

Challenging Behaviour Workshop

Session 4

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achieving
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Are you OK
Kingston?



Are you OK
Richmond?



Session 4: To promote boundaries and create clear expectations with family rules and time-out for extreme behaviour

Part 1: Natural and Logical Consequences

- Create a sense of safety and security
- Children are calmer and easier to manage when they have clear routines
- They aren't innately obedient and they test boundaries constantly
- We must protect our children from dangers but in order for them to become independent they also need to learn their own independence and make mistakes in order to learn from their behaviours
- E.g If Sally doesn't eat her lunch, she will feel hungry later (She will learn this from her mistake- a natural consequence)
- Logical consequence is given by caregiver as a response to undesirable behaviour and helps children make links between behaviour and consequence



Logical Consequences Guidelines

- Make sure you can live with the consequences
- Discuss in advance
- Appropriate
- Immediate
- Straight forward
- Non-punitive
- Give warnings and choices
- Keep it brief – it is an opportunity to learn
- Use if...then messages

E.g **If** you put your coat on **then** we can go to the park now or we can stay inside.



Examples

Natural	Logical
Jump in a puddle = feet get wet	Don't come off the computer = lose computer time later
Drop your ice-cream = Can't eat it	Don't eat dinner = No dessert
Don't take turns = other child won't want to play	Don't tidy your room = privileges removed



Part 2: Time-Out and Family Rules

- Time out in regards to social learning theory, is a consequence for persistent/ extreme non-compliance or high-tariff/dangerous and destructive behaviours
- It is an extreme form of removal of parent attention and shouldn't be used frequently
- When the specified period has finished, parents should return with positive attention.
- It helps the parent have boundaries and stay calm and collected
- Help child regulate their emotions when angry or distressed



Introducing Time Out

Before:

Discuss and/or rehearse time out with their child when things are calm before using.
When explaining ask the child to repeat back so they are sure the child has understood.

During Time Out:

Parent gives child clear warning (opportunity to make a choice) [unless violence is extreme – then can go straight to time-out]

If behaviour continues, child is given clear instruction to go to identified time-out space
Parent remains close, but does not give attention to child

Parent does not end time-out until child is calm [amount of required calm time depends on child

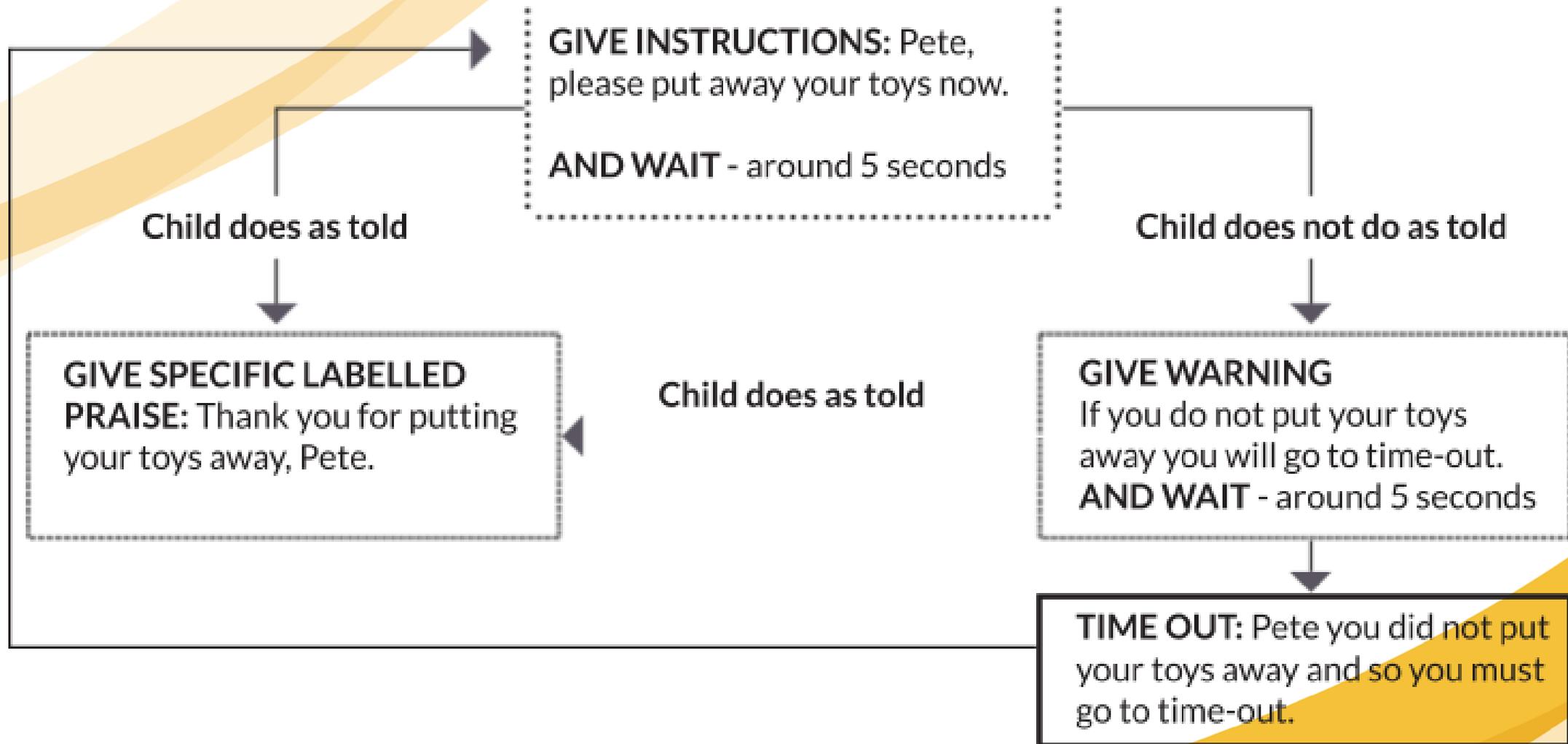
– but keep it brief – 30 seconds to 2 minutes]

Return child to time-out space if they leave

Needs to be delivered calmly [think modelling]



Trouble shooting



After Time Out

After Time Out:

- Do not revisit reason for being time-out [no forced apology]
- Involve child in positive activity and look for behaviour to praise as soon as possible
- If child is in time-out for non-compliance, then child still needs to comply [or time-out can be used to avoid tasks]
- Prevent further misbehaviour – avoid re-triggering
- Give them a clean slate – show children that the day is not ruined just because one thing goes wrong or one poor decision is made
- Model good emotional regulation (and forgiveness)



Family Rules

These can help with a smooth household by clearly outline expectations to children. It can be helpful (and fun) to have a family meeting so that rules can be worked out together.

Guidelines:

Simple

Fair (apply to everyone in the family)

Easy to follow

Positively Stated

Enforceable

E.g. Avoid saying: 'Stop arguing' Say: 'Talk quietly and politely'.



Feedback:

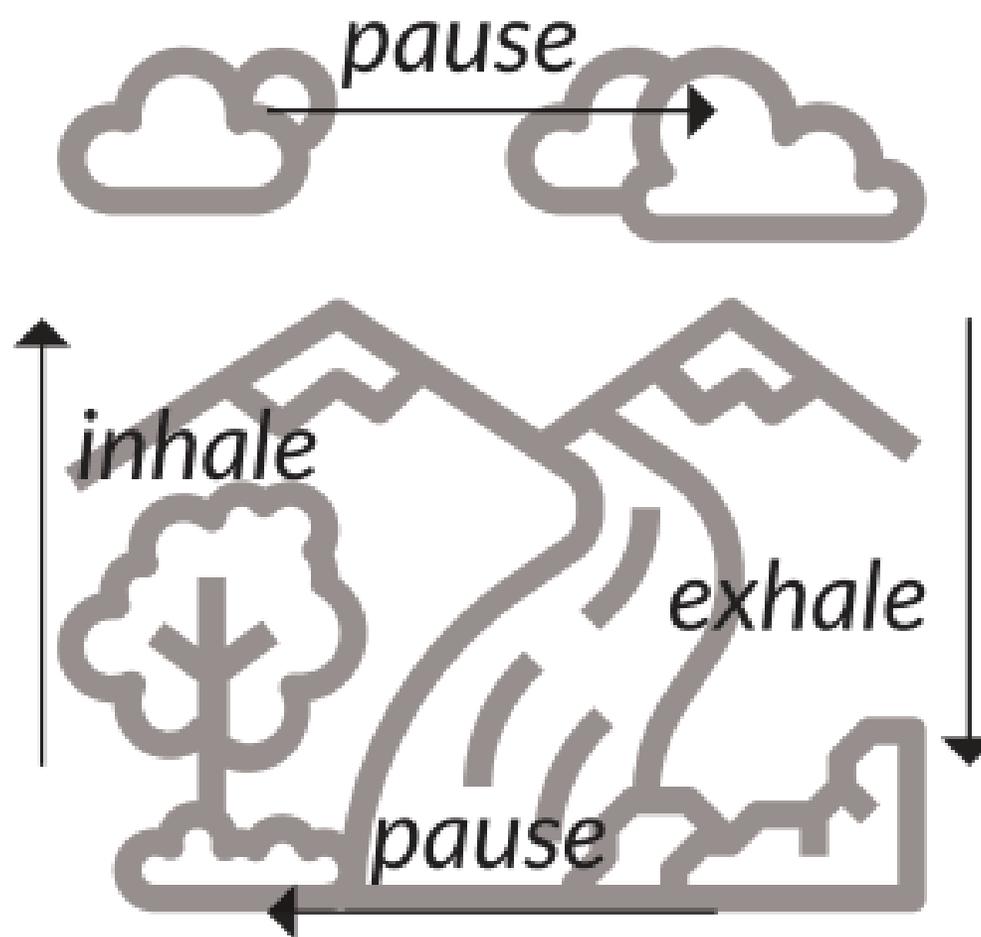
- Please fill in this post-measure questionnaire now you have completed the workshop,
Thank you.
- https://docs.google.com/forms/d/e/1FAIpQLScjKDFWINm0vOUWMkIJFGFM_5MeHUA_Vzb2u5mu-Lb7t-9yTYg/viewform



Extra Resources

- Breathing strategies
- Grounding/five senses (5, 4, 3, 2, 1)
- Calming self-talk
- Calm spaces
- Glitter bottle/other calming toy
- The turtle...

Box Breathing



- 7-11 breathing – breathe in for 7 seconds, out for 11 seconds
- Balloon breathing – breathe in slowly and imagine (or watch) filling your belly like a balloon, then breathe out until all the air is gone

Glitter Bottle:

- Small bottle (plastic if concerns re breakage) + water + glycerin/clear glue + food colouring + glitter (the internet is full of instruction pages)
- Metaphor of glitter as thoughts/emotions feeling out of control –if we stop, take a breath and focus, everything slows down and we can feel calmer and in control again
- Encourage child to practice when calm and to use it when stressed, but don't force it...

Calming self-talk:

Encourage parent to think collaboratively with child about helpful things to say to themselves when overwhelmed. They can practice them together or write them on cards:

'I can turn things around'

'Remember to breathe'

'This feeling won't last'

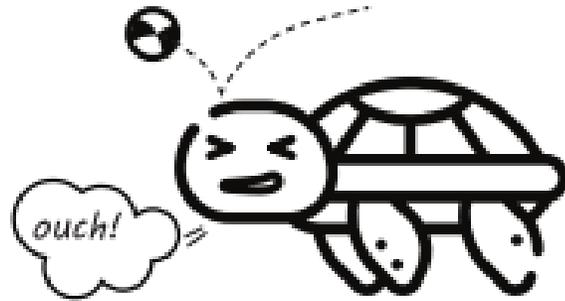
'I can get through this'

'I'll be going home soon'



Turtle technique

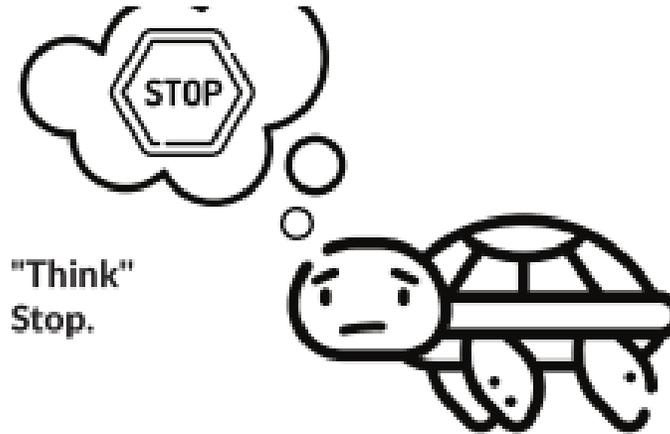
Recognize that you feel angry.



step 1

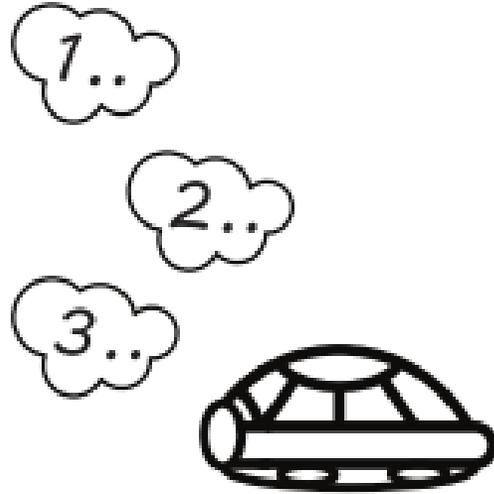


"Think"
Stop.



step 2

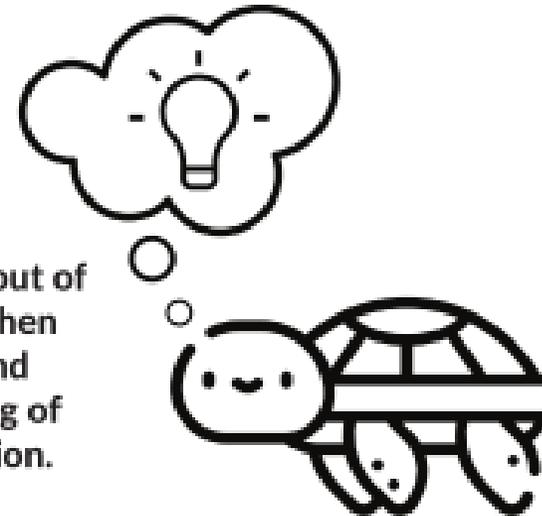
Go into shell.
Take 3 deep
breaths.
And think
calm, coping
thoughts.



step 3



Come out of
shell when
calm and
thinking of
a solution.



step 4





With thanks to Dr Matt Woolgar, Caroline Bengo and Sara Dawson from KCL for your resources from the Challenging Behaviour Manual

