ID	English	Hmong
1	[1]PCIT-T:	[1]PCIT-T:
2	Emotion Regulation for Toddlers[1]	Kev Tswj Hwm Kev Xav Rau Cov Me Nyuam Yaus[1]
3	**[1][2][3][4][5][6]C A R E S{7}**	**[1][2][3][4][5][6]C A R E S{7}**
4	Steps Provided in Any Order & Often Simultaneously	Cov Kauj Ruam Muaj Nyob rau hauv Ib Qho Kev Txiav Txim & Feem Ntau Lawm Muaj Ib Txhij
5	**Picture Icon**	**Daim Duab Icon**
6	**Emotion Regulation Skill**	**Txoj Cai Kev Txawj Ntse**
7	**How & Why Use This Skill?**	**Yuav Ua Li Cas thiab Vim Li Cas Thiaj Siv Rau Qhov Kev Txawj Ntse?**
8	**C**	**C**
9	**Come In**	**Tuaj hauv**
10	[1][2]Move your body physically close to child Make movements calm and slow{3}	[1][2]Coj koj tus kheej mus rau tus me nyuam Ua kom txav mus los thiab qeeb{3}
11	[1][2][3]By moving closer child sees you are present and available to them{4}	[1][2][3]Los ntawm kev txav mus ze tus me nyuam kom pom tias koj nyob thiab muaj rau lawv{4}
12	[1][2]Increases child sense of reliability with the caregiver{3}	[1][2]Ua kom tus me nyuam muaj kev ntseeg siab nrog tus neeg zov me nyuam{3}
13	**A**	**A**
14	**Assist Child**	**Pab Tus Me Nyuam**
15	[1][2]Help child problem solve current issue Establishes early teaching experiences Perform with child versus do it for child{3}	[1][2]Pab tus me nyuam daws qhov teeb meem tam sim no Tsim kom muaj kev qhia ntxov txog kev ua hauj lwm nrog tus me nyuam thiab ua rau tus me nyuam{3}
16	[1][2][3]Example:{4}	[1][2][3]Piv txwv lis:{4}
17	(child) starts to fuss when unable to sort toy (parent) slowly turns toy while child remains holding toy to show placement in toy sort	(tus me nyuam) pib quaj (fuss) thaum tsis muaj peev xwm txheeb cov khoom ua si (tus niam txiv) maj mam tig cov khoom ua si thaum tus me nyuam tseem tuav cov khoom ua si los qhia qhov chaw hauv cov khoom ua si.
18	**R**	**R**
19	**Reassure Child**	**Ua Tom Tus Me Nyuam**
20	[1][2][3]Creates opportunity for increased trust Verbal statement child will be taken care of by caregiver{4}	[1][2][3]Tsim lub cib fim kom muaj kev ntseeg siab thaum Cov lus hais tus me nyuam yuav raug saib xyuas los ntawm tus neeg zov me nyuam{4}
21	Example:	Piv txwv lis:
22	**E**	**E**
23	**Emotional Validation**	**Kev Ua Kom Tseeg Siab**
24	Creates sense of understanding & support Helps to build emotional vocabulary	Tsim kom muaj kev nkag siab & kev txhawb nqa Pab tsim cov ntsiab lus ntawm kev xav
25	[1][2]Example{3}	[1][2]Piv txwv lis{3}
26	[1][2](parent)[3]s{4}	[1][2](cov niam txiv)[3]{4}
27	(parent)	(tus niam txiv)
28	**S**	**S**

29	**Soothe**	**Kev Kaj Siab**
30	**(voice/touch)**	**(Lub suab/Kov)**
31	[1][2]Provides sense of safety & security Gives physical cues everything is ok{3}	[1][2]Muab kev nkag siab ntawm kev nyab xeeb & kev nyab xeeb Muab lub cev yog txhua yam yog qhov zoo{3}
32	[1][2]Model for child relaxed & calm demeanor{3}	[1][2]Tus qauv rau me nyuam lis kev so thiab ua siab mos siab muag {3}
33	[1][2]Example{3}	[1][2]Piv txwv lis{3}
34	(parent) Give cuddle to child or soft caress (parent) Use quiet, lulling tone of voice	(tus niam txiv) Muab kev sov siab rau tus me nyuam los sis ua siab muag (tus niam txiv) Siv lub suab nrov
35	[1][2][3][4]Provide **REDIRECTION** after C.A.R.E.S.{5}	[1][2][3][4]Muab **KEV HLOOV PAUV (REDIRECTION)** tom qab C.A.R.E.S.{5}
36	Use toys with sounds for distraction	Siv cov khoom ua si nrog lub suab kom cuam tshuam
37	Move to different area/location	Txav mus rau qhov chaw sib txawv/thaj tsam
38	Note if child tired, hungry, wet and address	Nco ntsoov yog tus me nyuam nkees, tshaib plab, muaj dej ntub thiab chaw nyob
39	Increase facial and verbal animation	Ua kom lub ntsej muag thiab hais lus ua sis nrog
40	Reprinted by permission from Springer Nature, *PCIT with Toddlers* by Dr. Emma I. Girard, et al.	Luam tawm los ntawm kev tso cai los ntawm Springer Nature, PCIT nrog Cov Me Nyuam Me los ntawm Dr. Emma I. Girard, et al.
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