

HINTS & TIPS



Thank you, not please

Really important this one! Say please too often and it may sound like you are pleading!

“Childs name...Instruction...Thank you”

(Tia refuses to put her toys away) “Tia, toys in the box, thank you.”

(Tom refuses to put his trousers on) “Tom, trousers on, thank you.”

(Mark is jumping up and down on the seat) “Mark, bottom on the seat, thank you.”



Take up time

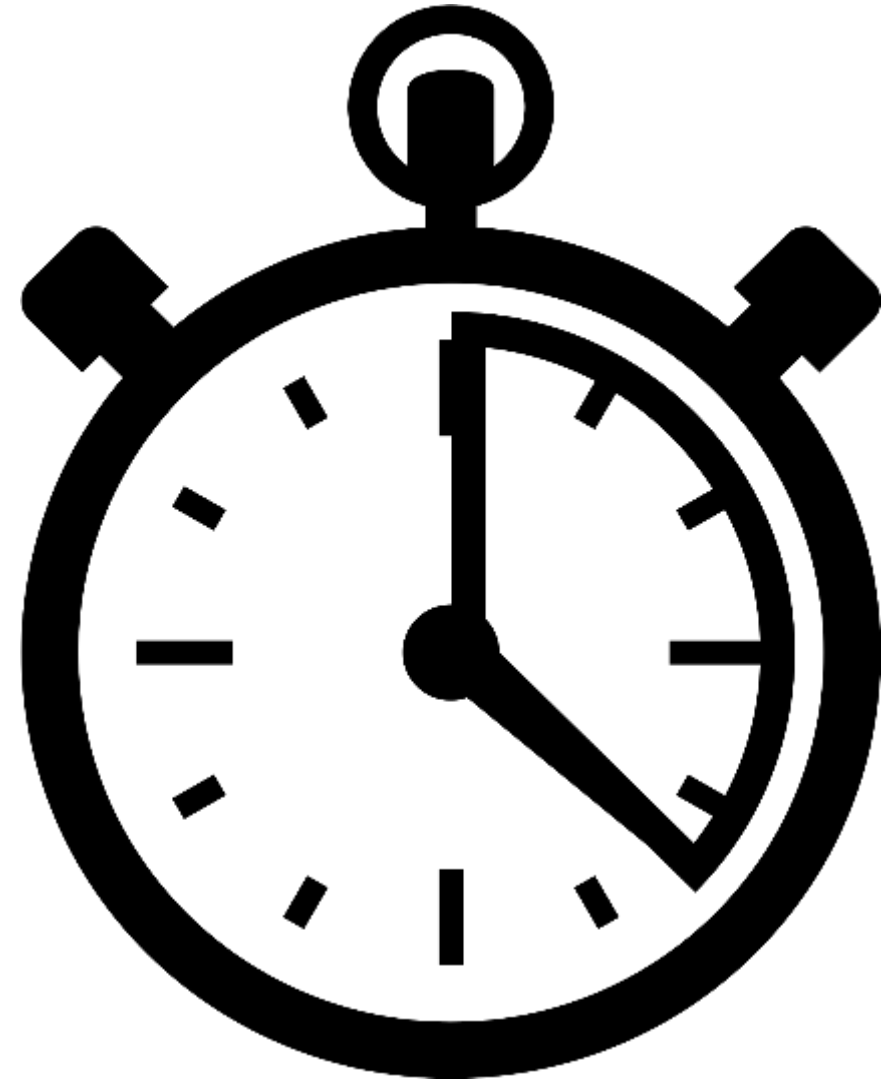
Confidently give the instruction, then walk away with the expectation that your child will comply.

“I can see you’re not wanting to tidy up.”

“I wonder if you’re struggling to eat your vegetables.”

“Wow, this is really hard for you to come off the iPad.”

“Tell me if I’m wrong but I imagine you felt sad that we didn’t go for ice cream.”



Don't lose face

The 'ask permission before doing'

With impulsive children it can be hard initially to stop them doing the things they want to do. In these situations, e.g. when Katie goes to run off to get something from another aisle whilst shopping, it may be worth trialing this strategy:

"Katie, hold my hand/trolley thank you. You need to use your words to tell me what you want." When Katie uses her words, the adult says, "Yes, thank you for asking" and then, "go and look for the item."

Initially, (where appropriate) try to say 'yes' as much as possible so that the child gets used to the idea that asking permission gets them what they want.

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





CONDITIONER

Use conditioner

Using the phrase “when...then...”

“When I have finished in this shop,
then we can go home”

“When you have brushed your teeth,
then we can have a story”

“When you have finished the last
sentence, then you can have 30
minutes on your device”

Nice and nice



Child reluctant to carry out adult instruction

“Are you going to use the spoon or fork to eat your dinner?”

“Are you going to wear your pink tights or your white tights?”

“Are you going to do your homework with a pen or pencil?”

“Are you going to tidy up your toys with your monster hands or crab hands?”

Giving the child a win-win choice

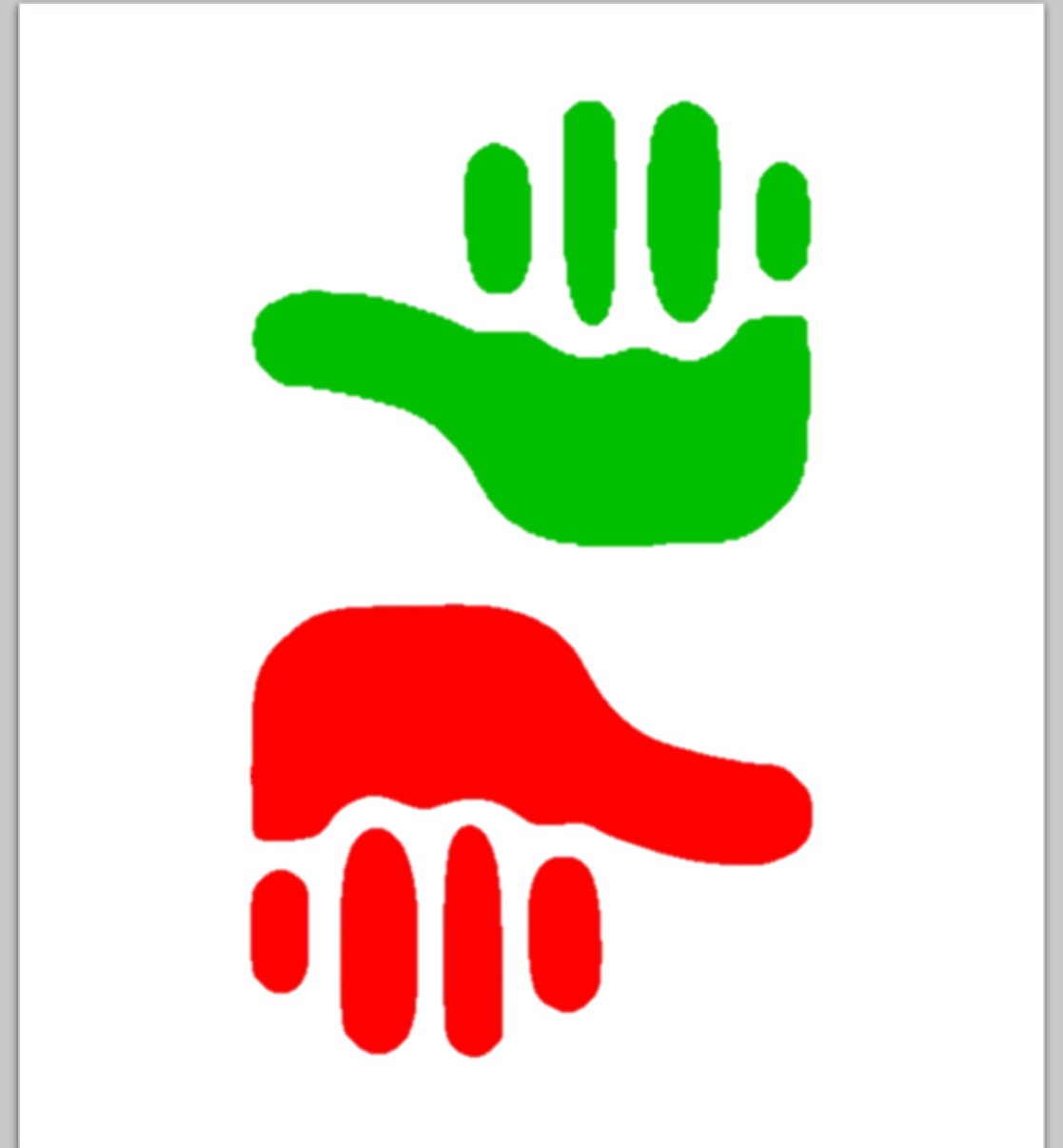
Nice and nasty

Using a matter of fact, controlled calm voice

“Either it’s finished/tidied now, or it will have to be later instead of us going to the park”

“You need to come off your ‘device’ now or you won’t be able to use it tomorrow”

“Your toys need to go away now or during TV time.”



Never say no



Sometimes we have to say “No” but for other times, try this...
“Yes, as soon as you have...”

“I want Noura to come around and play today!” “Yes, she can come round, although not today. She can come on...”

“Can I go on the iPad?” “Yes, as soon as you’ve finished tidying away the game you have just been playing with!”

“Can I have a biscuit?” “Yes, as soon as you have finished your sandwich.”

Ear shotting



Speaking aloud within the child's ear shot.

This technique can be used in a variety of ways. The adult speaks out loud to another adult or child in the room within the child's ear shot.

"Wow, I'm so proud of Ahmed this morning helping me with the breakfast dishes. When he's finished putting his toys away, I'm wondering if he would like to bake some cakes?"

"Dad, I think Archie can do his homework if he reads it carefully, but I'm wondering if he would like one of us to help?"

"Charlie (brother), I can see that Sarah's cheeks are very red, I'm wondering if she's cross you took the toy away from her?"



Don't say don't

Frame instructions positively.

We often (unintentionally) give children ideas of what to do when we are trying to get them to stop doing something.

“Walking down the stairs Ali, thank you”, rather than, “Don't jump!”

(Waiting to go out the front door) “Remember we walk together.”

“Put that down Olivia, thank you” rather than, “don't throw that”