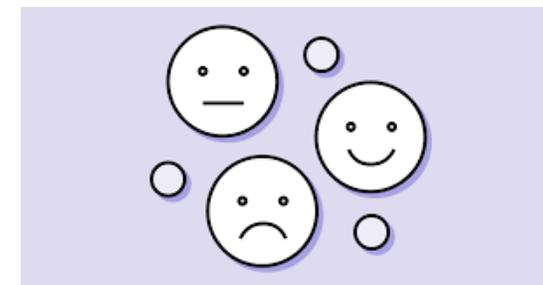




# Big Emotions and Supporting Positive Behaviour



Parent Workshop 4



# Group agreement

- ✓ Please arrive on time
- ✓ If you need to miss a session let one of us know beforehand.
- ✓ **No personal recording of sessions at any time.**
- ✓ Keep information discussed in sessions confidential.
- ✓ Mute yourself when not speaking to avoid noise feedback.
- ✓ Be respectful to each other and opinions shared.
- ✓ If you need to step away for a minute, please email one of us to let us know or message the chat.
- ✓ Review handouts after sessions.





- Reviewing home practice:  
special time & praise
- Reminder about safety check-in
- The importance of routines and boundaries
- Implementing these
- Using effective communication/instruction
- Home practice
- Feedback and questions

**Reminder:**

Everything we say in the session is confidential, unless I am concerned about your safety or the safety of others around you.

I will speak to you, if I need to break confidentiality, **UNLESS** I am worried that it will put you in more danger

# Aims of today's session

To recognise that routines make children feel safe

To develop routines and boundaries to promote positive connection and build cooperation with your child

To communicate better with children using clear and consistent instructions



# Safety check-in

During your child's assessment an in-depth risk review was completed

This would have included:

- Any thoughts of not wanting to live
- Self-harm
- Risk to or from others
- Neglect or self-neglect.



**Due to the group setting we will not be checking in with you regarding risk for your child.**

**BUT please let us know via email or by staying behind after the session if there is any change in risks or you need support around this.**

If you ever feel unable to keep your child safe or they are experiencing a mental health crisis, please call the **NHS first response service on 111** (open 24/7).



- Your name, your child's name
- What does your child want to be when they grow up?



# Reviewing home practice

- Last week's home practice was to continue special time
- Did anyone manage to continue special time?
- How did everyone get on with using praise effectively?
- Any observations or challenges encountered?



# The benefit of Routines for children

One of the best ways a parent can enhance self-esteem in their child is by setting up predictable routines. When a child knows what to expect, they will eventually have the confidence to take the initiative to do things for themselves. Confidence is built when expectations are known.

- Children feel **safer** and **calmer** with consistency
- Children learn **what happens next**
- Children **learn** what is expected (right & wrong)
- Routines can **prevent problem behaviour** by providing information about what to do in certain environments and situations.



# Routines in your home

- **What are the most important routines in your house/amongst your family?**
- **What happens when these routines change?**
- A 20min video to watch in your own time by Pooky Knightsmith on morning routines: <https://www.youtube.com/watch?v=XAonTg6sXSo>



# Boundaries

- A **physical boundary** is like a fence around your house; it shows where your property begins and where it ends.
- The owner of the property is responsible for taking care of that property and also for deciding who comes in and out.
- **Personal boundaries** in relationships are similar but harder to see and distinguish, this means that other people may cross the line, or perhaps you don't set boundaries and go along with their ideas/behaviours instead.
- Boundaries are not about controlling others, but **about setting limits around what will be tolerated** in relationships and the **response/consequence** if this expectation is not followed.



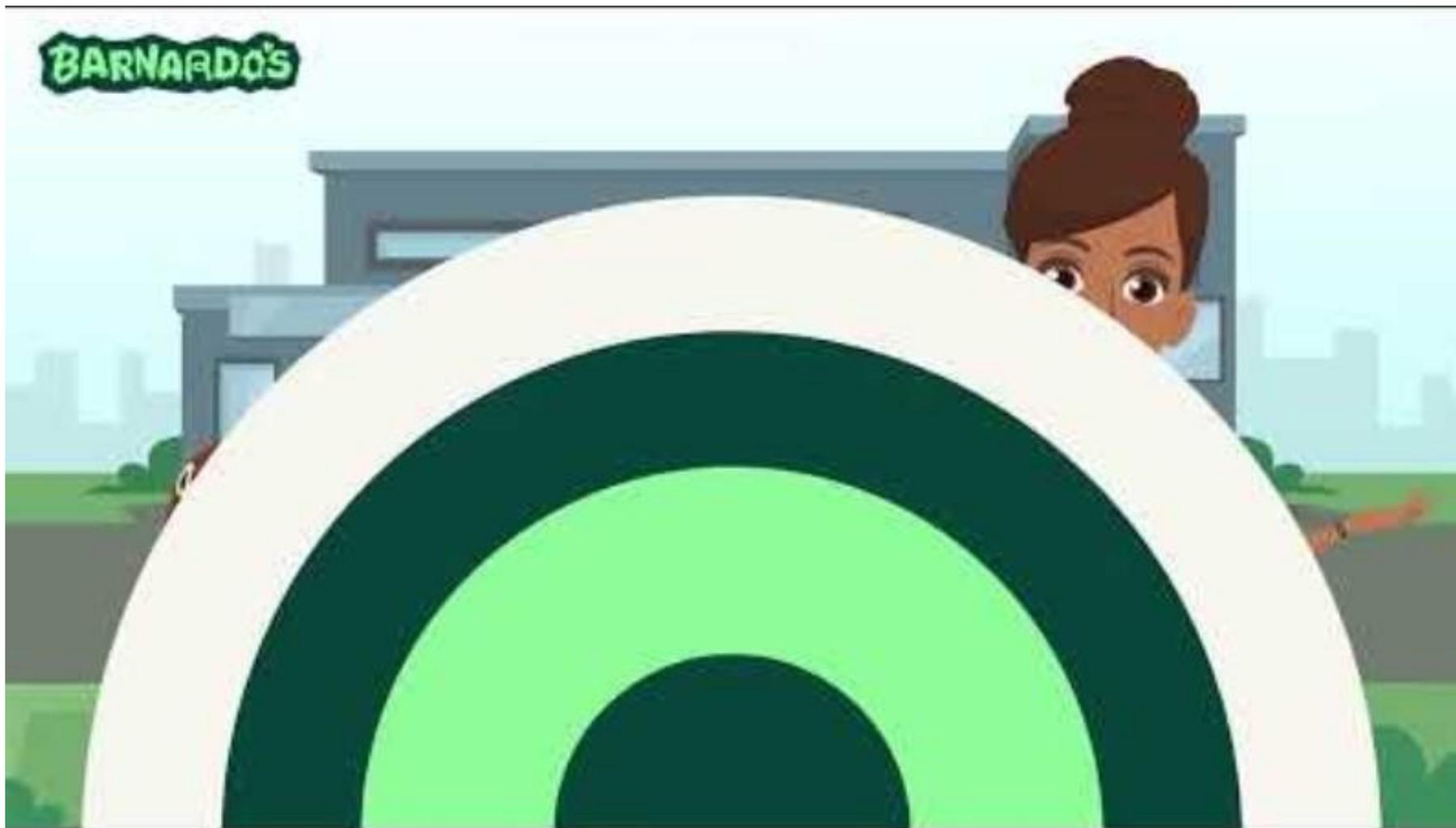
# Why are boundaries important?

- **Boundaries help us to take care of ourselves**, like a garden gate, they allow us to let the good things in but keep the harmful stuff out.
- **Role modelling boundaries helps child development:**
  - Children learn physical, emotional & time boundaries.
  - Children learn to respect themselves and others
  - To feel safe and regulate their emotions
  - And, with time, to become independent.



**It's about setting limits,  
communicating consequences  
& acting on these if needed**

# Tips for setting boundaries



# Setting Boundaries When Your Kids are Hitting You

Examples of  
Boundary  
Setting  
Sentences:



# Using effective instructions to increase cooperation

- Cooperation has been found to be hugely important in reducing difficult behaviours.
- Direct communication is required for this to be effective
- Often parents might experience defiance due to using ineffective language.

## Which instructions sound more effective to you?

“Stop running Or Walk slowly”

“Keep your pen on the paper Or Careful!”



# Making instructions effective



Offer choice

Avoid power struggles



Avoid question commands

Use **'when, then'** commands

Be polite

Avoid unnecessary commands

Allow time to comply

Use one command at a time



Keep commands simple, clear and direct. Don't be vague

Give warnings and reminders



Use positive 'do' commands

# Use effective praise when instructions are followed

- “Well done for listening”
- “Thank you for tidying your toys up”
- “Thank you for putting your shoes on, now we can go to the park”



# Using the 5 R's with non-compliance

- Be **Respectful** - Use a calm and polite tone with the child
- Make it **Relatable** to the misbehaviour - The consequence should be equally weighted to the behaviour, some behaviours have natural consequences e.g. if the child refused to put their shoes on, they can't go to the park, or If they threw something can they clean it up?
- **Reasonable** in duration - 1 minute for every year of their life
- **Revealing** consequences - “If you don't put your pyjamas on now you won't be able to watch TV with your sister”
- **Repeat** back the consequences - “Because you did not put your pyjamas on when I asked, we do not have time for you to watch TV, so you need to go straight to bed”



- **Be consistent** – make sure you follow through what you said will happen.
- **Avoid:**
  - “I told you so” - This NEVER works, nobody likes to be told ‘I told you so’
  - “You did this to yourself” - Try not to place blame, just move on from the situation
  - Don’t start battles that you can’t win - conserve your energy for important things



Separating the child from the problem helps them not to feel ashamed of what they have done & puts them in control of their own behaviours

## WHAT COMMANDS WILL YOU USE?

Choose the behaviours that you would like to use commands for. What words can you use?

<b>Behaviour</b> <i>e.g. walking by your side, tidying toys, talking quietly</i>	<b>Command</b>

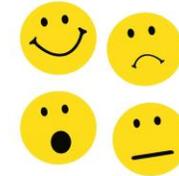
# Communicating Our Needs

- It is important to let others know **how their behaviours make us feel**
- We can **model assertive communication**, so that we can make connections between our actions and other people's feelings

## I feel...

(my feelings about a behaviour/situation)

I feel sad



## When...

(a blame free description)

When you don't tidy up your toys when I ask you



## Because...

(the effect it has on me)

It makes me feel like you are not listening to me



## My needs...

(what I need the other person to do instead)

I need you to listen to me and ask for help if you need it.





*Experts suggest that a staggering 95% of our learning is derived from **modeling**, whereas only 5% is obtained through direct **instruction**.*

# Home Practice

- This week we would like you to continue using special time and praise
- Try to create some helpful sentences/instructions that you can put into practice to support improved boundary setting
- Identify behaviours you want to see more of
- Think about how to make your communication effective



# Any questions/feedback

If you wish to talk to us privately, please stay behind after the session or send us an email.



See you  
Next Time

