



**South West London and
St George's Mental Health**
NHS Trust

Education Wellbeing Service

Behaviours that Challenge

Parenting can often feel hectic, without enough time to think about what you're doing to get the best out of your child.

It is easy to become stuck in a cycle of reacting to children's behaviour in the moment without having the space to think proactively about how you're managing them and setting them up to do well. We work with parents to help them understand behaviour patterns and put in place effective strategies to make family life calmer and happier.

What to look out for:

- Disruptive behaviour
- Not listening to or following instructions
- Difficulties at bedtime
- Tantrums
- Being rude to parents



Overview:

Our intervention is a low-level, brief guided self-help intervention for parents of children between 3 - 10 years old whose behaviour is starting to have an impact on home life, school life, friendships or activities.

Across 6-8 sessions, which can be delivered remotely or in school, we will explore two broad areas:

1. Promoting positive relationships, attachment, and pro-social behaviour through sensitive responding
2. Providing appropriate routines, boundaries, and limit setting

We will work through the following evidence-based strategies. At each step, we explore what might get in the way of using them and problem-solve together to make them work for YOU.

- Enhancing the relationship with children through play and attending to positive behaviour.
- Communicating with your child about strong emotions
- Promoting positive behaviour and routines with praise and rewards
- Increasing compliance with clear calm commands
- Promoting boundaries with consequences
- Reducing unwanted behaviour with selective ignoring
- Creating clear expectations and family rules



Referrals must be made through your child's Teacher/ School Mental Health Lead. For further information, speak to your child's Teacher, School Mental Health Lead or contact: Wave6MertonMHST@swlstg.nhs.uk