

Behavioural Analysis Framework

Look critically at the STARs for common features:	Function: Which of the following is (are) most apparent?	Environment: Refer to the setting Environment Checklist to consider contextual factors.	What's not working? Gather views of parents/carers, as well as the child's views. What information do you have? (views, observations and scaling)	Possible actions:
<p>Setting: <i>What is in the setting that might over/under stimulate the child's senses?</i></p> <p>Trigger/s: <i>Has the child just separated from key adult?</i> <i>Been told 'no'?</i> <i>Failed to understand something?</i> <i>Fears something expected of them?</i></p> <p>Actions: (adult and child) <i>Did you see behaviour that was active/outward?</i> <i>Or passive/ withdrawn?</i> <i>Did the key person comfort or redirect the child? Or explain/ emotion coach the child?</i></p> <p>Results: <i>How did the child respond?</i> <i>Has this been a teaching situation so the child learns, or do adults need to respond differently?</i></p>	<p>1. To obtain a preferred item or activity.</p> <p>2. Escape or avoidance. The behaviour helps the child to escape from a setting or activity that he or she doesn't want.</p> <p>3. To get attention, either from significant adults or peers.</p> <p>4. To communicate. This is especially true with children who have disabilities that limit their ability</p> <p>5. Self-Stimulation, when the behaviour itself provides reinforcement.</p> <p>6. Control or Power. Some of our children feel particularly powerless and problem behaviour may give them a sense of power or control.</p>	<p>Is the child feeling safe?</p> <p>Does the child respond to limit setting with expected response?</p> <p>Does the child separate from or greet care-givers appropriately?</p> <p>Has the child reached expected developmental stages in all areas?</p> <p>Does the child display any sensory seeking/defensive behaviours?</p> <p>Does the child repeat a problem behaviour?</p>		<p>For example:</p> <p>One Planning - gather further information:</p> <ul style="list-style-type: none"> • Child's views • Parents'/Carers' views • Other adults' views

Guidance for completing the framework:

When you witness or are involved in a behavioural incident, however small:

- make time first to reflect on your own feelings;
- make notes of what happened;
- think about how the child could be feeling
- think about how your relationship has been affected.

So we begin with recording using a [STAR Analysis](#)

Firstly it is completed on the left hand side with a description of the event. We use clear, non-fuzzy and non-judgemental statements.

On the right hand side of the form you can think about:

- what might be influencing the child's behaviours and what you can change about the environment,
- how a trigger could be avoided in future,
- how you could change your response to support the child's feelings etc.

It is advisable to complete observations and look at these and a few STAR forms before using the framework.

From this point look at the framework above and take a closer look for any patterns of the behaviour.

Common features: With a colleague start at the left hand side and work across. Answer the questions in the first column relating to the STARs.

Function: Reflecting on your answers to the questions ask yourself what function or more than one function is evident in the child's behaviour.

Environment: With this insight we need to know what is working / not working about our environment for this child. [Environment Checklist](#)

Collate your information about the assessment of needs and the provision that's working. **Make changes in your setting.**

Child focussed support: Use the final two columns to record your actions to address what is not working and how you may involve parents/carers and the child.