### CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING Parent Notes & Homework - Session 5

#### & RULE OF THUMB TO REMEMBER:

"If you can't say it in 10 words or less, don't say it."

As parents, we have a tendency to overexplain to our children, and our message gets lost in the words.

Notes (use back for additional notes):

When you is a financial and a second		
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Homewo	ork /	Assignments:
1.	Giv	e each of your children a Sandwich Hug and Sandwich Kiss.
2.	Red	ad over handouts prior to play session:
		Limit Setting: A-C-T Before It's Too Late!
		Play Session Dos & Don'ts
		Play Session Procedures Checklist
		•
3.	Cor	nduct play session (same time & place).
	a.	Complete Parent Play Session Notes.
	b.	Use Play Session Skills Checklist to note what you thought you did well, and select one skill you want to work on in your next play session.
	a.	If you needed to set a limit during your playtime, describe on the checklist what happened and what you said or $\operatorname{did}$ .
	day	_ I will bring my videotape for next week (if videotaping at clinic: my appt. //time).
4.	Ad	ditional assignment:

## CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING Additional Parents Notes - Session 5

# 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:

### CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING In-Class Play Session Skills Checklist:

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

Directions: Indicate  $\checkmark$  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

### CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING 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 sessi	ion:	
What I think I was best at:		
What was hardest or most challe	enging for me:	
Questions or Concerns:		
Skill I Want to Focus on in the Nex	xt Play Session:	

### CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING Play Session Skills Checklist - Session 5

Play Session #	Date:
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(Note: Indicate  $\checkmark$  in column if skill was used; — if skill was not used; and + if skill was a strength)

<b>√</b> —+	Skill	Notes/Comments
	Set the Stage/Structured Play Session	
	Conveyed "Be With" Attitudes Full attention/interested Toes followed nose	
	Allowed Child to Lead  Avoided giving suggestions  Avoided asking questions  Returned responsibility to child	
	Followed Child's Lead  Physically on child's level  Moved closer when child was involved in play  Joined in play when invited	
	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	
1	Use of Encouragement/Self-Esteem-Building Responses	
	Set Limits, As Needed, Using A-C-T	