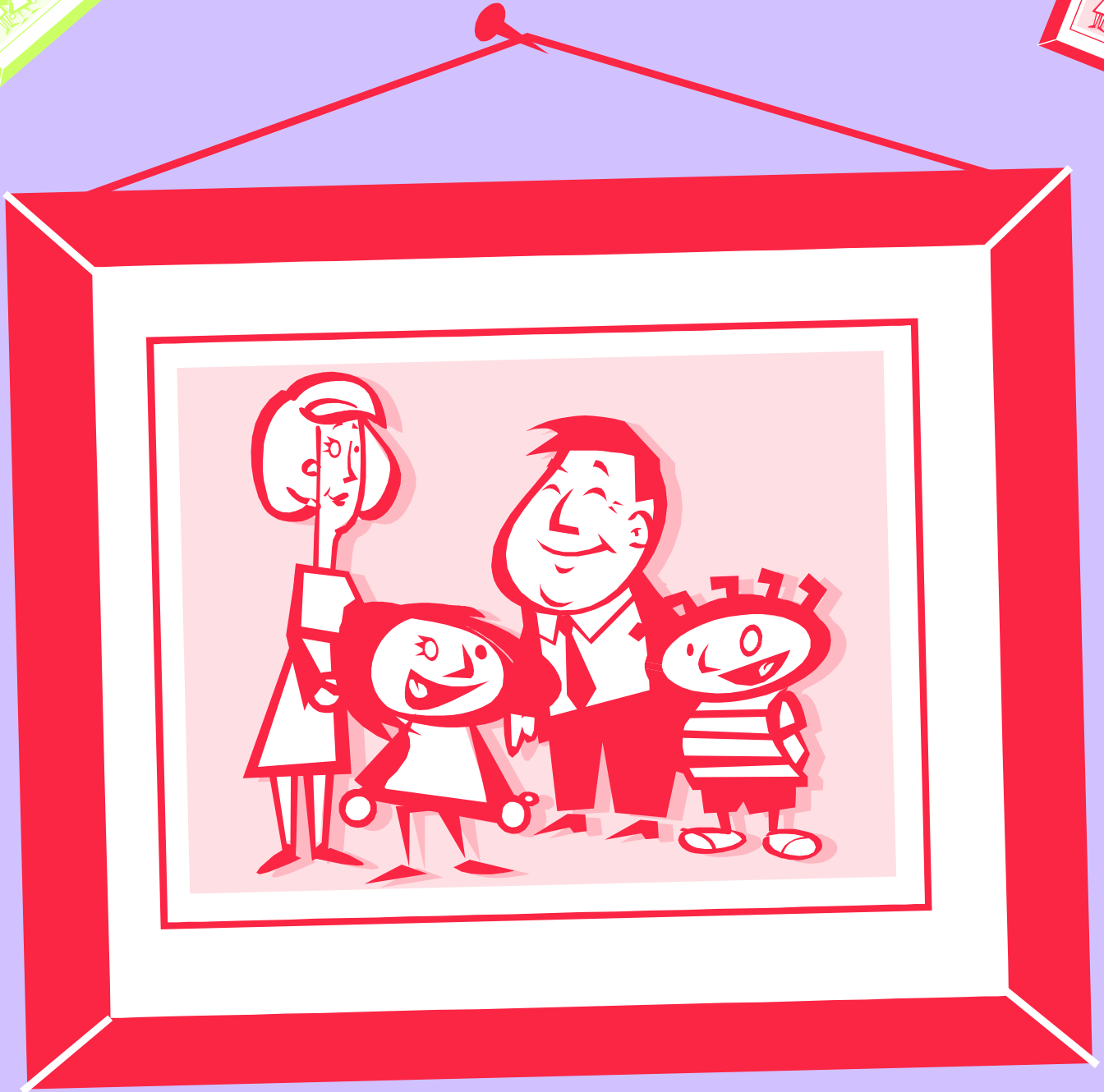


# Social Inclusion Team



## Top Tips

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*“If you always do what you’ve  
always done, then you’ll always  
get what you’ve always got”*

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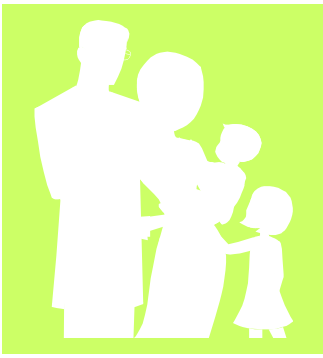


# Choice

**Choice** is a key word and can be used to create the illusion of choice when in fact there is none. E.g. 'Jack you can clear away the table now or in three minutes, its your choice.' Use with pause or take up time. Remember that we need to give our children time to process what we are asking them to do.

Once they have complied, we follow up with a 'well done' of specific praise i.e. well done for putting your toys away or well done for making the right choice or well done for sitting quietly at the table.





# Broken Record Technique

**Broken record technique** is a request that is repeated over and over again until the desired response is obtained.

Attempts at distraction or changing the subject are resisted.

E.g.

Adult: Kyle we need to put our toys away now thank you.

Kyle: But I'm really enjoying my game

Adult: I **understand** what your saying Kyle, but right now we need to put our toys away, thank you.

Kyle: You always let Sian play longer

Adult: I understand what your saying Kyle but right now we need to put our toys away, thank you.

*The request is repeated until we get what we want.*

Saying I understand shows the child that we have listened to what they have said and acknowledged their point of view.





# Assertive Statements

**Clear short statements** saying what you want the children to do.

“Simon, I want you to switch off the Xbox, and come and sit by the table.”

“Lisa, we need to finish our homework first, before we put the TV on”

“Rod, hang your coat up behind the door, thank you”





## The Number '3' Rule

1. You tell your child clearly what he should be doing  
“John please get down and sit on the settee”...  
If he listens **thank him** “John thank you for listening and getting down straight away, well done”.
2. If he does not listen.....  
“John I just asked you to get down and sit on the settee. If you don't the television is going to go off”  
You have now given a clear message of what will happen next. If he listens, again he needs **praise**...  
“Well done John, thanks for listening. Enjoy your programme”.  
It is important **not** to start another battle by saying  
“It's a pity you didn't listen the first time, you never do, do you?” Be glad he did listen and stay with the praise.
3. If he does not listen it is time to use the famous words  
“This is the **last** time I am going to tell you. Get down and sit on the settee or the television will go off”.

The words “This is the last time” are so important. Last means Last. Sometimes parents say “This is the last time...” followed by “This is the VERY LAST time..” followed by “I am not telling you again....” Followed by “How many times must I tell you....” In other words there never seems to be a last time because the last time goes ON AND ON... Remember there is only one last bus at the end of each day and there is only one last time. Again if the child listens, then you can praise, but if the child continues to ignore your requests, then the TV gets turned off. In time the child learns that as an adult, you mean business and will begin to listen to what you say or they will clearly know what happens.

When you set out a new way of working or parenting, your child changes do not happen over night. The child needs to see that you mean what you say and more importantly the child needs to experience that you do what you say.





## Reward The Good Behaviour

- ◆ Give children lots of **praise** when they are behaving well. Try not to focus on when they are not behaving well, children will try and get attention from their parents whether its good or bad.
- ◆ **Reward the good behaviour** this doesn't have to be something expensive, it can be simply praising them for doing something they should be doing e.g. well done, good boy for tidying your bedroom. Be specific so they know exactly what you are praising them for. This praise and encouragement will boost your child's self esteem.
- ◆ Try and ignore small bad behaviours, your child will learn that this behaviour no longer gets them the attention.







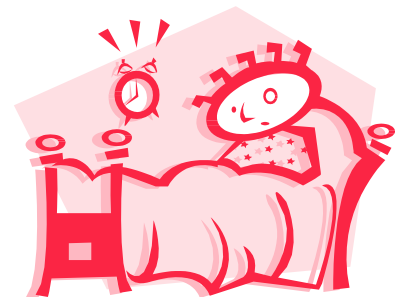
# 'I' Statements

To express how we feel, using 'I' instead of 'you' prevents people feeling blamed

"When you ...(say behaviour), I feel ...(say feeling), because ...(say why)"

E.g.

"When you don't wake up in the mornings, I feel frustrated, because you will be late for school"





# Family Contract

- ◆ Negotiate it with the child
  - ◆ Agree exact behaviour
  - ◆ Agree exact incentive
  - ◆ Agree exact sanction
- ◆ Write down the agreement
  - ◆ Stick to it!



# Reward Charts

## STAR CHART



NAME:

NAME:

NAME:

I WILL:-	MON	TUE	WED	THUR	FRI	SAT	SUN	TOTAL

When I reach my goal of .... stars  
I will receive

When I reach my goal of .... stars  
I will receive

When I reach my goal of .... stars  
I will receive



## Some words to think about

**When you ..... then we .....** E.g.  
when you put your toys away, then we can start the DVD

**You/We:** remember that *you* can be a blaming word, it's better to use **we**, 'we' means everyone is involved. It's seen as a fairer word.

**This/That:** we will deal with *this* later (the word '*this*' keeps the problem current and it means it hasn't gone away), we will deal with **that** later (the word '**that**' suggests that the problem has been dealt with and it is unlikely that we will need to deal with anything later)

**No should mean no:** Though for some children '*no*' is a trigger word. If it is we could use **maybe** e.g. we need to sit at the table, and **maybe** you can have a lolly after food (in this scenario the child has asked for a lolly pop before food).

**Please/Thank you:** “sit at the table *please*”, “sit at the table **thank you**” both sentences sound the same, but the **thank you** at the end shows our expectation that what we have asked for will happen. There is a suggestion with *please*, that we are not quite sure that it will.

**But/And:** remember all the good things we say before the word ‘*but*’ are wiped away by the word ‘*but*’. What the child will hear is the negative after the word ‘*but*’. ‘*and*’ is a better word to use. E.g. I liked the way you tidied up all of your clothes, *but* your toys need to be put away. Instead.... I liked the way you tidied up all of your clothes, **and** we need to put our toys away.



**If:** suggests that we are giving a choice, and we may not always be wanting to give a choice.

**Try:** is a word that suggests we may fail, e.g. *try* and find a better deal than this. *Try* here implies that you will fail to get a better deal.



## Ratio 4 : 1

4 praise

1 positive direction

E.g.

“I like the way your sitting quietly”

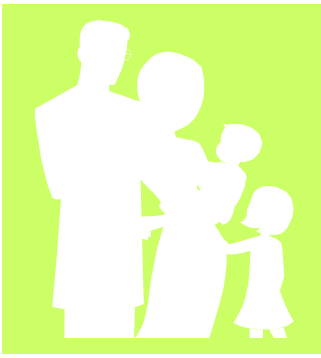
“Excellent you have eaten all your food”

“Well done for waiting for your sister to finish”

“God boy for asking to leave the table”

“We need you to put your shoes on ready to go out, thank you”





# Useful Contacts

**Brackla Meadows Neighbourhood Centre:** offers family support services including creche, after school club, parent and toddler group. Drop-in. Parenting groups. Individual support. Credit union.

Address: Brackla Meadows Family Centre, 3 & 4 Clos Y Waun, Brackla

Telephone: 01656 766067

Website: [www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

Email: [bracklameadows@nch.org.uk](mailto:bracklameadows@nch.org.uk)

**Bridgend Women's Aid:** Bridgend Women's Aid offer outreach support to women and children who do not want to go into the refuge

Address: 4 Court Road, Bridgend, CF31 1BN.

Telephone: 01656 766139 or 0808 8010 8000

Website: [www.welshwomensaid.org](http://www.welshwomensaid.org)

Email: [bridgendwa@aol.com](mailto:bridgendwa@aol.com)

**SNAP Cymru:** a Charity that offers information and support to families of children and young people who have special educational needs. These may be additional learning needs or disability.

Telephone: 0845 1203730

Website: [www.snapcymru.org](http://www.snapcymru.org)

Email: [headoffice@snapcymru.org](mailto:headoffice@snapcymru.org)

**Contact a Family:** provides support, advice and information for families with disabled children, no matter what their condition or disability.

Telephone: 0808 808 3555

Website: [www.cafamily.org.uk](http://www.cafamily.org.uk) or [www.makingcontact.org](http://www.makingcontact.org)

Email: [helpline@cafamily.org.uk](mailto:helpline@cafamily.org.uk)

**Samaritians:** provides confidential non-judgemental emotional support, 24 hours a day for people who are experiencing feelings of distress or despair, including those which could lead to suicide.

Address: Chris, P.O. Box 9090, Stirling, FK8 2SA

Telephone: 08457 90 90 90

Website: [www.samaritians.org](http://www.samaritians.org)

Email: [jo@samaritians.org](mailto:jo@samaritians.org)

**Childline:** a counselling service for children and young people.

Telephone: 0800 1111

Website: [www.childline.org.uk](http://www.childline.org.uk)

**Parent line Plus:** Parents contact about all aspects of family life that include all stages of a child's development, issues with schools and parenting/relationship support.

Telephone: 0808 800 2222

Website: [www.familylives.org.uk](http://www.familylives.org.uk)

**Face 2 Face Scope:** the one-to-one befriending service for parents of disabled children

Telephone: 0808 800 3333

Website: [www.face2facenetwork.org.uk](http://www.face2facenetwork.org.uk)

**Gingerbread:** provide advice and practical support for single parents.

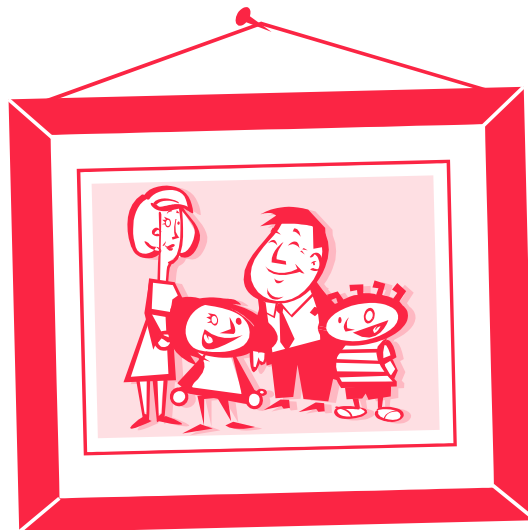
Telephone: 0808 802 0925

Website: [www.gingerbread.org.uk](http://www.gingerbread.org.uk)

**NSPCC:**

Telephone: 0808 800 5000

Website: [www.nspcc.org.uk](http://www.nspcc.org.uk)



# Social Inclusion Team

Working in partnership with  
Behaviour Support Service | Education Psychology Service | Education Welfare Service  
01656 815227 | 815229 | 815275  
Bridgend County Borough Council

