START:

Str**a**tegies for **R**ela**t**ives

Session 3:

Making a Behaviour Plan

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Plan for today's session

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Recap on session 2: Reasons for changes in behaviour

We talked about:

- The purpose of behaviour
- The Trigger – Behaviour – Reaction cycle

Managing stress 2: Focused breathing

• How did it go? • What went well? • Did you notice any patterns?	• What do you think got in the way? • What would make it easier in the future?

Q! **Did you have a chance to complete the behaviour record?**

Developing behaviour strategies

- Now that you have recorded triggers and reactions, we will discuss how we want the behaviour to change. There are three different things that can happen:

  - The behaviour can increase.
  - The behaviour can stay the same.
  - The behaviour can decrease.

- Remember, your relative's behaviour (or your behaviour) has probably been going on for a while. It would be unrealistic for us to think we can change it right away.

Key Points:

It is important to start with small, realistic goals and be as specific as possible.

Trying to change a behaviour does not mean they are doing it on purpose.

- Here are some examples of behaviours people have told us they want to change:

Example

Linda refuses to eat lunch, a possible aim would be:

Encourage her to eat a small meal you know she likes for lunch at least 3 times per week.

If Ben follows you around every afternoon, a possible aim would be:

Ben will engage in an activity for 20 minutes between 4 and 5 pm without following you around at least 3 times per week

Talking point: Let's talk through making an individual plan to change behaviour using Ben's example above:

The behaviour I want to change is…	Following you around
Do I want to increase or decrease it?	Decrease
What is the strategy for changing behaviour?	You or family member or friend will listen to music with Ben for 20 minutes between 4 and 5 pm without him following you around
What is the goal or frequency of new behaviour?	At least three times a week

Now let's consider the behaviour you want to focus on changing:

The behaviour I want to change is…	
Do I want to increase or decrease it?	
What is the strategy for changing behaviour?	
What is the goal or frequency of new behaviour?	

Let's think about Triggers and Reactions

- Could the problem behaviour be related to your relative's health?

- Could the problem behaviour be related to triggers in the environment?

- Could the problem behaviour be related to your reaction?

We will now develop a list of *strategies* that you can use to *change* the behaviour or to help you respond differently. Be creative, and write down at least two:

1.

2.

3.

4.

Which one do you think you might try first? Write it down in the space below.

- **Try to use this strategy and complete the behaviour log to find out if the behaviour has changed.**

- **It might feel hard to stick with a strategy when there are so many things to think about. Try to be <u>consistent.</u>**

- **Problem-solving is a process of trial and error. There is no right or wrong answer**.

Day	Morning/Afternoon/ Night	Who was there?	Trigger	Behaviour	Reaction	What strategy did you try?	What happened?

Behaviour Record

Changing behaviours by changing reactions

1. **Encourage desired behaviour**

- It is common to pay more attention to negative events than positive ones. You may find yourself focusing on your relative's difficult behaviours, but it is important to notice when things are going well and to encourage them.

Example:
If your relative has not been eating lunch every day, but on Monday they do, then encourage or "reward the behaviour" by doing something positive like:

- Spending time with them
- Saying something positive, praising
- Doing something kind, assisting, comforting, hugging.

Tips for rewarding desired behaviour:

1. Give a reward immediately after the desired behaviour.
2. Give a reward every time the desired behaviour occurs.
3. Make sure the reward is personal and meaningful to your relative.
4. Try to only give the reward if the desired behaviour occurs.

2. Do not reward problem behaviours

- When your relative's problem behaviour occurs, it is important not reward the behaviour. It is easy to make this mistake without meaning to.

Example:
If your relative has not been eating lunch every day, **avoid giving attention** when they don't eat lunch so they don't learn a link between refusing to eat and attention. Otherwise they may be more likely to do it again. Instead try to:

- Ignore the problem behaviour
- Draw attention away from the upsetting situation

Talking point: Let's look at your behaviour record from last week:

- Did you reward the problem behaviour? Yes No
- If so, how did you reward it?

Can you think of a time during the last week when the problem behaviour did not happen or you noticed a more desired behaviour?

Did you reward the desired behaviour? Yes No

Managing Stress 3:

Physical grounding

Grounding can also be called distraction:

- It can be used whenever you are caught in a stressful situation, and can be done anytime, anywhere, without anyone else noticing.

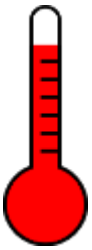
- It can help you control your reaction to stressful situations.

- Even though it is simple, it is very important to practise it to get the maximum benefit.

- It is important to note that grounding is not a relaxation exercise. It is an active strategy that works through distraction and connection with the world around you.

<u>Stress Rating Before Exercise</u>

First, please rate your level of stress or tension right now before we practise the **physical grounding**.



5 = Terribly tense
4 = Really tense
3 = Moderately tense
2 = Slightly tense
1 = Not at all tense

Q! **On a scale of 1 to 5, how would you rate your tension? _____**

Physical grounding: Practice Session

"First, I want you to get into a comfortable position in your chair with your feet flat on the floor and your hands resting by your side. You should keep your eyes open during this exercise and look around the room if you want.

I will ask you some simple questions, which I would like you to answer silently to yourself. If you notice distracting feelings during this physical grounding technique, I want you to let the distractions go, like leaves in an autumn breeze. Turn away from them, focusing your attention on the world around you. Remember that you are always in control. And, try not to judge anything – just notice what there 'is'.

[Pause for about 10 seconds].

Remind yourself that you are safe, and at home. *[Pause].*

Now, we'll try to imagine putting a buffer between you and all of your uncomfortable thoughts and feelings; feelings that could lead to stress and tension. Imagine that your uncomfortable feelings are bundled up and put in a box.

[Pause for about 10 seconds].

Next, visualise something between you and the uncomfortable feelings stored in this box: perhaps a wall, a large lake, or a big open field in the country, anything that creates safe distance between you and your uncomfortable feelings.

[Pause for about 10 seconds].

Now we are going to try physical grounding. Please keep following along with me. Notice your feet on the floor. They are literally grounded, connected to the floor. *[Pause for 10 seconds].*

Wiggle your toes. Dig your heels gently into the floor to ground yourself even more. Now, touch your chair. Say everything you can about it silently to yourself. Concentrate on its physical properties.

[Pause for 30 seconds, with prompts: What is it made of? Is it cold, or warm? What colour is it?]

Now touch a different piece of furniture. What is it made of? Is it colder or warmer than the chair?

Now, find any object that is near you – perhaps a pen, or your keys, or anything else on the table or desk. Pick it up and hold it, and say everything you can about it.

[Pause for 30 seconds, with prompts: What is it made of? How heavy is it? Is it cold, or is it warm? What colour is it?]

Just experience it for a moment. *[Pause for 15 seconds]*.

Now put it down. Now, slightly clench your fists; notice the tension in your hands as

you do that. *[Pause for 20 seconds].*

Now, release your fists. Notice the difference.

[Pause for about 7 seconds].

Now press your palms together, with elbows to the side; press as tightly as you can. Focus all of your attention on your palms.

[Pause for 7 seconds].

Now, let go. Grab onto your chair as tightly as you can.

[Pause for 15 seconds].

Now let go. Notice the difference. Then, gently turn your head to the left.

[Pause for 5 seconds]. Now turn it to the right. *[Pause for 5 seconds].*

Bring your head back to the centre and gently drop your chin to your chest, as far as you can.

[Pause for 5 seconds].

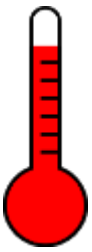
Take a deep breath.

[Pause].

Breathe Out. Finally, bring your head up to your normal position, to bring this session to a close"

<u>Tension Rating After Exercise</u>

How would you rate your tension level now after practising the **physical grounding** exercise?



5 = Terribly tense
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1 = Not at all tense

Q! **Now, please rate your tension or stress level from 1 to 5 _____**

Summary

Today, we have talked about:

- Identifying a behaviour that you want to change
- Developing a plan to try and do this
- Rewarding preferred behaviour and not rewarding problem behaviour
- Stress reduction technique: *Physical grounding*

FOR NEXT WEEK: Putting it into practice

Key Point:

It is important for you to try to keep record of the trigger-behaviour-reaction patterns for your relative. Recording this regularly will help us understand what is causing difficulties and help us to make further changes if it is not helping.

Physical grounding:

- Try to practise this at least once a day and notice how it feels.

Behaviour record:

- Try to complete the behavior record on page 17 for three separate episodes of your relative's behaviours and try out the strategy that we discussed on page 8.

START: Behaviour record

Putting it into Practice

- When will you have an opportunity to do this?
- What might get in the way?
- What might make it easier?

Behaviour Record

Please use these pages to write down the things your relative does (or that you do) and the strategies that you try out.

Day	Morning/Afternoon /Night	Who was there?	Trigger	Behaviour	Reaction	What strategy did you try?	What happened?

Extra Behaviour Record

Day	Morning/Afternoon /Night	Who was there?	Trigger	Behaviour	Reaction	What strategy did you try?	What happened?

Notes