



# Backpack Connection Series

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# How to Give Clear Directions

Brooke Brogle, Alyson Jiron & Jill Giacomini

"Why do I have to repeat myself time and again?" "Why won't she listen to me?" Listening and following directions are important skills young children must learn. There are many reasons why children do not follow directions.

- **The child does not hear the direction.** Parents often give directions from a distance or in passing. "Lauren, get your shoes on." Did your child actually hear what you said? Just as adults often don't hear what their partner has said to them because they are focused on reading, email or talking on the phone, children too often don't hear what a parent has said because they are focused on a task such as building a tower or drawing a picture.
- **The parent gives too many directions at one time.** When you give your child too many directions at one time, it reduces the chance that she will follow the directions and increases the chance that she will be confused. "Lauren, please go upstairs, brush your teeth and pick up your blocks while I finish the dishes." This multi-step direction is too long and complicated for your child to easily understand. Instead, try giving one direction at a time.
- **The child doesn't understand the direction or the direction is too vague.** Directions such as "Settle down," "stop," or "be nice" might be too vague and difficult for your child to understand. If she is throwing toys out of the bathtub and you simply say, "Lauren," you have not actually told her what you want her to do. If you say, "stop it," it may temporarily stop the behavior, but she still may not know what you want her to do. If what you mean is, "Lauren, toys stay in the tub," then you need to explicitly tell her so.
- **The direction does not tell the child what to do.** Parents often tell children what not to do, rather than what they should do. It is important to state directions positively in order to teach your child the expectation. Instead of saying, "Stop running!", state the direction positively by saying, "Use walking feet."
- **The direction sounds like a suggestion or question.** Daily conversation is filled with questions, suggestions and directions. When you say, "Will you put your shoes away?" you are not giving your child a direction—you are asking her a question. When you give your child a direction that needs to be followed, it is essential that you tell your child what to do rather than ask. For example, "Lauren, put your shoes by the door."



## Try This at Home

- It is important to follow through when you give your child a direction. A technique you can use to make sure you do follow through when your child has difficulty complying, or following directions is Do-WAWP.
  - » Do—State the "do" direction.
  - » W—Wait for compliance (silently count to 5).
  - » A—Ask the child to restate the direction.
  - » W—Wait for compliance (silently count to 5).
  - » P—Provide encouragement or help (helping will ensure success).

- **Make sure that you have your child's attention.** Eye contact is a great indicator! When you state the "do" direction you



are teaching your child the desired behavior. For instance, "Lauren, go brush your teeth." When you count to five, you are giving her the opportunity to hear and process the direction. Parents often repeat the same direction over and over in that five second period. When you repeat the same direction to your child time and again, it teaches her that she does not have to follow the direction the first time. Instead, state the direction once and then have your child restate the direction back to you. This way you can confirm that she heard you and understood what you were saying. Finally, offering help may simply mean that you take her hand and lead her to the bathroom. Don't forget to encourage your child by saying something like, "Wow, Lauren, what great listening ears! Thank you for brushing your teeth."



## Practice at School

In addition to verbal instructions, teachers use many methods to give directions and help children understand expectations. These methods may include using symbols or pictures, sign language or gestures, songs, puppets, instruments, sand timers, or other tools. The more opportunities children are given to see or hear the instructions, the more likely they are to complete the task. For example, when teachers need to tell the class that it is time to go inside from the playground, in addition to words they may use a sound (e.g., ring a bell) to alert the children about this event. Children know that the sound means that it is time to line up at the door, even if they do not hear the verbal instructions. When teachers pair words with other signals, they help children to confidently and successfully participate in activities.



## The Bottom Line

Listening and following directions are skills that children learn through their daily interactions. When children do not follow directions, for any reason, it can be extremely frustrating for parents. You can increase the chances that your child will listen and successfully follow your directions when you make sure that your direction is clearly stated and you follow through.

An important consideration for parents when teaching their child to follow directions is to "pick your battles". You want to avoid insisting that your child follow directions that are not important or can escalate to a major struggle when the direction is not critical. Pick a few, very important directions that you will follow-through with your child.

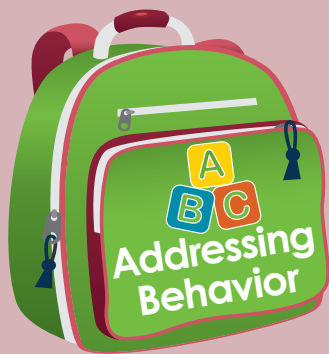


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# Teachable Moments: How to Help Your Child Avoid Meltdowns

Brooke Brogle, Alyson Jiron & Jill Giacomini

Does this sound familiar? Your children are playing in the living room while you clean up the kitchen. You answer the phone, and a few minutes later, one child is angry and screaming because someone took her toy and the other is in tears because her sister hit her. It is in escalated moments like this that parents often find themselves trying to teach rules or give long explanations. Unfortunately, in moments such as this, your child usually is not even hearing your words let alone learning the rule. This is not a teachable moment.

There are countless teachable moments daily when skills can be taught and emotions discussed, such as during play time, in the car, at bath time or while reading together. As a parent, you can reduce challenging behaviors such as hitting, biting, pushing and whining when you 1) concentrate on calming your child during a challenging behavior incident and 2) wait until an appropriate teachable moment to actually teach your child.

Think again about the scenario when you are on the phone and your children are fighting. Below are several examples of how you could use teachable moments throughout the day to reduce the chance that the challenging behavior occurs in the first place.

- **Teachable Moment #1** – During morning reading time, read the book *Hands Are Not for Hitting* by Martine Agassi. For additional activities to do with this book, go to <http://csefel.vanderbilt.edu/resources/strategies.html#booknook>.
- **Teachable Moment #2** – During breakfast time, intentionally teach the skill of sharing by saying, "Thank you for sharing the syrup with your sister!"
- **Teachable Moment #3** – When your children are playing on the floor quietly, sit on the floor, make eye contact and say, "Wow, you girls have been playing for 10 minutes quietly! Tell me about what you are building." This teaches the desired behavior of playing quietly together.
- **Teachable Moment #4** – When the phone rings. Put the phone down, tap both girls on the shoulder and say, "I am going to be on the phone for 10 minutes. When this timer is done, come tap me on my leg and show me the timer."



## Try This at Home

Find teachable moments throughout the day!

- **Play Time (responding to common challenging behavior):** "Oh, no! I see that your bunny is super sad. Her sister is trying to take her toy. I wonder what she can do?" You can teach appropriate ways of getting her needs met. She

can ask for help, get a timer or trade her sister for another toy.

- **Bath Time (teaching rules):** "The water stays in the tub. You can use the cup and pour water into another cup or you can pour water on your body."



- **Car Time (teaching friendship skills):** "I saw that your friend, Bella was sad at school today and you made her a picture. I bet that made her feel better. What a great friend you are!"
- **Story Time (teaching emotions):** "Wow, that little girl in this book is really angry! I saw that she asked her mom for a hug. That is a great way to feel better. I wonder what you can do when you feel angry?"
- **Meal Time (teaching expectations):** "Let's practice asking for more milk." Role play with whining, yelling or just banging your cup. Then, teach the expected behavior. "You can ask nicely, say, 'Mommy, milk please.'" When she does this, jump up and say, "I'm happy to get you milk!"



## Practice at School

At school, teachers prepare students to solve social problems in appropriate ways before problems occur. Teachers use role playing, puppets or circle time to discuss emotions and possible solutions. Teachers provide opportunities to practice and reinforce skills during class. For example, children may practice how to trade a toy at circle time with a puppet. Later, teachers can compliment a child when they see him trade during play time. "Wow! You remembered that when a friend is using a toy, you can ask him to trade!" Teaching skills in advance gives children the confidence to successfully manage a situation and allows caregivers the opportunity to praise a child for making a wise choice.



## The Bottom Line

Young children are learning in every moment. They are actively discovering the world around them. You are always teaching your child. Strolling in the park, reading books and giving her a kiss before bed all teach her about her world. You can use the many calm and happy moments in your day to intentionally teach expectations, rules and skills that will help your child be successful and reduce challenging behavior.



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# How to Help Your Child Have a Successful Bedtime

Alyson Jiron, Brooke Brogle & Jill Giacomini

Infants and young children need 10 to 12 hours of sleep daily in order to support healthy development. Parents also need to feel rested in order to be nurturing and responsive to their growing and active young children. When your child does not get enough sleep, challenging behaviors are likely to occur. Your child might be moody, short-tempered and unable to engage well in interactions with others. Lack of sleep can also have a negative impact on your child's ability to learn. When a young child sleeps, her body is busy developing new brain cells that she needs for her physical, mental and emotional development. Babies and young children thrive on predictability and learn from repetition. It is important to establish a bedtime routine that you and your child both understand and helps everyone to feel calm and relaxed.



### Try This at Home

- Watch for and acknowledge your child's signs of sleepiness. She might pull on her ears, rub her eyes or put her head on your shoulder. For example, you can say, "I see you rubbing your eyes. You look sleepy. Let's get ready for bed." Teaching your child to label and understand her body cues will help her to use language instead of challenging behavior (e.g., whining, crying or temper tantrums) to communicate her needs.
- Use a visual schedule made with photos, clipart or other objects to help your child see the steps in her bedtime routine. A visual schedule can help her to understand the steps and expectations of the routine. To learn more about how to create a visual schedule, visit [challengingbehavior.org](http://challengingbehavior.org) and type "visual schedule" in the search box in the upper-right corner.
- Provide your child with activities, sounds or objects that help her feel calm and restful during the hour before bedtime. Make these activities part of your nightly routine. For example, reading books, listening to soft, calming music, and/or giving your child her pacifier, favorite blanket or stuffed animal will all help her to understand that it is time to calm down and prepare for sleep.
- Tell your child what will happen when she wakes up. She may be resistant to going to sleep because she does not want to miss out on an activity or have her day to come to an end. Reassure her that tomorrow will be filled with more fun and special time. You can also include tomorrow's activity on the visual schedule (e.g., provide a picture of her teacher or preschool).

- Give your child your undivided and unrushed attention as you prepare her for bed. Bedtime can be a positive experience filled with quality time for you and your child.



### Practice at School

For children who spend the day at school, nap time is an important time to rest and prepare for afternoon learning and activities. Teachers use a consistent routine so that children know what to expect and can participate in the process. Children can select and set up a napping area, get pillows or blankets from cubbies and choose a book to read. Routines might include brushing teeth, using the toilet, stories read aloud by teachers, or audio books or soft music for a period of time. Children understand the steps they need to follow to get ready for the nap, how long they are expected to rest and what they can do when they wake up. When everyone understands the expectations and routine, naptime can be a relaxing and happy part of the day.



### The Bottom Line

Bedtime is a daily opportunity for you to build and nurture a positive relationship with your child. Predictable routines make children feel safe and secure. When you provide a predictable bedtime routine, you are teaching your child the skills she needs to relax and transition from the busy activity of the day to preparation for sleep. When your child is able to get a restful sleep, you will also feel more calm and rested. A successful bedtime routine that you follow regularly will prepare you both for shared days of family fun and learning.



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# How to Help Your Child Have a Successful Morning

Brooke Brogle, Alyson Jiron & Jill Giacomini

Do you struggle with stressful mornings when you want to lay your head down and cry before 8:00 a.m.? Do you often leave the house in an angry, frantic rush? Mornings can be a particularly challenging time for parents. Getting your entire family up and out the door is no easy task! It is important to understand that your morning routine serves as the foundation for your family's entire day. You can create a morning routine that not only helps your day to begin more smoothly, but also teaches your child important skills that he needs to become more independent and confident. A morning routine can also reduce challenging behavior such as crying, whining and tantrums.



## Try This at Home

- Use a visual schedule with items such as photos, clipart, or objects that shows your child the steps in his morning routine. This visual schedule can help him to understand the expectations of the morning routine. To learn more about how to create a visual schedule, go to [challengingbehavior.org](http://challengingbehavior.org) and search the site for "visual schedules" in the search box located in the upper right-hand corner of the screen.
- If your child has trouble waking up in the morning, it might be because he is not getting enough sleep at night. Set a consistent bedtime and stick with it. When a child's bedtime changes it can make it harder for him to wake up in the morning. For more information on bedtime routines, go to [challengingbehavior.org](http://challengingbehavior.org) and search the site for "bedtime routines" in the search box located in the upper right-hand corner of the screen.
- Plan ahead. Use your bedtime routine to plan for the next day together.
  1. Lay out the clothes your child will wear.
  2. Pack his backpack.
  3. Discuss the morning routine, show him pictures and talk about the day ahead.
- Give your child some power over his morning routine by offering reasonable choices. For example, "First, get dressed. Then, you get a choice! Would you like to have cereal or pancakes for breakfast?"
- Include bonding time in your morning routine. Time to read, bathe or snuggle will help your child feel loved and calm as he begins his tasks for the day.

- Encourage your child. When your child completes a task and follows the routine, provide positive and specific encouragement. For example, say "Wow! You got up and got dressed all by yourself! Now we will have a few extra minutes to play with trains. What a great way to start the day!"



## Practice at School

Teachers use routines to provide a predictable structure to your child's day. When a child understands what she should be doing and what will come next, she feels less anxiety and more excited to participate. While the specific activities in the classroom might change, the routine does not. For example, while 10:00 may always be art time, the specific craft (painting, cutting, gluing) may vary from day to day. Children become eager to try new activities because they are confident and comfortable with the routine.



## The Bottom Line

A morning routine is a daily opportunity for you to build and nurture a positive relationship with your child. When you follow a repetitive morning routine you allow your child to gain practice with important skills such as dressing, bathing and grooming and give him a feeling of confidence and success. A calm, loving morning routine at home sets the tone for the entire day for both you and your child.



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# How to Help Your Child Learn to Share

Brooke Brogle, Alyson Jiron & Jill Giacomini

Learning how to share is a big challenge for all children because it often means putting aside one's own needs in order to make someone else happy. Sharing is not a skill children have when they are born—they need to be taught how to share and how to see that their efforts have helped someone else feel happy or solve a problem. In order to learn this skill, children need adults to provide them with many different opportunities where they can practice how to share with others and see other children in the act of sharing. When a child learns how to share with others she feels more confident and is better able to play with other children independently. Additionally, learning how to share gives a child a very important and solid foundation of successful friendship skills she can continue to build on as she grows.



## Try This at Home

- Read books about sharing with your child. Talk about how the characters might feel as the story unfolds. All feelings are healthy and normal. A character might be feeling a variety of emotions—from frustrated and sad to happy and joyful. A good example is the CSEFEL Book Nook based upon the book *I Can Share* by Karen Katz. This resource has many activities that go along with the book to teach about sharing. [http://challengingbehavior.fmhi.usf.edu/docs/booknook/BookNook\\_share.pdf](http://challengingbehavior.fmhi.usf.edu/docs/booknook/BookNook_share.pdf)
- Notice and point out when other children are sharing. "I see that those girls are sharing their snack."
- Notice and let your child know that you see the many moments in the day when he is sharing. "Thank you for sharing your crayons with me. I feel happy when you share." Or "When I came to pick you up from school, I noticed that you were sharing the toys with Sophie. What a good friend!"
- Plan ahead if sharing might be a concern. "Avery is coming over to our house today for a play date. I know how special your blankie is to you. We can put your blankie in a special place that is just for you and all the other toys will be shared with Avery."
- Find opportunities to teach sharing to your child. "Oh no! For desert tonight we only have three cookies left for you, Joey, me, and Daddy. I wonder what we can do?"



## Practice at School

At school, children are taught how to share and learn about how sharing makes friends feel. Children learn about sharing through stories, role-playing and puppets. One way teachers help children learn how to share with each other is by pointing out how a friend looks and feels when a child does, or does not, share. Teachers also encourage children to begin to solve problems by themselves. "I see you have five cars and Ryan has none. I wonder what we can do?" Or "I wonder which car Ryan can use?" Most importantly, teachers congratulate children when they solve sharing problems and recognize how proud they must feel after they share.



## The Bottom Line

Sharing is a skill that your child will use throughout her life to get along with others during activities and build friendships. Children who learn how to share are better able to understand other's feelings, negotiate difficult situations with confidence and feel secure in their ability to solve problems by themselves.



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Brooke Brogle, Alyson Jiron & Jill Giacomini

When a child sees another child playing with a toy she wants, her first instinct is to take it. This behavior can be frustrating to playmates and often leads to an argument. Trading is a solution children can choose as a way to get an object from someone else in a positive way, and is a great first step in learning how to share. Trading is also a skill that must be taught and practiced many times. However, once your child is comfortable trading with others it can make her feel empowered. Knowing how to trade helps children to manage their emotions and confidently solve their own problems without help from an adult. Unlike sharing, where children must wait to use a toy, trading is a solution that allows both people to feel happy with the outcome right away. It takes patience and guidance to teach your child how to negotiate with playmates by herself, but it is a valuable skill that she will use throughout her life.



## Try This at Home

- Play with the skill of trading. "I have a blue block. Can I trade for your red one?"
- Begin with objects that mean little to your child or objects that are similar to each other so he can practice how to work his way through the interaction, rather than worry about the object itself and who has it. For example, trade pencils, crackers or blocks rather than a favorite blanket or stuffed animal.
- Puppets, trains, dolls and cars can also practice how to trade. "Oh no! Thomas the train does not like bananas. Can Bertie trade him for the strawberry?" The follow-up to this interaction is also important. "Wow! Now they are both happy and have food they like."
- Trading can be useful when working through disagreements between siblings. "I know how frustrating it can be when your brother takes your special car. Look, here is another one! Tell your brother, 'We can trade!'"
- Use trading as a possible solution for problems. "There are two boys and only one basketball. Would you like to play together or trade for the soccer ball?"



## Practice at School

At school, children are taught how to trade through role-play or puppet shows before they are expected to trade by themselves during class. Children are encouraged to use trading as a way to solve problems that come up when they play with peers. Teachers give the children many opportunities to practice the skill during the day. For example, a teacher may intentionally set out two colors of paint at an activity table for two children. After the children use the first paint, the teacher might suggest that the children trade to try a new color. Or, if the children initiate the trade themselves, the teacher can compliment them on successfully using a new skill.



## The Bottom Line

Knowing how to trade is the first skill a child can use to work together with others. Trading teaches children how to use their words to engage in conversations with friends and is the first step to learn how to negotiate. Your child will find trading very useful as she becomes interested in the people and things around her and develops opinions about what she likes. Trading teaches a child to value her own desires while balancing the needs and rights of others.



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# How to Help Your Child Manage Time and Understand Expectations

Brooke Brogle, Alyson Jiron & Jill Giacomini

Time is an unclear measure for children. It is very common for a parent to feel frustrated with a child when he has not done what he was asked to do (e.g., pick up toys, put on shoes, finish snack) even after he has been given a five-minute warning. However, it is important for parents to know that there is little difference between five minutes and an hour to young children because of the way they experience time. Children live in the moment and the future is difficult for them to measure. When parents use time (rather than events such as "when I get to the top of the stairs") to communicate what they expect the child to do, it can lead to the child feeling confused and frustrated, and ultimately, the child expressing his emotions through a tantrum.



Timers, particularly sand timers, are excellent tools parents can use to help young children measure time and understand expectations. Children can see the sand timer, turn it over and watch the sand fall to the bottom. There is a clear beginning, middle and end which gives children a way to predict and understand what will happen when the sand runs out. Sand timers empower children and help them to feel that they are a part of the process rather than simply being told what to do. Sand timers also give parents an opportunity to encourage and compliment their child when he is moved to action to "beat the clock"—a much more enjoyable and effective activity than nagging.



## Try This at Home

- The skills needed to share, trade and take turns can be taught using sand timers. For more information on how to teach the skills of sharing, trading and taking turns, check out those topics in the Backpack Connection Series at [www.challengingbehavior.org](http://www.challengingbehavior.org).
  - » **Taking Turns:** "I see that Tony is playing with the puppets right now. When this three-minute timer is done, it will be your turn."
  - » **Trading:** "You are having so much fun playing with your train. When the timer is done, you and Austin can trade. He will give you his car and you can give him your train."
  - » **Sharing:** "You and Ben are both playing in the sand. There is only one shovel and two boys. You have the bucket and Ben has the shovel. First Ben can shovel the sand into the bucket and when this timer is done, you can shovel the sand into the bucket. That is a great way to share the sand toys!"
- Sand timers can help with *transitions*, or children moving from one activity to another. "I see you are happy playing with your Legos. It is time to go to school. Would you like to put your shoes on now or in one minute?" After you say this, simply flip over the sand timer and you may be surprised how your child is able to make the transition on his own.
- Sand timers can help move an activity along (e.g. clean up time). "I wonder if you can put all your trains into the box in three minutes."
- Sand timers can help YOU stay on track too. "I would be happy to get down your puzzles. I am on the phone and will do it in five minutes." This clear

boundary teaches children exactly what to expect and can reduce whining and repeated asking.

- Sand timers can also help at dinner time. "We all sit together as a family at dinner time. You can get up when the timer is done."



## Practice at School

Sand timers are used at school to help children learn how to take turns and solve problems. Sand timers are also used to let children know how long an activity will take or to let them know that they will be transitioning to a new activity soon. Sand timers allow children to manage time tasks without help from an adult and give them the ability to retain control over a situation because they can watch the sand falling and see that time is almost up. Sand timers are also used in classrooms to offer choice. For example, a teacher might ask, "Would you like to do that in one minute, or two?"



## The Bottom Line

Time is a difficult concept for young children to grasp. Sand timers give children something they can see and touch to help them measure time. When sand timers are used to help children understand expectations, take turns and transition to new activities, they can reduce the frequency of challenging behavior, encourage children to participate in tasks and even do things by themselves. Parents benefit from sand timers as well because the timer reduces or eliminates the need for the child to be constantly reminded and monitored. Additionally, sand timers can offer more opportunities for parents to compliment and congratulate their child.



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# How to Help Your Child Recognize & Understand Anger

Brooke Brogle, Alyson Jiron & Jill Giacomini

As a parent, you might find that calming your angry child can be one of the biggest challenges of parenting. There are many things that make children angry, and children feel anger in different ways — just as adults do. Perhaps you were taught as a child that being angry was not “allowed” or that anger was “bad.” It is important to teach your child that it is normal to get angry. Often, the first step parents must take is to set aside what they themselves were taught as children, and choose to teach their own child something new. As with all emotions, when you help your child recognize and name his anger you have helped him take the first step toward being able to control his own behavior. When your child is able to recognize the feeling and say, “I’m angry!” it reduces the chances that he will act out.



### Try This at Home

- Notice and label when you, your child or others are angry. You might say:
- About yourself: “I am feeling angry in my body. My heart is beating fast and I feel like a volcano inside. I am going to take some deep breaths to calm down.”
- About your child: “I can see that you are angry! Your hands are making a fist and your eyes are big.”
- About others: “I see that little girl is angry. I wonder what happened. What do you think might help her to calm her body?”
- Encourage your child to move. Just as adults release stress at the gym or by going for a run, physical movement helps children to change their body experience. Teach your child to yell into a pillow or push on the wall. However, don’t encourage your child to hit others or hit objects (we want children to let go of their anger without hitting or hurting others).
- Read books about being angry. Talk with your child about what the character is feeling and experiencing and come up with ideas that might help. You can find many books and activities to help your child learn about emotions at: <http://challengingbehavior.fmhi.usf.edu/docs/booknook/ChildrensBookList.pdf>
- Calming down is a skill that children must learn. Young children do not understand the words “calm down.” Tucker Turtle is a story that helps children understand how to calm down. It can be a great tool for teaching this skill. Download and print Tucker Turtle for free at: <http://challengingbehavior.fmhi.usf.edu/Pyramid/intervention/TTYC/tools.html>.

- Puppets and toys are great to use for role playing situations that your child understands. “Wow, this lion is very angry. Her sister took her toys! She is stomping her feet and roaring very loudly! Let’s help her to calm down.”



### Practice at School

Children can become angry at school for a variety of reasons. Teachers help children understand that everyone feels angry and shows the class positive ways to calm down, such as taking a deep breath or finding a quiet place by reading stories, or role playing with puppets. Children are given the opportunity to practice different techniques and find a solution that works for them. By encouraging children to find a solution that helps them not feel angry, teachers help children feel in control of their emotions and confident in their ability to handle difficult emotions.



### The Bottom Line

Anger is a feeling all parents and children experience from time to time. The goal is not to try to get rid of anger in your child or yourself, but rather to teach your child useful and acceptable ways to manage her feelings. You can teach your child that anger is a natural, healthy emotion and like other emotions (i.e. joy, sadness, frustration), anger needs to be expressed appropriately. A child who has been taught to recognize and understand anger in herself and others will be less likely to express her anger in aggressive and destructive ways. The ability to manage feelings and solve problems is a life-long skill necessary for children to be happy and healthy.



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# How to Help Your Child Recognize & Understand Disappointment

Brooke Brogle, Alyson Jiron & Jill Giacomini

Disappointment is a normal, though difficult, part of growing up. Your child is likely to experience disappointment as she makes new friends, tries new things and experiences the ups and downs of her world. Whether it's a trip to the park that is ruined by rain or missing a birthday party, life is full of little and big disappointments. When you allow your child to feel, experience and learn from little disappointments at an early age, you help her to create the skills she will need to successfully handle the bigger disappointments she will experience later in childhood and as an adult.



### Try This at Home

- Notice and label when you, your child or others are disappointed. Explain that everyone, including adults, feel disappointment. You might say:
  - » About yourself: "I am disappointed. Grandma was supposed to come for a visit but she is home sick. I'm going to make her a Get Well card."
  - » About your child: "You have tears in your eyes. I see you are disappointed. You really wanted to go to the park but it is raining. I wonder what we can do on a rainy day like today?"
  - » About others: "That little girl is really disappointed. Her mommy told her she could not have an ice cream. I wonder what she can do to feel better in her body."
- Practice ways to handle disappointment before a potentially disappointing incident occurs. For example, if you know that your child will be disappointed if someone else is on her favorite swing, come up with appropriate solutions ahead of time. You could say, "When we go to the playground, someone else might be on your favorite swing. You might feel disappointed. What could you do to stay calm?" Come up with some solutions such as asking the child for a turn, saying please, or bringing a shovel and pail to play in the sandbox while the other child is on the swing.
- Encourage and teach problem solving. "I know you are disappointed to miss Sophie's birthday party. You are a great card maker and I bet you will find a way to wish her a happy birthday."
- Disappointment can quickly lead to feelings of anger if not acknowledged. Simply acknowledge her feelings without overreacting. "You really wanted the red cup. Your sister has the red cup today. Do you want the blue or the green one?"

- Role model how small disappointments can sometimes end up being positive. "I was so disappointed that the car was getting fixed today but I ended up having so much fun with you. It was a great day!"



### Practice at School

Children can become disappointed at school when their excitement or expectations about a toy, activity or person don't turn out the way they want. Each child handles disappointment differently and teachers help children to recognize how they are feeling and begin to think about ways to find solutions for their problem so they can feel positive again. As a class, children learn by watching their peers solve their own problems and try to think about solutions themselves.



### The Bottom Line

Disappointment can be a healthy and positive, although unpleasant, emotion in young children. The disappointment of not getting to wear the princess dress, dropping the ice cream cone or not being first in line prepares children to deal with life's greater obstacles in later childhood and adulthood. Parents can help their children recognize and understand disappointment, soothe themselves and problem solve. While tempting, it is not helpful for parents to try to keep their children from feeling disappointment and have life always flow smoothly. Parents can help their children so much more if they instead teach them how to recognize and cope with all of their feelings (i.e. anger, joy, excitement and disappointment) and teach children how to cope with emotions instead of expressing themselves with challenging behaviors.



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# How to Help Your Child Recognize and Understand Fear

Brooke Brogle, Alyson Jiron & Jill Giacomini

Fear is a normal and healthy human emotion. We all experience fear from time to time. However, children and adults experience the world differently, so it is not uncommon for children to be afraid of things that don't make sense to their parents. Separation from parents, monsters under the bed, loud sounds and other experiences which may seem minor or silly to adults are quite real to children.

You can teach your child how to experience fear in a positive way. For example, it is good for children to have a healthy sense of caution—they should be afraid of running into the street. However, when a child has too much fear it can interfere with normal, healthy development. When you teach your child to recognize and label fear, it helps him to better manage his emotions and handle life's challenges.



### Try This at Home

- **Notice and label when your child or others are scared.** Include the physical features of fear. You might say:
  - » About your child, "You jumped and grabbed my leg when you heard that loud sound. You were scared."
  - » About others, "I see that little girl crying. She is scared because her mommy is leaving. I wonder what would make her feel better."
  - » About yourself, "I was really scared when I couldn't find you. My heart was beating really fast. Taking deep breaths and giving you hugs helps me to calm down."
- **Provide comfort and spend quality time together when he is scared.** If your child is afraid of the dark, you can tell a story at bedtime and cuddle in the dark before you leave his room. This will help him to feel safe.
- **Use playtime to explore fears.** Children learn through play. Puppets and toys are great to role play situations that your child understands. For example, "Wow, this dinosaur is shaking. He is scared because he is going to the doctor tomorrow. Let's help him by telling him what will happen at the doctor's office and teach him how to be brave."
- **Celebrate your child's successes.** If your child is afraid of dogs, you can plan to walk by a house with a safe dog. When you have walked by the house you can say, "Wow, you walked right by that doggy. You are super brave!"
- **Read books about being scared.** Talk with your child about what the character is feeling and experiencing and come up with ideas that might help. There are many books and

activities to help your child learn about emotions at <http://challengingbehavior.fmhi.usf.edu/Implementation/Program/strategies.html>.



### Practice at School

Teachers use stories, pictures and puppets to help children understand how it feels to be scared and discuss what they can do to feel better. Children practice making scared faces in the mirror or find pictures of people who look afraid. As a group, children talk about things that frighten them and the fact that things that are scary to one person may not be scary to someone else. When children have the opportunity to talk about their own feelings and learn about how others feel, they are better able to manage their own emotions and can begin to empathize with others.



### The Bottom Line

When you help your child to understand and label all of his feelings, including fear, sadness and jealousy, you give him more freedom to accept and experience the ups and downs of his life, which will ultimately reduce challenging behavior. Spend quality time with your child and listen to his worries and fears. This time together will help him to feel cared for and safe. With love, practice and language he will learn that, although the feeling may be uncomfortable, it will pass. For more information on how to teach your child about emotions, take a look at the *How to Help Your Child Understand and Label Emotions* handout in the Backpack Connections series.



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# How to Help Your Child Recognize & Understand Frustration

Brooke Brogle, Alyson Jiron & Jill Giacomini

Frustration is a common emotion in young children and typically occurs as a child begins to discover the many things he would like to do, but simply cannot do yet. Frustration is a natural and healthy emotion and can provide a positive learning experience for a child. The feelings of frustration that occur when your child has difficulty communicating his needs or tying his shoes are his cue that he needs to try to do something in a different way or that what he is doing is not working. You can teach your child how to deal with frustration in a way that is useful for him. Most important, you must respond to frustration when it first arises before it changes into anger or becomes the dreaded temper tantrum. Two skills children must learn in order to deal with frustration are: 1) how to ask for help, and 2) know when to take a break!



### Try This at Home

- Notice and label when you, your child or others are frustrated. Explain that everyone, including adults, feel frustration. You might say:
  - » About yourself: "I am frustrated. I have tried three times to fix the vacuum and it is just not working! I am going to take a break. I will come back and try when I am feeling calmer."
  - » About your child: "You are so frustrated! I see that you have been trying to build that tower and it keeps falling down! Let's have a snack and then try again together."
  - » About others: "That little boy looks frustrated. He can't climb up the ladder on his own. I wonder if he needs some help?"

- Teach your child appropriate ways to respond to frustration. You might say to your child, "You can ask Daddy. Say, 'Help please!'"
- Knowing when to take a break is a skill that can be taught to your child. You can say, "I see you are frustrated. Let's take a break. First, let's do five jumping jacks and get some water. Then we can come back and try again!"
- Puppets and toys are great tools for role playing situations that your child may be struggling with, such as trying to accomplish a task. "Wow, this train can't get up the hill. He has tried four times and keeps rolling back down. He looks like he wants to cry. I wonder what he can do?"



### Practice at School

School is an opportunity for children to explore new concepts and try new skills. As a child attempts to become more independent, she often feels frustrated when she is not able to complete a task by herself. A teacher can help a child identify when she is feeling frustrated and prompt her to ask for help, try a new solution or take a break. "You have been working so hard to fit that piece in the puzzle. You sound frustrated. Would you like some help?" As the child learns new skills to manage frustrating feelings, she will become more confident in her abilities and eager to attempt new activities.



### The Bottom Line

Childhood is full of frustrating moments. As young children explore their world they are faced with many challenges. There are numerous things they simply can't reach, can't buckle, and can't climb on their own. From the child's point of view, parents and other adults are always saying "No" to the activities and objects he wants. It is important to help your child learn how to deal with this common experience. As a parent, you have the opportunity to help your child learn how to recognize, understand and find solutions to his frustrations. Each time your child is able to work through a frustration, he is adding a very important skill he needs to be happy and successful in the world. Children who learn these skills are less likely to exhibit challenging behavior and are better able to navigate life's ups and downs with confidence.



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# How to Help Your Child Recognize and Understand Jealousy

Alyson Jiron, Brooke Brogle & Jill Giacomini

"It's not fair!" Jealousy is a normal emotion experienced by adults and children. Young children often do not have the skills or language to deal with this complex feeling. Many children deal with jealousy by acting out with challenging behavior such as tantrums, crying or hitting. Because your child may act out with anger, it can be difficult for you to respond to the true feeling of jealousy. When you teach your child to identify and respond to the true feelings of jealousy, you are doing more than making him feel better. You are also helping him learn to manage painful feelings and get along with others today and in the future. If your child knows that his feelings are normal and he is unique and valued for who he is, regardless of his toys or abilities, jealous feelings are less likely to escalate into destructive behaviors.



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### Try This at Home

- Notice and label your child's feelings of jealousy. "I can see it makes you sad and jealous when I feed the baby. When the timer is up, you can choose an activity for just you and me! I love spending time with you."
- Be sure to spend dedicated, quality time with your child. Every child needs someone who is crazy about him! Fifteen minutes of one-on-one time without the TV, computer or phone will help you to build a positive relationship, support his social and emotional development, and help him feel loved, competent and confident. Quality time can be reading a book, giving hugs and/or high fives, singing a song or letting your child be your special helper.
- Remember a time when you felt jealous and share it with your child. Discuss with him how you dealt with your feelings of jealousy.
- Acknowledge differences in people. Teach him that everyone is unique and has different strengths and struggles. For example, you could say, "Your daddy is really good at playing baseball. I really like to play but it is hard for me." Or, "I see that some of those kids love playing with puzzles--others would rather play with the trains."
- Focus on your child's strengths. Tell your child the special things about him. "I love how you smile at the people in the store. It makes them happy." Or, "It makes me happy to watch you build with blocks. You create amazing towers and tunnels."

- Read books about jealousy and other emotions. Talk with your child about what the character is feeling and experiencing and discuss with your child ideas for strategies that the character might try. For more information about emotional vocabulary, visit [challengingbehavior.org](http://challengingbehavior.org) and type in the search box in the upper right-hand corner "How to Help Your Child Understand and Label Emotions."



### Practice at School

At school, teachers talk about and celebrate all kinds of differences. When children learn that our differences make us unique, they are less likely to feel jealous or compare themselves to other children and are more likely to feel proud of who they are. Teachers help children learn about diversity by reading stories, looking at pictures, or playing with toys that represent people from other countries or people with different abilities, beliefs or lifestyles.



### The Bottom Line

When your child can understand and label his different feelings (sad, angry, jealous) it helps him to cope with emotion, understand others, and reduce challenging behavior. It is natural for him to feel jealous from time to time. Children can become jealous of a parent's attention (e.g., new baby at home) or another child's toys or abilities. Teaching your child to cope with jealous feelings will provide your child with a lifelong skill.



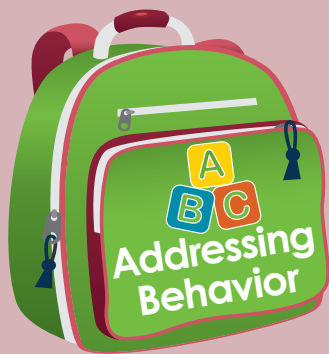
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# How to Help Your Child Stop Biting

Brooke Brogle, Alyson Jiron & Jill Giacomini

It is very common for a child to bite others at some point during their early years. When children do not have the skills or vocabulary to express their feelings, they might engage in a behavior, such as biting, as a way to let you know how they feel. Children might bite for a variety of reasons:

- **Frustration** – she might bite because she wants her toy back or because her sister is sitting too close to her.
- **Lack of play skills** – she might bite because she feels overwhelmed by the proximity of other children or expectation to share toys.
- **Attention** – she might bite because biting causes a big reaction from adults. Biting can result in adults interacting with the child or gaining the adult's attention.
- **Teething** – she might bite to relieve pain from new teeth coming in.
- **Overwhelming emotions** – she might bite because she does not know how to express emotions when she is hungry, tired, scared or anxious.

The important thing for you to remember when biting occurs is to stay calm with your actions and words and first try to figure out the reason WHY the biting happened. For example, if your child bites you when your attention is focused on another person in the room, you might think your child bit you to get your attention. Once you understand the reasons why your child bites, you can teach her a new way to express her feelings or requests during situations when she is likely to bite. It takes time, patience and repeated practice, but once she has mastered the skills needed to appropriately express her feelings, biting and other challenging behaviors will decrease.



## Try This at Home

- If your child is biting out of frustration, you can say, "You are so frustrated. You want that toy." Teach your child simple words such as "mine" or "no." Teach some basic sign language or gestures for things like "help" or "stop."
- If your child is biting because she lacks play skills, join her in play by sitting on the floor and coaching her. She might need guidance to learn and practice how to join play, take turns, share, communicate with other children, and get help if she needs it. For example, if another child tries to take her doll, you might say, "Molly thinks your doll looks fun. She wants to play too. Can we show Molly where the other dolls are?"
- If your child is biting to get attention, keep your reaction non-emotional, short, and as uninteresting

as possible to avoid teaching him that biting has a big effect on the adult. An adult's big reaction can be reinforcing for the child. Instead, teach your child appropriate ways that he can get attention, such as tapping you on the shoulder, and then reward him when that behavior occurs. For more information on how to teach this skill, refer to the Backpack Connection handout "How to Teach Your Child to Appropriately Get Your Attention".

- If your child is biting because he is teething, offer crunchy healthy foods such as crackers or pretzels throughout the day. Give him a teething ring or cloth to chew on. Chilled teethingers can also soothe sore gums.
- If he is biting at times when he feels overwhelmed by anger, frustration or disappointment, you can teach him about emotions and ways to deal with them in order to reduce, or eliminate, the biting behavior. You can use books about emotional literacy as teaching tools. You can also help him to identify and label his own emotions or others emotions as they are being experienced. For more information on teaching your child about emotions, refer to the Backpack Connection handout "How to Help Your Child Understand and Label Emotions".



## Practice at School

When a child bites at school, teachers immediately help the child who has been hurt. By first attending to the hurt child, teachers are not giving attention to the child who bit. This lets the child who bit know that if she wants to get someone's attention, this way did not work. Teachers also include the child who bit in caring for the hurt child as much as possible. This may include letting her get an ice pack, carry a bandage, offer a hug, hold his hand or bring him a stuffed animal. By including her, she is seeing the result of her actions, learning how to solve problems and help friends. After the situation has calmed down, teachers might talk about what happened and offer ideas on what she can do the next time she feels like biting. Teachers might also put books in the library about biting to read.



## The Bottom Line

Biting is a common behavior for very young children, but one that must be addressed immediately. Children might bite when they feel overwhelmed by an emotion and do not have the words or skills to tell someone or ask for help. Parents can watch and learn when their child is likely to bite (during play dates with friends, when left alone with a sibling, when teething, etc.) and then teach their child a new skill to replace the biting behavior.

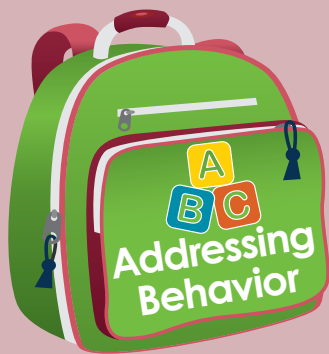


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## Backpack Connection Series

### About this Series

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### The Pyramid Model



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# How to Help Your Child Stop Whining

Brooke Brogle, Alyson Jiron & Jill Giacomini

There are few behaviors that are more frustrating to parents than whining. Yet for children, whining can be a quick and easy way to get a parent's full attention. Children whine when they feel overwhelmed by an emotion or desire and do not have the vocabulary to express their feelings. They also might whine when they do not have the skills to complete a task or because they feel tired, hungry, powerless, or lonely. Simply put, children whine to ask for help. You can help your child figure out WHY he is whining and help him to find a better way to communicate.

Your child will continue to whine until you teach him a new skill. When you give into his whine for candy at the check-out counter, you are teaching him that his whining behavior is working and he should use it again. When you take away your son's favorite toy because he won't stop whining, you increase his feelings of insecurity and actually also increase the likelihood that he will whine more often. Instead, you can teach him to use his words to tell you about his feelings and, together, you can come up with a way to solve his problem.



### Try This at Home

- If your child often whines when she is tired, consider running errands before or after her nap time, when she is rested.
- If your child often whines when she is hungry or bored, hope for the best but be prepared for the worst. Carry a small snack, pack a coloring book and crayons, or have a special activity ready to go that is only for this type of occasion. For example, you could have a bucket of puzzles, books, or toys that you only take out when you are on the phone.
- Teach your child that his needs get met when he uses his words. If he is whining for milk, tell him, "You can say, daddy, milk please." When he uses those words, follow up by saying, "Of course I will get your milk! Thank you for using your words!"
- In a calm and happy moment, play with whining. Make a stop sign with "red, stop" on one side and "green, go" on the other. He can pretend to be the dad and you can pretend to be the child. Ask him for a toy using a variety of voices—whining, yelling, talking and whispering and after each request ask him, "Stop or go?" He too can practice using each kind of voice and when he whines, you can say, "No Way!" When he asks for the toy in a talking voice you can say excitedly, "Yes, yes! Here's the toy and you get a kiss too!"



### Practice at School

At school, children are encouraged to use their words either verbally, using sign language, or using other forms of communication. Teachers remind children when they whine to instead use their words to express their wants and needs. A teacher might say, "I don't understand what you want when you whine. You can use your words to tell me what you need and then I can help you." Often a child just needs a reminder to use words and if needed, the teacher can give the child an example of what to say. "You sound like you are still hungry. You can say 'more crackers please'." Or, the teacher can show the child how to ask for a cracker in sign language.



### The Bottom Line

Whining is a common way for your child to tell you that she needs help. Until she learns a new way to get your attention, she will likely continue to whine. You can teach and show your child how to use her words to clearly express her needs. Children who are confident talking about their emotions and feel heard by their parents are less likely to whine.



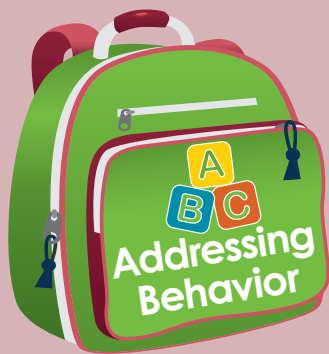
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# How to Understand the Meaning of Your Child's Challenging Behavior

Brooke Brogle, Alyson Jiron & Jill Giacomini

As a parent or caregiver, you may see your child behave in a way that doesn't make sense and ask yourself, "Why does she keep doing that?" It can be very frustrating, especially when it seems like it should be easy for your child to figure out on her own a more appropriate way to behave. In moments like this, it is important to remember that children continue to use a behavior because it works! Your child's behavior is a powerful communication tool that she uses to tell you what she needs or wants. Sometimes, when a child does not know the appropriate way (such as words, sign language or pointing to pictures) to express her needs or wants she may use challenging behavior (such as hitting, screaming or spitting) to communicate. Challenging behavior gives children the ability to send a message in a fast and powerful way. Children will use challenging behavior to communicate until they learn new, more appropriate ways to express their wants and needs. To change the behavior, it is important for you to first discover what is causing the behavior. If you know why your child is choosing a behavior, you can then teach her to communicate her wants and needs in a new way that everyone feels good about.

Children use challenging behavior to either:

- 1) get something, such as attention, a toy or a nap, or
- 2) get out of doing something, such as going to bed, eating a new food or getting buckled in the car seat.

The first step you must take to help your child learn a new behavior is to determine if she wants something or wants to avoid doing something.



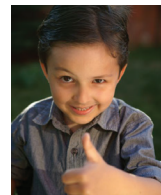
### Try This at Home

- **Observe.** Pay careful attention to what is happening when your child displays challenging behavior. Keep a chart to see repeated patterns in behavior. What happens before the behavior starts? What happens after?
- **Track.** Keep track of when the behavior occurs. Do you always see the behaviors just before nap time? Perhaps your child is tired and you can change your routine to include errands in the morning and quiet, at-home activities before nap time.
- **List.** Brainstorm ideas about what your child is trying to get, or avoid doing, by using challenging behavior. The more you watch your child, the more you will be able to narrow your list down to a few possible reasons why the behavior is occurring.
- **Teach.** Once you have an understanding of why your child chooses to use a challenging behavior, you can teach him a new way to behave in that situation. Pick a time outside of the situation when you can:

» **Role play:** Use puppets, trains, dolls or other toys to act out the new skill with your child. For example, you can make the doll say, "I really want to play outside. I want to open the door and run, but Mommy says I need to wait for her. I won't scream. I will say 'Hurry up Mommy. I am ready to play.'"

» **Read books:** Children often tell you how they are feeling when they are trying to guess how others are feeling. Ask your child questions about a character in a book as a way to start to talk about your child's own behavior. For example, "That little girl doesn't want to go to bed. I wonder why?"

» **Talk about the situation ahead of time:** Sometimes, children simply want to know about what is planned ahead of time or to be included in the planning. Parent schedules are busy and you often need to get things done quickly. However, quick transitions can feel overwhelming to young children. If you take a few minutes to include your child in the plan, you will likely see a dramatic decrease in challenging behavior. For example, you could say, "We are going to get in the car and go to the store when you finish this puzzle. Would you like to pick a special toy to bring with you to the grocery store?"



### Practice at School

Teachers are detectives too! When a child uses challenging behavior at school, teachers watch to see what caused the behavior and then teach the child a new way to communicate. For example, Ethan is playing with cars alone when Jacob tries to grab a car from him. Ethan hits Jacob and grabs his toy back. Jacob cries. Ethan was frustrated that a friend was taking a toy from him before he was done and used hitting as a way to tell Jacob that he wanted his toy back. The teacher might say to Ethan, "You looked frustrated when Jacob took your toy. Next time, you can use your words and tell him 'It's busy. I'm still using this toy.'" Teachers can also use puppets to reinforce the skill of saying "it's busy" during circle time or during other activities throughout the day.



### The Bottom Line

It can be fun and rewarding to figure out what your child is thinking and why! The more familiar you are with how your child reacts to everyday situations, the easier it is for you to teach him appropriate ways to deal with challenges like frustration, stress and fatigue. Children who learn how to manage these situations feel more confident and are less likely to use challenging behavior to communicate their needs.



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# How to Use Positive Language to Improve Your Child's Behavior

Brooke Brogle, Alyson Jiron y Jill Giacomini

"Stop it." "No." "Don't do that!" As a parent, you might find yourself using these words and phrases more often when your child begins to make his own choices. Now, stop for a moment and consider how the conversation might feel if you couldn't use these words? What if, rather than telling your child what he can't do, you instead chose words to tell him what he can do? While this shift in language might seem small, it actually provides a powerful positive change to the tone of the conversation. When you focus on using positive language with your child, you will likely find that he has fewer tantrums, whines less and overall experiences fewer challenging behaviors.

How can such a small change make such a big difference? While it is obvious to adults, young children are not able to make the logical connection that when they are told not to do something, what they actually should do is the opposite. For example, the directions, "Don't climb on the counter" can be very confusing to a child. However, "Please keep your feet on the floor" tells the child exactly what the expectation is and how he can change what he is doing. Using positive language also empowers a child to make an appropriate choice on his own, which can boost his self-esteem. When you are specific in your directions by telling your child exactly what he can do and when, it is easier for him to comply and he is more likely to cooperate with the request.



## Try This at Home

- **Replace "don't" with "do".** Tell your child what she can do! If you saw her cutting the leaves of a plant, rather than saying "Don't cut that!" you could say, "Scissors are for cutting paper or play dough. Which one do you want to cut?" It is more likely that your child will make an appropriate choice when you help her to understand exactly what appropriate options are available.
- **Offer a choice.** When you provide your child with a choice of things that he can do, wear or go, he is more likely to select one of the options you have offered because it makes him feel like he is in control. This strategy also works for you as a parent because you approve of either choice.
- **Tell your child "when."** When your child asks to do something, rather than saying no, acknowledge her wish and tell her when she might be able to do it. This answer feels more like a "yes" to a child. For example, if your child asks to go to the park, but you are on the computer finishing up a work project, you could say, "The park sounds like a great idea! I need to finish this letter for work right now. Would you like to go after your nap today or tomorrow morning after breakfast?"
- **Use "first-then" language.** Another way to tell a child when he can do something in a positive way is to use a "first-then" statement. For example, if he wants to watch TV but you would like for him to pick up his toys, you could say "First, pick up your toys and then

you may watch a TV show."

### ■ Give your child time to think.

Sometimes, you may feel frustrated when your child does not respond quickly to requests and feel tempted to use demands and raise your voice.

When that happens, remember that your child is learning language and how to use it. She needs time to think about what you said and how she is going to respond. It can take her several seconds, or even minutes, longer than you to process the information. If you remain calm and patiently repeat the statement again, you will see fewer challenging behaviors and enjoy more quality time with your child.

- **Help your child to remember.** Children are easily distracted. Sometimes your child may need you to help him remember what you asked him to do in order to do it. "I remember" statements are very useful in these situations. For example, imagine you have asked your child to put on his shoes so that he can go outside, and he comes over to you without his shoes on and is trying to go outside. You can say, "I remember you need to put your shoes on before you can go outside." Stating the information as a simple fact, rather than a command, gives him the information he needs to make the right choice on his own without blaming him or making him feel like he has failed.



## Practice at School

Teachers use positive language at school to help children become more confident and independent. When teachers tell children what they can do, children begin to manage themselves, classroom routines and interactions with peers by themselves. For example, a child who is throwing sand on the playground can be shown that, instead, she can use a shovel to put the sand in a bucket. The teacher might say, "If you want to play with the sand, you can fill this bucket. Would you like a blue bucket or this red one?" In this way, the teacher honors the child's interest, but directs it to a more appropriate play choice.



## The Bottom Line

Positive relationships with parents, teachers and other caregivers provide the foundation for a successful and happy child, are the building blocks for your child's self-esteem and ability to empathize and predict future positive behavior choices. The manner in which you talk to your child has a significant impact on his behavior. Making positive changes to your communication style can be hard work, but with a little practice, you will see a big difference in your relationship with your child. Your child will feel more encouraged, positive and independent and, as a result, you will enjoy better overall cooperation.



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