



Managing Children's Behaviour

For Parents 2021

Personal, Social, Emotional Development

- Take a look at the link below- what do we expect of our children in each age group...
- 22-36 months
- 30-50 months
- 40-60 months

[4Children_ParentsGuide_2015_WEB.pdf](#)

foundationyears.org.uk



Positive Behaviour

- Always praise and reward positive behaviour
- Discipline works when a child's world is predictable and where they receive plenty of praise for positive behaviour.



Challenging Behaviour

Screaming?

Shouting?

Defiance?

Not listening?

Strategies

Assertive Discipline

Discipline sounds like a scary word and may have different connotations for some of us. What does this mean?

- helps children to accept necessary rules and limits
- to develop self control.
- to accept responsibility for their actions.

Discipline works when a child's world is predictable and where they receive plenty of praise for positive behaviour. Make their world predictable by having set routines

It also needs to be a collaborative approach, where everyone in the household works together, using the same approach.

Incidental teaching

Avoid frustrations by supporting research and motivation to complete a task. If they are asking questions, they are ready to learn, offer support to find the answer, don't just tell them.

Descriptive praise

i.e. thank you for playing quietly whilst I was on the phone
if a child finds praise embarrassing in front of others, a simple gesture of thumbs up will do.

Logical consequences

[Logical Consequences | Positive Discipline](#)

You can find a good description of how this works at the above website.

Building Emotional Resilience

- Emotional resilience is the ability to manage feelings both negative and positive and cope with day to day stresses as well as major events. Children have different temperaments and some are more sensitive than others- it is important we support all children to manage their emotions.
- Building blocks for becoming emotionally resilient :
 - Recognise , understand and accept feelings; Express feelings appropriately; Develop a positive outlook- being optimistic, interested in things and content; Develop ways of coping; Deal with negative feelings and unpleasant situations; Manage stressful life events.
- What can we do to support?
 - Let them feel the ups and downs and help them to recognise their own emotions- I can see that you are angry etc.
 - Talk about their feelings and share our own feelings
 - Help them to express their feelings appropriately- reward them when they do; if they don't, acknowledge their feeling and explain their reaction is inappropriate, give them time to calm down. Stay calm yourself.
 - Encourage optimism- this is related to confidence and wellbeing. Help them set goals and praise achievements; encourage creativity and initiative; tell them what they do well.
 - Encourage curiosity- prompt engagement in activities, let them explore, be available when they want to show you something, comment and ask questions on their creations, teach them how to find information.
 - Encourage contentment- model being appreciative and grateful (manners); talk about family experiences; encourage empathy; discuss acceptance of things that cannot change; create opportunities for them to experience achievement and belonging.
 - Develop coping skills- help them problem solve; encourage positive thinking (ask them what they thing went well), help them relax- deep breaths, relaxation/yoga.
 - Help them manage negative emotions

Stop and Start Behaviours

- STOP Behaviours are things that you need your child to stop doing. This might be because it is dangerous, against the rules or unkind i.e. jumping off the furniture. We give one opportunity to get it right. Tell the child to stop using the ASK, SAY, DO method and remind them that if it happens again, there will be a consequence, this must be logical.
- START behaviours are things that you want your child to start doing i.e. tidying up, washing hands etc. Using the ASK, SAY, DO method, this time we give no more than 2 opportunities to get it right, before giving them a consequence to their actions. i.e. quiet time.

Don't forget to give them about 5-10 seconds to process the instruction



TOP TIPS

Always use a pleasant tone– we want children to feel respected, raising our voice teaches children they need to shout to get what they want.

Provide simple opportunities throughout the day where your child can join in with activities. This can be as simple as drawing a picture together, playing a game or getting them involved in routine jobs around the house.



- Praise positive behaviour often– don't miss out the children who always behave well!
- Reward positive behaviour– growth mindset– class aim to work towards
- Talking and learning about feelings and feelings of others
- Set ground rules for every activity. 2–3 rules at any time will be enough.
- Practice mindfulness– yoga and deep breathing
- Be consistent– everyone is using the same strategies
- Use quiet time for challenging behaviour and TIME OUT for serious misbehaviour.
- Use the ASK, SAY, DO principle. This works well for children 4 and over.

ASK– What are we supposed to do?

SAY– They tell you or you remind them.

DO– Now, can you show me how you do that..