Guiding Challenging Behaviour in Young People

Resource to support

CHCCS401B Facilitate responsible behaviour

Learner’s Activities Book
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This ACTIVITIES BOOK is online under the title Guiding Challenging Behaviour in Young People for free downloading from the following websites:

- LitCom Training Services website at www.litcomtraining.com
Use this checklist to keep track of the activities that you have completed. Hand this Activities Book to your Facilitator when you have completed all the activities.

<table>
<thead>
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<th>Done</th>
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<td>Monologue</td>
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<td><strong>2. PREVENT</strong></td>
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<td><strong>3. RESPOND</strong></td>
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<td><img src="image" alt="Computer Activities SET 3" /></td>
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<td>Scenarios 7-11 Defusing</td>
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<td><img src="image" alt="Responding to Challenging Behaviour" /></td>
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<td><strong>4. EDUCATE</strong></td>
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<tr>
<td><img src="image" alt="Computer Activities SET 4" /></td>
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<tr>
<td>Scenario 17 Post-incident Reflection</td>
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<td><strong>Activity 4</strong></td>
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<td><img src="image" alt="De-stress Toolkit" /></td>
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<tr>
<td><img src="image" alt="Post-incident Reflection Checklist" /> (+ Info Sheet 2)</td>
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<tr>
<td><img src="image" alt="New Behaviour Goals" /></td>
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</tbody>
</table>
Activity 1a  Individual Profile

In getting to know a young person, there is a process of observation and information gathering. In the table below are types of information that may be gathered. Select one young person that you work with and check if you know all the items of information below about them. Also write down where you can generally find the information for different young people.

<table>
<thead>
<tr>
<th>Information</th>
<th>Check Y/N</th>
<th>Where can you find this information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural / religious information / first language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family information / history</td>
<td></td>
<td></td>
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<tr>
<td>Personality / temperament</td>
<td></td>
<td></td>
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<tr>
<td>Medical / health information</td>
<td></td>
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<tr>
<td>Upsets, Fears, triggers <em>(Does the young person get frustrated with eg: words, screams, bangs head, bites, throw things)</em></td>
<td></td>
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<tr>
<td>Special security object/s</td>
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<tr>
<td>Writing, reading and drawing ability/keenness</td>
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<tr>
<td>Ability to focus attention, follow simple instructions, remember things, concentrate for a short time</td>
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<tr>
<td>Attitude towards school</td>
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<tr>
<td>Social interaction/participation, shows concern for others. Child’s friends</td>
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<td></td>
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<tr>
<td>Child’s interactions with other children/ siblings/</td>
<td></td>
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<tr>
<td>Child’s interactions adults</td>
<td></td>
<td></td>
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<tr>
<td>Likes and dislikes (food, people, TV shows etc)</td>
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<td></td>
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<tr>
<td>• Favourite music</td>
<td></td>
<td></td>
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<tr>
<td>• Favourite movies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dress style preferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Preferred activities</td>
<td></td>
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<tr>
<td>Sleeping habits / routines</td>
<td></td>
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<tr>
<td>General physical development / capability</td>
<td></td>
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</tbody>
</table>
List three activities from which this young person would benefit:

1. ______________________________________________________________

2. ______________________________________________________________

3. ______________________________________________________________

Identify three things that the young people that you work with know about you as a person:

1. ______________________________________________________________

2. ______________________________________________________________

3. ______________________________________________________________
Activity 1b  Documentation

List the different documents that you need to complete at your workplace:

Possible types of reports:
- Incident reports
- Case notes
- Special reports
- Inquiries
- Reports required by or used by courts and judicial processes

Describe the reporting procedures at your workplace:

Attach a copy of your case notes from work (no names) to demonstrate that you know how to write facts when you are reporting without adding your opinions or what you think.
Write down an example of the type of information that might be reported for each of the **8 Dimensions of Care** listed below.

(See the **8 Dimensions of Care Information Sheet 1** at the end of this book for ideas)

<table>
<thead>
<tr>
<th>Dimension of Care</th>
<th>Type of information that you might report</th>
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<tbody>
<tr>
<td>1. Safety</td>
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<tr>
<td>2. Care Arrangements</td>
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<td>3. Health</td>
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<td>4. Education</td>
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<tr>
<td>5. Family and Social Relationships</td>
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</tr>
<tr>
<td>6. Recreation and Leisure Activities</td>
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<tr>
<td>7. Emotional &amp; Behavioural Development</td>
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<tr>
<td>8. Identity &amp; Culture</td>
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</tbody>
</table>
**Activity 1c  Referral**

List the agencies and specialists in your district that you could refer to for assistance and referral to better understand and work with the young people in your care:

<table>
<thead>
<tr>
<th>Name of specialist/agency</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**List of possible agencies and professionals for referral:**

- Social/welfare worker
- Psychologists
- Culturally identified support workers
- Medical
- Drug and alcohol services
- Behaviour management programs
- Mental Health Teams
- Registered Nurses
- Counsellors
- Religious/spiritual advisers
- Program coordinator
- Case manager
- Aboriginal, Torres Strait Islander Liaison
- Welfare organisations
- Legal advisers
- Family
- Personal and community support networks
- Emergency/incident response
Activity 2a  Environment AUDIT

Complete this audit to check how calming the environment is where you work:

1. Write down where or how young people at your unit can
   Relax and escape .................................................................
   Bang and crash .................................................................
   Be creative ........................................................................

2. Is the place where the young people live clean, orderly and inviting?  YES  NO

3. Does it have soft lighting and reasonably calming noise levels?  YES  NO

4. Is the place like a home, not an institution?  YES  NO

4. Is it furnished and decorated for the age group of the young people living there?
   YES  NO

5. Are programs, activities and routines well planned and well resourced?  YES  NO

6. Do staff always explain when there will be changes to usual routines or schedules?
   YES  NO
Activity 2b  ‘Quick Grab’ Activities

List at least SIX activities that you know and that would work for you to use as ‘Quick Grab’ activities at your workplace:

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Activity 2c  Cultural Sensitivities & Special Needs

Reflect on your values and practice and consider the following:

- How comfortable do you feel interacting with young people who are racially or culturally different from yourself or those that have a physical or mental disability?

- What do you know about the cultural backgrounds of the families and young people in your care? Where can you find out more?

- Where at your work can you find a record of who to talk to about the background of a young person from a culture different to your own?

- What strategies are in place at your workplace (or could be used) to show that diversity and cultural differences are respected and welcomed?

- What would you want a person of another culture to know and understand about your culture?
**20-Point COMMUNICATION SKILLS CHECKLIST**

Once you have watched Scenario 1a and 1b, use this checklist when you practise communication skills in a role-play.

Name: ..................................................  Date: ............................................

<table>
<thead>
<tr>
<th>Rate yourself (or your colleague) from 0-5  (where 0 = not at all and 5 = very well)</th>
<th>0 - 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-verbal skills</strong></td>
<td></td>
</tr>
<tr>
<td>1  I used Physical closeness to help the child feel more calm – eg bending down to child’s level</td>
<td></td>
</tr>
<tr>
<td>2  I was aware of my Facial expression – eg calm expression showing concern on face</td>
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<tr>
<td>3  I used strong Eye contact – eg to show concern and assertiveness</td>
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<tr>
<td>4  I used Silence to allow the child time to relax before feeling ready to talk</td>
<td></td>
</tr>
<tr>
<td>5  I was aware of my Tone of voice – eg keeping voice calm and soft</td>
<td></td>
</tr>
<tr>
<td>6  I used Encouraging sounds to encourage the child to keep talking eg Uh-huh, Hmmm, I see...</td>
<td></td>
</tr>
<tr>
<td><strong>Getting information skills</strong></td>
<td></td>
</tr>
<tr>
<td>7  I used an Open question or door opener to encourage the child to tell me more information  eg Tell me what happened? “Tell me exactly what he did when....” And then? And what else? How can I help you?” “Explain what you mean by.....” Describe.....”</td>
<td></td>
</tr>
<tr>
<td>(NOTE: a Closed question only has a YES or NO answer with no extra information)</td>
<td></td>
</tr>
<tr>
<td><strong>Clarifying skills</strong></td>
<td></td>
</tr>
<tr>
<td>8  I validated (showed I could see and understand) what the child was feeling, needing and/or wanting eg I can see you want..... I can see you’re upset..... You’re really angry, aren’t you?</td>
<td></td>
</tr>
<tr>
<td>9  I reflected (repeated in my words) to check if I understood correctly what the child was feeling or telling me. eg So you were jumping on the bed and...........is that right? So you feel upset when .......? I heard you say....Is that right? You are angry about......I’d be upset too.</td>
<td></td>
</tr>
<tr>
<td>10 I summarised (retold a shortened version of the whole story/situation in my own words) to check or clarify if I had understood the child correctly eg. And now Tom is veeery angry with you? And so what happened is................Is that right? Here is what I hear you saying........Right?</td>
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</tr>
<tr>
<td><strong>Other communication skills</strong></td>
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<tr>
<td>11 I slowed down my speaking and used short sentences and simple words as appropriate for the child especially if the child could not understand English very well</td>
<td></td>
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<tr>
<td>12 I allowed time for the child to think about questions and respond without interruption</td>
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<tr>
<td>13 I was aware of how my body language could affect the child when communicating with him/her</td>
<td></td>
</tr>
<tr>
<td>14 I listened carefully when the child was talking to me</td>
<td></td>
</tr>
<tr>
<td>15 I carefully watched the child’s body language to help understand him/her and how he/she felt</td>
<td></td>
</tr>
<tr>
<td>16 I repeated myself using some different words to help the child to understand.</td>
<td></td>
</tr>
<tr>
<td>17 I was careful about how the child might feel about direct eye contact</td>
<td></td>
</tr>
<tr>
<td>18 I was careful about what touch and personal space was appropriate for the child</td>
<td></td>
</tr>
<tr>
<td>19 I was careful not to let my own values and attitudes get in the way.</td>
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</tr>
<tr>
<td>20</td>
<td>I made the child feel culturally secure.</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------</td>
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</tbody>
</table>

**What I did well:**

**What I could do better:**

**Feedback from Team Leader /colleague**
Activity 3a  Self-regulation

Complete the following questions and then share with the group and/or your colleagues at work.

1. List as many of your values as possible

2. Identify triggers that upset you

3. What are your strategies to self-regulate and stay grounded when faced with an aggressive incident?
Activity 3b  Responding to Challenging Behaviour

After listening to what Justine and Kellie had to say about working with traumatised young people with challenging behaviours, write down what you have learned from them.

**Justine:**

**Kellie:**
**Activity 4a  De-stress Toolkit**

Create your own Toolkit by listing items for each of the sections below.

This exercise will help you to be able to prompt and encourage a young person to create their own toolkit to help them to learn to develop their own ‘COOL-IT KEY’ and de-stressing strategies.  
(There are some ideas on the next page to help you to get started.)

**Things to do:**

____________________________________________________________________
____________________________________________________________________
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**Places to go for time away:**

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**People to talk to:**

____________________________________________________________________
____________________________________________________________________
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____________________________________________________________________

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DE-STRESS IDEAS

- Puppets may help young children act out their feelings.
- Teens could be encouraged to write their thoughts in a journal or diary.
- Reading books
- iPod listening to music
- Drawing/painting
- Crafts: Clay/play dough/ ceramics
- Cycling
- Jumping on trampoline
- Playing board games / cards
- X-Box
- Going for a walk / running
- Jig-saw puzzles
- Swimming
- Cooking
- Indoor games like chess, checkers, Rubik Cube, crossword puzzles, computer games, mobile phone games, Sudoku
- Breathing exercises
- Stress relieving equipment: Stress balls, slinky, balls etc
- Go to the park

Outings:
- Sports game (footy, soccer, cricket, netball)
- Skate park
- Bush walks
- Fishing
- Mountain bike riding
- Orienteering
  - Outings where money is needed:
    - Movies
    - Lunch or dinner out
    - Swimming
    - Kayaking
    - Museum
    - Ten pin bowling
    - Horse riding
    - Pool/Snooker
    - Shopping
    - Ice skating
    - Markets
    - Time Zone
    - Zoo
    - Ice skating
    - BMX Track
Activity 4b  Post Incident Reflection Checklist

It helps a lot to role-play a guided reflection with a young person after an incident of unacceptable behaviour. Practising in a role-play with a colleague will reinforce your skills in helping a young person to get in touch with what happened and to learn new behaviours.

Use this checklist as a guide when you role-play a guided reflection with a colleague.

<table>
<thead>
<tr>
<th>Rate yourself (or your colleague) from 0-5 (where 0 = not at all and 5 = very well)</th>
<th>0 - 5</th>
</tr>
</thead>
</table>

**T - TALK**

1. Encouraged young person to talk about what happened using **open questions**
2. Used **active listening** to help the young person to talk about what happened
3. Helped the young person to **sequence** the events
4. **Summarised** what they said to check for understanding
5. **Shared** what you saw or heard to add an objective perspective

**I - IDENTIFY**

6. Helped the young person to identify the **trigger** to their unacceptable behaviour
7. Reflected what they said about their **feelings and thoughts** at the time.
8. Ensure the young person is clear about the **connection between their feelings and behaviour** at the time

**C - CONSIDER**

9. Encouraged the young person to consider **who was affected** by their behaviour
10. Encouraged the young person to consider **how others were affected** by their behaviour
11. Encouraged the young person to consider the impact his/her behaviour on his/herself.

**T - THINK**

12. Supported the young person to think of different things that they can do when they start to feel upset
13. Asked the young person to choose one or two of the new behaviours as their ‘COOL-IT KEY’ to use when they start to feel upset.
14. Guided the young person to a **realistic plan** for using their ‘COOL IT KEY’

**A - APPLY**

15. Invited the young person to **practise** their ‘COOL IT KEY’ with you in a role-play
16. Made sure that the young person is happy with the plan

**C – CLEAN UP**

17. Helped the young person think about **how others might react** to them when they meet again
18. Helped the young person to work out what needs to happen to **make things right**
19. Helped the young person to work out **what to do next** to be able to move on powerfully
20. Succeeded in having the **young person feel better** about his/herself.

(Continued on next page...........)
What I did well:

What I could do better:

Feedback from your Team Leader /colleague
Activity 4c  New Behaviour Goals

Discuss with colleagues, your line manager and/or your facilitator to identify ways that you could achieve the new behaviour goals listed below with some of the young people at your workplace. Just write down your ideas without adding any names.

**Trust:**  *(Learning to move past feeling rejected and to feel that they belong and can trust those around them)*

**Responsibility:**  *(Learning about consequences and what will happen when they behave certain ways and how to build self control to choose how they behave)*

**Safety:**  *(To feel supported and able to let go fears)*
Mastery: *(Learning to solve problems, meet goals, make decisions with a feeling that they can cope)*

Emotional regulation: *(Learning how to recognise their feelings and how to calm themselves down when emotions build up)*

Respect, consideration of others and generosity: *(Learning to show respect and concern, to be able to share, take turns and cooperate with others)*
Information Sheets

Information Sheet 1 - 8 Dimensions of Care

Here are descriptions of the ‘8 Dimensions of Care’ generally recognised as critical in promoting the wellbeing of a child. Case notes should be written to address these. Try to write in time order rather than the order that the dimensions appear on these pages.

If there is nothing to write about in any dimension then don’t write just for the sake of it.

Try to be brief.

**NOTE:** If a critical incident report is required for a safety or health issue, write a short note about the incident on the case note and refer to the incident report and its date/time for more information.

1. **SAFETY:**
   Were there any behaviours or situations which present a risk to the child or other children, now or potentially in the future?

   **Examples:**
   - Has been playing with matches and trying to light things
   - Found in possession of a knife
   - Climbing on the roof
   - AWOP (Absent without permission) after dark
   - Threatening other residents/staff

2. **CARE ARRANGEMENTS:** (living arrangements)
   Has there been any change of current plans which have come to light during this shift? This includes respite care arrangements.

   **Examples:**
   - Phoned his family and can stay with them for the weekend
   - Says c/m (Care Manager) has referred her to Some Other Homes and she is going to live there soon

3. **HEALTH:**
   Have there been any medical issues? Any medical attention required? Have you had to treat the child for any health concerns (aches, pains, cuts, bruises or general discomfort)? Has any new information relating to: medications, diet or allergies come to light this shift.

   **Examples:**
   - Fell over at roller-skating and hurt leg/arm etc.
   - Had headache and was given Paracetamol
   - Has the flu and wants to see a doctor
   - Been to doctor has new medication
4. EDUCATION:
Has the child attended an education program today? Is there any new information about an education program that needs to be shared?

**Examples:**
- Refused to attend school
- C/M (Care Manager) advises she is referring to an alternative school program

5. FAMILY & SOCIAL RELATIONSHIPS:
How has the child interacted with others in the house? Are there any changes in the relationships and if so why? Any differences in the relationships with staff compared to residents? Has the child had any contact with their family or spoken about their family relationships?

**Examples:**
- Has related well to all others
- Is not getting along with other residents because of .....  
  - Getting along well with staff but avoids other residents and stays in bedroom
  - Phoned family and call appeared positive

**Example of comment related to a personal space issue:**
Tom has responded well today. He has asked permission for hugs and respected staff boundaries appropriately. He has also been able to explain the concept of personal space to staff.

6. RECREATION & LEISURE ACTIVITIES:
What recreation and/or leisure activities has the child been involved in today?

**Examples:**
- Went out for a bike ride with staff
- Read a book for some hours
- Did a cooking activity - helped prepare food
- Spent time doing a jigsaw puzzle
- Went to the beach with staff
7. EMOTIONAL & BEHAVIOURAL DEVELOPMENT:
Consider if the child’s behaviour and emotional state been appropriate to their age.

Note any differences from what they are usually like.

Examples:
Became unusually upset when could not go to the pool and broke a window.
Acted very mature when couldn’t go on home visit. Accepted reason.

8. IDENTITY & CULTURE:
Have there been any issues related to the child’s cultural identity?

Examples:
Talked about conflict between races at home or at school
Wants more contact with other people of their own race/culture
Shows disregard for the culture they were brought up with
Information Sheet 2 - Post Incident Reflection

TIC-TAC Steps

To turn an incident of unacceptable behaviour into a learning opportunity, if the young person is old enough, it usually helps to spend some time with them to talk and think about what happened. You could use these TIC-TAC steps as a guide for a post-incident reflection with a young person:

T - TALK
about what happened and summarise what the young person has told you in just a few words

I - IDENTIFY
the trigger and the young person’s feelings that caused their behaviour

C - CONSIDER
Have the young person CONSIDER who was affected by the behaviour and how they were affected

T - THINK
Encourage them to THINK of a ‘COOL-IT KEY’ (something different that they can do when they start to feel upset. You can click on the ‘COOL-IT KEY’ for some ideas

A - APPLY
the young person’s new ‘COOL-IT KEY’ by inviting them to practise it with you in a role-play

C - CLEAN UP
Help the young person to CLEAN UP by working out with them, what needs to happen to make things right and to be able to move on powerfully.