

# STAR Approach – behaviour analysis chart

Sheet no \_\_\_\_\_

Child's name/initials \_\_\_\_\_

Date & time	Setting	Trigger	Action	Result	Initials of staff
	Where did incident occur?	What happened <b>just before</b> the incident?	What behaviour did the child display?	What was the result for the child? How did the adult/s respond? How did other children respond?	

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Sheet no \_\_\_\_\_

Child's name/initials \_\_\_\_\_

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A STAR analysis is a helpful way of assessing what happens before, during and after an episode of unacceptable behaviour, and is similar to an ABC chart. The STAR framework was set up by the National Autistic Society to reduce the behavioural problems that so many parents of children with an autistic spectrum disorder face. The STAR approach focuses on those with an autistic spectrum disorder rather than children with general behavioural difficulties, although it can still be helpful for this group. The basis of the STAR approach is that all episodes of problem behaviour need to be seen as actions with a purpose to receive a specific response.

STAR stands for:  
Setting Trigger Action Result

### **Setting**

This is something critical but often underestimated. These are the contexts in which the unacceptable behaviour takes place. Considering, and if needed adjusting, the setting where the behaviour takes place is important, and can also work as a way of preventing particular behavioural difficulties.

### **Trigger**

These are the signals or stimuli that 'set off' a specific action, occurring immediately before the episode of unacceptable behaviour. Reasons that trigger sets of the behaviour may include:

Expressing a need – for example, smelling dinner cooking might signal food to a hungry child

Expressing something the child does not want – for example, seeing a spider nearby triggers a wish to avoid it, or wearing a particular outfit could trigger the need to avoid something the child finds too difficult, such as a family gathering or somewhere new.

Emotional overload – something relatively insignificant triggers the feeling that this is 'the last straw'.

### **Action**

Action is the behaviour that actually happens and is a very important part of the chart.

### **Result**

These are the events that follow an action, and are often the part of the process that can be controlled. Response to an action can indicate the appropriateness of an action and influence the likelihood that the child will do the same thing at some point in the future.