



FAMILY INTERACTION TRAINING



COURSE FOR TRAINERS

ABOUT THIS MATERIALS REVIEW

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ABOUT THIS MATERIALS REVIEW

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ABOUT THIS MATERIALS REVIEW

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WELCOME & INTRODUCTIONS

Please share the following:

- Name
- Discipline

AGENDA

Welcome & Introductions

Material Origins

Module 2: Structuring the Environment to Prevent Misbehavior

- Lesson 6 – Overview of Module 2 Key Concepts
 - Lesson 7 – Establishing Routines and Family Rules
 - Lesson 8 – Giving Clear Directions
 - Lesson 9 – Anticipating Problems, Using Redirection, and Easing Transitions
 - Lesson 10 – Helping Your Child Calm Down
- 



Material Origins

EVIDENCE-BASED
PRACTICES &
PURPOSE

ATTENTION-DEFICIT/HYPERACTIVITY DISORDER

Attention-deficit/hyperactivity disorder (ADHD) is a brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development.

- **Inattention** means a person wanders off task, lacks persistence, has difficulty sustaining focus, and is disorganized.
- **Hyperactivity** means a person seems to move about constantly, including situations in which it is not appropriate.
- **Impulsivity** means a person makes hasty actions that occur in the moment without first thinking about them and that may have high potential for harm.

(National Institute of Mental Health, 2016)

CHALLENGING BEHAVIORS

Children may misbehave for different reasons.

- Sometimes misbehavior comes with strong feelings such as anger, frustration, or excitement
- Children who struggle with controlling impulses or who are hungry, tired, or sick may be more likely to react emotionally



CHALLENGING BEHAVIORS

- Sometimes misbehavior is an intentional choice the child makes to get what they want at the moment
- Sometimes misbehavior is unintentional – the child may forget a rule or direction or just become distracted in the moment
- Children who struggle with attention and focus may be more likely to ignore rules or not think about consequences
 - Stressful events can make it harder for children to control their behavior
 - Examples = family conflict, separations, illness, injury, moving, changing child care, other routine changes

THE APPROACH

The goal of the Family Interaction Training is to combine insights from our clinical experience with what research has shown are the key components of evidence-based practice. This course is based on using a combination of the following techniques with the parents to allow them to master the required skills:

- Incredible Years Parenting Program (IY)
 - Parent-Child Interaction Therapy (PCIT)
 - Positive Parenting Program (PPP)
 - New Forest Parenting Program
- 

ABOUT THE COURSE

Purpose: The purpose of the course is to provide you with information and skills that allow you to help parents learn the Key Concepts and Strategies.

The manual and videos for trainers provide an overview of how to work with parents on each of the strategies. Trainers will view videos with the family to help parents learn each set of skills.



TRAINING STRATEGIES

BEST STRATEGIES
TO USE TO BE AN
EFFECTIVE
TRAINER

TRAINING TECHNIQUES

Based on a combination of techniques with parents to allow them to master the required skills.

- Videos to explain and demonstrate concepts and strategies to parents.
 - Key concept videos present parents with key concepts in each module to explain why the concepts and strategies are important.
 - Strategy videos show interactions of parents and children to demonstrate how to use the strategies/skills.

GENERAL APPROACH TO TRAINING PARENTS

- Following up with parents to ensure understanding
- Talking with parents to see how concepts and strategies may apply to their child and family
- Role playing to observe where parents have strong or weak existing skills and to practice and strengthen skills that need further development
- Developing plans with parents to practice skills at home and then review at the next session to adjust or fine-tune skill use as necessary
- Giving parents handouts, worksheets, and homework materials to reinforce learning and encourage practice

CONSIDERATION FOR TRAINERS

- PRAISE parents:
 - Using the strategies → they will be more likely to keep trying them
 - Give parents the same praise you are teaching them to give their children

CONSIDERATION FOR TRAINERS

- Help parents understand when to use each strategy
- Tailor the intervention to the particular child
- Help them understand why a behavior occurred and help them follow-through with addressing it
 - **Problem solve:** What state of mind is the child in?
 - What state of mind is the parent in?
 - If the child broke a rule, what might make the rule breaking more or less likely?

MONITORING PROGRESS

- Check in with parents:
 - What strategies did they use at home?
 - How did the strategies work?
 - Have there been any changes in behavior?
- Normalize that learning new skills takes time
 - Different families will learn at different paces

STEPS FOR HOMEWORK

- Ask parents if they completed home practice and returned their homework sheet
 - Discuss the homework completed
 - Problem solve any strategies that did not work well
- If they did not practice, problem solve ways to increase the likelihood of practice
 - Need to practice just like an athlete practices their sport
- Are they using the skills at home? Do they see a change in behavior?

COMMON CHALLENGES AND PITFALLS

- Parents may take misbehavior and react emotionally
 - Parent stress → child stress → child misbehavior
- Parents may have unreasonable expectations for their child
- Parents may need extra guidance in accepting child's feelings (instead focusing on how child behaves)
 - Behavior that is an expression of an emotion may not be inappropriate
 - Examples = Label feelings, provide comfort, redirect child, help ease transitions
 - Behavior that is always unacceptable/severe must be addressed immediately with consequences (e.g., time out, removal of privileges)

COMMON CHALLENGES AND PITFALLS CONTINUED...

- Parents may overuse consequences
- Children may want to comply but have trouble following through
 - Structure the environment to help reduce the opportunities for misbehavior
- Parents may question the strategies based on their own family or cultural
 - These strategies have been shown to be effective across different cultures
 - Doesn't tell what behaviors the child should show, but strategies to use to guide the child's behavior

HOW TO ROLE PLAY WITH PARENTS

- Used to help parents practice a skill before using it with their child
 - Explain the importance of practice
 - Model the skill for the parent (parent pretends to be child)
 - This may be awkward for the parent at first
 - Help guide the parent so they understand how to act
 - Model each skill for 2 minutes
 - Debrief
 - The parent should now practice each of the skills
 - Allow for additional time if any skills are particularly challenging
 - Debrief

HOW TO ROLE PLAY WITH PARENTS

- Discuss the plan for home practice
 - When will there be opportunities to practice?
 - What toys and activities will they use?
 - What time of day is best?
 - What do they anticipate will be easy or hard?
- Troubleshoot any obstacles



MODULE 2

STRUCTURING THE
ENVIRONMENT TO
PREVENT
MISBEHAVIOR

IN THIS MODULE

Lesson 6: Overview of Module 2 Key Concepts

Lesson 7: Establishing Routines and Family Rules

Lesson 8: Giving Clear Directions

Lesson 9: Anticipating Problems, Using Redirection, and Easing Transitions

Lesson 10: Helping Your Child Calm Down



KEY CONCEPTS FOR TRAINERS

- During the sessions in this module, you will be training parents to use specific strategies known to help structure the environment to make expectations clear, promote consistency and predictability, and help prevent misbehavior.

LESSON 6:

OVERVIEW OF MODULE

2 KEY CONCEPTS

SESSION OBJECTIVE

Introduce Module 2 Key
Concepts with parents.



KEY TIPS AND CONSIDERATIONS

- Review Module 1 with parents
- Praise the parent on their practice of Module 1 skills and encourage them to continue using them
- Remind parents to continue practicing daily Scheduled Parent-Child Playtime

KEY SESSION CONTENT

- Parents can help children better manage their behavior and get along with others
- Parents can help children manage their behavior with clear and consistent schedules, routines, rules, and directions
- Intervening before behavior problems start can prevent misbehavior
- Strategies that focus on helping children manage feelings can help prevent misbehavior

TRAINER VIDEO LESSON:

Lesson 6: Overview of Module 2 Key Concepts

Trainer Video Lesson 6



SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

• **Handout: Structuring the Environment to Prevent Misbehavior**

FIT MODULE 2:

STRUCTURING THE ENVIRONMENT TO PREVENT MISBEHAVIOR



Key Concepts to Remember:

Parents can help children manage their behavior with clear and consistent schedules, routines, rules and directions

- Consistent daily routines and rules help children understand what is expected of them and what they can expect on a day-to-day basis.

Strategies that focus on helping children manage feelings can help prevent misbehavior

- Parents can teach children how to express all of their emotions from excitement and gratitude to anger and disappointment in acceptable ways.

Intervening before behavior problems start can prevent misbehavior

- To prevent difficult behaviors before they happen it is important to really think about how your child behaves in different situations and at different times

FAMILY INTERACTION TRAINING



COURSE FOR PARENTS

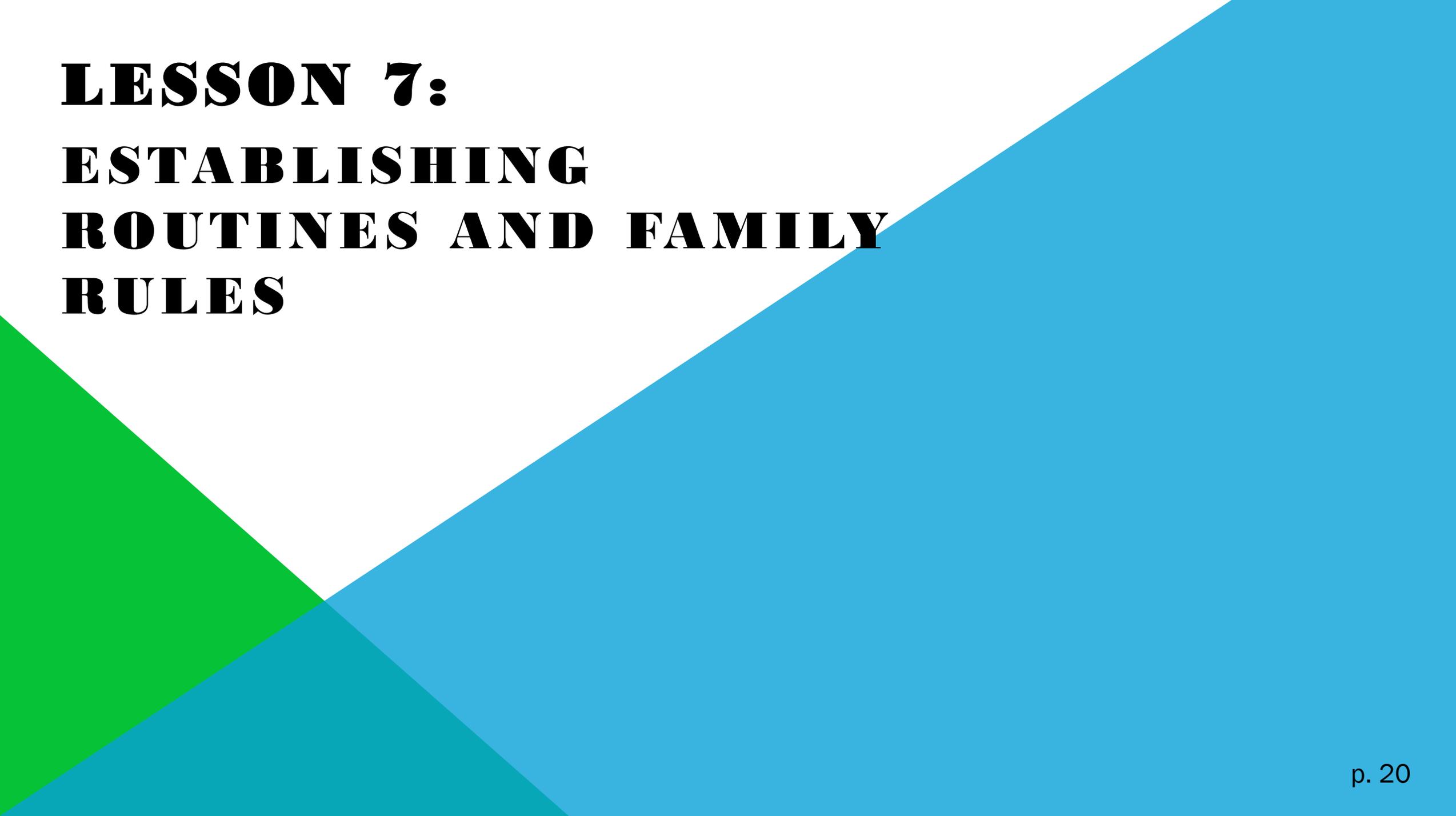
DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 6: Overview of Module 2 Key Concepts



Break Time



LESSON 7:
ESTABLISHING
ROUTINES AND FAMILY
RULES

SESSION OBJECTIVE

To learn and practice using schedules, routines, and family rules. Skills include establishing, explaining, and implementing routines and family rules.



KEY TIPS AND CONSIDERATIONS

- When family rules are implemented, certain behaviors may need to be labeled for a young child to understand when/how they have broken a rule
 - Example: “Be gentle” → a child may need help understanding what is/is not considered “gentle”
- Be sure and limit rules to a few important ones
 - No more than 3 to start
 - Allow for greater consistency

KEY TIPS AND CONSIDERATIONS

- Parents will likely want to know what to do when a family rule is broken
 - Have parent respond as they normally would until discipline strategies are addressed in Module 3
- Parents may have unreasonable expectations for their child
 - They may overestimate their child's abilities – need to be developmentally appropriate
- Homework should be practice, with problem-solving in the next session
 - “How did it go?”

KEY SESSION CONTENT

- Helps provide consistency
 - Daily schedule = events happen in the same order around the same time most day
 - Routine = laying out a plan for each event (bedtime, mealtime, etc.) to help them go more smoothly
 - Family rules lay out expectations of behavior for the entire family (what is expected and what will happen if the rule is not followed)

KEY SESSION CONTENT

- New skills taught in this session include-
 - Establishing routines:
 - Identifying problematic times of day where routines may help
 - Identifying steps for each routine and the order of the steps
 - Creating a visual reminder of the routine
 - Establishing family rules that:
 - Are clear and focus on a few key behaviors
 - Are phrased positively when possible
 - Are clearly explained to the child and other family members

TRAINER VIDEO LESSON:

Lesson 7: Establishing Routines and Family Rules

Trainer Video Lesson 7



SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- **Handout: FIT Parenting Strategy: Establishing Routines and Family Rules**
- **Worksheet:**
 - Family Rules
 - Our Family Rules
 - Family Routines
 - Our _____ Routine
- **Homework: Routines and Family Rules**

FIT PARENTING STRATEGY:

[ESTABLISHING ROUTINES & FAMILY RULES]

Consistent and predictable routines and rules are an important way that parents can structure the environment to help their young children know what to expect and what is expected of them.

- Having a basic order and schedule for most days can help children know generally what will happen during their day.
- Remember to BE CONSISTENT in your daily routine.
- Make routines for specific times of day that are hard, such as bedtime, mealtime, or getting ready for school to help your child manage their behavior during these times.

Remember these basic guidelines to creating effective family rules for young children:

Keep it Simple	Phrase Rules Positively	Clearly Explain the Rules	Have Consistent Follow Through
<i>Limit to a few at any one time.</i>	<i>Rules should state what to do rather than what not to do.</i>	<i>Before using the rules, explain each rule one at a time to your child-</i>	<i>Be consistent and follow through every time the rule is broken. !</i>
<i>Pick the most important behaviors to focus on.</i>	<i>Instead of saying "No hitting, kicking or biting" you may want to say something like "Use gentle hands and feet," or "Keep hands and feet to yourself"</i>	<i>1) what each rule means 2) when you will begin using each rule.</i>	<i>Remember to praise your child when they follow the rules!</i>
<i>Use simple words that are clear and easy to understand.</i>			

SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Establishing Routines and Family Rules
- **Worksheet:**
 - **Family Rules**
 - Our Family Rules
 - Family Routines
 - Our _____ Routine
- Homework: Routines and Family Rules

[FAMILY RULES] WORKSHEET

Behavior: (to be addressed)	Family Rule: (positively stated)

Remember to limit family rules to a few essential ones focused on the most important behaviors to address in your family. Once you have created a few important family rules, re-write them on the next page in a neat list that you can use as a reference when explaining the new rules to your child, and that you can post in your home as a reminder for everyone!

SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Establishing Routines and Family Rules
- **Worksheet:**
 - Family Rules
 - **Our Family Rules**
 - Family Routines
 - Our _____ Routine
- Homework: Routines and Family Rules

OUR FAMILY RULES:

1.

2.

3.

4.

SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Establishing Routines and Family Rules
- **Worksheet:**
 - Family Rules
 - Our Family Rules
 - **Family Routines**
 - Our _____ Routine
- Homework: Routines and Family Rules

FAMILY ROUTINES

Think about your family's daily life and schedule: What are the basic tasks and activities that occur on a "regular" day for your family? List them in the Task/Activity column below. Put a "Y" for yes in the Challenging column for any task or activity that seems stressful or chaotic. For any tasks or activities marked as challenging, mark Y in the routine column if you think a routine would help.

ORDER	TASK/ACTIVITY	Challenging? Y/N	Routine? Y/N
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Establishing Routines and Family Rules
- **Worksheet:**
 - Family Rules
 - Our Family Rules
 - Family Routines
 - **Our _____ Routine**
- Homework: Routines and Family Rules

OUR _____ ROUTINE

TASKS TO BE DONE	DRAW A PICTURE OF TASK
Step 1	
Step 2	
Step 3	

SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Establishing Routines and Family Rules
- **Worksheet:**
 - Family Rules
 - Our Family Rules
 - Family Routines
 - **Our _____ Routine**
- Homework: Routines and Family Rules

Step 4	
Step 5	
Step 6	

SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Establishing Routines and Family Rules
- Worksheet:
 - Family Rules
 - Our Family Rules
 - Family Routines
 - Our _____ Routine
- **Homework: Routines and Family Rules**

[ROUTINES & FAMILY RULES] HOMEWORK

Use this sheet to track your progress at home this week and review with your trainer during the next session.

1. Did you implement any new rules and routines with your child? If so, what were they?

2. Did you explain the rules and routines to your child? How and when?

3. What worked and what did not work?

4. Do you have any questions or ideas about continuing to practice these strategies at home?

DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 7: Establishing Routines and Family Rules





LESSON 8:

GIVING CLEAR DIRECTIONS

SESSION OBJECTIVE

To learn and practice giving
clear directions.



KEY TIPS AND CONSIDERATIONS

- Conduct a role play using the following 4 steps:
 - Explain to the parent what will happen
 - Model skills for parent while they role play a child
 - Role play the child while the parent practices the skills
 - Debrief the role play, offer feedback, and plan for practice at home
- Giving clear directions role play
 - It will take some time for parents to understand– leave enough time for parents to practice
 - Help parents change negative commands (“Stop climbing that”) to more positive commands (“Please put your bottom in the chair”).
 - Make commands clearer and more specific

KEY TIPS AND CONSIDERATIONS

- Be prepared to talk to parents about:
 - Giving children warning statements before giving the child consequences
 - How they will know if the child has followed the direction
 - Children may need a few seconds to comply

KEY SESSION CONTENT

- Giving clear directions can help children understand exactly what they are supposed to do
- Clear directions are:
 - Clear, specific, and given as direct statements
 - Explanations are given before the direction so the direction is the last thing the child hears
 - Given one at a time for tasks the child can accomplish
 - Given in a calm voice, with a neutral expression, and in a polite manner

TRAINER VIDEO LESSON:

Lesson 8: Giving Clear Directions

Trainer Video Lesson 8



SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- **Handout: FIT Parenting Strategy: Giving Clear Directions**
- **Worksheet: Giving Clear Directions**
- **Homework: Giving Clear Directions**

FIT PARENTING STRATEGY:

[GIVING CLEAR DIRECTIONS]



Here are some take-home tips for giving clear directions to your child:

BE CLEAR, SPECIFIC AND DIRECT

Just like with praise and rules, directions should be clear and specific so that children understand exactly what you expect them to do.

- Instead of saying "Be nice!" be clear and say *"Please use gentle hands with your brother."* or *"Please take turns with the toys"*
- Instead of suggesting "Let's get ready for bed" be specific and say *"Please put your pajamas on."*
- Instead of asking "How about we clean up these trains?" be direct and say *"Please put the trains away in their basket"*

GIVE DIRECTIONS ONE AT A TIME

Break down complex directions ("Clear your dishes, go get your backpack, and put on our shoes for school") or general directions ("Clean your room") into individual tasks and give simple directions one at a time for these tasks.

- Instead of "Clean your room", try *"Please put the toys away in their bins."* Then when your child is done. *"Please put the clothes in the laundry basket"*, and so on.

BE CALM, NEUTRAL & POLITE models respect for children—they learn from you.

- Calm voice tone, neutral facial expression, and saying "please" are all ways to do this
- Example: *"Please use an inside voice"*

GIVE EXPLANATIONS to help children understand why they are being given a direction. Pair directions with simple explanations like this:

- *"Now that you are finished with your breakfast, please clear your dishes"*
- *"It's time to get ready for school now, please go get your backpack."*
- *"I don't want you to get hurt. Please keep your feet on the floor"*

FOLLOW UP WITH PRAISE to encourage your child to keep following directions in the future.

- *"Thank you for doing what I asked right away".*
- *"I like the way you put the toys away so we can have dinner".*

SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Giving Clear Directions
- **Worksheet: Giving Clear Directions**
- Homework: Giving Clear Directions

[GIVING CLEAR DIRECTIONS] WORKSHEET

Correct these directions to make them direct, specific, and polite:

Instead of "Don't touch that!" You could say:

Instead of "How about you sit in your chair?" You could say:

Instead of "Let's get ready!" You could say:

Instead of "No more toys...it's bedtime" You could say:

Instead of "Let's put your hat on...it's cold outside" You could say:

Instead of saying "Let's take your muddy shoes off" You could say:

Instead of saying "Let's be gentle with the baby" You could say:

SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Giving Clear Directions
- Worksheet: Giving Clear Directions
- **Homework: Giving Clear Directions**

[GIVING CLEAR DIRECTIONS] HOMEWORK

List 5 examples of times you used the clear directions strategy.

Note what direction you gave and any observations you made about how it felt, and how your child responded:

1. _____

2. _____

3. _____

4. _____

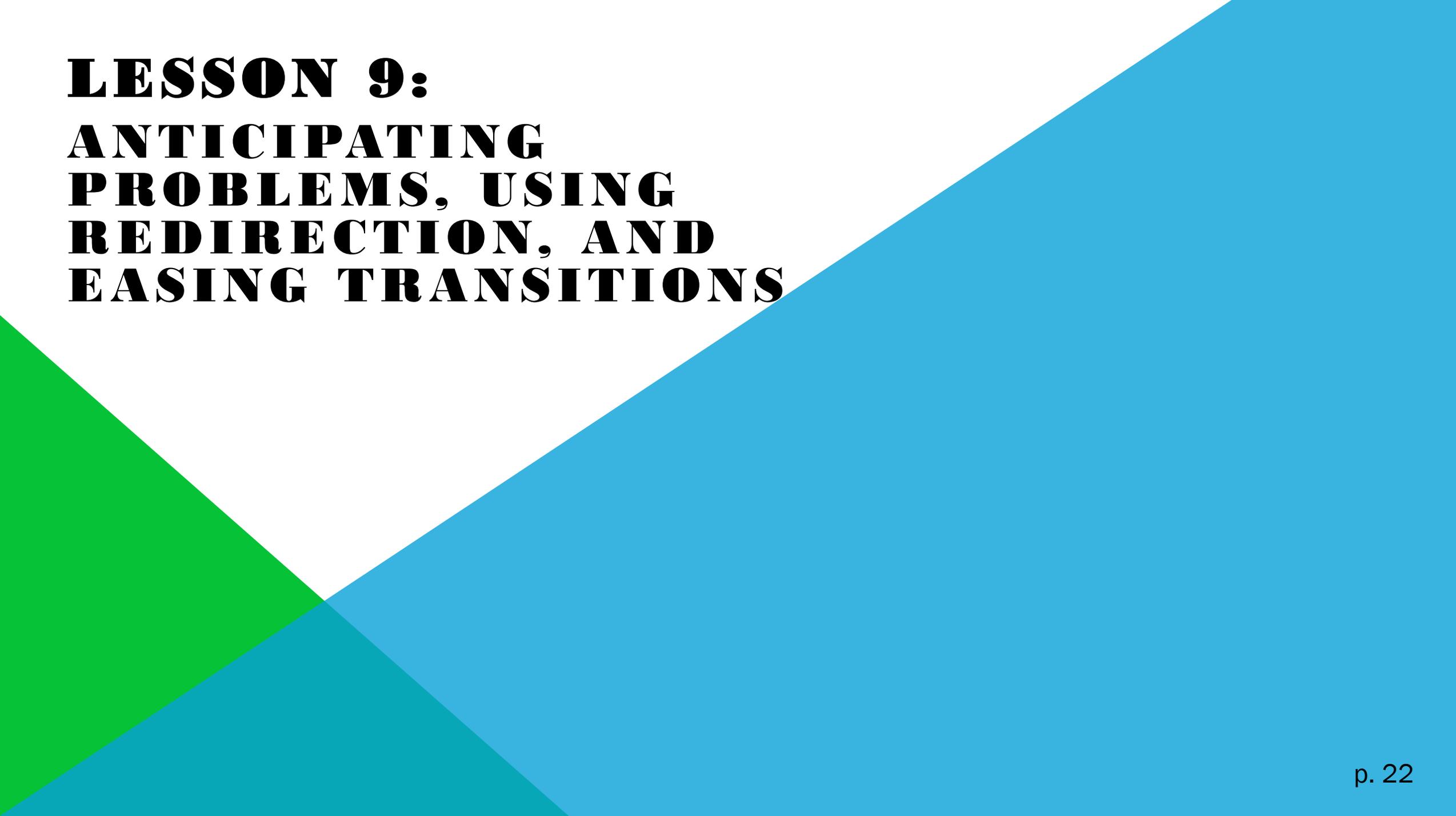
5. _____

DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 8: Giving Clear Directions



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**LESSON 9:
ANTICIPATING
PROBLEMS, USING
REDIRECTION, AND
EASING TRANSITIONS**

SESSION OBJECTIVE

To learn and practice easing transitions, anticipating problems and planning ahead, using redirection, and providing choices.



KEY TIPS AND CONSIDERATIONS

- Use redirection before a problem behavior occurs (not once the behavior has started)
 - If the problem has already started, use active ignoring or another consequence
 - Encourage parents to be consistent
- You can generate situations with a parent that are commonly challenging for young children
 - Cleaning up
 - Being told they cannot do or have something
 - Unanticipated changes in routine
 - Having to wait

KEY SESSION CONTENT

- Parents can help prevent problem behaviors by using strategies to make situations easier:
 - Easing transitions by giving your child a heads up or time warnings
 - Planning ahead – anticipate what the child may need ahead of time
 - Using redirection – giving a clear direction to do something different or distracting the child to a different activity before a situation turns into a problem behavior
 - Providing choices when appropriate:
 - Limit the choices to those that are ok (no matter what the child chooses)
 - Be clear about if it is a choice or a direction (would it be ok if the child says no?)

TRAINER VIDEO LESSON:

Lesson 9: Easing Transitions/Planning Ahead Using Redirection/
Providing Choices

Trainer Video Lesson 9



SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- **Handout: FIT Parenting Strategy: Easing Transitions, Planning Ahead, Using Redirection, and Providing Choices**
- **Worksheet: Easing Transitions, Planning Ahead, Using Redirection, and Providing Choices**
- **Homework: Easing Transitions, Planning Ahead, Using Redirection, and Providing Choices**

FIT PARENTING STRATEGY:

[EASING TRANSITIONS, PLANNING AHEAD, USING REDIRECTION, AND PROVIDING CHOICES]



Using these strategies during difficult times can help prevent problem behaviors. And always remember to use praise and other positive attention for appropriate behavior!

EASING TRANSITIONS

- Change and transitions are often difficult for children.
- Give a "heads up" or time warning that a change is coming. "It will be bedtime soon. You have 5 more minutes before it will be time to clean up."

PLANNING AHEAD

- Long waits or other activities where there is little for a child to do are often difficult. It helps to plan ahead for what your child may need.
- Bring a small toy, activity, or snack when you know your child may get bored, hungry, or tired.
- Find some jobs or tasks your child can do while running errands or while you need to make dinner or do another chore. "Help me find the bananas." "Count 3 apples for me." "See if you can find your shirts in the laundry!"

REDIRECTION

- It's easier to redirect and change a child's behavior than to stop it once it has started. Rather than telling kids "no," tell them what you want them to do instead.
 - If you see your child seems to want to throw hard blocks, direct them to a toy that can be thrown like a soft toy or ball or show them how to stack the blocks.
 - If something needs to be taken away or an activity ended, distract them with a different toy or the next activity, or let them know about something that coming next.

PROVIDING CHOICES

- Parents can help support children's development and decision-making ability and reduce conflict by letting their child have choices when possible.
- Limit choices to two for young children. "Do you want your red shoes or your boots?" "Do you want your sandwich cut in half or in triangles?"
- Only provide your child with choices that you can live with – no matter what choice your child may make!

SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Easing Transitions, Planning Ahead, Using Redirection, and Providing Choices
- Worksheet: Easing Transitions, Planning Ahead, Using Redirection, and Providing Choices
- **Homework: Easing Transitions, Planning Ahead, Using Redirection, and Providing Choices**

[EASING TRANSITIONS, PLANNING AHEAD, USING REDIRECTION, AND PROVIDING CHOICES] **HOMEWORK**

Use this sheet to track your progress at home this week and review with your trainer during the next session.

1. What situations did you use the strategies in?

2. What happened?

3. What skills did you try?

4. What worked and what did not work?

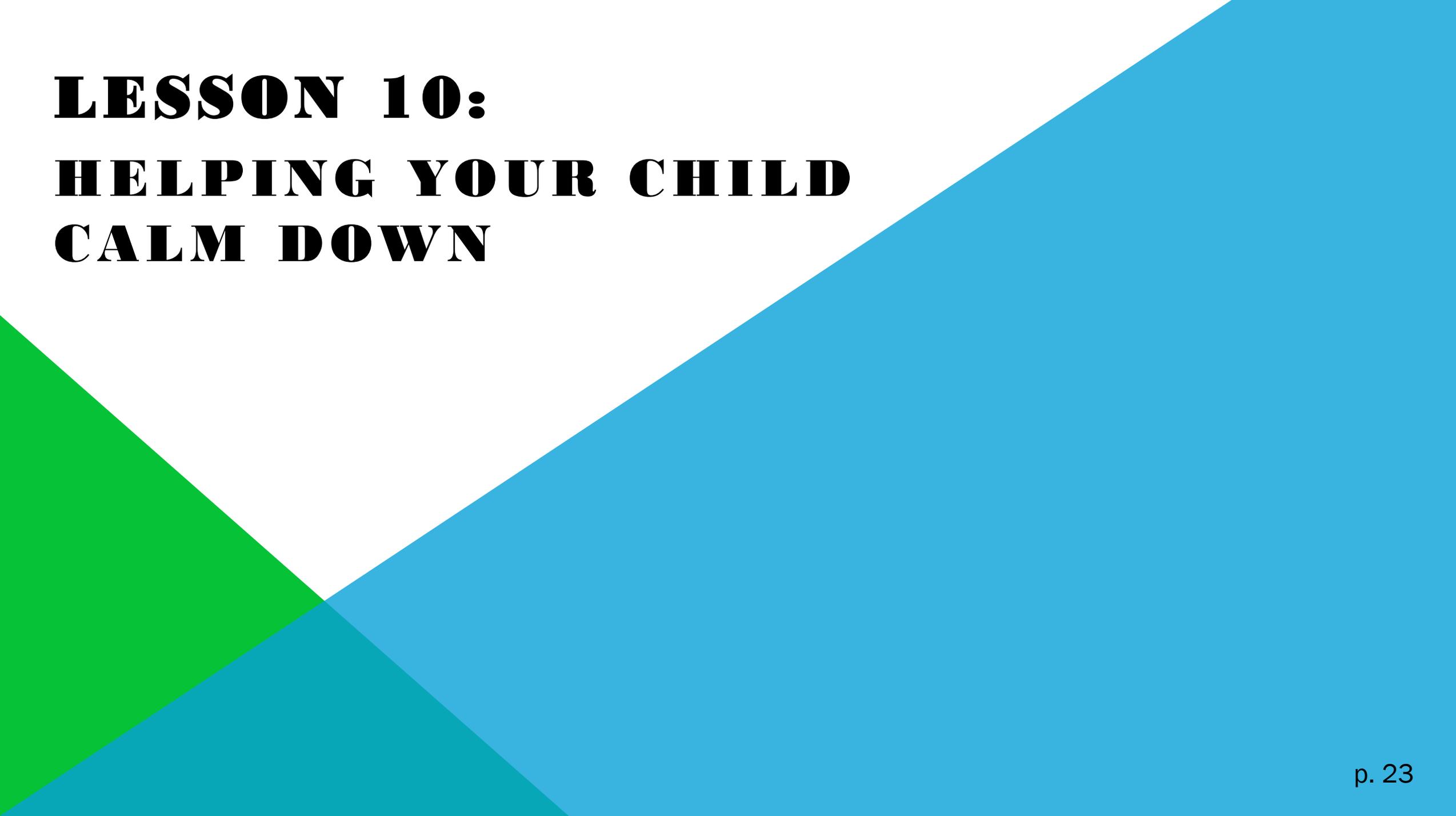
DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 9: Easing Transitions/Planning Ahead Using Redirection/
Providing Choices

Break Time

The logo features the words "Break Time" in a brown, cursive script font. The text is enclosed within a circular border of the same color. A thick, dark brown diagonal line crosses the entire graphic from the bottom-left to the top-right, passing through the middle of the text and the circle. The logo has a slight drop shadow.



LESSON 10:
HELPING YOUR CHILD
CALM DOWN

SESSION OBJECTIVE

To learn and practice strategies to help children identify, understand, and manage their emotions. Skills include identifying and labeling emotions, providing comfort, and modeling and cueing children to use calming strategies.



KEY TIPS AND CONSIDERATIONS

- Share situations that are commonly challenging for young children
 - These will be similar to the content covered in Lesson 9

KEY SESSION CONTENT

- Young children are still developing the ability to manage strong feelings and the behaviors that often come with them.
- Strategies covered in this session include:
 - Anticipating difficult times when children are prone to meltdowns or tantrums and providing extra support during those times
 - Labeling feelings to help children learn to identify and understand their feelings. This will help them use their words, rather than behaviors, to express what they are feeling.
 - Provide comfort and reassurance when appropriate
 - Teaching children ways to calm down

TRAINER VIDEO LESSON:

Lesson 10: Helping Your Child Calm Down

Trainer Video Lesson 10



SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- **Handout: FIT Parenting Strategy: Helping Your Child Calm Down**
- **Worksheet: Helping Your Child Calm Down**
- **Homework: Helping Your Child Calm Down**

FIT PARENTING STRATEGY:

[HELPING YOUR CHILD CALM DOWN]



Here are some strategies to support your young child and help prevent and manage difficult behaviors like meltdowns and over-excitement.

ANTICIPATE DIFFICULT TIMES

- Think about places and situations and times that may have triggered problem behaviors and meltdowns.
- Are they are tired, hungry or over-excited?
- Respond in a way that fits your child's need at that time:
- Options include giving a snack or activity, providing extra closeness and comfort, offering breaks from activities or stimulating interactions. You can also give a heads up about transitions or use redirection.

LABEL FEELINGS

- Labeling feelings helps young children learn to identify, understand, and begin to manage their emotions. They can then use their words to express their feelings rather than their behaviors. You can help them develop an emotional vocabulary to of words like happy, sad, mad, worried, frustrated, excited, etc.

COMFORT AND REASSURE

- Providing physical comfort and reassurance can help young children calm down. Sometimes your young child's emotions will just feel overwhelming. Picking them up, giving a hug, humming or singing to them, or even just sitting close can help. Remember to stay calm yourself.

TEACH CALMING DOWN

- Model strategies you use to calm down/feel better. This may be taking deep breaths, going to a calm quiet place for a break, listening to music, or doing a soothing activity. Your child will learn a lot by watching how you stay calm when faced with difficult situations and emotions. You can also cue them to use these strategies – and praise them for doing so!

SUPPLEMENTAL MATERIALIA

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Helping Your Child Calm Down
- **Worksheet: Helping Your Child Calm Down**
- Homework: Helping Your Child Calm Down

[HELPING YOUR CHILD CALM DOWN] WORKSHEET

What tasks, activities, situations or times of day are hard for your child? List them in the Situation/Activity column below. List what warning signs suggest your child is finding it harder to cope? In the third column, identify what you think your child is feeling, a way to label that emotion for your child, and strategies you can try. You can also identify acceptable ways are to express that emotion in your family.

Situation or Activity	What are my child's warning signs?	1) What is my child feeling? 2) How would I label that emotion? 3) What calming strategy can I try?
		1) 2) 3)

SUPPLEMENTAL MATERIA

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Helping Your Child Calm Down
- Worksheet: Helping Your Child Calm Down
- **Homework: Helping Your Child Calm Down**

[HELPING YOUR CHILD CALM DOWN] HOMEWORK

Use this sheet to track your progress at home this week and review with your trainer during the next session.

1. Did you use the strategies to help your child calm down this week? What were the situations?

2. What strategies did you try?

3. What happened? What worked and what did not work?

DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 10: Helping Your Child Calm Down



POST-ASSESSMENT

We will now complete the post-assessment measures

Please take your time and ask any questions you may have



FOLLOW-UP

In 3 months, we will contact you again

Please update your contact information if it changes in this time



PAYMENT

Before you go, we need to pay you!

You will receive an Amazon gift card in your email

Thank You!



REFERENCE

National Institute of Mental Health. (2016). Attention-deficit/hyperactivity disorder. Retrieved from <https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml>