





# Relationship Enhancement Skills



PRIDE	
P	<b>Praise</b> the appropriate behavior that you see immediately
R	Use <b>Reflections</b> to teach your child to listen and communicate
I	<b>Imitate</b> the behaviors you like and want to see more
D	<b>Describe</b> the behavior that you see or want to see that is appropriate
E	<b>Enjoy</b> your play time with your child by having enthusiastic play
	Use <b>Physical Positives</b> such as smiles, looking with eyes, hugs, kisses, sitting close
AVOID	
	<b>Criticisms</b>
	“No”, “Don’t”, “Stop”, “Quit”, “Not”
	Questions and Commands



# Strategies to Manage Behaviors

## Session 6

Skill	Reason	Example
<b>Transitions</b>	<ul style="list-style-type: none"> <li>Provides the child an opportunity to prepare for a change.</li> <li>Allows the child to complete their current activity before switching to another.</li> </ul>	<ul style="list-style-type: none"> <li>“In one more minute it will be my turn to play with the Legos.”</li> <li>“At the end of this TV program, it will be time for bed.”</li> </ul>
<b>Compliance Friendly Environment</b>	<ul style="list-style-type: none"> <li>Adjusting your environment to allow for compliance will help set you and your child up for success!</li> <li>With fewer distractions and opportunities for bad behavior, the child will be better able to listen and follow directions.</li> </ul>	<ul style="list-style-type: none"> <li>Keep breakable and/or off-limits items out of reach and out of sight.</li> <li>Keep the play area safe and kid-friendly so that the child can make good choices.</li> <li>Support the child in regulating emotions by setting or changing routines.</li> <li>Child: gets cranky and tired at dinner time.</li> <li>Parent: makes dinner earlier so child can enjoy dinner without being fussy and noncompliant.</li> </ul>
<b>Selective Attention: Ignore inappropriate behavior (unless it's dangerous or destructive)</b>	<ul style="list-style-type: none"> <li>Helps child notice differences between your responses to good and bad behavior.</li> <li>Helps parents stay calm.</li> <li>Avoids increasing negative, attention-seeking behavior by only rewarding good behavior with your attention.</li> </ul>	<ul style="list-style-type: none"> <li>Child: (plays roughly with toys)</li> <li>Parent: (says nothing about it, turns focus to own toys; making it fun) “I’m going to make some cookies. Oh these are so tasty!”</li> </ul>
<b>Modeling</b>	<ul style="list-style-type: none"> <li>Allows child to know what behavior you want.</li> </ul>	<ul style="list-style-type: none"> <li>“I am putting my toys away gently.”</li> <li>“I am going to slow down and think about what to do next.”</li> </ul>
<b>Redirect</b>	<ul style="list-style-type: none"> <li>Gets child to focus on another toy, behavior, or activity without use of strict discipline.</li> <li>Provides opportunity to praise good behavior and create positive interaction.</li> </ul>	<ul style="list-style-type: none"> <li>If the child wants another sibling’s toy, the parent can redirect the child by showing them a different yet equally fun toy.</li> <li>“Wow, I have a space station. It is really fun to get the rockets ready for blastoff.”</li> </ul>

<b>Calming</b>	<ul style="list-style-type: none"> <li>• Gives parents the opportunity to model skills and calm themselves.</li> <li>• Gives child some skills in learning how to calm.</li> </ul>	<ul style="list-style-type: none"> <li>• “I feel really upset. I am going to calm down. I am going to take a deep breath and count to 10.”</li> <li>• “I feel nervous. I am going to tighten my shoulders and then relax them.”</li> </ul>
<b>Rules</b>	<ul style="list-style-type: none"> <li>• Establishes expectations of behavior desired.</li> <li>• Establishes rewards or consequences if rule is followed or not followed.</li> </ul>	<ul style="list-style-type: none"> <li>• “There are two rules to going to the store; one is to stay by my side and the other is to keep your hands to yourself. If you break the rule then we will leave the store, or, if you follow the rules you will earn a treat.”</li> </ul>
<b>Choices</b>	<ul style="list-style-type: none"> <li>• Allows child to feel like they have some control.</li> <li>• Allows child to feel important</li> <li>• Teaches child to make appropriate choices.</li> </ul>	<ul style="list-style-type: none"> <li>• “You have two choices, you can play with the Legos or with Mr. Potato-Head.”</li> <li>• “You have a choice. You can play with the toys on the table or can sit back and relax.</li> </ul>
<b>When-then or If-then Statements</b>	<ul style="list-style-type: none"> <li>• Provides prompt to child on what the expected behavior is and what will happen upon compliance.</li> </ul>	<ul style="list-style-type: none"> <li>• “When Nancy puts the toy in the box, then I can will give her a sticker.”</li> <li>• “When Anthony uses his polite voice, then I can speak with him.”</li> </ul>
<b>Effective Commands</b>	<ul style="list-style-type: none"> <li>• Calmly Tell Your Child Exactly what To Do, then Wait</li> <li>• Tells child they NEED to listen</li> </ul>	<ul style="list-style-type: none"> <li>• “Please put on your shoes.”</li> <li>• “Please share one of your toys with me.”</li> </ul>
<b>Consistent Consequences</b>	<ul style="list-style-type: none"> <li>• Reinforces importance of following parents’ directions</li> <li>• Helps children feel safe by knowing what will happen if they comply/don’t comply</li> </ul>	<ul style="list-style-type: none"> <li>• Praise for following directions: “Thank you for listening.”</li> <li>• Removal of Privilege for not following directions: “You didn’t do what I told you to do, so you will not get your sticker.” *Use the script!</li> </ul>
<b>Re-Doing</b>	<ul style="list-style-type: none"> <li>• Allows child to complete a task the correct and safe way or with a good attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Child runs into playroom and takes out all the toys.</li> <li>• Parent puts the toys away.</li> <li>• Parent uses when/then statement – “When Anthony walks into the playroom, then our special playtime will begin.”</li> </ul>
<b>Recovery</b>	<ul style="list-style-type: none"> <li>• Allows both parent and child to return to a healthy, calm, positive state after the child has had to comply with a demand or expectation.</li> </ul>	<ul style="list-style-type: none"> <li>• After the child has completed a difficult command or has had a time out/consequence for behavior, return to using the PRIDE skills.</li> <li>• “I have a really good time playing blocks</li> </ul>

	<p>Distinguishes between the child as a person and their behavior.</p> <ul style="list-style-type: none"> <li>• Reduces resentment, arousal, and anger from having to comply with a hard command by using the PRIDE skills to focus child’s attention on their positive behaviors, and refocus parent’s attention on what they like about the child.</li> <li>• Be sensitive to the child’s needs. Some children need parents to sit quietly next to them after having to suffer a consequence for negative behavior, rub their backs calmly, or otherwise help them calm down before re-engaging in play.</li> </ul>	<p>with you when you listen.” – specific praise</p> <ul style="list-style-type: none"> <li>• “We are building a really tall tower together!” – description w/ enthusiasm!</li> <li>• Hug child, breathe deeply. “It’s ok to be sad. I’m right here with you.” Be quiet. When child starts to talk or play, use PRIDE skills.</li> </ul>
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