

Understanding behaviour and how to help

Becky Huntingford

Specialist Teacher for Inclusive Practice (SW Surrey)



SURREY

**On this sheep-scale,
how do you feel today?**



SURREY

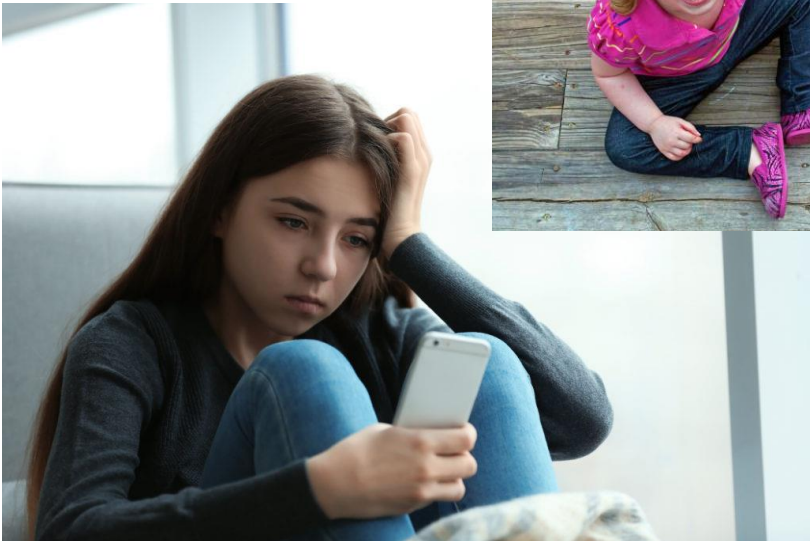
What are we thinking about

- The reasons why children may display behaviours that challenge us
- How we can support children in regulating their emotions, so they (and you) are able to have a good quality of life
- Some strategies for de-escalation and managing conflict



SURREY

What is challenging behaviour?



Or... behaviours that challenge us?

The Developing brain

- The prefrontal cortex develops to around mid-twenties in control of executive functioning

Self control

Planning

problem solving

attention and focus

impulse control

decision making

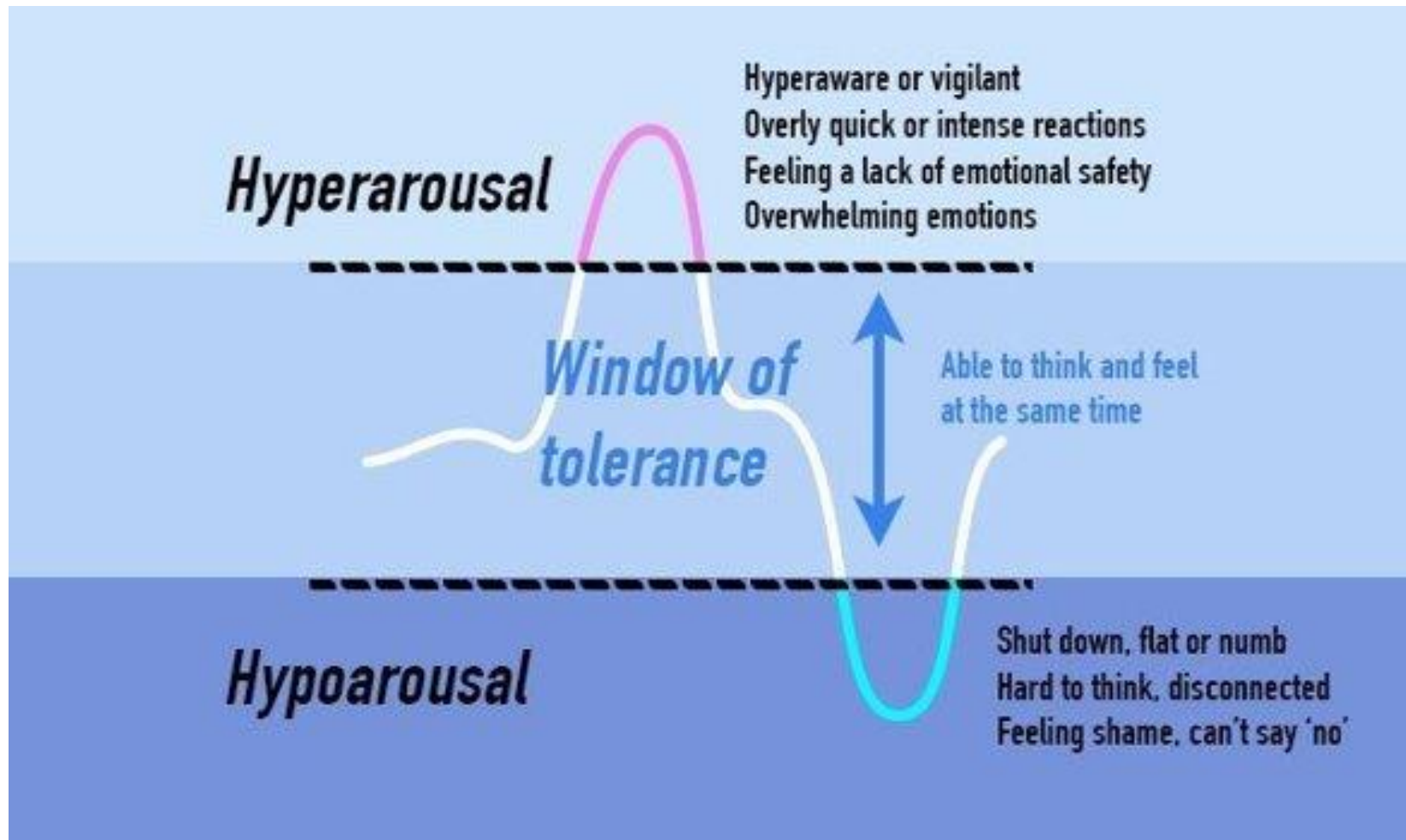
inhibiting inappropriate behaviours

And many more...



SURREY

Why does it happen?



Stress and the brain

- Dr Bruce Perry
- Neuro-sequential model

Setting events/ Slow triggers

- Fatigue
- Previous conflict
- Change of plan/person
- Transitions
- Time of day
- Day of the week
- Feelings of inadequacy
- Changes of environment
- Challenges due to disability
- Hunger
- Illness
- Medication (wearing off/ side effects)
- Traumatic event
- Seasonal event



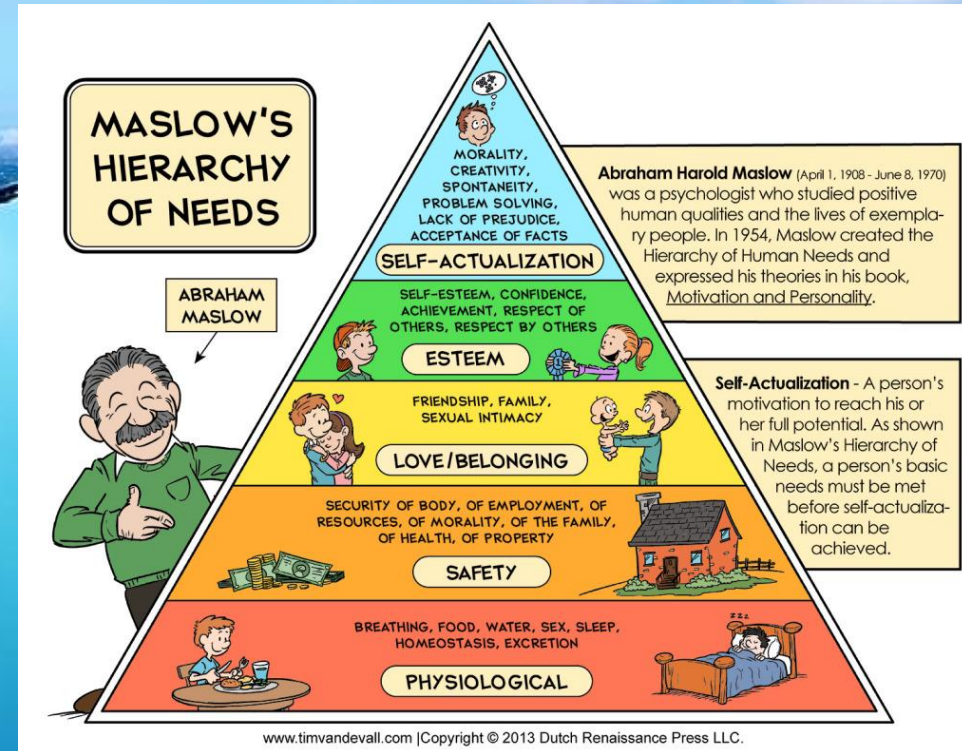
Fast triggers



- Being ignored
- Being told to do something they don't know how to do / don't want to do
- Unexpected/ sudden changes to the day
- Being told no
- An event being cancelled
- Peer interaction
- Tone of voice / volume of voice
- Invasion of personal space
- Lack of resources
- Change in adult
- A smell or sensation that brings up a conscious or subconscious recollection of trauma



What do we see and what don't we see?



SURREY

Why are behaviours of concern useful?

Increase access to
'attention'

Reduce pain



Reduce demands

Increase access to
preferred items

Provide stimulation

Avoid less desired situations



SURREY

Supporting emotional regulation and development

Five Steps of Emotion Coaching

Dr. John Gottman

STEP 4: Communicate empathy and understanding.

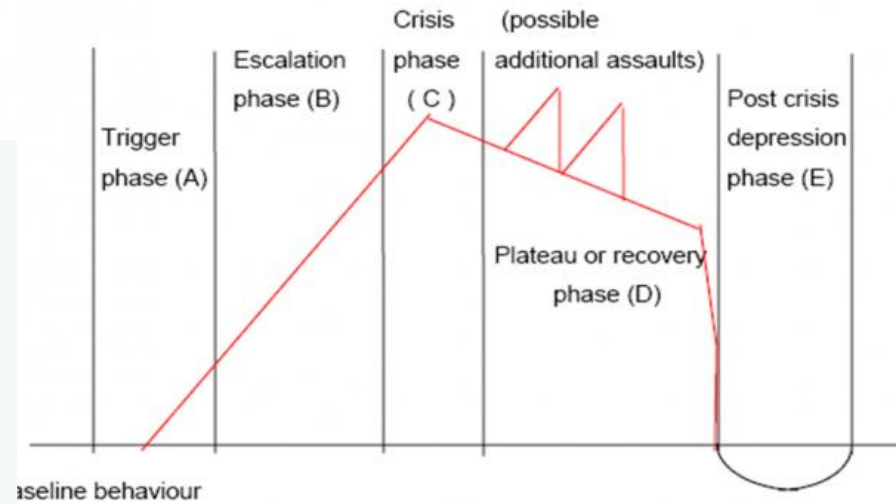
STEP 5: Set limits and problem solve.

STEP 2: Recognize emotion as an opportunity for connection or teaching.

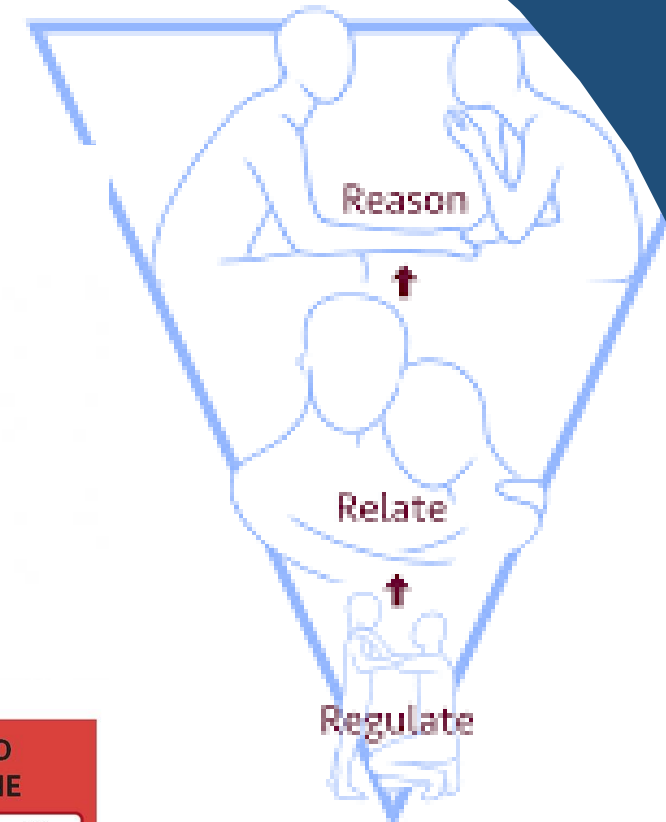
STEP 3: Help your child verbally label emotions.

STEP 1: Be aware of your child's emotions.

The Gottman Institute



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
sad tired sick bored	happy calm feeling ok ready to learn	frustrated worried silly excited	angry terrified yelling hitting
I can try... stretch	I can try... drink water	I can try... deep breaths	I can try... take a break



Books and stories



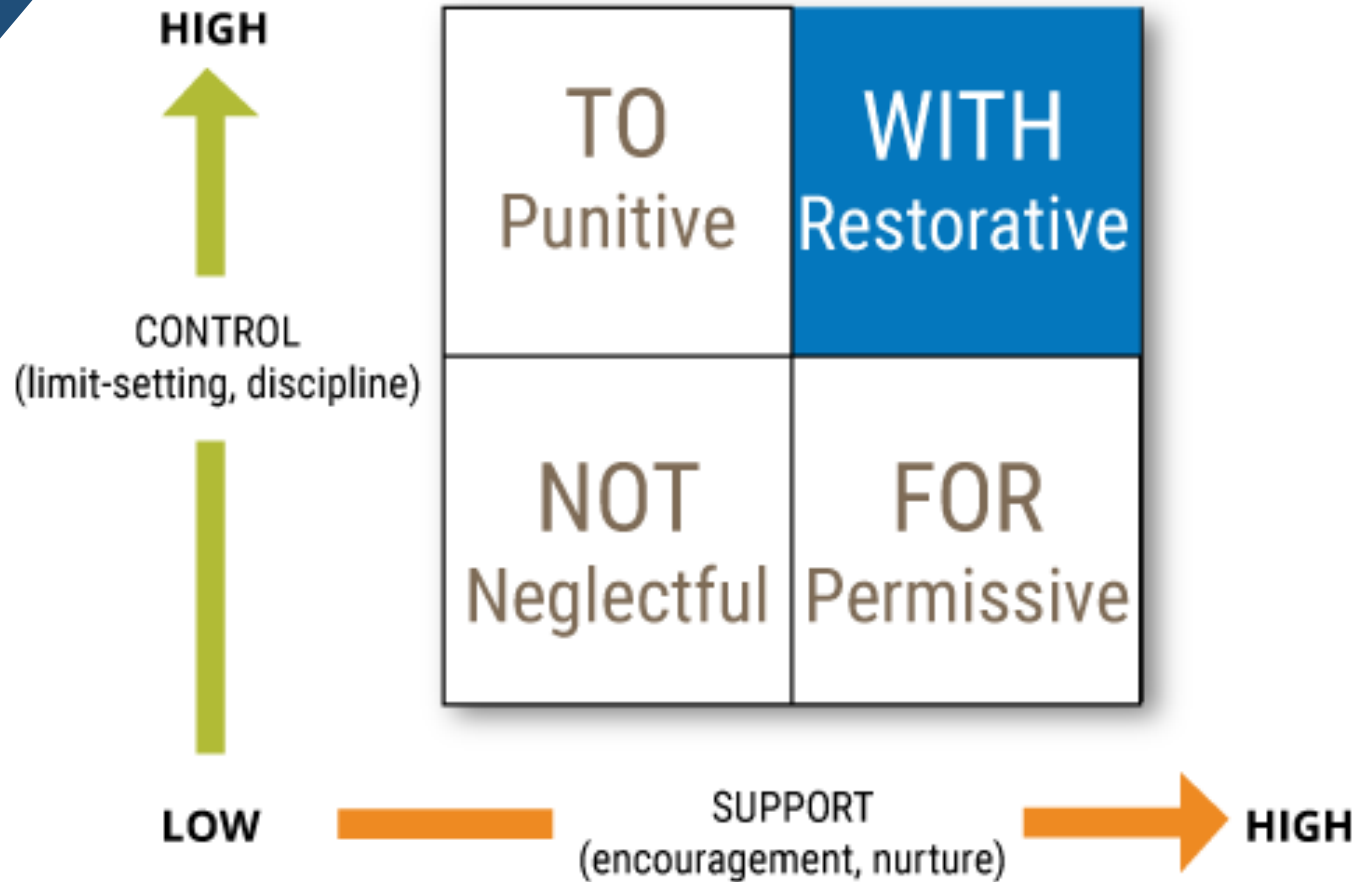
SURREY

Regulate and Relate in action...



SURREY

Social discipline window



Adapted by Paul McCold and Ted Wachtel

Which parenting moments result in you being in each quadrant?



SURREY

Strategies...



Pick your battles...

Link to triggers...

Role and responsibility...

Pause and walk away...

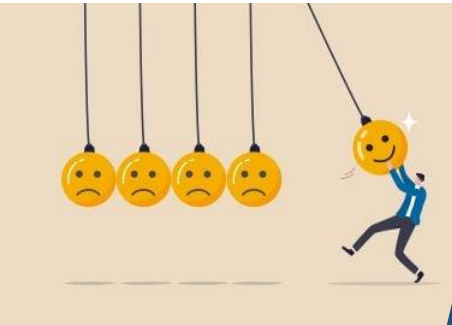
Secret signal



When... then

Know the function and teach alternative

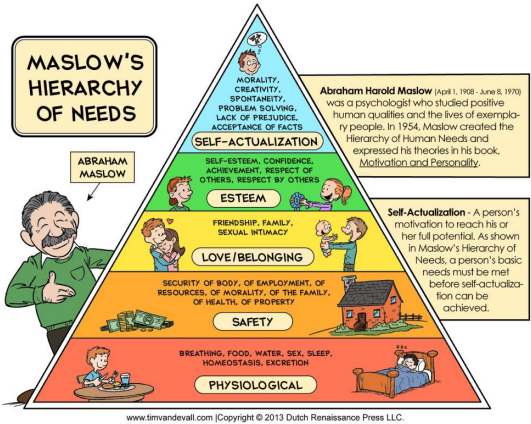
Provide 2 choices...



Change of face, change of space...



distraction...
(Screens can be your friend)



humour...

~~WHY?~~

Agree a plan and know what's next

In summery...



- The brain is still developing... it's not personal!
- When emotions are heightened, we act without thinking
- What narrow yours and your child's window of tolerance?
- Can you identify a function of a repeated behaviour?
- What support does your child need to meet the expectations the adults have?
- Avoid why and be curious about what's happening



SURREY