want to do or interacting with others. When enough information has been gathered hypotheses are formed to influence the behaviour support plans which will include proactive strategies to help stop the behaviour from happening as well as those to manage issues when they have occurred. Primary prevention strategies are used to address the cause of behaviours before they happen. Following completion of a functional analysis support staff are then able to minimise triggers, adapt or change the environment, routines and structures to help reduce the possibility of behaviour occurring.

4.3 Complete accurate records of behaviour using a structured method.
There are a number of structured methods used for recording accurate records of an individual’s behavior. Some of which are:
- ABC charts
- Monitoring logs
- Learning logs
- Scatterplots
- Incident forms
- Behaviour monitoring forms
- Daily logs
- Direct observation

The company I work for uses monitoring logs, learning logs, incident logs, and daily logs. Each type of log has a different use. We use monitoring logs to record the individual’s mood from engaging to isolation. This is rated on a 1-5 scale and can be recorded as many times as the company wished support staff to monitor an individual. We use learning logs to record how a person reacts over a certain period of time to new activities and routines to see whether the individual is enjoying what they are doing or whether something needs to be changed. Incident logs are used to record when things reach a crisis point. What happened previously and what steps support staff before, during and after the incident. The company’s behavioural team then monitor these logs and report on whether things need to be addressed and what can be learnt from incidents to help avoid them from happening again in the future. Daily logs are used to record what an individual does on a day to day basis. This gives people reading them a rough idea on what individuals get up to. What activities they do and what things they like to eat. These types of logs are more like diaries but they are very useful when getting to know an individual. Knowing what an individual likes can help when trying to de-escalate a situation such as talking about activities they like doing or asking what they did over the weekend.

4.4 Identify environmental risk factors for an individual’s challenging behaviour.
Environmental risk factors for challenging behaviour helps the people who support individuals who present challenging behaviour to gain control and minimise its effect. Some environmental risk factors will include features that are physical or social, such as:
- Uncomfortable levels of stimulation (e.g. too busy, boring).
- Institutional-style setting (e.g. block treatment, rigid routines).
- Poor service organisation (e.g. inexperienced support staff).
- Inappropriate social environment (e.g. overly restrictive, limited choice).
- Environmental pollutants (e.g. temperature, noise levels).

4.5 Identify possible slow and fast triggers for an individual’s challenging behaviour.
There are slow and fast triggers for an individual’s challenging behaviour. Slow triggers can include aspects of an individual’s environment or aspects of an individual’s daily routines that do not necessarily happen immediately before the challenging behaviours, but still affect whether these behaviours are performed. An example of this is small changes such a change in who is supporting an individual. Some individuals prefer to be supported by certain staff and if those staff members are always busy supporting other individuals this may cause them to become jealous of the other individual which can become a slow trigger.
7.6 **Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities.**
Developing skills that can enable greater participation in day-to-day activities enable individuals to be more independent when it comes to doing activities they wish to do. When I helped the client mentioned in the question above develop a small business card with conversation topics on to put in her purse to use as a tool to refer to she was over the moon about it. Not only did the card help her interact with friends and family when out at coffee mornings or for a meal, it has also helped her when she is attending appointments such as haircuts, or nail treatments. She now chats to the people helping her about different things and it has enabled her to become more confident. Staff now don’t need to support as much with these things when she attends appointments and can let her lead conversations.

8.1 **Summarise key secondary prevention strategies.**
The main aim of key secondary prevention strategies is to screen for a challenging behaviour before it becomes symptomatic and then to intervene early enough to reduce the likelihood of it developing. Some examples of this are:
- Using soft items such as teddies or blankets with individuals with high sensitivity to help to calm them.
- Using Biting rings with individuals to relieve their frustration on.
- Using weighted blankets with individuals who like the feel of security.
- Making an individual a warm drink to help them to relax and give them space and time to self-manage.

8.2 **Explain when secondary prevention strategies should be used with individuals.**
Secondary prevention strategies should be used with individuals when they are starting to rise off their ‘baseline’. Strategies such as making a cup of tea or giving an individual a safe space where they can self-manage can help individuals return to their baseline themselves in their own time without feeling rushed.

8.3 **Identify early warning signs of behavioural agitation in an individual.**
Recognising early warning signs of a build up of agitation in an individual can help support staff to control the situation before it becomes too much for the individual to self-manage. Some examples of early warning signs include:
- Changes to an individual’s facial expressions.
- Changes to an individual’s voice, in tone, pitch, and volume.
- Changes to an individual’s stance.
- Changes to an individual’s in body actions.

If these signs are spotted early enough then support staff can use secondary preventions to help the individual to self-manage and take control.

8.4 **Identify possible secondary prevention strategies that may be used with an individual.**
Possible secondary prevention strategies that may be used with one of the individuals I help to support are:
- Using soft items such as teddies or blankets to help her to relax.
- Using weighted blankets or soft flannel bedding to help her to relax and feel secure.
- Making her a warm drink to help her to relax and give her space and time to self-manage.
- Let her have time to relax holding her stick insects.
- Let her relax watching her favourite programme on TV in her bedroom.
- Chatting to her about her anxieties to help her to talk them through and release the negative build up inside that she is experiencing.