





Relationship Enhancement Skills



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

Strategies to Manage Behaviors

Session 6

Skill	Reason	Example
Transitions	<ul style="list-style-type: none"> Provides the child an opportunity to prepare for a change. Allows the child to complete their current activity before switching to another. 	<ul style="list-style-type: none"> “In one more minute it will be my turn to play with the Legos.” “At the end of this TV program, it will be time for bed.”
Compliance Friendly Environment	<ul style="list-style-type: none"> Adjusting your environment to allow for compliance will help set you and your child up for success! With fewer distractions and opportunities for bad behavior, the child will be better able to listen and follow directions. 	<ul style="list-style-type: none"> Keep breakable and/or off-limits items out of reach and out of sight. Keep the play area safe and kid-friendly so that the child can make good choices. Support the child in regulating emotions by setting or changing routines. Child: gets cranky and tired at dinner time. Parent: makes dinner earlier so child can enjoy dinner without being fussy and noncompliant.
Selective Attention: Ignore inappropriate behavior (unless it's dangerous or destructive)	<ul style="list-style-type: none"> Helps child notice differences between your responses to good and bad behavior. Helps parents stay calm. Avoids increasing negative, attention-seeking behavior by only rewarding good behavior with your attention. 	<ul style="list-style-type: none"> Child: (plays roughly with toys) 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!”
Modeling	<ul style="list-style-type: none"> Allows child to know what behavior you want. 	<ul style="list-style-type: none"> “I am putting my toys away gently.” “I am going to slow down and think about what to do next.”
Redirect	<ul style="list-style-type: none"> Gets child to focus on another toy, behavior, or activity without use of strict discipline. Provides opportunity to praise good behavior and create positive interaction. 	<ul style="list-style-type: none"> If the child wants another sibling’s toy, the parent can redirect the child by showing them a different yet equally fun toy. “Wow, I have a space station. It is really fun to get the rockets ready for blastoff.”

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

	<p>Distinguishes between the child as a person and their behavior.</p> <ul style="list-style-type: none"> • 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. • 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. 	<p>with you when you listen." – specific praise</p> <ul style="list-style-type: none"> • "We are building a really tall tower together!" – description w/ enthusiasm! • 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.
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Problem Behaviors and Solutions!

Problem Behavior	Possible Trigger/s	Where/When Manifests?	Possible Strategy
Dawdling/ Lingering	Child stuck in unpleasant activity	Homework Dinner Chores	Break task down Model calming When-Then reinforcers
	Child stuck in pleasant activity (avoiding transition to less pleasant)	Bedtime Get ready for school (transition from cartoons)	Explanation Transitions When-Then reinforcers (get ready for bed= tuck in and read a story) Add “quickly” to Direct Commands
Mealtimes	Avoiding novel or undesired foods	Asked to eat a novel or disliked food	Skills Acquisition Direct Commands with sequence
	Skills deficit Finds environment more interesting (television, games) Negative attention	Poor Manners Getting-up	Rules Change environment (turn off television) When-then (dessert)
Disobey/ Defiance (not trauma related)	Requested to perform an unpleasant activity	Home School Community	Direct Commands with sequence
	Requested to end a self-reinforcing problem behavior	Home School Community	Direct Commands for desired behavior with sequence

Angry/ Aggressive	Not getting what is wanted	Siblings, Peers, Authority	Automatic Removal of Privilege
	Limits		
Screams/ Yells when upset	Things not going their way	Difficult tasks Games (cheating)	Ignore Reinforce appropriate expression of feelings Removal of privilege Acknowledge feelings and teach skills while child is in a calm state
	Not getting what is wanted	Intrusion (won't take space) Demands attention	
Careless/ Destructive with Others' things	Skills deficit	Home School	Natural/Logical Consequences
Interrupts/ Seeks attention	Wants something/needs help	Phones Parent talking with other adults Siblings	Warnings Ignore
Trouble paying attention or overactive	Over stimulating environment Low stimulation activities	Parties Activities Class Homework time	Observe for signs of overstimulation and remove/calm Practice attention (timer and attention breaks)