

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

PARENT NOTEBOOK

Parent Handouts,
Notes, and Homework
Sessions 1-10



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

Parent Notes & Homework - Session 1

👉 RULES OF THUMB TO REMEMBER:

1. "Focus on the donut, not the hole!" Focus on the Relationship, NOT the Problem.
2. "Be a thermostat, not a thermometer." Learn to RESPOND (reflect) rather than REACT.
3. "What's most important may not be what you do, but what you do after what you did!"

We all make mistakes, but we can recover. It is how we handle our mistakes that makes the difference.

Reflective Responding:

A way of following, rather than leading

Reflect behaviors, thoughts, needs/wishes, and feelings (without asking questions)

Helps parent understand child and helps child feel understood

"Be With" Attitudes Convey:

I am here; I hear you

I understand

I care

Not:

I always agree

I must make you happy

I will solve your problems

Notes (use back for additional notes):

Homework Assignments:

1. Notice one physical characteristic about your child you haven't seen before.
2. Practice reflective responding (complete **Feeling Response: Homework Worksheet** and bring next week).
3. Bring your favorite, heart-tugging picture of your child of focus.
4. Practice giving a 30-second Burst of Attention. If you are on the telephone, say, "Can you hold for 30 seconds? I'll be right back." Put the phone aside, bend down, and give your child undivided, focused attention for 30 seconds; then say, "I have to finish talking to ____." Stand back up and continue talking with your friend.

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

Feelings Response: In-Class Practice Worksheet - Session 1

Directions: 1) Look into child's eyes for clue to feeling. 2) After you've decided what child is feeling, put the feeling word into a short response, generally beginning with you, "you seem sad," or "you're really mad at me right now." 3) Your facial expression & tone of voice should match your child's (empathy is conveyed more through nonverbals than verbals).



Child: Adam is telling you all the things he's going to show Grandma and Grandpa when they get to your house.

Child Felt: _____
Parent Response: _____



Child: Sally gets in the car after school and tells you that Bert, the class pet hamster, died—and then tells you about how she was in charge of feeding Bert last week and how he would look at her and then get on his wheel and run.

Child Felt: _____
Parent Response: _____



Child: Andy was playing with his friend, Harry, when Harry grabbed Andy's fire truck and wouldn't give it back. Andy tried to get it back and the ladder broke off. Andy comes to you crying and tells you what happened and that it's all Harry's fault.

Child Felt: _____
Parent Response: _____



Child: Sarah was playing in the garage while you were cleaning it out, when a big box of books falls off the shelf and hits the floor behind her. She jumps up and runs over to you.

Child Felt: _____
Parent Response: _____

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

Feelings Response: Homework Worksheet - Session 1

Directions: 1) Look into child's eyes for clue to feeling. 2) After you've decided what child is feeling, put the feeling word into a short response, generally beginning with you, "you seem sad," or "you're really mad at me right now." 3) Remember the importance of your facial expression & tone of voice matching child's (empathy is conveyed more through nonverbals than verbals).



Child: (what happened / what child did or said)

Child Felt: _____

Parent Response: _____

Corrected Response: _____



Child: (what happened / what child did or said)

Child Felt: _____

Parent Response: _____

Corrected Response: _____



Child: (what happened / what child did or said)

Child Felt: _____

Parent Response: _____

Corrected Response: _____



Child: (what happened / what child did or said)

Child Felt: _____

Parent Response: _____

Corrected Response: _____

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

What Is It and How Can It Help?

What Is It?

Child-Parent-Relationship (C-P-R) Training is a special 10-session parent training program to help strengthen the relationship between a parent and a child by using 30-minute playtimes once a week. Play is important to children because it is the most natural way children communicate. Toys are like words for children and play is their language. Adults talk about their experiences, thoughts, and feelings. Children use toys to explore their experiences and express what they think and how they feel. Therefore, parents are taught to have special structured 30-minute playtimes with their child using a kit of carefully selected toys in their own home. Parents learn how to respond empathically to their child's feelings, build their child's self-esteem, help their child learn self-control and self-responsibility, and set therapeutic limits during these special playtimes.

For 30 minutes each week, the child is the center of the parent's universe. In this special playtime, the parent creates an accepting relationship in which a child feels completely safe to express himself through his play—fears, likes, dislikes, wishes, anger, loneliness, joy, or feelings of failure. This is not a typical playtime. It is a special playtime in which the child leads and the parent follows. In this special relationship, there are no:

- + Reprimands
- + Put-downs
- + Evaluations
- + Requirements (to draw pictures a certain way, etc.)
- + Judgments (about the child or his play as being good or bad, right or wrong)

How Can It Help My Child?

In the special playtimes, you will build a different kind of relationship with your child, and your child will discover that she is capable, important, understood, and accepted as she is. When children experience a play relationship in which they feel accepted, understood, and cared for, they play out many of their problems and, in the process, release tensions, feelings, and burdens. Your child will then feel better about herself and will be able to discover her own strengths and assume greater self-responsibility as she takes charge of play situations.

How your child feels about herself will make a significant difference in her behavior. In the special playtimes where you learn to focus on your child rather than your child's problem, your child will begin to react differently because how your child behaves, how she thinks, and how she performs in school are directly related to how she feels about herself. When your child feels better about herself, she will behave in more self-enhancing ways rather than self-defeating ways.

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

Basic Principles of Play Sessions - Session 2

Basic Principles for Play Sessions:

1. The parent sets the stage by structuring an atmosphere in which the **child feels free** to determine how he will use the time during the 30-minute play session. The **child leads** the play and the **parent follows**. The parent follows the child's lead by showing keen interest and carefully observing the child's play, **without making suggestions or asking questions**, and by actively joining in the play when invited by the child. *For 30 minutes, you (parent) are "dumb" and don't have the answers; it is up to your child to make his own decisions and find his own solutions.*
2. The parent's major task is to empathize with the child: to understand the child's thoughts, feelings, and intent expressed in play by working hard to **see and experience the child's play through the child's eyes**. *This task is operationalized by conveying the "Be With" Attitudes below.*
3. The parent is then to **communicate this understanding to the child** by: a) verbally describing what the child is doing/playing, b) verbally reflecting what the child is saying, and c) most importantly, by verbally reflecting the feelings that the child is actively experiencing through his play.
4. The parent is to be clear and firm about the few "limits" that are placed on the child's behavior. Limits are stated in a way that give the child responsibility for his actions and behaviors—helping to foster self-control. Limits to be set are: time limits, not breaking toys or damaging items in the play area, and not physically hurting self or parent. **Limits are to be stated only when needed**, but applied consistently across sessions. *(Specific examples of when and how to set limits will be taught over the next several weeks; you will also have lots of opportunities to practice this very important skill.)*

"Be With" Attitudes:

Your intent in your actions, presence, and responses is what is most important and should convey to your child:

"I am here—I hear/see you—I understand—I care."

Goals of the Play Sessions:

1. To allow the child—through the medium of play—to communicate thoughts, needs, and feelings to his parent, and for the parent to communicate that understanding back to the child.
2. Through feeling accepted, understood, and valued—for the child to experience more positive feelings of self-respect, self-worth, confidence, and competence—and ultimately develop self-control, responsibility for actions, and learn to get needs met in appropriate ways.
3. To strengthen the parent-child relationship and foster a sense of trust, security, and closeness for both parent and child.
4. To increase the level of playfulness and enjoyment between parent and child.

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

Toy Checklist for Play Sessions - Session 2

Note: Obtain sturdy cardboard box with sturdy lid to store toys in (box that copier paper comes in is ideal—the deep lid becomes a dollhouse). Use an old quilt or blanket to spread toys out on and to serve as a boundary for the play area.

Real-Life Toys (also promote imaginative play)

- Small baby doll: *should not be anything “special”; can be extra one that child does not play with anymore*
- Nursing bottle: *real one so it can be used by the child to put a drink in during the session*
- Doctor kit (with stethoscope): *add three Band-Aids for each session (add disposable gloves/Ace bandage, if you have)*
- Toy phones: *recommend getting two in order to communicate: one cell, one regular*
- Small dollhouse: *use deep lid of box the toys are stored in—draw room divisions, windows, doors, and so forth inside of lid*
- Doll family: *bendable mother, father, brother, sister, baby, and so forth (ethnically representative)*
- Play money: *bills and coins; credit card is optional*
- Couple of domestic and wild animals: *if you don't have doll family, can substitute an animal family (e.g., horse, cow family)*
- Car/Truck: *one to two small ones (could make specific to child's needs, e.g., an ambulance)*
- Kitchen dishes: *couple of plastic dishes, cups, and eating utensils*



Optional

- Puppets: *one aggressive, one gentle; can be homemade or purchased (animal shaped cooking mittens, etc.)*
- Doll furniture: *for a bedroom, bathroom, and kitchen*
- Dress up: *hand mirror, bandana, scarf; small items you already have around the house*

Acting-Out Aggressive Toys (also promote imaginative play)

- Dart guns with a couple of darts and a target: *parent needs to know how to operate*
- Rubber knife: *small, bendable, army type*
- Rope: *prefer soft rope (can cut the ends off jump rope)*
- Aggressive animal: *(e.g., snake, shark, lion, dinosaurs—strongly suggest hollow shark!)*
- Small toy soldiers (12–15): *two different colors to specify two teams or good guys/bad guys*
- Inflatable bop bag (Bobo clown style preferable)
- Mask: *Lone Ranger type*



Optional

- Toy handcuffs with a key

Toys for Creative/Emotional Expression

- Playdough: *suggest a cookie sheet to put playdough on to contain mess—also serves as a flat surface for drawing*
- Crayons: *eight colors, break some and peel paper off (markers are optional for older children but messier)*
- Plain paper: *provide a few pieces of new paper for each session*
- Scissors: *not pointed, but cut well (e.g., child Fiskars®)*
- Transparent tape: *remember, child can use up all of this, so buy several of smaller size*
- Egg carton, styrofoam cup/bowl: *for destroying, breaking, or coloring*
- Ring toss game
- Deck of playing cards
- Soft foam ball
- Two balloons per play session



Optional

- Selection of arts/crafts materials in a ziplock bag *(e.g., colored construction paper, glue, yarn, buttons, beads, scraps of fabrics, raw noodles, etc —much of this depends on age of child)*
- Tinkertoys®/small assortment of building blocks
- Binoculars
- Tambourine, drum, or other small musical instrument
- Magic wand

Reminder: *Toys need not be new or expensive. Avoid selecting more toys than will fit in a box—toys should be small. In some cases, additional toys can be added based on child's need and with therapist approval. If unable to get every toy before first play session, obtain several from each category—ask therapist for help in prioritizing.*

Note: *Unwrap any new toys or take out of box before play session. Toys should look inviting.*

Good Toy Hunting Places: garage sales, attic, friends/relatives, “dollar” stores, toy aisles of grocery and drug stores

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

Play Session Do's & Don'ts - Session 3

Parents: Your major task is to keenly show interest in your child's play and to communicate your interest in, and understanding of, your child's thoughts, feelings, and behavior through your words, actions, and undivided focus on your child.

Do:

1. Do set the stage.

- Prepare play area ahead of time (old blanket can be used to establish a visual boundary of the play area, as well as provide protection for flooring; a cookie sheet under the arts/crafts materials provides a hard surface for playdough, drawing, and gluing, and provides ease of clean up).
- Display the toys in a consistent manner around the perimeter of the play area.
- Convey freedom of the special playtime through your words: "During our special playtime, you can play with the toys in lots of the ways you'd like to."
- Allow your child to lead by returning responsibility to your child by responding, "That's up to you," "You can decide," or "That can be whatever you want it to be."

2. Do let the child lead.

Allowing the child to lead during the playtime helps you to better understand your child's world and what your child needs from you. Convey your willingness to follow your child's lead through your responses: "Show me what you want me to do," "You want me to put that on," "Hmmm...", or "I wonder..." Use whisper technique (co-conspirators) when child wants you to play a role: "What should I say?" or "What happens next?" (Modify responses for older kids: use conspiratorial tone, "What happens now?" "What kind of teacher am I?" etc.)

3. Do join in the child's play actively, as a follower.

Convey your willingness to follow your child's lead through your responses and your actions, by actively joining in the play (child is the director, parent is the actor): "So I'm supposed to be the teacher," "You want me to be the robber, and I'm supposed to wear the black mask," "Now I'm supposed to pretend I'm locked up in jail, until you say I can get out," or "You want me to stack these just as high as yours." Use whisper technique in role-play: "What should I say?" "What happens next?"

4. Do verbally track the child's play (describe what you see).

Verbally tracking your child's play is a way of letting your child know that you are paying close attention and that you are interested and involved: "You're filling that all the way to the top," "You've decided you want to paint next," or "You've got 'em all lined up just how you want them."

5. Do reflect the child's feelings.

Verbally reflecting children's feelings helps them feel understood and communicates your acceptance of their feelings and needs: "You're proud of your picture," "That kind'a surprised you," "You really like how that feels on your hands," "You really wish that we could play longer," "You don't like the way that turned out," or "You sound disappointed." (Hint: Look closely at your child's face to better identify how your child is feeling.)

6. Do set firm and consistent limits.

Consistent limits create a structure for a safe and predictable environment for children. Children should never be permitted to hurt themselves or you. Limit setting provides an opportunity for your child to develop self-control and self-responsibility. Using a calm, patient, yet firm voice, say, "The floor's not for putting playdough on; you can play with it on the tray" or "I know you'd like to shoot the gun at me, but I'm not for shooting. You can choose to shoot at that"(point to something acceptable).

7. Do salute the child's power and encourage effort.

Verbally recognizing and encouraging your child's effort builds self-esteem and confidence and promotes self-motivation: "You worked hard on that!" "You did it!" "You figured it out!" "You've got a plan for how you're gonna set those up," "You know just how you want that to be," or "Sounds like you know lots about how to take care of babies."

8. Do be verbally active.

Being verbally active communicates to your child that you are interested and involved in her play. If you are silent, your child will feel watched.

Note: Empathic grunts—"Hmm..."and so forth—also convey interest and involvement, when you are unsure of how to respond.

Don't:

- Don't criticize any behavior.
- Don't praise the child.
- Don't ask leading questions.
- Don't allow interruptions of the session.
- Don't give information or teach.
- Don't preach.
- Don't initiate new activities.
- Don't be passive or quiet.

(Don'ts 1-7 are taken from Guernsey, 1972)

Remember the "Be With" Attitudes: Your intent in your responses is what is most important. Convey to your child:
"I am here—I hear/see you—I understand—I care."

Reminder: These play session skills (the new skills you are applying) are relatively meaningless if applied mechanically and not as an attempt to be genuinely empathic and truly understanding of your child. **Your Intent & Attitude Are More Important Than Your Words!**

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

Play Session Procedures Checklist - Session 3

Depending on age of child, may need to remind him or her: "Today is the day for our special playtime!"

A. Prior to Session (Remember to "Set the Stage")

- Make arrangements for other family members (so that there will be no interruptions).
- Set up toys on old quilt—keep toy placement predictable.
- Have a clock visible in the room (or wear a watch).
- Put pets outside or in another room.
- Let the child use the bathroom prior to the play session.
- Switch on video recorder.

B. Beginning the Session

- Child and Parent: Hang "Do Not Disturb" sign (can also "unplug" phone if there is one in play session area).
Message to child: "This is so important that No One is allowed to interrupt this time together."
- Tell Child: "We will have 30 minutes of special playtime, and you can play with the toys in lots of the ways you want to."
(Voice needs to convey that parent is looking forward to this time with child.)
- From this point, let the child lead.

C. During the Session

- Sit on the same level as child, close enough to show interest but allowing enough space for child to move freely.
- Focus your eyes, ears, and body fully on child. (Toes Follow Nose!) Conveys full attention!
- Your voice should mostly be gentle and caring, but vary with the intensity and affect of child's play.
- Allow the child to identify the toys. [To promote make-believe play (i.e., what looks like a car to you might be a spaceship to your child), try to use nonspecific words ("this," "that," "it") if child hasn't named toy.]
- Play actively with the child, if the child requests your participation.
- Verbally reflect what you see and hear (child's play/activity, thoughts, feelings).
- Set limits on behaviors that make you feel uncomfortable.
- Give five-minute advance notice for session's end and then a one-minute notice.
("Billy, we have five minutes left in our special playtime.")

D. Ending the Session

- At 30 minutes, stand and announce, "Our playtime is over for today." Do not exceed time limit by more than two to three minutes.
- Parent does the cleaning up. If child chooses, child may help. (If child continues to play while "cleaning," set limit below.)
- If child has difficulty leaving:
 - Open the door or begin to put away toys.
 - Reflect child's feelings about not wanting to leave, but calmly and firmly restate that the playtime is over. (Restate limit as many times as needed—the goal is for child to be able to stop herself.)
"I know you would like to stay and play with the toys, but our special playtime is over for today."
 - Adding a statement that gives child something to look forward to helps child see that, although she cannot continue to play with the special toys, there is something else she can do that is also enjoyable.
For example:
 1. "You can play with the toys next week during our special playtime."
 2. "It's time for snack; would you like grapes or cherries today?"
 3. "We can go outside and play on the trampoline."

Note: Patience is the order of the day when helping child to leave—OK to repeat limit calmly several times to allow child to struggle with leaving on her own. (Key is showing empathy and understanding in your voice tone and facial expressions as you state the limit). Younger children may need more time to 'hear' limit and respond.

Never use Special Playtime for a reward or consequence—NO matter the child's behavior that day!

CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING
Photograph of Toys Set Up for Play Session - Session 3



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

Limit Setting: A-C-T Before It's Too Late! - Session 4

Acknowledge the feeling Communicate the limit Target alternatives

Three Step A-C-T Method of Limit Setting:

Scenario: Billy has been pretending that the bop bag is a bad guy and shooting him with the dart gun; he looks over at you and aims the dart gun at you, then laughs and says, "Now, you're one of the bad guys, too!"

1. Acknowledge your child's feeling or desire (your voice must convey empathy and understanding).

"Billy, I know that you think that it would be fun to shoot me, too..."

Child learns that his feelings, desires, and wishes are valid and accepted by parent (but not all behavior); just empathically reflecting your child's feeling often defuses the intensity of the feeling or need.

2. Communicate the limit (be specific and clear—and brief).

"But I'm not for shooting."

3. Target acceptable alternatives (provide one or more choices, depending on age of child).

"You can pretend that the doll is me (pointing at the doll) and shoot at it."

The goal is to provide your child with an acceptable outlet for expressing the feeling or the original action, while giving him an opportunity to exercise self-control. Note: Pointing helps redirect child's attention.

When to Set Limits?

RULE OF THUMB: "During play sessions, limits are not needed until they are needed!"

Limits are set only when the need arises, and for four basic reasons:

- To protect child from hurting himself or parent
- To protect valuable property
- To maintain parent's acceptance of child
- To provide consistency in the play session by limiting child and toys to play area and ending on time

Before setting a limit in a play session, ask yourself:

- "Is this limit necessary?"
- "Can I consistently enforce this limit?"
- "If I don't set a limit on this behavior, can I consistently allow this behavior and accept my child?"

Avoid conducting play sessions in areas of the house that require too many limits. Limits set during play sessions should allow for greater freedom of expression than would normally be allowed. The fewer the limits, the easier it is for you to be consistent—**consistency is very important**. Determine a few limits ahead of time (practice A-C-T): no hitting or shooting at parent; no playdough on carpet; no purposefully breaking toys, and so forth. *Hint: Children really do understand that playtimes are "special" and that the rules are different—they will not expect the same level of permissiveness during the rest of the week.*

How to Set Limits?

Limits are not punitive and should be stated firmly, but calmly and matter-of-factly. After empathically acknowledging your child's feeling or desire (very important step), you state, "The playdough is not for throwing at the table," just like you would state, "The sky is blue." Don't try to force your child to obey the limit. Remember to provide an acceptable alternative. In this method, it really is up to the child to decide to accept or break the limit; however, **it is your job, as the parent, to consistently enforce the limit.**

Why Establish Consistent Limits?

Providing children with consistent limits helps them feel safe and secure. This method of limiting children's behavior teaches them self-control and responsibility for their own behavior by allowing them to experience the consequences of their choices and decisions. Limits set in play sessions help children practice self-control and begin to learn to stop themselves in the real world.

CONSISTENT LIMITS → PREDICTABLE, SAFE ENVIRONMENT → SENSE OF SECURITY

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

Limit Setting: A-C-T Practice Worksheet - Session 4

Acknowledge the feeling

Communicate the limit

Target alternatives

EXAMPLE # 1

Billy has been playing like the bop bag is the bad guy and hitting him; he picks up the scissors, looks at you, and then laughs and says, "I'm going to stab him, because he's bad!"

A "Billy, I know that you think that it would be fun to stab the bop bag (bobo)..."

C "but the bop bag (bobo) isn't for poking with the scissors."

T "You can use the rubber knife."

EXAMPLE # 2

The play session time is up and you have stated the limit two times. Your child becomes angry because you won't give in and let him play longer; he begins to hit you. Hitting is not allowed, so go immediately to second step of A-C-T, then follow with all three steps of A-C-T method of limit setting.

C (firmly) "Billy, I'm not for hitting."

A (empathically) "I know you're mad at me..."

C (firmly) "But people aren't for hitting."

T (neutral tone) "You can pretend the bop bag is me and hit it (pointing at bop bag)."

PRACTICE:

1. Your child begins to color on the dollhouse, saying, "It needs some red curtains!"
(assuming you bought a dollhouse; however, it would be okay to color on a cardboard box/dollhouse)

A I know you really want to _____.

C But the dollhouse _____.

T You can _____.

2. Your child aims a loaded dart gun at you.

A _____.

C _____.

T _____.

3. After 15 minutes of the play session, your child announces that she wants to leave and go outside to play with her friends.

A _____.

C _____.

T _____.

4. Your child wants to play doctor and asks you to be the patient. Your child asks you to pull up your shirt so that she/he can listen to your heart.

A _____.

C _____.

T _____.

5. Describe a situation in which you think you might need to set a limit during the play session.

Situation: _____

A _____.

C _____.

T _____.

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

Parent Play Session Notes - Session 4

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

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	

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

Parent Notes & Homework - Session 6

👍 RULES OF THUMB TO REMEMBER:

1. **"Grant in fantasy what you can't grant in reality."** In a play session, it is okay to act out feelings and wishes that in reality may require limits. For example, it's okay for the "baby sister" doll to be thrown out a window in playtime.
2. **"Big choices for big kids, little choices for little kids."** Choices given must be commensurate with child's developmental stage.

Notes (use back for additional notes):

Homework Assignments:

1. Read *Choice-Giving 101: Teaching Responsibility & Decision-Making* and *Advanced Choice-Giving: Providing Choices as Consequences*.
2. Read *Common Problems in Play Sessions* and mark the top two to three issues you have questions about or write in an issue you are challenged by that is not on the worksheet.
3. Practice giving at least one kind of choice ("A" or "B") outside of the play session.
 - A. Provide choices for the sole purpose of empowering your child (two positive choices for child, where either choice is acceptable to you and either choice is desirable to child)
What happened _____
What you said _____
How child responded _____
 - B. Practice giving choices as a method of discipline (where choice-giving is used to provide a consequence for noncompliance of limit, family rule, or policy)
What happened _____
What you said _____
How child responded _____
4. 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, 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 _____).
5. Additional assignment:

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

Choice-Giving 101: Teaching Responsibility & Decision-Making - Session 6

- Providing children with age-appropriate choices empowers children by allowing them a measure of control over their circumstances. Children who feel more empowered and “in control” are more capable of regulating their own behavior, a prerequisite for self-control. Choices require that children tap into their inner resources, rather than relying on parents (external resources) to stop their behavior or solve the problem for them. If parents always intervene, the child learns that “Mom or Dad will stop me if I get out of hand” or “Mom or Dad will figure out a solution if I get in a jam.”
- Presenting children with choices provides opportunities for decision-making and problem-solving. Through practice with choice-making, children learn to accept responsibility for their choices and actions and learn they are competent and capable. Choice-giving facilitates the development of the child’s conscience; as children are allowed to learn from their mistakes, they learn to weigh decisions based on possible consequences.
- Providing children with choices reduces power struggles between parent and child and, importantly, preserves the child-parent relationship. Both parent and child are empowered; parent is responsible for, or in control of, providing parameters for choices, and the child is responsible for, or in control of, his decision (within parent-determined parameters).

Choice-Giving Strategies

- Provide age-appropriate choices that are equally acceptable to the child and to you. Remember that you must be willing to live with the choice the child makes. Do not use choices to try and manipulate the child to do what you want by presenting one choice that you want the child to choose and a second choice that you know the child won’t like.
- Provide little choices to little kids; big choices to big kids. *Example: A 3-year-old can only handle choosing between two shirts or two food items. “Sarah, do you want to wear your red dress or your pink dress to school?” “Sarah, do you want an apple or orange with your lunch?”*

Choice-Giving to Avoid Potential Problem Behavior and Power Struggles

Choices can be used to avoid a potential problem. Similar to the example above, choices given are equally acceptable to parent and child. In this case, choices are planned in advance by the parent to avoid problems that the child has a history of struggling with. In the example above, if Sarah has trouble getting dressed in the morning, provide a choice of what to wear the evening before (to avoid a struggle the next morning); after she has made the choice, take the dress out of the closet, ready for morning. Children who are given the responsibility for making a decision are more likely to abide by the decision.

In selecting choices to prevent problems, it is very important that parents understand the real problem that their child is struggling with. If your child always comes home hungry and wants something sweet, but you want him to have a healthy snack, plan ahead by having on hand at least two choices of healthy snacks that your child likes. Before he heads for the ice cream, say:

“Billy, I bought grapes and cherries for snack; which would you like?”

Or, if you made your child’s favorite cookies, and it is acceptable for your 5-year-old to have one or two cookies, say:

“Billy, I made your favorite cookies today; would you like one cookie or two?”

Hint: This is another place where “structuring for success” can be applied by eliminating the majority of unacceptable snack items and stocking up on healthy snack items! Structuring your home environment to minimize conflict allows both you and your child to feel more “in control.” Remember: **Be a thermostat!**

Suggested Reading for Parents: “Teaching Your Child to Choose,” Parenting, October, 2002.

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

Advance Choice-Giving: Providing Choices as Consequences - Session 6-7

Children need parental guidance and discipline. In many instances, parents must make decisions for children—decisions that children are not mature enough to take responsibility for—such as bedtime, other matters of health and safety, and compliance with household policies and rules. However, parents can provide their children with some measure of control in the situation by providing choices.

Oreo® Cookie Method of Choice-Giving (from "Choices, Cookies, & Kids" video by Dr. Garry Landreth)

Example 1: Three-year-old Sarah is clutching a handful of Oreo® cookies, ready to eat them all (it is right before bedtime, and the parent knows it would not be healthy for Sarah to have all the cookies. But Sarah does not know that—she just knows that she wants cookies!): **"Sarah, you can choose to keep one of the cookies to eat and put the rest back, or you can put all of the cookies back—which do you choose?"** Or, if it is permissible to the parent for Sarah to have two cookies: **"Sarah, you can have one cookie or two—which do you choose?"**

Example 2: Three-year-old Sarah does not want to take her medicine and adamantly tells you so! Taking the medicine is not a choice—that is a given. But the parent can provide the child with some control over the situation by saying, **"Sarah, you can choose to have apple juice or orange juice with your medicine—which do you choose?"**

Example 3: Seven-year-old Billy is tired and cranky and refuses to get in the car to go home from Grandma and Grandpa's house. **"Billy, you can choose to sit in the front seat with Daddy, or you can choose to sit in the back seat with Sarah—which do you choose?"**

Choice-Giving to Enforce Household Policies and Rules

Choice-giving can be used to enforce household policies/rules. Begin by working on one at a time. In general, provide two choices—one is phrased positively (consequence for complying with policy), and the other choice (consequence for not complying with policy) is stated as a consequence that you believe your child would not prefer (such as giving up favorite TV show). Consequence for noncompliance should be relevant and logical rather than punitive, and it must be **enforceable**.

Example: A household rule has been established that toys in the family room must be picked up off the floor before dinner (children cannot seem to remember without being told repeatedly, and parent is feeling frustrated with constant reminders and power struggles).

"We are about to institute a new and significant policy within the confines of this domicile" (big words get children's attention!). **"When you choose to pick up your toys before dinner, you choose to watch 30 minutes of television after dinner. When you choose not to pick up your toys before dinner, you choose not to watch television after dinner."** *Note: Be sure to let children know when there are 10–15 minutes before dinner, so they can have time to pick up their toys.*

Children may be able to comply the first time you announce this new policy, because you have just informed them. But what is important is that you begin to allow your children to use their internal resources and self-control to remember the new policy without constant reminders. (Remember that the new policy was implemented because you were frustrated and tired of nagging!) So, the second night, parent says, **"Billy and Sarah, dinner will be ready in 10 minutes; it is time to pick up your toys."** Parent walks out. When it is time for dinner, parent goes back into room to announce dinner:

- a) The toys have not been picked up—say nothing at that moment. After dinner, go back into family room and announce to children, **"Looks like you decided to not watch television tonight."** Even if children get busy picking up the toys, they have already chosen not to watch TV for this night. **"Oh, you're thinking that if you pick your toys up now that you can watch TV, but the policy is that toys have to be put away before dinner."** After children plead for another chance, *follow through on the consequence*, calmly and empathically stating: **"I know that you wish you would have chosen to put your toys away before dinner, so you could choose to watch TV now. Tomorrow night, you can choose to put your toys away before dinner and choose to watch TV."** *Some children will choose not to watch TV for several nights in a row!*
- b) The children are busy picking up toys and have put most of them away. Parent says (as she helps with the few remaining toys to demonstrate spirit of cooperation and prevent delay of dinner), **"It's time for dinner—looks like you've chosen to watch TV after dinner tonight."**

Guidelines for Choice-Giving in Relation to Limit Setting and Consequences

- Enforce consequence **without fail** and **without anger**.
- Consequence is for "today" only—each day (or play session) should be a chance for a fresh start; a chance to have learned from the previous decision and resulting consequence; a chance to use internal resources to control "self" and make a different decision.
- **Reflect** child's choice with empathy, but remain firm. Consistency and follow-through are critical!
- Communicate choices in a matter-of-fact voice—power struggles are likely to result if child hears frustration or anger in parent's voice and believes parent is invested in one choice over another. Child must be free to choose consequence for noncompliance.

Caution: *Once your child has reached the stage of "out of control," your child may not be able to hear and process a choice. Take a step back and focus on your child's feelings, reflecting her feelings empathically while limiting unacceptable behavior and holding her, if necessary, to prevent her from hurting herself or you.*

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

Common Problems in Play Sessions - Session 6

- Q:** My child notices that I talk differently in the play sessions and wants me to talk normally. What should I do?
- A:** Say, "I sound different to you. That's my way of letting you know I heard what you said. Remember, I'm going to that special class to learn how to play with you." (The child may be: saying he notices the parent is different; having a surprise reaction to the verbal attention; annoyed by too much reflection of words; or saying he notices the difference in the parent's reflective-type responses. The child may also be saying he doesn't want the parent to change, because that will mean he must then change and adjust to the parent's new way of responding.)
- Q:** My child asks many questions during the play sessions and resents my not answering them. What should I do?
- A:** We always begin by reflecting the child's feelings. "You're angry at me." Sometimes a child feels insecure when a parent changes typical ways of responding and is angry because he doesn't know how to react. Your child may feel insecure and be trying to get your attention the way he has done in the past. Your objective is to encourage your child's self-reliance and self-acceptance. "In our special playtime, the answer can be anything you want it to be." For example, your child might ask, "What should I draw?" You want your child to know he's in charge of his drawing during the special playtime, so you respond, "You've decided to draw, and in this special playtime, you can draw whatever you decide." Our objective is to empower the child, to enable the child to discover his own strengths.
- Q:** My child just plays and has fun. What am I doing wrong?
- A:** Nothing. Your child is supposed to use the time however she wants. The relationship you are building with your child during the special playtimes is more important than whether or not your child is working on a problem. As your relationship with your child is strengthened, your child's problem will diminish. Your child may be working on issues through her play that you are not aware of. Remember the lesson of the Band-Aid. What you are doing in the playtimes is working, even when you don't see any change. Children can change as a result of what they do in play sessions with parents or play therapists, even though we are not aware of what they are working on. Your job during the special playtimes is to follow your child's lead and be nonjudgmental, understanding, and accepting of your child. Your empathic responses will help your child focus on the issues that are important to her.
- Q:** I'm bored. What's the value of this?
- A:** Being bored in a playtime is not an unusual happening because parents have busy schedules, are on the go a lot, and are not used to sitting and interacting quietly for 30 minutes. You can increase your interest level and involvement in your child's play by responding to what you see in your child's face and asking yourself questions such as "What is he feeling?" "What is he trying to say in his play?" "What does he need from me?" or "What is so interesting to him about the toy or the play?" and by making more tracking responses and reflective responses. The most important thing you can do is continue to be patient with the process of the play sessions.
- Q:** My child doesn't respond to my comments. How do I know I'm on target?
- A:** Usually when you are on target, your child will let you know. If she doesn't respond to a reflection, you may want to explore other feelings she might be having or convey that you're trying to understand. For example, if you have reflected "You really are angry!" and your child doesn't respond, you might say, "... Or maybe it's not anger you're feeling, maybe you're just feeling really strong and powerful." If your child still doesn't respond, you might say, "Maybe that's not it either. I wonder what it could be that you're feeling."

- Q:** When is it okay for me to ask questions, and when is it not okay?
- A:** Most of the time, questions can be rephrased as statements, for example, "I wonder if that's ever happened to you" instead of "Has that ever happened to you?" The only type of questions that are okay in play sessions are spoken as "stage whispers," as in "What should I say?"
- Q:** My child hates the play sessions. Should I discontinue them?
- A:** Communicating understanding is always important. Say, "You don't want to have the special playtime. You would rather do something else. Let's have the special playtime for 10 minutes, then you can decide if you want to have the rest of the special playtime or do something else." This response helps your child to feel understood and to feel in control. A child in that position in a relationship is much more likely to compromise. In most cases, a child will get started playing and will decide to have the rest of the playtime.
- Q:** My child wants the playtime to be longer. Should I extend the session?
- A:** Even though your child is having lots of fun, the time limit is adhered to because this promotes consistency, affords you an opportunity to be firm, and provides your child with an opportunity to bring himself under control and end a very desirable playtime. Use A-C-T limit setting, being sure to acknowledge your child's feelings. For example, you can say, "You're really having fun and would like to play a lot longer, but our special playtime is over for today. We will have another special playtime next Tuesday." If your child persists, you could say, "Joey, I wish we had more time, too, but our 30 minutes are up for today. We'll get to have another playtime next Tuesday."
- Q:** My child wants to play with the toys at other times during the week. Is that OK?
- A:** Allowing your child to play with these toys only during the 30-minute playtimes helps to convey the message that this is a special time, a time just for the two of you, a fun time. Setting the toys apart makes the playtime unique and more desirable. Another reason is that this time with your child is an emotional relationship time; the toys become a part of that emotional relationship during which your child expresses and explores emotional messages through the toys because of the kinds of empathic responses you make. This same kind of emotional exploration cannot occur during other playtimes because you are not there to communicate understanding of your child's play. Additionally, being allowed to play with these toys only during the special playtimes helps your child learn to delay his need for gratification. If you are having trouble keeping your child from playing with the special toy kit, try storing it out of sight on the top shelf of your closet. If that doesn't work, lock it in the trunk of your car.
- Q:** My child wants me to shoot at him during the play session. What should I do?
- A:** Set the limit. If your child says, "I'm the bad guy, shoot me," say, "I know you want me to shoot you, but you're not for shooting; I can pretend you're the bad guy getting away, and I'll catch you, or you can draw a picture of the bad guy getting shot."

Q: _____

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

In-Class Play Session Skills Checklist:

For Review of Videotaped (or Live) Play Session - Session 6

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 6

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 6

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	

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

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!

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

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

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

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

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

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: _____

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

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	

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

Encouragement vs. Praise - Session 8

👉 Rule of Thumb: "Encourage the effort rather than praise the product"

Praise: Although praise and encouragement both focus on positive behaviors and appear to be the same process, praise actually fosters dependence in children by teaching them to rely on an external source of control and motivation rather than on self-control and self-motivation. Praise is an attempt to motivate children with external rewards. In effect, the parent who praises is saying, "If you do something I consider good, you will have the reward of being recognized and valued by me." Overreliance on praise can produce crippling effects. Children come to believe that their worth depends upon the opinions of others. Praise employs words that place value judgments on children and focuses on external evaluation.

Examples: "You're such a good boy/girl." *The child may wonder, "Am I accepted only when I'm good?"*
"You got an A. That's great!" *Are children to infer that they are worthwhile only when they make As?*
"You did a good job." "I'm so proud of you." *The message sent is that the parent's evaluation is more important than the child's.*

Encouragement: Focuses on internal evaluation and the contributions children make—facilitates development of self-motivation and self-control. Encouraging parents teach their children to accept their own inadequacies, learn from mistakes (mistakes are wonderful opportunities for learning), have confidence in themselves, and feel useful through contribution. When commenting on children's efforts, be careful not to place value judgments on what they have done. Be alert to eliminate value-laden words (good, great, excellent, etc.) from your vocabulary at these times. Instead, substitute words of encouragement that help children believe in themselves. Encouragement focuses on effort and can always be given. Children who feel their efforts are encouraged, valued, and appreciated develop qualities of persistence and determination and tend to be good problem-solvers. *Note: Parent's voice should match child's level of affect; if child is excited about getting an "A" on a test, parent responds likewise with excitement in her voice, "You're really proud of that!" Use after-the-event celebrations (based on child's pride in achievement) instead of rewards (external motivators to get the child to achieve) to recognize achievement. In the above example, the parent could add "Sounds like something to celebrate; let's make a cake!" or "You choose the restaurant, my treat!"*

Encouraging Phrases That Recognize Effort and Improvement:

"You did it!" or "You got it!"
"You really worked hard on that."
"You didn't give up until you figured it out."
"Look at the progress you've made..." (Be specific)
"You've finished half of your worksheet and it's only 4 o'clock."

Encouraging Phrases That Show Confidence:

"I have confidence in you. You'll figure it out."
"That's a rough one, but I bet you'll figure it out."
"Sounds like you have a plan."
"Knowing you, I'm sure you will do fine."
"Sounds like you know a lot about _____."

Encouraging Phrases That Focus on Contributions, Assets, and Appreciation:

"Thanks, that was a big help."
"It was thoughtful of you to _____" or "I appreciate that you _____."
"You have a knack for _____. Can you give me a hand with that?"

In summary, encouragement is:

1. Valuing and accepting children as they are (not putting conditions on acceptance)
2. Pointing out the positive aspects of behavior
3. Showing faith in children, so that they can come to believe in themselves
4. Recognizing effort and improvement (rather than requiring achievement)
5. Showing appreciation for contributions

Adapted from Dinkmeyer, D., & McKay, G.D. The Parent's Handbook, (1982). Circle Pines, Minn: American Guidance Service.

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

In-Class Play Session Skills Checklist:

For Review of Videotaped (or Live) Play Session - Session 8

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

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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 8

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 8

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 Toes followed nose</i>	
	Allowed Child to Lead <i>Avoided giving suggestions Avoided asking questions Returned responsibility to child</i>	
	Followed Child's Lead <i>Physically on child's level Moved closer when child was involved in play 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	

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

Parent Notes & Homework - Session 9

👉 RULES OF THUMB TO REMEMBER:

1. **"Where there are no limits, there is no security."** Consistent Limits = Security in the Relationship. When you don't follow through, you lose credibility and harm your relationship with your child.
2. **"Don't try to change everything at once!"** Focus on 'big' issues that ultimately will mean the most to your child's development of positive self-esteem and feelings of competence and usefulness.

Notes (use back for additional notes):

Homework Assignments:

1. Review *Generalizing Limit Setting to Outside the Play Session*—if applicable, report on a time you used A-C-T outside of the play session.
What happened _____
What you said _____
How child responded (verbally or nonverbally) _____
2. Notice the number of times you touch your child in interactions outside the play session (hugging, patting on the head, a touch on the arm, etc.) and keep count this week. # of physical contacts: _____
3. A related assignment is to play-wrestle with your children. (Example: In a two-parent family with small children, Mom and kids can sneak up on Dad and try to get him down on the floor, accompanied by lots of fun and laughter.)
4. Choose one issue you are struggling with outside of the play session to focus on and report back next week on how you can use your play session skills to respond to the issue. _____

5. 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, 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 _____).***
6. Additional assignment:

Reminder: Write third note to your child of focus, as well as other children in the family, pointing out another positive character quality you appreciate about the child. (Vary how the note is delivered.)

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

Advanced Limit Setting: Giving Choices as Consequences for Non-Compliance - Session 9

Play Session Example: After parent has stated that the playdough is for playing with on the tray, 5-year-old Billy dumps it on the floor. Next, parent follows the A-C-T method of limit setting: "Billy, I know that you want to play with the playdough over there, but the floor (carpet, etc.) is not for putting playdough on; (pointing to tray) the tray is for putting the playdough on." Billy continues to ignore parent and begins to smash the playdough on the floor. Parent may patiently restate limit up to three times before beginning the next step of stating "If-Then" choices (consequences) for following or not following limit. Note: This example assumes that parent has chosen a location for the play session where the floor surface can be easily cleaned by parent after the session. (of child begins to put playdoh on carpet, parent can reach out and guide the playdoh can to the tray as the A-C-T limit is set)

Next step: Begin "If-Then" choice-giving method to provide consequence for unacceptable behavior. Note the number of times the words "choose" or "choice" are used! Remember that the intent is for the child to bring himself under control; therefore, patience is the order of the day. Children need time and practice to learn self-control.

Example: "Billy, If you choose to play with the playdough on the tray (pointing to tray), then you choose to play with the playdough today. If you choose to continue to play with the playdough on the floor, then you choose not to play with the playdough for the rest of today." (Pause.) Patiently restate if child does not make the choice to comply with the limit. (If no answer and Billy continues to play with playdough on floor, then he has made his choice.) "Billy, looks like you've chosen to put the playdough up for today. You can choose to give me the playdough, or you can choose for me to put the playdough up for you; which do you choose?" If child begins to cry and beg for the playdough, parent must be tough and follow through, acknowledging child's feelings and giving child hope that he will have a chance to make a different choice in the next play session. "Billy, I understand that you're unhappy that you chose to have the playdough put up for today, but you can choose to play with it in our next play session."

In the above example, if at any point the child took the playdough and put it on the tray to play with, the parent must be careful to respond matter-of-factly, "Looks like you decided you wanted to play with it some more today."

Practice:

1. Your child aims a loaded dart gun at you.

A _____.

C _____.

T _____.

Your child continues to aim the gun at you after you have set the limit using A-C-T three times.

If you choose to aim the gun at me
then you choose to not to get to play with the gun.

If you choose to aim the gun somewhere else
then you choose to get to play with the gun.

If your child aims and shoots the gun at you, you say:

I see you've chosen not to get to play with the gun.

If your child puts the gun down, you say:

I see you've chosen to play with the gun some more today _____

2. Describe a situation in which you think you might need to set a limit during the play session and you anticipate the child might not comply.

Situation: _____

A _____

C _____

T _____

If/Then: _____

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

Generalizing Limit Setting to Outside the Play Session - Session 9

Acknowledge the feeling Communicate the limit Target alternatives

Three-Step A-C-T Method of Limit Setting Followed by Choices (Consequences) for Non-compliance:

Scenario: Child found your hidden stash of candy, has a piece in his hand, and is starting to unwrap it. (It is 30 minutes before dinner.)

- A**cknowledge your child's feeling or desire (*your voice must convey empathy and understanding*).
(Empathically) **"Billy, I know you'd really like to have the candy..."**
Child learns that his feelings, desires, and wishes are valid and accepted by parent (but not all behavior). Just empathically reflecting your child's feeling often defuses the intensity of the feeling or need.
- C**ommunicate the limit. (Be specific and clear—and brief.)
"...but candy is not for eating before dinner."
- T**arget acceptable alternatives. (Provide one or more choices, depending on age of child.)
"You can choose to have a piece of fruit now (pointing to bowl of fruit) and choose to have the piece of candy after dinner." (If you do not want your children to ever have candy, don't keep it around.)
The goal is to provide your child with acceptable alternatives—ones that are acceptable to you, the parent, and ones that you believe will allow your child to get his need met (in this case, to have a piece of candy, but not until after dinner—and if he is hungry, to meet that need with an acceptable before-dinner snack).
Note: Pointing helps redirect child's attention. If child chooses fruit, stop here.
Patiently restate the limit up to three times, depending on the age of the child, to allow child to struggle with self-control before proceeding to the next step.
- Choice-Giving (consequences) as next step after noncompliance** (examples of possible responses):
Billy continues to say that he doesn't want fruit; he wants the candy.
— **"Billy, having candy now is not one of the choices. You can choose to give me the candy now and choose to eat it after dinner, or you can choose for me to put the candy up and choose not to have the candy after dinner. Which do you choose?"** (Pause—Billy says nothing.) **"If you choose not to choose, you choose for me to choose for you."** (Pause.)
 - (Billy gives you the candy.) "I can tell that was a hard decision—I'll put it up here for you for after dinner."*
 - (Billy continues to hold on to candy.) "I see you've chosen for me to choose for you" (as you reach for the candy to put it up). After dinner, if Billy comes to you and says "Now can I have the candy?" your response is, "Remember when you chose not to give me the candy before dinner—at that very moment, you chose not to have candy after dinner." Child may continue to plead and cry (because it has worked in the past). BE FIRM—don't give in!*

Practice: It is a school night and 5-year-old Billy wants to watch just 30 more minutes of television before he goes to bed, because his favorite Charlie Brown special is coming on next.

A _____

C _____

T _____

Patently restate the limit up to three times; Billy doesn't comply. (It's important to remain empathic & calm, but firm.)

You can choose to _____

3. Props and place

Remember: This is a creative business. So you need to decide on a comfortable time and place to do structured doll play and prepare your props (dolls) ahead of time. A good time might be in your child's bedroom in the evening before bedtime (to avoid disruptions and create a routine). You don't need to buy any special dolls—use your child's dolls and stuffed animals or puppets. (Save your money to give yourself a treat after telling a good story—it's a lot of work to tell a really good story!) You can also involve your child in picking out the dolls/stuffed animals by saying "I've got a special story to tell you tonight. It's about a little girl name Lucy who goes to Jane's (the babysitter). To tell the story, we need a Lucy doll, a Mommy doll, a Daddy doll, and a Jane doll. Can you help me pick out a doll (stuffed animal) for each character?" (Make sure you have a selection of your child's dolls/stuffed animals lined up to choose from.) *Note: You need to remember who is who, and the doll figures stay the same person thereafter (you can add new dolls as you use this method to tell different stories, like going to the dentist for the first time, etc.).*

4. How do I start?

You can start this new play experience by using nonthreatening, general daily life activities as the content of the story (e.g., going to the grocery store). This will help you practice and gain skills before plunging into more challenging themes. Focus your story on one theme and don't go beyond five minutes. You can think the story out in your head, or you can jot down brief notes to use as the script.

Helpful hints:

1. It may seem awkward to tell stories and act them out. Be patient with yourself—YOUR CHILD WILL THINK IT'S FUN AND WON'T NOTICE IF YOU MESS UP!
2. Include only those elements in the story that you have control over. Don't say how much fun Lucy is going to have (she may not be having much fun, if she's anxious). If you say something is going to happen at the babysitter's (going to the park, etc.), make sure you ask that the babysitter follow through on that activity the next day. The entire point of the story is to help the child feel more secure by being able to predict what will happen.
3. Don't build on your own feelings when you are telling the story. For example, "Mom is working in the office while Lucy is playing in day care. Mom is thinking of Lucy and she misses Lucy." (Take away the underlined phrase; including your own feelings in the story may make the child feel guilty for you missing her). Remember: The goal is to help Lucy go to day care without feeling anxious, so she can relax and have fun.
4. Make the story realistic and positive. You are the author of the story, so you can make it the way you want it to turn out in real life. Instead of focusing the story on how Lucy doesn't want to leave Mom, make the story go like this: "Lucy and Mom ring the doorbell together (ding-dong!). The door opens and Lucy smiles when she sees Jane. Lucy gives Mom a big hug, and she and Jane wave goodbye to Mom together...." (Remember to let Jane know about your story.)
5. Always end the story on a positive note THAT YOU CAN CONTROL. If the story involves the child not seeing you for several hours (especially if that is part of the concern), always include an "I'm so glad to see you!" reunion with kisses and hugs. The graphic representation of using dolls is more powerful than a verbal promise.
6. Your child may get distracted and interrupt the story. Briefly attend to the child, but be sure to finish the story. Telling the story after the child is already in bed helps with distractions. Parent can respond to requests to play with something else by saying, "You can play with your other dolls tomorrow; it's bedtime now." Or, if your child asks for a drink, "As soon as we've finished the story, I'll get you a drink."

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

Structured Doll Play for Parents - Session 9

What is structured doll play?

Structured doll play is a lively way of storytelling for parents to help children who are feeling anxious or insecure. It provides a brief and specific experience for the children to prepare them for anxiety-provoking experiences, such as parents' divorce, going over to the babysitter, and so forth, or to help them regain a sense of normalcy and routine after a significant change in their life. It has a specific purpose and a clear message (e.g., Mom is going to come back at the end of the day to pick Lucy up).

Can my child benefit from structured doll play?

If your child is showing anxiety or fear, or has been through a traumatic experience, he/she can probably benefit from you using structured doll play with him/her. Structured doll play works best with children from ages 2–6. However, older or younger children can also benefit from it.

How do I do structured doll play?

1. Creating the story

Structured doll play is basically creative storytelling about specific real life happenings. It is similar to reading a story from a storybook to your child; the major differences are:

- A. You create the story instead of reading out of a storybook.
- B. The story involves real life characters, such as Mom, Dad, Lucy (your child), babysitter Jane, Grandma, schoolteacher, dentist, and so forth.
- C. The story is about real life happenings, usually about future events that are coming up in the next day or two. It can also be a story of routine daily happenings.
- D. You have a specific purpose and a clear message. For example: Lucy is reluctant to go to the new day care. She would not let you leave when you dropped her off at day care. Your purpose is helping Lucy to feel more comfortable about going to day care. Your message may be, "Mom is going to return at the end of the day." (It's important that the message fit what the parent believes is of most concern to the child.)
- E. You use dolls to enhance the dramatic effect and help your child remember. You can also use sound effects to enrich the story and make it more powerful and fun. Remember, young children understand concrete things like dolls and scenes better than promises and reasons.

2. The making of a story (Think about a beginning, middle, and an end)

Beginning Don't start off by saying Lucy is going to the babysitter. Start off by giving some background for the story (e.g., a predictable routine, like waking up in the morning).

Middle Give content to the story by putting in details (e.g., putting on shoes or buckling seat belt). Remember to exaggerate and use sound effects (you'll probably feel silly at first, but children love it!).

End Remember to end the story. Don't leave your child hanging. End the story with a big kiss. *"Mom drives to the babysitter's (Jane) house and rings the bell (ding-dong). Jane opens the door and Lucy sees Mom. Lucy jumps into Mom's lap. Mom gives Lucy a big hug and a kiss (make kissing noise). Mom and Lucy drive home together. They talk about the day on the way home."*

Steps to making a story:

- A) Start with a title sentence (e.g., "This is a story about Lucy going to the babysitter").
- B) Introduce the characters by using real names of people.
- C) Tell the story (don't use "you" to refer to the doll representing your child. Use your child's name to stay objective, e.g., "Lucy is saying goodbye to Mom" rather than "You are saying goodbye to Mom").

3. Props and place

Remember: This is a creative business. So you need to decide on a comfortable time and place to do structured doll play and prepare your props (dolls) ahead of time. A good time might be in your child's bedroom in the evening before bedtime (to avoid disruptions and create a routine). You don't need to buy any special dolls—use your child's dolls and stuffed animals or puppets. (Save your money to give yourself a treat after telling a good story—it's a lot of work to tell a really good story!) You can also involve your child in picking out the dolls/stuffed animals by saying "I've got a special story to tell you tonight. It's about a little girl name Lucy who goes to Jane's (the babysitter). To tell the story, we need a Lucy doll, a Mommy doll, a Daddy doll, and a Jane doll. Can you help me pick out a doll (stuffed animal) for each character?" (Make sure you have a selection of your child's dolls/stuffed animals lined up to choose from.) *Note: You need to remember who is who, and the doll figures stay the same person thereafter (you can add new dolls as you use this method to tell different stories, like going to the dentist for the first time, etc.).*

4. How do I start?

You can start this new play experience by using nonthreatening, general daily life activities as the content of the story (e.g., going to the grocery store). This will help you practice and gain skills before plunging into more challenging themes. Focus your story on one theme and don't go beyond five minutes. You can think the story out in your head, or you can jot down brief notes to use as the script.

Helpful hints:

1. It may seem awkward to tell stories and act them out. Be patient with yourself—YOUR CHILD WILL THINK IT'S FUN AND WON'T NOTICE IF YOU MESS UP!
2. Include only those elements in the story that you have control over. Don't say how much fun Lucy is going to have (she may not be having much fun, if she's anxious). If you say something is going to happen at the babysitter's (going to the park, etc.), make sure you ask that the babysitter follow through on that activity the next day. The entire point of the story is to help the child feel more secure by being able to predict what will happen.
3. Don't build on your own feelings when you are telling the story. For example, "Mom is working in the office while Lucy is playing in day care. Mom is thinking of Lucy and she misses Lucy." (Take away the underlined phrase; including your own feelings in the story may make the child feel guilty for you missing her). Remember: The goal is to help Lucy go to day care without feeling anxious, so she can relax and have fun.
4. Make the story realistic and positive. You are the author of the story, so you can make it the way you want it to turn out in real life. Instead of focusing the story on how Lucy doesn't want to leave Mom, make the story go like this: "Lucy and Mom ring the doorbell together (ding-dong!). The door opens and Lucy smiles when she sees Jane. Lucy gives Mom a big hug, and she and Jane wave goodbye to Mom together...." (Remember to let Jane know about your story.)
5. Always end the story on a positive note THAT YOU CAN CONTROL. If the story involves the child not seeing you for several hours (especially if that is part of the concern), always include an "I'm so glad to see you!" reunion with kisses and hugs. The graphic representation of using dolls is more powerful than a verbal promise.
6. Your child may get distracted and interrupt the story. Briefly attend to the child, but be sure to finish the story. Telling the story after the child is already in bed helps with distractions. Parent can respond to requests to play with something else by saying, "You can play with your other dolls tomorrow; it's bedtime now." Or, if your child asks for a drink, "As soon as we've finished the story, I'll get you a drink."

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

In-Class Play Session Skills Checklist:

For Review of Videotaped (or Live) Play Session - Session 9

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 9

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 9

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	

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

Parent Notes & Homework - Session 10

👍 RULES OF THUMB TO REMEMBER:

"Good things come in small packages."

Don't wait for big events to enter into your child's world—the little ways are always with us. Hold onto precious moments!

Notes (use back for additional notes):

Homework Assignments:

Continue play sessions: If you stop now, the message is that you were playing with your child because you had to, not because you wanted to:

I agree to continue my play sessions with my child of focus for ____ weeks and/or begin sessions with _____ and do for ____ weeks.

Date and time for follow-up meetings: _____

Volunteer meeting coordinator: _____

Recommended Reading:

1. *Relational Parenting* (2000) and *How to Really Love Your Child* (1992), Ross Campbell
2. *Between Parent and Child* (1956), Haim Ginott
3. *Liberated Parents, Liberated Children* (1990), Adele Faber and Elaine Mazlish
4. *How to Talk So Kids Will Listen and Listen So Kids Will Talk* (2002), Adele Faber and Elaine Mazlish
5. "SAY WHAT YOU SEE" for Parents and Teachers (2005), Sandra Blackard (Free online resource available at www.languageoflistening.com)

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

Rules of Thumb & Other Things to Remember - Session 10

👉 Rules of Thumb

- 1. Focus on the donut, not the hole!**
Focus on the relationship (your strengths and your child's strengths), NOT the problem.
- 2. Be a thermostat, not a thermometer!**
Learn to RESPOND (reflect) rather than REACT. The child's feelings are not your feelings and needn't escalate with him/her.
- 3. What's most important may not be what you do, but what you do after what you did!**
We are certain to make mistakes, but we can recover. It is how we handle our mistakes that makes the difference.
- 4. The parent's toes should follow his/her nose.**
Body language conveys interest.
- 5. You can't give away what you do not possess.**
(Analogy: oxygen mask on airplane) You can't extend patience and acceptance to your child if you can't first offer it to yourself.
- 6. When a child is drowning, don't try to teach her to swim.**
When a child is feeling upset or out of control, that is not the moment to impart a rule or teach a lesson.
- 7. During play sessions, limits are not needed until they are needed!**
- 8. If you can't say it in 10 words or less, don't say it.**
As parents, we tend to overexplain, and our message gets lost in the words.
- 9. Grant in fantasy what you can't grant in reality.**
In a play session, it is okay to act out feelings and wishes that in reality may require limits.
- 10. Big choices for big kids, little choices for little kids.**
Choices given must be commensurate with child's developmental stage.
- 11. Never do for a child that which he can do for himself.**
You will never know what your child is capable of unless you allow him to try!
- 12. Encourage the effort rather than praise the product.**
Children need encouragement like a plant needs water.
- 13. Don't try to change everything at once!**
Focus on 'big' issues that ultimately will mean the most to your child's development of positive self-esteem and feelings of competence and usefulness.
- 14. Where there are no limits, there is no security. (Consistent Limits = Secure Relationship)**
When you don't follow through, you lose credibility and harm your relationship with your child.
- 15. Good things come in small packages.**
Don't wait for big events to enter into your child's world—the little ways are always with us. Hold onto precious moments!

Other Things to Remember:

1. Reflective responses help children to feel understood and can lessen anger.
2. In play, children express what their lives are like now, what their needs are, or how they wish things could be.
3. In the playtimes, the parent is not the source of answers (reflect questions back to child: "Hmm—I wonder").
4. Don't ask questions you already know the answer to.
5. Questions imply non-understanding. Questions put children in their minds. Children live in their hearts.
6. What's important is not what the child knows, but what the child believes.
7. When you focus on the problem, you lose sight of the child.
8. Support the child's feeling, intent, or need, even if you can't support the child's behavior.
9. Noticing the child is a powerful builder of self-esteem.
10. Empower children by giving them credit for making decisions: "You decided to_____."
11. One of the best things we can communicate to our children is that they are competent. Tell children they are capable, and they will think they are capable. If you tell children enough times they can't do something, sure enough, they can't.
12. Encourage creativity and freedom—with freedom comes responsibility.
13. "We're about to institute a new and significant policy immediately effective within the confines of this domicile."
14. When we are flexible in our stance, we can handle anger much more easily. When parents are rigid in their approach, both parent and child can end up hurt (remember the stiff arm!).
15. When unsure of what to say to child or what to do, ask yourself, "What action or words will most preserve the relationship or do least harm?" Sometimes walking away and saying nothing, or telling the child, "I need to take a time-out to cool off, and then we can talk," is best. Always remember: "Nothing at this moment is more important than my relationship with my child."
(Also applies to spouses, significant others, etc.)
16. Live in the moment—today is enough. Don't push children toward the future.

