



Strategy Check List (Two-week cycle)

Support:	1	2	3	4	5	6	7	8	9	10	Total
Using interests to motivate											
Being flexible											
Using reward chart											
Staying calm											
Ignoring negative behaviour											
Avoiding confrontations											
Presentation of task:											
Acting incompetent / ask child for help											
Set challenge: Do you think you can do this before I....?											
Being novel e.g. write letter to child from fictional character											
Being flexible about completing work, but explaining when it must be finished by.											
Communication:											
Using written instructions											
Following speech and language programme											
Giving time to process / respond to instructions											
Using adapted visuals e.g. timetable											

Environment:													
Working at own table to reduce distractions													
Maximising incidental learning													
Sitting on edge of group during class teaching													
Being aware of anxiety / need for break													
Being aware of sensory triggers													
Managing anxiety and subsequent behaviour:													
Monitor / Investigating anxiety and behaviour													
Identifying distractions													
Using the 'Priority Rating Chart' to ensure consistency													
Allowing access to break / quiet time													
Giving clear rules and guidance for behaviour													
Using Social Stories to support desired behaviour													
Using 'S.T.A.R.' Charts to understand triggers													