





# Strategies to Manage Behaviors

PC-CARE

## SESSION 2

Skill	Reason	Example
<p><b>Selective Attention</b></p>  <p>Ignore inappropriate behavior (unless it's dangerous or destructive)</p>	<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>
<p><b>Modeling</b></p> 	<ul style="list-style-type: none"> <li>• Allows child to know what behavior you want.</li> <li>• Helps to correct difficult behaviors by showing child the positive opposite behavior.</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> <li>• Child: (shouting loudly) Parent: (quietly) "I'm going to use my indoor voice."</li> </ul>
<p><b>Redirect</b></p> 	<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>
 <p><b>Calming</b></p>	<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>

## Co-Regulation Techniques

TECHNIQUE	DESCRIPTION
<p><b>Label Feelings</b></p> 	<p>Help your child <b>identify</b> big feelings by labeling your child’s feelings in a neutral tone of voice. For example, “It seems like that really frustrated you,” or “I can see it made you feel sad when . . .”</p>
<p><b>Breathe Together</b></p> 	<p>Calmly take <b>deep breaths</b> so your child can see you practicing self-calming. If it does not make your child more upset, sit next to or hold your child while you breathe deeply so your child can feel the rhythm of breathing.</p>
 <p><b>Body Calming</b></p>	<p>Slowly and rhythmically rub your child’s back, feet, etc, when they are recovered. Connecting like this lets them know that you will be there when they are <b>ready</b> to talk or interact.</p>
<p><b>Back Stories</b></p> 	<p>Tell your child a story while <b>drawing</b> on the top half of your child’s back. For example, draw a circle with rays for the sun, draw triangles for mountains, tap your fingers to walk up the mountain, and brush your hand back forth to make wind. Then, <b>switch places</b> and let your child tell a story on your back.</p>
 <p><b>Music</b></p>	<p>Sing or play relaxing songs. Model how to sing/dance/play an instrument. Your child will learn to use <b>music</b> as an <b>active calming tool</b>.</p>
<p><b>Sensory Activities</b></p> 	<p>Creating a <b>soothing environment</b> can reduce distress. Try lowering lights and turning off noisy toys and devices. Weighted blankets or other objects that children can touch or feel can help them focus and calm down. A cold washcloth over the eyes can <b>reduce</b> visual stimulation and calm an overly stressed system.</p>



Pretend you are holding a ball of Play-Dough.  
**SQUEE-EEZE** it as hard as you can!  
Then, **let it go.**



Make your body **rigid** like a **robot**.  
Then, **relax** your body, like a **ragdoll**.



Pretend you are smelling a beautiful **flower**.  
Then, pretend you are blowing out  
**candles** on a birthday cake.




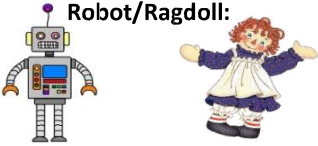



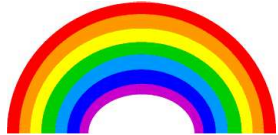

Make your **back** very straight,  
And make your **stomach** very hard,  
So that you can **squeeze** between two trees.  
Then, relax and shake it all out!



**Silly Face Contest!** Make a face:  
A **puffer fish**  
A **turtle**  
A friendly **puppy**  
A goofy **monkey**



**Take a deep breath,**  
and blow into the bubble wand  
while thinking of what you want to say.  
**Your words go into the bubble**  
and float away!

<p><b>Snowman/Puddle:</b></p> 	<p>Make your body <b>tense</b> like a snowman. Then, slowly <b>melt</b> your body down to the ground in a puddle.</p>
<p><b>Robot/Ragdoll:</b></p> 	<p>Make your body <b>rigid</b> like a <b>robot</b>. Then, <b>relax</b> your body, like a <b>ragdoll</b>. Turn it into a game!</p>
<p><b>Flower/Birthday Cake:</b></p> 	<p>Pretend you are smelling a beautiful <b>flower</b>. Then, pretend you are blowing out <b>candles</b> on a birthday cake.</p>
<p><b>Down Dog:</b></p> 	<p>Rest on your <b>hands</b> and <b>knees</b>. Curl your <b>toes</b> under and make an <b>upside-down 'V'</b> with your body. <b>Press</b> through your fingers and your heels. <b>Feel</b> your body <b>stretch</b>.</p>
<p><b>Sit &amp; Breathe:</b></p> 	<p><b>Find a quiet place to sit on the floor.</b> Sit cross-legged, with a straight back, looking at the ground about two feet in front of you. As you breathe, feel the cool air <b>coming into your nose</b>, then feel the warmed-up air <b>going out of your nose</b>. If it helps, count the breaths: <b>one, two, three . . .</b></p>
<p><b>Imagine a Rainbow:</b></p> 	<p><b>Imagine you are walking down a beautiful path.</b> A storm is clearing and you see a <b>rainbow</b>. Stand under it and let its <b>warm, bright light</b> fill you with <b>happiness</b>. You are a rainbow too. <b>Red:</b> You are strong and safe. <b>Orange:</b> You are happy and playful. <b>Yellow:</b> You are proud and confident. <b>Green:</b> You are kind and caring. <b>Blue:</b> You are honest and truthful. <b>Indigo:</b> You are clever and creative. <b>Violet:</b> You are a good friend.</p>
<p><b>Color/Art:</b></p> 	<p><b>Coloring, painting, playing with playdough,</b> and other <b>arts and crafts</b> are also great ways to <b>relax</b>. Focus on what you are making, noticing the colors, the way the materials feel, and the shapes you are forming. Notice how your <b>big emotions</b> get <b>smaller</b> as you create new things.</p>

# Daily CARE!



Child's Name: \_\_\_\_\_

Therapist – Session #: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Date Returned: \_\_\_\_\_

DATE	During 5 Minutes		Throughout the day		
	5-minute Special Play Time!	What toys did you play with?	Circle PRIDE skills used today	List strategies to manage behavior used today	Overall, how was your child today? (circle one)
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹
_____	YES NO		Praise Reflect Imitate Describe Enjoy		☺ ☹

## SPECIFIC SKILLS TO PRACTICE DAILY

### Use your Relationship Enhancement Skills (PRIDE)

**P** Praise!

**R** Reflect!

**I** Imitate and model!

**D** Describe!

**E** Enjoy out loud!

Use "physical positives" such as smiles, eye contact, hugs, kiss, sitting closely

Reduce questions and commands

Avoid "NO", "DON'T", "STOP", "QUIT", & "NOT"

### Use your Strategies to Manage Behaviors

**Transitions** between activities.

**Compliance-friendly environment:** Help child to succeed.

**Ignore** unwanted behaviors that are mild.

**Redirect & Model** appropriate behavior.

**Keep Calm!**

**When-then, if-then, & choices** to encourage compliance.

**Set up Rules.**

**Effective commands:** Praise compliance, remove privilege for non-compliance.

**Redo and hand-over-hand** to practice positive behaviors.

**Recovery** by using PRIDE skills after compliance.

### Increase the behaviors you want to see by using key words:

Unwanted behaviors:	Dawdling, stalling, delaying	Misbehaving at meal times	Disobeying, acting defiant	Acting angry or aggressive
<b>Words to encourage appropriate behaviors:</b>	Quickly Complying (first time) Focusing Right away	Quietly Waiting Hands to self Sitting in seat Using manners Polite words	Good attitude Calmly Following directions Cooperative Complying	Using calming skills Softly Gently Carefully Calmly Thinking things over
Screaming, yelling	Destroying or being rough with things	Provoking others, picking fights	Interrupting, seeking attention	Trouble paying attention, overactive
Using nice words Big boy/girl voice Indoor voice Using calming skills Speaking softly Talking calmly	Safely Calmly Gently Softly Carefully Hands to self	Hands to self Polite words Saying nice things Cooperative Sharing	Letting others talk Listening Waiting Patiently Taking turns	Listening Focusing Concentrating Waiting Patiently