

Attending

Use This When:

To improve the quality of the caregiver-child relationship.



Objectives:

- to increase the amount of positive attention provided to the child, even if the child has misbehaved at other times during the day
- to teach the caregiver to attend to positive behaviors
- to promote the child’s sense of self-worth

Steps:

<input type="checkbox"/> Provide rationale	<ul style="list-style-type: none"> • Emphasize the importance of providing positive attention to the child. • Elicit the caregiver’s opinion about how attention affects behavior and people’s motivation to do a good job. • Have the caregiver describe his or her best and worst “managers” and the caregiver’s motivation to work for each. • Lead the caregiver to recognize that how he or she was treated affected the caregiver’s desire to work. • Discuss how the child’s behavior may be affected by the caregiver’s behavior towards the child and how the child’s desire to behave can be increased by improving the caregiver-child relationship.
<input type="checkbox"/> Set aside one-on-one time for caregiver and child	<p>Encourage the caregiver to set aside a block of time (e.g., 10 minutes) each day devoted to joining the child in an activity the child has chosen.</p>
<input type="checkbox"/> Teach caregiver to provide positive and descriptive commentary	<ul style="list-style-type: none"> • Show the caregiver how to demonstrate sincere interest in the child’s activities while they are playing. • Instruct the caregiver to provide enthusiastic descriptive (e.g., “You are drawing a tree”) and/or positive (e.g., “I like the way you stacked the blocks”) commentary and praise regarding the child’s behavior.
<input type="checkbox"/> Encourage caregiver to engage in child’s activity	<p>Suggest that the caregiver become actively involved in the play activity by imitating the child’s behavior in order to demonstrate approval.</p>
<input type="checkbox"/> Restrict criticism, questions, and commands	<ul style="list-style-type: none"> • It is important that the child lead the activity; that is, the caregiver should refrain from making suggestions, asking questions, and criticizing the child. • Allow the child to use his or her imagination (e.g., coloring the green or making up new rules to a game) without caregiver input about the “correct” way to do things.
<input type="checkbox"/> Anticipate difficulties	<p>When the procedure is initially implemented, the child may engage in negative behavior that characterizes the usual caregiver-child interaction. When this occurs, the caregiver should:</p> <ul style="list-style-type: none"> • consistently ignore negative behavior by looking away; • refrain from scolding the child so as to avoid providing negative attention for misbehavior; • end one-to-one time if disruptive behavior continues or is dangerous. <p>Over time, however, it is expected that consistent positive attending will result in decreased negative behavior and increased positive caregiver-child interactions.</p>

Helpful Tips:

- Remember to praise often
- Remember to review often, by **asking questions**
- Brief any other caregivers, teachers, or other adult figures who may be involved
- Simplify these steps if you have to
- This material can be covered in more than one session/meeting