**INHIBITION 2 – Interruption of an Ongoing Response (During/whilst it is happening)**

* I am already responding poorly to a situation and will continue to do so unless I can become aware, stop and choose a different option

|  |  |
| --- | --- |
| 1. **Character :** | **Charlie Choice** |
| 1. **Symptomatic Behaviours:** | External   1. Showing threat 2. Meltdowns 3. Controlling behaviours of others   Internal   1. Non-co-operation 2. Won’t move/interact/stubbornness 3. Isolates self |
| 1. **Body Parts/movements** | 1. Hands 2. Feet 3. Tongue 4. Showing back |
| 1. **Steps in learning** | 1. Awareness of what doing/feeling/language 2. Stop – strategies to enable them to stop 3. Time – space / time/ place/ quiet to settle self/chemicals 4. Understanding of concept of choice 5. Understanding of options can take 6. Deciding to make a positive change |
| 1. **Teacher Behaviours** | 1. Pre-teaching about choice 2. Calmness 3. Using language of choice   – I’m wondering what you could choose to do   * Could this work…or….  1. Affirmation of better choices made |
| 1. **Inhibition Teaching Strategies/Games** | 1. Set up maze of cones in hall – need to choose different directions to get to an ice cream or a slug 2. Drawing parts of characters, fold and pass on to do next part – its more fun if everybody gives their ideas and takes turns 3. Turn taking games – Snail’s Pace, Miss a Go, Goldilocks and Frozen 4. More competitive turns where rules change – Uno, Dobble |
| 1. **Conceptual/cognitive development (linked to 3rd area of Executive Function – flexibility/planning thought)** | **Storyboards:**   * Model social behaviours to class – join in, sit closer * Using a Charlie story * Explicitness about sharing element and its value for feeling happier * Awareness of choices made through game and rules * Praise for feelings/emotions shown when sharing * Expansion of friendships made explicit and its cause through choices made * Modelling of language and sense of waiting/patience for turn   **Role Play**   * Their suggested scenarios from their play/difficulties * Leading to choices made |
| 1. **In the Moment Play** | * Adults modelling language of choice, waiting, turn taking (Freddy has just used the tape. It is my turn now. Would you like to use it after me?) * **Showing Charlie card/asking child to say which card they need** * Spotting that a child is making a choice – using bridging language, tell me what you are thinking… could you do this…or this… |