

Template

0 – 25 Specialist Teaching And Support Service

STAR analysis for children in early years – example.

<u>Setting</u>	<u>Trigger</u>	<u>Action</u>	<u>Results</u>	<u>Possible Communication</u>
Where, when, what? Day / Date / Time / Place / Task Personal settings e.g. hunger, pain, temperature.	What appeared to start the behaviour?	What did the individual do / say? What did the adult / other children do / say?	What was the immediate outcome for the individual?	What was the individual trying to convey? What skill would individual need to prevent this happening again?
Monday 4 th April 10.50 am Classroom – carpet area at the beginning of whole class teaching.	Other children crowding round on the carpet.	Hits other children and attempts to leave the area, spitting as he goes. The other children moved back. One child shouted out, “He got spit on me.”	Was allowed to sit in the safe space by himself. No-one went near him for approximately half an hour.	Communication- I want to get away from other children touching me. I do not like / understand the transition. Skills child will need include- <ul style="list-style-type: none"> • May not understand where he can sit on the carpet. May need a carpet square to demarcate his space. • Sit at the side of the carpet or near the front away from the main crowd.

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Parent/carer reported that the individual had been awake since 4 am. Tired?		The adult showed him a 'safe space' visual and said, "You look sad, try the safe space."		<ul style="list-style-type: none"> • Use a picture symbol to prepare child for transition to carpet. • Build up time spent on the carpet start with a minimum time and use a timer to visually show how long the child will have to sit there. • Give all the class carpet spaces or carpet partners so it is clear to all pupils where they sit. • May help to be either the first or the last to sit down.
Thursday 7 th April 11.50 am The dining hall – on the way into dinners at the door.	<p>The smell of cooked lunches.</p> <p>Noise from the dining hall.</p>	<p>Throw self to floor at the hall door and cry.</p> <p>The other children walked round him and continued into the dining hall.</p>	Was taken away from the hall and ate sandwiches in the classroom.	<p>Communication- I want to get away from the smell. I do not like the noise.</p> <p>Skills child will need include-</p> <ul style="list-style-type: none"> • Would need to become sensitised to the smell of cooked food. Start by having sandwiches in another room. Children on dinners bring their food into room and sit

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Hasn't eaten morning snack.		The adult said, "You look sad. How can I help?"		<p>with child. Child takes part in cooking activities in class. Child sits in dinner hall for very limited period of time. Child may like the smell of sweet things more than savoury so come in near the end of lunch or if he/ she likes it to be quiet come in at the start. Gradually extend the time with use of motivators to encourage.</p> <ul style="list-style-type: none"> • Introduce picture symbol for lunchtime showing what is being cooked to prepare child in advance. • Would need to learn how to cope with smells that may happen randomly e.g. have a 'smell hanky' with a nice smell for child to hold, aroma balls, smelly putty etc. • Noise tolerance – offer ear defenders.
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Things to note:

This help sheet is part of the STAR Analysis and Crisis Plan 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