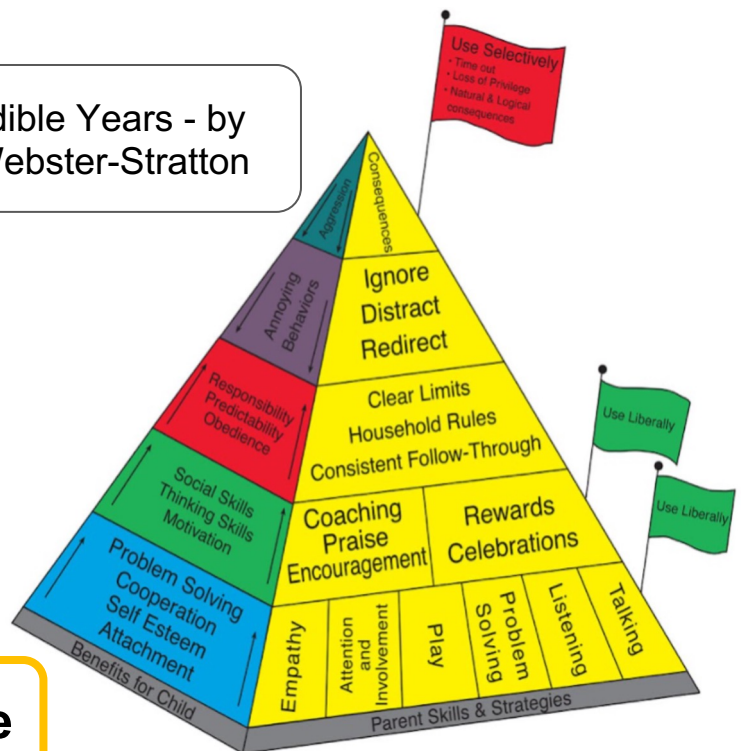


Workshop resource pack: Managing challenging behaviour

The Incredible Years - by
Carolyn Webster-Stratton



The Attention Table

	Child behaving well	Child behaving not-so well
Carer attention	Positive behaviour increases	Negative behaviour increases
No carer attention	Positive behaviour decreases	Negative behaviour decreases



Attending / Special time

Avoid:

Taking charge / changing the activity

Leading the play

Giving commands

Asking questions

Teaching

Criticising

Competing

Try to:

Do non-competitive activities - creative activities are best

Give your child undivided attention

Allow your child to choose the activity

Follow your child's lead

Show interest / amazement / empathy

Describe what the child is doing by **commenting** on their:

- **Actions** e.g. 'you've got the red brick now and you're balancing it on top of the blue one'
- **Thoughts** e.g. 'you're thinking really hard about...'
- **Feelings** e.g. 'you're staying calm even though it's difficult'

Ignore minor misbehaviour

Play for 10 minutes and give warnings before end

Key principles of praise

- Specific *labeled* praise
“Well done for playing with your toys so nicely”, “You did what I asked straight away. I’m so proud of you”.
- Show Enthusiasm - eye contact, smiling, tone of voice, physical touch - high 5, hug, tap on the back
- Praise Immediately
- Praise steps in the right direction - the process, not the outcome.
- Avoid comparing to yourself or others
- Avoid combining with criticism or teaching.

4 BEHAVIOURS YOU WOULD LIKE TO SEE MORE OF:

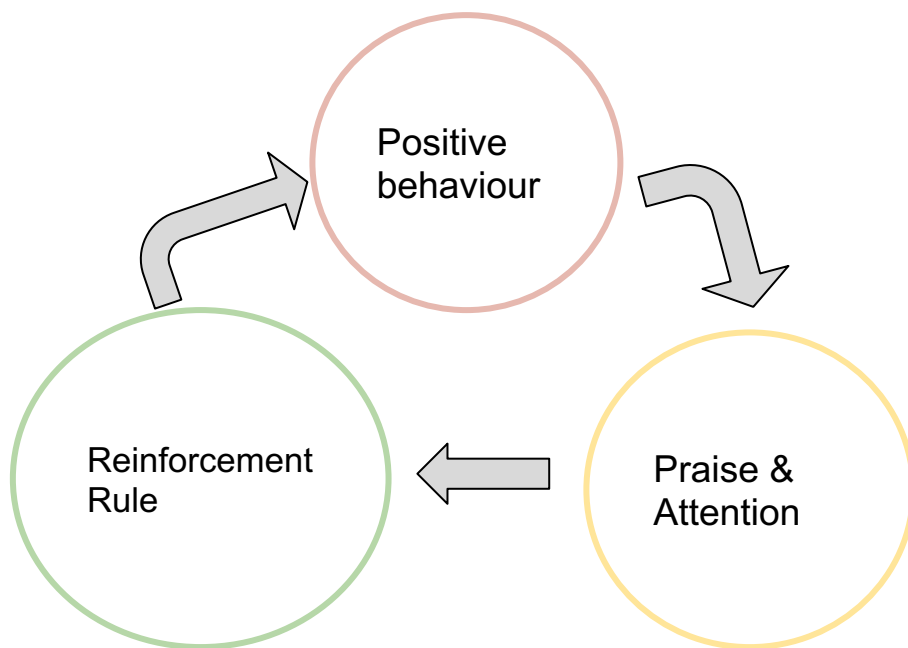
e.g. being polite

✓
✓
✓
✓

PHRASES YOU CAN USE TO ENCOURAGE THESE BEHAVIOURS:

e.g. ‘what a lovely way to ask for that’

✓
✓
✓
✓



Rewards charts

This approach is when you want to increase a rare positive behaviour and implement new routines. (For example, bedtime or getting ready for school).

- Make the steps *small*.
- Gradually increase the level of challenge.
- *Involve* your child in creating the chart and choosing the reward.
- *Always* use praise and encouragement first.
- Never *take away* earned points or rewards.

..... after the first time of asking.					
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Emotional regulation

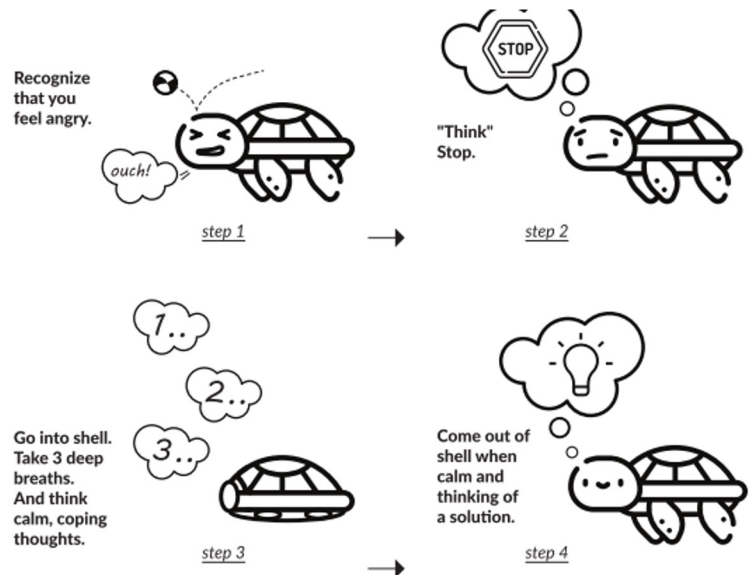
Positive self-talk

"I can turn things around."
"Remember to breathe"
"This feeling won't last"
"I can get through this"

Grounding techniques

5 things you can see
4 things you can touch
3 things you can hear
2 things you can smell
1 thing you can taste

Counting the colours in the room



Attuning with the emotion

It is important that we are **being curious** with what is driving the behaviour - what emotions or thought processes?

I'm guessing you feel disappointed that you can't carry on playing. (I think) you are angry. You don't want to do it and you want to show me that by...

Using positive affirmations

I am
good
enough

I am
trying
my
best

I am
capable

I am
focused

I
cannot
do it
YET!

I can
relax
and
breathe

I can
have
another
go

I can
take
my
time

I trust
myself

I put in
the
effort

Grab a pen and paper:

- Rate each of these positive affirmations from 1-10
- Rate the affirmation you would find most useful with a 10
- Rate the affirmation you find least useful with a 1
- Then you have a list of positive self-talk statements to look at when you notice your internal critical self-talk.

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
- ☐ Do something distracting to help you stay calm
- ☐ Model being calm
- ☐ Stay close so you can return attention as soon as the behaviour stops
- ☐ Look for something to praise afterward
- ☐ Be consistent in what you ignore i.e. every time

Selective ignoring

BEHAVIOURS I WILL SELECTIVELY IGNORE:

e.g. whining

1.

1.

ALTERNATIVE BEHAVIOURS I WILL PRAISE:

e.g. speaking in a polite voice

1.

1.

1.

Giving instructions

Ineffective instructions

Chain instructions
Question instructions
Vague instructions
'Let's' instructions
Instructions plus rationale
Repeated instructions
Unnecessary instructions
Body language

Effective instructions

Decide if command is necessary
Ensure child is listening - eye contact or touch
Be simple, clear and brief
Be polite but firm
Ask child to DO something
Give time to comply - 5 seconds, repeat once, 5 seconds
Follow through - praise immediately, or consequence

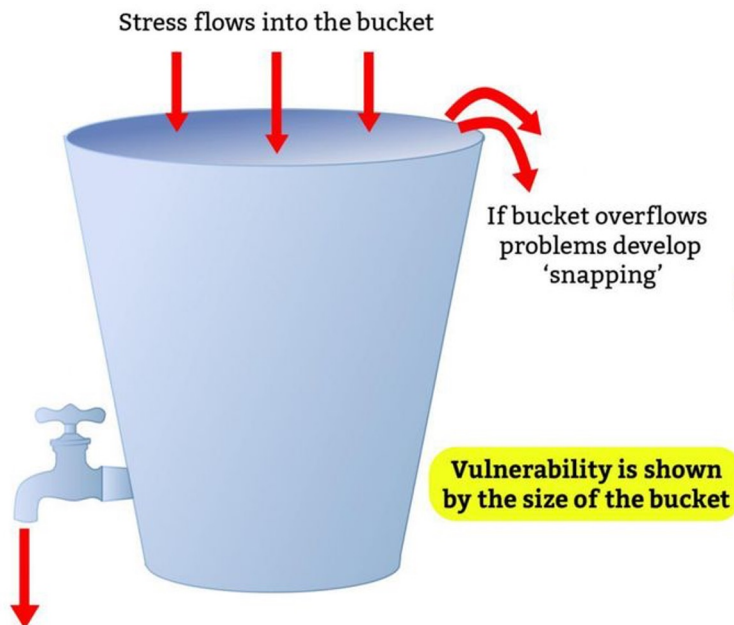
Family rules

- Simple
- Fair (apply to everyone in the family)
- Easy to follow
- Positively Stated
- Enforceable

E.g. Avoid saying:

No arguing - 'Talk quietly and politely'

Parental wellbeing



The
Stress
container

Good coping = tap working let the stress out
Bad coping = tap not working so water fills the bucket

Additional resources

Parenting

- <https://www.parentingscience.com/parenting-stress.html>
Provides helpful information on parenting stress
- <https://www.racheous.com/respectful-parenting/triggered/>

Mental Health Foundation

Has info on mindfulness and an online course at its dedicated website Be Mindful, see www.bemindful.co.uk. This includes a free 'stress test' and an introduction to its online course.

Young Minds

Provide support for carers on a range of topics including mental health and life events which may impact on your children's' lives.

<https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/>

Books

- **'The Whole Brain Child'** by Daniel J. Siegel and Tina Payne Bryson
- **'Parenting stress'** by Kirby D. Deater-Deckard
- **'Kids Pick Up On Everything: How Parental Stress Is Toxic To Kids'** by David Code
- **The Book You Wish Your Parents Had Read** by Philippa Perry
- **How to Talk So Little Kids Will Listen** by Joanna Faber and Julie King

Story books:

- What To Do When You Worry Too Much by Dawn Huebner
- The Colour Monster by Anna Llenas
- My Strong Mind books by Niels Van Hove
- Find Your Calm by Gabi Garcia