

Managing Challenging Behaviour



Who are We?



We are a Greenwich CAMHS team that deliver **psychoeducation assemblies** and **workshops** (like this one) to promote positive mental health and resilience.



Workshop Aims

- To develop an understanding of the meaning, origin and function of behaviour.
- To promote a positive parent/carer and child relationship.
- To show parenting skills and strategies.
- To increase positive behaviours in children.



Reminders

- Safe space
- Listen to each other
- Show respect and empathy



Note: We will be discussing sensitive issues that may invoke a strong feeling.
Please take care of yourself and take a breather if you need to.



Icebreaker

What is your name?

What are you hoping to get out of this session?



Challenging Behaviour

“Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion.”

- The Royal College of Psychiatrist



What impacts Challenging Behaviour?

Child Factors

- Child's Temperament
- Child's Health
- Developmental Delay
- Comorbid Conditions

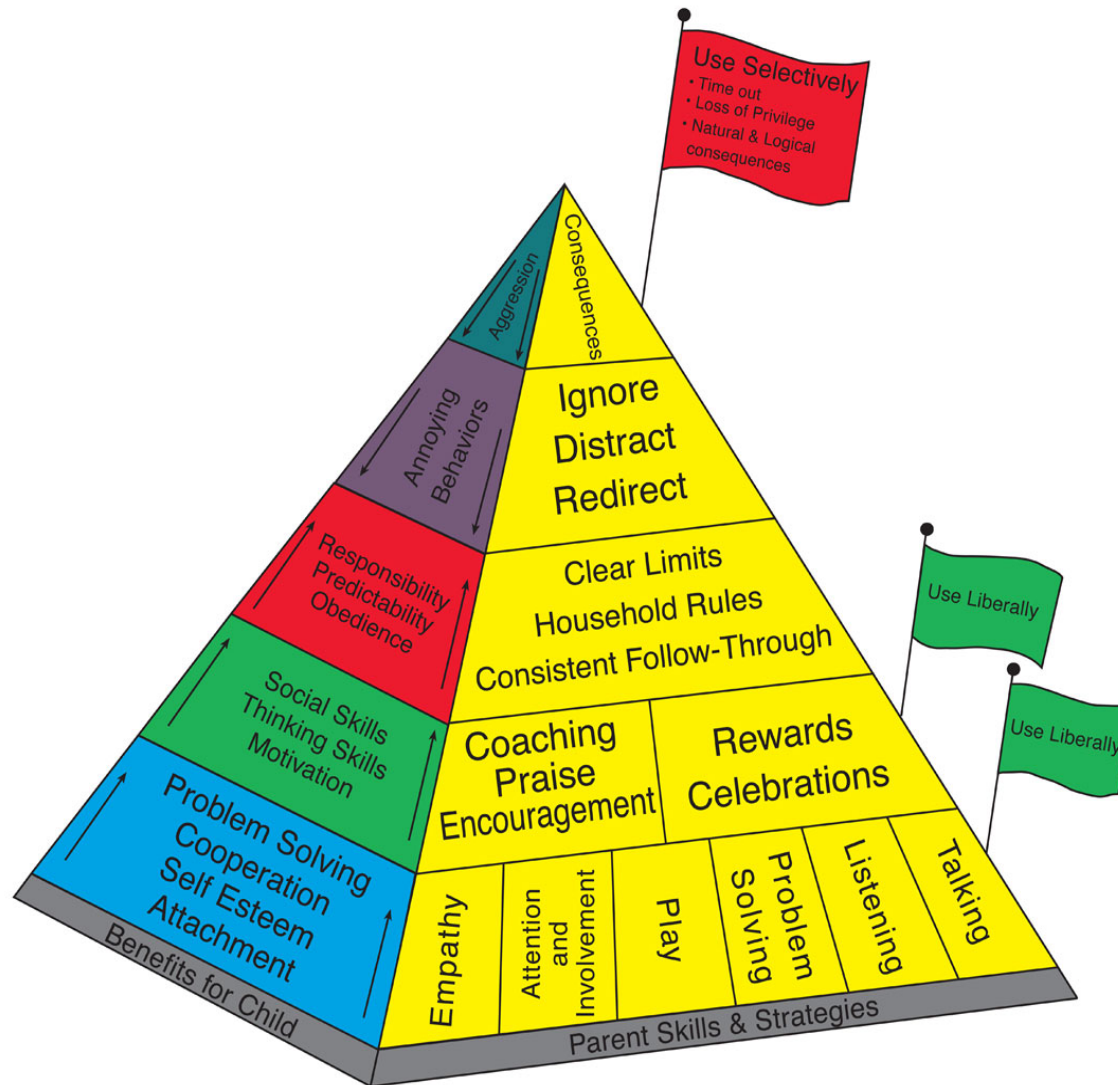
Parent-Child Interactions

- Learning through watching
- Ignoring desirable behaviour
- Unclear boundaries
- How instructions are given

Parent Factors

- Parent stress levels
- Family dynamic
- Lack of social support
- Parental Mental Health

Parenting Pyramid



Attention

Attention is your response to your child's behaviour.

- **Positive attention** refers to things you do to let your child know you like something they have done.
- **Negative attention** happens when you give your child attention for something you don't like.



Attention Table

	"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



Rewards

Rewards can be used as an incentive to motivate children to learn a particular difficult behaviour.

- **Social Rewards:** (Praise, Hugs, High Five) – Reinforce the small steps and efforts children make to master a new skill or behaviour.
- **Tangible Rewards:** (Stickers, Reward Charts, Additional Privileges) - Spending time together.



Selective Ignoring



Tips for selective ignoring

- Explain what you're doing beforehand.
- Be subtle and neutral.
- No (non-)verbal or physical contact.
- Stay close.
- Do something distracting to help you stay calm.
- Look for something to praise afterward.
- Be consistent in what you ignore.
- Model being calm.



Effective instructions

- Decide if an instruction is necessary, realistic and fair.
- Ensure the child is listening.
- Be simple, clear, brief and calm.
- Say what you want them to do rather than what you don't want them to do.
- Give the child space to complete.

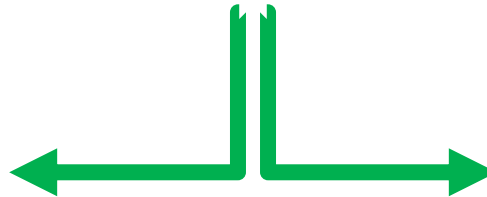


Boundaries/Consequences



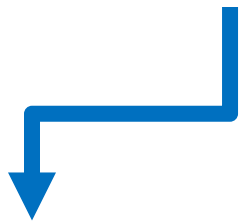
'Stepping back' to teach **natural consequences**

Jump in a puddle =
wet feet



Wave ice cream around until
it falls on the floor =
can't eat ice cream

Introducing **logical consequences**



"**IF** you throw food -
THEN it will be taken
away"

(5 mins, then give back)



"**IF** you don't put your
coat on, **THEN** we can't
go to the park".



"**IF** you finish playing and
tidy up now, **THEN** you
can have 5 minutes extra
tomorrow"

Parental Self-Care



Wheel of Well-being



Additional Resources



Additional Resources

Websites & Phone Lines

- Oxleas: 0208 854 8888. Free telephone line. Available 5pm – 10pm on Monday to Friday; available all day on weekends.
- Childline: 0800 1111. Free confidential telephone support service for children and young people.
- Samaritans: 0845 790 9090; (www.samaritans.org.uk)
- Young Minds: 0808 802 5544. Free hotline for parents. Available 9:30am – 4pm on Monday to Friday.
- Papyrus: 0800 068 4141 (call) or 07860 039967 (text)



How to Get Help



We provide one-to-one interventions for the following:

- Challenging behaviour (4 - 8)
- Child anxiety (5+)

Please email oxl-tr.gmhst@nhs.net or contact your pastoral team if you are interested in knowing more.

What Did You Learn Today?



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NHS

Comments

Questions

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Thank You

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