



教育局
Education Bureau



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Parenting at Ease: Ways to Handle Children's Challenging Behaviors

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Does your child exhibit these behaviors?

Picky eating

Refusing to sleep

Refusing to share

Procrastinating

Hitting others

Lying

Commanding others

Verbal aggression

Scared of new things

Lack of persistence

Showing off



The new normal at home during class suspension

Unfinished tasks at work

Parenting responsibilities

Energetic child

Overwhelming housework

Different learning timetables

Exhausted parents



How do you discipline your child?



|
Hitting?



|
Scolding?



|
Ignoring?



|
Being
permissive?

Negative impacts of unhealthy parenting



Stress/ anxiety



Negative parent-child relationship



Negative social relationships



Aggressive behaviors



Withdrawal behaviors



Negative self-concept

Causes of challenging behaviors



Power Struggle

The child gains power by controlling others or refusing to cooperate

Revenge

The child retaliates for being hurt and being neglected

Attention Seeking

The child exhibits behaviors that make others notice him/her

Displaying Inadequacy

The child misbehaves or withdrew because of his/her lack of ability or confidence

Erikson's Psychosocial Development Theory

| Stages | Ages | Descriptions |
|-------------------------------------|----------------------|--|
| 1. Trust vs. Mistrust | Birth to 18 months | <ul style="list-style-type: none">Develop a sense of basic trust from the surrounding people and things |
| 2. Autonomy vs. Shame/Doubt | 18 months to 3 years | <ul style="list-style-type: none">Learn how to accomplish simple tasks in life independently |
| 3. Initiative vs. Guilt | 3 to 6 years | <ul style="list-style-type: none">Devote much attention to discovering what he or she can accomplish |
| 4. Industry vs. Inferiority | 6 to 12 years | <ul style="list-style-type: none">Studious and learn different interpersonal skills and attitudes |
| 5. Identity vs. Role Confusion | 12 to 18 years | <ul style="list-style-type: none">Form idealistic impressions and concepts about how things should be within himself or herself |
| 6. Intimacy vs. Isolation | 18 to 24 years | <ul style="list-style-type: none">Learn the skills necessary for conducting an intimate relationship with another |
| 7. Generativity vs. Self-absorption | 24 to 54 years | <ul style="list-style-type: none">Establish a family system and in achievements in one's occupation |
| 8. Integrity vs. Despair | 54 years to death | <ul style="list-style-type: none">Contemplate one's accomplishments and are able to develop integrity if we see ourselves as leading a successful life |

Principles and strategies for handling child's challenging behaviors

Developing Trust

A loving relationship

Praise

Communicating effectively

Positive communication

Active listening

Supporting Development

Induction + encouragement

The 6-step approach

Behavioral consequences

Praising children



Express appreciation for their actions and contributions

Praise their efforts and strategies

Be explicit about the child's improvement

Show your trust and convey a message of acceptance and recognition

Positive communication

- Aim: Make the child more receptive to the comments and recommendation of parents

Reframing: Avoid using negative labeling
(e.g. lazy, stupid, annoying, steals, disobedient to parents, impolite)

*Describe the event and behavior objectively

"I" message: Avoid blaming, criticizing, or threatening the child

*Emphasize "what I think" and "what I feel"

Positive communication

(Reframing and “I” message)

Avoid

“If you can stop being lazy, you would be more successful at school...”

- Suggest using sentence patterns below to construct the message :
 - “When (describe the behavior that is bothering you)”
 - “I feel (state how you feel about the concern)”
 - “Because (describe what you think may happen)”

Example

“When you don’t finish your homework, I feel upset because I am afraid that you will fall behind and not be able to catch up...”

Positive communication

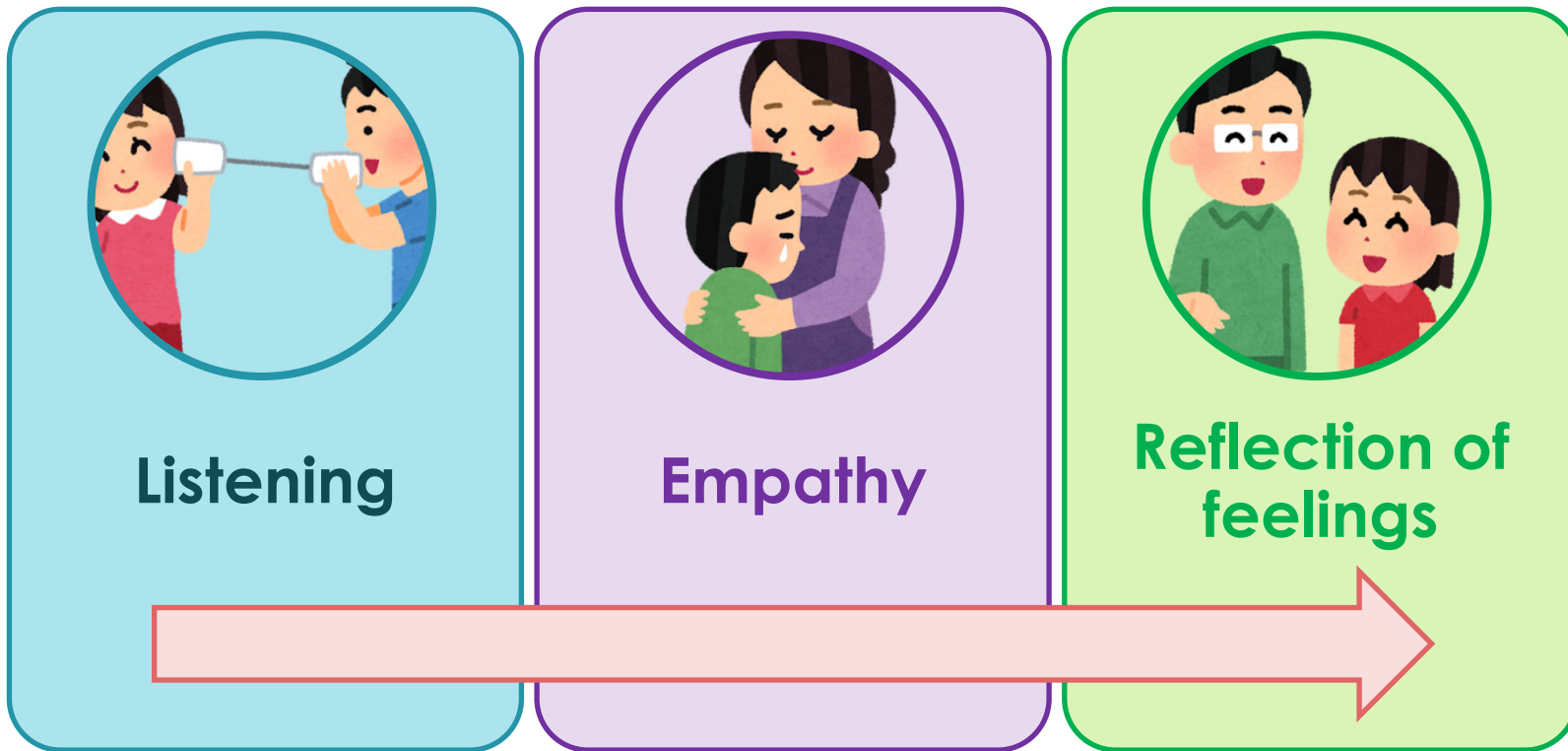
(Reframing and “I” message)

Avoid

“You are so impolite, no wonder everyone likes your elder brother and no one plays with you”

- Suggest using sentence patterns below to construct the message:
- “When..., I feel... Because...”

Active listening



Active listening



Scenario 1 : Grandparents are visiting. The child slams the door after leaving the living room.

- **Dad:** Just now when your grandparents are here, you left the living room and slammed the door. What happened?
- **Son:** I was reading. You are all very noisy every time grandparents visit.

Reflection of feelings and meaning

- **Dad:** You think we were too loud, making it hard for you to concentrate on reading. That's why you're angry.
- **Son:** Yes. You all always talk for so long and ignore me. So I decided to go back to my room
- **Dad:** You are sad because we were chatting and not playing with you.
- **Son:** I was so bored! I was reading alone and you all neglected me.

Induction

Scenario 1: Grandparents are visiting. The child slams the door when leaving the living room.

Identify

Point out the misbehavior

Slamming the door is not an appropriate way of expressing yourself



Explain

How it affects others

Because your grandparents will feel unwelcome



Guide

Brainstorm behavioral alternatives/compensation

Let's think of ways to let your grandparents know how you feel

Induction

Scenario 2: Others are playing with the toys. While waiting, your child becomes impatient and hits others.

Identify

Point out the misbehavior

Hitting others
is not
acceptable



Explain

How it affects others

Because
people will
get hurt



Guide

Brainstorm
behavioral
alternatives/
compensation

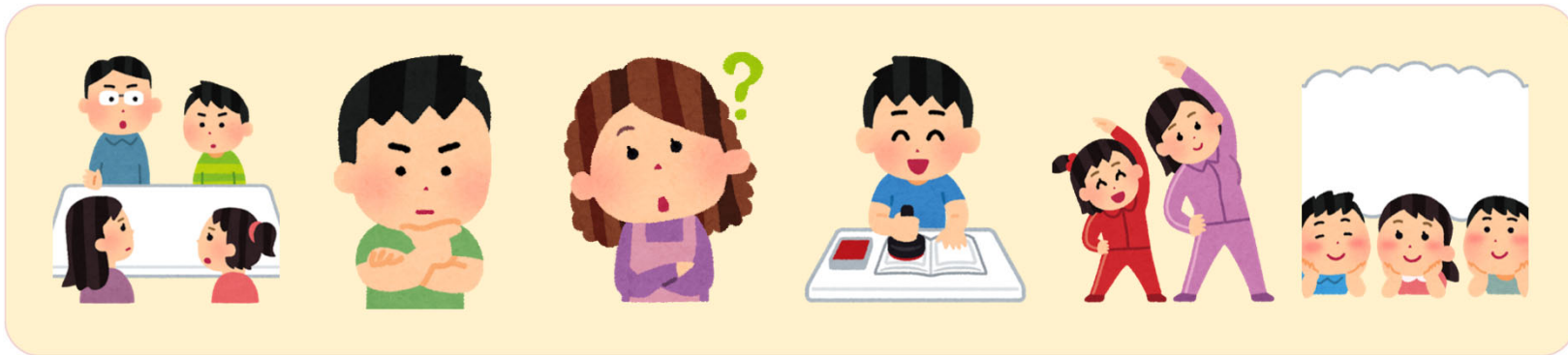
Apologize/
think of what to
do while
waiting

Encouragement

- Encourage the child **before** he/ she acts out
- Encourage the child when he/ she experiences **difficulties or failure**
- Encourage the child when he/ she **succeeds**



Behavioral change in 6 steps



Communicate

Generate
ideas

Evaluate

Decide

Implement

Review

Behavioral change in 6 steps

Communicate: Identify and define the conflict



: You have been behind on your homework ever since class was suspended. I worry that you will not be able to keep up with school.

Generate possible solution



: Maybe you shouldn't rest after school, and start doing your homework straightaway. Or I could hire a home tutor.



: If you would buy me a watch, then I can set an alarm reminding myself to finish my homework on schedule.

Evaluate the solution



: How much is the watch?



: There are some inexpensive ones. I would like a watch to remind myself to finish my homework on time.

Decide on the best solution for both parties



: Okay! If we could find a watch at a reasonable price, it would be a great idea.

Work out ways to implement the solution



: Let's go to the department stores after dinner to shop for a watch. I can teach you how to set the alarm.

Review: Evaluate how well the solution worked



: You have been finishing your homework right on schedule ever since we bought that watch. I am so proud of your improvement.



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Natural and logical consequences

Natural consequences

- **Natural** and **immediate** result of a behavior

Logical consequences

- **Logical** and **reasonable** consequence imposed by parents

*How is it different from punishing and threatening your child ?



- The child, instead of the parents, has to **bear the consequences** of their own behavior/decision
- Facilitates your child to understand the **logical link** between a behavior and its consequences

▶ Scenario 1 : Refusing to go to toilet



Natural consequence:

Your pants will be wet and you will have less time to play because you need to change the wet pants

Logical consequence:

You have to help cleaning up

▶ Scenario 2: Refusing to eat



Natural consequence:

You will be hungry from not eating

Logical consequence:

If you don't finish your meal in time, we won't go to the park as we can not leave the house on time.

▶ Scenario 3: Refusing to do homework



Natural consequence:

You will feel anxious at school due to your unfinished homework

Logical consequence:

You will have less time for TV if you take too long to finish your homework

**Case study –
The new normal at home during
class suspension**

Case sharing

You're **angry**, and you **shout** at your younger son...



How many times have I told you NOT to run at home! You **NEVER** listen. You still haven't finished your homework, and your toys are everywhere! You always make me upset. Do you think I do not have enough to do? Look what you have done now! Go to your room to **calm down** and think about what you have done. Don't come out until supper. **NO TV** today!





You take a deep breath, and say to your elder son...

You are sad now because your brother knocked down the blocks you worked so hard on. I will talk to your brother now and later we will think of a way to help you.

**You bring your younger son aside, and
ask him what happened...**



I carelessly fell and knocked over brother's blocks.



You say...

So it was an accident. But I saw you running around, could it be the reason why you **accidentally knocked over your brother's blocks?**

Your younger son replies...

Yes, because I was bored. You are working and he doesn't play with me.



You explain...



If you run at home, accidents are bound to happen. **I am worried you will get hurt too**, that is why I told you not to run around at home. Could you think of other ways to deal with your boredom?

Behavioral change in 6 steps + Encouragement

You ask...



Your elder brother is sad now, you cannot play yet. **How do you think you can help him?**

Q & A

- My child exhibits good behavior and excels in school but always appears anxious. Are these behaviors problematic?

Q & A

- Can natural and logical consequences be applied to all situations?

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Thank you!