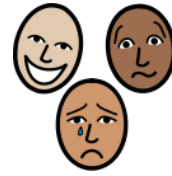


PINS Update 5: Emotions and Behaviour

What do we mean by emotions? When we talk about emotions, we mean the response inside us that we experience in reaction to events and situations. Examples are anger, happiness, frustration, sadness.



Neurodivergent children may find it hard to express emotions in a typical way.

What do we mean by behaviour? The word behaviour...

- Is often used when talking about negative behaviour
- Describes how your child responds to the situations they find themselves in or what is going on inside themselves
- Can refer to actions that challenge you as a parent
- Describes actions that put children in an unsafe position and/or actions that might hurt others
- Describes actions that might make you perceive that others are thinking negatively about your child (e.g. meltdowns in public).

Behaviour is a form of communication – it can tell us our child is stressed and not coping.

Strategies to support:

Scan the QR code to watch the 20 minute video for more information on emotions and behaviour and about a variety of strategies that can be used to support with this.



Sometimes we need to be a detective to find out more about what causes behaviours. The video shows how to do this. One way is to use the idea of an iceberg:



We see the behaviours above the water line (such as shouting/ hitting)

The things we **can't** necessarily see might be causing what we **can** see. Some areas to think about....

Area of need/strength	Possible causes of behaviour	Possible strategies to try
Communication	Does the child understand what they are being told? Can they express how they feel and what they want?	Use simple language Tell the child what to do (not what not to do). E.g. 'walk', instead of 'don't run'
Social Situations	Is the child feeling socially overwhelmed?	Buddy system Support for turn taking in a game
The Environment	We can think about the child's surroundings and what their senses could be experiencing (hunger/ noise/ tiredness)	Turn background noise off (e.g. TV) Comfort toys e.g. sensory blanket
Control and Need for a Routine	Does the child know what is happening next or do they feel out of control?	Write down/ draw a picture what is happening next on a piece of paper Draw a choice of next activities to choose from

Remember to ask the child what helps!

We have also provided this information to your child's school so we can all understand the techniques that are outlined in this video. We have also signposted them to the following website:



This update was brought to you by the PINS project. There are two partners responsible for delivering the different elements of PINS support in your school. The B&NES Parent Carer Forum (BPCF) is responsible for delivering support on Neurodiversity and guidance on navigating the local SEND offers for Parent Carers, including building stronger relationships with school staff. HCRG Care Group is responsible for delivering a menu of training to staff in your school. HCRG Care Group will aim to keep parent carers informed of support they are delivering to staff in your school, but all other information for parent carers should come through the BPCF as your PINS partner.

PINS PARENT STORIES

Supporting emotions and behaviour:



Parents have told us the following helps:

- Write/ draw where you are going next
- Use a shopping list when out and about for the child to tick off
- Use a free online timer to help your child know when the activity will finish
- Try strawberry flavoured toothpaste
- Ask your child what helps them



Speak to your school and other parents to share strategies that might help your child with their emotions and behaviour.