

Waiting Well presentation by the Neurodevelopmental Team



DHCFT



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www.derbyshirehealthcareft.nhs.uk



Making a
positive
difference

Waiting well

The following information will offer support and guidance on a range of behaviour interventions that may help you and your family while your child/young person is on our waiting list for an ADHD assessment .

Some of your children/young people may get this diagnosis some may not.

However the behaviours and concerns that have brought you to this point need to be supported regardless of whether you get this diagnosis or not.

We will cover

- Signposting families to support available, both financial and school
- **We will be looking at:**
- Age related behaviours.
- Events that can affect your child's behaviour.
- How to handle difficult behaviour and how to encourage positive behaviour.
- How to continue to strengthen your relationship with your child/young person.

Financial Support

- Disability living allowance (DLA)
- <https://www.gov.uk/disability-living-allowance-children>

Disability Living Allowance (DLA) for children may help with the extra costs of looking after a child who:

- is under 16
- has difficulties walking or needs much more looking after than a child of the same age who does not have a disability

They will need to meet all the eligibility requirements.

The DLA rate is between £23.60 and £151.40 a week and depends on the level of help the child needs.

Ref .gov.uk

Financial Support

- The Family Fund

<https://www.familyfund.org.uk>

Our mission is to provide items and services to all low-income families in the UK raising disabled or seriously ill children, that they could not otherwise afford or access, and that help improve their quality of life, realise their rights, and remove some of the barriers they face.

We provide grants for a wide range of items, such as washing machines, sensory toys, family breaks, bedding, tablets, furniture, outdoor play equipment, clothing and computers. It can be a struggle financially, emotionally and physically for families raising a disabled or seriously ill child, and these grants help break down many of the barriers families face, improving their quality of life and easing the additional daily pressures.

ref. Family fund.org

Derbyshire SEND support

<https://www.derbyshireiass.co.uk/home.aspx>

Derbyshire Information, Advice and Support Service (DIASS) provides independent information, advice and support to children and young people with special educational needs and disabilities (SEND), as well as their parents and carers.

We aim to help parents and carers increase their involvement in the education of their children and ensure that they have access to information and advice about issues relating to a child or young person's health and social care.

The service is impartial, confidential, and works at arm's length from the local authority. Our advice is free and accessible to all parents of children with SEND. We also offer support for children and young people with SEND.

Derby City SEND Support

<https://derbysendiass.org.uk>

Free, confidential, impartial information, advice and support for parents, children and young people up to the age of 25 about Special Educational Needs and Disabilities.

Are you finding it hard to get your voice heard?

Do you need someone impartial and confidential to talk to about the support your child or young person receives?

Do you need information about education, health or social care systems in relation to Special Educational Needs and Disability (SEND) provision?

Do you need support in discussions with your child's school or Local Authority?

Has your child or young person been excluded or at risk of exclusion from school or on a part time timetable?

Local offer

- Further support and information can be found on the local offer websites.

- Derbyshire residents:

<https://localoffer.derbyshire.gov.uk/#!/directory>

- Derby City residents:

<https://www.derby.gov.uk>

Graduated response for individual pupils (GRIP)

- Derbyshire's GRIP initiative is for pupils with significant special educational needs in primary and secondary schools.
- If an application is successful, schools will receive GRIP funding straight away.
- The GRIP funding will give schools and parents and carers the opportunity to be more flexible in how pupil support is best delivered and a range of interventions can be considered. Parents and carers must be fully involved and agree the GRIP plan in partnership with schools.
- Accessed via the Local Offer (search GRIP funding)

Developmental behaviours

- All children develop at different rates
- Some children learn skills faster than others.
- The following is a guide only.



Expected Developmental Behaviours

- 5-7 yrs--- seeks adult approval, craves attention, easily embarrassed, can get very upset easily, heightened anxiety and fear of new environments.
- 7-11yrs --- seeking more freedom and independence, dislikes change, struggles to deal with failures, single minded, appears not to be listening, may be unaware of other people's feelings,

Expected developmental behaviours

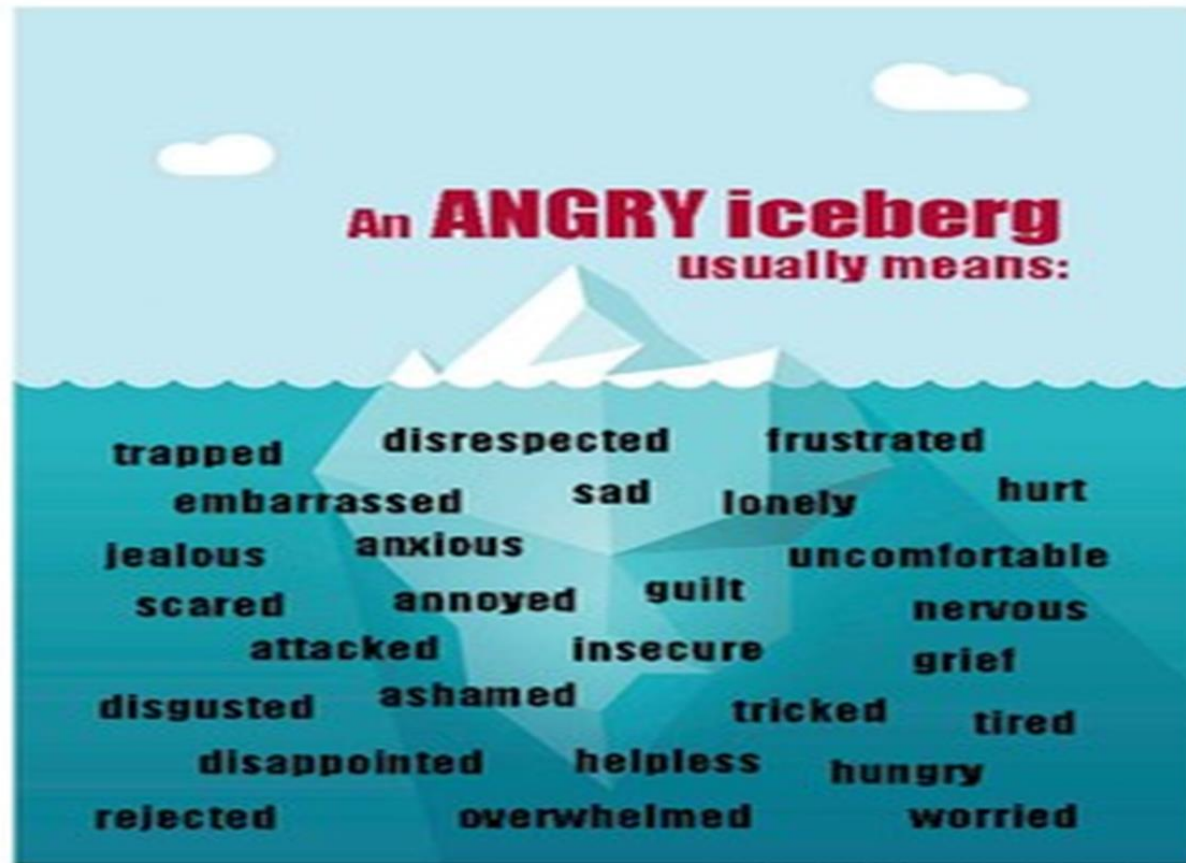
- 11yrs + --- Moody, withdrawn, argumentative, pushing boundaries and wanting more independence.

Children and young people may sometimes lie, steal, have temper tantrums, shout, hit and swear. These are all ways of getting your attention and asking for help. When you acknowledge that this behaviour is a plea for help you can react in a more constructive way. Punishing this behaviour will not help your relationship, although children do need to know what is acceptable and what is not. This is where boundaries and rules come in.

Things that can affect your child's Behaviour

- It is important to remember the “Negative” behaviour is often a plea for help.
- Any changes in a child's life can be difficult for them, such as separation of family, bereavement, changing schools and even a fall out with a friend or losing their special toy.
- All can be triggers for negative behaviours as children and young people don't always have the emotional words and understanding to express themselves.
- It is important to be open about your own emotions, make talking about emotions and feelings part of normal family life. Remember to discuss positive emotions too!!
- It is ok to feel worried or anxious about going somewhere new, it's about teaching them how to cope in this situation. Sharing ideas to make it work.
- After the event talk about how well it went and how they felt afterwards.

Underneath the anger are all these feelings



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Routines and Boundaries

- Having **inconsistent** routines and boundaries is very confusing for children and young people.
- Schools use rules and boundaries to help children feel secure and this is the same at home.
- Being clear and consistent with what is acceptable.
- Have rules visible and easy to refer to
- Do not get into arguments and power battles, this will only damage the relationship

Routines

- Routines will help to give your child's life some structure and a sense of security.
- Can help children understand time and time management.
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- Can establish important habits such as self care and independence.
- Can strengthen relationships by having time together.
- Use Visual aids this will help your children remember what is expected.

Family meeting

- Discuss as adults beforehand on how you want the family meeting to go. Keep it relaxed and fun.
- Rules of the house- to be agreed by all, remember to compromise, make them positive and not have too many, 3 is a good amount.
- Make them visual and have them on display, so you can refer to them easily.

discuss

- Any new Routine/ Boundaries -
 - Rewards/incentives
 - Consequences
-
- Children/Young people need guidance and limit-setting from their parents and other adults.

Reward the positive behaviours

Some ideas to try

- Descriptive praise
- Activity of their choice e.g. read a book
- Watch a DVD
- Trip to the park
- Have a sleep over/friend round
- Small toy
- Go for a bike ride.
- Go Swimming
- Choose what's going to be for dinner/pudding



Reward the positives



- Quality time with you
- Positive comments
- Car time—them having the car/you taking them
- Special meal- Pizza or them being allowed to cook
- Extended curfew
- Extended computer /social media time
- Friend over- sleep over
- A hug / touch

Ideas for consequences

- Loss of privilege
- Reduced media time
- No special toiletries
- Reduced pocket money
- Home early
- Have to do a chore.
- Don't threaten something you can't follow up.
- Time out reflection time.
- Less time gaming/screen time.
- No Playing with friends.
- To ignore some negative behaviours.
- Talking to them.

Out bursts/meltdowns

What to do if they have lost it!

- It is important that your child knows that it is the behaviour you do not like, not them!
- See the behaviour separate to the child.
- Keep calm, ignore if safe to do so.
- Do not discuss incident ,if your child is in the throws of an outburst , they are not listening!
- Give your child time to calm down!(Safe space)
- Discuss later If the child approaches you and wants to discuss.
- If your child want to talk about it .. Keep it positive, don't re-ignite the outburst

Encouraging positive behaviour

- Descriptive praise and encouragement are powerful motivators
Avoid criticism and nagging.
- Use rewards and other incentives to re-enforce the positive.
- Notice and comment positive interaction and play with siblings and others.
- Praise your child in front of others (great for self esteem)
- Be a positive role model- Children often act out what they see, you smile /they smile
- Take time to develop your relationship with your child teach them how to resolve difficulties with alternatives.

And Finally

- Be consistent with your rules and boundaries
- Stay positive
- Lead by example
- Reflect on what went well and why
- If you have a difficult day, stay strong and start afresh the next day.

