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What's Behind the Behaviour?



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Housekeeping

- Camera's on
- Fire alarms and exits
- Mobile phones
- Toilets
- Tea/coffee/snacks
- Confidentiality
- Disclaimer ~ participation







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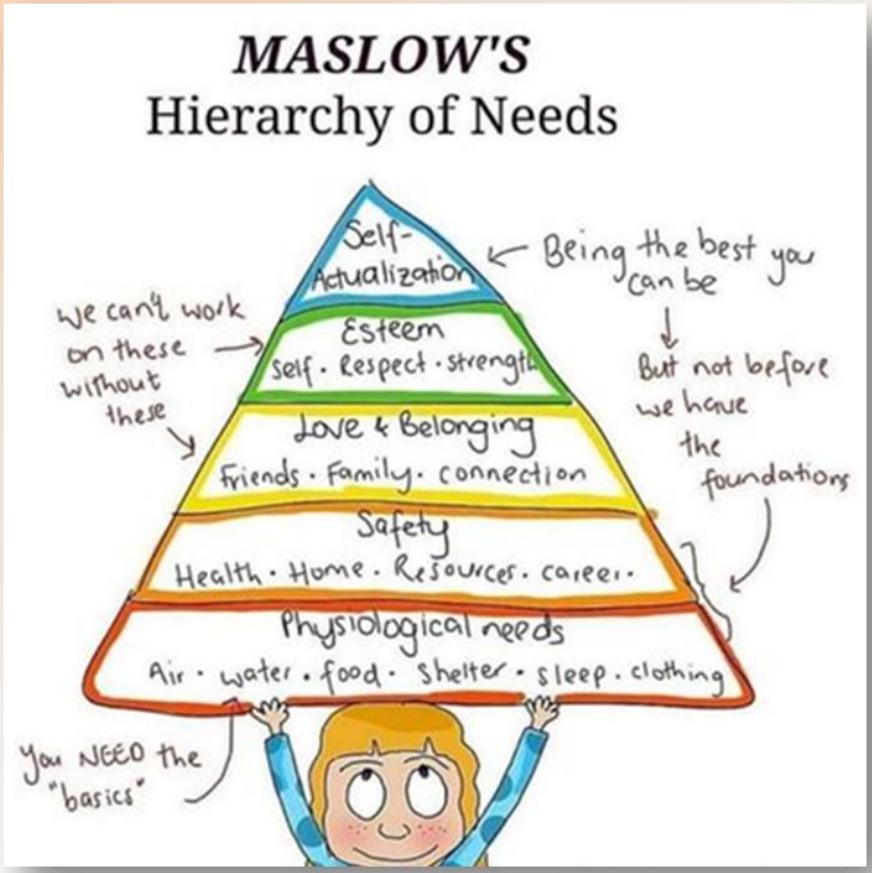
Aim of Session

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- To understand the behaviour is a communication.
- To develop an understanding of the assault cycle and how this works in practice.
- Strategies to support behaviour as a communication.

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What are Boundaries?



- Children need to feel safe (physically and emotionally).
  These are the building blocks!
- Children need adults to be in control for them to feel safe. (children's brains are not developed enough). This reduces their need to control.
- Children need to know that an adult can meet their needs, and the child can trust the adult to do so.

What behaviours do you see at home?

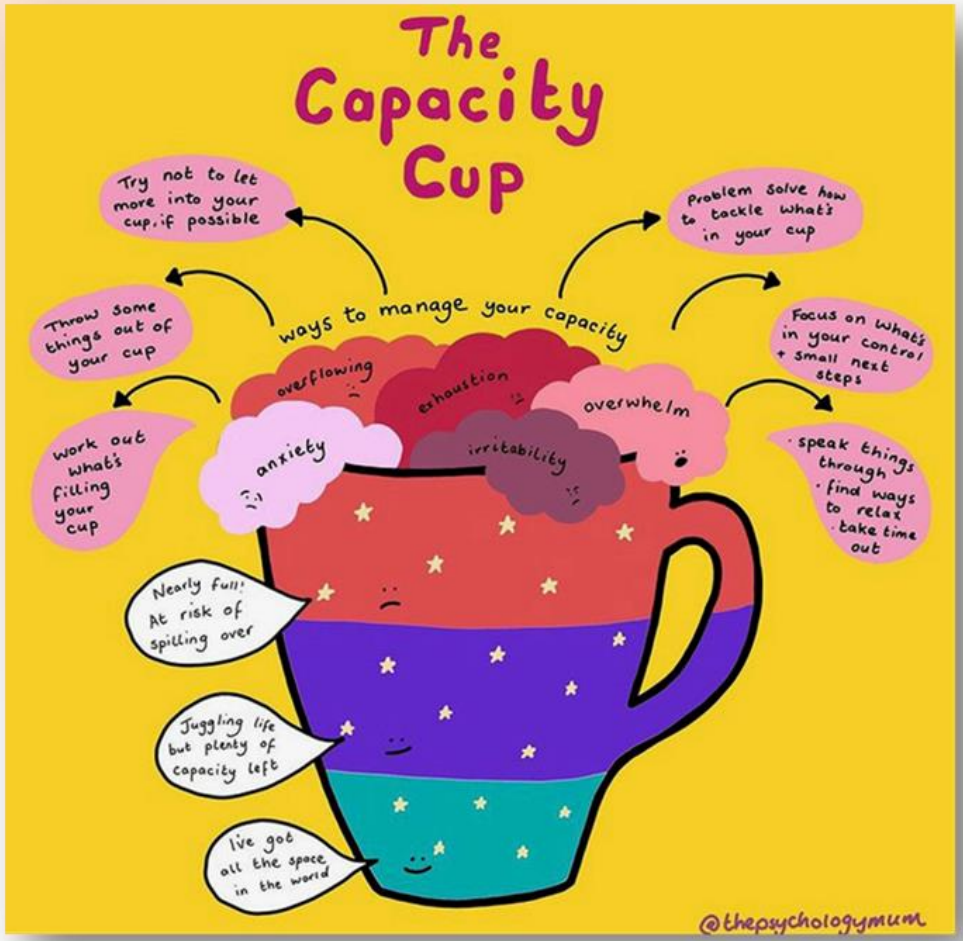
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The Capacity Cup

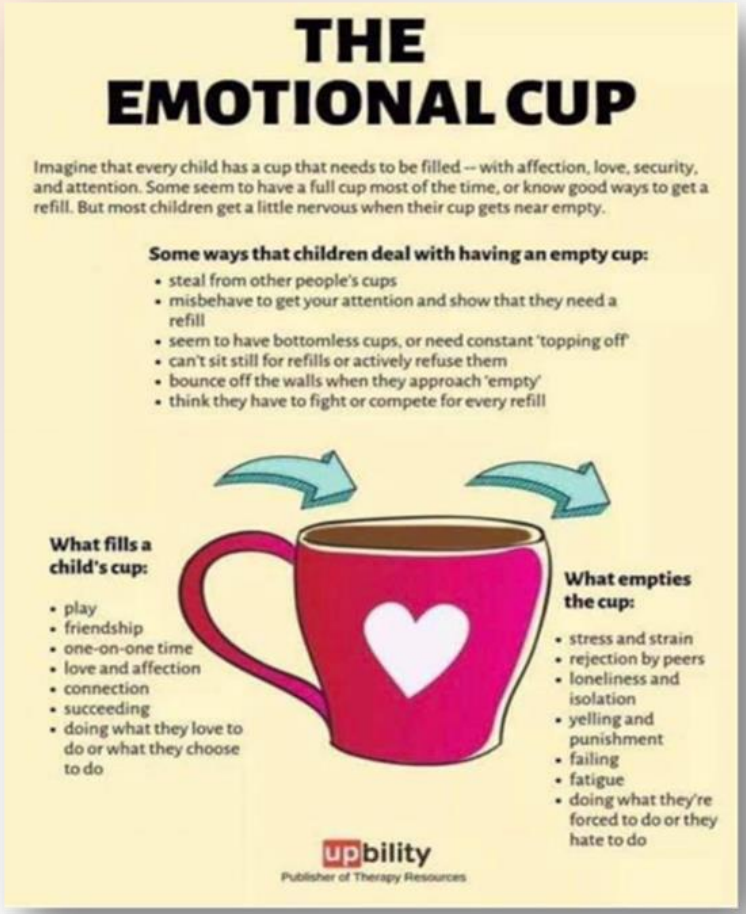
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The Emotional Cup

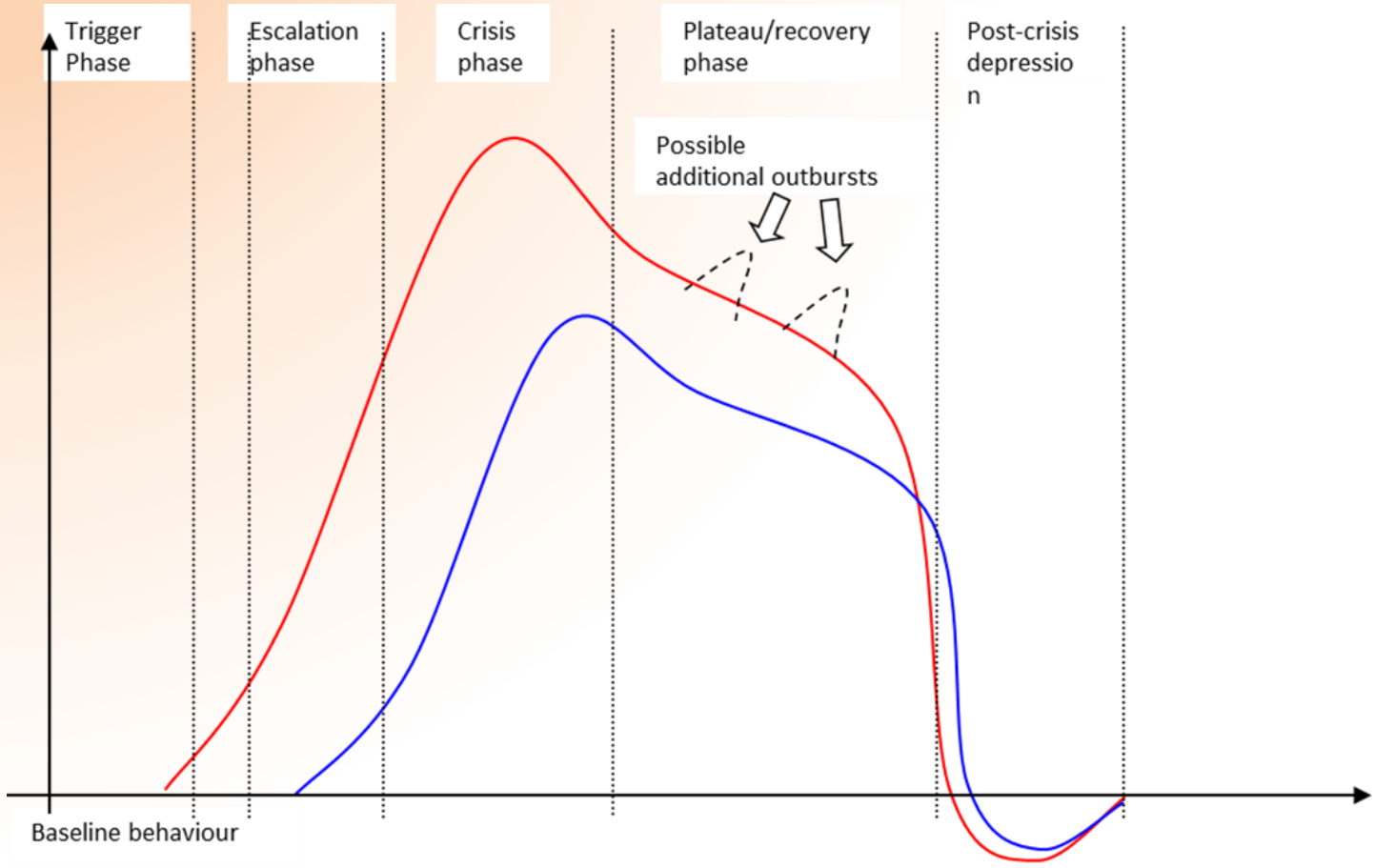
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The Assault Cycle

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Shield of Shame!

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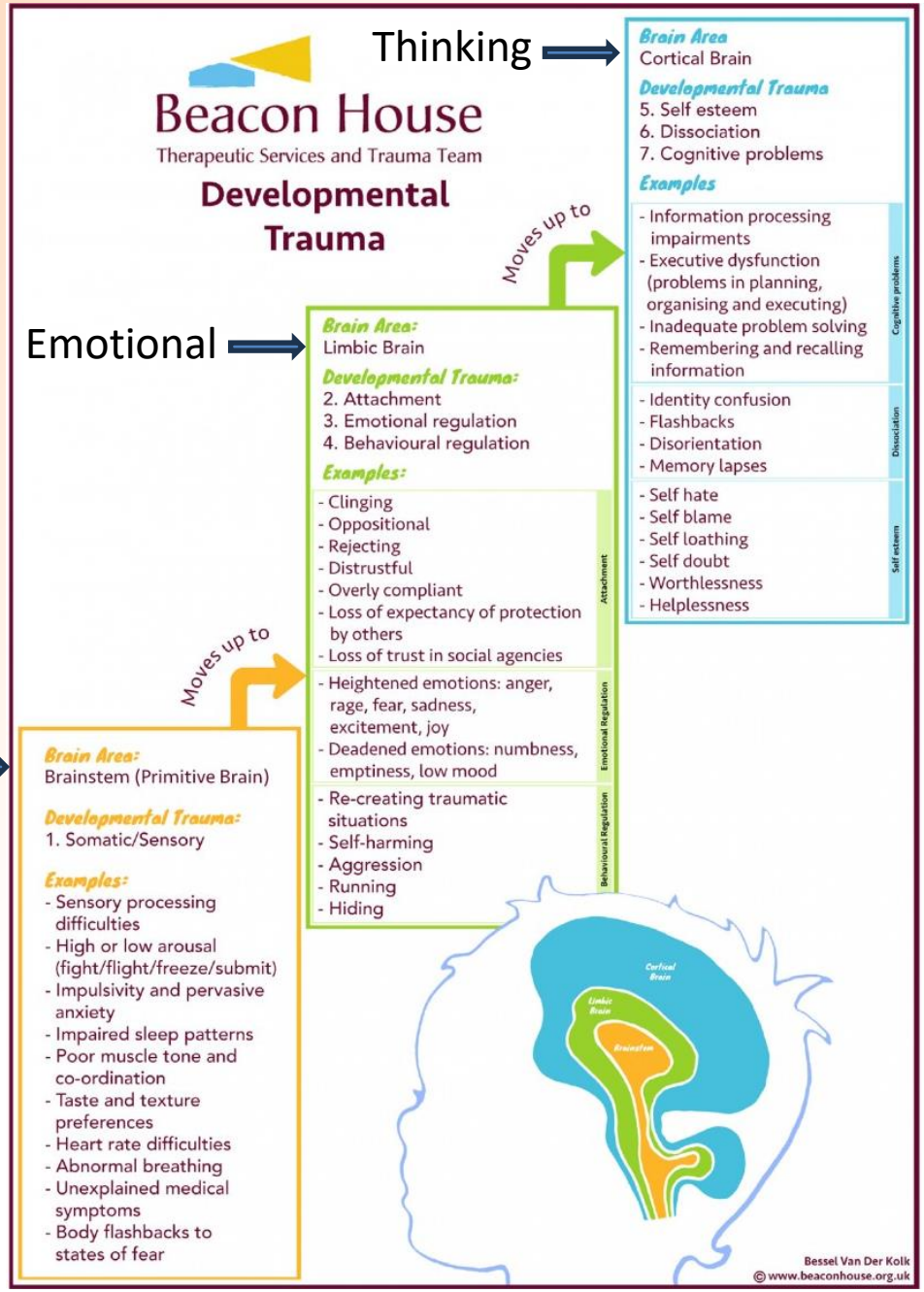
Getting beyond the depression stage:

- Do not load your child up with more guilt – shield of shame.
- If there was anything positive to praise - then go for it! *"well done for avoiding hitting".*
- Discuss how to change the behaviour in the future, in a positive, caring way *"if you feel that angry again, what could* ***we*** *do?"*



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Flipping Your Lid!



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Flipping Your Lid!



The Hand Model of the Brain - YouTube

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The 4 Behaviours connected to the Assault Cycle

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Connection Needing



Child needs attention and they do not care whether it is positive or negative.

What we may see and how it may make us feel…

Behaviour	Feeling
Interrupting	Irritated
Showing off	Frustrated
Whining	Snappy
Repetitive tapping	



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What can I do right now…

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- Do **not** ignore.
- See the emotions **and** the behaviour.
- Give calm and consistent direction.
- Attend to their needs.
- Get in quick and be positive.
- Divert your child onto something else.
- Tell them what you want, not what you do not want.
- Avoid trigger situations ~ be smart.
- Give time for the child to comply (remember 10 second rule).

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SPECIAL TIME

Giving your child ten minutes of your undivided attention every day.



- Try to do special time every day.
- Ask your child what they want to do for the ten minutes. Let them choose anything, within reason.
- During the ten minutes, give your child your undivided attention.
- Turn the TV off, ignore the phone, don't try to do anything else (e.g., cook the dinner, do the ironing) at the same time.
- Have a nice time with your child and use this time to give your child lots of praise.
- Give your child lots of affection during these ten minutes – give them hugs and kisses if they like that. If they don't like hugs and kisses, at least try to show some physical affection – put an arm around their shoulder or touch them on the arm a few times.
- Let the child be in charge during these ten minutes. If they want to change the rules of the game that you are playing, that is fine. If they act silly or show off, let it pass. During these ten minutes, it is all about having a relaxed time. Don't criticise your child unless they actually do something dangerous.
- Don't use this time to teach your child – there are plenty of other times for learning. These ten minutes are just about enjoying your time together.
- Try not to ask too many questions during these ten minutes. Asking questions stops your child's mind from relaxing and going with the flow. Questions are fine at any other time, but not in this special ten minutes.

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Power Seeking



Child does not feel safe/in control and needs to take back control.

What we may see and how it may make us feel…

Behaviour	Feeling
Stubborn	Threatened
Argumentative	Undermined
Defiant	Challenged
Bossy	Annoyed
	Defensive



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What can I do right now…

- Give yourself a moment.
- Offer choices.
- Distraction.
- Firm, clear and calm instructions.
- Avoid audiences.
- Don’t pick up that rope!





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What can I do right now…

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- A child is preparing for "fight or flight" ~ help them make a good choice.
- Watch for signs e.g. tension, breathing, facial expression ~ remove them or others from the situation.
- Stay calm and do not provoke them.
- Reduce language and directions.
- Give space.
- Provide soothing comfort toys/music etc.
- Channel feelings into a positive (for example, music – Lego, art, go for a walk).

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Revenge Seeking

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Your child starts hitting out and seeking revenge for not having their needs met.



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Why is my child so aggressive?

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When your child reacts negatively to you, it does not mean that your child is trying to hurt you.

Snapping and striking at things he/she views as a threat is an instinctive behaviour and a natural reaction if he/she feels the need to defend themselves or their environment.



There are no malicious thoughts behind this behaviour, and we cannot attribute human emotions to reptile behaviour.

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What we may see and how it may make us feel…

Behaviour	Feeling
Kicking, biting, hitting	Hurt
Screaming, crying, swearing	Angry
Meltdowns (dysregulation)	Helpless
Destroying property	Scared



What can I do right now…

- Change of face.
- Distraction.
- Safe boundaries.
- Seek support.
- Conflict avoidance.
- Engage rational brain.
- Take time and effort.
- Avoid retaliation.
- Remove yourself from conflict.
- Keep it calm, keep it simple.

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Escape by Withdrawal



Child feels unable to cope and withdraws from contact.

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What we may see and how it may make us feel…

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Behaviour	Feeling
Unable to speak or move	Frustrated
Disconnected/zoned out	Discouraged
Unresponsive	Worried
Running away/hiding	Desperate



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What can I do right now…

- Stay calm, stay present.
- Repeat “you’re safe” phrase (mantra).
- Let the child set the pace.
- Comfort items – make them available.
- If you can see a need, meet it.

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Pay attention to the behaviours that you want to see more of…

- Praise the small things!
- Aim for 5 positives to every negative.
- Praise effort, not just achievement.





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Use rewards and specific praise for positive behaviours

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- Reward charts
  - Help children to feel that making the right choices feels good.
  - Make sure the target is achievable and the first 'stars' come quickly.
  - Useful to change specific behaviours.
  - Shouldn't have gaps.
  - Involve the child in choosing the reward.
  - Don't take away what they've earnt.
  - Avoid monetary rewards.



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Devices

- Watch things together.
- Have sensible boundaries.
- Be aware of what they can stumble on accidentally.
- Be aware of using devices as rewards or consequences.
- Model good tech behaviour.
- Encourage other activities.



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Co-regulation Language

I understand you don't want to pack the train away. You are having such fun! It's bath time now but we can play with it again tomorrow.

ATTUNE: Catch 'n' Match the feeling!

VALIDATE: Stop the behaviour, validate the feeling.

CONTAIN: Make the unbearable survivable!

REGULATE: Meet the intensity then calm soothe.

I understand you don't want to go to school today. It's tricky when we've had such a fun weekend! I know you are going to have such a great day and you love seeing all your friends! I will be there to pick you up at the end of the day and we will go to the park together.

I can see you are really angry, I understand your brother has made you cross but it's not okay to hurt him. Come and have a few minutes to calm and then we can try again.

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Active Listening

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Inside Out Sadness comforts Bing Bong - YouTube

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Distraction and Diversion

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Take them out of their emotional brain into their rational thinking brain.

- Labelling the feeling and asking, "what can I do to help?" is a good way of being supportive while also putting your child in control, a lot of frustration can come from not feeling in control.

- Counting and sorting jobs: this affects parts of the brain that release melatonin, the calming/sleep hormone, this is why people may count sheep or why we may find ourselves sorting the cupboards when we have jobs to do that we are avoiding! "Could you do a little job for me? I need the pencils sorted into colour groups please" This also helps your child's self-esteem as they are being helpful. Button jars beads.

- Games related to sorting , counting and stacking: this is good when children are particularly heightened as it gets them counting but also releases the physical energy, they may feel from adrenalin running around their body.

- Use their favourite things ask them to tell you about … their favourite film, sport, character.

- Pillow Fight!! Again, good for children who are particularly heightened or being physically aggressive, you could then move to a counting/catching situation as they begin to relax as they have to focus.

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Consequences

- What are your non-negotiables?
- Time In vs Time Out.
- Age appropriate.
- Natural consequences.
- Restorative conversations.
- Beware of the ‘shame cycle’.



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Clear Rules and Routines

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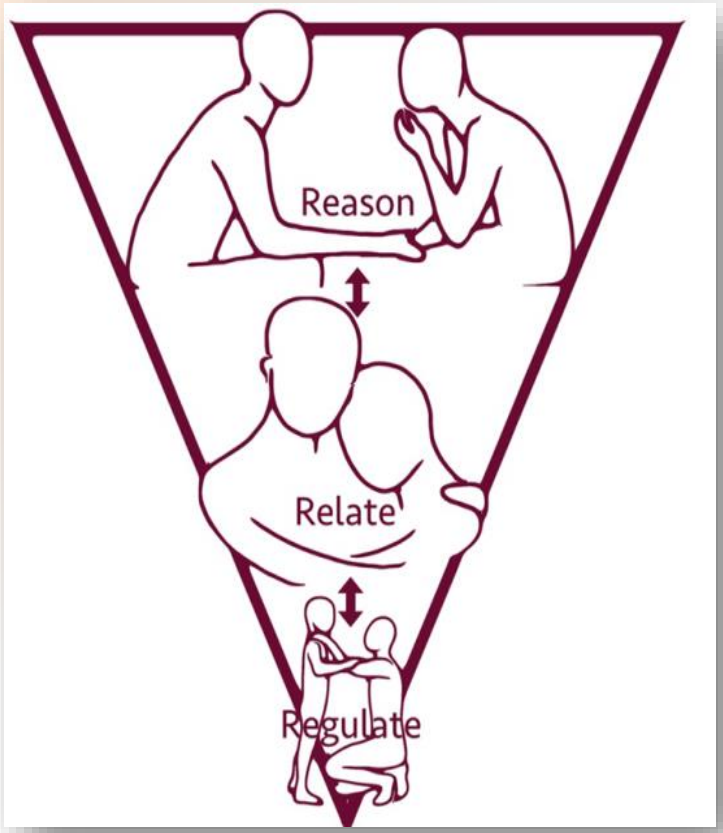
- When the world is unpredictable and confusing there is a lot of uncertainty which can lead to anxiety.
- Many children have a need to control activity and interaction around them. To help deal with this insecurity and anxiety, we have to decrease the uncertainty in their lives.
- Boundaries keep children safe.
- Be consistent and calm.

Build structure into your daily routine. The more structured and predictable the daily routine is, the less uncertainty there is for the child.



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Beacon House



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Fire Fighting Mode

Vs



Fire Proofing Mode

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Print me and give me to a friend or relative who might need it. Why not also stick me on the fridge & in the car for when you need the information quickly!

Noticing Freeze

- Bored, not interested
- Confused, forgetful
- Distracted, not listening
- Clumsy
- Talking about something else
- Not moving to where you've asked
- Scanning the room
- Wide eyed, pupils might dilate
- Daydreaming, staring into space

Grounding Freeze

- Stay with me, don't leave me
- Tell me I'm ok & that I am safe
- Watching TV
- Deep breathing
- Spinning on a swing
- Climbing & hanging
- Rolling or cycling down a hill
- Digging in mud or sand
- Jumping on a trampoline
- Do my chores with me
- Gently wonder where I have gone & invite me back to you
- If I have forgotten what I was supposed to be doing, remind me again gently
- Hot chocolate & toast
- A warm bath & a warm towel
- A soft teddy for bedtime



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Noticing Flight

- Hyperactive, manic, silly
- Aggressive, threatening: stiffening up, clenching fists
- Running away, escaping, disappearing, hiding under the table/bed/sofa
- Clumsy
- Disruptive, loud & noisy
- Can't cope with free play
- Can't follow house rules
- Not doing what you've asked
- Lonely
- Keeping super busy
- Baby talk/silly voices
- Bumping into people
- Needing to get into the car/house/park first

Grounding Flight

- Keep me close by
- Find me again happily or patiently
- Deep breathing
- Give me a familiar & easy chore
- Crunchy foods – carrot sticks, a biscuit, a rice cake or crisps
- Tell me that I am safe with you
- Hanging from monkey bars
- Talk through what you think I am finding tricky using a kind voice
- Heavy blankets
- Create a safe space where I can hide away I when I need to
- Tug of war
- Cup of warm milk or hot chocolate
- Hot water bottle & a soft teddy
- Recognize I sometimes find 'normal' family life threatening
- Accept that if I feel threatened, I feel in real danger.
- If you send me to do something & I forget, just patiently ask again



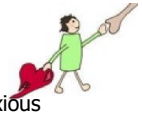
Noticing Fight

- Hot and bothered
- Argumentative, angry and aggressive
- Controlling, demanding and inflexible
- Lie or blaming
- Unable to concentrate on one thing
- Unable to follow the house rules
- Confrontational
- Disrespectful
- Disregarding of others, pushing away friends/family members
- Shouting, loud and noisy
- Immature

Grounding Fight

- Tell me you love me even when my I push you away
- Don't punish me for being cross; reward me with your kindness and love for getting calm again
- Keep me safe from hurting myself
- Match my energy
- Deep breathing
- Chewy foods
- Support me socially
- Hanging, swinging and climbing
- Warm bath with lots of bubbles
- Warm milk or a hot chocolate
- Hot water bottle
- A super soft teddy and/or blanket
- Give me a task that makes me feel important
- Connect with me and show me empathy before exploring the consequences of my behavior
- Create somewhere safe to go to so I can calm down
- Make things predictable. Tell me about changes before they happen, especially if strangers are coming to the house or I'm going somewhere new
- Accept I might not know why I behaved in that way & I might not remember what happened
- Listen and acknowledge how I feel, even if you see it differently, it will help me feel listened to

Noticing Submit



- Unhappy, low mood
- Alone or withdrawn
- Fidgety but not disruptive, anxious
- Never questioning or asking questions
- Never drawing unnecessary attention
- Yes or no answers - doing just enough to avoid being noticed, unable to think
- Quiet & passive, compliant

Grounding Submit

- See me, listen to me
- Give me small repetitive things to do
- Weighted blanket
- Building with Lego or Play-doh
- Tell me I am safe
- Deep breathing
- Swinging
- Let me spend quiet time just with you
- Understand that social media might symbolizes a comforting connection
- Hot chocolate and a crunchy biscuit
- Wrap me up in a soft blanket & watch TV
- Understand that playing computer games, lets me be by myself somewhere safe
- Recognize I am hurting inside & might need professional help
- Know that I am easily bullied, look out for this don't expect me to tell you.
- Notice I will say what I think you want me to say
- Be aware that I am an easy target & can be coerced easily to keep the peace
- Know I can't cope being the center of attention
- Watch for me removing myself
- Warm bath and a warm towel
- Warm pyjamas