



**CHILD-ADULT RELATIONSHIP
ENHANCEMENT (CARE):
More important now than ever**

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+ ACKNOWLEDGEMENTS

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CARE in the Classroom Team

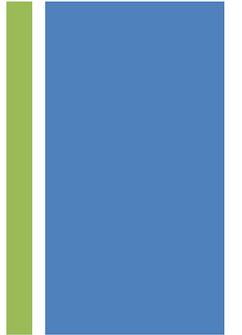
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Other CARE Adaptions

- CARE for Families who Serve
- PriCARE
- IntegratedCARE
- Coming Soon: CARE Connections for ASD



CARE Principles Derived from Evidence-Based Parenting Programs



- Helping the Non-Compliant Child (Forehand)
- Incredible Years (Webster-Stratton)
- Parent-Child Interaction Therapy (Eyberg)
- Parent Management Training—Oregon model (Patterson)

- CARE is ***not*** a therapy



+ 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





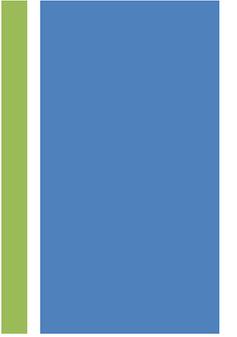
BENEFITS



- 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

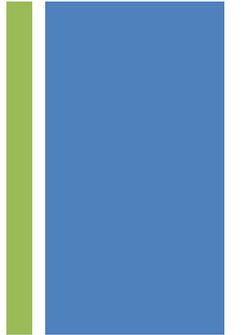
1. Relationship enhancement

2. Skills for improving listening and following directions (compliance with adult instructions)





SETTINGS AND GROUPS RECEIVING CARE TRAINING



- Parents/Foster/Adoptive parents
- Medical, Mental Health, and Allied Health professionals
- Child Life Specialists
- Child victim advocates
- Day care settings
- School settings
- Treatment centers/Residential living facilities
- Disaster Crisis Counselors
- Home Visitors
- Medical facilities
- Law enforcement agencies
- Child Welfare agencies
- Drug and Family Court personnel
- Domestic Violence services
- Military family support personnel
- Primary Care settings
- Clergy
- Scout Leaders/Coaches
- *Coming soon: Autism services*

+

**GOAL:
GET CARE IDEAS INTO THE WATER**

CARE:

FOR EVERY ADULT INTERACTING WITH A CHILD OF ANY AGE





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). There is now growing scientific evidence that CARE works (www.icarecollaborative.org)





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Why Now More Than Ever?



COVID-19 & The Need for Emotional Support for Everyone

- COVID-19 is a unique stressor
- COVID-19 produces stress, fear & uncertainty requiring special attention to needs of everyone in the family and from all working with children and families
- Because everyone is impacted by this event, emotional support *must be widely available* for all
- Emotional support as circumstances change, schools re-open, economic hardships increase





Racial & Health Disparities



Racism (on-going)

- African Americans/Blacks
- Asian Americans – Chinese – virus blaming
- Jewish Americans - targets of hate in rallies
- Latinx Americans
- Immigrants

Race & Health Disparities

- African Americans/Blacks
- Latinx
- Native Americans
- Immigrants

Not just in big cities:

For many communities of color - on top of living in a high risk/under-resourced setting (public housing/gang area, immigrant status), these communities are suddenly confronted with COVID risk & illness with no access to health care or ability to physically distance.

*-Jaleel Abdul-Adil, PhD, NCTSN U
Chicago, 4/23/20*



Special concern: Grief and Loss



- Different with COVID19
- Can't say good-byes
- Can't engage in religious/cultural rituals
- Increased likelihood of complicated bereavement
 - Circumstances of the death
 - Mourning the loss
- Support & listen
- Create ways to honor the deceased



Recognize

- Uncertainty is stressful
- Anxiety is appropriate under the circumstances
- We can't do everything for everyone
- There will be good days & “not so good” days
- Minimizing all the above is disingenuous
- We are charting “new waters”
- We are balancing more
- We are all directly exposed to this event



+ Reasons why children may present with behavior problems

- Trauma in their lives (e.g., maltreatment, neglect, witness to domestic violence, substance abuse in the home, exposure to disaster)
- Stress in their lives, including economic, food, and housing insecurity
- 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 in the home
- Mental health issues in caregivers
- Exposure to violence (home, neighborhood, community)
- COVID-19
- Racial trauma/historical trauma/implicit bias



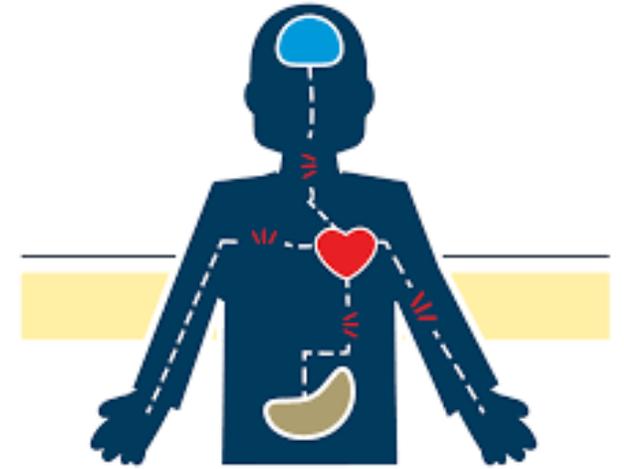
+ Stress and Children/Teens

■ Stress in children is often expressed through behaviors

- Increased disruptive behaviors (especially in young children)
- Increased irritability and mood swings
 - More temper tantrums and/or clinginess in the youngest
 - More withdrawal and/or push-back from older
- Problems with sleep
- Problems with concentration
- Problems with attention
- Problems with learning new materials
- Problems remembering "old" tasks and expectations
- Headaches, stomachaches, vague aches and pains
- Feelings of sadness, anxiety, depression, and fear
- Feelings of hopelessness (older children/teens)

■ Need

- *Extra patience and support from all adults interacting with children*
- Extra attention paid to all relationships



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

+ Child-Adult Relationship Enhancement

■ The Importance of





Online Scavenger Hunt: You have 3 minutes to find the following items. Show it to the screen and put it on the table . **SPEEED Counts—First one back is the “Champion”**

- Hairbrush
- Piece of Fruit
- Crayon
- A spice
- Small pillow
- Framed photo with you and someone else (e.g., family, friends, pets)
- One of the “strangest” items in your home
 - We will vote for your “strangest winner”



+ Monkey See, Monkey Do



+ It's All Fun and Games, Until...

Does it Matter??

Children See, Children Do



+ Foster Parent “1”

+ 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



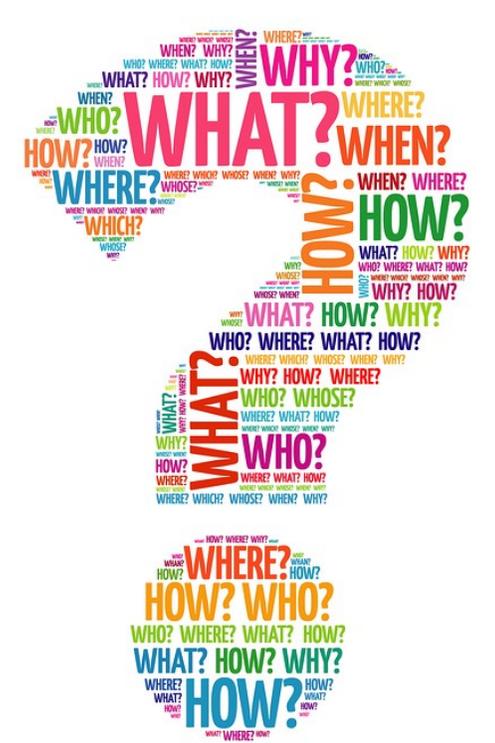
+ Quash the Need to Lead

- 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
- Reduces trusting and strong relationships



+

Foster Parent “2”



+

The P's: What TO DO

+ 3 “P”s to Follow the Child’s Lead

- **P**raise (Specific)

- **P**araphrase

- **P**oint-Out



+ PRAISE

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

vs

Vague may feel good to the child, but not sure how to get the praise again in the future



+

PARAPHRASE



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

+ POINT-OUT



It's A Miracle!!!!

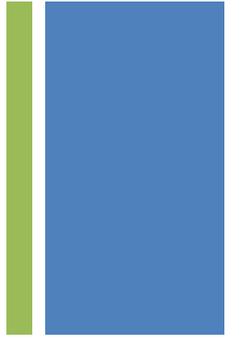
+ POINT-OUT



- 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



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
- Magna-tiles
- 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)





Selective Attention



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

- Ugly faces/gestures
- Cussing
- Bad Attitude
- Sasssing
- Complaining

+ Behaviors that MUST be Attended to

- 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

■ Selective Attention

- For attention seeking behaviors
- *Darkest before the Dawn*: If you're doing it correctly, the behavior may get worse before it gets better
- **You MUST attend to** aggressive/violent behavior

■ Positive Opposites

- Pay attention to the behavior you want to increase
- Give a Specific Praise whenever you see the positive opposite



+

Giving Good Directions/Instructions:

Increasing compliance
in children and teens



+

Who is in charge?

+ GIVING GOOD DIRECTIONS

1. Developmentally or age appropriate (be realistic)
2. Polite and neutral
3. Clear and Direct (TELL)
4. Positively stated definition
5. Concise (one at a time)
6. Specific
7. Give choices, when appropriate
8. Limit explanations



+ Follow-Through on Directions

- 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)**

<https://www.icarecollaborative.org/>

+ The Importance of Relationships

[IKEA The Other Letter - YouTube](#)