

Supporting your Child's Wellbeing: Behaviours which Challenge

Parent Group Meeting:

Monday 15th April 2024 @ 9.00am

Social Eyes - A Vision for
Inclusion in
partnership with Stewart Fleming
Primary School



Welcome to our family session today

In this session we will:

- ❖ Look at what we mean by 'behaviours which challenge'
- ❖ The cause of many of the behaviours we see at home and in school
- ❖ How do we support children's wellbeing and mental health
- ❖ How supporting emotional development underlies wellbeing
- ❖ What approaches and outlook can help your children to develop the social skills, communication and resilience to take on life as they grow up

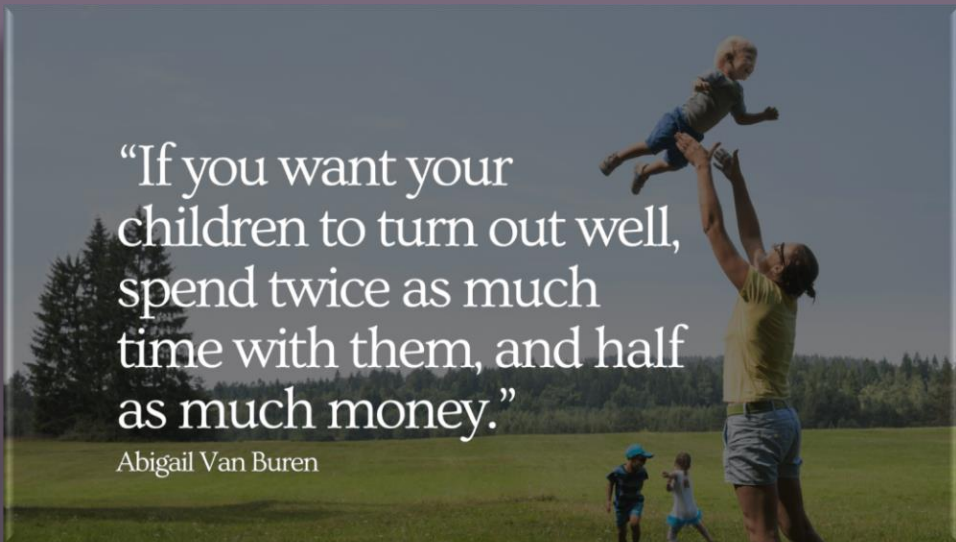
**Part 1: What does
society and the media
say?**

Pupil behaviour 'getting worse' at schools in England, say teachers

What is the media saying about children's behaviour?

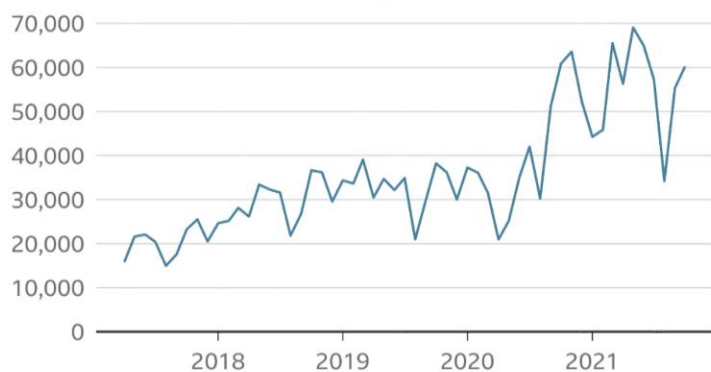
- **'Nearly one in five teachers in England has been hit by a pupil this year, a survey commissioned by the BBC says.**
- One teacher told BBC News behaviour was a "never-ending battle". Another said spitting, swearing and chair-throwing were among the things happening often.
- A union says its members are reporting worsening violence and abuse from pupils since the Covid pandemic.
- The Department for Education (DfE) says it has invested £10m in behaviour hubs to support schools.
- A greater proportion of primary and secondary teachers reported pupils fighting, pushing and shoving compared with two years ago.'

We all have views about why...



Referrals to children and young people’s mental health services on the rise

April 2017 to October 2021, England



Source: NHS Digital



Childhoods have got worse in Britain, survey reveals

Charity says children’s futures blighted by Covid, mental health issues and financial hardship



Children maintain social distancing measures while playing in a playground in London during the pandemic. Photograph: Justin Setterfield/Getty Images

Childhoods have got worse in the UK, with the majority of adults believing children’s futures have been blighted by the Covid pandemic, declining levels of mental health and financial hardship, a survey has found.

More than half of parents and nearly two-thirds of grandparents believe life is more difficult and stressful now than when they were children, citing money issues, house prices, the climate crisis and emotional anxiety linked to school and social media, according to the charity Action for **Children**.

Although children overall are more likely to have a positive outlook, a third believe their parents enjoyed a better childhood than theirs. Many cite increasing worries around mental health, school stress and family finances, with those from poorer backgrounds much more likely to be pessimistic.

*The Good News About Bad Behaviour:
Why Kids Are Less Disciplined Than
Ever — And What to Do About It.*

‘Today’s children are actually quantifiably different from recent generations, and are more badly behaved, too. Research has found that kids today have a sharply decreased ability to regulate their own emotions and higher rates of distractibility and symptoms of depression.’

Every parent has things to work on...

**The
Good
News
About
Bad
Behavior**



**Why Kids Are Less Disciplined
Than Ever—And What to Do About It**

Katherine Reynolds Lewis

Part 2: What do
we mean by behaviour?
What are the causes?



What do we
mean by
behaviour?

- Behaviour is defined as the way one acts or conducts oneself, especially towards others. It is often a response to a particular situation or stimulus. Behaviour cannot be managed separately from learning and wellbeing

What is going on behind the behaviour?

**Remember: Behaviour is a form of communication, and it serves a purpose:
Behaviour is also a way of getting needs met:**

The two most common needs are:

- **to obtain** – more time, understanding, order, calm, peer or adult attention, a desired object or activity, or sensory stimulation
- **to avoid** – a stressor, a frustration, a difficult, boring or easy task, a physical demand, an activity the child doesn't like, or a others

When thinking about why behaviours occur, consider:

- the **developmental factors** that might contribute to unwanted behaviour – significant events that might have occurred previously in a child or young person's life
- **ecological factors** that can influence behaviour, such as home, peers, friends, neighbourhood, school practices and climate, socio-economic status, and the current point in time
- what may **trigger** the behaviour – usually things outside the immediate environment.

What are the causes of behaviour?

- Home environment
- Lack of routine and basic care
- Learned behaviour
- Changes at home
- SEMH based - trauma/ADHD/anxiety
- Neurodevelopmental: ASC/ADHD/Executive Function difficulties
- Underlying health
- Cognition/language access
- Boredom

...combination of the above

All behaviour is communication



We have a choice to either focus on managing behaviour or exploring and meeting the need..



Behaviour
as an
unmet
emotional
need...



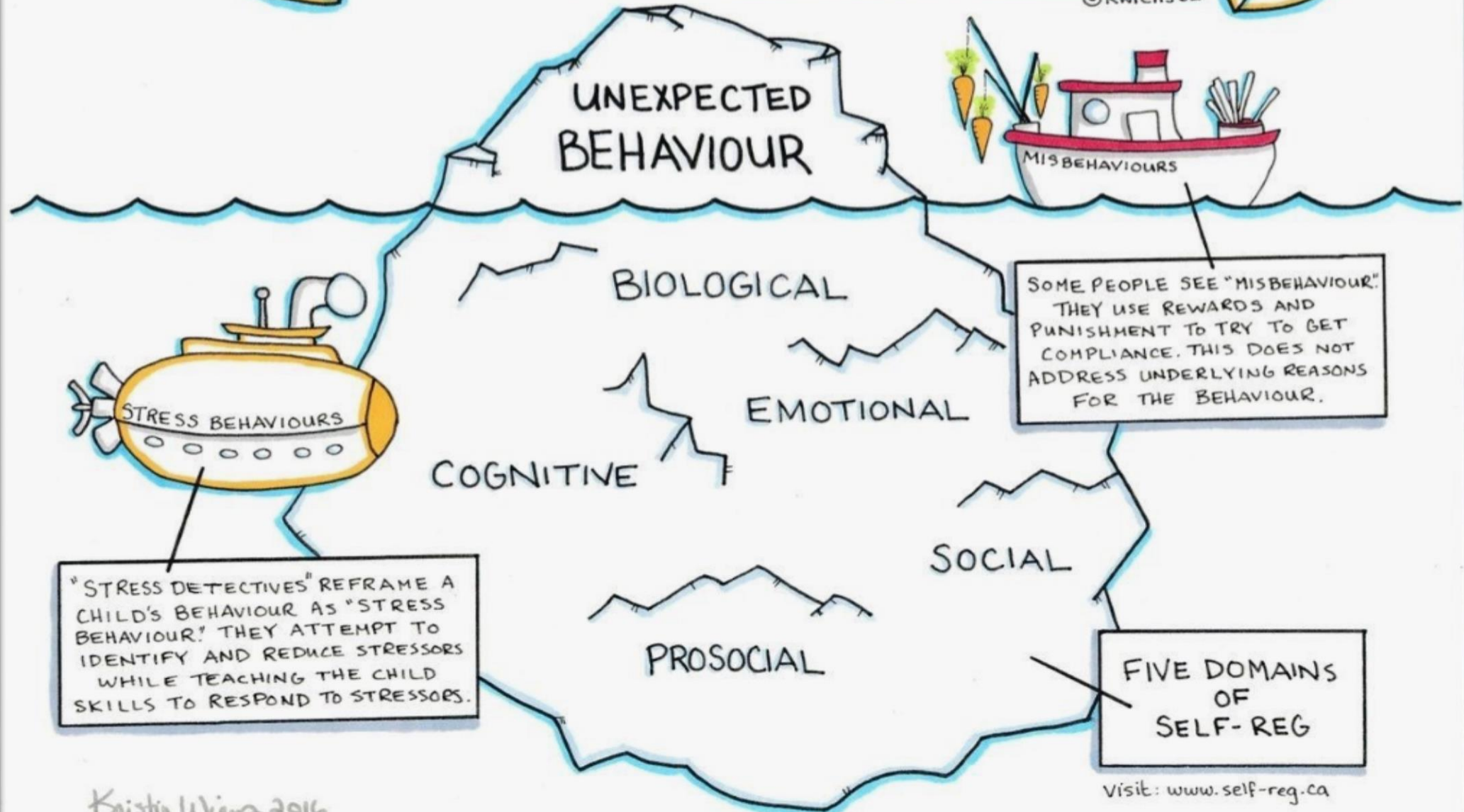
Thinking of your child as
behaving badly
disposes you to think
of punishment.

Thinking of your child as
struggling to handle
something difficult
encourages you to help
them through their
distress



BEHAVIOUR IS COMMUNICATION

@kwiens62



Kristin Wiener 2016

8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE

1. Anger

The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.



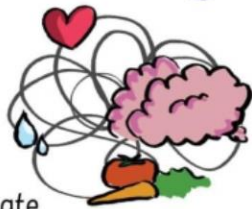
2. Difficulty Sleeping

In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.



3. Defiance

Unable to communicate what is really going on, it is easy to interpret the child's defiance as a lack of discipline instead of an attempt to control a situation where they feel anxious and helpless.



8. Overplanning

Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations where planning is minimal or unnecessary.



4. Chandeliering

Chandeliering is when a seemingly calm person suddenly flies off the handle for no reason. They have pushed hurt and anxiety so deep for so long that a seemingly innocent comment or event suddenly sends them straight through the chandelier.



5. Lack of Focus

Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.



6. Avoidance

Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.



7. Negativity

People with anxiety tend to experience negative thoughts at a much greater intensity than positive ones.

These are very typical signs over time of heightened anxiety

Happening continually over time and out of character?

Talk to school and your GP

Part 3: How do
Children Typically
Develop?

Stage of emotional development from birth to 5 years.

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- **Noticing emotions - Birth to one:** good things/bad things - the 'Launch pad' - encourage self-soothing, show/mirror emotions
- **Expressing emotions - Two to Three:** children experiment with emotions - tantrums, talk - empathetic approach, give language and consistent praise for resilience
- **Managing emotions - Four to Five:** Independence at pre-school - sharing, listening and play challenges - learning strategies to keep well regulated - model coping strategies - associate positivity...



Stage of emotional development from 5 to 12 years: The hope:

- Children's emotional development continues to progress once they begin school. From 5-11 children start to understand that other people's feelings matter too
- Children will be making and choosing their own friends. It takes time for them to learn how to cooperate with each other, and this can make friendships tricky. Help them think about how they feel - and how their friend might feel too
- Primary aged children are starting to get better at managing their own emotions. They can talk more easily about how they are feeling. They are more able to take on board advice and techniques to help them
- From around age 7-11 memory and concentration grows. Children can think more quickly and can remember more than one thing at a time. They are enthusiastic learners and enjoy doing things with you
- They will be developing strong opinions and will 'argue back' and want to do things their way!



The Primary Emotions of children

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The primary emotions in children are:

- Happiness
- excitement
- Sadness
- Shame
- Fear
- Anger
- Disgust
- Surprise
- Embarrassment

Children experience the same emotions as adults, but usually don't have the vocabulary to express their emotions clearly.

Children's emotions are as real as yours. Just because they might get sad over the colour of their cup, does not make their feelings any less real.'

~ Rebekah Lipp





**Part 4: An Emotional
Journey... Building
Skills and Resilience**



WHAT YOU CHOOSE TO FOCUS ON...



...WILL GROW

**Growth mindset needs
watering**



How you talk to your children really affects their behaviour and mindset as they develop and grow

Instead of that, Say this.



Simple phrases and ideas for diffusing tough situations with your child.

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>What were you thinking?!?!</p> <p>Instead say: I'm going to help you with this.</p> | <p>How many times do I have to tell you?</p> <p>Instead say: I'm going to do () so that it will be easier for you.</p> | <p>Stop it! You are embarrassing me!</p> <p>Instead say: Let's go to a quieter place to get this sorted out.</p>  |
| <p>If you don't stop that, no Xbox for a week!</p> <p>Instead say: I can see this is tricky for you. We are going to solve this later. Let's get a drink of water.</p> |  <p>Go to your room!</p> <p>Instead say: Come here. I've got you.</p> | <p>No stars on the star chart for you!</p> <p>Instead say: Let's figure out a better way for next time.</p>  |
| <p>Stop. That. Right. NOW!</p> <p>Instead say: If you need to get your mad out - then go ahead. It's okay. I've got you.</p> |  <p>*Silent eye-roll and frustrated sigh*</p> <p>Instead do: *Kindness in your eyes and a compassionate hair touse*</p> | <p>You are IMPOSSIBLE!</p> <p>Instead say: We will get this figured out. I can handle ALL of you. It's all good.</p>  |

DR. VANESSA LAPOINTE



Positive mindset phrase bank:

Consistently positive adult responses support growth mindset and resilience in children as well as nurturing their emotional regulation.

| Instead of: | Try responding with: |
|----------------------------------------------------------------------------|---------------------------------------------------------------------|
| 'Do you need help? Why aren't you working?' | 'I'm here to help if you need me' 'How can I help you?' |
| 'It's not that hard' | 'You can do hard things' 'You can't do it yet ' |
| 'Stop Crying!' | 'It's okay to cry' 'I can see how you are feeling' |
| 'Do I need to separate you?' | 'Would it help you to have a break' |
| 'Be quiet!' | 'Can you use a softer voice?' |
| 'Do you have any questions?' | 'What would you like to ask?' |
| 'I have already told/ explained/shown you How many times have I told you?' | 'Let me show you another way' 'It may help you if I...' |
| 'You're okay, don't make a fuss' | 'How are you feeling?' 'How can I help you?' |
| 'What a mess!!' | 'It looks like you have had a fun time!!' 'How can we clean up?' |
| 'You know you don't talk like that!!' | 'Please use kind words' |

'Young Minds'

The Pyramid of emotional states: Three key zones

Very Angry

Stay calm.
Stay safe.
Walk away if possible and try to wait until you are both calm

Frustrated, tense, but in control

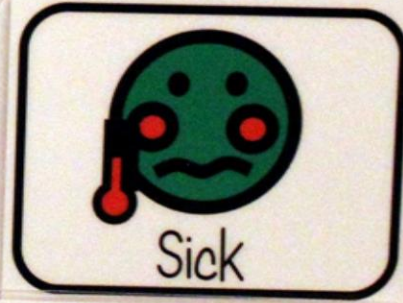
Offer the young person a space to step out of the situation. Offer to lead them through some breathing exercises, or just give them some space.

Calm

This is the time to ask questions, such as 'what happened there' or 'I noticed you were getting frustrated, what was going on'. Keep listening. You could ask 'how can I help you next time?'



Today I am Feeling



| | | | | |
|------------|--------------------|---------|-------|----------|
| excited | silly | relaxed | calm | happy |
| worried | <p>My Feelings</p> | | | positive |
| frustrated | | | | sad |
| mean | scared | angry | bored | tired |

How do you
Feel today?

| | |
|-----------|---------|
| Happy | Excited |
| Sad | Angry |
| Surprised | Tired |

WHAT CAN HELP... Me...

| | |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>when I feel stress:</p> Exercise Play Outside Discover Treasures in Nature | <p>When I feel blah or BORED:</p> Build Play a Board Game |
| <p>when I feel sad or hurt:</p> Get a Hug Journal or Write a Letter | <p>when I feel alone:</p> Listen to Music Cuddle or Play with Your Pet |
| <p>WHEN I FEEL ANGRY:</p> Ride a Bike or Skateboard Jump On A Trampoline | <p>when I feel worried:</p> Create Origami Visualize a Calm & Peaceful Place |

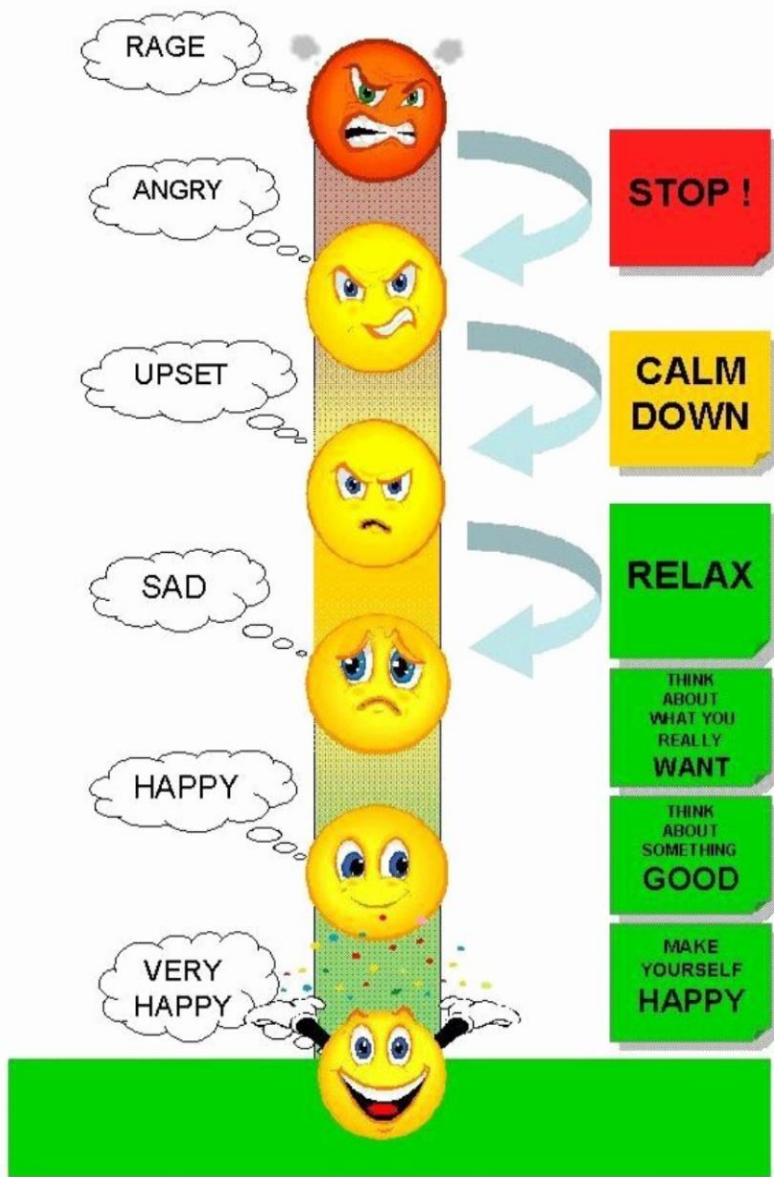
I am feeling

Calm Ok Angry

HOW DO YOU FEEL TODAY?

| | | |
|---------|------------|---------|
| happy | frustrated | thirsty |
| anxious | sad | scared |
| hungry | angry | bored |

www.HOMEBASEHOPE.COM.AU



© 2007 Mark Modin - Adapted from "The Stars 'Them and Me'" p.47 of the book "Navigating the Social World" by Jeanne M. McIntire / Bryn Alwood, Published by Future Horizons, 2002.

5. Feeling explosive

I can:

- Stop what I am doing
- Remove myself from the room immediately
- Go to my relaxing area & stay there until I feel calm

4. Feeling angry

I can:

- Ask the TA to leave the room for 5 minutes
- Go to my relaxing area
- Talk to a TA if I want to

3. Feeling very anxious

I can:

- Tell a teacher/ TA
- Use my relaxation toy/ object
- Sit on my own for 1 minute

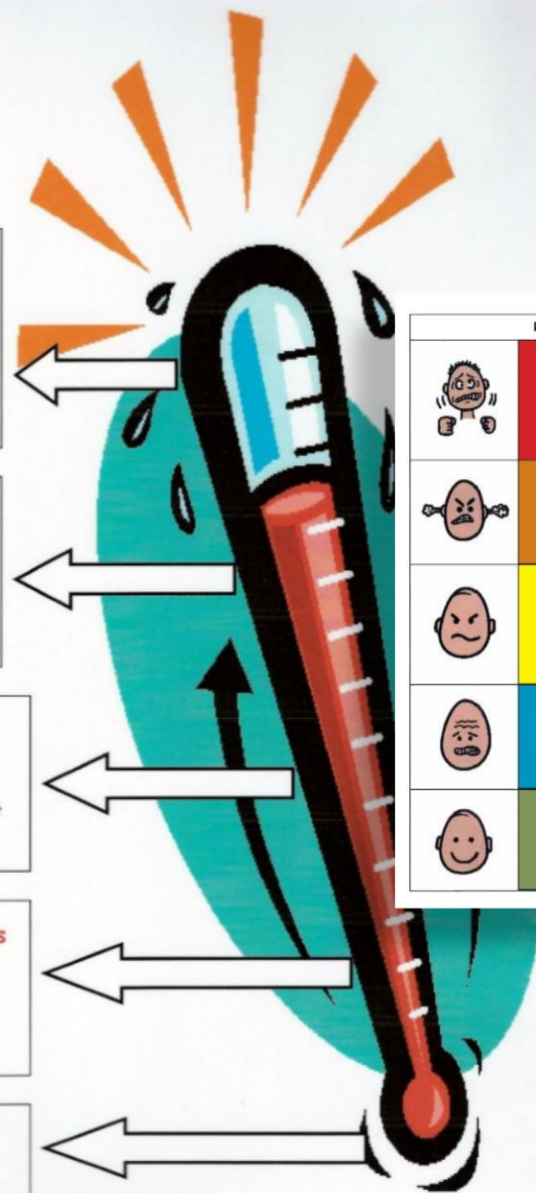
2. Starting to feel anxious

I can:

- Close my eyes
- Count to ten
- Take some deep breaths

1. Feeling OK

I am OK at the moment. I feel calm and am coping well.



| | Rating | Looks/Sounds/Feels Like | An Adult Can Help/I Can Try To |
|-------------------------------------------------------------------------------------|--------|-------------------------|--------------------------------|
|  | 5 | | |
|  | 4 | | |
|  | 3 | | |
|  | 2 | | |
|  | 1 | | |

GETTING TO KNOW YOUR EMOTIONS: LEVEL 1

Read the passage and fill in the blanks with words from the selection below.

We all experience e_____ all the time.

Sometimes we feel lots of d_____ emotions all at once. Sometimes we feel b_____ emotions that are very strong and sometimes we have small emotions that we don't notice much.

It is okay to feel any emotion, but when we have strong emotions, we need to take care not to h_____ other people.

There are _____ key emotions that we show on our faces. Our e_____ and mouth can show how we feel as well as our body language and behaviour. But we can't always tell how people are feeling because emotions are c_____.

Some emotions have o_____, like joy and sadness, but not all emotions have an opposite.

Knowing what emotions we are feeling h_____ us deal with them. Understanding how other people might be feeling helps us have b_____ friendships.

**27 big different hurt better emotion
opposites helps eyes complicated**



KNOWING YOURSELF

My name is _____



To know ourselves better, we can ask people who know us well how they see us. We shouldn't judge ourselves on how we are seen by others, but it can help us understand ourselves better. This exercise asks you to talk to your parents or the people you live with to help you get to know yourself better.

Ask your parents or the people you live with what they think your three best characteristics are.

1. _____
2. _____
3. _____

Also ask them to tell you one quality or character trait you could improve on.

DON'T WORRY,
NOBODY IS PERFECT!
WE ALL HAVE THINGS
WE COULD
WORK ON!



How can you improve the things you're good at and the things you're not so good at?
Make a plan to improve one thing in the next week. Perhaps everyone in your family or home could come up with one thing they will work on for the next week? It could be keeping a tidy room, being on time for school or giving more hugs.

My plan is....

Emotions come and go. They can change very quickly. So don't worry if you're not feeling great, it won't last!
Draw a Smiley of how you're feeling at each time of day and write 1-3 words from the list at the bottom or add your own! You could be surprised by how many different emotions you feel in a week.



| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---------------|--------|---------|-----------|----------|--------|----------|--------|
| Breakfast | | | | | | | |
| Break | | | | | | | |
| Lunch | | | | | | | |
| Mid-afternoon | | | | | | | |
| Bedtime | | | | | | | |

Sad Proud Happy Angry Anxious Loving Confident Excited Surprised Bored Confused Calm

Help your children to reflect and recognise their emotions every day

<https://www.savethechildren.org.uk/>

Save the Children Happier Schools Project





LESSON RESOURCES

GROWING HAPPIER CHILDREN

Looking after children's emotional development has always been important, but in today's uncertain times it is more important now than ever.

Emotional Intelligence (EQ) is the ability to understand and manage your own emotions, and to recognise and comprehend the emotions of those around you. Nurturing emotional intelligence in children is key to their emotional well-being and mental health. This is a key part of their development throughout their early years and into school.

<https://www.savethechildren.org.uk/how-you-can-help/schools/lesson-resources>



ZONES OF REGULATION



BLUE ZONE
Low State of Alertness

- Bored
- Tired
- Sad
- Disappointed
- Sick
- Depressed
- Shy



GREEN ZONE
Ideal State of Alertness

- Happy
- Positive
- Thankful
- Proud
- Calm
- Content
- Ready to Learn



YELLOW ZONE
Heightened State of Alertness

- Excited
- Silly
- Annoyed
- Worried
- Embarrassed
- Confused
- Nervous



RED ZONE
Extremely Heightened
State of Alertness

- Upset
- Angry
- Aggressive
- Mad
- Elated
- Terrified
- Out of Control

Help your
child to name
how they feel

How can you help yourself?

The BLUE zone



How might you feel?

sad
tired
bored
moving slowly

What might help you?

Talk to someone
Stretch
Take a brain break
Stand
Take a walk
Close my eyes

The GREEN zone



How might you feel?

happy
okay
focussed
ready to learn

What might help you?

The goal of this exercise is to get to the GREEN zone.
What can you do to be happy, calm and ready to learn?

The YELLOW zone



How might you feel?

nervous
confused
silly
not ready to learn

What might help you?

Talk to someone
Count to 20
Take deep breaths
Squeeze something
Draw a picture
Take a brain break

The RED zone



How might you feel?

angry
frustrated
scared
out of control

What might help you?

Stop what I'm doing
Make sensible choices
Take deep breaths
Ask for a break
Find a safe space
Ask for help


rest

go

slow

stop

breath deep




finish work



tell teacher



breath deep



need a hug




keep listening



take a break




count




talk to teacher



happy thoughts



3 breaths



time out



take a break



help others



go for walk

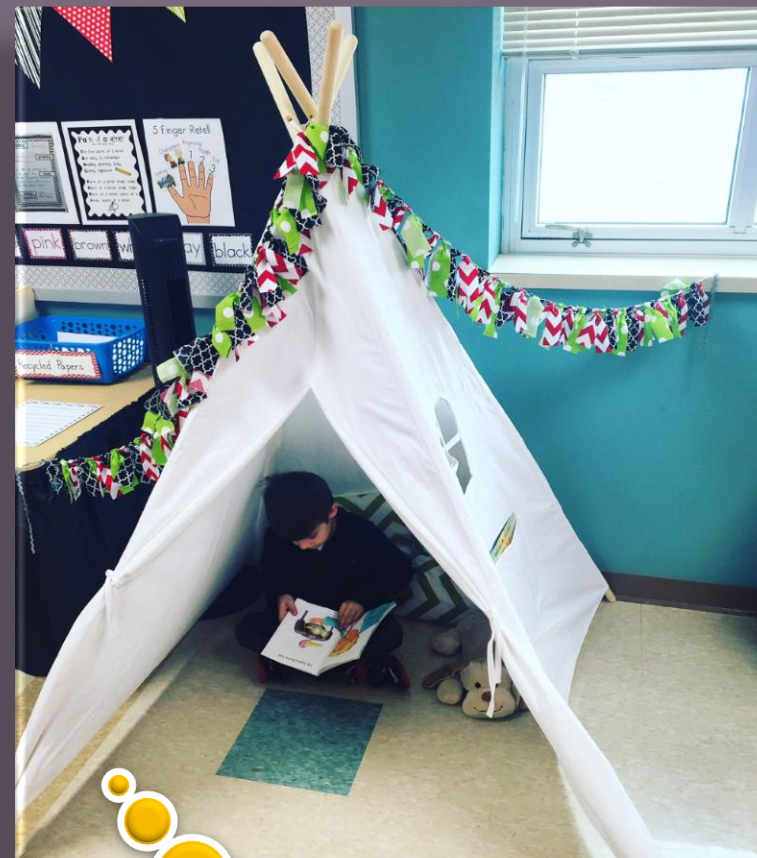


use fidgets



What tools can you help your children to use at home?

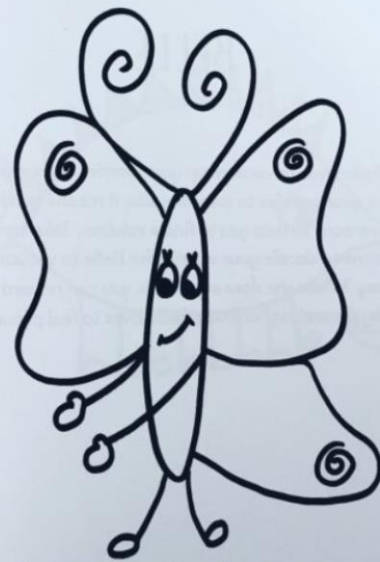
Helping your children to self-manage is the goal!!!



Cosy places/a pop up tent even in the smallest space can become a 'Place to be' to self-calm in your home

TERGUL

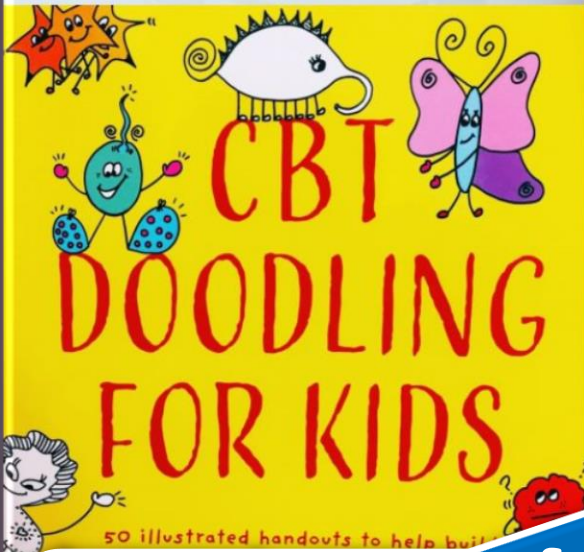
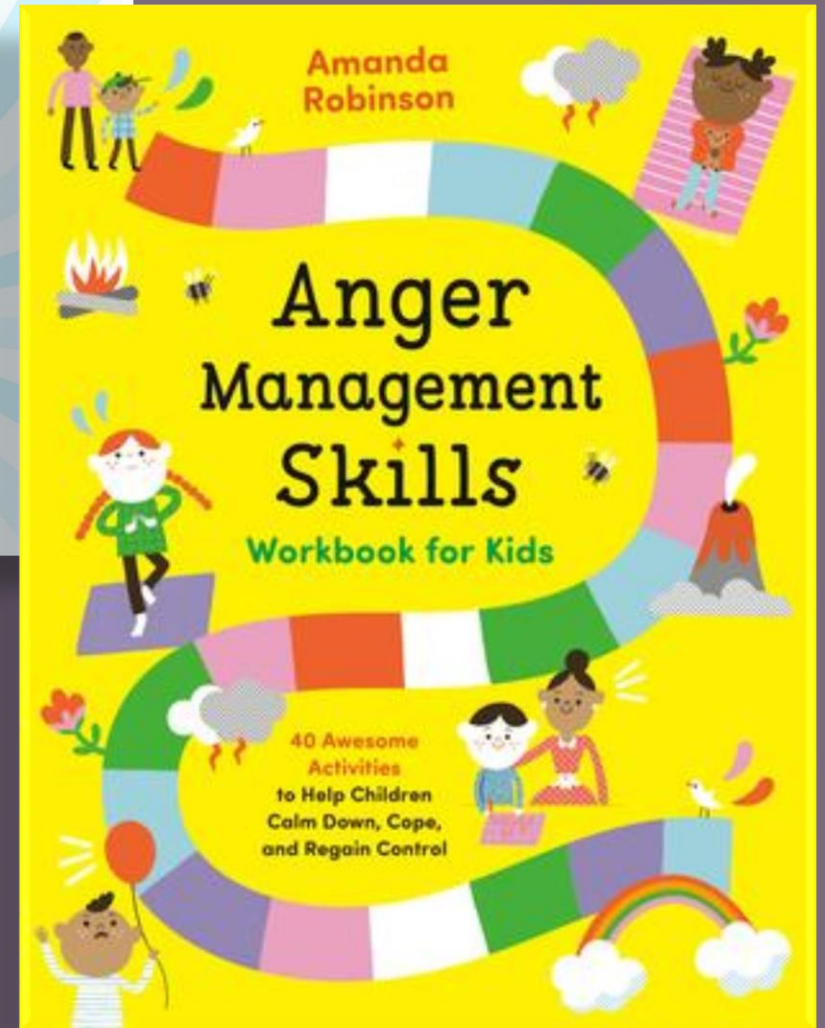
Tergul has lost her wing. Help Tergul to grow her wing with lots of kind thoughts. Think about lots of kind things that you can do for others. Kindness feels good. Good feelings help Tergul to grow a new wing. Doodle your kind thoughts and grow her a new wing!



For children aged 7-11

DON'T WORRY, BE HAPPY

A Child's Guide to Overcoming Anxiety



A great range of books supports the 'Zones' and provides mindfulness and supports talk

Part 5: Routines and Boundaries

Routine at home...

- ❖ Does your child struggle with morning/bedtimes routines?
- ❖ Do you have upset/confrontation from your child around transitions?
- ❖ Are you having to frequently negotiate what/when?
- ❖ Is it difficult to divide time between your children/needs?
- ❖ Does your child struggle with changes/special events?
- ❖ Does your child struggle with last minute changes/swapping over of activities?
- ❖ Would you like a way to prepare your child/children/plan the weekend/holiday days?



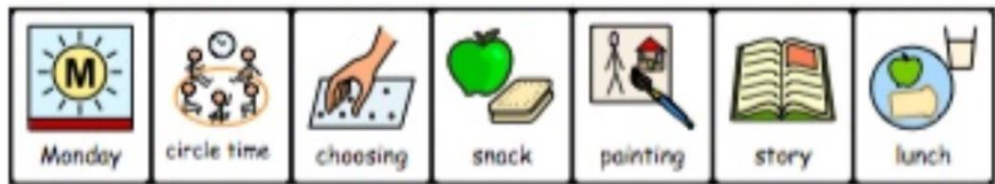
In school visual routine:

- ❖ Helps awareness and independence
- ❖ Reduces anxiety
- ❖ Makes days predictable
- ❖ Helps transitions/moving on/reduces refusal
- ❖ Gives a sense of sequence and time
- ❖ Gives a sense of success through known outcome
- ❖ Helps sensory experience
- ❖ Supports vocabulary and interaction

Routine is lifelong – the system may change but the need remains and helps to reduce barriers and build independence.



Why is visual routine important for children?



Why?

- Reduces anxiety: allows child to feel secure
- Supports spoken language
- Predictable - promotes routine
- Helps with transitions between activities
- Can prepare child/ren for changes in routine/unexpected events



How?

- Use left-right or up-down
- Use photos, symbols or pictures
- Have it at child's height
- Talk through routine with child/ren
- Prepare for next activity
- Remove each activity as it finishes - ideally the child removes but it can be the adult; a "finished" box can be used
- Keep it up to date

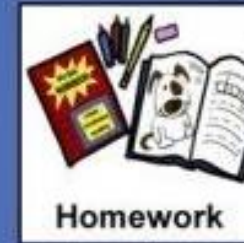
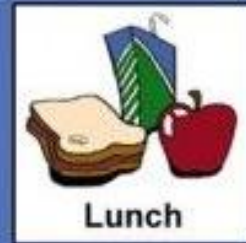


Visual
routine at
home joins
up with
school in
helping
children
make sense
of life...

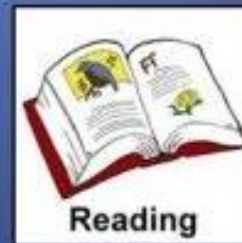
MORNING



AFTERNOON



EVENING



Shower Routine

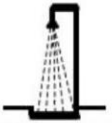
get undressed



turn on water



get in shower



wet hair
wet face



put shampoo
in hand



shampoo hair



rinse hair



put cream rinse
in hand



work through
hair



rinse hair



wash face



rinse face



wash body



rinse



dry off
dry face
dry hair



get dressed



Brushing Teeth



toothbrush

1



toothpaste
on brush

2



brush teeth

3



rinse
toothbrush

4



rinse mouth

5



wipe mouth

6



toothbrush



toothpaste
on brush



brush teeth



rinse
toothbrush



rinse mouth



wipe mouth

A visual
timetable
on the
bathroom
mirror...



A visual timetable on a wardrobe or a washing line...



VISUAL SCHEDULE

free printable



What do we
mean by
'boundaries'?

Give your child
boundaries and he
will grow up
within them



A boundary is a limit you can set on what you will accept of another person's words or actions

Why is it important to set boundaries with children?

- ❖ Research shows that children who experience a household of clear and appropriate boundaries, delivered with love and warmth, are much better equipped to meet the demands of reality over their lifespan

How can you avoid setting boundaries that your child will push against?

- ❖ When you consider your child's point of view/perspective, you'll find it easier to avoid setting boundaries that your child pushes against. Clear and consistent boundary lines make life, especially for children with ASC, more predictable, fair and build independence

How to set up workable boundaries

- ✓ Be true to your word and keep your word "When you fail to back up your words with action your words will cease to mean anything." - be clear, fair, firm and consistent
- ✓ Limit the number of rules - a few simple, easily understandable/achieved rules are better than many vague ones
- ✓ The best rules are those made around consistent routines and predictable wants eg/bedtime, screentime and snacks
- ✓ Pick your 'battle lines' - agree on negotiables and non-negotiables - choice in some things helps children to accept and recognise rules they don't have a choice about

How to set up workable boundaries

- ✓ **Display rules** – this de-personalizes and makes them about family agreement and harmony!! Draw up a contract
- ✓ **Involve your children** in making boundary rules which are fair and appropriate for all – this may differ for each of your children!!! Ownership is most likely to see success!!
- ✓ **Recognise and catch positive behaviour** – avoid focusing on 'good' or 'bad'

Key tips to make boundaries work...

- ✓ Build success into your expectations - eg/set up a play area that helps your child to be/keep to the appropriate place
- ✓ Model the behaviours that you want - acknowledge that it won't always be easy - eg/ 'Tidying up your bedroom now will mean we can play a game after dinner'
- ✓ Expect 'setbacks' and show your children that rules and boundaries need time and practice to become natural
- ✓ Finally, ask your children what they feel are fair and important rules for a happy family!!

Pet Care Contract

I, _____, promise to give our pet, _____, love, care and attention throughout his/her life. I promise to always treat him/her kindly and gently, and to do everything I can to give him/her a safe, clean, comfortable and happy home.

I also promise to:

- Give my pet food every day
- Keep my pet's cage or living space clean
- Make sure that my pet is warm in cold weather and cool in hot weather, and protected from rain or snow
- Play with my pet every day
- Keep my pet clean
- Provide my pet with a warm, safe place to sleep
- Never bother, hit, pull or tease my pet
- Never let others hurt my pet



Signature: _____

Date: _____

Kid Pointz

Printing Place in the Right Direction
www.KidPointz.com

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My Clean Bedroom



- I will not leave clothes or towels on the floor



- I will make my bed every day



- I will put dirty laundry in the hamper



- I will put my toys away before bedtime



- I will put my books away before bedtime

Name: _____

Date: _____

©Latitudes.org

Make a contract with your child!!!



Useful websites links for families on routines and boundaries:

<https://learning.nspcc.org.uk/research-resources/leaflets/positive-parenting>

[www . exploringyourmind.com/how-to-set-boundaries-for-children](http://www.exploringyourmind.com/how-to-set-boundaries-for-children)

<https://www.verywellfamily.com>

<https://parents.actionforchildren.org.uk/parenting-relationships>

<https://families.barnardos.org.uk/pre-school/routines-boundaries>

<https://www.leaplambeth.org.uk/.../important-routines-in-early-childhood>

**Part 6: Approaches
for Behaviours which
Challenge**

Setting up negotiables and non-negotiables

| Negotiables | Non-negotiables |
|--------------------------------------------------------|-----------------------------------------------------------|
| Which breakfast cereal | Bedtime routine and time |
| Which game to play before bedtime | Dinner is at 6 pm |
| What to do in the park on Saturday | iPad time ends at 6pm |
| Reading before or after dinner | McDonalds only on a Saturday |
| Choice of cinema or bowling for his/her birthday treat | It's your sister's turn to choose where to sit in the car |
| Which friend to invite for a play date | Going to school |



Start with the ABC for frequent behaviours

- **Antecedents:** look for triggers – what made the behaviour happen
- **Behaviours:** The specific actions you are trying to encourage or discourage - **What is the behaviour communicating?**
- **Consequences:** The results that follow the behaviour. Consequences — positive or negative — affect whether the behaviour happens again. And the more immediate the consequence, the more powerful it is

Examples of ABC behaviours..

Hitting sibling

Refusing to share

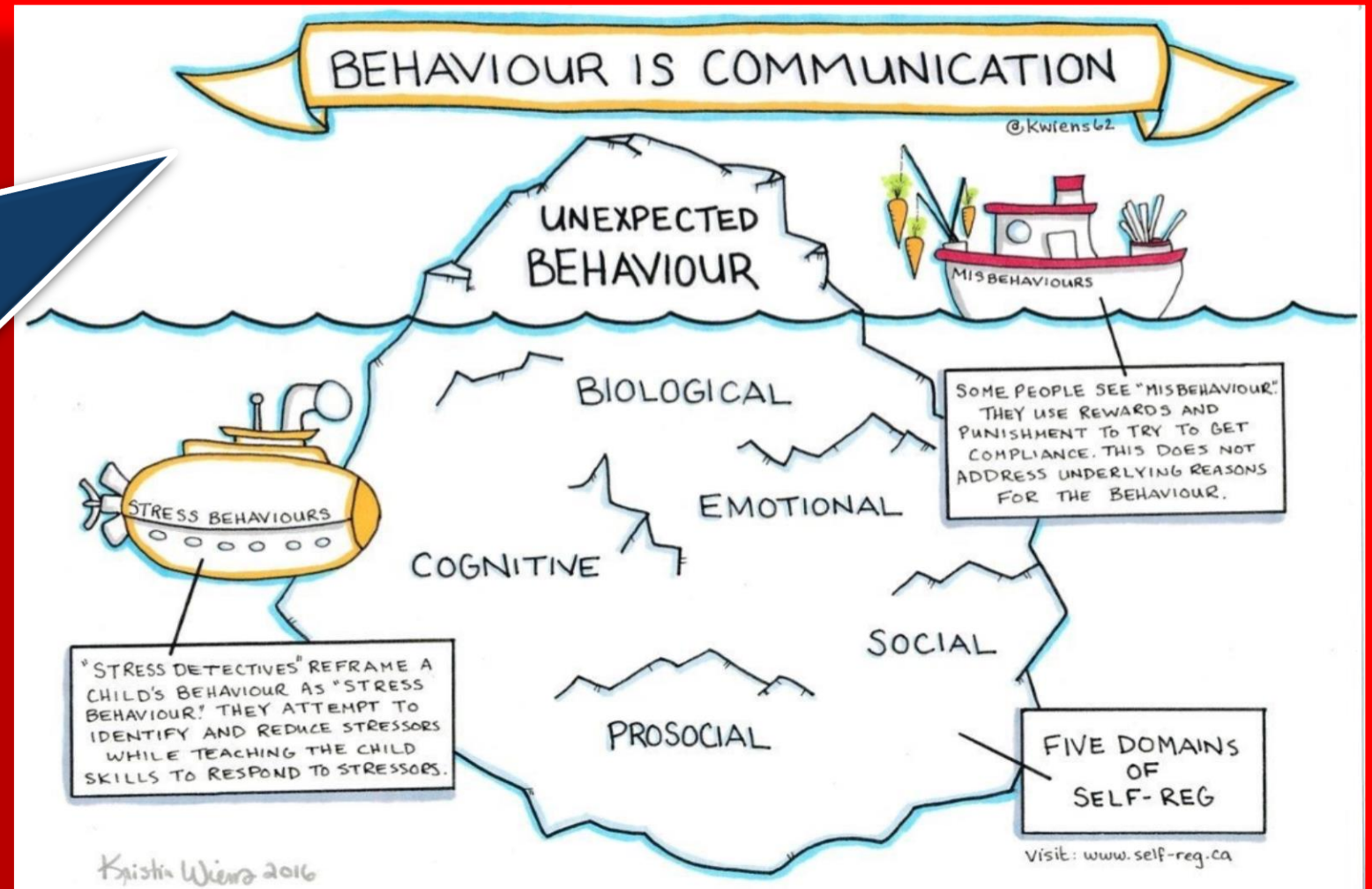
Wanting gifts when
in the supermarket

Being rude to family
visiting

Always having to
be/go first

Refusing to come off
the iPad

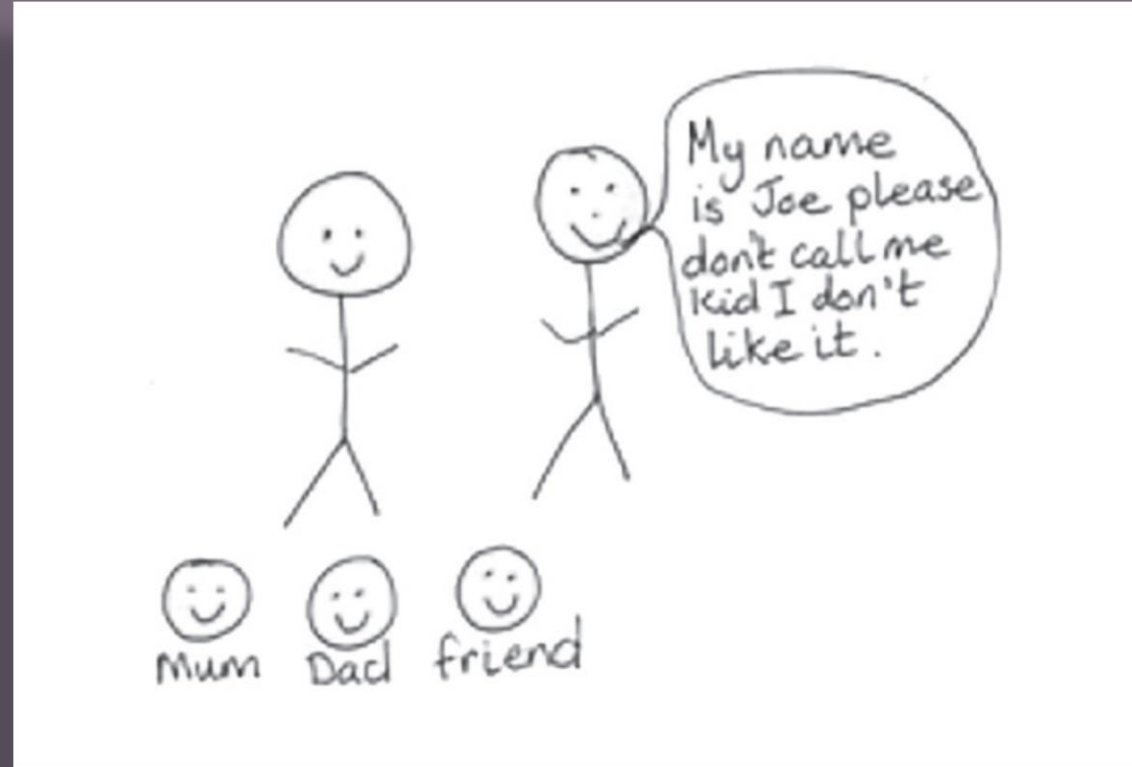
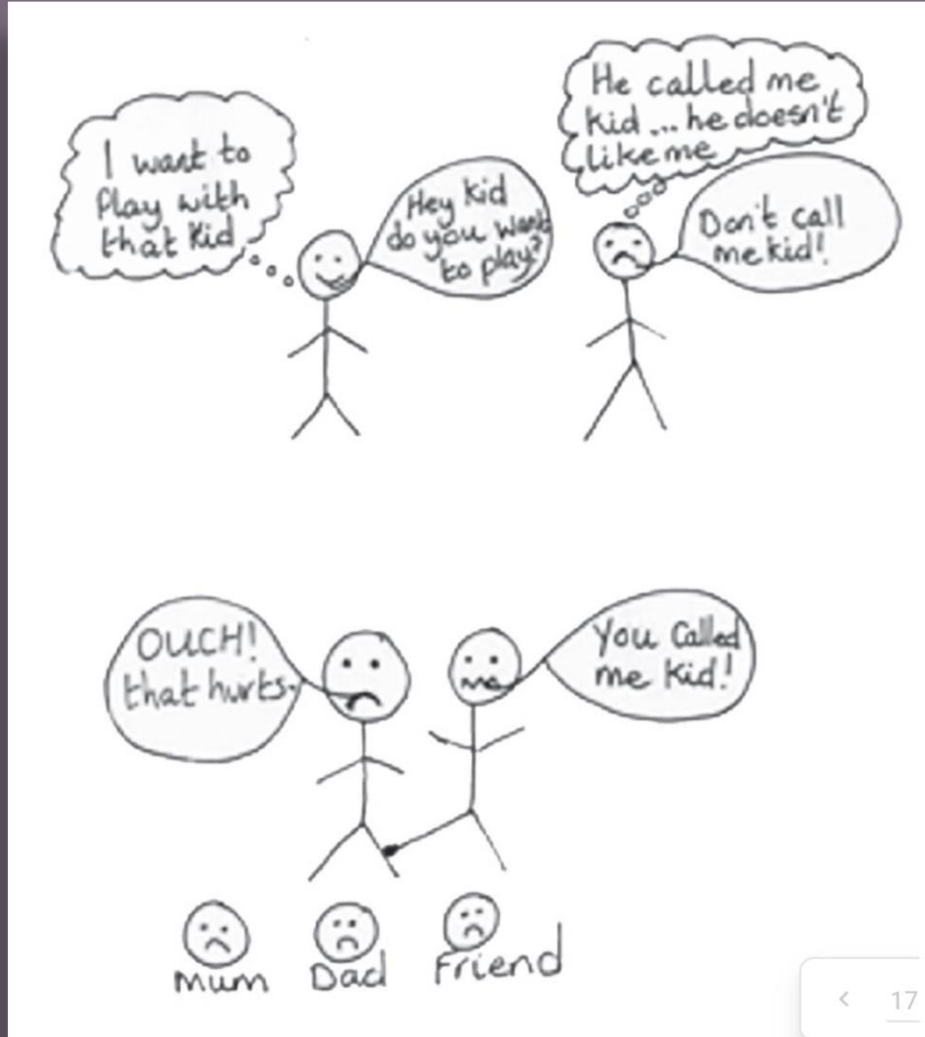
Remember
this?
Avoid
relying on
a
'carrot'
or a
'stick'
approach –
it rarely
gets to
the
issue!!!



Top tips for reducing triggers...

- **Be aware of the situation:** hunger, fatigue, anxiety or distractions can all make it much more difficult for children to regulate behaviour
- **Prewarn** – it's always better to pre-empt rather than react
- **Adjust the environment:** When its homework time remove distractions like video screens and toys, provide snacks, establish an organised place
- **Make expectations/rules clear:** You'll get better cooperation if both you and your child are clear on what's expected
- **Provide countdowns for transitions:** Whenever possible, prepare children for an upcoming transition: use timers
- **Give them a choice – in part:** eg/ 'Would you like to read before or after dinner?' This is giving the child ownership NOT avoidance

Drawing out situations can support meanings behind actions and really make social intent/perceptions and responses more understandable



Comic Strip conversations and Social Stories

Carol Gray - Social Stories
carolgraysocialstories.com

So, here's an example...

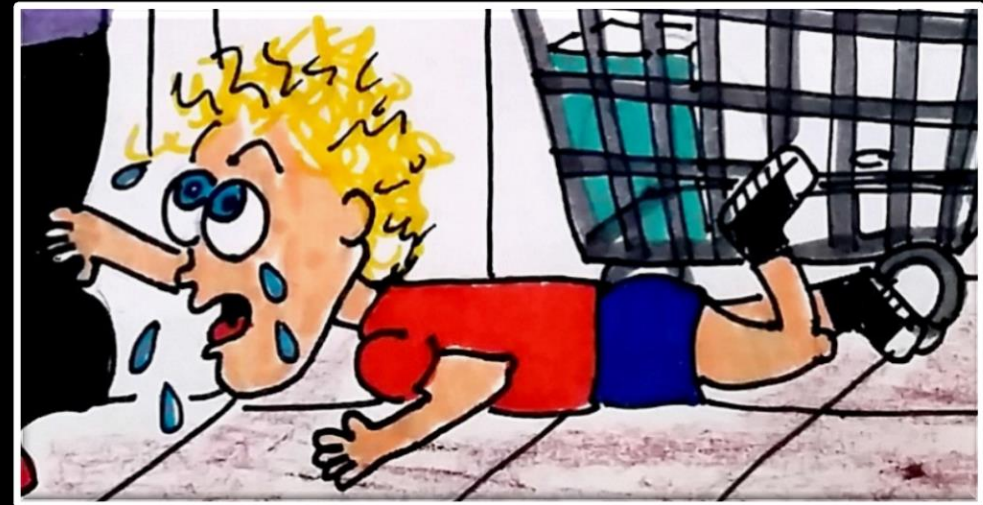
In the supermarket: Tantrum
Antecedent: seeing the cakes:



What would you do?



'I want one!!!!'



Consequences...

Do you:

- Buy the cake for 'a quiet life' ?
- Threaten...

Or

- Not buy the cake and...
- Acknowledge the want?
 - Explain why not ?
 - Withdraw attention?
 - Then distract back?
 - ...all of the above?



Positive consequences...

Positive consequences can provide structure and help children to recognise the difference between positive and negative behaviours. However, it can also give negative attention and heighten rejection.

Be positive by giving attention to the behaviours you want to encourage MORE than the ones you don't.

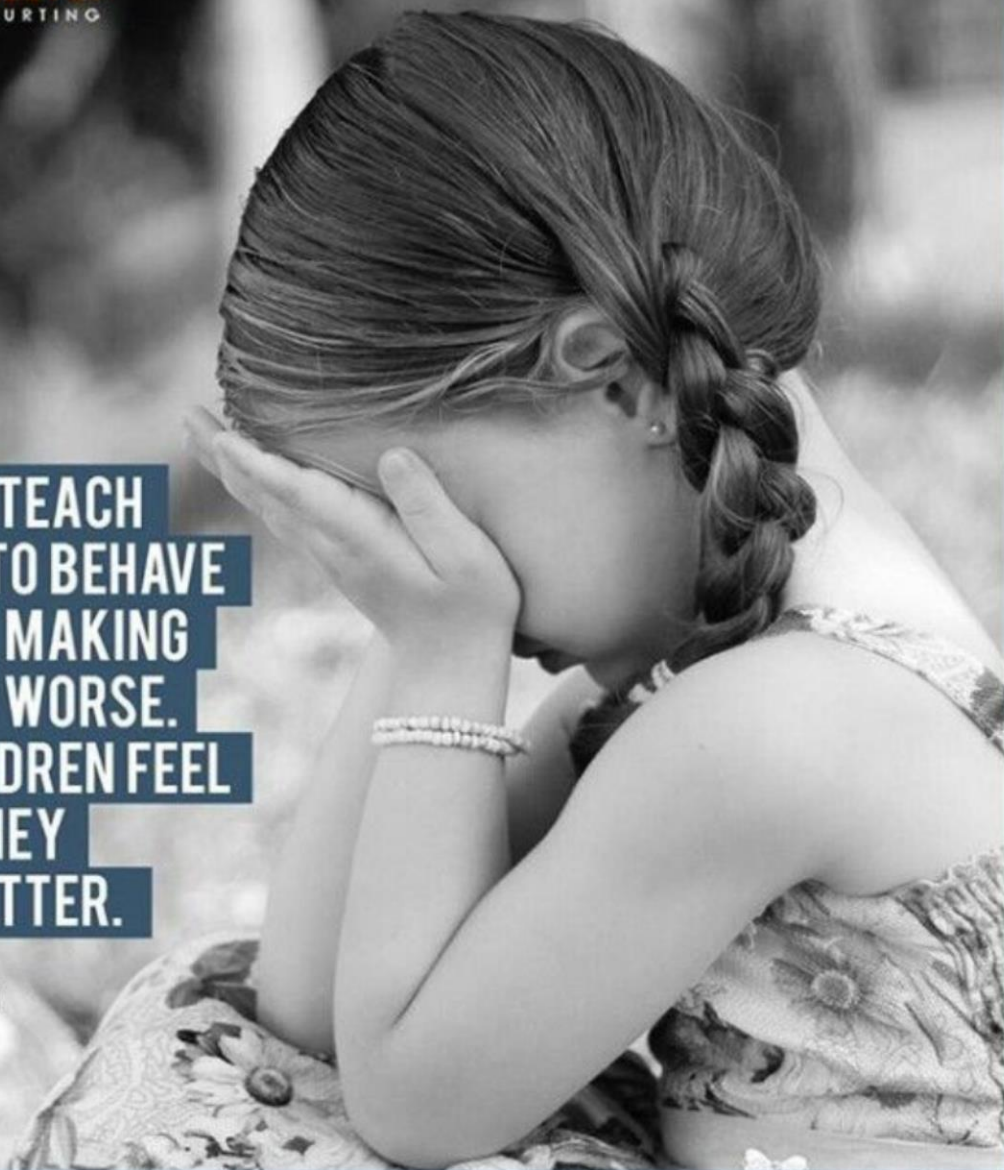
- Positive attention for positive behaviours
- Tactical ignoring - only for low level NOT destructive behaviour - removing attention until positive
- Earning and rewarding - working towards targets
- Time outs or 'time ins' - then making good/returning to the situation and giving a positive outcome:
 - ✓ Set the rule for the time out
 - ✓ Time outs should last 1 minute for each year ie/ age 8 years = 8 minutes - use a timer
 - ✓ Treat as a positive place to calm, re-set and get ready not the 'Naughty step'!!
 - ✓ Remove attention/any activities and allow your child to see themselves calm and to calm
 - ✓ Praise them afterwards for calming/re-setting and being ready to 'make good'
- Being clear, consistent - pre-warning and displaying family rules/boundaries



HEALING
WITHOUT HURTING

**YOU CAN'T TEACH
CHILDREN TO BEHAVE
BETTER BY MAKING
THEM FEEL WORSE.
WHEN CHILDREN FEEL
BETTER, THEY
BEHAVE BETTER.**

MATTHEW L. JACOBSON



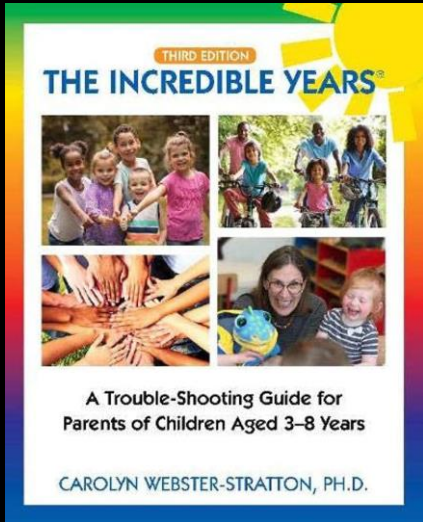
“Positive parenting is focused on developing a strong, deeply committed relationship between parent and child based on communication and mutual respect.”

Positive Parenting focuses on teaching children not just what but also why. Positive parenting means training children toward self-control.”

Today we have looked at:

- ❖ The difference between 'Positive relationship parenting' and 'Authoritarian or Passive parenting is about building security and self-help/self-management skills in your children
- ❖ That behaviour which challenges can come from the child's life experience or their development
- ❖ That having clear routines and boundaries gives your children safety and security as they grow up
- ❖ That the way we role model and talk to children impacts on the way they build relationships now and for their future adult life
- ❖ That supporting your children's emotional understanding and communication is the key to their wellbeing and positive mindset
- ❖ That we must always explore what behaviour is communicating and seek to support the unmet need underneath
- ❖ That being clear and consistent with positive consequences will help children to understand social and family rules as helping a fairer, happier life and a sense of belonging and sharing

**Part 7: Books to
Guide and Final
Thoughts...**



THE NO.1 *SUNDAY TIMES* BESTSELLER

KATE SILVERTON

'This book has changed my life'
JOE WICKS

there's no such thing as 'naughty'

The groundbreaking guide for parents with children aged 0–5

"Simple yet life-changing tools."
— DR. SAAMDU CHETRI, former director of Gross National Happiness for Bhutan

Mindfulness Strategies Inside

THE EMOTIONALLY HEALTHY CHILD

Helping Children Calm, Center, and Make Smarter Choices

MAUREEN HEALY
Author of *Growing Happy Kids*

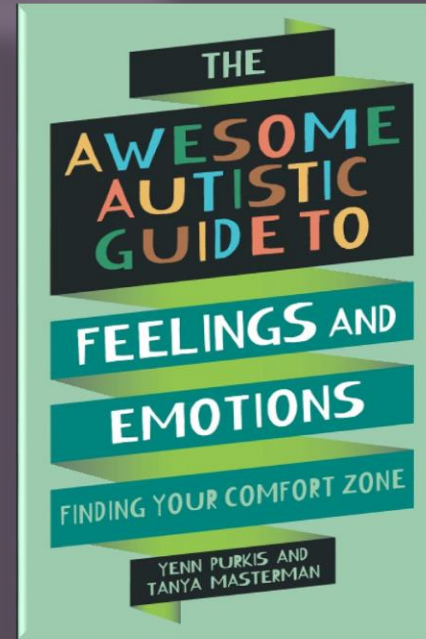
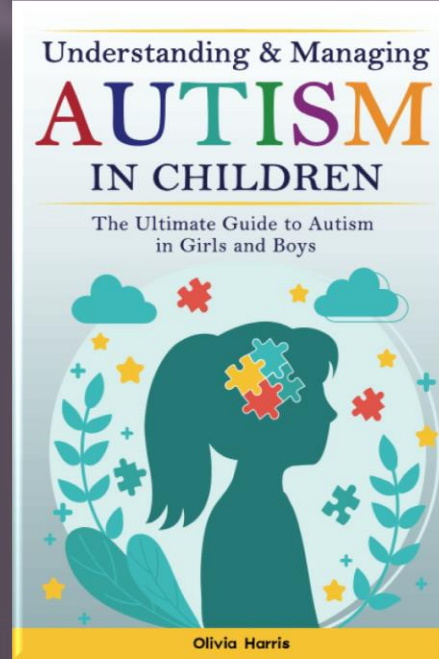
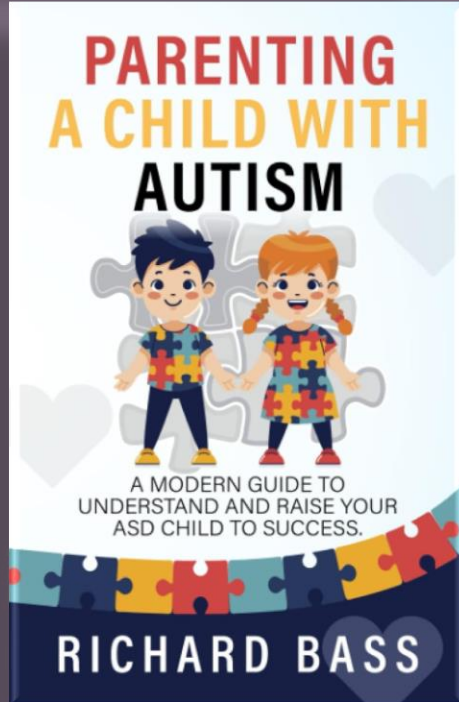
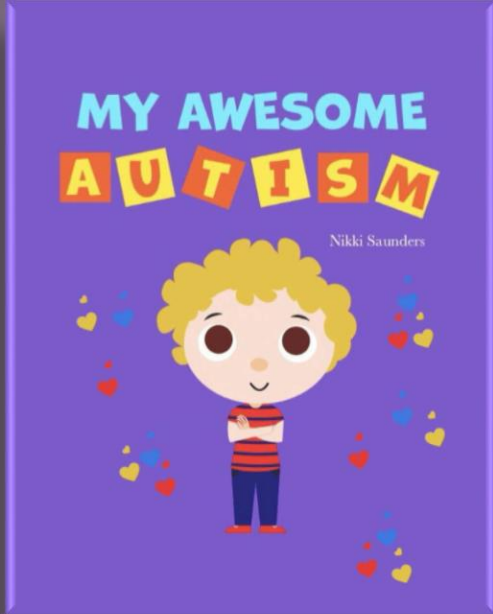
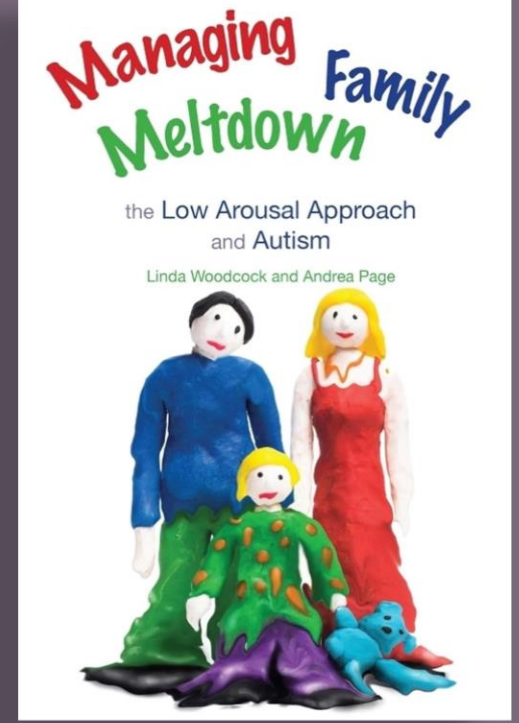
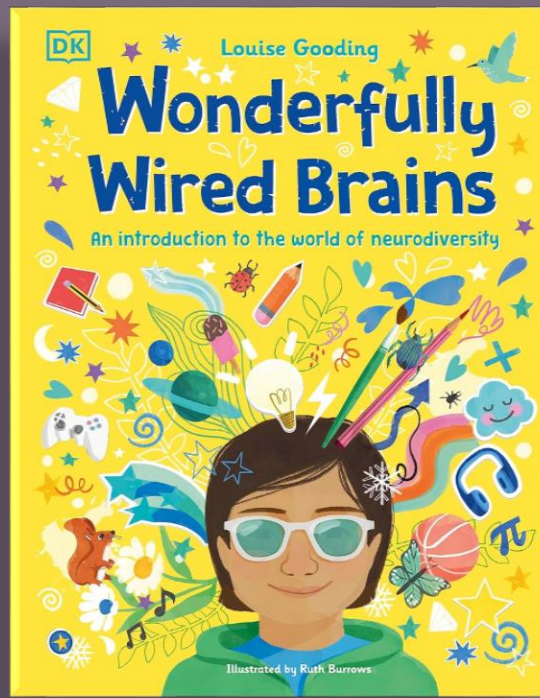
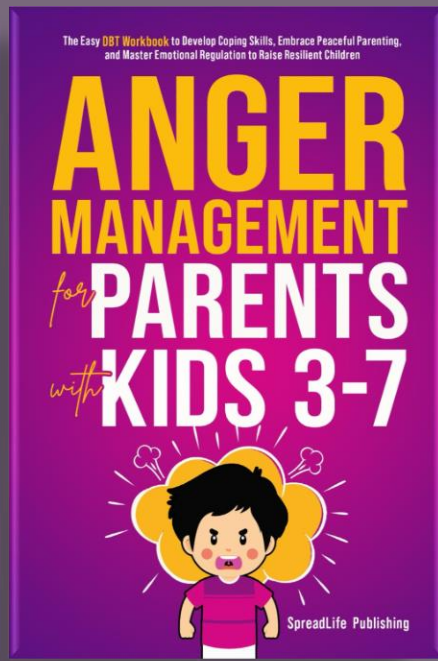
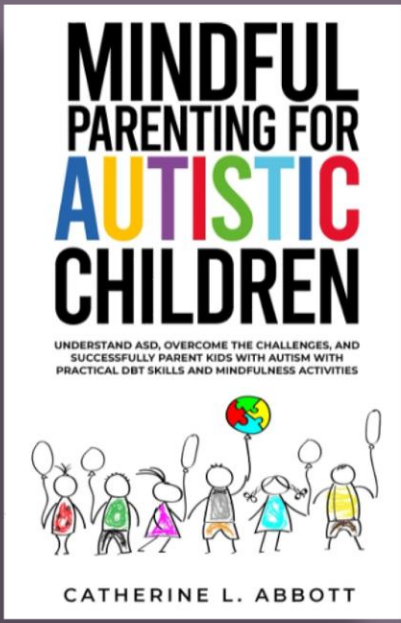
The most eye-opening, game-changing and liberating book on parenting I've read. **Fearne Cotton**

KATE SILVERTON

there's ~~STILL~~ no such thing as 'NAUGHTY'

PARENTING THE PRIMARY YEARS

Simple Steps to Support Your Child's Mental Health from 5–12



Books for families with Autism

Lessons for
all of us:
Emotional
learning is a
life-long
journey

EMOTIONAL COACHING

A CRUCIAL PART OF EVERY CHILD'S LEARNING
(AND WE, AS ADULTS, CAN LEARN TOO!)

BE AWARE OF YOUR
CHILD'S EMOTIONS

HELP YOUR CHILD
TO SET LIMITS AND
BOUNDARIES

RECOGNISE THEIR
EMOTIONS AS
OPPORTUNITIES
TO EXPLORE
FEELINGS



COMMUNICATE
WITH EMPATHY &
UNDERSTANDING -
MODELLING WHAT
YOU'RE TEACHING

BE AWARE THERE
ARE NO 'BAD'
EMOTIONS BUT
RECOGNISE SOME
ARE VERY BIG &
OVERWHELMING

HELP YOUR CHILD TO
NAME EMOTIONS SO
THAT THEY CAN
EFFECTIVELY DESCRIBE
WHAT THEY FEEL



DESIGNED BY SUNSHINE SUPPORT

Using information from personal and professional experiences within our team

www.sunshine-support.org

“At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.”

Thank you for taking part in our group. We hope you have found it helpful

Paul Cabb,

Social Eyes



Stewart Fleming Primary School