Helping a Struggling Child to Succeed
Effective Family-Focused Skills Building Interventions for Youth with Behavior-Emotional Problems

Michael Bloomquist, Ph.D.
Associate Professor
Department of Psychiatry
University of Minnesota
Minneapolis, MN.
bloom008@umn.edu*

MACMH Conference
Duluth, Minnesota
May 2 2011
A Day of Clinical Child Psychology Practice

- **8:00 a.m.** – 9-year-old Tony has a diagnosis of ADHD. He has few friends, is picked on, teased and rejected by other children and often says, “Nobody likes me.”

- **9:00 a.m.** – 13-year-old Jennifer has depression and her stressed out single father says she is increasingly irritable, moody, and argumentative, and her grades are declining.

- **10:00 a.m.** – A busy single mother who owns a restaurant has a 7-year-old son named Carl with ADHD/ODD. He is very argumentative at home and school. He has been suspended and this causes stress arranging child care. They are growing apart.

- **11:00 a.m.** – 15 year-old Franklin is on the path of Conduct Disorder. He smokes cigarettes, breaks curfew, skips school, and occasionally smells of alcohol. His Mother thinks he is hanging out with the “wrong crowd” in their low-income neighborhood. He is flunking out of school.

- **1:00 p.m.** – 11-year-old Dominique has PTSD related to step-fathers physical abuse. He appears to increasingly sad, irritable, and withdrawn. He is argumentative and fights with sister nearly everyday.

- **2:00 p.m.** – Cancelation.

- **3:00 p.m.** – 15-year-old Melissa has Bipolar Disorder. Sometimes she “explodes,” destroys property, and is violent in the home. There is frequent family conflict and the father admits losing his temper and verbally abusing his daughter which causes marital strife. In the session - mother stated “I have failed as a parent,” and father noted, “I give up!”

- **4:00 – 5:30 p.m.** – Parent group for 12-16 year-old teens in partial hospital program.
Prevalence of Most Common Comorbidities of Disruptive Behavior Disorders (DBD)
(Ollendick et al., 2008)

<table>
<thead>
<tr>
<th>DSM-IV-TR DBD Diagnosis</th>
<th>DSM-IV-TR Comorbid Conditions (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADHD</strong></td>
<td>Anxiety and/or Mood (13-51); ODD and/or CD (43-93)</td>
</tr>
<tr>
<td><strong>ODD</strong></td>
<td>ADHD (35); Anxiety (62); Mood (46)</td>
</tr>
<tr>
<td><strong>Conduct Disorder</strong></td>
<td>ADHD (80); Anxiety (40); Mood (50)</td>
</tr>
</tbody>
</table>
Dimensions of Behavior-Emotional Problems (BEP)

CHILD
- Noncompliance
- Overt aggression
- Relational aggression
- Proactive aggression
- Reactive aggression
- Emotional dysregulation
- Hostility
- Impulsivity
- Antisocial
- Callous/unemotional
- Negative affect
- Depression/Moodiness
- Anxiety
- Social Problems
- Underachievement

PARENT/FAMILY
- Parent personal problems (often similar to the child)
- Marital/partner problems
- Parent insularity or limited social support
- Coercive parent-child interactions
- Family conflict and/or violence
- Limited family routine
- Family instability
- Low income variables related to stress
Primary Models of Research-Validated Youth and Parent/Family Skills Training

• **Parent Management Training** (Barkley, 1997; Barkley, et al., 1999; Eyberg & Boggs, 1998; Kazdin, 2005; McMahon & Forehand, 2003; Patterson, et al., 1975; Sanders, 1999; Webster-Stratton, & Hancock, 1998; Weisz, 2004)

• **Social Competence Skills Training** (Beelman, et al., 1994; Bierman, et al., 1996; Larsen & Lochman, 2002; Prinz, et al., 1994)

• **Cognitive-Behavioral Therapy for child** (David-Ferdon & Kaslow, 2008; Sauter et al., 2009; Silverman et al., 2008; Weisz, 2004; Meichenbaum, 1977) or **parent** (Hoza et al., 2006; Mah & Johnston, 2008; Morrissey-Kane & Prinz, 1999; Sanders, et al., 2004; Wiggins, et al., 2009)


There are dozens of research-validated protocols designated as “Well Established” or “Probably Efficacious” (American Psychological Association, 2008)
Utilizing Research-Validated Methods in Practice

Type II Translation Fraught With Challenges
(Durlak, & DuPre, 2008; Rohrbach, et al., 2006; Weisz, 2004)

Client Level – “one size fits all” doesn’t account for heterogeneous clients and/or may be a poor fit for client’s preferences or culture

Practitioner Level – limited buy-in, poor understanding, and substandard implementation of practice parameters (i.e., low fidelity)

Organizational Level – limited funding from conventional funding streams and/or low priority of administrators for training and technical assistance

Community Level – may be perceived as not addressing community needs and/or culturally irrelevant
Bridging the Research to Practice Gap

Using Evidence-Based Practice (EBP) (APA, 2006; Kazdin, 2008)

• Use research to guide practice – what works (content and delivery) and how it works (fidelity)
• Use practitioner expertise in applying research-based methods
• Consider client variables to tailor intervention

Using Practice Elements (Chorpita & Daleiden, 2009; Kaminski, et al., 2008)

• Extract and deliver content and delivery procedures across protocols
• Develop “unified” or “transdiagnostic” protocols based on modules of practice elements (Chorpita, 2007; Chorpita & Weisz, 2005; Kolko et al., 2007; 2009)

Achieving Fidelity in Practice Settings (Beidas & Kendall, 2010; Carroll, et al., 2010).

• Exposure – providing specified number of sessions/contacts
• Adherence – using the specified content and delivery methods
• Quality of delivery – preparedness, alliance, humor, etc.
Components of Evidence-Based Practice
(American Psychological Association, 2006; Kazdin, 2008)
Using Quality Assurance Strategies That Are Typical in “Research Therapy” within Practice Context

**Manual** – Specifies content and delivery procedures, and serves as reference

**Training** – Practitioners are trained in content and delivery procedures

**Technical Assistance** – Ongoing training/feedback and adaptations to promote implementation

**Supervision** – Case specific application to clients and monitoring of individual effects
Struggling Child EBP – Overview of a Unified Model
(Bloomquist, 2012 a, b)

- Hybrid Parent-Focused Family Delivery
- Developmentally Nuanced for Child and Teen
- Focus on Attendance and Participation Engagement
- Collaboration via Books, Handouts, Charts
- Quality Assurance Protocol
- Seven Integrated and Tailored Skills Building Modules
  1. Parent Decision Making and Preparation
  2. Parent Management of Child Behavior
  3. Child-Focused Social Competence Skills
  4. Child-Focused Emotion Coping Skills
  5. Child-Focused Academic-Enhancement Skills and Education Support
  6. Parent-Focused Coping Skills
  7. Family-Wide Functioning and Interaction Skills
Struggling Child EBP:
Current and Pending Initiatives That Shape the Model

• Outpatient services within the Attention and Behavior Problems Clinic, U of MN Psychiatry

• Outpatient, partial hospitalization, inpatient services, PrairieCare - Edina & Maple Grove

• Some of these methods are incorporated into the Early Risers conduct problems prevention program (see Bloomquist et al., in press)

• Community-based, in-home family skills initiative with youth, pending grant funding
Why Work with Parent and Family if Child is “the Problem”? 

- Social-emotional skills are taught and guided by parents in normal development (Shortt et al., 2010)

- Parents can aid in generalization/maintenance of child skills training (Cook et al., 2008)

- Parent training = parent + child training on improving child social skills (DeRosier & Gillione, 2007)

- Training parents to create social opportunities and instruct child in social skills is effective (Mikami et al., 2010)

- Meta-analysis: combined parent-child > child and no differences externalizing or internalizing (Dowell & Ogles, 2010)
Examples of “Basic” vs. “Advanced” Skills

- **Behavior** – Time-Out vs. Privilege Removal
- **Social** – Sharing vs. Negotiating
- **Emotional** – Coping via Self-Instruction vs. Cognitive Restructuring
- **Academic** – Homework Checklist vs. Big Assignment Checklist
Fidelity for Training Parents and Child

Convey Content via Text/Charts and Instruction

Use Behavioral Training Methods

- Instruction
- **Role-playing**
- Goal setting
- Reinforcement
- **Progress Monitoring**
- **Modeling**
- Feedback
- Self-evaluation
- Homework

Approximately 10-18 Sessions (sometimes more or less)

- Intensive phase
- Maintenance phase
- Relapse prevention phase

Practitioner Works With:

- Child and then brings parent(s) in
- Parent(s) and then brings child in
- Child and parent(s) together
- Parent groups (preferably via “Family Nights”)
Challenge of Engagement

ATTENDANCE (Showing Up) (Kazdin 1996; Johnson et al., 2008)
- Drop outs externalizing > internalizing
- 40-60% of families seeking help for a child behavior problem drop out prematurely
- Rates are higher for low income, minority families (Dumas et al., 2010; Lavigne, et al., 2010)

PARTICIPATION (Doing Some Work) (Chu & Kendall, 2004; Nix et al., 2009)
- Children and parents who are documented to actively learn and use new skills have better outcomes than those that do not. Stronger predictor of outcome than attendance
Two Studies of *Practice Context* Predictors of Parent Attendance within Early Risers Parent/Family Components

- **Practitioner Characteristics** - Experienced, less educated, more extroverted, less agreeable practitioners had greater participation in Parent Skills (Bloomquist et al., 2009)

- **Practitioner Fidelity** - Higher quality programming predicted greater participation in Parent Skills, and lower adherence predicted greater participation in Family Support (Bloomquist et al., 2009)

- **Model of Delivery** - *Center-Based Delivery* model had greater participation dosage in FAMILY (Parent Skills & Family Support) than *In-Home Delivery* model for very low-income families (Bloomquist et al., in press)
Interaction Between Income and Program Delivery Model in Predicting Parent Participation in Family-Focused Programming

(Bloomquist et al., in press)
Family Readiness to Engage and Corresponding Emphasis on Engagement

Parent Capacity

<table>
<thead>
<tr>
<th>Family Problem Severity</th>
<th>LOW</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOW</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Minimal Emphasis on Engagement</td>
<td>Moderate Emphasis on Engagement</td>
</tr>
<tr>
<td>C</td>
<td>Moderate Emphasis on Engagement</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>Significant Emphasis on Engagement</td>
<td>LOW</td>
</tr>
</tbody>
</table>
General Engagement Strategies

Overcoming Access Barriers and Providing Practical Assistance

Modifying Unhelpful Parent Thoughts about the Intervention
• Dialoguing about their beliefs, attributions, and expectations
• Reframing problems within a child development and/or parent/family well-being context
• Reframing problems within an interaction context
• Reframing as shared responsibility for solutions

Being Sensitive to Cultural Differences
• Increase understanding of ethnicity, culture, acculturation, minority status and language
• Make modifications of ideas/skills to “fit” culture
• Augment interventions with “racial socialization” practices
• Make necessary language translations

Assisting in the Completion of Homework
**Practitioner Monitoring of Participation Engagement After Each Session**

1. To what extent was the parent attentive, cooperative, and participating during the meeting?  
   *(1 = Not at all, 3 = Somewhat, 5 = Very much)*

2. To what extent was the child attentive, cooperative, and participating during the meeting?  
   *(1 = Not at all, 3 = Somewhat, 5 = Very much)*

3. To what extent has the family worked on or made progress toward any skills building-related activities since last meeting?  
   *(1 = No work/progress, 3 = Some work/progress, 5 = Significant work/progress)*

4. To what extent has the family worked on or made progress toward any other goals since last meeting?  
   *(1 = No work/progress, 3 = Some work/progress, 5 = Significant work/progress)*
**Parent-Practitioner** Monitoring of Participation Engagement Throughout Intervention

- Systematic monitoring of client adherence to using skills in between sessions improves follow through (Simpson, et al., 2010, Zisser & Eyberg, 2010)

- **PARENT CHECKLIST** charts are used to monitor between-session effort and work toward goals; and can be used to brainstorm about improving parent implementation
### EXAMPLE:
PARENT CHECKLIST FOR CHILD COMPLIANCE

<table>
<thead>
<tr>
<th>Not Too Much</th>
<th>Sometimes</th>
<th>A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Parent’s Use of a Positive Approach to Increase Child Compliance
A. ___ Building a relationship and bond
B. ___ Catching ‘em being compliant

Parent’s Use of a Firm Approach to Reduce Child Noncompliance
C. ___ Giving effective command
D. ___ Giving effective warning
E. ___ Following through with warning

Parent’s Managing of Child Protesting of Discipline for Noncompliance
F. ___ Ignoring talking back, acting up, complaining, and so on
G. ___ Disengaging from power struggles
H. ___ Following through with C-E above in a calm manner
Module 1: Parent Decision Making and Preparation

- **The Struggling Child** – Understanding Child’s Problems
- **Getting Back on Track** – Coming Up With Plan
- **Taking Care of Business** – Starting and Following Through
Struggling Child Collaborative Framework

BEPs are struggles in:

• Child Behavioral Development
• Child Social Development
• Child Emotional Development
• Child Academic Development

BEP-related struggles are influenced by:

• Parent Well-Being
• Family Well-Being
Conducting Functional Assessment and Tailoring with *Decision Aids*

- Help people make choices about intervention options that fit within their views, values, and preferences (Wills & Holmes-Rovner, 2006)

- Facilitate shared decision-making

- The practitioner provides information and coaches parents in making decisions
# EXAMINING HOW YOUR CHILD AND FAMILY ARE DOING

<table>
<thead>
<tr>
<th>STRUGGLING</th>
<th>IN PROGRESS</th>
<th>SUCCESSFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiant, or doesn’t follow rules, or lies, sneaks, or steals</td>
<td>CHILD BEHAVIORAL DEVELOPMENT</td>
<td>Follows reasonable directions and rules from adults, and is trustworthy and honest</td>
</tr>
<tr>
<td></td>
<td>1 2</td>
<td>3 4</td>
</tr>
<tr>
<td>Aggressive, or withdrawn, or bothersome, or rejected (by peers and/or siblings)</td>
<td>CHILD SOCIAL DEVELOPMENT</td>
<td>Bonded with others, has good social skills, and affiliates with positive influence peers</td>
</tr>
<tr>
<td></td>
<td>1 2</td>
<td>3 4</td>
</tr>
<tr>
<td>Keeps feelings inside, or thinks unhelpful thoughts, or is stressed out, angry, or anxious</td>
<td>CHILD EMOTIONAL DEVELOPMENT</td>
<td>Understands, expresses, and controls strong feelings</td>
</tr>
<tr>
<td></td>
<td>1 2</td>
<td>3 4</td>
</tr>
<tr>
<td>Dislikes school, or achieving below potential, or has trouble completing work</td>
<td>CHILD ACADEMIC DEVELOPMENT</td>
<td>Satisfactorily completes schoolwork and is pursuing educational opportunities</td>
</tr>
<tr>
<td></td>
<td>1 2</td>
<td>3 4</td>
</tr>
</tbody>
</table>
### EXAMINING HOW YOUR CHILD AND FAMILY ARE DOING

<table>
<thead>
<tr>
<th>STRESSED</th>
<th>IN PROGRESS</th>
<th>COPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feels overwhelmed, or adult relationship problems, or difficulty fulfilling parenting responsibilities, or limited support of family/friends</td>
<td><strong>PARENT WELL-BEING</strong></td>
<td>Managing personal, adult relationship, and parenting challenges, and has supportive family/friends</td>
</tr>
<tr>
<td>Distant parent-child relationships, or negative parent-child interactions, or problems with family communication and conflicts</td>
<td><strong>FAMILY WELL-BEING</strong></td>
<td>Close and positive parent-child relationships and family members get along with each other most of the time</td>
</tr>
</tbody>
</table>

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
SELECTING FROM A MENU OF SKILLS BUILDING OPTIONS

Enhancing Your Child’s Behavioral Development

• Doing What You’re Told – Compliance
• Doing What’s Expected – Rule Following
• Doing the Right Thing – Honesty
• Staying Cool Under Fire – Protesting/Angry Outbursts

Enhancing Your Child’s Social Development

• Making Friends – Social Behavior Skills
• Keeping Friends – Social Problem-Solving Skills
• That Hurts – Dealing with Bullies
• Hanging with the “Right Crowd” – Peer Influence
SELECTING FROM A MENU OF SKILLS BUILDING OPTIONS

Enhancing Your Child’s *Emotional* Development
- *Let It Out!* – Understand and Express Feelings
- *You Are What You Think* – Helpful Thinking
- *Stress Busters* – Stress Management

Enhancing Your Child’s *Academic* Development
- *Surviving School* – Self-Directed Academic Behaviors
- *Teaming Up* – Parents and the School

Enhancing Your Well-Being as a *Parent*
- *You Parent the Way You Think* – Helpful Thinking
- *Cool Parents* – Stress Management

Enhancing Your Family’s *Well-Being*
- *Let’s Get Together* – Bonds and Organization
- *We Can Work It Out* – Family Interaction Skills
BUSINESS: Starting and Following Through

Discussing Stages of Change for Family Members
- Precontemplation, Contemplation, Preparation, Action, Maintenance

Getting Parents Motivated
- Setting Goals
- Prioritizing What to Work On
- Pledging Effort

Getting Child Motivated
- Setting Goals
- Emphasize a Family Teamwork Approach
- Priming for Child-Focused Skills (Motivational Interviewing)
- “Jumpstarting” Child’s Motivation with Rewards

Emphasizing the “P’s to Success”
- Preparing
- Practicing
- Progress-Monitoring
- PERCONing
PERSONAL GOALS

Name: _____________________________  Date: __________________

Directions: Write down personal goal(s) and smaller steps to take in order to reach them. Later record a score in the circle or square to indicate how well you are doing in each goal.

<table>
<thead>
<tr>
<th>Not Too Good</th>
<th>Okay</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall Progress!

Goal 1: __________________________________________________________

Steps to achieve goal:
1. __________________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________
4. __________________________________________________________________

Progress on Steps

Goal 2: __________________________________________________________

Steps to achieve goal:
1. __________________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________
4. __________________________________________________________________

Progress on Steps

Goal 3: __________________________________________________________

Steps to achieve goal:
1. __________________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________
4. __________________________________________________________________

Progress on Steps

I commit to working on these goals and to working with staff and my parent(s)/guardian(s) to reach them.

Signature: _____________________________
Staff signature: _______________________
Parent(s)/guardians signature(s): ___________________________
THINKING ABOUT GOALS WORKSHEET

Directions: Go through this worksheet to explore whether or not you want to work on a goal. Try to find a goal that is important to you and one that you can agree to put in the effort needed to reach it.

Name: ___________________________ Date: _______________________

It has been suggested that I work on a goal of (write it here): ___________________________

What are the “pros” or positives that might happen if I work on this goal?

_____________________________________________________________________________

What are the “cons” or negatives that might happen if I work on this goal?

_____________________________________________________________________________

Which is it greater – the pros of cons for working on this goal (circle one)?

Rate importance of working on this goal compared to other activities in life (circle one)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very Important</td>
</tr>
</tbody>
</table>

I agree to put in this amount of effort to work on this goal (circle one)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little Effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lots of Effort</td>
</tr>
</tbody>
</table>

I agree to work on this goal: ___________________________

Signature: ___________________________
Staff signature: ___________________________
Parent(s)/guardians signature(s): ___________________________
Module 2: Parent Management of Child Behavior

- **Doing What You’re Told** – Compliance
- **Doing What’s Expected** – Rule Following
- **Doing the Right Thing** – Honesty
- **Staying Cool Under Fire** – Protesting and Angry Outbursts
Highlights of Module 2

• Rebuilding Parent-Child Bond
• Catch Em’ Being Good
• Time-Out
• Removing Privileges for Noncompliance
• Establishing and Enforcing House Rules
• Managing Protests and Outbursts
TIME-OUT

1. **Command**—if . . . then: “I want you to . . . “

2. **Warning**—if . . . then: *If you don't [command], then* you will have to go to time out.

3. **Time-Out**—sit in chair and set timer.
REMOVING PRIVILEGES FOR NONCOMPLIANCE

1. Parent states a brief, clear, and specific command to teen.

2. Give a warning. “If…then” statement
   - Option 1: The child is told if he or she doesn’t follow command, then a privilege is lost until he or she complies with the command
   - Option 2: The child is told if he or she doesn’t follow command, then a privilege is lost for a specified period of time (e.g., 24 hours) and he or she is still expected to comply with the command

3. Loss of privilege. Follow through with option 1 or 2 above

4. Privilege return. The lost privilege is restored in accordance with the specification of option 1 or 2 above
RULES FOR HOUSE RULES

• Write down House Rules and focus on four

• Word rules to tell child what to do and be very clear and specific

Examples of House Rules Might Include

– Complete homework by ___ p.m. on school nights
– Go to bed by ___ p.m. on school nights
– Be ready to leave for school at ___ a.m. on school days
– Help with dishes after supper
– Complete daily “chore list” by ___ p.m.
– Talk out disagreements with your sister or brother
– Talk to parents in a respectful manner
– Be in by ___ on school nights and ___ on weekend nights
– Make sure parents know the “4W’s”
FOLLOWING THROUGH WITH HOUSE RULES

Option 1. Automatic Time-Out for Rules Violations (for Child)

Option 2. Self/Others Monitoring Rules Violations

HOW WELL WAS I FOLLOWING THE HOUSE RULES TODAY

1. I think I was following the rules . . .
2. You think I was following the rules . . .

1 2 3 4
Not at All A Little Pretty Good Great

abilité
Option 3. Linking Daily Privileges to Following House Rules

Name: _________________________________________
Week of: ________________________________________

Each day is (specify 24 hour time period): __________

<table>
<thead>
<tr>
<th>House Rules</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total tally each day

Daily Privileges:
4 = All privileges are earned for 24 hours
2-3 = ____________________________ privileges are lost for 24 hours
0-1 = ____________________________ privileges are lost for 24 hours
A Framework for Managing Protesting of Discipline

- **Mild protesting:** begin with ignoring
- **Moderate protesting:** + “patient standoff”
- **Severe protesting:** + safety procedures
- **Do not add consequences**
- **Disengaging/deescalating**
Module 3: Child-Focused Social Competence Skills

• Making Friends – Social Behavior Skills
• Keeping Friends – Social Problem-Solving Skills
• That Hurts – Dealing with Bullies
• Hanging with the “Right Crowd” – Directing Peer Influence
Highlights of Module 3

• Targeting and Explicitly Training Adaptive Social Behaviors

• Social Problem-Solving and Sibling Conflict Mediation

• Dealing with Bullies

• Monitoring and Directing Peer-Related Activities

• Teaching Parents How to Guide and Reinforce Social Skills
IDENTIFYING SOCIAL BEHAVIORS

Name: _______________________
Date: _______________________

Directions: Below is a list of some Basic and Advanced positive social behaviors. Circle one or two social behaviors that can be worked on at this time. Put a square around any social behaviors that could be worked on later.

Examples of Basic Social Behaviors

- Taking turns
- Sharing
- Expressing feelings
- Cooperating
- Making eye contact
- Making conversations
- Listening to others
- Complimenting others
- Accepting compliments
- Following rules of play
- Apologizing to others
- Asking questions
- Telling others about self
- Playing fair
- Inquiring about others’ interests
- Talking in a brief manner
- Asking for what one wants/needs
- Helping others
- Inviting others to do something
- Greeting others
- Introducing yourself
- Entering a group
- Getting someone’s attention
- Being a good winner/loser
- Using a quieter “inside voice”
- Other basic social behaviors

Examples of Advanced Social Behaviors

- Respectfully disagreeing with someone
- Compromising with someone
- Ignoring when appropriate
- Being assertive or sticking up for oneself when appropriate
- Displaying social confidence
- Resisting peer pressure
- Negotiating
- Resolving conflicts
- Being aware of how one’s behavior affects others
- Being aware of behaviors that irritate others
- Staying calm with others
- Stop, think, and plan to resolve a conflict or disagreement
- Other advanced social behaviors

Write down other social behaviors not on the above lists that might be good to work on:
Working of Complex Social Behaviors

Bully Coping Skills

- Ignoring (“Turtle”)
- Assertiveness (“Courageous Lion”)

Peer Pressure Coping Skills

- Avoidance (“Minnow”)
- Assertiveness (“Courageous Lion”)

EXAMPLE: DAILY SOCIAL BEHAVIOR GOALS

Name: Tony  Date: Saturday

Directions: Indicate below which positive social behavior goals you will be working on. At the end of the day, rate how well you accomplished your goals. It may be helpful to get feedback from parents as to how well they think you are accomplishing your goals.

Child Evaluation

1. I am working on these social behavior goals:
   Sharing and expressing my feelings

2. How well did I accomplish my goals? (circle one)

   1  2  3  4  5
   Not at all  A little  OK  Pretty Good  Great
   😒  😧  😊  😌  😊

Parent Evaluation

3. How well parents thinks child accomplished social behavior goals? (circle one)

   1  2  3  4  5
   Not at all  A little  OK  Pretty Good  Great
   😒  😧  😊  😌  😊

Reward

4. If my parent rates me as a 3, 4, or 5, I get this reward:
   Pizza for super.
SOCIAL PROBLEM SOLVING

1. Stop! What is the social problem?

2. Who or what caused the social problem?

3. What does each person think and feel?

4. What are some plans?

5. What is the best plan?

6. Do the plan.

7. Did the plan work?

Note: Can be chart or worksheet; five steps better for younger child (skip 2 and 3)
Getting To Know ‘Em – Friends and their parents

Monitoring and Supervising Activities, Internet, Cell Phone Via 4 Ws
• Where he or she is going
• Who he or she is with
• What he or she is doing
• When he or she is doing activities, Internet, cell phone

Curtailing Drug and Alcohol Use
• Be around on weekends to monitor child/teen
• Only allowed in homes where supervising adults are present
• Wait up to make sure child/teen comes home sober
• Provide consequences even if it is only “experimentation”

Getting Your Child or Teen involved in Positive Organizations That Have Adult Monitoring
Module 4: Child-Focused Emotion Coping Skills

• *Let It Out!* – Understand and Express Feelings

• *You Are What You Think* – Helpful Thinking

• *Stress Busters* – Stress Management
Highlights of Module 4

• Targeting and Explicitly Training Emotion Identification and Expression Skills

• Helpful Thinking (Self-Instruction or Cognitive Restructuring)

• Stress Management (General “Stress Busters” and Stress Inoculation)

• Teaching Parents How to Guide and Reinforce Emotion Skills
Understanding How Thoughts, Behaviors, and Emotions Interact

Each part influences the other two parts
UNHELPFUL THOUGHTS LIST

Worry Thoughts
- Something bad will happen to me (family member, friend, teachers, etc.)
- It will be terrible (horrible, scary, etc.)
- Everyone will be looking at me and I won’t know what to say
- I don’t fit in with the crowd
- I won’t be able to do it
- My future doesn’t look good. Nothing will work out for me

Downer Thoughts
- I’m no good (stupid, ugly, weak, etc.)
- I can’t do anything right (I’m a failure)
- I have to do well in school, sports, and so forth or people will look down on me
- I give up. I’ve tried everything. There’s nothing more I can do
- It’s my fault
- No one likes me

Unfriendly Thoughts
- Lots of peers (siblings) are mean to me on purpose
- Lot of peers (siblings) are unfair to me
- My parent (teacher) is unfair to me
- Lots of peers (siblings) mess with me (tease me, pick on me)
- My parent (teacher) is to blame
- My parent wants to run my life

How am I going to feel and act if I have this thought?
HELPFUL THOUGHTS LIST

Confidence Thoughts
• It’s not likely that something bad will happen to me (family member, friend, teachers, etc.)
• It will be alright (just fine, etc.) if I do my best
• I am imagining that everyone will be looking at me. I’ll know what to say once I get there
• I fit in with some people. I do have friends
• I can do my best if I try
• My future will be fine as long as I do my best

Upper Thoughts
• I know I have lots of good points. I’m just fine the way I am
• I do lots of things quite well actually
• I’ll just try my best. People respect others who try
• It doesn’t help to give up. I need to keep trying.
• It doesn’t help to find fault. I need to think of how to make it better
• I have some friends. If I want more I can do something about that if I try

Friendly Thoughts
• When I’m calm I realize that most peers (my siblings) treat me okay
• When I’m calm I realize that most peers (my siblings) are fair to me
• When I’m calm I realize that my parent (teacher) is usually fair to me
• Most of the time I get treated okay by peers (siblings)
• It doesn’t help to blame my parent (teacher). I need to think about solutions
• My parent is just trying to make sure I am safe and that I do well

How am I going to feel and act if I have this thought?
HELPFUL THINKING

1. Am I thinking unhelpful thoughts, and if so, what are they?

2. How do my unhelpful thoughts make me feel and act?

3. What are different or more helpful ways I can think?

4. How do these new helpful thoughts make me feel and act?

5. Is it helpful to keep thinking these new helpful thoughts?

Note: Can be chart or worksheet; three steps better for younger child (skip 2 and 4)
STRESS BUSTERS FOR YOUTH

- Eating a Healthy Diet
- Regularly Exercising
- Relaxing Periodically
- Getting Enough Sleep
- Socializing More
- Developing a Routine
- Keeping Up With Schoolwork and Avoiding Procrastination
STAYING CALM

1. How stressed, or angry, or nervous am I?
   
   1  2  3  4  5
   Not at all  A little  Somewhat  A lot  Very much
   😊😊😊😊😊

2. Calm down my body with breathing, muscle relaxation, and visualizing.
   
   Tense  Cooling down  Relaxed

3. Use calming self-talk.

4. Take some action to solve the problem.
STAYING CALM WORKSHEET

Name: ____________________________
Date: ____________________________

Directions: A child/teen and/or parent can complete this worksheet. It’s best to fill out the worksheet while you are upset, but it’s also okay to fill it out afterwards.

1. How stressed, or angry, or nervous am I? (circle one)
   1 Not at all  2 A little  3 Somewhat  4 A lot  5 Very much

2. What are the signals that tell me I am stressed out?
   a. Body signals:
   b. Thought signals:
   c. Action signals:

3. What can I do to slow my breathing and relax my body?

4. What “Calming Self-Talk” can I use to cope?

5. What action can I take to deal with the situation or solve the problem?

   How Well Did It Work?
   (Circle 1, 2, 3, or 4)

   1. I didn’t really try too hard.
   2. I sort of tried, but it didn’t really work.
   3. I tried hard, and it kind of worked.
   4. I tried real hard, and it really worked.
Module 5: Child-Focused Academic-Enhancement Skills and Education Support

• *Surviving School* – Self-Directed Academic Behaviors

• *Teaming Up* – Parents and the School
Highlights of Module 5

• **Mandatory Homework** (To Get Work Done and Practice “School Survival” Skills)

• **Time Management, Organizational, Planning, Reviewing, and On-Task Skills**

• **Teaching Parents How to Guide and Reinforce Self-Directed Academic Behaviors**

• **Empowering Parents with Information on How to Collaborate and Advocate for Child at School**
Example: Staying On-Task

Name:______________________________ Date:____________________

Directions: Indicate below what task you will be doing (e.g., school work, cleaning up your room, a special project, etc.) and the time period you will be working on the task. After you have completed the task, or after the time period is over, rate yourself as to how well you stayed on-task. Next a parent should rate how well you stayed on-task.

1. I will work on this task during this time:
   Homework from 5 p.m. – 6 p.m.

2. How well did I stay on-task? (circle one)
   Not at all  A little  Ok  Pretty good  Great

3. How well did child stay in-task? (circle one)
   Not at all  A little  Ok  Pretty good  Great

4. If my rating matches my parent rating, OR If my parent rates me as a 3, 4, 5, I get this reward:
   I get this reward: Stay up late Friday night  reward: Stay up late Friday night
ORGANIZATIONAL CHECKLISTS

For Getting Ready for School in the Morning
- Get up at 6:30 a.m.
- Take a shower
- Get dressed
- Eat breakfast
- Get backpack
- Go catch bus

For Preparing to Come Home from School
- Get backpack
- Pack all needed books
- Pack homework calendar
- Ask teacher to sign home-school note
- Pack home-school note
- Go catch bus

For Homework
- Get our all books
- Sharpen pencil
- Write down all task that need to be done
- Do homework
- Check my work
- Ask for help if needed

For Math Worksheet
- Get out worksheet
- Look at the “sign” for each math problem
- Do math problem
- Ask for help if needed
Module 6: Parent-Focused Coping Skills

• You Parent the Way You Think – Helpful Parent Thoughts

• Cool Parents – Parent Stress Management
**Parent Stress**
- Personal stress
- Marital/relationship stress
- Parenting stress
- Low social support

**Child Problems**
- Oppositional/defiant behavior
- Conduct problems
- Aggression
- Depression and anxiety

**Unhelpful Parent Thoughts**
- About child
- About self/others
- About who needs to change

**Interference with Parenting**
- Less nurturing to child
- Uninvolved with child
- Ineffective or inconsistent discipline
- Negative (coercive) parent-child interactions

**PARENT STRESS CYCLE**
Highlights of Module 6

• **Helpful Thinking** (Cognitive Restructuring)

• **Stress Management** (General “Stress Busters” and Stress Inoculation)
EXAMPLE: UNHELPFUL PARENT THOUGHTS

Take a look at the unhelpful parent thoughts:

• “My child is a brat”
• “My child acts up on purpose”
• “My child is the cause of our family problems”
• “Why can’t my child just behave?”
• “It’s my fault”
• “It’s his/her fault [other parent or teacher or someone else]”
• “I give up”
• “I have no control over my child”
• “I have tried everything and nothing works”

For each of these unhelpful parent thoughts ask yourself:

• How does this unhelpful thought make me feel about my child and family?
• How does this unhelpful thought make me act toward my child and family?
• Why is it a bad idea keep thinking this parent thought?
EXAMPLE: HELPFUL PARENT THOUGHTS

Take a look at the helpful parent thoughts:
• “My child has some positive behavior too”
• “It doesn’t matter whose fault it is because what matters are solutions”
• “We all play a role in the problem”
• “[other parent or teacher or someone else] and I need to get on the ‘same page’ and work together”
• “I can’t just expect my child to change; I need to help him or her”
• “I need to focus on solutions to the problems”
• “I need to think of new ways to parent my child”
• “I need to figure out what I can do to better parent my child”

For each of these helpful parent thoughts ask yourself:
• How does this helpful thought make me feel about my child and family?
• How does this helpful thought make me act toward my child and family?
• Why is it a good idea to keep thinking this parent thought?
STRESS BUSTERS FOR PARENTS

• Taking Time Away From Family Responsibility
• Taking Time to Be with Spouse/Partner (if applicable)
• Spending Special Time with Child or Teen
• Seeking Out Social Support
• Scheduling Pleasant Events
• Developing Good Health Habits
• Using Effective Problem Solving
• Joining a Parent Support Group
• Reexamining Your Values Regarding Parenting
• Planning Lifestyle Changes
# PARENTS STAYING CALM

## 1. Recognize Stress (i.e., aware of stress “signals”)

<table>
<thead>
<tr>
<th>Body signals</th>
<th>Thought signals</th>
<th>Action signals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breathing/Heart rate increased</td>
<td>“That brat!”</td>
<td>Punch/hit</td>
</tr>
<tr>
<td>Tense muscles</td>
<td>“I am not going to take any more!”</td>
<td>Yell/threaten</td>
</tr>
<tr>
<td>Increased sweating</td>
<td>“I’m a worthless parent.”</td>
<td>Cry</td>
</tr>
<tr>
<td>face turns red</td>
<td>“I can’t handle this!”</td>
<td>Tremble</td>
</tr>
<tr>
<td>Body feels hot</td>
<td>“I hate him/her.”</td>
<td>Withdraw</td>
</tr>
</tbody>
</table>

## 2. Relax Your Body
- Do deep breathing, tense and release muscles, count to 10, and so forth.

## 3. Use “Coping Self-Talk” – Examples of coping self-talk include the following:
- “Take it easy”
- “Stay cool”
- “Don’t let it bug you”
- “Relax”
- “I can handle this”
- “I will try my best”
- “I’m going to be ok”

## 4. Taking Effective Action
- Walk away, ignore it, take a walk, try to discuss it, express feelings, use problem solving, and so forth.
Module 7: Family-Wide Functioning and Interaction Skills

• *Let’s Get Together* – Bonds and Organization

• *We Can Work It Out* – Family Interaction Skills
Highlights of Module 7

• Improving Parent-Child Bond
• Family Routines
• Family Rituals
• Family Communications Skills
• Family Problem Solving
• Family Cool Down
IMPROVING PARENT-CHILD BOND

- Child-Directed Play and Activity Scheduling
- Special Talk Time
- Be Available and Do Special Activities
- Parent Involvement at School
- Noticing Good Behavior (like Good Behavior Box) (also is Catch ‘Em Being Good)
- Two-To-One Rule for Parent Comments
FAMILY ROUTINES

• Regular wake up time
• Regular mealtimes (breakfast, lunch, dinner)
• Time with friends
• Time with family
• Regular shower or bath time
• Regular bedtime

FAMILY RITUALS

• Family meals
• Holidays, birthdays, etc.
• Family traditions
• Cultural traditions
• Celebrate successes
FAMILY COMMUNICATION SKILLS

Don’t’s

- Long lectures or “sermons”
- Blaming (e.g., “You need to stop___.” or “It’s your fault, “ etc.)
- Poor listening with looking away, silent treatment, crossing arms, and so forth
- Interrupting others thoughts
- Put-downs (e.g, “You’re worthless,” “I am sick of you,” etc), threats, and so forth
- Yelling, screaming, and so forth
- Sarcasm
- Going from topic to topic
- Bringing up old issues, past behavior
- Keeping feelings inside
- Scowling, directing antagonistic toward others

Do’s

- Use brief statements of 10 words or less
- Use I statements (e.g., I feel___ when ___”) take responsibility for your own actions
- Actively listen with good eye contact, leaning forward, nodding, and forth
- Let each person completely state his/her before stating yours
- Be constructive (e.g., “I’m concerned about your grades,” “Something is bothering me; can we discuss it?”, etc)
- Use a neutral/natural tone of voice
- Say what you mean, be specific and straightforward
- Stay on one topic
- Focus on here and now
- Express feelings to others appropriately
- Use appropriate facial expressions facial expressions toward others
WORKING ON FAMILY COMMUNICATION GOALS

Name:_____________________________________________________
Date/Time:___________________________________________________

Family Communication DOs

1. I am working on increasing:

2. How well did I accomplish my goal? (circle one)
   1  2    3     4        5
   Not at All  A Little    OK      Pretty Good    Great

Family Members’ Feedback (optional)

3. How well did family members think I accomplished my goal? (circle one)
   1  2    3     4        5
   Not at All  A Little    OK      Pretty Good    Great
FAMILY PROBLEM SOLVING

1. **Stop! What is the problem we are having?**
   - Try to avoid blaming individuals.
   - State specifically what the problem is so that everyone agrees.

2. **What are some plans we can use?**
   - Think of as many alternative plans as possible.
   - Don’t evaluate or criticize any family member’s ideas.

3. **What is the best plan we could use?**
   - Think of what would happen if the family used each of the alternatives.
   - Reach an agreement by most or all family members if possible.

4. **Do the plan.**
   - Try the plan as best the family can.
   - Don’t criticize or say, “I told you so.”

5. **Did our plan work?**
   - Evaluate the plan.
   - Determine if everyone is satisfied with the way the problem was solved.

*Note:*  **Try to stay focused on the here and now.** Do not bring up old issues when trying to do family problem solving.
FAMILY COOL DOWN

1. Are we too angry at each other?

2. Briefly separate to cool down.

3. Come back together to solve the problem.
Struggling Child EBP Quality Assurance Methods

• **Manual and Parent/Family Handouts** – Step-by-step instructions for practitioner and family members

• **Initial Training** – Six hours of education (like workshop) and six hours of simulated service provision to “check out” in meeting minimum fidelity standards based on Supervisor Observation Ratings

• **Ongoing Technical Assistance and Supervision** – Weekly hourly supervision meetings for about six months. Also opportunities for trainees to observe supervisor delivering services and vise versa

• **Fidelity Practitioner “Logs”** – Practitioners complete easy-to-use logs to document fidelity to the model (these logs typically augment standard progress notes)

• **Live Observation and Supervisor Observation Ratings** – Supervisor completes a checklist while directly observing practitioners as they deliver services live and provides constructive feedback

• **Goal Setting and Attainment** – Supervisee sets goals and work toward attaining them (parallel skills development)
Primary References


Bart – 12 Year Old Male

• **Client Name**: Bart S. (12 years, 6th grade); lives with his mother (office assistant), 14-year-old sister, and 11-year-old brother
• **Diagnoses**: ADHD, ODD, MD-NOS
• **Number of Sessions**: 14 (medications and school IEP services also employed during intervention)
• **Setting**: Outpatient mental health clinic
• **Practitioner**: Licensed mental health provider
Background Information

• Defiant and physical/verbal aggression and conflicts at home
• Disruptive, off task, and defiant in the classroom
• Difficult time getting along with siblings and peers
• Exhibits irritability, volatility, and sadness at times
• Falling behind at school due to behavior and distractibility
• Ms. S. inconsistent in parenting and shouts at Bart
• Ms. S. mildly depressed, overwhelmed, financially stressed
• Close bond mother-children and siblings (stick up for each other at school/around neighborhood)
• Mothers boyfriend of two years is good to the family
Family Readiness and Promoting Engagement

• “B” category of engagement emphasis – high child severity, capacity high with Ms. S. determination, motivation, and intelligence

• Attendance improved after Tuesday evenings six o’clock opened up (8 sessions during intensive phase), the remaining sessions scheduled week-to-week

• Follow through with using strategies at home was minimal early on

• Motivational interviewing with Ms. S. and Bart used to enhance motivation and brainstorm obstacles/barriers

• Ms. S. very busy with work, finding a new apartment, and then moving; would forget and resort to old ways

• After the third session, selected PARENT CHECKLIST monitoring forms were utilized, which improved Ms. S. follow-through
Session 1: Collaboration and Initial Functional Assessment

• **On Track (primary focus), Business**

**EXAMINING HOW YOUR CHILD AND FAMILY ARE DOING**

1. CHILD BEHAVIORAL DEVELOPMENT
3. CHILD SOCIAL DEVELOPMENT
1. CHILD EMOTIONAL DEVELOPMENT
3. CHILD ACADEMIC DEVELOPMENT
2. PARENT WELL-BEING
2. FAMILY WELL-BEING

Note: 1-2 = struggling/stressed, 3-4 = is in progress, 5-6 = successful/coping
Sessions 2 - 5: Focus on Behavioral Development

- **Doing What You’re Told** (primary focus), **Staying Cool Under Fire** (primary focus), and **Cool Parents**

- Ms. S. was central focus, with Bart as needed

- Main focus - noncompliance, managing protests/outbursts, and disengaging from power struggles, yet patiently persisting

- Ms. S. was reluctant to do role playing initially but gradually became comfortable; Bart participated in role-plays

- **PARENT CHECKLIST** monitoring pinpointed need to keep **PERCONing**, give warnings, and avoid power struggles

- Parts of **Cool Parents** in 4th and 5th sessions; “Parent Staying Calm”

- Very good progress in skills development
Sessions 7 - 8: Focus on Emotional Development

- **You Are What You Think (primary focus); Stress Busters**
- Determined Bart is an Unfriendly and Downer Thinker
- Modeling demonstrations and processing of recent events around Unhelpful and Helpful Thinking
- Ms. S. learned to dialogue with Bart on Helpful Thinking
- Ms. S. provided small reward for cooperating/talking through the *ADVANCED HELPFUL THINKING* steps five times
- Diaphragmatic breathing taught and practiced at home; thereafter Ms. S. occasionally prompted him to go to his room to do breathing
- **PARENT CHECKLIST** monitoring revealed need to guide Bart to calm down and then prompt Helpful Thinking
- Okay progress in skills development; Bart more aware of Unhelpful Thinking but was still defensive when angry
Sessions 9 -10: Focus on Family Well-Being

- **Let’s Get Together and We Can Work It Out**
- Emphasis on Family Cool Down and Family Problem Solving
- Modeling demonstrations, fun role plays in session and then at home
- Ms. S. occasionally successful in prompting children to use Family Cool Down and Family Problem Solving at home
- Ms. S. scheduled wake up, homework, and bedtime routine on weekdays
- Family members enjoyed building rituals (Sunday dinner and family game night)
- **PARENT CHECKLIST** monitoring revealed need for follow through rituals
- Okay progress in skills development
Sessions 11-14: Maintenance Phase and Final Functional Assessment

- **You Are What You Think, Doing What You’re Told, Doing What’s Expected, We Can Work It Out**

- Sessions over several months

- Ms. S. focused on compliance, Helpful Thinking with Bart, and prompting children to use Family Cool Down

- Discussed a relapse prevention plan

**EXAMINING HOW YOUR CHILD AND FAMILY ARE DOING**

- **4** CHILD BEHAVIORAL DEVELOPMENT
- **4** CHILD SOCIAL DEVELOPMENT
- **3** CHILD EMOTIONAL DEVELOPMENT
- **5** CHILD ACADEMIC DEVELOPMENT
- **5** PARENT WELL-BEING
- **4** FAMILY WELL-BEING

Note: 1-2 = struggling/stressed, 3-4 = is in progress, 5-6 = successful/coping
Other Services and Case Management

- Bart receive psychiatric medication consultation
- Updated Individual Education Plan
- Practitioner coordinated with psychiatrist and school-based officials
- Ms. S. was also successful in renting a less expensive apartment, which reduced her stress