



## Take up time

Give the instruction confidently, then turn and walk away with the expectation that your child will comply. This sometimes works well with “thanks, not please”.

## Thanks, not please

“Child’s name... instruction... thanks”. By saying “thank you”, you are implying that you expect the child to do as you have asked.

Take off your shoes in the house. Thanks

Come and sit at the table ready for dinner. Thanks

## “Yes, as soon as...”

Sometimes we have to say “no”, but for these occasions try...

Mum can I play in the garden?

Yes, as soon as you have finished your reading

## When... then...

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

When I can see you’ve got your coat on, then we can go out to play

## Proximity praise

Praise the child who is complying with the expected behaviour.

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

## Tactical ignoring

"I can't hear/see you". Attend to your child as soon as they respond correctly.

I want more!

I'll pretend I don't hear her until she asks nicely

Anyone who asks nicely can have some more

Please may I have some more?

Thank you for asking politely. Yes, you can

## Ask permission before doing

It can be hard to stop impulsive children from doing things they want to do. For example, Ben goes to play a computer game before asking.

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

When Ben asks permission, the adult says

Yes, thanks for asking

Initially, but only where appropriate, try to say yes as much as possible so that your child gets used to the idea that asking permission gets what they want. This is one step towards regulating impulses because it can be used to bridge the gap between saying no (and the child doing it anyway) to yes, but only with permission.

## The distraction technique

Your child is becoming unsettled. Use this as a 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.

## 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?

Shall we start with question 1 or question 2?

## 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 needs to be tidied now or during your ipad/TV time

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

This technique can be used in a variety of ways. You should speak out loud to another adult in the room so the child can hear it.

Zak has worked so hard this morning. When he's done reading, I'm going to play Lego with him

I'm going to give Lucy a few minutes to calm down. She can always come over and see me if she needs to

## Don't say don't

Frame instructions positively. Don't give your child ideas by telling them what you don't want them to do. Instead, tell them what you want them to do.

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

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

Adapted from Hampshire County Council leaflet *'Super strategies to help you with behaviour management at home'*