

Welcome to our SEND coffee morning 08/11/23

We would like to find out about your current knowledge and confidence levels about boundaries and behaviour.
Please use the QR Code to access the survey. There are paper copies if you can't access on your phone.



Enjoy a cuppa and biscuits while you do it!

SEND Coffee morning 08.11.2023



Everyone can achieve. Everyone can learn. Everyone belongs.

Take  of
care of
yourself

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Outcomes



- Understand the PACE Approach and how this can be used with your children.
- Understand why some children present with demand avoidant behaviour and strategies to manage this.
- Learn some strategies to help co-regulate and de-escalate distressed behaviour in your child.

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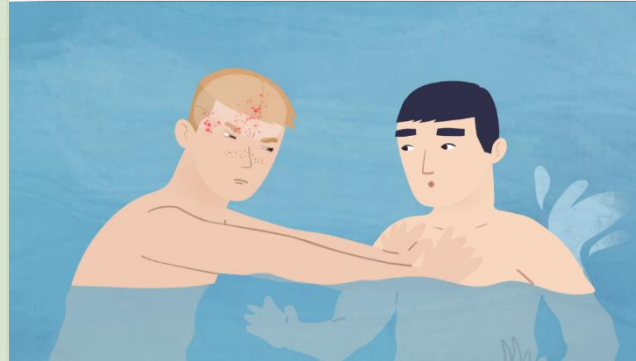
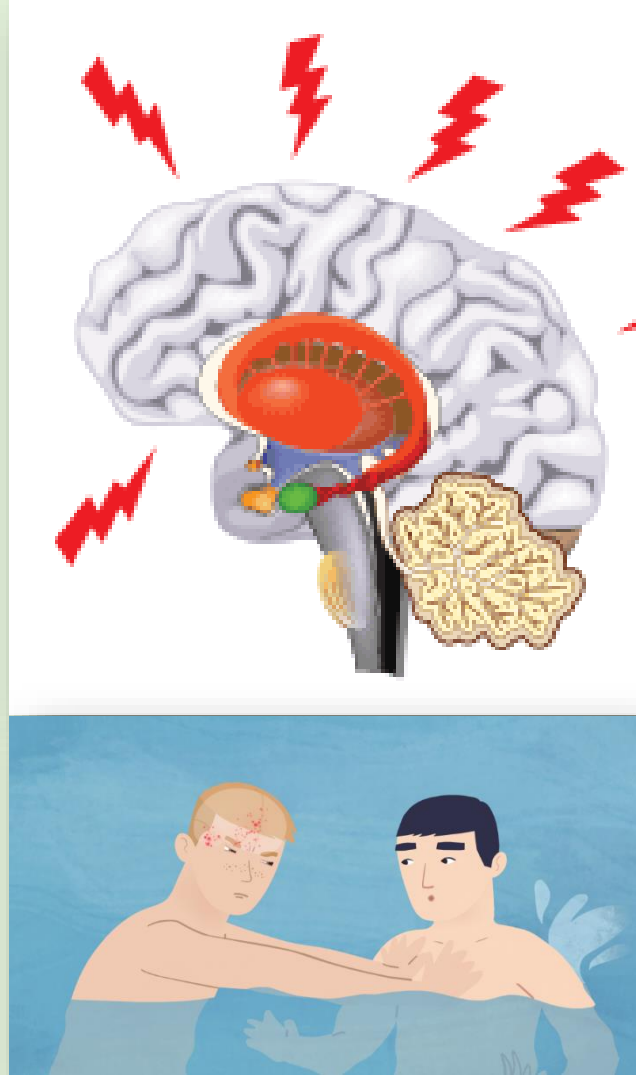
Primitive Brain



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If you don't feel safe as
a child, you can't learn.

Lady Gaga

quotezancy



TEXTSTUDIO



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Well-being is created over time and maintained through our **everyday experiences and our everyday relationships.**



The brain can adapt and respond to **new positive experiences** from childhood into early adulthood and the many windows of opportunity to help children move onto a resilient path.

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Part Three

PACE

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PACE:

Dr Dan Hughes

- Why did Dan Hughes start this research? How did he develop PACE?



Have a think about your children who may be showing distress. How do they communication this to you through their distressed behaviour?

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Lack of resilience

Lack of awareness of
their own safety

Insecure attachments-
cannot separate

Struggle to identify pain,
temperature

Behaviour is a form of communication

Hyper vigilant

Extreme emotions-
meltdowns

Distressed at points of
transition

Disassociation –
daydreaming

Cannot describe their
feelings

Distressed reactions to
sensory stimulus

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PLAYFULNESS

is **NOT** about being funny or making jokes all the time but having fun and being playful when it feels right. **It is** about expressing...

Pleasure

JOY

hope

FUN

By using a light
tone in your
voice like you
would when
reading a story
to a child



And setting time aside for playfulness

Playing
games
together

Doing things that
make you both laugh

ADDING AN ELEMENT OF
FUN TO EVERYDAY TASKS

Invent a game which gets them in-
can you bounce this ball three
times on the way...

Say something silly or make a
deliberate mistake- 'I like the
ducks on your coat' (actually
flamingos)

Set them a silly challenge- I wonder if
you can hop all the way....

**These are some ideas you could use to
diffuse a situation.**

Reference a favourite object or
book or character – I wonder if
the dinosaurs are still asleep in
the book corner

Start goofing around with
another adult or friend and see
if they join in – Adam and I like
making silly faces, can you
make a silly face

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ACCCEPTANCE

is **NOT** about accepting harmful behaviour, boundaries around behaviour are still very important and safety should always be prioritised. **It is** about accepting the child or teen's inner experience. Including their; thoughts, wishes, needs, feelings and motivations.

Their behaviours are often what you see on the surface

Their thoughts, feelings, wishes, motivations, needs are often the underlying reasons for behaviour



"I want to go to nanny's house"

"It's just so lonely being stuck inside"



"I know you're really missing your nanny and grampy terribly"

"It's so hard not being able to see your friends. I know how much you miss them"



Be careful with language –
emphasise that you are
critical of the behaviour not
of them as a person

Remind them that they can
say sorry and put things
right

Admit that you have also
made mistakes and explain
how you put them right

How could you improve your response using acceptance?

Not asking why they have done
something- using language like...
'I can see that you have made a
mistake. Shall I help you make the
right choice and put things right.'

Remind them of some successful
kind behaviour they have
demonstrated.

'I know you are kind and can use
your Ruby power because
yesterday you....Now let's find a
rubber and tidy this up.'

'I wonder'
...acknowledge
they are
frustrated.

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CURIOSITY

is **NOT** about being judgemental, anticipating a response, or directly asking "Why did you...?" It is wondering about the reasons behind the behaviour which often leads to a better understanding.



What do you think their behaviour was about?
What do you think is going on for them?

Are they...

Bored?

Missing friends and Family?

**Feeling
helpless?**

Worrying about what
happens after this is
over?

Frightened about the news?

Do they ...

Miss their school teacher and
classmates?

Need some time to play?

Wish life was
normal again?

Need a break or some space?

Evaluate carefully the lead
up to an incident.

What was the
'consequence' for this pupil
of the disruptive behaviour?

Is it about needing
attention? A need for
sensory feedback?

Be observant – what do you
think is motivating your child
to behave in this way?

**Reflect on what this pupils behaviour is
communicating. Be curious.**

Talk to them and wonder aloud:
I wonder if you are worried
I was thinking that maybe.....

Talk to them once they are calm.
What were they feeling at that
time? Explore the reasons behind
this behaviour. Don't ask
Why did you do that?... They may
not know...

Is there a pattern to
this behaviour? Have
you seen this
behaviour at other
times? What do you
think is happening?

Empathy

How will you show you understand?

[empathy brene brown - Bing video](#)



EMPATHY

is about actively showing that you understand and have compassion for your child or teen's experience. **It is** standing in their shoes and staying with them throughout their emotional experience.



"I just really miss everyone"

"It's so hard when we can't see our friends and family when we love them so much. It must be so painful that you can't just give them a hug"

It is also important to have empathy and compassion towards yourself in these difficult times too

"I'm so bored and fed up of it all"

"I can understand that... I think I'm starting to see how frustrating and unfair this all feels for you"

To see our video on self-care for parents/carers, search for 'Cardiff and Vale Resilience Project' on Youtube

"I guess I just feel a little sad some days"

"Thank you for telling me how you're feeling. I know it can be hard to talk about how we feel sometimes"



For more on empathy check out 'Brené Brown on Empathy' on Youtube



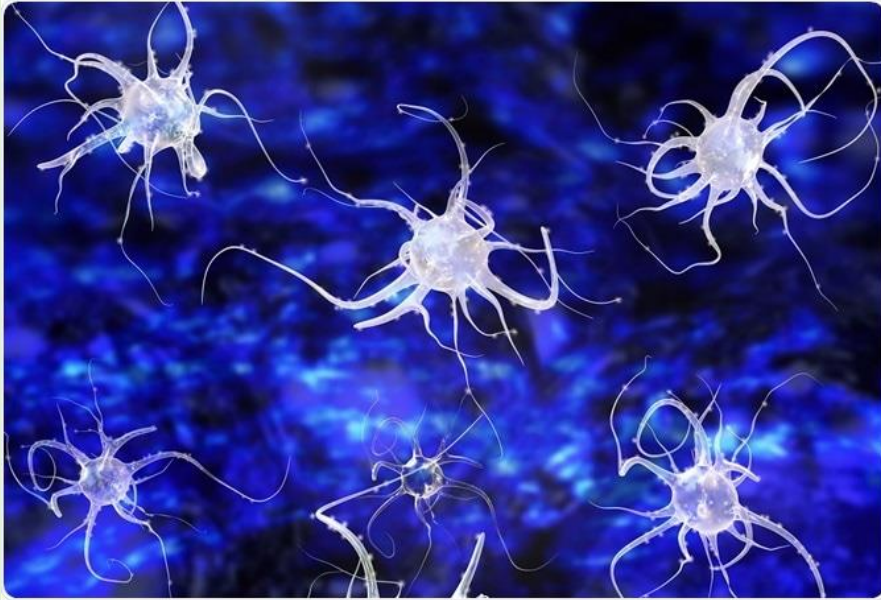
Coregulation



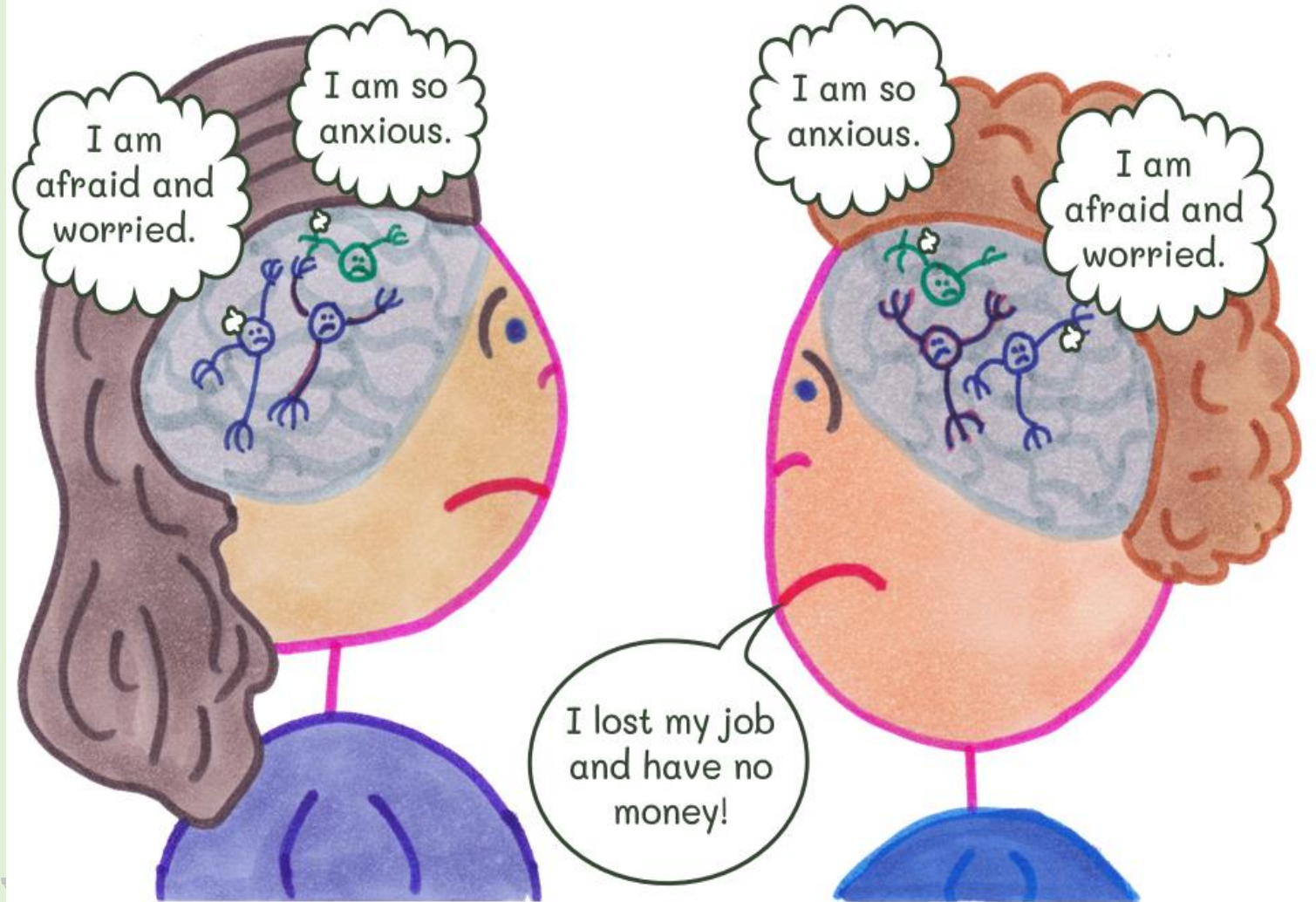
You may need to do your best acting!

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Co-regulation



We create millions of mirror neurons which mirror the neural actions and feelings of other people.



Everyone can achieve. E

Use of voice



I wonder...

You are
ok...I'm here
for you...

slow – low – low

Take some
deep
breaths...



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Part five

Understanding demand avoidance in pupils – reducing anxiety

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Helpful approaches for a PDA profile of autism

Conventional support strategies, including those often recommended for ASD, are often ineffective and counter-productive with a PDA profile. In place of structure, routine, firm boundaries, praise, rewards/consequences, is a person-centred approach based on negotiation, collaboration and flexibility.



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

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

Pick battles

- Minimise rules
- Enable some choice & control
- Explain reasons
- Accept that some things can't be done

Adaptation

- Try humour, distraction, novelty & roleplay
- Be flexible
- Have a Plan B
- Allow plenty of time



Pick battles
Anxiety management
Negotiation & collaboration
Disguise & manage demands
Adaptation

Disguise & manage demands

- Word & position requests indirectly
- Constantly monitor tolerance for demands & match demands accordingly
- Doing things together helps

Anxiety management

- Reduce uncertainty
- Recognise underlying anxiety & social/sensory challenges
- Think ahead
- Treat meltdowns as panic attacks: support throughout & move on

Negotiation & collaboration

- Keep calm
- Proactively collaborate & negotiate to solve challenges
- Fairness & trust are central

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General Strategies for demand avoidance...

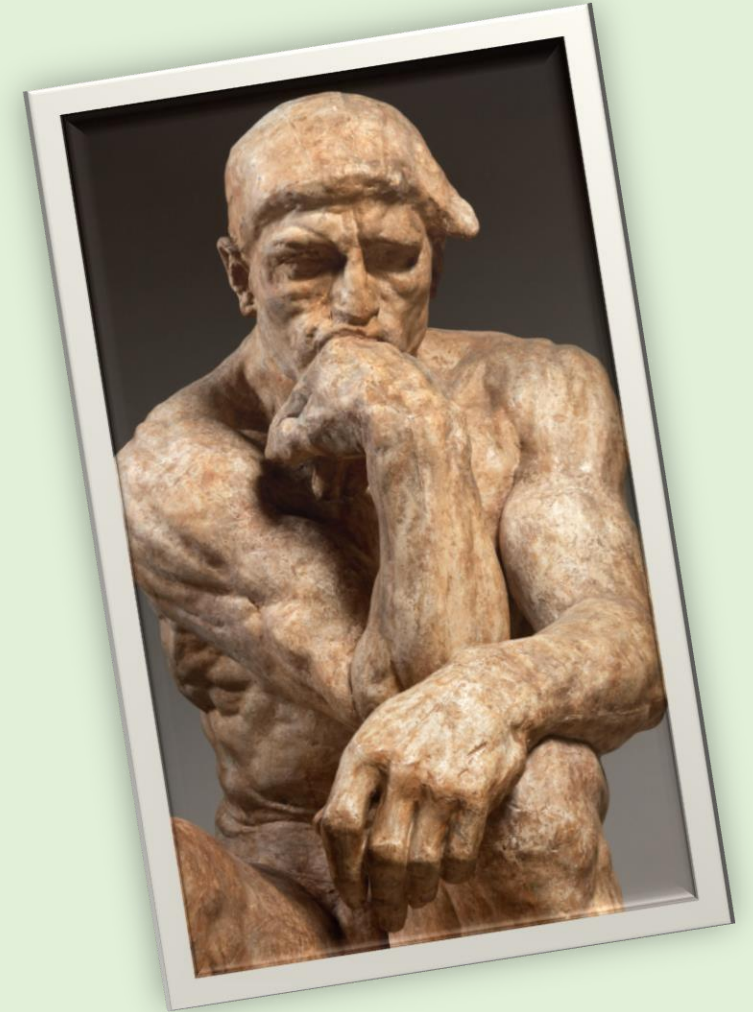
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Justify your expectations – for example, by referring to Health and Safety rather than making personal demands.



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Make requests indirect: “I wonder if someone could help me...?” or “I don’t know how to do this, do you?”.



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- Have a 'safe area' where the child can go to be quiet and safe if they are feeling out of control. Encourage them to use this space if they feel they are struggling to control their emotions.
- Try a tent Venus
- Comfy corner
- Dens

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Using characters of interest or toys can help depersonalise demands, as you are not personally asking them to do something.

For example, if the child loves Thomas the Tank Engine or Star Wars, try to find a character voice you can use to make requests.

Or you could find a toy or puppet to represent the character, saying: “Woody would like us to try to work out how to brush your teeth!”

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Here are some handy sentence starters:

“I wonder if we can...”

“Let’s see if we can make something...” “I can’t see how to make this work...”

“Shall we see if we can beat the clock...” “Maybe we could investigate...”

“Who do you want to help us today...”

“The Health and Safety Manual says”

“I wish I knew someone who could help me with...”

“I wonder how we might...’

‘I can’t quite see how to do...’

Try to avoid saying:

“It’s time for you to...” “You’ve got to...”

“You need to...”

“You must...”

“Now...’



De-escalation Strategies for children presenting with Demand Avoidance...

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If you see that the child is not coping well with what you are asking of them, change the activity, use distraction techniques or engaging them in conversation.



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Remember that you are in charge, but you must 'pick your battles'. You may need to allow unexpected behaviour to go unaddressed in the short term in order to get the correct response long term.



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Use humour where possible to diffuse difficult situations.



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- Children with demand avoidance can experience lots of anxiety, although it might not present in ways we would expect as they may seem calm on the outside.
- Triggers can be being put on the spot, change and finding the work too difficult (even if they could do it before!).
- Allow the child to have access to a stress toy to lower anxiety. Remember meltdowns can be like panic attacks.

I had 1000
feelings inside
of me!

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- If you feel the tension rising, humour is a fantastic distraction. You could try making jokes, using physical humour (exaggerated facial expressions, or silly walks), being silly or feigning ignorance.
- Use personal interests to set up missions, challenges and projects to engage a child



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Please take the hand outs on PACE and some advice about how to adapt your language from David Wright one of the Educational Psychologists from Bristol City Council who has worked with us in the past.

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