

SUMMARY – SHOW LOVE

ABC GOAL

The main aim of the meetings is to promote children's development in a positive direction. As long as children live at home, the relationship with their parents is the most important factor in their development.

Positive family relationships provide protection for children when exposed to stressful or harmful experiences.

My goals

It can be helpful to look ahead to see whether what we are doing now is consistent with what kind of parents we want to be.

PARENTAL FACTORS

Children are constantly learning new things. Two ways of explaining how children learn from their parents are the *role model factor* and the *attention factor*.

The role model factor – Your child does what you do

For example, children will copy your words, tone of voice, how you act in various situations, body language and fears.

The attention factor – Your child will do more of what gets your attention

Children need love and attention to develop. They quickly learn what they should do to get their parents' attention. If children are not given enough positive attention, there is risk they will try and get negative attention instead.

SHOW LOVE

Children need to feel loved. Feeling loved gives children better self-esteem and protects them in times of difficulty. Love and warmth also strengthens relationships and reduces conflict within the family unit.

Five to one

It is important that there is more positive attention than negative attention for a relationship to work. Five times more love is a good balance in all relationships. If there is a great deal of conflict in the relationship, the problem might be that the child needs more positive attention.

Focus on what works

Recognising and paying attention to what works leads to *virtuous circles* and less conflict. The child seeks less negative attention and there will be more opportunities for encouragement.

SUMMARY – BE THERE

BE THERE

Spending time with your child will improve your relationship and reduce conflict.

Child in charge – *BUSA*

Time spent with the child when the parent allows the child to lead the activity is good for the child's development. *BUSA* also promotes better cooperation between children and parents.

Barnet styr - **U**ppmuntra barnet - **S**ätt ord på det barnet gör - **A**lla dagar.

B: The child leads the activity

U: Encourage the child

S: Put the child's actions into words

A: Every day

THE INTERACTION CHAIN

The interaction chain is a tool to help you understand why children behave the way they do and how adults and children influence each other's behaviour. You can also use the interaction chain to see how you can help your child by doing things differently *before* and *after*.

Before

Preparations

Prepare your child for what is going to happen.

Choose an appropriate time for the activity.

Participation

Reach a joint agreement with your child on what tasks they will have.

Give your child time to perform their tasks.

Positive encouragement

Tell your child what they should do, not what they should stop doing.

For example: 'Come sit here beside me' instead of 'Stop running around'.

Routines

Establish routines – do things the same way every time.

Positive expectations

Show that you believe your child is capable!

After

Attention

Increase attention and encouragement when it works!

SUMMARY – SHOW THE WAY

ANNOYANCE AND ANGER

The drawbacks of shouting:

- *The role model factor*: The child learns to shout.
- *The attention factor*: The child receives a great deal of attention when there is an argument, which leads to vicious circles and more conflict.
- *Five to one*: The relationship deteriorates. The family atmosphere worsens.
- The ‘cry wolf’ effect: Sharp reprimands lose their effect, which can be dangerous in situations when your child must listen immediately to avoid danger.
- The spiral effect: An angry reprimand often triggers an angry retort.

SHOW THE WAY

It can be hard to always be a good role model for our children, even though we do not want to get angry. There are often several things that affect how we act.

A few examples:

General stress

When we are under stress, we get angry more easily. *Things you can do*: Change what can be changed. Lower your standards or accept what cannot be changed. Plan time for yourself for recovery and exercise.

Critical situations

Critical situations are those which lead to anger more often than others. *Things you can do*: Think about your own critical situations so that you can prepare for them.

Thoughts and physical reactions

Anger affects our bodies and how we think. It becomes more difficult to think clearly and find solutions to problems. *Things you can do*: Learn to recognise your own early signs of anger, since they are then easier to manage.

Behaviour

There are drawbacks to expressing your anger in action. *Things you can do instead*: Take a break; anger is an emotion that will dissipate by itself if you simply wait a while. Talk about what made you angry later. Find solutions together with your child.

Consequences

What feels right and works for the moment is not always good over the long term – *the short-term trap*.

SUMMARY – PICK YOUR BATTLES

PICK YOUR BATTLES

When parents work together and think about which battles are important and which you can choose not to engage in, it gets easier to be consistent and things become clearer to the child. Paying more attention to what works while cutting down on nagging and reprimands will eventually lead to less conflict.

Natural consequences

Sometimes, as an effect of choosing not to engage in battles, your child will have to take the natural consequences instead. For instance, children often decide to wear their gloves when they realise that their hands get cold without them.

Things will get worse before they get better

If a parent stops nagging or reprimanding, the child may at first react more strongly in an attempt to get a reaction. If the parent can still refrain from nagging or reprimanding, the conflicts will subside.

BRA

Some battles are too important to choose not to engage in. BRA is a description of how you can meet your child in a manner that reduces the risk of conflict with the child.

Bekräfta barnets känsla.

Confirm your child's feelings. Show that you understand and put the child's feelings into words.

Repetera varför.

Repeat why. Give your child a brief explanation.

Avled.

Distract. Give your child something else to do and encourage that instead.