

- Rules
- Influence
- Small Steps
- Consequences (Rewards & Ignoring Tactics)

Rules - Children need to know what is expected of them and need rules and boundaries to help them do this.

Ideas to consider when making rules:

- Don't make up rules when stressed or angry
- Identify major problem areas first
- Talk and listen to your children about reasons for having rules and their views
- Take into account what they feel and think and compromise where you can
- State the behaviour you do want not what you don't want - remain positive and specific!
- Reward when they stick to the rules. Ignore when they don't (unless safety is an issue) or re-state what you do want to happen

Influence

We teach each other how to behave in relationships between parent and child. Children use techniques to get you to react in certain ways e.g. crying alone in room.

Small Steps

Help children to achieve more by setting them small tasks. Tasks that are too big or beyond their capabilities will leave them upset and frustrated.

Consequences

- a) Rewards - Behaviour (good or bad) that is rewarded will occur more often.
- b) Ignoring - Behaviours (good or bad) that are ignored will occur less often.

Behaviour Management Techniques



Here are three techniques to try - some may be more appropriate with older children. They may be useful when other strategies have not been very successful e.g. expressing feelings, avoiding 'you' messages, reduced stress, raised self esteem.

Also they may be useful when they need to re-state the boundaries/rules clearly.

Ignoring

When to use

- Unacceptable attention seeking
- For annoying/irritating things
- Child is stalling
- Child is trying out new behaviour (not destructive/dangerous)

How to use

- Tell them what you want them to do
- Ignore what they are doing now
- When they do what you have told them, praise but don't fuss

5 Minute Warning

When to use

- You want child to stop what they are doing to do something else (stop playing and get ready for bed)
- You have a timetable to stick to which is going to interfere with child's activity (leaving friends house for swimming lesson)

How to use

- Say what needs to happen in ten minutes time or 'when the programme finishes' if child has no concept of time
- Acknowledge feelings and thank them for co-operating
- Do not let child bargain with you. Only negotiation should relate to future events
- Try offering choices e.g. bedtime - walk upstairs or piggy back?

It's a Deal

When to use

- Useful tool to reset boundaries and help us to be firm, but fair
- Good idea to involve child in the 'deal' agreement before a major argument breaks out!

How to use

- State the deal - what has to happen before they can do something else
- Tell your child the rule, clearly, simply and calmly
- Be a broken record (without losing your temper)
- When your child gets the job done, be encouraging but keep it simple
- Don't punish or nag. The child learns that they have a choice - if they want to do something else they must get the first job done
- Stick with it. Ignore complaints and remain firm, but calm!

What is it?

- This is an interruption of unacceptable behaviour by removing them from the scene of the 'action'.
- Aim is to take the child away from an audience or the events/people which may be encouraging the behaviour.

When to use it?

- If a child breaks a serious rule.
- Constantly ignores requests to stop doing something.

How to do it?

- First few times you will need to explain 'Time Out' i.e. Going to a quiet place somewhere in the house and staying there until they are allowed to return, when they break a rule/refuse to do something.
- State your expectations clearly 'you must sit quietly on the mat for minutes until I tell you to come back.'
- Consistency is important - don't give in or the behaviour will continue.
- Time out will only start when the child is quiet. You will have some protests but avoid shouting and explain again why they are there.
- Time spent should be one minute for every year of the child's age. Time out for hours on end is not appropriate.
- Offer praise once child has returned and calmed down/stopped behaviour.

Take Something Away

What?

- Useful technique, but will have to be repeated. Gives child several chances to learn/experience your trust.
- Idea to take away objects if not used acceptably, e.g. crayons on wall, ball against window.

How?

- First time misbehaviour, give one warning that if he/she doesn't stop you will take away.
- If behaviour happens again, remove the object.
- After a short time, give child another chance.
 - a) reward if object used properly
 - b) take away again if not
- Also might choose to deprive child of activities, outings or pocket money, but remember
 - be realistic
 - be careful about taking away special things e.g. birthday parties (damages self-esteem)
 - never take away stars/certificates that have been earned
 - always try and link the renewal of something to the unacceptable behaviour and make it as relevant/meaningful as possible.