

# A

## A TO Z OF BEHAVIOURS

### ABSCONDING

#### ON THE OUTSIDE

- Sneaking out
- Walking out
- Not returning home for a certain time

#### ON THE INSIDE

- They may feel the need to be in control
- Avoidance
- Fearful anticipation of a negative response from the parent

#### STRATEGIES

- Welcome them back with empathy
- Offer them a drink or snack to lighten the mood
- Reflect on why your child left – are the set rules are suitable for their age?
- Casually discuss where they went and what they did the next day

### AGGRESSION AND TANTRUMS

#### ON THE OUTSIDE

- Hitting, kicking, punching
- Using threatening behaviour or words
- Throwing or damaging objects

#### ON THE INSIDE

- Need to be in control
- Fear response – if they feel cornered
- Overloaded with sensory information – particularly during transitions
- Fear of invisibility

#### STRATEGIES

- Is there an escape route you can offer – flight is better than flight
- Stay close (if safe) and adopt a calm and reassuring tone of voice
- No amount of explaining consequences or talking about their behaviour will help them calm down
  - Use phrases like “Wow, I can see you’re really angry about turning the TV off”.

# ANXIETY

## ON THE OUTSIDE

- Clinginess
- Repetitive behaviours
- Self-soothing with objects
- Chewing clothes
- Biting nails
- Obsessively checking

## ON THE INSIDE

- Fear of abandonment
- A need to try predict the environment
- Separation anxiety
- Unable to trust reassurances that you give

## STRATEGIES

- Use calendars and planners to make their life predictable and safe with routines and strong boundaries
- Use fiddle toys to prevent chewing and nail biting
  - Give lots and lots of reassurances
  - Use a worry box, or worry dolls
- If they have a fear of something in their room (e.g. monsters), use a 'magic spray' (aka water) to spray the room to get rid of them
- Give them something (a small stone, button, soft toy) to take into school that has a connect with home or you

# ARGUING

## ON THE OUTSIDE

- Disagreeing with everything you say
- Deliberately starts arguments
- Say 'No' to everything

## ON THE INSIDE

- Feels the need to be in control
- Wants to test your boundaries
- Difficulty with transitions
- Rewards them as you give them attention

## STRATEGIES

- Can you mentally disengage as it takes two to argue – can you absorb the words rather than fling them back?
- Try looking at it from their perspective. Many things don't seem fair to a children.
  - Try saying 'yes' rather than 'no'. "Yes you can go to your friend's house, but we have to stay in for a delivery first and then have lunch".
- Try empathy to soothe the situation, like "I expect you are irritated because you are hungry, I'm hungry too and dinner will be soon"
  - Still use strong boundaries, for example "I know you are very hungry but you can't eat all of the crisps"

# B

## BABY VOICE

### ON THE OUTSIDE

- Uses a baby voice

### ON THE INSIDE

- Difficulty in moving forwards on an emotional level
- Need for nurture
- Separation anxiety

### STRATEGIES

- Relax and go with it even if it is irritating. Try saying 'Oh I have a little baby today! Let's wrap them up'
- Tell them that you find it hard to understand what they are saying, and that their big voice is better

## BEDTIME

### ON THE OUTSIDE

- Won't go to bed
- Gets up repeatedly
- Become argumentative around bedtime
- Looks frightened of the thought of being alone

### ON THE INSIDE

- Separational anxiety as bedtime means they won't be with you for a long time
- Fear of being alone with their own thoughts
- Find transitions hard
- Need to feel in control and have control over their day
- Feeling anxious so the body is in fight or flight mode, making it difficult

### STRATEGIES

- Adhere to a strong bedtime routine. Weekend can be slightly different from weekdays
- Put the boundary in that bedtimes mean going to bed and not wandering around, packing school bag etc
    - Try free online mindful sessions to create a calm environment
      - Read reassuring bedtime stories, like The Invisible String
    - Stroke them if they are upset and resisting bedtime – sing softly
  - Stay until they fall asleep – start withdrawing in stages. One week next to the child, second week sit quietly nearby, third week near to the door until just your shoes are slightly visible
  - Use a time-limited two way baby monitor, e.g. tell them that for five minutes after you have left, they are allowed to call out.
    - Provide music, or a torch if they are frightened
  - If your child leaves the room, return them and stay with them until they are settled.
  - Find out about their worries around bedtime during the day

## BEDWETTING

### ON THE OUTSIDE

- Wets the bed – can be aware or not aware
- Conceals the wet bedding

### ON THE INSIDE

- Feeling frightened of using the toilet or going to the bathroom
- Fear of change
- Separation anxiety

### STRATEGIES

This is often not a logical problem, so will require tolerance and patience

- Have a regular toilet routine before bed
  - Try pants or pull ups
- Try not drinking one hour before bed
  - Provide a torch
- Don't shame them, and no punishments.

## BITING

### ON THE OUTSIDE

- Biting other children or adults

### ON THE INSIDE

- Acting in the heat of the moment in anger
- Fear of invisibility. Biting another person reminds you that they are there
- Need to be in control

### STRATEGIES

- Use chewlery bracelets (search for them on the Internet)
  - Confirm boundaries that this is not OK behaviour
    - Show other child empathy first
- Help them with actions that say 'Sorry' – rubbing in cream/cold compress on the skin to people that have been hurt.

## BRUSHING TEETH

### ON THE OUTSIDE

- Refuses to brush teeth
- Says they have brushed their teeth when they haven't

### ON THE INSIDE

- Finds transitions hard – teeth brushing is normally a transition from one part of the day to another
- Need for control
- Comfortable with not having nice clean teeth
- Lack of cause-and effect thinking, they don't understand the consequences of not brushing

### STRATEGIES

- Be consistent with times when they have to clean their teeth
  - Buy novelty toothbrushes or toothpaste
- Try being silly and write notes from the toothbrush to your child
  - Buy 2 min timer
  - Use disclosing tablets to show dirty teeth
- Keep praise low key as this should be normal behaviour not something that is outstanding

## CHEWING

### ON THE OUTSIDE

Chews holes in clothes, or chews toys and other items

### ON THE INSIDE

Sensory issues

- Anxiety, especially separation anxiety
- Child is unaware of them doing it

### STRATEGIES

- Use 'Chewelry' or fiddle toys
- Provide a piece of cloth that smells of you
  - Use distractions and crunchy foods
- Ask if they are worried about something – name the holes 'worry holes'
  - in the jumper and try to not get annoyed
- If they are older – teach them to sew the holes up

# COMPETITIVENESS

## ON THE OUTSIDE

- Child always has to be the best
- Cheating so they win
- Unable to take turns or share

## ON THE INSIDE

- Needing to feel powerful or to control others
- Fear of being invisible
- Rewards child with reaction, e.g. parent tells them off

## STRATEGIES

- Create simple rules that make 'winning' less attractive, e.g. first one to the door holds it open for everyone
- Give equal attention to the 'winner' and 'loser'
  - Name the uncomfortable feelings that may be having such as 'I see you really felt as if you needed to win. You look really worried in case you did not'
  - Try saying 'It looks like you were feeling anxious about winning and really needed to win' as this may acknowledge their needs.
  - If someone cheats in a game, you can say "You made a mistake" to show that winning isn't everything and to give them a chance to correct their behaviour.

# F

# FOOD ISSUES

## ON THE OUTSIDE

- Complains of feeling hungry, even after eating
- Deliberately spoils food preventing other from having it
- Cannot share food

## ON THE INSIDE

- Need to feel in control
- Lack of cause and effect thinking
- Lack of empathy for future self, for example, how they might feel through over eating

## STRATEGIES

- Have very clear boundaries and routine around meal and snack times
- Don't give them access to snacks in the house
  - Provide them with a snack box (they might eat all within 5 minutes, but overtime will learn not to, as long as you don't fill up the box up immediately)
  - See how aware they are of taking food, such as, they might pick up some food, take a bite and put it back without being aware of doing it.
    - Be mindful that 'I'm hungry' sometimes can mean 'I'm empty' so you could give them a hug
  - Don't be tempted to use food as a punishment. If they have eaten all the biscuits do not say that they can't have dinner

# H

## HEADBANGING

### ON THE OUTSIDE

- Child bangs their head repeatedly

### ON THE INSIDE

- Self-soothing behaviour due being unable to regulate their emotions
- Feeling rewarded by a distressed response from you
- Fear of invisibility
- Fear of change
- Separation anxiety
- Boredom
- Sensory issues

### STRATEGIES

Speak to GP to explore underlying issues

- Soft cushions and blankets everywhere

- Loud noises might be a trigger so try and make sure there is a quiet space for them to go to, or have soft music in the background, or try headphones
- Invest in a rocking chair or swing as this can help prevent, reduce or divert headbanging
  - Try vibrating toys, vibrating pillows weighted blankets can be very effective
  - Distraction can be very effective, like 'Oh, what's that?' or blow bubbles
- Regulate your response, try not to gasp or panic, and avoid saying that it is upsetting you
  - Try touching them on their face or arms, and using reassuring words like, 'I'm here to help you with these big feelings'
- Headbanging is usually a compulsion and something your child has little control over so asking them why they do is a little pointless.

## HOMEWORK

### ON THE OUTSIDE

- Your child refuses to do it
- Loses homework, or actively avoids doing it
- Can complete a task one day but appears unable to the next
- Becomes extremely angry or frustrated about homework

### ON THE INSIDE

- Unable to manage the transition from school to home
- Emotional age – too young for homework set
- Fear of failure
- Need to feel in control (refusing homework can elicit a response from you)
- Lack of cause and effect thinking
- Unwilling to be seen to succeed
- Feel school is pointless
- Memory issues or sensory issues (can't sit still for long)
- Unable to concentrate
- Boredom

### STRATEGIES

- Work out your, and the school's, expectation on doing homework. Having a child who has their emotional needs met is preferable than a child with great test results but who suffers emotional .
- Ask your child's school if school can stay at school for a period of time and not be brought home
- If you think your child is using homework time to spend time with you, set a time limit. Discuss better ways for them to get your attention and nurture than doing homework.
- Be creative. Go for a walk whilst doing some homework, or a café.

# HYPOCHONDRIA

## ON THE OUTSIDE

- Gets obsessed with very minor injuries
- Fakes illness or injury
- Believes they are seriously injured when there is only a minor, or no, injury.

## ON THE INSIDE

- Feeling anxious can mean high cortisol levels meaning they can genuinely believe they are seriously hurt.
- Want you to give them attention.
- Fear of transition or change – faking an injury might prevent this from happening
- Separation anxiety (especially if it when the child is sent home from school)
- Wanting to be loved and be close to you

## STRATEGIES

- It is difficult to show empathy when you know nothing is wrong with them.
- Let them know you know they are faking it, but then also give them a little nurture.
- Talk to the school to put in a strategy. They cannot keep sending you child home when nothing is wrong.
  - Try a nonchalant response e.g. take your time to get to the school to pick them up.
  - Use magic creams (moisturiser). Allow them to take a tube of it to school.
- A little nurture goes a long way. Ask them, "What do you need? Could I kiss it better?".
- Try saying 'I wonder if your tummy is hurting because you needed me to stay with you?'

# IMMATURITY

## ON THE OUTSIDE

- The revert back to younger behaviours, such as:
- overly attached to dummies
  - using baby voice
  - bed wetting
  - choosing friends who are younger

## ON THE INSIDE

- Grief and loss, they're grieving and emotionally stuck
- Fear of abandonment or being forgotten
- Real need for emotional support and nurturing
- Underlying mental health issue
- Separation anxiety

## STRATEGIES

- Go with it, and try to provide more nurturing experiences for them
  - Try and be playful say 'I have baby today, let's wrap the baby up in a blanket'
    - They usually catch up to where they need to be
- See other strategies for separation anxiety/bedwetting/baby voice



# J

## JOKING

### ON THE OUTSIDE

- Excessively teasing or taunting others

### ON THE INSIDE

- Fear of drawing attention to themselves as the focus goes on the person they are teasing.
- They need to feel in control
- Fear of change and transition may increase teasing and taunting.

### STRATEGIES

- Try saying something like 'I think you are saying unkind things as jokes because you are frightened or feel'. Work out what their needs are.

# L

## LYING

### ON THE OUTSIDE

- Your child tells a clear and obvious lie despite the truth being evident.
- Frequently tells unnecessary lies
- Refuses to tell the truth when faced with evidence

### ON THE INSIDE

- The avoidance of feeling shame
- Experiences intense fear or anticipates a negative reaction from you
- Comfortable with being in the wrong
- Feels emotional instability within the moment
- Feel the need to be in control
- Want to keep you close (as lengthy discussions normally take place after the lie)

### STRATEGIES

- child may be in fight-or-flight mode.
- Once you calmly acknowledge that you are aware of the truth and explain the corresponding consequence, they often feel more at ease and may be more likely to admit to the lie.
- State the known facts and say, "I'll apologise if I'm wrong." It helps move the situation forward.

# M

## MEMORY ISSUES & DISORGANISATION

### ON THE OUTSIDE

- Forgetting school books, equipment, P.E kit etc
- Often disorganised, runs late, often loses things
- Appear generally forgetful, unkempt
- Not bothered by looking unkempt

### ON THE INSIDE

- Their brain may compartmentalise information, making certain memories or thoughts less accessible at times
- Feeling overwhelmed which leads to loss of concentration
- Has low self-esteem and lacks empathy for their future self. They don't care about the impact of disorganization or loss.

### STRATEGIES

- Provide strong routines and structures to help them. Try to make life as predictable and organised as possible
  - Use calendar, organiser, wall charts
  - Try to be patient
- Implement "bag time" at the end of the school day, where misplaced items can be addressed and, if necessary, replaced.
- Let the school know and put things in place, like extra PE kit for them at school

# N

## NONSENSE CHATTER

### ON THE OUTSIDE

- Asking a constant stream of nonsense questions but doesn't appear to listen to the answer
- Gives a running commentary on everything
- Makes nonsense statements constantly
- Says 'I love you' or similar repeatedly

### ON THE INSIDE

- Separational anxiety
- Anxiety
- Overwhelming need to keep you close
- Need to feel in control and trying to predict their environment
- Fear of change and transitions

### STRATEGIES

- This can be really draining.
- Try putting in some boundaries and say 'I see you have many words to share, but I need a break. I'll be able to listen to you at 4 o'clock'
- Ask the child to go and write down what they saying. Explain that you do not want to miss anything so you can read it later.
  - Ask then to use Alexa or Siri to answer their questions.
- Try to name the reason behind the behaviour, try saying 'Sometimes I think you have a lot of words you want to share with me because you are worried that I will forget you.'

# O

## OVERREACTING

### ON THE OUTSIDE

- Your child jumps or overacts to loud noises.
- Makes statements such as, 'I nearly died' or claims to have narrowly escaped serious injury.
- Laughs in a manic way, throws themselves on the floor or against the wall if someone brushes past against them.
- Scream in pain when just experiencing a minor injury
- Acts like the world has ended when told 'no'.

### ON THE INSIDE

- Wanting attention from parent
- May be in the fight, flight or freeze state with high cortisol levels

### STRATEGIES

- Continue to react to your child as if they had reacted 'normally'. If you brush past your child and they howl, dropping to the floor exclaiming that you nearly pushed them down the stairs, you might say 'Oh dear, you seemed to have fallen over, would you like a hand up?' Avoid 'I didn't even touch you, why are you doing that?'
- With manic laughter, try saying 'I wonder if you are laughing in that way because you are worried I might forget about you?'

# P

## POO ISSUES

### ON THE OUTSIDE

- Poos themselves unaware, or aware but unconcerned.
- Holds their poo and gets constipated.
- Late to potty training or regresses once potty-trained

### ON THE INSIDE

### STRATEGIES

- Avoid shaming them as this can lead to more challenging behaviour (like hiding poo).
- Try saying "I see you have had an accident. Do you need some help with that?" rather than 'Why have you pooped yourself again?'
  - Buy some disposable pants like swim pull-ups
- Be prepared to start potty training again to help them learn when they need to poo.

# R

## RUDENESS

### ON THE OUTSIDE

- Is rude to adults or other children
- Complain using insults, name calling or swearing
- When told off responds with insults'.

### ON THE INSIDE

- Needs to feel in control (people are less likely to want to be around them so they are controlling their surroundings)
- Feeling shameful
- Angry with you
- Fear of change/transition
- Not feeling trusted

### STRATEGIES

- Sometimes children come across as rude when they are anxious or frightened
- Show empathy, so if they say something like 'I hope I never see you again', respond with 'It must be really scary to feel so angry'.
- Trying saying 'Shall we have another go? I don't think came out as how you meant it', giving them a chance to correct themselves
  - Sometimes just saying nothing and waiting can help them correct themselves. Sometimes showing you're a little sad about the hurtful words can work, but avoid being too sad.
- In a deserted car park or an empty field, let your child shout out all the bad words. Shows them you are not shocked by these words.
- If they call you 'stupid' add in some natural consequences. 'As I am stupid, I have forgotten how to get to the shops so I can't get you that magazine'.

## RUNNING OFF

### ON THE OUTSIDE

- Running off when not meant to

### ON THE INSIDE

- Wanting attention from you, love or concern
- Testing boundaries
- Need to feel in control
- Fear of change/transitions
- Separation anxiety. If they run away it is delaying saying goodbye to you

### STRATEGIES

- Manage running off using backpacks with straps you can grab to prevent them running off.
- If you are out and your child runs away, if possible, stop what you're doing/where you are going and return home. Gives a strong message to the child.
- Pretend to talk on your phone as this means you are no longer an audience for them. Try not to show any worry you have.
- Reset limits, making sure your child knows that handing holding is non-negotiable.
  - Avoid running after them shouting 'Get back her now'. It is likely they will keep on running.
- When everyone is safe and calm, explain to them what might have happened.
  - Work out some alternative strategies with them, like jumping up and down, running on the spot.

# S

## SABOTAGING

### ON THE OUTSIDE

- Family are having a nice day out and your child's behaviour then deteriorates and 'spoils everything';
- Disrupt the celebration or event
- Destroys good work that has received praise

### ON THE INSIDE

- Comfortable being in the wrong – might think they do not deserve nice things
- Does not trust the honesty or motivation of the person providing the positive praise or gift or event
- Disappointment, the child may believe that gift, event, or special day would make them feel differently but then they find that they still feel the same, i.e. still feel traumatised/anxious
- Shame-related to unworthiness
- Subconscious compulsion to break attachment from you
- Fear of change/transitions
- Separation anxiety
- Fear of drawing attention to themselves

### STRATEGIES

- When a child sabotages a day out, or an exciting event, or destroys a precious gift, it does not come from a well thought out plan to ruin everything. It is spontaneous and driven by an unmet need. Keep your expectations low until your child believes they are worth good things.
- Avoid surprises and don't be tempted to over-hype the forthcoming experience, don't add more pressure.
- Avoid threats or bribery to 'make' your child behave during the event. It will signal to the child that you are anxious, and increase their levels of anxiety.
- It's better to warn others at the event that you might need to take time out, and make a plan for if things go wrong.
- It's OK to show your disappointment when the child ruins something, but we need to relate it to the child, not ourselves. Instead of saying 'I can't believe | you just did that. I spend £100 on that for you!' say, 'What shame you broke your new phone. You won't be able to have one for a long time now. I expect you feel sad about that'. Don't replace the damaged item.
- 'Naming the need' is very effective where there is sabotage. Understanding why the child feels they don't deserve nice things. Give them examples of why they have a good heart.

# SHOUTING & SCREAMING

## ON THE OUTSIDE

- You child shouts loudly and frequently, shouts demands at parent or others
- Scream apparently for no reason and at random times

## ON THE INSIDE

- Dysregulation, defensive rage or frustration
- Fear of invisibility so seeking a response
- Need to be in control and powerful – shouting makes other react
- Need to keep the parent engaged
- Acting in the heat of the moment – dysregulation
- Fear response to a new situation
- Separational anxiety
- Overwhelming need to be loved/important

## STRATEGIES

- Think about when the child shouts and screams – is it around transition times, or a time when you are normal distracted?
  - A simple change of routine or implementing some strategies around separation anxiety might work
    - Keep mood and volume of the house generally at a low level.
- If we speak quietly, our children often follow suit. They also feel they don't need to shout over the noise
- Play background classical music which can help promote an atmosphere of calmness and help with regulating our child
  - Try stating 'I see you want my attention. When you stop screaming and shouting I will talk to you but at the moment I can't hear what you are saying'
  - State once the child has regulated 'It seems like you wanted my attention earlier when you were shouting. Shall we think of a better way?' Then discuss what the better ways could be.
    - Don't respond to their shouting, try sitting close and saying 'I just going to sit here quietly and wait for you to be able to speak to me quietly'
    - Offer nurture to reduce the screaming – not if they are throwing themselves across the floor screaming. They are unlikely to be receptive to this.
  - Use distraction techniques, for example, look past them in a distracted way, as if you have just noticed something fascinating. The child will often stop mid flow tantrum and turn to see what you are looking at.
  - Try joining in. This can go either way. How about loud operatic singing over the top. They will either fall about laughing or storm off in a huff. Doesn't work in an enclosed space.
  - If the shouting and screaming continues and you have try empathetic and nurturing strategies, pop some headphones on, or go out into the garden, and take some deep breathes.

# SEPARATION ANXIETY

## ON THE OUTSIDE

- Your child sits physically very close
- Follows you around, climbs onto you, holds your clothing or you
- Become dysregulated and distressed when you are absent.

## ON THE INSIDE

- Fear of abandonment
- Can't trust that you will come back
- Need to control the movement of parents
- Needing to get between the parent and other children
- Overwhelming need for physical contact and reassurance

## STRATEGIES

- If your child is clinging to you, reduce very gradually over a long period of time in a manageable way.
- Give something special of yours to look after. Something simple like a piece of material with perfume/aftershave sprayed on
- Put in dedicated nurture time. This will be when your child knows you will be having a hug, sitting closely together or doing a joint activity with physical closeness
- Give you child a countdown for when you need to move off to do other things.
- 'Name the need' around clingy behaviours, 'Maybe because you have lost some people from you life, you are worried that I am going to disappear too'
- Name the feelings for the child, e.g. 'I know you are worried about leaving Mummy'
- Take a piece of string and cut it in half. Give one end of the string to the child and you take the other, Tell the child the piece in between is magic and if the child pulls the string during the day when they are anxious you will feel it on the other end.

# SIBLING RIVALRY

## ON THE OUTSIDE

- Children argue with each other almost constantly
- Siblings hurt each other
- Compete to 'be the best' or win
- Compete or fight for space such as car places, seats at the table
- Children take each other's possessions
- Perceive that they get less than other siblings and that the parent is unfair

## ON THE INSIDE

- Fear of invisibility
- Rewards the child with a reaction
- Feelings of change in sibling order/responsibility, e.g older sibling taking on a more parental role

## STRATEGIES

- Put in boundaries that demonstrate equal status, such as every child has a 'turn' at a game
- Ensure places are protected, such as each child has a designated chair at the table, in the car
- Make 'special time' with each child, such as 10 mins each day alone, or afternoon each week
  - Avoid comparing the children
- Use empathetic commentary to draw attention to the child's action and effect on the sibling, such as 'Can you see the tears on your brother's face?'
  - If safe, walk away as removing an audience can be effective
  - Give consequences, if you continue to do X then I will do y.
- Try not to referee. Give the facts (you took this so she hit you) and try saying 'I'm sure you can work this out'. The more we mediate the more it can happen.
  - Have a break. Step out of the room and breathe.

# T

## TRANSITIONS

### ON THE OUTSIDE

- Child's behaviour changes dramatically when there is an approaching change (or following the change), such as change of activity, beginning or end of school, going on holiday, change of main caregiver, any change of routine.
- The child uses delaying tactics to prolong the current status quo.

### ON THE INSIDE

- Fear of change – the child feels unsafe and works hard to prevent change from happening.
- Emotional age – the child may be unable to manage transitions. They may have regressed from once being able to.
- The need to feel in control and stop changes happening.
- A need to try and predict the environment
- Separational anxiety
- Overwhelming need to keep the parent close.

## STRATEGIES

- Write down the triggers for your child – they might not seem obvious to us.
- Give advance warning of when a change is going to happen. But judge this wisely – giving too much notice can give more time for anxiety for the child.
- Use timers, or fun sounding alarm so the child can see how long they have left with the activity.
  - Have planners, calendars, daily timetables on the wall/fridge describing what will be happening each day, or month.
- If the child hides when you need to leave, or they need to go, try not to get angry. Use the wonderin aloud technique, such as 'I wonder if you are hiding under the bed because you are worried about me going to the hospital today? How can I help you feel better about this?'



# U

## UNGRATEFULNESS

### ON THE OUTSIDE

- The child is dismissive of gifts
- Doesn't appreciate time spent, effort, or presents
- Won't say 'thank you'
- The child spoils items even when they have asked for them

### ON THE INSIDE

- Comfortable with being wrong/self sabotage, low self worth
- Need to feel in control
- Feelings of hostility towards the parent
- Fear of being forgotten so seeking a response
- Emotional age – can't yet demonstrate gratitude

### STRATEGIES

- If your child doesn't say thank you after a party, or after receiving something, make sure they can hear you say 'X had a lovely time, thank you'.
- Role model the gratitude, especially as some kids don't know what to say.
- Channel Moana 'You're welcome' to remind them or diffuse any tension.
- Don't be tempted to remove an item due to a lack of thanks. If they feel they are not worthy of nice things perhaps say 'I wonder if you felt you didn't deserve X so it's hard to feel thankful for something you feel you didn't deserve. I think you did deserve X'

# W

## WHINING

### ON THE OUTSIDE

- Complains about normal tasks
- Moans all the time
- Complains about minor, or imagined, health issues
- Complains that other are treated more fairly

### ON THE INSIDE

- Fear of being forgotten
- Fear of change
- Trying to gather information so feel more in control
- Separation anxiety
- Overwhelming need to keep you near, or feel loved

### STRATEGIES

- Reflect on your response. Saying 'stop whining' give them a reward (attention) and reinforcing the behaviour.
- Give them a special pad of paper to write all their complaints down. This can help them become aware of what they are saying and thinking.
- Select a dedicated time during the day or week where they can give you're their moans. Any moans outside of this time have to wait.
- Avoid getting caught up in the moan. Say neutral things like 'Oh dear, that's a shame', or perhaps try not answering.
  - Be alert for any reoccurring moans as they may be hidden.

## A TO Z OF BEHAVIOURS

**You'll see that there is a lot of cross over between difference behaviours and why they happen. This is because one feeling can produce multiple behaviours in one child.**

**This resource is not to alarm you and we hope you don't go off thinking that your child have all these issues because they are displaying certain behaviours. The aim of this resource is to empower you as a parent with information, explanation and a deeper understanding of what might be going on with your child. Many factors involved – might just be their emotional age so only normal development with deal with the behaviour.**

**When we understand the feelings our children's have behind their challenging behaviours, we naturally can feel more empathy, have a load more patience and therefore be in a better position to support them.**