

INCREDIBLE YEARS PARENTING PROGRAMME TO  
PROMOTE POSITIVE BEHAVIOUR

# Parent Support



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Psychological Services Ltd



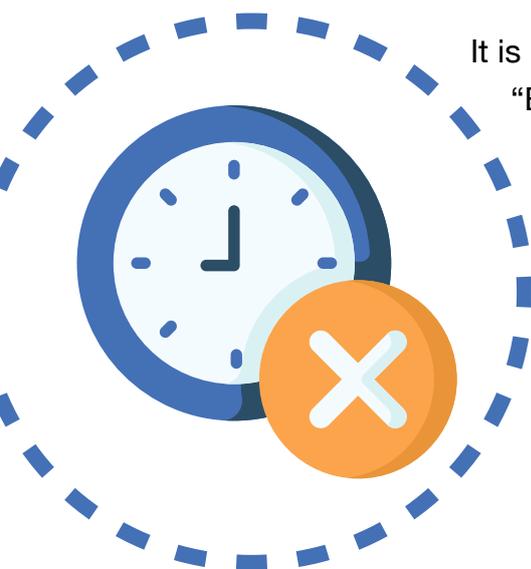
Being a parent is the hardest job in the world, the one job that does not come with a manual.

What is the definition of being a parent “being a father or a mother” even the dictionary does not cover what trials and tribulations parenting throws at us, how many of us feel like this!?

It is important to look after yourself in order to manage children’s stressors and difficult behaviours.



### How can we do this ?



It is important to take some time out.

“Easier said than done , I never get two minutes”. I hear what you say!!!!

When life throws everything at us it can be hard to see “the wood from the trees” when managing children’s behaviours and anxieties. Included in the information are tools and resources to try and help with your stress, anxieties and your children’s stress, anxieties and behaviours.

### How will I get my two minutes ?

Implementing special time, structure, routine, and boundaries with your children over time will enable you to have those two minutes peace you have been longing for. It is hard work to do all of these things especially when you’re juggling everything else, however all your hard work will pay off.

## Attention Principle

Special time helps to build a strong relationship and bond with your child. Children demand attention from parents 24/7. When they are not getting the positive attention from adults they will then use negative behaviour, as this gets an instant response for them from parents. Any attention is attention whether this is positive or negative. Sometimes we do not realise but we are reinforcing the negative behaviour by paying it attention. We can prevent this by timetabling into daily routine children's special time .

Spend 10 minutes a day minimum on being your child's appreciative audience during play.

Over time, children will understand when they are going to have your undivided attention, they do not need to use their negative behaviour to gain your attention.

Spend 10 minutes a day minimum on being your child's appreciative audience during play. Turn off mobile phones and any other distractions during this time. Try not to interrupt the special time by putting the washing in or checking on the tea. Watch them, comment on what they are doing , praise the behaviours

of concentrating, being calm, and sharing with siblings .

### Give to get principle

Praising for specific behaviours that you want to see more of in play will then transfer to other environments. This will also reduce the negative behaviours.

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# TIPS DURING PLAY

Pace at your child's level — give your child time.

Encourage your child's curiosity to explore new activities.

Avoid competing with your child.

Don't focus on the "correct" way or specified rules for a game or an activity.

Be an attentive and appreciative audience.

Model cooperation by doing what your child asks you to do.

Praise and encourage your child's self-discovery and creativity; don't criticise.

Engage in pretend play with your child (e.g., puppets, playing house, toy telephones).

Use descriptive comments instead of asking questions.

Curb your desire to give too much help; encourage your child's problem solving.

Laugh, have fun and share your feelings of joy.

Remember the attention principle, and focus on giving your attention to your child's positive rather than negative play behaviour.

During Play as mentioned describe what your child is doing, we tend to ask our children questions in play. For instance; **What's that? What colour is that? How many have you got there?** Children often feel like they are being tested, they lose their concentration and also inhibits their imagination.

Children will give up and walk away if they are unable to answer your questions. Sometimes parents also take over in play or feel that they need to build bigger and better than their child. By being child directed and an appreciative audience these will be prevented.

**“Descriptive commenting” is a powerful way to strengthen children’s language skills. The following is a list of actions, behaviours and objects that can be commented upon when playing with your child.**

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## Tips on descriptive commenting

### Objects, Actions

- \_\_\_\_\_ colours
- \_\_\_\_\_ number counting
- \_\_\_\_\_ shapes
- \_\_\_\_\_ names of objects
- \_\_\_\_\_ sizes (long, short, tall, smaller than, bigger than, etc..)
- \_\_\_\_\_ positions (up, down, beside, next to, on top, behind, etc..)

### Examples

- “You have the red car and the yellow truck.”
- “There are one, two, three dinosaurs in a row.”
- “Now the square Lego is stuck to the round Lego.”
- “That train is longer than the track.”
- “You are putting the tiny bolt in the right circle.”
- “The blue block is next to the yellow square, and the purple triangle is on top of the long, red rectangle.”

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## Persistence

- \_\_\_\_\_ working hard
- \_\_\_\_\_ concentrating, focusing
- \_\_\_\_\_ stay calm, patience
- \_\_\_\_\_ trying again
- \_\_\_\_\_ problem solving
- \_\_\_\_\_ thinking skills
- \_\_\_\_\_ reading

- “You are working so hard on that puzzle and thinking about where that piece will go.”
- “You are so patient and just keep trying all different ways to make that piece fit together.”
- “You are staying calm and trying again.”
- “You are thinking hard about how to solve the problem and coming up with a great solution to make a ship.”

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## Behaviour

- \_\_\_\_\_ following parents' directions
- \_\_\_\_\_ listening
- \_\_\_\_\_ independence
- \_\_\_\_\_ exploring



“You followed directions exactly like I asked you.”

“You really listened.”

“You have figured that out all by yourself.”

Some children find it difficult to express their emotions, they might not have the understanding of their different emotions. It can be difficult for us as parents to talk about our own thoughts and feelings. The best way of doing this is during play.

### Modelling Principle

Parents can acknowledge, validate and normalise with children during play to help them understand their own thoughts, feelings and behaviours. This will help them self-regulate, which will transfer into other environments and situations more positively.

## Feelings and emotional words to use during play.

Happy, frustrated, **calm**, proud, **excited**, pleased, sad, helpful, worried, **confident**, patient, having fun, **jealous**, forgiving, caring, **curious**, angry, **mad**, interested, embarrassed.

### Examples

“That is frustrating, and you are staying calm and trying to do that again.”

“You look proud of that drawing.”

“You seem confident when reading that story.”

“You are so patient. Even though it fell-down twice, you just keep trying to see how you can make it taller. You must feel pleased with yourself for being so patient.”

“ You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you.”

“ You are so curious. You are trying out every way you think that can go together.”

“ You are forgiving of your friend because you know it was a mistake.”

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Stating your feelings and your behaviour thoughts your children will model your responses. How can you do this?

### Examples

“I am proud of you for solving that problem.”

“I am really having fun playing with you.”

“I was nervous it would fall down, but you were careful and patient, and your plan worked.”

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Some children find it difficult to tell parents that they are not OK; sometimes this can be a guessing game. Children may use negative behaviour to communicate that **they are not OK!!!!**

## Ways to help your child self-regulate:

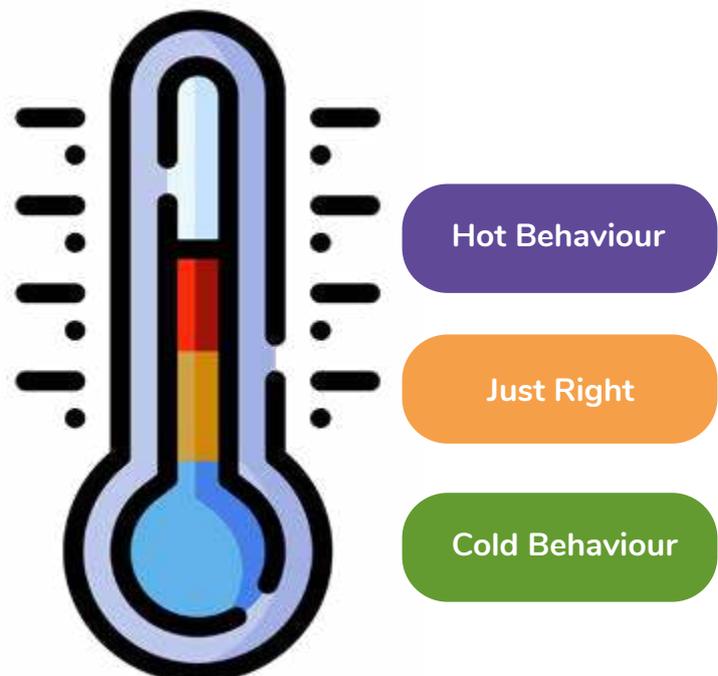
- Try to understand what your child is feeling and wanting
- Describe your child's feelings (don't ask him what he is feeling because he is unlikely to have the words to tell you)
- Label your child's positive feelings more often than his negative feelings
- Praise your child for self-regulation skills such as staying calm, trying again when frustrated, waiting a turn, and using words
- Support your child when he is frustrated
- Model and give your child the words to use to express his needs (e.g., "you can ask her for the truck")
- Help your child learn ways to self-regulate such as taking a deep breath
- Model feeling language yourself. For example, "I am proud of you," or "I'm having fun playing with you."

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## Thermometer

The Thermometer and the five point scale is a good visual aid that children can use to communicate how they are feeling. If they feel that at the moment of being upset, they are unable to talk.

<http://www.incredibleyears.com/>



**If all of this sounds helpful, come along to one of our groups. Contact your school lead for more details.**

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