

## Conclusions symposium:

- it will depend on your own behaviour if you manage it well (big conclusion of this project). In managing problem behaviour, it is important to be aware of your own behaviour.
- You can't change something immediately, you need time for this.
- Come together, make an analyse and try it out: INTERVISION
- The taught strategies are not useful for every individual person. There is no strategy for everyone! It is applicable for everyone but not useful for everyone.
- As well as professionals as well as volunteers have a big need to talk about their experiences and have interventions in the mean time to come together and discuss some situations and problem behaviour they were confronted with and how they react and questions they still have.
- When people show self-aggression (more internalising difficult behaviour.) it is hard to recognise. Most of problem behaviour is not seen as problem behaviour because it is not obvious difficult behaviour (when it bothers the people around you or the monitors) – what is the definition? When the youngster is not bothering anyone, it is not very likely seen as problem behaviour.
- Every workshop should start with the definition of what difficult behaviour is: are we on the same page? We talk about something, but we also have something in mind. Not a lot of people see being depressive as a problem behaviour.
- Step program: We need to distil what is helpful? There will be no one solution that fits all! It's a pitfall: for which group is this the best? There is no good solution for this group (eg autism, deep mental disability). **But this stays a question we will need to discuss during the evaluation of the third strategy**
- In every workshop, they learn something different; 'I've never looked like it that way'.  
Most important information we get out of the strategies:
  - W1: attitude (how do you look at the difficult behaviour). Focus on the glasses you put on: how do you look at the youngster?
  - W2: what in the middle how can we do prevention? Focus to look at the client (with offered frameworks)
  - W3: if there is a crisis how do you bear with it and what do you do afterwards. Focus on what do you do to make the situation more manageable?
  - W4: ?
- In every strategy they will talk about relation and basic attitudes with the youngster.

## Important:

- that we can include it for the whole group.
- vision: it's about a mindset, you will be confronted with a lot of difficult behaviour (when you keep on working).
- know about the relation with the youngster.

Information might not be very new or not bring new content, but it can be good to strengthen them in what they are doing. Sharing experience can help with this, you can discuss situations that you are confronted with, how you reacted and what you could do the next time.

WORKSHOP 3: MINDSET: how do I look at the behavior. About the situation, but also about yourself. What are things you can't stand and you can't support. (for example: difficulties with lying, this is something that gets me very mad.

If you look at a certain way, observing, it helps you look at a different way to the youngster and understand him. This makes it helpful to prevent it the next time.

Big difference between knowledge and attitude. Frame: is okay, not too much and understandable, useful for dissemination.

Intervision: When it's in orange, you can act on it, if you're in red, there is not much you can do. What happens here? How can you make sure they stay in green.