PARENTING FOR LIFELONG HEALTH FOR YOUNG CHILDREN

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THAILAND VERSION

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SESSION ONE

ONE-ON-ONE TIME WITH YOUR CHILD
HOUSE OF SUPPORT

- Sunshine of positive attention
- Roof: Positive Discipline
- Consequences to Support Compliance
- Ignoring Difficult Behaviours
- Daily Routines and Household Rules
- Helping Your Child Follow Instructions
- Praising Your Child
- Talking About Feelings
- One-on-One Time with Your Child

Walls: Positive Parenting
Illustrated Story 1 – One-on-One time with your child...

Maya and her grandmother are playing dress up during one-on-one time…

Mali, I have 5 minutes to spend One-on-One Time with you. What would you like to do?

Let's play dress up!

Mali pulls out a fancy scarf.

Okay! I see you are looking in the basket for something to wear…

Mali finds a dress to wear.

Thank you, I love it!

It’s for you.

What a big girl you are getting dressed by yourself.

That looks beautiful on you.
BUILDING BLOCKS

- Get down to your child’s level
- Look at your child and notice what s/he is doing
- Use your child’s name when you speak to him or her
- Accept what your child wants to do as long as it is a safe activity
- Follow your child’s lead during One-on-One Time
- Use words to describe what your child is doing
Illustrated Story 2 – Too much control...

This story demonstrates what can happen when a parent engages in competitive play and criticises a child during One-on-One Time.

Let’s play with the stones together, Aomsin.

Who can build a taller tower?

No, you are doing it wrong. Use the big stones for the bottom and the small stones for the top.

Where are you going? We were playing together!
BUILDING BLOCKS

- Allow your child to choose the activity during One-on-One Time as long as it is safe
- Let your child take the lead. Observe what your child is doing and accept his/her ideas
- Use words to describe what your child is doing instead of criticising your child
- Play at your child’s developmental level and pace.
- Find ways to play together instead of competitive games during One-on-One Time
Illustrated Story 3 – Letting your child take the lead...

Here we see Aomsin’s father taking a more collaborative approach to One-on-One Time with his child. He allows Aomsin to take the lead and is taking a more collaborative approach to One-on-One Time with his child.

BUILDING BLOCKS

- Use your child’s name when you speak to him/her
- Go down to your child’s level
- Accept what your child is doing and follow his lead
- Use words to describe what your child is doing
Physical Exercise

1. Stretching our bodies

- Stretch arms straight up as if you want to touch the sky (4 deep breaths)
- Stretch up into your left and right sides (4 deep breaths)
- Stretch to the front (4 deep breaths)
- Stretch to the back (4 deep breaths)

2. Head

- Stretch right arm up and put your head on your right shoulder, then put your hand on your ear. (4 deep breaths)
- Stretch left arm up and put your head on your left shoulder, then put your hand on your ear. (4 deep breaths)
- Link your hands and use the weight of your arms to hold the back of your head down. (4 deep breaths)
- Place chin on your chest and then move your head to the left so that your ear is near your shoulder. Then move head to the right. (4 times)
- Move your head around in full circles slowly (4 times)
3. Shoulders

Scrunch face, squeeze hands and bring shoulders up to ear. Hold body tight with breath.

Release everything breathing out loudly. (4 times)

Rotate your shoulders in circles to the front (4 times)

Rotate your shoulders in circles to the back (4 times)

4. Arms

Relax your arms and let them swing from your shoulders forward and backward with your knees bent slightly (10 times)

Slightly bend your knees and relax your arms. Turn from side to side leading with your hips and letting the rest of your body follow, including your arms, neck, and head. Allow your arms to swing from side to side. (10 times)
5. Waist
Hold your waist and make small circles in both directions (10 circles each direction)

6. Knees
Bend your knees a little and hold them with both hands, and make small circles in both directions (10 circles each direction)

7. Foot and Ankles
Place one foot on the ground in front of you. Rotate your ankle outward and inward. After 10 circles in each direction, switch feet.

8. Hands and Wrists
Rotate your wrists in circles as if you are painting. Make sure you go in both directions.

9. Shake Down
Shake your whole body in all directions.
10. Final Breath

Raise your arms above your head breathing in. Slowly allow your hands to float down by your side as you breathe out.

Stand with your eyes closed and notice how your body feels now.

Do these exercises every morning when you wake up!
USEFUL TIPS FOR ONE-ON-ONE TIME WITH YOUR CHILD

1. **Set aside a specific time to spend One-on-One Time with your child each day.**
   
   Choose a time when you are unlikely to be interrupted and when your child does not have something else that they want to do, like watching TV or playing with smart phones. *Switch off the television and put away smart phones.* Tell your child that you would like to watch them play and that they can choose what to do.

2. **Make sure that your child knows that you are watching them.**
   
   You need to sit close to your child and give them your full attention. Turn your body towards them or sit beside them.

3. **Let things go at your child’s pace.**
   
   Children need to do things in their own time. Try to give them time to explore and be patient.

4. **When attending to your child, give as few instructions or directions as possible.**
   
   Of course, you have to act if your child does something that he or she is not allowed to do, such as ignoring an agreed house rule, or wants to do something dangerous (like playing with matches), but generally when you are spending One-on-One Time with your child, he or she should lead the activity.

5. **Try not to ask questions.**
   
   Instead of saying "why don't you make a car?" or "What is that supposed to be?" comment on what your child is doing. Questions like this can distract a child and take their concentration away from the task.

6. **Listen to what your child is saying and watch them.**
   
   Listening to your child is more important than talking to them at this time. If you do talk you should describe what your child is doing. If your child asks a question, you can answer, but do not let them put you in a position of telling them what to do. Put the choice back to the child: “I wonder what you will decide to do?”

7. **Use words to describe what your child is doing.**
   
   Use words to describe actions, colours, shapes, numbers, sizes, textures, temperatures, tastes, sounds, and anything else that is happening!
8. **Give just enough help to let it be the child’s achievement.**

Play alongside and copy what they are doing but try to let them keep the initiative. If they ask what to do, turn the question back by asking what they could do or think that they might do next. For children who do not have self-confidence, it is particularly important that they do not get directions from adults all the time.

9. **Make only positive comments and avoid critical comments.**

Remember this is the child’s game. Can you think how you have felt recently when someone has been critical of you? There is no right or wrong in play, and within reason, what your child chooses to play is right for them. Your job is to show an interest and say something nice.

10. **During One-on-One Time try to ignore the things that you do not like your child to do, as long as it is safe and appropriate.**

Even if you help your child to choose a creative activity like making a doll or toy out of sticks and paper, she or he may still do some things that you do not like, such as act aggressively. This is best dealt with by ignoring – pick up a newspaper or a magazine for a moment or two until the play returns to something that you like.

11. **You are in charge of how long the session lasts.**

You must decide when the session finishes. Give your child a “Transition Warning” when there is one minute remaining in One-on-One Time.

12. **When you become better at paying attention to your child during One-on-One Time, start to do it at other times.**

When you feel confident about paying attention to your child during One-on-One Time, you can do it at other times, including when you are busy at some other task.

You can give your attention to your child’s drawing when you are peeling potatoes or to your child playing on the floor whilst you are washing dishes.

This is a lot more useful and enjoyable for your child than just sitting together in front of the television.

Your child also has to learn that you cannot attend whilst you are watching your favourite TV programme or talking to a friend on the phone because attending means concentrating on your child.
TAKING A PAUSE\(^1\)

Taking a Pause is a simple activity that allows parents to stop and reconnect with the present moment through their breathing. It gives them stability in their busy lives and centres us when things get difficult.

Taking a Pause can be used at any time during the day. It can also be a short activity (30 seconds) or as long as 3 minutes.

Taking a Pause can also be helpful when you find your child is irritating you or has done something wrong. It gives you a chance to respond in a more nurturing way instead of reacting negatively.

STEP 1: PREPARATION

Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap. [Pause]

Close your eyes if you feel comfortable. [Pause]

STEP 2: BECOMING AWARE

Ask yourself, “What is my experience in this moment?” [Pause]

Notice what thoughts you are experiencing. Notice if they are negative or positive. [Pause]

Notice how you feel emotionally. Notice if your feelings are pleasant or unpleasant. [Pause]

Notice how your body feels. Notice any discomfort or tension. [Pause]

\(^1\) Taking a Pause is an adaptation from Mindfulness Based Stress Reduction’s Breathing Space. Williams, Teasdale, Segal, & Kabat-Zinn (2000).
STEP 3: GATHERING ATTENTION

Bring your focus to your breath. [Pause]

You may want to place one hand on your stomach and feel it rise and fall with each breath. [Pause]

Follow your breath all the way in, how it pauses, and how it exhales out. [Pause]

If you notice that you have started to think about something, this is completely natural. [Pause]

If you notice that you are feeling very stressed, you may want to reassure yourself by saying “It’s okay. Whatever it is, I am okay.” [Pause]

Then bring your awareness back to the feeling of your breath. [Pause]

Keep your focus on your breath for a few moments. [Pause]

STEP 4: EXPANDING AWARENESS

Allow your focus to expand to the whole body. [Pause]

Allow your focus to expand to the sounds in the room. [Pause]

STEP 5: REFLECTING

Taking a moment to reflect whether you feel any different from before Taking a Pause.

When you are ready, open your eyes. [Pause]

You can Take a Pause at any moment in the day – especially when feeling stressed or when your child is upsetting you.
HOME ACTIVITIES

ONE-ON-ONE TIME WITH YOUR CHILD

- At least 5 minutes a day of One-on-One time with your child.
  
  Allow your child to choose what activity he or she wants to do. You can give the child options if you want.
  
  It is okay for this activity to be time-limited and to tell your child how much time is available.
  
  For example, “I have 5 minutes to have One-on-One Time with you, Miew. After that, I have to make supper. What would you like to do now?”

- Practice Child-Led Play during One-on-One Time by describing what your child is doing.

- One-on-One Time should be uninterrupted so that you can give your child your full attention.

DO THE PHYSICAL EXERCISE EVERY MORNING

- The physical exercise can help you with stress and pains in your body. Try to do it every day in the morning when you wake up.

TAKE A PAUSE

- Take a Pause whenever you are feeling stressed or upset, especially if it is about something your child has done. You can even take a very short pause – even one or two deep breaths. This may help you to choose to respond in a different way!

MEET WITH YOUR PLH PARTNER

- Find some time to meet with your PLH Partner to talk about how you are doing during the week.

The core activity is spending One-on-One Time with your child.
IT IS WHAT YOU DO AT HOME THAT MAKES THE DIFFERENCE!

SESSION ONE: PARENT REPORT

Name: ________________________
Child Name: ________________________

Please check the boxes if you completed your home activities on that day. This will help you keep track on your progress during the week!

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SESSION TWO

TALKING ABOUT FEELINGS
ILLUSTRATED STORY 4 – Communicating about positive and negative emotions

BUILDING BLOCKS

- Notice when your child is feeling good and bad
- Accept both negative and positive emotions
- Use words to describe these emotions for your child
- Share your own feelings with your child.
- Model the behaviour you want to see in your child
Illustrated Story 5 – Acknowledging difficult feelings...

This illustrated story shows how acknowledging feelings can help children cope with difficult issues facing the family.

BUILDING BLOCKS

- Acknowledge your child’s feelings – even the difficult ones.
- Get down to your child’s level when talking about feelings.
- Use physical and verbal support to make your child feel accepted and loved.
- It is okay to also feel difficult emotions about the same issues.
REASONS TO COMMUNICATE ABOUT FEELINGS

- It helps children communicate about their feelings.
- It helps children connect feelings to actions and body language.
- Children learn that all feelings are okay, they just are!
- We can see and learn about our child’s feelings.
- It becomes easier for children to connect to our feelings too.
- It helps children recognize other people’s feelings.
- It gives them choices about how to behave.

HOME ACTIVITIES

- **Spend at least 5 minutes** of One-on-One Time with your child using Child-Led Play.
- Practice **Talking about Feelings** with your child during One-on-One Time. You should use words to describe both your own feelings and the feelings of your child.
- Practice **Talking about Feelings at least 3 other times** a day. For example:
  - “I am happy to see today Nong Miew!” “You look sad that playtime is over, Miew.”
- Practice becoming aware of your own feelings as you go about your day.
- Practice **Taking a Pause** whenever you are feeling stressed or upset. You can even practice **Taking a Pause** to appreciate a positive emotion!
- **Do the Physical Exercise** every morning.

The **core activity** is to practice **Talking about Feelings** during One-on-One Time.

**IT IS WHAT YOU DO AT HOME THAT MAKES THE DIFFERENCE!**
SESSION TWO: PARENT REPORT

Name: ______________________
Child Name: ______________________

Please check the boxes if you completed your home activities on that day.
This will help you keep track on your progress during the week!

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<td>Practice being aware of your own feelings</td>
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SESSION THREE

SUNSHINE OF POSITIVE ATTENTION
Illustrated Story 6 – Praise your child when they are behaving well

Aomsin is playing with his blocks while his father listens to the radio (Buriram and Muang Thong United)

1-1 draw at interval Buriram and Muang Thong United!

2-2 final score! What a match!

BUILDING BLOCKS

- Praise your child for good behaviour even when it is expected.
- Praise your child’s behaviour immediately.
- Share how you feel when you praise your child.
- Use your child’s name when you praise her/him.
- Use eye contact and physical reinforcement.
- Go down to your child’s level.
- Praise your child with enthusiasm!
Illustrated Story 7 – Supporting praise with simple and free rewards...

BUILDING BLOCKS

- Use rewards to reinforce behaviours that are difficult for your children to do.
- Combine rewards with praise.
- Praise and rewards come after the behaviour not before.
- Rewards should be simple, practical, and free.
- Make sure that you can follow through with the reward.
Illustrated Story 8 – Praise with criticism...

Noinna, thank you for helping, BUT don’t splash water on the floor.

I was just trying to help.

Well, you are making a mess. Now I am wet and have to clean the floor again!

BUILDING BLOCKS

- Praise and Go!
- Give praise without criticism.
- Praise your children for trying.
TIPS FOR PRAISING AND REWARDING CHILDREN

- **Give praise straight away.** Praise should happen immediately when you see good behaviour. This makes it more likely that this behaviour will happen again.

- Give praise for a specific thing that your child has done, or for a specific way your child has behaved. Tell them exactly what the behaviour is that they are being praised for.

- Give your child your undivided attention when you are praising them.

- **Name your child** when you speak to them. Look them in the eye. This way your child will know that you are talking to them and giving them the praise.

- **Smile** at your child so that they know that they are pleasing you.

- Praise can be verbal and physical. Give your child a hug. It will make them feel good about themselves.

- Praise your child in front of other adults. They will know that you are proud of them and not ashamed to tell the world.

- Rewards should be free and simple. They also should be healthy!

- Make sure you can follow through with your rewards. Keep them simple and realistic.

- If you have a big behaviour that you want to change, break it down into small steps and praise when each step is done.

- For example, if your child has trouble getting dressed, praise them for getting their socks on, then for getting their shirt on, etc. etc.

- Praise and Go! Avoid criticising your child when you praise him/her.
HOME ACTIVITIES

New Activities

The activity is to be specific, enthusiastic, and genuine when giving praise.

- Choose one behaviour in the child’s normal daily routine to praise.
- Praise your child at least 3 times a day
- Praise yourself when you are doing a good job too. You deserve it!
- Praise someone else in your home. You might even notice that your partner, family and friends start to give praise and positive attention for behaviour which might have gone unnoticed in the past if they see you praising.
- Do something nice to reward yourself for your hard work as a parent!

Ongoing Activities

- Spend at least five minutes of One-on-One Time with your child letting your child take the lead.
- Practice Talking About Feelings about your child’s emotions at least 3 times a day.
- Practice Taking a Pause whenever you are feeling stressed or upset, especially if it is about something your child has done. You can even take a very short pause – even one or two deep breaths. This may help you to choose to respond in a different way!
- Do the Physical Exercises every morning when you wake up
- Meet with or contact (call or text message) your PLH Partner one time during the week.

The core activity is to practice Praise to encourage positive behaviours to happen more often.

IT IS WHAT YOU DO AT HOME THAT MAKES THE DIFFERENCE!
SESSION THREE: PARENT REPORT

Name: _________________________
Child Name: _________________________

Please check the boxes if you completed your home activities on that day. This will help you keep track on your progress during the week.
The activities in **BOLD** are the main ones to focus on during the week.

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SESSION FOUR

HELPING YOUR CHILD FOLLOW CLEAR INSTRUCTIONS
Illustrated Story 9 – Positive instructions and transition warnings……

Mali is playing with the cellphone on the floor...

It is nice to see you playing quietly with the cellphone while I clean up after dinner, Mali. In 3 minutes, it will be bedtime and you will need to give it back to me.

3 minutes is over, Mali. Please give me back the phone.

Thank you very much for giving me the phone when I asked you, Mali. Because you listened so well, I will read you an extra story tonight.

Once upon a time…
BUILDING BLOCKS

- Instructions should be a command instead of a question.
- Giving a transition warning helps our children prepare for the next activity.
- Make sure you have your child’s attention when giving an instruction.
- Say the behaviour you want your child to do when giving instructions.
- Make sure your instruction is something that your child can do.
- Make your instructions positive, specific, and realistic.
- Give one instruction at a time.
- Use your child’s name and get down to your child’s level if possible.
- Praise your child when s/he follows instructions.
ILLUSTRATED STORY 10 – When you do this, then you can do that...

Here we learn about how you can use the When/Then building block to help your child follow instructions with an incentive or reward.
BUILDING BLOCKS

- Use “WHEN this, THEN that” to teach children the benefits of good behaviour.
- Make sure that your child follows through with your instruction.
- Praise your child immediately after s/he follows your instruction.
ILLUSTRATED STORY 11 – Redirecting behaviour...

Here, the father redirects Aomsin (4 years old) to a positive behaviour in order to resolve the conflict with Nooina (7 years old). Notice how he uses both physical and verbal praise to reinforce Aomsin’s compliance to his instruction.

BUILDING BLOCKS

- Use positive instructions to redirect your child from a negative to a positive behaviour.
- Catch the behaviour before it occurs or early on!
- Ignore the negative behaviour, not the child.
- Use physical and verbal praise to support positive behaviour.
TIPS FOR GIVING INSTRUCTIONS:

• Make sure that your instruction is **positive, specific, and realistic** based on what your child can do.

• The **fewer, the better.** Decide if you need to give the instruction. If it does not really matter, do not give the instruction.

• **Get the child’s attention before giving an instruction.** Move close to them, say their name, and get them to look at you before giving the instruction.

• Once you give the instruction you **must** follow it through and make sure your child does it.

• Give instructions in a **firm voice** and **stay calm.** You are in control and can remain calm when giving an instruction.

• **Behave as if you expect the child to do what you ask.**

• Use “When you do this, then you can do that,” to make it easier for your child to follow instructions with a positive attitude.

• **Also give your child instructions to do things that he/she is just about to do.** Then he/she is following instructions without realising it, and you can then praise him or her.

• **Only give instructions that you know your child will obey.** If you give an instruction that you know your child will disobey then you are setting yourself up for failure.

• Once the child has done what you ask, **praise your child immediately,** even if he/she has behaved badly or been grumpy whilst doing it.

• If possible, **use a transition warning.** "In five minutes time, it will be time to pack up the toys and get ready for bed."

• **Tips for Redirect:**

• Use instructions to **redirect your child** from a negative to a positive behaviour. Try to catch your child before s/he starts the negative behaviour!

• For younger children, you can also physically redirect them to a positive behaviour.

• Be enthusiastic! For example: “Yaya, bring the ball here so we can play together!”

• Praise your child for the next positive behaviour instead of revisiting the negative one: “Such a wonderful throw, Ben!” NOT “I am glad you didn’t whine for that sweetie.”
HOME ACTIVITIES

The most important activities are focused on giving instructions and redirecting behaviour.

New home activities:

1. Reduce the number of instructions that you give your child.
2. Make your instructions positive, specific, and realistic.
3. Remember to praise your child whenever s/he follows your instruction.
4. Be prepared to redirect your child from a negative to a positive behaviour before the behaviour gets worse.

Ongoing home activities:

1. Spend at least 5 minutes of One-on-One Time with your child through Child Led Play
2. Take a Pause whenever you are feeling stressed.
3. Do something fun and caring for yourself.
4. Continue to Praise and use Simple Rewards with your child, yourself, and your family!
5. Continue to Say What You See by wrapping your child in language.
6. Practice Talking about feelings about your child’s emotions at least 3 times a day.
7. Physical Exercises every morning when you wake up
8. Meet with or contact your PLH Partner one time during the week

PLEASE NOTE! Children only want to follow our instructions if we have a good relationship with them. Continue reinforcing the walls of the Home of Support.

IT IS WHAT YOU DO AT HOME THAT MAKES THE DIFFERENCE!
SESSION FOUR: PARENT REPORT

Name: __________________________
Child Name: ______________________

Please check the boxes if you completed your home activities on that day. This will help you keep track on your progress during the week.

The activities in **BOLD** are the main ones to focus on during the week.

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<tr>
<td>Reduce the number of instructions that I gave my child</td>
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<td>Be Positive Specific &amp; Realistic when Giving Instructions</td>
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<td>Use Redirect with ONE behaviour</td>
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<td>Take a Pause at least once a day</td>
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SESSION FIVE

THINGS WE DO EVERY DAY
ILLUSTRATED STORY 12 – Involving your child in making a household rule...

BUILDING BLOCKS

- Establish household rules when your child is calm and quiet.
- Involve your child in establishing household rules.
- Make your household rules clear and specific.
- Make sure your child understands the reasons why you are establishing a household rule.
- Make your household rules fair and realistic (just like instructions).
- Praise and simple incentives can help support your child in following a household rule.
ILLUSTRATED STORY 13 – Getting ready for bed...

I am so happy to see you playing quietly with our blocks, Aomsin. In 5 minutes it will be time to get ready for bed.

Time to get ready for bed. First, let’s get you nice and clean with a bath.

Okay

You were so well behaved in the bath, Aomsin. Now it is time to put on your bed clothes.

Well done for getting in your bed clothes all by yourself! Now put away your day clothes.

Thank you for helping to tidy your room, Aomsin! Now you brush your teeth. Make sure you get the ones in the back of your mouth!

Since you were such a good boy getting ready for bed, I now have time to read you your favourite story.

Once upon a time...

Goodnight my darling boy. Mama loves you very much, Aomsin.

Goodnight, mama!
BUILDING BLOCKS

- Give your children transition warnings before the beginning of a daily routine.
- Give one instruction at a time. Keep them simple!
- Make sure your child follows through with each instruction.
- Praise your child immediately after following your instructions.
- Create a calm environment for your child during bedtime.
- Be consistent with your daily routines.
- Work with family members to help care for other children during bedtime.
KEY STEPS FOR ESTABLISHING A HOUSEHOLD RULE:

1. Get your child’s attention: Use his/her name, go to child’s level, establish eye contact.

2. Explain the issue and introduce the need to have a new household rule.

3. Parents can involve their children by asking them what the rule should be and the reason why this rule might be important.

4. Make sure you phrase the rule in a positive way. Instead of “No child should be out of the house after dinner”, word it as “All children must remain at home after dinner”.

5. Predict success.

REVIEW - TIPS FOR ESTABLISHING A DAILY ROUTINE WITH CHILDREN

- Routines can help your child know what to expect each day.
- Routines can be quick (like washing hands before dinner) or involve many short activities (like going to bed).
- Remember your Transition Warnings: “In 5 minutes, it will be bedtime, Nong Ning.”
- Use short instructions and praise your child at each step.
- Make sure the routine is something that your child can actually do.
- Involve your partner in helping your child learn new routine.
- As your child becomes accustomed to the daily routine, s/he will be able to follow routines more independently.
HOME ACTIVITIES

The core Building Block is to be consistent with Household Rules and Daily Routines.

New Home Activities

- Choose 1 specific household rule to discuss with your child.
- Praise your child whenever he or she follows the rule!
- Try to create a regular bedtime routine for your child: taking a bath, brushing teeth, wearing bedtime clothes, story time, and sleep.
- If you already have a bedtime routine, try to create another routine for your child such as getting ready for school or cleaning up after dinner.

Ongoing Home Activities:

- Spend at least 5 minutes a day of One-on-One Time with your child, using Child Led Play and Say What You See.
- Continue to reduce the number of instructions that you give your child and praise your child, yourself, and your partner.
- Take a Pause when you are feeling stressed or angry.
- Continue to Praise your child, yourself, and your family!
- Practice Talking about feelings about your child’s emotions at least 3 times a day.
- Do something fun and caring for yourself.
- Do the physical exercise each morning and the body relaxation each night.
- Meet with or contact your PLH Partner once during the week.

IT IS WHAT YOU DO AT HOME THAT MAKES THE DIFFERENCE!
SESSION FIVE: PARENT REPORT

Name: ______________________
Child Name: ______________________

Please check the boxes if you completed your home activities on that day.

This will help you keep track on your progress during the week.

The activities in BOLD are the main ones to focus on during the week.

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<tr>
<td>Introduced ONE new household rule to my child</td>
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<td>Praised my child whenever s/he followed the rule</td>
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<td>Create a regular bedtime routine for my child (or other routine: ____________)</td>
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SESSION SIX

DEALING WITH TANTRUMS AND OTHER NEGATIVE ATTENTION SEEKING AND DEMANDING BEHAVIOURS
ILLUSTRATED STORY 14 – Giving into attention seeking and demanding behaviours...

These illustrated stories show how parents and children can get stuck in a cycle of parent-child conflict. The first story shows the cycle, and the second story shows how you can break the cycle by ignoring the negative attention seeking or demanding behaviour.
BUILDING BLOCKS

- Try to redirect or distract your child’s attention when s/he starts making demands.
- Taking a pause or walk to another place in the room or house when you notice you are getting frustrated.
- Give positive attention to positive behaviour!
ILLUSTRATED STORY 15 – Ignoring demanding behaviour as a family...

Here we see how parents ignore Mali’s demanding behaviour and subsequent tantrum.

The household rule is one glass of cool drink at dinner. Come and help me bring the dessert to the table.

I want more cool drink.

But I WANT some! Give me!

Donay, you are eating your dinner so nicely.

Waaaaaaaa! Waaaaaaaa! WAAAAAAAA!

Donay, please fetch the pumpkin custard from the counter.

Here we go... just take a deep breath.

Waaaaaaaa! Waaaaaaaa! WAAAAAAAA!

Donay, it is so nice to see you helping out in the house.

Waaaaaaaa! Waaaaaaaa! WAAAAAAAA!

It is nice to see you sitting quietly, Mali. Here, have some delicious pumpkin custard with us.

Phew!
BUILDING BLOCKS

- Try to redirect your child’s attention first.
- Ignoring is a group effort. Everyone in the family must join in.
- Remember to use your calming strategies when ignoring a tantrum or other attention seeking behaviour.
- Be prepared for your child’s response to grow more agitated when you start ignoring a specific negative behaviour.
- It sometimes gets worse before it gets better!
- When the bad behaviour ends, PRAISE the next positive behaviour immediately.
ILLUSTRATED STORY 16 – When your child needs attention...

BUILDING BLOCKS

- Notice when your child wants or needs positive attention.
- Listen to what your child says and give attention to his/her positive behaviour.
- If you are doing something important, take a moment to acknowledge your child and redirect her/him to something that will occupy her/his attention.
CALMING STRATEGIES TO USE WHEN IGNORING YOUR CHILD

• Notice how you are feeling. Name your emotion: anger, fear, sadness, or confusion and the thoughts associated with it.

• Feel this emotion in your body.

• Recognise the effect of these thoughts on your behaviour. Although it is okay to feel these emotions, you don’t have to react to them in a negative way towards your child.

• Take deep breaths.

• Maybe short Take a Pause

• Say to yourself, “It’s okay, I can handle this.”

• Walk to another place and keeping moving if the child follows.

• Start to prepare a meal or to sing a song.

• Treat yourself to something nice afterwards for your effort!
TIPS FOR IGNORING NEGATIVE ATTENTION SEEKING AND DEMANDING BEHAVIOURS

• Arguing, sulking, screaming, interrupting, whining, teasing, and sometimes even swearing are behaviours that may be Ignored.

• It can get worse at first when you Ignore. Your child may try to test you when experiencing this new response to his/her behaviour. Be patient!

• Ignoring must be done consistently or you can make the problem worse.

• Ignore means no eye contact, no physical contact, and no verbal contact.

• It is usually best to try to Redirect your child before starting the Ignore

• Ideally everyone should agree to Ignore the negative behaviour. Involve your partner or the rest of your family! Your child will still learn what to expect from you if you are consistent.

• Try to encourage a behaviour that is the opposite of the problem behaviour by using simple rewards and praise.

• Ignoring is easier if we have decided how we are going to act when ignoring.

• Ignore does not work for aggressive or dangerous behaviours when the child’s or anyone else’s safety is concerned.

• Give positive attention immediately after the problem behaviour ends!

PLEASE NOTE:

If you notice that you are ignoring a certain difficult behaviour all the time, there are 4 reasons:

1. You are not giving enough positive attention to your child.

2. You are not ignoring your child’s behaviour consistently.

3. The behaviour is not being reinforced by attention - there is something else that is reinforcing it.

4. Your child cannot do the required alternative behaviour.

Remember the foundation of the House of Support is still the most important!

Please note: Remember that an Ignore is not over until you have praised the next positive behaviour by your child!
HOME ACTIVITIES

The core building blocks are to:

1) Try to redirect the child’s attention before ignoring.

2) Ignoring behaviour means removing physical and verbal attention;

3) Praise the child immediately for the next positive behaviour;

4) Continue to praise and encourage the opposite positive behaviours that parents want to see more of.

5) Be consistent when choosing to ignore a specific negative attention seeking or demanding behaviour.

New Home Activities

- Practice Ignoring the ONE negative attention seeking or demanding behaviour that you have practiced with today.

  First try once to redirect your child’s attention to a positive behaviour.

  Remember your calming strategy!

  Only work with ONE CHALLENGING BEHAVIOUR this week. You can do what you normally do with the other behaviours for now. Otherwise, it will be too much at once for your child.

- Practice Taking a Pause whenever you feel stressed or angry.

IT IS WHAT YOU DO AT HOME THAT MAKES THE DIFFERENCE!
Ongoing Home Activities:

- Spend **at least 5 minutes** a day of **One-on-One Time** with your child, using Child Led Play and Say What You See.

- **Be consistent with your household rules and routines.**

- **Praise your child** whenever he or she follows the household rule!

- Try to have **at least one mealtime together** as a family.

- Try to create a **regular bedtime routine** for your child, such as washing body, brushing teeth, wearing bedtime clothes, story time, and sleep.

- Continue to **reduce the number of instructions** that you give your child and make sure the instructions are **specific, positive, and realistic**.

- Continue to **Praise** your child, yourself, and your family!

- Practice **Talking about feelings** about your child’s emotions **at least 3 times** a day.

- **Take a Pause** when you are feeling stressed or angry.

- Do something **fun and caring** for yourself.

- Do the **physical exercise** each morning.

- **Meet with or contact your PLH Partner** once during the week.

---

_It is what you do at home that makes the difference!_
SESSION SIX: PARENT REPORT

Name: ________________________
Child Name: ________________________

Please check the boxes if you completed your home activities on that day.
This will help you keep track on your progress during the week.
The activities in BOLD are the main ones to focus on during the week.

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<tbody>
<tr>
<td>Ignore the ONE negative attention seeking or demanding behaviour that I practiced</td>
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<td>Try to first REDIRECT my child’s attention to a positive behaviour</td>
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SESSION SEVEN

USING CONSEQUENCES TO SUPPORT COMPLIANCE
ILLUSTRATED STORY 17 – Using a consequence when your child refuses to follow an instruction...

This illustrated story shows how you can give your child a choice to comply before using a consequence when a child continues to refuse to follow instructions.

3 minutes later...

It is nice to see you playing quietly with the cellphone while I prepare dinner, Mali. In 3 minutes, it will be dinnertime and you will need to give it back to me.

3 minutes is over, Mali. Please give me back the phone.

No, I need more time. Just one more game.

Either you give me the cellphone now, or you will not be able to play with the cellphone after dinner.

Because you did not listen, you cannot play with the cellphone after dinner.

No! I don’t want to! I need it now!

Now come wash your hands.

Thank you for washing your hands, Mali.
Questions to think about:

- What choice does the Grandmother give to Mali when she refuses to give back the cellphone?
- Is the consequence an appropriate one for Mali’s behaviour? Why?
- Why is it important that the Grandmother follows through with her consequence?

BUILDING BLOCKS

- Follow all of the Building Blocks for giving clear and specific instructions.
- Repeat your instruction ONCE with a choice to comply or receive a consequence: “If you do not do it now, you cannot play with your toys after dinner.”
- Allow your children 5-10 seconds to comply after giving the choice of a consequence.
- Say the same words and speak calmly, slowly, and firmly. Make sure your child is paying attention.
- If your child decides to comply after been given a choice, praise your child for following the instruction – even if your child is unhappy about it.
- If you have to give the consequence, move on to a new activity instead of insisting that the child still follows the instruction.
- Consequences should be immediate, reasonable, and realistic.
ILLUSTRATED STORY 18 – Combining consequences and ignore...

In this Illustrated Story, we see an older child who refuses to follow an instruction (based on a household rule) and then throws a tantrum when he receives a consequence. This is an important story because many children will continue to resist their parents when they are acting defiantly. They also often react negatively and when the consequence is given.

Donay, please clear the dishes after dinner. Maya, time to get ready for bed. Come with me.

The household rule is that you need to clear the dishes before you can play games on the phone.

I don’t want to clear the dishes. I want to play on the phone!

Donay, either you clear the dishes now, or you will not be able to play games on the phone later tonight.

Because you did not clear the dishes when I asked you to, you cannot play with the phone. Please get ready for bed.

But that’s not fair. I want to play with it NOW!

But it is not fair! Mali doesn’t have to clean up after dinner and she is a girl!

It is so nice to see that you got ready for bed all by yourself!

Take a pause... deep breaths... this will end soon...

Now can I play on the phone?

But that is not fair. Waaah!

You can play with the phone tomorrow. It is bedtime. Come, my sweetie, I will tell you a story about when I was a child.

When I was a boy like you, it was in the time of Maha Bhumiob Adulyadaj Maharaj. We lived in a village far from Udon Thani...
BUILDING BLOCKS

- Stay calm when your child refuses to follow an instruction.
- When you give your child a consequence, you must follow through with it.
- Remember to manage tantrums and whining by ignoring your child.
ILLUSTRATED STORY 19 – Consequences for not following Household Rules...

This Illustrated Story shows how parents can use consequences to help their children learn how to follow Household Rules. They can also introduce possible consequences ahead of time for failing to follow a Household Rule.

Donay, you are still coming home after sunset when you play with your friends. If you do it again, you will not be able to play with your friends the following day.

Donay, I am disappointed that you came home after sunset again. Tomorrow, you cannot play with your friends.
BUILDING BLOCKS

- Discuss possible consequences for not following Household Rules with your child ahead of time and give a reason for the consequence.

- Involve your child in deciding what the consequence should be.

- Introduce the consequence when both you and your child are calm.

- It is okay to show your disappointment when your child forgets a Household Rule.

- Be consistent when giving consequences.

- Be prepared to follow through with your consequence.

- Consequences cannot take away rewards for good behaviour.
TIPS FOR CONSEQUENCES

Review the following guidelines for using consequences.

- Identify the behaviour to use with a consequence.
- Where possible choose a consequence that is connected to the behaviour.
- Make sure the consequence is will work for your child’s age and is not too severe.
- Just like praise is given straight after the behaviour. So should consequences be given as immediate as possible.
- Make sure you can follow through with the consequence.
- For Household Rules, you can tell your child of the consequence beforehand.
- If your child refuses to follow an instruction, you can give your child the choice of complying or the consequence. Allow your child about 10 seconds to think about the choice!
- When your child forgets or breaks a Household Rule, give the consequence immediately. The child does not get a choice because the choice to forget the rule has already been made.
- Use a friendly voice and try to stay calm when giving a consequence.
- Consequences are not punishments. They teach children responsibility for actions and self-discipline.
Tips for consequences for not following instructions:

- When you give the instruction, remember to use the building blocks for giving clear and positive instructions.

- If the instruction is not followed within 5-10 seconds it should be repeated ONLY ONCE with the addition of “If you do not do it now, ____________ (consequence)”.

- The amount of time will depend on your child’s age and development. Sometimes younger children need a little more time like 15 seconds before making the decision to comply.

- Remember to use the same words and speak slowly, clearly and firmly in case your child was not paying attention to you the first time.

- If the child refuses to follow your instructions, wait another 5-10 seconds.

- If the child has not followed your instruction by this time say: “Since you did not follow my instruction, ____________ (consequence).”

- You must only say this once in a firm, but not angry, voice. Remember your calming strategies.

Remember that consequences are not punishments. They teach children responsibility for actions.
HOME ACTIVITIES

This week, you should focus on reinforcing the House of Support’s foundation with plenty of One-on-One Time, Praise, and Rewards. You should also practice giving positive and specific instructions to their children.

Be prepared to use **Consequences** for refusing to follow instructions and to discuss possible **Consequences AND Rewards** for **ONE Household Rule** that has been particularly difficult for your child to follow.

New Home Activities:

- **Avoiding consequences**: Try to avoid needing to use consequences by making it easier for children to behave well.

- Consequences for refusing to follow instructions:
  - Be prepared to use a **consequence** when your child refuses to follow instructions.
  - Think ahead about what the possible realistic, appropriate, and immediate **consequences** will be if your child refuses to follow instructions.
  - Remember to give your child a choice to comply first before giving a consequence.
  - Praise your child if she or he follows the instruction.

- Consequences for not following household rules:
  - Have a discussion with your child about **ONE persistent challenging household rule**.
  - Follow the steps that you practiced during the session and discuss a possible consequence **AND** reward connected to this rule.
  - Be prepared to follow through with the consequence if your child breaks the rule.
  - Use lots of praise and rewards when your child follows the rule.

- Continue to use **Ignore** for negative attention seeking and demanding behaviours. You can start ignoring a new behaviour if the one you selected last session has stopped or reduced and **only if you give positive attention to the opposite good behaviour**.
Ongoing Home Activities:

- Spend **at least 5 minutes One-on-One Time** with your child using Child Led Play and Say What You See.
- **Redirect** your child from a negative to positive behaviour.
- **Be consistent with your Household Rules** and reinforce them with praise and rewards.
- Try to have **at least one mealtime together** as a family.
- Try to create a **regular bedtime routine** for your child, such as washing body, brushing teeth, wearing bedtime clothes, story time, and sleep.
- Continue to **reduce the number of instructions** that you give your child and make sure the instructions are **specific, positive, and realistic**.
- Continue to **Praise** and use **Simple Rewards** with your child, yourself, and your family!
- Practice **talking about feelings** about your child’s emotions **at least 3 times** a day.
- Do something **fun and caring** for yourself.
- Do the **physical exercise** each morning and the **body relaxation** each night.
- **Meet with or make contact with your PLH Partner** once during the week.

**IT IS WHAT YOU DO AT HOME THAT MAKES THE DIFFERENCE!**
NAME: ____________________________

CHILD NAME: ____________________________

Please check the boxes if you completed your home activities on that day.

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<tr>
<td>Find ways to avoid using consequences</td>
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<td>Give my child a choice to comply before using a consequence for not following an instruction</td>
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<td>Use a realistic, appropriate, and immediate consequence when my child refused to follow an instruction</td>
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<td>Have a discussion with my child about consequences and reward for ONE difficult household rule</td>
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<td>Follow through with consequence if my child breaks the rule</td>
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<td>Used praise or rewards when my child follows the rule</td>
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<td>Ignore negative attention seeking or demanding behaviour</td>
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<td>Spend 5 minutes One-on-One Time with my child</td>
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<td>Take a Pause at least once a day</td>
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KEEPING THE SUNSHINE OF POSITIVE ATTENTION SHINING
ILLUSTRATED STORY 20 – Ways to avoid using consequences...

BUILDING BLOCKS

- Try to avoid consequences by making it easier for children to follow instructions.
- Consider the developmental level of your child and what your child can physically do and understand.
- Instructions should be positive, specific, AND realistic!
- Keep your child under the Sunshine of Positive Attention!
ILLUSTRATED STORY 21 – Involving Your Children in Resolving Conflicts...

This illustrated story shows how you can work with your children to find a solution to a conflict. It gives parents an alternative to going straight to a Consequence.
BUILDING BLOCKS

The Building Blocks for this story are actually the 7 Steps for Problem Solving with Your Child:

Step 1. Take a short pause (even a breath)!

Step 2. Get your child’s attention. Go down to his/her level.

Step 3. Help your child calm down by taking a deep breath.

Step 4. Help your child to clearly identify the problem.

Step 5. Allow your child the opportunity to come up with solutions. If your child cannot think of a solution, give him/her some options to choose.

Step 6. Try it out. See if it works. If it does not work, try a new solution!

Step 7. Reflect with your child on whether the solution works.
STORY – STONE SOUP

(traditional tale as narrated by Jamie McLaren Lachman)

There was once a beautiful village. The people of this village were always happy because they never needed anything. They had livestock, fruits, and vegetables, as theirs was a very fertile village. They never knew suffering.

However, after some time there was drought. There was no more rain and their livestock was dying. Times became difficult because now there was hunger in the village. The people stopped talking to each other because everyone was focusing on their own problems.

One day an old woman came to this village carrying a big black pot on her head and a small brown bag. When she arrived in the middle of the village, she placed the big black pot on the ground and sat next to it to take a rest. No one saw this woman, except a little boy who was out playing that day.

When the boy saw this old woman, he asked her "Granny, what are you doing with that big black pot?"

"I am going to make some Stone Soup!" answered the old woman. This confused the boy. Who ever heard of such a thing as Stone Soup?

Because he was a curious boy and always full of questions, he asked, "Can I please help you granny?"

The old woman was very happy when he asked to help. "Of course you can! Go and get some water and collect some wood, my child," she said.

So the boy collected some wood in the nearby forest. As the old woman was busy making the fire, he went down to the river to fetch some water.

By the time the boy returned with water, the old woman had a large, warm fire burning.

She placed the big black pot on the fire and poured in the water. She then opened her small brown bag and took out a shiny, round white stone. She placed it in the big black pot and began to stir, humming an old cooking song.

Soon, the water began to boil. The old woman licked her lips and said to the boy, “Mmmmm...this is going to be a delicious pot of Stone Soup.”

It wasn’t long when the others began to notice the fire burning in the middle of the village. One by one, they left their homes to see what was happening.
“What is going on here?” asked one man. The boy answered, “She is cooking Stone Soup!”

Those who were there exchanged looks as if they had never heard of such a thing. Stone Soup?

The news spread fast and throughout the village. All the villagers left their homes to see this crazy old woman and her Stone Soup with their own eyes. As the people were arriving, the old woman continued to stir the pot while humming.

When she noticed that there were many people gathered, she stopped stirring and tasted the watery soup. “Mmmmmmm... This is going to be the most delicious soup. It is just missing something. If only there were some onions...”

One woman had a few old onions that she had been saving. They were small and wrinkly but still good to eat. “I have some onions,” she offered. She fetched them from her home, chopped them up, and added them to the big black bubbling pot.

After a little while longer, the old woman tasted the soup again. “Yes, this soup is going to be so good. But it is missing something.... If only there were some more....”


[At this point, the storyteller can ask people for suggestions as to what to put in the soup]

The smell of the soup filled the village. It reminded people of the old days. They began to talk to each other, exchanging stories and news, even jokes. Laughter was heard again for the first time in many years.

At last, the old woman stopped stirring. She tasted the soup and declared with a twinkle in her eye, “This Stone Soup is nearly ready. And so much to eat. I wonder if you will help me finish it please.”

Everyone went back to his or her homes and brought bowls and spoons. Even though there were so many people, there was just enough for each person. They ate the soup until they were all full. And it was the most delicious Stone Soup they had ever tasted.

When they were done, the villagers brought out their drums and other musical instruments and began to sing songs and dance. They sang and danced until dusk. Then, the villages thanked the woman and returned to their homes chatting with each other. Once again, there was the sound of laughter and song in the air that evening.
As the evening stars began to shine, the old woman was left alone in the middle of the village. She gathered the white stone in her small brown bag and placed her big black pot on her head. Without a word of farewell, she slowly began to walk down the windy road that led out of the village.

Before she could leave, the boy saw her and ran to her. "Why are you leaving, granny?" he asked.

"My work here is done," the old woman replied. "But we need someone like you to help us," said the boy.

She reached into her small brown bag and handed the boy the white stone. "You have all the ingredients that you need to make Stone Soup." Then she slowly walked down the road. The boy watched and waved until he couldn't see her any longer.

The villagers never saw that woman again. But life in the village continued to thrive – in the best of times and the worst of times they never lost their connection to each other again as they continued to make the most delicious Stone Soup.

The end.
LOVING KINDNESS EXERCISE

Sometimes when we are experiencing stress, feeling alone, or just needing support, it can be helpful to send thoughts of loving kindness to ourselves.

This exercise helps us to become more grounded and present – which increases wellbeing and balance - helping us to manage stress, illness and difficulty.

Just like Taking a Pause, you can pause for about 5 seconds at each [Pause] in the text.

STEP 1: PREPARATION

Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap. [Pause]

Close your eyes if you feel comfortable. [Pause]

STEP 2: BECOMING AWARE

Ask yourself, “What is my experience in this moment?” [Pause]

Notice what thoughts you are experiencing. Notice if they are negative or positive. [Pause]

Notice how you feel emotionally. Notice if your feelings are pleasant or unpleasant. [Pause]

Notice how your body feels. Notice any discomfort or tension. [Pause]
STEP 3: OPENING TO LOVING KINDNESS

Connect to your heart in a kind and gentle way. You may want to place one hand on your heart or chest. [Pause]

You can then say the following words silently to yourself [Pause]

May I be peaceful. [Pause]
May I be safe. [Pause]
May I be healthy. [Pause]
May I be happy. [Pause]
May I feel loved. [Pause]

Repeat slowly once or twice taking your time between each phrase.

If you feel comfortable, you can also send thoughts of loving-kindness to your child, your partner, your family, and anyone else who is close to you in your life. [Pause]

May you be peaceful. [Pause]
May you be safe. [Pause]
May you be healthy. [Pause]
May you be happy. [Pause]
May you feel loved. [Pause]

Repeat slowly once or twice taking your time between each phrase.

STEP 4: EXPANDING AWARENESS

Allow your focus to expand to the whole body. [Pause]

Allow your focus to expand to the sounds in the room. [Pause]

When you are ready, open your eyes. [Pause]

STEP 5: REFLECTING

Take a moment to reflect on your experience.

When you are ready, open your eyes. [Pause]

Remember that you can do this activity at any time whenever you feel like you need extra support.
ONGOING HOME ACTIVITIES – KEEPING THE FIRE ALIVE INSIDE YOUR HOME OF SUPPORT

Remember that you need to continue keeping your Home of Support strong and healthy even though the PLH for Young Children programme has come to an end.

The home activities are a great way to stay connected to the programme by actively engaging in positive parenting with you children.

Reward yourself whenever you do a home activities activity!

- **One-on-One Time.** Spend *at least 5 minutes a day* of *One-on-One Time* with your child. Use *Child-Led Play* and *Say What You See*.
- **Talking about Feelings.** Comment on your child’s *feelings* so that he/she is aware of emotions.
- **Praise your child** for positive behaviours and use simple *Rewards* to encourage behaviour that your child is struggling to learn.
- Remember to praise and reward yourself from time to time!
- **Practice giving Positive, Specific, and Realistic Instructions.**
- Use instructions to **Redirect** your child from negative to positive behaviour.
- Be consistent with your *Household Rules* and *Daily Routines* and reinforce them with lots of Praise.
- Try to have *at least 1 mealtime together* and a regular bedtime routine for your child.
- Use **Ignore** for negative attention seeking and demanding behaviours.
- Use **Consequences** when your child refuses to follow instructions or a Household Rule.
- Involve your children in **Problem Solving**.
• Remember your Coping Strategies:
  - Take a Pause when you feel stressed.
  - Morning Exercises when you wake up.
  - Loving Kindness when you are feeling lonely and need support.
  - Something Nice for Yourself.

• Stay connected to your PLH partner and become part of a PLH for Young Children Support Network.
One-on-One Time with your children is the most important part of building a healthy and strong House of Support.

Thank you for being a source of love and support to your children!