

Understanding behaviour in context workshop

Focus on Challenging Behaviour
Autistic Spectrum Disorder
AD/HD

Nick Balchin, Principal Educational Psychologist. C. Psychol.

Outline

Area	Time
Context of Behaviour and key approaches	45
Theory into practice	30
Discussion and Questions	30
Break	
Specific Additional Support Needs	
Autistic Spectrum Disorder	30
Attention Deficit Hyperactivity Disorder	30
Discussion and Questions	20
Homework - Positive Assertive and other strategies in more depth	1 hour

Behaviour

- Why?
 - Child development
 - Social development
 - Learned behaviour
 - Different standards
 - Seeking something (e.g. attention or fun)
 - Communication attempt



The Problem:

My house is always in a mess

**POTENTIAL PROBLEM
REDEFINITIONS**

**The child in my house never
tidies up**

**There are too many toys and
things in my house**

**The rest of my house is the
same**

**There is not enough time to
tidy up my house**

**There is not enough storage
space in my house to keep things
tidy**

**If things are put away I can
never find them**

**No one else tidies up in my
house**

**People in my house do not
prioritise being tidy**

**There is no shared
understanding of what
constitutes a mess**

The obsessive male of the house has expectations of tidiness which are too high

**I like seeing all my stuff all at
once**

Reframing common “problems”

- Being out of seat too much *energetic & lively*
- Talking out of turn/ calling out *keen to contribute*
- Losing and forgetting things *thoughtful, absorbed in own ideas*
- Distractible *high level of environmental awareness*
- Impatient *goal oriented*
- difficulty converting concepts into words *visual/ concrete thinker*
- Daydreaming *bored by mundane tasks. Imaginative*

When tasks are tailored to harness positivity, the child is more likely to be more motivated and to have enhanced self-esteem.

Why 'challenging behaviour' happens.

Common misunderstandings:

- “They know exactly what they are doing.”
- “They are doing it deliberately.”
- “It’s attention seeking.”
- “There is no trigger.”
- “There is no pattern.”

Behaviour management in context

- Occurs in a context
- Is dynamic over time
- Has natural consequences

Adults

- communicating expectations
- Positive and assertive
- Relationship based practice
- Boundaries
- Nurturing

Relationship based practice

- Know the children
- Boundaries of relationship
- Names/what they are like and what they like
- Praise them for:
 - What they do?
 - Effort
 - Achieve
- Encouragement more powerful than praise

What is Nurture Approach?

- Developed in 1969 by Marjorie Boxall,
- children experiencing a range of social and emotional difficulties.
- source - poor nurturing experiences in early childhood.
- children had not developed positive and nurturing bonds with a significant adult.
- poor attachments and an inability to thrive emotionally.
- school age - not ready to meet the social and intellectual demands of the curriculum.

Nurturing Principles

**'Furious activity is
no substitute for
understanding.'**
HH Williams

1. Children's learning is understood developmentally
2. A secure base
3. Nurture is important for self esteem
4. Language is a vital means of communication
5. All behaviour is communication
6. Transition is important in a child's life

Positive assertive

- Team approach
- Tackles low level disruption by:
 - catching children behaving well
 - Having consequences when inappropriate
 - Tiers or layers of encouragement and consequences
 - Looking at the environment and the situations
 - Planned ignoring
- Aim to move towards more natural consequences in time.

Positive reinforcers

- Praise
- Tokens - Points/stickers/marbles
- “Golden time”

Consequences

- Warnings
- Coloured consequences sheets, Amber and Red
- System for support and intervention
- Discussion with parents
- Assessment, plan-do-review and knowing when it has improved

Restorative approach

- Changing the conversation with children such that they learn to make amends and restore relationships
- Helps to change the choices children make
- Focus less on punitive consequences and making everyone feel better (natural justice)

Restorative Conversation

- a chance to tell their side of the story and feel heard-
- to understand better how the situation happened
- to understand how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

Behaviourist approach

- Focus specifically on the behaviour
- Remember it is in a context of your social interaction
- ABC
 - Antecedents
 - Behaviour
 - Consequences (what happened next)
- Change the antecedents or the consequences

Activity

- Discuss a situation where challenging behaviour has arisen.
- Discuss what is going on (possible causes)
- Now consider how you might:
 1. Manage the behaviour better
 2. Improve the behaviour
 3. Change your practice (individually/as a team)
 4. Talk about this with the parents

Restorative Conversation
Positive Assertive Approach
Nurturing
Natural consequences

Recording 'challenging behaviour'

- Behavioural recording is a way to make sense of why a behaviour is happening.
- If we understand why behaviour happens then we can work to change it.

Common Purposes of behaviour:

- Social attention
- Tangibles (food, drink, object, activities)
- Escape
- Sensory (internally or externally rewarding)



Recording 'challenging behaviour'.

- Setting events

- Something that has happened in the past.
 - Bad nights sleep, being with someone who was upset.

- Something happening now.

- Hungry, thirsty, unwell, noisy room.

- Build over time, increase a person's anxiety/ sensitivity to a trigger.

Different ways of recording/gathering assessment information: Time sampling, observation, video, ABC chart

Recording 'challenging behaviour'.

- Trigger
 - The event that happens immediately before the 'challenging behaviour' to 'cause it'.
- Common triggers
 - Being asked to do something or being told to stop doing something.
 - Being told you can't have or do something you want.
 - A person or activity.
 - Noisy, hot crowded environments.
 - Being bored, not being spoken to or involved.

Triggers/ Antecedents.



ANTECEDENT Location, people, activity

Record the **ANTECEDENT** events (Things that happened **BEFORE** the behaviour)
Record things such as:

- Where was the person? Exactly what were they doing?
- Was anyone else around or had anyone just left?
- Had a request been made of the person?
- Had the person asked for, or did they want something specific to eat or drink?
- Had the person asked for, or did they want a specific object or activity?
- Had an activity just ended or been cancelled?
- Where were you? What were you doing?
- How did the person's mood appear? E.g. happy, sad, withdrawn, angry or distressed
- Did the person seem to be communicating anything through their behaviour e.g. I want/ don't want something?
- Were there any obvious triggers e.g. too noisy, sitting on own for some time?

Are there any obvious setting events e.g. feeling ill, bad night's sleep, missing their mum or dad?

DATE	TIME	ANTECEDENT Location, people, activity
<u>Bad example</u> Monday	AM	Asked Tom to clean up a drink he had spilt.
<u>Good example</u> Monday 6.11.09	9.15am	Tom got up late and the bus was waiting for him, radio was playing, toast was burnt, John (new staff) asked Tom to finish his breakfast. Tom spilt his drink. John asked Tom to clean up the mess.

Definition of the 'challenging behaviour

<p>B</p> <p>BEHAVIOUR Describe what you saw</p>	<p>BEHAVIOUR Describe what you saw</p>				
<p>Record a detailed description of the actual BEHAVIOUR (what did it look like?). This involves documenting:</p> <ul style="list-style-type: none">• Provide a step-by-step description of exactly what happened e.g. he ran out of the living room, stood in the kitchen doorway and punched his head with his right hand for approximately 1 minute	<table border="1"><tr><td data-bbox="1121 725 1330 919">Bad example</td><td data-bbox="1335 722 1821 996">Temper Tantrum.</td></tr><tr><td data-bbox="1121 996 1330 1245">Good example</td><td data-bbox="1335 996 1821 1350">Tom looked confused; he made a loud grunting noise and grabbed John's glasses.</td></tr></table>	Bad example	Temper Tantrum.	Good example	Tom looked confused; he made a loud grunting noise and grabbed John's glasses.
Bad example	Temper Tantrum.				
Good example	Tom looked confused; he made a loud grunting noise and grabbed John's glasses.				

Consequences

C	CONSEQUENCE What did the carer do/how did the person react
Record the CONSEQUENCES of the behaviour. (What happened AFTER) This involves recording:	
<ul style="list-style-type: none">• Exactly how did you respond to the behaviour? Give a step-by-step description• How did the person respond to your reaction?• Was there anyone else around who responded to or showed a reaction to the behaviour?	
Did the person's behaviour result in them gaining anything they did not have before the behaviour was exhibited, e.g. attention from somebody (positive/negative); an object; food or drink; or escape from an activity of situation?	

	CONSEQUENCE What did the carer do/how did the person react
Bad example	Told off.
Good Example	John shouted 'No' loudly and asked Tom to stop. Tom ran out of the kitchen crying.

Recording 'challenging behaviour'.

How to do it:

1. A clear definition of the 'challenging behaviour'.
1. What happens before (triggers/ antecedents.)
1. What happens after (consequence.)



Have a go.

- Think about an incident that has happened recently
- Record antecedents, behaviour and consequences
- Discuss this in your group
- What can you change? (A or C)

Autistic Spectrum Disorder

- A social communication disorder.
- A lifelong condition affects 1% of population, although prevalence estimates are increasing to 2.5%

Triad of impairments

- Communication and language
- Social interaction
- Behaviour (restricted interests; repetitive behaviour; flexibility in thinking)

Communication

A person with autism can be affected in any of the following ways:

- Use little facial expression
- Use little gesture
- May have little or no speech, or be quite verbal
- Repeat or echoes words or phrases (without necessarily understanding them)
- Have difficulty understanding word meanings
- Understand and use words/phrases literally
- Have difficulty following/maintaining a conversation with others
- As a child show lack of pretend play
- Have difficulty thinking hypothetically/abstract terms
- Have poor concept of time and limited ability to think about events in the future.

Social Interaction

A person with autism may:

- Make unusual use of eye contact (none at all, too much)
- Appear unresponsive to people
- Have difficulty using social smile
- Appear to like being alone
- Seek social contact in unusual ways
- Use an adult's hand as tool
- Have difficulty playing turn-taking games
- Pay little attention to the needs
- or feelings of others; and/or
- Shows lack of understanding of social rules or social “norms”.

Behaviour

A person with autism may:

- Respond to objects/toys in an unusual and repetitive way
- Show intense level of interest in one area (e.g. Thomas the Tank, Dr Who)
- Like to listen/watch the same thing over and over
- Be unable to understand that an object could be used for more than one purpose
- Like sameness/ routine
- Show difficulty coping with change
- Engage in repetitive behaviours (hand flapping; spinning)
- Shows poor grasp of generalisation.

Sensory processing

- Many people with ASD have difficulties processing and integrating sensory information.
- Any of the senses may be under or over sensitive.
- Overwhelmed by sensory information.
- It can have a profound impact and can increase stress, anxiety and impact on behaviour. It may not be easy to understand or make the connection with sensory difficulties.

Behaviours related to ASD - the iceberg

Presenting behaviours

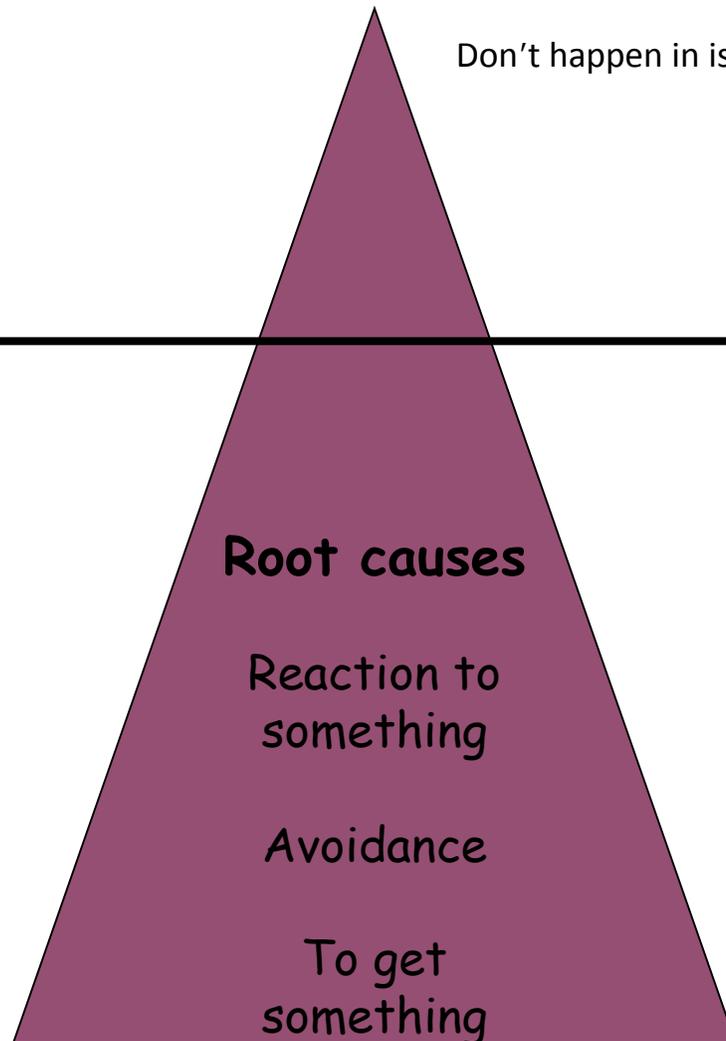
- **What we see**
- The 'tip of the iceberg'

Don't happen in isolation

Underlying reasons

- **What we don't see**
- Any number of root causes

Behaviours often
directly linked to the
way people with ASD view the world and
understand language and communication



Autism Friendly approaches

- Discuss with the parents
 - SPELL approach:
 - Structure and routine
 - Positive
 - Empathy
 - Low arousal
 - Links
 - Visual information
 - Social stories,
 - comic strip conversations,
 - Social scripts
 - Tone
 - Autism Toolbox
 - <http://www.autismtoolbox.co.uk/>
 - Minimising possible sensory triggers
 - Providing time out/ sensory space
 - Declutter environment
 - Quiet, smaller groups at breaks?
 - Calming music
 - Fidget toys
- What else have you found helpful?

Sensory processing: What can we do to help?

- Smell
 - Avoiding the use of strong perfumes, detergents etc. If under sensitive may not be aware of strong smells or may be interested in strong smells and seek them out- encourage use of pleasant strong smells in this case.
- Taste
 - May crave spicy food or bland. May also be sensitive to textures. Take into account any preferences.
- Touch
 - For under sensitive may enjoy feeling textures or having a something to chew (straw). For oversensitive be aware of clothes textures- be flexible with tie, seams in trousers, tags and labels, warn if you are going to touch them and approach from the front.

Attention Deficit/Hyperactivity Disorder

'ADHD is a cluster of behaviours, viewed as involuntary, which significantly hinder social and educational attainment'

3 core areas:

- hyper-activity
- inattention
- impulsivity

Diagnosed through assessment

Prevalence

- UK 0.5% to 1%
- Rises to 1.5% of 7 year old inner city males
- USA between 3 to 5% and up to 7%
- Scotland generally less prevalent – 0.08% to 0.27% but variations according to geographical area
- (from 2014)

40% of children under 4 have a TV or other electronic equipment in their bedrooms

An American Study:

Christakis et al (2004)

- for every hour per day of TV watched under the age of 3, there's a 9% increase in attention deficit by age 7.

Daniel Anderson

“we are engaged in a vast and uncontrolled experiment with our infants & toddlers, plunging them into home environments that are saturated with electronic media”

In Strasburger (2006)

Strategies

- learning styles that are participatory and based on concrete experience and active experimentation
- Short activities and Short, achievable targets
- Breaking down instructions (use fingers as memory aids)
- regular eye contact
- Distraction-free zones
- Buddy systems
- Predictable routines and structures
- 5-minute warning
- Use a timer
- more immediate, more powerful and more frequent feedback on their performance (specific praise)

Strategies to Address Specific Behaviour

- **Inattention**
- **Impulsiveness**
- **Over activity**
- **Poor organisation and planning**
- **Non-compliance**
- **Social/Peer Relationships**
- **Self-esteem**
- **Fine Motor Skills**

Inattention

- Seat pupil in a quiet area near a good role model away from distracting stimuli.
- Give assignments one at a time and gear them to attention span.
- Break long assignments into shorter tasks
- Provide immediate, frequent and consistent feedback on behaviour and redirection back to tasks.
- Vary the activities over a lesson period – alternate highly focused activities with tasks that allow for talking and movement.
- Give clear, concise instructions and be prepared to repeat them.
- Help the pupil to set their own short-term goals and to be self-aware – teach them to recognise when they need exercise or time out, cue them to stay on task using a private signal or their name discreetly when off task.
- Provide access to quiet areas and alternative environments when taking tests.
- Use headphones for silence, white noise, soothing background or lively music.
- Allow pupil to use tape recorder sometimes rather than always requiring written work.

Impulsiveness

- Seat pupil near a good role model or near the teacher
- Compliment positive behaviour, increase immediate rewards & consequences
- Ignore minor inappropriate behaviour
- Use time-out or careful reprimands for misbehaviour – focusing on the behaviour not the child
- Set up a behaviour contract
- Teach self-monitoring behaviour (e.g. hand-raising, ignore pupils who call out without raising hands)
- Teach verbal mediation skills to reduce impulsive behaviour by modelling. Practise a structured routine of Stop/ Listen, Look/Think, Answer/Do

Over activity

- Allow legitimate opportunities for moving around the room
- Provide activities for pupil to pursue when finding it difficult to listen (e.g. playing with lego/ squeeze ball or play-doh during story-time, or listing key words as the teacher talks)
- Arrange to have short breaks between assignments
- Remind pupil to check work if performance is rushed or careless
- Plan ahead for transitions, talk it through, set basic rules, supervise closely, use an extra helper

Poor organisation and planning

- Establish & display a routine and schedule
- Organise daily/each session
- Ask parents to use organiser trays/bags at home so that materials required are all together.
- personal timetable
- checklist to ensure a task is correctly completed.
- Provide rules for getting organised.
- Give assignments one at a time and help child achieve short-term goals by completing tasks.
- A personal visual timetable may be helpful

Non-compliance

- Praise compliant behaviour
- Provide immediate feedback about acceptable/ unacceptable behaviour
- Use adult attention to reinforce positive behaviour
- Teach/explicit instruction of self-monitoring of behaviour
- Set up behaviour contracts

Social/Peer Relationships

- Praise appropriate social relationships
- Organise social skills training to teach concepts of communication, participation and co-operation.
- Set up social behaviour goals with pupil and implement a reward programme
- Praise pupil frequently to increase esteem within the classroom
- Encourage co-operative learning tasks with other pupils
- A good strategy is to assign special responsibilities to pupil in presence of peers so that they observe the pupil positively

Self-esteem

- Provide reassurance and encouragement
- Frequently compliment observed positive behaviour and capture these behaviours in social narrative
- Focus on pupil talents and accomplishments
- Encourage leadership opportunities with classmates & in a tutoring capacity with younger children.
- Look for signs of stress and reinforce more frequently when signs of frustration are noted.

Fine Motor Skills

Children with attentional control difficulties also often have difficulties with fine motor skills and the following activities may help:

-
- To decrease the resistance of the writing activity – try felt-tip pens.
- To help pencil grasp – wrap blu-tac round the pencil or crayon so that the shape moulds to the child's fingers. This has been found to be successful where triangular grips or chunky pencils have failed.
- To improve the tolerance of these activities – tasks should be short, the child should be allowed to change activities and come back to the fine motor task, encourage games and activities which allow the child to practise the skills
- Improve fine motor control by starting off with gross motor movements (i.e. practise the movement in large body movements before scaling it down). The child may need physically guided through this to begin with. It also may help to vocalise what needs to be done. If this can be made playful, it is more likely to be successful.

Activity

Reflect on the approaches described and identify one for further study

Homework – if you wish

There are additional materials that are best used in discussion with a colleague or peer that would assist in developing your practice.

Restorative conversation – sample script

Regarding Misbehaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought of since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Positive Assertive Management

How to do PAM in context

- What's going on?
- Create circumstances in which good behaviour is more likely to occur
- Delivering expectations
- Consistency across the team

Attributing Behaviour

We often interpret child's behaviour as

- tantrum
- hunger/thirst
- communicating frustration
- learned from home

Let's just deal with the behaviour. We are often teaching the behaviour standards.

Good Rules

- Brief and to the point
- Few in number
- Realistic
- Positive
- Enforced
- Built around what is expected from most children
- Observable

Rules are more of a guide for adults' behaviour than children's behaviour.

Rule Setting

- Examples
 - Listen to adults
 - Do what adults say
 - Be kind to others
 - Always have a smile
 - Use please and thank you

Rank these in order of good rules.

Activity 1

- Decide on 5 rules for your Team/Setting.

In terms of consistent practice, what might a team agree to do in these situations.

- Everybody has to shout to make themselves heard in the nursery.
- Some teachers have a higher tolerance for bad behaviour than others.

Examples

- There is seldom any trouble at the abseiling.
- Quite a lot of trouble happens around the camp fire.

Activity 2

- If a majority of the team agree to a set of rules and practices should this be optional?

Antecedents and Consequences

- Aim to create systems and practices which make good behaviour more likely to occur.
- Aim to create consequences for good and bad behaviour which promote the former and discourage the latter.

(This is not the same thing as consequences which you think should have these effects.)

Functional Analysis of Behaviour

Antecedents	Behaviour	Consequences
Gregor doesn't want X.	Gregor goes in huff.	teacher kindly coaxes Gregor out of huff.
Gregor wants ice-cream.	Moans at Mum for ice-cream. Keeps on moaning.	Mum says "No". Mum gives in.
Gregor is told that there is no money for treats today	What might happen here	Mum says she will get ice-cream the next time they are in shop if he is polite.

Think of new examples where you can change the antecedents or the consequences.

What to do about them

1. Change the antecedents.
2. Change the consequences.
3. Use consequences the child likes to reward appropriate behaviour.
 - adult attention
 - treats
 - games
4. Make it explicit that the child has a choice.

Do's and Don'ts in Practice

Do

- Make eye contact
- Mean what you say
- Say it clearly and simply
- Address children directly
- Expect order
- Re-inforce rule-keeping behaviour
- Assert authority
- Evaluate progress
- Empower teachers/each other
- Establish indicators
- Plan an implementation with a deadline

Don't

- Make demands you can't or don't intend to enforce
- Ignore bad or good behaviour
- Count to three
- Make excuses for bad behaviour
- Shout
- Wait until there's trouble
- Seek to address issues over which the team has no control
- Defer to non-educational opinions on educational matters

Analysing your environment

1. Audit the sensory stimuli
 1. Look at the world from the child level/seat
 2. Listen and smell
 3. Make journeys
2. Audit you ethos with the tool overleaf and discuss with your team

Ethos Tool – think about your sessions/setting

Circle the words you feel characterise the regular sessions at base
Indicate if each item you've marked is either a positive (+) or negative (-) feature

friendly
open
unruly
stressed
remote
cynical
cold
united
fatalistic
honest
confused
progressive
authoritarian
pessimistic
respectful
structured

chaotic
lively
closed
tolerant
noisy
purposeful
rigid
innovative
cheerful
insensitive
co-operative
welcoming
aggressive
democratic
discipline

traditional
caring
fair
impersonal
optimistic
confident
insular
trusting
orderly
ambitious
embattled
devisive
repressive
ill mannered
child centred
resourceful

calm
hostile
strict
depressing
supportive
flexible
elitist
fragmented
industrious
defensive
nurturing
crisis orientated
encouraging
enthusiastic
lazy

Calculate your score:

+ _____

- _____

= _____

Group Activities

1. What might be the main features of a system intended to make children more likely to choose good behaviour?
2. What might be the main features of an individual adult's behaviour?
3. What might your team add to the list of do's and don'ts?
4. Ethos Questionnaire:
 - What do the results tell you?