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

Steps Provided in Any Order & Often Simultaneously

<table>
<thead>
<tr>
<th>Picture Icon</th>
<th>Emotion Regulation Skill</th>
<th>How &amp; Why Use This Skill?</th>
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</thead>
</table>
|              | **C Come In**            | • 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**       | • Help child problem solve current issue  
 • Establishes early teaching experiences  
 • Perform with child versus do it for child  
 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 |
|              | **R Reassure Child**     | • Creates opportunity for increased trust  
 • Verbal statement child will be taken care of by caregiver  
 Example: (parent) “It’s ok, Mommy/Daddy is here.”  
 (parent) “I’ve got you, you’re alright.” |
|              | **E Emotional Validation** | • Label child’s feeling being expressed  
 • Creates sense of understanding & support  
 • Helps to build emotional vocabulary  
 Example  
 (parent) “I know it’s sad/frustrating when…”  
 (parent) “You’re proud/happy because…” |
|              | **S Soothe**             | • Provides sense of safety & security  
 • Gives physical cues everything is ok  
 • Model for child relaxed & calm demeanor  
 Example  
 (parent) Give cuddle to child or soft caress  
 (parent) Use quiet, lulling tone of voice |

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

<table>
<thead>
<tr>
<th>Use toys with sounds for distraction</th>
<th>Move to different area/location</th>
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<tbody>
<tr>
<td>Note if child tired, hungry, wet and address</td>
<td>Increase facial and verbal animation</td>
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**PCIT-T: Emotion Regulation for Adults**

**C.A.R.E.S.**

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| C            | Check Cognitions, Clue into Yourself   | - Before beginning special time with your toddler recognize:  
|              |                                        |  o your thoughts/reason why you are spending time together  
|              |                                        |  o the feelings you bring into play  
|              |                                        |  o how your body language demonstrates your current style of engagement |
| A            | Assist Self                            | - If not emotionally ready for play implement relaxation techniques to help refocus energy:  
|              |                                        |  o deep breathing  
|              |                                        |  o quick shower  
|              |                                        |  o progressive muscle relaxation  
|              |                                        |  o call to supportive system |
| R            | Reassure Self                          | - Parenting presents challenges and no one technique works for all children therefore use:  
|              |                                        |  o positive self-talk  
|              |                                        |  o remind yourself of tender moments had  
|              |                                        |  o foresee future events that will take place with your child bringing joy |
| E            | Emotional Awareness                    | - Toddlers and babies are remarkably good at sensing emotions. They seem to track and respond to stress.  
|              |                                        |  o Special time allows for fun and connection to be experienced when we engage in play with positive thoughts and emotions. |
| S            | Sensitive & Soothing                   | - 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.