Chaigeley Therapy Department

NEWSLETTER

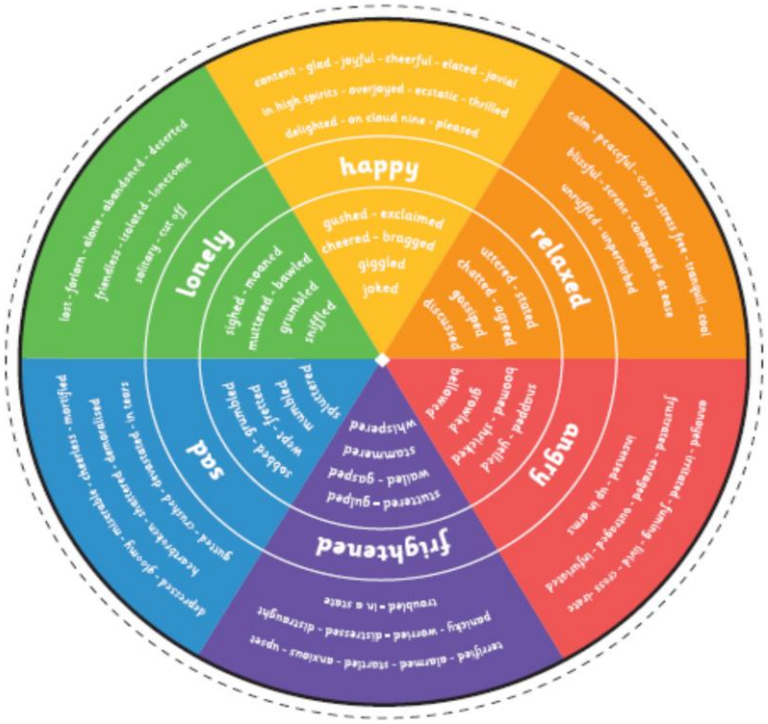
THERAPEUTIC SUPPORT FOR PARENTS AND CARERS.

How can I support my child's language skills at home to help develop their understanding and ideas while avoiding repetitive arguments or difference of opinion over same issues?

When young people find it hard to rationalise and empathise things often seem unfair, and in these situations it is difficult not to get sucked into a repetitive cycle or your facts verses their opinions. Keep responses for altercations the same and personal to them. Keep your language to the facts and not opinions and help your children identify the difference between a fact, opinion and assumption:

'I can see that this has made you angry and that's ok.'
'Your behaviour has resulted in…, their behaviour made you feel…'
'Life often feels like it's unfair and this might not feel good.'

Talk about feelings all day every day. Emotional vocabulary is so important in teaching children and young people about their emotions and in recognising how their emotions may affect their behaviour. By talking openly, your children can develop better awareness of their emotions and how to better deal with them. Tell your children how you feel, tell them how they look like they may feel, and tell them what their behaviours show how they feel.

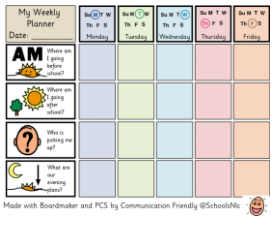


Strategies to support communication and reduce negative behaviours (Taken from Elklan 2011).

1. Always check the child/young person has understood what is being asked.
2. Be aware what they are trying to communicate through their behaviour.
3. Give them time to calm down before questioning.
4. Be aware if emotionally aroused they will find it harder to understand language and express feelings.
5. Carefully consider the level of questioning being used. 6. Be explicit about the impact their behaviour has had on others.
7. Be aware if your behaviours and emotions are getting in the way.
8. Consider before and after the event, are there triggers (i.e. others laughing or looking and giving them attention).
9. Avoid sarcasm and ambiguous language.

Finally, avoid sarcasm, idioms and misleading meaning; You need to get over it… (There is no climbing involved), **Get a grip…** (Of what?), **What's up?** (The sky), **Stop winding him up** (There is no handle to wind), **Stop pushing my buttons** (What on your top?), **Get cracking… get a move on… that's nice!**

It can be really tricky to navigate childcare and work. Sometimes some families need more than one childcare option. This planner aims to help show where the young person will be going before school (or if they will be at home); where they are to go after school; who will be picking them up from their child carer and what the evening plans are e.g. going to the shops etc.
https://blogs.glowscotland.org.uk/glowblogs/communicationfriendlyenvironments/return-to-school-february-2021/



Please email us any questions/feedback that you may have to help support you and your family;

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See our Twitter page for more info, news and activity ideas; **@TChaigeley**