

Big Emotions and Supporting Positive Behaviour



Parent Workshop 2



Group agreement



- ✓ Please arrive on time
- ✓ If you need to miss a session let one of us know beforehand.
- ✓ **No personal recording of sessions at any time.**
- ✓ Keep information discussed in sessions confidential.
- ✓ Mute yourself when not speaking to avoid noise feedback.
- ✓ Be respectful to each other and opinions shared.
- ✓ If you need to step away for a minute, please email one of us to let us know or message the chat.
- ✓ Review handouts after sessions.





What's
the
plan?



- Reminder about setting goals
- Reminder about safety check-in
- Reviewing home practice – ABCs of behaviour
- The importance of communication
- Special time
- Home practice
- Feedback and questions

Reminder:

Everything we say in the session is confidential, unless I am concerned about your safety or the safety of others around you.

I will speak to you, if I need to break confidentiality, UNLESS I am worried that it will put you in more danger



The aims of today's session

To understand the importance of communication to support your child's learning and development

Introducing play and special time - understanding its importance





- Did everyone manage to come up with **a goal to work towards?**
- Does **anyone want to share** a goal or need support to make their goal SMART
- **Please score** your goal out of 10
(0 being this goal has not been achieved at all and 10 being this goal is completed).

Safety check-in

During your child's assessment an in-depth risk review was completed

This would have included:

- Any thoughts of not wanting to live
- Self-harm
- Risk to or from others
- Neglect or self-neglect.



Due to the group setting we will not be checking in with you regarding risk for your child.

BUT please let us know via email or by staying behind after the session if there is any change in risks or you need support around this.

If you ever feel unable to keep your child safe or they are experiencing a mental health crisis, please call the **NHS first response service on 111** (open 24/7).



Reviewing home practice



- Last week's home practice was to keep a diary of your child's ABC's of behaviour:



- **A is for Antecedent**
- **B is for Behaviour**
- **C is for Consequence**

ABC Chart

When & where date/time	ANTECEDENT/TRIGGER (WHAT HAPPENED JUST BEFORE THE BEHAVIOUR) e.g. who was there, what was said, asked?	BEHAVIOUR (DESCRIPTION OF WHAT HAPPENED) e.g. what did s/he do and say?	CONSEQUENCE (WHAT HAPPENED AFTER) e.g. what did you do, how did s/he respond?	Describe your feelings

A is for Antecedent

- What happened immediately before the behaviour - be specific
- Was there a trigger for the behaviour

B is for behaviour

- What happened - again be specific

C is for consequence

- What did you do, what did other people do?
Consequences can be positive or negative

Did anyone notice anything about their child's ABC's or their responses to their child's behaviour?



Children & Connection Seeking



- Children thrive from connection with adults
- This helps a child to feel safe and comfortable
- Any behaviour that receives a response from an adult will grow
- It doesn't matter whether this is deemed good or bad.



Let's look at responding in a way to grow positive behaviours through reinforcement, playtime and praise.



Positive Reinforcement tips





Positive statements that reinforce desired behaviours



INSTEAD OF:	SAY:
"Don't run."	"Let's walk so we stay safe!"
"Don't touch that!"	"Hands in your pockets, please!"
"Stop being sassy!"	"I love it when you use your polite words."
"Pick up your toys!"	"Let's work like a team!"



The importance of play



Play has multiple benefits for your child:

- Improves cognitive and emotional wellbeing.
- Helps children feel valued and understood.
- Builds empathy and understanding of others.
- Aids brain development
- Helps children learn new skills e.g. problem solving.
- Encourages imagination and creativity.





Why should parents be involved in play?



- Playful interactions help build **stronger relationships** with your child
- You **learn a lot about your child** through play such as their interests and aspirations.
- It **provides positive connection**, so children are less likely to seek parental response through negative behaviours.





Let's reflect.....



How often do you spend time playing with your child?

(not including watching TV, computer, phone games or reading books)

Has this changed as they have grown older?



What were your own experiences of play like as children?

Are these similar or different to your own child's experiences of play?

Would anyone like to share any of their observations or reflections?



Special time



- ‘Special Time’ is a **widely researched** way of helping children with behavioural difficulties.
- It has **numerous benefits** for childhood development.





What special time looks like



- **Time to connect** through play, with the parent being fully present.
- Sole focus is on your child, **no distractions**
(no phone/siblings – *you might need to consider how to do this*)
- Allow your **child to choose the activity and lead** the play
(this increases confidence and independence).
- No screens or reading! This is **time for creative, imaginative play**
(ask them what they'd like to do).



Planning Special time



Involve your child in this process and explain what special time is.

Choose a time, duration & frequency that works for you and your child
(start with 15 mins a day?)

Set a timer for the duration of special time and give your child your undivided attention.

Treat it like an appointment

If you can't make it work one night, explain why and plan the next.

Consistency is key!



Being responsive



- Be responsive to make special time work
- Communicate with your child
- Focus on positive connection
- Use positive commentary
- Use praise
- Copy & describe what your child is doing.
- Follow their lead!



- Avoid asking questions and instead describe what is happening.
- Avoid criticism and ignore any misbehaviours in this time (unless it is dangerous not to).

Praise



Praise your child for specific appropriate behavior.

Reflect



Reflect what the child is telling you to show that you're listening.

Imitate



Imitate what your child is doing during playtime; let them lead what activities you do.

Describe



Describe the appropriate behavior that your child is doing.

Enthusiasm



Interact enthusiastically and excitedly with your child.

- ‘Thank you for sharing those toys with me’
- Child: ‘I like to play with these blocks!’
Parent: ‘Yes these blocks are really fun to play with’
- Child: ‘I’m drawing a house!’
• Parent: ‘I’m drawing a house too’
- ‘You drew a rainbow’
- ‘Good job!’, ‘This is such a fun game.’



PRIDE skills





Example of special time PRIDE skills



<https://youtu.be/eZDEF2AHwV8?feature=shared>

Describing behaviours

You can describe:

Emotions:

Describe how you perceive their emotions or the toys emotions.

E.g. you look really proud, the, the dinosaur looks really happy.



Objects:

Describe an object they are playing with e.g. square, horse, red.

Social behaviours:

Describe their social interactions

E.g. thank you for sharing with me, you are waiting patiently for your turn.



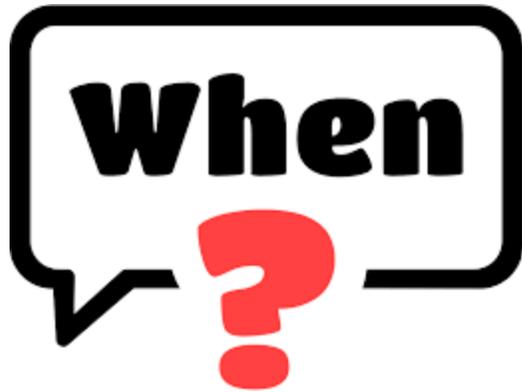


Making a special time plan



So how is special time going to work for you?

Take a moment to consider:



Any thoughts or Questions on special time?



Ending special time



- **Give a five-minute warning** and **one minute warning** to help your child transition.
- When special time ends **tell your child how much you have enjoyed** your special time and **remind them** of when it will happen again.
- You can **distract your child** with the next thing you are doing

E.g. 'That is the end of special time now we need to go and eat dinner'. Sometimes giving choices can help: 'That is the end of special time now, do you want to play with your sister or take the dog for a walk?'

- If the child is upset, **be empathetic** i.e. 'It's so hard to stop. I loved our time together too.'
- **Never take away special time as a punishment.** This should happen regardless of their behaviour.

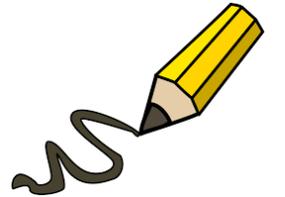




Home Practice

This week we would like you to introduce special time to your child and set up a special time plan/agreement.

- Try to use special time at least twice this week and use the special time handout to reflect on it.
- Be aware of your own responses during special time and describe rather than ask questions.





Any questions/feedback



**If you wish to talk to us privately,
please stay behind after the
session or send us an email**

