

# Challenging Behaviour Workshop

## Session 2

HATTIE BRADY (EDUCATION WELLBEING PRACTITIONER)

MENTAL HEALTH SUPPORT TEAM (MHST)

Emotional Health Service

Achieving for Children

42 York Street

London TW1 3BW



**South West London**  
Clinical Commissioning Group



**achieving**  
for **children**



**Are you OK**  
**Kingston?**



**Are you OK**  
**Richmond?**



# Session 2: : To promote positive behaviours and routines with praise and rewards and to reduce undesirable behaviour through selective ignoring

## Part 1: Praise

- ☐ Praise is crucial for building children's self-esteem
- ☐ It lets them know they are loved and appreciated
- ☐ Shows our pride and that we acknowledge their qualities
- ☐ Shows them the behaviours we want to see more of
- ☐ Encourages resilience

This week you want to focus on positive praise for good behaviour you notice;

- Playing quietly/ Imaginative play
- Focus and concentration during a task
- Compliance with rules
- Pro-social behaviours (sharing/ politeness/ being kind and gentle)



# Giving Effective Praise

<b>Generic Praise X</b>	<b>Specific Labelled Praise (ties to behaviours)</b>
Good Job	Well done for putting the cars in the box nicely.
Well Done	You did what I asked straight away, I'm very proud of you.
Nice work	You are sharing so nicely with your brother, Keep it up.



# Top Tips!

- ☐ Be sincere and specific
- ☐ Give praise immediately
- ☐ Focus on behaviours they have power to change
- ☐ Avoid comparing your child to others
- ☐ Avoid muddling the praise with teaching or criticisms
- ☐ Avoid waiting for perfection or completed tasks
- ☐ Praise during the task
- ☐ Meaningful rewards
- ☐ Ignore negative responses
- ☐ Rewards vs Bribes



# Rewards

## Social Rewards

1. Verbal Praise
2. Physical
3. Time together

## Tangible Rewards

1. Inexpensive Items
2. Special choices/ Privileges
3. Special Activities
4. Special time with child



# Practice

- ☐ Carefully select behaviours to praise
- ☐ Praise yourself
- ☐ Use reward chart if helpful (must be consistent)



## Part 2: Selective Ignoring

- ☐ Can be very difficult to do
- ☐ Ignore the behaviour completely (not the child)
- ☐ Maintains positive relationship
- ☐ It is highly effective
- ☐ Modelling self-control and emotional regulation
- ☐ Gives them an opportunity to self-regulate and calm themselves down
- ☐ Don't use for dangerous behaviours but for moaning, complaining, swearing, whining, squabbling, silly noises, fiddling, answering back, arguing etc.)



# Selective Ignoring Guidelines

- ☐ Explain what you're doing beforehand (not while ignoring)
- ☐ Be subtle and neutral
- ☐ No eye contact or expressions of disapproval
- ☐ No verbal or physical contact
- ☐ Stay close so you can return attention as soon as (10-15 seconds) the behaviour stops
- ☐ Do something distracting to help you stay calm
- ☐ Look **for something to praise afterward**
- ☐ **Be consistent in what you ignore i.e. every time**
- ☐ **Model** being calm





# Gets worse before it gets better

- ❑ If you ignore a behaviour it won't disappear immediately
- ❑ It can be hard to be consistent with your ignoring but it is vital
- ❑ You may see the same behaviour return but ignore it again and again and it will disappear

Extinction Burst

Spontaneous Recurrence



# Helpful Handout for Practice

Behaviours I will selectively ignore:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The alternative behaviours I will praise:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## 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 increase compliance with clear commands'

*(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**

