

Ways to Help Me Manage My Behaviour

**Helping children
to use stop, think &
relax skills to manage
their behaviour**

Ways to Help Me Manage My Behaviour

Aim:

The aim of this section is to help children to understand that it is difficult to make positive decisions while in an emotional state. It supports children to develop STOP, THINK & RELAX skills. These are necessary to help children make plans to manage their behaviour.

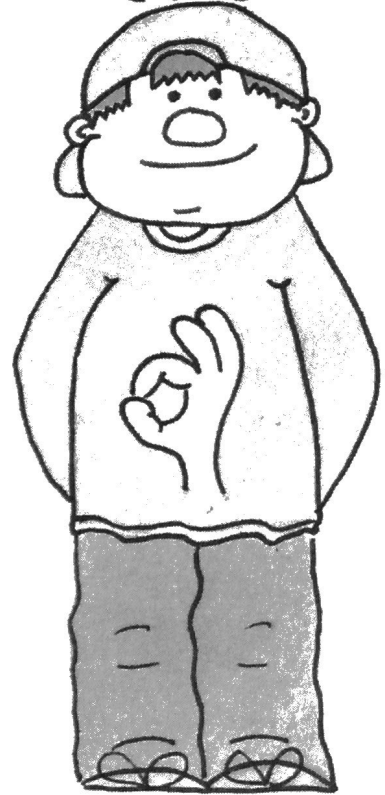
This section is practical in nature and, like all of the sections in this book, provides fun and educational activities to support the development of these skills.

Notes:

Stop

Think

Relax



**Ways to help me
manage my
behaviour!**

Stop

WHEN YOU FEEL YOURSELF GETTING ANGRY
THE FIRST THING YOU NEED TO DO IS.....



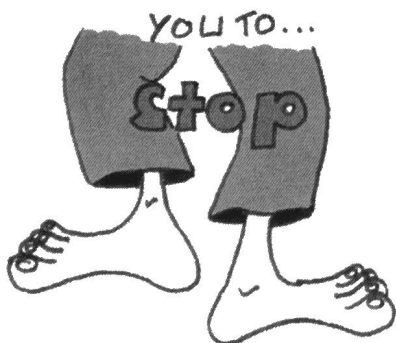
Stop

THIS IS HARD TO DO IN THE BEGINNING
BUT IT GETS EASIER THE MORE YOU TRY.

LET'S PRACTICE TRYING TO **Stop**

Game 1

STAMP YOUR FEET ON THE
FLOOR AS FAST AS YOU
CAN UNTIL THE ADULT
WORKING WITH YOU TELLS



Game 2

CLAP YOUR HANDS AS
FAST AS YOU CAN AND
WHEN THE ADULT YOU'RE
WORKING WITH TELLS YOU



CARRY ON PLAYING THESE GAMES UNTIL YOU ARE A CHAMPION **stopper!**

CAN YOU THINK OF ANY MORE STOPPING GAMES?

Guidelines for using 'THINK!'

These guidelines refer to the following three pages.

Once children have mastered the ability to STOP!, the next skill they need to learn is THINK!

The first worksheet encourages children to find the best conditions for them to THINK! and come to positive solutions.

The next two worksheets look at children's actual physical spaces. It encourages them to come up with places to THINK! in their school environment - firstly the playground and secondly their classroom.

It might be helpful for the child to actually visit these places while marking the areas on their maps. It is also important that the places they pick are safe and agreeable with the adults in school.

Notes:

Think



WHEN YOU HAVE **Stopped**

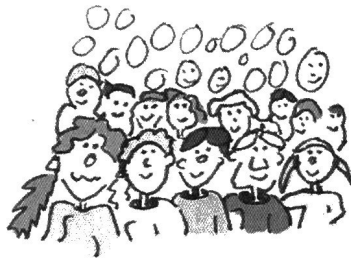
YOU NEED TO GIVE YOURSELF

TIME TO... **Think**



WHERE IS THE BEST PLACE TO **Think?**

(PUT A TICK BY THE BEST CHOICES)

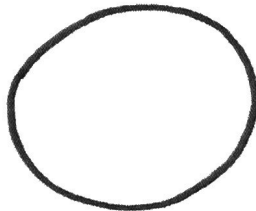


IN A BUSY
PLACE

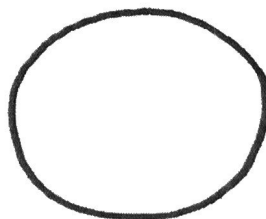
IN A QUIET
PLACE



WHEN MY MIND
IS FOCUSED
ON THE PROBLEM



WHEN I TRY TO
THINK OF
SOMETHING ELSE



Guidelines for using 'RELAX!'

The third skill the children need to learn is RELAX!

This worksheet suggests different ways in which to achieve this.

The differing strategies should be practiced with the child and the most effective strategy (for the individual child) needs to be identified.

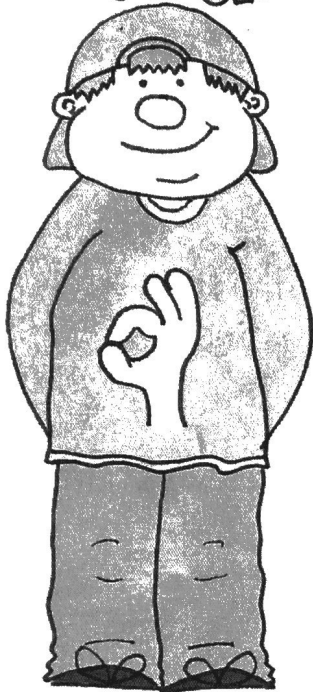
It is important for children to understand that RELAXATION aids their ability to carry out the strategies they devised in the THINK! stage, which identified positive ways to achieve outcomes.

If they are still emotional and have not RELAXED, it is unlikely that they will be able to carry out the strategies and obtain positive outcomes.

Sometimes, RELAXATION can aid THINKING skills. Therefore, it is important to encourage children to review the strategies they developed in the THINKING stage, once they are relaxed, to determine whether they will achieve the most positive outcome.

Notes:

Relax



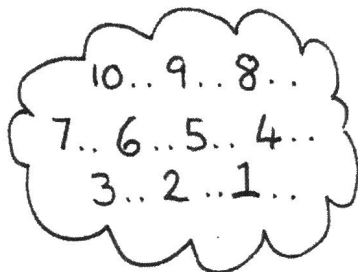
HERE ARE SOME USEFUL WAYS TO HELP
YOU



Relax

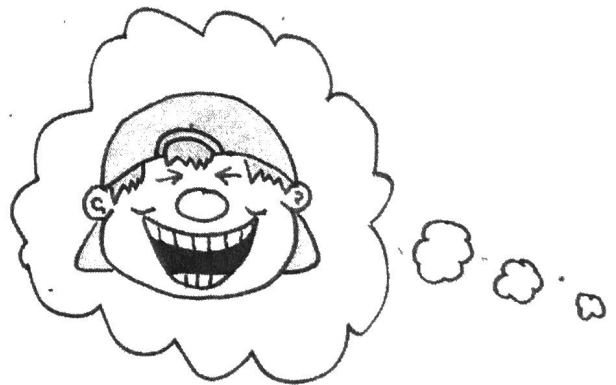
PRACTICE THEM WITH THE ADULT WITH YOU.

COUNT BACKWARDS
FROM 10



TAKE DEEP BREATHS

Think ABOUT A HAPPY TIME.



CLOSE YOUR EYES AND IMAGINE YOU ARE IN YOUR FAVOURITE
PLACE, DOING YOUR FAVOURITE THING.

Guidelines for using 'My STAR Plan'

The purpose of this worksheet is to help children plan and make choices about their behaviour, while calm and rational.

It is a preventative and pro-active measure.

Encourage children completing the sheet to think of something they find difficult, or something that 'winds them up'. Ask them to make a planned response of the next time this situation arises. They will need to state how they are going to recognise that they need to STOP! - for example, how will their body feel? What will be happening?

The next step is to THINK! The children will need to locate a place where they will be able to THINK! most productively about what is the best way forward to deal with the situation.

The final stage involves the child planning how they are going to RELAX. What strategies are they going to use to help them calm down enough to carry out their plan?

You can use this format to help the child to deal with a variety of difficulties. However, do not overload the child with too many plans at one time. Encourage the child to prioritise difficulties and deal with them one by one.

This worksheet therefore, represents something you can use and revisit again at a later date.

Notes:

MY STAR Plan!



Stop



[Empty rectangular box for writing]

Think

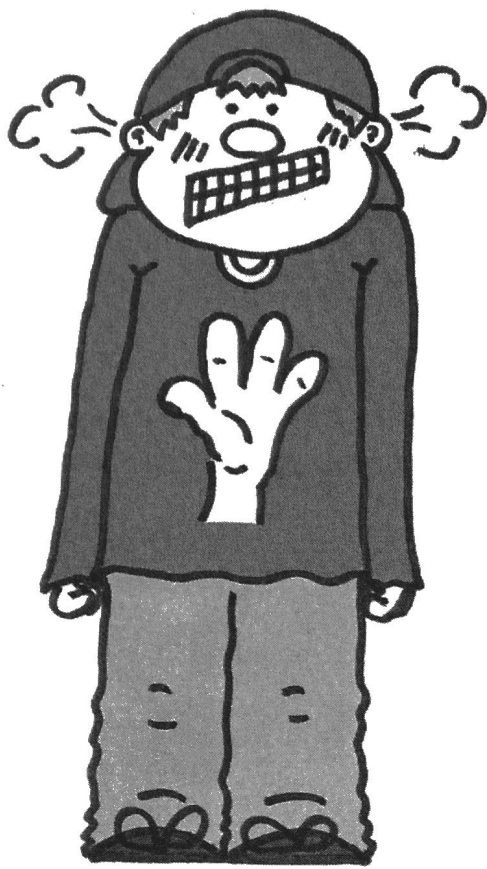


[Empty rectangular box for writing]

Relax



[Empty rectangular box for writing]



I know how to

Stop Think Relax

Transferring Skills

Children will not instantly be able to carry out their plans and manage their own behaviour. They will need the continued encouragement and support of the adults around them. Thus, the skills and language taught during this section must be shared with the other adults working with the child.

This support will need to come in the form of praise, rewards and reminders. Children may also have to be encouraged to use their THINKING places appropriately.

You may need to rework plans with the child in order to ensure they work effectively. Children should not see an inefficient plan as a failure, rather that it is part of the learning process.

Different plans may need to be made for different behaviours. However, remember not to overwhelm the child with lots of different plans - tackle behaviours one by one.

Notes:
