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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. supermarketThe triggers of the behaviour go here tooe.g. arriving at the supermarket. A demand being made.Team member doing something. | Communication systemChoice being made before the activity.Make the task shorter/easier/change locationHave a reward in place for completion of taskClear guidance for the taskStaff communicating. | Functional language skillsE.g. MakatonChoice makingUsing local shops and getting to know the shop owners.FERB-being able to take a break by using a symbol | Address the functionBy 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. |