Relationship Enhancement

*P*R*I*D*E*

Rule	Reason	Examples
PRAISE appropriate behavior	• causes the behavior to increase • lets the child know what you like • increases child's self-esteem • adds to warmth of the relationship • makes both parent and child feel good!	• That's terrific counting! • I like the way you're playing so quietly. • You have wonderful ideas for this picture. • I'm proud of you for being polite. • You did a nice job on that building. • Your design is pretty. • Thank you for showing the colors to me.
REFLECT appropriate talk	• allows the child to direct the conversation • shows child you're really listening • demonstrates acceptance and understanding of child • improves child's speech • increases verbal communication	• Child: I made a star. Parent: Yes, you made a star. • Child: The camel got bumps on top. Parent: It has two humps on its back. • Child: I like to play with this castle. Parent: This is a fun castle to play with.
IMITATE appropriate play	• lets child lead • approves child's choice of play • shows child you are involved • teaches child how to play with others (e.g., basis of taking turns) • tends to increase child's imitation of what you do	• Child: I'm putting baby to bed. Parent: I'll put sister to bed, too. • Child: I'm making a sun in the sky. Parent: I'm going to put a sun in my picture, too.
DESCRIBE appropriate behavior	• allows child to lead • shows child you're interested • teaches concepts • models speech • holds child's attention • organizes child's thoughts about play	• That's a red block. • You're making a tower. • You drew a smiling face. • The cowboy looks happy.
ENTHUSIASM	• Demonstrates interest in child • Models appropriate positive emotions • Supports positive statements • Strengthens positive relationship	• "Wow!" • "That's great!" • "That's super"

Rule	Reason	Examples
IGNORE inappropriate behavior (unless it's dangerous or destructive) a. Avoid looking at child, smiling, frowning, etc. b. be silent c. ignore every time d. expect behavior to increase at first	• avoids increasing bad behavior • decreases some behaviors • helps child notice difference between your responses to good and bad behavior	• Child: (sasses parent and picks up toy) Parent: (ignores sass; praises picking up) • Child: (hits parent) Parent: (GAME STOPS. This can't be ignored.)
AVOID giving commands	• doesn't allow child to lead • can cause unpleasantness • child obedience will be taught later	**indirect** • Will you hand me that paper? • Could you tell me the alphabet? **direct** • Look at this. • Please tie your shoe. • Come here.
AVOID asking questions	• leads the conversation instead of following • many are commands or require an answer • may seem like you aren't listening or disagree with child	• That's a blue one, right? • What color is this? • Are you having fun? • You want to play with the wastebasket?
AVOID criticizing	• doesn't work to decrease bad behaviors • often increases the criticized behavior • may lower the child's self-esteem • creates an unpleasant interaction	• You're being naughty. • I don't like it when you talk back. • Don't scribble on your paper. • No, honey, that's not right. • That design is ugly.

AVOID

NO DON'T STOP QUIT NOT

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