

CARE™

YOUNG to SCHOOL-AGE CHILD

HANDOUTS

MIND YOUR Ps & Qs

The Meaning of the Saying

This expression, meaning "be very careful to behave correctly," has been in use from the 17th century on.




Theories include:

- an admonishment to children learning to write
- an admonishment to typesetters (who had to look at the letters reversed)
- an admonishment to seamen not to soil their navy pea-jackets with their tarred "queues" (pigtailed)
- "mind your pints and quarts"
- "mind your prices and quality"
- "mind your peds and queues" (either feet and pigtailed, or two dancing figures that had to be accurately performed)
- the substitution of /p/ for "qu" /kw/ in the speech of uneducated ancient Romans or the confusion by students learning both Latin and Ancient Greek of such cognates as penta and quintus.

The most plausible explanation is the one given in the latest edition of Collins English Dictionary: an alteration of "Mind your pleases and thank yous."

MIND YOUR Ps & Qs

AVOID the 3 Qs During Child-Led Relationship Building Activities

	Qs	EXAMPLES	REASON
	<p>1. QUASH the need to lead!</p> <p>Avoid unnecessary commands</p>	<ul style="list-style-type: none"> • Draw me a house. (Direct Command) • How about you try it this way? (Indirect Command) 	<ul style="list-style-type: none"> • Directions and suggestions take the lead away from the child. • Suggestions are often hidden directions, and the adult expects the child to comply. • If a child doesn't follow the direction, it can cause bad feelings.
	<p>2. QUIT <u>Unnecessary</u> "Information" QUESTIONS</p> <p>QUIT "Tone-of-voice" QUESTIONS</p>	<ul style="list-style-type: none"> • What sound does the cow make? • What are you building? • Do you want to play with the train? • How many brothers and sisters do you have? • Child: I'm going to color the dog purple. • Adult: You're coloring it purple? 	<ul style="list-style-type: none"> • Questions tend to lead the conversation. • Many questions are commands and require an answer. • It may seem like you aren't listening to the child. • It may sound like you disagree with their idea.
	<p>3. QUIET the criticisms: DON'T STOP QUIT NOT</p>	<ul style="list-style-type: none"> • Quit being silly • That wasn't nice. • I don't like it when you make that face. • Stop crying! • No, you shouldn't do that. • That animal doesn't go there. 	<ul style="list-style-type: none"> • "Negative talk" often increases negative behavior. • It can also create friction.

MIND YOUR Ps & Qs

USE the 3 Ps During Child-Led Relationship Building Activities

	Ps	Examples	Reason
P	1. PRAISE (Specific) appropriate behavior	<ul style="list-style-type: none"> • Good job of putting the toys away! • I like the way you're sitting so quietly. • Nice job following the directions. • Thank you for sharing. • Thank you for using your indoor voice. 	Specific praise... <ul style="list-style-type: none"> • Tells the child exactly what you like about her/his behavior. • Is more powerful in changing behavior than punishment and/or fear. • Causes a child's good behavior to increase. • Lets a child know what you like. • Makes you and child feel good.
P	2. PARAPHRASE appropriate talk	<ul style="list-style-type: none"> • Child: I drew a tree. Adult: Yes, you drew a big tree. • Child: My shirt Elmo. Adult: Your shirt does have Elmo on it. • Child: I like to watch Barney. Adult: You like to watch Barney on TV. 	Paraphrasing... <ul style="list-style-type: none"> • Lets the child lead the conversation. • Shows the child that you are listening. • Shows that you accept and understand the child. • Helps improve a child's speech. • Increases the amount of talking you do with the child.
P	3. "POINT OUT" the child's appropriate behavior	<ul style="list-style-type: none"> • You're making a tower. • You drew a square. • It looks like you're putting the girl inside the fire truck. • Now you are picking up the blocks. • You're concentrating on your picture. 	Pointing out behavior... <ul style="list-style-type: none"> • Lets the child lead. • Shows the child that you are interested. • Teaches the child concepts or ideas. • Models speech for the child. • Holds the child's attention on the task. • Organizes child's thoughts about the activity.

MIND YOUR Ps & Qs

Praise (Specific)

That was great counting you did.

You're very good at remembering your alphabet.

Great job sitting still at the table!

You're doing such a good job of working hard.

You have a wonderful imagination the way you are building that castle.

You did a great job of helping him with his tower.

You drew it perfectly!

This is a terrific house we made together.

I like how you are sharing your Legos.

That's a wonderful story you are telling.

Thank you for asking him politely for the red block.

I love it when you use such good manners.

You are just super at taking turns.

Good job finding that toy!

I am really impressed with how hard you are trying to fix that.

You're doing a great job of speaking with an inside voice.

You made a gorgeous picture!

Nice idea to fix the car.

MIND YOUR Ps & Qs

Paraphrase

Child: I made a tower.

Adult: You did make a tower.

Child: The choo-choo go whiz.

Adult: The train goes very fast.

Child: Give me the car.

Adult: Oh, you want the car.

Child: Cow moo.

Adult: The cow says moo.

Child: The clown makes me laugh.

Adult: The clown is funny.

Child: Build a castle.

Adult: You want me to build a castle.

Child: This piece don't fit.

Adult: Yes, that piece doesn't fit.

Child: I'm drawing a square.

Adult: You are drawing a yellow square.

MIND YOUR Ps & Qs

Point Out (Behavior)

You're building a pickup truck.

You're working hard to find that piece.

You're putting the cow in the barn.

That's a new song you sang.

You're sitting very quietly.

It looks like you are picking out all the red ones.

You're drawing a picture of a tree.

You're looking for something else to play with.

You've lined up all the cars for the car wash.

Looks like you drew a tornado.

You look like you're putting some toys away.

You're using your inside voice.

You are giving me the picture you drew.

You put them together in a long, straight line.

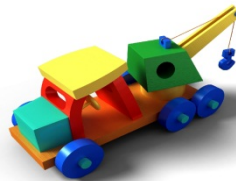
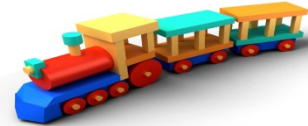
SUGGESTED TOYS AND ACTIVITIES

For Child-Led Relationship Building



Creative, constructional toys:

- Building blocks
- Legos, Duplos, Tinker Toys
- Lincoln Logs
- Mr. & Ms. Potato Head
- Dollhouse with miniature people
- Crayons, Stencils and Paper
- Toy farm with animals
- Play Dough & molds
- Small stuffed or plastic animals
- Dishes, pots & pans & play food
- Train Set
- Play garage with cars



CARE SKILLS LIVE FEEDBACK SHEET

(3 minutes)

Name _____

Date _____

3 Ps

Skill	Tallies	Total	Goal
Praise (Specific)			5
Paraphrase			5
Point out Behavior			5

3 Qs

Skill	Tallies	Total	Goal
Quash the Need to Lead (Directions)			0
Quit Unnecessary Questions			0
Quiet the Criticisms (Quit, no, don't, stop, not)			0
			≤ 3 (total of 3 or less)

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(3 minutes)

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STRATEGIC ATTENTION

Choosing Your Battles

Attention can be a powerful tool for decreasing many types of negative attention-seeking behaviors. Do not engage the child until the behavior stops. Then give attention to the child for a positive behavior. Children love your attention!

BEHAVIORS NOT TO ENGAGE

(write in others)

Interrupting	
Baby talk	
Sulks	
Argues	
Braggs	
Whines	

1. Act as if you do not see or hear minor misbehaviors.

- **Example:** The child is sitting well but whines when a new activity is introduced. Praise the sitting and pay no attention to the whining. Act as if the child made no sounds. The whining will decrease if you consistently do not engage it over time. Keep in mind that engaging the behavior, including being sassy in return, merely models for the child that whining or a sassy attitude is an appropriate way to get their needs met (when it is not!).

2. Actively disengage from slightly worse misbehaviors.

- **Example:** The child pushes an art project to the floor. Turn slightly away from the child, and describe enthusiastically what another child is working on (if other children present) or attend to another task. As soon as the child shows any interest in what you are doing or returns to positive behavior, turn back with lots of enthusiasm and say something like, "I'm SO GLAD you want to work on your project again! I love the picture you're working on!"

Note: When you first begin to remove your attention from a behavior that previously received attention, it may get *worse*—that's a sure sign it is working. Stay the course! And, it will begin to decrease.

BEHAVIORS THAT MUST BE ATTENDED

(write in others)

Hitting others	
Biting oneself	
Kicking others	
Breaking toys on purpose	
Throwing furniture	
Standing on furniture	
Biting others	
Doing anything that is dangerous to the child, the adult, or others	

POSITIVE OPPOSITES

Using Specific Praises for appropriate behavior are a great way to “catch a child being good.” The more you consistently praise the opposite of the negative behavior, the more likely the child is to abandon their old ways.

List some of the most frequent negative attention-seeking behaviors you see from children in your setting in the first column. In the second column write an example of a Specific Praise you could use when you “catch” the child engaging in the opposite behavior.

Negative attention-seeking behavior	Specific Praise for opposite behavior
Example: Interrupting	I love how you are waiting quietly and patiently for your turn to talk.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

GIVING GOOD DIRECTIONS

	Rules	Examples
Clear & Direct	<p>Make <u>direct</u> instead of indirect.</p>	<p>Direct: Please sit down right here. versus Indirect: Would you like to sit down?</p> <p>Direct: Please stand in the line. versus Indirect: How about standing in line now?</p>
Positively Stated	<p>State directions <u>positively</u>.</p> <p>Tell child what to do instead of what not to do. Avoid “Quit, No, Don’t, Stop, Not”</p>	<p>(Child is running around the room) Adult: Please sit over here. or Please hold my hand. <i>instead of...</i>Quit running around!</p> <p>(Child standing on a chair) Adult: Please get down. <i>instead of...</i>Don’t climb on the chair.</p>
Specific	<p>Make directions <u>specific</u> instead of vague.</p>	<p>Please put the truck away on that shelf. <i>instead of...</i>Clean up the play room.</p> <p>Please use your indoor voice. <i>instead of...</i> Be good.</p>
One at a Time	<p>Give <u>one</u> direction at a time instead of stringing directions together.</p>	<p>Please put on your coat. <i>instead of...</i> Put on your coat, get your bag, and line-up.</p>
Polite & Neutral	<p>Be <u>polite</u> and respectful, while still being direct and clear.</p> <p>Use a <u>neutral</u> tone of voice instead of yelling or pleading.</p>	<p>Please hand me the crayon. Sit next to me, please. Come sit next to me. <i>instead of...</i>Sit here <u>now</u>!!! or... It would make me so happy if you would sit here, please.</p>
Developmentally Appropriate	<p>Save directions for things you are <u>sure</u> the child can do.</p> <p>To encourage new behaviors, use a suggestion (an indirect command) instead of a direct command</p>	<p>Adult to 4-year old: Would you like to try to sign it? <i>instead of...</i>Write your name.</p>

GIVING GOOD DIRECTIONS OR COMMANDS

	Rule	Examples
Limit Explanations	<p><u>Limit</u> the use of <u>explanations</u>.</p> <p>When used, give them before the command or after the child has obeyed.</p>	<p>Adult: Playtime is over and we need to get ready for lunch. Please put your crayons away.</p> <p>Child: Why?</p> <p>Adult: (Ignores because adult has already given explanation.) <i>instead of...</i></p> <p>Adult: Put the crayons away.</p> <p>Child: Why?</p> <p>Adult: Because we need to get ready to go.</p> <p>Child: After I finish.</p> <p style="padding-left: 40px;">Adult: I said put the crayons away now!</p>
Choices	<p>Give <u>choices</u> at the child's developmental level when either of 2 behaviors is appropriate.</p>	<p>Please draw on the paper with the green crayon or the blue crayon.</p> <p>Please sit in this chair or on the carpet.</p>
5 Second Rule	<p>Count to 5 silently after giving a direction to give the child a chance to begin to comply.</p>	<p>Please come here (silently count: 1 one-thousand, 2 one-thousand...). <i>instead of...</i></p> <p>Please come here. Get over here. I said get over here now!</p>

1) Give direction. 2) Give prompt: Either [DIRECTION] or [CONSEQUENCE] 3) Follow-through with consequence.

Always Give a Specific Praise for Following Directions!

Q: Do I praise the child if I told him to write his name on the top of the page and he writes his name on the bottom of the page?

A: Even though the child wrote his name, the specific command was to write it on the top of the page. When a child does something slightly different from your command, it is noncompliance and does not get a Specific Praise.

Q: If I told the child, "Please put the box on the shelf" and she slams the box on the shelf while yelling, "I put the stupid box away!" what do I do?

A: The command was to put the box on the shelf. Since the child complied with this command, the best thing to do is ignore the attitude and praise the compliance. Bad attitudes will wane when you give them no attention.

BROKEN RECORD TECHNIQUE

The Broken Record is a tool for adults to practice giving a direct, positively stated direction while keeping a neutral, consistent tone of voice.

- Choose an effective direction.
- Repeat the direction (up to three times, sounds like a broken record)
 - Use the exact same words
 - Use the same calm tone of voice
 - Show a neutral facial expression
 - Wait 5 seconds between giving each direction (or other concrete, developmentally appropriate expected timeline)

- If the child follows directions after any of the directions, give an enthusiastic Specific Praise!

- The following is an example of using the broken record skill:

Adult: Please hand me the book.

Child: I have to finish coloring first.

Adult: Please hand me the book.

Child: But my tummy hurts. I'm sick!

Adult: Please hand me the book.

Child: (hands adult the book)

Adult: Thank you so much for doing what I told you to do!



- If the child does NOT follow the direction, follow-up with a logical consequence.
- Using the same phrase each time will add to consistency and predictability, which increases the likelihood the Child will follow directions in the future:

“Either [DIRECTIVE], or [LOGICAL CONSEQUENCE].”

- **Example 1:** Either put your toys away or there is no going outside.
- **Example 2:** [Or, if possible, make it positive] If you put your toys away, then we can go outside.

When possible, use Selective Attention.

