

It may help to use an 'ABC' chart available within the [early years inclusion resources \(opens in new window\)](#)

For some behaviour you might consider using a frequency record to use as a baseline so you can note improvements.

Observations will help to determine your strategies and will lead into targets ~~(to be applied to the 3-7 BEV/3-7 O/F/7~~

These are also 'evidence' for referral to other professionals if this should be needed.

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Separating the behaviour from the child. You don't like the behaviour but you still like him/her. Always greet the parent by saying something nice in front of the ch

You can use models or toys – e.g. trucks on a train, people on a bus., dinosaurs in a row, bricks in a tower, and elephants on a spider’s web.

Build up charts like

Some children may not know how to tidy, and you will need to show them. Tell them exactly what to do rather than just "tidy up" e.g. "put the bricks in this box."

Make tidy up time as short and efficient as possible. Two or three minutes should be long enough

Make 'tit

We believe praising the behaviour you want to see has a greater imp

Be aware that some children may not understand sharing and will need distracting
is often effective e.g. Jo has finished with the bike yo

By using visual reminders. Have the 'rules' display rs.

The reward be meaningful to the child

Have a home/nursery diary in which to share both the positive and any real concerns

Explanation on [different](#) attachment styles

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