

Help Sheet

0 – 25 Specialist Teaching And Support Service

How to use the STAR Analysis.



Why?

- All behaviours are a form of communication. If practitioners can spot what the child is trying to communicate then adjustments can be made to support their needs.
- STAR stands for – **S**etting **T**rigger **A**ction **R**esults. The STAR analysis views behaviours as purposeful actions to achieve a specific result, and therefore serving a function. If we understand the function of the behaviour, we can teach a more appropriate way to achieve the result.

You will need:

- To observe the child.
- To record what you see on a STAR Analysis template (for a minimum of 2 weeks).
- To spot patterns of behaviour and make suitable adaptations.

How?

Record the 'Setting', 'Trigger', 'Action' and 'Result' on the STAR Analysis template:

Setting - Describe the specific situation.

- When and where? Day, date, time, place.
- What? Task type - self-selected, adult-led, group time, transition.
- Personal settings – could the child be hungry, thirsty, tired, unwell, too hot / cold, in pain?

Trigger – Describe what was happening and who was involved.

- What appeared to start the behaviour? E.g. sensory needs, environmental changes.
- Were there interactions with other children / adults?

Action - Describe the action taken by the child and supporting adults.

- What did the child do / say?
- What did the adults do / say?
- How did other children react?

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Result - Describe the outcome.

- What happened as an immediate result of the behaviour?
- How long did it take for the child to regulate?

Possible Communication – Unpick what the child was trying to communicate or the function they have accomplished.

- What was the individual trying to convey? I'm overwhelmed / my sensory needs are not being met / I'm anxious / I can't put my feelings into words or explain what I mean / I don't know what to do / I'm frustrated / my brain is in 'fight or flight' mode / something significant has happened in my life which I don't understand or like / things are tricky at home / I need attention, help or support / last time I did this an adult gave me what I wanted.
- What do you think the child might be getting out of behaving in this way?
- What do you think other children / adults might be getting out of her /him behaving in this way?
- What did you / they learn?
- What skill would the individual need to prevent this happening again?

Things to note:

This help sheet is part of the STAR Analysis Early Years Toolkit.

- [How to use a STAR Analysis](#)
- STAR Analysis Template for Children in Early Years
- STAR Analysis Template for Children in Early Years - Example

Reference / Evidence base – informed by:

Zarkowska, E. and Clements, J. (1994): Problem Behaviour and People with Severe Learning Disabilities: the STAR Approach. London, Chapman and Hall.

Team Teach