**targeted support Plan**  (Strategies and Activities)

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| **Child’s Name: Harry Street D.O.B: 31/05/2018 Date of implementation:** | | | |
| **Child’s Areas to develop** | **Strategies for staff to implement** | **Specific activities to involve child** | **Review after 6-8 weeks** |
| Challenging behaviour  (throwing) | If Harry is throwing things that cause a danger, introduce things he can throw e.g. small soft balls into a basket and spend time allowing Harry to do this either on a 1-1 or with 2-3 other children  Staff to make appropriate judgments on how the activity is completed - inside or outside giving clear instructions and guidance  Use simple but clear language – no throwing, yes we throw the ball in the net  Offer praise when throwing something he is allowed to – ‘wow Harry you listened good throwing’ | Posting shapes into a shape sorter or box  Throwing a balloon or scarf up into the air  Rolling a ball back and forth with a grown up  Throwing soft balls or bean bags into a hoop or basket  Throwing and catching a ball with a grown up | Harry will allow staff to direct him to safe throwing activities most of the time but at times can become over stimulated and will continue to throw unsafe objects.  Staff to continue with strategies until next review |
| Challenging Behaviour  (disruptive at group story time) | Give Harry a warning prior to the change in activity this could be verbal or using a visual routine/timetable/now and next board  Use a coloured mat or Happy bottom mat for Harry to sit on so he has his own space  Staff member to sit close to Harry to encourage him to join in and ensure he understands what is happening  Does Harry need a fiddle toy to help him concentrate  Encourage Harry to join in the last 1-2 minutes of story time once he is able to do this try to build up the time gradually | Show Harry the visual timetable and tell him story time next. Give Harry a count down from 5 and then encourage him to the carpet area  Give Harry a copy of his own book and any resources to aid his understanding i.e. if looking at a farm book give Harry some farm animals  Staff member to sit close to Harry and comment on the pictures and engage Harry is discussion relevant to his stage of development | Harry is now able to sit for 5 minutes of story time with support from an adult.  Area of development can be removed from targeted support plan |
| **Date of Review: 20/08/2021 Continue Strategies: Y / N Undertake an I.P.M: Y / N** | | | |

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