

Helping children deal with life's knocks



enabling parents to bring out the best in their children



- ☺ Children can cope with life's knocks if their self-esteem is strong
- ☺ Parents can build strong self-esteem by:
 - Using praise effectively
 - Accepting and acknowledging children's feelings and
 - Helping children to develop independence and skills and to feel capable
- ☺ Parents can help children deal with bullying by fostering a strong sense of self-worth and by teaching them coping strategies and constructive ways of responding to bullying



"All studies world-wide of children of misfortune have found the most significant positive influence to be a close, caring relationship with a significant adult who believed in them ...and from whom they could gather strength to overcome their hardship".

Froma Walsh, professor of psychiatry and co-director of Centre for Family Health, Chicago

Self-esteem

Nathaniel Branden wrote in 'The Psychology of Self Esteem' *"There is no value judgment more important to man, no factor more decisive in his psychological development and motivation – than the estimate he passes on himself...The nature of his self-evaluation has profound effects on a man's thinking processes, emotions, desires, values and goals. It is the single most significant key to his behaviour."*

When a child has a healthy self-esteem.....

He is more likely to:

- ☺ behave well, in appropriate and considerate ways
- ☺ take responsibility for his own actions because he feels basically ok about himself and feels that mainly he gets things right (he is less likely to deny, make excuses, cheat,blame others)
- ☺ try new things, take reasonable risks and to persevere
- ☺ value others - he doesn't need to put others down in order to build himself up
- ☺ form loving relationships
- ☺ stand up for himself
- ☺ weather life's knocks better

He is less likely to:

- ☹ be dependant on others for approval or to seek out peer approval through inappropriate behaviour
- ☹ seek to make up for feelings of inadequacy by bragging, putting others down, using physical or verbal violence to assert himself or by bullying others
- ☹ demonstrate the sort of learned helplessness that comes from not trusting oneself to do anything alone, not believing in one's own abilities. (if he gets help with everything he lessens the risk of failing and being told off)
- ☹ be vulnerable to (i.e. he is able to say no to):
 - peer pressure (he is able to trust his own judgment)
 - bullying
 - when older, smoking, drinking and drugs and inappropriate sexual relationships (equating sex with love)
 - self harm, including eating disorders

How is a sense of self created?

Self-esteem is a core belief in one's own value, a realistic estimate of one's strengths and weaknesses. It comes from a child having many experiences which demonstrate that his life has value, that he is a worthwhile person, that his opinion has validity.

Children need to be accepted as unique individuals, appreciated for who they are and not who we'd like them to be or for what they achieve.

A positive self-esteem comes primarily from parents' approval.

A child learns through his parents' approval that he is important and significant to and is cherished by them.

To build strong self-esteem we need to:

- ☺ **AFFIRM**, approve and acknowledge our children by praising them specifically and sincerely
- ☺ **ACCEPT** our children by listening to their feelings, ideas and opinions
- ☺ **ARRANGE** things up so that our children are more likely to succeed, develop skills and feel capable

Can a child have too high self-esteem?

It is sometimes argued that a child can develop too high self-esteem and thereby become conceited or arrogant, look down on others, be inconsiderate or intolerant of others and have an inflated idea of their abilities and therefore don't take steps to improve.

This is to misunderstand what makes for a healthy self-esteem and to mistake bravado with real self confidence. Someone who is parading his abilities is looking for external affirmation of his value so is not certain of his own worth.

The term self-esteem comes from the word 'estimate' so involves an assessment of oneself, both strengths and weaknesses. A healthy self-esteem is one where we have a *realistic* idea of who we are and where our strengths lie.

"[Vanity] is where we over-value our strengths and ignore our weaknesses.... With self confidence we recognise our strengths and weaknesses without feeling ashamed or guilty."

Psychologist Dorothy Rowe, 'How do you build self-confidence', in Psychologies Magazine

Praise

Many parents try to praise their children and often manage to do so, particularly when the parent is calm and relaxed and it is fairly easy to see that the child has done something well.

However most of us would also acknowledge that we don't praise enough, that we slip into habits of noticing and mentioning the things our children do wrong more often than the things they do right. This is understandable. We are deeply conditioned to notice what's wrong with something.

When we criticise we do so with a good intention. We think that if we point out to our children what they've done wrong they will alter their ways. In fact when we tell children what they're doing wrong repeatedly they stop listening.

When parents use praise effectively they motivate their children to believe in themselves and behave well.



When parents do praise they generally use words such as *'well done, good girl, clever boy, marvellous darling, fantastic, super, brilliant'*. This type of praise is called evaluative praise.

Most adults will have received this kind of praise themselves as children and it is familiar to us so it is not surprising that we should use it with our own children. We praise our children in this way in the hope that we will thereby boost their confidence and reinforce good behaviour.

Disappointingly, this kind of praise, while extremely well intentioned, doesn't seem to make them feel good about themselves or to encourage particular behaviour and leaves them confused and without strategies when failure occurs.

At The Parent Practice we would say these problems are not a result of too much praise but too much of the wrong kind of praise and a failure to effectively address those aspects of behaviour we don't like, a failure to require their best of children.

Why doesn't evaluative praise work?

☺ The children don't really believe it.....

Children naturally compare themselves to other children. They will always find evidence of someone who does something better than them. They can always think of someone who runs faster, climbs higher, draws better or does puzzles more adeptly than they. They don't believe evaluative praise and they may come to doubt the judgment of the person giving it.

When parents use praise effectively they motivate their children to believe in themselves and do well.

☺ It doesn't fit with their own view of themselves.....

Children don't really believe that they are 'super, marvellous, wonderful or brilliant.' They may think 'well that's nice of Dad but he's supposed to praise me – it's his job, or he just wants me to feel good'.

☺ It tends to focus on the achievement rather than the effort or particular skill employed by the child.....

This makes the child feel that approval is dependent on good results which makes for a fragile self-esteem. Studies (in the US by Prof Carol Dweck, psychologist) have shown that the 'clever boy' kind of praise is actually damaging to children.

Children praised for intelligence perform less well on tasks than children who are praised for effort.

"Praising intelligence takes it out of the child's control and provides no recipe for responding to failure." Carol Dweck

☺ It loses value and credibility.....

The superlative language can be 'over the top' – once children hear meritless praise they discount sincere praise as well (source: Judith Brook, Professor of Psychiatry, New York University).

☺ It doesn't show real interest.....

It's too easy to say without thinking.

☺ It isn't specific enough

It doesn't give our children enough information to be able to reproduce the behaviour.....

Descriptive Praise

Descriptive Praise is a different kind of praise, which children (and adults) can't argue with. It is about noticing and mentioning exactly what the child has done right. They can't argue with it because it's a fact. It is the most effective way to get children to have a positive self-esteem.

DESCRIBE the positive behaviours you see

"You've eaten some of your beans even though I know you don't like them" "I see two children sitting with their bottoms on their chairs and Mark just picked up his spoon." "You remembered to say please when you asked me for some apple. That's so polite." "You're using your 'inside/quiet' voice now so I can listen to what you're saying." "You got on your bike again even though you fell off just now –you're being brave".

NOTICE and mention the tiny steps in the right direction

"You hung up your coat, so you've already done one of the three things you need to do when you come home". "Sophie, you've taken your pyjamas off so you've taken the first step in getting dressed." "You're sitting at the table at the right time and you've got all your books out. You look like you're getting ready to start your homework." "You put your duvet on your bed."

RECOGNISE effort, strategies used, attitude and improvement

"I'm so pleased to see you're not giving up with that writing. Copying letters neatly can be tricky, but you're persevering." "You're making a big effort to do up your buttons on your own. You're not asking for help." "I noticed that when the first approach you tried didn't work you tried another tactic. How's it going?" "You kept on trying with these sums even though you didn't find it easy. I call that persevering. Your efforts have paid off – five out of six are correct. I wonder if you can work out how to correct the sixth one."

POINT OUT the quality shown by the behaviour

Eg maturity, self-control, responsibility, consideration, tolerance, having a go, flexibility, courage, honesty, being supportive, perseverance, loyalty etc *"You felt shy but still went and asked the waitress for the menu -that was brave." "You stood up for yourself when Ethan pushed you – you used your words and you said "I don't want to be pushed".*

FOCUS praise on the individual

Make sure the praise is non-comparative. This is important if the child is not to think he is better than others. Also we want our children to feel uniquely appreciated not just considered in relation to others. *"That's a great test result. It reflects all the hard work and commitment that you put into your revision." "You ran your hardest in that race. I'm sure that's faster than I've seen you run before." You've been practicing getting dressed quickly and I'm sure you're much faster than you were at the beginning of term. That must be helpful when you're getting changed for games." "You are being a really good friend Sam. You told Tom what the homework was and you even offered to help him with it."*

Descriptive Praise helps our children continually redefine themselves as sensible, capable, loveable and considerate. It lets children know exactly what we want them to do, gives them positive attention and motivates them to do more of what is expected of them as they hear frequently that their parents are pleased with them. It works because it is believable.

Emotion Coaching

A child who knows his feelings, thoughts and opinions are heard and understood, respected and valued feels respected and valued himself – it really validates a child if parents pay attention to how he feels and what he thinks.

When parents acknowledge their children's feelings children are better able to handle the ups and downs of life, to be more resilient, because they get to know that these feelings are part of life and will pass and they learn to manage the feelings.



When a child is able to manage his feelings he feels more in control which is good for his self-esteem. For example: when angry or frustrated, have strategies such as using a punch bag or pillow, ripping up paper, doing an 'angry' drawing, stamping feet, or taking vigorous exercise, taking deep breaths, counting to 10, having a calming mantra to say in his head. When sad, listen to happy music or think of happy occasions, find something to laugh about – such as joke books, funny films. Use visualisation/breathing strategies to help oneself calm down, when anxious be with someone else, remind oneself of occasions when one has been resourceful, take some small positive steps. When feeling out of control or overwhelmed, sort something out or do a puzzle.

It's not the parent's job to take away the feelings of upset our children experience. It is our job to help them cope with those feelings. Once the child's feelings have been heard they are then able to come to solutions, sometimes with help from an adult.

A child whose parents are emotion coaches learns to self-regulate his emotions. He can recognise the feeling, take steps to manage it and let it go, leaving him free to get on with what needs to be done. The emotionally intelligent child can focus better and is more solution-oriented.

How to emotion coach

☺ **PAY attention to your child**

Stop what you are doing and convey with your body language that you are paying attention. Use empathetic noises, such as 'umm' or 'I see' but don't offer an opinion or any suggestions at this stage.

☺ **IMAGINE what the feeling is behind your child's words or actions reflect it back to him in words**

"You look sad/ cross/ frustrated...", "It sounds like you are really upset about that", "Maybe you felt left out when the others wouldn't let you play with them." "When you get stuck on a sum I think you sometimes feel a bit stupid and maybe it feels like you can't do what everybody else can do "It takes courage to try something if you're worried you might not get it right. I think sometimes you think you might look silly if you make a mistake." "Maybe it feels like people are telling you what to do all day long and you wish you could be the one to say what happens."

☺ **DESCRIBE their resistance in words**

"It can be hard to get started on something if you feel you're not going to do well at it/you're not going to win." (Parents need to model getting enjoyment out of activities without winning/ being good at it.) "You really don't want to tidy up your toys as tidying can seem boring", "You don't feel like doing your homework right now as you'd rather be playing. You're finding the new sums very challenging", "In the mornings when it's time to get ready you really want to play with your Sylvania families and Mummy keeps asking your to get dressed or have breakfast or make your bed or brush your hair. I'll bet you wish you could just be left alone to play as long as you like".

This doesn't mean that you have to give into what they want; it actually helps lower their resistance when they see that you understand.

☺ **GIVE wishes in fantasy**

Giving your child her wishes in fantasy with a smile makes the situation light and fun without suggesting that the fantasy is really possible. *"I bet you wish you could wave a magic wand and your homework/the tidying up would be all done."*

Training children to be more independent and develop skills

When parents encourage their children to do, or to learn, age-appropriate things independently (including their own thinking) children get a huge boost to their self-confidence.

It is by being encouraged and supported to learn new skills that a child develops the competencies from which confidence grows.

They develop resources on which they can rely. Eg learning to be responsible for their own clothes – lay them out, put them in the wash, help with laundry; pack their own school bag; set the table, load the dishwasher; vacuum; go to the shop for milk; ride a bike etc, etc.

Maybe you can remember just how proud your child was when they learned how to do up a button or when they made you a cup cake or how proud they are of the things they make at school? That is the gift we want to give our children.



A child who is not confident in himself is more likely to be the victim of bullying than one who is self assured.

In 2001 The Centre for Research into Parenting and Children at Oxford University published a report on bullying which found that young people who were the victims of bullying were more likely to have had over-protective parents who did too much for their children.

When parents expect their children to do things for themselves they send them messages of their faith in their children's capabilities.

Often parents don't require enough of their children. This may be because they don't know how to train them or don't know what to do in the face of resistance. It is often also because of a mistaken association between love and doing things for others and thinking that our role as parents is to do things for our children.

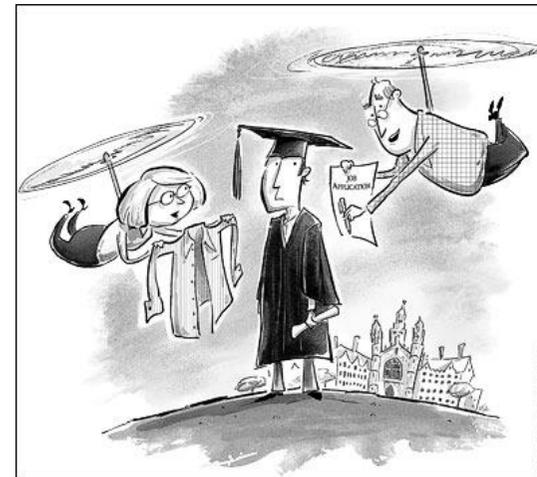
It is so often easier, faster, and neater if we do things ourselves rather than taking the time and trouble to train our children to do it for themselves.

If parents do too much for their children.....

- ☺ If parents jump in when children find something hard, children get the message that they can't cope or manage on their own and they don't learn to persevere and instead they give up easily.
- ☺ It also leads to learned helplessness in children; they become incapable of doing things because they haven't learned the skills. They also can become indecisive and discontented.
- ☺ Children can become risk-averse – ie unwilling to risk failure, so they won't try, and won't do things on their own in case they are not successful, eg won't put hand up in class.
- ☺ Children lack confidence – and they can become very anxious about life because they've internalised their parent's anxiety.



- ☺ Children may expect everything to be done for them and are likely to continue to expect others to do things for them as adults. They also don't appreciate what is done for them and become spoilt.
- ☺ Children interpret doing things for them as sign of love. That means that not doing things for them is a sign of no love – this is not healthy for relationships.
- ☺ Children lack basic skills and can't cope well in the world which leads to low self-esteem.



(Cartoon from www.utahstatealumni.blogspot.co.uk)

Setting up for Success

Children, like adults, find it easier to succeed when they are well prepared, particularly if what they are required to do is different or a challenge. There are many ways parents can help their children do the best they can in any given situation. First, parents need to make sure **our** expectations for our children are realistic – if we ask a child to do something that is too difficult for him, he is likely to fail and feeling a failure does not motivate anyone to try. They also need to discuss what their values are in any given area – what do you want to happen?

☺ ESTABLISH a clear system of rules

These need to be communicated to the children, and supported with rewards and consequences. Family Meetings are a great way to set up family rules and find solutions to problems. Children are more likely to follow rules they have been involved in their setting up.

☺ GIVE clear and concise instructions

This means they are likely to hear what they've been asked to do, and willing to do it. If they are unlikely to comply or you can't make it happen, you will be undermining your authority to give the instruction.

- 1 STOP what you're doing and give your child your attention – use Descriptive Praise
- 2 GIVE the instruction – and ask the child to repeat what they have to do
- 3 STAY with the child until s/he has done as asked – and descriptively praise little steps in the right direction and empathise that they might not want to do it.

☺ BREAK tasks down

Smaller steps are more manageable - tidying up the bedroom is easier when broken down into specific tasks and when the child has company and encouragement and maybe some nice 'tidying up' music or an audio book to listen to.

☺ PREPARE and plan ahead

Eliminate or minimise distractions during homework, put the answer phone on during Special Time, take practical measures to ensure that children can be self-reliant eg put coat hooks, plates and cups, clothes at height your child can reach, in drawers which don't stick; have toothbrushes, hairbrushes downstairs to allow for a quick getaway etc.

Prepare the meal earlier in the day or do it with the children so that time is available for them, get school things ready the night before, parent get up a bit earlier (nobody likes this suggestion!) so that you can get yourself ready first and then be relaxed and available to support the children.

☺ CONSIDER timing

It's important to allow enough time (more than we think) and also to avoid asking your child to do something new or difficult when he is tired, hungry or emotional. Arrange for rewards to follow tasks – such as tv after homework, stories after bath and tooth-brushing.

Chat-throughs

The more you prepare a child by having discussions about things well before a situation, the better prepared they will be when it arrives. This is true for all situations, from the everyday such as going to school, or occasional such as visit to the doctor, going to visit a relative, leaving a friend's house, to the extreme, such as parental separation.

1. SET the scene first

For example: *"Tomorrow you are going to visit your friend George. You love playing with George don't you? I will need to collect you at 6 o'clock and we will have to leave promptly as George's mother told me they have to leave then to collect his brother from Scouts."*

2. ASK questions as much as possible

Rather than giving explanations! You may be surprised how much a child already knows about how he should behave.

Getting him to do his own thinking and putting into words how he should behave makes it much more likely that he will do the right thing. It also reduces his experience of being nagged.

Ask questions about: What will happen? What must be done?

How might he feel? How will he handle his feelings – in other words what can he do if he is upset/disappointed/angry?

For example: *"When I come to collect you from George's house and say "it is time to go now" what do you think I want you to do?... You might feel cross. You might not want to go. It can be hard to stop doing something you're enjoying. What can you do if you do feel like that?... Would it help if you have something to look forward to in the car/at home?"*

3. USE Descriptive Praise

Descriptively praise everything in the child's response that is sensible or shows understanding, shows he knows what's required of him. Praise him for taking a guess if he says he doesn't know. Empathise that he might prefer to skip this conversation. Keep going until the child responds appropriately.

Prepare a child well in advance particularly if they don't react well to change. Don't ambush him. Repeat it often – he may react adversely but every time the reaction will be less until by the time the dreaded event comes round he will be used to the idea.

Role plays

Use role play as a way of practising what needs to happen. This is much more effective than just talking about it because the child has a memory of themselves doing it which makes it more likely they can use the skill in real life. For example: practice at home going into a shop and not buying anything, set the living room up as a shop and have fun. The next step would be to go into a real shop without needing to buy anything and practice just looking and maybe making a note of things they like.



Responding constructively to bullying

When a child has had an experience of bullying sometimes an adult needs to be involved but parents can make things worse if it is not handled well especially if the parents response is to get on the phone and 'sort it out'. Sometimes parents make things worse by building bullying up to be bigger than it is or by responding to the child as if there are a 'victim'. Parents can help best by empowering the children to deal with it themselves initially and stepping in only when necessary. It is far more effective to teach the child being bullied to respond to it effectively than to just punish the bully. Bullies have nearly always been bullied themselves and often do not have very secure self-esteem. If there are repeated episodes of bullying it may be a good idea to keep a journal. It can sometimes be useful to tell a teacher.

All the skills discussed above can be used to foster confidence in our children to help them believe in themselves and value themselves and be willing to stick up for themselves. In addition, parents can use role play to help with specific situations such as bullying or teasing.

Children who have been experiencing bullying may sometimes be socially unaware and may benefit from some coaching in communication skills. You can, for example, practice ways of opening and continuing conversations to help the child develop friendships. (*"I like your picture. Do you like drawing?"*) They may also need to know ways of joining in games without seeming aggressive or too passive (*"That looks a good game. Whose side can I be on?"*). It may be there is something they're doing that makes them less popular or vulnerable to teasing (eg bossiness or tale-telling or coming too close to others or snatching or not sharing) that they need to be aware of. Don't criticise but train the child to behave differently. Through role play parents can teach them how to behave and may be able to help the child see that what he is doing is not helpful.



If a child is being bullied, parents need to change the child's view of himself. Don't use terms such as 'bully' or 'victim' as labels limit the possibilities for action for that person. Instead talk about 'teasing' or 'unkind behaviour' and how the bully may be looking for control or power.

Parents often say to their children when they're upset about being excluded or teased or some other kind of bullying to *'just ignore those children and go and play with someone else'* which can be unhelpful. It's not that the advice is wrong but it may be premature if the child is still upset about what happened (it may feel as if their feelings are being disregarded) and it can be disempowering. When parents are too quick with advice it can unwittingly give the message that the child doesn't know what to do and needs to rely on his parent to sort things out. This can have the long-term effect of creating helplessness.

Responding to failure

When parents are too quick with advice it can unwittingly give the message that the child doesn't know what to do and needs to rely on his parent to sort things out. This can have the long-term effect of creating helplessness.

When something goes wrong.....

- ☺ Acknowledge how it feels when you/your child doesn't get something right/doesn't win. When you make a mistake, don't beat yourself up about it but acknowledge the mistake and, if possible, why it was a mistake. Then, where appropriate, take steps to remedy it or make amends. Articulate what you are learning from your mistake and show that you are not diminished by your mistakes but can profit from them.
- ☺ Accept that this failure is part of life and an opportunity to learn something
- ☺ Habitually find a few things to praise and require an improvement
- ☺ Model this attitude in your own life and point to other positive role models.

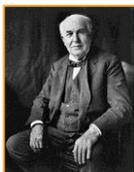
"Life is about failure and learning from failure. We do our children no favours when we cocoon them in a false sense of success."

Chris Woodhead, former Chief Inspector of Schools
The Times,

In the Wimbledon Final in 2011, when Nadal was beaten Djokovic, Nadal said: *"First I would like to congratulate Novak and his team for his victory today and his amazing season. It wasn't possible [for me] today in this final. I tried my best as always. Today one player played better than me. I will try another time next year."*

What our children can learn from this:

1. Djokovich won, Nadal lost and Nadal can still be happy for Djokovich and what he accomplished.
2. Nadal acknowledged that he was beaten by the better player on the day. He says that he played his best, and he understands that on that particular day, his best wasn't enough to win.
3. That he will leave the court with an increased commitment and motivation to learn from his loss; to look at what he could have done differently; and to refine his game and improve so that next time might see a different result!



Thomas Edison was a famous American inventor, scientist, and businessman who developed many devices that greatly influenced life around the world, including the phonograph and the motion picture camera, and is attributed with inventing the first commercially viable electric light bulb, but not without making a few mistakes first. He said: *"I have not failed. I've just found 10,000 ways that won't work... Genius is one percent inspiration and ninety-nine percent perspiration."*

Ignoring bullying behaviour *is* sometimes a good strategy because the bully is trying to provoke the other person and if they respond in an upset way the bully has succeeded and has an incentive to continue but if parents are advising children to ignore bullying behaviour they first need to:

- ☺ **ACKNOWLEDGE**- how upsetting it is for the person being bullied – use Emotion Coaching
- ☺ **PRAISE** - the child for telling someone about it
- ☺ **PRACTICE** - with the child *how* to successfully ignore the behaviour eg what can the child say, how should they look (bored, annoyed but not upset), what should they do, where should they go and when to involve an adult. Teach your child to stand straight with shoulders back and make eye contact and discuss with them what words they could use that won't escalate the problem- not angry or apologetic words but ones which show the bully that he can't control the child.

Some comebacks suggested by kids that won't exacerbate the situation and give the bully no power are:

'Whatever' *'Uh-huh, ok, yeah right',*
roll eyes, walk away. *'Really? I didn't know that.'*
'Oh you think so?' *'That's your opinion, not mine'*
Pretend not to have heard

- ☺ **TEACH** them how to make requests (such as *"I would like my rubber back"*) and how to say no. They need to know it's ok to say no and that it doesn't mean they're rejecting the person, just the request.

Kidscape (www.kidscape.org.uk) offer assertiveness training through free courses in London. They run one day trainings for children who are experiencing bullying.

"Having a good friend will lessen the harmful effects of bullying. If you are excluded by the general peer group but have a friend who is saying, 'you are not so bad as they say you are', this can be enough to satisfy your need to belong. You will not be damaged if somebody special is valuing you, even if you are not valued by everyone."

Dr Michael Boulton, child psychologist, Keele University

Make sure that your child feels they belong to different social groups; foster their sense of belonging at school by being positive about the school and taking part in family activities connected to it but also encourage your child to belong to groups outside of school so that if things go wrong with one peer group they still have friends in another.

Cyber-bullying

This includes teasing, spreading online rumours and sending unwanted or threatening messages or defamatory material. Malicious users can set up profiles on networking sites of people to make fun of them and then invite other users to take part. Make your child aware of this unpleasant activity so they know to take action if they find themselves a victim or if they are invited to join such a group. It's important to make sure your child realises that if they forward on such emails to be 'in on the joke' they are effectively contributing to the bullying.



Teach children to deal with cyber-bullying in the following ways:

- ☺ Do not respond or retaliate.
 - ☺ Block delete and report anyone who is harassing you online and on your mobile. Many email and instant messaging services allow the user to block and report someone who is behaving badly.
 - ☺ Find out how to report bullying and harassment on each of the different social networks that you use.
 - ☺ Remember to set up the privacy options on your social networking sites like Facebook in a way you are comfortable with.
 - ☺ Only share login and password details with parents or trusted adults, not peers.
 - ☺ Tell a trusted adult if you feel unsafe or uncomfortable.
 - ☺ Check with a parent or trusted adult when adding a new contact to your online social network.
 - ☺ Keep a record of calls, messages, posts and emails that may be hurtful or harmful to you.
-

According to Childnet, the biggest reason children don't report cyber-bullying or seeing things they don't like on the internet, is because they believe their technology or access to the internet will be taken away. Let your children know that the internet is a good resource and fun to use but it also has to be managed carefully.

Don't take it away, but monitor its use and teach your children to use it responsibly.

If you want to know more.....

These publications are available to download from the shop at www.theparentpractice.com or from Amazon.

Avoiding bedtime battles

Dealing positively and effectively with misbehaviour

Doing away with homework horrors

Fostering harmony between siblings

Getting back in charge

How to be an even better dad

How to stay calm

Raising girls

Setting up for success

Bringing out the best in boys

Dealing with change

Engaging co-operation using descriptive praise

Fostering independence and good habits

Helping children deal with family separation

How to deal with emotions

Parenting in the digital age

Rules, routines, rewards and consequences

What to do when kids push your buttons

If you have enjoyed this workshop and would like to build on what you have learned, The Parent Practice runs a range of friendly and informative courses to teach parents useful tips, skills and strategies to ensure raising children is a rewarding rather than a fraught job. Our trainers are all fully trained and experienced facilitators and, most importantly, parents!

We offer:

☺ **5 and 10-week courses in the following locations – please call the office to book a free trial class**

Chelsea, Clapham, Earlsfield, Kensington, Kew and Wimbledon

☺ **Private consultations – by phone or face to face in Belgravia, Chelsea, Clapham, East Sheen and Wimbledon**

☺ **Topic-based workshops and seminars – held at lunchtime at work or at our Chelsea and Clapham locations**

Please check our website at www.theparentpractice.com for this term's schedule or call the office on 020 8673 3444.

Topics include:

Fostering harmony between siblings

Raising girls

How to be a calmer parent

Bringing out the best in boys

What to do when your kids push your buttons

The Teen Years: setting up for success

Sign up on line to our free newsletter and get a free pdf to download of **Positive Discipline - Firm but Fair**.