



# PCAT RE DIRECT

## IMPROVING COMPLIANCE

### RECOVERY

After a child has engaged in disruptive behaviors or has needed to be corrected it is important for both child and parent to 'recover' from the emotional intensity. Use the PRIDE skills and avoid questions, commands, and critical statements. Provide at least 10 PRIDE skills (praise, reflection, imitating appropriate play, descriptions, enthusiasm, including positive physical touch and emotional connection). Encourage the child to relax through specific exercises that the therapist will teach. This will require the parent to also be calm, relaxed, and using a soothing tone of voice.

### EVERY COMMAND POSITIVELY STATED

Instead of using No - Don't - Stop - Quit - or Not, use positively stated directives. Use the "NO" and "STOP" for dangerous and destructive behaviors. Let children know what it is that you want them to do rather than what not to do. For example, if the child is rocking in the high chair a common response would be to say "Quit doing that." A positively stated command that tells them what specifically to do would be:

"Please sit still."

"Please walk."

"Please take your hands off my hair."

"Please sit in the stroller."

### DEVELOPMENTALLY APPROPRIATE

Make expectations of what child can do developmentally appropriate. Each child's age and maturity level is unique, so it is important to have different expectations for younger and older children. Certain commands may be too difficult for a child to understand. Provide one command at a time, wait, and observe whether your child can accomplish the task. They may require assistance by 'modeling' how to do something or 'physical' assistance by guiding them through the task.

### IGNORING/SELECTIVE ATTENTION

Some parents have difficulty ignoring their child's behaviors because they want to do something to correct the behavior. This strategy is used for minor, irritating, and inappropriate behaviors such as: demanding, screaming, loud talk, whining, and angry moods. The therapist will help decide the manner in which you actively ignore a specific behavior. Prompt the child ahead of time that you will ignore them if the behavior continues. It may be useful to prompt the child with the behavior that is wanted and keep to that prompt until the desired behavior is demonstrated.

"When Johnny is quiet then I will talk to him."

"When Susie asks nicely then I will give it to her."



## REDIRECT/MODELING

Often times when children are misbehaving they can be enticed into more appropriate behavior by redirecting their attention to something other than what they are doing. This skill will provide for opportunity to praise good behavior and create positive interaction. It also avoids increasing the bad behavior and avoids use of strict disciplinary actions. For example, if the child throws a toy then the parent can model how to put the toy gently into the toy box. When the child imitates the parent then the parent can follow-up with a praise for being gentle with the toy. Or, if the child begins to whine the parent can redirect the child to another activity or object.

## ENVIRONMENTAL SAFETY

It is important to make sure that the home environment is safe. This will safeguard the child from harm & reduce a parent's stress by having to constantly monitor the child's activities. Use of environment safety avoids having to set limits repeatedly on behaviors that are related to appropriate development (e.g. exploring) and avoids use of disciplinary actions. For example, children are excited about using the television remote control because they see the parents using it. In this situation, it makes sense to put the remote control in a place where the child can not reach it. Another example of environmental safety would be to cover all the electrical sockets with covers so that the child does not put their fingers into it when exploring.

## CHOICES

Give choices when appropriate. Allow the child two choices, use positive statements, make choices developmentally appropriate, and use a neutral tone of voice. This will allow the child the opportunity to make good decisions and become independent. When given choices, the child is more likely to follow one of the directions. Remember to praise the child after they have made a choice so that they are likely to make good choices in the future. Some examples of choices include:

"You can wear your blue truck shirt or your red fire truck shirt."

"Either take the toy out of your mouth or I will take it away."

## TRANSITIONS

Sometimes children have difficulty transitioning from one activity to another. This could happen for a number of reasons. These reasons include the child wanting to maintain control over the activity, fear of what activity is going to happen next, having too much fun with the current activity, or they just don't want to do what the caregiver is proposing to do next. Strategies that assist in helping a child to transition from one activity to another include: provide a time frame of when the activity will change, allow the child to complete their current activity, use a redirect to get them involved in the new activity, provide structure or rules to the new activity right away, and/or provide positive choices regarding the next activity.

