

Child-Adult Relationship Enhancement (CARE)

**CHILD-ADULT
RELATIONSHIP
ENHANCEMENT (CARE)**

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TDMHSAS- Regional Intervention Program (RIP)

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RIP is a nationally recognized behavior training program for:

- families of preschool children...
- with behavioral and developmental challenges

RIP is about families helping families

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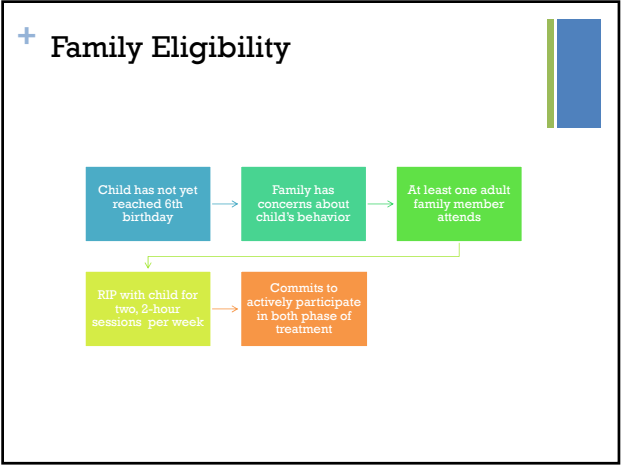
Where is RIP located?

WEST TENNESSEE	MIDDLE TENNESSEE	EAST TENNESSEE
Memphis University of Memphis 901-678-5258	Nashville TDMHSAS 615-963-1177	Cleveland Volunteer Behavioral Healthcare System 423-339-6781
	Clarksville Centerstone 931-920-2347	Johnson City Frontier Behavioral Health 423-232-4211
	Columbia Centerstone 931-490-1556	Kingsport Frontier Behavioral Health 423-294-1020
	Smyrna Volunteer Behavioral Healthcare System 615-890-4622	Knoxville McQuade Center 865-523-8695 Ext. 1125

TN Department of Mental Health & Substance Abuse Services | **rip**

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Messer, Gurwitch, Boat, Olafson, Dougherty, Warner-Metzger, Putnam, Connelly, Thieken, & Sharp (2017)



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- ### + Why Families Come to RIP?
- Here are a few of the many reasons families come to RIP:
 - Aggression
 - Destruction of property
 - Non-compliance
 - Running from adults
 - Separation anxiety
 - Tantrums
 - Behavioral troubles at school
 - Mealtime problems
 - Bedtime and sleeping issues
 - Inappropriate language
- Any Behavior of Concern to the Family

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+ A Parent's Perspective

"When we didn't know what to do next, RIP gave us a plan, a guide. Not only has RIP helped us now, but it's given [us] a grasp on strategies our family needs for life."

- RIP Parent/Graduate

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+ OBJECTIVES

- What is CARE?
- Why is Play important
- List the relationship building components of CARE (Qs & Ps)
- Apply “Minding Your Ps and Qs” in a play situation.

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+ ACKNOWLEDGEMENTS

CARE Development Team	CARE in the Classroom Team
<ul style="list-style-type: none"> ■ Erica Pearl Messer, PsyD ■ Robin H. Gurwitch, PhD ■ Christina Warner-Metzger, PhD ■ Barbara Boat, PhD ■ Erna Olafson, PhD ■ Susan Dougherty, PhD ■ Frank Putnam, MD ■ Lisa Connelly ■ Lacey Thieken ■ Debbie Sharp 	<ul style="list-style-type: none"> ■ Robin H. Gurwitch, PhD ■ Christina Warner-Metzger, PhD ■ Erica P. Messer, PsyD ■ Joshua Masse, PhD ■ John-Paul Abner, PhD

- CARE derived from evidence-based parenting programs:
 - Helping the Noncompliant Child
 - Incredible Years
 - Parent-Child Interaction Therapy
 - Parent Management Training Program—Oregon Model
 - Your Defiant Child/Teen

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+ CARE is...

- Trauma informed
- Need derived
- Brief modification of Parent Management Training (PMT)
- Generalizable
- Non-clinical population
- Children and teens

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+ 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
 - After the workshop, you may use these skills directly with the families you serve one-on-one
- **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)

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+ 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.

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+ 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!

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BOTTOM LINE:
 + Anyone, Anywhere
 interacting with Children

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Young children experience their world as an **environment of relationships**, and these relationships affect virtually **all aspects of their development.**



National Scientific Council on the Developing Child (2004). *Young Children Develop in an Environment of Relationships: Working Paper No. 1.* Retrieved from www.developingchild.harvard.edu

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+ Reasons Why Children May Present with Behavior Problems

- Attention/Connection
- Trauma and/or stress in their lives
- Grief
- Attention Deficit Hyperactivity Disorder (ADHD)
- Developmental or Intellectual disabilities
- Mental health issues (e.g., oppositional defiant disorder, anxiety disorder, conduct disorder, PTSD)
- Bullying
- Poor role modeling

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+ Child-Adult Relationship Enhancement

- The Importance of



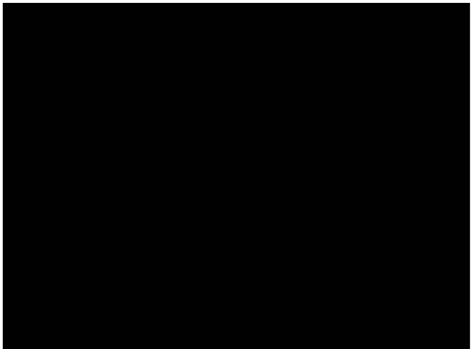
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The Power of Vicarious Learning (Monkey See, Monkey Do)

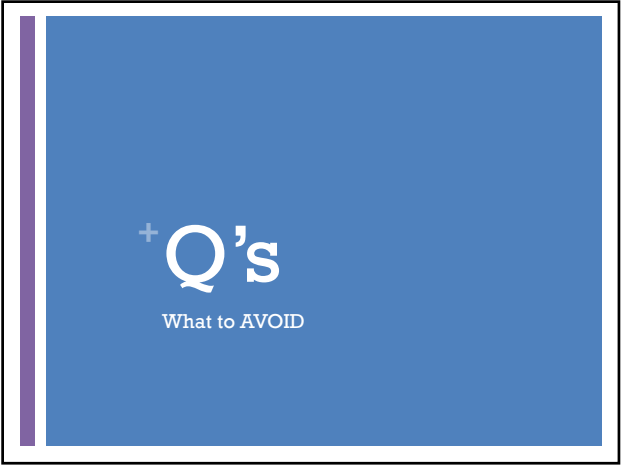


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Parent "A"

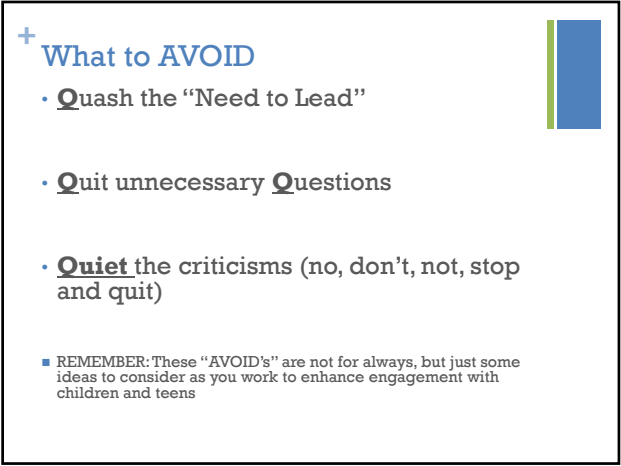


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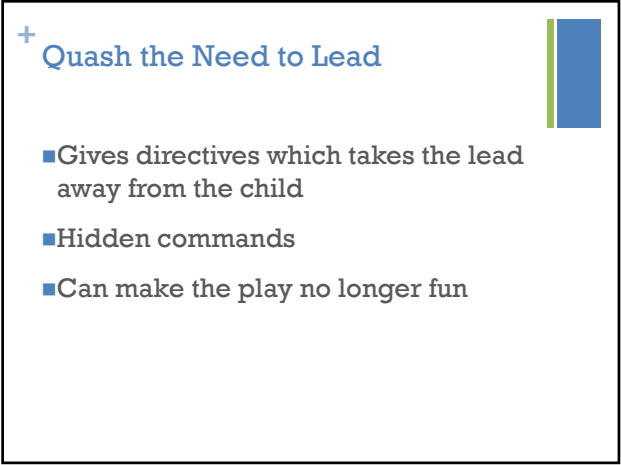
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Seven horizontal black lines for writing notes.



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Seven horizontal black lines for writing notes.



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Seven horizontal black lines for writing notes.

+ Quit Unnecessary Questions

- Lead conversation
- Makes it appear you aren't listening
- Sounds like you disagree
- Being critical


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+ Quiet the Criticisms: Don't, Stop, Quit, Not

- Negative talk often increases negative behavior
- Can also create friction

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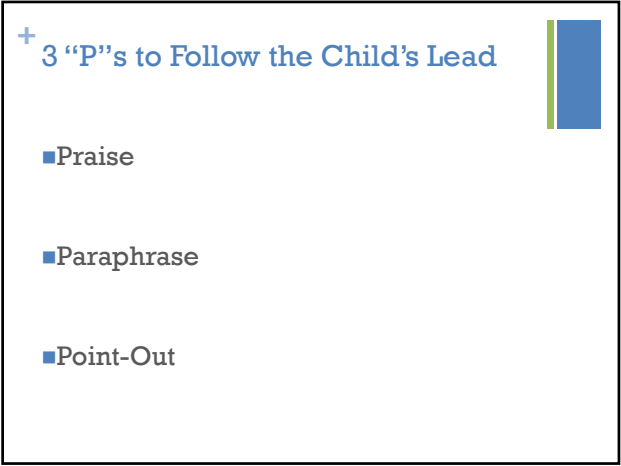
+ Parent "B"



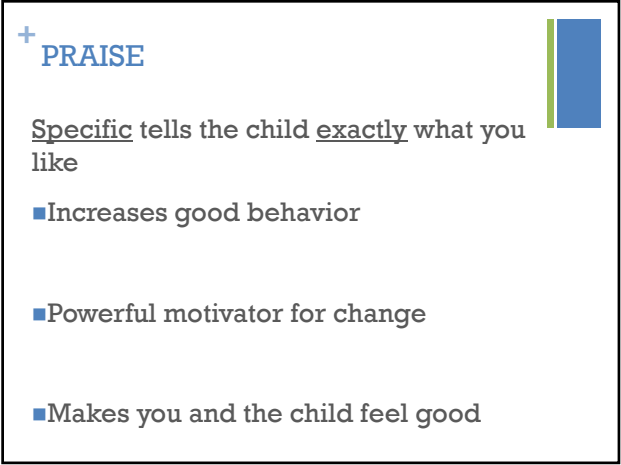
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+ PARAPHRASE

- Allows the child to lead the conversation
- Shows the child you are listening
- Shows acceptance
- Increases speech and language development


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+ POINT-OUT: It's Good...



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+ POINT-OUT: It's Good...



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+ POINT-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

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+ 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


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+ Suggested Activities for Tween & Teen Interactions:

- Making posters
- Creating art
- Organizing materials or rooms
- Taking a walk
- Shooting baskets (with a basketball)
- Transitions
- Cooking together or meal times
- Quiet time before bed


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+ LET'S PRACTICE!
(and Have FUN)



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"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

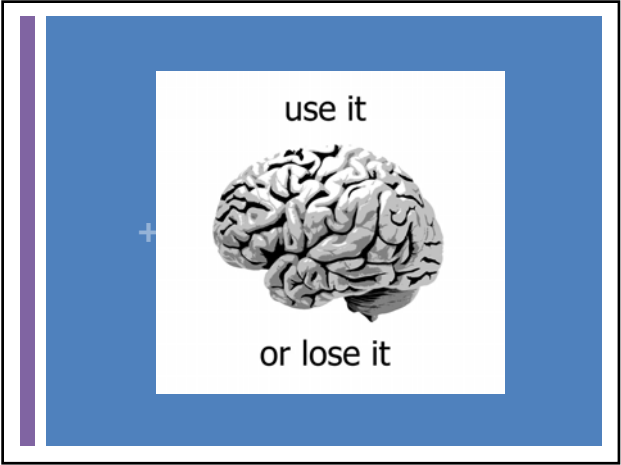


- Rita Pierson, Educator

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+ COMMENTS? QUESTIONS?

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I want to know more...

I'd like to refer a family

Come see us in action

Training opportunities

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