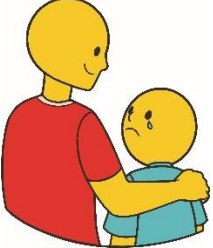

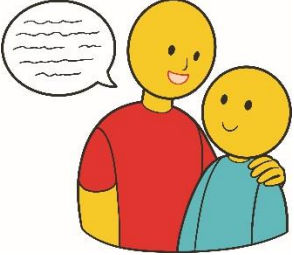




PCIT-T: Emotion Regulation for Toddlers

C.A.R.E.S.

Steps Provided in Any Order & Often Simultaneously

Picture Icon		Emotion Regulation Skill	How & Why Use This Skill?
	C	Come In	<ul style="list-style-type: none"> • Move your body physically close to child • Make movements calm and slow • By moving closer child sees you are present and available to them • Increases child sense of reliability with the caregiver
	A	Assist Child	<ul style="list-style-type: none"> • Help child problem solve current issue • Establishes early teaching experiences • Perform with child versus do it for child <p>Example: (child) starts to fuss when unable to sort toy (parent) slowly turns toy while child remains holding toy to show placement in toy sort</p>
	R	Reassure Child	<ul style="list-style-type: none"> • Creates opportunity for increased trust • Verbal statement child will be taken care of by caregiver <p>Example: (parent) "It's ok, Mommy/Daddy is here." (parent) "I've got you, you're alright."</p>
	E	Emotional Validation	<ul style="list-style-type: none"> • Label child's feeling being expressed • Creates sense of understanding & support • Helps to build emotional vocabulary <p>Example (parent) "I know it's sad/frustrating when..." (parent) "You're proud/happy because..."</p>
	S	Soothe (voice/touch)	<ul style="list-style-type: none"> • Provides sense of safety & security • Gives physical cues everything is ok • Model for child relaxed & calm demeanor <p>Example (parent) Give cuddle to child or soft caress (parent) Use quiet, lulling tone of voice</p>


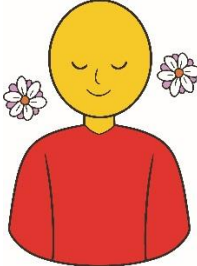

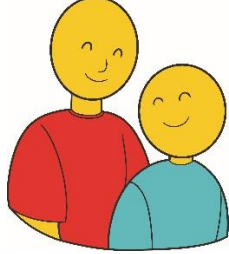
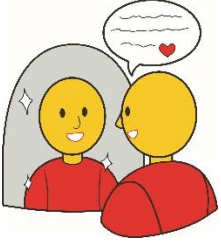
Provide **REDIRECTION** after C.A.R.E.S.

Use toys with sounds for distraction	Move to different area/location
Note if child tired, hungry, wet and address	Increase facial and verbal animation

PCIT-T: Emotion Regulation for Adults

C.A.R.E.S.

Steps Provided in Any Order & Often Simultaneously

Picture Icon		Emotion Regulation	How & Why Use This Skill?
	C	Check Cognitions, Clue into Yourself	<ul style="list-style-type: none"> • Before beginning special time with your toddler recognize: <ul style="list-style-type: none"> ○ your thoughts/reason why you are spending time together ○ the feelings you bring into play ○ how your body language demonstrates your current style of engagement
	A	Assist Self	<ul style="list-style-type: none"> • If not emotionally ready for play implement relaxation techniques to help refocus energy: <ul style="list-style-type: none"> ○ deep breathing ○ quick shower ○ progressive muscle relaxation ○ call to supportive system
	R	Reassure Self	<ul style="list-style-type: none"> • Parenting presents challenges and no one technique works for all children therefore use: <ul style="list-style-type: none"> ○ positive self-talk ○ remind yourself of tender moments had ○ foresee future events that will take place with your child bringing joy
	E	Emotional Awareness	<ul style="list-style-type: none"> • Toddlers and babies are remarkably good at sensing emotions. They seem to track and respond to stress. • Special time allows for fun and connection to be experienced when we engage in play with positive thoughts and emotions.
	S	Sensitive & Soothing	<ul style="list-style-type: none"> • Similar to using a soothing voice with your toddler, be kind and sensitive to yourself in how you reassure yourself and the tone of your own self-talk. Remind yourself learning is a process of trial and error, plotting and adjusting courses as you go.

The more **EMOTIONAL REGULATION** we can create in ourselves the greater the benefit to our children.