

BEHAVIOR

A QUARTERLY NEWSLETTER OF THE NEUROBEHAVIOR H.O.M.E. PROGRAM

Special Time

By Bright Futures in Practice

Scheduling 10-15 minutes of “special time” each day to play with your child is priceless. The interaction is essential to building a healthy relationship. This time is given everyday whether the child has behaved well or badly and is never taken away as a punishment. Special time should include a joint activity the **CHILD CHOOSES** and is interactive (e.g., coloring, reading a book, board games, cards, playing catch).

P.R.I.D.E. Skills

P.R.I.D.E. skills should be incorporated into “special time.” P.R.I.D.E. skills increase your child’s self-esteem, improve the parent-child relationship, decrease behavior problems, decrease abuse potential, and decrease child mental health problems.

P.R.I.D.E	REASON	EXAMPLES
<u>P</u>raise appropriate Behavior	<ul style="list-style-type: none"> ▪ Increases desired behavior ▪ Increases self esteem ▪ Lets the child know what you like ▪ Adds to warmth of the relationship ▪ Makes both parent and child feel good! 	<ul style="list-style-type: none"> ➤ Parent: I like the way you are playing so quietly! ➤ Parent: Excellent job keeping your hands to yourself. ➤ Parent: I’m proud of you for being polite. ➤ Parent: Your design is pretty. ➤ Parent: Thank you for showing me your drawing.
<u>R</u>eflect appropriate talk	<ul style="list-style-type: none"> ▪ Allows the child to direct the conversation ▪ Shows child you are really listening ▪ Demonstrates acceptance and understanding of child ▪ Improves child’s speech ▪ Increases verbal communication 	<ul style="list-style-type: none"> ▪ Child: I made a star. ➤ Parent: Yes, you made a star. ▪ Child: I like to play with this castle. ➤ Parent: This is a fun castle to play with.
<u>I</u>mitate appropriate play	<ul style="list-style-type: none"> ▪ Lets child lead ▪ Approves child’s choice of play ▪ Shows child you are involved ▪ Teaches child how to play with others (e.g., turn taking) ▪ Tends to increase child’s imitation of what you do 	<ul style="list-style-type: none"> ▪ Child: I’m putting baby to bed. ➤ Parent: I’ll put sister to bed, too. ▪ Child: I’m making a sun in the sky. ➤ Parent: I’m going to put a sun in my picture, too.
<u>D</u>escribe appropriate behavior	<ul style="list-style-type: none"> ▪ Allows a child to lead ▪ Shows child you are interested ▪ Teaches concepts ▪ Models speech ▪ Holds child’s attention ▪ Organizes child’s thoughts about play 	<ul style="list-style-type: none"> ➤ Parent: That’s a red block. ➤ Parent: You’re making a tower. ➤ Parent: You drew a smiley face. ➤ Parent: The cowboy looks happy.
<u>E</u>nthusiasm	<ul style="list-style-type: none"> ▪ Demonstrates interest in child ▪ Models appropriate positive emotions ▪ Supports positive statements ▪ Strengthens positive relationship 	<ul style="list-style-type: none"> ➤ Parent: WOW! ➤ Parent: That’s great! ➤ Parent: That’s super!

Remember!!!
Don't use "special time" as a reward or consequence.
It should not be dependent upon behavior.

Below are a few tips and examples to improve the quality of your interaction with your child when using the P.R.I.D.E skills during "special time." "Giving commands" and "asking questions" are okay outside of the 10-15 minute P.R.I.D.E. relationship building time; however, during the special time remember to let the child take the lead by you using the P.R.I.D.E. skills.

TIPS	REASON	EXAMPLES of what to do
<p>"Active" Ignore inappropriate behavior (unless it is dangerous or destructive)</p> <ol style="list-style-type: none"> Avoid looking at child, smiling, frowning, etc. Be silent Ignore every time Expect behavior to increase at first 	<ul style="list-style-type: none"> ▪ Decreases bad behaviors ▪ Helps a child notice differences between your responses to good and bad behavior 	<p>Describe appropriate behavior</p> <ul style="list-style-type: none"> ▪ Child: You're mean, making me clean up my toys. ➤ Parent: "Thank you for picking up your toys." Ignore sass and praise for picking up toys.
<p>AVOID giving commands</p>	<ul style="list-style-type: none"> ▪ Increases compliance ▪ Doesn't allow child to lead ▪ Can cause unpleasantness ▪ Child obedience will be taught later 	<p>Imitate appropriate behavior</p> <ul style="list-style-type: none"> ▪ Child: Draws circles ➤ Parent: Draws circles as well.
<p>AVOID asking questions</p>	<ul style="list-style-type: none"> ▪ Leads the conversation instead of following ▪ Many are commands or require an answer ▪ May seem like you aren't listening or disagree with the child 	<p>Reflect appropriate talk</p> <ul style="list-style-type: none"> ▪ Child: "I have a big balloon head." ➤ Parent: "A big balloon head."
<p>AVOID criticizing</p>	<ul style="list-style-type: none"> ▪ Doesn't work to decrease bad behaviors ▪ Often increases the negative behaviors ▪ May lower the child's self esteem ▪ Creates an unpleasant interaction 	<p>Praise appropriate behavior and be enthusiastic.</p> <ul style="list-style-type: none"> ➤ Parent: "Wow that's a beautiful smile you are giving me."

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PRIDE: Relationship Enhancement Strategies; Developed by Eyberg, S, McNeil, C, & Urquiza, A (2004) US Davis CAARE Center

Special Time: Howard B.J., 2002. Guidelines for special time. Jelline, M., Patel, B., Froehlee, M., eds., Bright Futures in Practice: Mental Health-Volume II. Tool Kit. Arlington, VA: National Center for Education in Maternal and Child Health.

