

Reframing “Challenging” Behaviour

Whose challenge is it anyway?

**Let's talk about "challenging
behaviour"**

All Behaviour is communication

- Every behaviour is functional: its function is to communicate
 - Need or a want – Accessing something tangible
 - Sensory Stimulation
 - Access to Social Attention
 - Escape or Avoidance

The Neurobiology of Stress:



Photo by [Fikri Rasyid](#) on [Unsplash](#)

The Stress Bucket

The Neurobiology of Stress:

an Evolutionary Response



Photo by [Jason Leung](#) on [Unsplash](#)

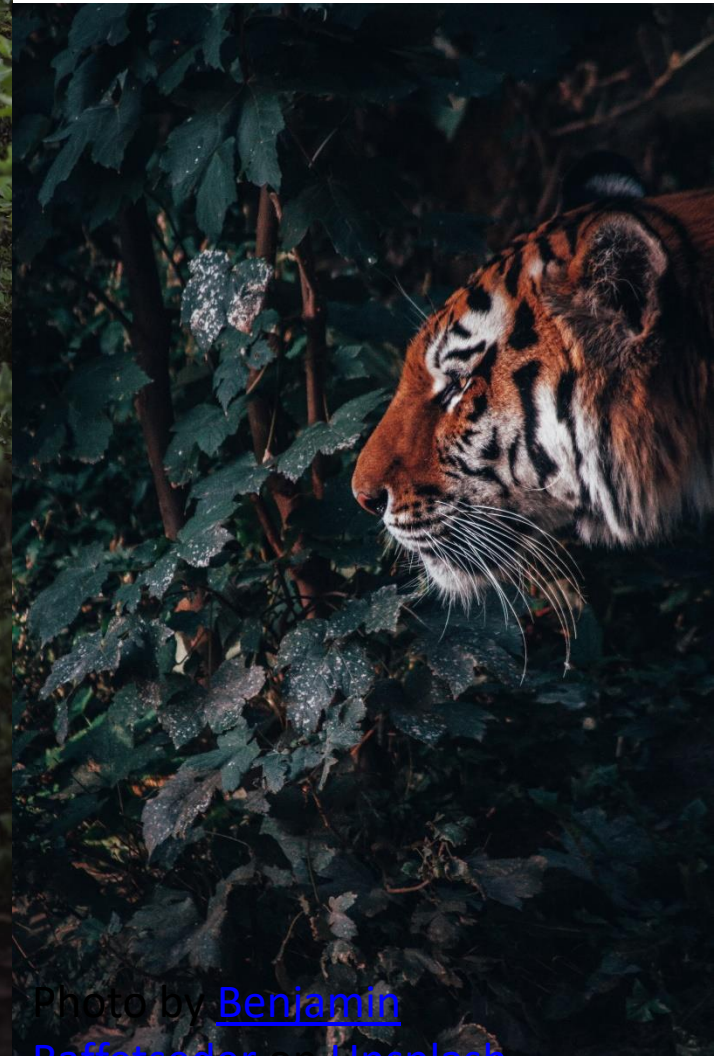
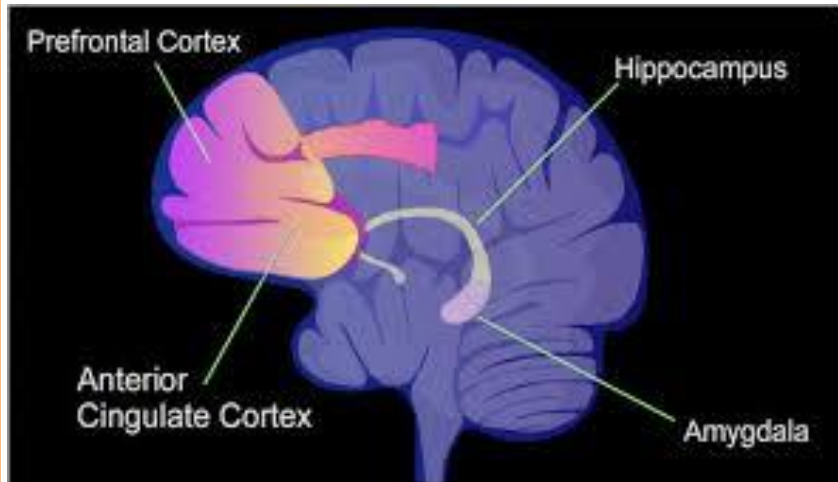


Photo by [Benjamin Raffetseder](#) on [Unsplash](#)

Negative Bias and the Four F's

Neurobiology and Regulation: (or the story of burnt toast)

The Brain



Amygdala



Hippocampus



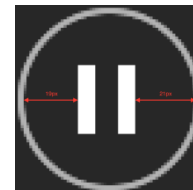
Prefrontal Cortex

The importance of doing Nothing



<https://www.youtube.com/watch?v=gm9CIJ74Oxw>

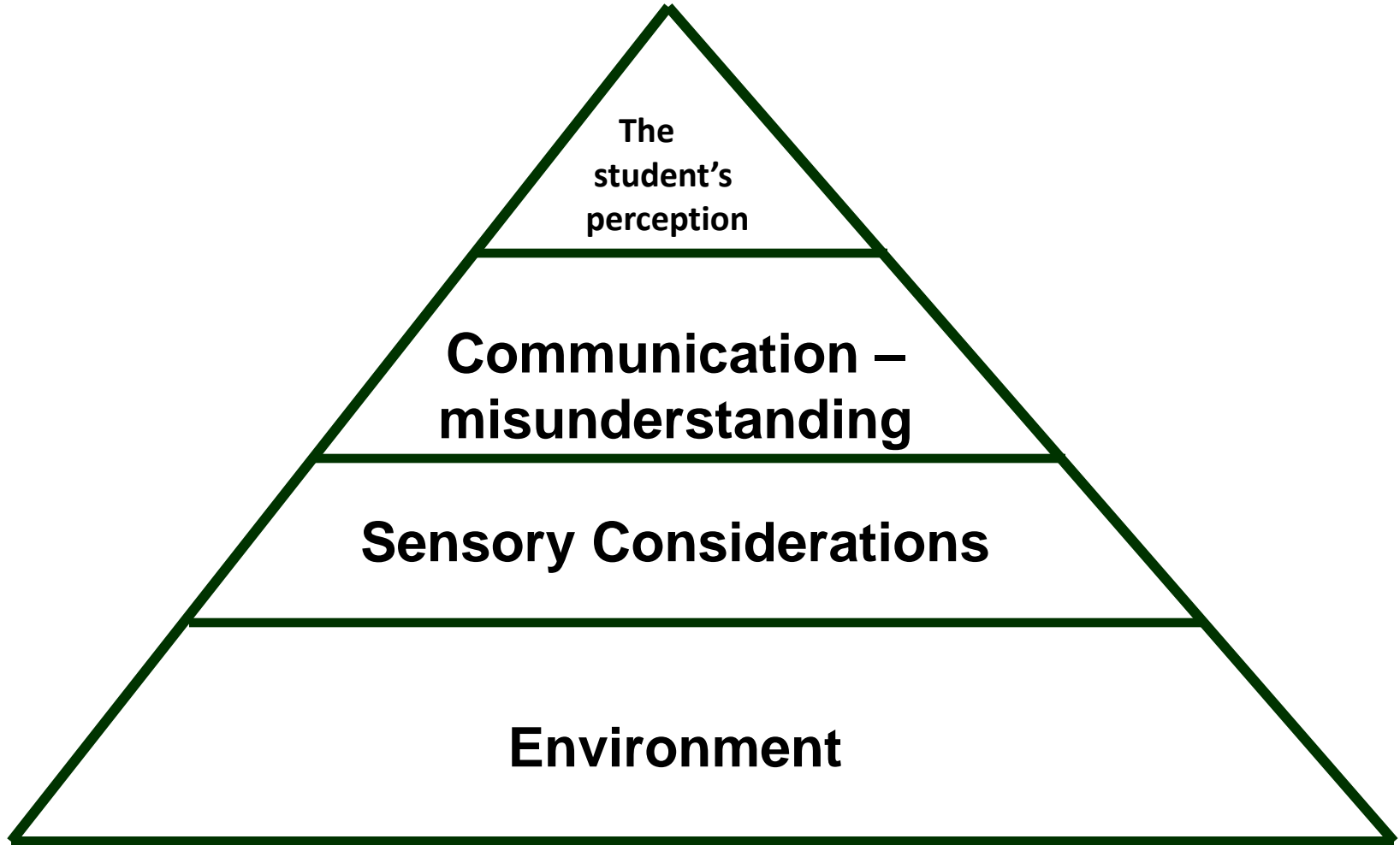
PRESS PAUSE
AEC Sept 2019



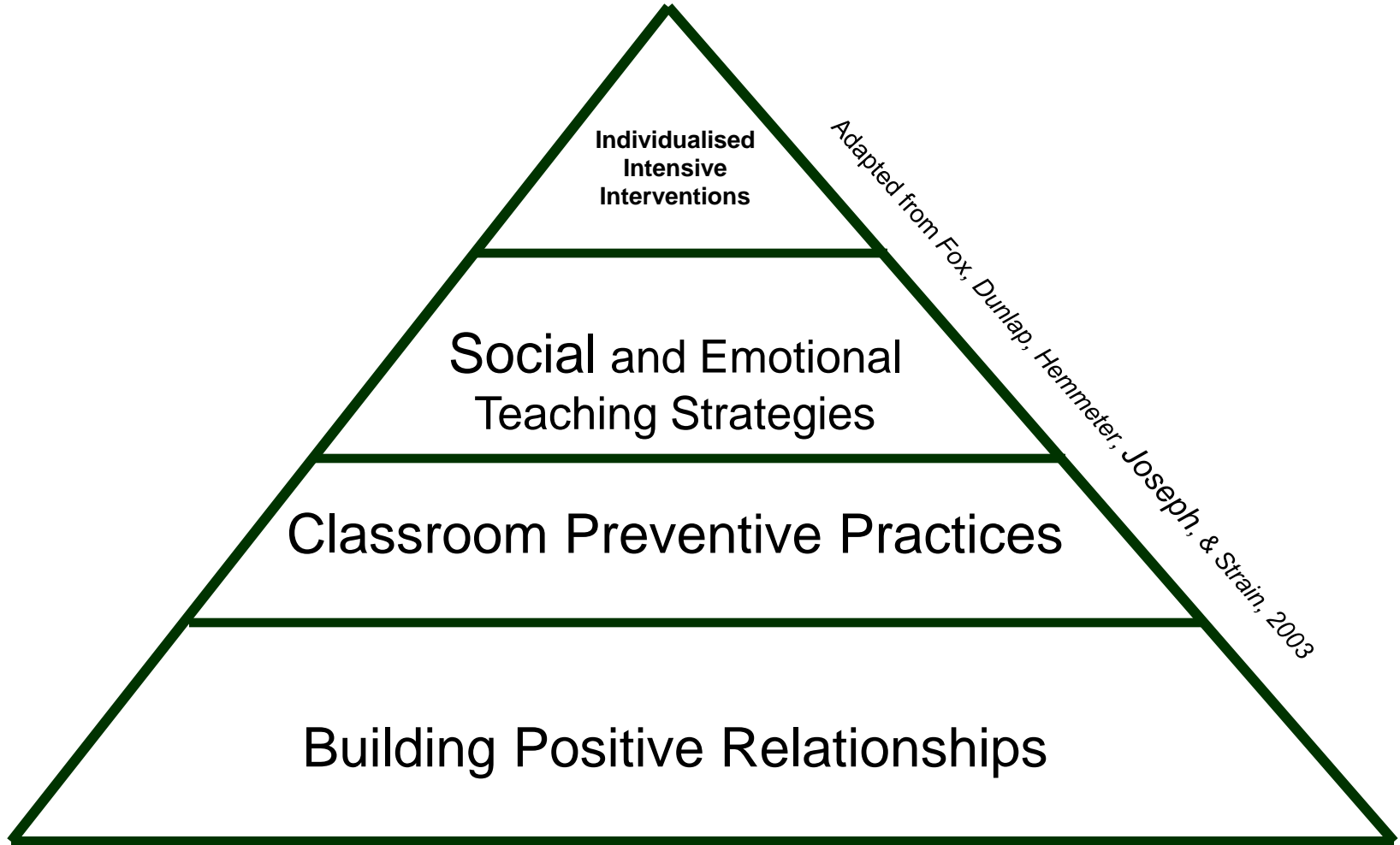
How to manage the challenges.

WHOSE CHALLENGE IS IT ANYWAY?

External factors impacting on behaviour



Positive Behaviour Support



Considering Development

- Considering individual developmental levels
 - Cognitive
 - Physical
 - Social and emotional
- A developmental application of the Code of Behaviour:

Emptying the Bucket



De-stressors to avoid distress

- Physical
- Withdrawal
- Consumption
- Social

These are unique to the person AND to the situation.

We generally know what we need... but we have to learn when and what is appropriate to the situation we are in.

A Whole School Approach

- Focus on the positive
- Plan for the challenges
- Supporting our students
- Supporting our staff
- Supporting ourselves as leaders

**You may not
be able to control
every situation
and its outcome,
but you can
control your
attitude and how
you deal with it.**

HpLyrikz.com

If it doesn't
challenge you
it won't
change you.

marie@playtherapywexford.ie
2861591

087

Marie Byrne

Autism Education Consultants