

Parent-Child Communication Skills

WHY TO DO IT?
WHAT TO DO?
HOW TO FIT IT IN?

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JANUARY 6, 2015

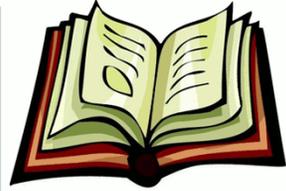


NYC Family Schedule

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



How About Free Time?



Name _____
Read each sentence. Circle the nouns in each sentence.

1. Look at the squirrel hiding behind the acorn.



2. The black bat scared the little boy and girl.



3. The cat is sitting behind the pumpkin.



4. Mom made a scarecrow for our garden.



5. The spider is hanging from the web.



After
School
Activities

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

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

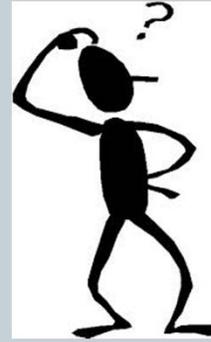
Praise (Labeled)



- **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

Problem Behavior	Positive Opposite	Labeled Praise
Whining		
Arguing		
Playing roughly		
Giving up		
Squirring in seat		
Yelling		
Being "bossy"		
Rolling eyes		

"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

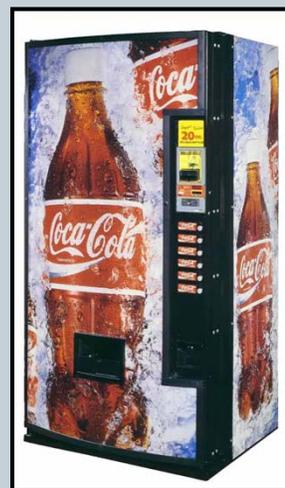
- **Child plus verb describing child's behavior**
 - "You" plus _____ (ongoing or recently completed observable behavior).
 - × "You're making the tower taller."
 - × "You're sitting still."
 - × "You're starting to color a new picture."
- **Keeps child focused on task**
- **Outside of play, can also 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

Step	Instruction
1	Use <u>Active Ignoring</u> for mild disruptive behavior 
2	Keep an eye open for positive/neutral behavior 
3	Give ample positive attention for the new behavior 

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
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