

5 STEP PROGRAM - SEMINAR/WORKSHOP for PARENTS & TEACHERS

How can we best guide our children, enable them to become happy, achieving young people?

1. UNDERSTAND their AGE/STAGE and related LIFE TASKS

- ◆ Stage 1: 0 to 1 years: Task: to learn to trust ... (not mistrust)
 - Our role: to meet their needs consistently & responsively = establish trust
- ◆ Stage 2: Toddler - 1 to 2 years: Task: to become autonomous ... (not doubting self, ability)
 - Our role: to encourage initiative & reassure when make mistakes = build confidence
- ◆ Stage 3: Early childhood – 2 to 6 years: Task: to learn to use initiative ... (not feel bad or guilty)
 - Our role: encourage independence in action and learning through play, be consistent in teaching about acceptable behaviour
- ◆ Stage 4: Primary school – 6 to 12 years: Task: To become competent, industrious... (not feel unable, inferior)
 - Our role: Support child's learning – stimulate interest, encourage work ethic & mastering life skills, relating with peers, working in a structured environment etc. at home & school
- ◆ Stage 5: Adolescence – 12 to 18 years: Task: To develop personal identity ... (as opposed to role confusion)
 - Our role: To reassure trust & caring, while enabling independent thought & action, sense of competency, achievement and control so they are able to clarify their vocation, sexual identity and their role in life.

Acknowledgement Erik Erikson

2. Establish simple GROUND RULES which guide & teach acceptable behaviour

Enable children to feel safe, secure... when children misbehave **always follow through** in order to teach children about their behaviour, about taking responsibility and learning to 'put it right'.

REMEMBER: Rules change as children grow... reassess regularly
Always ask ... what am I teaching my children?

3. Always remember BEHAVIOUR IS A MESSAGE... conveying how a child/person is feeling and how they are coping with their world.

- ◆ Be more aware ... learn to read behaviour ... pick up on the unspoken messages.
- ◆ It is OUR RESPONSE ... that is the key "THE DANCE" which guides our interactions
- ◆ We always have a CHOICE ... consider your choices ... "The COAT of MANY POCKETS" = skills of interaction

4. TUNE into your CHILDREN – LISTEN!

5. Teach them SELF CONTROL ... model behaviour ... enable self discipline

It all lies in... my response... CONTROL STRATEGY

1. **PAUSE ... STAND BACK ... Take 5!**
2. **MANAGE those FEELINGS**
3. **FOCUS on the BEHAVIOUR**
4. **Ask ... HOW IMPORTANT IS IT REALLY?**
5. **TUNE IN ... what is really happening here?**
6. **WHOSE PROBLEM IS THIS?**

Then act either assertively or supportively, following through as necessary, but always appropriately affirming.

6. TEACH your children INTERACTIVE SKILLS model, manage & teach them

- ◆ **To be ASSERTIVE** ... not aggressive, when there is a problem. Practice assertive skills - teach them about behaviour e.g. **state expectations, use I-statements, ask questions** i.e. don't keep "telling" them what to do e.g. *I told you ...*, or "threaten" .. *You know what will happen* Rather e.g. *When children are late - aren't home at agreed time, I worry that something has happened to them, so let me know if you are going to be late. Thanks.*
- ◆ **To EMPATHISE:** Our feelings are an inherent part of who we are, so no one can deny what we feel. Managing our emotions is key to managing ourselves. Empathic skill - **firstly accept/reflect/acknowledge emotion /situation with an open response** e.g. *You seem pretty upset about your marks. You look happy today. You sound a bit sad.* And if necessary limit behaviour e.g. *I can see you are really angry with your brother but we don't hit in this house. We cool off and then talk.* Then, if child needs further support, focus them on problem/situation with **open questions – use 'what, when, where, who, which' and 'how'** e.g. *What do you want to say ...? How could you do that? Who could help ...? When do you want to ...? etc.* **N.B. When feelings are 'high', don't use 'why'.**

