



# Managing Challenging Behaviour

Working with Young People to Understand  
Behaviour & Build Stronger Communities  
through Doorstep Sport

Tutor: David Simkins



# Workshop Outcomes



By the end of this workshop you will be able to:


- understand how to use doorstep sport as an engagement tool to address social exclusion, anti-social behaviour & community tension by exploring
- describe the characteristics of 'hard to reach' young people & how to engage with them effectively
- describe the causes and triggers of anti social behaviour
- Know how to develop tools and skills that will enable young people to take ownership of their issues and effectively manage challenging behaviour

# Ice Breaker




- Name
- Example of challenging behaviour you've witnessed

# Group Culture



What would be  
good whilst here?



What wouldn't be so  
good whilst here?

# Challenging Behaviour

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- What is Challenging Behaviour?
- What impact will it have on our sessions if we don't manage it effectively?

# Maths Equation



Is the answer to this equation correct?

$$10 + 5 = 16 + 4 - 1 = 19$$

Do you agree?

Explain how you got your answer...

# Hard to Engage Young People



- What are the signs of a hard to engage young person?
- Write the characteristics of a hard to engage young person on a note/sticky based on your own experience

# Hard to Engage Young People



Soft Skill	Application	Outcome
Start where you're at	Take an interest in their world and remain open minded Acknowledge peoples like/dislikes/viewpoints and opinions on clothing, music, video games etc.	Acceptance & understanding Beginning to build a deeper trust
Remember names	Utilise opportunities to re-apply name of young person	Acknowledgement that you value and see them
Open & accessible	Be inviting and welcoming Encourage viewpoints and opinion Don't be afraid to offer a friendly challenge	Displays you're not afraid to engage and challenge Can set clear boundaries and levels of respect from an early point
Holistic approaches	Identify early transferrable skills that can be adapted and improved for their long term benefit	Young person identifies a benefit in working with you and begins to link key skills with progress and aspiration



## Top Tip



- Use your Personality
- This is your best tool and the reason why you do what you do already.

# Issues & Drivers of Anti-Social Behaviour & Community Tension



What is  
Community?

Issues

Causes

# What do you see?



# What do you see?



- <https://www.facebook.com/Dre1.ent/videos/10151362776965225/>

# What do you see?



# Top Tip -



- **DON'T JUDGE A BOOK BY ITS COVER**

# F.I.D.O



<p><b>Facts:</b> What happened?</p> <p>The situation/event</p>	<p><b>Interpretation:</b> Assumption</p> <p>Story I tell myself</p>
<p><b>Decision:</b> Actions/what I did</p> <p>What action did I take?</p>	<p><b>Outcome:</b> What were the consequences?</p> <p>Consequences, what were the effects</p>

# Applying F.I.D.O



In groups, apply the F.I.D.O process to come up with an outcome to the scenarios below

- A young person comes to you to say they think their phone has been stolen at the session
- A 15 years old female storms out of your session swearing at another participant
- A fight starts between 2 males at your session
  - 1 male is from your session and the other has come in from outside



# Red Flags



**What is your red flag?**

Re/Action	Re/Sponse
Doing it again	Able to respond
Automatic	Not automatic
Familiar	Not familiar
Little thinking time	More thinking
Few choices	More choice
Little power	More power

**..based on the outcome you want**

# Top Tip



**RESPOND don't REACT**

# Red Flag Moment



- <https://www.youtube.com/watch?v=y1ftUmF-GSw>

# 'I' Statements



## **What happened?**

(if you say the facts rather than your opinion, the other person may listen)

When you...

## **Your feelings**

(your hurt feelings, rather than your angry feelings, are most likely to be really hard)

I feel...

## **Your needs**

(if you identify your real needs, rather than what you want the other person to do, you are more likely to resolve the conflict)

Because I need...

## **Request**

(identify what you would like the other person to do, rather than to stop doing)

Would you be willing to...

# 'I' Statements

'I' statements help the speaker to move from..

- Making the assumptions that they understand other's motivations, concerns or experiences
- Denying role in conflict or disagreement
- Passing quick judgement and making sweeping statements
- From making 'you' statements

'I' statements help the speaker move to..

- Realising that you need to clarify your motivations
- Speaking about what you see, feel, think and experienced
- Making requests, suggestions and preferences
- Giving appreciation messages  
'..I appreciate you doing/saying/suggesting'

# What do you see?



# How many passes?

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- <https://www.youtube.com/watch?v=Ahg6qcgoay4>

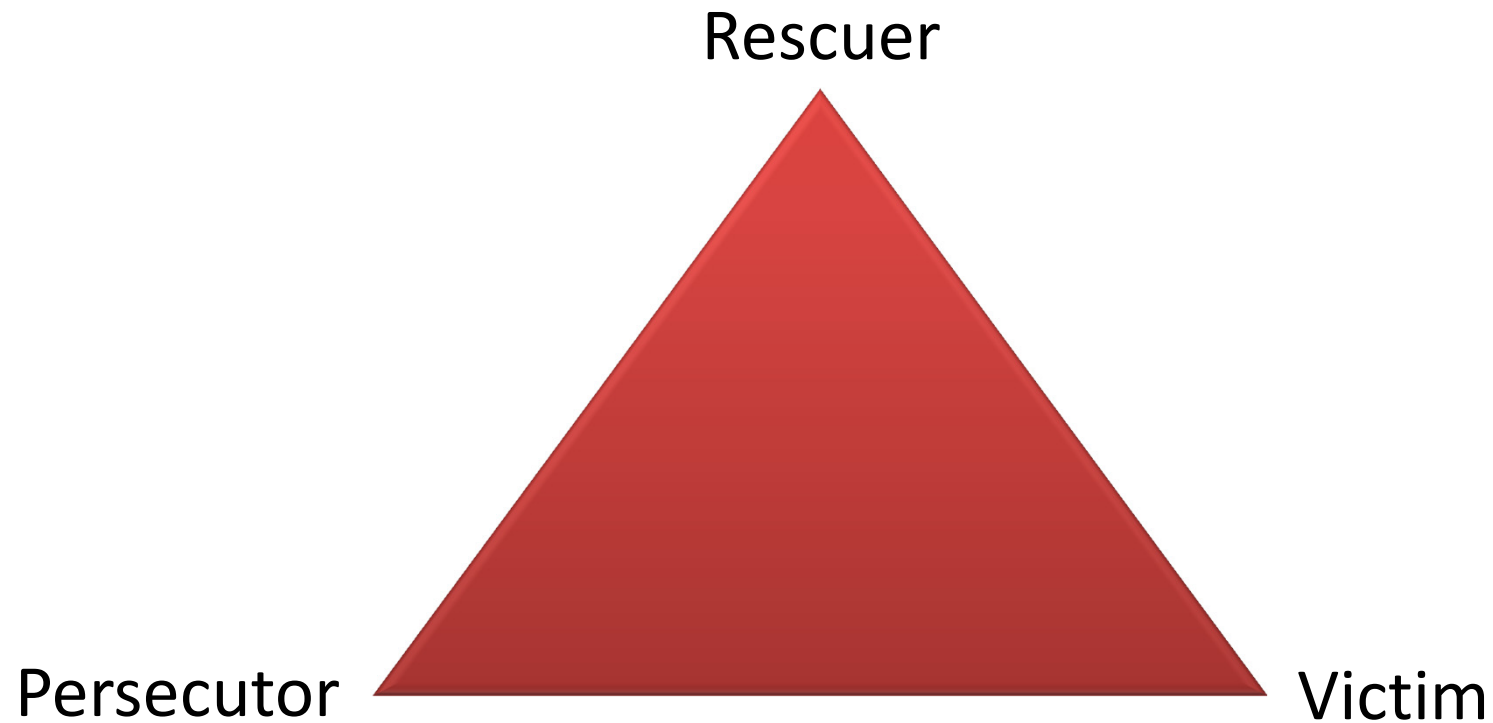
# RVP – What does it stand for?



- Rescuer
- Victim
- Persecutor



# Rescuer, Victim, Persecutor

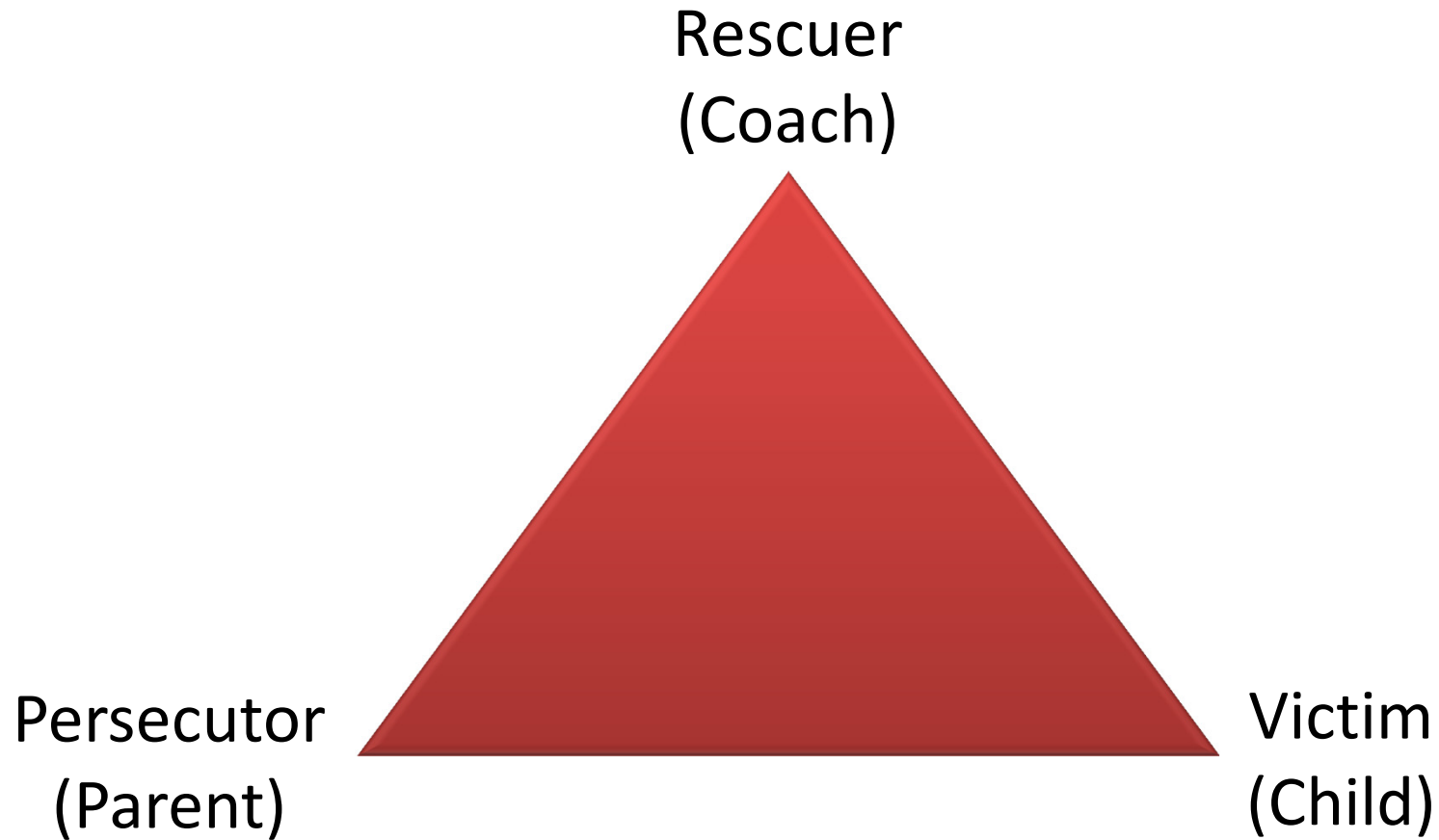


# Rescuer, Victim, Persecutor



- Can you identify who is the
  - Rescuer
  - Victim
  - Persecutor
  
- <https://www.youtube.com/watch?v=1g82D68N-ys>

# Rescuer, Victim, Persecutor



# Top Tips



- Engage with the young people – find out what makes them tick
- Challenge the behaviour, not the person
- Give the young people ownership of their problems and the tools to solve them
- Set clear boundaries and stick to them
- Model the behaviour you expect young people to display

# Top Tip

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Challenge the behaviours and not the individual

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“Young People need to know  
that you care before they care  
what you know”

Prof. Dan Gould

# Action Planning



Based on today's workshop, list:

- One thing you are going to **STOP** doing
- One thing you are going to **START** doing
- One thing you are going to **CONTINUE** doing

# Workshop Outcomes



You should now be able to:

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# Thanks for Coming



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