**Session 2: Training with Ben Jones**

**PART A**

In session two we discussed creating a safe and secure environment and learnt about the concept of setting conditions, which are those elements that make challenging behaviour MORE or LESS likely to occur.

Reflect on your own physical environment, activities & routines, and relationships, to consider what setting conditions you can enhance to decrease the likelihood of challenging behaviour.

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| **Physical Environment**  **What does our home communicate about expectations for behaviour?**  **How does the environment promote a sense of safety?**  **What in our home is nurturing and sends the message**  **‘we care about you’ to the child?** |
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| **Activities and Routines**  **Are the children involved in designing activities and routines?**  **What type of activities build relationships and attachments?**  **When interacting with a child who is having difficulty meeting the expectations**  **in the activity or routine, do adults adjust the activity or provide**  **the necessary support so the child can succeed?**  **Give an example.** |
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| **Relationship-based**  **How does a relationship increase an adult’s influence with a child?**  **What have you learnt about your young person the last fortnight?**  **Are you actively taking time to connect amidst the craziness of life?** |
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**PART B**

Reflect on your home. What setting conditions can you identify that are making challenging behaviour MORE likely or LESS likely to occur?

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| **Setting Conditions** | **Makes Challenging Behaviour**  **MORE Likely** | **Makes Challenging Behaviour**  **LESS Likely** |
| **PHYSICAL ENVIRONMENT**   * Order and cleanliness * Lighting and noise levels * Furnishing and decoration * The child’s bedroom * Items for the child to play | **Example:** John is not allowed to be in the shed as he used the tools without permission. | **Example:** John has his own area where his mechanic set lives. |
| **THE CHILD**   * Background information * Medical needs * Opportunities to succeed and have fun * Problems dealing with triggers and stress |  |  |
| **RELATIONSHIPS**   * Adult-child relationships * Relationships with other children * Dealing with relationship problems and disputes |  |  |
| **ROUTINES**   * Morning routine * Bedtime routine * Meal times * Homework * Chores * Other |  |  |
| **ACTIVITIES**   * TV * Computer games * Phones * Trips out * Other |  |  |
| **HYGIENE**   * Showers * Washing * Cleaning teeth * Other |  |  |