

# Formula for Mood Management

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**SF3R**

# Structure

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- **Rules, Routines and Rituals**
- **Parenting styles**
- **Assertive Discipline, Rewards and Sanctions**

# Flexibility

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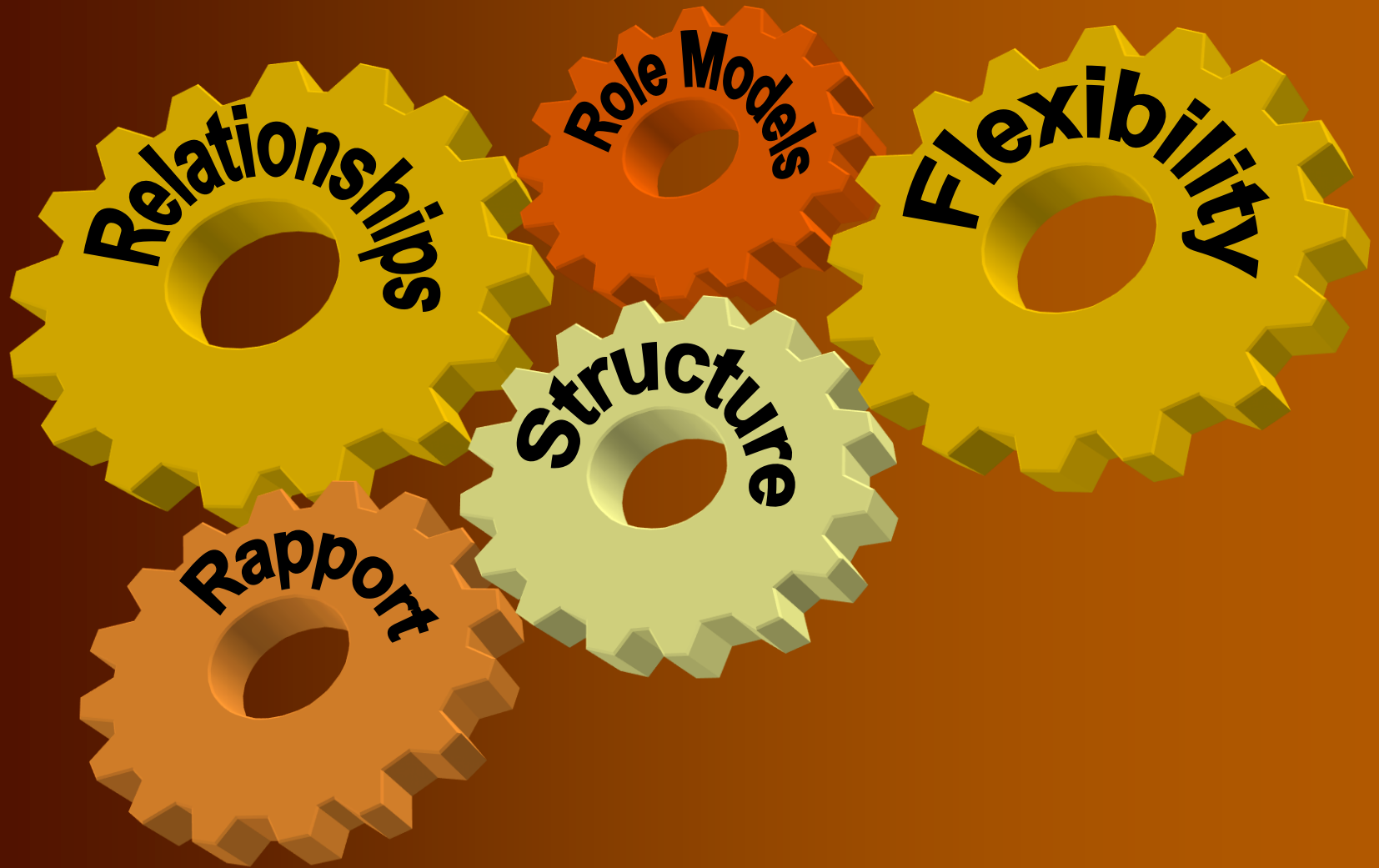
- **Proactive Interventions including Time Out techniques**
- **Managing Anger, Aggression and Confrontations**
- **Working with schools**

# The 3 “Rs”

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- Rapport
- Relationships
- Role Models

# A learning and behaviour approach



# **Rules, Routines and Rituals will...**

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- **Reduce anxiety**
- **Enhance motivation, confidence and self esteem**
- **Enhance concentration and reduce distractions**
- **Facilitate independence**

# Discussion

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- How do you agree the rules and routines in your current situation?

# Family rules

- Think about the things that matter to you and the rest of the family
- Get the whole family together to discuss the rules
- Decide on a maximum of 3
- Make them clear and brief
- Make them positive
- Make them practical to enforce
- Make them visual

# Family rules

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- Write them down and display them in various places in the house
- The key rules should apply to everyone

# Routines and Rituals

Areas that you could consider for routines and rituals are the following:

- Getting up and Going to bed
- Mealtimes
- Homework
- Clearing up
- Self hygiene
- TV , Computer,
- .....others

# Discussion

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- Writing the rules is the easier bit..
- Keeping to the rules will be the harder bit....

# Parenting Style

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**Your style affects the climate in the home**

- **Your style models the behaviour that children copy**
- **The beliefs that you hold determine your style of approach**

# Parenting styles

- **The Controllers**
- **The Friend**
- **The Benign Dictator**

**Also The Grumblers, The Optimist, The Competitive one, The Pacifist, The Chatterbox, Dull as dishwater, The Explosive**

# Controllers

## Attitudes

- Children should be seen and not heard
- Don't smile till Xmas
- If one person gets away with it, they will all do it
- It's a battle and I aim to win it

# Controllers

## Strategies

- Tell them what to do
- Tend to only use consequences

## Outcomes

- Poor quality relationships
- High quality stress
- Learning and risk taking will be impaired

# The Friend

## Attitudes

- Children need nurturing like buds on a flower
- Being nice and friendly means children will like you
- Homes are a democracy where negotiation is the key

# The friend

## Strategies

- Asking, Negotiating, Pleading followed by  
“Why are you doing this” (hurt)  
“How many times have we been through this”  
(frustration)  
“I’m fed up with you” (emotional outbursts)

## Outcomes

- Uncertainty leads to insecurity
- Leadership of the house is up for grabs

# The benign dictator

## Attitude

- A parent's job is to set boundaries
- A child's job is to test them
- Children should be helped to experience achievement and mistakes will be part of the journey
- Caring means sometimes being prepared to make unpopular decisions
- The problem is the problem not the child
- Fairness is not giving everybody the same it is giving them what they need

# **The benign dictator**

## **Strategies**

- **Holds children accountable for their choices**
- **Creates a culture of praise that focuses on what children do well**
- **Redirects children towards success**
- **Applies consequences positive and negative with consistency**

## **Outcomes**

- **Children learn boundaries with dignity**
- **The parent is both leader and coach in the home**

# Communication

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- 7% words
- 38% Tonality, Volume and Tempo
- 55% non verbal signals

# **Assertive Body language**

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- **Flexible on eye contact**
- **Height/level positioning**
- **Relaxed**
- **Nodding**
- **Personal space –balance**
- **Facial expressions**
- **Not fidgeting**
- **Focused, active listening**
- **Touch (if you are comfortable using it)**

# Assertive Sentence starters

- Let's.....
- **I need you to.....**
- In five minutes you will have.....
- When I return I will see.....
- Today we are going to.....
- You will be.....
- I expect you to.....
- I know that you will.....
- Thank you for.....

# Reinforcing : Don'ts

- **Shouting**
- **Not listening to their views**
- **Bringing up past unrelated misdemeanours**
- **Standing toe to toe/face to face**
- **Raising our voices in response to theirs**
- **Other aggressive nvc arms flailing, aggressive facial expressions etc....**

# Reinforcing Do's

- Adopt non threatening body language (body to side, open arms etc,,,) )
- Showing **disappointment** not anger or hurt
- When appropriate ignoring in the moment but not forgetting
- Sometimes getting in first

# Reinforcing : Do's

- Always focus on the incident not the child, don't personalise
- Try to provide a “save face” option in front of siblings by providing a choice of outcome
- Be prepared to go into the “broken record” mode at times i.e. don't get into drawn into smokescreen behaviour

# Rewards vs Sanctions

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- Which ones do use?
- Do they work?
- Why do they work?
  
- Do you have a plan B?

# Rewards vs. Bribery

- A bribe is given in anticipation of a behaviour
- A reward is given as a result of a behaviour
- A bribe is given to entice someone to do something they would not normally do as it is not in their best interest
- A reward is given in recognition of a behaviour that is in the child's best interest

# Sanctions

- **Sanctions will be something that children do not like but they should not be physically or psychologically harmful**
- **Sanctions are choice that children make**
- **Sanctions do not have to be severe to be effective.... "it's not the severity it's the certainty"**

# Some tips

- **Outline clear expectations with children and explain rewards and consequences**
- **Make sure they are clear that they know they are responsible for their actions no matter “that he made me” she started it”, “I’m tired” etc...**
- **Be consistent in your approach and handle disruptions with a response that includes no emotion and not too much talking.**
- **Catch them doing it right. Praise to correction of behaviour in a 4:1 ratio**

# Tips

- **Eliminate sarcasm and other forms of put downs.**
- **Everybody has a price. Find out what it is**
- **Let them save face by providing them with at least 2 options where either one or all is ok with you**
- **It's not behaviour management it's mood management, their mood, your mood and the mood of the others.**

# Computers

- **Children with ADHD/ASD respond well to an individualised or 1 -1 setting**
- **Attention is focused on the screen**
- **Multi-sensory experience**
- **Non-threatening: can retry problems, constant feedback and reinforcement**
- **Impersonal: computer doesn't yell or have favourites**
- **Variety of presentation; attend to novel stimuli**
- **Student can control pace, flexible: programmed to do things**
- **Rapid assessment**
- **Game like approach: challenge**

# Discussion

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- Pros and Cons?

# Background to Anger issues

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- Emotional Upset
- Abuse –emotional, sexual
- Depression
- Feelings of Inadequacy
- Escape
- Aggressive Role Models out of school

# Anger is like a Storm

- Storms happen and they don't ask permission
- Sometimes you get warnings (gathering clouds, changes in pressure or wind direction, light fading, sudden darkness)
- Sometimes storms appear out of the blue

# Planning to avoid a storm in the home

- **Factors include : temperament of the child specific pressures from teachers, peers, overall atmosphere**
- **Assertive responses (rules, rewards , consequences)**
- **Managing behaviour effectively.....catch them being good**
- **Making time to enjoy the other activities and the children within the home**

# **The Firework Model (adapted from Sharp)**

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- **The Trigger : this could be person or situation specific that lights the fuse and leads to thoughts and feelings**
- **The Fuse: this is the mind reacting and causing thoughts/feelings such as fear or threat**
- **The Cylinder: this is the body responding physically and verbally**

# **Strategies to prevent the Triggers being activated**

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- **Get in quick and be positive**
- **Divert the child on to something else**
- **Tell them what you want not what they want**
- **Avoid trigger situations....be creative**
- **Give time for the child to comply**

# Strategies when the Fuse is lit

- If a child is preparing for fight or flight help them to make the better choice
- Watch for warning signs (body movements, facial expressions...) remove others from the situation
- Stay calm and don't provoke them

# During the Explosion

- **Make things safe by removing dangerous objects and get others to leave the scene**
- **Try not to use physical restraint at any time unless the child is a danger to themselves and others**
- **Stay in control and try not to inflame by imitation/sarcasm etc...**

# Inflaming

- **Shouting**
- **Not listening to their views**
- **Bringing up past unrelated misdemeanours**
- **Standing toe to toe/face to face**
- **Raising our voices in response to theirs**
- **Allowing conflict in a public forum**
- **Aggressive non verbal communication-use of pointed fingers in their face, Arms flailing, Aggressive facial expressions**

# Diffusing

- **Anticipate by looking for signs and signals in the child and yourself**
- **Be calm and assertive when facing confrontations.....do not appear too passive match the mood**
- **Listen to what the child has to say**
- **Body language: Do not point, use palms of hands or hands to the side, possibly stand sideways on and not face to face**
- **Offer the child an escape hatch to calm down**
- **Do not back child into a corner demanding an immediate response**

# Reflection

- **When do the problems occur (mornings, evenings, weekends, mealtimes etc..)**
- **What are the triggers (interaction with siblings, boredom, particular tasks)**
- **In confrontation how does he/she react**
- **In what way does your response to the child affect the outcome**
- **What seems to have a positive affect (your approach; humour, time out, change of task)**

# Active Listening

- To give your complete focus to what the other person is saying
- Let the other person finish before you start talking
- Maintain eye contact or not
- Keep your emotions in check
- Don't interrupt or jump to conclusions
- Look for feelings or intent behind the words

# Language

- Probably better not to ask “Why?” ask “What?” e.g. “What should you be doing now?”
- Use a 3 word instruction that includes name, task, please.... e.g. David please sit down
- Use, “Stop”, “Wait” instead of “No”.
- Say “I need you to” instead of “can you” or “will you”
- Use either/or and when/then.. e.g.....Lewis “either put the phone in your pocket or on the kitchen counter top” .....””When you have put the chair back under the table then you can go”

# Do it with flowers.....

## Instead of saying

Be quiet! Can't you see I'm talking?

How many times do I have to tell you?

You're always getting into trouble

David get back in your seat

I'm warning you...!

(Angrily) Stop it

## Maybe try saying

Please don't interrupt

Please listen carefully

Do you need me to help you with this?

David you should be sitting down

Please listen to me.

I need you to get back on task

# For older.....

## Instead of saying

You have my permission to

I will have to say that

I think you should

You really ought not to

If I were you I'd

You should care more

## Maybe try saying

I will support your decision

I want to say

Have you thought about

I have some advice if you want to hear it

My considered opinion is .

You could take more care

# Getting back on track

## CHILD

'It wasn't me'

'But they were doing the same thing

'I'm going to report and sue you

'I was only.....'

'You are not being fair'

'It's boring'

'You are a ..... (name calling)'

## PARENT

'I hear what you are saying....'

'I understand.....'

'Be that as it may....'

'Maybe you were. and yet'.....

'Sometimes I may appear that way..

'Yes you may think it is boring but. .

'I am certainly not perfect however.

# Value of praise

- Praise can improve self-esteem, self-reliance, autonomy, achievement and motivation
- Praise will have different effects according to the gender, home background, abilities and personality of pupils
- Praise should be seen as encouragement and as part of a continuing process

# Types of praise

- **Wallpaper praise.....'great' , 'lovely'**
- **Personnel Praise.....'you are brilliant'**
- **Directed praise.....'well done for following the rule'**
- **Reflective praise.....you should feel good about this work**
- **Contextual praise.....this assignment is such a great level I need to show it to Dad/Coach/Teacher so that we can display it on the wall or enter it for an award etc.....**

# Communication: Empathy

**We listen to those:**

- **We like and respect**
- **We like and respect those with whom we can identify or identify with us**
- **We pay attention to those whom we believe mean what they say**