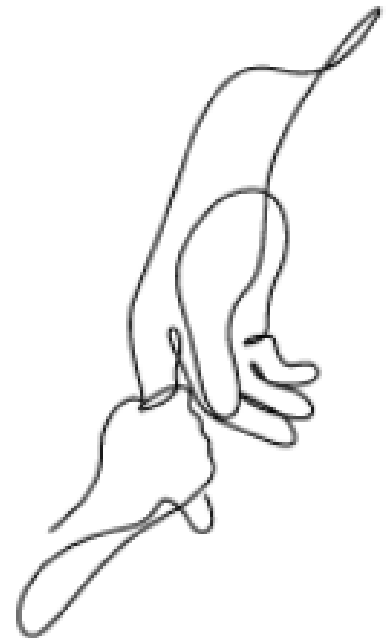


Boxgrove School
Parents' Workshop
Session 2

Supporting your child's
behaviour

What this workshop will and
won't do



- **My daughter has selective mutism, an anxiety disorder**
- **Master's degree in the Psychology and Neuroscience of Mental Health**
- **Certified coach, specialising in Mental Health and Wellbeing Coaching**
- **Primary School Teacher and Deputy Head Teacher for nearly twenty years**
- **Mental Health First Aid trained**
- **Certified trauma-informed coach**
- **Parent coach and consultant for parents' and children's emotional wellbeing (whether the child has a diagnosed condition or not)**



Last time:



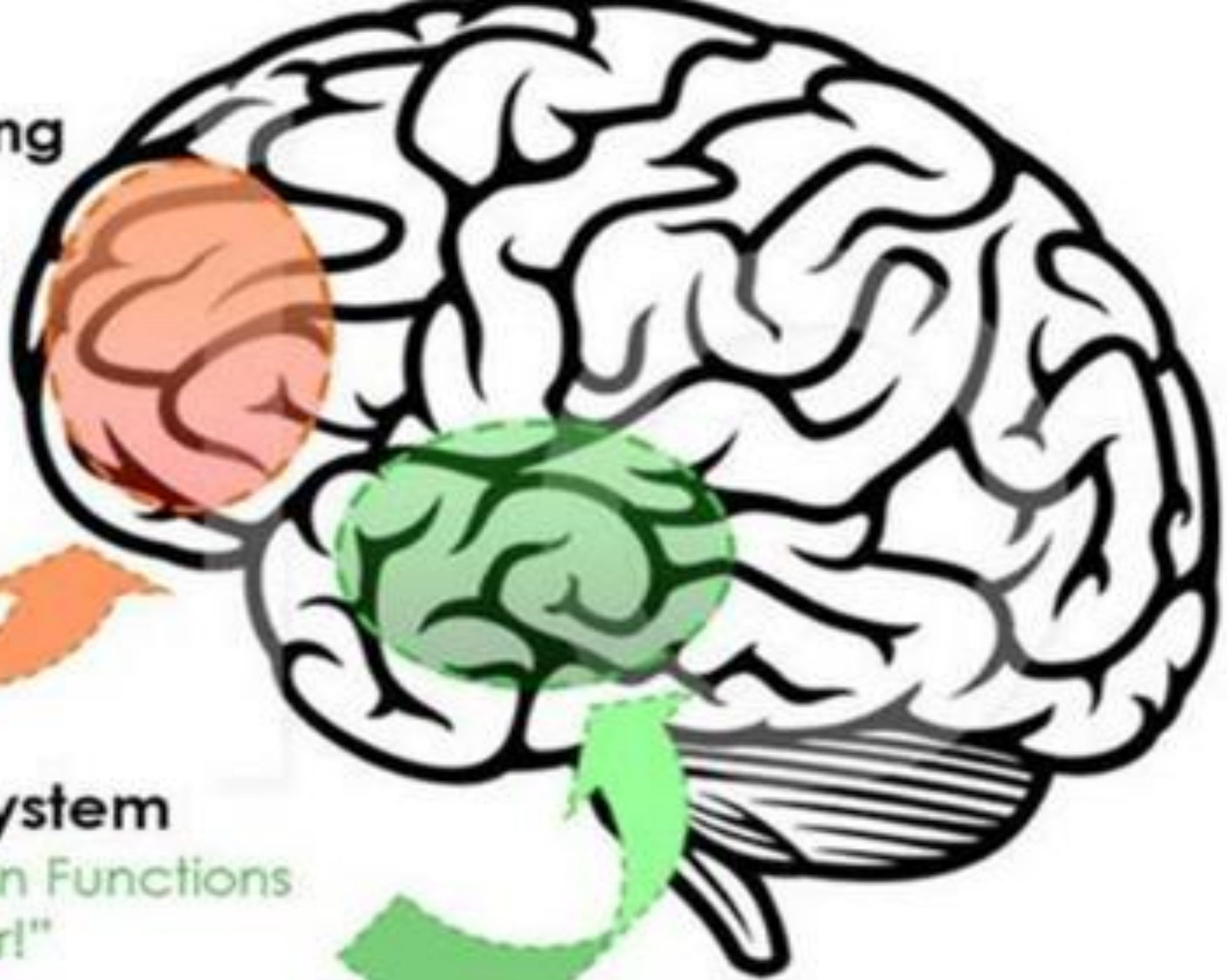
Learning/Thinking Brain

(Prefrontal Cortex)
The logical smart
part of your brain
goes "off line"



Limbic System

Lower Brain Functions
"Take over!"

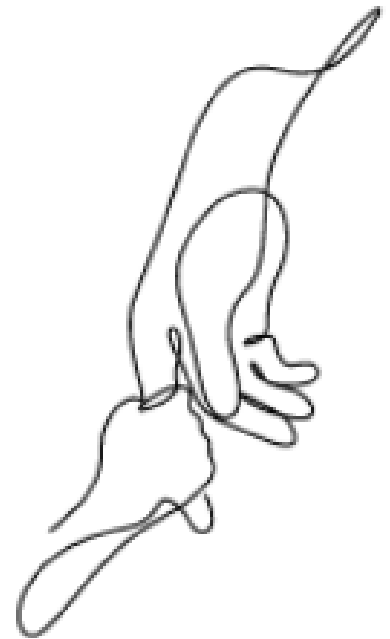


Threats to our ability to **survive and thrive: two types of threats**

“neuroception”

Physical: food, sleep, temperature, **sensory input**

Social: the SCARF model



Social category	Related words/phrases	How this driver is rewarded	How this driver is threatened
Status	Feelings on importance, competence, recognition, achievement, ability	Positive feedback Acknowledgement of doing well	Perceived or actual criticism Unsolicited advice
Certainty	Clear expectations, predictability of life, realistic expectations, clear boundaries and rules	Having clear expectations Being predictable	Lack of transparency, dishonesty, unpredictability
Autonomy	Sense of control, making decisions, having a say, feeling "in charge"	Providing choices, delegation, self-responsibility, empowerment	Micromanagement, constant authoritative leadership
Relatedness	Connection, closeness, sense of safety with others	Emotional connection, quality time, bonding, physical closeness, sharing thoughts and feelings, showing care	Shutting out, lack of quality time
Fairness	Clear rules, same rules for all, open communication, equity and equality	Transparent decisions, open communication, clear rules and explanations	Micromanagement, constant authoritative leadership

NB: drivers being in conflict with each other

NB: different ages & different personalities

When the brain perceives a threat
FIGHT, FLIGHT, FREEZE, FAWN

FIGHT



attack the threat

FLIGHT



escape the threat

FREEZE



avoid provoking the threat

FAWN



placate the threat

1st: For you

Why do you need to regulate emotions?

- Give your brain time to calm down and re-engage the PFC before reacting to your child
- Be a good role model to teach them.
- Because you deserve to!

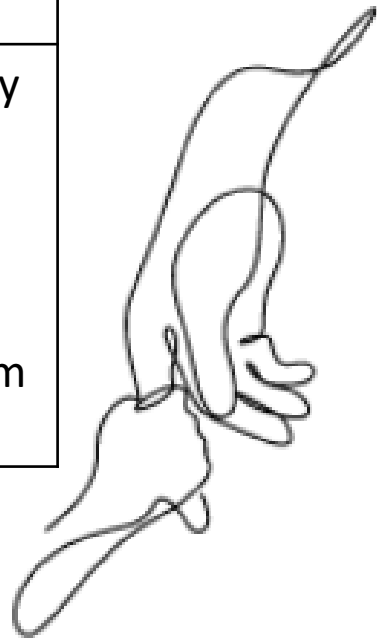
2nd For your child

Co-regulate:

Their cup of calm has run out, so they need to borrow some of yours”

<h1>Co-Regulate</h1>	<p>Physically (and in the brain) calm down</p>	<p>Sensory input Physical touch Calming down area Breathing techniques</p> <div data-bbox="1837 135 2229 392" style="border: 2px solid black; padding: 5px;"> <p>What works to physically calm down is very different for each person/child</p> </div>
<h1>Relate</h1>	<p>Understand the feelings Be there</p>	<p>Show you care Discuss how they felt Empathise (not sympathise)</p> <p style="background-color: yellow;">"You wish...I wish"</p>
<h1>Reason</h1>	<p>Logic Problem solving</p>	<p>Reflect on what made them feel that way</p> <p>How could you work together next time to help with the emotions? or fix the problem? Or use a different behaviour to help them cope?</p>

The tale of my daughter this morning....



ABC tool

Antecedent (what came before, what was the situation and circumstances)	Behaviour	Consequences (what happened afterwards for you and them)
<p>Day and time: weekday or weekend? Morning?</p> <p>Circumstance: What was happening before?</p> <p>People: Who else was there?</p> <p>Place: Where did it happen?</p> <p>Food: had they eaten well? What had they eaten?</p> <p>Sensory: loud place? Quiet place? Busy?</p> <p>Weather:</p> <p>What was said to them</p> <p>Changes to day or routine?</p> <p>Was there a threat to their status, certainty, autonomy, relatedness, sense of fairness?</p> <p>Anything else?</p>	<p>What did the child do?</p> <p>Tantrum?</p> <p>Hit?</p> <p>Shout?</p> <p>Refuse?</p>	<p>Fight/flight/freeze/fawn response?</p> <p>How was it resolved?</p> <p>What worked well?</p> <p>What would you do differently next time?</p>

What are the behaviours that challenge you?



What are the behaviours that challenge you?

Not going to sleep

Not listening to instructions

Being defiant/saying no

Being emotionally reactive, e.g.,
not being able to deal with disappointments

Being physically aggressive

Tantrums

Meltdowns

Being ungrateful

Hurting self through aggressive behaviour
(not self-harm)

Fussiness (over food/clothes, etc)

Being verbally aggressive

Throwing/damaging things

Bad or rude language

Being manipulative

Why are they behaviours that challenge you?

How do they make you feel?

e.g., when they say no....why is this a problem?

What about these behaviours is challenging for you?

Not going to sleep

Not listening to instructions

Being defiant/saying no

Being emotionally reactive, e.g.,
not being able to deal with disappointments

Being physically aggressive

Tantrums

Meltdowns

Being ungrateful

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Throwing/damaging things

Bad or rude language

Being manipulative

**Social
category**

Status

Certainty

Autonomy

Relatedness

Fairness

Why are they demonstrating those behaviours?

The slide features decorative curved lines in the corners. In the top right, there are two overlapping curved lines, one in a light green color and one in a light blue color. In the bottom left, there are also two overlapping curved lines, one in a light green color and one in a light blue color. The rest of the slide is plain white.

“Bad behaviour” is always coming from a place of emotional dysregulation.

Do you agree or disagree?

Are children behaving badly out of choice?

Are they intentionally annoying us?

Demand avoidance and “pathological” demand avoidance

All children (and adults!) avoid demand/have a drive for autonomy sometimes! This can fluctuate at different times.

Pathological Demand Avoidance (PDA) or “Pervasive Drive for Autonomy”. Demands (including instructions and commands) are a problem when they threaten autonomy, and for people with PDA, **autonomy equals safety. Any threat to that autonomy is perceived as dangerous, triggering a fight, flight, or freeze response.**

Since PDA manifests as ignoring or avoiding requested tasks, it is often misidentified as defiance or oppositionality.

1. “Before the fact”:

Ways to “instruct” that might prevent or limit emotional dysregulation

Ways to give direct instructions., e.g., “go and brush your teeth”
(not all will work for demand averse children)

1. Use of voice

“drop and stretch”: the low and slow voice – this prevents **you**
from becoming stressed

Ways to give direct instructions (*not all will work for demand averse children*)

2. Use of words

- Precise and limited language – saying exactly what you want in a limited number of words.
- Not asking **redundant questions**;



redundant questions

We ask these when we are in a heightened state

- Why do I have to keep asking you?
- Why can't you just do it?
- Why aren't you listening?
- Why don't you ever listen?
- Why are you running?
- Why are you throwing that?
- Will you ever just do it the first time?
- Will you sit still for once?
- Will you just go to sleep?
- Will you just pack it in?
- Can you stop doing that?
- Can you ever just listen?
- Can you behave yourself?
- Can you be more like your sister?

The danger of these questions:

- 1) They can't answer them – if they **do** answer them, their answer will seem rude and we will feel even more stressed out
- 2) It is damaging to their self esteem

- **don't versus stop;**
- **“if you don't then you can't” vs
“when you do, then you can”**

Ways to give less direct instructions – reduce the perceived demand

Great for all kids

(may also be helpful for demand averse children) (the tales of Etta...again...)

1. **Gameify:** releases dopamine: adding time limits, adding a constraint (eyes closed, walking backwards, pick up only items that are a colour in the rainbow)
2. **Distract during task:** e.g., tell me your favourite three desserts while you're getting into the bath
3. **Ask for help** "can anyone help me to...?" "I'd really love some help with..."
4. **Offer help** "would you like help to do your teeth or would you like to do it yourself?"
5. **Make a statement.,** "Your clothes are on the floor" "Here's a drink"
6. **"I wonder if..." "Let's see if" "Maybe we could"**
7. Give **two choices.,** e.g., "do you want to put your trousers on first, or your t-shirt?"
8. **I'm going to....**would anybody like to join me?

N.B: ALL children avoid demands sometimes!
These are useful for all types of children. If your child responds to these, it doesn't mean they have PDA. *age *personality *response to event

“After the fact” behaviour strategies:

how to teach but not tolerate

1. [(co)regulate, relate, reason]
2. Empathise, boundary, teach/coach
3. Redirect to fulfil a similar need “You feel like you want to hit something - let’s find a cushion”
4. ** If required/desired: Consequences rather than punishment (consequences as related, respectful and reasonable).

What types of behaviours do you think require a consequence?

In your opinion, what behaviours need a consequence?

Not going to sleep

Not listening to instructions

Being defiant/saying no

Being emotionally reactive, e.g.,
not being able to deal with disappointments

Being physically aggressive

Tantrums

Meltdowns

Being ungrateful

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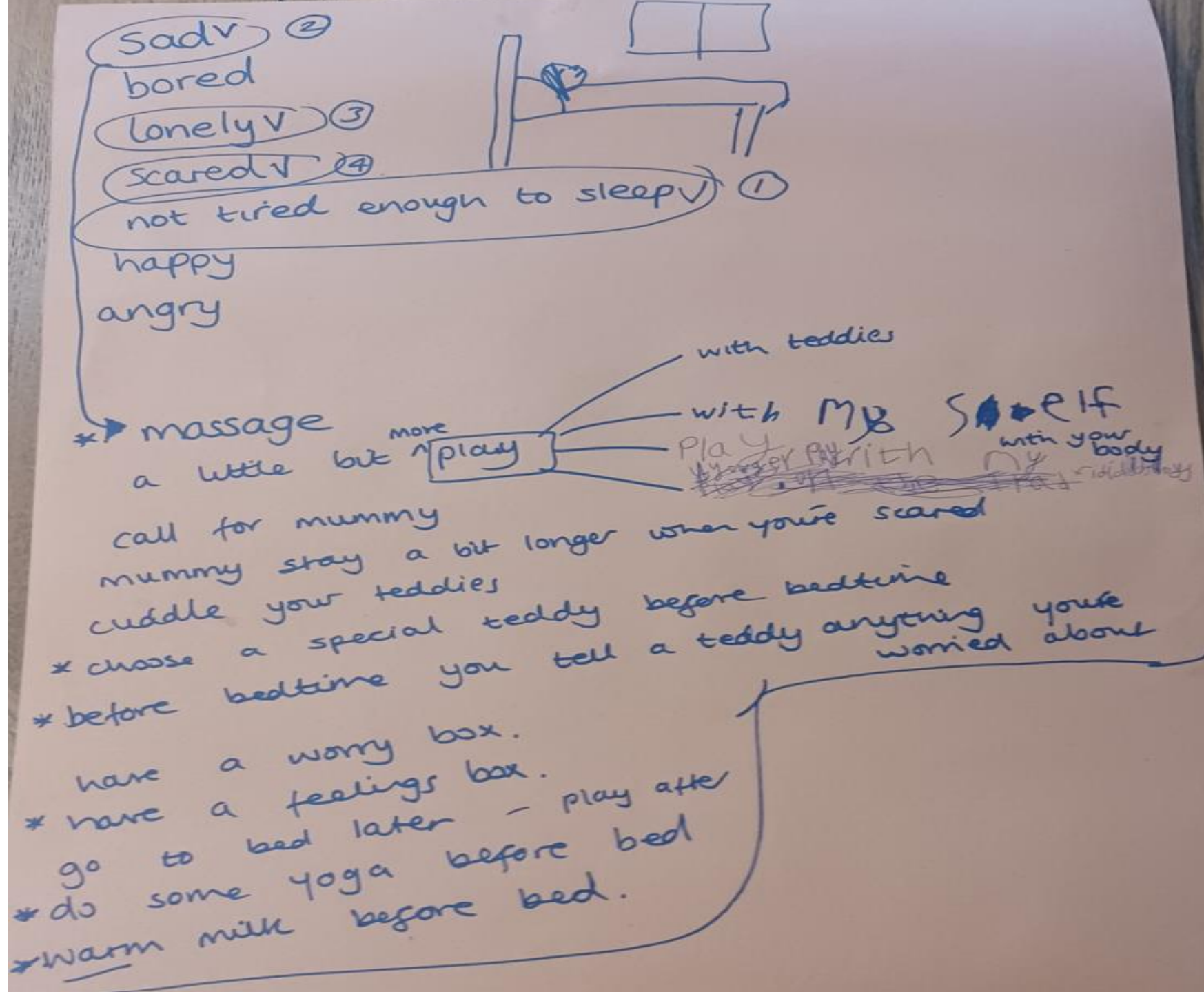
Being manipulative

Collaborating with your child – coaching

Good for demand avoidance as well as non-demand avoidance

- it reduces the authority level of you, making it more tolerable for any demand avoiders

Warnings!



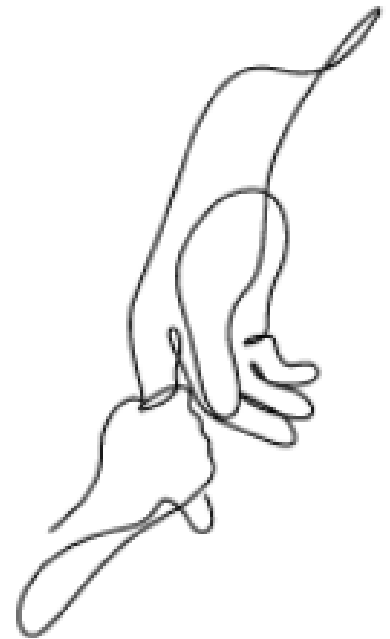
Ways that I can support you:

- ❖ **1:1 coaching sessions:** For anyone feeling helpless, overwhelmed, isolated, lost, confused, wanting to understand their child better, help themselves and their children.
- ❖ I offer a free 30-minute call to discuss how coaching could support you.
- ❖ You can contact me on katrina@takethewheelwellbeing.com
- ❖ Or click here to book a free session:
www.calendly.com/takethewheelwellbeing



Ways that I can support you:

- ❖ **Group coaching sessions:** Working collaboratively with a group to have community, share your concerns and challenges, working together to find solutions that will help you and your child going forward
- ❖ I offer a free 30-minute call to discuss how coaching could support you.
- ❖ You can contact me on katrina@takethewheelwellbeing.com
- ❖ Or click here to book a free session:
www.calendly.com/takethewheelwellbeing



“Before we started, I was feeling overwhelmed and feeling like I had no answers for how to help my child. I was out of ideas. I felt like I wasn't doing an adequate job. There must be something I am doing wrong. Now, for the first time ever, I can hand on heart say that I am a brilliant mum. I feel that I have kind but effective strategies with my children. I know how to make them feel safe, relate to them and build their confidence. You've given me such confidence to be a parent that I never thought I could be.”

“Katrina gave me a safe space to reflect on what was happening with my son, how his anxieties were affecting me and my family. It was really helpful to talk through the issues but also to focus on how I wanted things to be different. Katrina helped me to think of some tangible things I could do to make some positive changes to our relationship. I know my child better than anyone and just having the space to consider him as an individual was invaluable to coming up with ways to better support him.”

Goulding Process consulting starts September (group or 1:1)

A risk-free and simple way to strengthen your child's self-esteem and sense of safety and calm, so that anxiety-related behaviours and dysregulation-related behaviours can also be reduced.

**Information session on Zoom:
Monday 18th September at 7:30pm**

You can find out more now by emailing me on katrina@takethewheelwellbeing.com

ADHD

anger

anxiety

aspergers

autism

bedwetting

behaviour issues

concentration

confidence

Dysgraphia

dyspraxia

eating issues

education

fear

feedback

frustration

mutism

nail biting

nightmares

OCD

repetitive behaviour

selective mutism

self confidence

sensory processing

separation anxiety

sibling rivalry

sleeping

sleepwalking

speech

temper tantrums

violence