**INHIBITION 1 – Inhibition of a Predominant Response (Before it happens)**

* I normally do…. ?\*\*!XX…. but I can be aware that it is about to happen.
* I can then stop myself from doing a poor response

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| 1. **Character :**
 | **Sammy Stop!** |
| 1. **Symptomatic Behaviours:**
 | 1. Snatching
2. Not taking turns
3. Dangerous /violent behaviours
4. Calling out
5. Mimicking other’s poor behaviour
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| 1. **Body Parts/movements**
 | 1. Hands
2. Feet
3. Tongue
4. teeth
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| 1. **Steps in learning**
 | 1. Recognition of past experiences
2. Usual triggers
3. Usual responses
4. Awareness of body part and movement
5. Clear understanding of own stop strategy
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| 1. **Teacher Behaviours**
 | 1. Pre-emption strategies –
2. Showing card character
3. Mark, I can see that you…
4. What might you need to do…
5. Modelling thought process/language
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| 1. **Inhibition Teaching Strategies/Games**
 | 1. Buckaroo – adapt to have names/pictures of triggers on tools relevant to children)
2. Toilet trouble – build up of tension and consequence
3. Coke bottle – say things that are triggers and shake it – stick pictures/words on it – Blow!
4. Apple bruised with each bash.
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| 1. **Conceptual/cognitive development (linked to 3rd area of Executive Function – flexibility/planning thought)**
 | **Storyboards:*** Incidents that have happened to get you to explode
* What is that strategy to let a bit of gas out to avoid the cola exploding?
* Tell a story about Nora No! – she used to be like this but now she…

**Role Play*** Their suggested scenarios
* Leading to safe ways of dealing with triggers – eg : taking self to safe place
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| 1. **In the Moment Teaching**
 | * **Visual character in pockets –** for staff to show they are reaching this point – further visual for that child’s way of stopping
* **Available for the child to show**
* **Final stage that they recognise it themselves and control it – praise & validation/photograph**
* **Use it as a pre-teach to continue success cycle**
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