

# CHILD PARENT RELATIONSHIP THERAPY (CPRT) TREATMENT MANUAL

A 10-Session Filial Therapy Model for Training Parents

Complete Treatment Protocol • Includes CD-Rom of Training Materials  
Session Outlines, Parent Handouts, Therapist's  
Guide, and Additional Resources

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# DIRECTIONS FOR USING THE CPRT TREATMENT MANUAL

The ***Child Parent Relationship Therapy (CPRT) Treatment Manual: A 10-Session Filial Therapy Model for Training Parents*** is a companion to the textbook *Child Parent Relationship Therapy (CPRT): A 10-Session Filial Therapy Model* (Landreth & Bratton, 2006), available from the publisher, Routledge. The training materials included in this manual assume the reader is familiar with the information contained in the text. This manual is designed to be helpful to therapists with all levels of experience.

The ***CPRT Treatment Manual*** has three major sections: *Therapist Notebook*, *Study Guide*, and *Parent Notebook*. The manual also includes a comprehensive resource section and several appendices containing supplemental training materials, clinical forms, organizational tools, assessments, and marketing materials. The accompanying CD-ROM allows the therapist to print the necessary training materials for ease of reproduction. For example, the *Parent Notebook* is designed to be printed from the CD-ROM and then copied double-sided for parents, to ensure correct pagination (to correspond with the page numbers in the *Parent Notebook* that are referred to in the Treatment Outlines in the *Therapist Notebook*). The CD-ROM files also provide the therapist the flexibility to adapt the Treatment Outlines in the *Therapist Notebook* by downloading and adapting the files to accommodate individual or co-leader training styles, therapist level of experience, as well as to adapt content/format to fit specific parent needs. *Note: only Treatment Outlines, client Progress Notes, and marketing materials may be altered, and only by the purchaser of this manual for conducting CPRT with clients.*

The ***Therapist Notebook*** is organized by treatment sessions and contains all materials that the therapist needs to conduct the 10-session CPRT model, including Treatment Outlines for Sessions 1–10 and all corresponding parent handouts, homework, and parent worksheets—with sample answers for the therapist. Sample answers are provided only as an example—there are other responses that could be used that would be consistent with the Child-Centered Play Therapy (CCPT) philosophy. For additional CCPT skills and responses, refer to Chapter 5, “CPRT Skills, Concepts, and Attitudes,” in the companion CPRT text (Landreth & Bratton, 2006). The *Therapist Notebook* contains copies of all handouts in the *Parent Notebook*, with a reference to the page number where the handout can be found



in the CD-Rom version of the *Parent Notebook*. In preparation for each parent training session, print the Materials Checklist (Appendix A on the accompanying CD-ROM) and review the *Study Guide* for Treatment Outline for that session.

It is recommended that the therapist print out the entire *Therapist Notebook* from the CD-ROM prior to beginning treatment. As noted previously, the CD-ROM files also provide the therapist the flexibility to adapt the Treatment Outlines in the *Therapist Notebook* by downloading and adapting the files to accommodate individual training styles and therapist level of experience. For example, the experienced CPRT/filial therapist may prefer a less detailed outline, while the novice CPRT therapist may prefer to add more detailed explanations of concepts or skills. Outlines can also be altered to accommodate co-leaders. We have found that using a three-ring binder with tabs is an efficient method of organizing and using the materials. These materials are designed to be flexible to help you adapt the training to the developmental needs of parents and children. As noted in the CPRT text (Landreth & Bratton, 2006), the 10-session curriculum presented in this manual can be adapted for use in fewer sessions, as well as extended for a longer number of sessions, depending on parent needs and group size. Although designed for use with groups of parents, the materials are also easily adapted for use with individual parents and couples. As with any treatment/intervention, therapists are expected to exercise clinical judgment in the use of materials and procedures.

The *Study Guide* is designed to be studied prior to each CPRT training session. It is not intended for use during the training sessions. The *Study Guide* is an expanded version of the *Therapist Notebook* and is designed to provide a more in-depth explanation of content for the novice CPRT/filial therapist. This section begins with an overview, *Helpful Hints for Conducting CPRT*. Embedded within each treatment outline are shaded text boxes with additional information and examples for each training concept or activity to aid you in preparing for each session. The material in the shaded text boxes is not meant to be presented in full or memorized. In several cases, the authors have shared personal parenting experiences to illustrate a point, but it is important to use your own stories and metaphors, making teaching points in a way that feels comfortable and congruent. If you are not a parent and have little personal experience with children, do not try to pretend that you do. You can draw on your professional experience as a play therapist, teacher, and so forth, or share stories of friends' or relatives' experiences with children. For the experienced CPRT/filial therapist, the *Study Guide* can serve as a brief review.

We suggest that therapists have the *Therapist Notebook* at hand when reviewing the *Study Guide* in preparation for each session, making any additional notes directly on the session treatment outline for that session (or electronically adapting the outline to fit as needed). Never use the *Study Guide* during treatment sessions; training should not be scripted. The CPRT curriculum is designed to be used by experienced play therapists with prior training and experience in both Child-Centered Play Therapy (CCPT) and group therapy, and who have a solid understanding of CPRT skills, concepts and procedures. This training and experience base is necessary in order to facilitate a lively, spontaneous, and interactive group training process. Reading from the *Study Guide* would interfere with this process and impede the development of a therapeutic connection between the parents and therapist. The therapist should become familiar enough with the material in the *Study Guide* to deliver the training in his or her own unique way of engaging parents in the treatment process. As noted earlier, it is expected that the therapist will exercise clinical judgment in using these materials in order to best meet the specific needs of a particular group of parents. *Note: It is also necessary to refer to the Materials Checklist (See Appendix A on CD-ROM) as you prepare for each training session.*

The *Parent Notebook* includes all of the printed materials that parents will need to complete CPRT training. It is strongly recommended that the entire *Parent Notebook* be printed from the CD-ROM (rather than copied from this manual). The CD-Rom version of the *Parent Notebook* provides for correct pagination (to correspond with the page numbers in the *Parent Notebook* that are referred to in the Treatment Outlines in the *Therapist Notebook*). We suggest organizing the notebook into a



three-ring binder to be given to each parent on the first day of training. Providing tabs to identify each session enhances usability of the *Parent Notebook*. However, some therapists may prefer to hand out the materials one section at a time at the beginning of each session. Other useful strategies for the organization of training materials include printing the two most used handouts, *Dos and Don'ts* and *Play Session Procedures Checklist*, on two different colors of paper or using tabs or similar tools to provide an easy method for parents to locate them in their notebooks (both handouts are introduced in Session 3, but referred to in every session thereafter).

Handouts are organized by the CPRT training session they are typically used in. Some flexibility in presenting materials is allowed, depending on the needs of a particular group of parents. Supplemental skill practice worksheets for parents are also included in Appendix C on the accompanying CD-ROM. Although these supplemental worksheets are provided as additional practice for CPRT skills that a particular groups of parents may be having difficulty with, the therapist is cautioned to avoid overwhelming parents with too much information or homework. Again, it is expected that the therapist will exercise clinical judgment in determining when and if to use supplemental materials.

Please note that permission to copy the materials is granted to the therapist in conjunction with the purchase of this training. The copyright statement on the cover page of the *Parent Notebook* should be printed out and included in the notebook handed out to parents.

**CPRT Training Resources** includes a list of useful CPRT training resources. Resources are organized by videos, books, and manuals. Each of those categories is further divided into recommended and supplemental resources.

**Appendix A** includes helpful organizational and practical materials for CPRT training. These materials are prepared for ease of reprinting for each new group and include a *Parent Information Form* to complete prior to Session 1 and to note important information about group participants (this form should be brought to every session; therefore we suggest inserting it in the front of the *Therapist Notebook*); the *Materials Checklist* for Sessions 1–10 to help keep track of what the therapist needs to bring to each session (the therapist is advised to bring a few extras of all printed materials that parents will need for each session, in the likely case a parent forgets the notebook); *CPRT Progress Notes* to assess the clinical progress of individual group members throughout Sessions 1–10; and the *Therapist Skills Checklist* for the novice CPRT therapist or student intern to self-assess important CPRT skills. This appendix also contains items for parents that are to be handed out separately from the *Parent Notebook* materials, including *Playtime Appointment Cards*, *Do Not Disturb Template* and *Certificates of Completion*.

**Appendix B** includes a poster format of the most frequently used handout, *Play Session Dos and Don'ts*, formatted so that the therapist can print it out on three sheets of 8 ½" x 11" paper, tape it together, and laminate it as a poster to provide a handy visual for referencing these important skills during Sessions 3–10.

**Appendix C** includes supplemental parent worksheets and therapist versions with example answers. These supplemental handouts provide opportunities for additional practice of CPRT skills and are used at the discretion of the therapist's assessment of the parents' needs. The session numbers on each worksheet corresponds to when that particular skill is generally introduced or practiced. Worksheets include: *Feelings Response Worksheet* for Session 2, *Choice-Giving Worksheet* for Session 6, *Esteem-Building Responses Worksheet* for Session 7, *Encouragement vs. Praise Worksheet* for Session 8, and *Advanced Limit Setting: Giving Choices as Consequences Worksheet* for Session 9. References to these optional worksheets are included in the *Study Guide* in the sessions we recommend their use; however, they may be used flexibly, depending on the needs of a particular group of parents. Although these supplemental worksheets are provided as additional practice for CPRT skills that a particular groups of parents may be having difficulty with, the therapist is cautioned to avoid overwhelming parents with too much information or homework. Again, it is expected that the therapist will exercise clinical judgment in determining when and if to use supplemental materials.



**Appendix D** includes information for successful marketing of C-P-R Training to parents. A sample brochure, a sample newspaper ad, and two sample flyers are included. These materials may be electronically adapted for therapist use.

**Appendix E** includes three unpublished assessments that have been used for research in CPRT and filial therapy: *Porter Parental Acceptance Scale* (PPAS), and *Filial Problems Checklist* (FPC), and *Measurement of Empathy in Adult-Child Interaction* (MEACI). All three measures are designed to be administered pre and post treatment. The PPAS and FPC are self-report instruments administered to parents; the PPAS measures parent's attitude of acceptance toward the child of focus, while the FPC measures the parent's perception of the child of focus's behavior. The MEACI is a direct observational measure of parental empathy that requires pre and post videotaping of parents (the use of this instrument requires substantial training and inter-rater reliability). Instruments and scoring are included in separate files for ease of printing. We gratefully acknowledge Dr. Louise Guerney and Dr. Blaine Porter for generously allowing us to include these materials for use by CPRT/filial therapists.

We hope that you find this manual helpful and informative,

*Sue, Garry, Theresa, and Sandy*

# **CHILD PARENT RELATIONSHIP THERAPY (CPRT)**

## **THERAPIST NOTEBOOK**

*Treatment Outlines and Handouts for Sessions 1–10*

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## Using the Therapist Notebook

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The ***Therapist Notebook*** is organized by treatment sessions and contains all materials that the therapist needs to conduct the 10-session CPRT model, including Treatment Outlines for Sessions 1–10 and all corresponding parent handouts, homework, and parent worksheets—with sample answers for the therapist. Sample answers are provided only as an example—there are other responses that could be used that would be consistent with the Child-Centered Play Therapy (CCPT) philosophy. For additional CCPT skills and responses, refer to Chapter 5, “CPRT Skills, Concepts, and Attitudes,” in the companion CPRT text (Landreth & Bratton, 2006). The *Therapist Notebook* contains copies of all handouts in the *Parent Notebook*, with a reference to the page number where the handout can be found in the CD-Rom version of the *Parent Notebook*. In preparation for each parent training session, print the Materials Checklist (Appendix A on the accompanying CD-ROM) and review the *Study Guide* for the treatment outline for that session.

It is recommended that the therapist print out the entire *Therapist Notebook* from the CD-ROM prior to beginning treatment. As noted previously, the CD-ROM files also provide the therapist the flexibility to adapt the Treatment Outlines in the *Therapist Notebook* by downloading and adapting the files to accommodate individual training styles and therapist level of experience. For example, the experienced CPRT/filial therapist may prefer a less detailed outline, while the novice CPRT therapist may prefer to add more detailed explanations of concepts or skills. Outlines can also be altered to accommodate co-leaders. We have found that using a three-ring binder with tabs for each session is an efficient method of organizing and using the materials.

These materials are designed to be flexible to help you adapt the training to the developmental needs of parents and children. As noted in the CPRT text (Landreth & Bratton, 2006), the 10-session curriculum presented in this manual can be adapted for use in fewer sessions, as well as extended for a longer number of sessions, depending on parent needs and group size. Although designed for use with groups of parents, the materials are also easily adapted for use with individual parents and couples. As with any treatment/intervention, therapists are expected to exercise clinical judgment in the use of materials and procedures.



# Child Parent Relationship Therapy (CPRT)

## Session 1 – Treatment Outline

⌚ Time  
Marker

*Note: Print material checklist for this session (CD-Rom, Appendix A – contains list of all materials and where to locate them)*

### I. Give Name Tags and *Parent Notebooks* to All Parents as They Arrive

(Ask parents who need to complete intake information to stay afterward.)

Introduce self/welcome group—have parents briefly share about themselves and why they are here; help them feel supported and that they are not alone in their struggles

### II. Overview of CPRT Training Objectives and Essential Concepts

#### ☛ Rule of Thumb: “Focus on the donut, not the hole!”

CPRT focuses on the relationship, your strengths and your child's strengths, NOT the problem.

- Play is the child's language
- Helps prevent problems because parent becomes aware of child's needs

#### ☛ Rule of Thumb: “Be a thermostat, not a thermometer!”

Learn to RESPOND (reflect) rather than REACT. The child's feelings are not your feelings and needn't escalate with him/her.

When your child's feelings and behaviors escalate, you can learn to respond in a helpful way, rather than simply reacting and allowing your feelings and behaviors to escalate, too. Remember: In-control parents are thermostats; out-of-control parents are thermometers.

- You will learn the same basic play therapy skills that graduate students learn in a semester course

#### These skills will:

- Return control to you as parent and help child develop self-control
- Provide closer, happier times with your child—more joy and laughter, warm memories  
Ask parents: “*What do you want your child to remember about you/your relationship 20 years from now?*” (What are parents' best memories from childhood?)
- Give key to your child's inner world—learn how to really understand your child and how to help your child feel that you understand

- Best of all, you only have to practice these new skills and do something different 30 minutes per week!



- Patience is important in learning a new language
- "In 10 weeks, you are going to be different, and your relationship with your child will be different."**

### III. **Group Introductions (facilitate sharing and connections between parents)**

- Describe entire family; help pick child of focus if not identified during intake
- Tell concerns about this child (take notes on *Parent Information Form*)
- Facilitate sharing
- Make generalizing/normalizing comments to other parents  
(Example: "Anyone else feel angry with his or her child this week?")

- **Rule of Thumb: "What's most important may not be what you do, but what you do after what you did!"**

We are certain to make mistakes, but we can recover. It is how we handle our mistakes that makes the difference.

### IV. **Reflective Responding**

- Way of following, rather than leading
- Reflect behaviors, thoughts, needs/wishes, and feelings (without asking questions)
- Helps parent understand child and helps child feel understood

<b>"Be With" Attitudes Convey:</b>	<b>Not:</b>
I am here; I <u>hear</u> you	I always agree
I understand	I must make you happy
I care	I will solve your problems

### V. **Optional – Show Video Clips: *Life's First Feelings***

Video clip #1: Discuss

Video clip #2: Discuss reactions (especially difference in mad/sad) as lead-in to *Feelings Response: In-Class Practice Worksheet* (refer parents to page 2 in the *Parent Notebook*)

### VI. **Complete *Feelings Response: In-Class Practice Worksheet***

Complete worksheet together with parents, asking them, as a group, to decide on the feeling word that best describes how the child is feeling and next, as a group, decide on a short response.



**\_\_\_\_ VII. Role-Play**

Demonstrate with co-leader or ask a parent to tell you about his or her day and simply reflect as the parent talks about it; then pair up parents and have them take turns being the “listener”

**\_\_\_\_ VIII. Video Demonstration (optional, if time permits)**

Show demonstration of play session skills of reflection of feeling and allowing the child to lead

**\_\_\_\_ IX. Homework Assignments** (refer parents to homework section in their notebook)

- 1) Notice one physical characteristic about your child you haven't seen before.  
\_\_\_\_\_
- 2) Practice reflective responding—complete *Feelings Response: Homework Worksheet* and bring next week.
- 3) Bring your favorite, heart-tugging picture of your child of focus.
- 4) Practice giving a 30-second Burst of Attention. If you are on the telephone, say, “Can you hold for 30 seconds? I’ll be right back.” Put the phone aside, bend down, and give your child undivided, focused attention for 30 seconds; then say, “I have to finish talking to \_\_\_\_\_.” Stand back up and continue talking with your friend.

**\_\_\_\_ X. Close With Motivational Poem, Story, or Rule of Thumb (optional)**


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**⌘ RULES OF THUMB TO REMEMBER:**

1. **“Focus on the donut, not the hole!”** Focus on the relationship, NOT the problem.
  2. **“Be a thermostat, not a thermometer.”** Learn to RESPOND (reflect) rather than REACT.
  3. **“What’s most important may not be what you do, but what you do after what you did!”** We all make mistakes, but we can recover. It is how we handle our mistakes that makes the difference.
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# CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING

## Parent Notes & Homework - Session 1

### • RULES OF THUMB TO REMEMBER:

1. "Focus on the donut, not the hole!" Focus on the Relationship, NOT the Problem.
2. "Be a thermostat, not a thermometer." Learn to RESPOND (reflect) rather than REACT.
3. "What's most important may not be what you do, but what you do after what you did!" We all make mistakes, but we can recover. It is how we handle our mistakes that makes the difference.

### Reflective Responding:

A way of following, rather than leading

Reflect behaviors, thoughts, needs/wishes, and feelings (without asking questions)

Helps parent understand child and helps child feel understood

#### "Be With" Attitudes Convey:

I am here; I hear you  
I understand  
I care

#### Not:

I always agree  
I must make you happy  
I will solve your problems

Notes (use back for additional notes):

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### Homework Assignments:

1. Notice one physical characteristic about your child you haven't seen before.
2. Practice reflective responding (complete *Feeling Response: Homework Worksheet* and bring next week).
3. Bring your favorite, heart-tugging picture of your child of focus.
4. Practice giving a 30-second Burst of Attention. If you are on the telephone, say, "Can you hold for 30 seconds? I'll be right back." Put the phone aside, bend down, and give your child undivided, focused attention for 30 seconds; then say, "I have to finish talking to \_\_\_\_." Stand back up and continue talking with your friend.



## CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING

### Feelings Response: In-Class Practice Worksheet - Session 1

Directions: 1) Look into child's eyes for clue to feeling. 2) After you've decided what child is feeling, put the feeling word into a short response, generally beginning with you, "you seem sad," or "you're really mad at me right now." 3) Your facial expression & tone of voice should match your child's (empathy is conveyed more through nonverbals than verbals).



Child: Adam is telling you all the things he's going to show Grandma and Grandpa when they get to your house.

Child Felt: Excited, Happy, Glad

Parent Response: You're excited that Grandma & Grandpa are coming.



Child: Sally gets in the car after school and tells you that Bert, the class pet hamster, died—and then tells you about how she was in charge of feeding Bert last week and how he would look at her and then get on his wheel and run.

Child Felt: Sad, Disappointed

Parent Response: You're sad that Bert died.



Child: Andy was playing with his friend, Harry, when Harry grabbed Andy's fire truck and wouldn't give it back. Andy tried to get it back and the ladder broke off. Andy comes to you crying and tells you what happened and that it's all Harry's fault.

Child Felt: Mad, Angry, Upset

Parent Response: You're really mad at Harry.



Child: Sarah was playing in the garage while you were cleaning it out, when a big box of books falls off the shelf and hits the floor behind her. She jumps up and runs over to you.

Child Felt: Scared, Surprised (depends on child's facial expression)

Parent Response: 1) That (scared, surprised ...) you!



# CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING

## Feelings Response: Homework Worksheet - Session 1

Directions: 1) Look into child's eyes for clue to feeling. 2) After you've decided what child is feeling, put the feeling word into a short response, generally beginning with you, "you seem sad," or "you're really mad at me right now." 3) Remember the importance of your facial expression & tone of voice matching child's (empathy is conveyed more through nonverbals than verbals).



Child: (what happened / what child did or said)

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Child Felt: \_\_\_\_\_

Parent Response: \_\_\_\_\_

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Corrected Response: \_\_\_\_\_

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Child: (what happened / what child did or said)

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Child Felt: \_\_\_\_\_

Parent Response: \_\_\_\_\_

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Corrected Response: \_\_\_\_\_

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Child: (what happened / what child did or said)

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Child Felt: \_\_\_\_\_

Parent Response: \_\_\_\_\_

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Corrected Response: \_\_\_\_\_

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Child: (what happened / what child did or said)

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Child Felt: \_\_\_\_\_

Parent Response: \_\_\_\_\_

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Corrected Response: \_\_\_\_\_

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## CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING

### What Is It and How Can It Help?

#### What Is It?

*Child-Parent-Relationship (C-P-R) Training* is a special 10-session parent training program to help strengthen the relationship between a parent and a child by using 30-minute playtimes once a week. Play is important to children because it is the most natural way children communicate. Toys are like words for children and play is their language. Adults talk about their experiences, thoughts, and feelings. Children use toys to explore their experiences and express what they think and how they feel. Therefore, parents are taught to have special structured 30-minute playtimes with their child using a kit of carefully selected toys in their own home. Parents learn how to respond empathically to their child's feelings, build their child's self-esteem, help their child learn self-control and self-responsibility, and set therapeutic limits during these special playtimes.

For 30 minutes each week, the child is the center of the parent's universe. In this special playtime, the parent creates an accepting relationship in which a child feels completely safe to express himself through his play—fears, likes, dislikes, wishes, anger, loneliness, joy, or feelings of failure. This is not a typical playtime. It is a special playtime in which the child leads and the parent follows. In this special relationship, there are no:

- + reprimands
- + put-downs
- + evaluations
- + requirements (to draw pictures a certain way, etc.)
- + judgments (about the child or his play as being good or bad, right or wrong)

#### How Can It Help My Child?

In the special playtimes, you will build a different kind of relationship with your child, and your child will discover that she is capable, important, understood, and accepted as she is. When children experience a play relationship in which they feel accepted, understood, and cared for, they play out many of their problems and, in the process, release tensions, feelings, and burdens. Your child will then feel better about herself and will be able to discover her own strengths and assume greater self-responsibility as she takes charge of play situations.

How your child feels about herself will make a significant difference in her behavior. In the special playtimes where you learn to focus on your child rather than your child's problem, your child will begin to react differently because how your child behaves, how she thinks, and how she performs in school are directly related to how she feels about herself. When your child feels better about herself, she will behave in more self-enhancing ways rather than self-defeating ways.



# Child Parent Relationship Therapy (CPRT)

## Session 2 – Treatment Outline

⌚ Time  
Marker

*Note: Print material checklist for this session (CD-Rom, Appendix A – contains list of all materials and where to locate them)*

### I. Informal Sharing and Review of Homework

Ask about each parent's week and reflect briefly

Review homework from Session 1:

1. 30-second Burst of Attention
2. *Feelings Response: Homework Worksheet*—refer parents to worksheet for reflecting feelings review and practice

Remember to reflect parent's experience/model encouragement as parents share

3. Physical characteristic/favorite picture

Ask questions and reflect answers; ask parents to report a physical characteristic of their child that they hadn't noticed before

### II. Handout: *Basic Principles of Play Sessions* (refer parents to page 6 in the *Parent Notebook*)

1. Parent allows child to lead and parent follows, without asking questions or making suggestions

- Show keen interest and closely observe

#### ✦ Rule of Thumb: "The parent's toes should follow his/her nose."

Body language conveys interest and full attention

- Actively join in when invited
- Parent is "dumb" for 30 minutes

2. The parent's major task is to empathize with the child

- See and experience the child's play through the child's eyes
- Understand child's needs, feelings, and thoughts expressed through play

3. Parent is then to communicate this understanding to the child

- Describing what the child is doing/playing
- Reflecting what the child is saying
- Reflecting what the child is feeling



4. The parent is to be clear and firm about the few “limits” that are placed on the child’s behavior
  - Gives child responsibility for behavior
  - Limits set on time, for safety, and to prevent breaking toys or damaging play area
  - Stated only when needed, but consistently
5. Note: If time allows, briefly review goals of play sessions on handout

### III. **Demonstration of Toys for Play Session Toy Kit**

- Briefly review Toy Categories on *Toy Checklist for Play Sessions* (refer parents to page 7 in the *Parent Notebook*; don’t read entire list)
- Demonstrate/show toys and briefly explain rationale—especially for toys that may concern parents (dart gun and baby bottle)
- As toys are shown, briefly provide examples of how you might respond to child playing with that toy (co-leader can role-play with you)
- Discuss finding used, free, and inexpensive toys
- Emphasize the importance of the toys and get commitment that each parent will have over half of the toys by next week—preferably all; if they don’t, they likely won’t be ready for their first play session
- Discuss pros and cons of involving child in collecting toys for play session kit

### IV. **Choosing a Place and Time for Play Sessions**

- Suggest a room that parent believes will offer the fewest distractions to the child and greatest freedom from worry about breaking things or making a mess  
Kitchen area is ideal if no one else at home; otherwise, need to be able to close a door
- Set aside a regular time in advance
  - This time is to be undisturbed—no phone calls or interruptions by other children
  - Most importantly, choose a time when the parent feels most relaxed, rested, and emotionally available to child

#### **👉 Rule of Thumb: “You can’t give away that which you don’t possess.”**

(Analogy: oxygen mask on airplane: take care of yourself first, then your child)

You can’t extend patience and acceptance to your child if you can’t first offer it to yourself. As your child’s most significant caregiver, you are asked to give so much of yourself, often when you simply don’t have the resources within you to meet the demands of parenting. As parents, you may be deeply aware of your own failures, yet you can’t extend patience and acceptance to your child while being impatient and un-accepting of yourself.

- Note: Let parents know that you will be asking each of them to report next week on the place and time they have chosen



## **\_\_\_\_\_ V. Role-Play and Demonstration of Basic Play Session Skills (video clip or live)**

Make sure to allow at least 15–20 minutes of demonstration, stopping to answer questions and get reactions, and another 5–10 minutes for paired parent role-plays, followed by 5–10 minutes for therapist to role-play “scenarios” parents had difficulty with in their role-play with parent partners

1. Show video clip that clearly demonstrates the concept of setting the stage, allowing the child to lead (without asking questions), tracking, and conveying the “Be With” Attitudes (or conduct live demo focusing on same attitudes and skills)
  - o Review the “BE WITH” ATTITUDES: I’m here, I hear you, I understand, and I care!
2. Use filial toy kit or toys in playroom for parents to take turns role-playing child and parent in play session, practicing the skills just demonstrated

## **\_\_\_\_\_ VI. Homework Assignments** (refer parents to homework section in their notebook)

- 1) Priority—Collect toys on *Toy Checklist for Play Sessions*.  
Brainstorm ideas and sources and suggest parents share resources
- 2) Select a consistent time and an uninterrupted place in the home suitable for the play sessions and report back next week—whatever room you feel offers the fewest distractions to the child and the greatest freedom from worry about breaking things or making a mess. Set aside a regular time in advance. This time is to be undisturbed—no phone calls or interruptions by other children.  
Time \_\_\_\_\_ Place \_\_\_\_\_
- 3) Additional Assignment:

## **\_\_\_\_\_ VII. Close With Motivational Poem, Story, or Rule of Thumb (optional)**

End session with a motivational book, poem, or story, such as “I’ll Love You Forever”

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### **♣ RULES OF THUMB TO REMEMBER:**

1. “The parent’s toes should follow his/her nose.”
2. “You can’t give away that which you don’t possess.” You can’t extend patience and acceptance to your child if you can’t first offer it to yourself. As your child’s most significant caregiver, you are asked to give so much of yourself, often when you simply don’t have the resources within you to meet the demands of parenting. As parents, you may be deeply aware of your own failures, yet you can’t extend patience and acceptance to your child while being impatient and un-accepting of yourself.

*Remember the analogy of the oxygen mask on an airplane!*



# CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING

## Parent Notes & Homework - Session 2

## 👉 RULES OF THUMB TO REMEMBER:

1. "The parent's toes should follow his/her nose."
2. "You can't give away that which you don't possess." You can't extend patience and acceptance to your child if you can't first offer it to yourself. As your child's most significant caregiver, you are asked to give so much of yourself, often when you simply don't have the resources within you to meet the demands of parenting. As parents, you may be deeply aware of your own failures, yet you can't extend patience and acceptance to your child while being impatient and unaccepting of yourself.

**Remember the analogy of the oxygen mask on an airplane!**

**Remember the "BE WITH" ATTITUDES: I'm here, I hear you, I understand, and I care!**

**Notes (use back for additional notes):**

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Homework Assignments:

1. Priority—Collect toys on *Toy Checklist for Play Sessions*.
2. Select a consistent time and an uninterrupted place in the home suitable for the play sessions and report back next week—whatever room you feel offers the fewest distractions to the child and the greatest freedom from worry about breaking things or making a mess. Set aside a regular time in advance. This time is to be undisturbed—no phone calls or interruptions by other children.

Time \_\_\_\_\_ Place \_\_\_\_\_

- ### 3. Additional assignment:



## CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING

### Basic Principles of Play Sessions – Session 2

#### Basic Principles for Play Sessions:

1. The parent sets the stage by structuring an atmosphere in which the child feels free to determine how he will use the time during the 30-minute play session. The child leads the play and the parent follows. The parent follows the child's lead by showing keen interest and carefully observing the child's play, without making suggestions or asking questions, and by actively joining in the play when invited by the child. For 30 minutes, you (parent) are "dumb" and don't have the answers; it is up to your child to make his own decisions and find his own solutions.
2. The parent's major task is to empathize with the child: to understand the child's thoughts, feelings, and intent expressed in play by working hard to see and experience the child's play through the child's eyes. This task is operationalized by conveying the "Be With" Attitudes below.
3. The parent is then to communicate this understanding to the child by: a) verbally describing what the child is doing/playing, b) verbally reflecting what the child is saying, and c) most importantly, by verbally reflecting the feelings that the child is actively experiencing through his play.
4. The parent is to be clear and firm about the few "limits" that are placed on the child's behavior. Limits are stated in a way that give the child responsibility for his actions and behaviors—helping to foster self-control. Limits to be set are: time limits, not breaking toys or damaging items in the play area, and not physically hurting self or parent. Limits are to be stated only when needed, but applied consistently across sessions. (Specific examples of when and how to set limits will be taught over the next several weeks; you will also have lots of opportunities to practice this very important skill.)

#### **"Be With" Attitudes:**

Your intent in your actions, presence, and responses is what is most important and should convey to your child:

**"I am here—I hear/see you—I understand—I care."**

#### Goals of the Play Sessions:

1. To allow the child—through the medium of play—to communicate thoughts, needs, and feelings to his parent, and for the parent to communicate that understanding back to the child.
2. Through feeling accepted, understood, and valued—for the child to experience more positive feelings of self-respect, self-worth, confidence, and competence—and ultimately develop self-control, responsibility for actions, and learn to get needs met in appropriate ways.
3. To strengthen the parent-child relationship and foster a sense of trust, security, and closeness for both parent and child.
4. To increase the level of playfulness and enjoyment between parent and child.



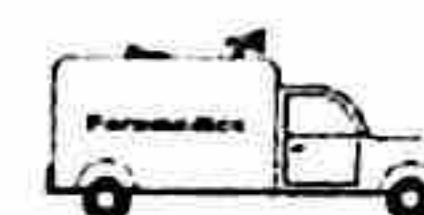
## CHILD-PARENT-RELATIONSHIP (C-P-R) TRAINING

### Toy Checklist for Play Sessions - Session 2

*Note: Obtain sturdy cardboard box with sturdy lid to store toys in (box that copier paper comes in is ideal—the deep lid becomes a dollhouse). Use an old quilt or blanket to spread toys out on and to serve as a boundary for the play area.*

#### **Real-Life Toys** (also promote imaginative play)

- ☐ Small baby doll: *should not be anything "special"; can be extra one that child does not play with anymore*
- ☐ Nursing bottle: *real one so it can be used by the child to put a drink in during the session*
- ☐ Doctor kit (with stethoscope): *add three Band-Aids for each session (add disposable gloves/Ace bandage, if you have)*
- ☐ Toy phones: *recommend getting two in order to communicate: one cell, one regular*
- ☐ Small dollhouse: *use deep lid of box the toys are stored in—draw room divisions, windows, doors, and so forth inside of lid*
- ☐ Doll family: *bendable mother, father, brother, sister, baby, and so forth (ethnically representative)*
- ☐ Play money: *bills and coins; credit card is optional*
- ☐ Couple of domestic and wild animals: *if you don't have doll family, can substitute an animal family (e.g., horse, cow family)*
- ☐ Car/Truck: *one to two small ones (could make specific to child's needs, e.g., an ambulance)*
- ☐ Kitchen dishes: *couple of plastic dishes, cups, and eating utensils*



#### **Optional**

- ☐ Puppets: *one aggressive, one gentle; can be homemade or purchased (animal shaped cooking mittens, etc.)*
- ☐ Doll furniture: *for a bedroom, bathroom, and kitchen*
- ☐ Dress up: *hand mirror, bandana, scarf; small items you already have around the house*

#### **Acting-Out Aggressive Toys** (also promote imaginative play)

- ☐ Dart guns with a couple of darts and a target: *parent needs to know how to operate*
- ☐ Rubber knife: *small, bendable, army type*
- ☐ Rope: *prefer soft rope (can cut the ends off jump rope)*
- ☐ Aggressive animal: *(e.g., snake, shark, lion, dinosaurs—strongly suggest hollow shark!)*
- ☐ Small toy soldiers (12–15): *two different colors to specify two teams or good guys/bad guys*
- ☐ Inflatable bop bag (Bobo clown style preferable)
- ☐ Mask: *Lone Ranger type*



#### **Optional**

- ☐ Toy handcuffs with a key

#### **Toys for Creative/Emotional Expression**

- ☐ Playdough: *suggest a cookie sheet to put playdough on to contain mess—also serves as a flat surface for drawing*
- ☐ Crayons: *eight colors, break some and peel paper off (markers are optional for older children but messier)*
- ☐ Plain paper: *provide a few pieces of new paper for each session*
- ☐ Scissors: *not pointed, but cut well (e.g., child Fiskars®)*
- ☐ Transparent tape: *remember, child can use up all of this, so buy several of smaller size*
- ☐ Egg carton, styrofoam cup/bowl: *for destroying, breaking, or coloring*
- ☐ Ring toss game
- ☐ Deck of playing cards
- ☐ Soft foam ball
- ☐ Two balloons per play session



#### **Optional**

- ☐ Selection of arts/crafts materials in a ziplock bag (e.g., colored construction paper, glue, yarn, buttons, beads, scraps of fabrics, raw noodles, etc —much of this depends on age of child)
- ☐ Tinkertoys®/small assortment of building blocks
- ☐ Binoculars
- ☐ Tambourine, drum, or other small musical instrument
- ☐ Magic wand

**Reminder:** Toys need not be new or expensive. Avoid selecting more toys than will fit in a box—toys should be small. In some cases, additional toys can be added based on child's need and with therapist approval. If unable to get every toy before first play session, obtain several from each category—ask therapist for help in prioritizing.

**Note:** Unwrap any new toys or take out of box before play session. Toys should look inviting.

**Good Toy Hunting Places:** garage sales, attic, friends/relatives, "dollar" stores, toy aisles of grocery and drug stores



# Child Parent Relationship Therapy (CPRT)

## Session 3 – Treatment Outline

⌚ Time  
Marker

*Note: Print material checklist for this session (CD-Rom, Appendix A – contains list of all materials and where to locate them)*

### I.      **Informal Sharing and Review of Homework**

1. Toys collected
2. Time and place for play sessions

Very important to ask very specific questions about when and where

Hand out appointment cards—one for parent and one for child to keep

3. Any questions

### II.      **Handout:** *Play Session Do's & Don'ts* (refer parents to page 9 in the *Parent Notebook*)

- Ask parents to refer to *Play Session Do's & Don'ts* handout as you refer to poster and provide examples
- Demonstrate **Play Session Do's** physically with toys as you go over each one (or role-play with co-leader)

#### **Do:**

1. **Do set the stage (structuring).**
2. **Do let the child lead.**
3. **Do join in the child's play actively, as a follower.**
4. Do verbally track child's play (describe what you see).
5. Do reflect the child's feelings.
6. **Do set firm and consistent limits.**
7. Do salute the child's power and encourage effort.
8. Do be verbally active.

Note: Emphasize the bolded **Do's** for parents to focus on in first play session

#### **Don't:**

1. Don't criticize any behavior.
2. Don't praise the child.