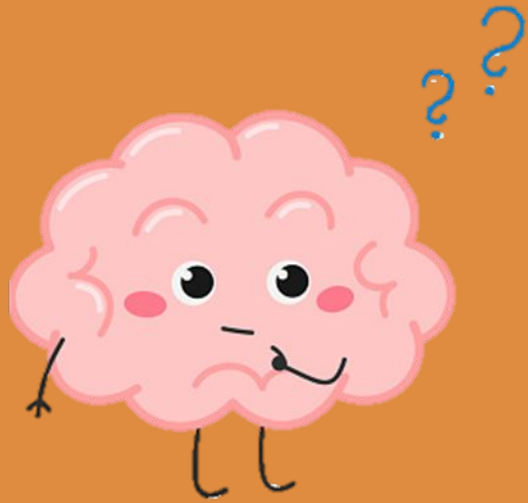


Behaviour

Dr Joe Vacher – Clinical Psychologist



Nice to meet you!

Dr Joe Vacher

Clinical Psychologist in Child and
Adolescent Mental Health Services

Wellbeing and Mental Health in
Schools (WAMHS) Project



A graphic of a spiral-bound notebook with a white page and an orange cover. The spiral binding is at the top. The page contains the title 'Setting the Scene' and a bulleted list.

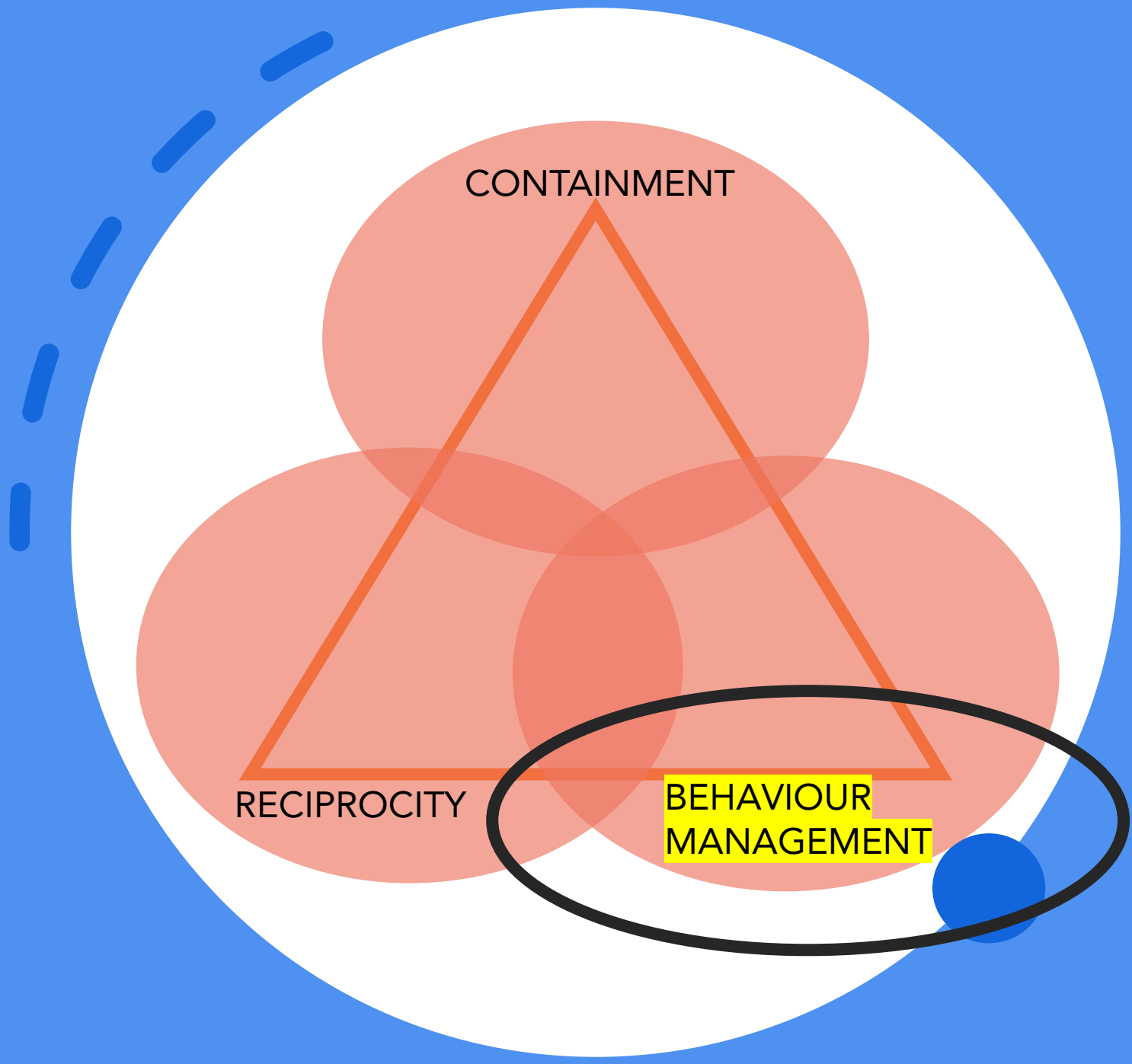
Setting the Scene

- Your safe space
- Use of jargon/acronyms
- Informal – ask questions!

Goals for today



- To understand techniques for responding to behaviour which feels challenging



CONTAINMENT

RECIPROCITY

BEHAVIOUR
MANAGEMENT

*Review of ABC charts &
praise.*

How did it go?



Attention

	'Positive' Child Behaviour	"Negative" Child Behaviour
PARENTS / CARER GIVES ATTENTION	<p>e.g. giving praise</p> <p>Positive Behaviour Increases</p>	<p>e.g. shouting</p> <p>Negative behaviour Increases</p>
Parent / carer does not give attention	<p>e.g. Ignoring</p> <p>Positive Behaviour Decreases</p>	<p>e.g. Ignoring</p> <p>Negative Behaviour Decreases</p>

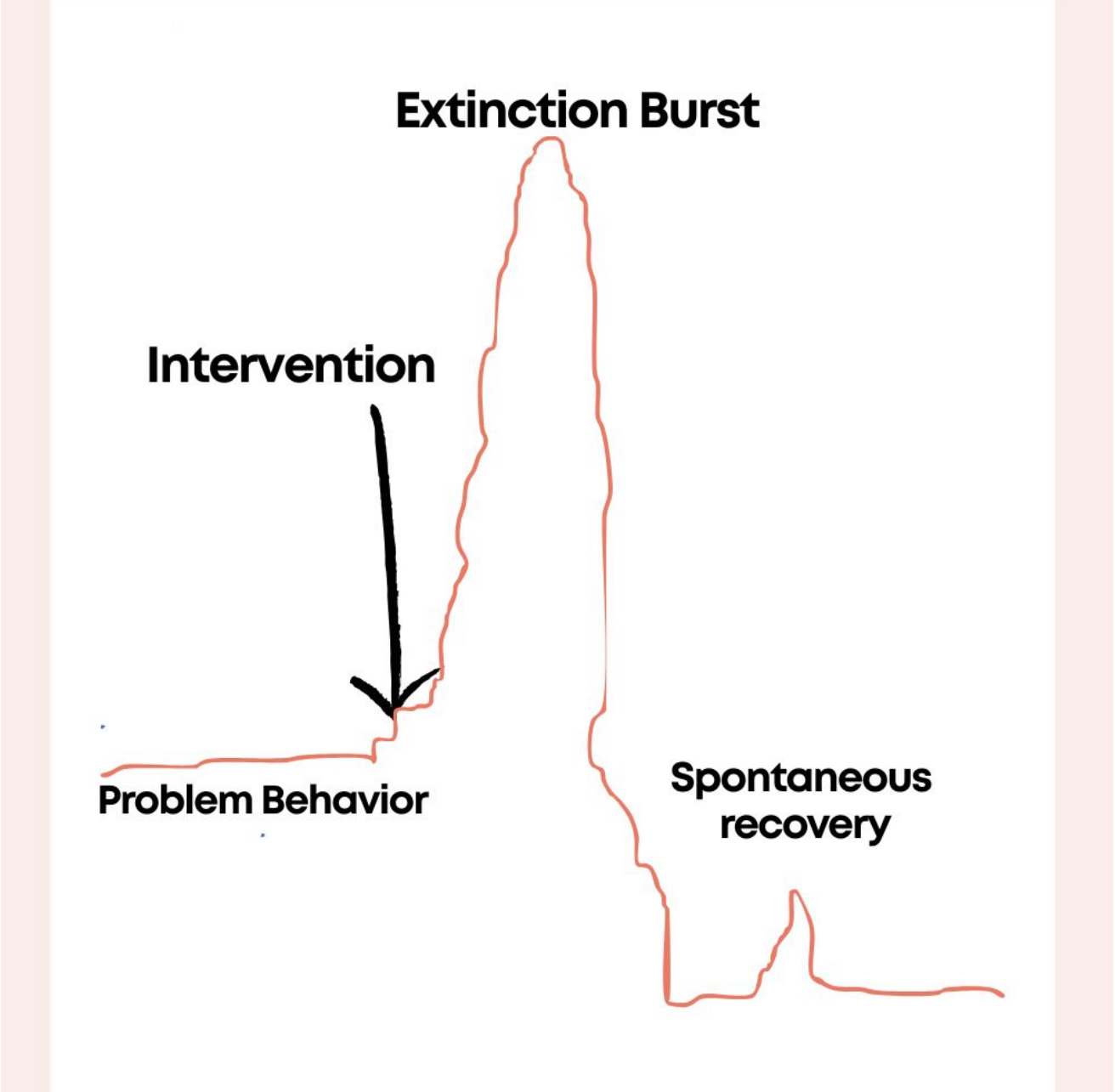
**Use selective
ignoring for mildly
annoying behaviours**

- Moaning
- Squabbling
- Pulling faces
- Swearing
- Answering back

Selective Ignoring



- Explain **beforehand**
- Be **neutral**
- **Return attention** 10-15 seconds after behaviour stops
- Identify something to **praise** after
- Be **consistent** across family



**Instructions often trigger
challenging behaviour**

*What might make an instruction
ineffective?*



Ineffective Instructions

- **Chain** ("put on your coat, shoes and bag")
- **Question** ("would you like a bath?")
- **Vague** ("behave")
- **Wordy** (instruction gets lost)
- **Unnecessary** (not urgent)

Instructions



- **One command** at a time.
- Consider if it is **necessary now**.
- Ensure **listening**.
- Ask to **do something** (rather than not to do something)
- **5 seconds** for action
- **Follow through**

*What might be barriers and how
will you manage them?*



Thank you!

Any questions?

