

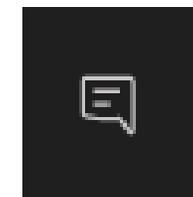
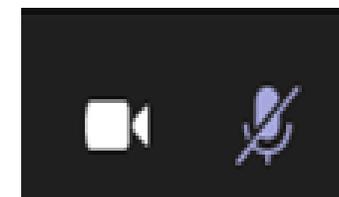
Big Emotions and Supporting Positive Behaviour

Parent workshop 1.





Attend Anywhere controls



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.



Ice breaker

- Who are you?
- Who is your child?
- What does your child do for fun?



Session dates & times



There are a total of six workshops, at the same time each week. If you are unable to attend a workshop, please email us:

ccs.mhstbroadland@nhs.net

What will we be covering over the coming weeks?

Session 1: Learning about your child and understanding their behaviour

Session 2: Special time

Session 3: Using praise effectively

Session 4: Routines, boundaries and commands

Session 5: Withdrawing attention

Session 6: Calm Time & Planning ahead





- Aims of the intervention
- Why this intervention?
- Goals
- What factors influence children's behaviours?
- How do we think about children's behaviours?
- Home practice, feedback and questions

Confidentiality Reminder:

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

We will speak to you if we need to break confidentiality. We will discuss this further if you think breaking confidentiality may put you in more danger.

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).

The aims of this intervention

To understand behaviour as communication, to improve parent-child relationships by supporting emotional regulation.

To understand what keeps these behaviours going, the impact of our responses and to learn new ideas to break the cycle.

Increased awareness of children's behaviour and strategies to support more positive behaviours.

To increase parents' confidence in interacting & supporting their child.





Why this intervention?



- We focus on supporting parents to support their child's positive behaviour, because **parents are in a strong position to make changes** and have positive influence
- **You are the experts** on your child, and we want to build on those strengths
- It is **not about blame**, there is no such thing as a perfect parent!
- Enforcing **new rules and boundaries can be tough** for you and your child, stick with it and **be consistent!**
- Comparing yourself to others in the group is unhelpful, **we all progress differently**
- Only share what you are comfortable with sharing.

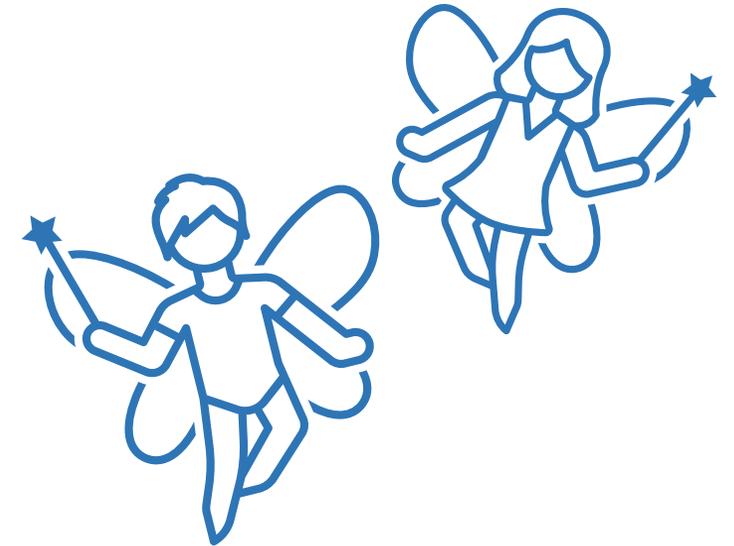




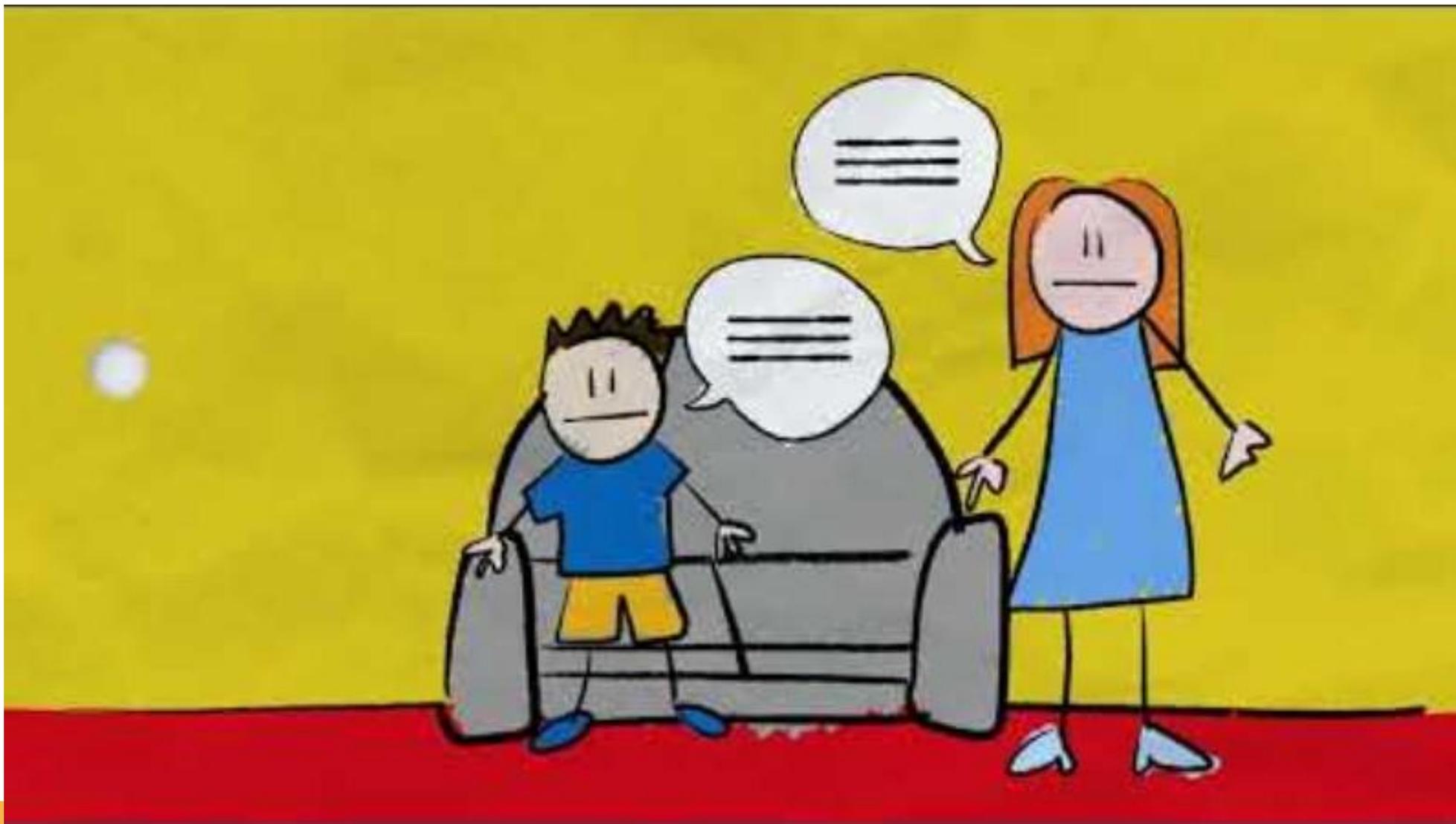
YOUR GOALS - What are your hopes for this intervention?



- What would you like to be different for you and your child?
- How could an outsider tell there is a difference?
- Is there something you would like you and your child to achieve?

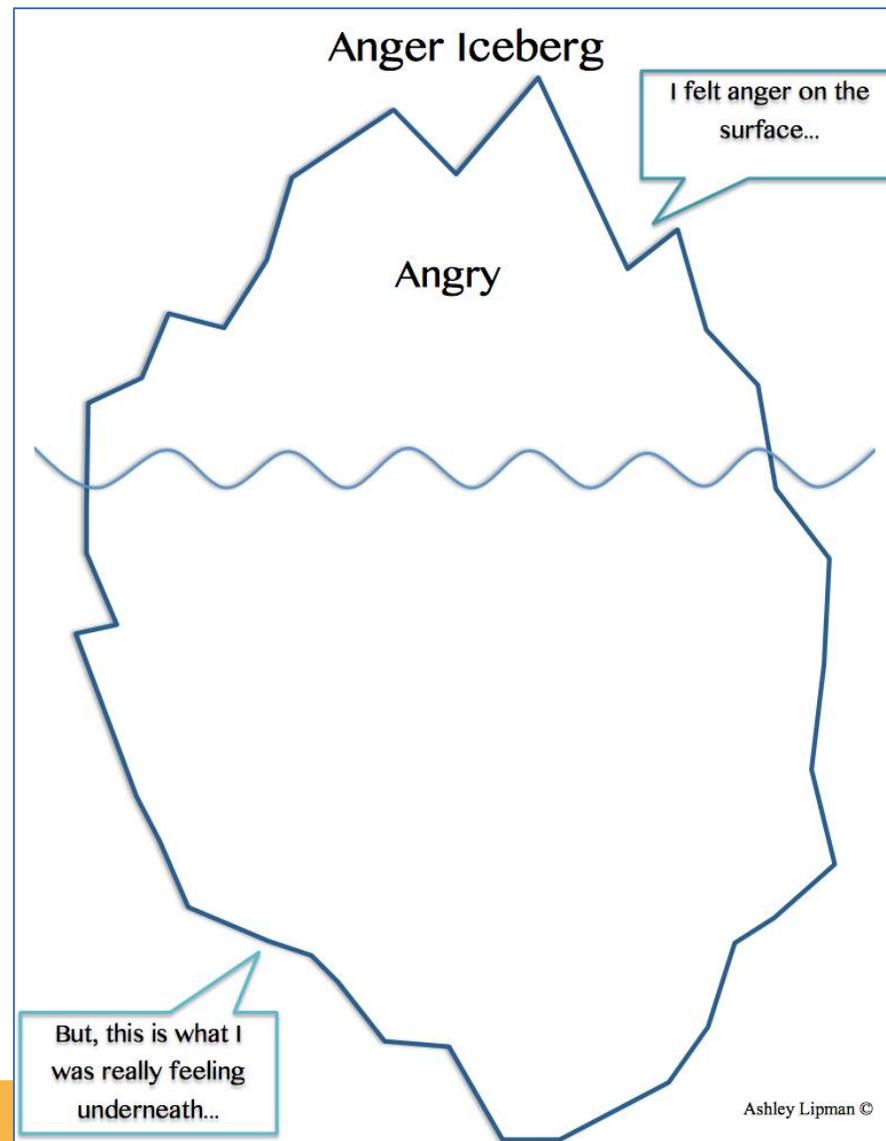


Starting to understand your child's behaviours



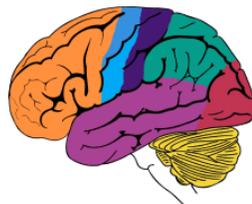
My child's behaviour iceberg

- Have a go at creating an iceberg about your child's behavior for 2 minutes.
- Feel free to turn your camera off to do this.
- We will be here if you need any help/support
- This is helpful as they are some of the things that we can work to change throughout this intervention
- Feedback if you are comfortable to do so



What can impact a child's behaviour?

The fight or flight response



Difficulty managing 'big feelings'

Developmental stage



Trying to communicate a need

Connection seeking

Additional needs

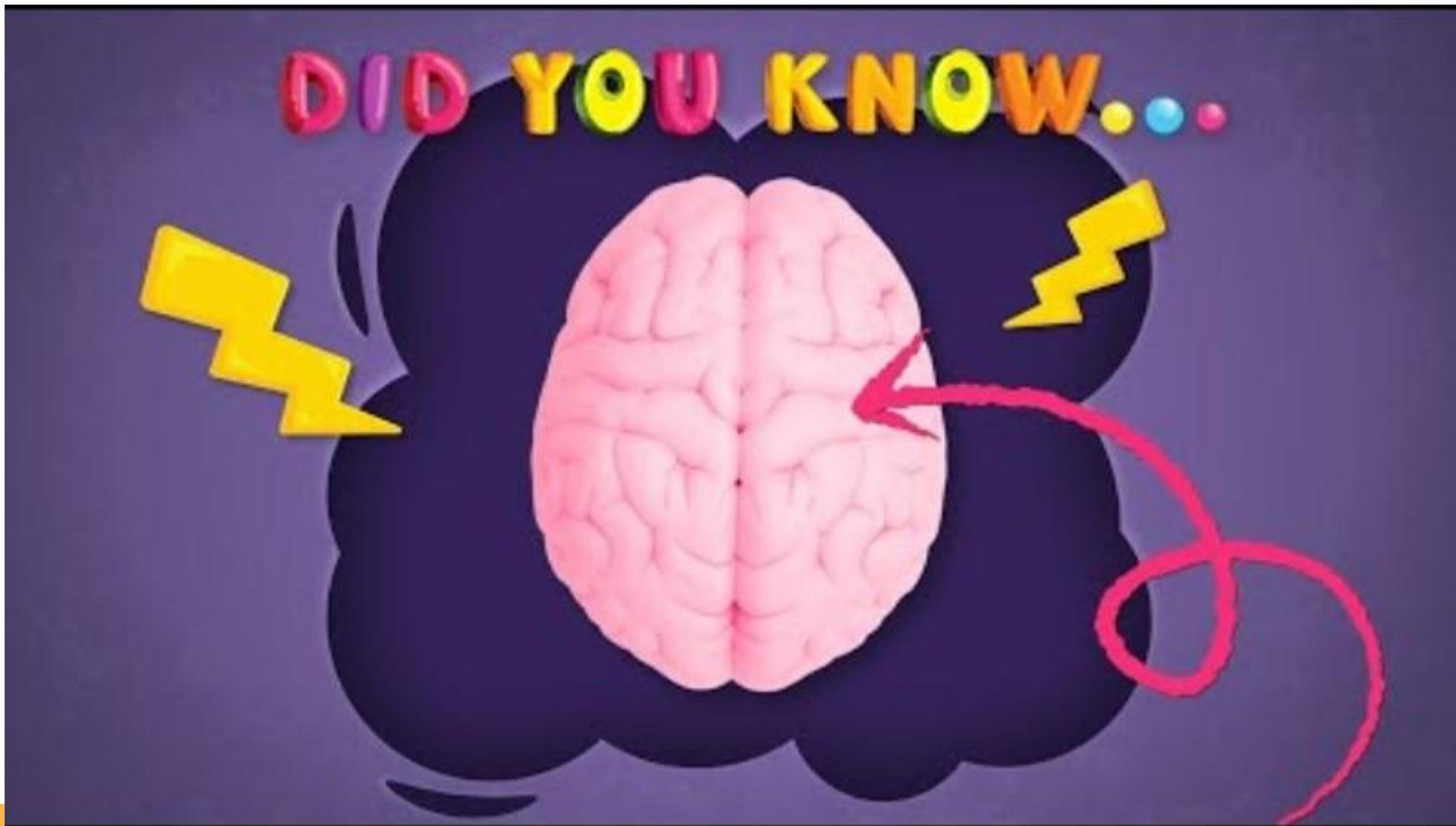
Inconsistency between parenting styles
(Role modelling)

Lack of routine



Modelling observed behaviours





Fight/flight and what this means

- When a child 'flips their lid' their prefrontal cortex (in charge of thinking and managing responses) goes offline.
- This means that they are not thinking through their actions, their survival instincts and body have taken over.
- This allows the amygdala (in charge of fight or flight) to take over and make rash decisions.
- This stress response can cause children to behave in a way that they might later regret when their thinking brain comes back online.



FIGHT

Yelling, Screaming,
Using Mean Words

Hitting, Kicking, Biting,
Throwing, Punching

Blaming, Deflecting
Responsibility, Defensive

Demanding,
Controlling

"Oppositional",
"Defiant", "Noncompliant"

Moving Towards What
Feels Threatening

Irritable, Angry,
Furious, Offended
Aggressive

FLIGHT

Wanting to Escape,
Running Away

Unfocused, Hard
to Pay Attention

Fidgeting, Restlessness,
Hyperactive

Preoccupied, Busy with
Everything But the Thing

Procrastinating, Avoidant,
Ignores the Situation

Moving Away From What
Feel Threatening

Anxious, Panicked
Scared, Worried,
Overwhelmed

FREEZE

Shutting Down,
Mind Goes Blank

Urge to Hide,
Isolates Self

Verbally Unresponsive,
Says, "I don't know" a lot

Difficulty with
Completing Tasks

Zoned Out,
Daydreaming

Unable to Move,
Feeling Stuck

Depressed, Numb,
Bored/Apathetic,
Helpless

3 F's For Kids

UNDERSTANDING YOUR CHILD'S BEHAVIOR

Acting wild, jumping on/off furniture, climbing	→ Is feeling <i>overstimulated</i> or <i>excited</i>	✔ Needs to <u>move</u> their body, dance or <u>run outside</u>
Asking the same question over and over again	→ Is feeling <i>anxious, unsure</i> or afraid	✔ Needs reassurance, <u>connection</u> or <u>preparation</u>
Aggressive, pushing or hitting	→ Is feeling <i>overwhelmed,</i> <i>frustrated</i> or <i>scared</i>	✔ Needs <u>a break,</u> quiet, <u>1 on 1 time</u> <u>with a parent</u>
Not listening, refusal, saying “no” to things like	→ Is feeling <i>frustrated,</i> <i>not listened to</i> or heard	✔ Needs <u>validation</u> and <u>a say</u> in the outcome



How we interpret a child's behaviour



- **Be curious** – what is underneath the surface of your child's behaviour?
- Understanding this, supports us to **mentalise** (holding our child's mind/perspective in our own mind), and enables **compassion**.
- As adults sometimes we have the tendency to **misinterpret children's behaviours** and apply adult reasoning e.g. we might describe a child's behaviour as being manipulative.
- But is it manipulative to use behaviour as a way to communicate a need when you **don't have the language** to do so? e.g. a baby crying when it is hungry might be the same as a toddler throwing a toy when they want attention.
- It is about child-parent **communication** (both-ways) and **parental responses**.
- **Consistency** of trying new ways 'to be' with your child pays off.

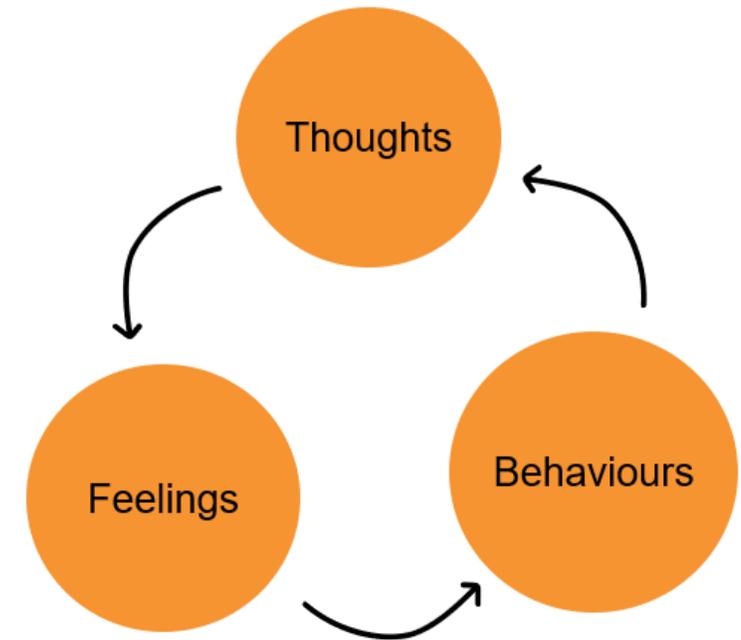
Mentalisation and our responses – Example 1

Imagine: You have asked your child to tidy their toys. You go back into the lounge, and they are sat on the sofa watching television and the toys are everywhere - they've made even more of a mess!

You think to yourself: "They never listen to me; they're trying to wind me up!"

How would you feel?

What would you do?



Mentalisation and our responses – Example 2

On a different day, you think to yourself: “It’s my fault, I am a bad parent”.

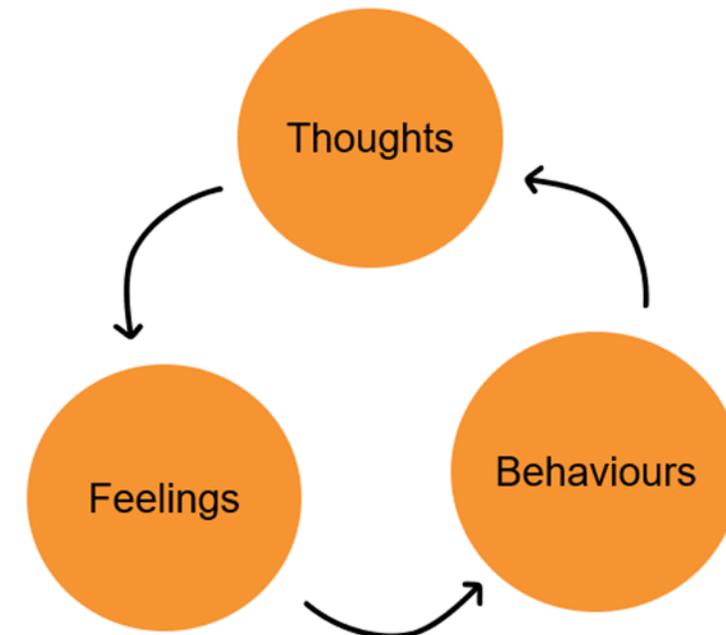
How would you feel?

What would you do?

Take another day, you think to yourself: “Maybe I was expecting too much of them to do it on their own, they’re only 4!”

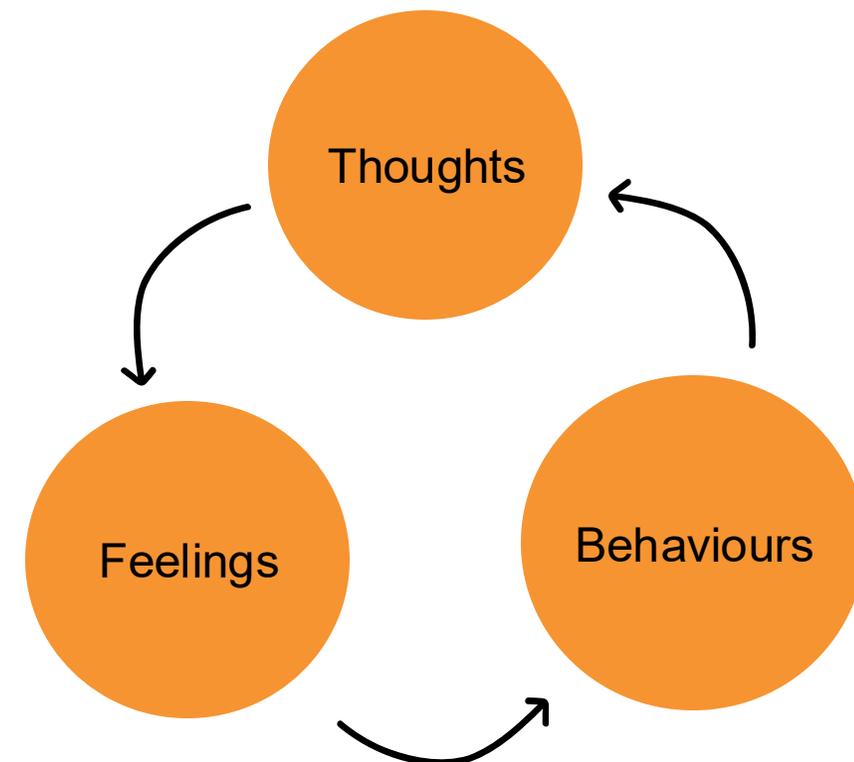
How do you feel?

What would you do?



Mentalisation and our responses explained

- How we look at and think about situations can impact how we respond to them.
- This is why it is so important to understand that your child is not just 'being naughty to wind you up' and there is a deeper meaning behind these behaviours.
- Once we understand this, we can try to be more curious and empathetic towards these behaviours.



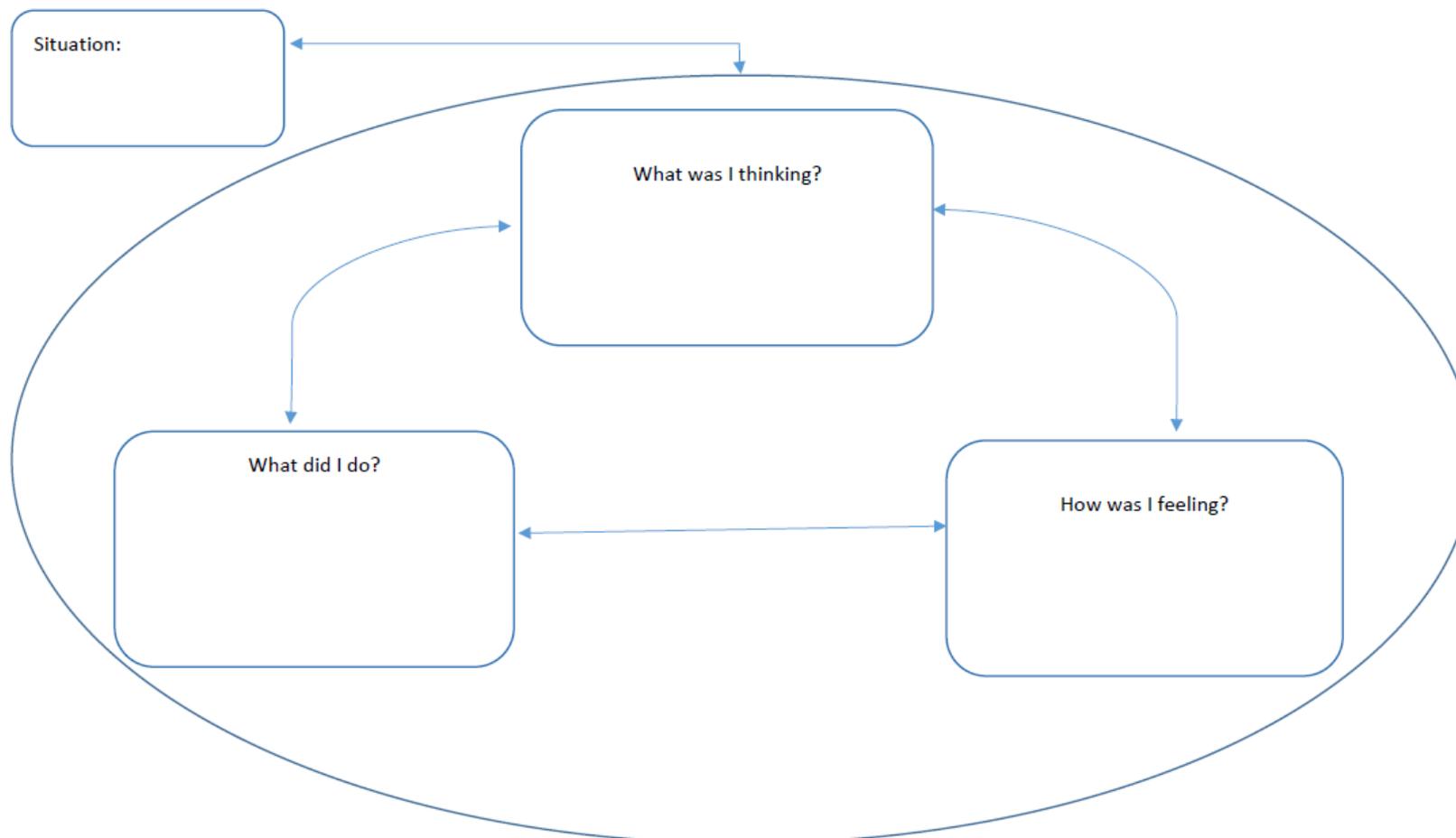
THINK:

What are my child's behaviours telling me?



WHAT AFFECTS OUR RESPONSES

We may respond or react to situations in our everyday lives, and with our children, and not know why. Our thoughts, feelings and behaviour (what we do) are all related and all 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 one effect on the rest of the cycle.





Home Practice



- This week I would like you to look at and keep a diary of the ABCs of behaviour
 - **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

Try to think about why your child might have behaved like this and be aware of your own responses and how you mentalise for your child.



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

Any questions/feedback

- Any questions about what we covered today or the home practice?
- If you wish to talk to us privately, please stay behind after the session or send an email
- See you next week!

