

## Parenting for Lifelong Health Programme for Young Children Parent handbook



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World Health  
Organization

unicef 

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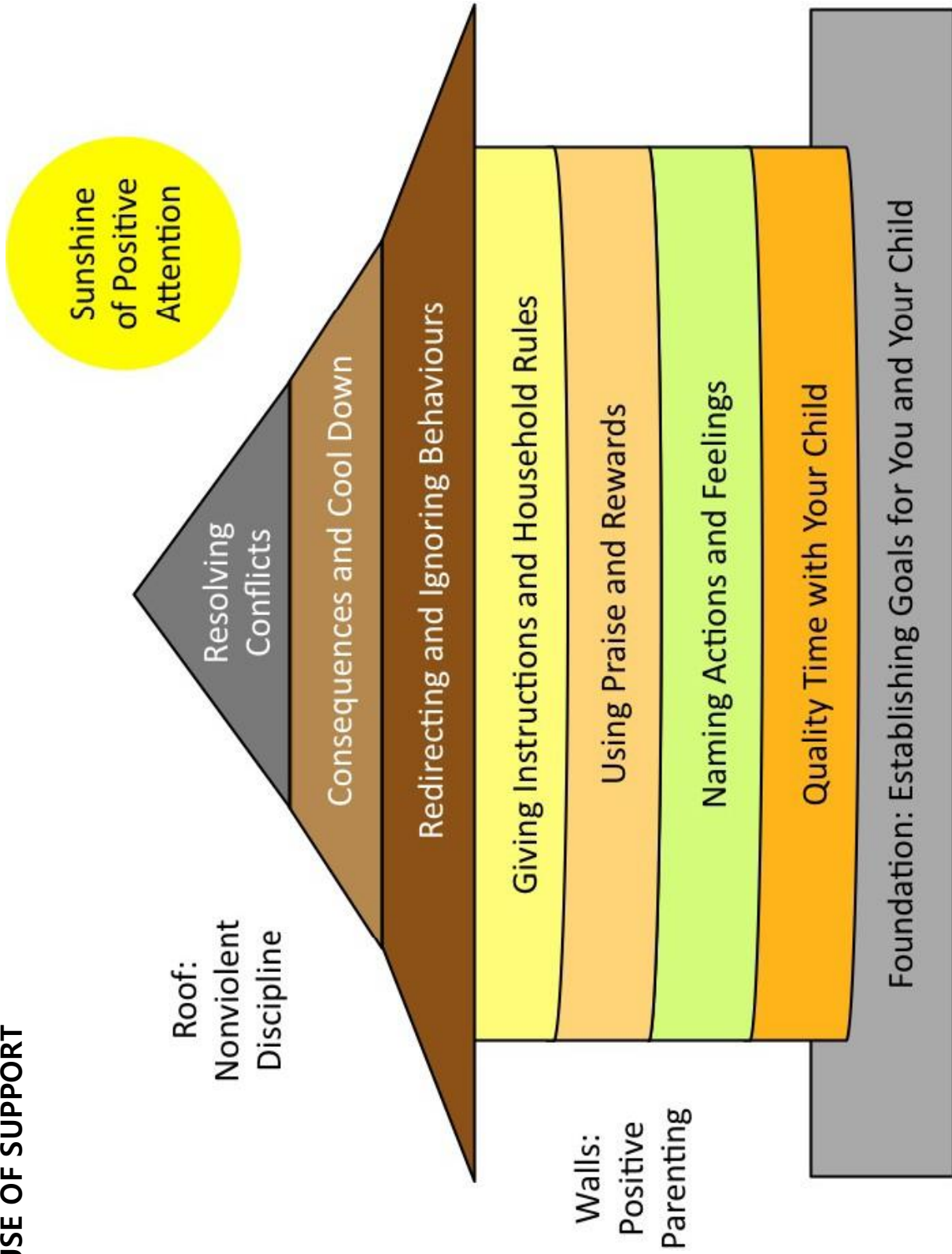
# SESSION 1

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**ONE-ON-ONE TIME WITH YOUR CHILD**

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## HOUSE OF SUPPORT



## Illustrated Story 1 – One-on-One time with your child...



### Questions for Illustrated Story:

- How does Nosipho's Granny show attention to her?
- How does her Granny play with Nosipho without controlling the game?
- How does this make Nosipho feel?

### BUILDING BLOCKS

Name your child when you speak to him or her.  
Praise your child when he or she is behaving well.

## Illustrated Story 2 – When we do not pay attention...

Lonwabo is playing with pots and pans while  
Mother is sms-ing



### Questions for Illustrated Story:

- How did Lonwabo feel when his Mother ignored him?
- What does Lonwabo do to get attention from his Mother?
- How does his Mother feel about Lonwabo?
- How could his Mother give attention to Lonwabo?

### BUILDING BLOCKS

**Listen** to what your children say and **Watch** what they do.

Speak with enthusiasm when describing what your child is doing.

One-on-One time with your child is One-on-One time with your child.

# Physical Exercise

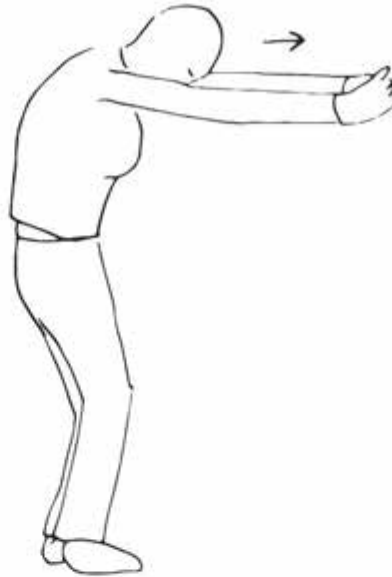
## 1. Stretching our bodies



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)



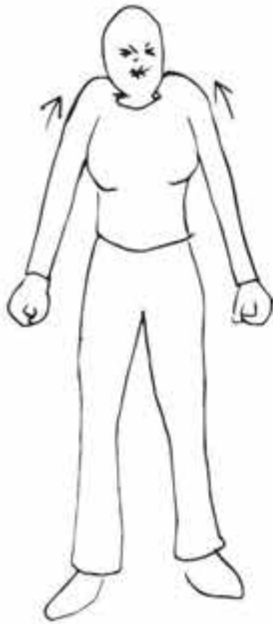
Place chin on your chest and then move your head to the left so that your ear is near your shoulder. Then move head to the right. (4 times)



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 swing them 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



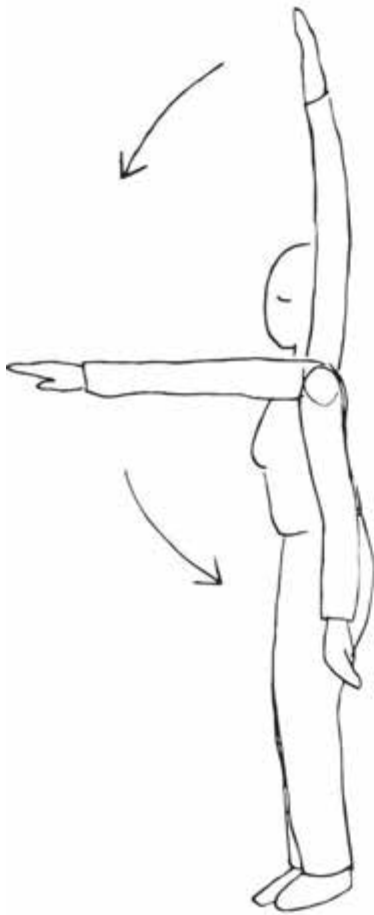
Rotate your wrists in circles as if you are painting. Make sure you go in both directions.

### 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!**

## HOME ACTIVITIES

### SPENDING ONE-ON-ONE TIME WITH YOUR CHILD

- Spend at least 5 minutes a day in 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 spend One-on-One Time with you, Thabo. After that, I have to make supper. What would you like to do now?"

- This activity 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.

***THE KEY ACTIVITY IS SPENDING ONE-ON-ONE TIME WITH YOUR CHILD!!!***

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# SESSION 2

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**SAY WHAT YOU SEE**

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### Illustrated Story 3 – Too much control...



#### Questions for Illustrated Story:

- Does his Father follow Lonwabo's lead during One-on-One Time? What does he do?
- How does the way his Father plays with Lonwabo make Lonwabo feel?
- Do you think Lonwabo and his Father will want to play together again?
- How do you think Lonwabo's Father feels? What could he have done differently?

#### **BUILDING BLOCKS**

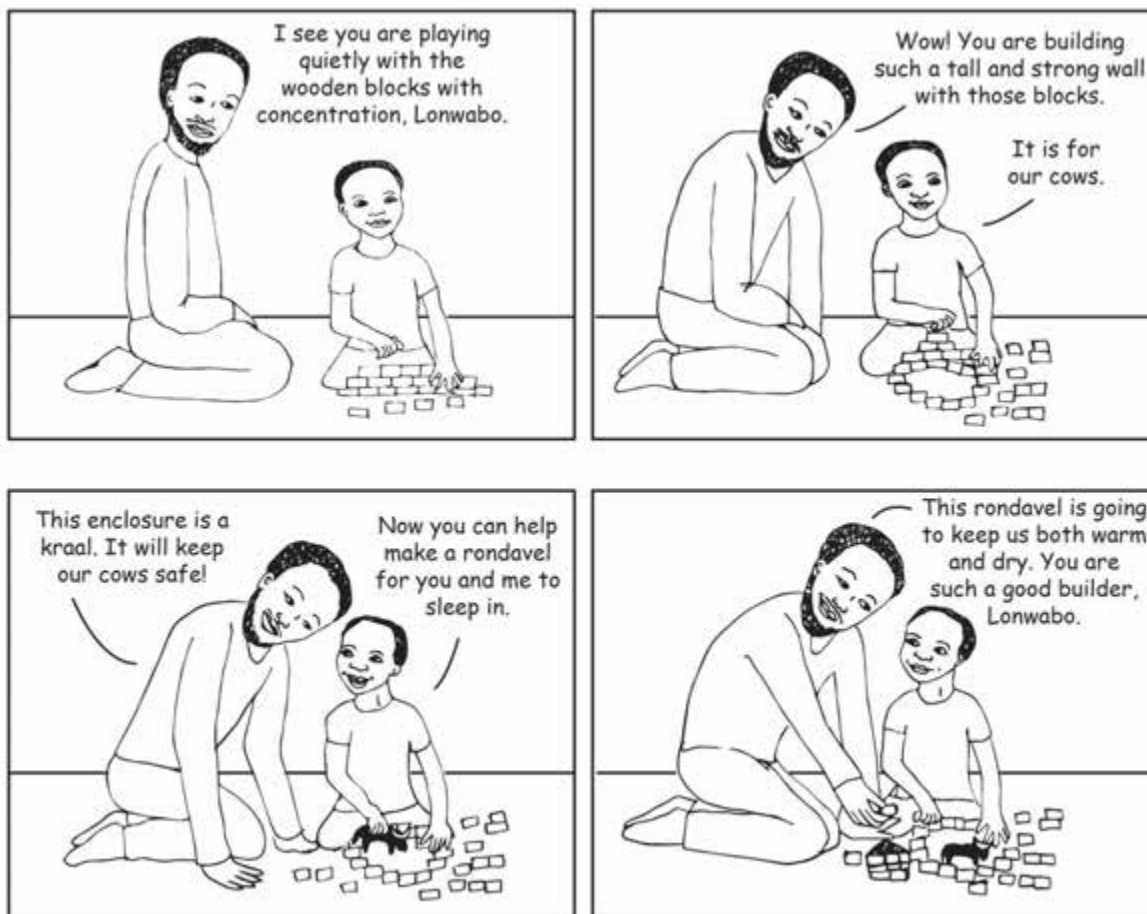
Allow your child to take the lead during One-on-One Time.

Avoid criticizing your child when playing.

Play at your child's level and pace.

Avoid playing competitive games during One-on-One Time.

## Illustrated Story 4 – Saying what you see...



### Questions for Illustrated Story:

- How does his Father describe what Lonwabo is doing?
- How does his father help Lonwabo learn vocabulary?
- How does what his Father do and say make Lonwabo feel?
- Why does Lonwabo include his Father in his play this time?

### BUILDING BLOCKS

Say What You See builds your relationship with your child.

Say What You See helps your child develop language skills.

Say What You See shows your child that you are paying attention to him/her and that you think that what they are doing is important.

## HOME ACTIVITIES

- **Spend at least 5 minutes a day of One-on-One Time** with your child.
- Practice **“Say What You See”** during **One-on-One Time** by describing what your child is doing.
- Practice **“Say What You See”** while taking a walk with your child at least one time before the next session. Describe the world that you see around you with as many words as possible!
- **Play the Mirror Game** with your child.
- Do the **Physical Exercises** every morning when you wake up.

The **core activity** is to practice **Say What You See** during **One-on-One Time**.



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# SESSION 3

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TALKING ABOUT FEELINGS

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## Illustrated Story 5 – Trying to help out...

Lonwabo is helping his mother sort out the washing...



### Questions for Illustrated Story:

- *Identify Lonwabo's and his mother's feelings in this story.*
- Is it necessary for his Mother to correct Lonwabo?
- How do his Mother's corrections make Lonwabo feel?
- Why is the Mother's reaction to Lonwabo's feelings unhelpful?
- How could his Mother be more supportive of Lonwabo's emotions?
- How could his Mother respond differently?

### BUILDING BLOCKS

Notice when your child is trying to help.

We are models of behaviour to our children.

## Illustrated Story 6 – Trying to help out again...

Here his mother tries a different approach to encourage Lonwabo...



### Questions for Illustrated Story:

- What does Lonwabo's mother do differently this time?
- How does she encourage Lonwabo to keep looking?
- How does she acknowledge Lonwabo's feelings?
- How can you help your child to notice his or her feelings?

### BUILDING BLOCKS

Any activity can become a game for your child.

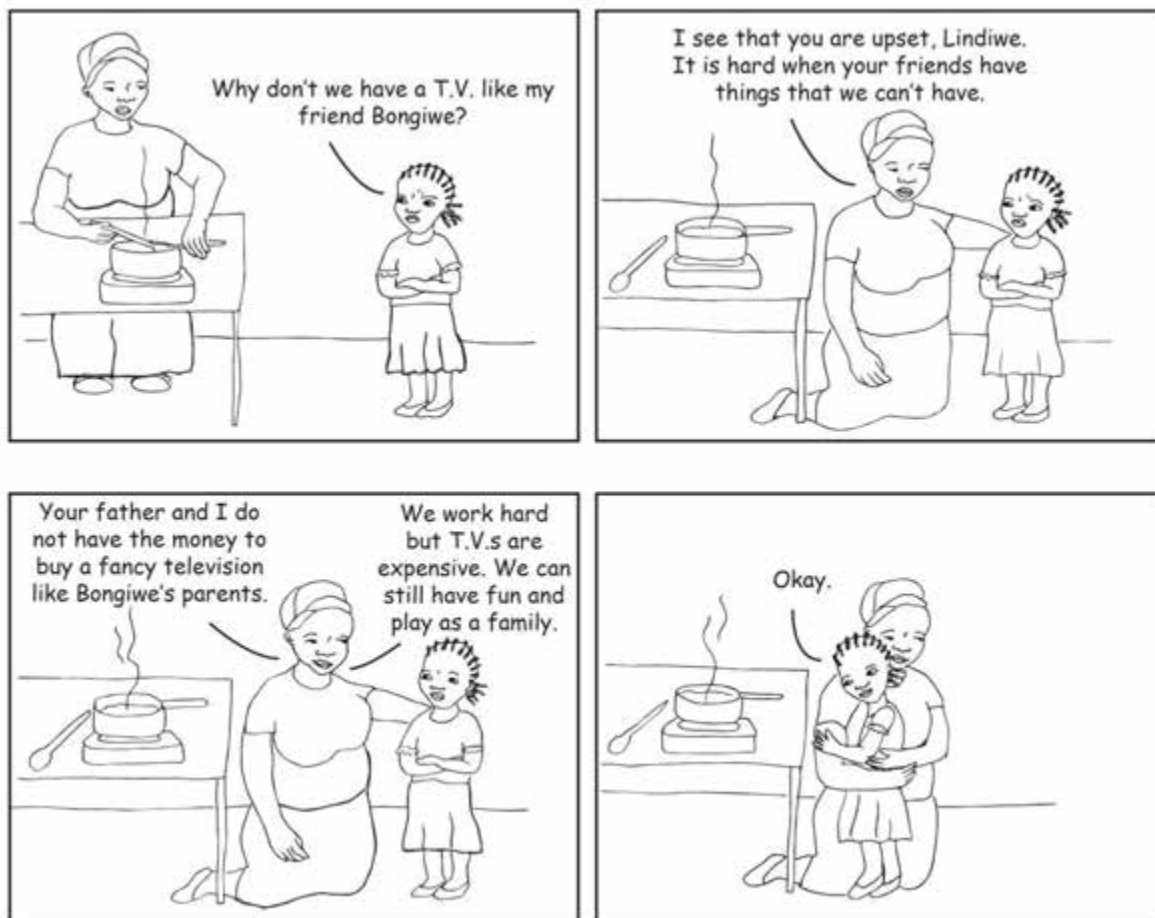
Encourage your child to keep trying in difficult tasks.

Praise your child when he/she has accomplished a difficult task.

Commenting on feelings should be specific and connected to your child's behaviour.

Share your feelings with your child.

## Illustrated Story 7 – Acknowledging feelings...



### Questions for Illustrated Story:

- How does her Mother respond in a way that acknowledges Lindiwe's feelings?
- Do you think Lindiwe's Mother's explanation is helpful?
- How might you need to communicate to your child differently depending on his/her age?

### 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.

## BODY RELAXATION

Now we are going to an activity that can help us relax our mind, release our stress, and connect to our bodies.

### 1. Preparing

Find a comfortable sitting position with your feet flat on the floor and your hands relaxed in your laps. Back upright yet relaxed. Shoulders dropped and neck long with your head gently floating up towards the sky.

If you feel comfortable, allow your eyes to close.

----- *pause*

Become aware of the sounds in the room.

----- *pause*

Become aware of how your body feels in this moment.

----- *pause*

Become aware of that you are breathing.

----- *pause*

Feel each breath passing through your nose or mouth, filling the lungs and stomach, and then emptying out through your nose or mouth.

----- *pause*

### 2. Doing

Bring your attention to your feet. Notice which parts of the feet are touching the floor. Notice each toe.

----- *pause*

Notice the arches of your feet.

----- *pause*

Your heels.

----- *pause*

If you can't feel your feet, that is okay. Just notice that lack of feeling.

----- *pause*

Now, take a deeper breath and imaging your breath filling your feet.

----- *pause*

As you breathe out, allow your feet to relax.

----- *pause*

If you mind begins to wander and start thinking of something, gently with kindness return to the focused attention of your calves or whatever part of the body we are noticing.

----- *pause*

If you notice any tension in your body that is distracting you or hurting, use your breath to bring awareness to the feeling and notice if there is any relaxation when you breathe in and out to that part of the body.

----- *pause*

*Move through ankles, calves, knees, thighs, hips, midsection, lower back, stomach, upper back, chest, shoulders, hands, wrists, arms, neck, face (jaw, mouth, tongue, nose, eyes, forehead), ears, head.*

----- *pause*

Now bring awareness to the entire body.

----- *pause*

Imagine that each breath passes through your body from head to toe and then empties out from toe to head.

----- *pause*

### **3. Finishing**

Now notice how you feel emotionally. Notice the quality of your mind.

----- *pause*

Notice if there is any difference between your experience now and before you did the Body Relaxation.

----- *pause*

Take a moment to thank yourself for taking the time to simply be with your own body and allow it to relax.

----- *pause*

Expand your focus to the sound of the room.

----- *pause*

Whenever you are ready, you can open your eyes.

## HOME ACTIVITIES

- Practice **Talking about Feelings** with your child **at least 3 times** a day.
- **Spend at least 5 minutes** in **One-on-One Time** with your child.
- Practice becoming aware of your own feelings as you go about your day.
- Continue to **Say What You See** by wrapping your child in language.
- Think of **behaviours you want more** of from your child. Remind the parents to be as specific as possible. Remind them of how they set their goals during Session 1.
- Do the **Body Relaxation** every night and the **Physical Exercise** every morning.

The **core activity** is to practice **Talking about Feelings**.

***It is what you do at home that makes the difference!***



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# SESSION 4

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**PRAISING AND REWARDING OUR CHILDREN**

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## Illustrated Story 8 – Catch them while they are good!

Lonwabo and his father are sharing some time together...



### Questions for Illustrated Story:

- How does his Father encourage Lonwabo to play quietly?
- How does he specifically label Lonwabo's good behaviour?
- What might have happened if he ignored Lonwabo?

### BUILDING BLOCKS

Pay attention to behaviour you want more of.

Praise your child for good behaviour even when it is expected.

## Illustrated Story 9 – Rewarding with extra playtime...



### Questions for Illustrated Story:

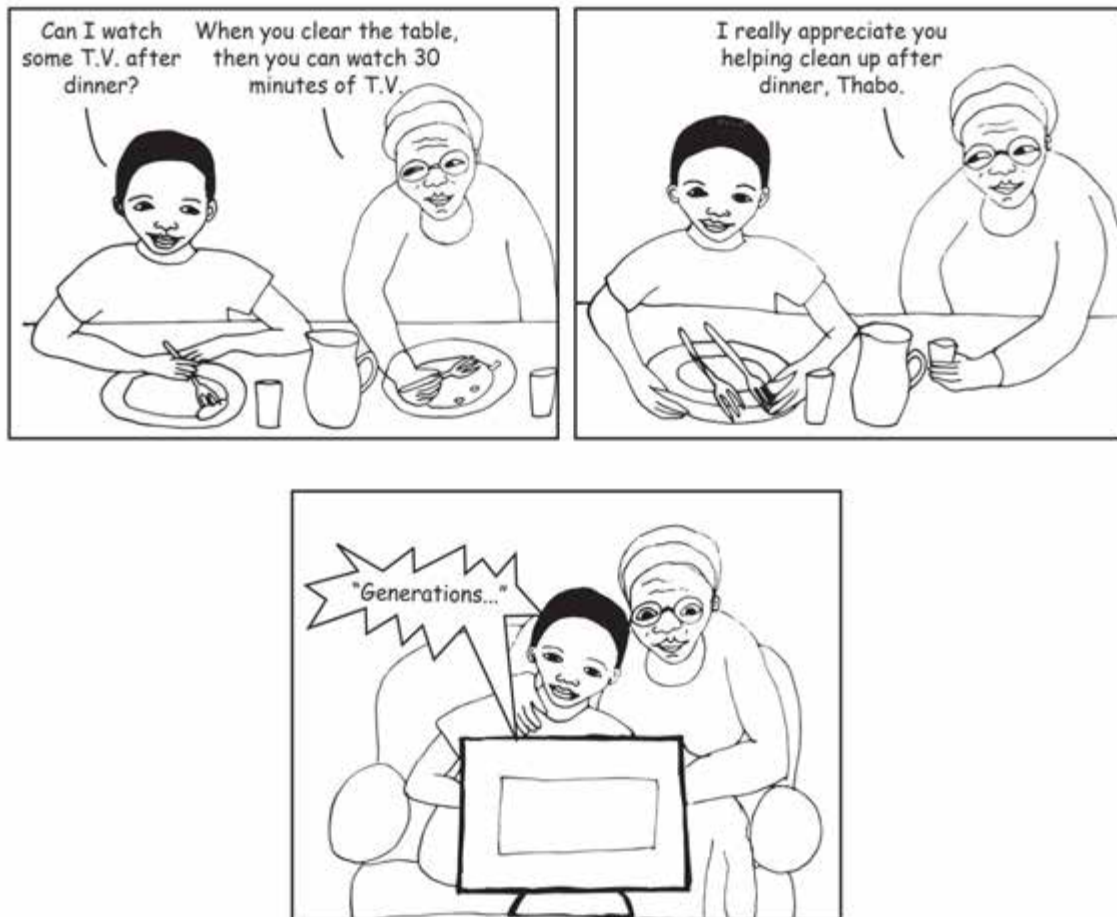
- How does their Father reward his children's good behaviour?
- What are the specific things that the children's Father said in his praise?
- Is his reward and praise effective? Could he be more specific?

### BUILDING BLOCK

Simple rewards can be extra playtime.

Rewards do not have to be expensive

## Illustrated Story 10 – When you do this, then you can do that...



### Questions for Illustrated Story:

- Why is this an effective reward?
- What behaviour is Thabo's grandmother reinforcing?
- What would happen if the grandmother changed her mind after Thabo cleared the table?

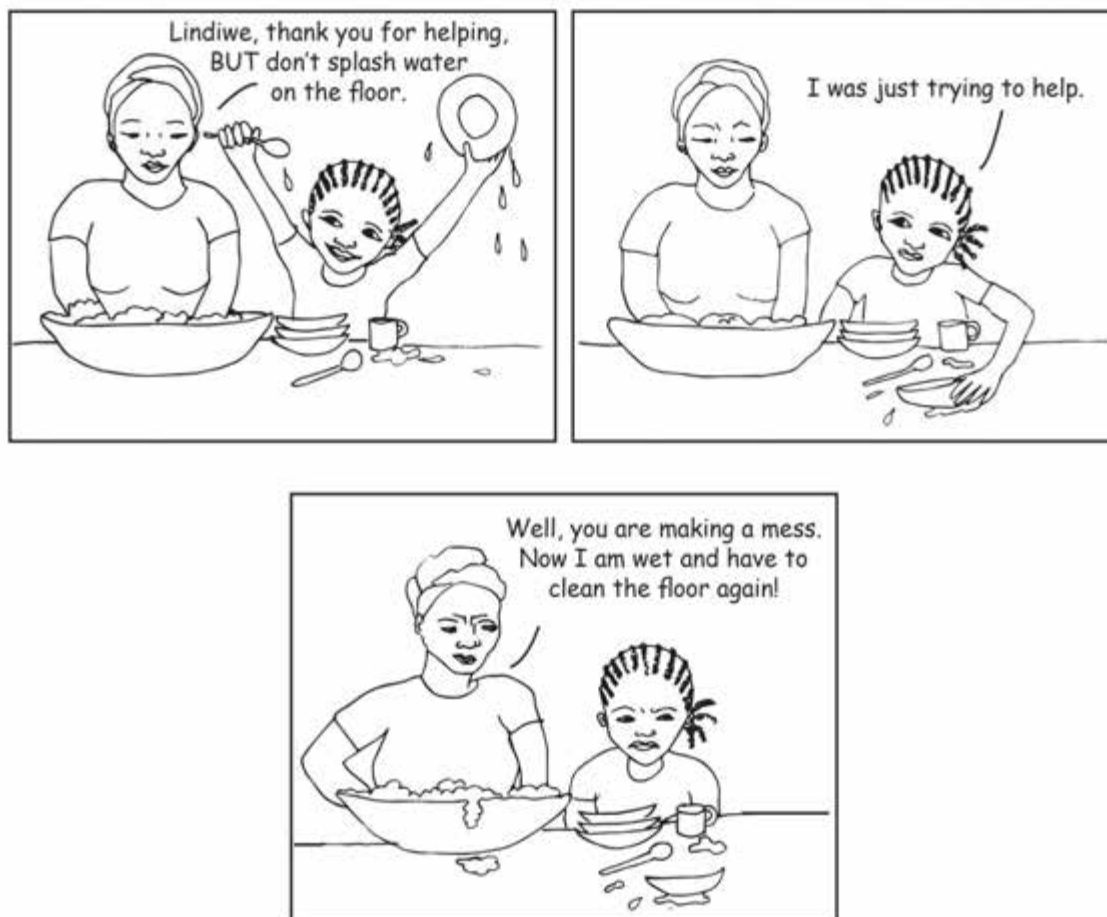
### BUILDING BLOCKS

Use "WHEN this, THEN that" to teach children the benefits of good behaviour.

Rewards must be something you can definitely provide.

Make sure you follow through with your rewards.

## Illustrated Story 11 – Praise with criticism...



### Questions for Illustrated Story:

- How does Lindiwe's mother make the praise feel less appreciated?
- How does Lindiwe feel when being criticized by her mother?
- How will that affect Lindiwe's behaviour in the future?
- How could her mother have asked Lindiwe to help differently?

### BUILDING BLOCKS

Praise and GO!

Give praise without criticism.

Praise your children for trying.

Find ways to avoid difficult situations so that your child can succeed.

## HOME ACTIVITIES

The **core building block** 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**
- Choose ***one challenging behaviour*** that you want to change by using a ***reward***.
- **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.
- Spend **at least 5 minutes** of **One-on-One Time** with your child.
- Continue to **Say What You See** by wrapping your child in language.
- Practice **Talking About Feelings** about your child's emotions **at least 3 times** a day.
- **Body Relaxation** every night before going to sleep and **Physical Exercises** every morning when you wake up
- **Meet with or send a text message to your PLH Partner** one time during the week.

The **core activity** is to practice **Praise** and **Rewards**.

***It is what you do at home that makes the difference!***

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# **SESSION 5**

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**GIVING SPECIFIC, POSITIVE AND REALISTIC  
INSTRUCTIONS TO OUR CHILDREN**

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## Illustrated Story 12 – Keeping it positive...



### Question for Illustrated Story:

- What is effective about the way that her parents give instructions to Lindiwe?

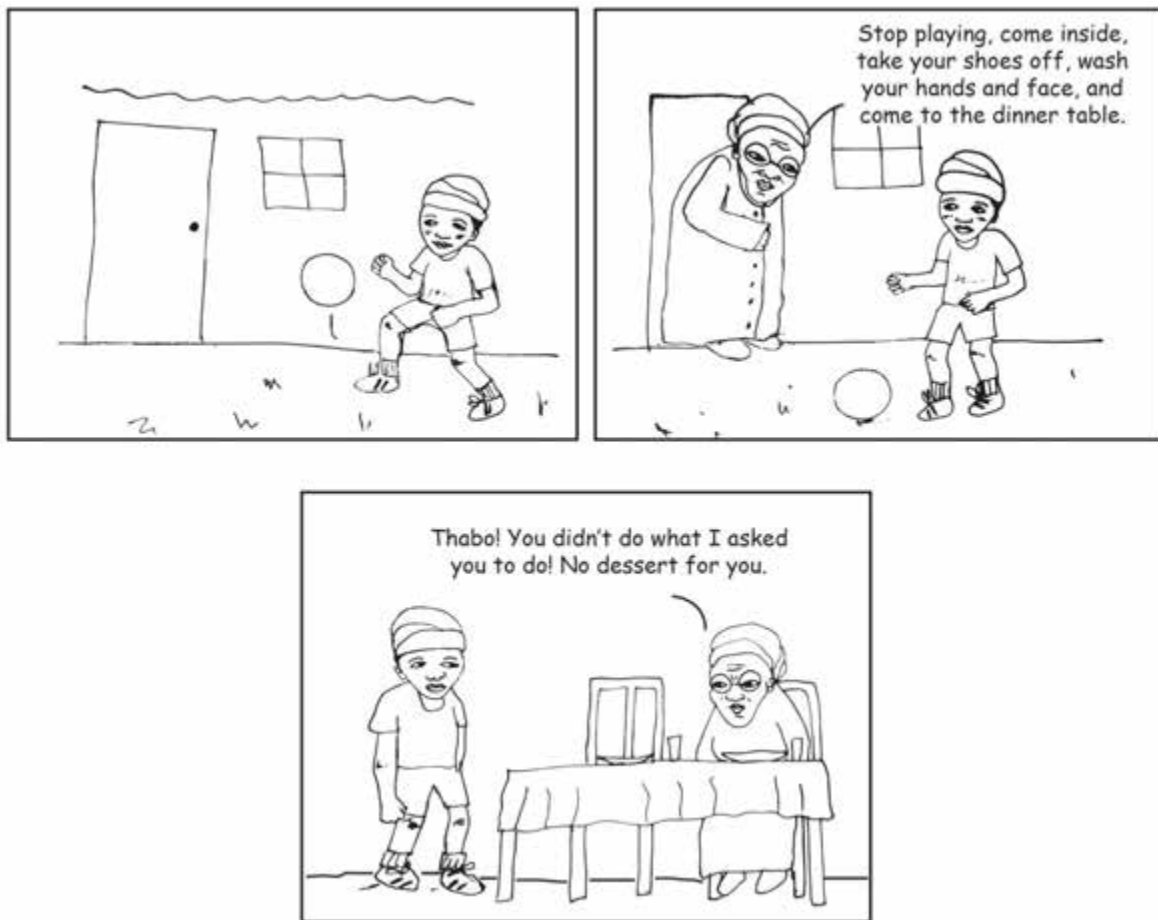
#### **BUILDING BLOCKS**

Instructions should be framed as commands and not questions.

Parents must be models of polite and respectful behaviour.

Support the instructions of your partner or anyone else who shares in the caring of your child.

## Illustrated Story 13 – Too many instructions...



### Questions for Illustrated Story:

- What is wrong with the way Thabo's Grandmother gave instructions?
- What could Thabo's Grandmother do differently?

### BUILDING BLOCKS

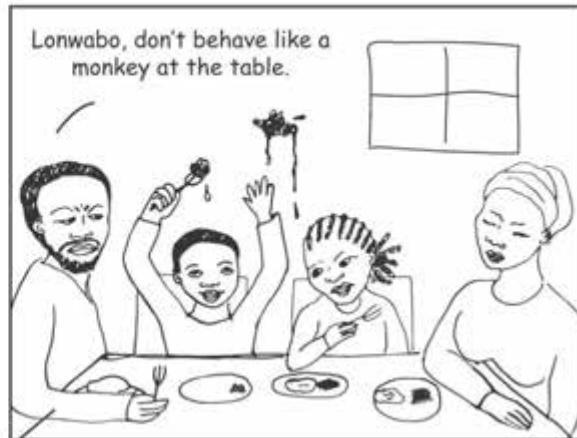
Address your child using his/her name.

Give one instruction at a time.

Praise your child after following the instruction.

## Illustrated Story 14 – Negative instructions...

Mother, Father, Lindiwe, and Lonwabo are eating dinner together.



Lonwabo picks up another piece to throw.



### Questions for Illustrated Story:

- How does his Father's instruction make Lonwabo feel?
- How does her Father's instruction make Lindiwe feel?
- How could the children's Father give better instructions?
- What could his Father do to help Lonwabo learn good behaviour at the dinner table?

### BUILDING BLOCKS

Give clear instructions that tell your child how to behave.

Give positive instructions to support good behaviour.

## Illustrated Story 15 – Positive instructions and transition warnings...

Nosipho is playing with her dolls on the floor.



### Questions for Illustrated Story:

- Why does the Grandmother give Nosipho a 5-minute transition warning?
- What is effective about the way that the Grandmother give instructions to Nosipho?
- What did she do to make it more likely that Nosipho will follow instructions in the future?
- What would happen if Nosipho's Grandmother did not tell her a story?

## BUILDING BLOCKS

Giving a transition warning helps our children prepare for the next activity.

Instructions should be framed as commands and not questions.

Make sure you have your child's attention when giving an instruction.

Use your child's name and get down to your child's level if possible.

Praise your child when s/he follows instructions.

## TAKING A PAUSE

Sometimes when we are experiencing stress or our children are making us very annoyed, we need to take a moment to stop, acknowledge our experience, and compose ourselves.

We call this **Taking a Pause**

### 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: 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, notice how it pauses, and how it comes 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.*

## HOME ACTIVITIES

- Choose **3 specific behaviours** that you want to see more of and decide on a **clear and positive instruction** to use with your children.
- **Reduce the number of instructions** that you give your child. Give **FOUR PRAISES** for every **ONE INSTRUCTION**.
- Practice **Taking a Pause** whenever you feel stressed or angry – even taking a few deep breaths and connecting to your emotions can make a big difference.
- Do something **fun and caring** for yourself.
- Spend **at least 5 minutes** of **One-on-One Time** with your child
- Continue to **Praise** and use **Simple Rewards** with your child, yourself, and your family!
- Continue to **Say What You See** by wrapping your child in language.
- Practice **Talking about feelings** about your child's emotions **at least 3 times** a day.
- **Body Relaxation** every night before going to sleep and **Physical Exercises** every morning when you wake up
- **Meet with or make contact with your PLH Partner** one time during the week

The **Core Activities** are to practice **Giving Positive, Specific, and Realistic Instructions** to children and to practice **Taking a Pause** when parents feel stress.

***It is what you do at home that makes the difference!***



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# SESSION 6

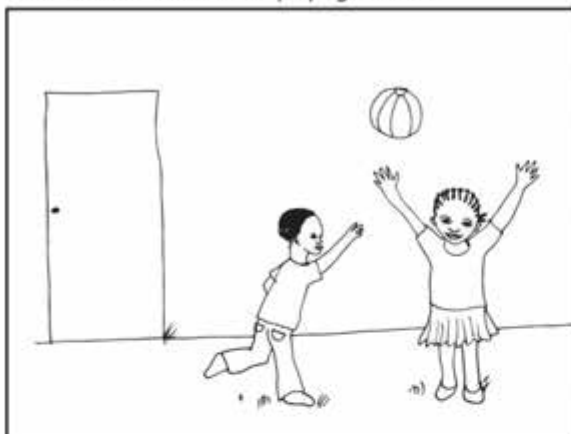
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## HOUSEHOLD RULES AND ROUTINES

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## Illustrated Story 16 – Routines for mealtime...

Lindiwe and Lonwabo are playing outside.



5 minutes later



### Questions for Illustrated Story:

- Why would it be important to have a regular mealtime for your child? And why would it be important to have a meal as a family at least once a week?
- How does their Father remind the children of the dinner routine in a positive way?
- How does using a transition warning help prepare the children for dinner?
- What are some other routines that can be helpful for children and the family?
- What times are challenging for you and your child during the day (bedtimes, mealtimes, getting ready for school)?

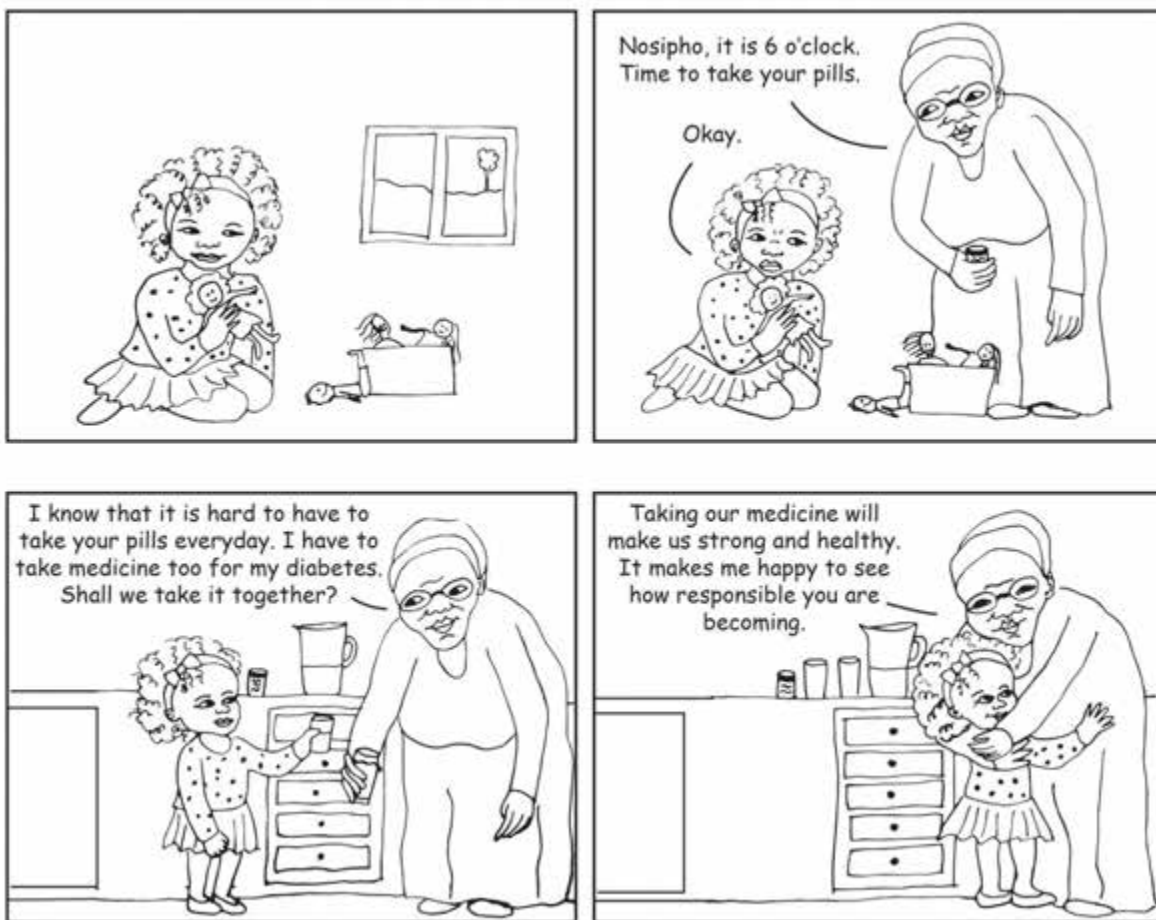
### BUILDING BLOCKS

Praise your children when they follow the household rules.

Be consistent with your household rules and routines.

Rules and routines give your children a sense of security and keep them safe.

## Illustrated Story 17 – Taking medication...



### Questions for Illustrated Story:

- Why is it important for children to take their medication on a regular basis?
- How does her Grandmother support Nosipho (reminder, recognises emotions, praise, etc.)?
- What might be some other routines that are challenging for your children?

### BUILDING BLOCKS

We can support our children's health by having routines for sleeping time.

Recognizing when it is difficult helps children feel loved.

Extra praise helps support children's willingness to follow more challenging routines.

## Illustrated Story 18 – Making a house rule...



### Questions for Illustrated Story:

- How does his Mother communicate to Thabo the house rule?
- How could his Mother talk to Thabo to make sure that he is really listening?
- Is the house rule connected to a specific behaviour?
- What does his Mother do to support Thabo when he follows the house rule?

### BUILDING BLOCKS

Establish house rules when your child is calm and quiet.

Make your household rules clear and specific.

Praise and rewards can help support your child in following a household rule.

## Illustrated Story 19 – Getting ready for bed...



### Questions for Illustrated Story:

- How did his Mother make it easy for Lonwabo to follow her instructions?
- How did the Mother reinforce the instructions she gave Lonwabo?
- Why is it important for the Mother to give instructions that Lonwabo is able to follow?
- Why might it be important to have regular times for bed and routines for getting ready?
- What other routines would you like to establish with your children?

## BUILDING BLOCKS

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.

Not enough sleep can make your child cranky or difficult the next day.

## HOME ACTIVITIES

### 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 have **at least 1 mealtime together** as a family during the week.
- Try to create a **regular bedtime routine** for your child: washing body, brushing teeth, wearing bedtime clothes, story time, and sleep.

### Ongoing Home Activities:

- Spend **at least 5 minutes** a day of **One-on-One Time** with your child.
- 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** and use **Simple Rewards** with your child, yourself, and your family!
- Continue to **Say What You See** by wrapping your child in language.
- 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.

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# SESSION 7

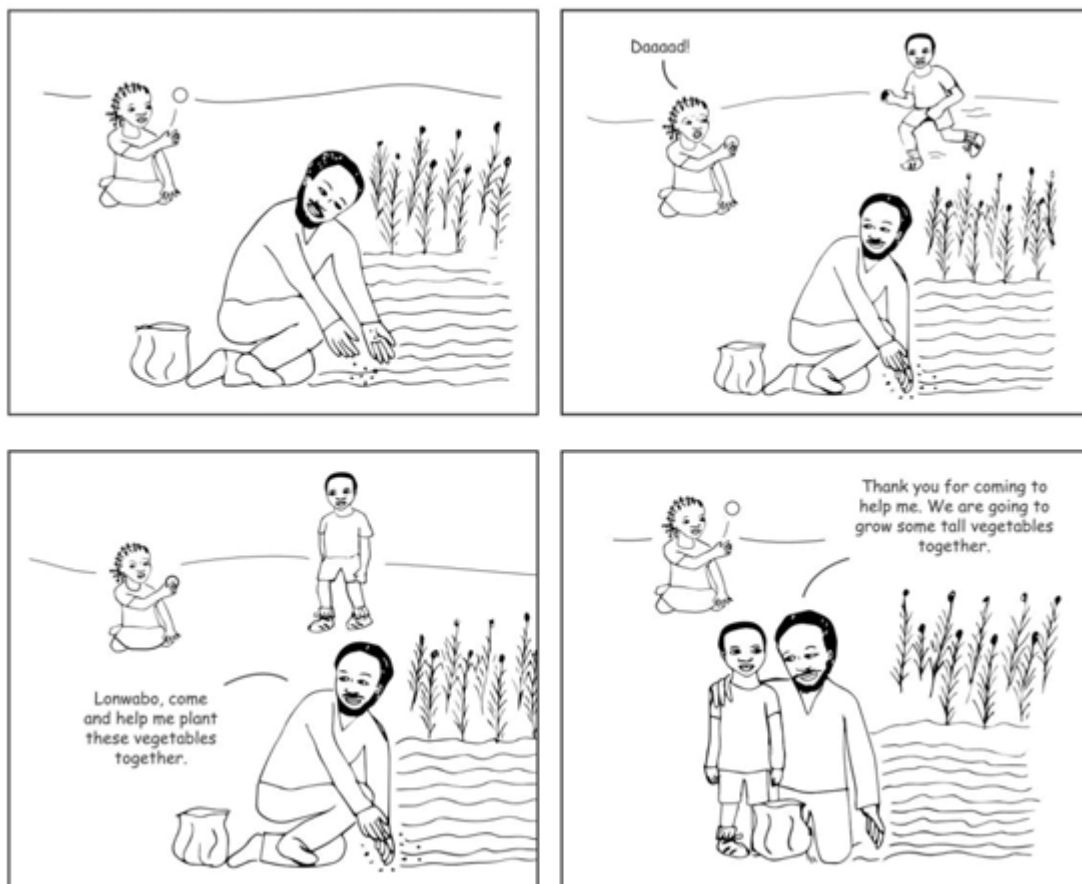
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**REDIRECTING NEGATIVE BEHAVIOURS**

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## Illustrated Story 20 – Introducing something new...

Lindiwe is playing by herself in the yard while her father works in the garden...



### Questions for Illustrated Story:

- How does the Father redirect Lonwabo's attention?
- What would have happened if the Father said "Stop disturbing your sister!"
- What would have happened if the Father did not redirect Lonwabo to an alternative activity?
- Should the Father give the command again?

### BUILDING BLOCKS

Be attentive! Notice when your child is about to behave badly and redirect!

Ignore the negative behaviour and bring attention to  
a positive alternative behaviour.

Stay calm and speak in a clear voice when redirecting behaviour.

Praise your child when he or she complies!



## Illustrated Story 21 – Distracting your child before the negative behaviour happens...



### Questions for Illustrated Story:

- How does his Grandmother distract Thabo from eating a piece of cake?
- How does his Mother support Thabo's good behaviour?
- When would a distraction be useful in your household?

### BUILDING BLOCKS

Be proactive! Catch the negative behaviour before it begins!

Use specific, positive, and realistic instructions to distract your child's behaviour.

Be enthusiastic when distracting your child.

Praise your child for the following your instructions.

Children are good. Behaviours can be bad.

## HOME ACTIVITIES

### New home activities

- ***Redirect*** your child when your child starts to behave badly.
- ***Take a Quick Pause*** before reacting so that you remember to **use positive instructions** and **stay calm**.
- ***Praise your child*** whenever he or she follows your instruction and behaves positively!

### Ongoing Home Activities:

- Spend ***at least 5 minutes*** a day of ***One-on-One Time*** with your child.
- Continue to be consistent with your ***household rules*** and ***routines***.
- Try to have ***at least 1 mealtime together*** as a family during the week.
- Try to create a ***regular bedtime routine*** for your child: 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.
- **Take a Pause** when you are feeling stressed or angry.
- Continue to ***Praise*** and use ***Simple Rewards*** with your child, yourself, and your family!
- Continue to ***Say What You See*** by wrapping your child in language.
- 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!***

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# SESSION 8

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**REPLACING NEGATIVE ATTENTION SEEKING AND  
DEMANDING BEHAVIOURS THROUGH IGNORING AND  
GIVING ATTENTION TO OTHER BEHAVIOUR**

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## Illustrated Story 22 – Giving into demanding behaviours...



### Questions for Illustrated Story:

- How could the mother have responded to Nosipho's first question in a more effective way?
- What would have been a more effective response by the mother when Nosipho continued asking for more cool drink?
- Why do you think the situation got out of control between Nosipho and her mother?
- How could the mother (and rest of the family) stay calm during Nosipho's tantrum?
- What does Nosipho (and Thabo) learn from this experience?
- What do you think will happen next time she asks for more cool drink?

## Illustrated Story 23 – Ignoring demanding behaviour as a family...



### Questions for Illustrated Story:

- What was effective about how the Mother responded to Nosipho this time?
- How does the family work together to ignore Nosipho?
- How does the Mother reinforce good behaviour during Nosipho's tantrum?
- How does the Mother respond when Nosipho stops her tantrum?

### **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.

Be prepared for your child's response to grow more agitated  
when you start ignoring a specific demanding behaviour.

When the bad behaviour ends, PRAISE the next positive behaviour immediately.

Help your child to live in the sunshine of Positive Attention!

## HOME ACTIVITIES

### 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.

### Ongoing Home activities:

- Spend ***at least 5 minutes*** a day of ***One-on-One Time*** with your child.
- ***Be consistent with your household rules.***
- ***Praise your child*** whenever he or she follows the 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*** and use ***Simple Rewards*** with your child, yourself, and your family!
- Continue to ***Say What You See*** by wrapping your child in language.
- 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.

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# **SESSION 9**

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**USING CONSEQUENCES FOR REFUSING TO  
FOLLOW INSTRUCTIONS AND OTHER BEHAVIOURS**

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## Illustrated Story 24 – Introducing consequences...



### Questions for Illustrated Story:

- How could Lindiwe's Mother have avoided this situation?
- If Lindiwe had difficulties with coordination, what could the mother do?
- What would have happened if Lindiwe's Mother had not taken away the crayons?
- If Lindiwe is four years old, how long do you take away the crayons for?

### BUILDING BLOCKS

Try to avoid having to give children consequences by making it easier for them to follow instructions.

State clearly what the behaviour is and what the consequence will be.

Give your child a choice to comply before using the consequence when possible.

## Illustrated Story 25 – Giving your child a choice to comply or receive a consequence when your child refuses to follow an instruction...



### Questions for Illustrated Story:

- How could Nosipho's Grandmother improve the way she gave instructions?
- What choice does the Grandmother give to Nosipho when she refuses to tidy her toys?
- Is the consequence an appropriate one for Nosipho's behaviour? Why?
- What does the Grandmother do to accept that putting away toys is difficult for Nosipho?

### BUILDING BLOCKS

Follow all of the Building Blocks for giving clear and specific instructions.  
Give a choice: "If you do not do it now, you not play with your toys after dinner."  
Allow your children the chance to comply after given the choice of a consequence.

## Illustrated Story 26 – Using a consequence when your child refuses to follow an instruction...



### Question for Illustrated Story:

- Why is it important that the Grandmother follows through with her consequence?

#### **BUILDING BLOCKS**

Repeat your instruction with a choice to comply or receive a consequence.  
Say the same words and speak slowly and firmly. Make sure your child is paying attention

Praise your child for following the instruction

– even if your child is unhappy about it.

If you have to give the consequence, it is instead of following the instruction.

## Illustrated Story 27 – Combining consequences and ignore...



### Questions for Illustrated Story:

- What choice does the Mother give to Thabo when he refuses to clear the dishes?
- Is the consequence an appropriate one for Thabo's behaviour? Why?
- What does the Mother do to keep herself calm during Thabo's tantrum?
- Should the Mother allow Thabo to play with his toys after he is ready for bed?

### 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.

Use the same parenting skills for managing tantrums and whining by ignoring your child.

## Illustrated Story 28 – Consequences for not following rules...



### Question for Illustrated Story:

- Why is the Mother's consequence effective and realistic?
- Why would telling Thabo that he cannot play with his friends for the rest of the year be problematic?
- What would Thabo learn if his mother did not follow through with the consequence?

### BUILDING BLOCKS

Introduce consequences to your child ahead of time and give a reason for the consequence.

Connect consequence to the specific behaviour.

Give a reason for the consequence.

It is okay to show your disappointment when your child misbehaves.

Be consistent when giving consequences.

Be prepared to follow through with your consequence.

Children do not get a choice to comply when breaking a household rule.

The consequence must be given immediately.

Consequences cannot take away rewards for good behaviour.

## HOME ACTIVITIES

### 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 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***.
- Spend ***at least 5 minutes One-on-One Time*** with your child.

## Ongoing Home Activities:

- **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!
- Continue to **Say What You See** by wrapping your child in language.
- 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!***

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# **SESSION 10**

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**COOL DOWN FOR AGGRESSIVE BEHAVIOURS**

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## Illustrated Story 29 – Introducing a Cool Down...



### Questions for Illustrated Story:

- Can Lonwabo's behaviour be ignored?
- How does his Mother tell Lonwabo about a Cool Down?
- What is effective about Lonwabo's mother's use of the Cool Down?
- What does she do to keep herself calm?
- What can you do to ignore your child during a Cool Down?

### **BUILDING BLOCKS**

Try to avoid having to discipline your children by acting before the negative behaviour happens.

A Cool Down is an opportunity for your child to calm down after s/he has broken a household rule about an aggressive behaviour.

Remind your child that the Cool Down is a consequence of not following a household rule before you tell them that they must take a Cool Down.

"The rule is \_ . You broke the rule. Take a Cool Down."

Cool Down ends for the parent only ***after praising***  
*for the next positive behaviour.*

Parents should stay calm when telling their children to take a Cool Down.

## Illustrated Story 30 – When child refuses to take a cool down...



### BUILDING BLOCKS

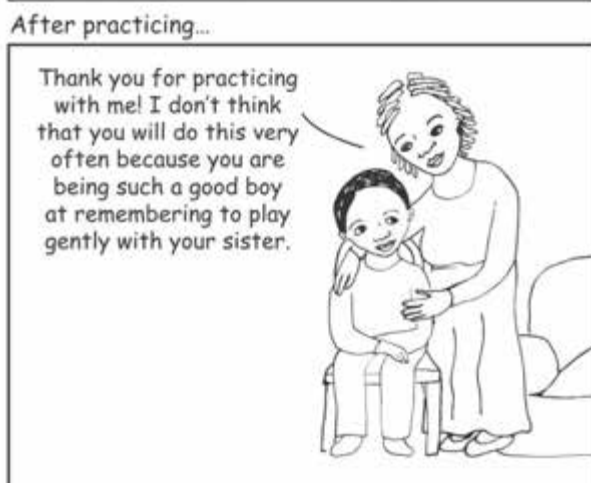
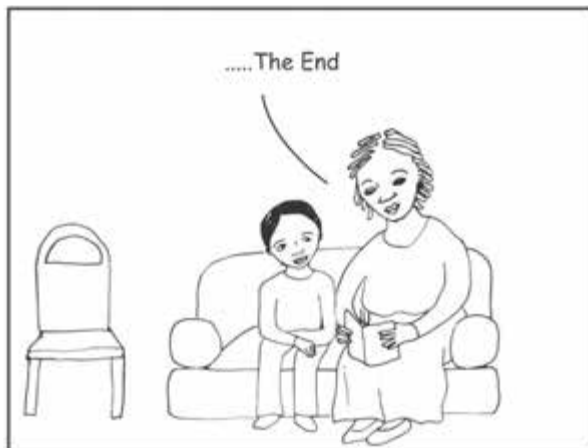
Give your child a choice: Cool Down or Consequence.

Plan your consequence in advance and make sure you can follow through with it.

Consequences should be connected to the behaviour.

After the Cool Down, involve your child in positive behaviour and praise your child for it!

## Illustrated Story 31 – Explaining the Cool Down...



## HOME ACTIVITIES

### New Home Activities:

- ***Read the Golden Rules of Cool Down.***
- ***Discuss the Cool Down strategy*** with other adults in the house.
- ***Introduce the Cool Down to your child*** and do a practice run. If you have more than one child, then introduce Cool Down to each child individually.
- Be prepared to use the ***Cool Down*** with your child for the ONE behaviour that you have introduced and practiced. Try to use the ***Cool Down*** consistently and follow the golden rules.
- Continue trying to avoid needing to discipline your children by catching them before the behaviour gets worse and redirecting/distracting them to a positive behaviour.
- Use ***appropriate consequences for not following instructions or breaking household rules***. Remember to give your child a choice to comply with the instruction before giving the consequence.
- Spend ***at least 5 minutes One-on-One Time*** with your child.

### Ongoing Home Activities:

- Use ***appropriate consequences for not following instructions or forgetting household rules***. Remember to give your child a choice to comply with the instruction before giving the consequence.
- Continue to ***Ignore the specific behaviour*** you chose that is attention seeking or demanding. You can add an additional behaviour to ignore ***only if you give positive attention to the opposite good behaviour***.
- ***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!
- Continue to ***Say What You See*** by wrapping your child in language.
- 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 a week.

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# SESSION 11

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**RESOLVING CONFLICTS IN THE FAMILY**

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## Illustrated Story 32 – Resolving conflicts with your children...



### Questions for Illustrated Story:

- What does their Mother do to help solve the conflict between Thabo and Nosipho?
- What do you think would have happened if their Mother just told them what to do?
- What other Building Blocks do you notice in this story (i.e. – praising children, using names, getting down to your child's level)?
- What do you think are the key steps in problem solving with children?

### **BUILDING BLOCKS**

Get your children's attention. Go down to their level.

Take a Pause with your children – even one deep breath!

Help your child identify the problem

Allow your child the opportunity to suggest solutions.

Allow your child to choose a solution.

Try it out. See if it works.

Reflect with your child whether the solution works.

Praise your child for working together to solve the issue!



### Illustrated Story 33 – Reacting negatively to a child...



#### Questions for Illustrated Story:

- How does her Grandmother's answer make Nosipho feel?
- Why do you think her Grandmother acted in this way?
- How might this affect Nosipho's relationship with her mother or grandmother?
- What could Nosipho's Grandmother do differently?

#### **BUILDING BLOCK**

Avoiding discussing difficult issues can make a child feel confused and unloved.

Children notice many things that are challenging in a family.  
Acknowledge and accept your child's and your own feelings.

## Illustrated Story 34 – Putting things right...



### Questions for Illustrated Story:

- What does her Grandmother do to make Nosipho feel comfortable?
- How does her Grandmother respond to Nosipho's concerns?
- What can you do to prepare for challenging conversations with your child?
- How will "putting things right" help strengthen the bond between Nosipho and her grandmother?
- Why might "putting things right" help avoid larger conflicts or negative child behaviours?

### **BUILDING BLOCKS**

Putting things right will strengthen the positive bond  
between parent and child.

Putting things right can heal anger and negative feelings that can grow  
into larger conflicts and negative behaviours on the part of the child.

Plan ahead about what you will or can tell your child.

Consider your child's age and what would be appropriate to share.

Be calm and talk to your child in a calm voice.

Acknowledge that you made a mistake.

You do not have to ask for forgiveness. Just accept responsibility  
for your actions and how they made your child/partner feel.

Acknowledge your child's feelings and your own.

Ignore the child's previous misbehaviour and focus on your own.

Offer something that can repair the relationship with your child  
- even extra One-on-One Time.

Keep you and your child in the Sunshine of Positive Attention!

## HOME ACTIVITIES

### New Home Activities:

- Involve your child in **resolving conflicts together**. Try to do this before resorting to a Consequence or Cool Down!
- Practice **Putting Things Right** if/when something happens when you lose your temper with your child or do something that you feel was too harsh.
- If your child asks you about a challenging issue, try to have a conversation about it that is appropriate to your child's age. Think ahead about what you want to say. Ask for support if you need it.
- Start thinking about ways you can continue supporting your child and helping them to learn positive behaviour and staying connected to the PLH Kids Building Blocks.

### Ongoing Home Activities:

- Spend ***at least 5 minutes One-on-One Time*** with your child ***every day***.
- Use to ***Say What You See*** to help your child learn words.
- ***Naming feelings*** to describe yours and your child's emotions.
- Use lots of ***Praise*** and ***Simple Rewards*** to reinforce positive behaviour that you want your child to do more often.
- ***Reduce the number of instructions*** that you give your child and make sure the instructions are ***specific, positive, and realistic***.
- ***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
- Try to avoid needing disciplining your child by ***redirecting*** him/her from a negative to a positive behaviour.

- Continue to ***Ignore ONE specific behaviour*** that is attention seeking or demanding. You can add an additional behaviour to ignore ***only if you give positive attention to the opposite good behaviour.***
- Use ***appropriate consequences for not following instructions or breaking household rules.*** Remember to ***give your child a choice*** to comply with the instruction before giving the consequence.
- Use the ***Cool Down*** with your child for ONE behaviour that you have already explained to your child. Use the ***Cool Down*** consistently and follow the ***Golden Rules.***
- **Remember your coping strategies:**
  - ***Take a Pause*** when you feel stressed
  - ***Body Relaxation*** at night before sleeping
  - ***Morning Exercise*** when you wake up
  - ***Doing Something Nice for Yourself.***
- ***Meet with or make contact with your PLH Partner*** once a week.

***It is what you do at home that makes the difference!***

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# SESSION 12

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REFLECTION AND MOVING ON

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## HOME ACTIVITIES

- Spend ***at least 5 minutes One-on-One Time*** with your child ***every day***.
- Use to ***Say What You See*** to help your child learn words.
- ***Naming feelings*** to describe yours and your child's emotions.
- Use lots of ***Praise*** and ***Simple Rewards*** to reinforce positive behaviour that you want your child to do more often.
- ***Reduce the number of instructions*** that you give your child and make sure the instructions are ***specific, positive, and realistic***.
- ***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
- Try to avoid needing disciplining your child by ***redirecting*** him/her from a negative to a positive behaviour.
- ***Involve your child in resolving conflicts*** when they happen.
- Use ***Putting Things Right*** when you need to repair your relationship with your child.
- Continue to ***Ignore ONE specific behaviour*** that is attention seeking or demanding.
- Use ***appropriate Consequences for not following instructions or breaking household rules***. Remember to ***give your child a choice*** to comply with the instruction before giving the consequence.
- Use the ***Cool Down*** with your child for ONE behaviour that you have already explained to your child. Use the ***Cool Down*** consistently and follow the ***Golden Rules***.
- **Remember your coping strategies:**
  - ***Take a Pause*** when you feel stressed
  - ***Body Relaxation*** at night before sleeping
  - ***Morning Exercise*** when you wake up
  - ***Sending Loving Kindness Activity*** when you are feeling lonely and need support.
  - ***Doing Something Nice for Yourself***.
- Stay **connected** to your **PLH partner** and become part of a **PLH Kids Support Network**.



One-on-One Time with your children is the most important part of building  
a healthy and strong **House of Support**.