Environment	individual's (including the child's voice) Musts (Description)	Relationships and interactions
Token economy/rewards Order of events The activity or lesson Personal interests Length of time or amount of demand Being successful	**M**otivation	Connections Interests Consistency understanding Attributes Praise Time Sharing my success
Timetable / personalised (engaging) Structure of a lesson / Tutor time Schedules Routine and pattern Timersjuju Classroom/home layout Product Visual cues/ supports Use of tools and equipment	**U**nderstanding	Modelling Verbal Communication (styles) Association Teaching style Levels and impact of prompts
Health checks/medication/sleep/eat/puberty Diet Sensory diet (weighed blankets, chew toys, fidget toys, clothing) Safe spaces (not quiet rooms) Physical activities Environmental audits Practice transition and change Preparing for events (annual reviews, family contact, birthdays, grief) Coping strategies/plans Phobias Music Boundaries	**S**afe and ready	Prepare transition and change People leaving and coming Trust building Key person Communication with parents and carers Boundaries Other peers
Any of the above Communication systems Scaffolding Backwords chain/ forwards chain Assessments	**T**ools and equipment	Knowledge of system and young person Creativity and flexibility
	Skills and ability	Knowing/understanding the profile, needs of the child Speaking to the child, family, key staff Understanding of skill-profile changes