Why Child-led Activities?

Play for younger kids or joining in enjoyable activity for older kids.

- Benefits include:
  - Cognitive
  - Physical
  - Social
  - Emotional well-being
  - Parent-child relationship

Thanks to...

- Vanessa Burdick, the Whole Child Committee, and the NEST + m PTA
- NEST + m administration
- NEST + m teachers

NYC Family Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:50am</td>
<td>Wake-Up</td>
</tr>
<tr>
<td>7:40am</td>
<td>Leave Home</td>
</tr>
<tr>
<td>8:20am</td>
<td>Arrive at School</td>
</tr>
<tr>
<td>3:10pm</td>
<td>School/Work</td>
</tr>
<tr>
<td>3:30pm</td>
<td>Afterschool/Work</td>
</tr>
<tr>
<td>6:00pm</td>
<td>Pick up</td>
</tr>
<tr>
<td>6:30pm</td>
<td>Arrive Home</td>
</tr>
<tr>
<td>6:30pm</td>
<td>Dinner</td>
</tr>
<tr>
<td>7:00pm</td>
<td>Complete Homework</td>
</tr>
<tr>
<td>8:15pm</td>
<td>Bedtime Routine</td>
</tr>
<tr>
<td>9:00pm</td>
<td>Light’s out</td>
</tr>
</tbody>
</table>

How About Free Time?

Why Join in?

- Short, daily one-on-one time better than longer infrequent time
- Shows clear commitment to your child
- Protects against daily hassles and arguments
- Eventually becomes part of routine
How to...?

- Set aside 5-15 minutes
- Put aside tasks and silence phone
- Coordinate with other family members (if needed)
- Let your child be in charge by:
  - Picking activity
  - Leading conversation
  - Reducing questions, instructions, and critical/corrective statements

Skills to Maximize Time Together

Praise

Reflect

Imitate

Describe

Enjoyment

Note: The PRIDE skills are a set of skills that come from PCIT developed by Sheila Eyberg, 1988

Praise (Labeled)

- Praise
  - Unlabeled = positive and nonspecific
    - "Excellent!" "Good job!" "That’s great!"
  - Labeled = specifically telling a child what is good
    - "Good job playing carefully!"
    - "Excellent job connecting the lego pieces!"
    - "Thank you for using your indoor voice!"
    - "I’m happy you shared that with me!"

- Increases (labeled) behavior, self esteem, and warmth in interaction

Critics of Praise

- Q: Are we over-praising our kids and setting them up for unrealistic expectations?
  - A: Maybe, it depends on how you praise
    - Be genuine and avoid unrealistic praise
    - Focus on skill development and effort
    - Keep in mind balance of praise to corrective feedback

Are these praises for effort or outcome?

1. Wow, you are so smart for getting a perfect score on the test!
2. Wow, great job studying hard for the test. That’s why you were able to do so well.
3. Good job taking the time to check your work!
4. You are brilliant and amazing!
5. I’m proud of you for trying your best in the soccer game.

Praise to Prevent Behavior Problems

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Positive Opposite</th>
<th>Labeled Praise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arguing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing roughly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Squirming in seat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being “bossy”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rolling eyes</td>
<td></td>
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</tr>
</tbody>
</table>
“Do” Skills – Reflect

- Repeating or paraphrasing child’s appropriate speech
  - Child: “I want to draw a snowflake.”
  - Parent: “Oh, a snowflake.” OR “You want to draw.”
  - Child: “It was so annoying when Mia went on and on about the part she got in the play. Like she’s the best actress or something.”
  - Parent: “Her carrying on about it really frustrated you.”
- Lets child know parent is listening and facilitates conversation

Imitate

- Doing the same thing as the child
  - Allows child to lead
  - Shows approval of child’s behavior
  - Models appropriate behavior and social skills in play settings

Behavior Descriptions

- Child plus verb describing child’s behavior
  - “You” plus ________ (ongoing or recently completed observable behavior).
    - “You’re making the tower taller.”
    - “You’re sitting still.”
    - “You’re starting to color a new picture.”
- Keeps child focused on task
- Outside of play, can also be used to redirect and refocus child:
  - Example: Child sat down but has not begun homework.
  - Parent: “You are sitting still and have your worksheet out on the table.”

Enjoyment

- Shows excitement and enjoyment
- Keeps activity more fun and engaging
- Adds to warmth and genuineness
- Can be conveyed in a number of ways depending on child’s age, preference, and parent style

Handling Negative Behaviors

- Actively ignore annoying and obnoxious behaviors and look for a positive behavior
- Have rules and pre-set consequences for dangerous and destructive behaviors
- Provides contrast between appropriate and inappropriate behaviors
- Behavior often gets worse before it gets better
- Consistency is key

Using Active Ignoring with PRIDE Skills

<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use Active Ignoring for mild disruptive behavior</td>
</tr>
<tr>
<td>2</td>
<td>Keep an eye open for positive/neutral behavior</td>
</tr>
<tr>
<td>3</td>
<td>Give ample positive attention for the new behavior</td>
</tr>
</tbody>
</table>

Adapted from Tim Verduin, Ph.D., course lecture
Demonstration and Practice

- Need volunteer "child"
- Practice with a partner (if time)

For More Information...

- Parent-Child Interaction Therapy (PCIT)
  www.pcit.org
- NYU Child Study Center
  www.aboutourkids.org
- Contact: Stephanie Wagner, Ph.D.
  stephanie.wagner@nyumc.org
  (646) 754-5068

Thank you for attending and participating!

Mark Your Calendars for Next Week's Talk:

Parenting - Day to Night

PRACTICAL ADVICE ON HOW TO GET THROUGH THE HECTIC DAY—FROM MORNING ROUTINE TO BEDTIME—WITH LESS STRESS AND RESISTANCE FROM CHILDREN.

HINTS FOR MEASURING THE EFFECTIVENESS OF ACTIONS AND WHEN TO SEEK ADDITIONAL HELP.