

Improving Children's Behaviours:

Praise, Routines & Rewards



Amina and Rebecca- EMHP/CWP



Why praise?

- Child's self-esteem and motivation is effected by the type of praise they receive
- Shows children that they're valued
- Encourages children to keep trying difficult tasks
- Increases positive attention
- Improves parent-child relationship







What are your top tips for praise?







Some top tips for praise

- Be sincere and specific
- Give praise immediately
- Focus on behaviours children have the power to change
- Avoid comparing child to others
- Avoid muddling praise with criticism
- Praise during the task
- Rewards vs Bribes

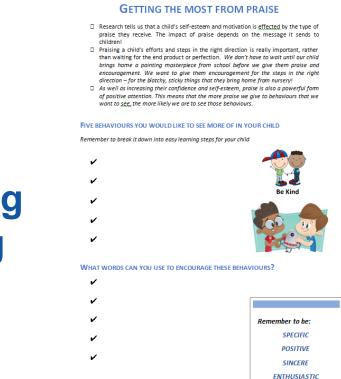






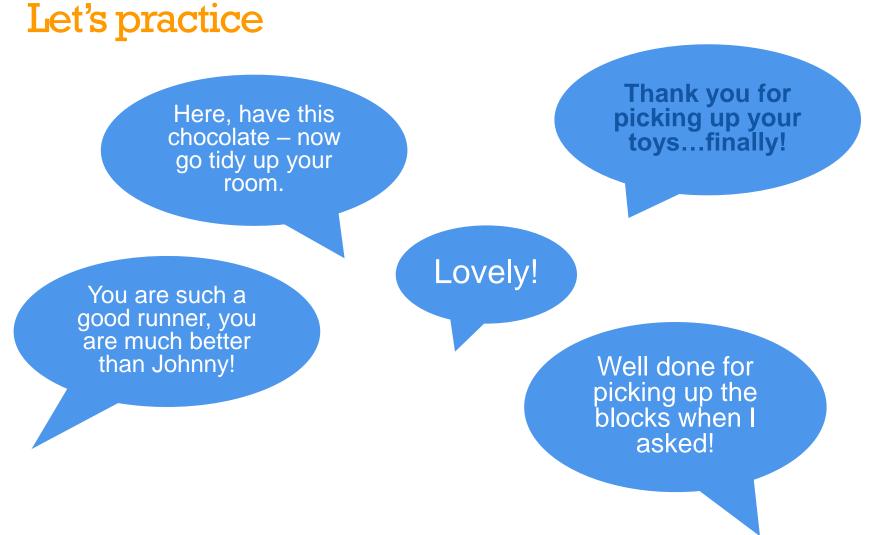
5 behaviours I would like to see more of

- Behaviours opposite the difficult behaviour
- Focus on behaviours children can change
- Small steps (e.g. if morning routine is difficult praising brushing teeth, putting clothes on, eating breakfast...)















Routines and Rituals

- Routines and boundaries help create a sense of safety and security
- Children tend to be calmer, more relaxed and easier
- This helps them to know what is happening next and what is expected of them





Why Routines Are Important



When a child has experienced consistent routines, schedules, and expectations in their environment, they:

- Able to respond positively to changes
- Easier to soothe and comfort
- Better able to calm themselves and cope with difficulties
- More secure in themselves and their surroundings
- Better able to form healthy, trusting bonds





Goals for Routines:

- MORNING
- MEALTIMES
- > PLAY
- CHORES
- HOMEWORK
- FAMILY TOGETHER TIME
- NIGHTTIME





Changing Needs for Routines:



EARLY CHILDHOOD (AGE: 1-5 YEARS)

- This is the most important stage for building rituals and routines
- 2. Young children LOVE predictability
- Children need lots of attention, monitoring, involvement, and praise by caregiver
- 4. They have a short attention-span
- 5. Children have limited self-care abilities (e.g. brushing teeth, washing hands, etc.)
- They are able to do simple chores with few steps (e.g. they can pick up toys)



Changing Needs for Routines:



MIDDLE CHILDHOOD (AGE: 6-13 YEARS)

1.Children become more independent from their parents
2.They become more interested in peer relationships (peer = child of similar age/ability)
3.At this age, children can take an active role in creating their own routines and rituals
4.They can also carry out these routines on their own
5.Caregivers should stay involved in creating and holding to expectations, and providing support for followthrough.





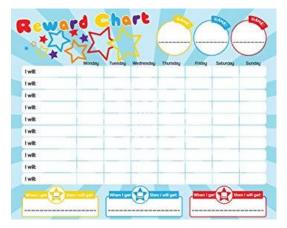
SECRETS FOR SUCCESS

Having the same schedule every day can help kids make healthy relationships at all ages! But be realistic about expectations, don't overdo it! ③

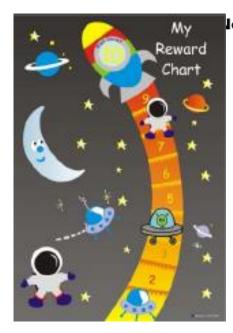


Reward charts 🔶





R	EWARD CHA	RT 👚
task		reward
- KK	Work willingly at whatever you do as tho	ugh



NHS **Central and** Iorth West London **NHS Foundation Trust**







Reward chart

 Good for establishing new routines such as bedtime and getting ready for school

*

+

- Clear target behaviour → understood by the child
- Steps and rewards are discussed with child
- Make sure the steps are achievable, gradually increasing the challenge as appropriate
- Use rewards that are motivating and varied
- Consistently monitor progress and provide rewards
- Don't mix rewards and punishment
- Use in the short-term until the behaviour is learnt then 'graduate' from the chart (but continue reinforcing using social rewards)





Types of rewards

Social rewards

Verbal praise Physical affection Time with child

Tangible rewards

Inexpensive items Special choices or privileges Special activities Special time with child



More helpful resources



YOUNGMINDS NSPCC every mind matters



EMHP-If you would like 1:1 support with learning how to deal with your child's behaviour, you can speak to the school about being referred to the EMHP.





Our next coffee morning on: Wednesday 24th Jan!



Please complete a feedback questionnaire

Any questions?

