**Guidelines for Choosing Which EDP Sessions to Use**

*Please note that completing the steps to choose EDP sessions might require having a session between the Feedback Session and the first EDP session.*

1. **Ground in Caregiver Goals**

Reference caregivers’ goals from Feedback Session (e.g., improve child behavior; have less conflicts/arguments in family; have better communication in family; reduce parent stress; address basic needs such as housing)

Decide with caregivers which goal(s) to target first, considering the following:

* 1. urgency of need such as basic needs or safety, which might need to be addressed before parenting skills
	2. caregivers’ top priorities related to child behavior and parenting
	3. in addition, consider starting with less severe problems related to child behavior and parenting to help caregivers experience parenting success quickly
1. **Develop Complete Picture**

Make sure you and caregivers have a complete picture of the problems related to their goals and the strengths to be leveraged, so you can help caregivers identify specific parenting practices that will help them meet their goals

* 1. Review assessment information, e.g., Feedback Form, Feedback Prep Worksheet, to identify specific parenting challenges and existing parenting skills
	2. If needed, gather information about details and patterns of specific parent-child interactions, both problems and successes, using interaction tracking form below: [Worksheet: Details of Parent-Child Interactions](https://thefamilycheckup.com/sites/default/files/Worksheet%20-%20Details%20of%20Parent-Child%20Interactions.docx)
	3. If needed, help parent see connections between specific parenting skills and their goals. Examples of problematic parent-child interactions can help with this process.

**Worksheet: Details of Parent-Child Interactions**

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| **Situation** | **Antecedent** | **Behavior** | **Consequence** |
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**Examples: Details of Parent-Child Interactions**

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| **Situation** | **Antecedent** | **Behavior** | **Consequence** |
| *Before lunch, 4-year-old child is playing with toys* | *Parent says, “Clean up your mess, get in the kitchen and wash your hands.”* | *Child throws toy at wall and yells, “I want to keep playing!”* | *Parent yells at child, “Get in the kitchen right now,” and parent picks up toys after lunch.* |
| *Before lunch, 4-year-old child is playing with toys* | *Parent says, “It’s time for lunch. Please leave your toys there and come with me into the kitchen.”**\*Note that parent will ask child to clean up toys after lunch, when child will have more energy and resilience* | *Child walks with parent into kitchen.* | *Parent says, “Thanks for stopping playing and coming into the kitchen with me.”* |

1. **Choose Sessions in EDP Curriculum**

Match up EDP sessions and skills covered in sessions, as described below, to caregiver goals and your complete picture of family strengths and struggles.

**Domain: POSITIVE BEHAVIOR SUPPORT**

**WHEN TO USE:** Often a great first strategy for caregivers to try, especially when the child is already on the right track with their behavior, and we want to increase the positive behavior. It’s also a good option when caregivers have a negative view of the child or have difficulty expressing positive feelings about the child.

**CAREGIVER GOALS:** These sessions could be useful when caregiver goals are something like - youth will do more of X behavior; youth will follow directions; youth will have fewer tantrums or outbursts; family will argue less; family will have better communication; family will have closer relationships

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| **CHAPTER/SESSION** | **SKILLS COVERED IN SESSION** |
| 1. Effective directions and praise
 | * Describing the positive opposite of problem behaviors
* Breaking down desired positive behavior into small, observable steps that are under child’s control
* Giving effective directions by being specific, pleasant, and neutral
* Giving effective praise by being immediate, specific, and rewarding for child
 |
| 1. Developing and using behavior change plans
 | * Praise and acknowledgment of child positive behavior
* Tracking and praising the positive opposite
* Developing a plan for behavior change including how to monitor and identify incentives for positive behavior
* Setting up plan with child, including choosing incentives together
 |
| 1. Emotion coaching
 | * Recognizing child emotions and emotional expression
* Listening and validating child’s emotion
* Helping child label or name their feeling
* With child, explore solutions to problem that led to unpleasant feeling
* Learn responses to avoid (e.g., judging, minimizing)
 |
| 1. Mindful parenting – managing emotions in everyday interactions
 | * Co-regulation between parent and child
* Taking a break or time out
* S-T-O-P Technique
* Parent self-care plan
* Connecting thoughts, feelings, and actions
* Reframing thoughts
* Mindful breathing
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**Domain: EFFECTIVE LIMIT SETTING**

**WHEN TO USE:** Limit setting and supervision are good strategies when parents have difficulty setting limits or difficulty following through with limits, and when child is engaging in problem behaviors.

**CAREGIVER GOALS**: These sessions are useful when caregiver goals are something like – youth will stop Y problem behaviors; knowing what’s going on with youth; keeping youth safe; giving consequences that work

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| **CHAPTER/SESSION** | **SKILLS COVERED IN SESSION** |
| 1. Supervision, listening, and monitoring activities
 | * Learning active listening skills to support positive communication
* Staying engaged with youth to build trusting, supportive relationships
* *Communication skill:* Questions that help with monitoring
 |
| 1. Setting limits: Effective rules
 | * Developing effective, clear rules
* Maintaining consistent expectations for following rules
* Communicating the rules and consequences to youth and others
* Checking up and monitoring youth cooperation
 |
| 1. Limit setting: Effective consequences
 | * Learning types of consequences and when to use them (e.g., loss of privilege, mindful ignoring)
* Using SANE guidelines for identifying appropriate consequences
* Consistently giving effective consequences when rules are broken
* Troubleshooting problems with giving consequences and addressing serious child problem behaviors
* Strategies for staying CALM when setting limits/giving consequences
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**Domain: FAMILY RELATIONSHIP BUILDING**

**WHEN TO USE:** These sessions are helpful for families who have difficulty effectively communicating, which might include high levels of conflict, and difficulty finding solutions to family problems. They also can be helpful when families are experiencing changes or transitions.

**CAREGIVER GOALS**: These sessions are useful when caregiver goals are something like - have more communication with youth; learning how to solve problems; reducing conflict; having more clear routines to help with planning ahead and being proactive; having more time and/or more fun together as a family

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| **CHAPTER/SESSION** | **SKILLS COVERED IN SESSION** |
| 1. Effective problem solving and communication
 | * Learning guidelines for effective problem solving (what, when, where to problem solve)
* Do’s and don’ts of negotiation
* *Communication skill:* Making neutral problem statements
 |
| 1. Choosing solutions to family problems
 | * Recognizing child effort when negotiating
* Problem solving steps
 |
| 1. Proactive parenting and planning ahead
 | * PLAN to identify troublesome situations and adjust as needed to stop problems before they occur
* Proactive parenting practices, including: structure and regular routines, giving reminders, giving choices, redirection, and good communication
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| 1. Practices that promote communication and connection: Shared family routines
 | * Developing shared enjoyable family routines (daily, weekly, monthly, yearly) that help build family relationships
* Self-assessment of family communication
* *Communication skills:* open-ended questions, invitations, active listening
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