



mind

Brent, Wandsworth
and Westminster



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Positive behaviour and wellbeing strategies to use with children

Workshop plan

- Factors impacting on children's behaviour
- Increasing positive behaviour
- Decreasing inappropriate behaviour
- Emotional regulation strategies
- Further support
- Q&A and Feedback form

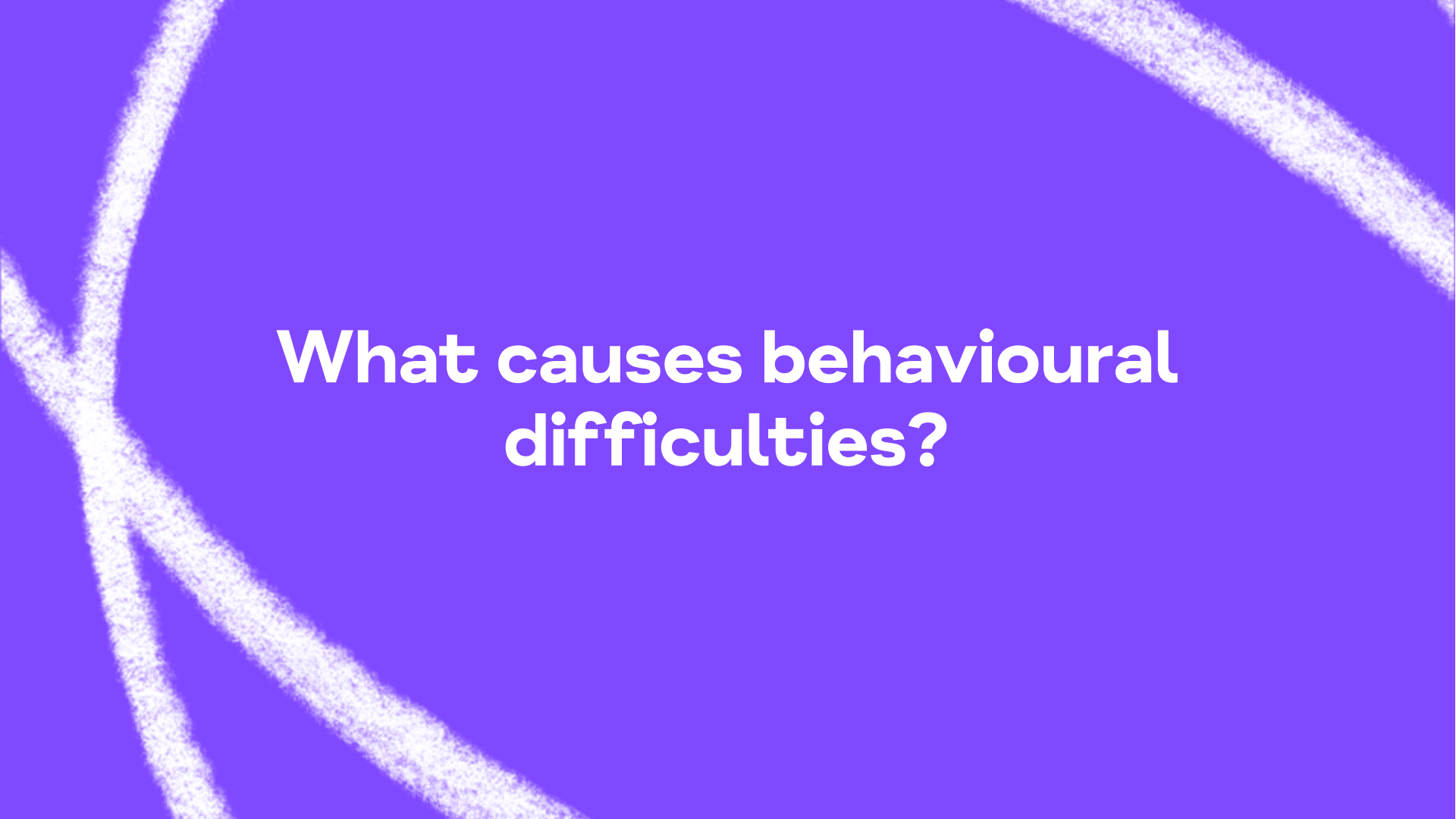


Workshop guidelines

Some guidelines to make sure that everybody feels comfortable and able to participate as they like...

- Feel welcome to contribute and ask questions
- Respect and hear out different points of view
- Confidentiality
- Only share what you feel comfortable sharing
- Give the ideas a try!





What causes behavioural difficulties?

Factors impacting on behaviour

Parent-child interactions

Learning by watching
Unclear boundaries and instructions
Ineffective consequences

Child factors

Child's temperament
Child's health
Developmental problems



Parent factors

Stress levels
Marital conflict
Lack of social support
Mental Health
Additional needs

Possible causes

Life changes



Needing attention



You are having a difficult time



How you've handled
difficult behaviour
before



Communication
difficulties



Specific triggers









Improving positive behaviour

Communication

- Show and explain your child what is appropriate and inappropriate behaviour.
- Explain the different emotions and how some situations make them feel so next time they are feeling a difficult emotions they can put it a name and communicate it to you.

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®




			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Communication

Questions to ask:

- What happened before?
- How did you feel?
- What did you do? Do you think that is appropriate or inappropriate?
- What can you do next time instead?
- What can I do to support you next time?

Give examples of appropriate and inappropriate responses for the following situations.

		APPROPRIATE RESPONSE	INAPPROPRIATE RESPONSE
	I can't figure something out	I ask for help	I break my pencil
	an adult gets upset with me		
	I accidentally break something		
	I lose a game		
	I don't get what I want		
	I feel left out		
	I drop something and make a mess		
	I make a mistake		
	my schedule changes		

ABC Chart

WHEN and WHERE (date and time)	ANTECEDENT/ TRIGGER (What happened just before the behaviour.)	BEHAVIOUR (Description of what happened)	CONSEQUENCE (What happened after)	Describe your feelings
4pm Home Mum and Billy after school	I asked Billy to change out of school clothes before playing	Billy yelled “no” and ran out into garden. I followed and asked him again. Billy spat at me.	I yelled then went inside. Billy played outside in the school clothes, I came out later and explained to Billy why he should change his clothes and that spitting isn’t nice. We cuddled and watched TV together.	Angry then upset with myself for yelling.

**Provide attention to the desired
behaviour**



Social learning theory

Giving attention to your child when they are performing behaviour that you want to see, means it is more likely that they will repeat this behaviour.

For example...

Child helps with washing the dishes
Desired behaviour

More likely to repeat behaviour



Parent praises them straight away
Positive reinforcement

Child learns that this behaviour gets praise and attention





How can I do it?

Special time

‘Special time’ and playing with your child gives you chance to notice, be present, praise, and point out all the great things your child is doing, so that can keep developing these skills.

1. Set a **timer**.
2. Give them **freedom with the activity** they want to do.
3. **Follow their lead** and don't take control.
4. Occasionally, **say what you see** without interfering.
5. **Avoid asking questions and criticism**.
6. **Announce** at the end that you have a couple of minutes left.



Use praise

- Praise is important for building a child's self-esteem and letting them know that they are loved and appreciated. It also encourages them to keep trying with tasks that they find difficult.

Descriptive praise

'I like the way you've found a spot for everything in your room'.

vs.

'You're a good boy'.

You can't use too much praise!

But praise can lose its impact if it isn't specific or if you use it when your child hasn't done anything.



Give rewards

- Rewards is something you will give to your child after the desired behaviour has been shown.

Structured reward charts

Giving stickers or points towards a reward.

Spontaneous rewards

Giving a reward right after a desired behaviour.

Rewards need to be actually rewarding. Think about what your child likes!



**Decrease attention given to
misbehaviour**



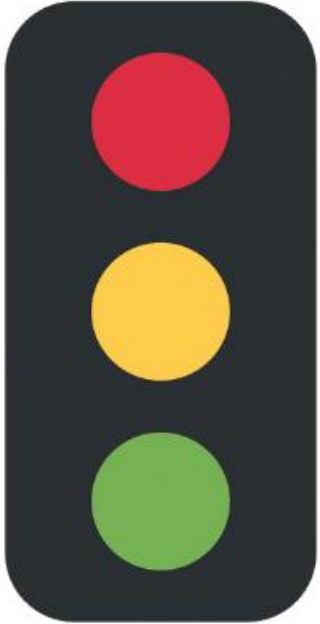
Negative attention





How can I do it?

Traffic light behaviours



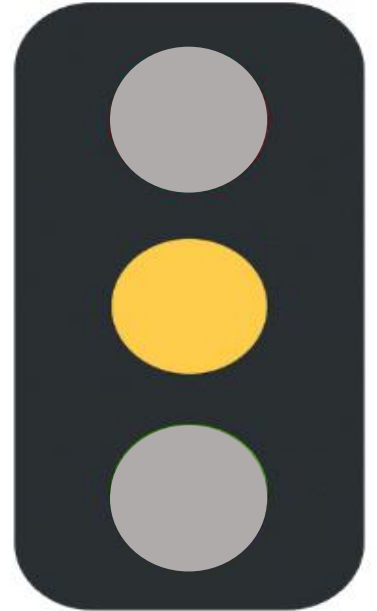
Red – Unacceptable behaviours
Respond with consequences

Amber – Irritating behaviours that are not ideal, but not the end of the world.
Use selective ignoring

Green – Good behaviours that you want to see more of
Respond by positively reinforcing.

Selective ignoring amber behaviours

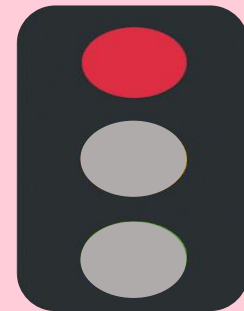
- Use selective ignoring if a child is showing positive and challenging behaviours during the same activity, **praise the positive while ignoring the negative behaviour**
- **Avoid eye contact and discussion** while ignoring inappropriate behaviours – the child should not get positive attention for inappropriate behaviour
- **Physically move away from your child** but stay in the room if possible.
- Be **consistent and patient**.
- **Return your attention** as soon as the misbehaviour stops – ignoring is not a punishment!





Selective ignoring can be one of the hardest things to do consistently

Use consequences for unacceptable behaviour



- There are two different kinds of consequence:

Natural consequences

- Jump in a puddle **then** feet get wet
- Drop your ice cream **then** can't eat it

Logical consequences

- Don't come off the computer **then** lose computer time later
- Don't tidy room **then** privileges removed

Using logical consequences



- Make sure you can live with the consequences
 - Discuss in advance
 - Immediate
 - 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. **If** you throw your food **then** I will take it away (take away for 5 mins and then return)

Helping your child regulate their emotions

- Attend to the emotion behind your child's actions. When your child is having an emotional reaction, describe the emotions to them

E.g. "I can see you're really frustrated that you didn't win the game this time."

- Validate their emotions. Show that you understand why they are having the emotional reaction

E.g. "you find it really difficult when you don't win don't you. I can see that's really hard for you" or "you're showing me that you're really cross with me. Sometimes we feel cross with each other, that's OK".

- Maintain boundaries for difficult behaviour.

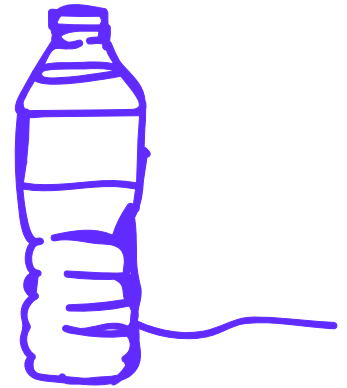
E.g. "I can see that you're really angry but it's not OK to hit people. Go to Time Out now."

- Encourage your child to talk about their feelings.
- Listen to your child when they talk about their emotions without judging or giving advice.

Emotional regulation

If your child is angry they can try:

- Calm deep breathing
- Counting
- Pushing against the wall
- Going to safe zone
- Having a glass of water
- Squeezing a ball



Example of anger thermometer

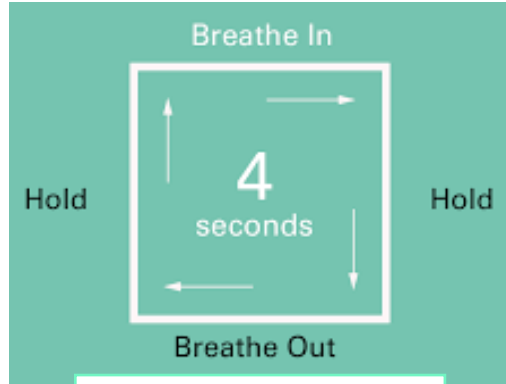
My Anger Thermometer

How am I feeling	★ My signs (thoughts, body changes, behaviors, words)	★ What can I do

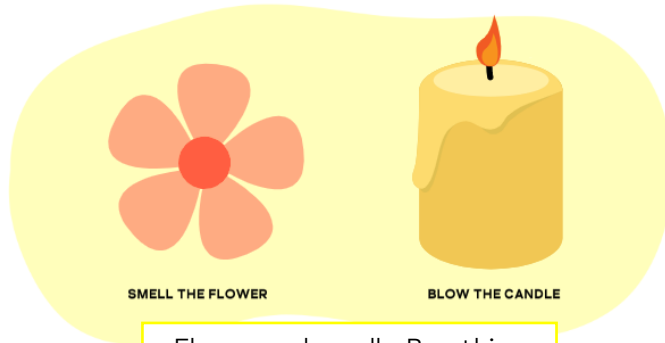
It's not ok to...



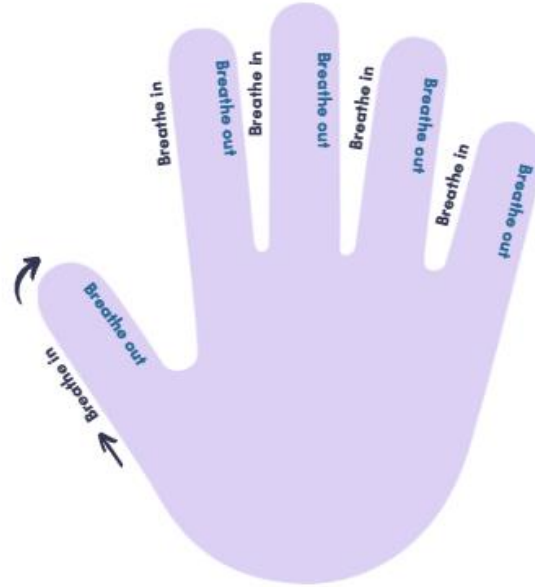
Breathing exercises



Box Breathing



Flower and candle Breathing



Finger Breathing

Calming self-talk

'I can turn things around'

'Remember to breathe'

'This feeling won't last'

'I can get through this'

'I'll be going home soon'

Structure and communication



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r
and

Our Daily Plan

7:00 - 8:30 **Wake-up + Breakfast**
~ Get dressed, brush teeth, clean-up

8:30 - 9:00 **Chores + Gavin Playtime**
James' daily chores, Gavin pre-nap playing

9:00 - 10:00 **playtime, nap, workout**
James free play, Gavin naptime, Mom exercise

10:00 - 11:30 **Snack-time outside play**
Wake Gavin, boys' snacks, outside fun & explore

11:30 - 12:00 **Lunch time**
Prep, eat and clean-up

12:00 - 2:00 **Learning, errands, play**
James' study plan, out of home errands, quiet play.

2:00 - 3:30 **Video, relax + Snack**
Movie or video, quiet time indoors, afternoon snack

3:30 - 5:00 **Playtime, tidy, free play**
Outdoor play, hands on activities, extra chores

5:00 - 6:30 **Dinner prep. Dinner**
Prepare dinner with boys, Eat, clean-up

6:30 - 8:00 **Bath, pj's, quiet time**
Boys' bath, pajamas, tummy time, pre-bed routine

8:00 - 8:30 **Storytime, bedtime**

MY BEDTIME checklist

FINISH IN TIME! _____

	TAKE A BATH	<input type="checkbox"/>
	PUT ON PAJAMAS	<input type="checkbox"/>
	BRUSH MY TEETH	<input type="checkbox"/>
	READ A BOOK	<input type="checkbox"/>
	DRINK OF WATER	<input type="checkbox"/>
	GO POTTY	<input type="checkbox"/>
	CUDDLE AND KISSES	<input type="checkbox"/>

 good night  sleep tight 

Family rules



Simple

Fair

Easy to follow

Positively stated

Enforceable

Looking after your wellbeing

- Dealing with challenging behaviour can be difficult.
- Children respond to how we react, which can affect their behaviour in the future.
- STOP, BREATHE and REACT CALMLY
- Find distractions/relaxation techniques that work for you.
- Positive self-talk.



“This feels horrible now but it will pass”

“I have done this before and I can do this again. Everything will be ok”

“Stop and breathe I can do this”

“I can use my coping skills and get through this”





How can I get further support?

Further support

- **MIND** - 1:1 sessions with a practitioner from Mind. Talk to your teacher or Designated Safeguarding Lead about the work our practitioners do in the school.
- **Young Minds Parents Helpline**: Call our Parents Helpline for detailed advice, emotional support and signposting about a child or young person up to the age of 25. Call us for free on **0808 802 5544** from 9:30am to 4pm, Monday to Friday.
<https://www.youngminds.org.uk>
- **Family Lives**: Advice on all aspects of parenting, including dealing with bullying. Phone: **0808 800 2222** (Mon - Fri, 9am - 9pm and Sat - Sun, 10am - 3pm)
<https://www.familylives.org.uk>
- **SANELINE**
1-2-1 support for over 16 0300 304 7000 www.sane.org.uk 4:30 pm – 10:30 pm 7 days a week
- **MIND** Infoline for advice and signposting for families in Westminster **07435 929 882**
Tuesday - Thursday 9am – 5 pm
- **NHS website** <https://www.nhs.uk>
- **GP and health visitors** – advice and signposting

Crisis Support

- **NHS** - call if you or someone you know experiences acute life-threatening medical or mental health emergency.
Call **999** 24 hours, 7 days a week
- **SHOUT** UK's first text service for all ages
TEXT SHOUT to **85258** 24 hours, 7 days a week
- **SAMARITANS** Free confidential helpline which offers safe space to talk about anything.
All ages, call **116 123**, 24 hours, 7 days a week
- **PAPYRUS** Charity for young people experiencing thoughts of suicide for under 35
TEXT **07860 039967**
OR CALL **0800 068 4141**
Mon-Fri 9 am- 10 pm Weekends 2 - 10 pm



Thank you!

Questions & Feedback

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