

What Doesn't Work:

- Shouting
- Lecturing
- Threatening
- Bribing
- Smacking
- Name calling
- Criticising
- Sending your child to bed



Looking After Yourself!

Get organised

Plan what you are doing, make lists of things to remember.

Avoid stressful situations

Work out the stress points in your day and think about what you can do about them.

Try to relax

Find ways to help yourself relax, have a quiet cup of tea to help calm you down.

Celebrate your success as a parent

If you have coped with something difficult, you have a right to feel proud.

Remember that stress is catching

If your children see you getting upset and angry when things don't go right, they will probably react in a similar way.



What Does Work:

- Praise
- Cuddles
- Attention
- Time
- Play
- Calm voice
- Simple language



What does work with babies:

- Use distraction with older babies, point out something happening, talk to them, divert their attention on a toy.
- "Baby-proof" your home so your baby can enjoy challenges without battles.

What does work with toddlers:

- When possible ignore behaviour you don't like, as this means it is less likely to be repeated.
- Remain calm and reasonable yourself, even when your toddler is in a rage, take a deep breath and keep calm.

What works with pre-school children:

- Do not give too many orders.
- Constantly saying "do this" and "don't do that" can overwhelm a child.
- Use specific praise, - describing what it is for.

What works with school aged children:

- Describe exactly what you want your child to do.
- Give reasons and make sure that you listen to their views. Calmly repeat what you expect your child to do.

Parenting courses and support are available through your Children's Centre.

Young Children's Personal, Social and Emotional Development: Managing feelings and behaviour



This leaflet is from a series of four, each leaflet covers a different area of development, from birth to five years.

Personal, Social and Emotional Development: Managing feelings and behaviour



6 Months

Shows a range of emotions such as pleasure, fear and excitement.

Reacts emotionally to other people's emotions, e.g. smiles, when smiled at and becomes distressed if hears another child crying.

1 Year

Growing ability to sooth themselves, and may like to use a comfort object.

Uses the familiar adult to share feelings such as excitement or pleasure, and for 'emotional re-fuelling' when feeling tired, stressed or frustrated.

18 Months

Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.

Begins to learn that some things are theirs, some things are shared and some things belong to other people.

2 Years

Aware that some actions can hurt or harm others.

Shows understanding and co-operates with some boundaries and routines.

3 Years

Tries to help or give comfort when others are distressed.

Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.

4 Years

Can usually adapt behaviour to different events, social situations and changes in routine.

Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

5 Years

Child knows that some behaviour is unacceptable.

They adjust their behaviour to different situations and take changes of routine in their stride.



What adults can do

Have a cosy, quiet space for babies to be calm.

Have a familiar lullaby that gives your baby comfort.



Share books that have clear images of a range of emotions, e.g. 'I am happy'

Set clear and consistent boundaries that are shared by all main carers.

If you are leaving your child, acknowledge their feelings and give them reassurance.

Help child to recognise when their actions hurt others.

Be wary of expecting children to say 'sorry' before they have a real understanding of what this means.

Model how you label and manage your own feelings, e.g. "I'm feeling a bit angry and I need to calm down, so I am going to..."

Ask child for their ideas on what might make people feel better when they are sad or cross.



Establish routines with predictable sequences and events.

Provide a safe space for children to calm down or when they need to be quiet.

Show your own concern and respect for others.

The most important thing to remember about development is that all children are different. These personal, social and emotional milestones are a general description of what most children can do at certain ages. Your child may reach some milestones earlier and others later. If you have any concerns about your child's social and emotional development, speak to your Health professional, someone at your Sure Start Children's Centre, nursery provider or school.