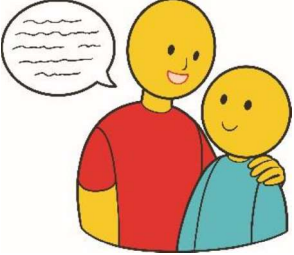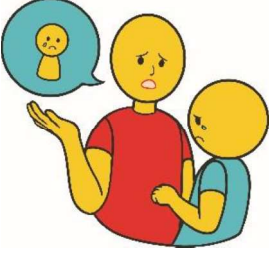# PCIT-T: Emotion Regulation for Toddlers

# C.A.R.E.S.

Steps Provided in Any Order & Often Simultaneously

| Picture Icon | | Emotion Regulation Skill | How & Why Use This Skill? |
|---|---|---|---|
|  | C | **Come In** | • Move your body physically close to child<br>• Make movements calm and slow<br>• By moving closer child sees you are present and available to them<br>• Increases child sense of reliability with the caregiver |
|  | A | **Assist Child** | • Help child problem solve current issue<br>• Establishes early teaching experiences<br>• Perform with child versus do it for child<br>Example:<br>(child) starts to fuss when unable to sort toy<br>(parent) slowly turns toy while child remains holding toy to show placement in toy sort |
|  | R | **Reassure Child** | • Creates opportunity for increased trust<br>• Verbal statement child will be taken care of by caregiver<br><br>Example:<br>(parent) "It's ok, Mommy/Daddy is here."<br>(parent) "I've got you, you're alright." |
|  | E | **Emotional Validation** | • Label child's feeling being expressed<br>• Creates sense of understanding & support<br>• Helps to build emotional vocabulary<br><br>Example<br>(parent) "I know it's sad/frustrating when…"<br>(parent) "You're proud/happy because…" |
|  | S | **Soothe (voice/touch)** | • Provides sense of safety & security<br>• Gives physical cues everything is ok<br>• Model for child relaxed & calm demeanor<br><br>Example<br>(parent) Give cuddle to child or soft caress<br>(parent) Use quiet, lulling tone of voice |

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

| | |
|---|---|
| Use toys with sounds for distraction | Move to different area/location |
| Note if child tired, hungry, wet and address | Increase facial and verbal animation |