

"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.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

1. Give each of your children a Sandwich Hug and Sandwich Kiss.
2. Read 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. Conduct 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 did.

4. Additional 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 ✓ 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 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: _____

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

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	