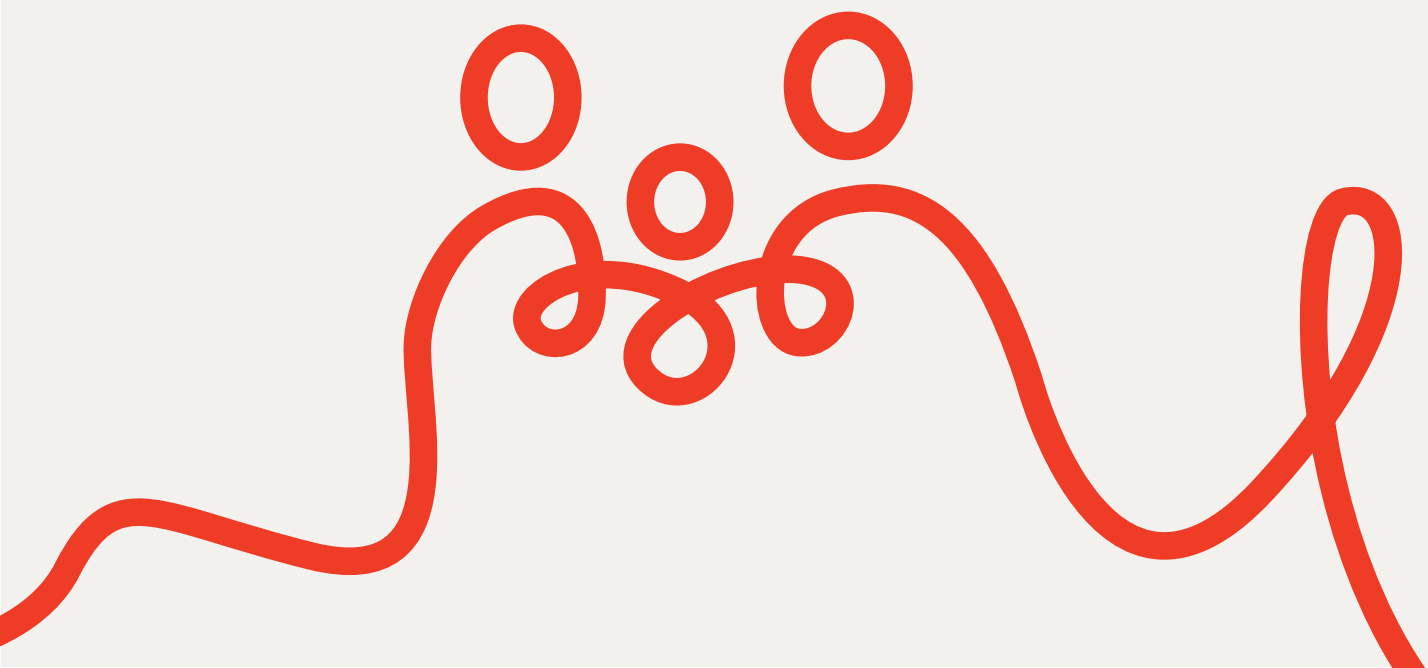




**real
parenting**

Spurgeons

parent's workbook



Welcome to Real Parenting



About the Course:

A very warm welcome to the Real Parenting course!

Our primary goal is to help you build a relationship with your child in a way that will provide a foundation on which to build simple, practical parenting skills and strategies to manage the behaviour of your children.

We are very aware how much pressure families are under right now. This course has been developed and run successfully for thousands of families.

It consists of four sessions, one per week, run with a group of parents.

We hope you enjoy this and also that you find you are not alone in any challenges you might be facing.





Learning Outcomes

Upon completion of this course, students will be able to:



- Apply knowledge of how to support child development through structured time and play
- Describe the role of the parent in promoting positive emotional, and cognitive development in young children.
- Analyze common parenting challenges and strategies for addressing them.
- Evaluate the effectiveness of setting boundaries and select appropriate approaches for different situations.
- Create a positive and nurturing home environment that supports the healthy development of young children.
- Apply knowledge of child development and parenting strategies to develop effective and positive parenting skills.

Agreement

Parent name

Address

Children names

Children ages

-
- Apply knowledge of how to support child development through structured time and play
 - Describe the role of the parent in promoting positive emotional, and cognitive development in young children.
 - Analyze common parenting challenges and strategies for addressing them.
 - Evaluate the effectiveness of setting boundaries and select appropriate approaches for different situations.
 - Create a positive and nurturing home environment that supports the healthy development of young children.
 - Apply knowledge of child development and parenting strategies to develop effective and positive parenting skills.

CLIENTS AGREEMENT

I, _____ (Client's Name), have read and understood the terms of this agreement.

Useful Resources

Citizens Advice

citizensadvice.org.uk
advice line England - 03444 111444
advice line Wales - 03444 772020

Childline

<https://www.childline.org.uk>
0800 1111

NSPCC

<https://www.nspcc.org.uk/>
0808 800 5000

Foodbank

<https://www.trusselltrust.org/get-help/find-a-foodbank/>

Debt Advice

capuk.org
01274 76020
moneyadviceservices.org.uk
0800 138 7777
nationaldebtline.org

Domestic Violence

<https://www.nationaldahelpline.org.uk/>
0808 2000 247
womensaid.org.uk

Samaritans

samaritans.org
116123

AA

alcoholicsanonymous.org.uk

Shelter

shelter.org.uk

Contents



WEEK 1

How a Child's Brain Works

One to One Time and Child-led Play

WEEK 2

Emotions

Specific Praise

WEEK 3

Clear Instructions

Ignoring and Staying Calm

WEEK 4

Rewards and Incentives

Household Rules and Consequences

Taking Part In The Group

You Matter To The Group

You are part of the group and your contribution matters, so even if you feel our question is unimportant please do join in and ask or share!

Our Real Parenting Ambassadors work hard to make every minute count so please do try to be on time.

Each session builds on the last so it is very important that you try not to miss any. If you cannot make it to a session please let your group leader know.



A Safe Place



Our group sessions must be a place where every member feels safe to share without being criticised.

Please be supportive and encouraging rather than judgemental of other members.

Confidentiality

Any sharing is confidential to the group. Please do not discuss anything other members have shared outside of the group setting.

If you feel there is a safeguarding issue please raise it privately with the group leader.



Real Parenting

One To One Time Low Cost / No Cost



1. Spend regular daily time with your child for 10-15 minutes daily. If possible, schedule at the same time.



2. Spend the time with each child separately.



3. Give them your full attention – no smartphones!



4. Listen to your child – watch for times that they are open to talking.



5. Share information about yourself to build your relationship... but don't compete!



6. Laugh and have fun.



7. Don't structure, organise, or impose your own ideas.



8. Praise and encourage your child's ideas and creativity – don't criticise.

One To One Time Top Tips

Spend regular daily time with your child for 10-15 minutes daily and, for older children, 1 hour 2-3 times a week. If possible, schedule at the same time each day.

Spend the time with each child separately – adults can trade-off having one-to-one time with different children or you can use something that will entertain any other children without you having to attend to the other children regularly.

Tell them you want to spend time together because you love them. Ask your child what they would like to do. It must be led by them and not just what you want or like.

Give them your full attention – no TV/mobilephones!

If necessary, have one-to-one time when you are already together such as bath time, riding in a car, walking to school.

Spend time describing what they are doing – don't ask questions unless they are open-ended and prompt the child's own ideas. You can describe the colour or number of toys, the length or shape etc. to your child rather than ask them.

Please don't structure, organise, impose your own ideas, do it for a child or you'll takeover your child's play – take part in the activity but let your child be in charge. Avoid commands and directions.

Praise and encourage your child's ideas and creativity – don't criticise.

Reward quiet play with your attention.

Curb your desire to give too much help – encourage your child to problem solve. Offer help only when they

have tried their own ideas first or are getting frustrated.

Follow your child's leads and interests –

provide some prompts and then stand back and give your child your attention.

Play with unstructured toys such as blocks, trucks, dolls, play-dough, paints etc. – these encourage imaginative play.

Engage in role play and make-believe with your child.

Encourage their efforts – what they are doing does not have to be perfect or make adult sense. Praise them for thinking hard, being patient, trying to come up with a solution etc.

Don't compete with your child.

Ignore problem behaviours such as whining, crying, negative remarks and tantrums.

Be attentive – appreciate and show interest in their learning and discoveries.

Allow for some mess e.g. using a vinyl tablecloth that can easily be wiped down after play.

Listen to your child – watch for times that they are open to talking – don't pressure them if they don't want to. Share information about yourself to build your relationship.

Pace at your child's level.

Laugh and have fun!



One To One Time Exercise

Write down what you think are some of the challenges and difficulties that you may face when looking to have one to one time with your children.

Write down some ideas that can you do to help overcome or reduce these challenges.

Write down some of the benefits you can think of from spending one to one time with your children.

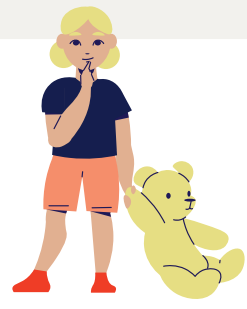
One To One Time Top Tips



Spend 10-15 minutes



Per Child



Per Day



Instead of asking questions...



Just DESCRIBE either...



...what they are doing...



..or colours and shapes they are using



Use unstructured toys



Such as bricks or toys play doh



Praise them for: thinking hard or....



solving a problem AND



Have fun!!!!

One to One Time Diary

Please complete this every day for the next week. Record when you spent the time, what you did and how you and your child enjoyed the time. If you can find the same slot everyday this will help your child know what to expect and they will look forward to the special time.

DATE	WHAT DID YOU DO?	WHAT DID YOU ENJOY? WHAT DID YOUR CHILD ENJOY?

Emotions Exercise

Teaching our children about emotions is important.

Often, we find it very difficult ourselves to do this as sometimes we can shut off our emotions.

An easy way to teach our children about emotions at any age is to describe or state the emotion to them.

When children are learning to manage emotions it is important to understand that it is unhelpful to tell them that what they are feeling is wrong or to tell them what they "should" feel instead.

Children can often get very upset about things that seem trivial to us; for example they may get very upset about the colour of a cup they are given.

Even when we don't understand why they appear to be overreacting, just telling them to stop making a fuss does not help them learn how to stop, calm down, think and come up with a solution - in fact it can often make them angrier.

If we see someone crying, asking if you can help, giving them a hug or sitting beside them shows love and acceptance. Saying "What are you crying for now?" or "Stop that noise" etc. makes them think that what they feel is wrong and they don't feel cared about.

If we do not acknowledge their feelings and help them to learn how to express them, the danger is that they could suppress their emotions, turn those emotions against themselves, become secretive and not know how to manage their emotions which can have a negative impact on them and on your relationship.

Write down a strong emotion that your child or children experiences.

How could you handle the situation whilst they are currently experiencing that strong emotion?

Is there anything you could say or do once the situation is calm?

Emotions

FOCUS	GUIDANCE	TOP TIPS
State the emotion	State them all and not just the negative ones.	For younger children this can be done during their play time e.g. the objects they are playing with might be feeling happy or sad.
State one emotion at a time	This is to reduce confusion	Over time, introduce the idea that frustration can lead to anger.
Use empathy or sympathy	To help teens/older children understand and then to explain how they are feeling	Phrases such as "I know that is frustrating" or "I can see you are angry; would you like to talk about it?" Offering help shows you are listening to them and care about how they feel.
Explain or play out the emotion	This will help children to learn what the emotion is and why we sometimes feel that way.	Keep it light and wait for a calm moment.
Acknowledge how they are feeling	The most important thing we can do as parents is to listen to our child & acknowledge their feelings, whatever they may be – accept that is the way they feel.	We might find it hard to understand another person's feelings/reaction, but it is important that the feeling is heard and acknowledged.
Praise them	Praise the child when they calm down after being upset/angry. Self-control is an important skill to learn.	No emotion is wrong. We all feel emotions – it is the way we express them that can become a problem. It is not okay to hurt others, or ourselves or damage property.

Emotions

How to help your child express their emotions

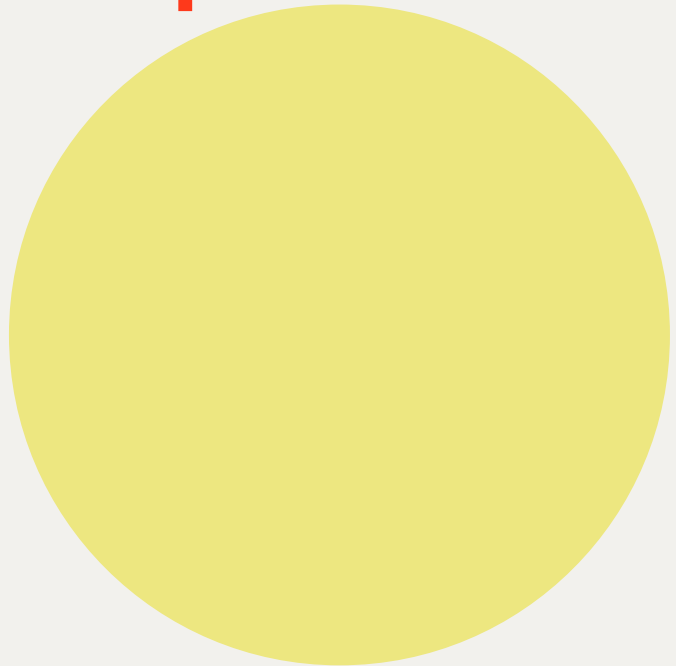
Describing your feelings and your child's feelings is a powerful way to strengthen emotional literacy. Once a child has emotion language, they will be able to regulate their own emotions better because they can tell you how they feel.

- Try to understand what your child is feeling and wanting.
- Describe your children's feelings rather than asking as they may not have the words to tell us
- Label your child's positive feelings more often than the negative ones e.g. "You seem confident reading that story...", "You look like you are having fun playing with your friend..."
- Praise your child for self-regulation skills such as staying calm, trying again when frustrated, or waiting a turn. Use words such as: "That is frustrating, and you are staying calm and trying to do that again."
- Support your child when they are frustrated.
- Model and give your child the words to use to express their needs such as "You can ask to play with the train."
- Help your child to learn ways of calming down e.g. practise taking deep breaths (blowing bubbles is a great way to learn).
- Model feeling language yourself e.g.
 - "I am proud of you..."
 - "I am having fun..."
 - "I am frustrated because I have asked you to do that 5 times."
 - "I was angry today when someone pushed in front of me."
 - "I was embarrassed when I tripped over crossing the road."
 - "I managed to get everything done today – I am proud of myself."
 - "I am pleased with how this recipe turned out."

Tiny Turtle's Anger Management Steps



Step 1: Recognise your feeling!



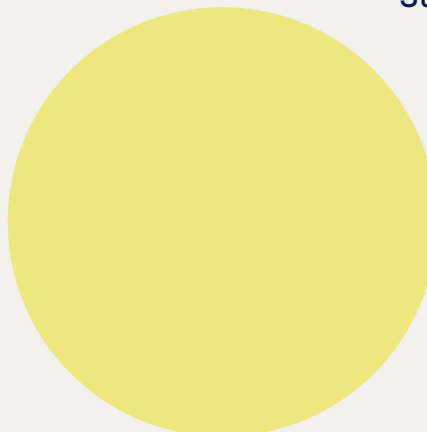
Step 2: Think STOP!!



Step 3: Tuck into your shell



Step 5: Try again!



Step 4: Breathe deeply

Some feelings you can describe are:

Awkward

Worried

Guilty

Anxious

Heartbroken

Curious

Sad

Bored

Surprised

Excited

Tired

Happy

Afraid

Confident

Pleased

Offended

Homesick

Loved

Confused

Shy

Angry

Jealous

Calm

Embarrassed

Patient

Frustrated

Disappointed

Sorry

Mortified

Hopeful

Hungry

Recognising Emotions

You can use emotion faces to help children to identify emotions and to recognise emotions in others by looking at faces for clues.

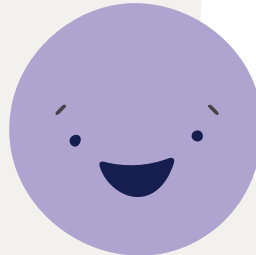
- Have a game saying emotions and pulling the right faces together
- Play snap to help children get used to the words and faces
- When reading a book or watching TV talk about the emotions you see
- Empathise with your child about how they feel or how others might feel when they talk about something that has happened during their day



happy



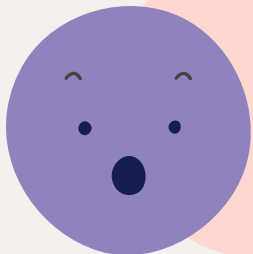
sad



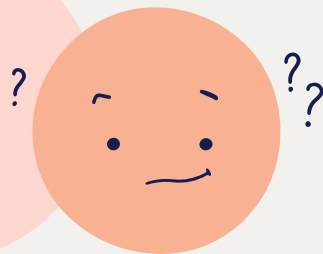
excited



frustrated



surprised



confused



loved



silly



scared



embarrassed



angry



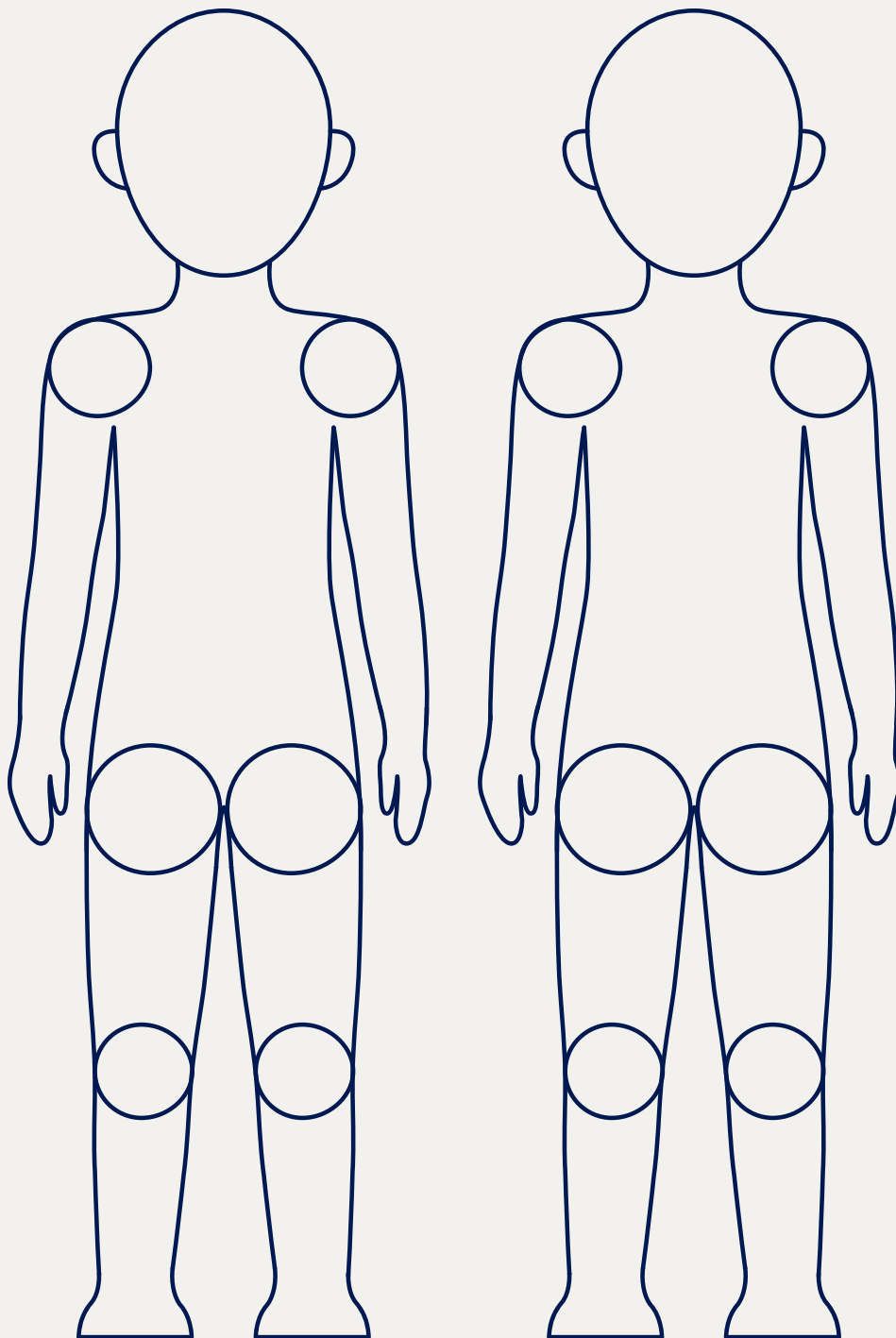
tired

Emotions and the Body

Talking to our children about the sensations they have inside their bodies when they feel emotions can help. Drawing a picture can help. Is their heart racing, their throat dry, do they have butterflies in their stomach, are they feeling tense etc.?

Helping children to look out for these and assuring them that these are normal bodily reactions helps.

Think about what happens in your own body too – it can help to identify when we are becoming frustrated so that we can take steps to calm down, it can help us to understand that tummy ache is normal when we are excited/nervous etc.





Emotions and the Body

What other sensations might you feel?

Blurry vision
Tense shoulders,
Dizziness
Headache
Face red/hot

Back pain
Feeling numb/tingly
Legs feel weak
Sweaty palms
Sweating

Stuttering
Stammering
Frequent urination/diarrhoea
etc.



Specific Praise Exercise

It is vital that we praise our children whenever they do something good.

You may have to look hard initially but noticing when a child helps another or them doing something straight away when asked makes a difference.

- We easily get into the negative cycle “don’t do this, don’t do that, stop doing that” and it gets tiring for us and our children.
- By being positive we are no longer giving the attention to bad behaviours but instead
- we are focusing on good behaviours.
- Over time our children will learn that behaviours we want to see more of get our attention, whereas behaviours we do not want to see does not get our attention.
- Encourage positive behaviour - this means watching our child and catching them being good. Praise them for the positive behaviours.
- Praise the effort rather than perfection – a child may not make the bed to our standards but please don’t say “that was good but....”
- We do not want our children to feel that they are not good enough.
- When we first praise our child it may feel a little unnatural if we are not used to doing it. Be specific when you praise to encourage a repeat of the positive behaviour, make eye-contact, give them a high 5, cuddle them, smile and praise them in front of others.

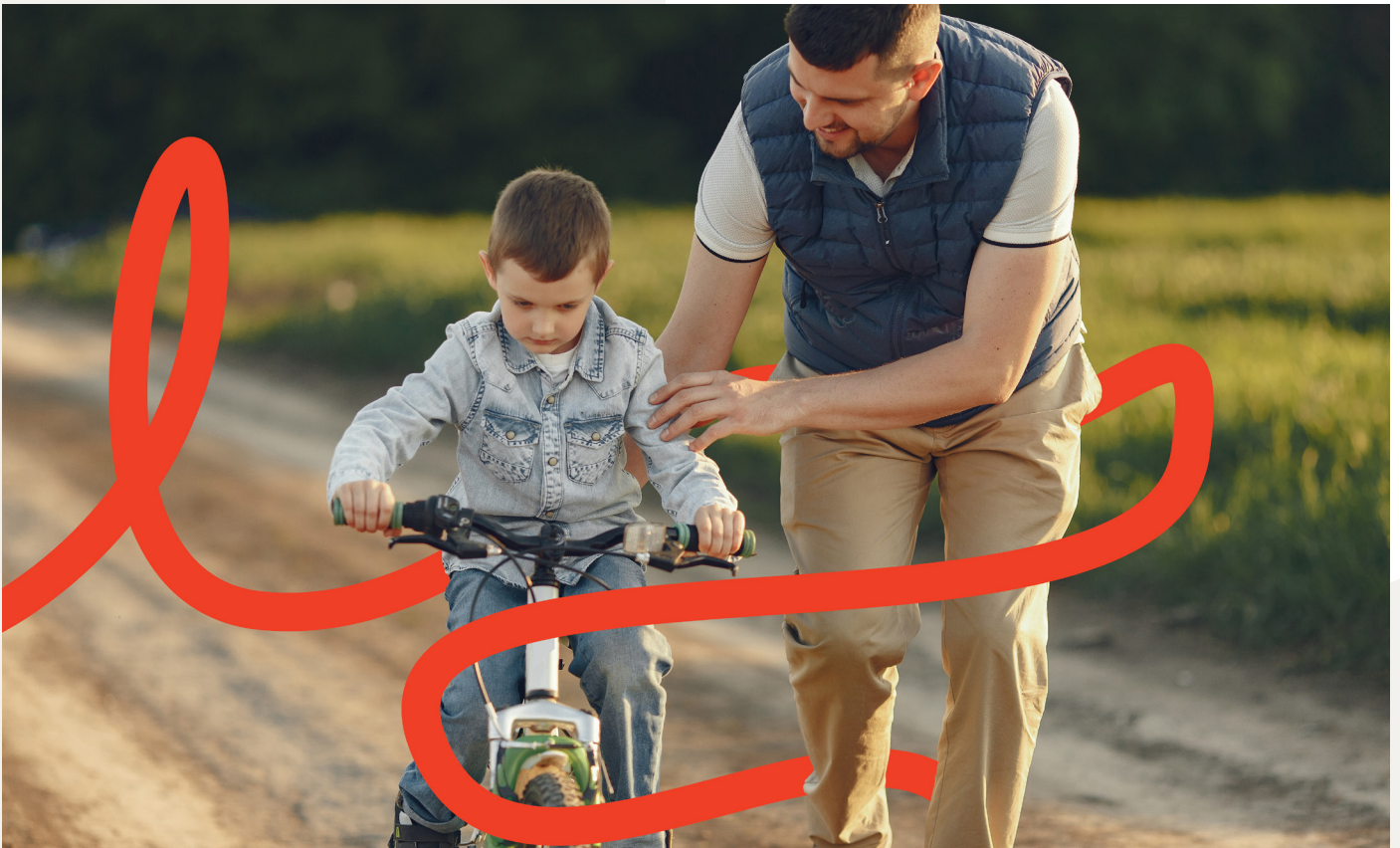
Praise Phrase

We often use some common “don’t” phrases. Write them out and try to change them into positive comments.

**What are some common
“don’ts” you use?**

What could you change them to?

Praise Phrase



Praising respectful behaviour is to give positive verbal and physical attention or affection to your children. Labelled praise is effective praise.

Saying "you are a good boy/girl" doesn't explain why they are good, so it doesn't encourage a child to repeat the positive behaviour next time.

Specific praise is more effective because your child knows what you want and expect, and it encourages them to do the same again.

For example saying "Thank you for putting your shoes and coat away when you got in from school" - this gives the child a goal. And it gives you an opportunity to praise them for doing so again.

Why?

Children want to please us and do well - they respond to praise. If we do not praise them, they do not know what we expect of them. Being specific in our praise shows them the type of behaviour we would like to see more of and encourages them in this. When a child knows they have behaved appropriately it makes them feel good about themselves and increases their self-esteem.

When?

Choose behaviours you would like to see your child engage in more frequently and systematically PRAISE it every time it occurs e.g. following your directions, picking up toys, sharing, etc



Where?

Catch your child being good. Sometimes when they are quiet we get on with our chores. Putting our head round the door to praise them for playing gently with a younger sibling reinforces the behaviour and helps prevent them being naughty to get our attention.

How?

Don't worry about spoiling your child with praise.

Increase praise for difficult children.

Give labelled and specific praise.

Model self-praise.

Make praise dependent on behaviour.

Give positive praise.

Praise in front of other people.

Praise children who are behaving in the way you want in front of those that are not – it encourages them to join in.

Say 3 or more things to give more attention and to increase the respectful behaviour, such as, "I am so proud of you for working hard to build that tower.

You were persistent when it fell down and kept calm when you felt frustrated.

Well done, Joshua." Praise immediately to connect the feelings with the behaviour.

Give pats, hugs and kisses along with praise.

Praise with smiles, eye-contact and enthusiasm.

Examples of Specific Praise

"I am so proud of you for sharing."

"It makes me happy when you talk nicely."

"Thank you for doing what I asked."

"You have lovely table manners."

"Thank you for going to bed the first time I asked you to."

"Thank you for playing quietly while I was on the phone."

"Well done for solving the problem. You worked hard on that and came up with a great idea."

"Thank you for turning your music down."

"Thank you for doing your chores."

"Thank you for coming home on time. I really appreciate it."

"Well done for getting up early enough and getting yourself ready on time to go out."

"That's brilliant that you made it through the night without wetting the bed."

"Thank you for putting the toys away."

"Thank you for walking slowly and staying on the path."

"You were so thoughtful to do that for me – that made me happy."

"I am so proud of you for being kind to your friend."

"You are so patient with your little sister."

"I like it when you do your homework."



Specific Phrase

FOCUS	GUIDANCE	TOP TIPS
Make eye contact (if comfortable) and move close to your child	This helps them to see that it is them you are talking to and also makes sure they are listening. It is also giving them that attention that they crave.	Eye contact can be difficult for some children, don't make it awkward for them.
Smile	Praise them for the specific action as soon as they do the action. By praising them straight away the feeling of having done well will be linked to the action we would like to see. It is important to catch this before they go onto anything else as you might miss the opportunity to build your relationship & their self esteem	Saying "well done" or "you are a good boy/girl" is not specific enough. You need to tell them "Well done for putting that game away when I asked you to. You are so helpful"

In the box underneath, write out some praise statements that you could use such as "well done for playing so quietly."

Ignoring and Staying Calm

FOCUS	GUIDANCE	TOP TIPS
No eye contact & look away	This is the first step to ignoring and the child will recognise it.	If you have another child present, behaving well, play with them.
Turning your back	This shows through your body language that you are ignoring them.	Move out of touching distance
Keep facial expressions neutral	A smiling face gives them attention, so resist laughing/smiling.	An angry face gives them attention also, so try not to be or look angry.
Keep ignoring unless they show positive behaviour	Giving in does not help, it reinforces the bad behaviour.	It's worth it in the end. Use relaxation techniques to get you through it!
Praise positive behaviour immediately	Giving them attention for their positive behaviour reinforces the link between that behaviour and praise	Help siblings to ignore unacceptable behaviour by brothers/sisters so the behaviour doesn't get any attention.
Breathe calmly	Breathe in through your nose counting to 7. Hold it, counting to 3. Then breathe out through your mouth, counting to 11...	Maybe think about your positive thoughts at the same time.
Think positive thoughts: you can do this!	Have one or two things in mind that help motivate you.	This could be an activity with or without the family e.g. holiday, or it could be a hobby/sport you do.

Ignoring

Remember we are ignoring BEHAVIOUR, not the child.

We can ignore behaviour that we would like to see less of. Some behaviours become habits and we can get into a circle that goes around and round with our children about the same things. We can ignore your child's behaviour – not the child. We then praise immediately when we get the behaviour we do want.

When?

We can ignore behaviour that we have explained to the child is unacceptable and we have given them an alternative such as saying clearly: "I do not like it when you whine. It is irritating. I am going to ignore the whining and wait for you to talk to me politely." "I know that you are hungry. Dinner will be in 15 minutes. You may have a biscuit after dinner. I am going to ignore you and ask you to wait until after dinner. Please go and do some drawing while you wait."

Why?

Consistently ignoring bad behaviour will break the habit. It might get worse initially. If a child has learnt that going on and on at you eventually causes you to give in, then they will do more and more of this. When we first begin to ignore them, they may not believe that we mean what we say. We want to break the habit and show our children that our word is our bond.

Where?

Catch your child being good. Sometimes when they are quiet we get on with our chores. Putting our head round the door to praise them for playing gently with a younger sibling reinforces the behaviour and helps prevent them being naughty to get our attention.

We do not ignore our child in a way which leads to low self-esteem – we ignore only their disrespectful behaviour. It is important to combine ignoring with praise.

We cannot ignore destruction of property or harm to self or others.

Look away, turn your back – avoid eye contact and discussion.

If another child is behaving well then play with them.

Move away out of touching distance.

Keep your face neutral – not smiling or angry.

Ignore protests – ignore anything that is not a positive change in behaviour.

Ignore immediately – you can state why: “I am ignoring you because you are shouting at me. Speak quietly please and then I will listen.”

Praise immediately you see the behaviour you asked for: “Thank you for speaking to me quietly. Now I will listen to you.”

Combine distractions with ignoring.

Return your attention as soon as misbehaviour stops.

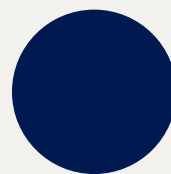
Be prepared for testing.

Be consistent.

Give attention to your child’s positive behaviours immediately you observe them.

Don’t give in – it only reinforces the behaviour.

Help siblings to ignore the behaviour too so then your child does not get any attention at all for the behaviour you would like to see less of.



Ignoring and Staying Calm Exercise

**List some behaviours we
can ignore**

**What behaviours can you not
ignore?**

Think of some examples of thoughts that you can use to keep yourself calm- children will often get worse before they get better, especially if you have given in in the past!

Clear Instructions Intro

Move from Negative to Positive

Think about what we would like our children to do and be specific about exactly what we want whenever we want to see a change in their behaviour or we wish them to do something.

We must be clear with our instructions so that our children can understand what we expect from them.

Telling a child "no" does not give them an alternative as to what to do instead.

Children do not process a negative. In fact, if I tell you not to think about an elephant what happens? Telling a child not to run does not tell them that you want them to walk.

This is a hard thing to change as we all get into the habit of saying "no"..

Take a Deep Breath

Take a deep breath. Ask yourself "what do I want"? We can see the behaviour we want to stop but what do we want instead? It is important to give instructions about the behaviour that we want rather than say what we don't want without giving an alternative. e.g. "Don't run in the road" can be changed to "Please walk on the path."

It is important to say what we would like to happen rather than give a child an option e.g. "Shall we tidy up?" can be changed to "Please put your toys into the box."

Statements such as "you always..." or "you never..." become self-fulfilling and give no opportunity to change...

Clear Instructions are Polite

Clear instructions begin with a "please"walk slowly....go to bedput your dirty clothes in the laundry....play gentlyplay quietlykeep the paint on the papercome homelay the table.

And end with a "thank you."

Examples of Unclear Instructions

Examples of unclear, vague or negative instructions: Let's put away the toys, Hand me the bread, will you?, Why don't we go to bed now?, Be nice, be good, be careful, Don't yell, let's not do that anymore, Wouldn't it be nice to be gentle?, Stop running etc.



How to Make Your Instructions Clear

Think about their age and abilities – be realistic.

- Give step by step instructions appropriate to their age and abilities.
- Make sure that your child understands.
- Be polite – start your instruction with saying “please”.
- Use “Do” instructions rather than “Don’t” or “Stop”.
- Don’t give unnecessary instructions.
- Make instructions short and to the point.
- Don’t ask them to do too many things at once – break it down into stages.

“Please put on your pyjamas”, “please clean your teeth”, “please get into bed” is better than “please get ready and go to bed”, especially for younger or autistic children.

Describe exactly what you would like to see or hear.

- Be specific as to when you would like it done by 6pm, in 5 mins or use a timer.
- Give warnings and helpful reminders.
- Give children ample time to comply.
- Show, role-play or practise.
- Support your partner’s instructions.
- Give your child options or choices whenever possible.
- Tell your child what they did correctly and praise them.
- Repeat the above steps for what was done incorrectly.
- Remind your child of the steps.
- Don’t threaten children – use “first... then...”

Clear Instructions

FOCUS	GUIDANCE	TOP TIPS
Give a clear instruction	Make sure what you say is clear to them and not more than one instruction	Allow time for your child to complete the instruction, depending on the nature of it and your child
Be polite	We need to demonstrate politeness. This will help them to use please naturally	Start with "please" and finish with "thank you"
Be Specific	Describe exactly what you want and why. Only give one instruction if possible	Don't use too many words or vague terms. Use age appropriate language. Be time specific if needed i.e. "by 6pm" or "within 5 minutes"
Break up the instruction into stages	"Please go and put on your pyjamas" then "please clean your teeth"	This works well with children with ADHD/Autism.
Give your child time	It takes longer for children to process than adults	If they don't do as asked, use the "First and Then" tool. Do not use TV or screen time for a "first and then" tool if you are trying to get them to bed
Use positive language	Give an instruction of what to do rather than what not to do	Say "Stay on the path" rather than "Don't go in the road"
Allow your child to make choices if possible	This allows your child to feel they have control and autonomy	It also helps their decision-making abilities
Back up your partner	If your partner says no to your child, back them up	This will help stop your child playing you off against each other

Clear Instructions Exercise

Write down some of your usual instructions and then see how you can improve them and make them clearer

Usual Instruction

Stop running

Clear Instruction

Usual Instruction

**Why don't we go
to bed now?**

Clear Instruction

Usual Instruction

Shall we tidy up?

Clear Instruction

Usual Instruction

**Let's put the toys
away**

Clear Instruction

Usual Instruction

**Stop making a mess
(eg when painting on a
table)**

Clear Instruction

Clear Instructions Exercise

Write down some of your usual instructions and then see how you can improve them and make them clearer

Usual Instruction

Stop running

Clear Instruction

Usual Instruction

**Why don't we go
to bed now?**

Clear Instruction

Usual Instruction

Shall we tidy up?

Clear Instruction

Usual Instruction

**Let's put the toys
away**

Clear Instruction

Usual Instruction

**Stop making a mess
(eg when painting on a
table)**

Clear Instruction

Rewards and Incentives



Define appropriate child behaviour clearly.

Be clear and specific about rewards.

Make the steps small.

Gradually increase the challenge.

Focus on positive behaviours – not too many at a time.

Choose inexpensive rewards.

Have daily rewards.

Involve your children in choosing rewards

Reward AFTER you have seen the appropriate behaviour (reward NOT bribe).

Gradually replace rewards with social approval.

FOCUS	GUIDANCE	TOP TIPS
Make a Reward Chart	Keep it Simple. You can get your child to decorate it and make it their own	A few colouring pens, plain stickers or ticks will do.
Don't Bribe	Bribes are given BEFORE	Reward AFTER you have seen the appropriate behaviour
Come up with some Rewards	You make it so they get a small reward for a certain number of stickers e.g. 10 stickers = 10 minutes of TV/tablet time or 100 stickers - a family day out	Come up with ideas with your children. Bear in mind your financial situation. There are plenty of free rewards
Give praise and give stickers for good behaviour	Be consistent in sticker giving. Do not remove stickers for bad behaviour as they will lose interest in collecting stickers	Don't forget to verbally and physically praise your child and give them attention
Always give the reward that was promised	Be consistent. The child will lose interest if you change what was agreed	Note on the chart what the reward is. Don't put yourself at financial risk, so keep them low cost.
Reward yourself	This is important. It will help you to reward your child	Tell your family what your reward is and why

Rewards and Incentives

Examples of behaviour you could reward

Getting dressed
Calming down
Doing homework
Putting dirty clothes in the laundry basket
Eating politely
Brushing teeth
Helping set the table
Washing hands before meals
Sharing
Staying by the shopping trolley
Making the bed
Using friendly words
Reading
Using words to ask or tell feelings
Going to bed when asked
Sleeping in own bed all night

Examples of low cost or no cost rewards

Play football
Make a cake/biscuits
Play a game
Child chooses a pudding
Extra reading time
Go and visit a friend/relative
Small sweet Hot chocolate with cream & marshmallows
Blow bubbles
Going out for coffee with a parent
Have a friend round
Paint nails
Have a hug
Watch a film
Go to the park Junk modelling

Choose three positive behaviours for one of your children

What low cost or no cost rewards could you suggest to them?

Weekly Reward Chart

This week I will...

	M	M	M	M	M	M	M
Go to bed on time							
Put my toys away							
Put my shoes away							
Hang up my towel							
Go to bed on time							
Put my books away							

My reward for three ticks is :

Incentives Exercise For Children Over 8 Years Old

An incentive chart is a great way of giving positive attention (rewards) for positive behaviour. This helps children to learn self-discipline, co-operation and that responsibility equals privileges.

Please note that rewards are not bribery – we give the reward after the positive behaviour.

A bribe is given beforehand expecting the behaviour to follow. For older children you will need to add in when their activities should be done by.

Examples of behaviour you could incentivise

Make my bed by 8pm

Feed the dog by 8am

Put my toys away by 8pm

Put my school clothes away by 6pm

Examples of incentives

Half an hour extra TV

Have a friend to visit

Game with Dad

Spend the night at a friend's house

Have a friend to visit

Favourite meal or pudding

Go to a coffee shop with Mum or Dad

Write down 6 things you would like your child to do. Let them choose 4.

Write down 10-15 items your child can work to attain – include at least 2 family activities. Let them choose which incentives they want

Weekly Incentive Chart

This week I will...

M M M M M M M M

Feed the dog by 8am

Hang up uniform by 6pm

Make my bed by 8pm

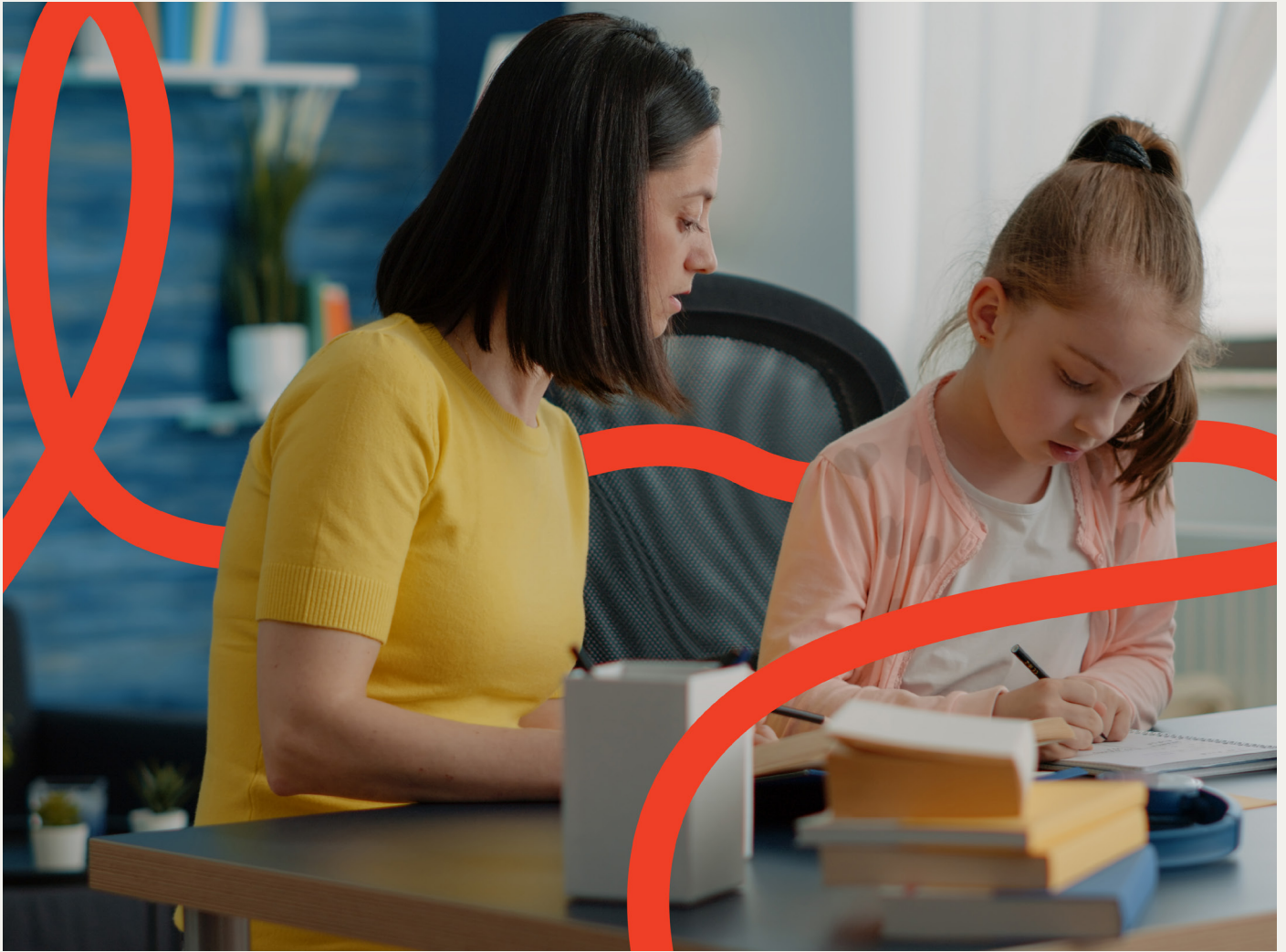
Start my homework by 6pm

Pack my bag by bedtime

Put my books away

My reward for three ticks is :

Household Rules



Rules help everyone to enjoy what they are doing. Playing football with no rules would not be fun, it would be chaos, or walking down the street with no rules would be unsafe. By setting rules in the home we will be ensuring that our children are kept safe and have fun.

Define appropriate child behaviour clearly.

Be clear and specific about rewards.

Make the steps small.

Gradually increase the challenge.

Focus on positive behaviours – not too many at a time.

Choose inexpensive rewards.

Have daily rewards.

Involve your children in choosing rewards

Reward AFTER you have seen the appropriate behaviour (reward NOT bribe).

Gradually replace rewards with social approval.

FOCUS	GUIDANCE	TOP TIPS
Get together as a family for a meeting	Discuss, as a family, what rules you all feel there should be	Allow your children to come up with some themselves. It's OK to have a joke but ultimately make sure they are serious.
Come up with some consequences of breaking the rule	Link the consequence to the rule so that everyone can remember them	Keep them realistic as you will have to enforce them! Make the consequence relate to the rule if possible. Be consistent in enforcing the rules otherwise they won't work.
Put them where everyone can see them	This will help everyone to see them and they will gradually become habit	Have them in different places in the home – somewhere everyone can see them e.g. kitchen, and also other places e.g. bedroom.
Review them now and again	New rules will have to be added and old rules might be removed once they have become habits	Do this as a family as with the initial rule setting, i.e. another family meeting.
Make sure you list the rules	Make sure they are sensible and reasonable	Nobody will take them seriously if they are unreasonable.

NAME	RULE	EXAMPLE OF CONSEQUENCE
	No hitting	
	No shouting	
	No teasing	
	Screen time limit 2 hours	
	Bedtime is at 8pm	
	Seatbelts must always be worn in the car	
	Helmets must be worn when riding bikes	
	Dinner time is at 6pm	
	Latest time you come home is 9pm	
	Keep your phone with you on loud and fully charged when you go out	
	Ask before you use something belonging to others	
	Knock before you enter a bedroom	

NAME	RULE	EXAMPLE OF CONSEQUENCE
Gentleness rule	No hitting	Time out
Indoor voice rule	No shouting	Time out Time out
Kindness rule	No teasing	No screens for 24 hrs
Screen time rule	Screen time limit 2 hours	Go to bed earlier tomorrow
Bedtime rule	Bedtime is at 8pm	Turn around and go home, or don't go on journey to next place they wanted to go to
Seatbelt rule	Seatbelts must always be worn in the car	No bike for 24 hours
Helmet rule	Helmets must be worn when riding bikes	Be home for dinner half an hour earlier next time
Dinnertime rule	Dinner time is at 6pm	Come in half an hour earlier if half an hour late
Home time rule	Latest time you come home is 9pm	Lose your mobile phone for 24 hours
Mobile phone rule	Keep your phone with you on loud and fully charged when you go out	Give the item back
Property rule	Ask before you use something belonging to others	Unable to use other people's things for 24 hours
Privacy rule	Knock before you enter a bedroom	Unable to go in to that person's room for 24 hours

Household Rules

or

or

or

or

or

or

or

or