

Butterfly Parent Training

Welcome/Round robin

Review of Homework

Effective Communication

- ❖ Being specific
- ❖ Mixed messages
- ❖ The Dreadful don'ts
- ❖ The art of good listening and communicating

Homework

- ❖ practising the language

Effective Communication

Effective communication is about saying things clearly to your child that they can understand and act upon. It is also about sharing thoughts, ideas and feelings. The following are important characteristics in communicating effectively and thereby assisting children to respond in an appropriate manner.

Being Specific

When using praise to encourage desirable behaviours, it is important that your child knows exactly what they are being praised for. A simple "Good Boy" aimed at a child who is sitting colouring could mean:

- ❖ Mum's pleased with me for sitting quietly"
- ❖ mum's pleased I'm staying in the lines"
- ❖ Mum's pleased I'm using red - I'll do all my drawings in red"

Remember:

- ❖ The aim is to let your child know that you are really pleased with their behaviour - move closer and make eye contact - show that you're really interested in what they are doing. Let them know you're pleased; offer a hug or gentle touch.
- ❖ Much of what we communicate is in an unspoken form, so..... look pleased and sound pleased!!!

- ❖ Avoid coded language with generalisations. e.g. "There's a little girl who's going to be going to bed very shortly if she doesn't watch out." Your child will be wondering who it is you are talking about and all that you will have achieved is to generate an air of uncertainty.

- ❖ Avoid instructions in disguise e.g.
"Is there anyone who's not going to eat their tea again?"

- ❖ Always use the child's name first to get their attention.

- ❖ Avoid saying "no." It is better to use "**when** you have.....**then** you can....."

- ❖ If you are giving an instruction that is non-negotiable, it is most effective to say, "Jack **you need to** sit at the table."

- ❖ Avoid asking questions e.g. "Samina would you like to get ready for bed?" You might find Samina says "no!"

Mixed Message

Be specific when you are talking to your child. Make your expectations clear. Do children know what you mean by "being sensible", "super sitting" etc? Tell them clearly what you expect and point up these behaviours in other children and adults, when you see them occurring. By referring frequently to good behaviour in others you will be able to use these other children and adults as positive role models. "I like the way daddy is sitting and waiting for his tea without fussing."

The Dreadful "Don'ts"!!

As a society we are very good at telling children what they shouldn't be doing:

"DON'T RUN"

"DON'T CLIMB ON THE FURNITURE"

"DON'T TALK TO ME LIKE THAT"

..... but telling children what **not** to do doesn't give them the information they need to **know about** what they **should** be doing.

Try to imagine how you would feel if someone was to suddenly say

"DON'T SIT THERE"

- ❖ Would you know what was expected of you? Or
- ❖ Would you stand there feeling anxious, confused and uncertain of what to do next?

If you catch yourself saying "DON'T", stop and try to think about what you want your child to be doing; e.g.

"You need to remember to walk"

"You need to find your shoes now"

"You can ask me to reach that puzzle for you"

By turning the 'DON'Ts' into "DO's" your child will become clear about the behaviour that you expect from them. If praised for responding to instructions, they will soon be on the road to becoming happier, more secure and compliant children.

The Art of Good Listening and Communicating

Feeling 'heard' is really important to young children and indeed to grown ups too! Have you ever tried to have a conversation with someone engrossed in a newspaper who doesn't look up and responds only with the odd grunt? Frustrating isn't it! Yet how often are you able to sit down and offer your child your undivided attention? Are you more likely to catch yourself going 'Mmmmm' and offering only half an ear while you juggle several other tasks? No one can give a child all their attention all of the time but it can be a good idea to set aside a bit of time each day simply to listen to anything that your child has on his/her mind.

Think about how you listen to the people you know.

- ❖ Do you pay more attention to one child than to another?
- ❖ Why do you think this is?

Listen to how other adults talk to children - this can pass the time when standing in a queue somewhere.

- ❖ How many times do you hear "Well done, I'm pleased with you"?

- ❖ How many times do you hear "Shut up", "Come here", "I've told you NO already", "Wait till I get you home".

Think about how you communicate with others - adults as well as children.

- ❖ How to you get **your** message across?
- ❖ Who do you find easiest to understand?

Think about your child and how you talk to them.

- ❖ Try being simpler and more direct in your communication with your child Become aware of long sentences and mixed messages

How to Be a Good Listener

Establish a regular 'together time' when you are unlikely to be interrupted.

Encourage your child to share their thoughts and feelings. You may need to begin by talking about what has happened in your day e.g. "I felt really sad it rained today and I couldn't hang my washing outside".

- ❖ Show that you are interested in what your child has to say - stay on her/his level and keep good eye contact. Try not to interrupt or leave the room.
- ❖ Check out that you have understood by occasionally repeating a little of what has just been said "So she hid her doll from you all afternoon is that right"?

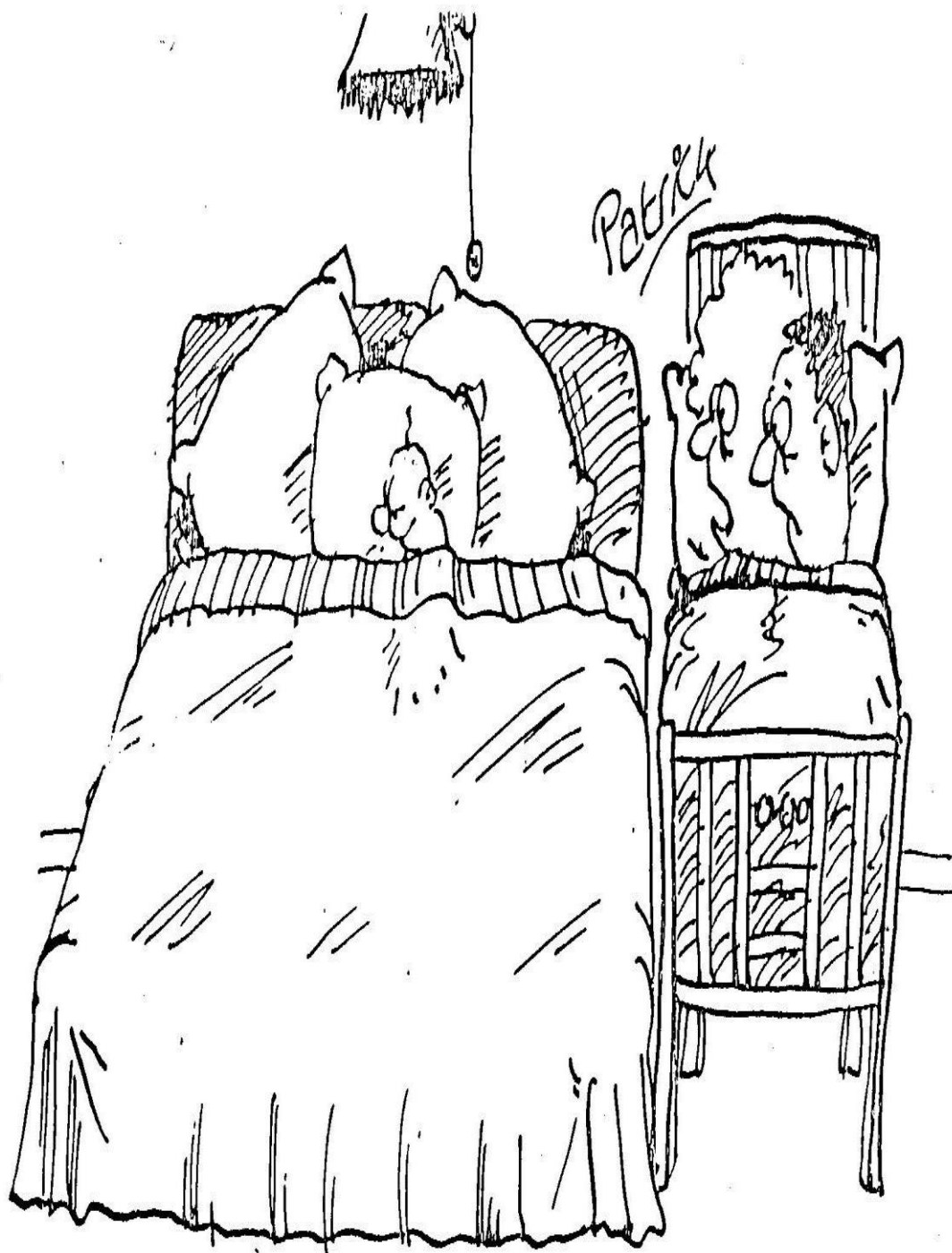
- ❖ Try and imagine how your child may have been feeling in the situations that are being described and share your ideas "I guess that made you feel really cross". Allow your child to correct you if you get it wrong.
- ❖ Don't rush in with advice or criticism, try and help your child discover their own solutions to the problems.
- ❖ Let your child know that everybody gets sad and angry sometimes and that it is OK to feel like that. Where appropriate talk about your own coping strategies or share your own memories of childhood.
- ❖ If your child wants to talk about something important when you are busy, rather than give 'half an ear', make sure that you set aside a time later in the day and stick to it.

Taking time to be a good listener will help you to stay in touch with what is going on in your child's life and make them more likely to trust and confide in you.

**It really is 'good to talk
and listen'**



A person behaves in a certain way because he has been taught or because he has not been taught to behave differently



"I do hope we're not spoiling him"

source: Patrick

Homework Task

- ❖ Practise the language