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The Parenting Expert

Parenting Made Easy System

**ICAN CONFIDENCE PARENTING COURSE
FOR KIDS AGED 7-13**

**DAY 9: PRAISE, MOTIVATION AND
REWARDING GOOD BEHAVIOUR**

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In a nutshell – In this session, We look at ways to praise, motivate and reward good behaviour ...

Welcome back!

Rewarding good behaviour

There are several different types of rewards, and you will learn over time which work best, and at what times, for the children in your family:

- Praise
- Treats
- Time
- Stars & stickers

Praise

Praise is one of the most powerful rewards of all as your kids want to please you. Praise is also one of the easiest to give and because it makes your child feel good it also develops their self-esteem. So be liberal and generous and sincere with your praise and be very specific in what you praise - the lovely colours in the rainbow they have painted or the patience with a child younger than themselves.

Treats

Treats such as sweets and extra TV are very popular followed by money with older children. But I think they work better if you use treats as a privilege rather than just a “right.” There can be many types of treat because you know your own child best; so it could be staying up 15 minutes later or playing outside longer or having an extra story or having an extra 15 minutes chatting on MSN.

Different rewards work better at different ages and different rewards work better for different children. And remember that rewards only work if your child values them and actually wants to receive them!

Time

Time is often called “Quality Time” and it can be such a powerful motivator, but it is not always the first one parents think to use. It’s free and it’s fun and it doesn’t have to be educational!! It can be making a model to flying a kite and it can be chilling out watching a film with a pizza or doing Sudoku together. Spending time playing, chatting and being together can be a huge treat and reward for your child. It doesn’t have to be over the top!

Stars and stickers

Stars and stickers are really just a visual way to show your approval. They can be earned over time and built up. I used to love giving stickers as younger kids really seem to love them - there are some great ones on the market and they are great for some kids but beware of taking stickers away for bad behaviour as it can send out a negative message and demoralise some children.

Stickers are meant to be fun and positive and by giving a little reward after achieving 10 or 20, kids feel very proud of themselves as it shows them visually progressing and succeeding.

Some examples of positive praise

Describe what you see, or hear:

“I can see a really tidy bedroom, all the pens are away in your drawer, your bed is made and the carpet is really lovely, all clear of messy clothes and toys.”

Describe what you feel:

“It’s a really nice place to come into. I really feel relaxed in here”

Sum up your child’s behaviour really positively:

“That’s fantastic organisation! Well done!”

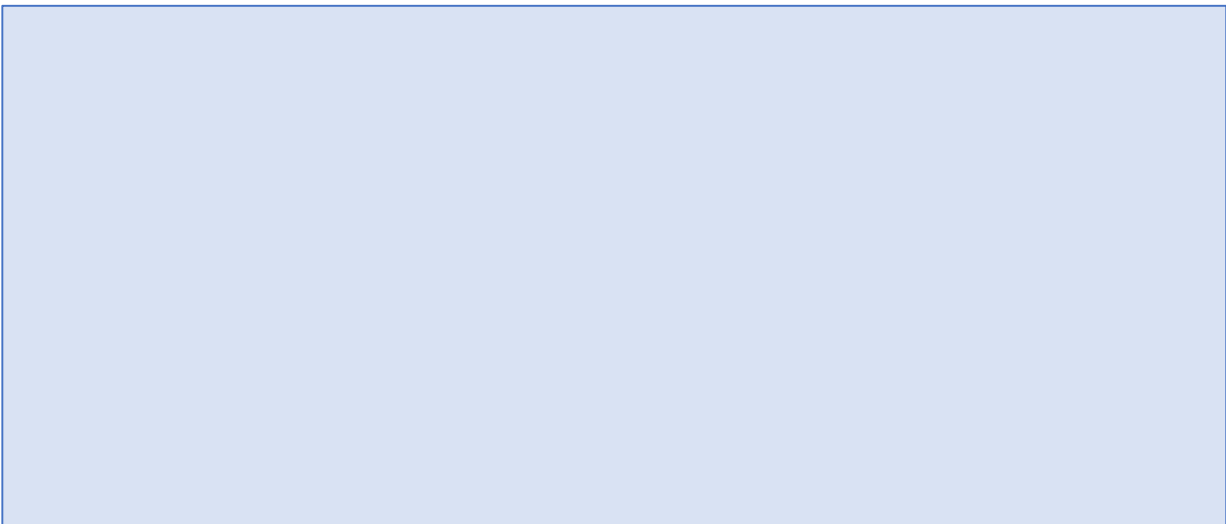
Now it's your turn!

Take a little time out, grab a pen, and record your thoughts on each of the following:

My child responds best to:



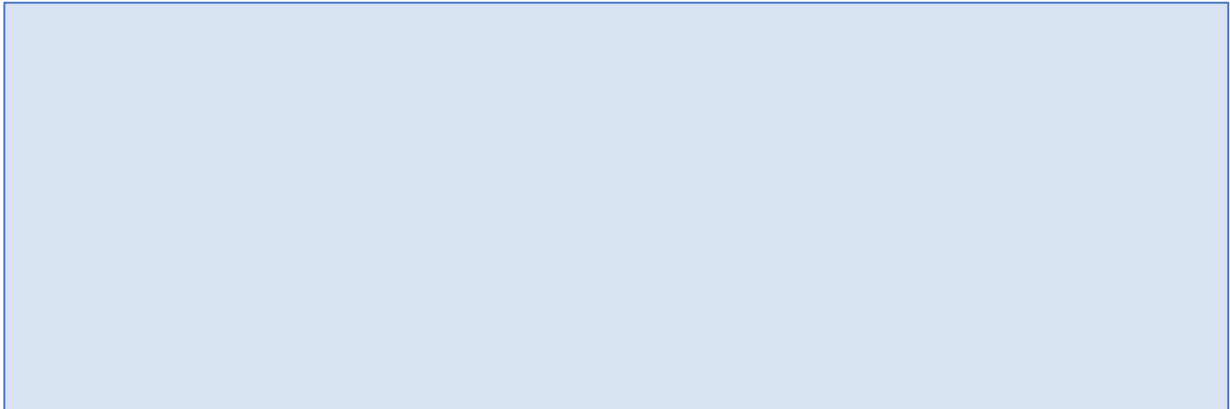
I could free up time to devote to my child on these day/times:



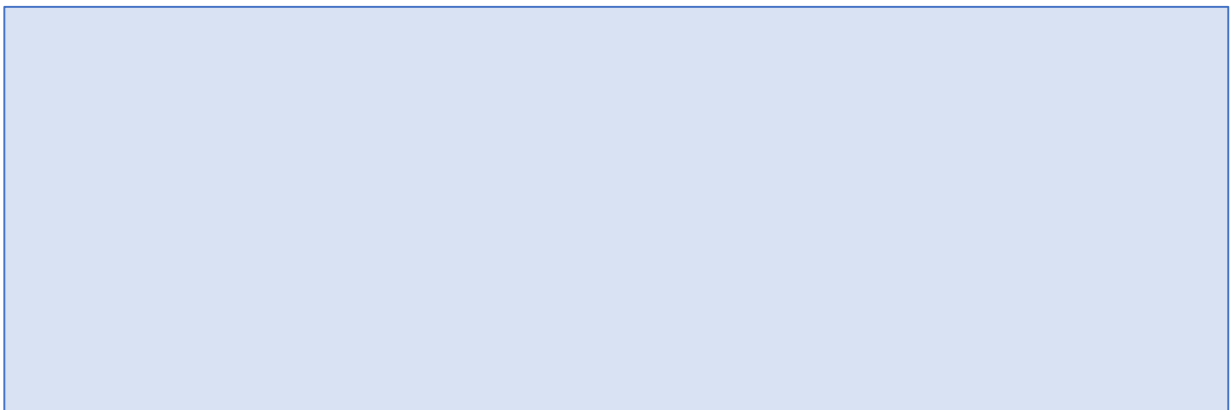
The times I have praised my child in the last week:



My thoughts on treats:



What else I could do to reward my child when they do something kind/good:



QUICK TIPS

- Always make it clear why a reward is being given.
- Make a clear connection between the good behaviour and the reward, and be equally clear about the goal that your child can aim for next time.

A Quick Recap

- We have learned about the importance of rewarding good behaviour as a positive alternative to punishing bad behaviour.
- We have considered praise, time, treats and stickers as possible rewards, and you have thought about what might work best in your family.

Next time ...

We will be looking at the seven Cs of successful parenting! ...

See you then!



Sue Atkins

As seen in:



THE  TIMES



theguardian

BBC
RADIO

Daily  **Mail**

BBC

The Daily Telegraph

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