Helping your child to manage difficult behaviours

Understanding challenging behaviour

Week 1

Who are we?

Amy

Emma

Overview of sessions

Week 1 (Thursday 11th January):

Understanding challenging behaviour

(Co-delivery with Emma - Educational Psychologist)

Week 2 (Thursday 18th January):

Helping your child to follow instructions

(Codelivery with Suzanna - Speech and Language Therapist)

Week 3 (Thursday 25th January):

Importance of play in managing behaviour

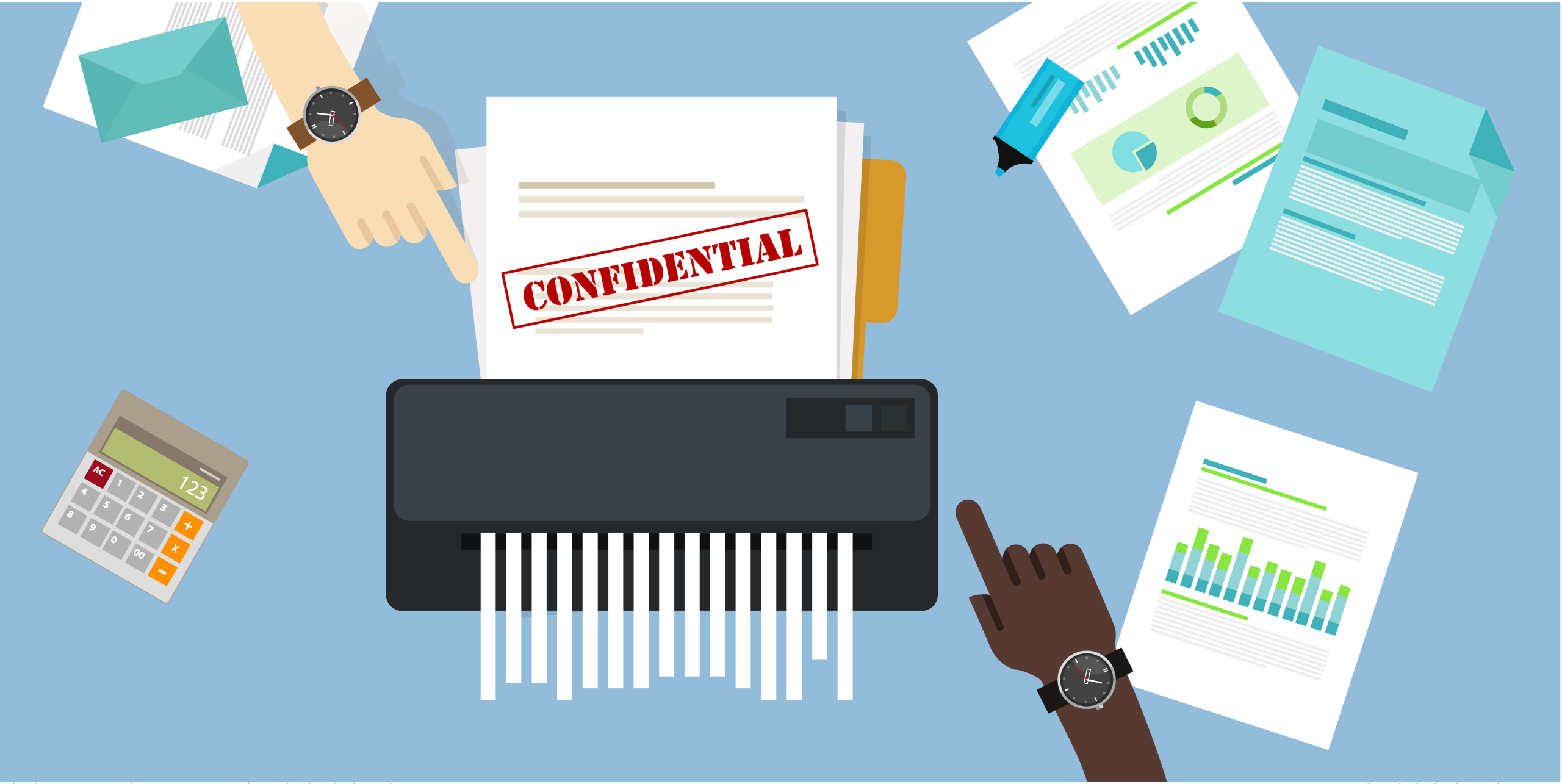
(Co-delivery with Emma - Educational Psychologist)

Week 4 (Thursday 1st February):

Use of Praise and Rewards

Week 5 (Thursday 8th February):

Strategies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Today's content

- Getting to know each other
- What is challenging behaviour?
- Understanding behaviour
- Impact
- Causes of challenging behaviour
- Feedback

Getting to know each other

Why have you come to the workshop?

What you hope to get from the workshop?

What is challenging behaviour?

Understanding behaviour:

Behaviour as communication

- All behaviour is driven by feelings, feelings are driven by needs
- Children are often just responding to their needs in that moment

The Tip of the Iceberg

Social Learning Theory

Children learn appropriate social and emotional responses from those around them (particularly caregivers) via:

- Modelling: social behavior is learned by observing and imitating the behavior of others

- Reinforcement: behavior that is reinforced immediately is more likely to occur

Typical challenging behaviours in children by age

Toddlers:

Preschoolers:

School age:

Teenage:

Challenging behaviour is normal in children!

Impact

- …a behaviour causing distress or disrupting day to day life for a young person or their family
- Some examples:
  - *Bed times, ignoring instructions, sibling conflict, shouting, tantrums…*

Can reduce enjoyment and ability in various different areas of life…

What do you think causes challenging behaviour in children and young people?

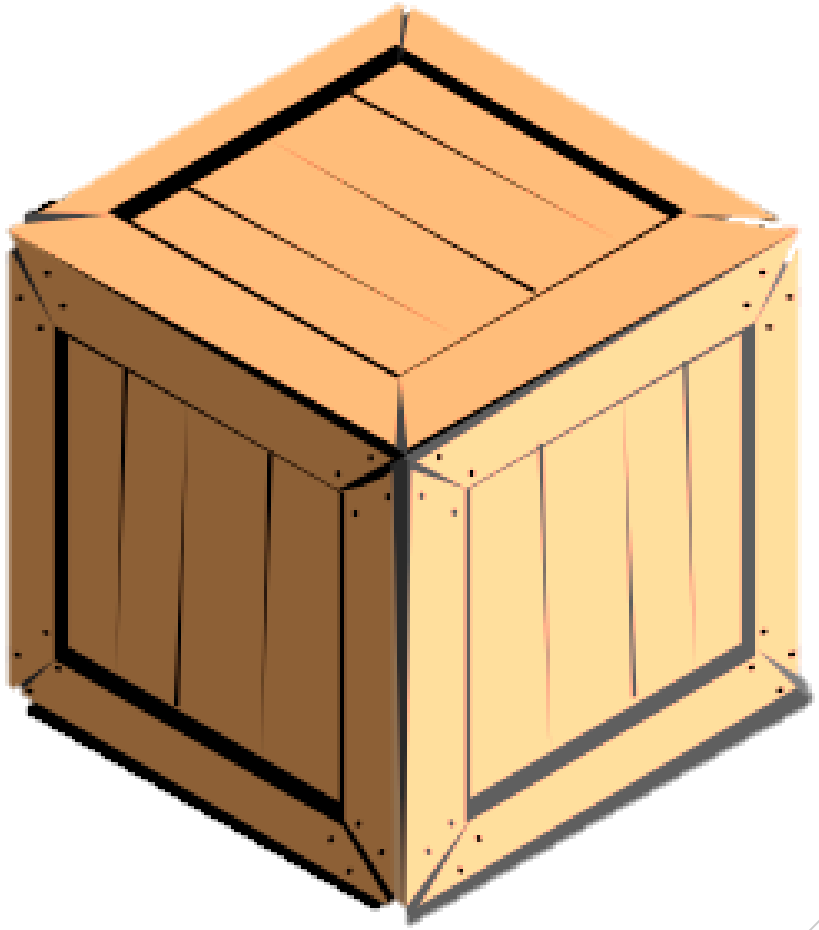
Communication – the child could be trying to express an emotion or need, or mirror adult communication

Routine – a lack of stable and reassuring pattern may distress the child

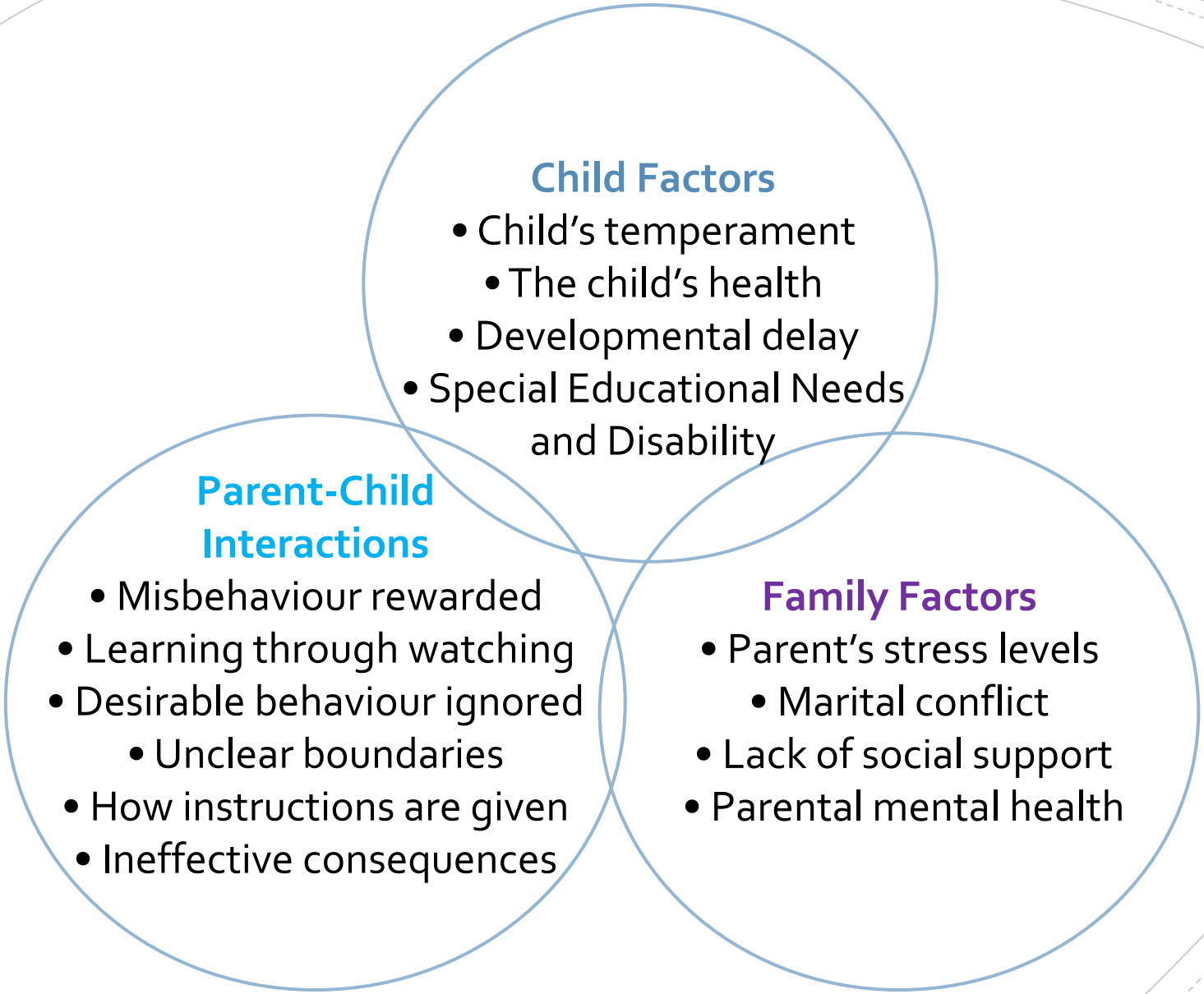
Attention – the child may be seeking more input

Tangible – a child may use behaviours to show they want or get objects/items

Escape – behaviours may be a way to avoid unpleasant situations or feelings



Factors Impacting Behaviour



Adapted from Dadds & Hawes, 2006

Attention and reinforcement rule

Attention rule: Children's behavior is often oriented to gaining attention form others, especially parents

Reinforcement rule: Behaviour that is reinforced immediately is more likely to occur

Parent traps: negative attention is also attention! And for children "any attention is better than no attention at all"

The Power of Positive Attention

	"OK" CHILD BEHAVIOUR	"NOT OK" CHILD BEHAVIOUR
CARER ATTENTION	**PRAISE** Positive behaviour increases	Negative behaviour increases
NO CARER ATTENTION	Positive behaviour Decreases	**IGNORE** Negative behaviour Decreases

Parent trap example

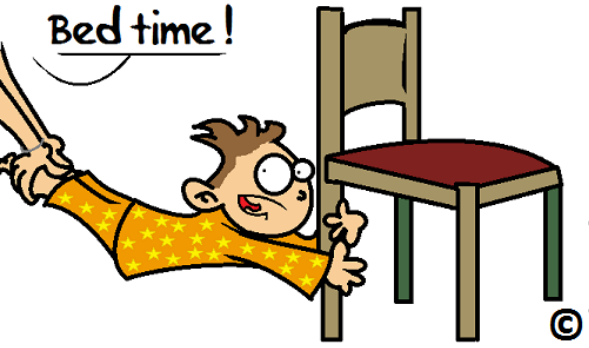
Instruction: 'Go to bed'

Child refuses and gets upset

Parent gives in

Parent becomes angry and raises voice

Parent Comforts



Parent trap example: bumper cars

Child is throwing things around the house

Parent asks the child to stop

Child refuses and continues to throw objects

Parent shouts at child and levels threat

Child shouts back and throws object

Parent shouts again and shows frustration

Either child learns parent will eventually give up if continue to refuse

Or parent learns shouting works (but only as it scares child into submission)

ABC chart to understand behaviour

A) Antecedent (or Trigger) - what happened before?	B) Behaviour – objectively, what was the behaviour?	C) Consequence – what happened afterward?
<u>Immediate triggers:</u> e.g. instruction, fight with sibling, transition from activity <u>General triggers:</u> e.g. time of day, illness, stress Who was there? When? Where?	<u>What did they do, say?</u> e.g. hit parent, walked out of room, swore at sibling	<u>Specific consequence given:</u> e.g. sent to bedroom, lost phone for night and/or <u>What happened next:</u> e.g. child went to room and played video games, child cried then returned, parent talked to them about behaviour

An example...

A) Antecedent (or Trigger) - what happened before?	B) Behaviour – objectively, what was the behaviour?	C) Consequence – what happened afterward?
I asked Billy to change out of school clothes before playing	Billy yelled “no” and ran out into garden. I followed and asked him again. Billy spat at me.	I yelled then went inside. Billy played outside in his school clothes. I came out later and explained to Billy why he should change his clothes and that spitting isn’t nice. We cuddled and watched TV together.

Feedback

Haringey Trailblazer Feedback Form

Date:

Please circle your answer:

I have enjoyed these sessions:	Y	N	N/A
I have learnt something valuable:	Y	N	N/A
I would recommend this group:	Y	N	N/A
I feel more equipped to manage my child's emotions:	Y	N	N/A
I have found a strategy that works for my child:	Y	N	N/A
I feel more hopeful about my child's wellbeing:	Y	N	N/A
I felt listened to in these sessions:	Y	N	N/A
I felt I was able to share if I wanted to:	Y	N	N/A

Were there any particular topics you found helpful?

Would you recommend anything additional for this group?

Any other comments:

Discussion

- Share an experience of a time where you were able to manage behaviour?
- What has worked for you?

Thank You!