

## Managing Incidents Form **Example**

Child:

Setting:

Date:

Present at Meeting:

Behaviour:	Behaviour Analysis: <b>Example</b>	Review of behaviour: Date:
<p><b>When is the behaviour most likely to occur?</b></p>	<p>Can be any time but likely to increase after leaving dinner table at lunch time, immediately following an activity change or when there is reduced attention from an adult.</p>	
<p><b>What is the function of the behaviour?</b></p>	<p>Approaching other children and hitting out at them. This can then often lead to a refusal pattern; uncooperative to adult's commands to 'stop' or to 'sit and take quiet time out'. One incident of behaviour can sometimes progress into a cycle pattern.</p>	
<p><b>Where does behaviour occur? How often?</b></p>	<p>In the main nursery room. Often, transition times between activities can seem to raise the chance of behaviour occurring for example when child returns to the nursery room from doing a focussed activity session with his key worker in a different room.</p>	

<p><b>What are the best ways of avoiding the behaviour?</b></p>	<p>Very close supervision from adult but this can also have an impact on child becoming reliant on the adult's attention and incidents may then occur when the adult withdraws her attention or transfers it to another child.</p>	
<p><b>What is the best way to manage the behaviour once it has occurred?</b></p>	<p>Strategies tried; time out sitting on identified area/chair, using verbal commands to 'stop' and visual aids. These are proving to be unsuccessful.</p>	
<p><b>New support strategies</b></p>	<p>Teach child to learn to wait for adult's attention by introducing a 'waiting mat' where he can sit for initially a few seconds while he waits for the adult to go to play with him. Another adult should discreetly observe him in order to deter any incidents arising. Give child a book to look at whilst he sits waiting for the adult to return to him.</p> <p>Implement this practice several times throughout the day.</p> <p>During the session when child is engaged in his play, every 5 minutes an adult should check in on him to let him know he has their attention. Ideally this role should be shared by all adults in the room. It would be helpful for child to be supported in play with other children.</p>	



	<p>When child has been out of the room for a focussed activity session, on his return a different adult should be at the door to greet and receive him back into the play room. This could be co-ordinated by a pre-warning phone call /or pre-determined set time to plan for his return.</p> <p>If child shows signs of getting into a refusal pattern, an adult (not his key worker) should take him to a different room (avoid the room where he does the focussed activity session) for a minute for calm down. At this point no interaction takes place. On return another adult should be available to receive him back into the room and involve him in play.</p>	
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