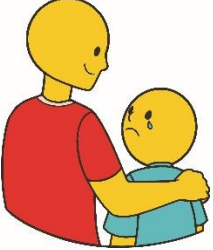

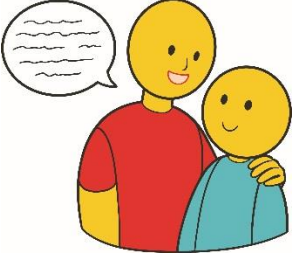




# PCIT-T: Emotion Regulation for Toddlers

## C.A.R.E.S.

Steps Provided in Any Order & Often Simultaneously

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


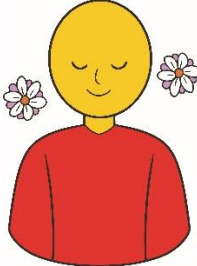

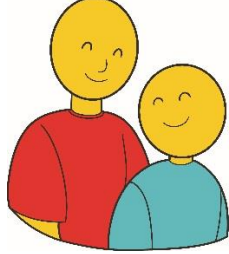
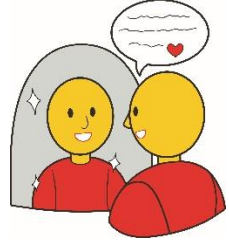
Provide **REDIRECTION** after C.A.R.E.S.

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?
	<b>C</b>	<b>Check Cognitions, Clue into Yourself</b>	<ul style="list-style-type: none"> <li>• Before beginning special time with your toddler recognize:               <ul style="list-style-type: none"> <li>○ your thoughts/reason why you are spending time together</li> <li>○ the feelings you bring into play</li> <li>○ how your body language demonstrates your current style of engagement</li> </ul> </li> </ul>
	<b>A</b>	<b>Assist Self</b>	<ul style="list-style-type: none"> <li>• If not emotionally ready for play implement relaxation techniques to help refocus energy:               <ul style="list-style-type: none"> <li>○ deep breathing</li> <li>○ quick shower</li> <li>○ progressive muscle relaxation</li> <li>○ call to supportive system</li> </ul> </li> </ul>
	<b>R</b>	<b>Reassure Self</b>	<ul style="list-style-type: none"> <li>• Parenting presents challenges and no one technique works for all children therefore use:               <ul style="list-style-type: none"> <li>○ positive self-talk</li> <li>○ remind yourself of tender moments had</li> <li>○ foresee future events that will take place with your child bringing joy</li> </ul> </li> </ul>
	<b>E</b>	<b>Emotional Awareness</b>	<ul style="list-style-type: none"> <li>• Toddlers and babies are remarkably good at sensing emotions. They seem to track and respond to stress.</li> <li>• Special time allows for fun and connection to be experienced when we engage in play with positive thoughts and emotions.</li> </ul>
	<b>S</b>	<b>Sensitive &amp; Soothing</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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