

SUPER STRATEGIES

to help you with Behaviour Management at home

Schools use behaviour management strategies to help children develop good behaviour at school.

The strategies used at school might be helpful to you at home too. This booklet contains a selection.

3 important things to remember:



1: Stay
calm.



2: Give thinking
space to your child
and offer them
choices from
acceptable
alternatives.



3: Pause for thought
before acting.

Keep your own emotions
in check.

Check your body
language.

The strategies for you to try at home

1. Take up Time

Confidently give the instruction, turn and walk away with the expectation that your child will comply. This sometimes works well with the “Thanks, Not Please” (strategy 2).



It is time for bed -
upstairs now...thank
you.

2. Thanks, not please

“Child’s nameinstructionthanks”



Kristina, take your
shoes off inside
the house.
Thanks.



Sujan, come and sit
at the table ready
for dinner. Thank
you.

By saying “thank you”, you are implying that you expect the child to do as you have asked.

3. “Yes, as soon as...”

Sometimes we have to say “No” but for those other occasions, try



4. When...then...

Give your child a condition that tells them what behaviour you are expecting of them.



5. Proximity Praise

(Praise the child who is complying with expected behaviour).

Rita is not following instructions to wash her hands/put her pyjamas on, whereas Ranjit and Nadia are complying:

Well done Ranjit for washing your hands ready for dinner. Thank you!

Well done Nadia, I can see you have put your pyjamas on and you're ready for a bedtime story. Just waiting until we are all ready.

6. Tactical Ignoring ("I can't hear or see you!")

Immediately attend to your child as soon as they respond correctly



7. “Ask permission before doing”

With impulsive children it can be hard at first to stop them from doing things they want to do. In these situations, it may be worth trying this strategy.

For example, after dinner Amrit goes to play a computer game before asking.



Amrit, back to the table. Ask nicely first. Thank you.

When Amrit asks permission, the adult says



Yes, thanks for asking.

Initially, but only where appropriate, try to say yes as much as possible so that Amrit gets used to the idea that asking permission gets him what he wants.

This is one step towards regulating impulses because it can be used to bridge the gap between saying no outright (and then the child doing it anyway) to yes but only with my permission. If used carefully, this can prevent the adult losing face.

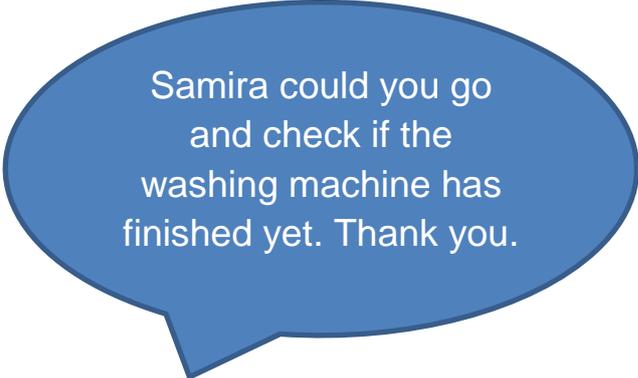
8. The distraction technique

Your child is becoming unsettled. You can see their behaviour is beginning to get worse. You think a little distraction may calm them down.

Use this strategy at those times when the child's behaviour is getting worse as a way of intercepting crisis level behaviour. It could be a special job, something that makes the child feel valued and important.



Kamil, could you go
and see if the cat is
waiting to come in.
Thank you.

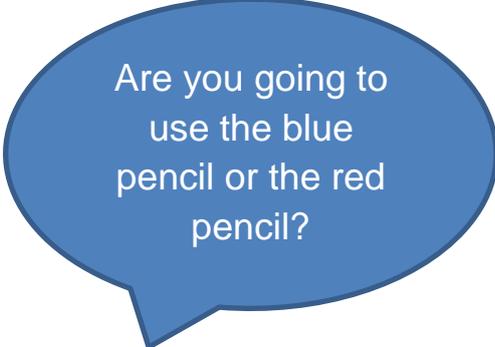


Samira could you go
and check if the
washing machine has
finished yet. Thank you.

Used sparingly, this strategy can be very effective.

9. The nice and nice

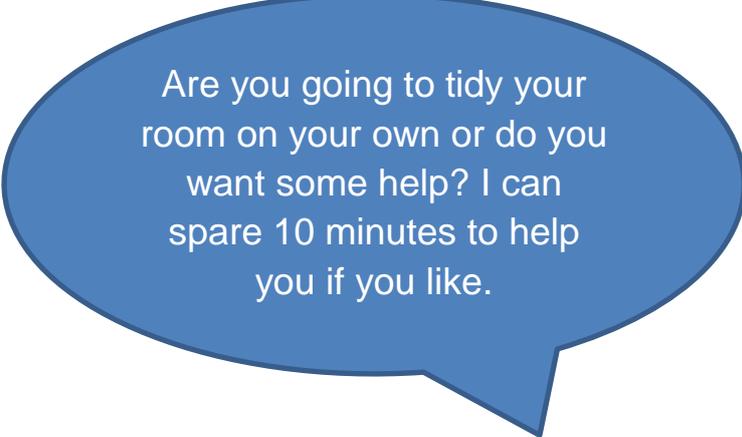
Win-win choices for when your child is reluctant to start a task.



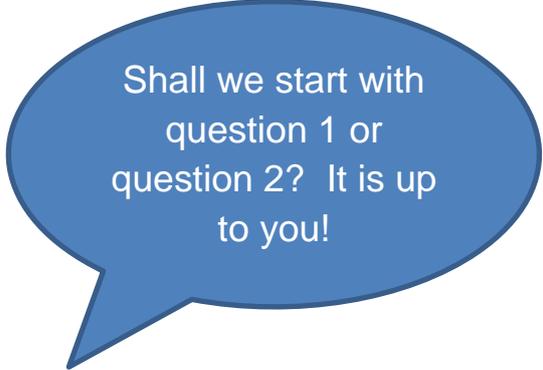
Are you going to use the blue pencil or the red pencil?



Where shall we sit to do this, at the table or on the sofa?



Are you going to tidy your room on your own or do you want some help? I can spare 10 minutes to help you if you like.



Shall we start with question 1 or question 2? It is up to you!

10. The nice and nasty

Either...or...

(Use a matter-of-fact, non-emotive tone of voice)



Either it's finished now or it will have to be finished after lunch.



Your bedroom will need to be tidied up now, or during your TV/i-Pad time.

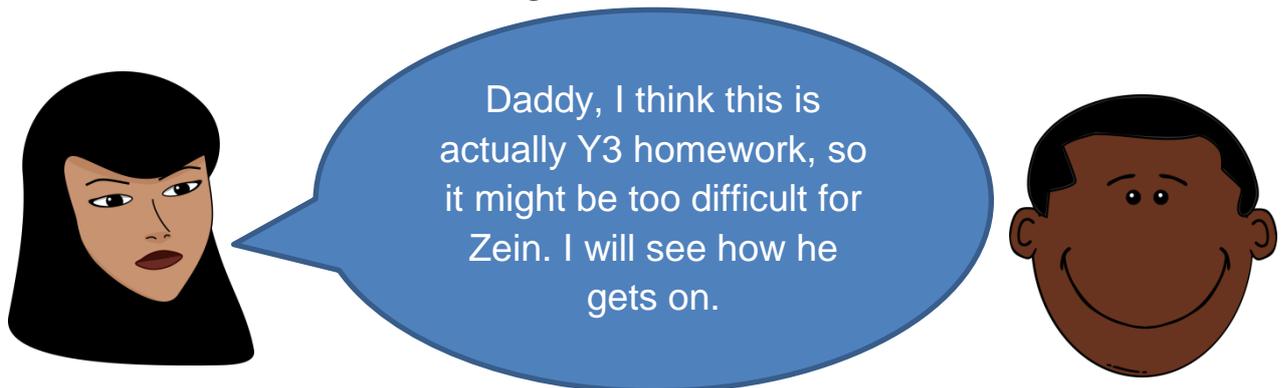
11. Ear-shotting (speaking aloud so the child can hear)

This technique can be used in a variety of ways. The adult speaks out loud to another adult in the room so the child can hear it (see below parents talking to each other).

For a child reluctant to start task:

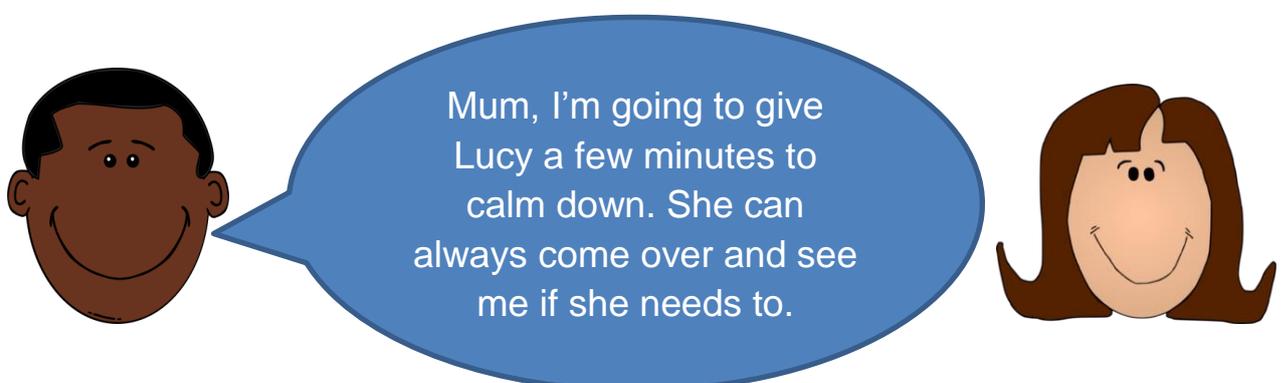


For a child who rises to challenges but is reluctant to start:



With some children, this can be highly motivating. It gives the child permission to fail, and therefore the child may be more willing to give it a try!

For a child who is not cooperating or following instructions:



This gives the child a way out without direct confrontation.

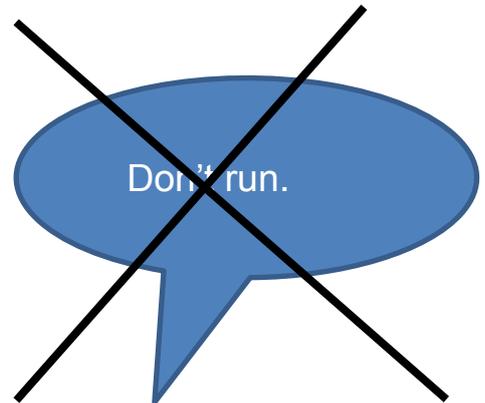
12. Don't say Don't

Frame instructions positively.

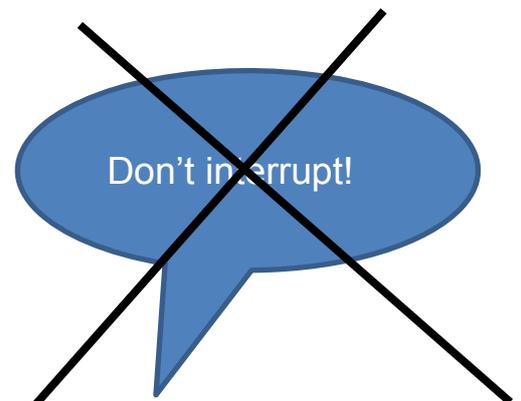
Don't give the child ideas by telling them what you don't want them to do. Instead, tell them what you do want them to do. Try this especially when re-starting rules.



and not



and not



And finally:

Remember your child has to learn acceptable behaviours and will get better at them the more practice they get.

Keep in mind the positive things they do and remember the power of praise – notice when they do something good and comment on it.

Don't be afraid to talk to your child's class teacher.