**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 |
| 1. **Body Parts/movements** | 1. Hands 2. Feet 3. Tongue 4. teeth |
| 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 |
| 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 |
| 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. |
| 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 |
| 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** |