

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

Parent Notes & Homework - Session 7

☞ RULE OF THUMB TO REMEMBER:

"Never do for a child that which he can do for himself."

When you do, you rob your child of the joy of discovery and the opportunity to feel competent.
You will never know what your child is capable of unless you allow him to try!

Notes (use back for additional notes):

Homework Assignments:

1. Read *Esteem-Building Responses*—practice giving at least one esteem-building response during your play session (note on *Play Session Skills Checklist*). Also practice giving one esteem-building response outside of your play session.
 What happened outside of play session _____
 What you said _____
 How child responded (verbally or nonverbally) _____
2. Write a note to your child of focus, as well as other children in the family, pointing out a positive character quality you appreciate about the child (see *Positive Character Qualities* handout). Continue to write a note each week for three weeks (mail first note to child, if possible). Write down the following sentence:
 "Dear _____, I was just thinking about you, and what I was thinking is you are so _____ (thoughtful, responsible, considerate, loving, etc.). I love you, _____ (Mom, Dad)."
 Say to the child, in your own words, after the child reads the note (or you read it to the child), "That is such an important quality; we should put that note on the refrigerator (bulletin board, etc.)." Reminder: Don't expect a response from your child.
3. Conduct play session (same time & place)—review *Play Session Do's & Don'ts & Play Session Procedure Checklist*
 - a. Complete *Parent Play Session Notes*.
 - b. Use *Play Session Skills Checklist* to note what you thought you did well, specifically focus on esteem-building responses, and select one skill you want to work on in your next play session.
 _____ I will bring my videotape for next week (if videotaping at clinic: my appt. day/time _____).
4. Additional assignment:

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Esteem Building Responses:

Developing Your Child's Sense of Competence - Session 7

👉 **Rule of Thumb:** "Never do for a child that which he can do for himself."

When you do, you rob your child of the joy of discovery and the opportunity to feel competent.
You will never know what your child is capable of unless you allow him to try!

Parents help their child develop a positive view of "self," not only by providing their child with love and unconditional acceptance, but also by helping their child feel competent and capable. Parents help their child feel competent and capable by first allowing the child to **experience** what it is like to discover, figure out, and problem-solve. Parents show faith in their child and their child's capabilities by allowing him to struggle with a problem, all the while providing encouragement (encouragement vs. praise is covered in detail in Session 8). For most parents, allowing children to struggle is hard—but a necessary process for children to truly feel capable. The next step in helping children develop a positive view of self as competent and capable is learning to respond in ways that give children credit for ideas, effort, and accomplishments, without praising.

Esteem-Building Responses to Use in Play Sessions:

"You did it!"	"You decided that was the way that was supposed to fit together."
"You figured it out."	"You know just how you want that to look."
"You like the way that turned out."	"You're not giving up—you're determined to figure that out."
"You decided..."	"You've got a plan for how..."

Example 1: Child works and works to get the lid off the playdough and finally gets it off.
Parent response: "**You did it.**"

Example 2: Child works and works to get the lid off the playdough, but can't get it off.
Parent response: "**You're determined to figure that out.**"

Example 3: Child struggles to get the dart to fit into the gun and pushed in all the way and finally gets it in.
Parent response: "**You figured it out.**"

Example 4: Child spends time drawing, cutting, and gluing a nondescript piece of "art" and shows you with a smile when he is finished.
Parent response: "**You really like the way that turned out.**"

Example 5: Child is carefully setting up army soldiers and telling you all about a battle that is going to take place, what is going to happen, and how one side is going to sneak up, and so forth.
Parent response: "**You've got a plan for how that side is...**" or "**You've got that all planned out.**"

Note: If your child tends to ask you to do things for him without trying first, ask the therapist to role-play how to return responsibility to your child to do things he is capable of figuring out for himself.

The Struggle to Become a Butterfly: A True Story (Author Unknown)

A family in my neighborhood once brought in two cocoons that were just about to hatch. They watched as the first one began to open and the butterfly inside squeezed very slowly and painfully through a tiny hole that it chewed in one end of the cocoon. After lying exhausted for about 10 minutes following its agonizing emergence, the butterfly finally flew out the open window on its beautiful wings.

The family decided to help the second butterfly so that it would not have to go through such an excruciating ordeal. So, as it began to emerge, they carefully sliced open the cocoon with a razor blade, doing the equivalent of a Caesarean section. The second butterfly never did sprout wings, and in about 10 minutes, instead of flying away, it quietly died.

The family asked a biologist friend to explain what had happened. The scientist said that the difficult struggle to emerge from the small hole actually pushes liquids from deep inside the butterfly's body cavity into the tiny capillaries in the wings, where they harden to complete the healthy and beautiful adult butterfly.

Remember: WITHOUT THE STRUGGLE, THERE ARE NO WINGS!

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Positive Character Qualities - Session 7

accountable	affectionate	appreciative	assertive
brave	careful	caring	clever
compassionate	confident	considerate	cooperative
courageous	courteous	creative	decisive
dependable	determined	direct	empathic
enjoyable	enthusiastic	energetic	feeling
forgiving	friendly	fun	generous
gentle	goal oriented	good sport	grateful
helpful	honest	humble	idealistic
insightful	intelligent	inventive	joyful
kind	loving	loyal	modest
neat	orderly	outgoing	patient
peaceful	persistent	polite	purposeful
punctual	quiet	reliable	resourceful
respectful	responsible	self-assured	self-controlled
self-disciplined	sensitive	sincere	smart
supportive	tactful	team player	tenacious
thoughtful	tolerant	trustworthy	truthful

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In-Class Play Session Skills Checklist:

For Review of Videotaped (or Live) Play Session - Session 7

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 7

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 7

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	