# PCAT– Do Skills: Relationship Enhancement

**P.R.I.D.E.**

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<th>Picture Icon</th>
<th>Do Skill</th>
<th>Why Use This Skill?</th>
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| ![Praise Behavior](image1) | **P • Praise Behavior** | - Increases behavior you like  
- Adds warmth to relationship  
- Models positive social skills  
- Increases self-esteem  

Examples: While clapping hands say:  
“Great sharing!” “Beautiful music!”  
“Awesome talking!” “You did it!” |
| ![Reflect Speech](image2) | **R • Reflect Speech** | - Shows child you’re listening well  
- Allows for word pronunciation  
- Increases communication  

Examples:  
(child) “ba ba” (parent) “ba, ba, ball”  
(child) “lello one.” (parent) “Yellow block.” |
| ![Imitate Play](image3) | **I • Imitate Play** | - Shows you approve of child’s play  
- Child starts to model your behavior  
- Teaches child how to interact  
- Helps child feel important  

Examples:  
(Copy their physical movements)  
(child) puts arms up (parent) puts arms up  
(child) scoots on floor (parent) scoots on floor |
| ![Describe Behavior](image4) | **D • Describe Behavior** | - Describes child’s body in action  
- Teaches organization & concepts  
- Increases child’s focus on task  
- Slows down an active child  

Examples: “You’re making music.”  
“You’re petting the lion.”  
“You’re hugging the baby doll.” |
| ![Enjoy Time Together](image5) | **E • Enjoy Time Together** | - Creates warmth in the relationship  
- Shows how much you care  
- Models positive emotions  
- Demonstrates social skills  

Examples:  
Smiling & laughing together.  
Making eye contact & clapping.  
Giving a pat on the back or a hug. |

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PCAT—Don’t Skills: Relationship Enhancement

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<th>Don’t Skill</th>
<th>Why Avoid This Skill?</th>
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| ![NoQuestion](image) | **Q • Questions** | • Doesn’t allow the child to lead play  
• May trigger oppositional response  
• Requires an answer  
• Interrupts the play  
Examples: “What color is this?”  
“What are you making now?”  
“Do you want me to help you?” |
| ![NoCommand](image) | **C • Commands** | • Playing is one time child can lead  
• Commands take the lead away  
• Minimize negative interaction  
Examples: “Look at this.”  
“Try using this block.”  
“Let’s play with this toy.” |
| ![NoCritique](image) | **C • Criticizing** | • Doesn’t work to stop bad behaviors  
• Often increases criticized behavior  
• May lower the child’s self-esteem  
• Creates an unpleasant interaction  
Examples: “You’re being naughty.”  
“No, honey, that’s not right.”  
“I don’t like it when you scream.” |

**What About Tantrums & Misbehavior?**

| ![Redirect](image) | **Redirect** | What To Do:  
• Remain non-reactive  
• Parent engages in new activity  
• Distract child with new activity  
• Role model appropriate play  
Why This Works:  
• Avoids increasing bad behavior  
• Decreases mild/irritating behaviors  
• Helps child notice difference between caregiver’s responses to positive instead of negative behavior |

**AVOID: NO - DON’T - STOP - QUIT - NOT unless a DANGEROUS or DESTRUCTIVE behavior is occurring**