

CARE™

TWEEN & TEEN

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" (pigtails)
- "mind your pints and quarts"
- "mind your prices and quality"
- "mind your peds and queues" (either feet and pigtales, 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 pende 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 Youth-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"> • Talk to me. (Direct Command) • Look at me when I'm talking to you (Direct Command) • How about you try it this way? (Indirect Command) • Why don't you put your cell phone away? (Indirect Command) 	<ul style="list-style-type: none"> • Directions and suggestions take away the lead. • Suggestions are often hidden directions, and the adult expects compliance. • If the youth doesn't follow the direction, it can cause conflict.
	<p>2. QUIT <u>Unnecessary</u> "Information" QUESTIONS</p> <p>QUIT "Tone-of-voice" QUESTIONS</p>	<ul style="list-style-type: none"> • How was school today? • What are you making? • What were you thinking? • Who did you sit with at lunch? • Teen: I'm going to my room. • Adult: You're going to your room? 	<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. • It may sound like you disagree with ideas.
	<p>3. QUIET the criticisms: DON'T STOP QUIT NOT</p>	<ul style="list-style-type: none"> • Quit whistling! • That wasn't nice. • I don't like it when you make that face. • Stop crying! • No, you shouldn't do that. • Those books don't go there. • Don't put your feet on the table. 	<ul style="list-style-type: none"> • "Negative talk" often increases negative behavior. • It can also create friction. • There is a better way to give commands so that children comply.

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 cleaning your room! • I like the way you thought that situation through. • Nice job following the directions. • Thank you for sharing. • Thank you for speaking so calmly. • Nice idea to wash the car. • You made a great decision. • I really appreciate your honesty. 	<p>Specific praise...</p> <ul style="list-style-type: none"> • Tells the youth exactly what you like about her/his behavior. • Is more powerful in changing behavior than punishment and/or fear. • Causes good behavior to increase. • Lets youth know what you like. • Makes you both feel good.
P	2. PARAPHRASE appropriate talk	<ul style="list-style-type: none"> • Teen: I like this song. Adult: You like this one. • Teen: Me and her are going to the mall. Adult: You and she are going to the mall. • Teen: I can't think. Adult: You can't think clearly right now. 	<p>Paraphrasing...</p> <ul style="list-style-type: none"> • Lets the youth lead the conversation. • Shows the youth that you are listening. • Shows that you accept and understand the youth. • Can help improve speech. • Increases the amount of talking you do with the youth.
P	3. "POINT OUT" the youth's appropriate behavior	<ul style="list-style-type: none"> • I saw the poster you designed. • I heard you made the team. • It looks like you're solving the puzzle. • I see you are working on your math. • You've finished that part and you're starting on the next one. • I noticed you cleaned your room. 	<p>Pointing out behavior...</p> <ul style="list-style-type: none"> • Lets the youth lead. • Shows that you are interested, aware of what they do; involved. • Teaches concepts or ideas. • Focuses the teen's attention on the task. • Organizes the teen's thoughts about the activity.

MIND YOUR Ps & Qs

Praise (Specific)

You're very good at remembering your supplies.

Great job getting your homework done!

You're doing awesome finishing tasks on time.

You show a lot of creativity in your art project.

That was nice of you to help her with her math.

I'm so proud of you for reaching your goal.

That was very kind of you to ask her to join in.

This is a terrific cake we made together.

I like how you're sharing your gummy worms.

That's a wonderful story you told.

Thank you for asking politely for the car keys.

I love it when you use such good manners.

I appreciate how clearly you explained your point of view.

You show great style at putting outfits together.

Good job finding that piece of the puzzle!

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

You're doing a great job of speaking calmly.

You made a gorgeous scarf.

MIND YOUR Ps & Qs

Paraphrase

Teen: I made dinner.

Adult: You did make dinner.

Teen: I want to see that movie.

Adult: Yes. You'd like to see that movie. Me, too.

Teen: He has a cool ass name.

Adult: Yeah, it is a cool name.

Teen: This show makes me laugh.

Adult: The show is funny. It makes me laugh, too.

Teen: This shirt don't fit me.

Adult: That shirt doesn't fit you anymore.

Teen: Coach made us run extra laps.

Adult: Oh, you had to run more than usual today. Guess he really wants you to be in shape

Teen: I think that dog got fleas.

Adult: The dog does seem like he has fleas.

MIND YOUR Ps & Qs

Point Out Behavior

You're making brownies for the party.

You're ready for bed.

You're eating eggs and toast for breakfast.

That's a new song you're singing.

You're sitting very quietly.

It looks like you are picking out all the red M&Ms.

You're taking pictures of your toes.

You're looking for something else to eat.

You've lined up all the supplies for your project.

You're wearing your favorite outfit.

You look like you're getting organized.

You're trying to figure out what to do.

You put them together in a repeating pattern.

You took your hat off like I asked.

I noticed you completed all the math tasks today.

I heard you won the game.

Ms. Smith tells me you earned the lead role in the play.

SUGGESTED ACTIVITIES

for Interacting with Youth to Build Relationship

A few ideas:

- Making posters
- Creating art
- Organizing a room or project
- Morning greetings/goodbyes
- End of day goodbyes/greetings
- Extracurricular activities such as yearbook, sports, specialty clubs
- Transitions in daily routine
- Cooking together or meal times
- Taking a walk
- Shooting baskets (with a basketball)
- Quiet time before bed

List some other possible appropriate activities for building positive relationships with youth:

1.
2.
3.
4.
5.

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)

CARE SKILLS LIVE FEEDBACK SHEET

(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 youth until the behavior stops. Then give attention to the youth for a positive behavior. Youth of all ages love attention!

BEHAVIORS NOT TO ENGAGE

(write in others)

Interrupts	
Sulks	
Argues	
Braggs	
Complains	
Being sassy/bad attitude	

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

- **Example:** The youth argues and complains about having to clean her room. She slams things around while yelling, “I’m cleaning my room. Are you happy now?” Praise her for cleaning and pay no attention to the attitude. The complaining & sassy behavior will decrease if you consistently refrain from engaging it over time. Keep in mind that engaging the behavior, including showing attitude in return, merely models for the youth that a sassy attitude is an appropriate way to get their needs met (when it is not!).

2. Actively disengage from slightly worse misbehaviors.

- **Example:** Removing your attention can be a powerful tool for decreasing many types of negative behaviors. Some youth are very sensitive to being corrected. When possible, try not to engage the behavior until it stops. Then give attention to the youth for any positive or neutral behavior. If in a group of youth, watch for other youth who are showing the behavior that you would like to see and give Specific Praise, turning your attention to the youth who may then start to show the desired behavior.

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)

Verbal threats, bullying	
Hitting others	
Refusing to attend school	
Doing anything that is dangerous to the teen, the adult, or others	
Suicidal, homicidal threats	

POSITIVE OPPOSITES

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

List some of the most frequent negative attention-seeking behaviors you see from youth 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 youth engaging in the opposite behavior.

Negative behavior	Specific praise for opposite behavior
Example: Interrupting	Thanks for waiting patiently for me to finish talking.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

GIVING GOOD DIRECTIONS

	Rule	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 youth what to do instead of what not to do. Avoid “Quit, No, Don’t, Stop, Not.”</p>	<p>(Teen is turned around in chair rather than engaging.) Adult: Please turn your chair so you can see me. <i>instead of...</i>Quit looking away!</p>
Specific	<p>Make directions <u>specific</u> instead of vague.</p>	<p>Tell your aunt thank you for the gift. <i>instead of...</i>Be nice.</p>
Small Steps	<p>Break down directions into smaller steps instead of stringing multiple directions together.</p>	<p>Please put that away. <i>instead of...</i>please put that away, take out your notebook, get your pen... <i>instead of...</i>get ready for the assignment.</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 put your coat on the hook.</p> <p>Please sit beside me. instead of...Sit here <u>now!!!</u> or... It would make me so happy if you would sit here, please (said in a pleading tone).</p>
Individually Sensitive	<p>Give age and developmentally appropriate commands.</p>	<p>Bring the job application to me to help you. <i>instead of...</i>return the completed application.</p>
Limit Explanations	<p><u>Limit</u> the use of <u>explanations</u>.</p> <p>When used, give them before the command or after the teen has obeyed.</p>	<p>Adult: We need to get ready for lunch. Please put your phone away. Teen: Why? Adult: (Ignores because adult has already given explanation.) <i>instead of...</i> Adult: Put your phone away. Teen: Why? Adult: Because we need to get ready for lunch. Teen: After this song is over. Adult: I said put it away now!</p>
Choices	<p>Give <u>choices</u> when either of two behaviors is appropriate.</p>	<p>Please whisper or go in the other room to talk.</p>

GIVING GOOD DIRECTIONS OR COMMANDS

	Rule	Examples
Time-Limited Rule	Give a concrete timeline in which you expect the youth to act or make a decision.	Please come inside in 10 minutes. <i>instead of...</i> Come inside. Get in here. Did you hear me? I said get in here now!

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

Q: If I told the youth, "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 youth 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.

