

HOW TO TALK TO CHILDREN

**FEELINGS =
BEHAVIOUR**

**HELP CHILDREN DEAL
WITH THEIR
FEELINGS**

Children need to have their feelings accepted and respected.

Listen with full attention.
Acknowledge their feelings with a word - Oh..Mm.
Give their feelings a name.
Give them their wishes in fantasy.

**TO ENGAGE A
CHILD'S
CO-OPERATION**

Describe what you see, or describe the problem.
Give information.
Say it with a word.
Talk about your feelings.
Write a note.

TO PROBLEM SOLVE

Talk about the child's feelings and needs.
Talk about your feelings and needs.
Brainstorm together, to find a mutually agreeable solution.
Write down all idea - without evaluating.
Decide which suggestions you like, which you don't like, and which you plan to follow through on.

**TO ENCOURAGE
AUTONOMY**

Let children make choices.
Show respect for a child's struggle.
Don't ask too many questions.
Don't rush to answer questions.
Encourage children to use sources outside the home.
Don't take away hope.

HOW TO TALK TO CHILDREN - 2

**PRAISE AND SELF
ESTEEM**

1. Instead of evaluating describe what you see:
"I see a clean floor, a smooth bed, and books nicely lined up on the shelf".
2. Describe what you feel:
"It's a pleasure to walk into this room".
Sum up the child's praiseworthy behaviour with a word:
"You sorted out your pencils and pens and put them in separated boxes, that's what I call **organisation**"

**FREE CHILDREN
FROM PLAYING
ROLES**

3. Look for opportunities to show the child a new picture of himself or herself:
"You've had that toy since you were three and it almost looks like new"
4. Put children in situations where they can see themselves differently:
"Sara, would you take the screwdriver and tighten the pulls on these drawers"

5. Let children overhear you say something positive about them:
"He held his arm steady even though the bat was heavy".
6. Model the behaviour you'd like to see:
"Its hard to lose, but I'll try to be a sport about it, Congratulations".

7. Be a storehouse for your child's special moments:
"I remember the time you..."
8. When the child acts according to the old label, state your feelings and/or your expectations:
"I don't like that. Despite your strong feelings, I expect sportsmanship from you".