

UNDERSTANDING BEHAVIOURS THAT CHALLENGE

Wanting attention – children love attention, all the time, whether it is positive or negative and this really normal. They want attention above all else and will work to get it in whatever way they can. This means that they might work hard to get negative attention. Try to think about how often your child receives complete, focused attention from you or other adults.

Developmental Stages – What is normal for a child at one stage may not be expected at another age. Children will go through phases of striving for independence and testing boundaries. Emotional regulation does not fully become available until around the age of 13 years.

Communicating – There can be a huge spectrum of things that a child is trying to communicate when they appear to be 'misbehaving'.

Interpretation of behaviour – The way that you make sense of your child's behaviour has an impact on how you respond. Remembering this can help prevent situations from spiralling.

Anxiety – a need to feel in control. Anxiety can be expressed in many different ways including avoidance, anger, shouting, crying, restlessness, boredom, fidgeting, rocking, ticks, repetitive actions, obsessing, skin picking, swearing, hiding, running off, withdrawing, throwing things and lashing out at others.

Modelling – Research shows us that children copy behaviours that they see around them.

Routine – Children love predictability and changes in their routine can make them feel insecure and evoke anxiety. Children love to know what is happening next.



'They're just
being naughty'



'What are they
trying to tell us?'

FUNCTIONS OF BEHAVIOUR

1. To reduce experience of pain or relief from internal discomfort
2. To gain attention or interaction
3. To escape demands
4. To gain tangible object
5. To provide sensory stimulation or reduce sensory overload

ABC TOOL

DATE/TIME	ACTIVITY (WHAT WAS GOING ON AT THE TIME?)	ANTECEDENT (WHAT HAPPENED RIGHT BEFORE THE BEHAVIOUR?)	BEHAVIOUR (WHAT THE BEHAVIOUR LOOKED LIKE)	CONSEQUENCE (WHAT HAPPENED AFTER THE BEHAVIOUR OR AS A RESULT)

GIVE PRAISE EFFECTIVELY

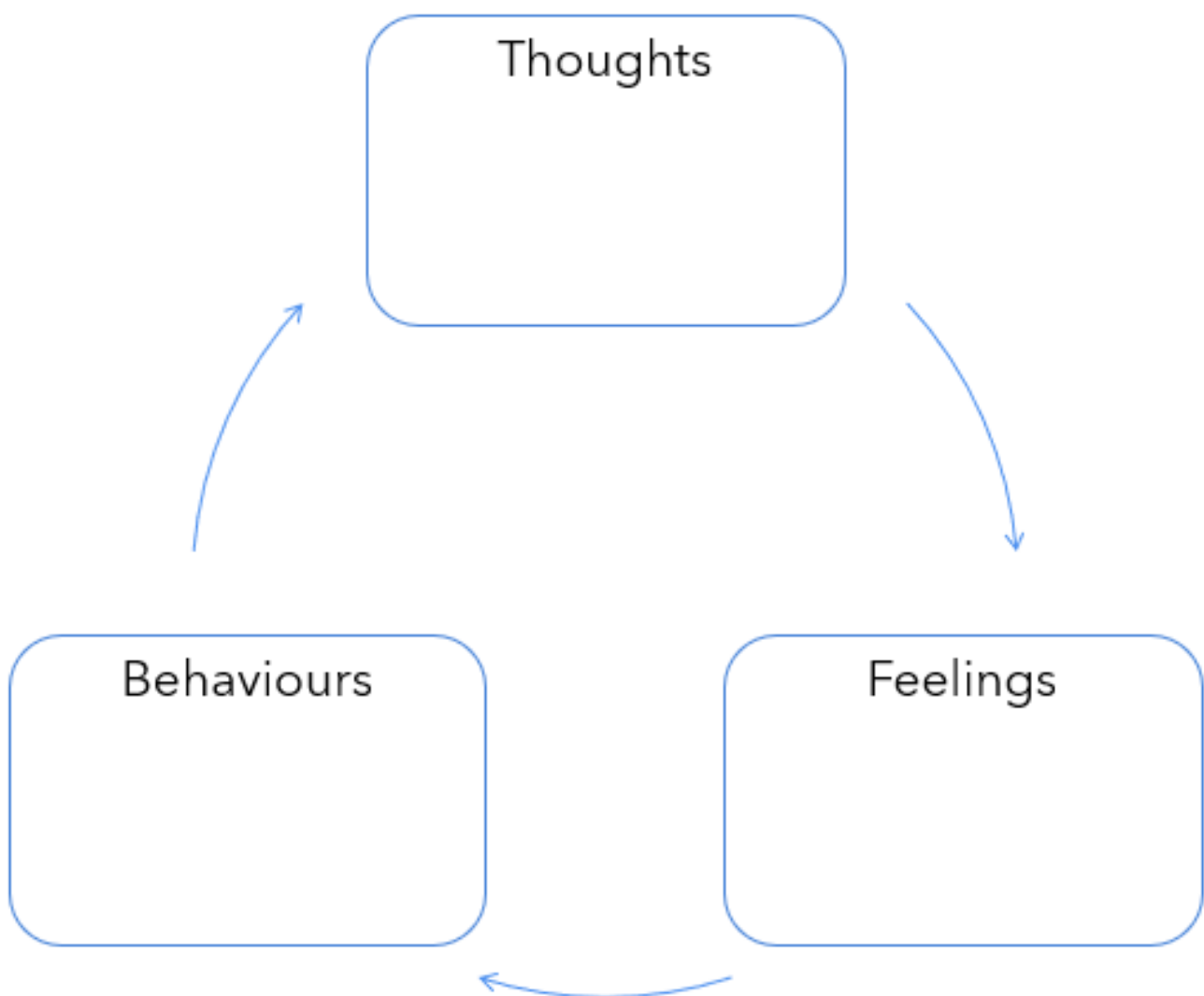


The more you praise good behaviour, the better the behaviour you will see from your child. Even after a bad day, try and find at least 5 behaviours to praise your child on.

PRAISE TO USE WITH YOUR CHILD

We may respond or react to situations in our everyday lives and with our children and not know why. Our thoughts, feelings and behaviours (what we do) are all related and impact on each other. Research has shown that our thoughts have an important role in influencing how we feel and what we do. By changing one of the elements, it has a knock on effect on the rest of the cycle.

SITUATION:



WHAT ARE THE BENEFITS OF SPECIAL TIME?

- Support a child's development – children learn new skills and concepts, as well as skills in problem solving
- Allowing children to explore and experiment through play is really stimulating and helps the young child's brain development
- Through this interaction with parents, this has a positive impact on children's speech and language development
- Special time with a caregiver helps children feel valued and understood
- Special time helps build the parent-child relationship
- Play can be a powerful way of supporting children to empathise with others, that is, through play children can start to understand how other people feel
- Special time playing with caregivers helps children make sense of the world
- Children can learn to understand and manage their emotions through play. This can have a positive effect on how they feel about themselves
- Play encourages their creativity and imagination

IDEAS FOR SPECIAL TIME

