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# 10 RULES FOR ENSURING CHILDREN DEVELOP 'CHALLENGING BEHAVIOUR'

..... and maybe what to do about it ?

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Piraeus,

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October 2017

AT-Autism



$E=MC^2 \dots$

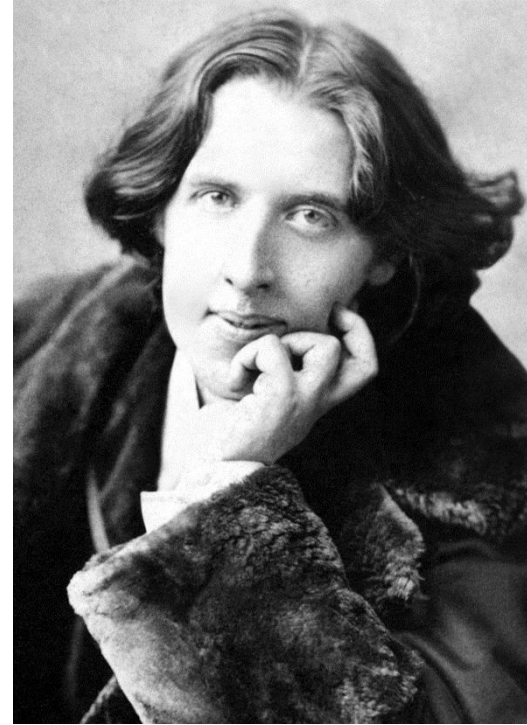
It's not rocket science

Call Your Choice

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# Oscar Wilde

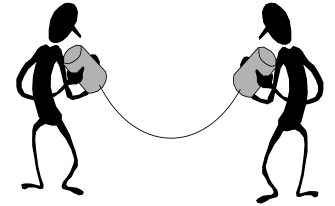
*“the best way to make  
children good is to make them  
happy”*



# 10 rules for ensuring children develop 'challenging behaviour'

## **RULE 1 . If you don't understand me call me complex**

That way it is **all my fault and not yours** : **describe my attempts to communicate in derogatory terms** such as 'attention seeking' or 'manipulative' – Take my things away from me or restrict my life further if I don't change



- *Try to understand me – see my point of view- not reduce me to 'behaviours'*
- *Be respectful. Work hard to see 'behaviour' in terms of what the child is trying to say or is feeling*
- *Be kind – be patient – be persistent – be reflective. Behave ethically and fairly*



# 10 rules for ensuring children develop 'challenging behaviour'

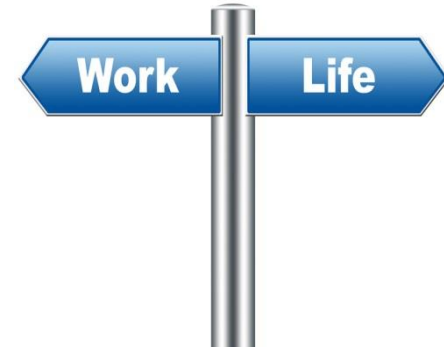
**RULE 2.** If I get upset with you - get me put on medication

- *Find out what might be the cause of the upset*
- ***STRESS IS HUGE- SENSORY ISSUES ARE HUGE***
- *Recognise when the child is distressed to the point of losing control*
- *Give the child a way of gaining control of the situation- reduce confrontation*
- *There is no medication to 'treat' challenging behaviour' and nasty side-effects that could make it worse*



# 10 rules for ensuring children develop 'challenging behaviour'

**RULE 3. Take all decisions and control over my life- do not allow me to make choices**



- ***Build trust and good relationships with the child***
- ***Make choice and control possible over small day -to -day things such as what to eat where to sit/How long to sit etc.***
- ***Encourage choice***
- ***For most children visual (written) better than auditory (listening)***
- ***Allow an escape route from stressful demands –situations***

# 10 rules for ensuring children develop 'challenging behaviour'

**RULE 4. Do not give me things to do that interest me but make me work very hard on things that do not ....or things that I find difficult or really don't like....**



- *Play to strengths - Recognise interests – encourage expertise and knowledge*
- *Use interests to reduce stress and provide opportunity (not just as a reward for 'good behaviour')*
- *Recognise that intensive activity can be stressful and tiring*
- *Recognise achievement and celebrate diversity*





# 10 rules for ensuring children develop 'challenging behaviour'

**RULE 5. Do not teach me good habits about health or wellbeing.** Give me a poor diet and no exercise - allow me to stay up late at night

- *Exercise and a healthy lifestyle can be interesting and fun –be innovative*
- *Give information in ways that mean something to the child - enable them make choices*



# 10 rules for ensuring children develop 'challenging behaviour'

## Rule 6. Inflict your preferences and lifestyle on me

Ensure that my life is filled with **your** idea of fun- take me to places **you** enjoy – like busy shopping malls. Touch me when I'm least expecting it

- *Work out individual preferences and enable access to them. Sensory issues can be **VERY SEVERE***
- *Reduce the potential harm from 'stress triggers', such as noise, crowds, touch, and lighting. Allow quiet time*
- *Reduce language and **confrontation***

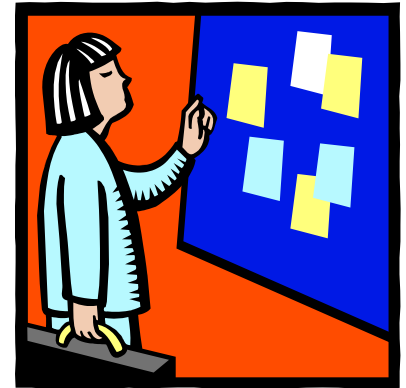


# 10 rules for ensuring children develop 'challenging behaviour'

## Rule 7. Ensure my life has balance -

between boredom and sudden nasty surprises

- ***Plan changes in advance. Work to achieve a balance of relaxation, rest and work – with some fun too***
- ***.....Base it on the person's own choices and preference. Do not rely on words alone, written and/or visual schedules can help***



# 10 rules for ensuring children develop 'challenging behaviour'

## **RULE 8. Make sure I know you don't like me very much.**

Talk about me in hurtful ways – ignore me – be curt - bully me –talk about me as if I wasn't there

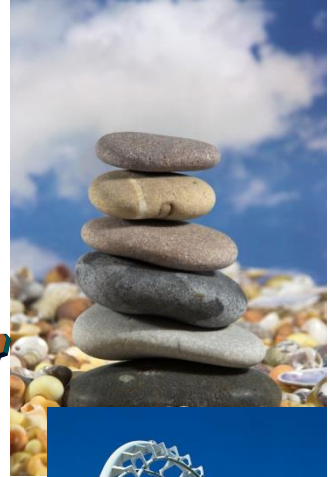
- *Let me know that you are 'on my side'.*
- *Tell me **you are there to help me**– I might not know*
- *Encourage people **to see my good points** - Talk about me in positive terms.*
- ***Show me you care -Tell me when I do well** –encourage me –**be kind to me***



# 10 rules for ensuring children develop 'challenging behaviour'

**RULE 9. Prevent me from 'indulging' in my own 'coping strategies'** - 'stimming', pacing or rocking are things that I do to help calm me – so please physically assault me if I do this

- **Recognise the importance of these activities to the child**
- **Give opportunities - e.g. rocking chair- swings - roller coaster**
- **Understand that we all have diverse needs. ....Intervene only if the child is suffering distress or harm and as part of an agreed plan . Take the lead from the child**

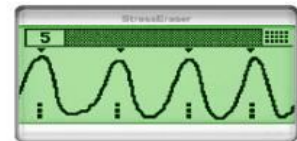
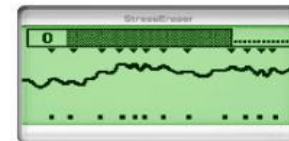
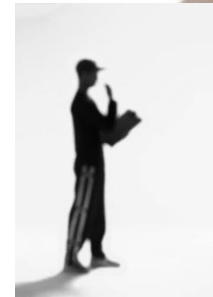
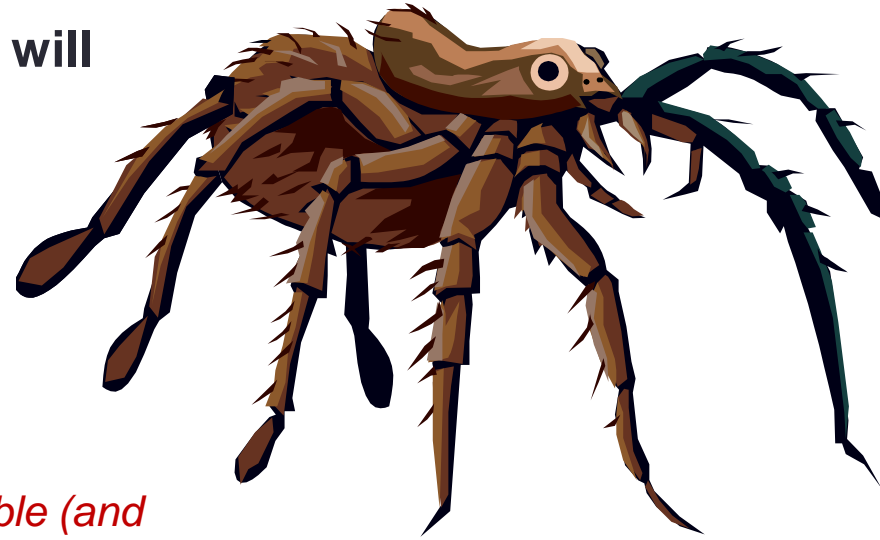


# 10 rules for ensuring children develop 'challenging behaviour'

**RULE 10. Expose me to things you know will stress me out so that I 'get used to them'**



- *Avoid stressors. Help the child rehearse if inevitable (and avoid if too painful).*
- *Provide close support and gentle encouragement. **Avoid confrontation***
- *Find ways to give the child control such as self-monitoring or access to a mentor*



# 10 rules for ensuring children develop 'challenging behaviour

**RULE 11. Do not keep your word or promises**  
(such as having 11 things on this list and not 10!)

- *Remember that children **may be literal** or not like vague or ambiguous language. Be precise*
- *It is important to **say what you mean and mean what you say***
- ***Be direct** ..... keep your word and promises*



# Henry James

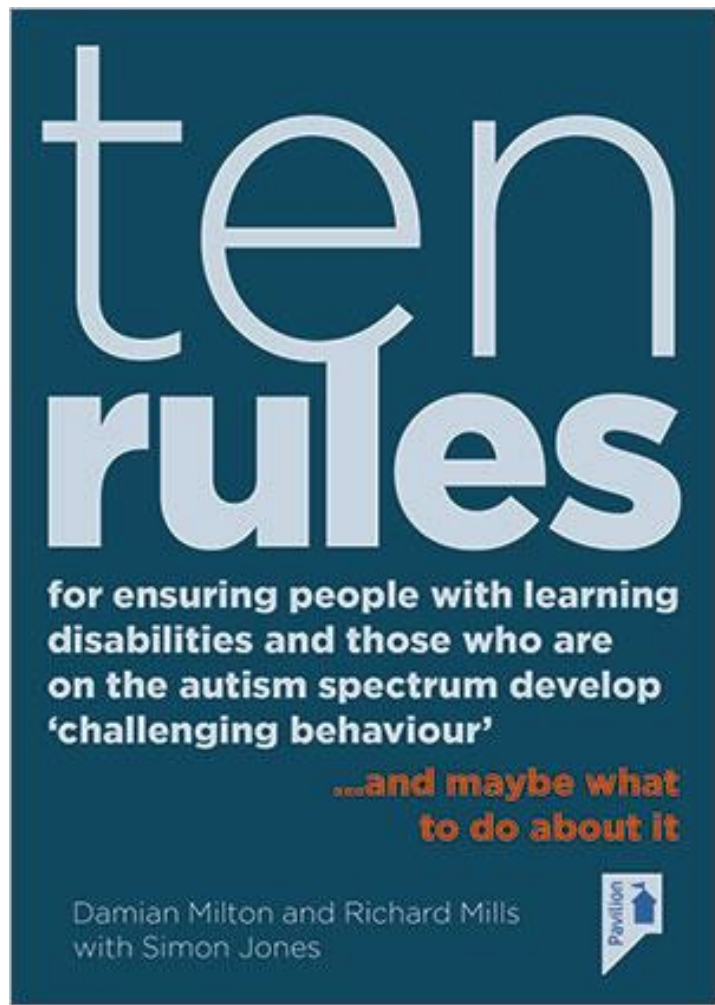
*“Three things in life are important, the first is to be kind, the second is to be kind and the third is to be kind”*







*It's not rocket science – anyone can do it ... so why not you?*



<https://www.pavpub.com/10-rules-for-challenging-behaviour/>

Thank you

Damian Milton and Richard Mills

[www.atautism.org.uk](http://www.atautism.org.uk)

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