

# Teen CARE™ Handouts




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*CARE is dedicated to Dr. Frank Putnam who believes these skills and ideas “should be in the water for anyone interacting with children and teens” and to the memory of Lisa Connelly who recognized that through kind and caring relationships, all things are possible.*

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**CARE: Child Adult Relationship Enhancement**  
 “Connecting with Teens”




What to avoid when connecting with teens.

	<b>Q's</b>	<b>EXAMPLES</b>	<b>REASON</b>
	<b>QUASH</b> the need to lead!  Avoid unnecessary commands	<ul style="list-style-type: none"> <li>• Talk to me. (Direct Command)</li> <li>• Look at me when I'm talking to you (Direct Command)</li> <li>• How about you try it this way? (Indirect Command)</li> <li>• Why don't you pull up your pants? (Indirect Command)</li> </ul>	<ul style="list-style-type: none"> <li>• Directions and suggestions take away the lead.</li> <li>• Suggestions are often hidden directions, and the adult expects compliance.</li> <li>• If the teen doesn't follow the direction, it can cause conflict.</li> </ul>
	<b>QUIT</b> <u>Unnecessary</u> “Information” <b>QUESTIONS</b>  <b>QUIT</b> “Tone-of-voice” <b>QUESTIONS</b>	<ul style="list-style-type: none"> <li>• How was school today?</li> <li>• What are you making?</li> <li>• What were you thinking?</li> <li>• Who did you sit with at lunch?</li> </ul> <ul style="list-style-type: none"> <li>• Teen: I'm going to my room.</li> <li>• Adult: You're going to your room?</li> </ul>	<ul style="list-style-type: none"> <li>• Questions tend to lead the conversation.</li> <li>• Many questions are commands and require an answer.</li> <li>• It may seem like you aren't listening.</li> <li>• It may sound like you disagree with ideas.</li> </ul>
	<b>QUIET</b> the criticisms: <b>QUIT</b> <b>NO</b> <b>DON'T</b> <b>STOP</b> <b>NOT</b>	<ul style="list-style-type: none"> <li>• Quit whistling!</li> <li>• That wasn't nice.</li> <li>• I don't like it when you make that face.</li> <li>• Stop crying!</li> <li>• No, you shouldn't do that.</li> <li>• Those books don't go there.</li> <li>• Don't put your feet on the table.</li> </ul>	<ul style="list-style-type: none"> <li>• “Negative talk” often increases negative behavior.</li> <li>• It can also create friction.</li> <li>• There is a better way to give commands so that children comply.</li> </ul>

## Mind your PS and Qs!

### CARE: Child Adult Relationship Enhancement “Connecting with Teens”

Use the 3 Ps to connect with teens.

	The 3 P's	Examples	Reason
	<b>1. PRAISE (Specific)</b> appropriate behavior	<ul style="list-style-type: none"> <li>• Good job of cleaning your room!</li> <li>• I like the way you thought that through.</li> <li>• Nice job following the directions.</li> <li>• Thank you for sharing.</li> <li>• Thank you for speaking so calmly.</li> <li>• Nice idea to wash the car.</li> <li>• You made a great decision.</li> <li>• I really appreciate your honesty.</li> </ul>	<p>Specific praise...</p> <ul style="list-style-type: none"> <li>• is specific praise, telling the teen exactly what you like about her/his behavior.</li> <li>• is more powerful in changing behavior than punishment and/or fear.</li> <li>• causes good behavior to increase.</li> <li>• lets a teen know what you like.</li> <li>• makes you both feel good.</li> </ul>
	<b>2. PARAPHRASE</b> appropriate talk	<ul style="list-style-type: none"> <li>• <b>Teen:</b> I like this song. <b>Adult:</b> You like this one.</li> <li>• <b>Teen:</b> Me and her are going to the mall. <b>Adult:</b> You and she are going to the mall.</li> <li>• <b>Teen:</b> I can't think. <b>Adult:</b> You can't think clearly right now.</li> </ul>	<p>Paraphrasing...</p> <ul style="list-style-type: none"> <li>• lets the teen lead the conversation.</li> <li>• shows the teen that you are listening.</li> <li>• shows that you accept and understand the teen.</li> <li>• can help improve speech.</li> <li>• increases the amount of talking you do with the teen.</li> </ul>
	<b>3. “POINT OUT”</b> the teen's appropriate behavior	<ul style="list-style-type: none"> <li>• You're having a snack.</li> <li>• You made a design.</li> <li>• It looks like you're solving the puzzle.</li> <li>• Now you are working on your math.</li> <li>• You've finished that part and you're starting on the next one.</li> </ul>	<p>Pointing out behavior...</p> <ul style="list-style-type: none"> <li>• lets the teen lead.</li> <li>• shows that you are interested.</li> <li>• teaches concepts or ideas.</li> <li>• models speech.</li> <li>• focuses the teen's attention on the task.</li> <li>• organizes the teen's thoughts about the activity.</li> </ul>

**Mind your PS and Qs!****Praise (Specific)**

You're very good at remembering your supplies.

Great job getting your homework done!

You're doing such a good job of working hard.

You have a wonderful imagination the way you are creating that art project.

You did a great job of helping her with her math.

I'm so proud of you for reaching your goal.

That was very kind of you to ask her to join in.

This is a terrific cake we made together.

I like how you're sharing your gummy worms.

That's a wonderful story you told.

Thank you for asking politely for the car keys.

I love it when you use such good manners.

I appreciate how clearly you explained your point of view.

You are just super at putting outfits together.

Good job finding that piece of the puzzle!

I am really impressed with how hard you are trying to fix that.

You're doing a great job of speaking calmly.

You made a gorgeous scarf.

**Mind your Ps and Qs!****Paraphrase**

Teen: I made dinner.

Adult: You did make dinner.

Teen: I want to see that movie.

Adult: You'd like to see that movie.

Teen: He has a cool ass name.

Adult: You think his name is cool.

Teen: This show makes me laugh.

Adult: The show is funny.

Teen: This shirt don't fit me.

Adult: That shirt doesn't fit you anymore.

Teen: Coach made us run extra laps.

Adult: Oh, you had to run more than usual today.

Teen: I think that dog got fleas.

Adult: The dog does seem like he has fleas.

**Mind your Ps and Qs!****Point Out Behavior**

You're making brownies for the party.

You're ready for bed.

You're having eggs and toast.

That's a new song you're singing.

You're sitting very quietly.

It looks like you are picking out all the red M&Ms.

You're taking pictures of your toes.

You're looking for something else to eat.

You've lined up all the supplies for your project.

You're wearing your favorite outfit.

You look like you're getting organized.

You're trying to figure out what to do.

You put them together in a repeating pattern.

**CARE SKILLS LIVE FEEDBACK SHEET**  
(3 minutes)

Name \_\_\_\_\_

Date \_\_\_\_\_

**3 Ps**

Skill	Tallies	Total	Goal
Praise (Specific)			5
Paraphrase			5
Point out Behavior			5

**3 Qs**

Skill	Tallies	Total	Goal
Quash the need to lead (commands)			0
Questions			0
Quit, no, don't, stop, not (& other negative talk)			0
			≤ 3 (total of 3 or less)

# CARE SKILLS LIVE FEEDBACK SHEET

(3 minutes)

Name \_\_\_\_\_

Date \_\_\_\_\_

## 3 Ps

Skill	Tallies	Total	Goal
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Quash the need to lead (commands)			0
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## Mind your Ps and Qs!

### STRATEGIC IGNORING

#### “Choosing your Battles”

#### BEHAVIORS THAT CAN BE IGNORED

(write in others)

Interrupts	
Sulks	
Argues	
Bags	
Complaining	
Being sassy/bad attitude	

**Example:** The teen argues and complains about having to clean her room. She slams things around while yelling, “I’m cleaning my room. Are you happy now?” Praise her for cleaning and pay no attention to the whining. The complaining & sassy behavior will decrease if you consistently ignore it over time.

Ignoring can be a powerful tool for decreasing many types of negative behaviors. Some teenagers are very sensitive to being corrected. When possible, try to ignore the behavior until it stops. Then give attention to the teen for any positive or neutral behavior.

#### BEHAVIORS THAT CANNOT BE IGNORED

(write in others)

Hitting others	
Refusing to attend school	
Doing anything that is dangerous to the teen, the adult or others	
Suicidal, homicidal threats	

### Positive Opposites

Using Specific praises for appropriate behavior are a great way to “catch a teen being good.” The more you consistently praise the opposite of the negative behavior, the more likely the teen is to abandon his/her old ways.

List some of the most frequent negative behaviors you see from teens in your setting in the first column. In the second column write an example of a Specific praise you could use when you “catch” the teen engaging in the opposite behavior.

Negative behavior	Specific praise for opposite behavior
Example: Interrupting	Thanks for waiting patiently for me to finish talking.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

### Giving Good Commands

	Rule	Examples
<b>Polite</b>	<b>Be polite and respectful, while still being direct and clear.</b>	<b>Please put your coat on the hook.</b>
<b>Neutral</b>	<b>Use a neutral tone of voice instead of yelling or pleading.</b>	<b>Please sit beside me.</b> instead of...Sit here <u>now!!!</u> or... It would make me so happy if you would sit here, please (said in a pleading tone).
<b>Clear &amp; Direct</b>	<b>Make commands <u>direct</u> instead of indirect commands or suggestions.</b>	<b>Direct: Please sit down right here.</b> vs Indirect: Would you like to sit down?  <b>Direct: Please stand in the line.</b> vs Indirect: How about standing in line now?
<b>Positively Stated</b>	<b>State commands <u>positively</u>.</b>  Tell teen what <b>to do</b> instead of what not to do. Avoid “Quit, No, Don’t, Stop, Not”.	(Teen is turned around in desk talking to peer during class.) Adult: <b>Please turn your chair so you can see me.</b> <i>instead of...</i> Quit talking to your friend!
<b>Specific</b>	<b>Make commands <u>specific</u> instead of vague.</b>	<b>Tell your aunt thank you for the gift.</b> <i>instead of...</i> Be nice.
<b>Neutral</b>	<b>Use a neutral tone of voice instead of yelling or pleading.</b>	<b>Please sit beside me.</b> <i>instead of...</i> Sit here <u>now!!!</u> or... It would make me so happy if you would sit here, please.
<b>Choices</b>	<b>Give <u>choices</u> when either of two behaviors is appropriate.</b>	<b>Please whisper or go in the other room to talk.</b>
<b>Limit Explanations</b>	<b><u>Limit</u> the use of <u>explanations</u>.</b>  When used, give them before the command or after the teen has obeyed.	<b>Adult: Free time is over and we need to get ready for lunch. Please put your I-Pod away.</b> <b>Teen: Why?</b> <b>Adult: (Ignores because adult has already given explanation.)</b> <i>instead of...</i> Adult: Put your I-Pod away. Teen: Why? Adult: Because we need to get ready to go. Teen: After this song is over. Adult: I said put it away now!
<b>5 Second Rule</b>	<b>Count to 5 silently after giving a command to give the teen a chance to begin to comply.</b>	Please come inside ( <b>count: 1 one-thousand, 2 one-thousand...</b> ). <i>instead of...</i> Come inside. Get in here. Did you hear me? I said get in here now!

## Giving Good Commands Broken Record Practice



The Broken Record is a tool for adults to practice giving a direct, positively stated command while keeping a neutral, consistent tone of voice.

- Choose a command where compliance is not critical (e.g., tell the teen to hand you something)
- Repeat the Command (up to three times sounds like a broken record)
  - Use the exact same words
  - Use the same calm tone of voice
  - Show no facial expression
  - Wait 5 seconds between giving each command
- If the teen complies after any of the commands give an enthusiastic Specific praise!
- The following is an example of using the broken record skill:
  - Adult: Please turn off the iPad.
  - Teen: I have to see this part.
  - Adult: Please turn off the iPad.
  - Teen: But I love this part!
  - Adult: Please turn off the iPad.
  - Teen: (turns off the iPad.)
  - Adult: Thank you for doing what I told you to do!
- If the teen does NOT comply, turn or walk away. When possible, just IGNORE!