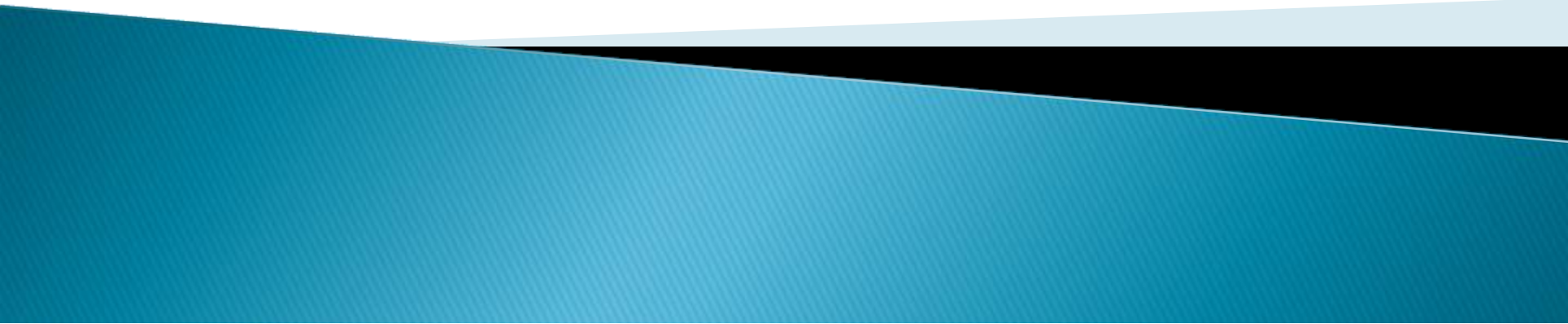


Supporting a Young Person

with Challenging Behaviours

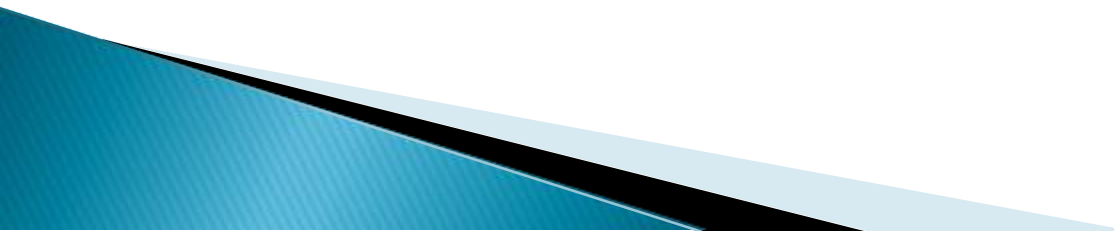


Principles

Person/family
centred
approaches

Non –
judgemental

Behaviour
Support



Human behavior flows from three main
sources: desire, emotion, and knowledge.

Plato



Behind every challenging behavior
is an unsolved problem and a
lagging skill.

Ross Greene,

*the person is not the problem,
the problem is the problem*

(Michael White)

“If a child doesn’t know how to read, we
teach.

If a child doesn't know how to swim, we
teach.

If a child doesn't know how to multiply, we
teach.

If a child doesn't know how to drive, we
teach.

If a child doesn't know how to behave,
we....teach? punish?

Why can’t we finish the last sentence as
automatically as we do the others?”

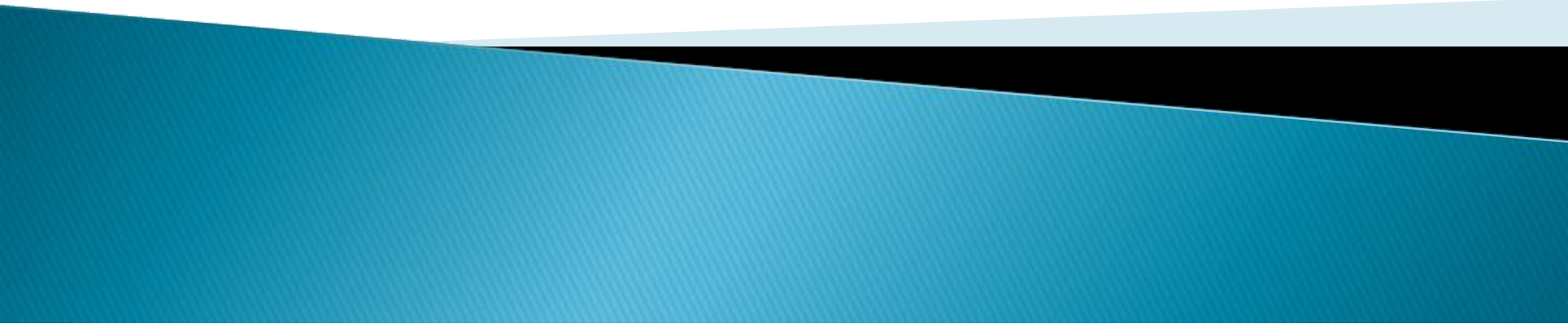
-Tom Herner (NASDE President) Counterpoint 1998, p.2

It all starts with you....

- ▶ Support yourself to support them better
- ▶ Understand how their behaviour is effecting you
- ▶ Assess your responses without judgement
- ▶ Focus on what helps you



Understanding Challenging Behaviour



What is Challenging Behaviour?

- ▶ ‘...culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities’ (Emerson, 2001, p.3)
- ▶ ‘Challenging behaviour should be seen as behaviours that challenge us as carers to find a solution; as opposed to behaviour that is deliberately difficult or defiant.’

Lorna Wing



Where do I start.....?

- ▶ Identify the highest priority behaviours to address
 - ▶ Dr Ross Greene's Basket Approach
 - ▶ When does it not happen?
- Silvia Haywood-Panella



What can we know?

Objective



Physical objects, technical things, reporting



Real

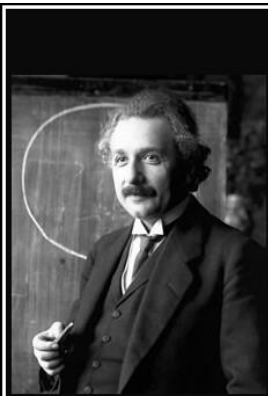
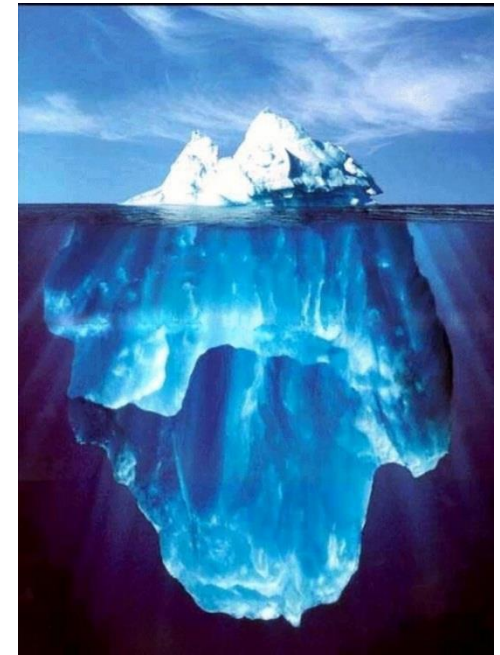
Subjective



Gives author's impressions and attitude



Sensual

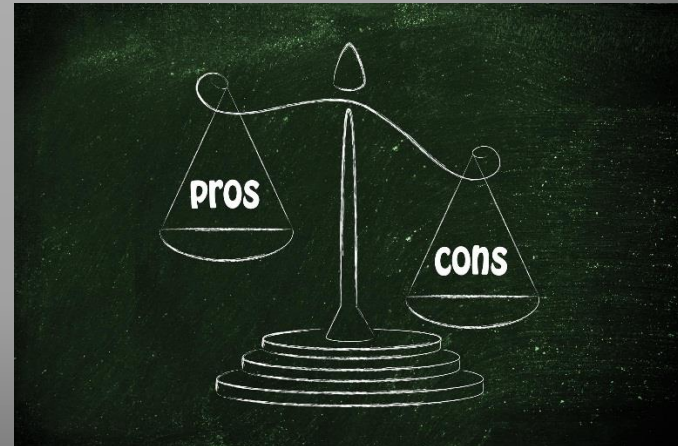


When a man sits with a pretty girl for an hour, it seems like a minute. But let him sit on a hot stove for a minute and it's longer than any hour. That's relativity.

(Albert Einstein)

izquotes.com

Labels & Diagnosis



Developmental A.C.E.S

- ▶ Attention
- ▶ Communication
- ▶ Emotional Regulation
- ▶ Social understanding



Impacting Factors

Isolation

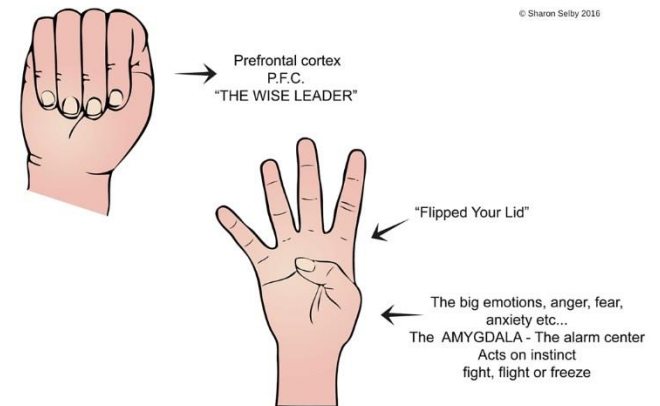
Quality of life

Mental Health
& self esteem

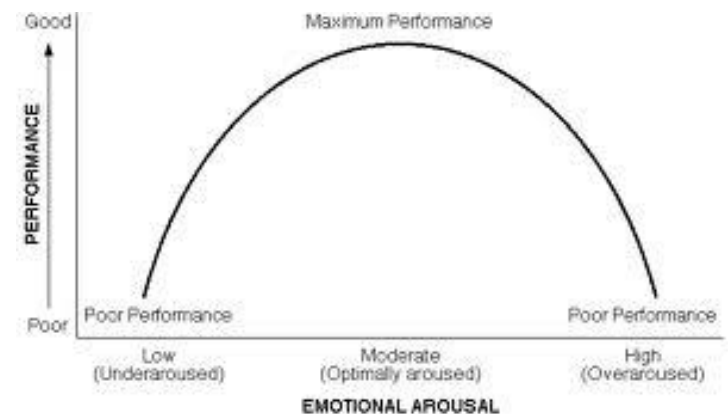
Balance of
Challenge

Emotional Regulation

- ▶ Top brain & Bottom brain
- ▶ ‘Flipping your lid’
- ▶ Many factors can impact Development



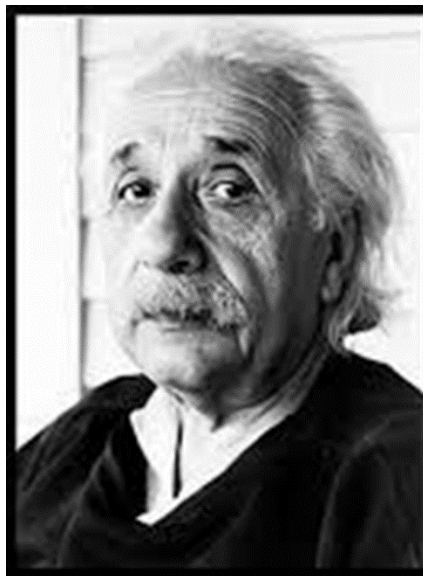
Adapted from Dr. Daniel J. Siegel's Hand Model of the Brain found in *Mindsight: The New Science of Personal Transformation* (Bantam Books, 2010)



Aggression

- ▶ **Instrumental** – to act aggressively to gain or achieve something. Pre-planned and controlled.
- ▶ **Hostile** – to gain relief or satisfaction from the aggression.





"If people are good only because they fear punishment, and hope for reward, then we are a sorry lot indeed."

~Albert Einstein

BE FIRM ON
PRINCIPLE
BUT
FLEXIBLE
ON METHOD.

-ZIG ZIGLAR

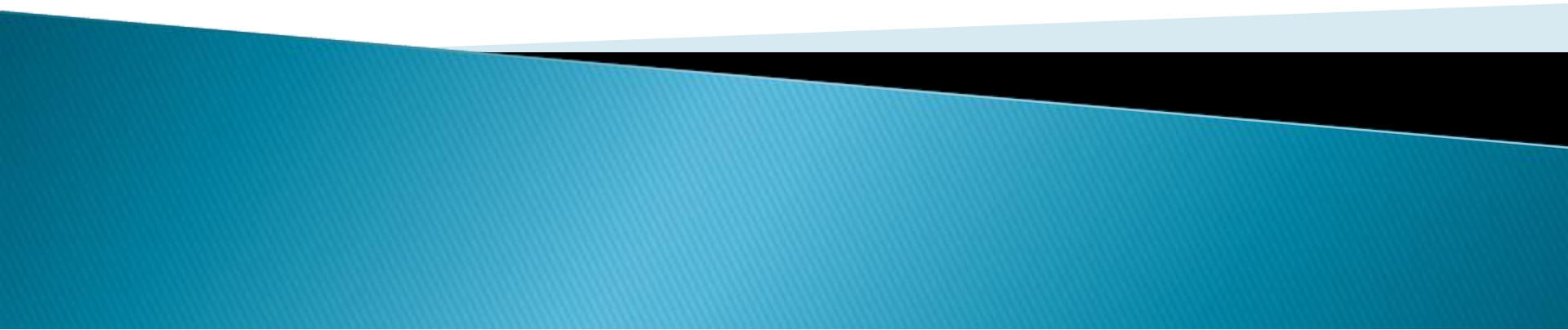
ZIGLAR.COM



Punishment can be seen as the introduction of something undesired, or the removal of something desired as a result of behaviour.

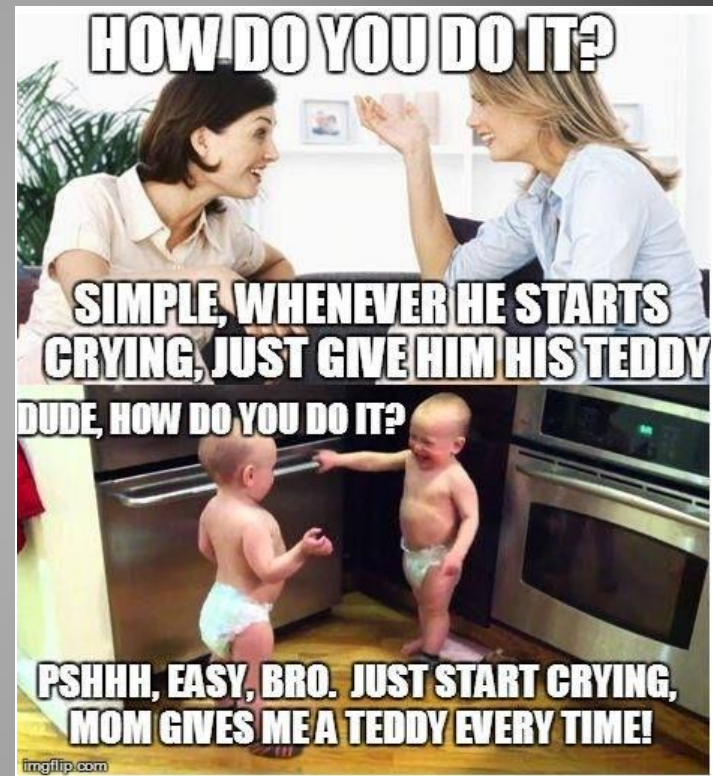
Functional Behaviour

Assessment & planning



Behaviourist Approaches

- ▶ Every behaviour serves a function
- ▶ Without any reinforcement a behaviour will cease
- ▶ Applied behaviour Analysis



Recording



- ▶ Should be useful, objective, clear and protective
- ▶ What happens before, during and after?
- ▶ Separating **Objective** from **Subjective**
- ▶ Ensure best practice and support to avoid last resort interventions

Triggers

Slow Triggers

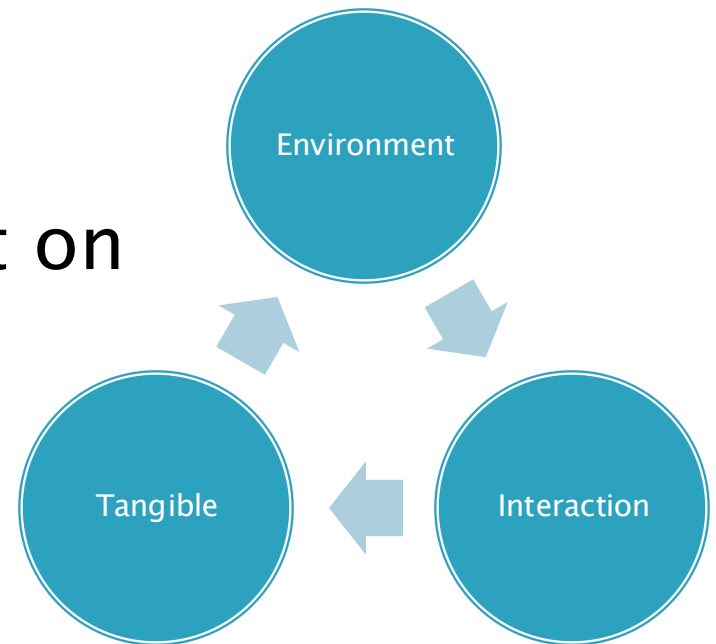
- ▶ Setting events
- ▶ Significant factors in the build up
- ▶ Often become clearer over time

Fast Trigger

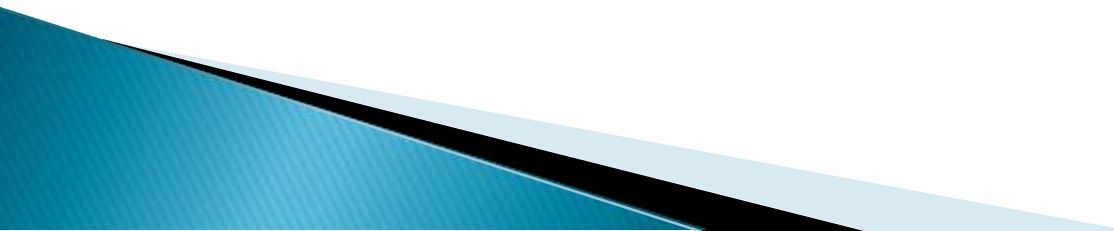
- ▶ Happen directly before the behaviour
- ▶ Important to remain objective
- ▶ Can be an accumulation of slow triggers

Reinforcement

- ▶ **INTRODUCTIONAL** – Anything introduced as a result of behaviour
- ▶ **REMOVAL** – Anything Removed as a result of behaviour
- ▶ Objective – not dependant on our values



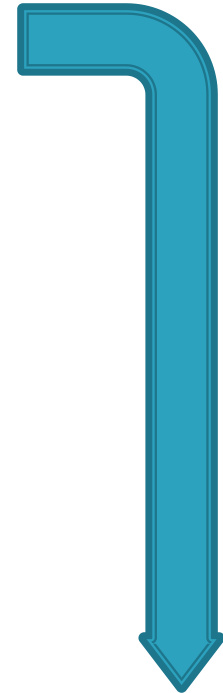
Motivational Assessment Scale

- ▶ A rating scale that assess the functions of a problem behaviour
 - ▶ Splits the functions into the following sections:
 - ▶ Attention
 - ▶ Escape attention
 - ▶ Escape demand
 - ▶ Sensory
 - ▶ Tangible
- 

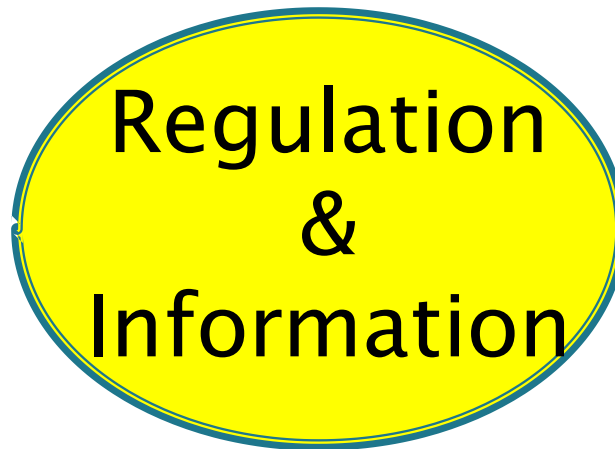
Want/Need



Alternative
behaviour

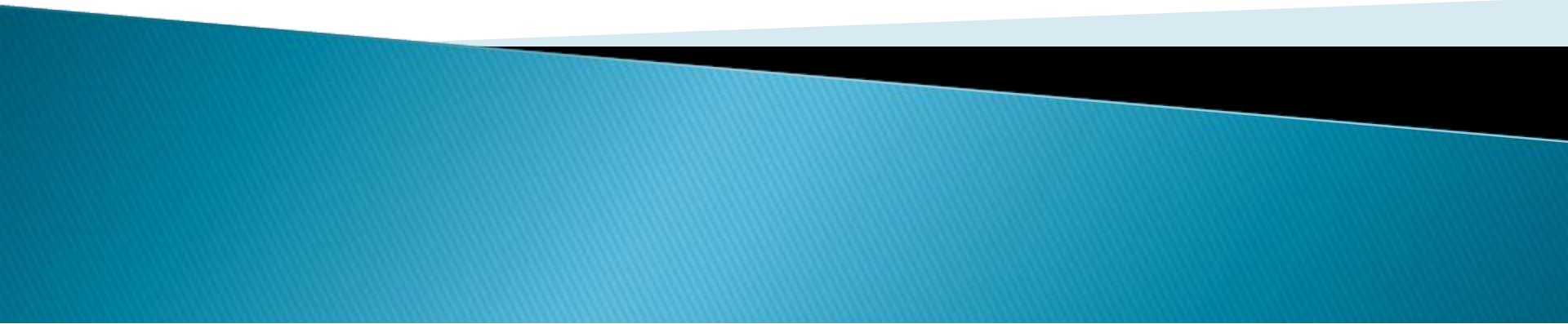


Behaviour



Want/Need
Achieved

Pro-active Tool-kit



Function guides approaches

▶ **Attention**

- ▶ · Teach appropriate ways to gain attention
- ▶ · Respond quickly whenever appropriate way is used
- ▶ · Use set scripts to respond to inappropriate behaviours
- ▶ · Ignore inappropriate where safe or possible

▶ **Escape Demands**

- ▶ · Change way request or demand is made
- ▶ · Ensure full understanding of demand and use communication
- ▶ · Consider how to increase motivation of individual to follow

supports
demands

▶ **Escape Attention**

- ▶ · Give a way to communicate the need for time and space from
- ▶ · Notice early warning signs
- ▶ · Adjust communication and use more detached methods

attention

▶ **Tangible**

- ▶ · Teach how to communicate wants and needs
- ▶ · Increase time spent in activity meaningful to them
- ▶ · When possible, ignore behaviour
- ▶ · Do not reinforce by allowing behaviour to be effective

▶ **Sensory**

- ▶ · Seek referral to specialist OT
- ▶ · Seek appropriate methods of meeting sensory input needs
- ▶ · Adjust environment to reduce sensory overload

Person Centred Planning

- ▶ What is important to them? For them? What are they good at?
- ▶ Can we involve them in their behaviour support plans?
- ▶ Use a 'suit of armour'
- ▶ Use interests as a platform



Boundaries

- ▶ Support to understand & Remember
- ▶ Set out what is expected and why
- ▶ Can create anxiety and confrontation
- ▶ Consistency is key.....but also very hard to achieve.
- ▶ Detaching yourself from them
Reduces power struggles



Agreements

- ▶ Can be used re-actively following regular behaviour in order to pro-actively plan
- ▶ ‘Collaborative Problem Solving’ – Ross Greene
- ▶ Can be used to create distance
- ▶ Encourages development of Future self-regulation and problem solving

BEHAVIOR CONTRACT

I promise to behave in a socially acceptable manner by meeting the expectations listed below:

(Choose 5)

☐ I will avoid whining	☐ I will avoid cursing
☐ I will avoid talking back	☐ I will have good hygiene
☐ I will avoid name-calling	☐ I will use all my respect
☐ I will avoid being hostile	☐ I will use good manners
☐ I will avoid teasing	☐ I will not handle my anger
☐ I will avoid swearing	☐ I will shareable items
☐ I will avoid fighting	☐ I will.....

List each expectation then explain the steps that will be necessary for success:

Expectation #1 _____
* _____
* _____

Expectation #2 _____
* _____
* _____

Expectation #3 _____
* _____
* _____

Privilege for meeting the expectations: _____

Consequence for not meeting the expectations: _____

Parent's Signature: _____ Child's Signature: _____

Positive Reinforcement

- ▶ Shaping the appropriate, expected or preferred behaviour.
- ▶ Can be used to teach replacement skills.
- ▶ Reward charts and motivators
- ▶ Specific and person-centred



Trigger Support

- ▶ Reducing amount of Slow triggers through environmental changes
- ▶ Avoidance – short-term
- ▶ Pre-ceding – ‘softening the blow’
- ▶ Embedding – ‘s*it sandwich’
- ▶ Support to understand and support to cope.



Transition Support

- ▶ Countdowns – detachment or motivation to avoid a trigger
- ▶ Visual support – daily planners or total communication to reinforce understanding
- ▶ Now and Next
- ▶ Preferred or regulating activities



An Escape Plan!

- ▶ An agreed way of communicating the need for time & space
- ▶ A area where minimal Interaction will be given
- ▶ A low sensory environment



Communication Support



- ▶ Total Communication
- ▶ Awareness of individuals processing of communication and developmental level
- ▶ Adjusting to ensure individual has best chance to understand communications
- ▶ Adjusting to support best chance to communicate wants and needs

Your own communication

- ▶ Awareness is a challenge but important
- ▶ Less is more when someone is escalated
- ▶ Conscious of what you did/said, the effect it had but not judgemental

...remind yourself that the only thing you can truly control is you - and your reaction to what the world throws at you.

— *Patrick M. Regan* —

Behaviour Support

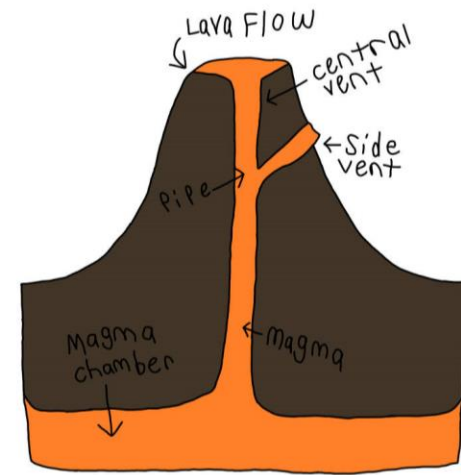
De – escalating Aggressive Behaviour

De-escalating Aggressive Behaviours



Supporting Emotional Regulation Development

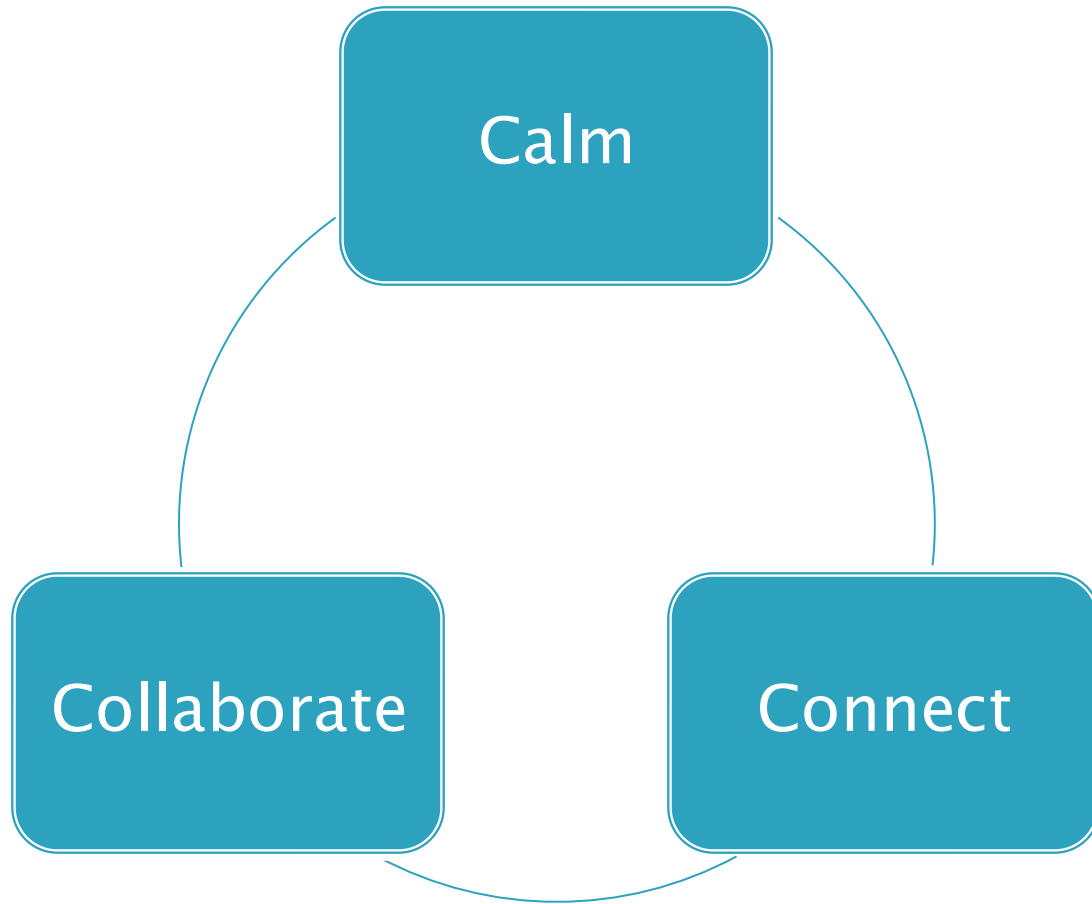
- ▶ Prioritise this
- ▶ Create a culture
- ▶ Use ideas that they connect with – interests
- ▶ Modelling with your own regulation



Emotional Regulation MEDS



Calm, Connect, Collaborate



Calm.....[yourself]

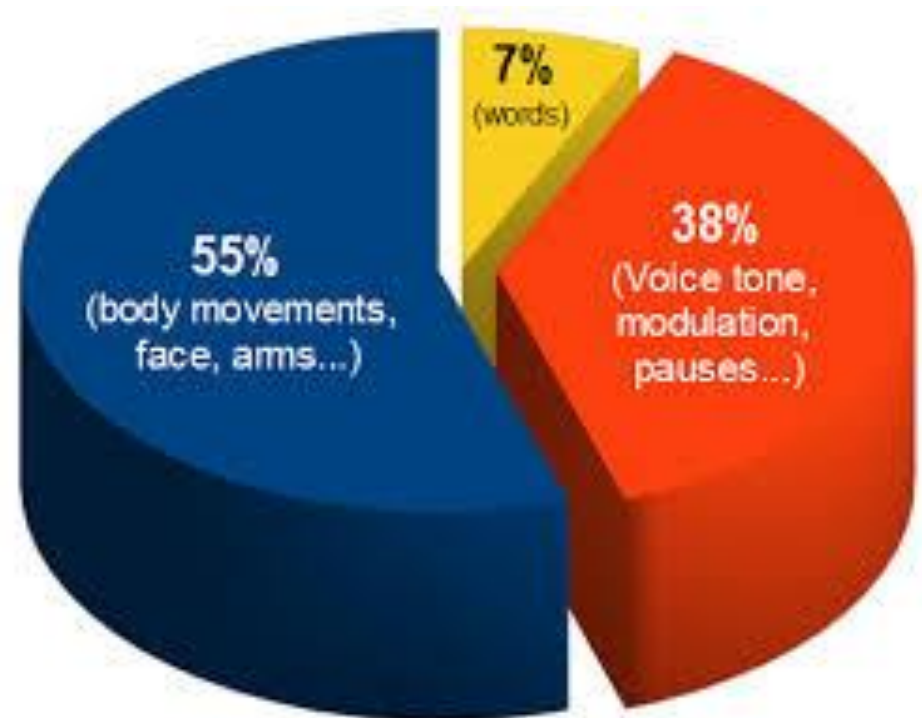
- ▶ Staying in your 'top' brain
- ▶ Paying attention to yourself
- ▶ Pressing pause
- ▶ Breathing is good for you



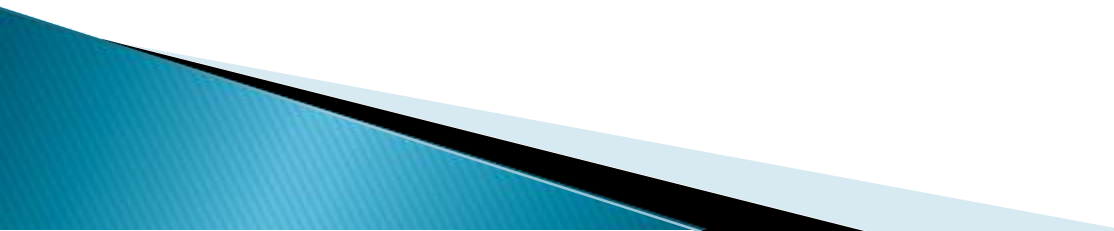
You have power
over your mind,
not outside events.
Realize this, and
you will find
strength.

Marcus Aurelius

Non-verbal Communication



Connect

- ▶ Active listening skills
 - ▶ Avoid confrontation and power struggles
 - ▶ Safe disclosure and past experience
 - ▶ Empathising out loud
- 

Empathy

- ▶ Three stages:
- ▶ Cognitive
- ▶ Emotional
- ▶ Compassionate
- ▶ P.Ekman – Emotions Revealed



Out loud empathy

- ▶ Name the feeling – guess, wonder but don't tell

‘It looks like you are angry.’ ‘I wonder if you are scared about.....’

- ▶ Connect with the feeling.

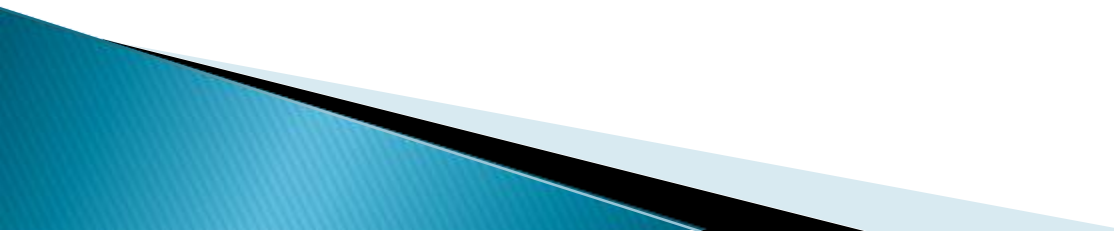
‘I have felt like that before.’ ‘I think I would be if I was you too.’

- ▶ Suggest or share solutions to the feeling

‘When I get angry it helps me to.....’ ‘I remember last time you were upset youand it helped.’



Collaborate

- ▶ Solutions, distractions and negotiations
 - ▶ Tell them what they can do; avoid negatives
 - ▶ Requires 'top brain' engagement
 - ▶ Person centred communication style
- 

Fight Fire with



► Rob Long

Get next to them...not opposite

- ▶ The rules are the rules....not you!
- ▶ You are on their side
- ▶ You want them to do well, be happy, be safe

