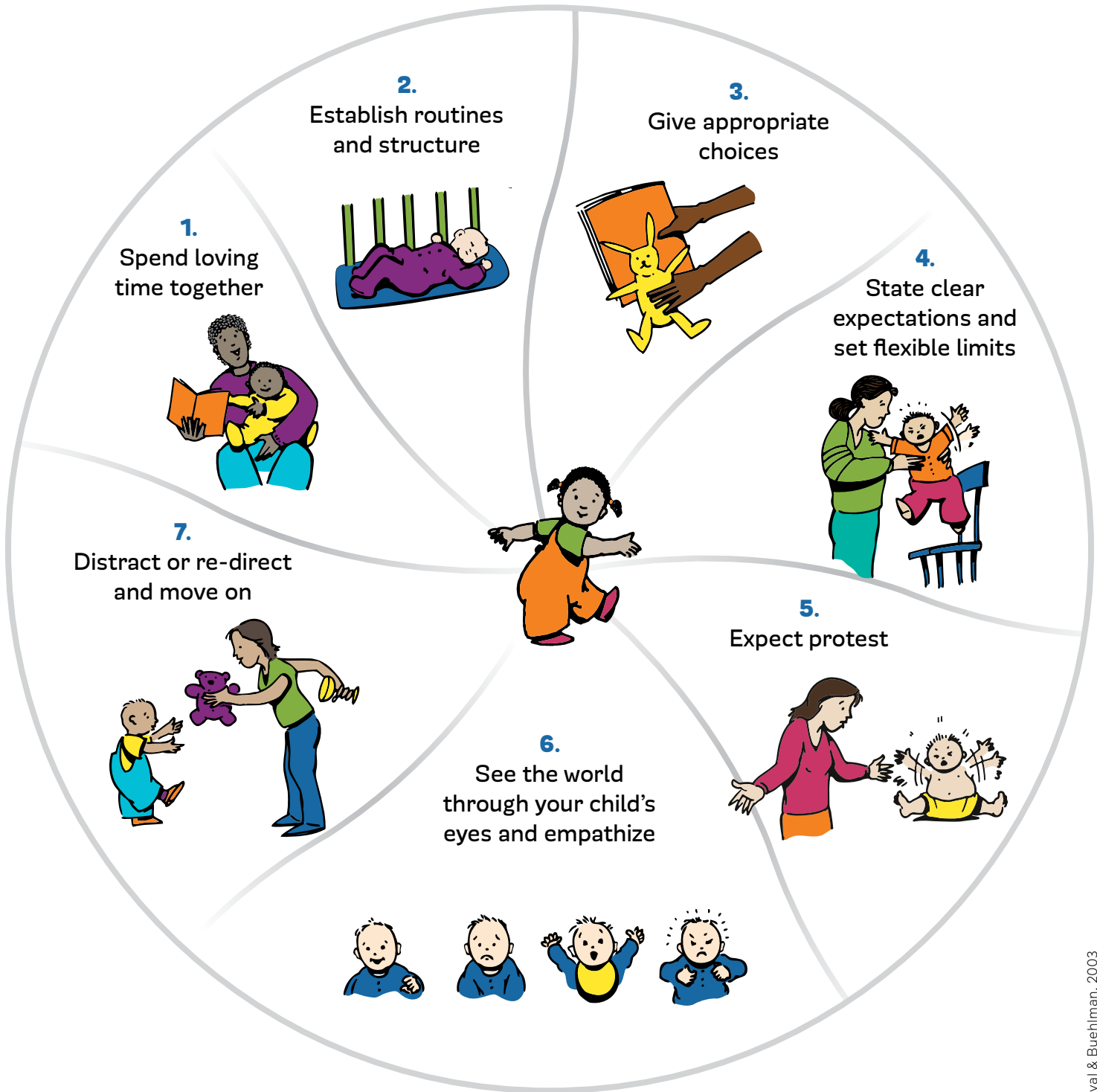


Encouraging Cooperation in Everyday Moments



Kelly, Zuckerman, Sandoval & Buehlman, 2003
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Encouraging Cooperation in Everyday Moments

<i>When You Do This...</i>	<i>This Helps...</i>
Spend loving time together	Children feel valuable and loved. They receive attention for positive behavior. You learn about your child’s personality, they learn about you, and you have fun together.
Establish routines and structure	Children feel safe and secure when they know what to expect. This makes it easier to deal with change and transitions. When your child participates in familiar and everyday routines, the world feels more predictable and your child feels more confident.
Give appropriate choices	Children feel a sense of competence when they can make real choices. When you give everyday, appropriate choices, your child will feel important and they will use fewer power struggles to get their needs met.
State clear expectations and set flexible limits	Children understand from the caregiver what is okay and what is not okay to do. Your child will feel safe when you confidently take charge and set limits for your child’s exploration. Limits can be flexible and changed as your child grows.
Expect protests	Children feel supported when the caregivers accept that there will be protests. Protests are your child’s way of letting you know he or she has separate ideas about what should happen.
See the world through your child’s eyes and empathize	Children feel understood and comforted when the caregiver accepts their feelings, whether positive or negative, and talks about and identifies them. For example, when you kindly label your child’s feeling as “sad” or “angry” or “excited”, it helps your child learn about feelings and how to handle them. Your acceptance and guidance will also help your child understand and care for others’ feelings.
Distract or re-direct and move on	Children still get their wants or needs met but are given an alternative. Distraction works particularly well with younger toddlers who are easier to re-direct. Helping your child move on shows that you will be there to help your child focus on other things.



Older children will need more information about why what they did is not okay. We help them learn this by first empathizing with their upset feelings, but also sticking to our limit. Next, we may need to describe what is okay such as “Let’s keep the water in the bath tub” or “Let’s talk more quietly”.