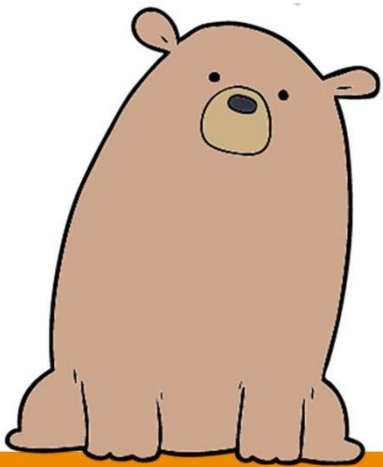




**Dorset HealthCare
University**
NHS Foundation Trust

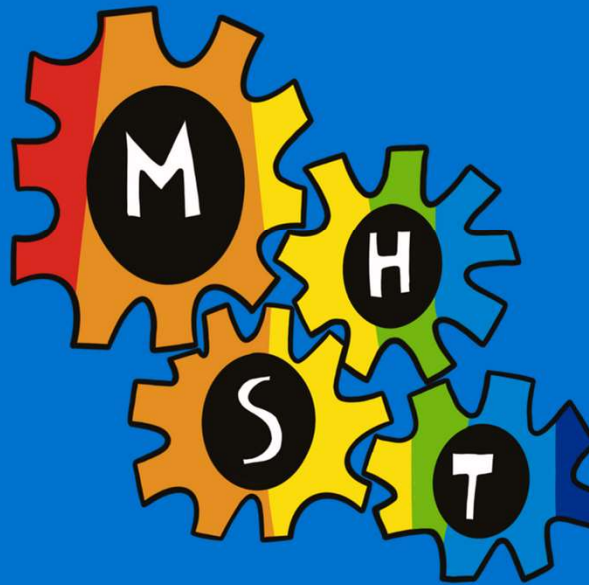


Supporting children's behaviour





What is
the
MHST?



**Dorset
Mental
Health
Support
Team in
Schools**



A clipboard with a black clip at the top right corner, holding a sheet of white graph paper with blue grid lines. The clipboard is positioned diagonally across the bottom right corner of the image.

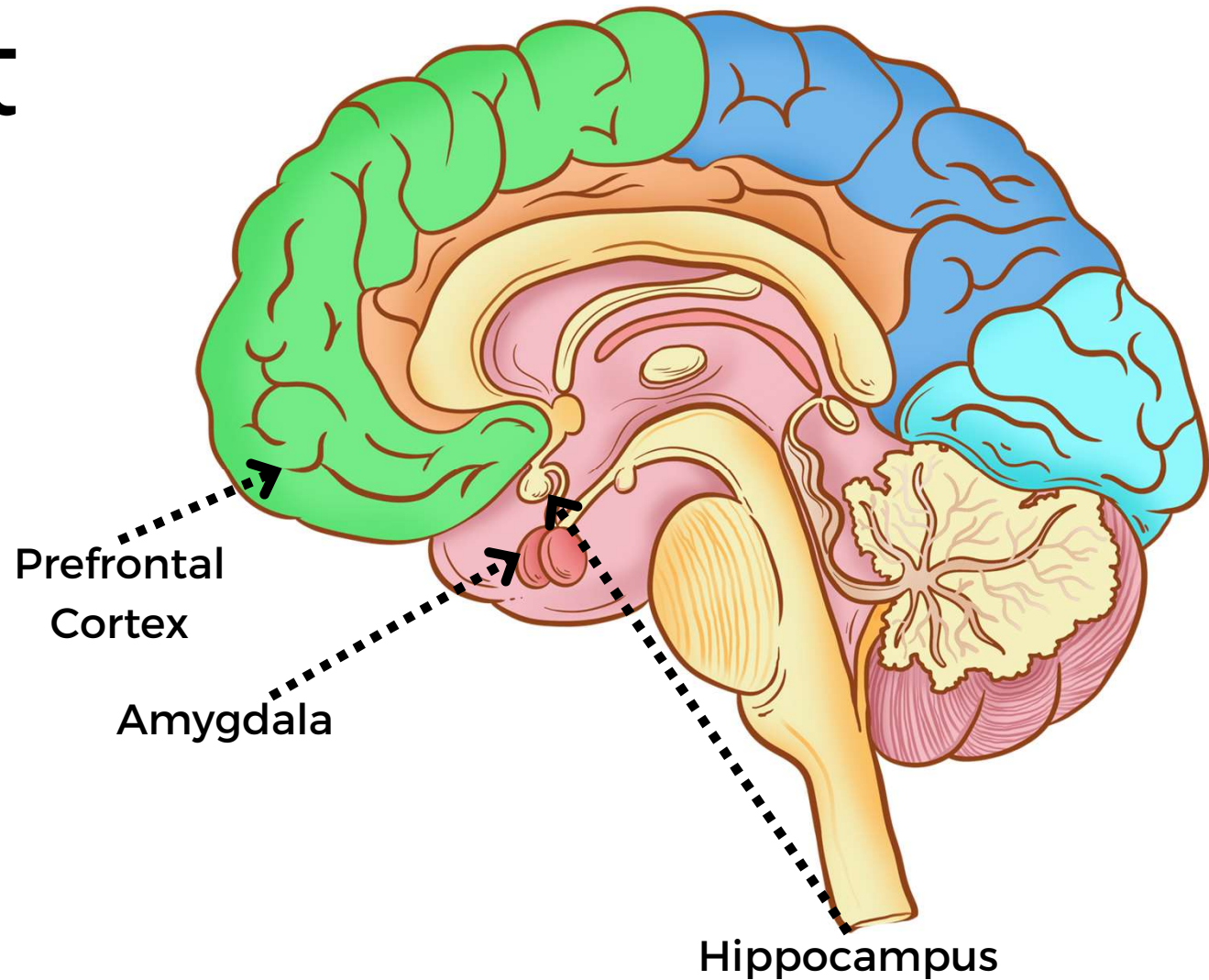


Today's Focus: How to increase positive behaviours & decrease difficult behaviours

We will be thinking about:

- behaviour is a child's way of communicating
- The behaviours we need to give attention to
- the importance of play and positive labelled praise
- Next steps

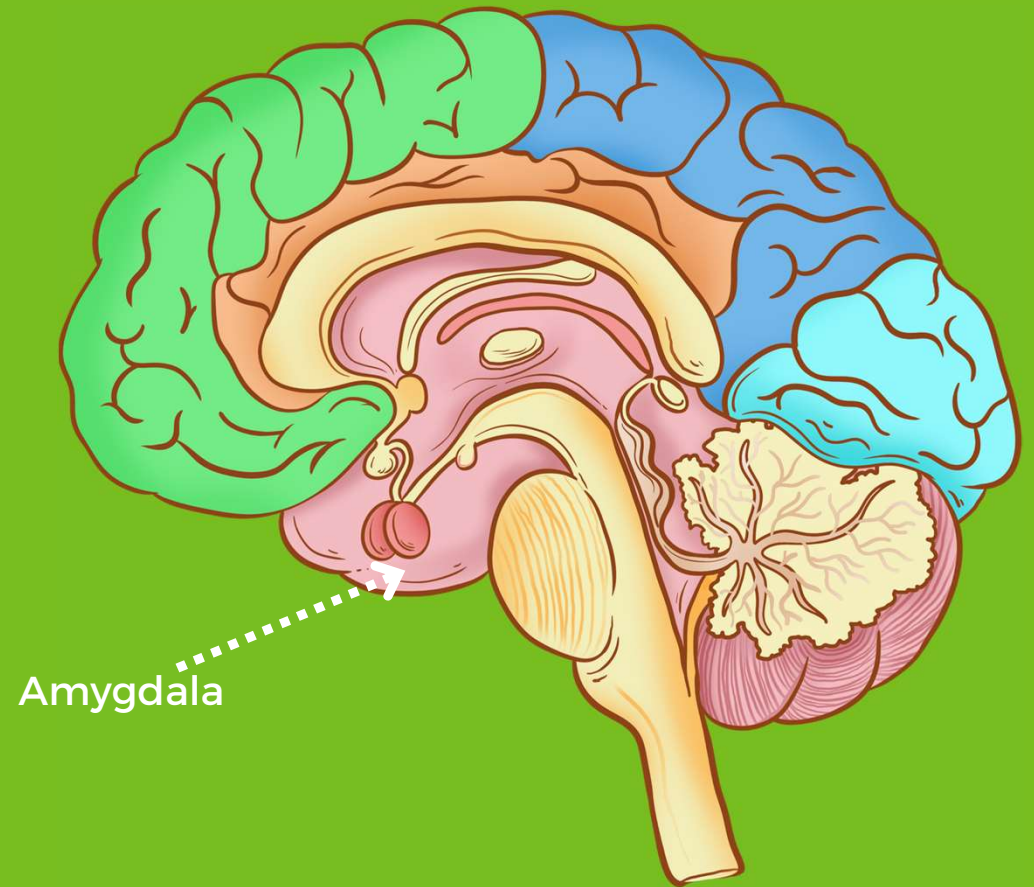
The different parts of the brain



Amygdala

Significance:

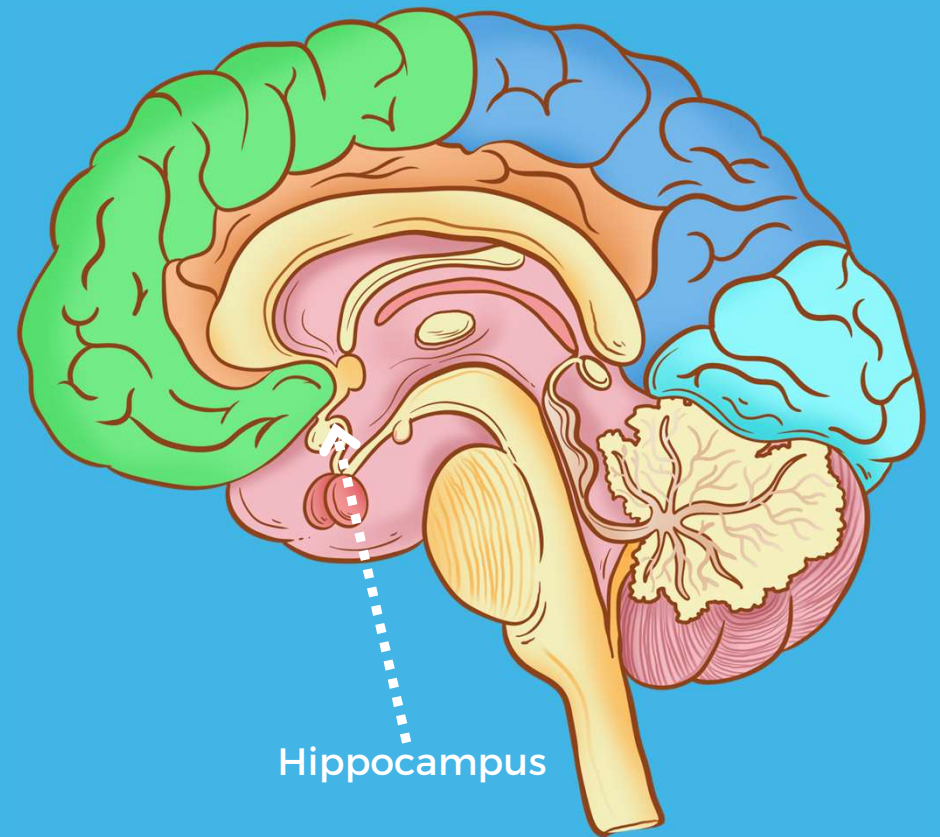
- Fight/Flight/Freeze
- Detects threat
- Constantly surveying
- Picks out threat and sends signals to the rest of the body
- This is activated when we are angry, scared or feel threatened.



Hippocampus

Significance:

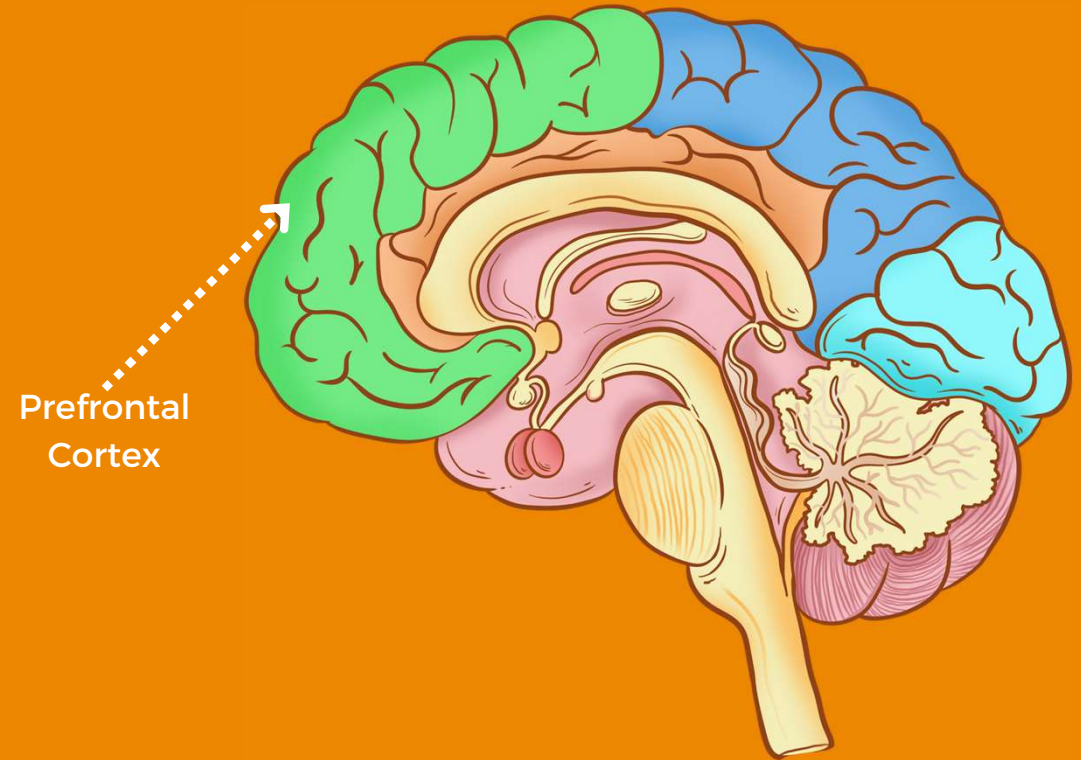
- crucial for learning and memory.
- helps us form and consolidate long-term memories.
- assisting with spatial navigation,

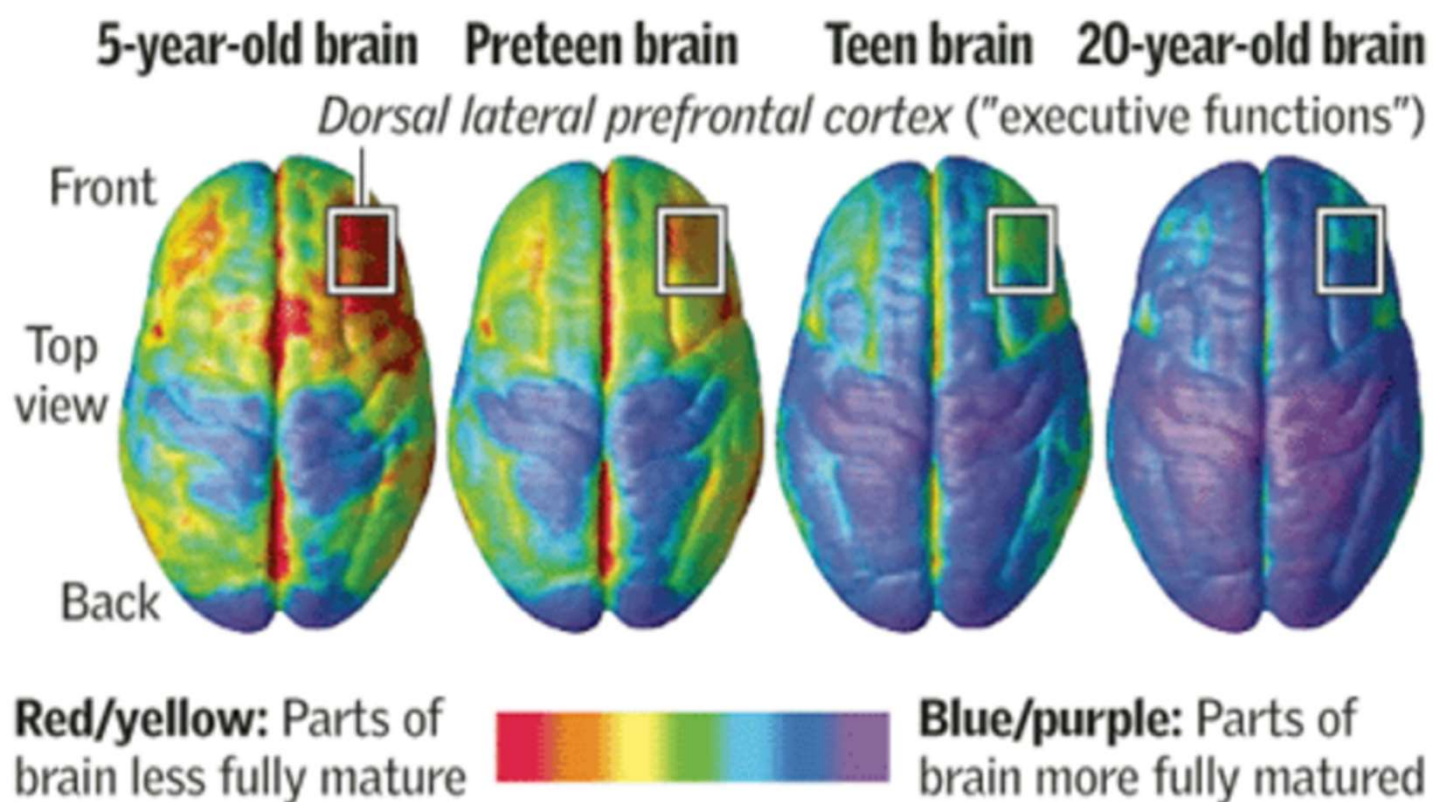


Prefrontal Cortex

Significance:

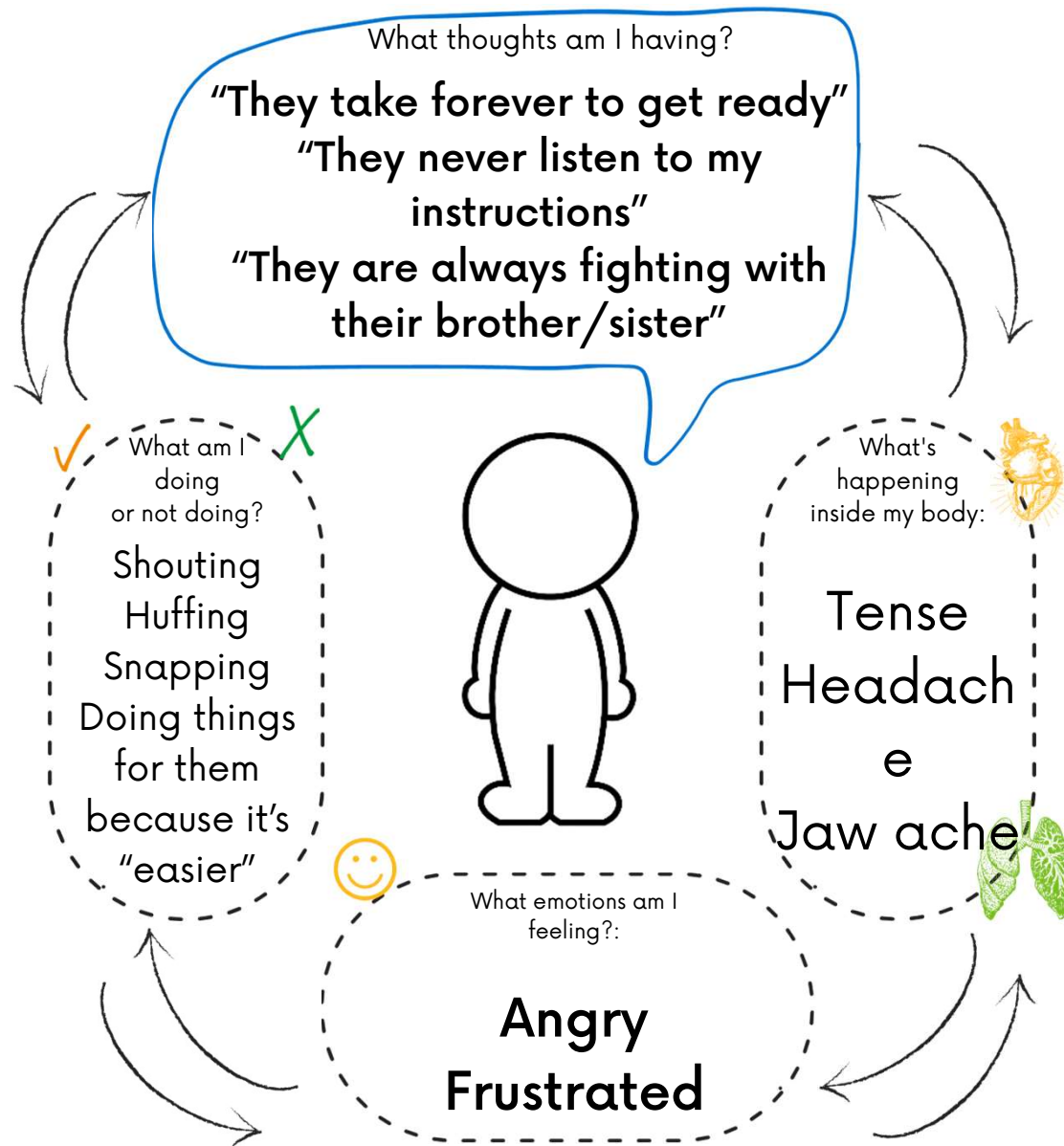
- Planning
 - Making choices (big or small!)
 - Predicting consequences
 - Process information
 - Follow rules
 - Risk taking
 - Managing emotional reactions
-
- We can only access this part of our brain when we are calm and grounded





What challenging behaviours are
you seeing at home?







When does a behaviour become
“challenging”?



Behaviour is a child's way of communicating

It is the behaviour that is challenging not the
child

What are they trying to tell us?

'Bad' Behaviour Iceberg



First Step is playing detective

The better you are at playing detective, the easier it becomes to notice what the communication is



Step back and think about what happened before the behaviour

What is the trigger?

What is your child communicating?



Understanding what is behind the behaviour can help us meet their need

What is the behaviour?

Aaron was screaming, shouting and kicking me and his sister. This lasted for 20 minutes before he finally stopped.

What was happening before this behaviour started?


I had told Aaron that he needed to stop watching TV and help tidy up.

What happened as a result of this behaviour?

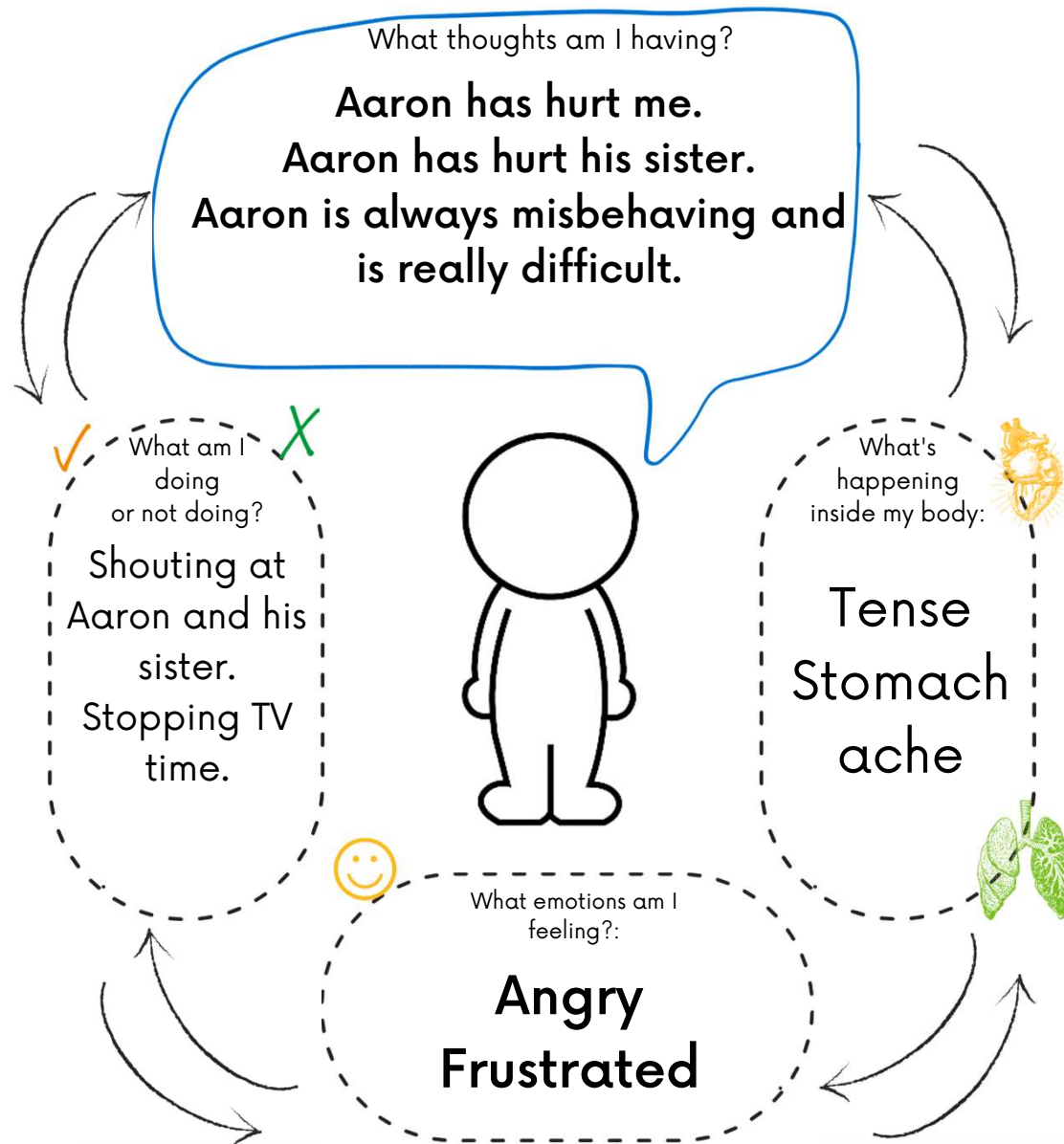
I told Aaron that he would have no TV time tomorrow.

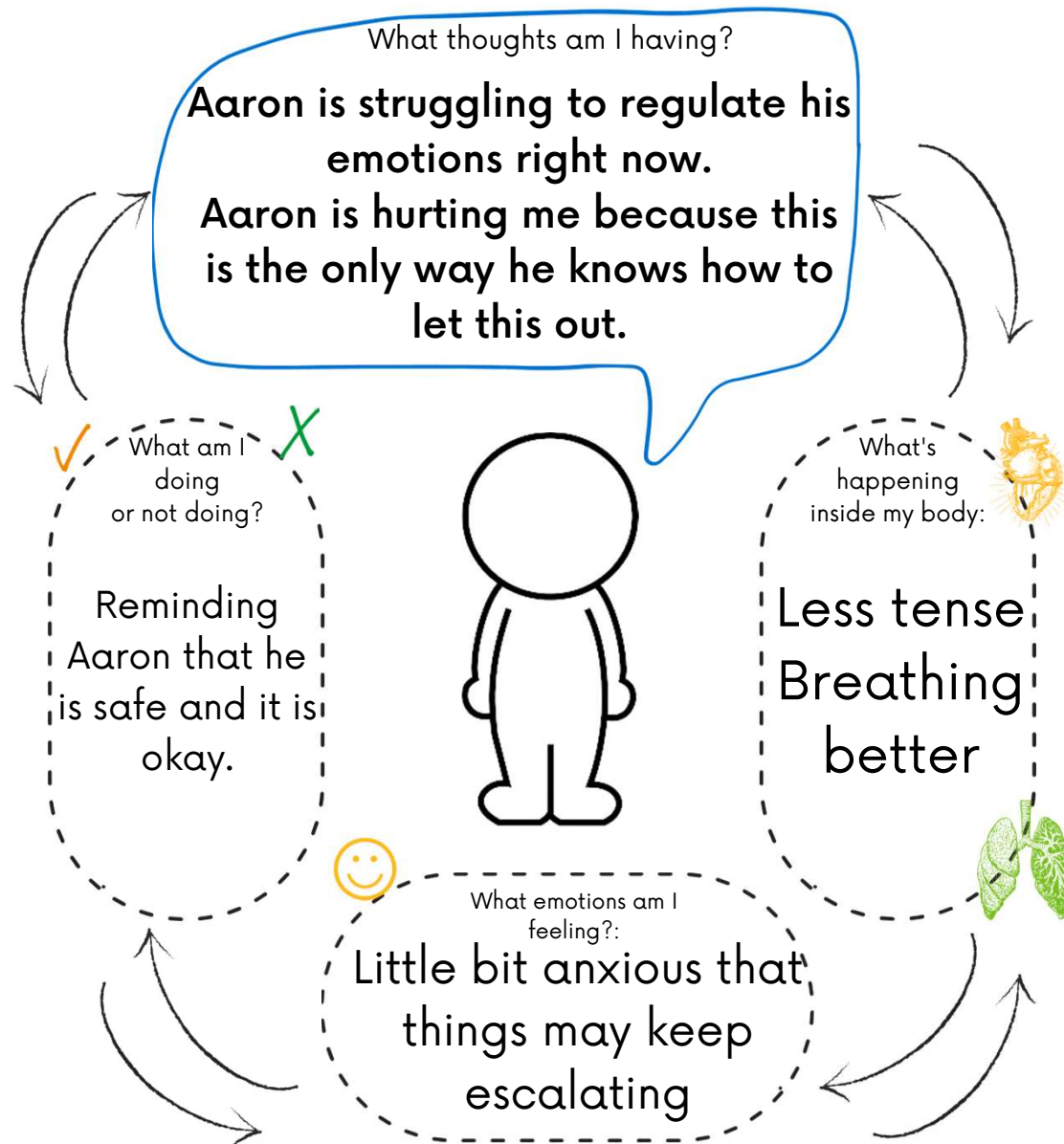
Intensity of the behaviour and my reaction?

Behaviour: 3/5
Reaction: 4/5



Considering our role in our
child's behaviour – learning to
co-regulate



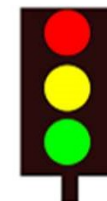




Behaviours you would like to see more of	Things you would like to see less of
Kind hands	Hitting
Calm voice (indoor voice)	Shouting
Following instructions	Answering back
Looking after things eg toys	Moaning



**Children need to know what behaviour you are wanting to see.
If they don't know, they can't do it!**



Stop hitting
your brother.

PAUSE

Start being
gentle with
each other

PRAISE

Stop winding
each other up.

PAUSE

Start being
kind to each
other

PRAISE

Stop playing on
my phone

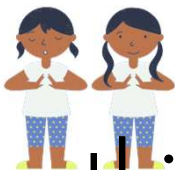
PAUSE

Start getting
your
homework
ready to do.

PRAISE

Grounding and Breathing Techniques

Try Box Breathing
(In for 4, hold for 4,
out for 4, hold for
4), or 2, 4, 6 or
Balloon Breath



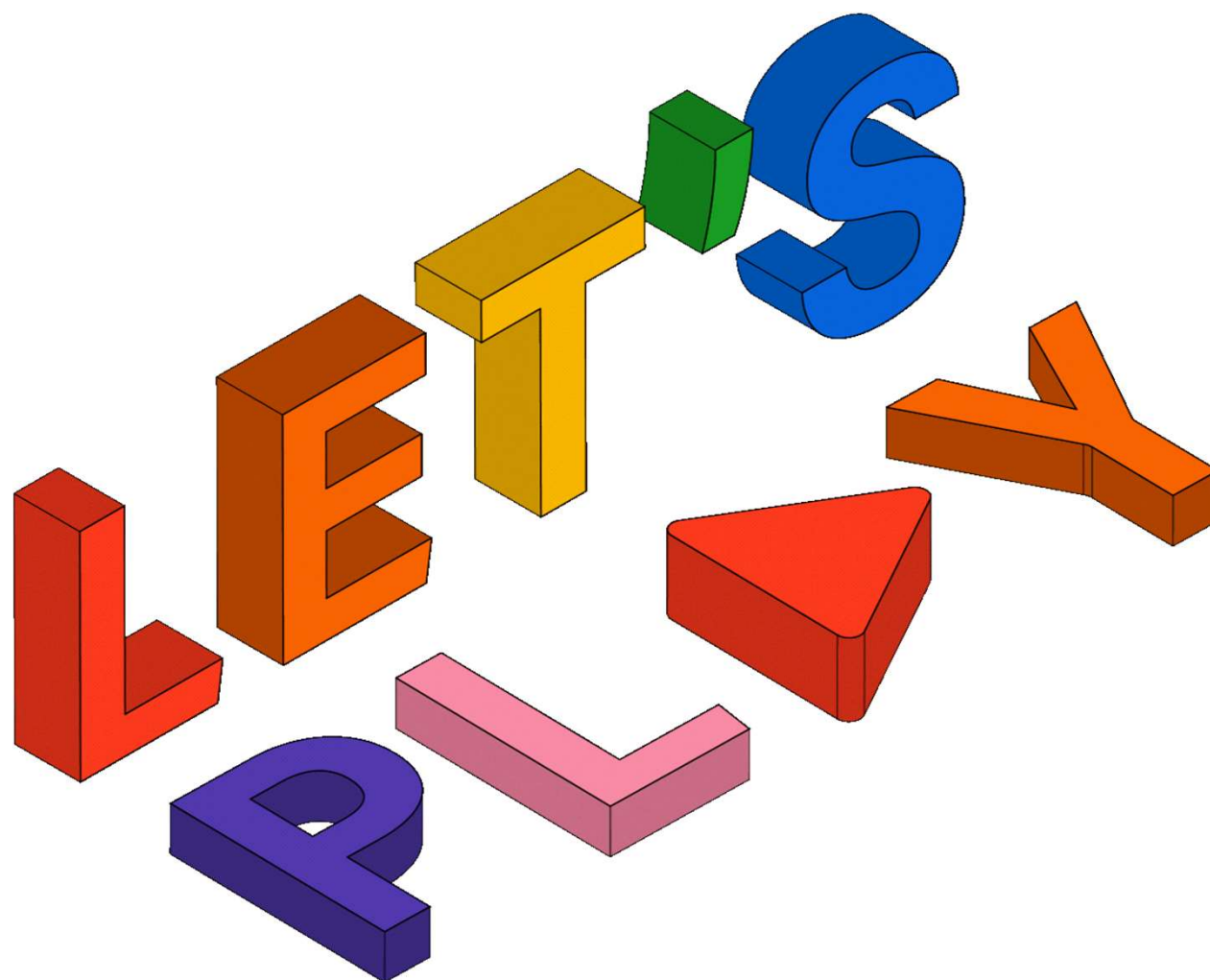
Breathing

Shapes

What shapes are around
you?

How many squares are
there? How many circles
or triangles?







Plan short, frequent and consistent opportunities for play/attention so that they know they will get quality time. This will build connection and increase positive behaviours. Play is when your child feels safe and is most relaxed and creative



Say what you see!

- recognise and praise positive behaviours
- Acknowledge emotions and facial expressions as well as actions – 'I can see you're finding that lego piece tricky'
- Go with the direction of your child – use the opportunity to model feelings and behaviour





Positive labelled praise

A child's self-esteem and motivation is affected by the type of attention and praise they receive.

The more specific the praise, the better! Praising the effort and motivation has more impact than praising the outcome
eg You tried really hard to put your shoes on... (even if they are on the wrong feet!)



Praise the behaviours we want to see more of.
Eg I like the way you took turns with your sister, that was kind.

Reward

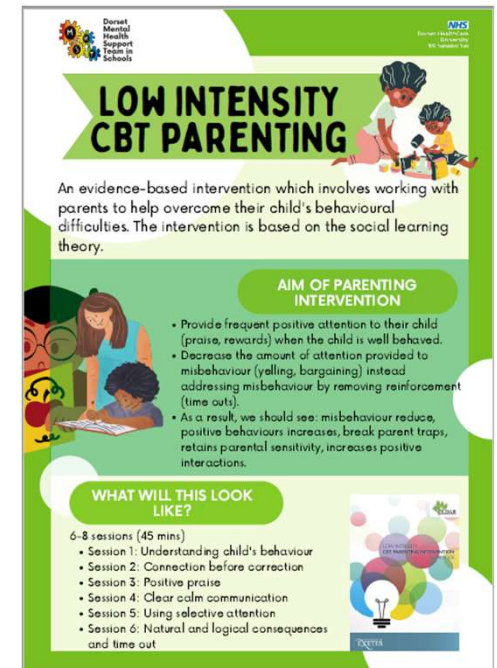
Great for starting new routines and help us to focus on the positive behaviours that we want to see more of.

Things to consider:

- focus on one behaviour change at a time
- Discuss and involve your child in the whole process
- avoid mixing punishment and rewards up together
- New routines take 3-4 weeks to build up so don't give up too soon - give it time!

Next steps

- If you would like to know more about some of these strategies, we offer a parenting group (6 weekly sessions)
- Please talk to the school contact to express an interest - Mrs Pugh or a class teacher
- If appropriate, the school can refer to the Mental Health Support Team



Thank you for listening

