

Welcome to the Early Support Workshop For Challenging behaviour



Parenting Toolkit

Just like with any toolbox, there will be some tools in your home you use more than others and there may be some tools that you occasionally forget about.

We need different tools to tackle different challenges we face.

But just knowing the tools are available gives you the confidence to deal with behaviour problems of all sizes.

Why You Need Many Different Tools

It's good to have several choices when you're deciding how to best teach your child about appropriate behaviour.

What if the consequence you pick doesn't seem work? Having another tool to reach for can be the key to ensuring your child receives healthy discipline. Of course, you don't want to just randomly pick tools from your toolbox and apply them haphazardly. Instead, it's important to get a sense of which tools works as you will know your child best.



Parenting Toolkit

What to Do When a Tool Isn't Working

If the discipline tool you're using doesn't seem effective, examine your technique. Are there things you could do differently that may make the tool more effective? For example, are you consistent when applying the tool? Are you clear about the rules and consequences? Have you given it enough time to work?

Specific Discipline Tools

Your toolbox should mostly contain tools that prevent behaviour problems before they start.

If it appears as though a specific consequence just isn't effective, switch to a different tool. For example, if ignoring swear words isn't working, try rewarding him for using nice language or place him in time-out for using inappropriate words.

What Tools will we be exploring today?

Special Time

Modelling

Praise

Ignore/Praise

Clear Instructions

Consequences

Modelling

Modelling is the most powerful teaching method parents can use. What parents 'say' and 'do' can have a major impact on how children feel about themselves.

If we want our children to not shout, then we need to not shout.

If we want our children to listen, then we need to listen.

Praise

To praise respectful behaviour is to give positive verbal and physical attention or affection to our children. Praise can and should be given to both children and adults. The more steps we use when giving praise to our children for respectful behaviours, the more effective praise will be in increasing these behaviours.

- **Catch your child being good, don't save praise for perfect behaviour**
- **Don't worry about spoiling your child with praise**
- **Increase praise for children with challenging behaviour**
- **Model self praise**
- **Give labelled and specific praise**
- **Make praise contingent on behaviour**
- **Praise with smiles, eye contact and enthusiasm**
- **Give positive praise**
- **Praise immediately**
- **Give high fives, hugs or kisses with praise**
- **Use praise consistently**

How do we praise children?

- 1 → Look at your child - *Brief eye contact – (if comfortable)*
- 2 → Move close to your child - *within touching distance*
- 3 → Smile
- 4 → Say lots of nice things - *at least three things*
- 5 → Praise exactly what you 'see' or 'hear'
Praise respectful behaviour, don't just say "you are a good boy"
- 6 → Show physical affection or attention
Kiss, hug, or hi-five
- 7 → Praise immediately *As soon as possible*

Ignoring/praise

To ignore our children's inappropriate behaviour is to not give any attention to it. When the inappropriate behaviour changes in a positive way, we should praise the appropriate behaviour immediately.

Ignoring your child lowers their self-esteem. We must show our children that we are not ignoring them, only their disrespectful behaviour. This is why we must combine ignoring with praise.

The ignoring /praise method can be used with both children and adults. Ignoring works best for out of control, annoying, attention seeking or 'first time' behaviours such as whining, temper tantrums, or showing off.

You cannot ignore destruction of property or harm to self or others. The ability to successfully ignore different behaviours varies from person to person.

How do we use Ignore/praise?

- 1 → Look away from your child – *Turn your back to your child*
- 2 → Move away from your child – *Out of touching distance*
- 3 → Maintain a neutral/straight face – *Not smiling or angry*
- 4 → Ignore your child's protests
Anything that is not a positive change in behaviour
- 5 → Ignore disrespectful behaviour immediately
As soon as possible
- 6 → Praise respectful behaviour immediately
As soon as possible

Ignore/praise

What to expect

What to expect:

When we first use the ignore/praise method, our children will try harder to 'get our attention' and the behaviour may get worse.

What might happen if we stop using the ignore and praise method and react to the disrespectful behaviour?

If we stop using the ignore and praise method and then react to the disrespectful behaviour, we are teaching our children what they should do the next time to get our attention.

Special Time

Special Time is a simple idea that carries a lot of power. It's a highly dependable way to build and to rebuild a close connection with your child.

Special Time is when you spend a well-defined amount of time on a one-to-one with your child, with no interruptions. The child would choose what they want to do within reason.

When we spend special time with each child individually, the message we are giving to our children is that they are important, this makes our children feel good.

Special time builds the child's self-esteem and **enhances the parent/child relationship.**

How do we implement Special time?

Spend special time with each child.

Younger children - 15 minutes each day

Older children - 1 hour twice a week

No questions – no directions – no criticisms.

Listen to your child

Repeat what your child says

Only ask questions to help your child think (no interrogation)

Share information about yourself

If necessary, have special time when you and your child are already together.

Bath time, riding in the car, walking to school

If possible, schedule special time at the same time each day.

Tell your child that you want to spend special time together because you love him or her

How to give Clear Instructions

1

Give step by step instructions appropriate to the child's age

Tidy your room

2

Describe exactly what you want to see or hear

Books on shelf, clothes off the floor, folded or in washing basket

3

Give your child a reason

No space to walk, clothes won't get washed, friends are coming over might step on it

4

Check that your child understands

5

Show, role play or practice with your child

6

Tell your child what he or she did correctly

7

Remind your child of the steps

Examples of Clear and unclear commands

Clear Commands/Requests start with please...

“Walk slowly”

“Keep your hands to yourself”

“Talk softly”

“Play quietly”

“Wash your hands”

“Please go to bed”

“Keep the paint on the paper”

Unclear, Vague, or Negative Commands/Requests

“Stop”

“Let’s put away the toys”

“Wouldn’t it be nice to go to bed now?”

“Be nice, be good, be careful!”

“Stop running”

“Don’t yell”

Natural and Logical Consequences

Letting children experience the Natural or Logical consequences of their actions is one way to teach responsibility.

What is a Natural consequence?

Natural consequences happen without any input or interference as a result of an action or decision.

Example: A child refuses to put on his jacket when it's cold and raining, he goes out and gets cold and wet.

What is a Logical consequence?

Logical consequences are what's given to a child by a parent or caregiver when a child misbehaves or breaks a rule, and are ideally linked to the bad behaviour.

Example: A child doesn't listen when told not to throw a ball around the house and breaks a lamp. As a logical consequence they may have to give up allowance money or do extra chores to help pay for a replacement.

As a general rule, Logical consequences are usually the better choice when it comes to a child's health and safety.

Consequences

- Make consequences age appropriate
- Be sure you can live with the consequences you setup
- Make consequences immediate
- Give your child a choice of consequence ahead of time
- Make consequences natural and non punitive
- Use consequences that are short and to the point
- Be friendly and positive
- Quickly offer new learning opportunities to be successful

Feelings and Emotions

We need to help children learn to identify, label and express a wide range of emotions. We need to teach children that it's not important 'which' emotion they express, but rather 'how' they express it. Children need to learn ways of managing feelings so they can channel their actions in a way that is acceptable to the family and community.

- **Teach your child to identify and label their emotions**
- **Teach your child to communicate their feelings in a positive way.**
Talk about your own feelings
- **Teach your child to identify the reasons behind their feelings and behaviours**
- **Help your child to understand how their thoughts and actions affects other.**
- **Listen to what your child is saying**
- **Validate their feelings**
- **Discuss your personal experiences if you have any.**
- **Be solution focussed and help them to problem solve.**
- **Provide continued support**

End message

- Model the behaviours you want to see, remember Modelling is the most powerful tool you can use
- Be consistent and follow through with what you have said
- Use praise to increase the positive behaviours
- Try and implement Special time, **NEVER** use special time as a consequence for negative behaviour
- When implementing difficult strategies try and remain calm. In the moment this can be challenging but try and use strategies that will support you to do this. You can try counting to 10, taking a deep breathe, walking out of the room for a brief moment providing the child is safe
- Remember that not all strategies will work for every child, you know your child best, you may need to try different tools for different situations
- Please don't judge the effectiveness of the Tools before trying them out first

Additional support and services available



Central and North West London **NHS**
NHS Foundation Trust

Harrow Talking Therapies

We are a **FREE** and confidential NHS service providing:

- Brief individual therapies including Cognitive Behaviour Therapy (CBT) and Counselling
- Guided Self Help : face to face or over the telephone
- Workshops e.g., wellbeing; stress & worry management; improving self esteem; improving sleep ; managing health conditions

How can you refer or contact us?

You can either self refer yourself by contacting us via:

Email: harrowiapt@nhs.net

Tel: 0208 515 5015/6

Website: www.cnwl-iapt.uk

Or speak to a member of staff from your children's centre or your GP

Are you feeling....

- Stressed/ Overwhelmed?
- Finding it difficult to cope?
- Finding it difficult to relax?
- Finding it difficult to sleep ?

Eligibility criteria:

18 + ; registered with a GP in the borough of Harrow , experiencing symptoms of low mood or an anxiety disorder such OCD; Panic; Worry.



Wellbeing for life

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Additional support and services available

- Citizens Advice – advice on legal matters, family law, benefit entitlement as well as debt advice, contact your local Children's centre to book a place.
<https://www.citizensadvice.org.uk/>
- **Relate – relationship help** <https://www.relate.org.uk/>
- **Family mediation** - <http://www.findmediation.co.uk>
- **Domestic Violence 24 hour service**
 - <https://www.womensaid.org.uk/>
 - 0808 2000 247
- **Gingerbread** - Information and support for single parents <https://gingerbread.org.uk/>
- **NHS service for stress, anxiety and depression** - <https://www.nhs.uk>
- **MIND** - If your struggling with Mental health - <http://www.mindinharrow.org.uk/>
- **Co parenting** - Contact Kenmore Park children's centre on **0208 416 8400**