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| **Date and time** | **What happened before?** | **What happened during?** | **What happened after?** |
| You might see a patternemerging when behaviouroccurs eg around 11 ameveryday might lead you to think that they are hungry | Where is the young person?Who is there?What is the young persondoing?What are the adults doing? | What exactly does thebehaviour look like?How does it start?How does it escalate? | What happenedimmediately after thebehaviour?What did the youngperson do?What did the adult do?How did the youngperson feel?What did otherpeople do? |
| **Example** |
| Friday afternoon (3.30pm)after school | **Where:**In supermarket in vegetable aisle.**Who:**John (young person withASD), mother and twoyear old sister, crowdedsupermarket – lots ofchildren as after school.**What** are people doing?John – walking ahead,mother looking atcarrots with two yearold in trolley. | John starts looking around.John starts counting thecarrots (handling them).Mum tells John not totouch the carrots.John starts pacing and then running across the aisles. Mum shouts at John to come back and then goes after himJohn reaches the magazine isle and grabs his favourite magazine.Mum takes the magazineoff him telling him that hecan’t have it and to go back to the vegetable isle.John starts screaming and lies on the floor.Mum gives him theMagazine or mum takes him home. | John is beginning to feelanxious or bored.Counting carrots helpsto calm him / or keephim occupied.Mum is worried thatother people watchingwill be critical of Johntouching the carrots.John goes back tofeeling anxious / boredso seeks another way toentertain himself.Mum is worried she willlose John in the crowdJohn has foundsomething to make himfeel better.Mum feels crossJohn feels distressed ashe cannot have what hewants.John has something tohelp him manage hisanxiety / boredom.John’s anxiety isrelieved as he gets to gohome and mum feelsdistressed and upset. |