

# Challenging Behaviour

## Definition of challenging behaviour

Challenging behaviour is a descriptive concept, which is largely socially constructed, and its meaning is subject to changes in social norms and service delivery patterns over time and across geographical areas

The term itself carries no diagnostic significance, and makes no inferences about the aetiology of the behaviour

It covers a heterogeneous group of behavioural phenomena across different groups of people; for example, oppositional behaviour in children, faecal smearing in those with a severe learning disability and deliberate self-harm in adult mental illness

Challenging behaviour may be unrelated to psychiatric disorder, but can also be a primary or secondary manifestation of it

### Question 1

What is Challenging Behaviour

- Challenging behaviour only occurs in dementia
- Challenging behaviour can occur across a range of behaviours, including mental health, learning disability, dementia or other spectrum.
- .Challenging behaviour only occurs in learning disabilities
- Challenging behaviour only occurs in mental health

### Question 2

How would you approach a Challenging Behaviour situation

- Attempt to attract and de-escalate, and also to seek to minimise repeat episodes.
- Attempt to distract and escalate, and also to seek to minimise repeat episodes.
- Attempt to distract and de-escalate, and also to seek to minimise repeat episodes.
- Attempt to distract and de-escalate, and also to seek to maximise repeat episodes.

### Question 3

What might be the cause of the challenging behaviour

- Client may be frustrated, fearful or stressed
- Client may feel lonely or suffering from pain and discomfort;
- Client may misunderstand what is happening; feel ignored, overlooked and not in control of their life; or feel disorientated.
- All of the above

#### Question 4

Show how you can help with Challenging behaviour

- Stay calm and don't take challenging behaviour personally – it is rarely aimed at you as an individual;
- Show that you recognise and understand the person's feelings and use reassuring words and speak in a calm, respectful manner;
- Avoid making the situation worse and focus on what they are able to do well rather than on things they find challenging
- All of the above

#### Question 5

What do you do if a challenging situation occurs

- Minimise risk to yourself and others
- Distract and calm situation
- Speak, advise and contain situation sensitively and with logical reason
- All the above

#### Question 6

Record what you see

- I would be factual and in-accurate as to what happened
- I would be facetious and accurate as to what happened
- I would be factual and accurate as to what happened
- I would be factual and accurate as to what did not happen

#### Question 7

What might be the cause of the challenging behaviour

- My attitude and behaviour
- Other attitude and behaviour
- Clients attitude and behaviour

All the above

### Question 8

What might be the cause of the challenging behaviour

Misunderstandings and poor judgement

Being abusive and threatening

Failing to act to prevent situations becoming out of control

All the above

### Question 9

Challenging situations and their triggers

Behaviour consisting of defiance and non-compliance through to violence against staff, peers or self

Behaviour consisting of defiance and compliance through to non-violence against staff, peers or self

Behaviour not consisting of defiance and non-compliance through to violence against staff, peers or self

Behaviour consisting of detergent and compliance through to violence with staff, peers or self

### Question 10

Responding to challenging situations

I demonstrate a clear commitment to people, listen to them and understand and respect them

I am able to build relationships and who can therefore manage challenging situations and effectively defuse potentially disruptive behaviour

I attempt to meet their needs within the confines of my ability, role, level of responsibility and authority

All of the above

### Question 11

Implications for effective practice

### Question 12

What type of personality is required for dealing with Challenging Behaviour

- The primary requirement is staff that do not have the skills, qualities, attitudes and motivation to relate to people and to build positive relationships with them.
- The primary requirement is staff that have the skills, qualities, but not attitudes and motivation to relate to people and to build positive relationships with them.
- The primary requirement is staff that have the skills, qualities, attitudes and motivation to relate to people and to build positive relationships with them.
- The primary requirement is staff that have the skills, qualities, attitudes and motivation to relate to people and to build negative relationships with them.

### Question 13

The fundamental importance of relationships are:

- Trust and integrity
- Reliability and dependability
- Honesty with compassion
- All of the above

### Question 14

Name some causes of Challenging Behaviour

- Social attention:** It may be a good way of getting other people's attention, even if it is negative, e.g., shouting
- To get something:** A person may learn behaviours that get them things they want, e.g., food, objects etc
- Escape:** It may help to avoid things a person doesn't like e.g. dentist
- All the above

### Question 15

Different stages of behaviour

*Challenging behaviour is unlikely to come 'out of the blue', it usually develops in stages:*

- Green 'Proactive' phase:** where a person is mostly calm and relaxed
- Amber 'Active' phase:** where a person starts to become anxious. Quick action must be

taken to avoid challenging behaviour

**Red 'Reactive' phase:** where challenging behaviour occurs

**Blue 'Post-Reactive' phase:** where the person starts to relax again

All the above

### Question 16

#### Assessment of behaviour

A '**functional assessment**' is a good way to find out the exact causes of a person's behaviour. This is usually carried out by a Psychologist or behaviour nurse.

Keeping a record can help us find out **why** a person is behaving in a certain way. It is important to record:

**1. Description of the behaviour** i.e. exactly what happens

**2. Early warning signs**, e.g. becoming red in the face

**3. What happens before the behaviour**, e.g. does something trigger the behaviours?  
E.g. noisy environment, being told no, etc.

**4. What happens after the event**, i.e. what is the person getting or not getting from the behaviour that makes them do it again?

All the above

### Question 17

#### How to reduce Challenging Behaviour

**Change the setting.**

Change the room, activity, or people involved, so your client feels supported. For example, if your client becomes over-stimulated when playing games with her friends, you might recommend she limit the number of activities going on at one time ("Why don't you turn off the TV while you're playing your game?") or try a different activity (such as painting or playing outside)

**Respond calmly.**

Respond to the situation calmly and without your own anger — adults may need quiet time too. If your child's behaviour has made you angry, take a few minutes to calm down before deciding how to respond.

**Teach alternate behaviors.**

Teach your cclient alternate and more socially appropriate ways of expressing what he wants or needs.

All the above

### Question 18

#### How to reduce Challenging Behaviour

**Offer choices.**

Offer choices and opportunities for your client to have more control over her

environment.

**Notice the positive.**

Notice positive behaviour when it occurs and provide genuine praise.

**Be consistent.**

Make sure there are consistent and predictable routines. Make sure that you are consistent in what you ask and that you follow through on what you say. If you say “you can watch TV after you finish cleaning up” make sure there is enough time for this to happen.

All the Above

### Question 19

How to reduce Challenging Behaviour

**Avoid surprises.**

When there is a change in a routine or schedule, prepare your client ahead of time so he knows what to expect.

**Have fun.**

Make sure there is joy and fun in your clients life every day. Many carers find it helpful to take part in activities before they have to do housework or errands. Think of what brings a smile to your child's face and make time each day to smile together.

**Exercise**

Exercise is known to relieve tension, so look at what exercises the client enjoys, which could be mud wrestling to dance, table tennis to cycling, so indulge and enjoy

All of the above

### Question 20

Mental Attitude

Keep calm and try to seem angry or upset, even though you might be feeling it.

Keep angry and upset, and try not to appear calm, even though you might not be feeling it.

Keep calm and try not to seem angry or upset, even though you might be feeling it.

Keep calm and angry, try not to seem upset, even though you might be feeling it.