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| **Primary Prevention**  **Specific task or behaviour (Shopping)** | | | **Secondary Prevention** (strategies to prevent escalation) | **Reactive Strategies**  (safe ethical strategies to ensure safety of all involved) |
| **Settings/Triggers Events**  (things that may cause difficulties | **Environmental Strategies**  (that may help to prevent difficulties) | **Positive Programming** (skills for life) |
| Environments that trigger behaviour goes here. E.g. supermarket  The triggers of the behaviour go here too  e.g. arriving at the supermarket. A demand being made.  Team member doing something. | Communication system  Choice being made before the activity.  Make the task shorter/easier/change location  Have a reward in place for completion of task  Clear guidance for the task  Staff communicating. | Functional language skills  E.g. Makaton  Choice making  Using local shops and getting to know the shop owners.  FERB-being able to take a break by using a symbol | Address the function  By ending task or supporting needs to be able to continue. E.g. stop for a cup of tea  Music, iPad, preferable activity.  Pre-emptive strategies | Follow your reactive strategies. |