



Behaviour Workshop

What behaviours do we want to see **at home, at school and in the community?**

- ▶ At school – Ready, Respectful, Safe
- ▶ At home – keep their room tidy, share, eat with a knife and fork
- ▶ When out in the park, in shops, in other public spaces – stay where they can be seen, look but don't touch, speak with an indoor voice when inside

Ready,
Respectful,
Safe

What do you expect of your children?



What to consider in each instance:

- ▶ What is your child trying to tell you?
 - ▶ Is the behaviour dangerous? Is somebody hurt?
 - ▶ Was it an accident?
 - ▶ Does the child or other person know how it made you feel?
 - ▶ Has the child apologised? Do they mean it? Are they likely to do it again?
-
- ▶ **Restorative conversations:** all those involved need to be ready for them. If someone is not ready, give them time to calm down.
 - ▶ If they are still cross, unwilling to accept fault, they are not ready.





Parent diary of behaviour and discussion around the example

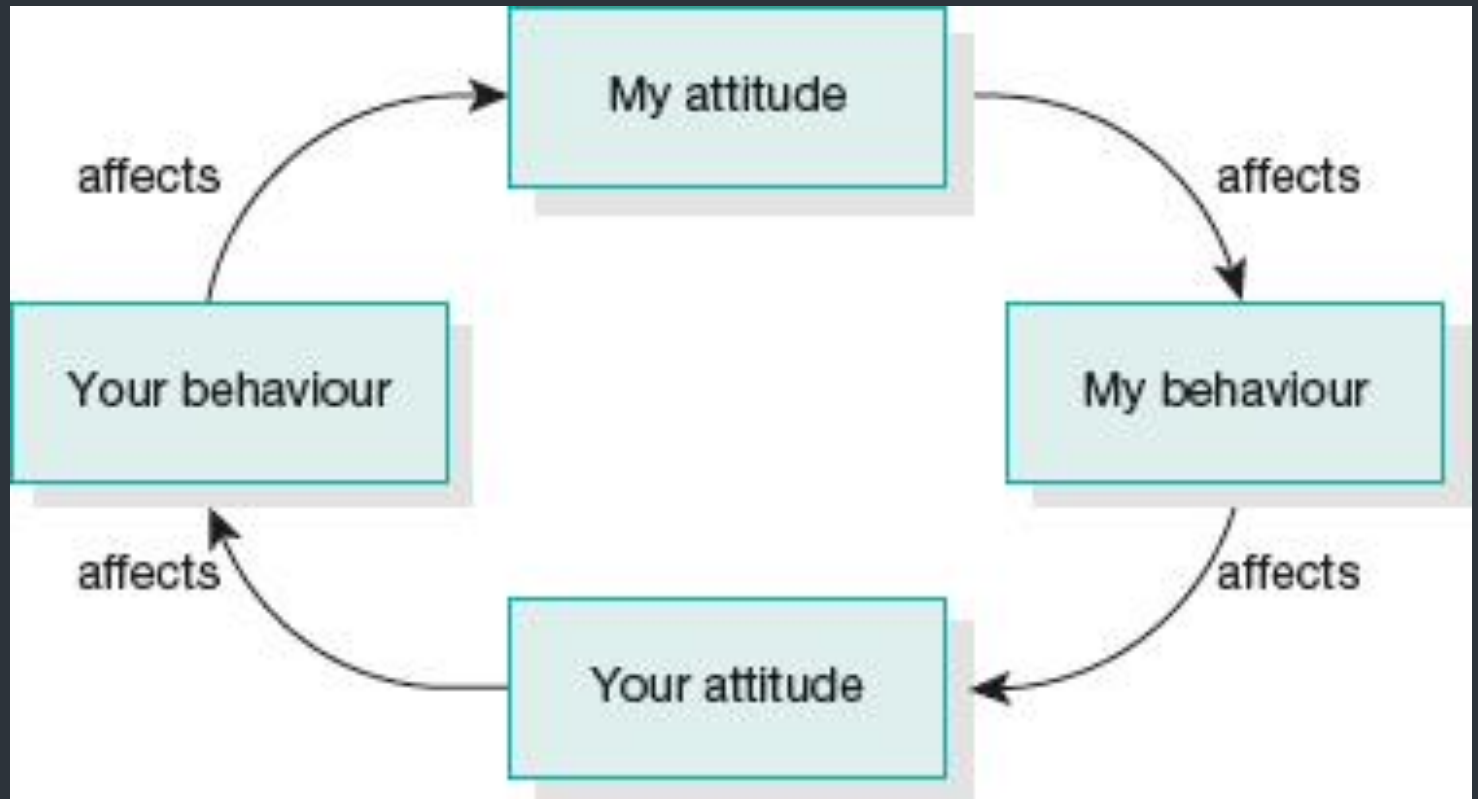
- ▶ Children and adults use behaviour as a way to communicate feelings and emotions in a non-verbal way.
- ▶ Positive feelings= behaviours we want to see
- ▶ Negative feelings= behaviours we want to see less of
- ▶ These feelings can be triggered by;
- ▶ Things in our environment
- ▶ Events and experiences
- ▶ Interaction with others (this can become two way and so its important we focus on our own feelings and actions to make positive change)
- ▶ Negative feelings can include not wanting to do something because its boring, uncomfortable, provokes anxiety etc.

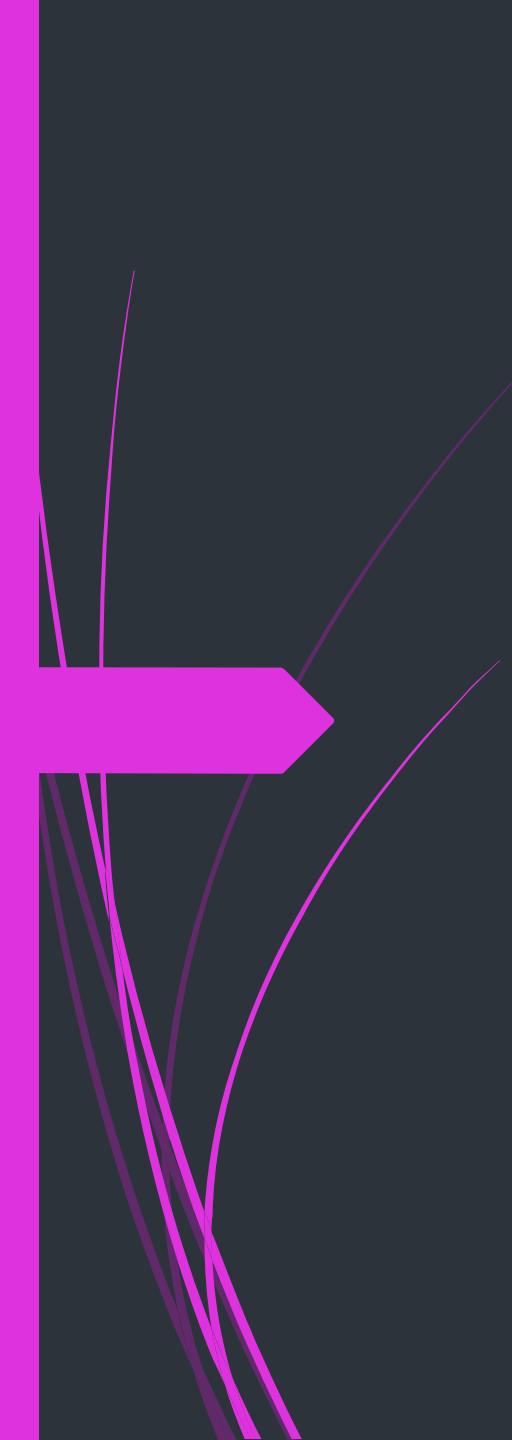
The diary: ABCC chart

- ▶ It is really important that we find out what triggers our children's behaviour: both positive and negative.
- ▶ This allows us to:
 - ▶ think about what our child is trying to tell us
 - ▶ Make changes to what we do so that we can bring the focus back to the positive behaviours STOPPING THE LEARNT RESPONSE.
- ▶ A: Antecedent- what was happening before the behaviour (include any observation of emotions/ feelings as earlier events may still be impacting responses)
- ▶ B: Behaviour- what did they do exactly (positive/ negative)
- ▶ C: Consequence- what happened as a result of their behaviour (include observation of your own feelings and actions)
- ▶ C: Communication- what do you think your child was trying to tell you?

Why self reflection about our own communication is important

- ▶ Hand out
- ▶ Q: At what point could the parent have done something different to get a better response from the child?
- ▶ What could they have done differently?

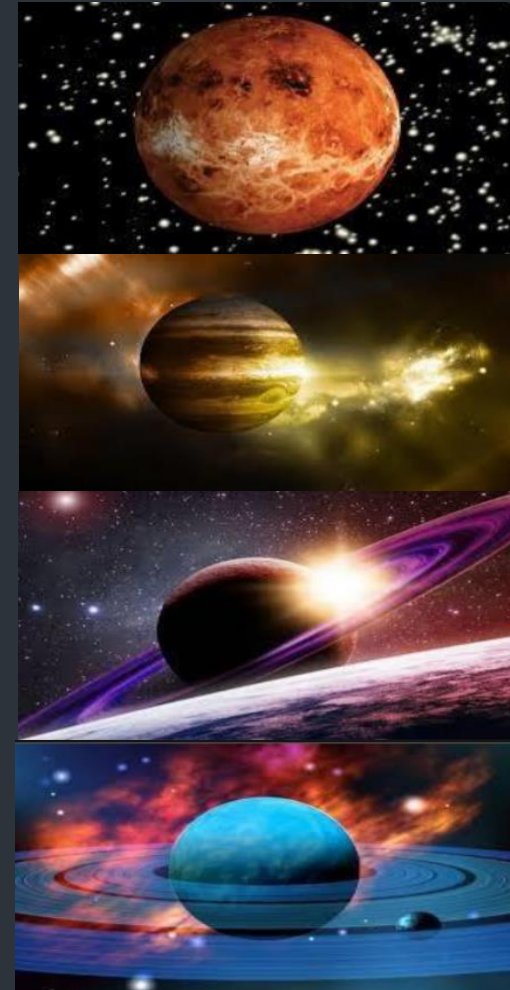




Bringing the focus back to the positive
behaviour (things we want to see)
improves our children's emotional
wellbeing, thus resulting in better
behaviour

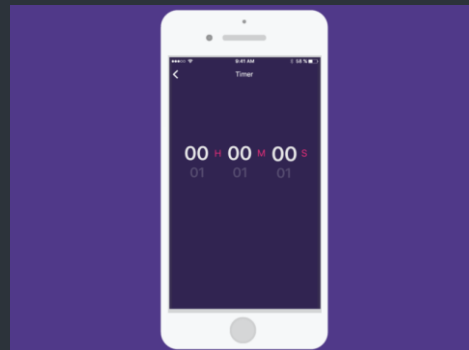
Behaviour in school

- **Positive recognition** in line with the school's behaviour policy:
 - House points
 - Positive praise
 - Stickers
 - Star of the week
 - Hot chocolate Friday
 - Displays recognising effort and achievement
 - Sharing positive news with home: conversations, post cards



Positive recognition for behaviour at home

- ▶ Amazing charts – see example
- ▶ Stickers
- ▶ Random acts of kindness - to feel a sense of responsibility and happiness.
- ▶ Special jobs – helping in the kitchen in safe ways – sweeping, helping to wash veg, making others a sandwich.
- ▶ Tidying up – who can pick up the most...?
- ▶ Appropriate rewards for specific behaviour – watch 1 TV program, half an hour on a tablet, half an hour playing lego, ten minutes playing a game with the child.
 - ▶ Set the amount of time and help them understand how long that is – kitchen timer, iphone shutdown



What to do and not do

- ✓ Do reduce the number of rewards over time so when the children receive them it is meaningful.
 - (setting goals helps to manage this)
- ✓ Do develop your relationship with your children – give them your time and attention. Play with them.
- ✗ Don't take developmental opportunities away.
- ✓ Do build in consequences to day.
- ✗ Don't promise consequences to be delivered at school.

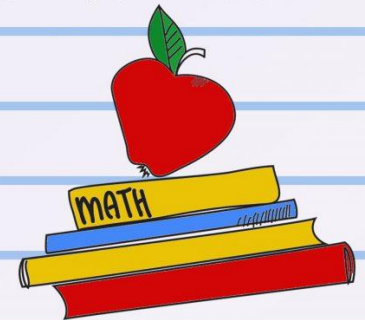
Routine



- ▶ Children like to know where they stand and what they should expect to happen.
- ▶ Can the child's behaviour be explained by a change in routine?
- ▶ Were they expecting something that didn't happen?
- ▶ Does the child understand why that had to change?
- ▶ Expectation of basics without rewards – sleeping, brushing teeth, washing, tying their shoe laces, getting dressed, etc.
 - ▶ Rewards may be needed in the first instance but then later reduced.
 - ▶ Does the child understand how to do these things unsupported?
- ▶ Help the child to be independent, don't do things for them.
- ▶ Chart of tasks before school/ bed.
- ▶ Rewarding children for things with monopoly money in exchange for things assigned monetary value.

BEFORE SCHOOL ROUTINE

- MAKE BED
- GET DRESSED
- EAT BREAKFAST
- BRUSH TEETH
- PACK BACKPACK (HW/LUNCH)





Things to think about

- ▶ Revenge or an appropriate consequence? -Scenarios?
- 

Responding in different situations

- ▶ As a parent we need to be able to remain calm, think on our feet and be adaptable, show understanding and be firm but fair.

Meltdowns/ outbursts:

- ▶ The first thing we need to try and do is learn to recognise warning signs and try to diffuse the situation if we can.
- ▶ Develop scripted responses
- ▶ If you need to repeat an instruction say it in exactly the same way
- ▶ Label the emotions “I can see that you are feeling.....”
- ▶ Teach your child strategies for coping (practice when calm)
- ▶ Be aware of your own feelings and tone- model calm and appropriate responses
- ▶ Use distraction
- ▶ Visual cues
- ▶ Remember your child is not in a position to think clearly during this time of heightened emotion and so keep it simple.



Clinging on to parent / refusing to let them leave/ school refusal (often a sign of anxiety/ worry):

- ▶ Explore feelings
 - ▶ Teach coping strategies
 - ▶ Encourage them to give it a go
 - ▶ Introduce new tasks at home to build independence
 - ▶ Reward charts and goals
 - ▶ Break down into smaller steps
-
- ▶ Self-help: Helping your child with fears and worries by Cathy Creswell



Refusal:

- ▶ Explore reasons and feelings
- ▶ Set goals and rewards
- ▶ Persevere DO NOT GIVE UP!
- ▶ Be consistent
- ▶ Try to make the situation more fun
- ▶ Be prepared to adapt the situation so that they give it a try
- ▶ Offer options but keep this controlled (we have to do both of these today, which one do you want to do first?)
- ▶ Reward any attempt to complete the task no matter how small- we want to teach them that trying is rewarding. Over time use goals to build up their efforts and reward accordingly.



Tantrums:

- Remain calm
- Don't try to reason they are not rational at this time
- Distraction
- Planned ignoring (assess danger first)
- Use simple language
- Don't give long instructions
- Remain consistent
- DON'T GIVE UP
- The behaviour will escalate before it gets better



Hitting/ kicking/ biting:

- ▶ Teach strategies to child
- ▶ Using pillow not parent
- ▶ Kick a ball around
- ▶ Set goals and rewards
- ▶ If safe use planned ignoring
- ▶ Distraction
- ▶ When episode is over return to rewarding positive behaviours no matter how small.

Using the Restorative approach at home

focuses on feelings and repair not blame and judgement

Drop the 'WHY' question- its too complex and it emphasises blame

The approach:

When your child is calm explore the following questions WITH them

- ▶ What happened?
- ▶ What were you thinking at the time?
- ▶ Have you thought about it since?
- ▶ Who was affected (and) in what way?
- ▶ How could things be done differently?
- ▶ What do you think needs to happen next?
- ▶ <https://www.youtube.com/watch?v=XnEmkWtv9nU>



Affective Statements

► https://www.youtube.com/watch?v=IZLoTsN_sSA





Things to consider

- ▶ Could they be tired?
- ▶ Could they be hungry/ thirsty?
- ▶ Has something happened to upset/worry/annoy them earlier in the day?
- ▶ Life events both past and present
- ▶ Are parents forming a united front?
- ▶ Are they seeing any conflict?
- ▶ Parental mental health
- ▶ Environmental challenges



Where to get extra help/ advice if I feel I need it:

- ▶ Firstly, your school is a great place to start
- ▶ If you feel you would like extra support you can ask for help from the Mental Health support team:
- ▶ <https://brighterfuturesforchildren.org/for-parents-carers/mental-health-support-team/>
- ▶ Other support available:
- ▶ www.youngminds.org
- ▶ The Incredible years by Carolyn Webster-Stratton (book)
- ▶ Helping my child with fears and worries by Cathy Creswell (book)

Any questions?

