

hi



Hi



Promoting Positive Behaviours

ATAM ACADEMY NOVEMBER 2024

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London Borough of
Redbridge



Redbridge Mental Health Support Team

Housekeeping & Group Agreement

Fire exits and fire alarms

Tea and coffee

Confidentiality

Share with care

Time for questions

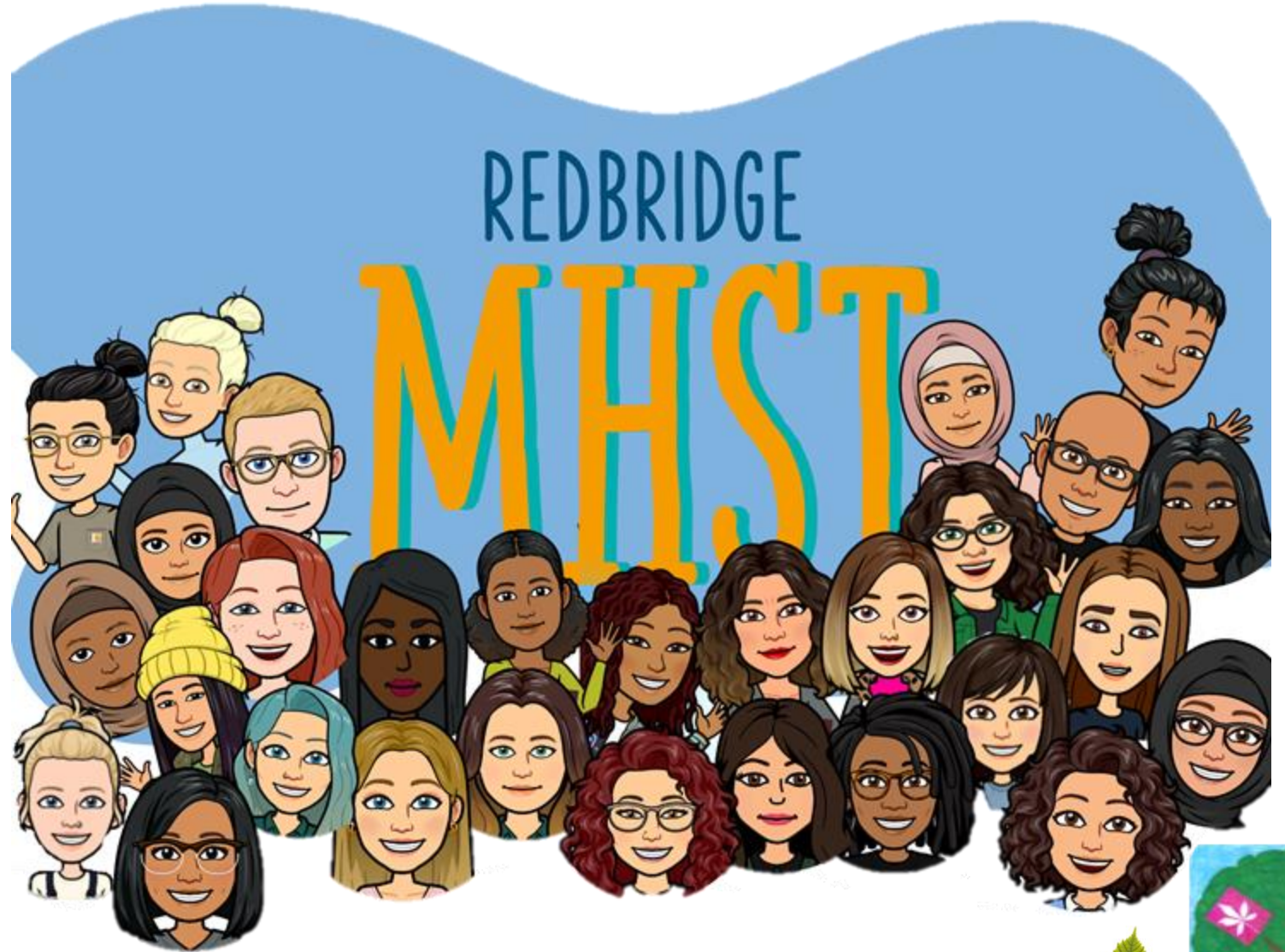
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We deliver evidence-based interventions for parents/carers and young people

We support schools with their whole school approach to well-being

We give timely advice and signpost



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Redbridge Mental Health Support Team

How we can help - our individual and group offers

Challenging behaviour - We offer guided self-help to parents of Primary aged children to support with common behaviour problems

Anxiety and/ or Panic - We offer Cognitive Behavioural Therapy (CBT) based guided self-help to parents and young people.

Low mood - We offer Cognitive Behavioural Therapy (CBT) based guided self-help to young people, called Brief Behavioural Activation

We currently work into 30 Redbridge Schools, and are expanding our offer to more schools this year. Please check our website to see if your child's school is involved!

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Not coping

Coping

Thriving

Mental health is **fluid and can change over time**

We can move along the spectrum in response to changes in our environment

We all experience things differently

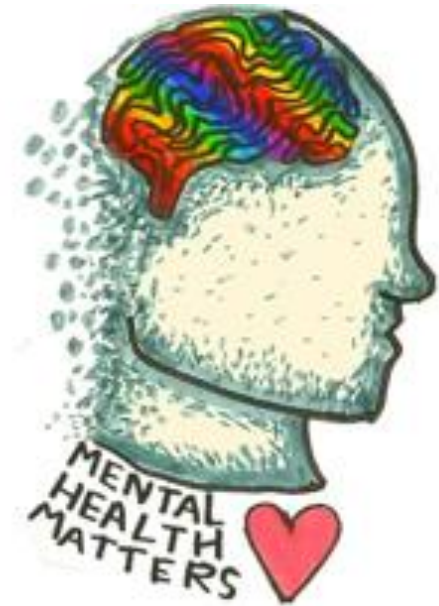


#BREAKTHESTIGMA ~ TOGETHER, LET'S BREAK MENTAL HEALTH TABOOS IN REDBRIDGE

Asking for help is a sign of strength. If you don't feel well emotionally, there is confidential help for you within Redbridge.

Be kind to yourself. Self-compassion matters.

Be kind, encouraging and supportive to others- we don't know what people are going through.



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Aims for the session

- To understand how behaviour is a form of communication
- To learn how to strengthen relationships to promote positive behaviour and self-concepts
- To learn strategies when behaviour becomes difficult to manage



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Just want to say...

Everyone is doing the best they can, these are just ideas that you might already be familiar with and some new ideas that you might find useful.



BY.

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What behaviours do you see in your children that have brought you here?

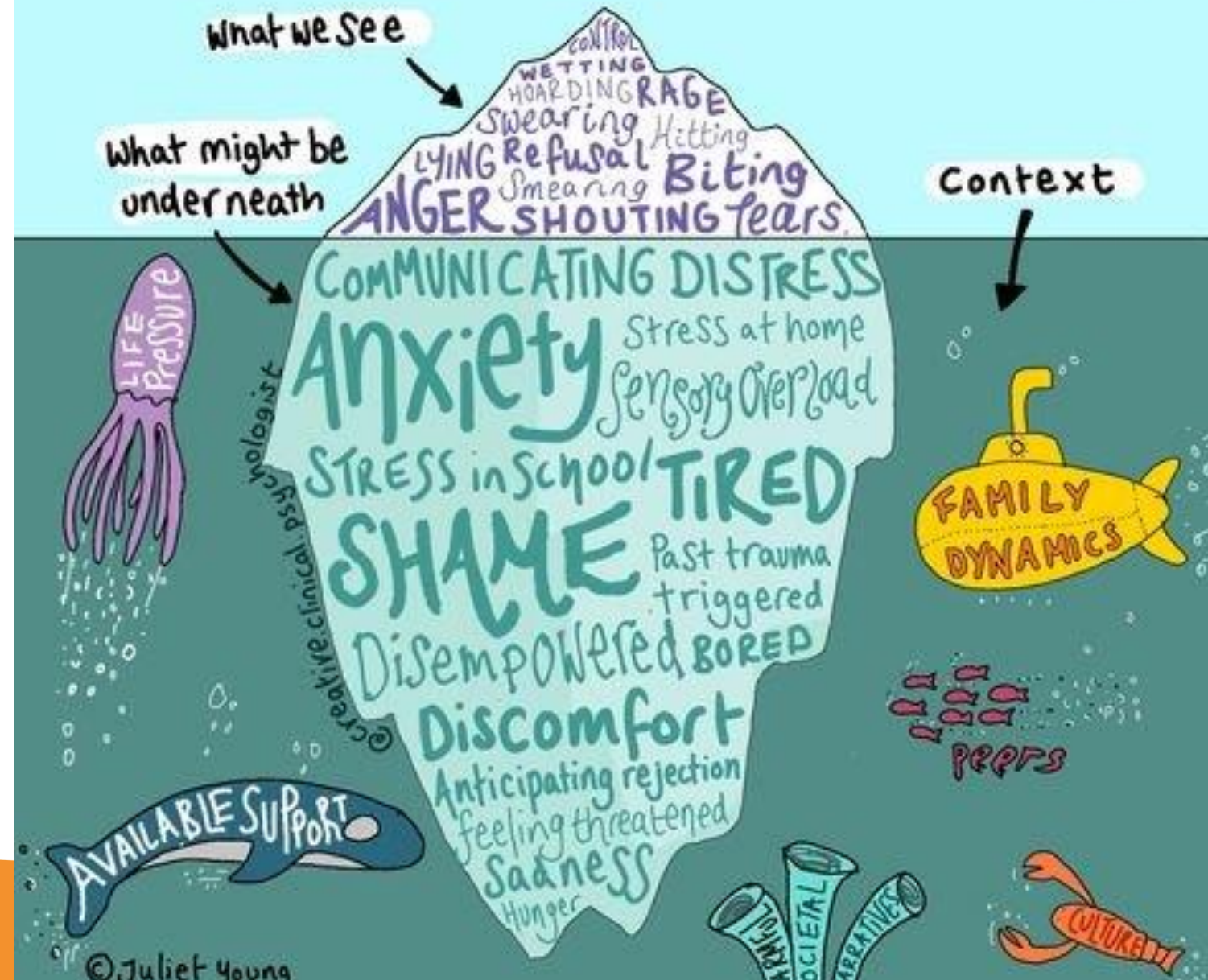


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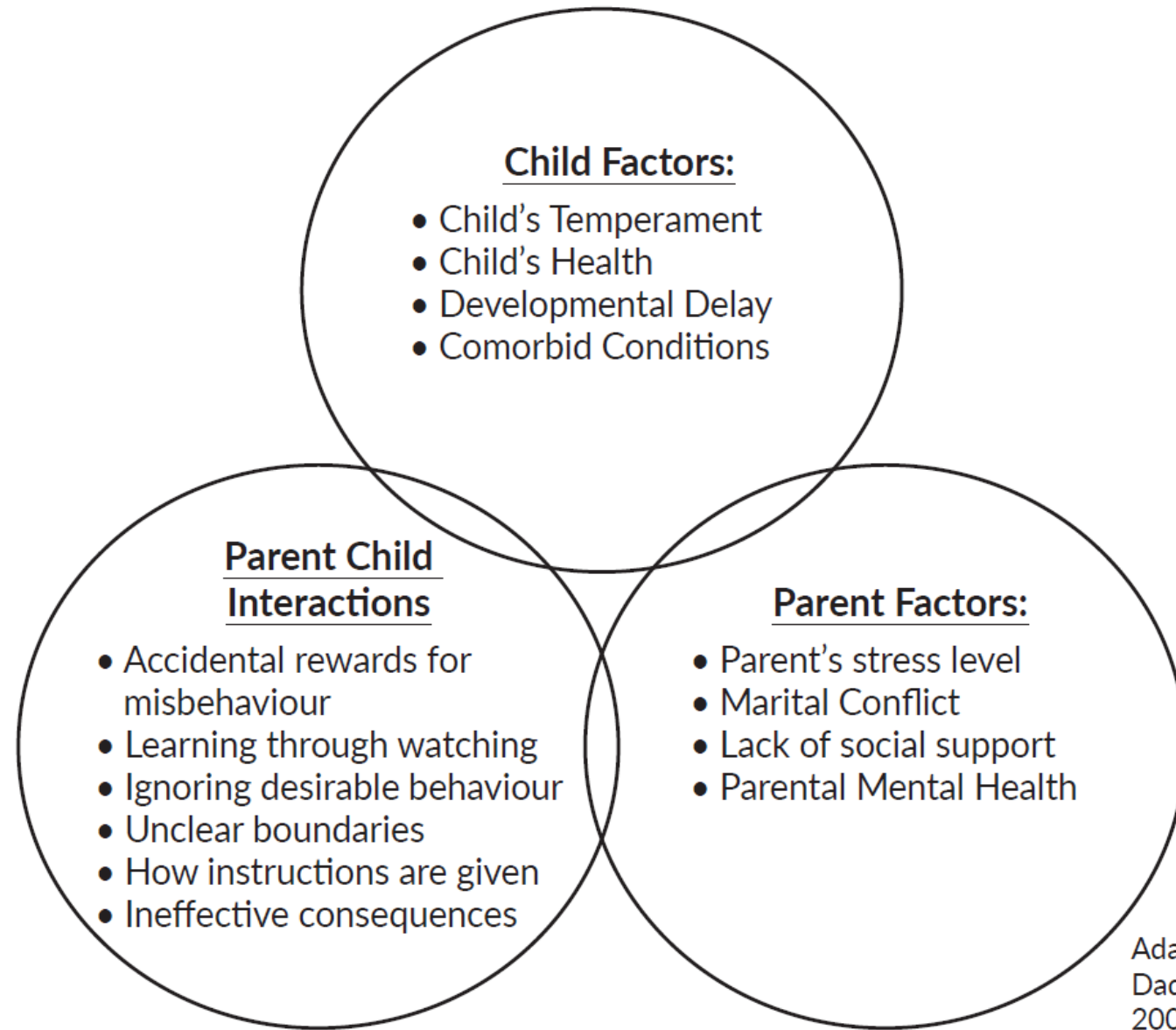


Behaviour as
Communication
and serving a
function/need

'Bad' Behaviour Iceberg



Contextual Factors of Behaviour



Adapted from
Dadd & Hawes,
2006

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Some reasons for challenging behaviour may include



- Let us know how they feel.
- Resolve/unresolved issues.
- Alleviate anxiety.
- Avoid painful emotions.
- Test out their beliefs.
- Protect their vulnerability.
- To get attention and connection.
- Stuck in a pattern of behaviours.
- Low confidence, negative self-concepts.
- Survive.
- Find a more comfortable position:
 - Feel empowered rather than disempowered
 - Feeling in control rather than be controlled.
 - Attacker rather than be attacked.
 - Bully rather than bullied.

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Children's self-concepts and behaviours

Self-concepts are formed and maintained through interactions with and feedback from others.

Children who struggle with emotional and behavioural regulation receive more negative feedback (because they struggle more).

Consider the balance of positive/neutral and negative feedback that children receive.

I'm good at listening

I'm good at sharing

I'm not good

I'm good at following instructions

I'm not good at listening

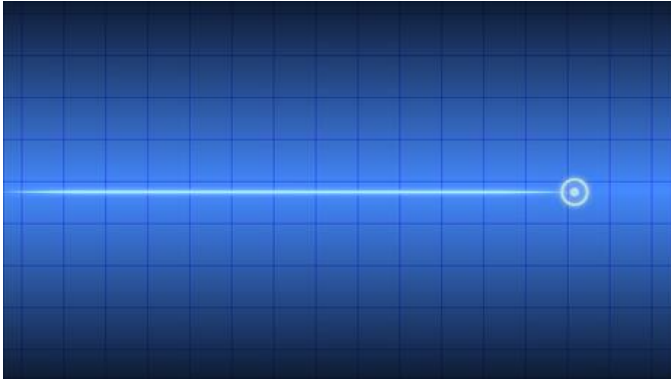
I'm naughty

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Energy & focus



- Default interaction - low energy to positive and neutral behaviours
- Message: can't be that important

- Default interaction - high energy to what's going wrong
- Message: this is the stuff that gets attention



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- How do we create change and build positive behaviours?
 - How do we create positive self-concepts?
- Building strong foundations, attending, & effective communication



Building Positive Relationships and self-concepts- through playful interactions

Playing with your child strengthens your relationship and encourages your child to explore, observe, experiment and problem solve.

Through relationships, children learn how to think, understand, communicate, behave, express emotions and develop social skills.



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The Value of Play

Playing helps develop children's problem-solving skills and creativity

Playing helps develop children's independence- explore and try new things

Playing supports language and communication

Playing helps develop children's social skills and interaction

Playing helps develop children's cognitive skills and learning

Playing helps children's emotional development



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Building positive relationships and self-concepts- through noticing and attending

	"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

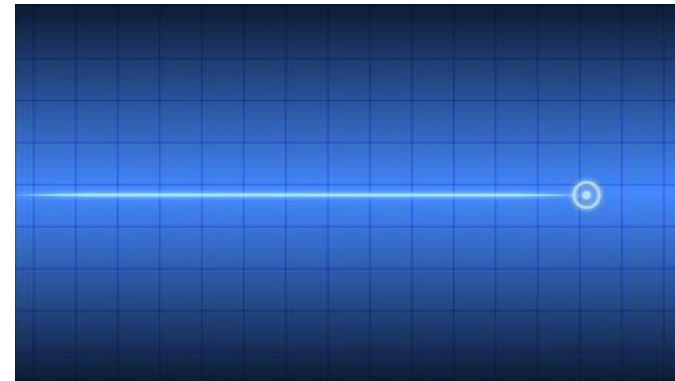


Energy & focus



- High energy to positive and neutral behaviours

- Low energy to what's going wrong



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Giving effective and specific feedback

Be sincere, specific and immediate

Focus on behaviours that they have power to change

Avoid comparing to others

Avoid praise with criticism or teaching

Avoid waiting for completed tasks - give feedback on steps in the right direction

Make your rewards actually rewarding

Ignore negative responses where possible

Rewards vs bribes

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Comparing



"Well done Fatima you listened to me even if others didn't. Good job."



'teaching moment'



Non-specific

Example

Specific feedback



"Rayyan, you put your iPad away the first time I asked, great listening"



Focused on changeable behaviour

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Ineffective Communication of Instructions

- Chain instructions
- Question instructions
- Vague instructions
- "Let's" instructions
- Instructions + rationale
- Repeated instructions
- Unnecessary instructions
- Poor body language



Effective instructions

Check they are listening

Be simple and clear

Be calm and polite

Realistic and fair

Ask them to do something

Break into smaller tasks

Space for compliance

Follow through with
positive feedback or
consequence



Example

Child is listening

gets attention, waits for child to look

“it’s time to get ready for bed”

Clear, simple and polite

“Let’s get ready for bed because it’s getting late and it’s going to be tricky in the morning”

Vague, unclear

Rationale distracts from the instruction

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Strategies for when behaviour becomes more difficult to manage

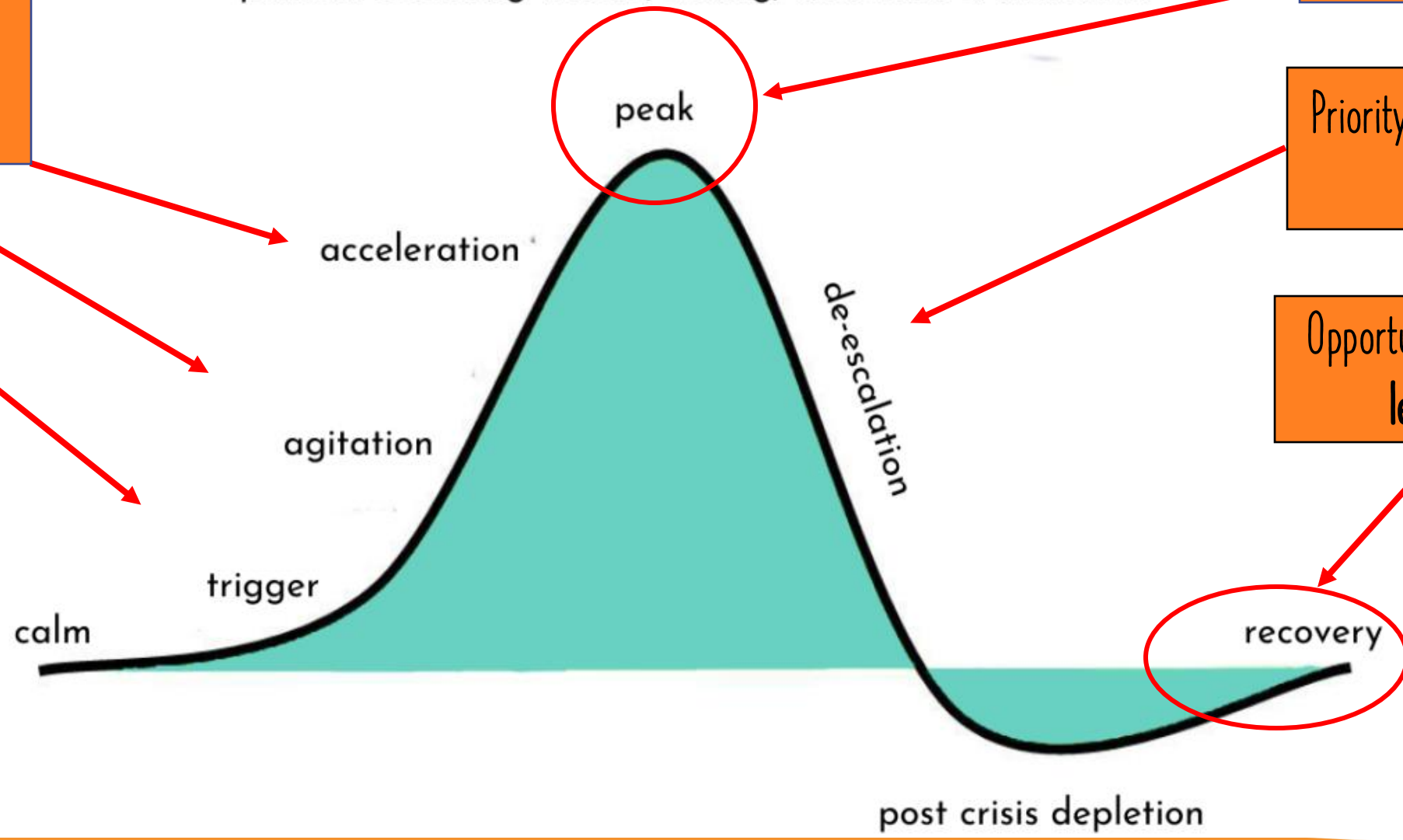
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THE ESCALATION CYCLE

pattern occurring before, during, and after a meltdown



Positive, preventative interventions

Priority is to **keep safe**

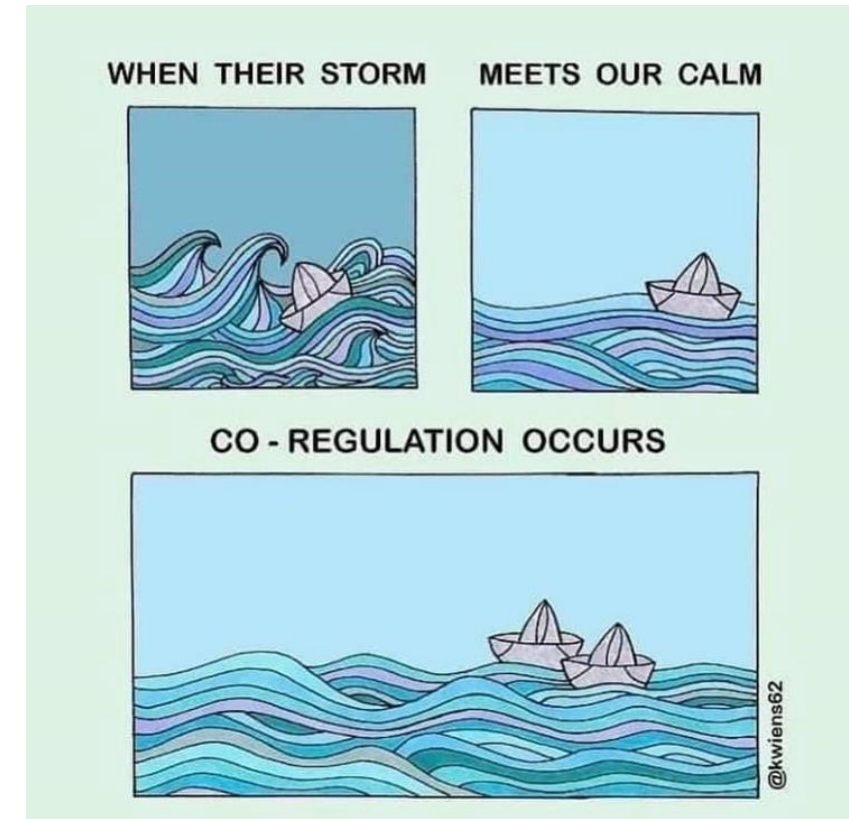
Priority is to **restore calm**

Opportunity for **co-learning**



Supporting children to recover from emotional and behavioural dysregulation

- Co-regulation: stay attuned and regulated yourself.
- Consider your verbal communication, as well as body language.
- Be calm, clear, & concise. Use objects or visuals if needed.
- Avoid engaging the child too much, such as talking, as this exacerbates the situation for some children.
- Keeping your child safe. It may help to have a designated safe space they can be guided to. Set it up as a routine and practice it with them when they are calm so they know why they are going there and why. Frame it as 'calm time' rather than as a consequence/punishment.



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Talk about emotions and difficulties

Explore

- Help the child reflect on how they felt

Empathise

- Recognise all emotions as being natural and normal, and not a matter of choice

Label

- Name it to tame it!

Validate

- Provide a narrative for the emotional experience, creating cognitive links through co-learning

Problem-solve

- Help the child think about solutions

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The Importance of Language- addressing behaviours

You're being aggressive

Adam you were violent and pushed Simran

You're being disruptive

You're not paying attention again

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The Importance of Language

You're shouting and I need you to speak quieter

When you pushed Simran, it made her feel very scared

When you're shouting loudly, I can't hear what Billy is saying

Because you're looking around, it's affecting your attention

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Setting Limits

- Set limits and remind/teach through acknowledging positive and neutral behaviours, e.g. noticing when the rules are not broken (rather than only reminders when they are being broken)
- What is the purpose of limit-setting? Punitive consequences (that are usually not doable and reinforce the idea that they cannot follow rules or do consequences) OR to interrupt unwanted behaviours through doable consequences.

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Family Rules

Develop the
rules together!

Simple

Fair

Positively stated

Enforceable

Specific

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Reward Charts

Clear target behaviour

Steps and rewards are discussed with child

Make sure the steps are achievable (SMART goals)

Use rewards that are motivating and varied

Consistently monitor progress and provide rewards

Don't mix rewards and punishment

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Routines & structure

BEDTIME, MORNING, DAILY TRANSITIONS

Consider:

- Preparing in advance where possible
- Counting down, using a timer
- Trigger points
- Use of reinforcement throughout
- Break down into steps
- The order of steps - use visuals



Looking After Yourself

- Supporting your child with their needs can be stressful and demanding.
- You need to be aware of your own stress levels:
 - Be realistic in your goals.
 - Give credit for any small steps forwards.
 - Don't be too hard on yourself if things don't go as well as you'd like.
 - Don't expect to get things right all the time.
 - Share your feelings with others.
 - Accessing external support if needed



The infographic features a background of a blue sky with white clouds. The central text 'Self-Care' is written in a large, black, serif font. Surrounding this central text are four phrases in a smaller, black, serif font, each describing a different aspect of self-care: 'Taking care of your mind & thoughts' (top left), 'Taking care of your physical health & body' (top right), 'Increasing your own well-being through self-care behaviors' (bottom left), and 'Taking care of your spiritual health' (bottom right). At the bottom of the infographic, there is a copyright notice: '© Dr. Claire Nicogossian 2014 www.momswellbeing.com'.

Taking care of your mind & thoughts

Taking care of your physical health & body

Self-Care

Increasing your own well-being through self-care behaviors

Taking care of your spiritual health

Taking care of your emotions

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Thank

You

Any questions?

Share your feedback on today's session & topics you would like us to cover at future events



How to access support

If you feel your child could benefit from our involvement, we encourage families to first contact the Senior Mental Health Lead (SMHL) in your child's school to discuss involving the MHST. This will ensure our service is the best fit in providing the support your child requires.

Parents can also seek involvement directly from us by completing a request for involvement form available from: MHST@Redbridge.gov.uk

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Signposting – Services

SHOUT

Text support for people of all ages. Text 'SHOUT' to 85258 for free 24/7 mental health text support

KOOTH

Online service offering emotional and mental health support to young people.
www.kooth.com

CHILDLINE

24/7 helplines, information, support and the CalmZone Toolkit
www.childline.org.uk

SAMARITANS

24/7 listening service.
Call: 116123
Email: jo@samaritans.org

YOUNG MINDS

Free parent advice and support
youngminds.org.uk / 0808 802 5544

YOUR CHILD'S GP

Can signpost you to other services locally, co-ordinate your child's care, and refer you onto specialist support

CRISIS LINE

24/7 phone support from mental health professionals for people in mental health crisis. – 0800 995 1000

HOPELINE

Youth suicide prevention charity – 0800 068 41 41

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Your Voice Matters: Parent and Carer Survey



- We want to hear from parents and carers about how we can enhance access to emotional wellbeing support.
- Your views will shape how we work with schools in Redbridge.
- Your responses are anonymous.

