CHILD-ADULT RELATIONSHIP ENHANCEMENT (CARE)

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- CARE derived from evidence-based parenting programs:
  - Helping the Non-compliant child
  - Incredible Years
  - Parent-Child Interaction Therapy
  - Parent Management Training Program—Oregon model
OBJECTIVES

- List the relationship building components of CARE (Qs & Ps)
- Explain the purpose of ignore skills.
- Apply “Minding Your Ps and Qs” in a play situation.
- Describe techniques for giving effective directions.
- Utilize the Broken Record technique.
- Identify strengths and challenges of using the CARE skills
**BENEFITS**

- Practice play-based and child-led relationship-building methods.

- Identify effective methods for giving directions to children and adolescents to increase the likelihood they will listen.

- Utilize strategies for decreasing children’s negative behavior.

- Increase relationship-enhancement techniques through active skills-building.
CARE is...

- Trauma informed
- Need derived
- Generalizable
- Non-clinical population
- Children and teens
- Based on evidence-based parenting programs
CARE includes

1. Relationship enhancement

2. Skills for improving listening and following directions (compliance with adult instructions)
SETTINGS AND GROUPS APPROPRIATE FOR CARE

- Day care settings
- Treatment centers/Residential living facility
- Medical facilities
- Law enforcement agencies
- Child welfare agencies
- Foster parents
- Medical, Mental Health, and Allied Health professionals
- Child Life Specialists
- Child victim advocates
- School settings
- Clergy
- Scout Leaders/Sports coaches
- Etc... - Name some more!
BOTTOM LINE: Anywhere, Anyone interacting with Children
CARE: What it is and What it is not

**ACCURACY:** It utilizes evidenced-based relationship skills to help adults interact with children and teens

- CARE is not a therapy

**UTILITY:** It is not intended to treat significant behavior problems in children and teens

- Children with significant problems may require a referral for therapy.

**RISKS & BASIS OF STATEMENTS:** CARE has no known negative outcomes and is based on over 40 years of research for parenting programs. (see www.pcit.org for references)
Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development.

Child-Adult Relationship Enhancement

- The Importance of
The other letter

- https://www.youtube.com/watch?v=EQ3ePGr8Q7k
Monkey See, Monkey Do

www.youtube.com/watch?v=6doYhDD8kqs
It’s All Fun and Games, Until…

Does it Matter??

- Children See, Children Do
ANATOMY OF A TODDLER'S BRAIN

WHINE CENTER

- Delay Tactics
- Patience Center
- Nextness Center
- Involuntary "Why?" Reflex
- Dirty Word Permanent Storage Area

Barney's Theme Song

TANTRUM CENTER

- Dirt Locator
- Fake Cry Center
- "Why?" Reflex
- Short List of Edible Meals
- Spill Reflex
- Impulse To Contradict
- Embarrassing Questions
- What Time Routines On

ABC's, 123's, Etc.

TANTRUM CENTER

- Arms To Negotiate For Candy
Foster Parent “A”
vs.
Foster Parent “B”
What to AVOID

- Quash the “Need to Lead”
- Quit unnecessary Questions
- Quiet the criticisms (no, don’t, not, stop and quit)

REMEMBER: These “AVOID’s” are not for always, but just some ideas to consider as you work to enhance engagement with children and teens
Quash the Need to Lead

- Gives directives which takes the lead away from the child
- Hidden commands
- Can make the play no longer fun
Quit unnecessary Questions

- Lead conversation
- Makes it appear you aren’t listening
- Sounds like you disagree
- Being critical
Quiet the Criticisms: Quit, no, don’t, not, stop

- Negative talk often increases negative behavior
- Can also create friction
The P’s: What TO DO
3 “P”s to follow the child’s lead

- Praise (Specific)
- Paraphrase
- Point-Out
Specific vs. Vague

**Specific** tells the child **exactly** what you like
- Increases good behavior
- Powerful motivator for change
- Makes you and the child feel good

**Vague** may feel good to the child, but not sure how to get the praise again in the future
Hot or Cold?
PARAPHRASE

- Allows the child to lead the conversation
- Shows the child you are listening
- Shows acceptance
- Increases speech and language development
It’s A Miracle!!!!
POI NT-OUT

- Allows the child to lead
- Shows that you are engaged in the child’s activities
- Can teach concepts or ideas to the child
- Increases the child’s attention to the task
- Organizes the child’s thoughts about the task
- Models appropriate speech
Suggested Toys for Younger Children: Creative/Construction Toys

- Building blocks
- Legos, Duplos,
- Tinker Toys
- Lincoln Logs
- Mr. & Ms. Potato Head
- Dollhouse with miniature people
- Toy farm with animals
- Crayons, Stencils and Paper
- Play Dough & molds
- Small stuffed or plastic animals
- Dishes, pots & pans & play food
- Train Set
- Play garage with cars
LET’S PRACTICE!
(and Have FUN)
Strategic Ignoring
Behaviors to Ignore

- Interrupting
- Baby talk
- Sulks
- Argues
- Brags
- Whines

- Ugly faces/gestures
- Cussing
- Bad Attitude
- Sassing
- Complaining
Behaviors that Can NOT Be Ignored

- Hitting others
- Biting oneself/others
- Kicking others
- Breaking toys on purpose
- Throwing furniture
- Stealing nuclear weapons (just seeing if you were still paying attention)
- Standing on furniture
- School refusal
- Suicidal/homicidal threats
- Doing anything that is dangerous to the child, teen, the adult or others
Choose Your Battles

- **Strategic Ignoring**
  - For attention seeking behaviors
  - *Darkest before the Dawn*: If you’re doing it correctly, the behavior may get worse before it gets better
  - **NEVER** ignore aggressive/violent behavior

- **Positive Opposites**
  - Pay attention to the behavior you want to increase
  - Give a Labeled Praise whenever you see the positive opposite
Giving Good Commands/Instructions: Increasing compliance in children and teens
Who is in charge?

- https://www.youtube.com/watch?v=93aA6rAlUAo&feature=player_detailpage
GIVING GOOD COMMANDS

1. Developmentally or age appropriate (be realistic)
2. Polite and neutral
3. Clear and Direct (TELL)
4. Positively stated
5. Concise (one at a time)
6. Specific
7. Give choices, when appropriate
8. Limit explanations
DON’T RUIN THE NEXT SLIDE…
Follow-Through on Commands

- Guideline for Compliance: 5-second Rule
- Response to Noncompliance
  - Broken Record
  - Ignore
  - Consequence
BROKEN RECORD

One More Cookie
COMMENTS? QUESTIONS?
YOUR NEXT STEPS…
(USE IT OR LOSE IT)
TO DO OR NOT TO DO…