

GIVING RULES CREDIBILITY/AUTHORITY

Young people do not really want to listen and learn from their parents. They may be more prepared to listen if the message comes from a source to which they give credibility- a book, a website, a celebrity a favourite sports star, or a professional.

e.g. Chloe was battling with her Mum over her teeth cleaning obsession; but when Mum got the Dentist to set limits she was more willing to accept this.

Real material may be available, e.g. Government guidelines re video ratings, or it may be possible to draw the individual into a more imaginary discussion. (“What would Tom Daley do if his Mother wanted to watch something on the television that he did not want to watch”)

RULES

It can be helpful to establish a set of rules for specific situations- house rules, supermarket rules, bus rule etc.

- We should try to state rules in positive terms; e.g. “ we use our hands to touch each other gently” rather than “ don’t hit”
- The number of rules per situation should be limited (3-5)

- The rules should be put into a concrete visual format.
- The rules should be posted and regularly presented.
- In problem situations instead of saying “don’t” refer to the rules and try saying “Remember the house rules is.....” as we point to them.