



# Working With Challenging Behaviour

Training Material

**The Aim :**

To enable BB leaders to make positive responses to challenging behaviour in children and young people.

**Learning Outcomes :**

**At the end of this training session participants will be able to:**

- Identify a range of behaviours that are challenging to leaders
- Be aware of the impact of these behaviours on the individual child, other children and young people and adult leaders
- Challenge the negative attitudes expressed towards children and young people who demonstrate challenging behaviours
- Build strategies to cope with challenging behaviours
- Name and understand some of the more common conditions and impairments among children that can influence behaviour
- Use techniques to diffuse stress and frustration in ourselves

**Resources :**

Flip chart and pens  
 OHP and screen  
 OHP 1: Learning Outcomes  
 OHP 2: Step 1  
 OHP 3: Step 2  
 OHP 4: Step 3  
 OHP 5: Step 4  
 (PowerPoint presentation available instead of OHP's 1 to 4 if preferred.)  
 BB Disability Awareness leaflets  
 Handout 1: What do we mean by "challenging"?  
 Handout 2: The range of challenging behaviours  
 Handout 3: Keeping a perspective  
 Handout 4: Strategies  
 Scenario cards

**Useful Websites :**

**The National Autistic Society**  
[www.nas.org.uk](http://www.nas.org.uk)

**ADHD**  
[www.addnet.uk](http://www.addnet.uk)

**Dyspraxia:**  
[www.emmbrook.demon.co.uk/dyspraxia/homepage.htm](http://www.emmbrook.demon.co.uk/dyspraxia/homepage.htm)

**Recommended background reading (trainers):**

**Taking Charge of ADHD**  
 Russell A. Barclay, PhD (Guilford Press)

**What does it mean to have Autism**  
 Louise Spilsbury (Heinemann Library)

**Helping Children with Dyspraxia**  
 Maureen Boon (Jessica Kingsley Publishers)

**Suggested Programme :**

**Suggested Programme for a morning:**

- 10.00am:** Opening devotions
- 10.15am:** Welcome, introductions and learning outcomes
- 10.30am:** **What do we mean by "challenging"?**  
An opportunity to discuss participants' personal experiences.
- 11.15am:** **Relationships.** How we can balance relationships with tasks and outcomes.
- 11.45am:** **Short break**
- 12noon:** **Strategies to respond to challenging behaviour.** Practical responses and managing our own feelings
- 12.45pm:** **Lunch**
- 1.45pm:** **Developing our own understanding and skills.** Putting knowledge into practice
- 2.45pm:** **Summarising learning.** Taking skills and knowledge back to the company
- 3.15pm:** **Closing devotions and goodbyes**

## Training Material

### Session 1:

#### Welcome, introductions and learning outcomes (15 minutes)

Welcome the group, and go through the programme and timings for the day. Do some brief introductions, for example, ask the group members to say:

- Their name and company, and their role within the company
- What they most want to get out of the day
- Their fantasy birthday present!

#### Show OHP 1: Learning Outcomes

Go through what we aim to achieve in the course.

### Session 2:

#### What do we mean by challenging? (45 minutes)

Introduce this session by emphasising that we do not wish to “medicalise” this subject, or to get into the field of **identifying** syndromes in children and young people. Although it can be useful to have an overview of some of the more commonly diagnosed conditions, most behaviour that we find challenging would be as a result of non-medical causes. The purpose of this course is to improve the way we cope with the behaviour.

Stress that in this session we are going to focus on the **behaviour** that we may find difficult, and the effect it has at a BB night. We will look later at causes and responses, but for now we are going to describe what happens and how we feel about it.

#### **Key Training Tip!**

It is very important that in this introductory exercise you set it up with the boundaries outlined above. The purpose is to identify what behaviour we are talking about and how people feel about working in the environment where the behaviour occurs. Participants may stray into talking about children in their families with challenging behaviour, and this is fine. What you want to prevent at this stage, however, is a discussion on various conditions and their treatment.

Ask the group to get into three's, and give them 20 minutes to discuss the following questions, which are found, on Handout 1:

- What sorts of challenging behaviour have you experienced at your BB company?** Give examples in a range from mild or moderate through to extreme.
- What sort of impact does this behaviour have on:**
  - the child/young person
  - other children or young people
  - the leaders (Discuss the feelings you have when you are coping with this behaviour)

#### Issue Handout 1: “What do we mean by challenging?”

Ask the groups to agree someone to jot down the main points of the discussion.

Do not go round the groups listening in, as this can be off-putting and inhibit free discussion. However, at periodic intervals, call out things like “Make sure everyone has an opportunity to contribute” and “You should be onto the second question by now.”

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After 20 minutes discussion time, bring the group back together and organise feedback so that each group has an opportunity to contribute. Jot any themes or important points onto the flipchart in case you may need to refer to these later. You do not need to record everything.

The feedback on the first question (“what sorts of challenging behaviour have you experienced at your BB company?”) will probably include some of the following:

- Not listening
- Not finishing any tasks
- Lack of concentration and easily distracted
- Unable to work at something without constant supervision
- Always fidgeting and on the move
- Talking excessively
- Losing control of temper
- Frequent disputes or arguments with adults
- Actively refusing to cooperate with requests made by adults
- Deliberately doing things to annoy other people
- Blaming others for own misdeeds
- Easily annoyed by others
- Angry or spiteful
- Intimidation or harassment of others
- Physical fights
- Using weapons against others
- Physically cruel to others
- Lies or breaks promises
- Steals

When you have taken feedback on the first question, issue the above list on **Handout 2**

**Issue Handout 2: The Range of Challenging Behaviours**

**Key Training Tip!**

Make the point that challenging behaviour is within a range, and that many of us would recognise some of the behaviours at the top of the list in our own children, our colleagues and managers and even ourselves! When we move into the area of addressing challenging behaviour, it is worth remembering that “good practice” is as relevant in our own homes as in the BB company.

Take feedback on the second question “**what sort of impact does this behaviour have?**” The feedback is likely to include some of the following:

- Conflict, leading to damaged relationships
- Child with challenging behaviour can become socially isolated within the company
- Other children neglected as attention focused on the child with challenging behaviour
- Leaders feel drained and exhausted
- Leaders become demoralized and despairing
- Leaders become depleted of emotional resources to cope
- People may leave
- Parents complain to you

Make the point that even by coming to this course the participants have taken a step forward in developing their own skills in responding to challenging behaviour. It can be reassuring to know that most BB companies are familiar with the problem and although there is no magical solution, there are lots of things we can do, both for the children and for ourselves.

When the feedback is completed, end this session by making the following point:

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Many parents of children with challenging behaviour (or even “normal” behaviour) will speak with frustration about how quick others are to judge them. It is often heard in public places when children misbehave “Why doesn’t someone do something about that child?” or “I blame the parents”. As youth workers, we can take a more forgiving approach, and a more informed approach.

Whether the challenging behaviour is as a result of social or environmental reasons, or as a result of a medical condition, we in the BB are there to ensure each child or young person has the opportunity to reach their potential and to have space in a supportive environment.

**Session 3:**

**Relationships (30 mins)**

Introduce this session by saying that we are going to spend the next 30 minutes reminding ourselves of what is at the core of all BB work; the relationship between leaders and young people, and how this is important to both parties in the management of challenging behaviour.

Explain that relationships can suffer when under stress, and it can be important that we remind ourselves of the basis of the relationship between leader and young person.

**Key Learning Point!**

The exercise that follows can be invaluable in enabling us to gain a wider perspective when in the situation of trying to deal with challenging behaviour. We will be looking at some practical steps to **improving** behaviour later in the course, but this exercise will help us to check our own reactions and retain the calm overview we need in order to be effective.

**Issue Handout 3: Keeping a Perspective**

Ask the group to stay in the small groups of three and issue **Handout 3: Keeping a Perspective**. Give them 15 minutes to discuss the questions on the handout and to write in their answers. Give as many different answers as possible. The questions are as follows:

1. Why do children and young people come to BB? Give a range of reasons.
2. Why do adults volunteer to be leaders? Give a range of reasons
3. What factors can affect a leader’s ability to deal constructively with challenging behaviour?

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Allow ten minutes for feedback and discussion. At this point stress the importance of never hitting or physically handling a child. It is never acceptable or justified.

Emphasise that depending on our own resources (or “inner flame”) we sometimes react differently to the same behaviour we encounter every week. When our flames are burning low, and we lack creativity and patience we need to take care, both in preserving the relationships we have with young people and also in looking after ourselves. When we have the right level of energy for the work, we can often find solutions that surprise us and have long-term benefits.

**15 minute break (optional)**

**Session 4:**

**Strategies to respond to challenging behaviour (45 minutes)**

Introduce this session by saying a little bit about how we have changed in our understanding of challenging behaviour, its causes and how we respond to it. Say that it is by drawing on the last 20 years experience of special education services and behaviour modification that we are going to explore what strategies may work for us as BB leaders.

Explain that although we are not setting out to be experts in a range of medical conditions that affect behaviour, it is right that we should know something of the more common childhood conditions, and how to respond. **Issue the Disability Awareness leaflets** and recommend that people keep these to refer to if they have a child in the company with, for example, ADHD. These leaflets are available to download from the BB website.

**Key Training Tip!**

It is important that the trainer points out at this stage that the strategies and techniques we are about to explore are useful in the socialisation of all children, not just those with challenging behaviour. A lot of the ideas we will look at are well known to parents, teachers and youth workers. Emphasise that in this session we will also look at ways to reduce stress and frustration in ourselves.

The trainer will be working this session as a whole group discussion, using OHP slides (or PowerPoint if that is preferred)

Explain that you are going to take them through a system called “**Four Steps to Better Behaviour**”. They will then get a chance after lunch to see how they might apply these steps in their own BB companies.

**Show OHP 2: Four Steps to Better Behaviour, Step 1**

**Learn to pay positive attention to children**

- The quality of the attention we give to children is powerful
- If positive attention is not forthcoming, negative attention may seem worth seeking out (criticism, telling off etc)
- Make sure you don't combine praise and criticism in backhanded compliments, such as “You did well tonight and listened, now why can't you be like that all the time?”
- When you give praise make it accurate and honest, not over the top, such as “Good work!”, “Its nice when you...”, “What a nice thing to do”, “You played that game very fairly”
- Remember non-verbal signs of approval: smiling, thumbs up, wink
- Always show approval immediately. *Don't wait!*
- Always be specific about the behaviour you like

Training Material

Show OHP 3: Step 2

Use this positive attention to improve behaviour

- This step builds on the positive attention outlined in Step 1
- Seek out opportunities to use positive attention, “Catch ‘em being good!”
- Find times when the child is not involved in an activity and ask them to do small favours, for example “Could you pass me a pencil please?” or “Can you bring the keys over?”
- Make sure the favours are simple and brief, and as the child follows each one, be sure to provide specific praise.
- Because the requests are very simple and brief, most children (even those with behavioural problems) will do them
- This step, if used over a number of weeks can make a dramatic difference in a child’s behaviour

Show OHP 4: Step 3

Set up a BB token system

- Children with behaviour problems often need a more powerful incentive than praise. The token system rewards good behaviour.
- Start the system with all the children (this would work best in Anchors and Juniors)
- Be positive when you are explaining the system. Say something like “We want to reward good behaviour in the section, so you can now earn tokens for listening, following instructions and helping”
- Decide on the sort of tokens you are going to use. Tiddlywinks counters can be colour coded, for example, green tokens are worth 1 point, blue 5 points and red 10 points.
- Be clear about what privileges the tokens can earn, for example snacks or sweets, trips out or activities on a holiday if they are totted up on a collective basis.
- Its better not to make it a competition, as the better-behaved kids will win, reinforcing old patterns of winners and losers.
- Do not take tokens away for misbehaviour!*
- Ask the children what rewards they want on the list
- Don’t give tokens away before the child has deserved them, but be as quick as possible in rewarding the child for good behaviour
- When you give tokens, smile and tell the child how pleased you are.

Show OHP 5: Step 4

Coping with the inevitable, responding constructively to incidents

- Use “Time-outs” for serious misbehaviour:
- Ask the child to come and stand by you for a short period of time, being clear with the child why you have asked them to do this.
- Once the time out is passed and if the child is calm, then they must agree to do what they were asked to do. (If it is something that cannot be corrected like swearing or lying, the child has to promise not to do it again.)
- If they refuse, then keep them with you for a while longer. When they have done what was requested, say “well done” in a neutral tone.
- Remember! After a time-out, watch out for the next appropriate behaviour by the child and praise them for it. This ensures that the child always receives as much reward as punishment and shows that you are not angry at the child but at the inappropriate behaviour.**

### Training Material

After you have talked the group through the OHP slides or PowerPoint presentation, open up the 4 Step method for discussion. Ask people to think whether or not they already use this sort of approach. Point out that many of us are aware of the idea of positive reinforcement, but perhaps had not thought to try and apply it in a planned and organised way.

#### Taking care of ourselves

Now conclude this session by saying that we have about 15 minutes left before lunch, and we are going to look at managing our own feelings and the impact that working with challenging behaviour has on us as BB leaders.

#### Key Training Tip!

It is worth pointing out in this session that parents and carers of children with challenging behaviour suffer higher levels of stress, depression and self-blame than parents of children without behavioural conditions. There is no shame in admitting that it can really get to you when you have children in your company who are constantly disruptive.

Start by asking people what approaches or techniques they use to cope with the feelings of stress and frustration they may experience. Take some general feedback, but without writing anything on the flipchart.

Point out that most of us develop our own ways of responding to stress in our lives, and these ways can be **positive or negative**. Ask the group to give examples of their own ways of responding to stress in their lives. First ask for examples of negative or harmful ways of coping.

These may include:

- Getting irritable with others
- Smoking
- Drinking
- Eating too much chocolate etc
- Driving too fast
- Biting our nails
- Others?

No ask for examples of positive ways of coping; these may include:

- Talking about it
- Making time to be with friends
- Gardening/hobbies etc
- Praying about it
- Taking exercise
- Keeping a perspective on things
- Having a laugh with family or friends
- Practicing relaxation
- Others?

Emphasise that we all have both positive and negative ways of coping with stress, and we need to ensure that we gradually build the positives and decrease the negatives.

Finally, when working with children with challenging behaviour there is one vital technique to ensure renewal of energies and relationship and that is to **practice forgiveness**.

Practicing forgiveness is the most important principle, but often the most difficult to implement in everyday life. There are two elements to it:

- Review the company night when it is finished and forgive the child for the misbehaviour. Let go of any anger, disappointment or bitterness you may feel.
- Forgive yourself for any mistakes you made in trying to manage the child's behaviour. You can let go of any guilt you may feel about resentful thoughts or harsh tones of voice.

By practicing forgiveness, we can come to the next meeting renewed and refreshed and with the potential to be someone who may have a lasting impact on the child and their behaviour.

Training Material

Thank the group and break for lunch

LUNCH

**Session 5**

**Developing our own understanding and skills (60 minutes)**

Start this session with a brief **recap** on the main learning points from the morning, and explain that in the next session we are going to look at how we might put this knowledge into practice.

Ask the group to get into three's (different three's than they were in this morning). Say that we are going to look at one 9 year- old boy (with ADHD) and follow his progress through various incidents in the Junior section of his company.

Explain that each group will be given a card with a scenario and they will be given 5 or 10 minutes to discuss what approach they would take. Further cards with different developments in the boy's BB life will be issued, and again the groups will be given a short time to discuss and agree a way forward. Someone should keep notes of the main points.

Tell the group to try and use what they have learned today, and check that everyone understands what the task is.

Issue Card 1

**Card 1**

Robbie is 9 years old and has been in the Junior section for 6 months. His parents have told you that he has been diagnosed as having ADHD. He is frequently aggressive and disruptive, and often argues with you when you ask him to do something. Until now you have coped the best you can, but it is wearing you down, and the other section staff are equally frustrated. You have asked for a meeting with the section staff and the captain to discuss a strategy for responding to Robbie's behaviour in a constructive way. What strategy do you come up with?

Give 10 minutes discussion time and then ask the groups to stop. Do not get into feedback at this stage.

Issue Card 2

**Card 2.**

You are taking the Juniors on a trip to a museum. You are aware that Robbie's behaviour can be more extreme in public places. What preparations will you make?

Give 5 minutes discussion time for Card 2, and then ask the groups to stop. Without taking feedback.

Issue Card 3

**Card 3.**

Robbie has kicked another child, Dev at a Junior section night. Dev's father turns up the following week and accuses you of "letting the kids run riot". He says that Robbie needs "locking up" and should be banned from BB. The children are not within earshot. What do you say to Dev's father?

Give 10 minutes for this discussion, and then ask the groups to stop.

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Issue Card 4

**Card 4.**

The Junior section children seem to have become fed up with Robbie, and will have little to do with him. Robbie's response to this is to come to you constantly "telling tales". You feel that by trying to show others in a bad light he is attempting to look "good" by comparison. How do you deal with this?

Give 10 minutes discussion and then bring the groups together for feedback.  
You have 20 minutes for feedback, so make sure you leave enough time for each scenario.

Try and tie in some of the learning points from the morning as you take feedback, and particularly flag up any good or creative solutions.

The feedback should include the following points:

- ❑ **Card 1:** What you are looking for here is feedback to indicate that the group has thought through a long-term strategy that **all** leaders can support. If the whole section staff adopts the same approach, it is much more likely to be effective. **The trainer should encourage the practice of BB leaders discussing their youth work practice together.**
- ❑ **Card 2:** Again, you are looking for evidence of strategy, planning and collective discussion. If your group members go away with a commitment to developing the work in this way, you will have achieved a lot.
- ❑ **Card 3:** This scenario calls for an understanding of how we can respectfully challenge negative attitudes to children with challenging behaviour. It is important that the responses to this scenario do not alienate the parent.
- ❑ **Card 4:** If a child needs to tell tales in order to look "good" by comparison, we need to actively seek out opportunities to praise their good behaviour (see step 2 of the "4 Steps to Better Behaviour") The trainer is encouraging people to think about creative responses over a longer time-frame.

Thank the group and move into the final session.

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## Session 6

### **Summarising learning. Taking skills and knowledge back to the company (30 mins)**

This final session is to help participants transfer the learning from the day into a context that is a real example from their own companies.

Ask the group to get into pairs (and if people have come from the same company, then it is fine for them to work together, but not essential.)

Ask them to think of one of their own BB young people, from any section, who often demonstrates challenging behaviour.

The participants in the pairs should take **10 minutes each** to do the following:

- ❑ **Describe the behaviour.** This should be in as much detail as possible, ie Is there any pattern to the behaviour? Is it at a certain point in the evening? Are some leaders more likely to experience the behaviour than others? What, if anything, is more likely to spark off the behaviour?
- ❑ **What is the impact of the behaviour?** Participants should consider the impact on the young person, the other young people and the leaders (particularly him or herself.)
- ❑ **Strategy.** Participants are encouraged to outline a new strategy to take back to the company to work with this young person. It can be very simple, like stress relief in themselves in order to cope better, or a planned approach to attempt to modify some of the behaviour to make it more acceptable to a group situation.

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**Issue Handout 4:** Strategies for the participants to make notes on and keep.

**Key Training Tip!**

Ten minutes each is not very long, but this exercise is important in helping the transfer of learning from the training course back to the company. Encourage the participants to write down their strategies and to refer to them before the next company night. Remember to make sure that both people in the pair have an opportunity to talk through their example.

If there is time, take feedback from this exercise, and answer any questions.

**Review of Learning Outcomes.**

Finally, go back to **OHP 1: Learning Outcomes** and go through each one referring to how they have been covered during the day. Ask if there are any final questions or comments.

**Issue evaluation forms**

Closing devotions and goodbyes.

# Working With Challenging Behaviour

## RESOURCES

**OHP 1: Learning Outcomes**

**OHP 2: Step 1**

**OHP 3: Step 2**

**OHP 4: Step 3**

**OHP 5: Step 4**

(A PowerPoint presentation can be used instead of OHP's 1 to 4. Available from HQ on CD or by email)

### **BB Disability Awareness leaflets**

**Handout 1: What do we mean by “challenging”?**

**Handout 2: The range of challenging behaviours**

**Handout 3: Keeping a perspective**

**Handout 4: Strategies**

**Scenario cards**

OHP 1

## Learning Outcomes

**At the end of this course participants will be able to:**

- Identify a range of behaviours that are challenging to leaders
- Be aware of the impact of these behaviours on the individual child, other children and young people and adult leaders
- Challenge the negative attitudes expressed towards children and young people who demonstrate challenging behaviours
- Build strategies to cope with challenging behaviours
- Name and understand some of the more common conditions and impairments among children that can influence behaviour
- Use techniques to diffuse stress and frustration in ourselves

OHP 2

## Four Steps to Better Behaviour: Step 1

### Learn to pay positive attention to children

- The quality of the attention we give to children is powerful
- If positive attention is not forthcoming, negative attention may seem worth seeking out (criticism, telling off etc)
- Make sure you don't combine praise and criticism in backhanded compliments, such as "You did well tonight and listened, now why can't you be like that all the time?"
- When you give praise make it accurate and honest, not over the top, such as "Good work!", "Its nice when you...", "What a nice thing to do", "You played that game very fairly"
- Remember non-verbal signs of approval: smiling, thumbs up, wink
- Always show approval immediately. *Don't wait!*
- Always be specific about the behaviour you like

OHP 3

## Four Steps to Better Behaviour: Step 2

### Use this positive attention to improve behaviour

- This step builds on the positive attention outlined in Step 1
- Seek out opportunities to use positive attention, “Catch ‘em being good!”
- Find times when the child is not involved in an activity and ask them to do small favours, for example “Could you pass me a pencil please?” or “Can you bring the keys over?”
- Make sure the favours are simple and brief, and as the child follows each one, be sure to provide specific praise.
- Because the requests are very simple and brief, most children (even those with behavioural problems) will do them
- This step, if used over a number of weeks can make a dramatic difference in a child’s behaviour

OHP 4

## Four Steps to Better Behaviour: Step 3

### Set up a BB token system

- ❑ Children with behaviour problems often need a more powerful incentive than praise. The token system rewards good behaviour.
- ❑ Start the system with all the children (this would work best in Anchors and Juniors)
- ❑ Be positive when you are explaining the system. Say something like “We want to reward good behaviour in the section, so you can now earn tokens for listening, following instructions and helping”
- ❑ Decide on the sort of tokens you are going to use. Tiddlywinks counters can be colour coded, for example, green tokens are worth 1 point, blue 5 points and red 10 points.
- ❑ Be clear about what privileges the tokens can earn, for example snacks or sweets, trips out or activities on a holiday if they are totted up on a collective basis.
- ❑ Its better not to make it a competition, as the better-behaved kids will win, reinforcing old patterns of winners and losers.
- ❑ *Do not take tokens away for misbehaviour!*
- ❑ Ask the children what rewards they want on the list
- ❑ Don't give tokens away before the child has deserved them, but be as quick as possible in rewarding the child for good behaviour
- ❑ When you give tokens, smile and tell the child how pleased you are.

OHP 5

## Four Steps to Better Behaviour: Step 4

### Coping with the inevitable, responding constructively to incidents

- Use “Time-outs” for serious misbehaviour:
  - Ask the child to come and stand by you for a short period of time, being clear with the child why you have asked them to do this.
  - Once the time out is passed and if the child is calm, then they must agree to do what they were asked to do. (If it is something that cannot be corrected like swearing or lying, the child has to promise not to do it again.)
  - If they refuse, then keep them with you for a while longer. When they have done what was requested, say “well done” in a neutral tone.
- **Remember! After a time-out, watch out for the next appropriate behaviour by the child and praise them for it. This ensures that the child always receives as much reward as punishment and shows that you are not angry at the child but at the inappropriate behaviour.**



## Handout 2

# The Range of Challenging Behaviours

- Not listening
- Not finishing any tasks
- Lack of concentration and easily distracted
- Unable to work at something without constant supervision
- Always fidgeting and on the move
- Talking excessively
- Losing control of temper
- Frequent disputes or arguments with adults
- Actively refusing to cooperate with requests made by adults
- Deliberately doing things to annoy other people
- Blaming others for own misdeeds
- Easily annoyed by others
- Angry or spiteful
- Intimidation or harassment of others
- Physical fights
- Using weapons against others
- Physically cruel to others
- Lies or breaks promises
- Steals

Handout 3

## Keeping a Perspective

1. Why do children and young people come to BB? Give a range of reasons.

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2. Why do adults volunteer to be leaders? Give a range of reasons

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3. What factors can affect a leader's ability to deal constructively with challenging behaviour?

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## Scenario Cards

Photocopy onto card and cut out:

### Scenario 1

Robbie is 9 years old and has been in the Junior section for 6 months. His parents have told you that he has been diagnosed as having ADHD. He is frequently aggressive and disruptive, and often argues with you when you ask him to do something. Until now you have coped the best you can, but it is wearing you down, and the other section staff are equally frustrated. You have asked for a meeting with the section staff and the captain to discuss a strategy for responding to Robbie's behaviour in a constructive way. What strategy do you come up with?

### Scenario 2.

You are taking the Juniors on a trip to the Science Museum. You are aware that Robbie's behaviour can be more extreme in public places. What preparations will you make?

### Scenario 3.

Robbie has kicked another child, Dev at a Junior section night. Dev's father turns up the following week and accuses you of "letting the kids run riot". He says that Robbie needs "locking up" and should be banned from BB. The children are not within earshot. What do you say to Dev's father?

### Scenario 4.

The Junior section children seem to have become fed up with Robbie, and will have little to do with him. Robbie's response to this is to come to you constantly "telling tales". You feel that by trying to show others in a bad light he is attempting to look "good" by comparison. How do you deal with this?