

Parent Guide



@twinklparents

We're excited to share this activity with you. If you are interested in finding more engaging, fun and interesting activities for you and your children, then check out these links to different areas of the [Twinkl Parents](#) website.

games



crafts



puzzles



experiments



word searches



What is this resource and how do I use it?

This poster has 10 top tips for promoting children's good behaviour at home. You can print this poster and use it for your own reference to help you create a clear behaviour management plan for your home.

What skills does this practise?

Discussion

Emotional Regulation

Managing Behaviour

Self-Regulation

Further Activity Ideas and Suggestions

In addition to these 10 tips for behaviour management, you can head over to the [behaviour support category](#) at the [Parents' Hub](#) for further resources and ideas. Use [these resources](#) to help children discuss their actions or try some of these [behaviour management tools](#).

Parents Blog



Twinkl Kids' TV



Homework Help



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Parents
Hub

Top Ten Tips: Challenging Behaviour at Home

1. Together Time

One of the most important things you can do to help promote good behaviour at home is to spend some one-to-one time with your child. This should be done daily if possible, or as often as you can. Making time for your child has so many benefits, including developing their connection to you, their feeling of self-esteem and their ability to regulate their behaviour. Any activity that your child enjoys is fine - the important thing is that you are engaged in that activity with your child, giving your full focus (for example, if watching a film with your child, don't scroll on your phone or work on a laptop - you should be full engaged in that activity with your child). Remember, if a child doesn't get your attention positively, they may resort to negative behaviour to get your attention.



2. Clear Expectations

Make a set of family expectations (this is more positive than rules), focusing on what you feel is most important. Too many expectations can be confusing, therefore try to keep them to 10. Make a list of the family expectations and clearly display them so you can refer to them throughout the day when discussing behaviour with your child (such as "We tidy our toys away when we have finished with them."). Discuss the expectations with your child - make it clear what the rewards are for following the expectations and what the consequences might be if they are not followed.



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3. Create Routines

Children thrive on routines. Routines make children feel safe as they know what is expected of them and when. Set clear routines for the most challenging times of the day - such as getting ready for school or bed - and break the routine into small, timely steps. You may wish to use a visual display to help your child with routines like these **Morning and Evening Routine Cards**, this **My Summer Holiday Routine Activity** or these **Now and Next Themed Visual Aids**. For older children, this **hygiene routine** will help them to stay focused.



4. Sleep is important

You know how you feel when you don't get enough sleep - you might feel tired or irritable, have trouble focusing or feel very emotional. Therefore, ensure your child gets the right amount of sleep each night that is appropriate for their age. You can complete **this activity** with your child to help them realise how much sleep they need at each age. To help, have a clear **bedtime routine** and complete some calming activities before bed.



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5. Be Consistent

When you have established clear expectations and routines, you need to be consistent with them. If your child is new to routines and expectations, it's going to take them time to get used to them and they can show this with their behaviour. It can often be easier to not follow the new plan to avoid the battle with your child; however, if you are consistent over time, your child will get used to, and even enjoy, the new routines. You could try a reward chart like this **Star in a Jar Reward Chart** to give them an incentive.



6. Talk About the Behaviour and Choices (Not Your Child)

When your child doesn't follow an expectation, refer to the behaviour and their choice rather than your child. You should avoid telling your child they are naughty or using negative behaviour about them, which can impact a child's self-esteem, especially coming from their parent. Instead, focus on the behaviour and refer to your family expectations where possible. For example, "That behaviour wasn't a good choice - what you should do is (give the expected behaviour)."

Separating the behaviour from your child helps them to better understand what is expected. This is also reinforced by making it clear that behaviour is a choice and explaining what the positive choice should be.



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7. Stay Calm and Be Empathic

When your child is struggling to make good choices and is angry or distressed, it can also be stressful for the parent. However, it's really important to stay calm and be empathic to your child's needs - behaviour is a form of communication and, when your child says "No!" there is usually some deeper unmet need or fear behind the behaviour. When your child is misbehaving, keep a neutral, matter-of-fact voice and identify their feelings. For example, "I can see this is hard for you and it's making you feel upset." This helps to develop a connection with your child by tuning into their emotional state. Next, wonder out loud what might be the source of their upset: "I wonder if you're upset because you were having fun playing with your toys and don't want to pack up to go out?" When upset, it's difficult for children to say what's wrong therefore, using, "I wonder..." helps your child to identify the cause of their behaviour.

8. Give Responsibility

Giving your child age-appropriate responsibilities can help with behaviour and your child's feelings of self-efficacy. It's important that children recognise that as a family, everyone contributes to looking after the home, as everyone lives there. Therefore, develop tasks which your child is responsible for, such as stacking the dishwasher, keeping the toy cupboard tidy and helping with food preparation. You may wish to link chores to rewards such as pocket money, which helps your child understand the relationship between hard work and reward. You could use this **chore chart** to explore tasks with your child.



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9. Use Positive Language (Avoid 'No')

Every day your child will ask you lots and lots (and probably lots) of questions. More often than our immediate answer is no. However, this can be very negative for a child to persistently hear the word no. Instead, try to state things in the positive. Next time your child asks a question, such as "Can we go to the park?", try to answer in a positive way. For example, "That's a really good idea. What if we go tomorrow night when it's stopped raining?" This way, you're not saying no but you are giving a time when that activity is appropriate. This doesn't mean that you should never say no, but try to say it less.



10. Offer Choices

When a child is displaying negative behaviour, our first instinct is to often tell them, "Stop doing that!" and go straight for a negative consequence. However, once a negative consequence has been given, a child can feel they have nothing to lose and carry on with the negative behaviour. Instead, try using the language of choice which gives your child an element of control and offers them a way to avoid a consequence. For example, you could say:

"If you continue with (describe negative behaviour), then you will (describe negative consequence such as going home, loss of computer etc.), but if you (describe desired behaviour), you will (describe positive outcome)."

Always end with the positive behaviour/outcome – this is the one you want to stick in your child's mind – then give them a minute to think about their choice. Hopefully, they will make the right choice but, if they don't, you will have to enforce the consequence.

Disclaimers: We hope you find the information on our website and resources useful. As far as possible, the contents of this resource are reflective of current professional research. However, please be aware that every child is different and information can quickly become out of date. The information given here is intended for general guidance purposes only and may not apply to your specific situation.

We hope you find the information on our website and resources useful. These resources are those which we have generally found to be of benefit to learners with SEND. However, every child's needs are different and so these resources may not be suitable for your child. It is for you to consider whether it is appropriate to use these resources with your child.