**Behaviours That May Challenge Workshop - Frequently Asked Questions**

**Q - Parents are separated - We put strategies in at our house, but the other parent does not, and our child’s behaviour is worse when they come home.**

Have clear house rules and expectations. These may need to be written down and visuals used. Explain these are the rules for this house and they are expected to be followed.

**Q - Nothing works, I/we have tried it all**.

* Please complete ABC charts for 1-2 weeks then return to us via [ccs.beds.childrens.cdc.admin@nhs.net](mailto:ccs.beds.childrens.cdc.admin@nhs.net) for review.

Link to ABC charts - [https://www.cambscommunityservices.nhs.uk/docs/default-source/default-document-library/abc-chart.xlsx?sfvrsn=2](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cambscommunityservices.nhs.uk%2Fdocs%2Fdefault-source%2Fdefault-document-library%2Fabc-chart.xlsx%3Fsfvrsn%3D2&data=05%7C02%7Ckimberley.gordon%40nhs.net%7Ccc9260867b3049ccd63408dbfaeec27c%7C37c354b285b047f5b22207b48d774ee3%7C0%7C0%7C638379675586479298%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=5aXuohepuPR4NFc%2FBmrl0gU6dyx0OZKvvv0OTiQZYEg%3D&reserved=0)

* Also consider attending our 123 Magic workshop which focuses on positive parenting approaches to support behaviour. 123 Magic focuses on controlling negative behaviour, encouraging good behaviour, and strengthening the child-parent relationship. 123 Magic can be booked by calling the hub on 0300 555 06 06.

**Q –** **Behaviour is fine at home but not school**

* Talk to your child’s school and SENDCo. Please ask school to consider a referral to the SEND advisory team via your local council.
* It may also be helpful for school to complete ABC charts.

Link to ABC charts - [https://www.cambscommunityservices.nhs.uk/docs/default-source/default-document-library/abc-chart.xlsx?sfvrsn=2](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cambscommunityservices.nhs.uk%2Fdocs%2Fdefault-source%2Fdefault-document-library%2Fabc-chart.xlsx%3Fsfvrsn%3D2&data=05%7C02%7Ckimberley.gordon%40nhs.net%7Ccc9260867b3049ccd63408dbfaeec27c%7C37c354b285b047f5b22207b48d774ee3%7C0%7C0%7C638379675586479298%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=5aXuohepuPR4NFc%2FBmrl0gU6dyx0OZKvvv0OTiQZYEg%3D&reserved=0)

**Q –** **Behaviours are anxiety driven.**

A self-referral can be made to CAMHS for support with anxiety:

A close up of a logo

Description automatically generated

**Camhs (Child and Adolescent Mental Health Service)**

<https://www.elft.nhs.uk/camhs/contact-us>

CAMHS Single Point of Entry (Bedford) Tel: 01234 893362 (Luton): 01582 708140

The Child and Adolescent Mental Health Service (CAMHS) provides outpatient assessments, support and treatment for children and young people up to the age of 18 experiencing moderate to severe mental health problems. The service works to provide them with a greater knowledge of their condition and improve coping techniques.

* CAMHS also offer an anxiety workshop for children and parents via the following link - <https://www.cambscommunityservices.nhs.uk/beds-luton-community-paediatrics/neurodiversity-support-pack/mental-health>
* CHUMS anxiety information - <https://chums.uk.com/anxiety/>

<https://chums.uk.com/portfolio-items/why-do-we-feel-anxious/?portfolioCats=47%2C49%2C52%2C48>

**Q - Behaviours are sensory driven.**

**My child struggles to wear school uniform due to the texture.**

* Please click on the following link to view the Occupational Therapy sensory processing awareness training which provides advice and support for sensory seeking or sensory avoidant behaviours:

**Occupational Therapy Sensory Processing Awareness Training -**

<https://www.cambscommunityservices.nhs.uk/Bedfordshire/services/occupational-therapy/sensory-processing-awareness-training>

The Paediatric Occupational Therapy team have produced a video for parent/carers & professionals to give them information on sensory processing and its role in a child’s everyday life.

* Further information can be found in the information booklet ‘Making Sense of Sensory Behaviour’:

<https://www.falkirk.gov.uk/services/social-care/disabilities/docs/young-people/Making%20Sense%20of%20Sensory%20Behaviour.pdf?v=201507131117>

* Occupational Therapy website - <https://www.cambscommunityservices.nhs.uk/Bedfordshire/services/occupational-therapy>

**Q- If my child has not yet been given a diagnosis, how do we know what we are treating or how to treat them?**

* You can still support your child at home and at school, without a diagnosis, by putting strategies in place that help with their behaviour, sleep etc.

**Q- Why does my child have a meltdown when coming home from school?**

Children’s anxieties/worries can be masked in school as they wish to fit in at school. They may have difficulties in explaining how they are feeling, and these emotions can be contained until they reach home which they feel/class as their safe space.

**Q- How can I support my child’s siblings?**

* Are they registered as a young carer to access local support and groups? Contact Carers in Bedfordshire or CHUMS Young Carers service (Luton patients only) for further advice and support:

**Carers In Bedfordshire –** <https://www.carersinbeds.org.uk>

Tel: 0300 111 1919 Email: [contact@carersinbeds.org.uk](mailto:contact@carersinbeds.org.uk)

Carers in Bedfordshire is a not-for-profit registered charity providing support for carers of family members and friends throughout Bedfordshire, with offices in Bedford, Biggleswade and Leighton Buzzard.

**CHUMS Young Carers Service** - https://chums.uk.com/young-carers/

* Spending 1:1 time with your child, when possible, can also help.

**Q. What is a support plan in school?**

A support plan is created by school and the parent with the aim of meeting the needs of your child whilst they are attending school. Contact your child’s school SENDCo for further information.

**Q. How can I prepare my child with transitions?**

* Use visuals to help them transition from one thing to another.
* Prepare your child as much as possible for the upcoming transition.
* Give reassurance when transitions are going to happen or when they are happening.

**Q. My child will not do his homework.**

* Speak to school to see if this can be undertaken during the day whilst your child is at school.
* Does the school have a homework club that they can attend?
* Can the homework incorporate their interests?
* Break their homework down into smaller chunks over the period of the week.
* If your child is reward driven, offering a small reward, if they complete some of their homework can help. You and your child will need to agree how much homework they need to complete and what the reward will be!

**Q. My child appears to be addicted to technology. What strategies can I use to reduce this?**

* Adopt other interests.
* Use timers. These will help manage their technology usage. When not using technology try to focus on their other interests.
* Download parental control on your child’s device which will allow you to manage your child’s usage.

**Q. Does his behaviour affect his sleep or does lack of sleep affect my child’s behaviour?**

The answer is both. If we do not get enough sleep this can affect our mood and how we behave as well as our behaviour affecting our sleep. For example, being hyperactive and not wanting to or being unable to sleep.