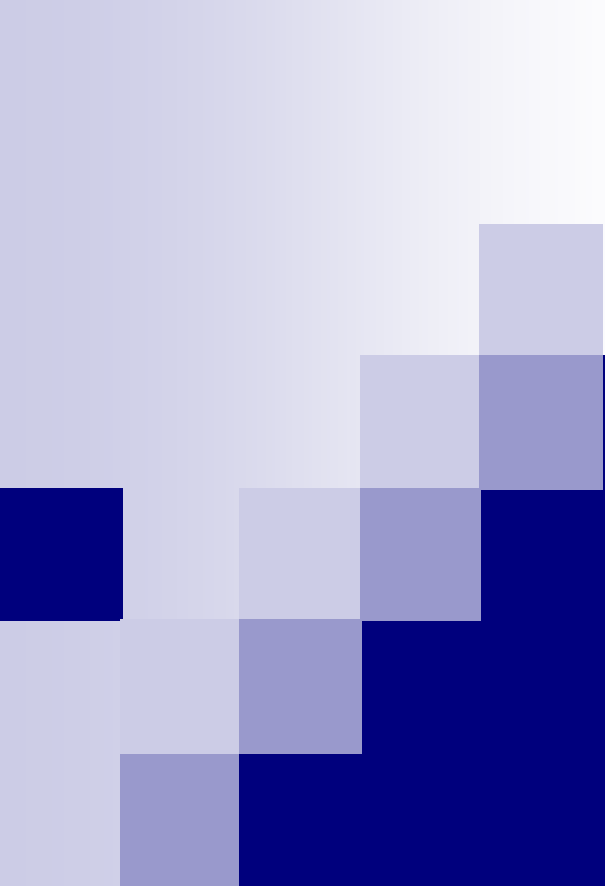




Encouraging children and young people to behave appropriately

Strategies for behaviour
management



Objectives

At the end of this lesson students will be able to:

- Describe appropriate behaviour and boundaries.
- Recognise strategies for positive behaviour management.
- Define reasons for unwanted behaviour.



Types of behaviour

There are three types of behaviour

- **Childish responsibility**

Spill drinks, dirty clean clothes, forget what they have been told.

- **Behaviour linked to development**

A child may not be able to fulfil what has been asked of them as they have not developed those particular skills e.g. unable to do coat up, looking after younger siblings and end up arguing.

- **Behaviours that challenge authority**

Refuse to do something that they are told to do. May challenge with “what are you going to do about it?”



Promoting appropriate behaviour

Adults help children understand what appropriate behaviour is by:

- Setting boundaries.
- Developing self-esteem and independence.
- Good supervision.
- Consistency.
- Praise and reward.



Setting Goals and Boundaries

■ Goals

- expectations for behaviour; usually starting with Do...

■ Boundaries

- limitations to behaviour often starting with Don't....



What do we mean by boundaries?

- When boundaries are set we are telling children and young people that there are limits to what is acceptable behaviour.
- All children and young people need boundaries.
- Older children and teenagers need reasonable explanation when boundaries are set.



What happens if?

- Children/young people have unclear goals and boundaries?
- Boundaries are too strong or too many?
- How should goals and boundaries be agreed?



Setting goals and boundaries

Consider:

- Why are they necessary?
- Who does it apply to?
- Where does it apply?
- When will the children or young people start working towards it?
- When will it apply?
- How will it be implemented?
- How will the child or young person be encouraged to keep to it?
- What happens when it is achieved?



Consequences of boundaries being broken

- Some boundaries will be broken and this is normal, if it's not serious let it pass.
- However, it is important that there are consequences if boundaries are repeatedly broken.



Consequences of boundaries being broken

- Consequences applied have to be meaningful to the child/young person.
- Don't tell a child a consequence if it can't be delivered as this gives a child or young person an unrealistic sense of power and undermines your authority.



Strategies for positive behaviour management

- Keep rules to a minimum.
- Set goals for lessons/activities.
- Ensure lessons, activities and play/recreation opportunities are stimulating and fun.
- Ensure expectations for children and young people's behaviour are realistic and appropriate to their age and stage of development.
- Be alert for triggers of unacceptable behaviour.
- Ignore certain behaviour as giving attention may lead to the behaviour being repeated.



Strategies for positive behaviour management

- Be a good role model.
- Be patient.
- Use diversionary tactics.
- Encourage positive social interaction.
- Help children to find alternative ways to gain attention.
- Help children to express their feelings.
- Be consistent.
- Keep calm.



Strategies for positive behaviour management

- Give positive attention.
- Use praise, encouragement and rewards.
- Give clear instructions so children understand what they can and cannot do.
- Give choices.
- Give lots of praise.
- Honour the child's feelings.
- Teach the children how to become good communicators.



Approaches to responding to persistent unwanted behaviour

- Help children/young people to express their feelings.
- Label the behaviour not the child/young person.
- Do not make negative remarks in the presence of children/young people.
- Be positive.
- Use praise and encouragement.
- Give individual attention and support.



Approaches to responding to persistent unwanted behaviour

- Give clear instructions so children understand what they can and cannot do.
- Explain good and bad consequences.
- Give explanations as to why it is unacceptable behaviour.
- Give choices.
- Avoid confrontation if at all possible.



Five steps to avoid confrontation

- Give the facts.
- Accept feelings.
- Describe the problem.
- Give yourself time to think.

And finally

- FIND AN ALTERNATIVE TO THE WORD “NO”
- Complete the Worksheet.



Five steps to avoid confrontation

ALTERNATIVES TO THE WORD “NO”

- Can I have my snack now, I am hungry?
(Give information) “Its break time in 5 minutes, lets tidy up and then you can eat your snack”.
- I don't want to finish playing in the sand because I'm having fun, can I stay longer?
(Accept Feelings) “I can see that if it were up to you, You'd stay for a long, long time. It's hard to leave a place you enjoy so much”.



Five steps to avoid confrontation

ALTERNATIVES TO THE WORD “NO”

- Can I finish my colouring now?

(Substitute a NO for a YES) “Yes of course, as soon as we have tidied up the lego”

- Can I play with the water now?

(Describe the problem)" I know you would like to, but the bell will be going soon for lunch time, so we must tidy everything away now".



Five steps to avoid confrontation

ALTERNATIVES TO THE WORD “NO”

The word No is much shorter, some of these alternatives seem longer but when you consider the fallout from “NO”, sometimes.....

The Long way is often the short way.



Bullying

Bullying occurs in both primary and secondary schools. Research suggests that 85% of 2-11 year olds have experienced bullying in some form, such as name calling, being hit or kicked.

In a recent survey 11-16 year olds *‘36% of children said they had been bullied in the last 12 months; 26% had been threatened with violence and 13% had been physically attacked’* (MORI/ATL 2000).



Bullying

Bullying is such a serious problem that educational settings must now have an anti-bullying policy, which clearly outlines the methods used by the setting for the prevention and management of bullying behaviour.



Life Changes

- Children thrive on routine. However, they may be unable to verbalise their emotions or experience fear of the unknown if their routine is changed by a new sibling or death of a relative or pet and therefore display defiant behaviour.



Abuse

- A child may become scared to trust another adult and scared of the consequences to tell anyone what is happening. The child may therefore display their fears through being sneaky or manipulative.



Learning disabilities

- A child may struggle to read, comprehend math's or understand directions without anyone realising there is a learning disability causing the challenges. Until the disability is noticed and diagnosed, the child may misbehave because of feelings of inadequacy and ineptitude.



Mental health issues

- Children suffering from ADHD or depression may exhibit a variety of bad behaviours, including tantrums, lack of focus, aggression and defiance. Due to a combination of genetic or environmental issues, a child may develop mental health problems that affect their ability to function appropriately within their family, school and neighbourhood.



Poor Parenting

- Parents, who through lack of knowledge or the stresses of life, struggle to implement consistent rules, and consequences may create misbehaving children.
- Some of the parenting issues that create temper tantrums in children include inconsistent discipline, criticizing too much, parents being too protective or neglectful, and a child not having enough love and attention from his mother and father.



Complete the Signs of Stress Worksheet

Early Warnings

Signs of stress

- Illness
- Headaches
- Tummy aches
- Being defiant
- Shouting
- Angry
- Aggressive
- Violent
- Grumpy
- Nail biting
- Thumb sucking
- Worse school reports
- Loss of appetite
- Toilet problems
- Stealing
- Lying
- Often tired
- Often bored
- Crying a lot
- More squabbling
- No longer wanting to do attend a setting that was previously enjoyed
- Unexplained cuts and bruises
- Unexplained damage or persistent loss of possessions
- Withdrawn
- Sullen
- Display fears through sneaky, manipulative ways
- demanding
- loud
- lack of focus
- tantrums



Conclusion

As practitioners:

- We have to promote appropriate behaviour.
- Set goals and boundaries.
- Have strategies to promote behaviour management.
- Be consistent with approaches used to unwanted behaviour.
- Be aware of the issues around the possible reasons for unwanted behaviour.

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