### Instead of This Say That

<table>
<thead>
<tr>
<th>IN ORDER TO...</th>
<th>INSTEAD OF THIS...</th>
<th>SAY THAT...</th>
</tr>
</thead>
<tbody>
<tr>
<td>See through the child’s eyes</td>
<td>Denying: “Don’t worry about it. It’s just a bump.”</td>
<td>See from their perspective/acknowledge feelings: “Was that a shock? A bump can hurt.”</td>
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<td>Judging: “You are always taking toys off other children.”</td>
<td>Translate for them: “It sounds like you would like to have a turn when they are all done.”</td>
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<td>Blaming, lecturing: “You shouldn’t have...” “What you should do is...”</td>
<td>Seek to understand by guessing how they feel: “Are you telling me...? “It looks like you... “Are you feeling...?” “It seems like... “I’m guessing you might feel...”</td>
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<td>Build independence</td>
<td>Telling them what not to do: “Don’t drop the glass!”</td>
<td>Tell them how to have success: “Use two hands.”</td>
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<td>Avoid always taking the lead: “Let’s go take a look at the puzzles.”</td>
<td>Follow the child: Say nothing (wait to see what they choose)</td>
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<td>Help our child</td>
<td>Taking over and doing it for them: “Let me do it for you...”</td>
<td>Step in as little as possible and as much as necessary: “Would you like me/someone to help you?” “Would you like to see how I do it?” “Have you tried...”</td>
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<tr>
<td>Help our child love learning</td>
<td>Correcting: “No, it’s an elephant.”</td>
<td>Teach by teaching: “Ah. You wanted to show me the rhinoceros.” (then make a note to teach them “elephant” at another time)</td>
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<td>Cultivate curiosity</td>
<td>Giving the answers to all questions: “The sky is blue because...”</td>
<td>Encourage them to find out: “I don’t know. Let’s find out together.”</td>
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<td>Help a child assess for themselves, ie, cultivate intrinsic motivation</td>
<td>Praising: “Good job! “Good boy/girl!”</td>
<td>1. Give feedback, describe effort: “You put all the trucks in the basket.” 2. Sum it up with a word: “Now that’s what I call being resourceful.” 3. Describe how we feel: “It’s a pleasure to walk into a tidy room.”</td>
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<tr>
<td>Share</td>
<td>Forcing them to share: “Give them a turn now.”</td>
<td>Allow them to finish and share by taking turns: “It looks like they are playing with it right now. It will be available soon.”</td>
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<tr>
<td>Accept the child for who they are</td>
<td>When they have angry big feelings: “It’s just a spoon. Don’t be silly.”</td>
<td>Acknowledge and allow all feelings: “It looks like you are upset your favourite spoon isn’t available.”</td>
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<tr>
<td>Remind them of a house/ground rule</td>
<td>Shouting: “No fighting!”</td>
<td>Have a few house rules: “I can’t let you hurt them. Use your words to tell them what you would like.”</td>
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### Cultivate cooperation

- **Saying no:** “Don’t touch the baby!”
- **Use positive language:** “We are gentle with the baby.”

### Getting involved in the problem

- **You are driving me crazy. Why don’t you get dressed? We need to leave!”**
- **Find ways to solve the problem:** “How can we find a way to solve the problem? Let’s make a checklist of all the things we need to do to leave in the morning.”

### Getting frustrated

- **Why don’t you listen to me? It’s bath time!”**
- **Find ways to involve the child:** “Would you like to hop to the bath or jump like a rabbit?”

### Help a child be responsible

- **Threatening, punishing, bribing, or time out:** “If you do that again, I’ll... “If you come now, I’ll get you a sticker.” “Go to time out to think about what you have done!”
- **Help them calm down + then to make amends:** “You look upset. Would you like a cuddle?” “Would you like to go to your calm place to calm down?”
- **Our child is crying. How can we make it up to them?”**

### Communicate limits

- **Avoiding conflict or being very strict or giving a bad example:** “They are too young to know what they are doing.” “If you bite me again, I’ll bite you and you see if you like it.”
- **Set a kind and clear limit:** “I can’t let you hit/throw/bite me. I’m going to put you down. If you need to bite, you can bite on this apple.”

### Avoid sibling rivalry

- **Comparing siblings:** “Why don’t you eat your peas like your sister/brother?”
- **Treat each child uniquely:** “It sounds like you would like some more.”

### Put the eldest in charge

- **“You are a big brother/sister now. You should know better.”**
- **Give all siblings responsibility:** “Can you both look after each other while I visit the bathroom?”

### Be neutral in sibling disputes

- **Trying to decide who is right and wrong:** “What happened here?”
- **Leave them to solve the problem:** “I see two kids who want the same toy. I know you can come up with a solution that both of you are happy with.”

### Avoid using roles and labels

- **Putting a child in a role or using labels:** “They are the shy one/the clever one.”
- **Give them another view of themselves:** “I noticed that you asked for help all by yourself!”

### Work with others

- **Getting angry at a family member:** “Why are you shouting at them?”
- **Translate for them:** “It sounds like mum/dad would like you to...”

### Model grace and courtesy

- **Instead of blaming others:** “You should have told me earlier.”
- **Take responsibility:** “What I should have done is...” “What I should have said is...”