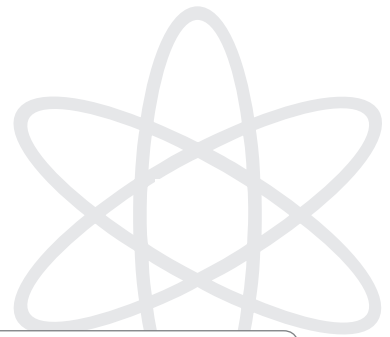


# 'Managing my child's behaviour' handout 1 of 3



## Think

When my child misbehaves, do I ever react differently because of his stammering?

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Why? \_\_\_\_\_

An example of when I have reacted differently when he did something wrong \_\_\_\_\_

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How would I have reacted if his brother or sister had done the same thing wrong? \_\_\_\_\_

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***Brothers or sisters of children who stammer might think it's not fair if a different set of rules apply to them!***

What could happen if I keep on treating him differently because of his stammer? \_\_\_\_\_

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***Some older children who stammer say that they can get away with things because their parents or teachers are worried about telling them off!***

A child who stammers may be told off for interrupting when he is speaking well, but allowed to interrupt when he is stammering. What kind of message is he getting? \_\_\_\_\_

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## Challenging behaviours

I find it difficult to know how to handle my child when he \_\_\_\_\_

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## How to react when a child won't co-operate

**Example: You put your child to bed but he keeps coming downstairs**

**Possible reaction:**

-  **Tell him off**
-  **Shout at him**
-  **Ignore him**
-  **Give in and let him watch TV with you**
-  **Threaten him**
-  **Take him back up and get into bed with him**
-  **Smack him**

Some different ways to react:

-  Describe the problem: 'I see someone has come downstairs who is supposed to be in bed.'
-  Give information: 'Children who don't stay in bed don't get enough sleep and they get tired and grumpy.'
-  Say it with a word: 'Bed!'
-  Talk about your feelings: 'I feel disappointed that you are down here and I'm worried about how tired you will be tomorrow.'
-  Write a note: 'Go back to bed!'

## Thinking of different ways to handle a problem

We often get stuck when we are faced with a problem. We think we have tried everything and nothing works.

Sometimes we need help in thinking of some new ideas for tackling it. But who can we ask?

**Ask your children to help you!**

Children can be very creative thinkers.

How to solve a problem \_\_\_\_\_

\_\_\_\_\_

**1** Write the problem down

'My problem is \_\_\_\_\_'

**2** Brainstorm ideas

Take it in turns to think of different ideas to handle the problem. Don't judge the ideas. Write each one down, even if you don't like the sound of it or you have tried it before. Encourage wacky ideas – you never know! Keep on thinking up new ideas until there are no more.

## Managing my child's behaviour 3 of 3

- 3 Think about each idea  
Decide whether you want to give it a try, then keep it in or cross it out.
- 4 Put the ideas in order  
Choose the idea you would like to try first, then second, etc.
- 5 Try it out!

### Making a child feel good when he gets it right

**Why do teachers give out stars or merits?**  
**Why do bosses give employees a bonus?**  
**How do people train dogs to do tricks?**

Merits, treats, bonuses, stars, house points: these are all used to reward something good and encourage us to do more of the same.

Sometimes it helps children to change their behaviour if there is an extra reward.

Star charts can be helpful.

- \* Decide with your child what the target will be  
For example: 'When I go to bed I will stay there.'
- \* Make a star chart with your child
- \* Tell your child that each day he goes to bed and stays there, he will be given a star to stick on his star chart
- \* You may decide to tell your child that if he gets five stars he will get a special treat, like a trip to the park
- \* Beware of making the treat too exciting or expensive, you might not be able to follow it next time!
- \* Some children don't need the extra treat – the star is rewarding enough.

