

# **Making sense of Challenging behaviour**

**Identifying types of behaviour**

**Looking beyond the behaviour**

By Julia Turnpenny

# The Child

May experience...

leads to...

results in....

presents with ..

**Challenging Behaviour**



## Positive Strategies

- ❖ Catch child 'being good'
- ❖ Named praise e.g. "Fred, well done you're sitting beautifully"
- ❖ Proximal praise praising others nearby "Well done Amy sitting beautifully, well done ..." Etc.
- ❖ Statements not requests. In a difficult situation never ask would you like because it is giving them the opportunity to say no.
- ❖ Take up time e.g. 'Alfie, we are all going to the carpet' then walk away
- ❖ Using whole group expectation statements. "Show me your ready", to the whole group.
- ❖ Scripting responses
- ❖ Timed return, I will be back in 1 minute and I expect you to be sat at the table
- ❖ Quiet chats away from the group with an adult
- ❖ Tag team - a fresh adult can sometimes stop the downward spiral, therefore the child does not feel they have given in or lost.
- ❖ The children doing things for each other, helping pack up
- ❖ Always speaking in a positive way - "We walk in the classroom" "We use a quiet kind voice" "We share the toys" "We listen to our friends"
- ❖ Use copy and respond games to gain their attention,
- ❖ Songs to help with transitions

I have come to a frightening conclusion. I am the decisive element that creates the climate. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.

-Haim Ginott



# Build a Relationship

## LOOK BEYOND THE BEHAVIOUR

Life is a challenge for children  
who display challenging behaviour