

Responding to Violent Behaviours



Bobbi Cook
Senior Behaviour Therapist



Plan for tonight

- Welcome
- Notice the title of the webinar
- Starting point
- The success issue
- Why do kids get violent?
- How to respond?
- What needs to change



Before we begin to look at violence

Rule out Biological:

- Gut issues
- Coeliac
- Hay fever
- Eyesight
- Hearing
- Full bloods, Glucose, Vitamin D, Iron
- Sleep studies
- Chromosome testing



Look at School

- Timetable
- Learning – adaptation, modification and differentiation
- Relationship with the school- find your person
- Levels of success
- Demands
- Peer issues
- Bullying



Look at home

- Family relationships
- Siblings
- Step-parents and siblings
- FV
- Mental health
- Exhaustion
- COVID whiplash and fatigue



Theory of Mind

Ability to imagine what
someone else might be
feeling and moderating
your behaviour in
response

Ability predict and
interpret others
behaviour

Unable to imagine how
someone else feels

Unable to experience
empathy

Assumption you don't
know how they feel until
they make you experience
it

Often laugh with relief
and leave you or another
child in a puddle on the
floor



Developing Theory of Mind

Understanding “wanting”: The first step is the realization that others have diverse desires, and to get what they want, people act in different ways.

Understanding “thinking”: The second step is the understanding that others also have diverse beliefs about the same thing, and that people’s actions are based on what they think is going to happen.

Understanding that “seeing leads to knowing”: The third stage is recognizing that others have different knowledge access, and if someone hasn’t seen something, they will need extra information to understand.

Understanding “false-beliefs”: The fourth stage is being aware of the fact that others may have false-beliefs that differ from reality.

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Understanding “hidden feelings”: The final stage is being aware that other people can hide their emotions, and can feel a different emotion from the one they display.



Ability versus Capacity

Confusing for parents
and teachers

Initially unpredictable

You don't know what
you don't know

Consider obvious
antecedents

Not intentional/ not
malicious

Understanding reduces
your stress



Extreme
anxiety

ADHD



Oppositional Defiance
Avoidance

Autism



Pathological Demand
Avoidance



What is Task and Demand Avoidance?

The act of putting more energy into avoiding doing a task than it actually takes to do the task

Asking the same question over and over

Banging or bumping self and having an over the top response

Going to the loo for 100000000 minutes

Starting an argument



Management Strategies

Strategies recommended for ASD

- ❖ Firm boundaries
- ❖ Praise
- ❖ Structure and routine
- ❖ Rewards
- ❖ Consequences

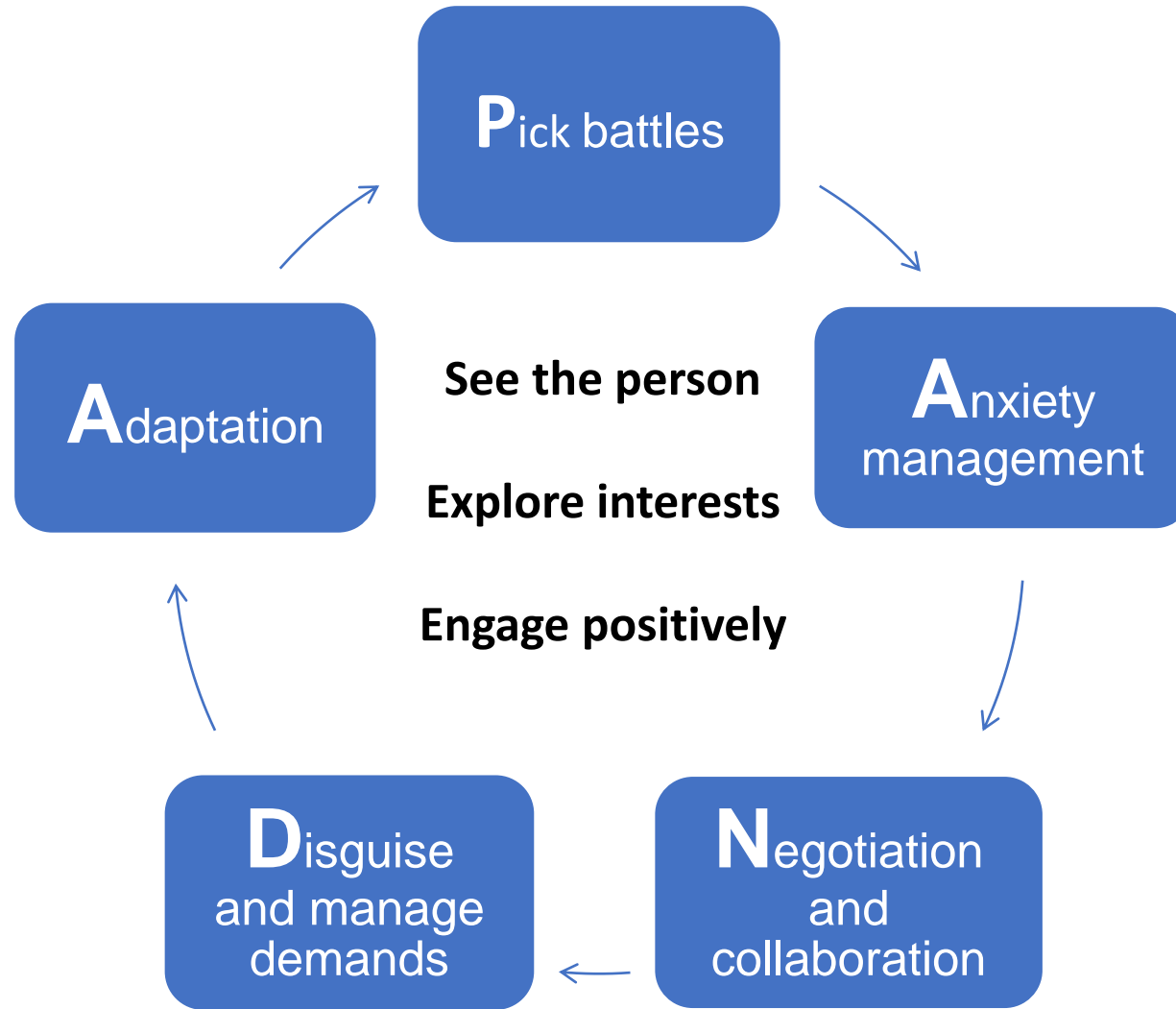
Strategies recommended for PDA

- ❖ Person-centred approach
- ❖ Negotiation
- ❖ Collaboration
- ❖ Flexibility





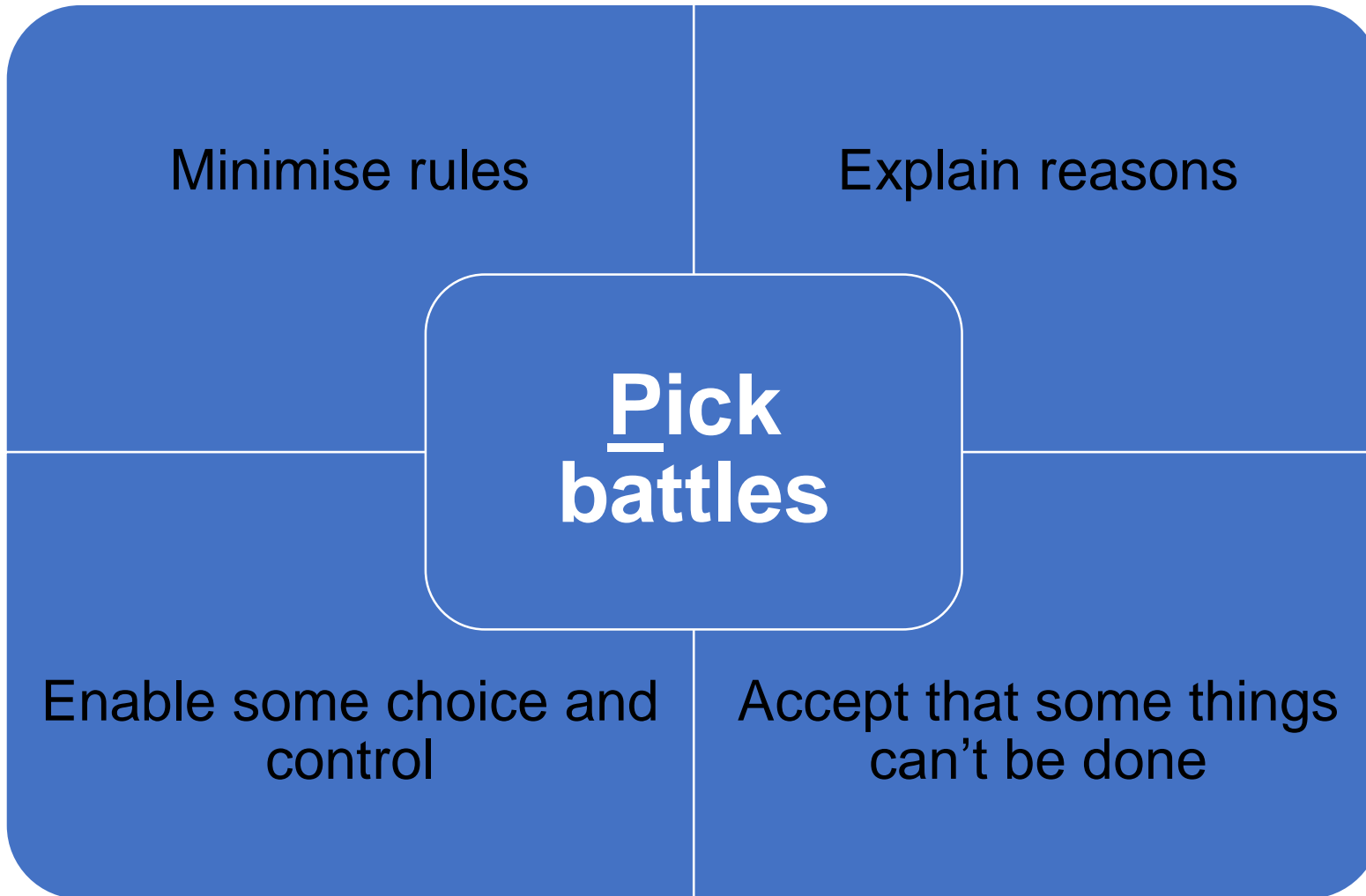
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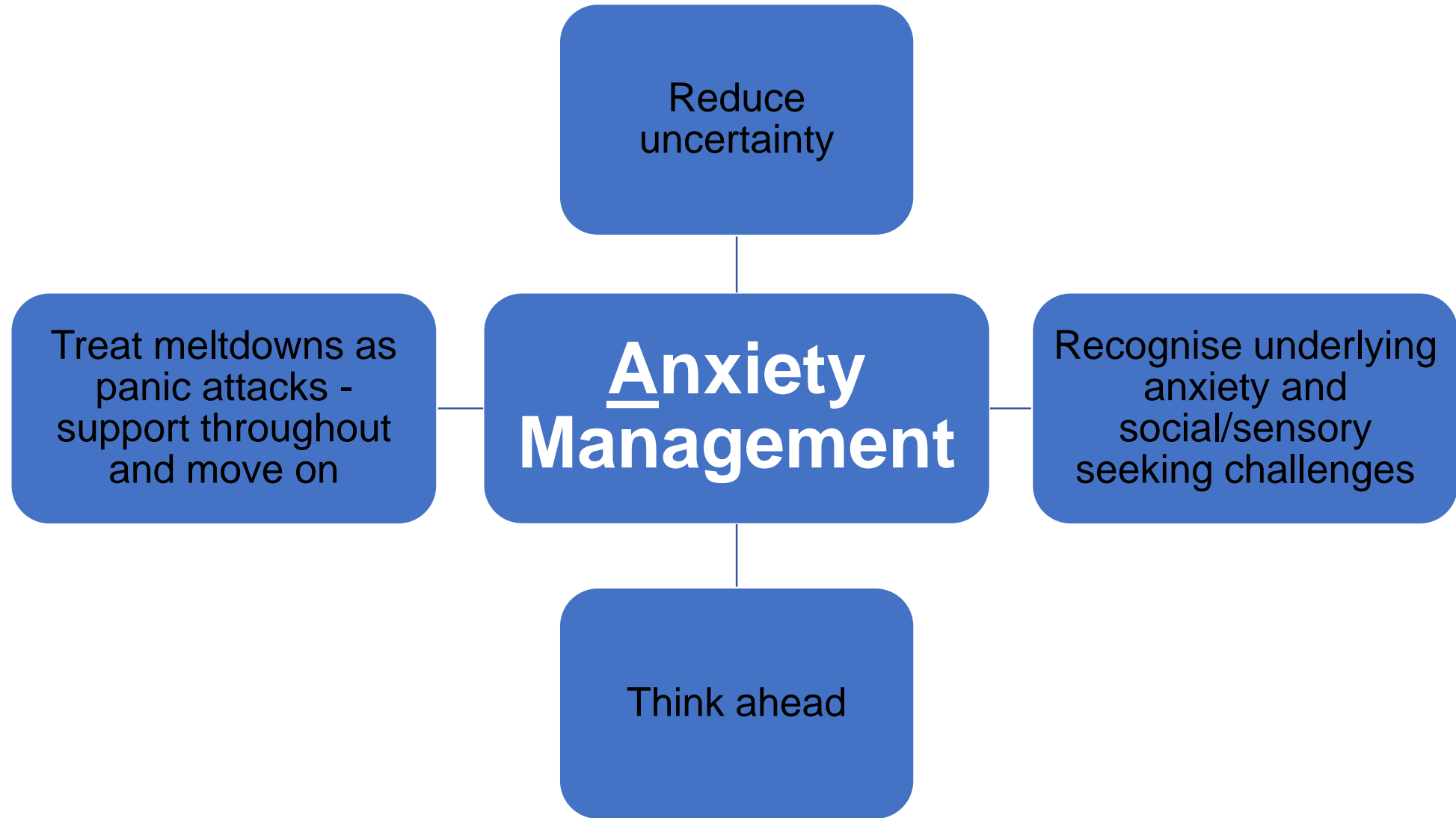


The PDA PANDA symbolises the need to tailor the environment to meet the needs and the PANDA mnemonic is a simple reminder of helpful approaches.

For more info please visit www.pdasociety.org.uk







Negotiation and Collaboration

Keep calm

Proactively
collaborate and
negotiate to
solve challenges

Fairness and
trust are central



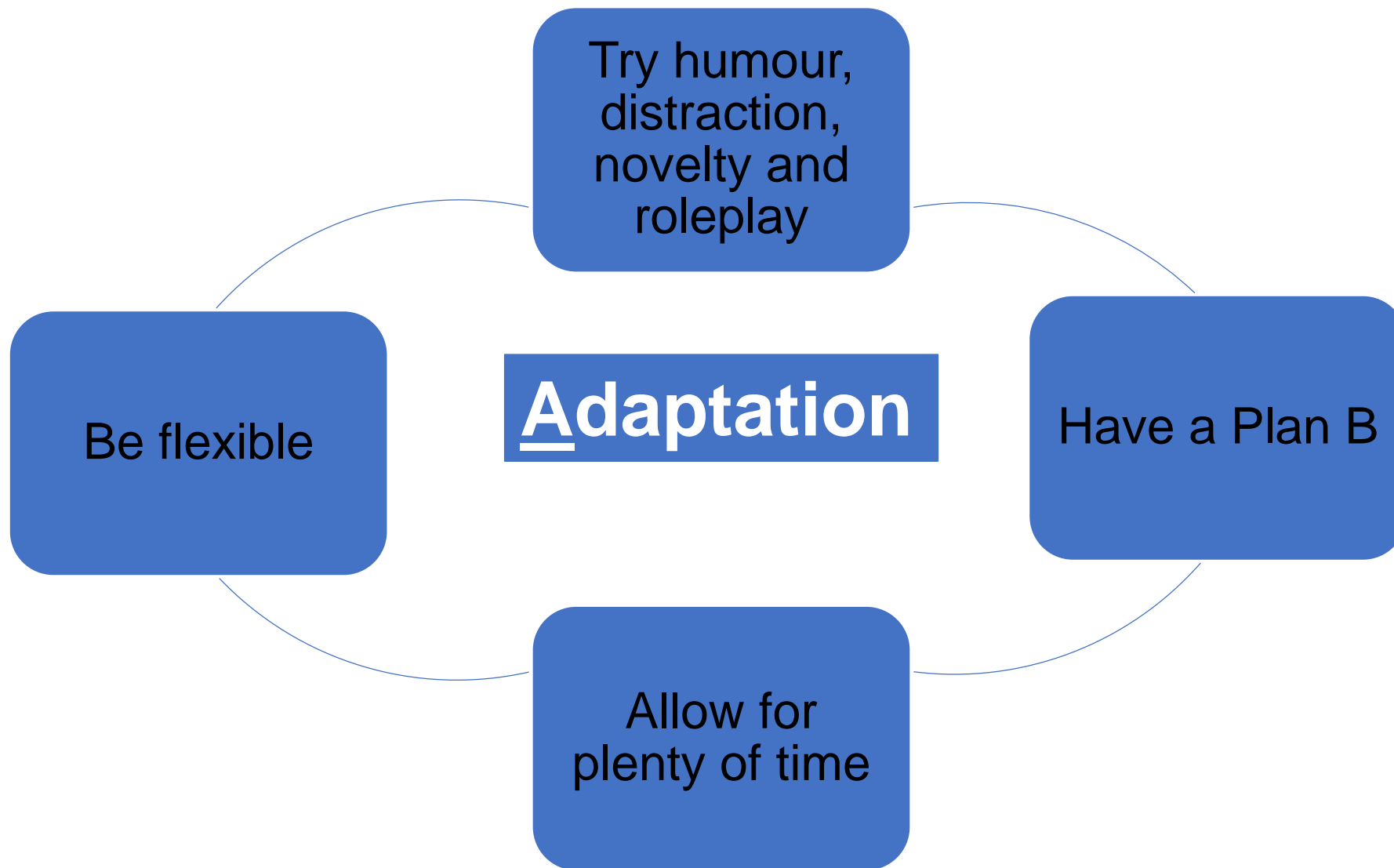
Disguise and Manage Demands

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graph TD; A[Disguise and Manage Demands] --- B[Word and position requests indirectly]; A --- C[Constantly monitor tolerance for demands and match demands accordingly]; A --- D[Doing things together helps]
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Word and position
requests indirectly

Constantly monitor
tolerance for demands
and match demands
accordingly

Doing things together
helps

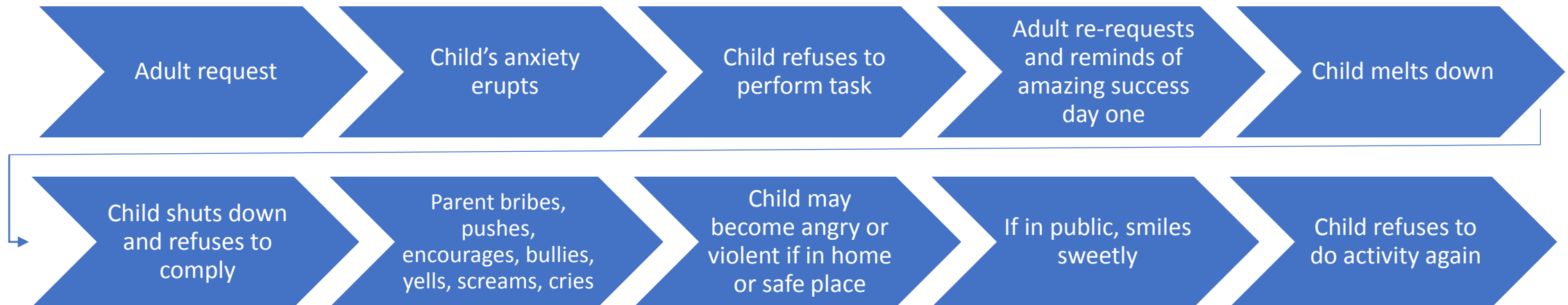


Praise the Implied Demand

Day One



Day Two



Resources:

- ❖ GP
- ❖ Paediatrician
- ❖ Psychiatry
- ❖ Step up
- ❖ Orange Door
- ❖ Police
- ❖ IVOS
- ❖ Carer Gateway
- ❖ NDIS



Question & Answer Time



5 Shaftesbury Ave
Winter Valley VIC 3358
(03) 5309 0495

reception@bcbm.com.au

www.bcbm.com.au

www.facebook.com/bobbicookbm

Certificates may be requested by
contacting reception@bcbm.com.au



Webinar recording will be available next week on the website. Share freely with extended family, carers, support workers, therapists and schools