

Butterfly Parent Training

Welcome and Introductions

Revision of last week

Review of Homework

How do we nurture children

Investing in your child's future

Building secure and insecure attachments/relationship checklist

Developing insecure attachments by putting children down - MICHAEL/Developing secure attachments by positive interaction - MARY

Building self esteem

Parent trap

Catching children being good

Homework task

Important aspects of parenting

In order to build a secure relationship with our children we have to give them important messages through our ***behaviour***.

I will try to understand how you feel and think about things.

I love to be with you, to share and do things with you.

I am the adult and know how to keep you safe and happy.

I will be the same person, and still care for you even when you are very angry or are not cooperating with me.

Responsiveness: 'I will try to understand how you feel and think about things'

This means 'putting yourself in their shoes' and trying to empathise with how your child thinks and feels. You will notice what they do and say and try to interpret it. Eg. Are you feeling cross because I said 'no' to sweets'. It is disappointing when you can't have something that you really want.

Availability

Children need to feel that you like to be in their company. If they don't have this feeling, they are likely to pester and badger a great deal to get your attention.

This might feel unreasonable, as though your child is never 'satisfied' with what you give them.

If life is very stressful for you, then you may be busy and distracted. It may help you to plan in some special activities so that your child/children come to feel that you will be available to them. If they have the feeling that you like them they will understand and cope when you have to say 'not now but later (when)'.

Consistency

Keeping to general routines, following through on promises and following through on what you say most of the time, helps your child to feel that the world is a fairly predictable and unthreatening place. If you change the rules too much and too often they may start to feel unsure about how things are. They may try to push and test to see where the boundaries are. When people feel insecure and anxious they can become controlling, taking charge helps them to feel less helpless. Children are the same. Insecurity can make children very controlling, or stubborn or resistant.

Sometimes parents lose confidence in themselves and when they feel low like this, they can be less inconsistent. Sometimes they feel overwhelmed by their child's negative emotions or tantrums etc. If they can believe in the value of being consistent they can gain confidence and be stronger in setting boundaries.

Calmness

When children become angry or upset it triggers off these feelings within the adults who care for them. It is important that adults try to stay calm when their children are emotional. This allows the child to feel supported and to learn to cope with their own very strong feelings. Shouting and 'ranting' increases the child's 'fight' or 'flight' response. Even if they respond to shouting by co-operating they will be doing so with hidden feelings of anxiety or resentment. Appearing calm to your children will in the long term encourage calmness within them.



**Me, I'm fine,
great, O.K.**

Michael.

Michael was in bed when his mum shouted to him to get up, he felt tired and rolled over. His mum came into the room and shouted, "Hurry up Michael you are going to be late again". RIP

Michael went downstairs and joined his sister at the table. He asked her to pass him the Cocoa Pops, but she said "Get them yourself you lazy bones". RIP

Michael went upstairs and started to get dressed his mum saw him and said, "Michael look at your jumper how dirty it is, you are always spilling things down yourself". RIP

He then went into his bedroom to look for his school reading book but could not find it and he asked his dad if he knew where it was. His dad replied "Michael you should be more careful and remember where you have put your things for school". RIP

Michael began to get upset and his sister shouted out, "Cry baby cannot remember where he has put his book". RIP

He goes downstairs and his friend has arrived and he calls him a sissy for crying about his book. RIP

They arrive late at school and the head teacher shouted, "Michael this is not good enough you are late again". RIP

He goes into the class and rushes to get out his books and knocks over the pencil pot, everyone laughs. RIP

During the maths lesson Michael cannot do a sum, he asks the teacher to help him but she says he cannot do it because he was talking and not listening properly. RIP

The bell rings and Michael goes out to play, he asks to join in a game of tag but the other boys tell him to go away. RIP

They go back to class and the teacher asks them to find a partner to do a science experiment. Michael asks John to be his partner but John says, "I do not work with kids that are thick". RIP

Michael just wishes that it would soon be home time and he can tell his mum about his bad day. When he arrives home he starts to tell his mum about his bad day but she says, "Michael not now I am busy making the tea". RIP

Mary

Mary was in bed when her mum went into her room and smiled at her and told her that she needed to get up. **BUILD**

Mary went downstairs and joined her brother at the table. She asked him politely to pass her the Cocoa Pops, he replied “anything for you my special little sister”. **BUILD**

Mary went upstairs and started to get dressed when her mum came up and said, “well done for getting your uniform on so quickly and how smart you look.” **BUILD**

She then went into her bedroom to look for her reading book but she could not find it and she asked her dad if he knew where it was. Her dad replied, “Mary it is on the coffee table in the lounge, you left it there after you had read it to me so perfectly”. **BUILD**

Mary said “Thanks dad for remembering”.

Mary went downstairs and her friend had arrived and she called out, “Mary I like your hair in that plait”. **BUILD**

They arrive at school on time and the head teacher said, “Good morning girls what lovely lining up”. **BUILD**

Mary goes into her class and she sits down and gets her reading book out straight away. Her teacher praises her for coming to the table quickly.

BUILD

During the maths lesson Mary cannot do a sum and she asks her teacher for help and her teacher compliments her on asking so politely. **BUILD**

The bell rings and Mary goes out to play, she asks to join in a game of jag and the other girls say, “of course Mary you are our friend”. **BUILD**

They go back to the class and the teacher asks them to find a partner to do a science experiment. Mary asks Lucy to be her partner and Lucy says “yes please Mary you are really clever”. **BUILD**

Mary looks forward to going home to tell her mum about her good day she has had at school. When she arrives home she starts to tell her mum about her good day but her mum says, “Let’s sit together on the settee then I can give you a cuddle whilst I hear all about your good day”. **BUILD**

Building self esteem

When people have positive feelings about themselves and feel valued by those around them they can be said to have good self-esteem. Self esteem can vary from situation to situation. Children are less good at hiding their feelings than adults and will show their lack of confidence by shrinking away from challenge, by boasting, putting others down, or perhaps by getting easily tearful, frustrated or angry.

The following experiences reduce self-esteem in children.

Too much criticism.

Too many failures.

Separation and fear of separation.

Being left out of social groups.

Witnessing family conflict.

Lack of boundaries for behaviour.

Lack of warmth and attention from parents.

Loss of a loved one.

Trauma.

Too much pressure to be successful

Harsh discipline.

The following experiences build self-esteem in children.

Lots of praise.

Not too many failures.

Inclusion in social groups.

Success in areas important to the child. Clear and consistent boundaries

Separations which are short and well managed.

Witnessing how conflicts can be resolved.

Acceptance (it's OK to make mistakes, it's OK to be you).

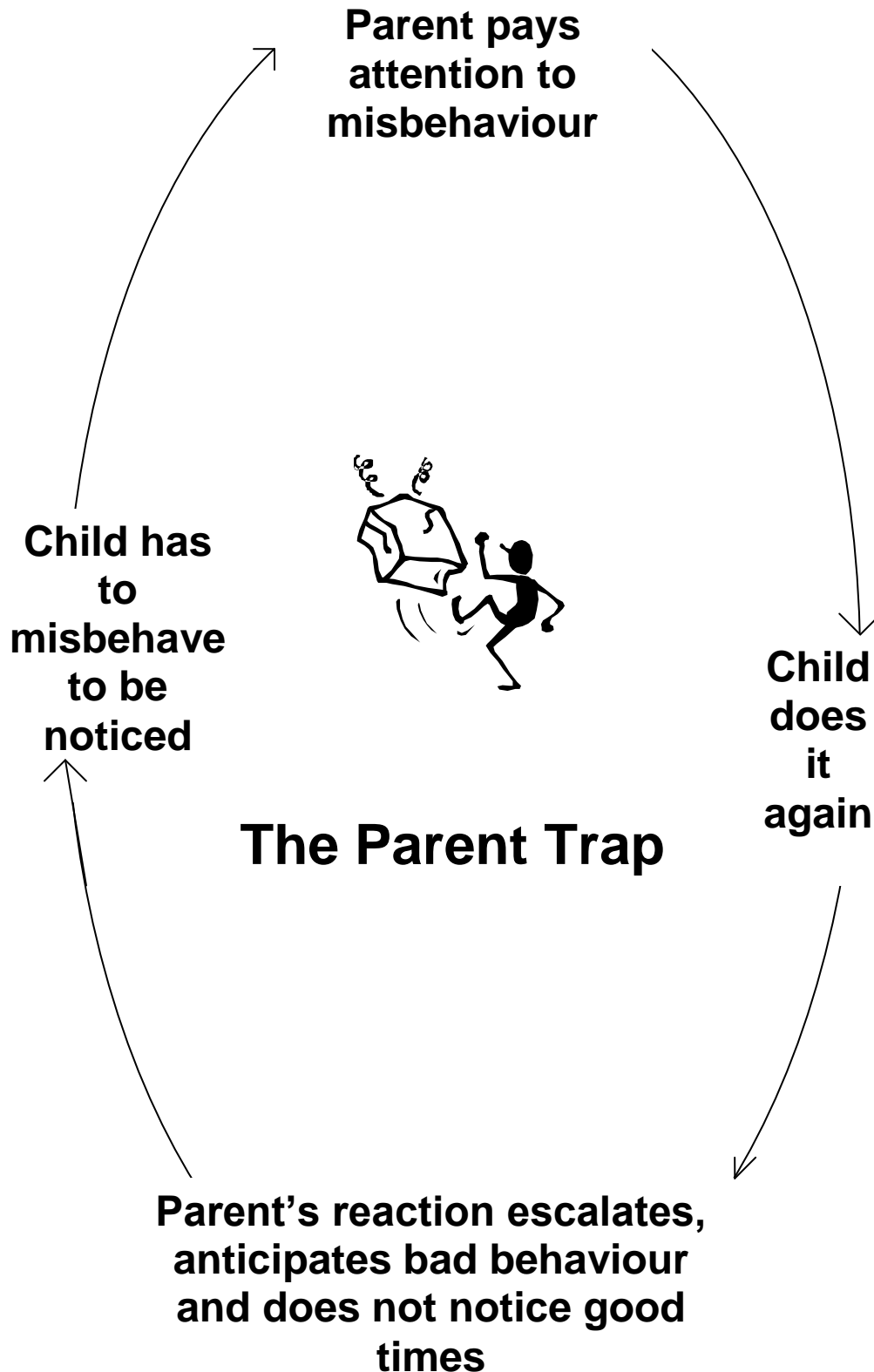
Warmth and positive attention from parents.

Support to do things that are challenging

Love and support during difficult times.



This cycle develops with most parents at some time, perhaps with only one of their children. To break it they need to **CATCH THEM BEING GOOD**



Homework

Pay particular attention to all the good things your child does