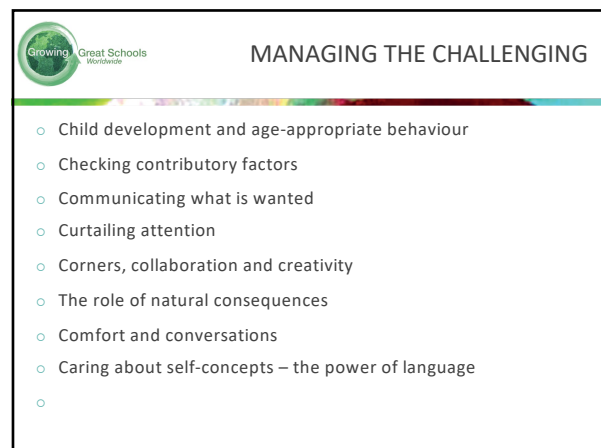
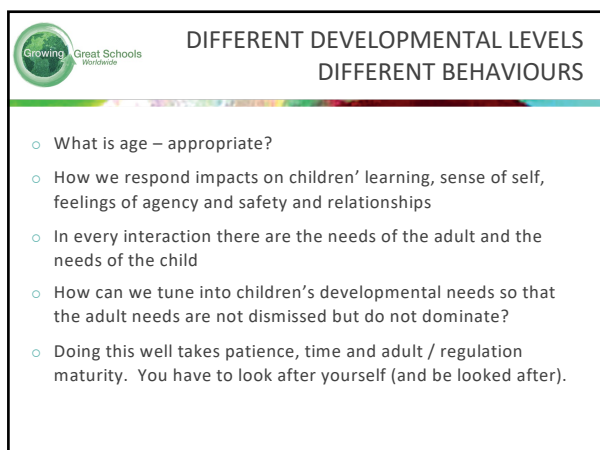




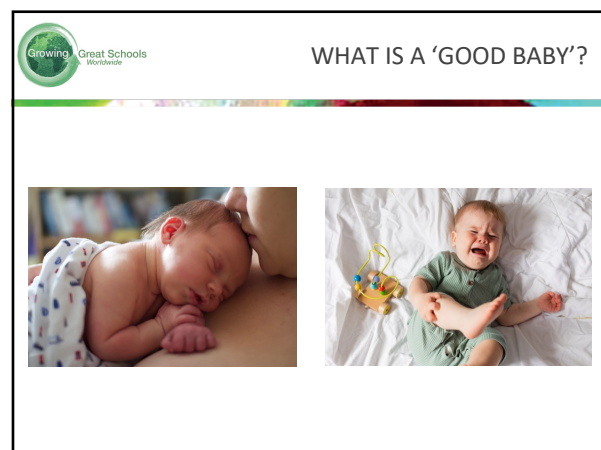
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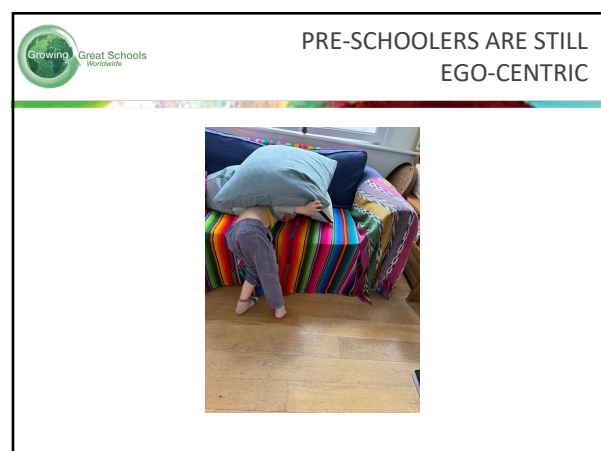
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6

 WHAT HELPS?

- Think what challenging behaviour means at a developmental level – age, stage and needs.
- Young children often want to get a grip on their world, to feel in control - a lot of the behaviour that makes no sense to us can be seen this way.
- Adults powerfully asserting control therefore does not help.
- What might help is giving the child as much agency as possible – choices, chances and collaboration
- Giving due warning several times about any changes / transitions
- Thinking outside the box!

7

 AND CHECK THE BASICS

- None of us are at our best when we are...
- Exhausted, hungry, anxious, ill, uncomfortable, scared, confused.
- Positive emotions open cognitive pathways - we are more able to problem-solve, be creative and learn
- Negative emotions do the opposite.
- Attend to the basics first
- A drink, a snack, a nap routine, a visit to the toilet, a cuddle maybe.

8

 WHAT ELSE IS GOING ON?



9

 TIRED ISN'T ALWAYS SLEEPY!



10

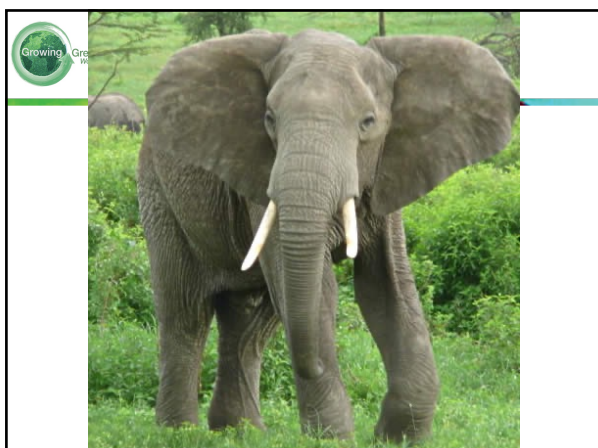
 WHAT ELSE HELPS

- Take nothing personally
- Stay calm!
- Reminders and reminders – state calmly what you want to happen
- Look after yourself.
- But first...

11

 ○ DON'T THINK OF AN ELEPHANT

12



13

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CLEAR, CONCISE COMMUNICATION - WITH CLUES

- Tune into neuropsychology – what is going on in a child's brain
- Say what you want children to DO
- Say this briefly in language children can understand
- It is easier to DO something than to stop something
- Give visual, verbal and physical clues where possible
- Leave children in no doubt about what is wanted

14

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TONE, VOLUME AND WORDS MATTER

- Sometimes we shout
- They are more likely to hear the tone and volume than the words
- For some children this is frightening - it makes them feel unsafe
- But if we yell a lot children tune out
- If we tell children they are bad, hopeless, stupid that is how they begin to see themselves and will live up to the label
- So avoid telling children they are naughty
- Words matter

15

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CURTAILING ATTENTION

- Attention is very rewarding
- We often give more attention to children when they are not behaving well than when they are
- This reinforces the unwanted behaviour
- When children are not doing what they are asked to do try the following:

16

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STRATEGIC IGNORING

1. State what is wanted again in a calm voice
2. If the child does as they are asked show you are pleased
3. Repeat the instruction
4. If they continue to ignore you place your attention elsewhere (unless what they are doing is unsafe)
4. Do not look at them, laugh with them or speak with them
5. After a while you may say – you know what to do, I will talk with you again when you have done what I asked
6. When the child complies show you are pleased and start interacting normally again.
- Do not plead, cajole, bribe or rage. Stay calm and in control

17

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WHAT HAPPENS IF YOU SAY NO, NO, NO, WELL ALRIGHT THEN?

- Once you have said 'no' stick to it
- If, for a quiet life, you give in to screams and wails what happens?
- Children learn that the more fuss they make the more likely they will get what they want
- You make things much, much worse in the long run
- If a child is used to getting what they want when they scream it may take a while to 'unlearn' this.
-

18

 **CORNERS, COLLABORATION AND CREATIVITY**

- Sometimes children need a helping hand to do the right thing.
- They get stuck – we all do!
- This is where you offer to do things together, perhaps as a game.
- Songs, counting, competition, race against time
- You can use puppets, dolls, teddies or even a pumpkin to put some humour in the situation and give a different perspective
- What works for one child may not work for another – or not work another time.

19

 **WHAT HAVE YOU DONE?**

- Write in the chat any creative idea you have had that has helped resolve a challenging situation .

20

 **NATURAL CONSEQUENCES/ NOT PUNISHMENT**

- Punishment does not work in the longer term. It can make children afraid and sometimes increases anger, especially if they think its unfair.
- Natural consequences are linked to what the child did or didn't do that is problematic.
- Bear in mind the ego-centricity of this age group. It has to make sense to them.
- If a child are reluctant to clean their teeth at bedtime a natural consequence would not be having so much time to read stories

21

 **AFTERWARDS**



22

 **REINFORCING LEARNING**

- What happens afterwards is much more important than most people realise.
- Conversations when things are calm
- Confirmation :

It is the behaviour that is unwanted – you are loved

- Comfort – acknowledging that a child may have been upset by their own behaviour
- Construct a future plan – what might you do instead next time
- Care and cuddles
- Create a positive self-concept

23

 **NEXT TIME**

- What to do when high level emotions take over
- The role of the amygdala in the brain and how it impacts on children's responses
- Emotional co-regulation
- Staying safe
- Staying calm
- The value of social-emotional learning
-

24

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MORE INFORMATION

- o growinggreatschoolsworldwide.com - information, research, good practice and links with others who seek an education to meet the needs of the whole child and every child.
- o PLEASE JOIN US
- o Contact sue@sueroffey.com

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