



Your turn

(page 122) This chapter will work best if you have in mind an area that you'd like to address. It may be an area where there are already some difficulties, one of the 'hot spots' of family life, or it may be something that you anticipate your child may need support with in the near future. Think about this area as we go through the various skills and consider how that skill could work for you.

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(Page 147) **STEP 1:** Go back to that area you chose where you would like things to go better for you and your child(ren) and say **how you would like it to work:**

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STEP 2: Break the task down into smaller components and choose one small part to tackle first. How can you support and motivate your child to do the right thing?

Is there a way to make the task fun? Can you plan something interesting to do afterwards? What preparations need to be made to the physical environment? How will everyone remember what they need to do? Do you need some rules? Should they be written down?

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STEP 3: Chat Through

Choose a quiet time, away from the main issue. You know that criticism or pointing out what the children are doing wrong does not make them want to change their behaviour. If we blame, nag or lecture they will stop listening.

I will start with Descriptive Praise for:

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I will empathise with:

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What questions can you ask your child to draw out what he needs to do?

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Refer to the chat-through in day-to-day conversation and alert them just before the situation arises - remember to ask questions, not just transmit information.

STEP 4: Show Time!

On the day itself, as the curtain rises, you will definitely need to use Descriptive Praise and Emotion Coaching. Don't wait until it goes wrong.