

## Responding to Violent Behaviours

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#### 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

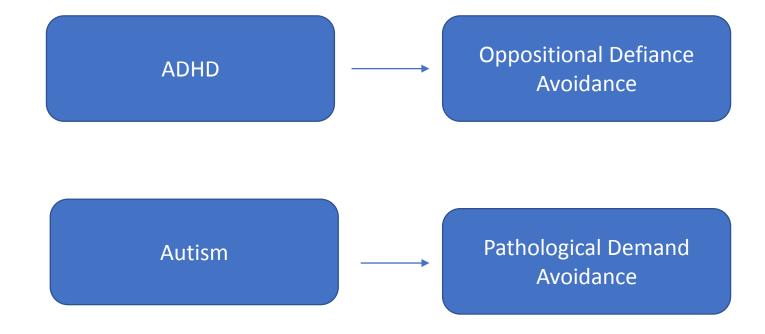
Consider obvious antecedents

Not intentional/ not malicious

Understanding reduces your stress



### Extreme anxiety





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 10000000000 minutes

Starting an argument



#### The Violence Continuum

- Normal adult to child request
- Child not wanting to do what they are asked to do

Normal age appropriate developmental stage

#### Extremes

- Task refusal using violent and aggressive behaviours
- Seen in ODD, ADHD,PDA, anxiety disorders, ASD, Down Syndrome, Chromosome Disorders

- Parents feel overwhelmed
- Parents feel scared of child and the violence
- No one likes to get hurt
- We react from fear

**Violent Behaviours** 



#### **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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Pick battles

Adaptation

See the person

**Explore interests** 

**Engage positively** 

Disguise and manage demands

Negotiation and collaboration

Anxiety

management



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



Minimise rules

Explain reasons

Pick battles

Enable some choice and control

Accept that some things can't be done



Reduce uncertainty

Treat meltdowns as panic attacks - support throughout and move on

**Anxiety** Management

Recognise underlying anxiety and social/sensory seeking challenges

Think ahead



#### **Negotiation and Collaboration**

Keep calm

Proactively collaborate and negotiate to solve challenges

Fairness and trust are central



## Disguise and Manage Demands

Word and position requests indirectly

Constantly monitor tolerance for demands and match demands accordingly

Doing things together helps

Try humour, distraction, novelty and roleplay

Be flexible

**Adaptation** 

Have a Plan B

Allow for plenty of time



#### **Praise the Implied Demand**

#### **Day One**

Adult request

Child manages anxiety and complies

Parent thrilled

Praises child

Child freezes or explodes

Settle child

#### **Day Two**

Adult request

Child's anxiety erupts

Child refuses to perform task

Adult re-requests and reminds of amazing success day one

Child melts down

Child shuts down and refuses to comply

Parent bribes, pushes, encourages, bullies, yells, screams, cries Child may become angry or violent if in home or safe place

If in public, smiles sweetly

Child refuses to do activity again



#### Resources:

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



#### **Question & Answer Time**



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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

