

Session Four

LIST OF RESOURCES

1. Session Four Trainer's Guide

2. Handouts

- Do Skills, Don't Skills, and the Big Ignore Handout
- PRIDE Rules Handout
- Parent-Child Interactions Chart
- Practice Saying Nice Things
- Eight Guiding Principle for Good Interactions
- Session Five Example Page

3. Resources

- Reflective Listening Formula Sheet
- I Messages Worksheet
- Child-Directed Interaction Skills

RECOMMENDED READING

Aunola, Kaisa, and Jari-Erik Nurmi. "The role of parenting styles in children's problem behavior." *Child development* 76.6 (2005): 1144-1159.

Baumrind, Diana. "Effects of authoritative parental control on child behavior." *Child development* (1966): 887-907.

Session Four: Child-Directed Interaction

OBJECTIVES

Participants will be able to:

- Define child-directed interaction.
- Explain the difference between child-directed and parent-directed interaction.
- Define and explain each “Do” and “Don’t” skill.
- Utilize the PRIDE worksheet to implement child-directed interaction strategies in various settings.

OVERVIEW

For the majority of the time adults spend with children, adults lead with instruction. However, it is important for children to also know that they can direct conversations and play at times. This increases a child’s self-esteem and confidence. This session will provide parents with different techniques for allowing children to initiate conversations and play.

KEY CONCEPTS

- Child-directed interactions show your child you understand.
- Child-directed interactions improve communication between parents and adults.
- Child-directed interactions help boost a child’s self-esteem and improve social skills.

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. What are child-directed interactions?
2. Eight guiding principles of positive child-parent interactions
3. What are Do and Don’t Skills?
4. Components of PRIDE-praise, reflection, imitation, description, enthusiasm
5. Don’t skills and how to correct them-commands, questions, and criticisms

MATERIALS NEEDED

- Parent and Child Directed Interaction PowerPoint
- Projector
- Nametags or cardstock paper
- Flipchart paper
- Markers

TO BE HANDED OUT:

- Eight Guiding Principle for Good Interactions
- Parent-Child Interactions Chart
- Session Five Example Page
- Do Skills, Don't Skills, and the Big Ignore Handout

ACTIVITIES TO ENGAGE PARENTS

- **PRIDE Role Plays**—Participants will have the opportunity to practice each of the PRIDE child-directed interaction strategies whether in pairs or in groups. Each practice activity will be followed by a quick reflection on what went well as well as what to modify or alter.

FREQUENTLY ASKED QUESTIONS

1. Why does my child act “bad” or do things to annoy me on purpose?
 - It is important to remember that children’s brains—and therefore their reasoning skills—take a longer time to develop. Your child is not necessarily doing bad things to be inappropriate or bad, but rather because these activities tend to get your attention more than by not acting out. By praising your child for doing things the right way, your child will associate these activities with getting your attention and will decrease the inappropriate behaviors.
2. Why should I spend time working on child-directed interaction (CDI) strategies? Shouldn’t my child just behave?
 - While CDI strategies may take a while to implement, they are not just for the purpose of improving child behavior. They also help your child develop self-esteem, improve social skills, and develop better communication skills. SO while yes, we would like our children to behave, they need proper guidance and support from parents.

ADDITIONAL READING FOR FACILITATORS

Aunola, Kaisa, and Jar-Erik Nurmi. “The role of parenting styles in children’s problem behavior.” *Child development* 76.6 (2005): 1144-1159.

Baumrind, Diana. “Effects of authoritative parental control on child behavior.” *Child development* (1966): 887-907.

Hoffman, Martin L. “Moral internalization, parental power, and the nature of parent-child interaction.” *Developmental Psychology* 11.2 (1975): 228.

WARM-UP (5 MINUTES)



“Complete the following sentence:

I would describe my relationship with my child as _____ because _____. 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 different strategies improving our relationship with our child by strengthening our communication skills to show we value and care about them. 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 a different activity for each of the five developmental domains we discussed in session three.

1. Who can tell me what the five developmental domains are?
 - SPECS—spiritual, physical, emotional, cognitive, and social.
2. Which domains were the most challenging to do an activity for? What activity did you try? How did your child react?
 - (Responses will vary)
3. Were there any domains you thought were easy to do an activity for? Which domains? What activities did you choose? Why do you think they were successful?
 - (Responses will vary)

CHILD-DIRECTED INTERACTIONS (60 MINUTES)



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



“For the next two sessions we will discuss two different types of interactions between parents and their children. These are child-directed and parent-directed interactions. Although they have different techniques, there are several principles that common to both. We will go over these before focusing on child-directed interactions for the rest of this session.”

“Parent-Child Interaction was originally created in the U.S. in the 1970s to help parents of children with extreme behavioral concerns in a therapy setting. Today, the merits of Parent-Child Interaction are widely recognized in a variety of settings and have been shown to be beneficial in children without a diagnosable behavioral disorder. Contrary to other parenting techniques which tend to focus on disciplining the child or correcting parental behavioral and attitudes, Parent-Child Interaction emphasizes building parent-child relationships and parental responsiveness and understanding that appropriate communication and strengthening relationships are more effective at reducing behavioral problems in the long run. This approach also allows both parents and children to take an active role in the behavior management process. Although most benefit is derived from use with children ages 2-7, studies indicate that the types of strategies taught may be altered to be developmentally appropriate for other ages.”



Parental responsiveness is defined as the extent to which parents use nurturance, affection, involvement, and support in the child rearing process



“Parent-child interaction has two components-those which are parent-directed and those which are child-directed. With child-directed interaction the emphasis is on improving your relationship with your child by praising positive behaviors. The other part is parent-directed which focuses on providing parents with strategies to improve compliance.”

“Parent-Child Interaction is often used with child with diagnosable behavior disorders such as ADHD, Oppositional Defiant Behavior, and Conduct Disorder. With this type of therapy, a therapist observes the parent interact with his/her child and then develops strategies appropriate for their interactions. The strategies we will be discussing over the next few sessions have been adapted from this therapy as they are highly effective and can be used by parents in the home without the assistance of a licensed therapist and with children who may not have behavioral disorders.”

“The key features of Parent-Child Interaction include:

- *Emphasis on changing behaviors of both the child and parent*
- *Emphasis on providing strategies for improving parent-child interactions*
- *No time limit*
- *Based in Baumrind's 3 Parenting Styles including: Authoritarian (high demandingness, low warmth), Permissive (high warmth, low demandingness), and Authoritative (high warmth, high demandingness) which we discussed when learning about the importance of positive parenting. Parent-Child Interaction Therapy focuses on helping parents develop the strategies necessary to be an authoritative parent, one who while warm and respectful of the his/her child also has a high level of mindedness.”*

“These strategies are also easily adapted for use with parents outside of a clinical setting and with children without diagnosed behavior disorders with strategies introduced which are generalizable to interactions with siblings as well as public behavior.”



Sheila Eyberg, <http://pcit.phhp.ufl.edu/>



Hand out the **Eight Guiding Principles for Good Interactions** sheet.



In front of you are eight principles to help you create positive interactions with your child. We will discuss all of them between this session and the next. The principles are as follows...

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





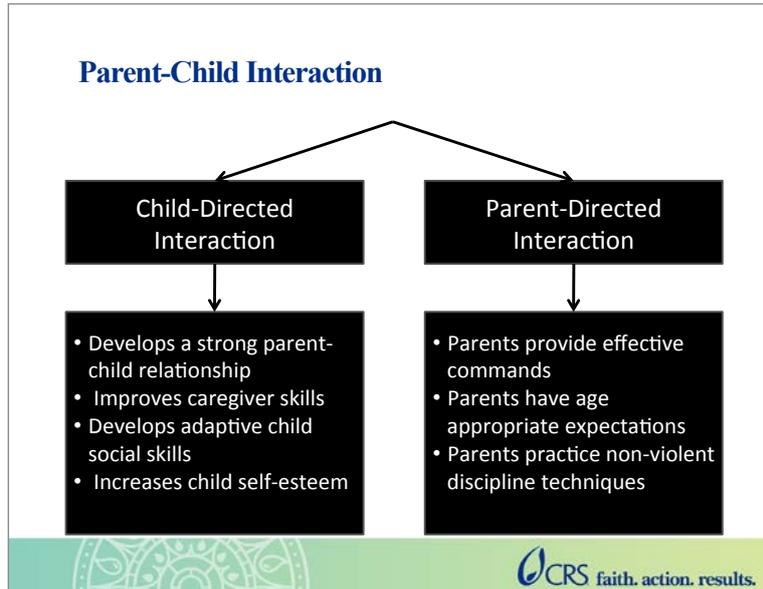
“If you take a look at your handout, you will notice a chart under the principles. It has each principle listed along with a space for you to write in how you will demonstrate or show this principle. Think about this chart throughout the session. We will come back to it at the end of this session.”



Hand out the **Parent-Child Interactions** chart.



This chart will help you see how child directed interactions, the focus on this session, and parent-directed interactions, the focus of next session, fit together under parent-child interactions. We will discuss how both components work together to improve our relationships with our child during our next session.



“Child directed does not mean that the child is in charge of everything he or she does. It means that your child has more responsibility and freedom to explore and sometimes make mistakes. On the other hand, parent directed does not mean that the parent tells the child how to do everything and when to do it. Rather, the parent uses rules as teaching tools to reinforce expectations.”

“Child and parent directed interactions must work together in order for effective communication to develop. Too much of either can cause behavior problems and frustration. It is important to think of both forms of communication as opposite sides of a scale that must remain balanced. When balanced, you and your child will have effective and positive interactions and communication.”

“Next we will focus on different types of child-directed strategies you can use at home.”



Child-directed strategies can be categorized into three types, “Do” skills, “Don’t skills, and the “Big Ignore.” First, we will focus on the “Do” skills.

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




CRS faith. action. results.



“The Do skills can easily be remembered with the acronym PRIDE. An acronym is a word where each letter represents another word. Let’s take a minute to look at what each letter of PRIDE stands for.”

Trainer Action: Read this slide to participants.

PRIDE

- P Praise
- R Reflection
- I Imitation
- D Description
- E Enthusiasm

CRS faith. action. results.



The first letter in PRIDE is P. Here the P stands for the word praise. What does it mean to praise someone? What is a specific action or thing you could say that would show praise for your child?

Praise

Unlabeled praise is nonspecific

- Good!
- That's great!

Labeled praise tells child specifically what is good (handout)

- Thank you for using your indoor voice.

- Increases the behavior it follows
- Increases child's self-esteem
- Increases positive feeling between parent and child

Sheila Eyberg, 2005

 faith. action. results.



Refer to the following slide for model responses.

Trainer Action: Share any bullet points that participants do not mention in their responses.

Praise & Encouragement

- Praise positive social interactions and label them
(e.g. "Nice job sharing the crayons.")
- Model self-praise
- Promote positive self-talk
- Use specific encouraging statements
- Avoid praising only perfection
- Recognize social and academic behaviors that need praise
- Build a child's self-esteem through praise and encouragement

 faith. action. results.



"Praise is most effective when you tell a child a specific thing he/she did that you liked. Remember, it is just as important to give praise and encouragement for attempting or trying to do something rather than only for completing a task."

Trainer Action: Select a volunteer to act as your child. Demonstrate giving your “child” praise.



“How did you know I was giving my child praise? What did you notice?”

Model Response: You told your child specifically what he/she did well, sounded interested, had enthusiasm in your voice, etc.



Trainer Action: Split the class up into pairs. Designate one person to be the parent and one person to be the child. Give participants two minutes to do a quick role play-Praise your child for completing an everyday task, such as completing class work, cleaning the floor, washing dishes, etc. After two minutes, have participants switch roles.

Monitor participants, especially those role-playing the parent and offer specific guidance and support as necessary.



*“Let’s discuss what happened in our role plays. How did it feel as the parent to praise your child? Was it difficult for anyone? **(Responses will vary)** “Did it seem a little silly? That’s ok. The point of this class is to have time to practice some strategies that may be challenging or different from what we’re used to.”*

*“How did it feel when you were the child being praised? Did it make you feel proud or happy that you had accomplished something?” **(Responses will vary)***

“Praise can go a long way in making children feel successful even when attempting things we may think are not important. Remember, if a child feels discouraged he/she is less likely to try again which can cause frustration and later behavior problems.”



Consider using the following resource for additional practice using praise.



Practice Saying Nice Things worksheet—Located in the Session Five folder (soft copy) or the appendices (hard copy).



The next letter in PRIDE is R which stands for reflection. Here reflection means to repeat back what your child says. This shows that you are actively listening to what he or she says. How might reflections help improve parent-child communication?

PRIDE

P	Praise
R	Reflection
I	Imitation
D	Description
E	Enthusiasm



Refer to the following slide for model responses.

Trainer Action: Share any bullet points that participants do not mention in their responses.

Reflection

- Reflections are an important part of parent-child communication. When you reflect what a child says, you are telling your child:
 - that you are listening to your child
 - that you understand what your child is saying
 - that what your child says to you is important
 - that you approve of what your child is saying
- However, just because reflections are important doesn't mean that they are always easy!
 - Sometimes it is hard to know what your child is saying and tough to figure out how to reflect the statement back to him/her.
 - The easiest way to reflect what your child is saying to you is to act like a parrot!
 - The trick? Say the same thing your child said, but use "you" instead of "I".

 CRS faith. action. results.



Consider providing the following sentence starters to help participants with reflective statements:

- *So you feel...*
- *You're wondering if...*
- *It sounds like you...*



Let's look at an example of a reflection and what makes it effective.

Reflection

"Mom, this is a funny thing on top of his head!"

"Yes, his hat is very silly!"

- Allows child to lead the conversation
- Shows that parent is listening
- Shows that parent understands
- Improves and increases child's speech

 CRS faith. action. results.



In certain settings, reflecting can be a challenging concept. If it seems as though participants need additional support, use some of the following resources in addition to the practice example on the next page.



Reflective Listening Formula Sheet, I Messages Worksheet—Both located in the Session Five folder.



Hand out the **Session Five Example Page** to be used with the next set of examples.

Trainer Action: Model examples 1-3 for participants. Emphasize that when reflecting sometimes it is necessary to correct part of a statement a child has made. This is part of the teaching process and is not inappropriate. It is also ok to mimic sounds children make when playing with certain toys especially if they are mimicking the sound that particular object would make if it was real.

Reflection

- Example 1:
 - Child: I didn't like going to school today, I had a math test.
 - Dad: You didn't like school today because you had a math test.
- Example 2:
 - Child: Dolls are for babies. I want to play with the blocks!
 - Mom: You want to play with the blocks. (Don't reflect the inappropriate part!)
- Example 3:
 - Child: (playing with cars on the ground) Vvrrroooooommm! Vvrrroooooommm!
 - Dad: Vvrrroooooommm! Vvrrroooooommm! (It's OK to reflect sounds too!)



Trainer Action: Ask for volunteers to act as the parent in each of the following examples. Provide prompting and feedback as necessary.

Reflection

- Example 4:
 - Child: I'm going to draw the biggest sun ever on this paper.
 - Mom: What would you say?
- Example 5:
 - Child: This play-dough is really sticky; it's all over my hands.
 - Dad: What would you say?
- Example 6:
 - Child: I'm going to build a big castle for my stuffed doggie.
 - Mom: What would you say?
- Example 7:
 - Child: I'm playing with a red bicycle.
 - Mom: What would you say?





“Now we will see what reflective listening sounds like with a real person.”

Trainer Action: Ask for a volunteer to help you model reflecting. Have the volunteer pick a topic to discuss or provide one. For the next one to two minutes, demonstrate how to use reflective language and tell participants to count how many times you use a reflective phrase.

At the end of the role play ask for several participants to share the reflective phrases you used. Offer feedback as necessary if non reflective phrases were selected. Ask participants to note anything that stood out to them about this conversation whether positive or negative. (Note, reflective listening may seem awkward and forced at first for many individuals but will become more natural with practice.)



“Now that we’ve talked about reflection and looked at some examples, let’s practice this technique with our neighbors. With your partner from earlier take turns talking about your day so far for two minutes each. If you are the person who is reflecting, you should reflect approximately 3-4 times during the two minutes. After two minutes, switch roles. Then we will discuss.”

Trainer Action: Monitor partners and provide feedback as necessary. After four to five minutes, ask several pairs to present one of their role plays for the class.



The next letter in PRIDE is I which stands for imitation. Here imitation means to copy, specifically to copy the actions of your child either by doing a task together (cooperative play) or by doing the same task separately (parallel play).



“Why might imitation help improve your relationships with your child? Why is it beneficial?”

PRIDE

P	Praise
R	Reflection
I	Imitation
D	Description
E	Enthusiasm

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Refer to the following slide for model responses.

Imitation

- Doing the same thing as the child
 - *Parallel play*
 - *Cooperative play*
- Lets the child lead
- Teaches parent how to “play”
- Shows approval of child’s activity
- Teaches child how to play with others
 - Sharing
 - Taking turns

Sheila Eyberg

 CRS **faith. action. results.**



Trainer Action: Select two volunteers, one to play the child and one to play the coach. Ask the “child” to act out a play activity. Demonstrate imitation by either copying the actions of the “child” or by asking to play with the “child.” Ask the coach for feedback to demonstrate this person’s role. Discuss how this feedback can help improve your ability to use imitation.

Divide the class into groups of three and assign each person in the group either the role of child, parent, or coach. Explain to participants that they will now practice play imitation. The person playing the child will do an activity or play and the parent will have to follow along with the child. Explain that the role of the coach is to help the parent follow what the child is doing. After one minute, have individuals switch roles and continue. After an additional minute, have participants switch one more time.



“What was challenging when you had to play the parent? Was it difficult to follow the child? What could you have done differently? When playing the child, how did it feel to have someone to play with? Did you experience any frustration if the parent could not follow? Do you think children ever experience this frustration in real life?”

(Responses will vary)



The next to last letter in PRIDE is D which stands for description. Here description means to tell your child exactly what he or she is doing. You are describing or explaining his/her actions.

PRIDE

P	Praise
R	Reflection
I	Imitation
D	Description
E	Enthusiasm

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 **OCRS** faith. action. results.



“Why is description an effective way to help positive communication with your child?”



Refer to the following slide for several model responses.

Trainer Action: Share any bullet points that participants do not mention in their responses.

Description

- Telling the child exactly what he or she is doing
 - “You’re drawing a sun.”
- Lets the child lead
- Shows you are interested and paying attention
- Shows approval of child’s activity
- Models speech
- Teaches vocabulary and concepts
- Holds child’s attention to the task

 **OCRS** faith. action. results.



“When discussing descriptions there are two types: behavioral and informational.”

Trainer Action: Read this slide to participants.

Descriptions

- Behavioral descriptions are also nice because they allow you to expand your child’s vocabulary (you are teaching them lots of words) and interact with your child even he/she is not talking to you (or can’t talk yet because he/she is too little).
- Behavioral descriptions are a little different from informational descriptions. Behavioral descriptions describe what your child is doing with his/her hands or body; informational descriptions tell your child something or provide him/her with education.



 CRS faith. action. results.

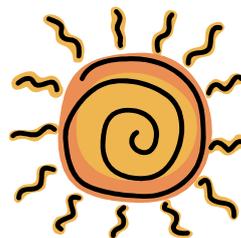
Trainer Action: Use the examples on the following slide to model using both behavioral and informational descriptions to describe a child’s actions. Have participants reference their notes.

Trainer Action: Read this slide to participants.

Remind participants that behavioral descriptions describe *actions*, while informational descriptions provide additional *information*.

Practicing Descriptions

- Child: (drawing a huge sun with a yellow crayon)
- *Behavioral:* You are drawing a picture of the sun with a yellow crayon.
- *Informational:* The sun is very big and very hot and far away from the earth.



Example 1:

Child: (building a tower with blocks)

Mom: You are building a tall tower with colorful blocks.

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 CRS faith. action. results.

Trainer Action: Ask for a volunteer to come up with a response for examples two and three. Use the slide below for a model response.

Have participants work independently to complete examples four and five. For example six they must come up with their own conversation. Remind participants of the difference between behavioral and informational descriptions as needed. Ask volunteers to share their responses. Use the slide below for a model response.

Trainer Action: Read this slide to participants.

Practicing Descriptions

- Example 2:
 - Child: (getting out play-dough from the container)
 - Dad: You are getting out the red, blue, and green play-dough
- Example 3:
 - Child: (stacking blocks on top of each other)
 - Mom: What would you say?
- Example 4:
 - Child: (running toy cars along the ground)
 - Dad: What would you say?
- Example 5:
 - Child: (putting clothes on a baby-doll)
 - Mom: What would you say?

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 **OCRS** faith. action. results.



“Now that we have practiced with written examples, let’s practice this strategy with other people.”



Trainer Action: Select volunteers to act as the child and the coach. Have the “child” act out an activity and model describing what the “child” is doing using both informational and behavioral descriptions.

Have participants split up into the same groups of three as previously used. Assign each member to be either the child, parent, or coach. Explain that the person playing the child will play while the parent will describe what the child is doing whether this is behavioral or informational description. The coach will be responsible for offering suggestions and feedback.

Allow one minute per role, for a total of three minutes or until everyone has had an opportunity to play each role. Monitor groups and offer feedback as necessary.



“What was challenging when you had to play the parent? Was it difficult to narrate what the child was doing?” **(Responses will vary)**



The last letter in PRIDE is E which stands for enthusiasm. Enthusiasm means speaking and doing things in a way so your child knows you enjoy being with him/her.

PRIDE

- P Praise
- R Reflection
- I Imitation
- D Description
- E Enthusiasm**

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 faith. action. results.



“Why is enthusiasm an effective way to foster positive communication with your child?”



Refer to the following slide for several model responses.

Trainer Action: Share any bullet points that participants do not mention in their responses.

Enthusiasm

- Lets child know the parent enjoys being with the child
- Makes the play more fun for both parent and child
- Adds a quality of warmth to the interaction



 faith. action. results.



“Let’s practice using enthusiasm when we speak.”

Trainer Action: Read the first statement listed below demonstrating enthusiasm.



“How did I show that I was enthusiastic about the tower?”

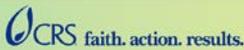
Model Response: Voice went up, sounded excited

“Is enthusiasm always demonstrated with our voices?”

Model Response: No, can also be shown by smiling, proximity to person, light touching on the arm or shoulder

Practice

- That’s a big tower that you’re building.
- Your picture is beautiful.
- You’re drawing a picture of a flower.
- Thank you for putting away your toys.
- You have been listening to Mommy so well!
- Good job following Daddy’s directions.



Trainer Action: Have volunteers demonstrate using enthusiasm for the second and third statement listed. Ask the class for feedback on what the volunteers did that illustrated enthusiasm/anything they could do to improve/make it seem more natural.

Have participants work in pairs practice saying the following three examples demonstrating enthusiasm. Circulate around the room to offer feedback as needed. When participants are finished have them independently come up with an additional two examples.



“Can anyone share one of your examples of using an enthusiasm by saying something you could say to a child? Can someone else give me another example?”

(Responses will vary)

“What was easy about demonstrating enthusiasm? Is there anything you found challenging? Is this something you could try at home?” **(Responses will vary)**



Let's review the parts of PRIDE. Who can tell me what each letter represents?

Trainer Action: Take time to correct any responses that are incorrect.

Child-Directed Interaction

<p>DO</p> <ul style="list-style-type: none"> • Praise • Reflect • Imitate • Describe 	<p>DON'T</p> <ul style="list-style-type: none"> • Give Commands • Ask Questions • Criticize
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- **USE** enthusiasm
- **IGNORE** annoying behavior
- **STOP THE PLAY** for dangerous or destructive behavior

OCRS *faith. action. results.*

Trainer Action: Hand out the **Do Skills, Don't Skills, and the Big Ignore** handout. Go over how to read and use the chart.



Use this chart to help you remember the parts of PRIDE, why they are important, and relevant examples of each.

PRIDE RULES	REASON	EXAMPLES
PRAISE appropriate behavior	<ul style="list-style-type: none"> • Causes your child's good behavior to increase. • Lets your child know what you like. • Increases your child's self-esteem. • Makes you and your child feel good. 	<ul style="list-style-type: none"> • Good job of putting the toys away! • I like the way you're playing so gently with the toys. • Great idea to make a fence for the horses. • Thank you for sharing with me.
REFLECT appropriate talk.	<ul style="list-style-type: none"> • Lets your child lead the conversation. • Shows your child that you are listening. • Shows that you accept and understand your child. • Improves your child's speech. • Increases the amount of talking you do with your child. 	<ul style="list-style-type: none"> • Child: I drew a tree. Parent: Yes, you made a tree. • Child: The doggy has a black nose. Parent: The dog's nose is black. • Child: I like to play with the blocks. Parent: These blocks are fun.
IMITATE appropriate play.	<ul style="list-style-type: none"> • Lets your child lead. • Shows your child that you approve of the activity. • Shows that you're involved. • Teaches your child how to play with others and take turns. • Increases the child's mirroring of the things that you do. 	<ul style="list-style-type: none"> • Child: I put a nose on the potato head. Parent: I'm putting a nose on Mr. Potato Head too. • Child: (drawing circles on a piece of paper). Parent: I'm going to draw circles on my paper just like you.
DESCRIBE appropriate behavior.	<ul style="list-style-type: none"> • Lets your child lead. • Shows your child that you are interested. • Teaches your child concepts or ideas. • Models speech for your child. • Holds your child's attention on the task. • Organizes your child's thoughts about the activity. 	<ul style="list-style-type: none"> • You're making a tower. • You drew a square. • You are putting together Mr. Potato Head. • You put the girl inside the fire truck.
Be ENTHUSIASTIC!	<ul style="list-style-type: none"> • Lets you child know that you are enjoying the time you are spending together. • Increases the warmth of the play. 	<ul style="list-style-type: none"> • Child: (carefully places the blue Lego on a tower). Parent: (gently touches the child's back) You are REALLY being gentle with the toys.

OCRS *faith. action. results.*

 *Now that we have covered “Do” skills or things we should do with our children, we will spend the rest of the class discussing “Don’t” skills or things we should refrain from saying or doing with our children.”*

 Emphasize that parents should not engage children in inappropriate behavior or continue to play with a child if the play activity is dangerous or destructive. Remember, child-directed interaction does not mean that only the child is in charge. It is a balance between the child and the parent and inappropriate or dangerous play is not beneficial to anyone.

 *“Now that we have focused on strategies for creating positive child-directed interactions, let’s discuss some common challenges you may encounter and techniques to overcome these.”*

 *First we will discuss the Don’t rules, these are types of interactions we should stay away from or use positive communication techniques instead.*

Child-Directed Interaction: The Don’t Rules

- No commands
- No questions
- No criticism



 **OCRS** faith. action. results.

 *“Let’s take a few minutes to brainstorm why commands, questions, and criticism are listed under the don’t rules. With the person to your left, come up with an example of each don’t rule and explain why we should not use this rule as parents who are working to improve communication with our children.”*

Trainer Action: Give participants approximately five minutes to discuss all three rules and come up with an example of each. Consider handing out paper and markers for participants to write their ideas on.

 *“The first don’t rule we will discuss is commands. Which pair would like to share an example of a command and explain why it can damage communication with a child?”*



Use the following slide as a model response.



In our next session we will focus on what make a command effective and practice using them.

Trainer Action: Read information not discussed by participants.

The Don't Rules

No Commands

Direct:
Sit here

Indirect:
Could you sit here?

Why no commands?

- *Attempt to lead*
- *Risk negative interaction*





“The next don't rule we will go over is no questions. Which pair would like to share an example of a question and explain why it can damage communication with a child?”



Use the following slide as a model response.

No Questions

Questions ask for an answer

- Open
- Closed

- Often hidden commands
- Take lead from the child
- Can suggest disapproval
- Can suggest not listening





“The last don’t rule we will go over is no criticism. Which pair would like to share an example of a criticism and explain why it can damage communication with a child?”



Use the following slide as a model response.

Trainer Action: Read information not discussed by participants.

No Criticism

- Examples
 - “You’re a bad girl.”
 - “That doesn’t go that way.”
 - No, stop, quit, don’t
- Points out mistakes rather than correcting them
 - “That’s wrong” is a criticism
 - “It goes like this” allows correction without criticism
- Lowers self-esteem
- Creates unpleasant interaction

Trainer Action: Provide participants with either a command, question, or criticism. Explain why it is ineffective and then modeling correcting it.

Have pairs select either command, question, or criticism and role play the correct way to say the same thing. As a hint, have participants consider using PRIDE. Give pairs five minutes total for each to practice.

Call on a few pairs to provide the original command, question, or criticism and then demonstrate how they would turn it into a positive interaction.



*“Let’s take the next ten minutes to fill out one thing we can do as parents to demonstrate each of the eight guiding principles with our children on our **Eight Guiding Principles for Good Interactions** sheet.”*



If short on time, have participants complete this at home in addition to the home assignment.

Trainer Action: Call on a few individuals to explain what they wrote and why.

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, you will try each of the five child-directed interaction strategies (PRIDE) we discussed today. Note how your child reacts and mark down any challenges or successes you have. We will go over this during our 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 are child-directed interactions important?
 - If children are unsure what they will do or know that there is a chance they will not get in trouble for a given activity due to lack of consistently enforcing consequences, they are less likely to behave the way you want them to.
2. What is one child-directed interaction strategy you would like to try this week?
(Responses will vary)

Trainer Action: Spend the next five minutes selecting participants at random to respond to the following questions for review. **(Responses will vary)**



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

1. *What are the five types of child-directed interactions we discussed today?*
 - Rewards encourage a child to do a certain positive behavior while consequences usually deter a child from continuing with a particular behavior.
2. *Provide an example of praise, reflection, etc...*
 - **(Responses will vary)**
3. *Why is time out helpful?*
 - Time out allows both the parent and child time to cool down and remove each other from the presence of the other person. It also allows a child multiple ways and opportunities to comply and carry out the desired activity.
4. *What should you do if your child is engaging in annoying behavior or play activity that is dangerous?*
 - I would ignore the annoying behavior and stop the play activity if it becomes dangerous.



“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 Four Handouts

- Do Skills, Don't Skills, and the Big Ignore Handout
- PRIDE Rules Handout
- Parent-Child Interactions Chart
- Practice Saying Nice Things
- Eight Guiding Principle for Good Interactions
- Session Five Example Page

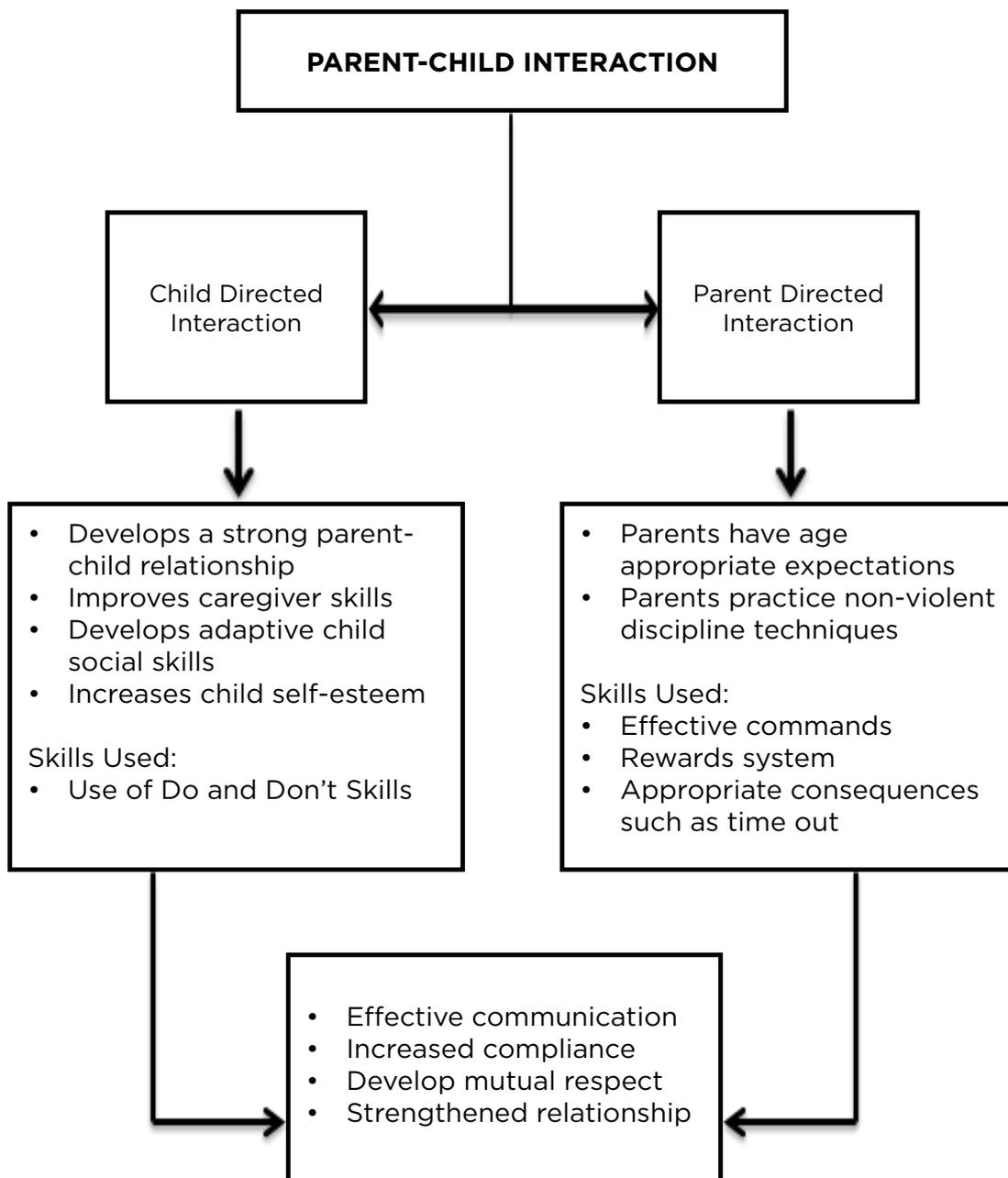
Do Skills, Don't Skills and the Big Ignore

THE DO SKILLS	DESCRIPTION	WHY IT WORKS	EXAMPLES/TIPS
Praise	Tell your child specifically what he or she did well (labeled praise).	Increases child's self-esteem Increases positive behavior	<i>I like it when you wash your dishes.</i> <i>I am proud of you for helping your sister.</i> Remember to offer your child praise even if he/she needs help carrying out a task.
Reflection	Repeating back what your child said	Shows you are listening, that you care Improves child's speech	<ul style="list-style-type: none"> • <i>So you feel...</i> • <i>You're wondering if...</i> • <i>It sounds like you...</i> You can use reflection as a way to correct a child's grammar/speech
Imitation	Copying the actions of your child either by doing a task together (cooperative play) or by doing the same task separately (parallel play)	Helps teach child how to share, take turns Shows child you care Lets child lead	If your child is drawing a picture, either take turns coloring it in, or draw your own copy of your child's picture.
Description	Telling your child exactly what he/she is doing. Two types: Behavioral: what child is doing with hands or body Informational: tells your child something about what he/she is doing	Holds child's attention to task Lets child lead Shows approval of child's activity Teaches vocabulary and other concepts	Behavioral-You are drawing a picture of the sun with a yellow crayon. Informational-The sun is very big and hot and far away from the earth.
Enthusiasm			

PRIDE Rules

PRIDE skills are an important part of Child Directed Interaction.
Below are some reasons why each skill works with helpful examples.

PRIDE RULES	REASON	EXAMPLES
<p style="text-align: center;">PRAISE appropriate behaviors</p>	<ul style="list-style-type: none"> • Causes your child’s good behavior to increase. • Lets your child know what you like. • Increases your child’s self-esteem. • Makes you and your child feel good. 	<ul style="list-style-type: none"> • Good job of putting the toys away! • I like the way you’re playing so gently with the toys. • Great idea to make a fence for the horses. • Thank you for sharing with me.
<p style="text-align: center;">REFLECT appropriate talk.</p>	<ul style="list-style-type: none"> • Lets your child lead the conversation. • Shows your child that you are listening. • Shows that you accept and understand your child. • Improves your child’s speech. • Increases the amount of talking you do with your child. 	<ul style="list-style-type: none"> • Child: I drew a tree. Parent: Yes, you made a tree. • Child: The doggy has a black nose. Parent: The dog’s nose is black. • Child: I like to play with the blocks. Parent: These blocks are fun.
<p style="text-align: center;">IMITATE appropriate play</p>	<ul style="list-style-type: none"> • Lets your child lead. • Shows your child that you approve of the activity. • Shows that you’re involved. • Teaches your child how to play with others and take turns. • Increases the child’s mirroring of the things that you do. 	<ul style="list-style-type: none"> • Child: I put a nose on the potato head. Parent: I’m putting a nose on Mr. Potato Head, too. • Child: (drawing circles on a piece of paper). Parent: I’m going to draw circles on my paper just like you.
<p style="text-align: center;">DESCRIBE appropriate behavior</p>	<ul style="list-style-type: none"> • Lets your child lead. • Shows your child that you are interested. • Teaches your child concepts or ideas. • Models speech for your child. • Holds your child’s attention on the task. • Organizes your child’s thoughts about the activity. 	<ul style="list-style-type: none"> • You’re making a tower. • You drew a square. • You are putting together Mr. Potato Head. • You put the girl inside the fire truck.
<p style="text-align: center;">Be ENTHUSI- ATIC!</p>	<ul style="list-style-type: none"> • Lets your child know that you are enjoying the time you are spending together. • Increases the warmth of the play. 	<ul style="list-style-type: none"> • Child: (carefully places the blue Lego on a tower). Parent: (gently touches the child’s back) You are REALLY being gentle with the toys.



**PRACTICE SAYING NICE THINGS
(LABELED PRAISE) FOR POSITIVE OPPOSITES**

Now it's your turn. Please write-in a good behavior for each problems behavior in the 2nd column and then put a labeled praise for the good behavior in the 3rd column.

PROBLEM BEHAVIOR	OPPOSITE BEHAVIOR	LABELED PRAISE
Disobeying	Minding	Thank you for minding.
Grabbing toys	Asking politely for toys	Good job of asking politely.
Screaming		
Cursing		
Playing "deaf"		
Being bossy		
Talking too much		
Whining		
Throwing toys		
Hitting parent when told no		
Wandering around the room		

Eight Guiding Principles for Good Interactions

1. Show your child you love him/her.
2. Talk to your child. Start a conversation with emotional expressions, gestures, and sounds.
3. Follow your child's lead.
4. Praise and appreciate what your child does.
5. Help your child focus his/her attention and share his/her experiences.
6. Help your child to make sense of his/her word.
7. Help your child to widen his/her experience
8. Help your child to learn rules, limits, and values.

PRINCIPLE	ACTION
I will demonstrate that I love my child by...	
I will start a conversation with my child by...	
I will follow my child's lead by...	
I will show my child that I appreciate him/her by...	
I will help my child focus his/her attention by...	
I will help my child make sense of his/her world by...	
I will help my child to widen his/her experience by...	
I will help my child to learn rules, limits, and values by...	

REFLECTIONS

Tips

Useful sentence starters:

- *So you feel...*
- *You're wondering if...*
- *It sounds like you...*

Trainer Model

Child: "Mom, this is a funny thing on top of his head!"

Parent: "Yes, his hat is very silly!"

In this example, the parent acknowledges what the child said but also helps improve speech by calling the "thing" a "hat."

Example 1

Child: I didn't like going to school today. I had a math test.

Dad: You didn't like school today because you had a math test.

Guided Practice - Whole Group

Example 2

Child: Dolls are for babies-I want to play with the blocks!

Mom: You want to play with the blocks.

Example 3

Child: Playing with toy cars on the ground

Vroooooommm! Vroooooommm!

Dad: Vroooooommm!

Guided Practice - Pairs

Example 4

Child: I'm going to draw the biggest sun ever on this paper.

Mom: What would you say?

Example 5

Child: This play-dough is really sticky; it's all over my hands.

Dad: What would you say?

Example 6

Child: I'm going to build a big castle for my stuffed doggie.

Mom: What would you say?

Independent Practice

Example 7

Child: I'm playing with a red bicycle.

Mom: What would you say?

DESCRIPTION

Tips

Behavior: Describe what the child is doing

Informational: Provide information about the child's action

Trainer Model

Child: Drawing a huge sun with a yellow crayon.

Behavioral: You are drawing a picture of the sun with a yellow crayon.

Informational: The sun is very big and very hot and far away from earth.

Example 1

Child: Building a tower with blocks

Parent: You are building a tall tower with colorful blocks.

Guided Practice - Whole Class

Example 2

Child: Getting out play dough from the container

Parent: You are getting out the red, blue, and green play dough.

Example 3

Child: Stacking blocks on top of each other.

Parent:

Independent Practice

Example 4

Child: Running toy cars on the ground

Parent:

Example 5

Child: Putting clothes on a doll

Parent:

Example 6

Child:

Parent:

ENTHUSIASM

Tips

Think about:

- Tone
- Voice
- Body language

Trainer Model

That's a big tower that you're building.

Guided Practice - Whole Group

Your picture is beautiful.

You're drawing a picture of a flower.

Guided Practice - Pairs

Thank you for putting away your toys.

You have been listening to Mommy so well!

Good job following Daddy's directions.

Independent Practice

Come up with two of your own examples.