

Introduction to Challenging Behaviour Workshop



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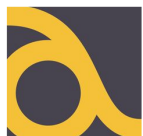
Achieving for Children

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South West London
Clinical Commissioning Group



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Are you OK
Kingston?



Are you OK
Richmond?



What to expect

- This workshop will be split into four 20 minute sessions.
- After each video session, we will provide a follow up appointment on Google Hangouts where you can speak to a mental health practitioner via webcam and ask any questions that you may have from the video.
- This workshop is adapted from a parenting intervention programme delivered in a structured manner over several weeks
- It is evidence based and is the single most effective intervention for the treatment of conduct problems in children.



Aims for the Workshop

- Session 1: To introduce social learning theory and discuss how to enhance a relationship through play
- Session 2: To promote positive behaviours and routines with praise and rewards and to reduce undesirable behaviour through selective ignoring
- Session 3: To increase compliance with clear commands
- Session 4: To promote boundaries and create clear expectations with family rules and time-out for extreme behaviour



Introduction into Social Learning Theory

- ❑ The creators of the parenting behaviour manual used social learning theory to ensure their model was evidence based.

- ❑ There are 2 rules for most occasions:
 1. Reinforcement rule: Behaviour that is reinforced immediately is more likely to occur.

 2. Attention rule: Children's behaviour is oriented to gaining attention from others, especially parents.



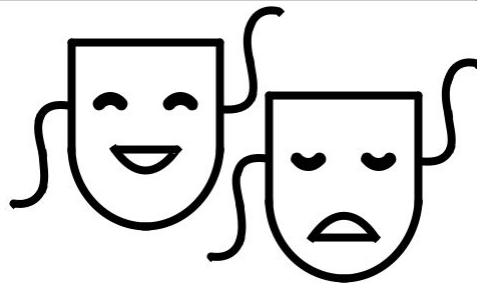
Social Learning Theory continued...

- ❑ Parents can inadvertently reinforce undesirable behaviour because life is very busy and the day is full of many interactions.
- ❑ Negative attention is also attention and therefore a powerful reinforcer and 'any attention is better than no attention at all' for children.
- ❑ Example- Sometimes positive behaviours are ignored for valid reasons and when the behaviour changes and becomes negative, it is reinforced.



The 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



The Coercive Cycle

Likewise parents can often become caught in parent traps through what is known as the coercive cycle:

Parent gives a command – child whines/scream – parent shouts angrily – escalation – increased screaming –

This results in one of two outcomes:

1. Child complies and the parent learns that shouting is effective
2. Parent gives up and the child learns that if they protest for long enough their parent will give up and they will not have to do what they are asked.



Treatment Overview

The workshop aims to supporting caregivers to:

- Provide frequent and varied positive attention to their child (praise, rewards, encouragement) when the child is not misbehaving, and reduce negative attention given (criticisms, directions, questions)
- Decrease the amount of attention provided to misbehaviour (yelling, explaining, bargaining), instead addressing misbehaviour by removing reinforcement (ignoring, time-out) or providing a non-punitive consequence (appropriate limit setting)
- Ensure that expectations for behaviour are clear and parental response is consistent

As a result, we should see:

- Misbehaviour reduce as it is no longer an effective way to gain attention or achieve a goal
- Positive/prosocial behaviour increase as this is increasingly reinforced with positive attention



Play and Attending

- ❑ As parents you know the benefits of play and engaging in playful interactions with your child.
- ❑ A lot of physical, cognitive, social and emotional learning occurs.
- ❑ Also when a child demonstrates high levels of challenging behaviour, it can have a significant impact on the relationship between a parent and child.
- ❑ Play is also an opportunity for a parent to have fun with their child and show a child how nice it is to have their parent's undivided positive attention.
- ❑ A good way of thinking about 'attending' is as an investment in your child (like putting money into a savings account).
- ❑ Good times together and a positive relationship lay a strong foundation that helps you to manage (and bounce back from) the difficult times.



Play and Attending- Things to Avoid

- Taking charge of the activity/ Changing the Activity
- Giving Commands
- Asking Questions
- Teaching
- Criticizing
- Competing



Play and Attending- Things to Do!

- Use toys/activities that are not competitive and do not have a 'right or wrong' way to use them
 - Give your child undivided attention
 - Allow the child to choose the activity
 - Follow the child's lead
 - Show interest/ amazement and empathy
 - Describe what the child is doing by commenting on the child's:
- **Action:** *eg. 'you've got the red brick now and you're balancing it on top of the blue one', 'you're pushing the car along the road', 'you're working on that so carefully'*
 - **Cognition:** *eg. 'you're thinking really hard about how to fit that together', 'you're working out what to do next', 'I think you have a really great idea about what the animals will do next',*
 - **Emotion:** *eg. 'you look so proud of your tower, you have such a lovely smile on your face', 'you're staying calm, even though it's difficult', '*



Play and Attending- Have a go!

- Try to play/ attend 10 minutes everyday before the next workshop
- Take notes- What do you notice? How is your child reacting?
- Use the ABC sheet on the next slide to notice what is happening before, during and after a 'behaviour incident'



ABC Handout (optional)

<i>WHEN AND WHERE</i> (date and time)	<i>ANTECEDENT / TRIGGER</i> (WHAT HAPPENED JUST BEFORE THE BEHAVIOUR) e.g. who was there, what was said, asked?	<i>BEHAVIOUR</i> (DESCRIPTION OF WHAT HAPPENED) e.g. what did s/he do, say?	<i>CONSEQUENCE</i> (WHAT HAPPENED AFTER), What did you do? How did s/he <u>respond</u> ?)	<i>Describe your feelings</i>



What to expect now:

- ❑ Your practitioner will have emailed you with the date and time of the Google Hangouts meeting, and information about how to join this online meeting.
- ❑ The Google Hangouts meetings are not compulsory to attend, but are available if you have any questions from this video or would like to discuss anything in more detail with a practitioner.
- ❑ Next session = *‘To promote positive behaviours and routines with praise and rewards and to reduce undesirable behaviour through selective ignoring.’* (This session video will be sent out after the Google Hangouts meeting has occurred).





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