

Methods for Supporting Success in School

Sue Howson

Child Mental Health and Behavioural Specialist

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What does success mean?

Success/sək'sɛs/*noun*

‘the accomplishment of an aim or purpose’

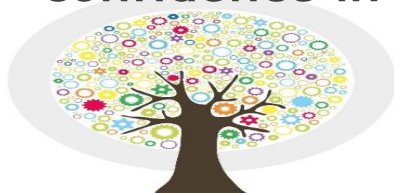


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Aims of the session;

Promoting children school readiness and getting children ready to learn

- Identify the skills children need to be ready to learn
- Identify how parents can encourage their children's development of important peer friendship skills, such as being cooperative, sharing and helping friends, waiting, and taking turns.
- Identify how parents can promote their children's language and emotional regulation skills by building emotion vocabulary and strengthening their understanding and expression of feelings.
- Identify how to encourage children's academic school readiness by promoting not only their understanding of numbers, colours, and shapes, but also by expanding their attention span and building their self-confidence in their abilities.



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" Parenting
wouldn't
be so hard
if I didn't
care how
my kids
turned out. "

@Iamaproudmummy



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Parents response to their children's behaviour

Almost half

of parents are not confident they would know where to go for help with their child's behaviour



1 in 4 parents

report feeling stressed by their child's behaviour every day



Most parents

report using positive strategies to promote good behaviour



The Royal College Hospital Child health poll October 2018



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What behaviours are we trying to promote?

- ▶ Independence
- ▶ Resilience
- ▶ Concentration
- ▶ Listening skills
- ▶ Turn taking
- ▶ Accepting authority
- ▶ Having a go
- ▶ Accepting failure
- ▶ Trying their best
- ▶ Problem solving
- ▶ Focus
- ▶ Cooperation
- ▶ Caring
- ▶ Volunteering
- ▶ Sitting still
- ▶ Helping
- ▶ Sharing
- ▶ Waiting
- ▶ Empathy
- ▶ Following instructions
- ▶ Self Confidence
- ▶ Playing well with peers



Where do children learn these behaviours?

- ▶ School
- ▶ Peers
- ▶ Parents
- ▶ TV
- ▶ Siblings
- ▶ Grandparents
- ▶ Others?

LOOKING AT OUR OWN BEHAVIOUR



The next day you wake to this



Why do some take longer than others to learn these skills?

- developmental factors that might contribute to unwanted behaviour
- significant events that might have occurred in a child or young person's life
- environmental factors can influence behaviour such as home, peers, friends, neighbourhood, school practices



Why do children behave the way that they do?

All Behaviour is communication



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They are only doing it for attention.

- ▶ We have all heard this phrase said about a child who is misbehaving
- ▶ This suggests that attention is somehow 'bad'
- ▶ CHILDREN ***NEED*** ATTENTION
- ▶ Without it children would not survive, learn, or develop properly
- ▶ Children do things to get attention because they need it for some reason
- ▶ Our job as parents is to understand why that child needs attention



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What do they want?

Attention!

When do they want it?

Now!



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Attention

- ▶ Children need attention- without it they would not survive, learn or develop properly
- ▶ Children do things to get attention because it is SOOOOO rewarding
- ▶ Attention is most rewarding when it is given immediately after a child has demonstrated a behaviour.

Positive vs. Negative Attention

Positive Attention

- Play
- Listening
- Praise
- Smiles
- Positive touch
- Talking

Negative Attention

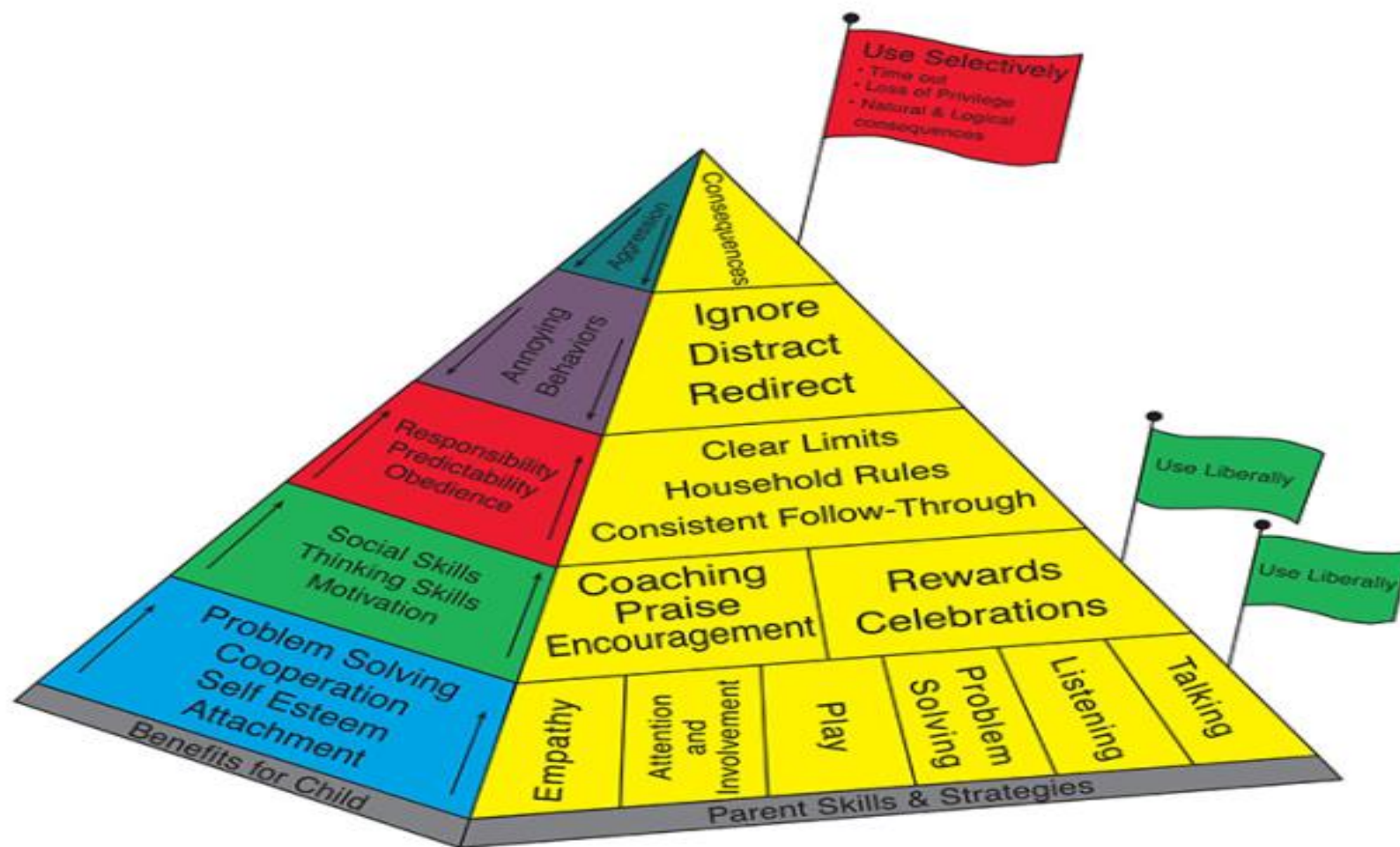
- Shouting
- Being told off
- Smacking
- Being criticised
- Swearing
- Telling child that they are annoying/waste of space/stupid



The Power of Attention

- When children are playing quietly, most parents seize this opportunity to get on with other household tasks, make important phone calls etc.
 - Children do learn quickly that an effective way of catching a parent's attention is to misbehave, cry, fight
 - Parents can inadvertently teach a child that inappropriate behaviour is a means of getting attention
- **Remember:**
- **What you pay attention to is what you will get more of.**





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How do I give my child positive attention?

- ▶ Through play- descriptive commentary
- ▶ Praise and rewards. Regularly give your child praise and attention when they behave well
- ▶ Be a positive role model - encourage and develop strong and respectful relationships with your child
- ▶ Explain what you expect - set rules and talk with your child about the consequences of breaking them
- ▶ Avoid physical discipline - this focuses on what not to do and doesn't work well to teach children about the behaviour you would like to see. Physical punishment has been linked to harm in children and children becoming violent themselves.
- ▶ Avoid shouting, shaming and isolation as types of punishment
- ▶ Take a break and try to calm down if you feel overwhelmed

Giving Positive Attention

- ▶ Attending to a child offers positive reinforcement of a child's behaviour so that the child will be encouraged to behave in this manner again
- ▶ Use positive reinforcement to encourage your child to behave well - try to 'catch them being good' and praise and encourage the desired behaviour. The more you do this the better it will work.
- ▶ Discourage the challenging behaviours - things that work well include ignoring the behaviour, distraction or offering alternatives



Why play matters



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Descriptive commentary



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- Attends' are a **positive and enthusiastic** running commentary on the child's good behaviour
- "imagine you are a sports commentator describing every movement on the football pitch to somebody who is listening on the radio"*

What skills are we looking for when emotion coaching?

- ▶ Happy
- ▶ *Shy*
- ▶ *Frustrated*
- ▶ *Jealous*
- ▶ *Bored*
- ▶ Calm
- ▶ *Angry*
- ▶ Tired
- ▶ *Anxious*
- ▶ Excited
- ▶ Surprised
- ▶ Embarrassed
- ▶ *Frightened*
- ▶ Curious
- ▶ Proud
- ▶ *Lonely*
- ▶ *Worried*
- ▶ *Upset*
- ▶ *Grumpy*
- ▶ *Annoyed*

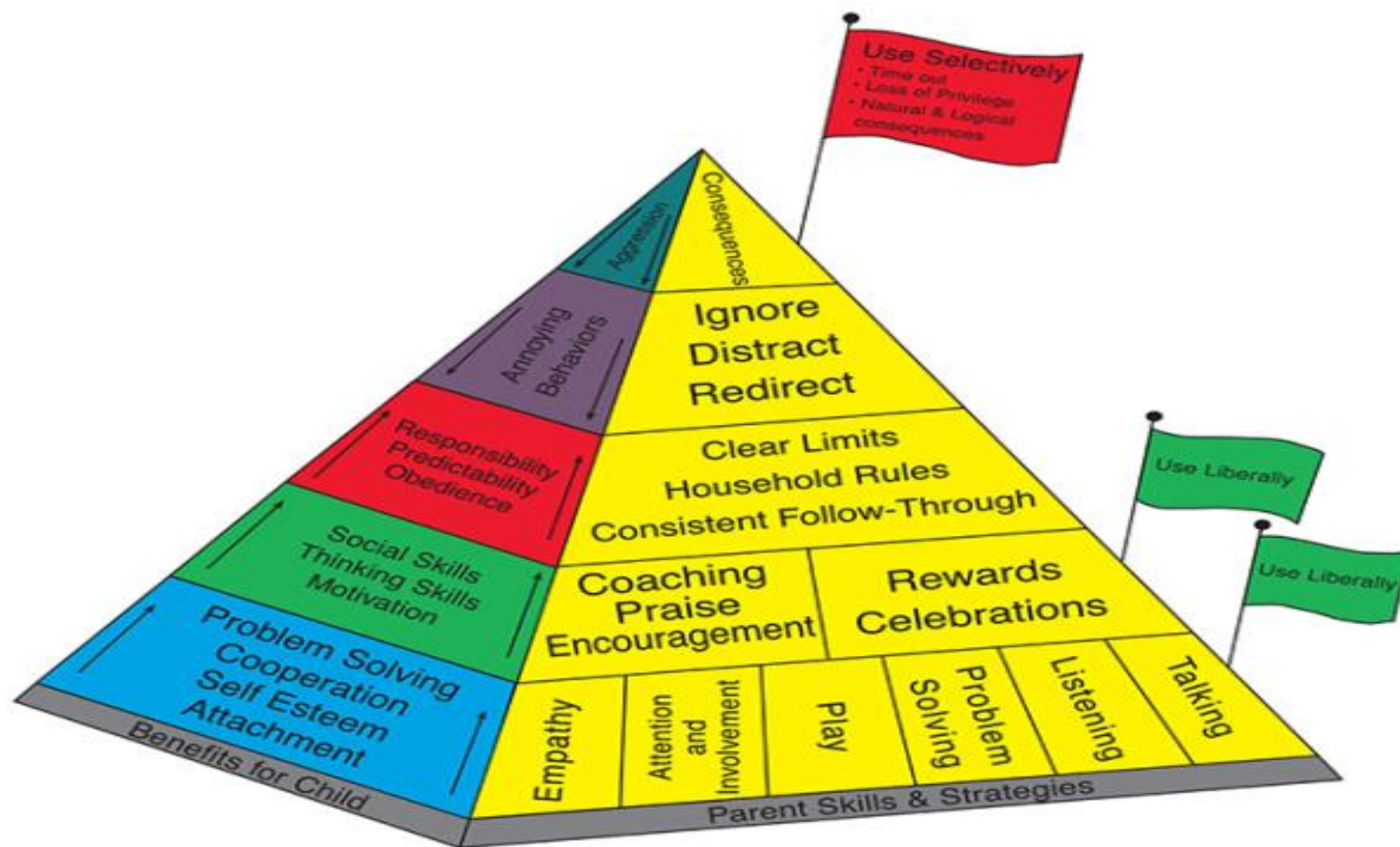
Practice the skills



Aims of today

- ▶ As the aims of today were to build your skills in developing these items in children turn to the person next to you and identify 3 things that you would like to develop with your child i.e concentrating, sharing, listening, turn taking, following instructions and decide when you might be able to do this through play every day with your child.
- ▶ What will you be coaching?
- ▶ What activity will you be having to do with your child to achieve this?
- ▶ When will you find time to do this?





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Praise

- All children (and adults) respond better to praise than to criticism
- Praise that is given unconditionally is more effective than praise that is limited
- What makes praise effective?



Praise

- Research has found that lack of praise and positive attention can lead to increase in misbehaviour
- Praise is important in helping a child develop a positive self-image
- Praise motivates children to persist with difficult tasks*
- Praise helps children develop appropriate prosocial behaviour via modelling





IT AIN'T WHAT YOU DO IT'S

THE WAY THAT YOU DO IT.



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Types of Praise

➤ Specific Praise

- Praise linked to behaviour
 - **“You were good at taking turns during the game”**
 - **“Well done. You tidied up your toys so quickly when I asked you to”**
 - **“I liked it when you waited patiently for me to finish talking on the phone”**

➤ Vague Praise

- General comments rather than linked to specific behaviours
 - **“That’s great”**
 - **“Fantastic!”**
 - **“Good boy”**



How to Give Effective Praise

- Praise immediately after appropriate behaviour has occurred and be specific i.e. explain to child what behaviours are being rewarded
- Show enthusiasm! Praise is only really effective if you mean it. Be conscious of non-verbal behaviours (e.g. smile, eye-contact, hugs)
- Don't dilute praise with a command, suggestion or criticism
- Watch out for any put-downs e.g. "Well done for tidying away your toys. Why can't you do as you are told the rest of the time!"



Specific labelled Praise - Key principles

- ▶ Catch you child being good
- ▶ Don't worry about 'spoiling' your child with praise.
- ▶ **Increase praise for difficult children**
- ▶ Model self-praise
- ▶ Give labelled specific praise
- ▶ Make praise contingent with behaviour
- ▶ Give positive praise and encouragement that you want to see more of.
- ▶ Praise immediately. Use hugs and kisses.
- ▶ Use praise consistently.
- ▶ Praise in front of other people if you want a doubling up of the impact.

- ▶ **Examples of behaviours to praise:**

- | | |
|---------------------|-----------------------------|
| ▶ Sharing | Being thoughtful |
| ▶ Being patient | Good behaviour at the table |
| ▶ Solving a problem | Walking slowly |
| ▶ Doing chores | Putting toys away |
| ▶ Coming in on time | Doing homework |

Complying with requests
Cooperation

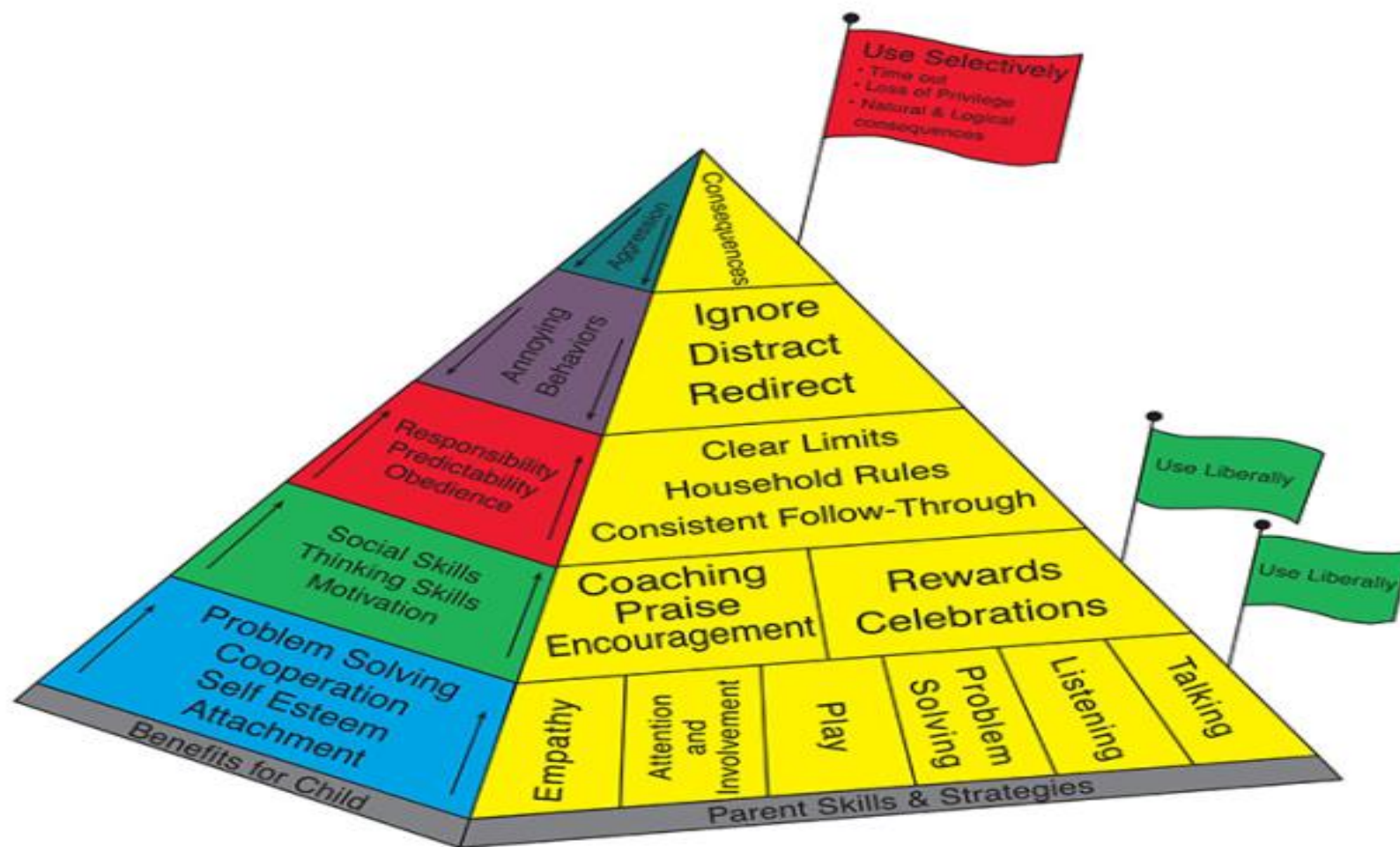
Catch them being good!

Take home challenge

- ▶ Take note of your child's everyday efforts and achievements
- ▶ Tell them what they have done well
- ▶ Double the amount of praise you give them - the more the better!
- ▶ Try this every day for at least a week



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■ Boundaries and limits

Boundaries and limits important to a child.

Why are family rules important?



Setting Family Rules



- **Why are family rules important?**
 - Child understands what behaviours are acceptable
 - Helps a child learn the difference between acceptable and unacceptable behaviours
 - Encourages the child to make choices about their behaviour & to learn from their mistakes
 - Models prosocial skills
 - Prepares the child for life!

Family rules that promote school success

- ▶ Appropriate bed times - Sleep matters!
- ▶ Reduced screen time - no screens in bedrooms ?
- ▶ Rules about what is being watched on screens.
- ▶ We all eat breakfast.
- ▶ We read our school book every day for 5 minutes.
- ▶ We play together for 10 minutes every day.
- ▶ Others?

Setting Family Rules: Key Points

- Parents to agree upon rules before discussing with children
- Be careful not to have too many rules or to define limits too narrowly
- Reduce commands - 'Pick your battles'.
- Be specific about rules - compare "be nice to your brother" with "take turns when you are playing together"
- Include rewards and positive reinforcement as well as using consequences



Clear Commands

- Use of language when speaking with children is very important.
- Chain commands
- Negative commands
- Vague commands
- Question commands
- 'Lets' commands
- Commands followed by the rationale



Guidelines for Giving Clear Commands

- Use sparingly-Do not give commands constantly
- Pick your battles
- Research shows that 'normal' children fail to comply with their parents request about one third of the time.
- Most parents give their children 17 commands every half hour
- Children with conduct difficulties receive on average 40 commands in half an hour
- Must be prepared to follow-through if child does not comply



Giving Clear instruction

1. Get the child's attention
 - Move close
 - Say the child's name (no more than twice)
 - Establish eye-contact
2. State the instruction clearly
 - Give one instruction at a time
 - Give 'Do' commands
 - Use a firm voice
 - Use action words (e.g. do, put, go)
 - Use simple language and sentences
 - Use gestures if appropriate
 - Rationale (if required) to be given before command
3. Wait 5 seconds
 - Count silently to 5 (child needs time to respond)

Just remember!

- ▶ <http://www.youtube.com/watch?v=Nem0bkErGVY>



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To sum up

- ▶ We know the behaviours that we want to see in our children
- ▶ We are clear about what schools would consider to be ready to learn and pro social behaviours
- ▶ We know what children want and how they will try to get it.
- ▶ Lets do it!

Activity

- ▶ Turn to the person next to you and name 2 things you will take away from this session or things you might do differently.



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