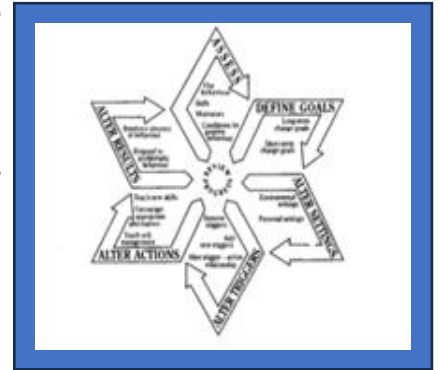# SCIL Team

Help Sheet

0 – 25 Specialist Teaching And Support Service

S.T.A.R. Analysis

Why?

The SEND Code of Practice (2015) states that 'every school is required to identify and address the SEN of the pupils that they Support.'

Children and young people may present with types of behaviour which meets an immediate need for them, but may be designated as intrusive, disruptive, or otherwise problematic to observers and other participants.

Behaviour is under-represented in assessment formats, and this framework provides a fundamental starting point to understand the influences on behaviour designated as problematic.

The function of the behaviours will be understood so that staff can plan and implement provision designed to address the skills that the learner lacks. These skills will replace the problematic behaviours and achieve the same goals by more prosocial means.

You will need:

- A S.T.A.R. Analysis sheet
- An understanding of how the following can influence a person's actions: the external environment (sensory, layout, other people, tasks/activities) and internal factors (mood, feelings, core beliefs)
- An understanding of how the person's actions are meaningful for them even though unacceptable to an observer. This is visible in the immediate results which reinforce the likelihood of the behaviour reoccurring
- Time to speak with the person after the event to ascertain any internalised factors, such as thoughts, feelings, and moods, that may have been missed in an observational account.

How?

Section A
With others who may have witnessed the event, follow the prompts on the sheet to work through the key sections of each of the main areas:

Settings (External): include relevant detail about the physical environment

Settings (Internal): Make notes on any external clues to feelings, mood, psychological state.

Triggers: Which immediate things set the behaviour in motion?

Actions: Only include the key actions that were purposeful in gaining a result. Use these to identify which skills they need to learn to replace them.

Results: Note what the person gained or avoided. Indicate whether it was sensory, material, occupational, or social.

Once the learner is able to reflect on what happened, gain their views on the information giving them the support of a trusted adult – comic strip or visuals or talking mats could be used as appropriate.

<u>Section B</u>

Complete section B once you have completed up to 4 section A S.T.A.R. Sheets for different times when the learner displayed similar behaviour.

This must include a list of positives and skills that the learner already possesses that can inform a starting point for developing further skills.

Having identified which behaviours you will work on, consider which skills would best replace them to achieve the same results.

These will inform the targets and the provision that will be designed to support the learner to develop the skills which will replace the problematic behaviours.

Things to note:

- A S.T.A.R. Sheet can be used to unpick a challenging incident that may put the learner at risk of suspension or exclusion
- Any number of provisions can be put in place depending on what needs to be learnt – e.g. a programme to support emotional regulation skills
- If training is required on S.T.A.R. Analysis, please talk to you SCIL Team link.

Reference / Evidence base – informed by:

Zarkowska E, Clements J, 1988: Problem Behaviour and People with Severe Learning Disabilies. The S.T.A.R Approach