

CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING

Limit Setting: Why Use the Three-Step A-C-T Method - Session 5

Acknowledge the feeling
Communicate the limit
Target alternatives

Discuss the different messages that are implied in the following typical parent responses to unacceptable behavior:

- It's probably not a good idea to paint the wall.

Message: _____

- You can't paint the walls in here.

Message: _____

- I can't let you paint the wall.

Message: _____

- Maybe you could paint something else other than the wall.

Message: _____

- The rule is you can't paint the wall.

Message: _____

- The wall is not for painting on.

Message: _____

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In-Class Play Session Skills Checklist:

For Review of Videotaped (or Live) Play Session - Session 5

Directions: Indicate ✓ in blank when you observe a play session skill demonstrated in videotaped or live play session

1. ___ Set the Stage/Structured Play Session

2. ___ Conveyed "Be With" Attitudes
Full attention/interested
Toes followed nose

3. ___ Allowed Child to Lead
Avoided giving suggestions
Avoided asking questions
Returned responsibility to child

4. ___ Followed Child's Lead
Physically on child's level
Moved closer when child was involved in play
Joined in play when invited—took imaginary/pretend role when appropriate

5. ___ Reflective Responding Skills:
 - ___ Reflected child's nonverbal play behavior (Tracking)
 - ___ Reflected child's verbalizations (Content)
 - ___ Reflected child's feelings/wants/wishes
 - ___ Voice tone matched child's intensity/affect
 - ___ Responses were brief and interactive
 - ___ Facial expressions matched child's affect

6. ___ Used Encouragement/Self-Esteem-Building Responses

7. ___ Set Limits, As Needed, Using A-C-T

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Parent Play Session Notes - Session 5

Play Session # _____ Date: _____

Significant Happenings:

What I Learned About My Child:

Feelings Expressed:

Play Themes:

What I Learned About Myself:

My feelings during the play session:

What I think I was best at:

What was hardest or most challenging for me:

Questions or Concerns:

Skill I Want to Focus on in the Next Play Session: _____

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Play Session Skills Checklist - Session 5

Play Session # _____ Date: _____

(Note: Indicate ✓ in column if skill was used; — if skill was not used; and + if skill was a strength)

✓ — +	Skill	Notes/Comments
	Set the Stage/Structured Play Session	
	Conveyed "Be With" Attitudes <i>Full attention/interested</i> <i>Toes followed nose</i>	
	Allowed Child to Lead <i>Avoided giving suggestions</i> <i>Avoided asking questions</i> <i>Returned responsibility to child</i>	
	Followed Child's Lead <i>Physically on child's level</i> <i>Moved closer when child was involved in play</i> <i>Joined in play when invited</i>	
	Reflective Responding Skills:	
	Reflected child's nonverbal play (Tracking)	
	Reflected child's verbalizations (Content)	
	Reflected child's feelings/wants/wishes	
	Voice tone matched child's intensity/affect	
	Responses were brief and interactive	
	Facial expressions matched child's affect	
	Use of Encouragement/Self-Esteem-Building Responses	
	Set Limits, As Needed, Using A-C-T	