence</u></b></p> <p style="text-align: center;"><b>You will be allowed to play with your friends again and may be given extra time.</b></p>
<p style="text-align: center;"><b><u>Reason</u></b></p> <p style="text-align: center;"><b>It is good to play sensibly and have fun with your friends.</b></p>

<p style="text-align: center;"><b><u>Inappropriate behaviour</u></b></p> <p style="text-align: center;"><b>Hurting people</b></p>
<p style="text-align: center;"><b><u>Consequence</u></b></p> <p style="text-align: center;"><b>Adults may need to stop you. You will write a letter to the person you hurt to say you are sorry. If you hurt someone with an object, like a ruler, you will not be able to use that object until an adult decides it is safe.</b></p>
<p style="text-align: center;"><b><u>Reason</u></b></p> <p style="text-align: center;"><b>All people have the right to be safe and not hurt. In school and in the community it is not OK to hurt people. There is always a consequence. If you hurt people when you are an adult the consequence could be paying your money or going to prison.</b></p>


# Tool 11: Consequences format



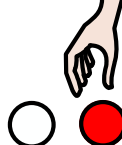
Smart



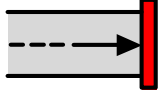
choices



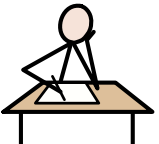
Silly




choices



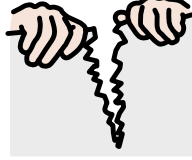
finish




work



stars




tear




work



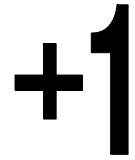
start again later




good




sharing




extra



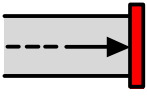
crafts




hoard




materials




finish




crafts




use



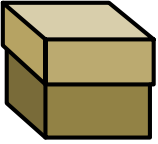
relax



card




relax




box



scream



time



out

**I've done well today!**

Insert child photo

Name:

This book is to record all the good things I do at school so I can show my family.

Monday

Date:

A good behaviour

A good piece of work

A good act of friendship

My comment

Teachers comment

Parents comment



## Tool 12: Well Done Books

Tuesday

Date:

A good behaviour

A good piece of work

A good act of friendship

My comment

Teachers comment

Parents comment

Wednesday

Date:

A good behaviour

A good piece of work

A good act of friendship

My comment

Teachers comment

Parents comment



## Tool 12: Well Done Books

---

Thursday

Date:

A good behaviour

A good piece of work

A good act of friendship

My comment

Teachers comment

Parents comment

Friday

Date:

A good behaviour

A good piece of work

A good act of friendship

My comment

Teachers comment

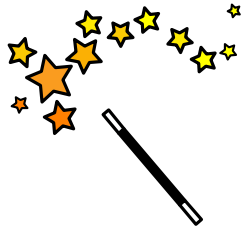
Parents comment



## Tool 13: Magic moments

---

Place photo of  
pupil here



Magic



Moments





## Tool 14: Awareness books

(Insert Child's Name)'s

### Strengths

Strength	Advantage	Development
<i>Example: Gifted Artist</i>	<i>Good marks in art Relaxing Career opportunities</i>	<i>Practice/make time for art Study other artists</i>
<i>Example: Honest and trustworthy</i>	<i>Reliable and likeability</i>	<i>Time keeping and organisation.</i>

## Tool 14: Awareness books

---

(Insert Child's Name)'s

Goals

<u>Goal</u>	<u>Practical Steps</u>
<i>Example: Get good GCSEs</i>	<i>Work hard Complete homework Prioritising and organising time</i>

## Tool 14: Awareness books







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<u>List things you find difficult here</u>	<u>What situations do these affect?</u>	<u>How can we work on these?</u>
<i>Example: Talking to people you don't know</i>	<i>Making friends, asking for help, interviews, speaking to people at work and school</i>	<i>Social skills training Practice skills throughout the week</i>

# Tool 15: Target boards



## Targets

 Targets	 Monday	 Tuesday	 Wednesday	 Thursday	 Friday

## Tool 16: Success charts

### Checklist

Photo of  
the child

Child's Daily Success Chart

Date: \_\_\_\_\_

Timetable	Target						Reward
	Gentle hands		Gentle feet		Good listening to teacher/TA		
	AM	PM	AM	PM	AM	PM	
Circle time							
Literacy							
Choosing							
Play							
Numeracy							
Topic							
Lunch							
Activities							

