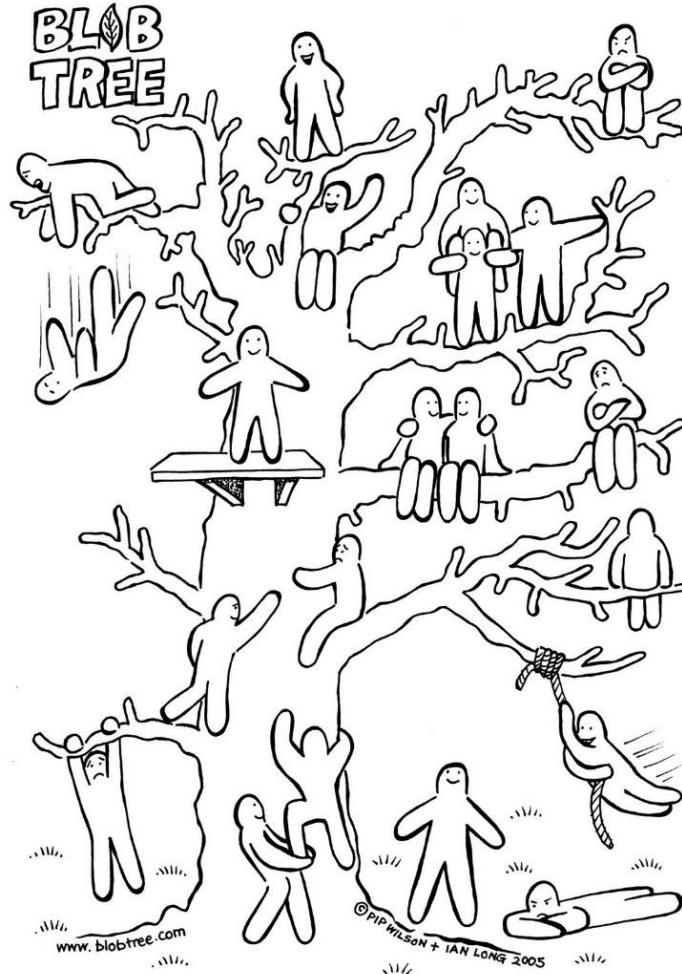
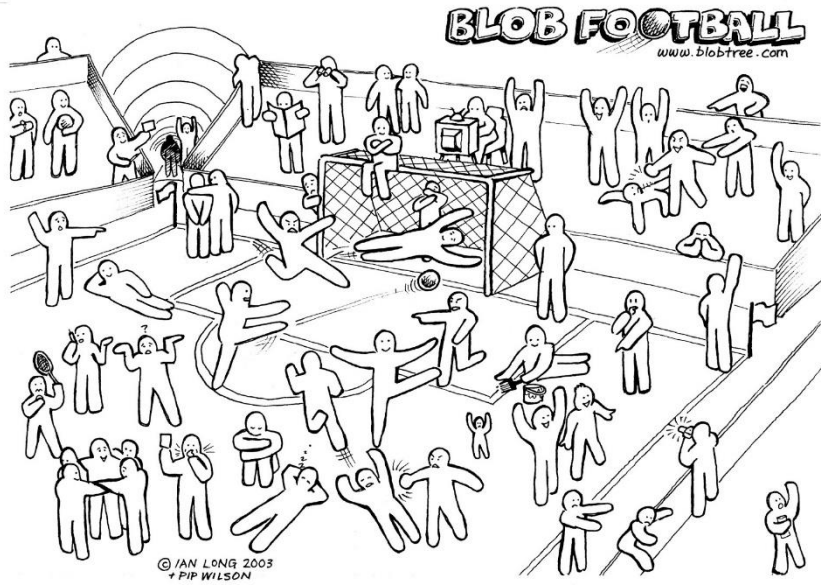


# Behaviour as a Communication

Do you ever wonder why your child does what they do



# How Do You Think Your Child is Feeling Today?



# Definition of Behaviour as a Communication

Behaviour is a form of communication

Children and adults are communicating something through their behaviour during every day moments, even if it is not consciously done.

A child's problematic or inappropriate behaviour is a sign that a situation has created an emotional and physiological change within oneself which they are finding difficult to manage

(Hargie 1997, Cross 2004, Bailey and Gast 2014)



# How Might Behaviour Look Like Behaviour Problems?

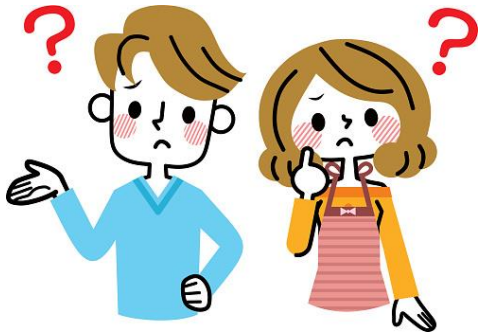
- Failure to understand or pay attention to the rules of conversation, so they might interrupt
- Difficulty using different language for different situations, so they might seem rude or inappropriate
- Poor or limited vocabulary, so they might swear or always answer in the same way
- Difficulty asking for clarification, so they might not be able to do as they have been asked
- Difficulty organising information, so they forget things or might be late
- Problems understanding idioms, jokes, sarcasm and slang, so they may be confused or aggressive when these are used



# Communicating Behaviours

## Attention Seeking

Adult feels



Annoyed  
Irritated  
Worried  
Guilty

Child believes



Child believes the only way to belong is to keep others busy with them – They fear abandonment.

Notice Me  
Involve Me



# Misguided Power

Adult feels



Angry  
Challenged  
Threatened  
Defeated

Child feels



Child believes the only way to belong is to control – They fear being insignificant.

Let me help  
Give me choices



# Revenge

## Adult feels



Hurt  
Disappointed  
Disbelieving  
Disgusted

## Child feels



Children who don't feel they belong are hurt, so they may hurt others as they feel hurt.

**I can't be loved or liked**

**I'm hurting**

**Validate my feelings**



# Avoidance and Inadequacy

Adult feels



Despair  
Hopeless  
Helpless  
Inadequate

Child feels



Children who feel they are not  
good enough or confident enough  
to start or achieve

Don't give up on me  
Break it down for me





# 10 Behaviour Management Ideas



- **Give Some Legitimate Control**
  - Try to meet a child's need for taking responsibility and for having some control e.g. helping with simple jobs at home
- **Model Co-operation**
  - Children learn far more from what they see than they hear. Show them through your behaviour how to respect and co-operate successfully with others
- **Using Thanks**
  - Instead of saying 'Please put your shoes on' try saying 'Put your shoes on thanks' – This structure takes away the opportunity to argue by assuming the child will comply
- **Win/Win Situations**
  - Look for ways where everyone can feel that they have got a bit of what they wanted
- **Give Choices**
  - This helps to avoid arguments and gives some control to the child over their decisions e.g. 'You can either eat your peas or potatoes first, you choose'
- **Broken Record**
  - Simply repeat what you have already said, it sometimes helps to add a time limit 'You have .... minutes to decide, this can also give the child some face-saving time
- **Walk Away**
  - When misbehaviour or rudeness starts, walk away saying 'This behaviour is not acceptable, we'll talk about this later when we are both calmer'
- **Be Brief**
  - Try not to get drawn into long explanations, say what you need to say and use short precise requests
- **Ignore What You Can**
  - Try to ignore and not give attention to low level unwanted behaviours or secondary behaviours, remind of what they should be doing
- **Use Rewards**
  - Encourage positive behaviour by rewarding what you want to see – rewards can be stickers, star charts, positive praise or simply but very effective your time

# A Few Examples

## 101 Ways to Praise a Child

Wow · Way to go · You're special · Outstanding · Excellent · Great · Good · Neat · Well done · Remarkable · I knew you could do it · I'm proud of you · Super Star · Nice work · Looking good · You're on top of it · You're catching on · Now you've got it · How smart · Good job · That's incredible · Hot dog · Remarkable job · You're Beautiful · You're a winner · You make me happy · Hip, hip hooray · You're important · Magnificent · Beautiful · Fantastic · You're on target · You're on your way · How nice · You're Spectacular · You're Darling · Super · Super job · Beautiful work · Good for you · Nothing can stop you now · Dynamite · You're fantastic · Awesome · You're precious · Fantastic job · You've discovered the secret · Bingo · Great discovery · You are responsible · You are exciting · You are fun · You're a real trooper · Marvelous · Terrific · You're growing up · Outstanding performance · You tried hard · You figured it out · What a good listener · You're a treasure · You mean a lot to me · You're a good friend · That's correct · A big hug · What an imagination · You learned it right · You're incredible · Now you're flying · Bravo · Beautiful · I like you · I respect you · You're Sensational · Phenomenal · At job · Hooray for you · You're unique · You care · Creative job · You belong · You brighten my day · Super work · That's the best · You made my day · Say I love you · Beautiful sharing · You mean the world to me · You're important · You've got a friend · You're a joy · You make me laugh · You're A-OK · my buddy · I trust you · You're perfect · You're wonderful · A big kiss · Exceptional performance · ps. Remember, a smile is worth 1000 words!

## OUR DAILY ROUTINE



**AM**

- Bathroom:
  - Potty
  - Wash hands & face
  - Brush teeth
  - Comb hair
  - Sunscreen
- Make bed
- Get dressed
- Put dirty Pjs in hamper
- Eat breakfast
- Take vitamins
- Goodbye hugs



**PM**

- Pick up toys & tidy room
- Pack backpack
- Put on Pjs
- Put dirty clothes in hamper
- Bathroom:
  - Tub time
  - Potty
  - Wash hands & face
  - Brush teeth
- Read for 15 minutes
- Lights out

KID to KID HELPING EVERY PARENT

### General Tips to Manage Behaviours

- **The word No could be a trigger** - try not saying no e.g. 'Changing 'No we are not looking at toys now, we can after we have done the shopping' to 'After shopping we can look at the toys'
- **Limit language** - it is difficult for a young child's brain to take in and listen to too much information so only the beginning of the sentence may be heard, therefore say what you need to say first and limit other language
- **1 or 2 instructions at a time** - don't overload
- **Poor short term memory** - Children may not remember what you have asked them so be prepared to repeat, or ask them to repeat what you have asked; stay calm and use a understanding voice tone
- **Give choices** - 'Do you want the red one or the blue one? You choose' this gives an element of control
- **Noticing and commenting on positive behaviours**, try to ignore low level negative behaviours
- **Recognise what pushes your buttons**, and try not to react
- **Reminding of what to do**, and not commenting on what not to do e.g. changing 'Don't jump so high on the trampoline when the little ones are on it'. To 'Show the little ones how to jump safely'
- **Language matching facial expressions** - e.g. smiling or laughing during serious discussions will confuse a child
- **Choose your battles**; is it worth it right now?
- Imagine a child who is distressed as a ball of fire, now imagine your anger/stress as petrol, you will only ignite the fire even more. Try to be the water that puts out the fire, stay calm, stay in control and stay fair
- **Consistent Parenting** - to avoid confusion and to be a united family

 angry	 sad	 happy
 silly	 tired	 worried
 surprised	 scared	 cranky









## Toby Tower My Weekly Reward Chart

This week I will...	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
							
							
							
							

My goal for the week is \_\_\_\_\_ 's

My reward for the week is \_\_\_\_\_

## Whole Body LISTENING

	<b>EYES</b> Looking at person talking		<b>FEET</b> Quiet on the floor
	<b>EARS</b> Both ears ready to hear		<b>BODY</b> Facing the speaker
	<b>MOUTH</b> Quiet (no talking, humming or making sounds)		<b>BRAIN</b> Thinking about what is being said
	<b>HANDS</b> Quiet in lap, pockets or by side		<b>HEART</b> Caring about what the person is saying

