

Positive parenting



Hello!



We are from the Tower Hamlets Education Wellbeing Service (THEWS).

THEWS has three aims:

1. To help children and young people, aged 4-19 years old, get earlier access to mental health and wellbeing support
2. To help schools embed mental health and wellbeing provisions
3. To connect young people and families with other services providing mental health and wellbeing support



Each school has an Education Wellbeing Practitioner who provides support via:

1:1 sessions

Introductory workshops

Groups sessions

We kindly ask you to...

- Listen to and respect other group members
- Share only what you are comfortable with
- Talk to us if you are having any issues or feeling uncomfortable
- Respect confidentiality- do not share anything outside of this group

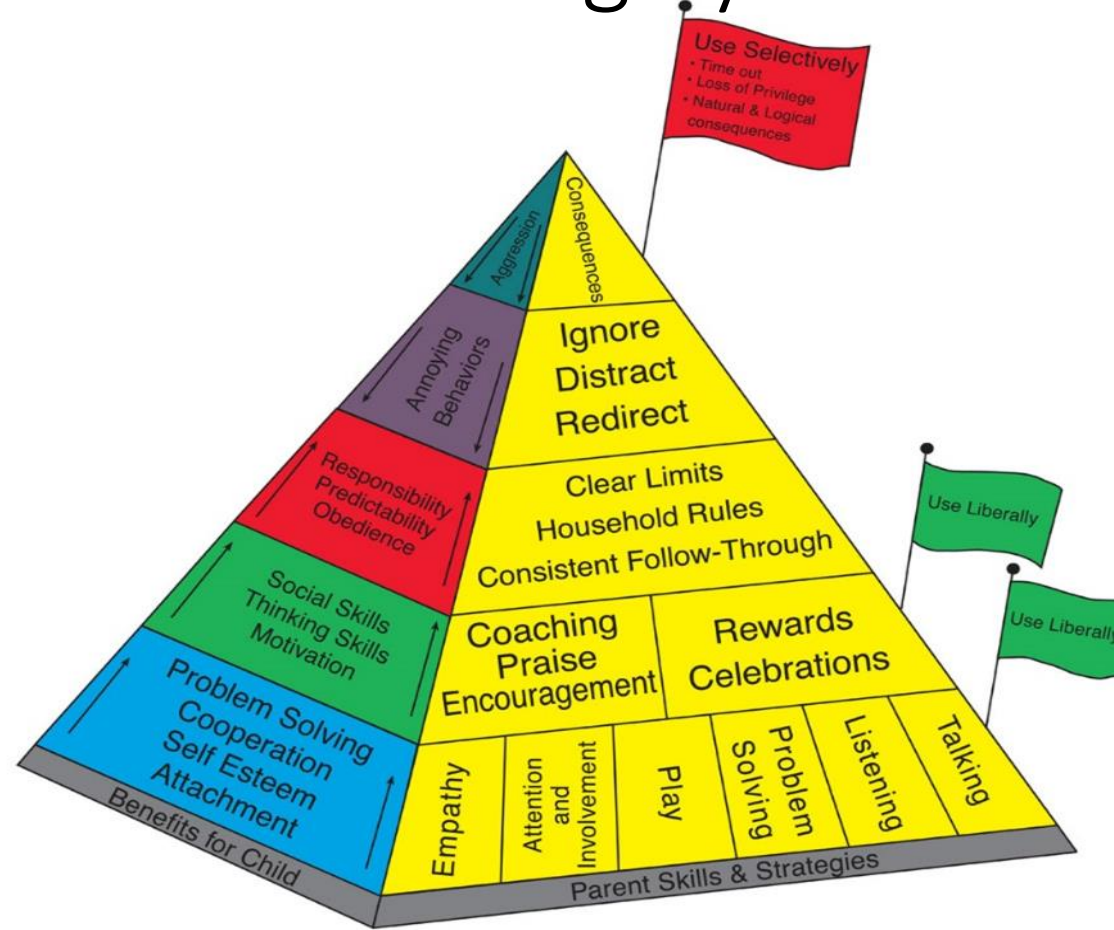
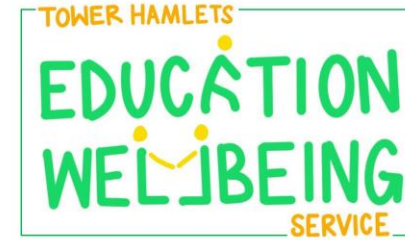


Workshop Aims

To cover the following strategies and give you some ideas to try at home:

- Attention and Play
- Praise
- Rewards
- Limit Setting & Instructions
- Ignoring
- Consequences

Parenting Pyramid



Parenting Pyramid®

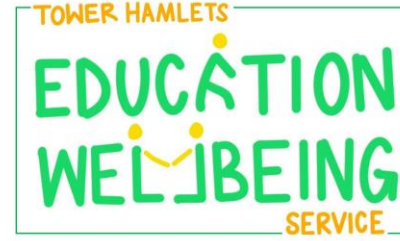
Attention Table

	"OK" Child Behaviour	"Not OK" Child Behaviour
Carer Attention	e.g. PRAISE Positive Behaviour Increases	e.g. SHOUTING Negative behaviour Increases
No Carer Attention	e.g. IGNORE Positive Behaviour Decreases	e.g. IGNORE Negative Behaviour Decreases

Our strategies are focussed on:

- **Increasing attention** given to **positive behaviours** through praise, play and rewards
- **Decreasing the attention** given to **negative behaviours** by using selective ignoring and consequences instead of shouting or entering power struggles.
- **Consistency** and communicating clear boundaries and limits.

Why Play?



Play is the most VITAL first step

10-15 minutes a day

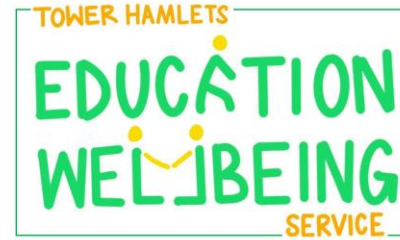
Improves language development and self-esteem

It can provide the opportunity to build a healthy, strong and positive relationship with your child.

They will then be more likely to follow your requests and rules. Positive Play leads to positive behaviour!



Try to...



Allow your child to choose the activity

Point out what your child is feeling, thinking and doing

Praise

Use facial expressions and body language to show interest

Have fun and tell your child that you enjoy playing with them

Use a timer with younger children to give them warning before the end of the play session

Give your child space to problem solve if issues arise



Try not to...

Compete. For this reason, avoid competitive games like chess or cards. Play these another time OUT of Positive Play time

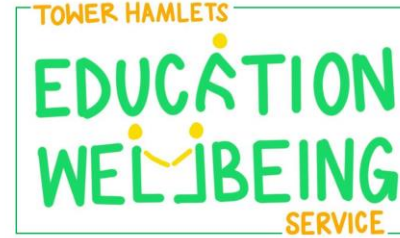
Control the Positive Play time, let your child lead and follow if they give you instructions

Criticise

Give Commands or Instructions



Praise



Children learn to behave by parents giving attention to behaviours we want to see.

Praise does not spoil children.

Praise the process, not just the outcomes.



How to make praise most effective



Be as specific as you can – specify exactly what you are praising

‘Well done for tidying up your toys’ instead of ‘good girl’.

Show lots of enthusiasm – never underestimate the power of a smile or a ‘high five’.

Don’t combine praise with criticism for example, “Well done for *finally* doing as you’re told” or “Well done for doing what I said *this time*, you never *normally do!*” Your child will probably only remember the negative.

Praise as soon as possible

Target specific behaviours

TOP TIP: Search for behaviour that can be praised – there’s no such thing as over praising (as long as it’s positive behaviour)



Rewards

Social rewards ('praise, hugs, high fives')- reinforce the small steps and efforts children make to master a new skill or behaviour

Tangible rewards (stickers, additional privileges such as spending more time with a parent) – are used when a specific goal has been achieved.

There are two ways to use tangible rewards either surprise/spontaneous OR planned in advance

- **Surprise** - child are already showing the appropriate behaviour but you want to see more of it
- **Plan** - when you want wish to increase a behaviour that we don't see often



Rewards

Rewards can be used as an incentive to motivate children to learn a particularly difficult behaviour.

Examples

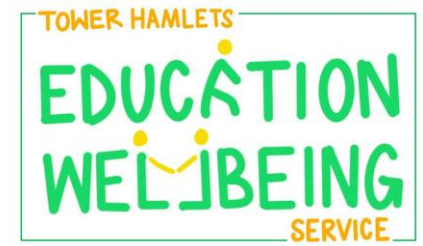
- **Inexpensive Items**, e.g. pencils, pens, special snack after school, new toy (specific cost limit)
- **Special Privileges at home**, e.g. choosing the dessert for the family, having a friend over, playing on the computer/xbox/playstation.
- **Special Privileges Outside**, e.g. go swimming, trip to the park, stay overnight at grandparents house
- **Special Time with Parents**, e.g. 10 minutes extra playtime, extra bedtime story or playing a game with a parent.





Reward Charts

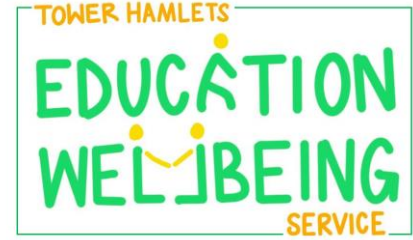
- Make the chart with your child so they feel involved and motivated.
- Choose the number of behaviours carefully – start with one to focus on.
- Make sure the reward charts states what you want to see rather than what behaviour you want to stop
 - ‘Speak politely and calmly’ rather than ‘Stop shouting’
- Be specific on what you want to see:
 - Rather than saying you want to see ‘Good Behaviour’. You want to say something ‘put away your toys the first time mum asks’ for example.
- Figure out how many stickers equals a reward. You can create something like a reward menu.



Any questions/comments so far?



Limit setting and Instructions



Clear direction and limits establish boundaries and provide a safe environment

How to give effective instructions:

- Keep them clear and simple
- Give one instruction at a time (not chain instructions)
- Count to 5 after giving an instruction to give time to digest and follow
- Positively worded instructions e.g. Do... and Start... rather than Stop... or Don't...
- Give reminders/prompts if necessary
- Praise along the way e.g. when child starts to comply. You don't need to wait for the task to be completed.

Selective Ignoring

Should be used for low level difficult behaviours (annoying behaviours, not dangerous behaviours)

	"OK" Child Behaviour	"Not OK" Child Behaviour
Carer Attention	e.g. PRAISE Positive Behaviour Increases	e.g. SHOUTING Negative behaviour Increases
No Carer Attention	e.g. IGNORE Positive Behaviour Decreases	e.g. IGNORE Negative Behaviour Decreases

Give immediate positive attention as soon as the child has moved into their usual day to day activities or more positive behaviour

Leave the room only if your child is clingy or physically demanding (pulling at you, holding onto your arm/leg or invading your personal space). Return as soon as appropriate behaviours begin to occur (to praise straight away).

Redirecting your attention

How to Ignore?

Act like you haven't even seen the behaviour.

- You are just subtly moving your head away – still with a neutral face.
- No dramatic obvious moves away



Be prepared that the behaviour may get a lot worse before it gets better

Give immediate positive attention as soon as the child has moved into their usual day to day activities or more positive behaviour

Consequences

Two types of consequences:

Natural: If Holly goes out without a coat, she is likely to get cold

Logical: If a Jack draws on the table, mum will take away his pens

Try to come up with logical consequences that relate to the behaviour.

For example:

Refusal to stop watching TV when told = losing screen time.

Not eating dinner = no dessert.

Throwing toys = removing toy.

Consequences should be fairly immediate

Plan consequences ahead of time rather than deciding on them when angry

Discuss consequences as a household so they are clearly communicated and the child knows what to expect

Consequences

The most important thing with consequences is **consistent follow-through**.

You must be able to live with a consequence otherwise if you go back on your word, children learn that consequences may not end up happening and they lose their effectiveness.

It is best for consequences to be logical and relate to the behaviour. However, if this is not effective, think about what motivates your child:

Motivated by screen time? 30 minute/1 hour ban on devices

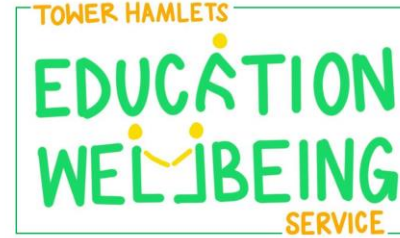
Motivated by treats? No dessert after dinner

Motivated by money? Lose 50p of pocket money

Motivated by activities? Lose 10 minutes of time at the park.

Important! Think about your child's needs. We want consequences to be motivating but not cruel or overly punitive. If your child really benefits from time outside in the park, then a limit of park time may not be helpful. If your child struggles with making friends, then banning playdates may not be helpful.

Consequences



We are trying to create an association between **behaviour = consequence**.

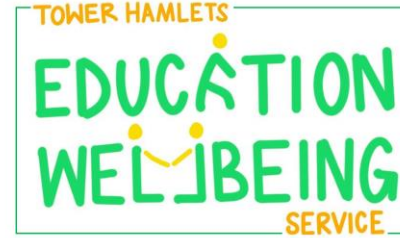
This means immediate, short consequences are most effective.

Banning children from toys/screen time/desserts for several days can become less motivating and children may see no point in improving behaviour if they are banned for a week anyway!

Time out can be used for very high-intensity/aggressive behaviours. This should be kept to a minimum length and not over-used. It is important to ensure child's safety when in time out.



Be kind to yourself



It can be really difficult dealing with challenging behaviour and hard to always keep our cool and stick to our word.

The aim is to try and keep yourself as calm and regulated as possible but we are all human!

If you feel yourself becoming dysregulated, try to take a step back, remove yourself from the situation and take a breath rather than entering a power struggle. Think about what you can do to help yourself regulate – make a cup of tea, call a friend to let of steam, get outside or get moving. Whatever works for you.

No one is perfect and it is impossible to get it right every time – be kind to yourself and remember to give yourself lots of praise too. You're doing great! 😊



Resources & further support

Helpful reading:

The Incredible Years (R): Trouble Shooting Guide for Parents of Children Aged 3-8 Years by [Carolyn Webster-Stratton](#)

Further parent support in Tower Hamlets

The SEND information, advice and support service (SEND IASS) is a self-referring service which offers advice, information and support to parents or carers of children and young people with special educational needs and disabilities (SEND) from birth to 25 years old.

Family Information Service (FIS): parent support and advice, signpost for children with SEND needs.

Parenting programs offered in Tower Hamlets including support for challenging behaviour visit https://www.towerhamlets.gov.uk/ignl/education_and_learning/parental_support/parenting_programmes.aspx

CAMHS/THEWS – 02074262375 / self refer / referral through school

Thank you!



Do you have any questions?