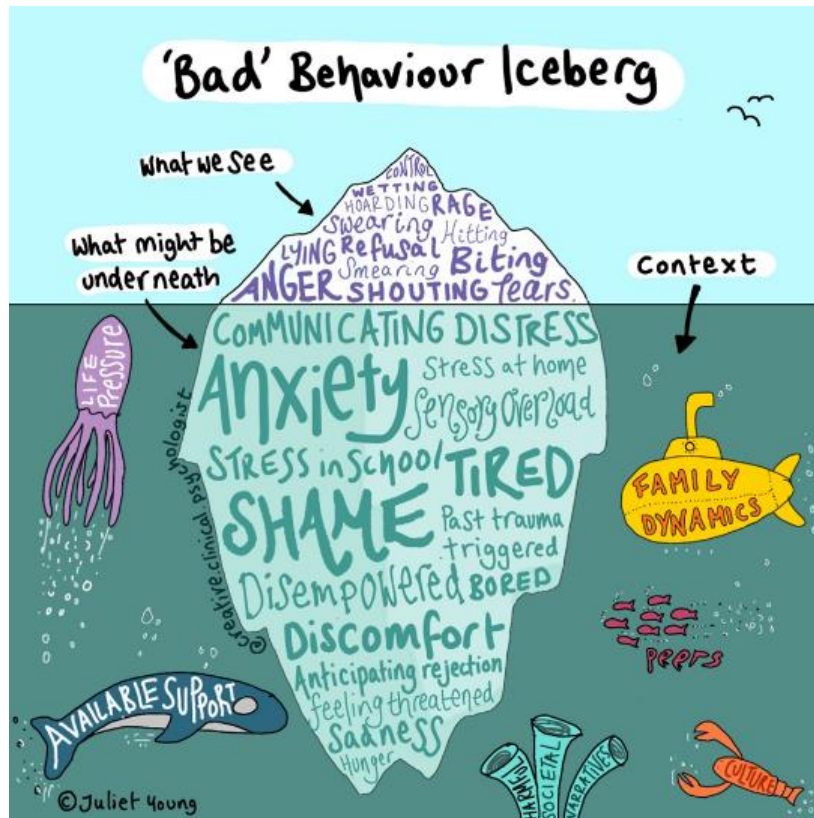


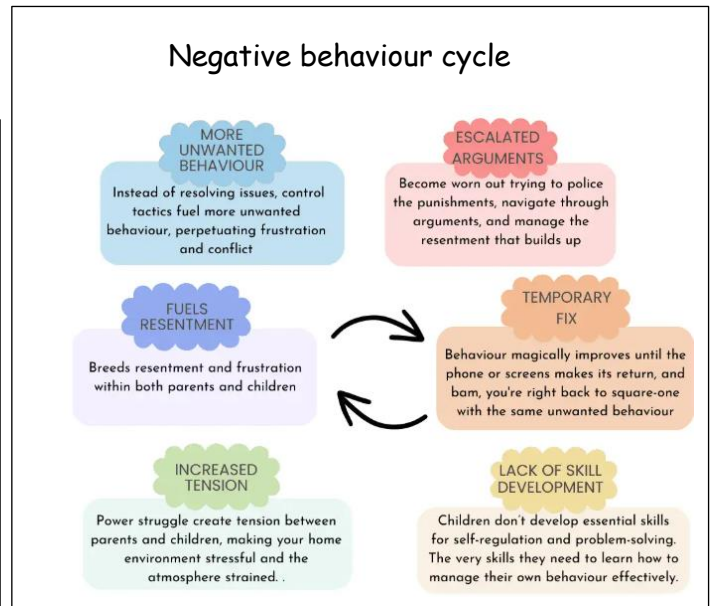
An introduction to understanding and managing behaviour - parent handout.

1. Understanding behaviour



Remember this isn't a magic cure but can help us identify small steps we can make that over time will make a positive difference.

2. Managing behaviour



P Playfulness
• Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)

A Acceptance
• Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement

C Curiosity
• Being curious to where a behaviour has come from (in your head or out loud...)

E Empathy
• Really connecting with how they are feeling and showing compassion

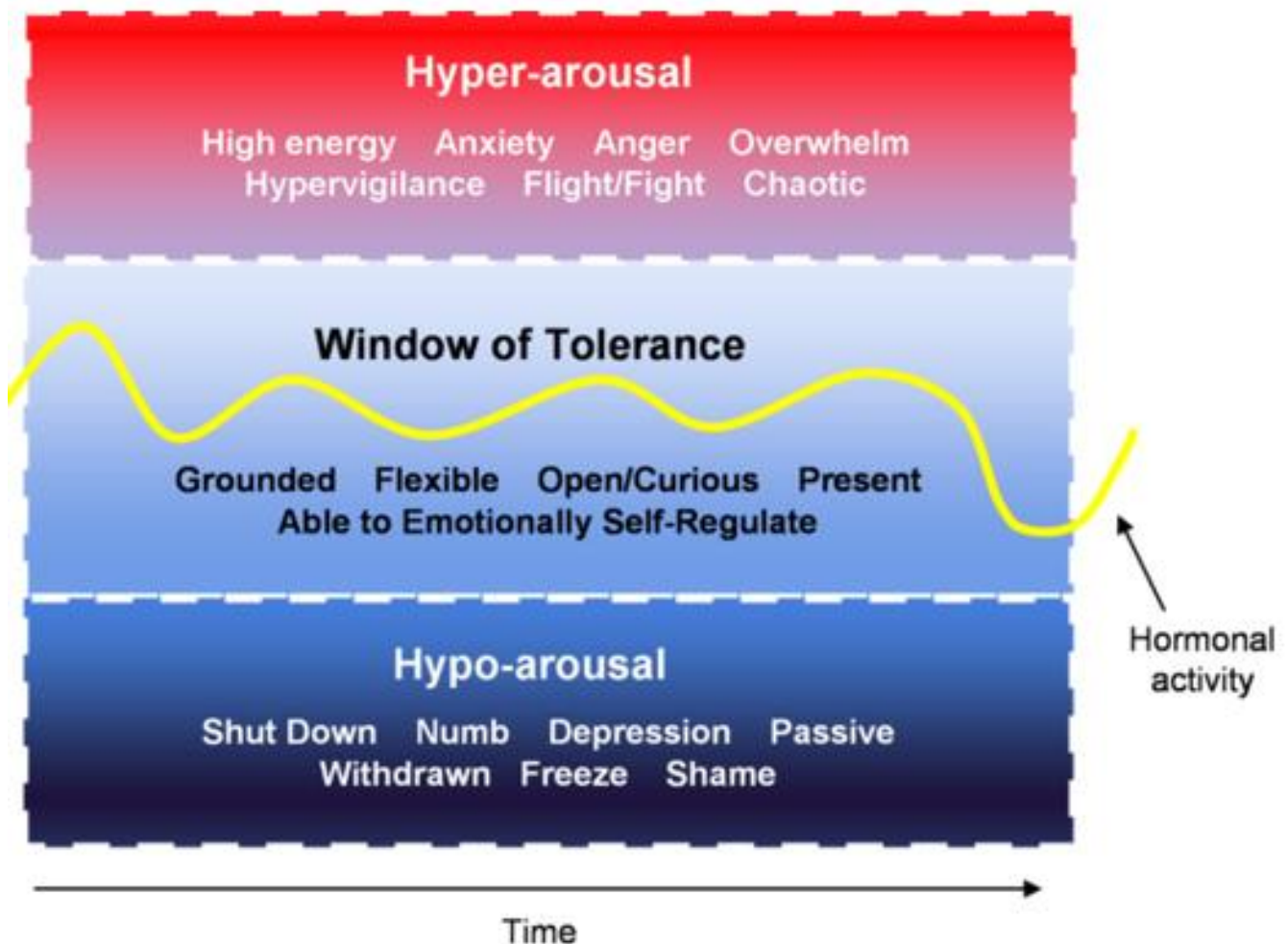
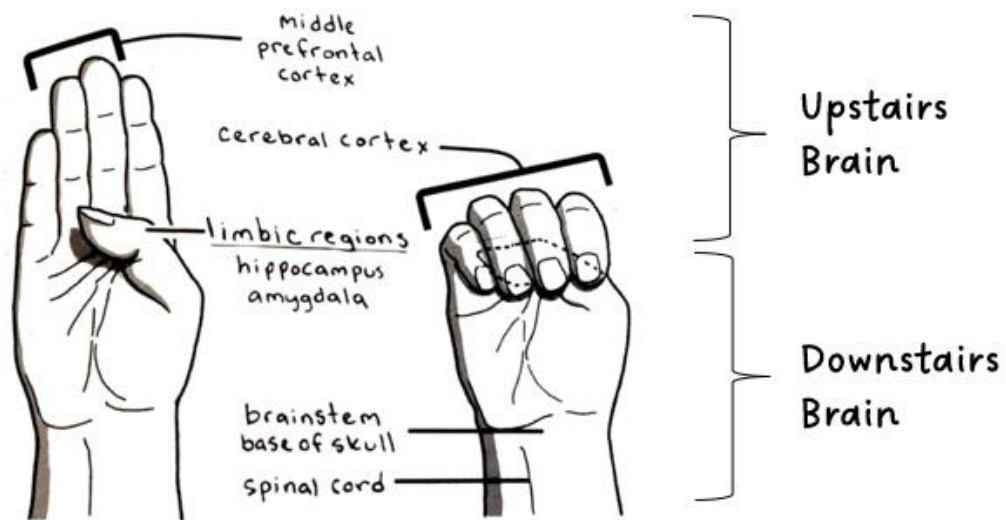
Sanctions

Use sanctions as a last resort to encourage children to follow rules. Proper use of rewards can encourage children to follow agreed house rules.

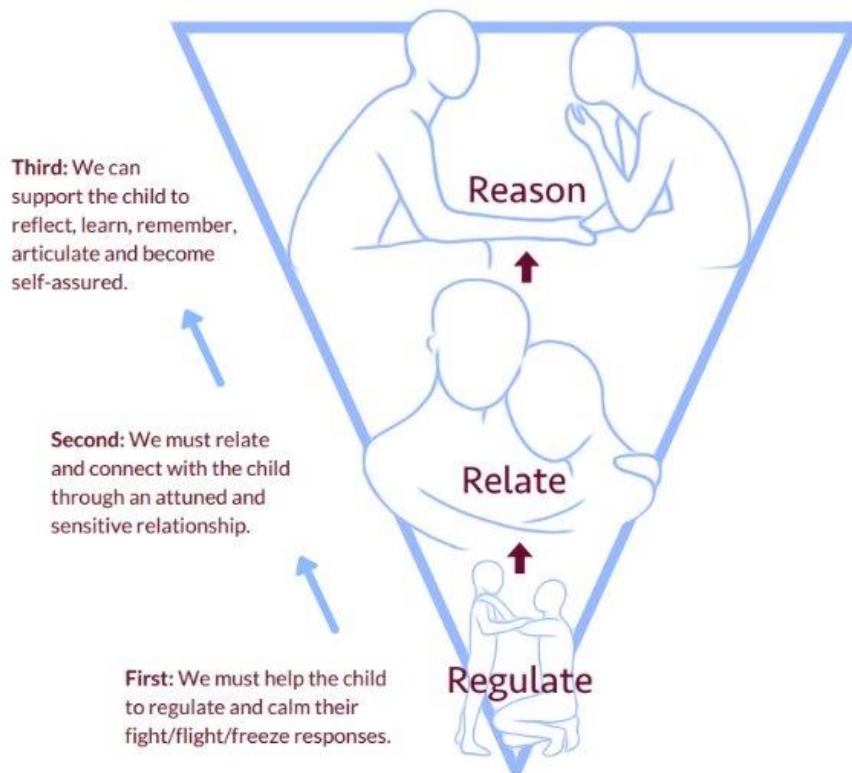
- Sometimes rewards aren't enough and parents may decide to turn to sanctions
- Sanctions mean taking away something that the child likes when they break one of the agreed rules.
- Sanctions should be used as a last resort to discourage persistent rule-breaking when rewards haven't worked.
- Make sure everyone in the family knows what is going to happen. It's vital that all adults in the family support the plan and don't undermine it by changing their mind.
- Perhaps have a meeting to highlight this and to get everyone's buy-in.
- Choose sanctions that are practical, reasonable and relevant - something the child will miss, and that you can deliver without inconveniencing the whole family.
- Stay in control and have a sense of authority in your voice. Don't get emotional.
 - Remind your child what rule they have broken and what the agreed sanction is and that you are putting into practice what has been agreed.
 - "Time out" - removing your child from normal interaction in the family by getting them to sit on a chair or the step for a short period of time can be helpful. The amount of time you need will vary depending on the child's age and temperament.
 - Be consistent - always follow through on what you say you will do.
 - Don't overuse sanctions - they will lose their effectiveness and they may be perceived as heavy-handed by the child.

3. Understanding meltdown

The hand model of the brain - flip your lid



4. Managing meltdowns



A SPARKLE OR A LIGHTBULB ONE

HELPFUL & HEALING OR HARMFUL

EXPANDING OR RESTRICTING

TRAUMA-INDUCING OR TRAUMA-REDUCING

A TURN AROUND ONE

EVERY MOMENT & INTERACTION CAN BE AN INTERVENTION

A SEED PLANTED

AN OPEN OR CLOSED DOOR

A SNAKE OR A LADDER

A RIPPLE OR A TIDE

ENRICHING OR CONSTRICTING

DR. KAREN TREISMAN SAFE HANDS AND THINKING MINDS

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