POSITIVE BEHAVIOUR

AIMS

- UNDERSTANDING OF POSITIVE PARENTING AND THEORY BEHIND IT
- MINDFUL PARENTING – HOW TO MANANGE OUR STRESS
- DISCUSSION - SHARE EXPERIENCES AND STRATEGIES
- SUPPORT AVAILABLE IN SURREY

- CONFIDENTIAL

POSITIVE BEHAVIOUR STRATEGIES

WHAT WE CAN DO TODAY

- MAKE US REFLECT ON HOW WE CURRENTLY MANAGE OUR CHILD'S BEHAVIOUR
- LEARN A LITTLE ABOUT WHY THEY MIGHT BEHAVE A CERTAIN WAY
- GET SOME TIPS FOR STRATEGIES TO USE
- FIND OUT WHAT'S AVAILABLE IN SURREY
- BUILD RELATIONSHIPS WITH OTHER PARENTS FOR SUPPORT

WHAT WE CAN'T DO TODAY

- WAVE A MAGIC WAND!
- COVER ALL BEHAVIOUR SITUATIONS
- SPEAK SPECIFICALLY ABOUT INDIVIDUALS UNLESS THEY ARE YOUR OWN CHILD
- COVER BEHAVIOUR THAT MAY HAVE UNDERLYING SEND NEEDS (ADHD, ASD, ODD)

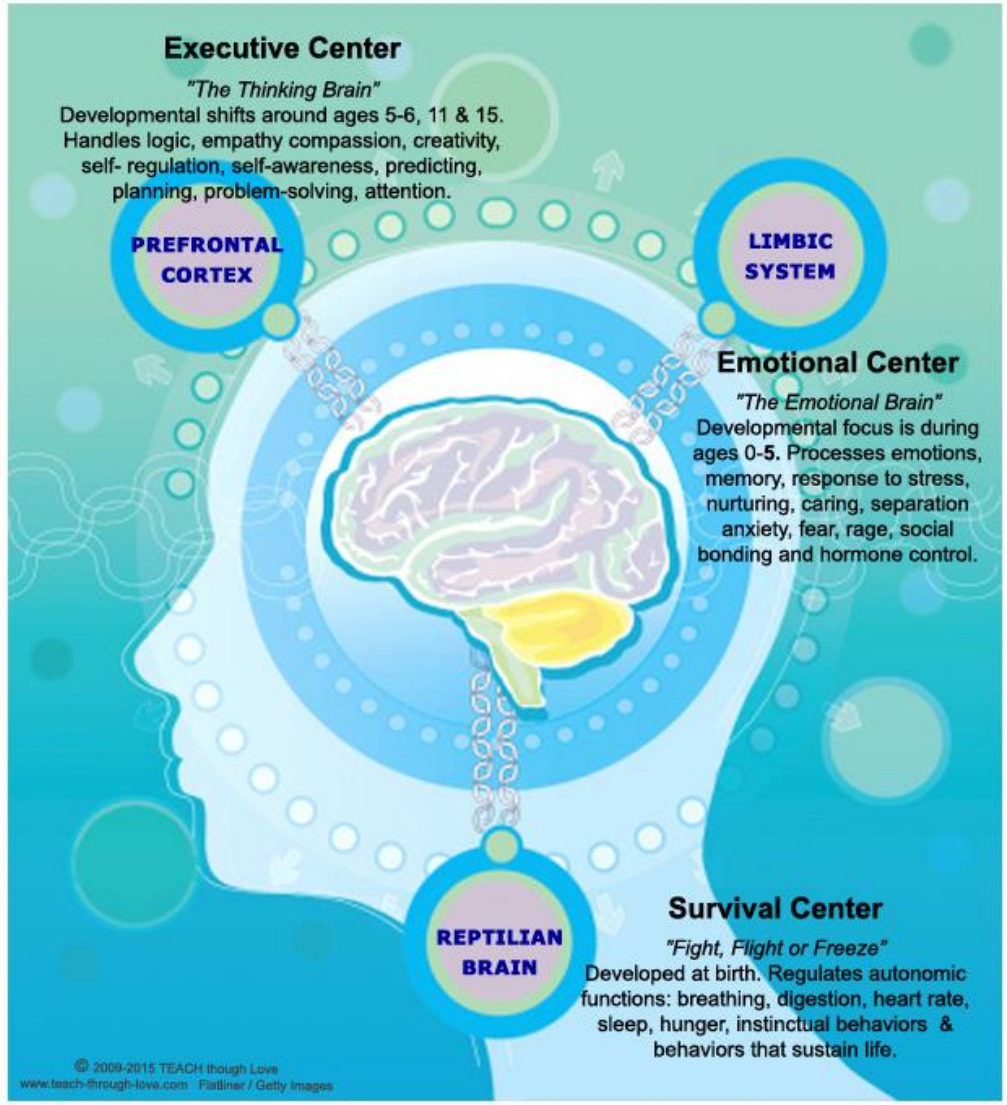
POSITIVE PARENTING/ POSITIVE BEHAVIOUR STRATEGIES

- BASED ON SOCIAL LEARNING THEORY & DEVELOPMENTAL PSYCHOLOGY
- EMPHASIS ON HARMONIOUS PARENT-CHILD RELATIONSHIP & ON WELLBEING OF PARENTS, CHILDREN & WHOLE FAMILY
- POSITIVE PARENTING ACHIEVES THIS BY MUTUAL RESPECT, FACILITATION OF THE CHILD'S SOCIAL & EMOTIONAL DEVELOPMENT, PRAISING, SETTING CLEAR RULES WITH FIRM BUT FRIENDLY COMMUNICATION AND FAIR BEHAVIOUR

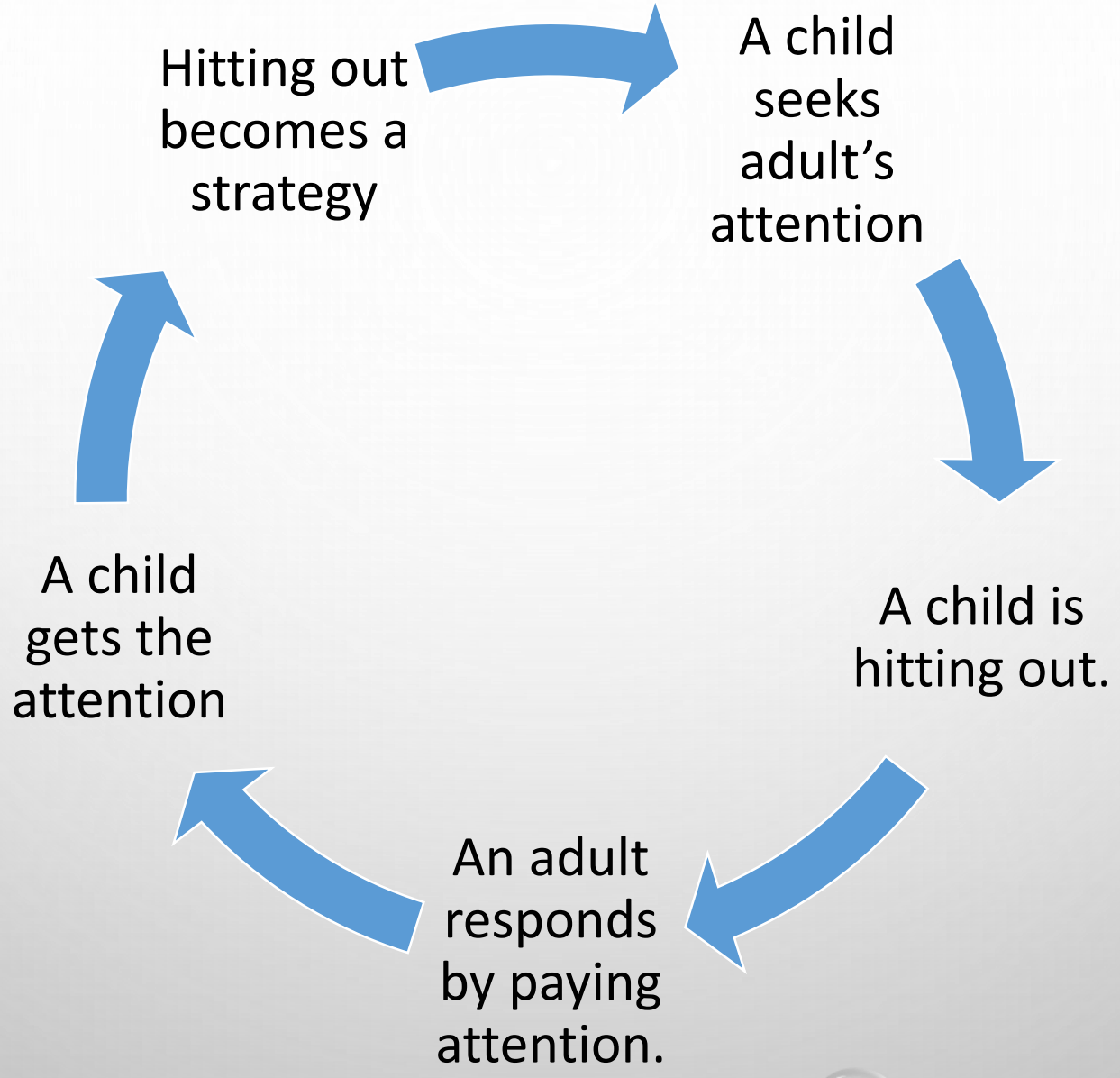
THEORIES OF DEVELOPMENTAL PSYCHOLOGY

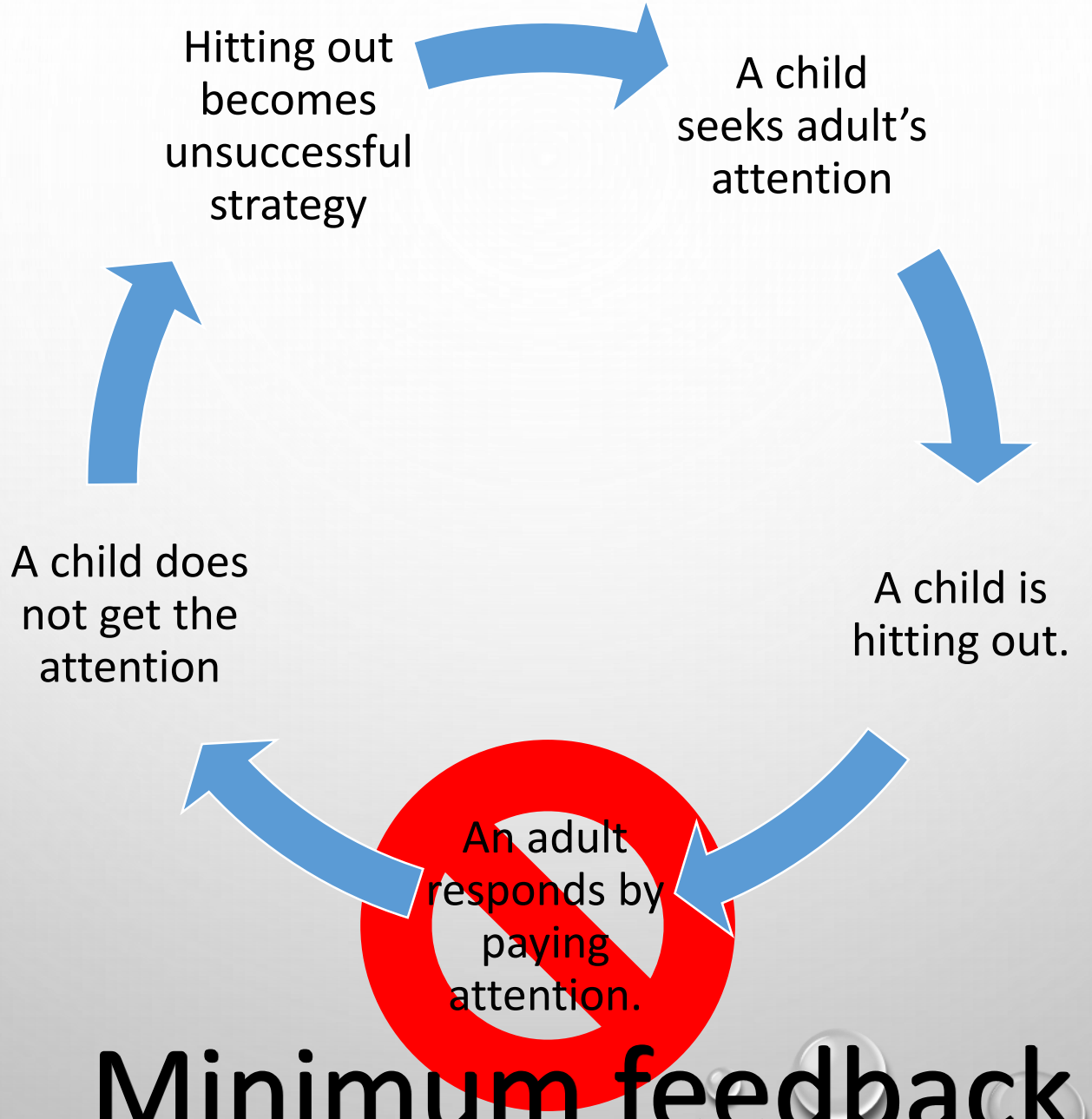
- PIAGET
- BOWLBY'S ATTACHMENT THEORY
- BAUMRIND PARENTING TYPOLOGY

CHILD'S BRAIN DEVELOPMENT



IF A CHILD IS CONTINUING TO ENGAGE IN A BEHAVIOUR – IF IT'S BEEN HAPPENING MORE THAN ONCE – IT MUST BE GETTING A REINFORCEMENT. THE BEHAVIOUR IS WORKING FOR THEM – THEY'RE GETTING SOMETHING WHAT THEY NEED.


A child seeks adult's attention
A child is hitting out.
An adult responds by paying attention.
A child gets the attention
Hitting out becomes a strategy



Minimum feedback

CHILDREN LEARN APPROPRIATE BEHAVIOUR IN THE SAME WAY A CHILD WHO DOESN’T KNOW HOW TO READ LEARNS TO READ—THROUGH INSTRUCTION, PRACTICE, FEEDBACK, AND ENCOURAGEMENT.

"If a child doesn't know how to read, *we teach*."

"If a child doesn't know how to swim, *we teach*."

"If a child doesn't know how to multiply, *we teach*."

"If a child doesn't know how to drive, *we teach*."

"If a child doesn't know how to behave, *we…*
…teach? *…punish?*"

"Why can't we finish the last sentence as automatically as we do the others?"

Herner, 1998

POSITIVE PARENTING PROGRAMME TRIPLE P

- TRIPLE P - POSITIVE PARENTING PROGRAM (SANDERS ET AL., 1999)
- TRIPLE P AIMS TO STRENGTHEN PARENTS' CONFIDENCE AND COMPETENCE, AND THE MAIN SKILL IT VALUES IN A PARENT IS SELF-REGULATION.
- SELF REGULATION HAS BEEN DEFINED BY KAROLY (1993) AS "THOSE PROCESSES, INTERNAL AND TRANSACTIONAL, THAT ENABLE AN INDIVIDUAL TO GUIDE HIS/HER GOAL DIRECTED ACTIVITIES OVER TIME AND ACROSS CHANGING CIRCUMSTANCES".
- PRINCIPLES HELD BY THE POSITIVE PARENTING PROGRAMME ARE:
- ENSURING A SAFE AND ENGAGING ENVIRONMENT CREATING A POSITIVE LEARNING ENVIRONMENT USING ASSERTIVE DISCIPLINE HAVING REALISTIC EXPECTATIONS TAKING CARE OF ONESELF AS A PARENT
- THE INTERVENTION HAS FIVE LEVELS INCREASING IN INTENSITY, TO MATCH DIFFERENT NEEDS OF EACH FAMILY IN TERMS OF LEVELS OF DYSFUNCTION IN CHILDREN AND DIFFERENCES IN PARENTAL NEEDS/PREFERENCES (SANDERS, 2012).

MINDFUL PARENTING

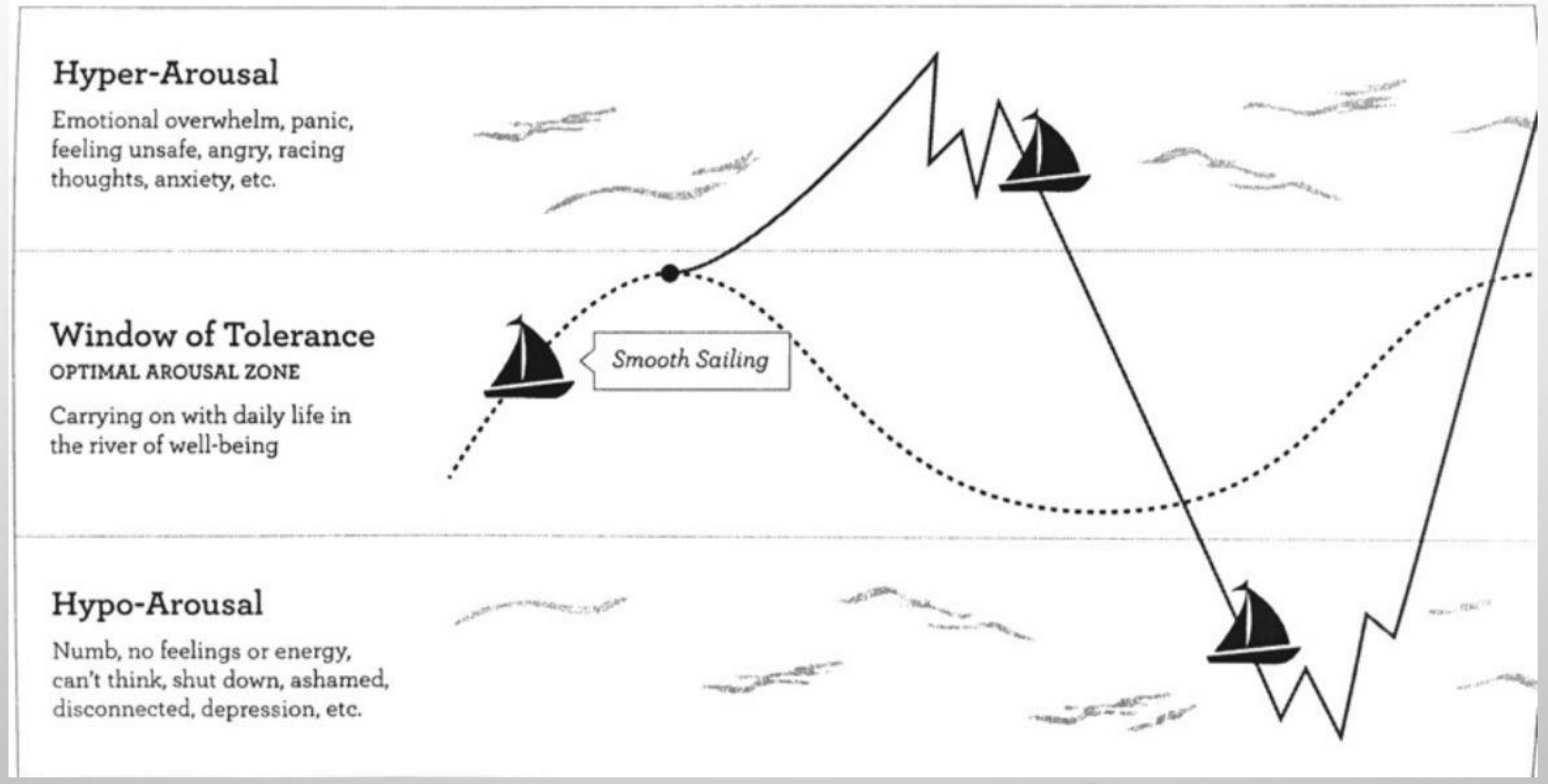
MANAGE YOUR FAMILY'S STRESS

STRESS IS A PART OF LIFE

SOME STRESS IS UNAVOIDABLE. SOME STRESS IS AVOIDABLE

HOW DO OUR BODIES RESPOND TO STRESS?

WINDOW OF TOLERANCE



HOW DO YOU KNOW WHEN YOU ARE FEELING STRESS?

THE STRESS RESPONSE

- THE STRESS RESPONSE CAN WORK WELL TO HELP US STAY FOCUSED, ENERGETIC, AND ALERT
- AT TIMES, IT CAN OVERRIDE THE RATIONAL PART OF OUR BRAINS. THIS PART OF THE BRAIN HELPS US PAY ATTENTION, CONTROL IMPULSES, SOLVE PROBLEMS, AND THINK ABOUT THE CONSEQUENCES OF OUR DECISIONS
- HTTPS://WWW.YOUTUBE.COM/WATCH?V=CZTC8_FWHGM&INDEX=7&LIST=PL3ZKFAUUY-HDAYG17VET01GFVCFD1GECX

MORNING STRESS

IT'S 8:30. THE CHILDREN HAVE TO BE AT SCHOOL AT 8:45. YOU'VE ALREADY HAD A LETTER FROM THE SCHOOL TO SAY THAT YOUR DAUGHTER HAS BEEN LATE TOO OFTEN. YOUR DAUGHTER IS TAKING HER TIME, DOING HER HAIR, AND CHANGING HER CLOTHES AGAIN. "C'MON NOW, HURRY UP OR WE'LL BE LATE" YOU SAY, SEVERAL TIMES, BUT SHE DOES NOT COME DOWN FROM HER ROOM. YOU WALK INTO YOUR CHILD'S ROOM, URGING HER TO COME, BUT SHE THROWS HERSELF ON THE FLOOR SCREAMING: "I'M NOT GOING TO SCHOOL!"

CHILD'S PERSPECTIVE

- THIS MORNING, MY MOTHER WOULD NOT STOP RUSHING ME! TODAY IS SPIRIT DAY AT SCHOOL AND EVERYONE IN MY CLASS IS DRESSING UP IN OUR SCHOOL COLOURS. MY TEACHER SAID THERE WILL BE PRIZES FOR BEST COSTUME AND I REALLY WANT TO WIN A PRIZE! BUT I REALISED THAT THE BLUE OUTFIT I WAS EXCITED TO WEAR IS IN THE DIRTY LAUNDRY. EVERYONE WILL BE ALL DRESSED UP AND I WILL LOOK SO STUPID! I DIDN'T WANT TO GO TO SCHOOL IN ANOTHER SCHOOL'S COLOURS AND I WAS LOOKING ALL OVER FOR A BLUE ANYTHING. BUT MY MUM WOULDN'T STOP YELLING AT ME TO HURRY UP AND I WAS GETTING SO STRESSED! THEN SHE CAME UPSTAIRS AND JUST LOOKED SO MAD AT ME. SHE WAS YELLING AT ME TO COME ON, BUT SHE DIDN'T EVEN ASK ME WHAT WAS WRONG! NOW I CAN'T STOP CRYING AND I JUST CAN'T GO TO SCHOOL TODAY.

QUESTIONS FOR DISCUSSION

1. WHAT ARE SOME WAYS YOU COULD RESPOND TO THIS SCENARIO USING THE 7 ATTITUDES OF MINDFULNESS?

- NON-JUDGING
- PATIENCE
- BEGINNER'S MIND
- TRUST
- NON-STRIVING
- ACCEPTANCE
- LETTING GO

2. WHAT ARE SOME WAYS YOU COULD RESPOND TO THIS SCENARIO USING THE P.A.C.E PARENTING METHOD?

- PLAYFULNESS
- ACCEPTANCE
- CURIOSITY
- EMPATHY

3. Thinking about where your child's brain development is at, how might that change your approach to this situation?

WHAT ARE COMMON PARENTING STRESSORS IN YOUR FAMILY?

TYPES OF STRESSORS

UNAVOIDABLE

- INEVITABLE STRESSORS IN LIFE THAT ARE UNABLE TO BE AVOIDED
- EXAMPLES: ILLNESS, DEADLINES, MOVING, RELATIONSHIP PROBLEMS

AVOIDABLE

- STRESSORS THAT WE CAN CONTROL OR HELP OUR KIDS TO CONTROL AS THEY GET OLDER
- EXAMPLES: BEING LATE, NOT GETTING ENOUGH SLEEP, PLAYING TOO MANY VIDEO GAMES

HOW CAN WE MANAGE FAMILY STRESS?

BREATHE. PAUSE.

STAYING PRESENT WITH STRESS

1. MAKE SPACE FOR YOUR FEELINGS
2. PAY ATTENTION TO YOUR BODY. ALL EMOTIONS RESONATE SOMEWHERE IN THE BODY
3. QUESTIONS TO ASK YOURSELF;
    - WHAT AM I FEELING IN MY BODY?
    - WHERE DO I FEEL THIS EMOTION?
    - HOW HAVE MY SENSATIONS CHANGED?

IT'S ALL ABOUT ROUTINE

WHEN CHILDREN DON'T KNOW WHAT TO EXPECT OR IF TOO MUCH OF THEIR DAY IS FILLED WITH UN-STRUCTURED ACTIVITIES, IT CAN CAUSE FEELINGS OF ANXIETY AND RESISTANCE.

- CHILDREN FEEL A SENSE OF 'SAFETY' WHEN THEY KNOW WHAT TO EXPECT AT VARIOUS POINTS DURING THEIR DAY.
- GETTING USED TO A PARTICULAR ROUTINE MEANS THEY KNOW WHAT TO EXPECT AND COULD LEAD TO LESS RESISTANCE WHEN IT'S TIME TO START THEIR DAY.

MAKE A ROUTINE WITH RITUALS

RITUALS ARE THINGS THAT ONLY YOUR FAMILY DOES. THEY OFTEN HOLD SPECIAL MEANINGS AND GIVE EACH FAMILY MEMBER A SENSE OF BELONGING. RITUALS CAN BE ADDED TO ANY PART OF YOUR DAY.

EXAMPLES: BEDTIME STORY, SPECIAL SONGS, FAMILY GAME TIME, PIZZA NIGHT, GOODBYES

MAKE A ROUTINE WITH TRANSITIONS

CHILDREN MAKE MANY TRANSITIONS EACH DAY—FROM PARENTS TO TEACHERS, FROM HOME TO CAR, OR FROM PLAY TIME TO THE DINNER TABLE. CHILDREN OFTEN ACT OUT WITH CHALLENGING BEHAVIOR WHEN THEY DON'T EXPECT CHANGE OR ARE UNABLE TO CONTROL THEIR ROUTINE.

- THINK OF SOME OF YOUR STRESSORS. WHEN IN THE DAY ARE THEY?
- WHAT TIME OF DAY IS MOST CHALLENGING FOR YOUR FAMILY?

RUPTURE, REFLECT, REPAIR:

THINK ABOUT A SITUATION EITHER THIS WEEK OR IN THE PAST WHERE YOUR COMMUNICATION WITH YOUR CHILD ENDED UP WITH EITHER ONE OR BOTH OF YOU LOSING CONTROL (MELTING DOWN, LEAVING, SHUTTING DOWN, ETC.)

WHAT DID YOU NOTICE DURING THIS INTERACTIONS (PHYSICAL SENSATIONS? THOUGHTS? FEELINGS?) WHAT WERE WARNING SIGNS THAT YOU DIDN'T HEED?

WHAT COULD YOU HAVE DONE DIFFERENTLY IN ORDER TO AVOID THE LOSS OF CONTROL? WHAT ASPECTS OF MINDFULNESS WOULD HAVE CHANGED THE INTERACTION? WHAT ROUTINES OR RITUALS MIGHT YOU BE ABLE TO PUT INTO PLACE TO AVOID THE LOSS OF CONTROL IN THE FUTURE?

WE ENCOURAGE YOU TO TALK THE SITUATION OVER WITH YOUR CHILD ONCE EVERYONE IS CALM AND IN AN APPROACHABLE MOOD, AND ASK FOR THEIR VIEW OF THE SITUATION, AND TO MAKE A PLAN TOGETHER WITH THEM FOR FUTURE SITUATIONS, IF THIS APPLIES TO THE SITUATION AND YOUR CHILD IS OLD ENOUGH.

- GROUP DISCUSSION

THE "3 FS" OF EFFECTIVE PARENTING - DISCIPLINE SHOULD BE:

- FIRM: CONSEQUENCES SHOULD BE CLEARLY STATED AND THEN ADHERED TO WHEN THE INAPPROPRIATE BEHAVIOUR OCCURS.
- FAIR: THE PUNISHMENT SHOULD FIT THE CRIME. ALSO IN THE CASE OF RECURRING BEHAVIOUR, CONSEQUENCES SHOULD BE STATED IN ADVANCE SO THE CHILD KNOWS WHAT TO EXPECT. HARSH PUNISHMENT IS NOT NECESSARY. USING A SIMPLE TIME OUT CAN BE EFFECTIVE WHEN IT IS USED CONSISTENTLY EVERY TIME THE BEHAVIOUR OCCURS. ALSO, USE OF REWARD FOR A PERIOD OF TIME LIKE PART OF A DAY OR A WHOLE DAY WHEN NO TIME OUTS OR MAYBE ONLY ONE TIME OUT IS RECEIVED.
- FRIENDLY: USE A FRIENDLY BUT FIRM COMMUNICATION STYLE WHEN LETTING A CHILD KNOW THEY HAVE BEHAVED INAPPROPRIATELY AND LET THEM KNOW THEY WILL RECEIVE THE "AGREED UPON" CONSEQUENCE. ENCOURAGE THEM TO TRY TO REMEMBER WHAT THEY SHOULD DO INSTEAD TO AVOID FUTURE CONSEQUENCES. WORK AT "CATCHING THEM BEING GOOD" AND PRAISE THEM FOR APPROPRIATE BEHAVIOUR.

SUPPORT IN SURREY

DETAILS ON SURREY WEBSITE

- SPECIFIC COURSES FOR PARENTS GOING THROUGH OR HAVE BEEN THROUGH A DIAGNOSIS OF ADHD / ASD
- HENRY PARENTING COURSE

LET'S GET HEALTHY WITH HENRY IS AN 8 WEEK COURSE DESIGNED TO GIVE PARENTS AND CARERS OF CHILDREN UP TO THE AGE OF 5 YEARS THE TOOLS AND SKILLS THEY NEED TO PROVIDE A HEALTHY FAMILY LIFESTYLE, WITH TIPS AND IDEAS TO MAKE FAMILY LIFE AND MEAL TIMES MORE ENJOYABLE.

- **PARENTING PUZZLE AT CATERHAM CHILDREN'S CENTRE**

SESSIONS FOR PARENTS WHO WANT TO EXPLORE STRATEGIES AROUND BEHAVIOUR, SLEEPING, EATING AND WELL BEING FOR THEIR CHILDREN.

SPEAK TO A MEMBER OF STAFF AT THE CHILDREN'S CENTRE (MARDEN LODGE SCHOOL)
TO REGISTER YOUR INTEREST IN THE PARENTING PUZZLE AND THEY WILL SIGN YOU UP FOR THE NEXT COURSE.

- **FAMILY LEARNING BROCHURE**

WWW.SURREYCC.GOV.UK/FAMILY LEARNING