**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

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| 1. **Character :**
 | **Charlie Choice** |
| 1. **Symptomatic Behaviours:**
 | External1. Showing threat
2. Meltdowns
3. Controlling behaviours of others

Internal1. Non-co-operation
2. Won’t move/interact/stubbornness
3. Isolates self
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| 1. **Body Parts/movements**
 | 1. Hands
2. Feet
3. Tongue
4. Showing back
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| 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
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| 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
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| 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
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| 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
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| 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…
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