Booster (Check-In and Problem-Solving)
In-Session Planner: Decision Matrix

Strategies for Decision-Making

- Limit choices
- Set a deadline
- Make a time rule ("If it costs less than $10, I'll spend no more than 10 minutes deciding")
- Pull in supports/ask for advice

Decision Matrix

1. Decide on criteria (and weight if desired)
2. List your options
3. Rank each solution
4. Calculate a total score and select the best option

Criteria	Cost	Size	Easy to Clean
Weight	2	1	3
High Chair 1 (Total = +3)	-2	+1	+3
High Chair 2 (Total = -1)	+2	0	-3
High Chair 3 (Total = -1)	0	-1	0

Criteria			
Weight			
Option 1:			
Option 2:			
Option 3:			

Booster (Check-In and Problem-Solving)
In-Session Planner: PASTE Problem-Solving

- P: Pick one problem
- A: consider Alternative solutions
- S: Select the best strategy
- T: Try it out
- E: Evaluate it

List problems or challenges that you are facing right now. **P**ick one that you feel you can solve successfully.

Possible problems to try to solve	***Select one***
1.	
2.	
3.	
4.	

Write down several possible **A**lternative solutions to your chosen problem. List advantages and disadvantages (pros/cons), then **S**elect the best possible solution.

Possible solutions to my problem	***Advantages***	***Disadvantages***	***Select best***
1.	1.	1.	
	2.	2.	
	3.	3.	
2.	1.	1.	
	2.	2.	
	3.	3.	
3.	1.	1.	
	2.	2.	
	3.	3.	
4.	1.	1.	
	2.	2.	
	3.	3.	

Problem-Solving and Decision-Making
Home Practice: PASTE Problem-Solving

This week, **T**ry out your chosen solution. Schedule a day/time when you will try out the solution.

When I will try out my solution:

_____

Choose a time when you will **E**valuate your solution.

When I will evaluate my solution:

_____

If things went well, ask:

- *How do I maintain this solution?*
- *Can I apply this solution to other problems?*
- *What problem can I tackle next?*

If things didn't go well, ask:

- *What did I learn?*
- *Can I change something about this solution to make it work better?*
- *Will one of my other solutions work, or do I need to brainstorm new ones?*

_____

_____

_____

_____

_____

Booster (Check-In and Problem-Solving)
Handout: Building Attachment with PRIDE Skills

This information is adapted from the Parent-Child Interaction Therapy with Toddlers (PCIT-T) program (Girard et al., 2018).

Skill	***Description***	***Examples***
P: Praise	Praise your child's behavior to increase the behaviors you want to see more of and build connection and self-esteem.	When child babbles, clap and say "Great talking!" "Wow, you rolled over!"
R: Reflect	Reflect your child's sounds to show you are paying attention. As child gets older, you can build on their speech or model new words.	When child blows a raspberry, blow one back. When child says "mamama" after seeing a bottle, say back "ma, ma, milk!"
I: Imitate	Imitate your child's actions while playing to show you approve of their play and to help them feel important. As child gets older, you can imitate more complex behaviors such as building a tower of blocks.	When child lifts up an arm, you lift up an arm. When child sticks out tongue, you stick out your tongue.
D: Describe	Describe your child's behavior and narrate what they're doing to increase your child's focus and expose them to language. As child gets older, you can describe their play in more detail.	"Your hands are touching that soft blanket." "You're driving that car all the way across the room."
E: Enjoy	Enjoy the time you spend with your child. Be affectionate in your tone of voice and touch to model positive emotions, make play fun, and express love to your child.	Smile and laugh together with your child. Rub your child's back.

Strategies for teaching about emotions:

- Label feelings ("You're sad because you dropped your toy").
- Read or tell stories about feelings. Point out pictures showing emotions.
- Play peek-a-boo. Label feelings when you play ("Uh oh, where did I go? Peek-a-boo! Here I am! Are you surprised? Are you so happy to find me?").
- Help your child recover from big feelings. Soothe your child by swaddling, rocking, giving a pacifier, singing, rubbing their back, or making shushing noises.