

Session Five

LIST OF RESOURCES

1. Session Five Trainer's Guide

2. Handouts

- Effective Commands Note Sheet
- Commands Jigsaw Activity
- Commands Practice Sheet
- Establishing House Rules Sheet

3. Resources

ARTICLES

Child Welfare Information Gateway. "Parent-Child Interaction Therapy With At-Risk Families." January 2013.

RECOMMENDED READING

Bell, Stephen K., and Sheila M. Eyberg. "Parent-child interaction therapy: a dyadic intervention for the treatment of young children with conduct problems." *Innovations in clinical practice: a source book*. Volume 20 (2002).

Eyberg, Sheila M., and Elizabeth A. Robinson. "Parent-child interaction training: Effects on family functioning." *Journal of Clinical Child & Adolescent Psychology* 11.2 (1982): 130-137.

Eyberg, Sheila. *Parent Child Interaction Therapy- Integrity Checklists and Session Materials*. University of Florida, 1999.

Session Five: Parent-Directed Interaction

OBJECTIVES

Participants will be able to:

- Define parent-directed interaction
- Contrast main differences between parent-directed interaction (PDI) and child-directed interaction (CDI)
- Explain how CDI and PDI work together in PCI
- Define and explain each component of BE DIRECT

OVERVIEW

Session six introduces the second component of parent-child interactions discussed in session five. In this session parents will learn how this second component of PCI helps create structure and discipline for children within a positive and respectful environment. It does this by building off of the strategies learned in session five. Parents will have the opportunity to practice these techniques in session seven which focuses on behavior management.

KEY CONCEPTS

- Parent-directed interactions emphasize effective ways to manage child behavior through praise and the use of appropriate commands.
- Parent-directed interactions work in conjunction with child-directed interactions.
- Commands should be specific, positively stated, appropriate, given one at a time, respectful, important, allow a child to make a choice, and be given in a neutral tone of voice.

SESSION OUTLINE

This session should last approximately two hours in a group setting or one hour in an individual setting. Topics to cover with the parents include:

1. Review of parent child interaction
2. How parent-directed interactions complement child-directed interactions
3. Eight rules for effective commands (BE DIRECT)

MATERIALS NEEDED

- Parent and Child Directed Interaction PowerPoint
- Projector
- Flipchart paper
- Markers

TO BE HANDED OUT:

- Effective Commands Note Sheet
- Commands Practice Sheet-For reference with modeling/guided practice section
- Commands Jigsaw Activity
- Establishing House Rules Sheet

ACTIVITIES TO ENGAGE PARENTS

- **Commands Jigsaw Activity**—Participants will work in groups to summarize 1-2 guidelines for effective commands. They will present on why it is effective and create other examples of commands using that particular guideline.
- **Additional Command Practice**—Participants will work in pairs to create ineffective commands, explain why they are ineffective, and then find a way to make it more effective.
- **Establishing House Rules**—Participants will think about what rules they already have at home and whether or not they are necessary/effective. Participants will consider what rules they may need to add.

FREQUENTLY ASKED QUESTIONS

1. Why does it matter if my commands are effective or not? Shouldn't my child listen to me and do what I say regardless?
 - Studies show that yelling at your child or being unclear about expectations can cause negative behaviors to increase not decrease. Using simple and clear commands have been shown to decrease unwanted behaviors and improve communication. While we want our children to listen, they are still growing and need our help to learn how to behave.

ADDITIONAL READING FOR FACILITATORS

The following are included in this guide in either the Session One folder (soft copy) or in the appendices (hard copy):

Child Welfare Information Gateway. "Parent-Child Interaction Therapy With At-Risk Families." January 2013

The following are not included in this guide but can be found online for purchase or through a university library:

Bell, Stephen K., and Sheila M. Eyberg. "Parent-child interaction therapy: a dyadic intervention for the treatment of young children with conduct problems." *Innovations in clinical practice: a source book*. Volume 20 (2002).

Eyberg, Sheila M., and Elizabeth A. Robinson. "Parent-child interaction training: Effects on family functioning." *Journal of Clinical Child & Adolescent Psychology* 11.2 (1982): 130-137.

Eyberg, Sheila. *Parent Child Interaction Therapy- Integrity Checklists and Session Materials*. University of Florida, 1999.

Parent-Child Interaction Therapy-Recent Literature <http://pcit.phhp.ufl.edu/RecentLiterature.htm>

PCIT Literature <http://www.pcit.org/literature/>

U.S. Department of Health and Human Services, Child Welfare Information Gateway. <https://www.childwelfare.gov/calendar/cbconference/fourteenth/presentations/urquiza/sld018.cfm>

Zisser, A., & Eyberg, S.M. (2010). Treating oppositional behavior in children using parent-child interaction therapy. In A.E. Kazdin & J.R. Weisz (Eds.) *Evidence-based psychotherapies for children and adolescents (2nd ed., pp. 179-193)*. New York: Guilford.



WARM-UP (5 MINUTES)

“Answer the following question:

How do you act when you are stressed? Have you ever said anything or acted a certain way to your child or others because you were stressed and later regretted it? Take two minutes to think about this statement and come up with one to two reasons why you think this. You may write down your response if you want. After two minutes are up, I will call on volunteers to share their responses with us.”

(Responses will vary)

“This week we will discuss how to determine causes of stress and ways for parents to release this stress in positive ways. Before we get started, let’s take a few minutes to review our home assignment from last session.”



REVIEW OF HOME ASSIGNMENT (10 MINUTES)

“For this assignment, you were asked to try each of the five different child-directed interaction strategies with your child and document your interactions.

“Let’s review what we covered last class to help us discuss these diver different strategies. With a partner write down the components of child-directed interactions and explain what each part means. Hint: It’s an acronym.”

Trainer Action: Give partners four minutes to complete the task. Call on volunteers to provide each letter sequentially along with an explanation what it means. Display this in a place visible to the class.



Use this slide for the components of PRIDE.


Trainer Action: Review any components participants have difficulty with.


Child-Directed Interaction


- The “Do” Skills
 - P = Praise (Labeled and Unlabeled)
 - R = Reflections
 - I = Imitation
 - D = Description (Behavioral and Information)
 - E = Enthusiasm

- The “Don’t” Skills
 - Q = Questions
 - C = Commands
 - C = Criticisms

- The “BIG IGNORE”
 - Parents are taught to ignore their child’s inappropriate behaviors
 - Attention seeking = Annoying or obnoxious









1. Which strategy was the most challenging to implement/the easiest? Why?
 - **(Responses will vary)**
2. For which strategy did your child react differently than you expected? How was this different?
 - **(Responses will vary)**
3. For which strategies did you feel like you were the most successful? Why?
 - **(Responses will vary)**



“In our last session we were introduced to parent-child interactions and its two components: child-directed and parent-directed interactions. Today we will focus on parent-directed interactions and how they complement child-directed interaction strategies we learned previously. You will have the opportunity next session to put these strategies into practice and receive feedback.”

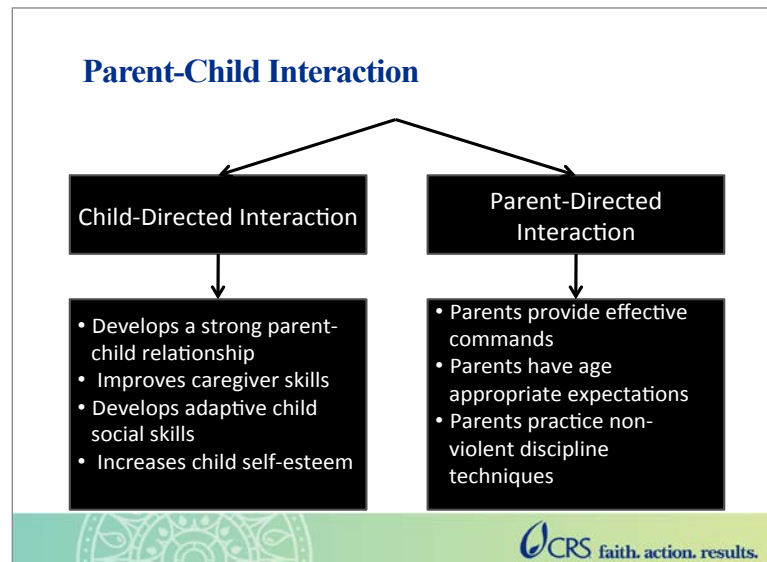


PARENT-DIRECTED INTERACTION (50 MINUTES)

Unless otherwise noted, read information from the slide out loud to participants before reading the prompts provided in the sidebar and below. For this session, each slide presented corresponds to **Parent-Directed Interaction PowerPoint**.



As discussed last class, child-directed interactions focus on improving and building a parent-child relationship. As we will cover today, parent-directed interactions emphasize developing appropriate expectations and using effective commands. Together they create a healthy mutually beneficial parent-child interaction.



“While we focused on the ‘Do’ skills last session, this session and the next we will look at the ‘Don’t’ Skills as well as when and how to ignore certain behaviors. Again, while child-directed interactions strengthen relationships, parent-directed interactions are about setting appropriate boundaries so children learn what is and is not appropriate within a structured environment with predetermined rules and consequences.”



This is another way to visually distinguish between CDI and PDI.

CDI	PDI
<p>Parents follow</p> <ul style="list-style-type: none"> • Play skills • Nonverbal communication • Differential social attention 	<p>Parents lead</p> <ul style="list-style-type: none"> • Behavior management • Limit-setting • Consistency • Problem solving


 **CRS** faith. action. results.



“Let’s revisit the eight guiding principles for positive interactions with our child which we discussed last session. Parent-directed interactions specifically focus on three of these principles: help the child focus, help the child to make sense of his/her world, and help your child to learn rules, limits, and values.”

Eight Guiding Principles for Good Interaction

- Show love
- Talk to your child
- Follow your child’s lead
- Praise and appreciate
- Help the child focus
- Help the child to make sense of his/her world
- Widen the child’s experience
- Help your child to learn rules, limits and values

 **CRS** faith. action. results.



“Let’s take a few minutes a see if we can brainstorm ideas as to what these principles mean.”

Trainer’s Actions: Assign individuals a1, 2, or 3.

1—help the child focus

2—help the child to make sense of his/her world

3—help your child to learn rules, limits, and values

Have participants split up into groups of 3-4 individuals and discuss how their particular guideline can foster a positive relationship with their child. Have one individual from each group report back to the class to explain what they think the guideline means and how it promotes a positive parent-child relationship.

(Responses will vary)



“As mentioned previously, we will focus specifically on parent-directed strategies today the purpose of which is to help child interact appropriate with others and within their larger society.”

“One of the most important strategies is called a command and can be an effective way to manage child behavior if done correctly. A command is when we make a request of a child. Let’s look at what makes a command effective.”


Trainer Action: Split up class into their groups from earlier. Have groups brainstorm what things may make a command effective. This is a good way to gauge how much parents know. Ask groups to come up with a few examples of commands to demonstrate to the class. Give groups approximately 5-6 minutes to brainstorm.


Have volunteers share their group’s thoughts on commands as well as provide the class with several examples of what a command is. Write this information down in a visible location. Compare what groups provided with the following slides concerning commands.

Trainer Action: Based on how groups respond read any bullet points that are not mentioned.

Commands

- One command at a time
- Be realistic and age appropriate
- Use “do” commands
- Limit use of “no” or “stop”
- Give children the chance to comply
- Use distractions and redirection when appropriate
- Should be positive, respectful, action-oriented and clear:
 - E.g. Shut up! -> Please be quiet.
 - E.g. Quit shouting! -> Talk softly please.



 **OCRS** faith. action. results.



“When we discuss what makes a command effective, there are specific things we look for. These include the following:”

Trainer Action: Read this slide to participants.

Effective Commands

- Direct (telling, not asking)
- Positive (what to DO, not stop doing)
- Single (one at a time)
- Specific (not vague)
- Age-appropriate
- Given in a normal tone of voice
- Polite and respectful (Please...)
- Explained **before** given or **after** obeyed
- Used only when really necessary



Trainer Action: Hand each participant a copy of the **Effective Commands Note Sheet**.



“In front of you, you have a note sheet with different types of information about effective commands which we will use for the rest of class. Please look at the first page.”

“On the bottom you will see two questions about effective commands. Let’s discuss them now.”

- *Which of the guidelines for effective commands are you already using?*
- *Which guidelines do you still need to work on?*

“Turn to the person sitting to your left and discuss.”

Trainer Action: Give pairs 2-3 minutes to discuss. Make sure both participants are able to talk.



“Who would like to share with us the guidelines you were already using?”

(Responses will vary)

“Would anyone like to tell us which guidelines you need to work?”

(Responses will vary)



“Just like we had an acronym to help us remember strategies for child-directed interactions, there is an easy to remember acronym to aid us in remembering ways for a command to be effective. BE DIRECT.”

Trainer Action: Read each bullet point out loud.

Be Direct

- B**e specific
- E**very command stated positively
- D**evelopmentally appropriate
- I**ndividual commands
- R**espectful and polite
- E**ssential commands only
- C**hoices when appropriate
- T**one of voice neutral

Adapted from S. Eyberg, 2009

 **OCRS** faith. action. results.

Trainer Action: Break participants into pairs. These can be either individuals seated next to each other or individuals who have not worked together yet. Assign each pair one or more letters of BE DIRECT to explain in their own words as well as to come up with a way to demonstrate what it means. Provide pairs 15 minutes to complete this activity. Call on volunteers until all letters have been explained and demonstrated to the rest of the class. Consider writing down these definitions in a visible location.



Refer to the additional information below for this activity.

- **Be Specific**—Tell your child exactly what you would like him/her to do.
- **Every Command Positively Stated**—Tell your child what you want him/her to do rather than what not to do.
- **Developmentally Appropriate**—Consider the age of the child. Are you asking him/her something he/she is capable of doing at that age?
- **Individual Commands**—Children are better able to carry out one command at a time. If you would like your child to follow multiple commands, it is better to have him/her complete each request before asking the next one.
- **Respectful and Polite**—Treat your child with respect. Remember, you are your child's role model. If you yell or scream your commands or use inappropriate language, it is likely your child will try to copy this behavior in the future or will be less willing to carry out the request.
- **Essential Commands Only**—This is closely related to providing your child with only a few commands at a time. Only provide commands when necessary. Too many commands frequently can make you seem demanding and unreasonable to your child.
- **Choices When Appropriate**—Allow your child options as to how he/she carries out a command or when he/she will complete it. I.e., I would like you to pick up your toys. You may either pick them up now before we visit _____ or after we come back. Which would you like to do? If children feel engaged in the decision making process, they will be more likely to comply with the original request.

- **Tone of Voice Neutral**—It is better to keep your tone even and not to raise your voice. A raised voice may make your child feel like he/she is being threatened, and they are more likely to act defiantly.

“Now that we have discussed what a command is and how to make it effective, let’s consider why they are effective as well as what they look like in action. To do this, we will break up into smaller groups and examine a chart which explains why these rules for effective commands work. You may find this chart in your effective commands note sheet. I will also hand out a chart for you to write down information about your guideline. Remember to summarize the information and put it into your own words.”



Trainer Action: Break the class into smaller groups and assign each group 1-2 of the following guidelines for effective commands. Have them use the following chart to explain the importance of their guideline(s) as well as provide additional examples of the particular strategy. Hand participants a copy of the **Commands Jigsaw Activity** sheet for them to fill out. Remind them that they will have 15 minutes to complete this activity.

Have groups present their findings to the rest of the class in the same order they are listed. Tell participants to fill out their chart with the rest of the guidelines presented on the handout given to each participant, **“The Eight Rules for Effective Commands in Parent-Directed Interaction.”**

TABLE 1: The Eight Rules for Effective Commands in Parent-Directed Interaction*

<i>Rule</i>	<i>Reason</i>	<i>Examples</i>
1. Commands should be <i>direct</i> rather than indirect	<ul style="list-style-type: none"> • Leaves no question that the child is being told to do something. • Does not imply a choice, or suggest the parent might do the task for the child. • Is not confusing for young children. 	<ul style="list-style-type: none"> • Please hand me the block. <i>Instead of</i> • Will you hand me the block? • Put the train in the box. <i>Instead of</i> • Let’s put the train in the box. • Draw a circle. <i>Instead of</i> • Would you like to draw a circle?
2. Commands should be <i>positively</i> stated	<ul style="list-style-type: none"> • Tells child what “to do” rather than what “not to do.” • Avoids criticism of the child’s behavior. • Provides a clear statement of what the child can or should do. 	<ul style="list-style-type: none"> • Come sit beside me. <i>Instead of</i> • Don’t run around the room! • Put your hands in your pocket. <i>Instead of</i> • Stop touching the crystal.
3. Commands should be given <i>one at a time</i>	<ul style="list-style-type: none"> • Helps child to remember the whole command. • Helps parent to determine if child completed entire command. 	<ul style="list-style-type: none"> • Put your shoes in the closet. <i>Instead of</i> • Put your shoes in the closet, take a bath, and brush your teeth.
4. Commands should be <i>specific</i> rather than vague	<ul style="list-style-type: none"> • Permits children to know exactly what they’re supposed to do. 	<ul style="list-style-type: none"> • Get down off the chair. <i>Instead of</i> • Be careful. • Talk in a quiet voice. <i>Instead of</i> • Behave!
5. Commands should be <i>age-appropriate</i>	<ul style="list-style-type: none"> • Makes it possible for children to understand the command and be able to do what they are told to do. 	<ul style="list-style-type: none"> • Put the blue Lego in the box. <i>Instead of</i> • Change the location of the azure plastic block from the floor to its container. • Draw a square. <i>Instead of</i> • Draw a hexagon.

<i>Rule (Cont'd)</i>	<i>Reason (Cont'd)</i>	<i>Examples (Cont'd)</i>
6. Commands should be given <i>politely and respectfully</i>	<ul style="list-style-type: none"> Increases likelihood child will listen better. Teaches child to obey polite and respectful commands. Avoids child learning to obey only if yelled at. Prepares child for school. 	<ul style="list-style-type: none"> <u>Child:</u> (Banging block on table) <u>Parent:</u> (In a normal tone of voice) Please hand me the block. <i>Instead of</i> <u>Parent:</u> (Said loudly) Hand me that block this instant!
7. Commands should be explained <i>before</i> they are given or <i>after</i> they are obeyed	<ul style="list-style-type: none"> Avoids encouraging child to ask “why” after a command as a delay tactic. Avoids giving child attention for not obeying. 	<ul style="list-style-type: none"> <u>Parent:</u> Go wash your hands. <u>Child:</u> Why? <u>Parent:</u> (Ignores, or uses time-out warning if child disobeys) <u>Child:</u> (Obeyes) <u>Parent:</u> Now your hands look so clean! It is so good to be all clean when you go to school!
8. Commands should be used <i>only when necessary</i>	<ul style="list-style-type: none"> Decreases the child’s frustration (and the amount of time spent in the timeout chair) 	<p>(Child is running around)</p> <ul style="list-style-type: none"> Please sit in this chair. (Good time to use command) <i>Instead of</i> Please hand me my glass from the counter. (Not a good time to use a direct command)



Bell, Stephen K. and Eyberg, Sheila. Parent-Child Interaction Therapy: A Dyadic Intervention for the Treatment of Young Children With Conduct Problems



“We just covered a lot of material explaining what a command is and what makes them effective. Let’s take a few minutes to summarize what we have learned before we begin practicing making commands.”

“With the person to your left, come up with the three most important things to remember about using commands.”

Trainer Action: Give pairs four minutes to come up with 3-4 key points. Randomly select pairs to discuss their key points.

Model Response:

- Specific
- Positive
- Give the child time to comply



“Now that we know what a command is and why it is important, let’s practice turning ineffective commands into positive ones. First let’s try a few examples.”



Use this slide for the activity that follows on the next page.

Commands

Practice:

- Stop Running!
- Why don’t we go to bed?
- Your clothes are filthy!
- Hurry up!
- Why are you always late?
- I can’t ever get you to listen!
- Why aren’t you more helpful like your brother?
- No playing in the house!






Trainer Action: Model correcting the first two commands on the slide. Note which of the guidelines for effective commands it contradicts. Let participants know your thought process.



“The first command says stop running. If I am using the word stop it means to not do something. This makes it a negative command. I know that negative commands can make a child feel like he or she is being criticized, so I should make this positive. I could say, I like when you walk in the house. You are so quiet, I can barely hear you. In this case, I am telling the child what the appropriate action is or the behavior I would prefer he or she does.”



“The next command says why don’t we go to bed. This command is confusing because I don’t know what is meant by go to bed. Should I get into the bed? Or does this mean I should do things to get ready for bed? This command is indirect and also vague which can make it confusing for the child to follow. I should give my child specific things to do such as ‘Let’s get your pajamas on and then we can read a book before you go to bed.’ Here I provide specific steps in a certain order as well as providing a preferred activity at the end.”

Trainer Action: Have two volunteers correct the next two commands. Coach each volunteer through the command. Ask why the command is ineffective and how to correct it. Sample responses are provided after each command.

- **Your clothes are filthy!**—Let’s get you in clean clothes and then we can wash these. Can you get the soap please?
- **Hurry up!**—I bet I can get ready before you can!

Trainer Action: In the same pairs as before have participants correct the following commands and then share them with the class. Give each pair five minutes to

make corrections and three minutes to go over these responses as a class. Sample responses are provided after each command.

- **Why are you always late?**—Let's see who can get ready first!
- **I can't ever get you to listen!**—I like how you listened when I asked you to put your shoes on earlier.
- **Why aren't you more helpful like your brother?**—You are so helpful when you pick up your toys before dinner.

Trainer Action: For the last command, have participants individually think about a correction for one minute. After time is called, have participants share their response with their partner. Call on different volunteers for different ways to make the command effective. A sample response is provided after the command.

- **No playing in the house!**—Let's go outside and play tag/dolls/ball/outside!



“Let's take a few more minutes to practice making effective commands. Find a new partner, someone you have not worked with yet. With your partner, I would like you to come up with four ineffective commands. Make sure you know what makes them ineffective. Then I would like for you to come up with an effective version of your command as well as an explanation as to why it is effective. You will have ten minutes to complete this activity after which time we will have pairs provide us with examples.”

Trainer Action: After pairs have completed this activity ask for volunteers to present their ineffective command to the rest of the class. Have volunteers call on other participants to explain why they think the command is ineffective. Volunteers may then provide their corrected command as well as an explanation as to why it is more effective than the original one.



“There are a few key things to remember about effective commands and parent-directed interaction strategies before we move to our last topic for today.

First, always look for ways to praise your child for something he/she has done, not what he/she hasn't. Remind your child of a time when he/she did the desired activity and how proud you were.”

“Second, humor not frustration will go a long way with improving your child's behavior. They are still growing and learning. Keeping these two things in mind will really improve your relationship with your child and your child's behavior.”

“Third, if given too often or used incorrectly, commands can increase discipline problems with a child. Try to use them sparingly.”



“One way to prevent having to make too many commands and therefore increasing the likelihood that your child will not comply, it can be helpful to make house rules. These are rules that everyone in your family will follow. This can be a great way to both manage challenging behaviors and increase positive relationships as your child will always know what is expected of him/her.”

“This leads us right into what we will cover next session, which is what to do when your child does not behave or follow a rules or command.”



Trainer Action: Hand out the **Establishing House Rules** sheet.

“In preparation for next session, we will spend the rest of this session discussing your current practices using commands and setting rules in your house.”

- *What rules do you currently have in place at home?*

- *Why do you have these rules?*
- *How well does your child follow these rules?*
- *Are there any rules you would like to begin implementing?*
- *If yes, what are they and why?*
- *Are there any rules that you may be able to get rid of if you strengthen child and parent-directed interactions?*
- *Is there anything you commonly have trouble getting your child to do?*
- *How will parent-directed interactions help with this?*

Trainer Action: Have participants respond to each question. Depending on time, this may be done as a whole class exercise. In this case, call on volunteers to provide responses. If more time is available, this activity may be completed independently before having volunteers share their responses.

EXPLANATION OF HOME ASSIGNMENT (5 MINUTES)

Trainer Action: Hand out the home assignment. This can either be as a packet or week by week.



“At home this week, consider 4-5 commands you make to your child. What guideline for effective commands did you use? How did your child react? What could you have done differently if your child did not comply? We will discuss any challenges you had with this assignment next session.”

CLOSING: SUMMARIZATION OF KEY POINTS AND CLOSING (10 MINUTES)

Trainer Action: Ask participants the following questions. Try to ask a variety of participants to share their responses. If any responses are not correct, ask other participants to offer support, or ask probing questions to help participant answer the question correctly.



“Take the next five minutes to think about the following questions:”

1. *Why is it important to be clear and consistent when asking a child to do something?*
 - If you are not clear, the child may try to find ways around doing what you ask or become confused and upset. If you are not consistent, the child may become upset if you sometimes enforce a rule but not other times or have different expectations for different individuals.
2. *What is one thing you will try to do differently when issuing a command to your child this week?*
 - **(Responses will vary)**

Trainer Action: Spend the next five minutes selecting participants at random to respond to the following questions.



“Now we will review what we have discussed today.”

1. What is the difference between child-directed and parent-directed interactions?
 - Child-directed interactions focus on strengthening communication and improving relationships while parent-directed interactions emphasize setting boundaries and creating structure for children.
2. What are the eight components to parent-directed interactions? What does each component mean?
 - Refer to the **Effective Commands Note Sheet** for acceptable responses.
3. Is parent-directed interaction effective for only a few developmental ages?
 - No. Setting boundaries for children is effective at any age. However, it is especially important for younger children so that they will continue to exhibit appropriate behavior and actions as they age. Essentially they are learning how to behave the right way.



“Does anyone have any questions about what we covered today?”

Trainer Action: Thank parents for attending and remind them of the time/date for the next session. Answer any lingering questions not answered in class.





Session Five Handouts

- Effective Commands Note Sheet
- Commands Jigsaw Activity
- Commands Practice Sheet
- Establishing House Rules Sheet

Effective Commands

1. Direct (telling, not asking)
2. Positive (what to DO, not stop doing)
3. Single (one at a time)
4. Specific (not vague)
5. Age-appropriate
6. Given in a normal tone of voice (not yelling)
7. Polite and respectful (Please...)
8. Explained before it is given or after it is obeyed
9. Used only when really necessary

Reflection:

Which guidelines am I already using?

Which guidelines do I need to work on?

BE DIRECT

Be specific

Every command stated positively

Developmentally appropriate

Individual commands

Respectful and polite

Essential commands only

Choices when appropriate

Tone of voice neutral

Adapted from S. Eyberg, 2009.

Commands Jigsaw Activity

Directions: Use The Eight Rules for Effective Commands in Parent-Directed Interaction Chart to fill in the chart for your assigned guideline(s). As a class, fill in the missing guidelines.

Guideline(s) Assigned: _____

GUIDELINE(S)	WHY IMPORTANT	NEW EXAMPLES

GUIDELINE(S)	WHY IMPORTANT	NEW EXAMPLES

Commands Practice Sheet

Trainer Model

- **Stop Running!** I like when you walk in the house. (Telling child what appropriate action is, preferred behavior)
- **Why don't we go to bed?** Let's get your pajamas on and then we can read a book before bed. (Specific steps to complete in order to go to bed, preferred activity at end)

Guided Practice - Whole Group

- Your clothes are filthy!
- Hurry up!

Guided Practice - Pairs

- Why are you always late?
- I can't ever get you to listen!
- Why aren't you more helpful like your brother?

Independent Practice

- No playing in the house!

Establishing House Rules

1. What rules do you currently have in place at home?
2. Why do you have these rules?
3. How well does your child follow these rules?
4. Are there any rules you would like to begin implementing?
5. If yes, what are they and why?
6. Are there any rules that you may be able to eliminate if you strengthen child and parent-directed interactions?
7. Is there anything you commonly have trouble getting your child to do?
8. How will parent-directed interactions help with this?

