



Parent Workshop

Big Emotions

Primary Behaviour Service

Elissa Whitby



Primary Behaviour Service

We support Hampshire Primary schools with children who have social, emotional and mental health needs that result in challenging behaviour in the **school** setting.

Aims:

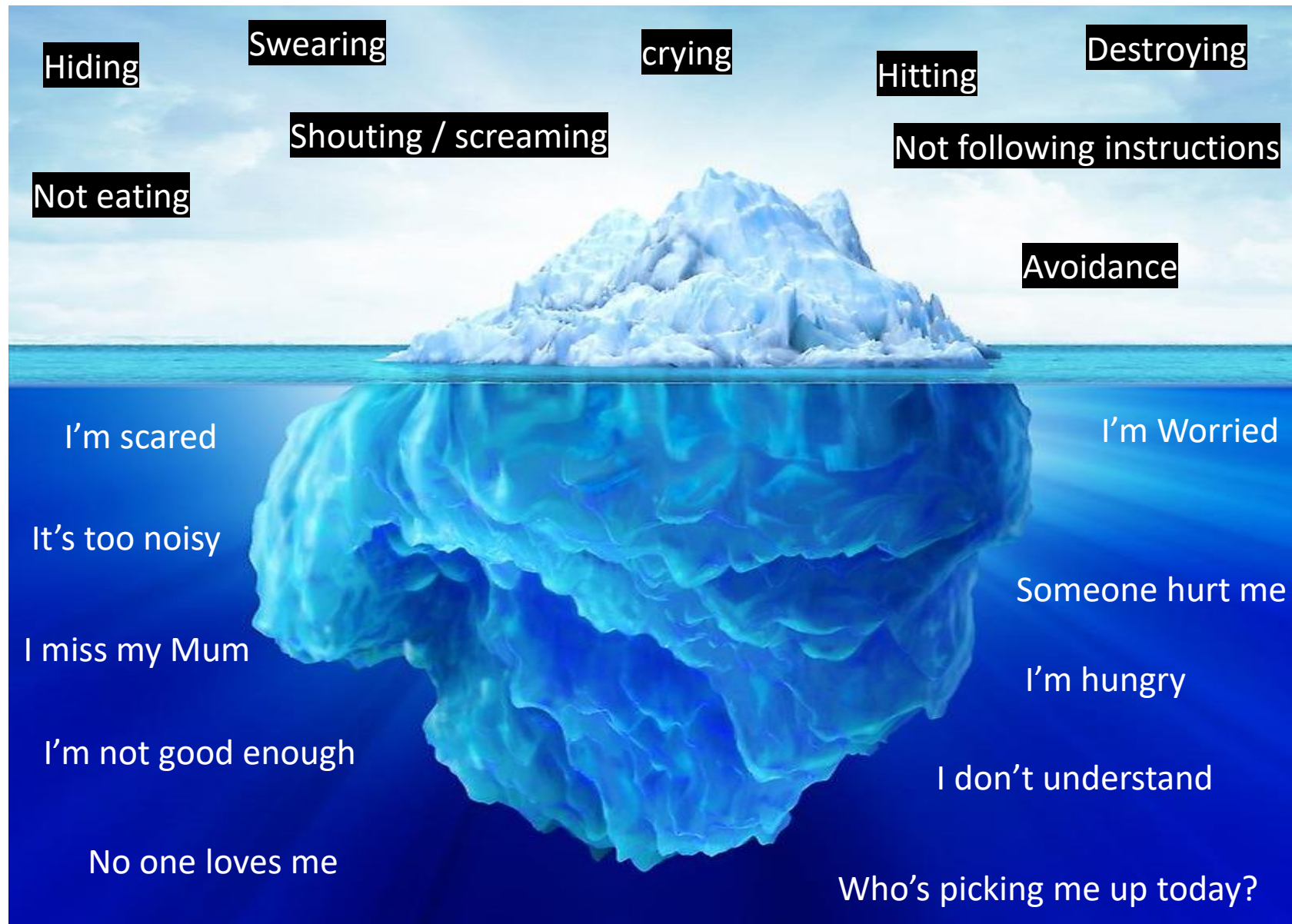
- To provide early targeted support through a child centred approach.
- To remove barriers to learning.
- To help children get the most from their education.
- To reduce exclusion.



Aims of session:

- 4 behaviours and strategies to support
- Assault cycle
- Co-regulation language
- Top tips





What behaviours do you see at home?

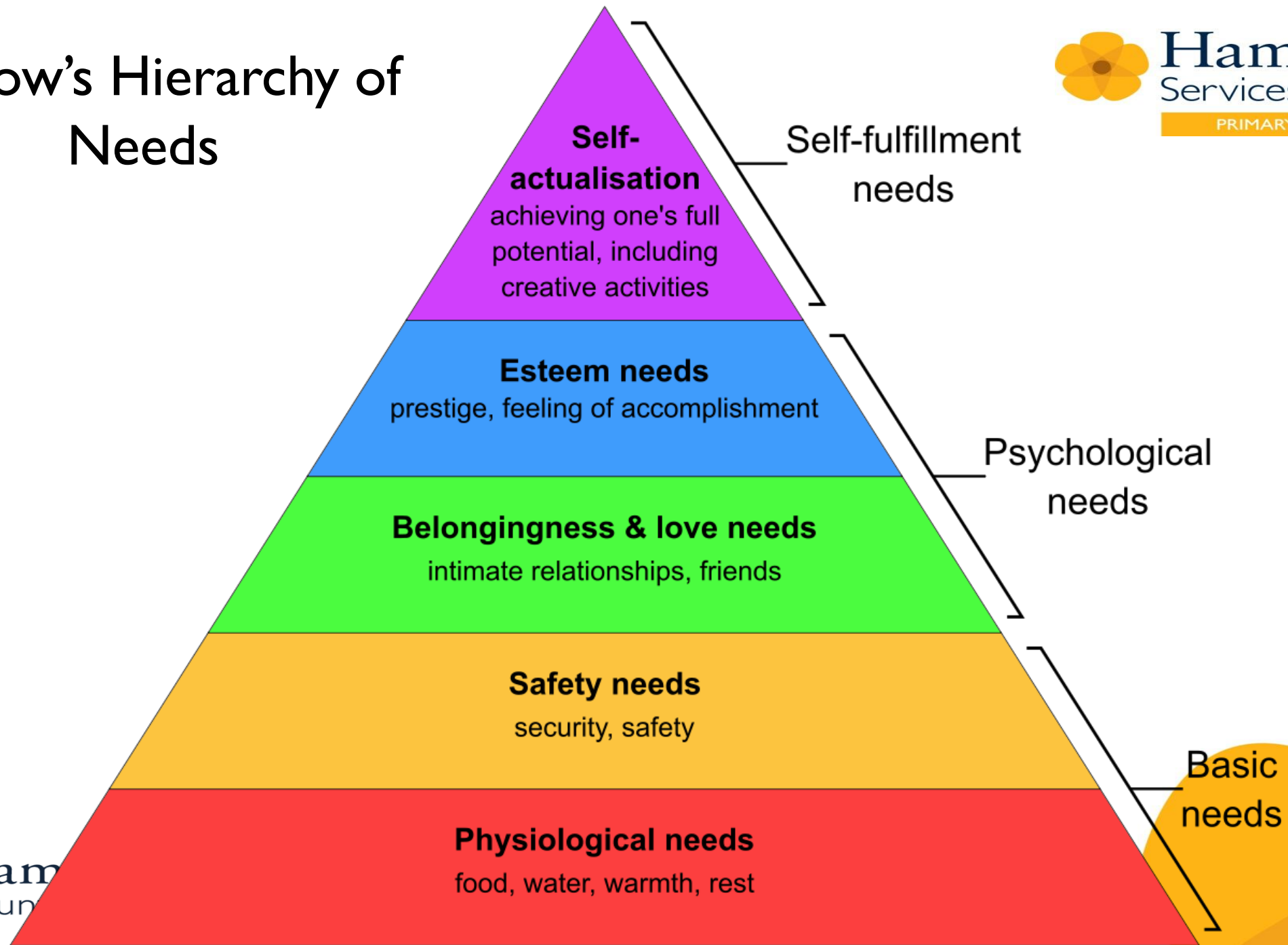


Maslow's Hierarchy of Needs



Hampshire
Services

PRIMARY BEHAVIOUR



Ham
Coun



4 Behaviours



Attention Needing

Child needs attention and they do not care whether it is positive or negative

- Interrupting
- Showing off
- Whining
- Repetitive tapping

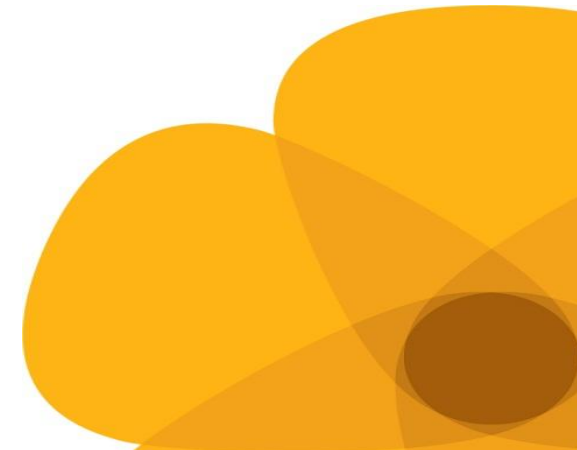


- Irritated
- Frustrated
- Snappy



Strategies

- Build up positive attention at appropriate times
- Specific praise
- Positive touch
- Catch the good systems
- Acknowledge emotions/behaviour
- Use of timers
- Calm and consistent direction



Power Seeking

Child does not feel safe and needs to take back control

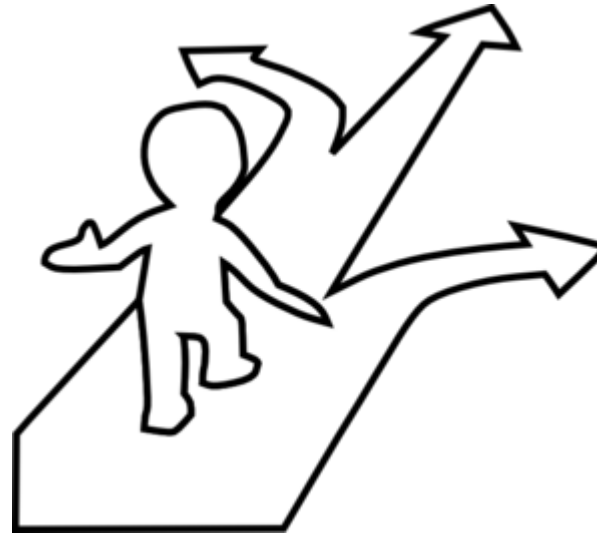
- Stubborn
- Argumentative
- Oppositional
- Bossy



- Threatened
- Provoked
- Defensive

Strategies

- Offer choices
 - Avoid conflict
- Distraction
- Firm and clear instructions
- Avoid audiences



Revenge Seeking

Child starts hitting out and others feel as bad as they do.

- Kicks and bites
- Sullen and negative
- Aggressive
- Destructive



- Hurt
- Angry
- Helpless
- Scared



Strategies

- Distinguish between your child and the behaviour
- Distraction
- Safe boundaries
- Conflict avoidance
- Avoid retaliation
- Change of face where possible
- Give them time
- Restorative conversations



Escape by Withdrawal

Child feels unable to cope and withdraws from contact

- Loner
- Gives up
- Feels hopeless
- Stops trying



- Disheartened
- Discouraged
- Desperate

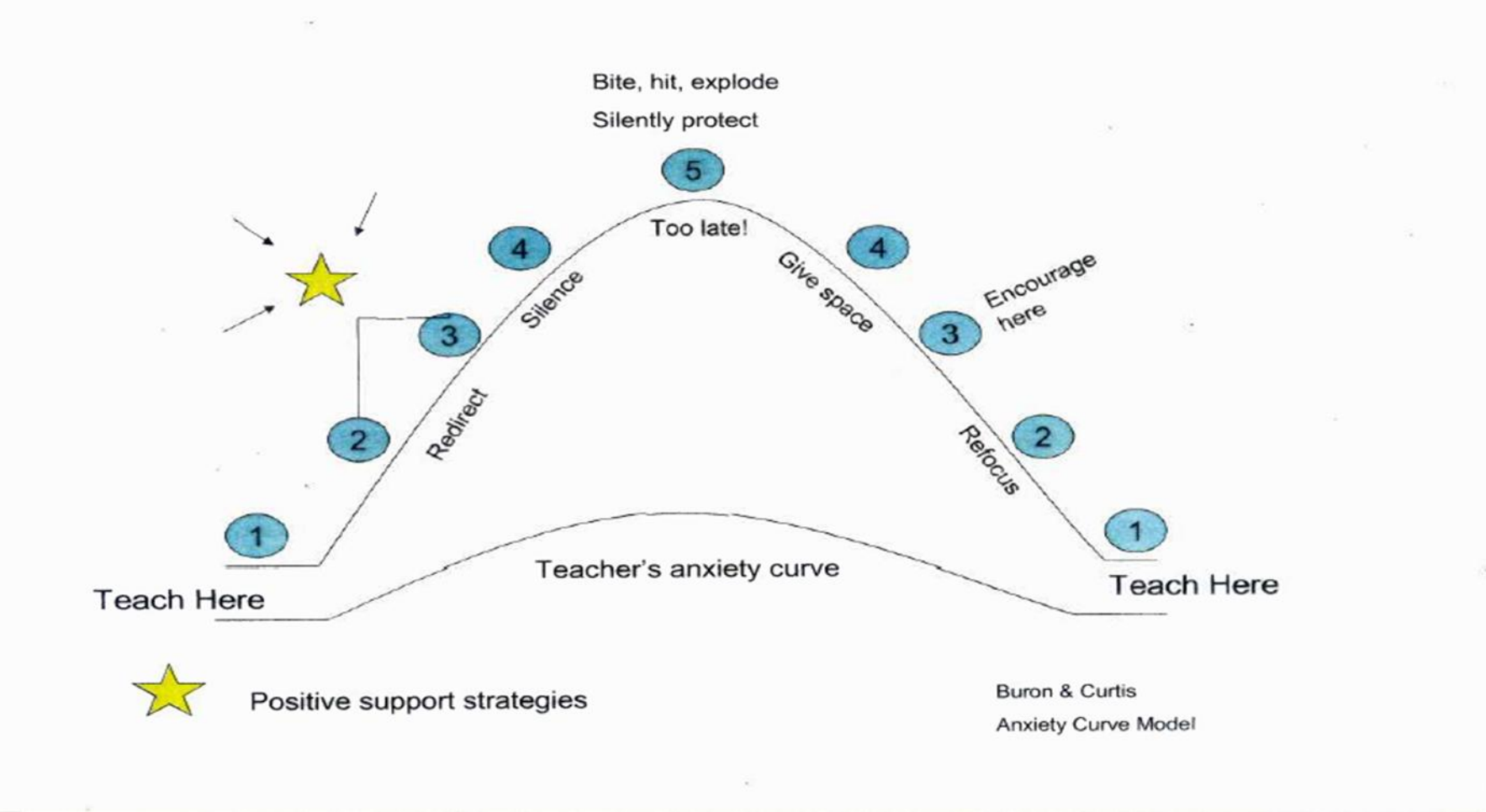


Strategies

- Small chunks of precise praise
- Show belief in them
- Give responsibilities or jobs
- Make tasks challenging yet achievable
- Safe space

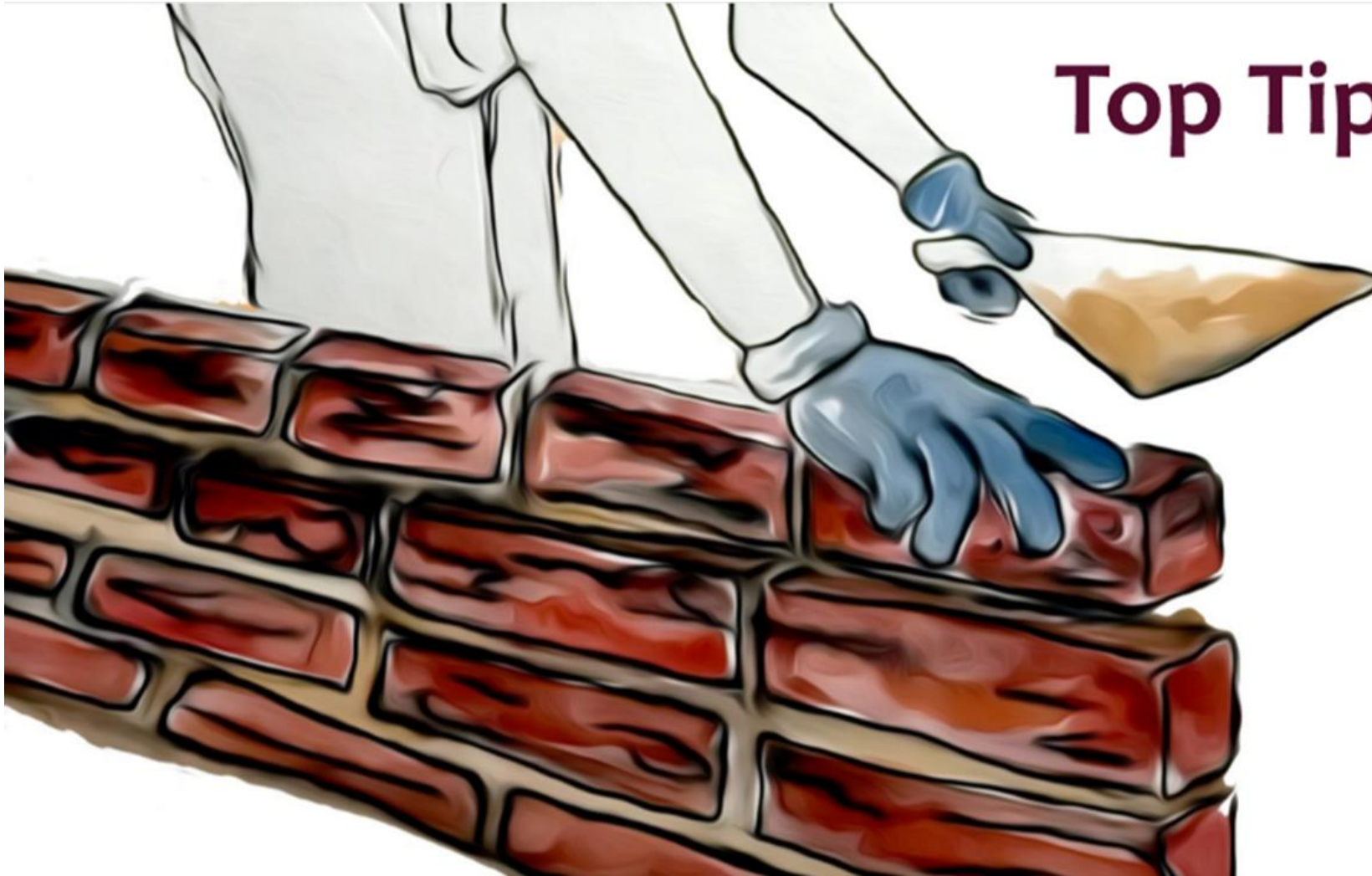


The Anxiety Curve / The Assault Cycle





Top Tips





I understand you don't want to pack the train away. You are having such fun! It's bathtime now but we can play with it again tomorrow.

Co-regulation language

ATTUNE: Catch 'n' Match the feeling!

VALIDATE: Stop the behaviour, validate the feeling.

CONTAIN: Make the unbearable survivable!

REGULATE: Meet the intensity then calm soothe.

I can see you are really angry. I understand your brother has made you cross but it's not okay to hurt him. Come and have a few minutes to calm and then we can try again.

I understand you don't want to go to school today. It's tricky when we've had such a fun weekend! I know you are going to have such a great day and you love seeing all your friends! I will be there to pick you up at the end of the day and we will go to the park together.







Can i join in?
Let's sing/
skip/dance!

Playfulness

You are
loved no
matter
what

Empathy

PACE

Acceptance

That must
have been
so hard

Curiosity

I wonder..
Tell me
about that..



Distinguish between the child and the behaviour

- Avoid words such as 'good', 'naughty' and 'bad'
- Take time to listen
- Be specific about the behaviour that was not acceptable – you need to name it to tame it!
- Discuss what would have been a better choice
- Avoid 'don't'



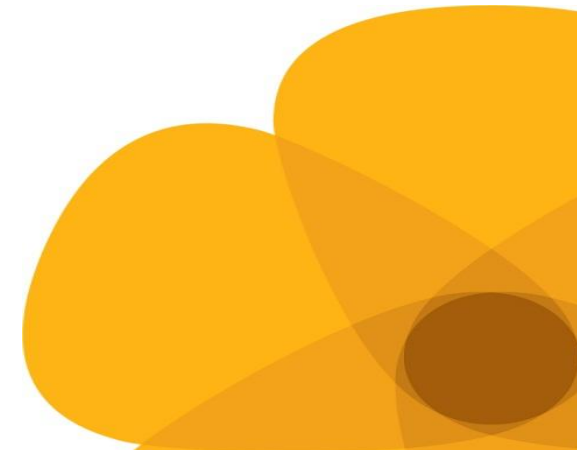
Pay attention to the behaviours that you want to see more of

- Praise the small things!
- Aim for 5 positives to every negative
- Praise effort, not just achievement
- Be specific
- Don't follow praise with criticism



SPECIAL TIME

Giving your child ten minutes of your undivided attention every day



Use rewards and specific praise for positive behaviours

- Reward charts
 - Help children to feel that making the right choices feels good
 - Make sure the target is achievable and the first 'stars' come quickly
 - Useful to change specific behaviours
 - Shouldn't have gaps
 - Involve the child in choosing the reward
 - Don't take away what they've earned
 - Avoid monetary rewards



Some Ideas for Simple Rewards...

Getting to stay up half an hour late

Painting your child's nails

Movie night

Having a friend round to play/stay over

Getting to choose what sort of take-away to order

A small toy (e.g. something from a pound shop)

Choosing a board game to play

A magazine

A trip to the park

Have clear rules and routines

- When the world is unpredictable and confusing there is a lot of uncertainty which can lead to anxiety.
- Many children have a need to control activity and interaction around them. To help deal with this insecurity and anxiety, we have to decrease the uncertainty in their lives.
- Boundaries keep children safe
- Be consistent and calm
- Take up time



Sleep Routines

- Children need 9-11 hours sleep per night
- Ensure a calm, consistent bedtime routine
- Screens and devices over stimulate the brain and impact negatively on sleep
- Avoid sugary snacks before bed
- Pre-empt excuses such as water, toilet etc.

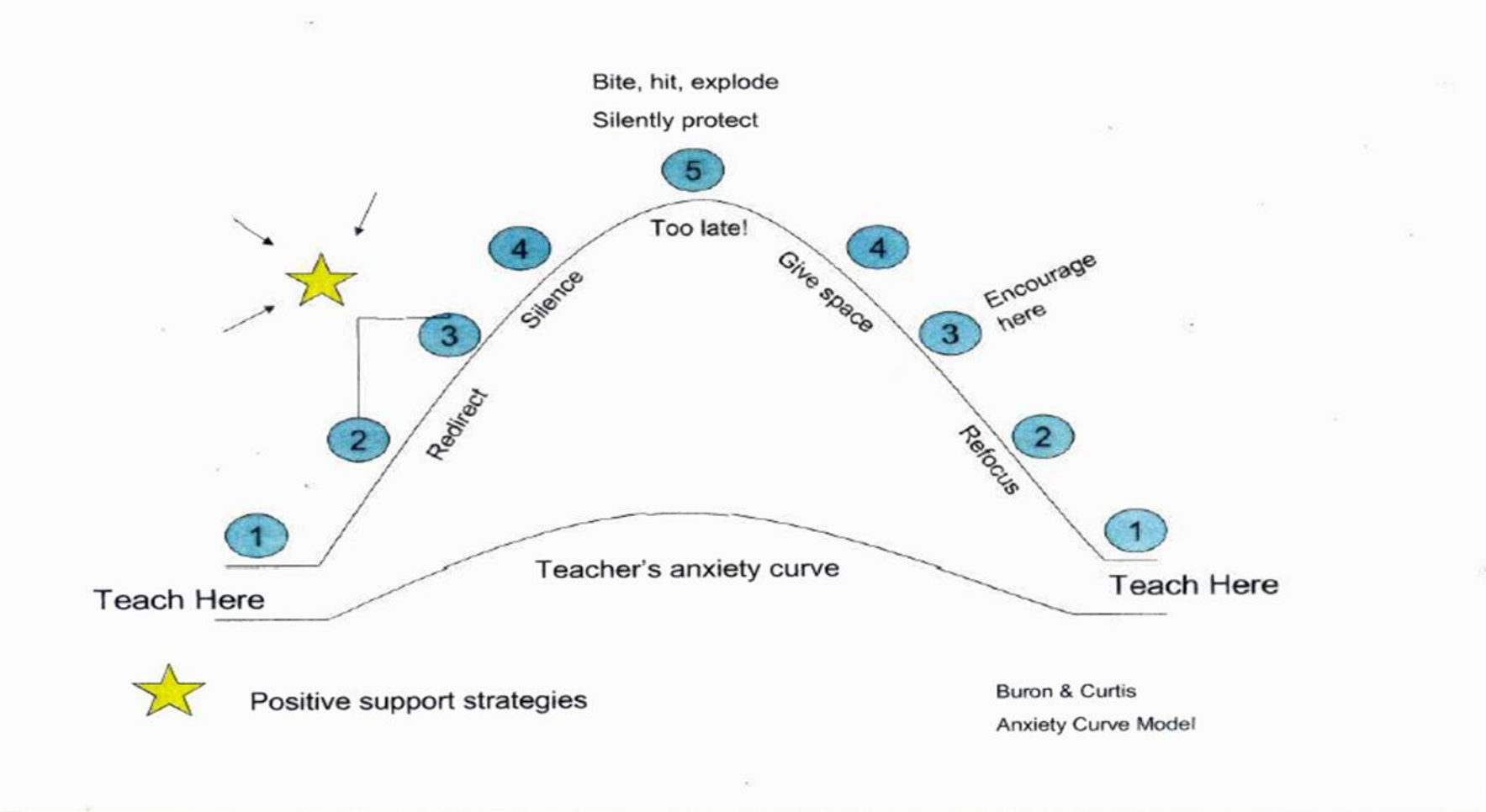


Consequences

- What are your non-negotiables?
- Time In vs Time Out
- Age appropriate
- Natural consequences
- Double consequences
- Restorative conversations
- Beware of the 'shame cycle'



The Anxiety Curve / The Assault Cycle

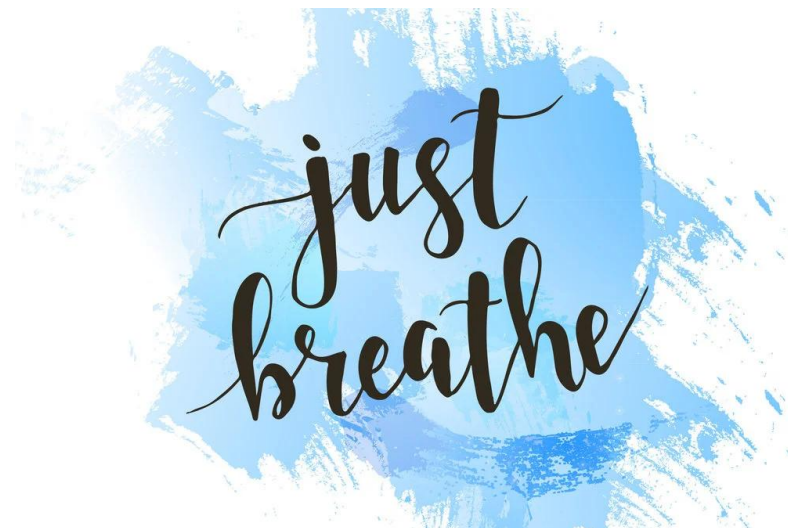


Behaviour + Response = Outcome



Stay calm and use open body language

- Open palms
- Consider height and position
- The power of the pause!
- Intervene as low key as you can
- Be realistic that they are children



Work Closely with School

- What is important for school to know?



Any Questions?

THE FUNNY THING
ABOUT KIDS IS,
THEY ARE THE REASON
WE LOSE IT, AND THE
REASON WE HOLD IT
TOGETHER

