

ITEM GUIDELINES FOR PARENT AND CHILD TOGETHER (PACT)

For guidance to the observer in understanding the Parent and Child Together (PACT) parenting activities, the 20 parenting activity items of the Parent and Child Together (PACT) are explained below. Examples are also given for each kind of parenting activity as it might occur in a home visit of ParentChild+.

THESE EXAMPLES ARE FOR ILLUSTRATION ONLY.

ITEM & EXPLANATION	EXAMPLES
<p>1) Parent gives child directions and encourages child to follow them.</p> <p><i>Directs child to perform or not perform an action, and then continues an attempt to get the child to comply. Doesn't let the directive drop without following through.</i></p>	<p>Nicely or playfully tells child to bring toy for review from Toy Chest, waits for him/her to bring it, and repeats the directive several times before giving up.</p>
<p>2) Responds verbally to child's verbal or non- verbal request for attention.</p> <p><i>Uses words to show that he/she is aware of what the child wants, and that he/she will either grant his/her request or will not do so. Doesn't ignore the child's bid for attention.</i></p>	<p>Says, "Yes, I see the dog," when child points or exclaims, "Dog!" while looking at book illustration.</p> <p>Says, "Not now – you'll be eating lunch soon," when child indicates he/she is hungry and wants a cookie.</p>
<p>3) Parent does not help child with tasks that the parent knows the child is able to do for him/herself</p> <p><i>The parent discourages the child's over-dependence</i></p>	<p>When child asks parent to put his/her shoe on, tells him/her to try to do it him/herself.</p> <p>When child gives parent a puzzle piece to fit in for him/her, parent returns it to him/her and suggests he/she do it him/herself.</p>
<p>4) Parent shows warmth toward child.</p> <p><i>Shows by facial expression or physical act directed toward child that she/he feels affectionate toward the child.</i></p>	<p>Smiles at child, hugs child, or touches his/her head.</p>

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<p>5) Parent does not yell, nag, or use harmful words with the child</p> <p><i>May use, for teaching child the family rules of behavior, methods which don't involve nagging, hurtful words, or yelling. But does not scold, however discipline is managed.</i></p>	<p>When child throws block at sibling, tells child, "If you throw blocks, you may hurt someone. Let's build with them instead."</p>
<p>6) Parent clearly verbalizes expectations to the child.</p> <p><i>Puts into words exactly what the parent wants the child to do, or not to do. Doesn't leave child uncertain about what she/he really wishes of him/her.</i></p>	<p>Instead of generally telling him/her to "clean up" parents says, "It's time for you to put the blocks back in the can."</p>
<p>7) Parent explains rationale for directions/expectations to the child.</p> <p><i>Shows pleasure, rather than impatience or boredom, when child indicates curiosity about the pros and cons of a particular directive. Explains without child asking.</i></p>	<p>When child asks why it's time to put the blocks away, parent gives comprehensible explanation and gives reason even if child has not asked for one. "We're putting the blocks away because it's time for lunch."</p>
<p>8) Parent verbalizes affection toward child.</p> <p><i>Uses words to express a feeling of warmth toward child.</i></p>	<p>Says "You're a good kid – you're my sugar!"</p>
<p>9) Parent's directions gain the child's</p> <p><i>Makes sure that child is really listening to his/her request or order. Doesn't accept his/her appearing not to notice what parent is</i></p>	<p>Makes eye contact with the child and says, "Did you hear me? Please put the blocks back in the box before we start playing with the puzzle."</p>

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<p>10) Parent verbalizes approval of the child.</p> <p><i>Praises child in words. Makes comments that let the child know she likes what he/she is doing (or refraining from doing).</i></p>	<p>Says, "That's it!", "That's good!" when the child does start putting blocks away.</p>
<p>11) Parent encourages child to perform activities that the child can do independently.</p> <p><i>Suggests activities or tasks to which he/she is able to do for him/herself.</i></p>	<p>Says, "Now it's your turn to decide what you will make on the Magnetic Form Board, and find the pieces for it yourself." OR: "Can you turn the next page for us?"</p>
<p>12) Satisfies child's needs, whether verbally or non-verbally.</p> <p><i>Is sensitive (alert) to child's request for providing a necessity, however, the request is shown (signaled); by words, facial or vocal expression, or actions. The need may be physical, emotional, or cognitive, and is real, rather than a passing whim. Parent then acts to fill the need appropriately.</i></p>	<p>Suggests that home visit draws to a close when child begins to rub his eyes, yawns or generally seems weary.</p> <p>Names objects in book illustration when child points and looks at parent with questioning expression.</p> <p>Says, "Good!" when child looks uncertain about whether he/she has chosen the correct color of blocks to match another block.</p>
<p>13) Parent is persistent and consistent in enforcing directions.</p> <p><i>Not only tries to get child to comply when he/she directs child to do or not to do something, but continues the attempt until child does comply.</i></p>	<p>Tells child to bring toy chosen by child for review from toy chest, waits for child to bring it, repeats directive politely until child does bring toy.</p>
<p>14) Parent tries to converse with child.</p> <p><i>Tries to conduct conversation. Responds to child's utterance (whether or not it is a question) with a comment, question, or an association to what the child has said. The conversation may be long or short, and it may or may not contain information for the child. The "conversation" may be more of an accompaniment to the child's activity than an actual verbal give and take.</i></p>	<p>Child: Green Parent: Yes, it's a green block, and something you're wearing is green, too. Child: Green. Parent: Well, look at your shirt. What color is that? OR Child: I'm building a block tower, up, up, up! Parent: Yes, it goes up, up, up! Child: Gonna crash! Parent: Bang!</p>

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<p>15) Parent trains child to perform age appropriate activities (e.g. shows child how to stack blocks, shows child how to put blocks away when finished)</p> <p><i>Gives child information, in a way child will understand, that will enable him/her to carry out age-appropriate tasks by him/herself, without parent's direction or aid.</i></p>	<p>Shows child how to turn pages of book without tearing them.</p> <p>Tells and shows child how to put blocks on top of each other for good balance.</p>
<p>16) Parent comforts child.</p> <p><i>Sympathizes by word, expression, or act, with child's distress, and make some attempt to console him/her. Even when child is not unhappy, conveys a comforting attitude.</i></p>	<p>Puts her arm around child in a kindly way. When child cries, diverts his attention by pointing to toy, or by reading to child.</p>
<p>17) Parent is firm with child.</p> <p><i>Takes a definite position, and stays with it, in giving an opinion, suggestion, or directive to child. Does not waver or give an impression of uncertainty.</i></p>	<p>Tells child it is time to end home visit and brings visit to a close, even though child protests.</p> <p>Tells child he/she may not hit baby brother, and physically prevents him/her from hitting the baby if he/she persists.</p>
<p>18) Parent provides a verbal rationale for obedience.</p> <p><i>Explains why it is necessary for child to perform, or desist from, a particular action.</i></p>	<p>When parent suggests child put away blocks, parent adds that, that way, the pieces won't get lost.</p>
<p>19) Parent provides a verbal rationale for obedience.</p> <p><i>Takes into consideration the child's ideas or feelings about the directive. Listens to what the child has to say. He/She may either change directive, or stand firm with it, but child has had a chance to express his/her feelings or thoughts about it. Attitude conveys readiness to respect child's reactions.</i></p>	<p>When child indicates he/she doesn't want to gather up the blocks and thus delays playing with the truck, parent says, "OK, I know you want to play with your truck, but first you have to put the blocks away."</p>
<p>20) Parent smiles, nods, or shows approval in some way when child acts positively.</p> <p><i>Praises or shows non-verbal approval for behavior he/she wants to encourage in child.</i></p>	<p>Smiles or nods and tells child he/she has done a good job when he/she clears the floor of blocks in preparation for playing with the next toy.</p> <p>Claps hands when child fits a puzzle piece into the right place.</p>