

PROMOTE SELF-ESTEEM

The power of praise

Communication on a daily basis is key!

The power of praise for your child:

Specific praise increases your child's confidence and encourages responsibility, self-sufficiency and independence.

The power of praise for you:

Noticing the good things in your child's behavior and looking for the positive things they do will help you hold onto your dreams.

REMEMBER WHAT'S IMPORTANT

- Build your child's sense of worth and self-confidence.
- Help them find their own solutions.
- Help them develop a sense of responsibility.
- Encourage them to help others.
- Encourage them to be open and honest about their feelings.
- Help them to be aware of their own needs and those of others.

(NDCS Parenting a Deaf Child's Curriculum)

AS A PARENT YOU ARE YOUR CHILD'S BIGGEST SUPPORTER!

Your attitude to your child

- Show your child that you value them.
- Spend time with your child.
- Talk about trusting them in specific situations.
- Show them respect.
- Be committed to them.
- Do things you say you will do, keep your promises.
- Be reasonable, but when you can – be on their side.

CONTROL BEHAVIOR POSITIVELY

When you do have to control poor behavior or direct your child:

- Move so that you are at your child's level
- Say 'I' and 'Please', with a firm voice
- Use their name
- Specify the behavior you want, not the behavior needing to stop. This helps them remember the description of the good behavior required.
- Try and give your child choices. Use words like 'could' and 'can'. If possible, give them two choices of things to do, either of which you would like to happen. For example, before school, 'Please put on your coat and brush your hair.'

*"What you think of me,
I will think of me,
What I think of me,
I will be."*

(National Deaf Children's
Society – NDCS)

*Hold onto
your hopes
and dreams.*



*"Helping her confidence
was my main aim."*

– Parent

something to do

Do you want to think more about your deaf/hearing impaired child's behavior and the way you manage this?

Watch: Positive Parenting DVD by the National Deaf Children's Society (NDCS)

Subtitles and voice over in English, Polish, Punjabi, Somali, Sylheti, Urdu.

Handout to accompany DVD with key points to think about and notes boxes.

http://www.ndcs.org.uk/family_support/positive_parenting_families/parenting_resources/positive_parenting.html



My power of praise checklist	Usually	Some
✓ Do I praise every day good things, not just one-offs?		
✓ Do I praise immediately to link my language with the event?		
✓ Do I smile, make eye contact and am I enthusiastic with my child?		
✓ Do I praise my child in front of others?		
✓ Am I realistic, acknowledging when something is not so good? (If I always say things are wonderful, this devalues my opinion and prevents them striving for higher things.)		
✓ Do I use actions to give my child attention? (e.g. wink, smile, stroke hair, pat, hug)		
✓ Do I give positive requests and not negative ones?		
✓ Do I specifically describe the behavior I do or don't like?		
✓ Do I make a distinction between the behavior and the child?		



Which one am I going to do more often this week?

NOTE:
Extra Checklist sheets available in the Resources Section item# 4A.



> PROMOTE – 4A



ACTIVITY: My power of praise checklist

My power of praise checklist

Usually Sometimes Never

- ✓ Do I praise every day good things, not just one-offs?
- ✓ Do I praise immediately to link my language with the event?
- ✓ Do I smile, make eye contact and am I enthusiastic with my child?
- ✓ Do I praise my child in front of others?
- ✓ Am I realistic, acknowledging when something is not so good?
(If I always say things are wonderful, this devalues my opinion and prevents them striving for higher things.)
- ✓ Do I use actions to give my child attention?
(e.g., wink, smile, stroke hair, pat, hug)
- ✓ Do I give positive requests and not negative ones?
- ✓ Do I specifically describe the behavior I do or don't like?
- ✓ Do I make a distinction between the behavior and the child?

Which one am I going to do more often this week?

ONLINE VIDEO



Taking time to focus upon the positive and to think about your hopes and dreams.

REF: 5.1 Time to Reflect

Time to reflect

By giving myself some time to reflect I can focus upon the positives to praise and not just remember the problems or worries.

Identify some time each day when you can reflect, be positive and think about tomorrow and the coming week. Give yourself some time to plan conversations and interactions. Keep a note book, use a diary, scribble a diagram on a piece of paper, make a list – relax and have some time for you!

"The most valuable things for a parent of a hearing impaired child to have is that guaranteed time for you. It's not said easily and it's taken me 7 years to be able to say it. Only perhaps in the last 6 months have I actively taken responsibility to find 'time out' for myself. I know I'm a better parent because I take time out, I reflect on how I am, how the communication is. The time I'm with (my daughter) is quality time."

– Parent

Remember: Hold onto your hopes and dreams – they will keep you going for tomorrow.



something to do

ACTIVITY: Time to Reflect Bookmarks

We often read at night, or have a little piece of paper by our bed or stuck to the bathroom mirror – use these bookmarks to have one minute to reflect.

What has been good about today?

What am I thankful about today?

How have I helped the children feel good about themselves today?

What have I shown interest in?

When have I listened to them with my full attention?

How have I shown them I understand their feelings or point of view?

Will they think I was on their side today?

What has been good about today?

What am I thankful about today?

How have I helped the children feel good about themselves today?

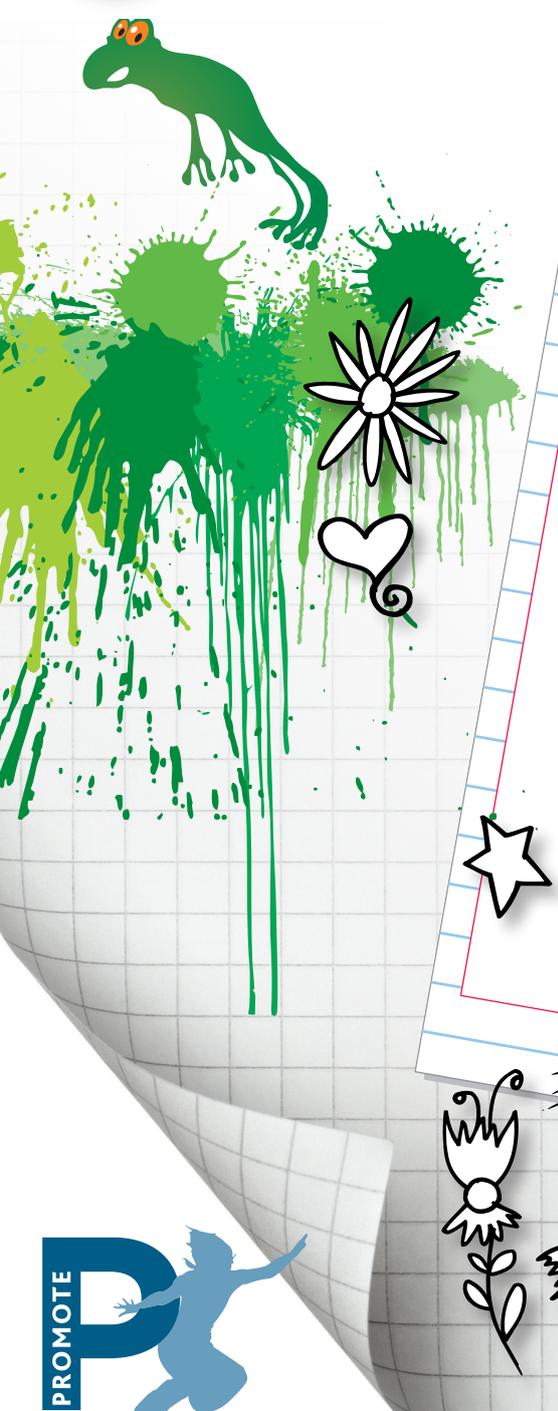
What have I shown interest in?

When have I listened to them with my full attention?

How have I shown them I understand their feelings or point of view?

Will they think I was on their side today?

NOTE: Bookmarks available in the Resources Section item# 4B.



> PROMOTE – 4B



ACTIVITY: Time to Reflect Bookmark



What has been good about today?

What am I thankful for today?

How have I helped the children feel good about themselves today?

What have I shown interest in?

When have I listened to them with my full attention?

How have I shown them I understand their feelings or point of view?

Will they think I was on their side today?

What has been good about today?

What am I thankful for today?

How have I helped the children feel good about themselves today?

What have I shown interest in?

When have I listened to them with my full attention?

How have I shown them I understand their feelings or point of view?

Will they think I was on their side today?