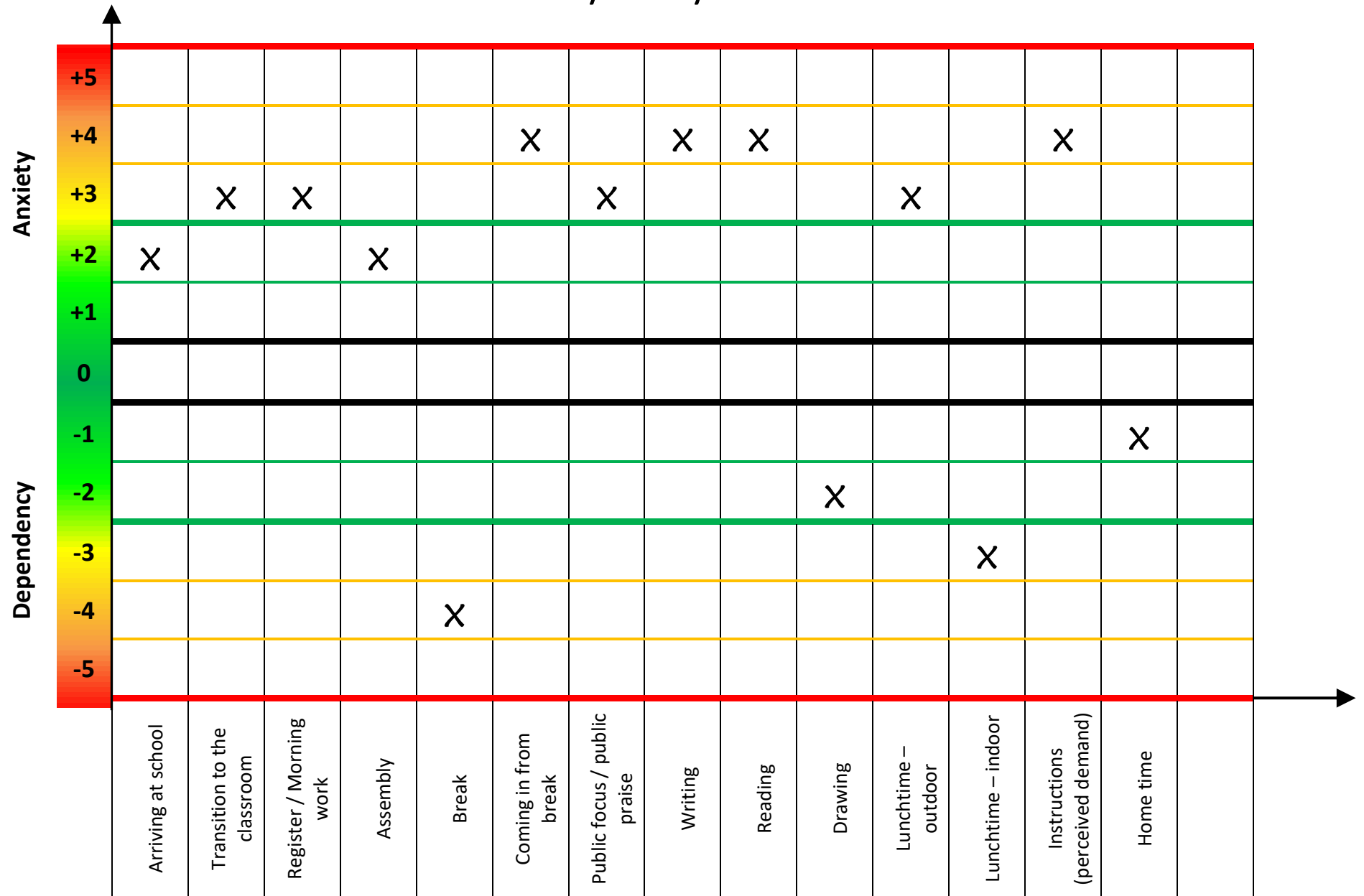


# Anxiety Analysis



Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

	Score	<b>Predict</b> Staff/Location/Activity/Peer/Time	<b>Prevent</b> Adaptations (including protective consequences)	<b>Progress</b> Adaptations (including educational consequences)
<b>Increased Anxiety</b>	<b>+3</b>	Unable to cope with:	What will manage the over-anxiety:	How will we teach and monitor the management of over-anxiety:
	<b>-</b> <b>+5</b>	<ol style="list-style-type: none"> <li>Transition to the classroom</li> <li>Register / Morning work</li> <li>Coming in from break</li> <li>Public focus / public praise</li> <li>Writing</li> </ol>	<ol style="list-style-type: none"> <li>B enters school via the playground door 5 minutes before the rest of the class in order to avoid the crowd and noise in the cloakroom.</li> <li>B does not do the same morning work as the rest of the class. During this time he sets up his individual visual timetable for the day with Miss K. If Miss K is unavailable, Miss C (partner class) will do this instead. Then B can do an activity from his busy box.</li> <li>Teacher on duty asks B to fetch the bell 2 minutes before the end of break time. B rings the bell for end of break time and then once everyone else has gone inside helps the LSA on duty to "tidy" - stray balls in shed, rubbish in bin etc. LSA then takes B back to class <i>"All done! Let's go in."</i></li> <li>B will never be asked to read aloud in front of the class. B must never be called upon unexpectedly - his lolly stick has been taken out of the jar.  Praise is always in the form of private feedback, quietly, 1:1 where possible. Thumbs up and smile can be given during whole class teaching.</li> <li>Sentence stems and word banks for all written tasks.</li> </ol>	<ol style="list-style-type: none"> <li>Enable times where B will need to cope with more people in the cloakroom.  When going out to break, going out to lunch and at home time, B goes to the cloakroom at the same time as a small group of other children (no more than 6 in total at this time).  This group will go first and additional children/groups can be sent to cloakroom once B has left the area.  A classroom adult to be near the cloakroom entrance to be able to monitor from a short distance.</li> <li>Once a week, either on a Thursday or Friday, instead of an activity from his busy box, B will do the morning work that the rest of the class have done, but with support from Miss K (Miss C if Miss K not available).</li> <li></li> <li>Can include B in 'list of names' when acknowledging achievements or those meeting expectations. E.g. 'Thank you X, Y, B and Z for lining up quickly'  Do not do this for any academic curriculum-related tasks, especially reading or writing.</li> <li></li> </ol>

Score	<b>Predict</b> Staff/Location/Activity/Peer/Time	<b>Prevent</b> Adaptations (including protective consequences)	<b>Progress</b> Adaptations (including educational consequences)
	<p>6. Reading</p> <p>7. Lunchtime – outdoor</p> <p>8. Instructions (perceived demand)</p>	<p>6. B will never be asked to read aloud in front of the class. 20 mins 3x per week (Tues pm, Weds pm and Thurs pm) B will choose a book from class bookshelf or library and he and Miss K will read together in the library. Miss K starts by reading to B, then asks B to read two or three sentences (<i>"I wonder if you can help me read this bit"</i>)</p> <p>7. B struggles with the unstructured time on the playground and needs adult support when playing games with other children.  20:20:20 structure with Lunchtime Nurture groups - eat together : indoor games - child initiated with adult supervision in lunch club room : outdoors with adult-directed games on infant playground</p> <p>8. Use limited choice e.g. <i>"Are you going to start your work with words or pictures?"</i>  <i>"Are you going to do this first or second?"</i>  <i>"Would you like to go to your safe space or the library?"</i>  And <i>"I wonder..."</i> e.g. <i>"I wonder if you can help me work this out?"</i>  <i>"I wonder if anyone knows how to solve this problem?"</i></p>	<p>6. Miss K to monitor and gradually increase the amount B is asked to read aloud in the 1:1 sessions.  Adult will always read aloud to B at least as much as he has read aloud (e.g. two sentences each, a paragraph each, a chapter each)</p> <p>7. In tasks where B is already engaged or enjoying the activity, use phrases that may be perceived as a demand but will be perceived by B as low-demand or non-threatening in that activity e.g. 'Will you show me your drawing?', 'Which bit did you start with', 'What do you think you'll do next?',</p> <p>8.</p>
<b>+2</b>	<p>Vulnerable to being unable to cope with:</p> <p>1. Arriving at school</p>	<p>Monitoring needed:</p> <p>1. B comes into the classroom 5 minutes before the morning bell so he can informally check in and chat with his class teacher or other adult in the classroom without the other children around.  He may choose to do one of his classroom jobs, but this is never explicitly offered as he perceives it as a demand - sharpening the colouring pencils, cleaning the mini-whiteboards, sorting the lunchtime wristbands. If there are resources that need putting out for the first lesson, B could also help with this.  B may also choose to draw while the other children are coming in.  During the register/morning work time, see above.</p>	<p>Adaptation or contingency needed:</p> <p>1. See above for register/morning work</p>

	Score	<b>Predict</b> Staff/Location/Activity/Peer/Time	<b>Prevent</b> Adaptations (including protective consequences)	<b>Progress</b> Adaptations (including educational consequences)
		2. Assembly	2. B sits at the end of a row near to any adult.	2.
	0			
<b>Increased dependency</b>	-2	Vulnerable to being unable to cope without: 1. Drawing	Monitoring needed: 1. B uses drawing to self-regulate so must not be stopped from drawing when he is escalated or anxious.  During independent work give limited choice e.g. "Are you going to do the drawing first and then the writing or the writing then the drawing?"	Adaptation or contingency needed: 1.
	-3 - -5	Unable to cope without: 1. Break    2. Lunchtime - indoor	What will manage the over-dependency: 1. B needs time outside. Break time will never be removed as a consequence but time or location may be differentiated as a protective consequence.   2. 20:20:20 structure with Lunchtime Nurture groups - eat together : indoor games - child initiated with adult supervision in lunch club room : outdoors with adult-directed games on infant playground.	How will we teach and monitor the reduction of over-dependency: 1. Adult-directed games during break time to enable structure and support turn-taking and compromise.  If there has been a need to differentiate break time/location as a protective consequence, B will be supported to understand this via the restorative debrief process and additional educational consequences will be planned that are specific to the context of the incident.  2. Outdoor sessions on Tuesdays and Thursdays will be child-led games, with adult monitoring and supervision.

Each individual factor in column 1 should have a linked response in columns 2 and 3.