

INSTEAD OF THIS SAY THAT

IN ORDER TO...	INSTEAD OF THIS...	SAY THAT...
See through the child's eyes	Denying: “Don't worry about it. It's just a bump.”	See from their perspective/acknowledge feelings: “Was that a shock? A bump can hurt.”
	Judging: “You are always taking toys off other children.”	Translate for them: “It sounds like you would like to have a turn when they are all done.”
	Blaming, lecturing: “You shouldn't have...” “What you should do is...”	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...”
Build independence	Telling them what not to do: “Don't drop the glass!”	Tell them how to have success: “Use two hands.”
	Avoid always taking the lead: “Let's go take a look at the puzzles.”	Follow the child: Say nothing (wait to see what they choose)
Help our child	Taking over and doing it for them: “Let me do it for you...”	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...”
Help our child love learning	Correcting: “No, it's an elephant.”	Teach by teaching: “Ah. You wanted to show me the rhinoceros.” (then make a note to teach them “elephant” at another time)
Cultivate curiosity	Giving the answers to all questions: “The sky is blue because...”	Encourage them to find out: “I don't know. Let's find out together.”
Help a child assess for themselves, ie, cultivate intrinsic motivation	Praising: “Good job!” “Good boy/girl!”	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.”
Share	Forcing them to share: “Give them a turn now.”	Allow them to finish and share by taking turns: “It looks like they are playing with it right now. It will be available soon.”
Accept the child for who they are	When they have angry big feelings: “It's just a spoon. Don't be silly.”	Acknowledge and allow all feelings: “It looks like you are upset your favourite spoon isn't available.”
Remind them of a house/ground rule	Shouting: “No fighting!”	Have a few house rules: “I can't let you hurt them. Use your words to tell them what you would like.”

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?”
	Nagging, shouting: “How many times do I have to ask you to put your shoes on?”	Use one word: “Shoes.”
	Repeating ourselves: “Don't go near the oven again!”	Write a note: “The sign says, 'It's hot.'”
Help a child be responsible	Accusing: “Why don't you ever pack away your toys when you are done?”	Show them: “It goes here.” (tapping the shelf to put something away)
	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?” THEN “Our friend 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.”
	Putting 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...”