

Prevention

- Have routines that work for the family and talk about why they are important. Children respond better to routine if they understand the reason behind what they are doing
- If something changes unexpectedly, explain what has happened and why - it helps children accept the change more readily
- Set clear rules and expectations and stick to them - e.g. no TV in the morning or no TV until everyone is completely ready to go
- Discuss consequences and involve your child
- Talk about what is going to happen in the day so that everyone knows what to expect and has time to digest the information
- Give children appropriate responsibility - let them take ownership of what they are doing
- Create opportunities for conversations
- Help your child to develop coping strategies and model your own!
- Provide opportunities for children to earn privileges
- Try distraction
- Think - does it matter? Choose your battles and know when to move on!
- Think about why the unwanted behaviour is happening - if you solve the problem, the unwanted behaviour may reduce or stop altogether
- Look at the big picture - does something need to change?

Language and Communication

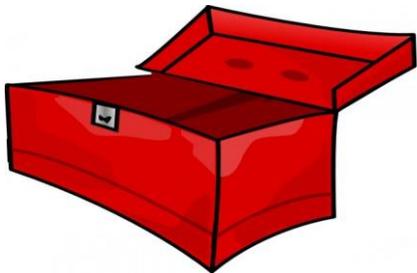
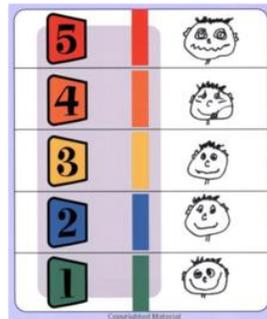
- Remember that approximately 80% of our communication is non-verbal
- Talk to children at their level - crouch or sit down if need be
- Be calm - if necessary put the conversation off for a while..... you are not 'letting them get away with it'... you are choosing to deal with it at a more appropriate time
- Think about eye contact - do you need it?
- Think about your voice - you can be calm and firm without shouting and make sure you give children time to process what you are saying
- Give children some physical space (4 times the usual)
- Be explicit - avoid 'good', 'nice', 'behave' and say what you actually mean

- Give children thinking time - think 5,2, 1 warning or "I am going to give you a minute to think about this and make the right choice"
- Count down from 5 or 3..... not up - there is nowhere to go after 0!
- Be clear about consequences, stick to them but make sure they are manageable and appropriate
- Break down instructions in to small and manageable chunks
- Be clear in your expectation "Clear the table now, thank you"
- Avoid lots of talk when enforcing an instruction - minimise your language "chair or rug". Don't get sucked in to an argument!
- Use simple language - "First.....then/next....." and give closed choices "you can sit on the rug or the chair"
- Ask children to repeat back their understanding of what they are supposed to be doing
- Use explicit praise - including when children have managed a difficult feeling appropriately "I liked the way you..... You did really well when...."
- Ignore secondary behaviour -this is just a symptom of the child struggling to deal with their emotions appropriately
- Rather than tackling the unwanted behaviour - praise what you want - by commenting on someone else or something that happened earlier e.g. "Oh I really like the way Oli has just got straight on and cleaned his teeth with no fuss. It makes me feel really proud of him and it really helps me at bed time"
- Give children responsibility for their own choices - "If you won't wear your coat, then you are going to get very wet and cold".... But provide the opportunity for repair without fuss, or "if you are choosing not to tidy your room like you have been asked, then you are choosing to have the consequence of..... I will give you a minute to think it through but then it is your choice"
- Love unconditionally - make it clear it is the behaviour you disapprove of, not the child
- Have restorative conversations later - "what happened, who was affected and what other choice did you have"
- Talk about what 'sorry' means and offer opportunities to repair and say sorry - but recognise that this can't always happen immediately!

Reward Charts - For specific things with specific rewards that you can stick to!



The 5 Point Scale



A Worry Box

Fight fire with water not fire! The problem is the problem not the child!



Emotional Literacy

- Help children to develop emotional literacy - talk about different feelings, how they impact on us physically and when they might occur
- Explain what it is like to experience different emotions - don't take understanding for granted
- Let children know it is ok to feel a range of different emotions, including anger - it's how you deal with them that counts
- Model strategies for dealing with difficult feelings - when you are cross you might count to 10 or leave the room and be by yourself for a few minutes
- Support children in developing resilience - recognising their strengths as well as the things that they find more challenging and helping them to develop a growth mind-set
- Support children in feeling pleased for and proud of others
- Support children in developing empathy
- Celebrate differences while promoting good self-esteem
- Model making mistakes and how you deal with them
- Wonder aloud and empathise with difficult feelings
- Support children in developing strategies to deal with anger or anxiety for e.g. a safe space, focusing on breathing, counting to 10, going to their room
- Allow for limitations when upset, anxious or angry - for you and the child!
- Use motivators and softeners

