

# Supporting behaviour at home

Thursday 4<sup>th</sup> March 2021

Ross Smith

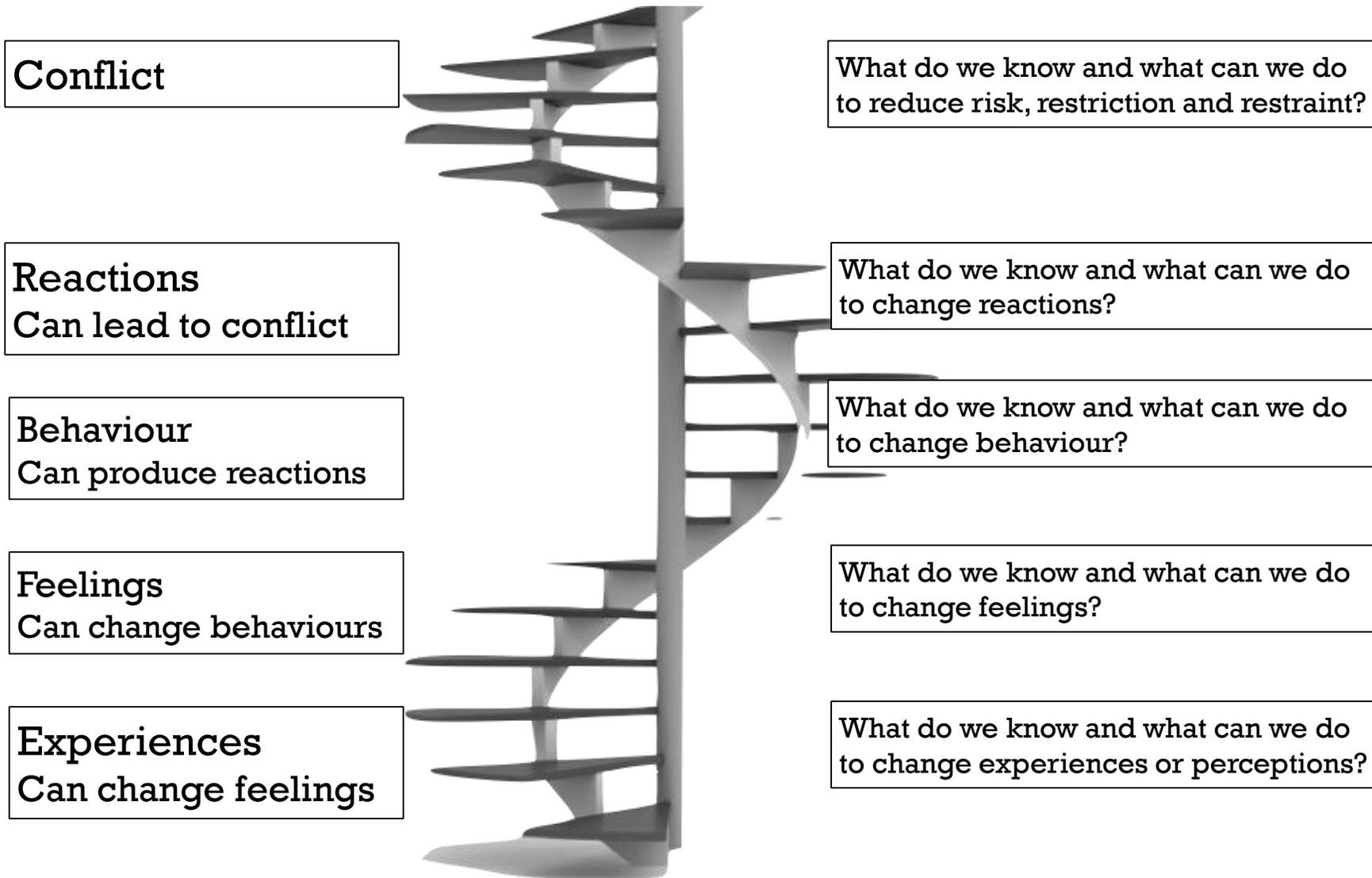
# Aims

- To develop understanding of why and how challenging behaviour occurs
- To be aware of some of the tools available to help reduce the amount and length of incidents
- To gain an understanding of how 'repair and reflection' works following an incident

# Behaviour as a form of communication

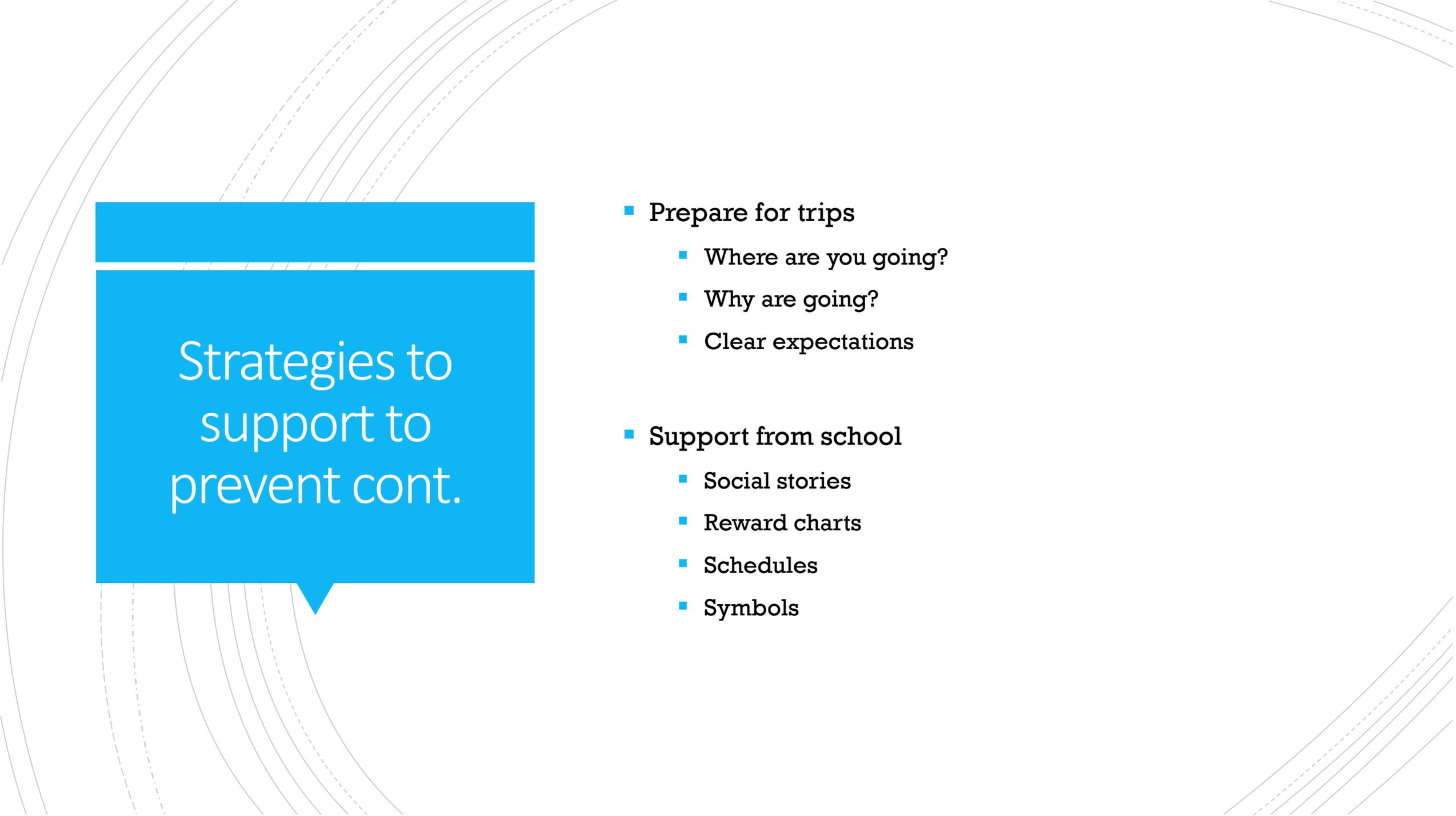
- How do you behave when you are sad/fed up/angry?
- Challenging Behaviour is often the result of a breakdown in communication.
- When supporting children we should aim to understand what function the behaviour serves and help the child to learn more socially acceptable means of expressing their need for help.

# The Conflict Spiral



# Strategies to support to prevent

- **Routines**
  - Consistent
  - Familiar
  - Aware of expectations
- **Boundaries**
  - Clear
  - Consistent
  - Stick to them

The background features several sets of concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of motion and depth. A large blue speech bubble is positioned on the left side of the slide.

# Strategies to support to prevent cont.

- **Prepare for trips**
  - Where are you going?
  - Why are going?
  - Clear expectations
- **Support from school**
  - Social stories
  - Reward charts
  - Schedules
  - Symbols

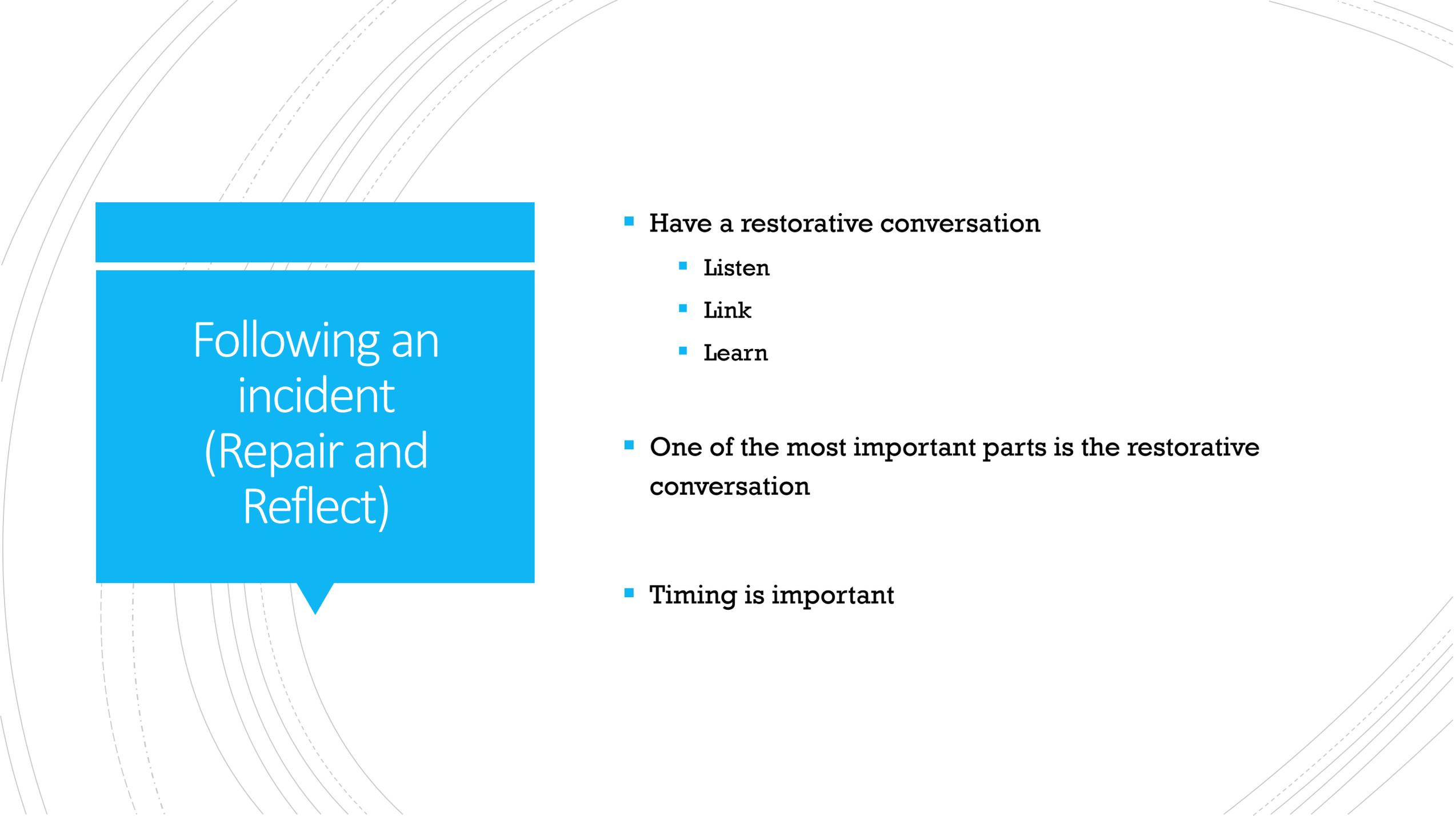
## Strategies to support during

- 'The Look'
- Humour
- Other non-verbal signals
- Physical proximity
- Redirect
- Repeat the instructions and expect compliance
- Rule reminder
- Casual questions to re-focus
- Take the blame
- Repeat the request
- Distract /Diffuse
- Humour
- Keep calm, slow down and lower your voice
- Focus on the *primary* behaviour, not the *secondary* behaviour

The background features several sets of concentric, curved lines in the top-left and bottom-right corners. These lines are in shades of light gray and include both solid and dashed styles, creating a sense of motion and depth.

Consistency is  
key

- Everyone doing the same thing
- All of the time
- Give any support that is put in place time to work

The background features several concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of motion and depth. A blue speech bubble shape is positioned on the left side of the slide.

## Following an incident (Repair and Reflect)

- **Have a restorative conversation**
  - Listen
  - Link
  - Learn
- **One of the most important parts is the restorative conversation**
- **Timing is important**

# Restorative conversation examples

2. How did this make you feel?

4. What could you have done differently?

1. What happened?

3. Then what happened?

6. How do you think.... now feels...?

5. What do you think needs to happen now to make things better?

NRHS... Solution focused questioning  
incident, reflection and repair

NRHS Name: \_\_\_\_\_  
Date: \_\_\_\_\_



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# What Triggered Your Behaviour?

**Draw**

**Write**

**Snap**

**Back**

# How Did This Make You Feel?

**Draw**

**Write**

**Choose**

**Snap**

**Back**

# What Can You Do Whenever You Feel That Way?

**Draw**

**Write**

**Choose**

**Snap**

**Back**

I did



kick



pinch



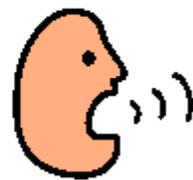
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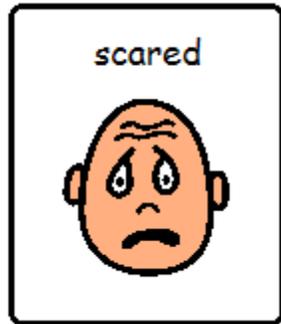
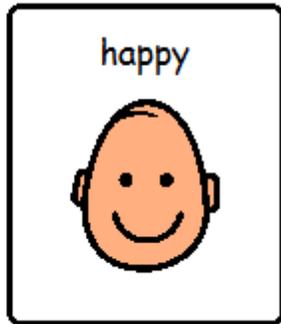
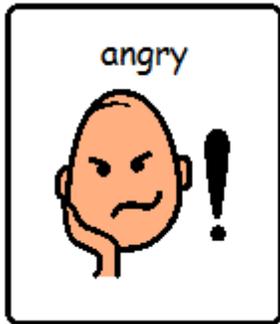
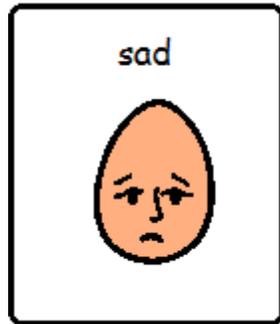
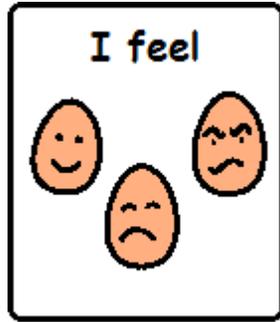


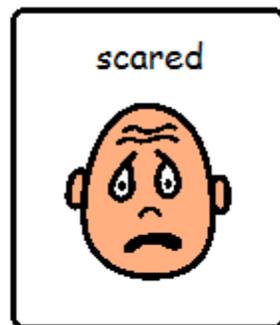
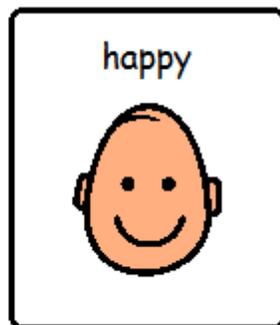
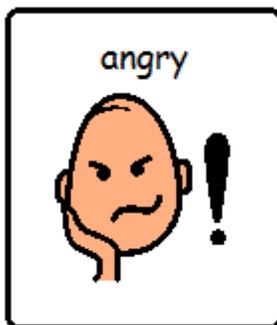
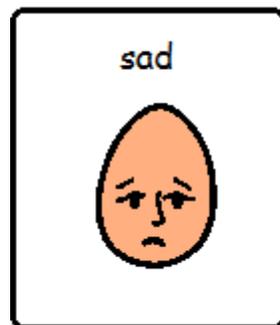
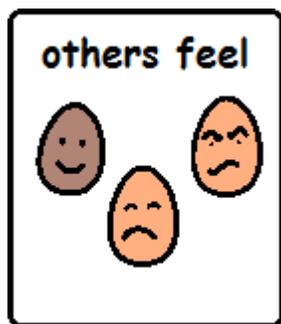
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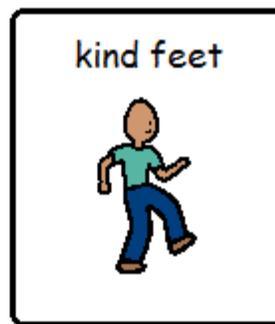
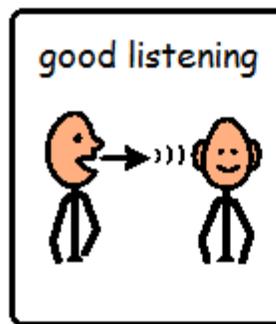
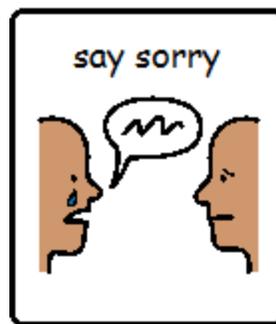
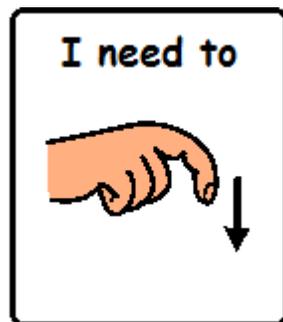


shout and point









## Key points to remember

- **Consistency is key**
- **Think about what they are communicating to us**
- **Prepare them for upcoming events**
- **Talk about an incident afterwards**
- **School is here to support**