

The Society for Clinical Child and Adolescent Psychology (SCCAP): Initiative for Dissemination of Evidence-based Treatments for Childhood and Adolescent Mental Health Problems

With additional support from Florida International University and The Children's Trust.



Center for
Children and
Families

Workshop

Intervention with Aggressive Children: The Coping Power Program

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Center for
Children and
Families

Coping Power Program



Developers:

John Lochman, Ph.D.

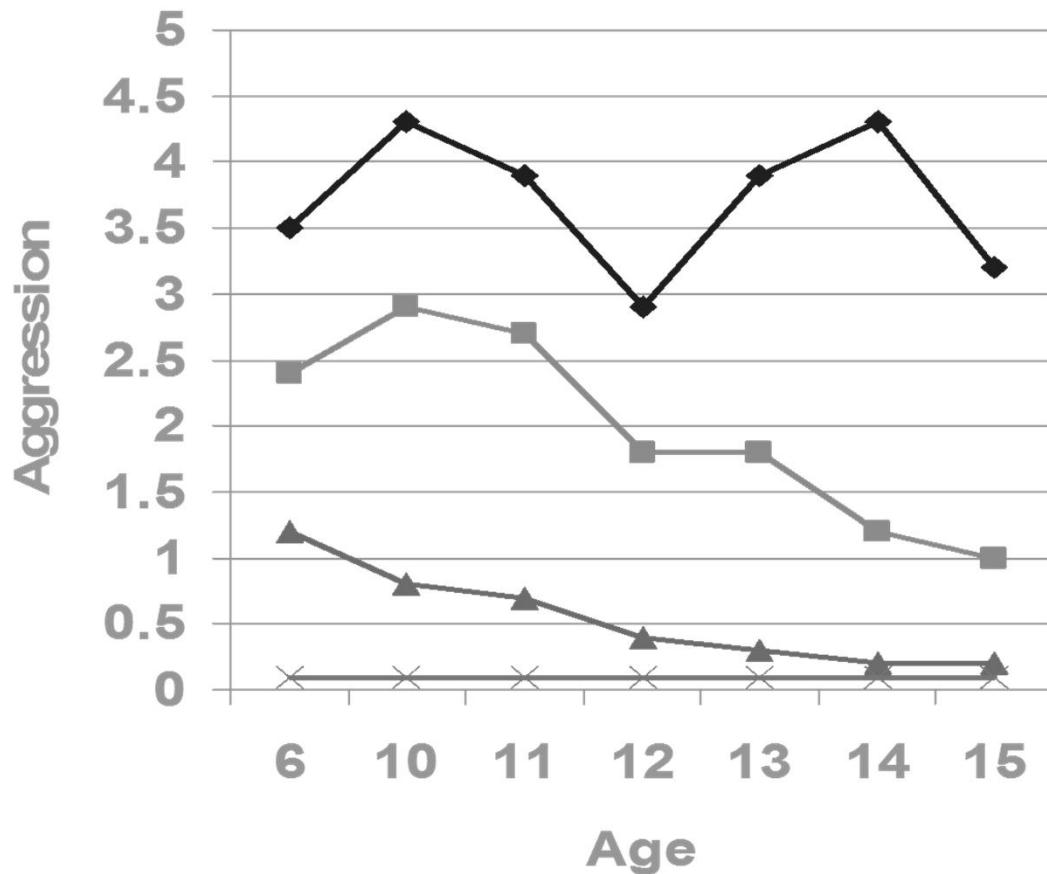
Karen Wells, Ph.D.

Lisa Lenhart, Ph.D.

Part 1 of 9

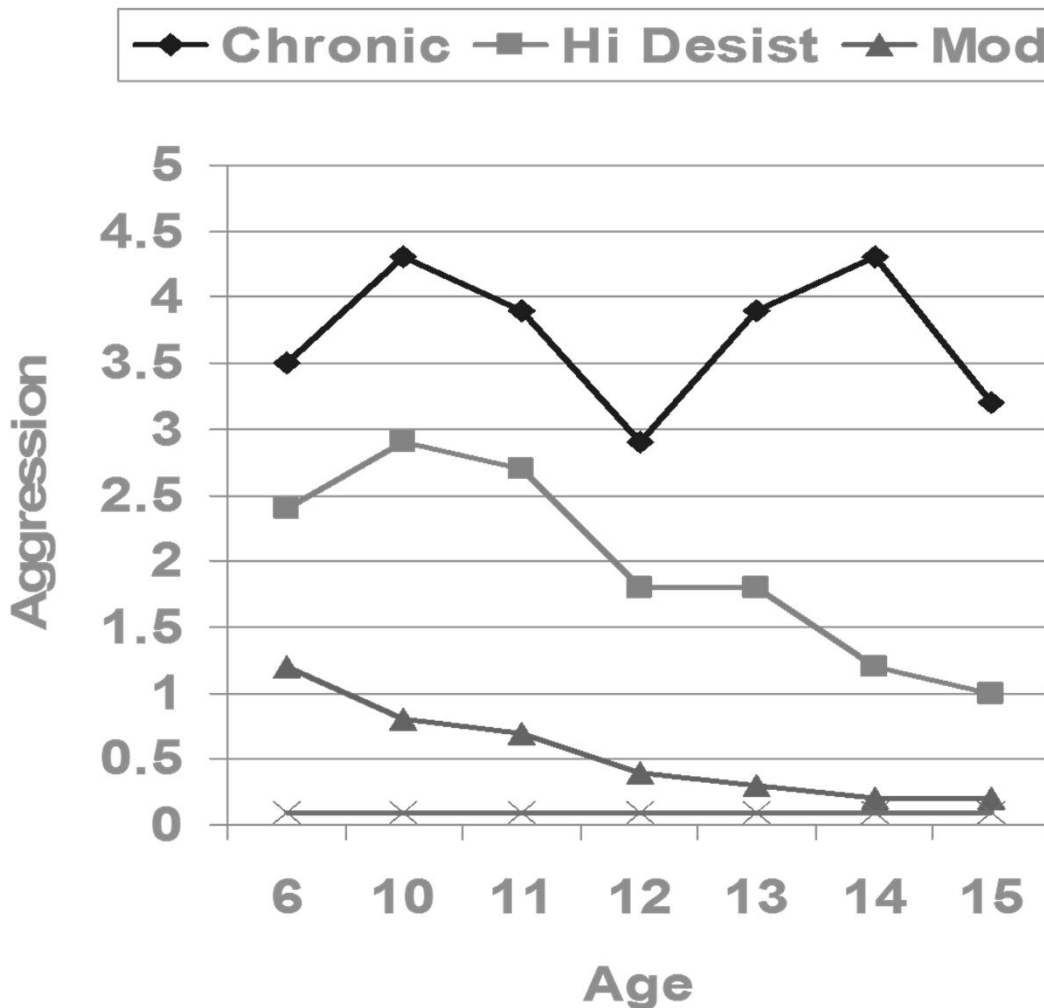
Is aggressive behavior a stable behavior pattern, or not?

◆ Chronic ■ Hi Desist ▲ Mod Desist × Low



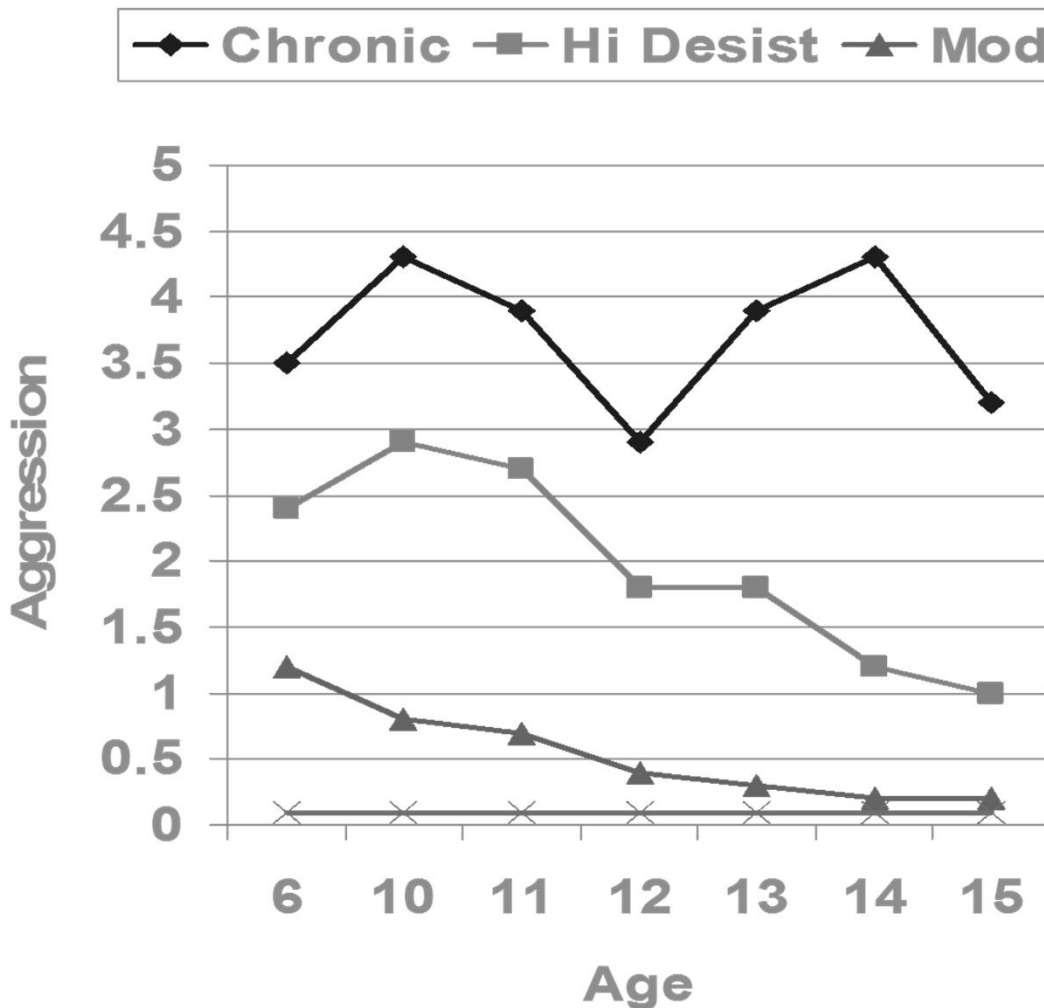
- Subgroup of chronic aggressive children are at risk of most physical violence during adolescence (Nagin & Tremblay, 1999)

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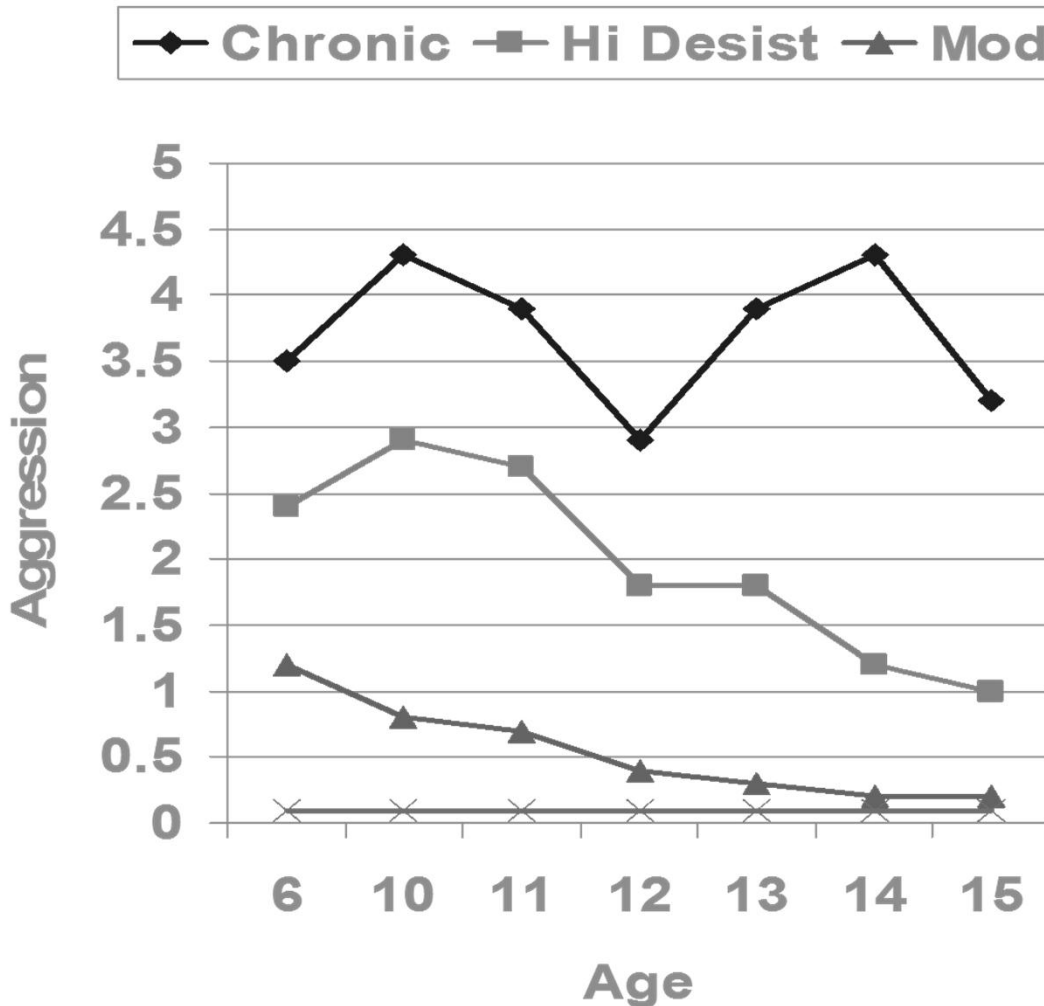
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Risk Factors on the Developmental Trajectory for Children's Aggressive Behavior

(Coie & Dodge, 1998; Hawkins, Catalano & Miller, 1992; Loeber & Farrington, 2001; Pennington, 2002)

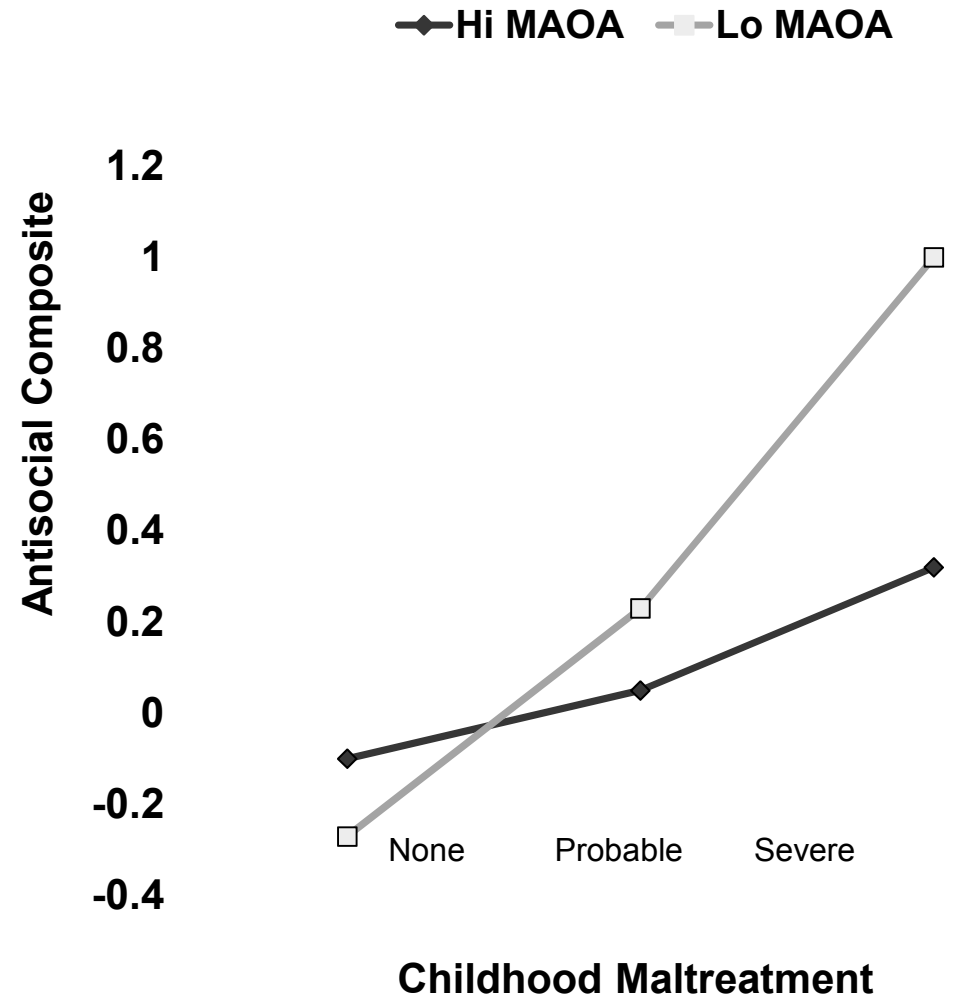
- *Child Factors: biology and temperament*
- Family Context
- Neighborhood Context
- Peer Context
- Later Emerging Child Factors: social cognitive processes and emotional regulation

Summary of Biological and Temperament Risk Factors

- Prenatal factors such as maternal substance use and severe nutritional deficiencies can contribute to child aggression
- Birth complications, certain genes, high cortisol reactivity, and difficult temperament all predict later child aggression, but only in interaction with environmental factors (e.g. harsh parenting, poverty)

Child Factors: Biology and Temperament

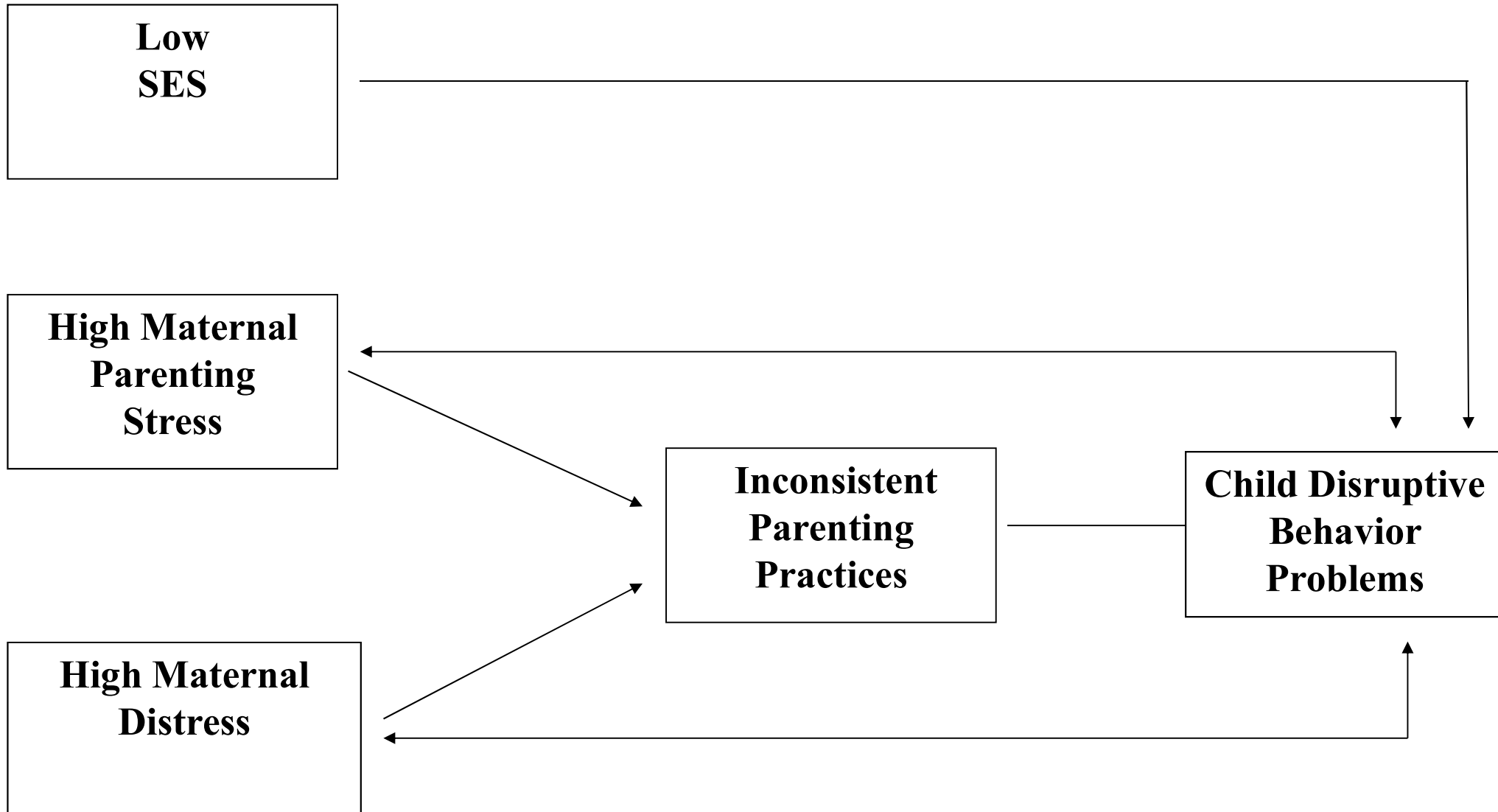
- Neurotransmitters: Some male children have been found to have a gene that expresses only low levels of MAOA (monoamine oxidase A) enzyme. MAOA metabolizes and gets rid of excess neurotransmitters. Low MAOA leads to violent behavior, *but only if* children were maltreated - an indicator of diathesis-stress (Caspi et al, 2002).



- Child Factors: biology and temperament
- *Family Context*
- Neighborhood Context
- Peer Context
- Later Emerging Child Factors: social cognitive processes and emotional regulation

Inconsistent Discipline Mediates Maternal Depression Effect on Child Aggression

(Barry, Dunlap, Lochman & Wells, 2008, Child and Family Behavior Therapy)



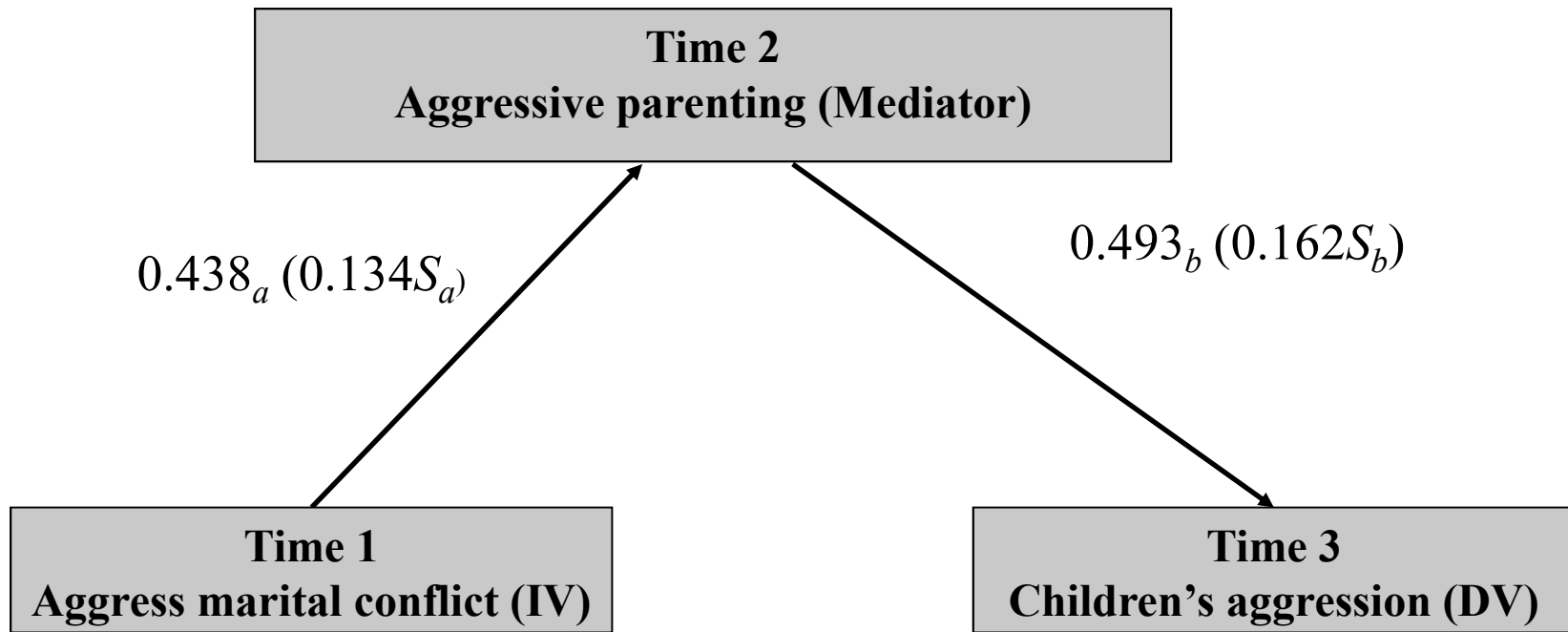
Maternal Distress and Parenting Predicting Child Aggression

215 boys, overweighted for aggression; 9-12 years of age; 59%
African-American

	Maternal Depression	Maternal Depression (controlling for Inconsistent Discipline)	Inconsistent Discipline (controlling for Maternal Depression)	
	<i>.12 *</i>	<i>.09</i>	<i>.22 **</i>	

Marital Conflict and Parenting Predicting Child Aggression

(Baden, Lochman & Wells, under review)



Mediation model highlighting the significant indirect effect of marital conflict on children, supportive of the mediating role of aggressive parenting. Path coefficients (ab) and standard errors (S_a and S_b) were used in the Sobel test, $Z = 2.170$, $p = 0.030$.

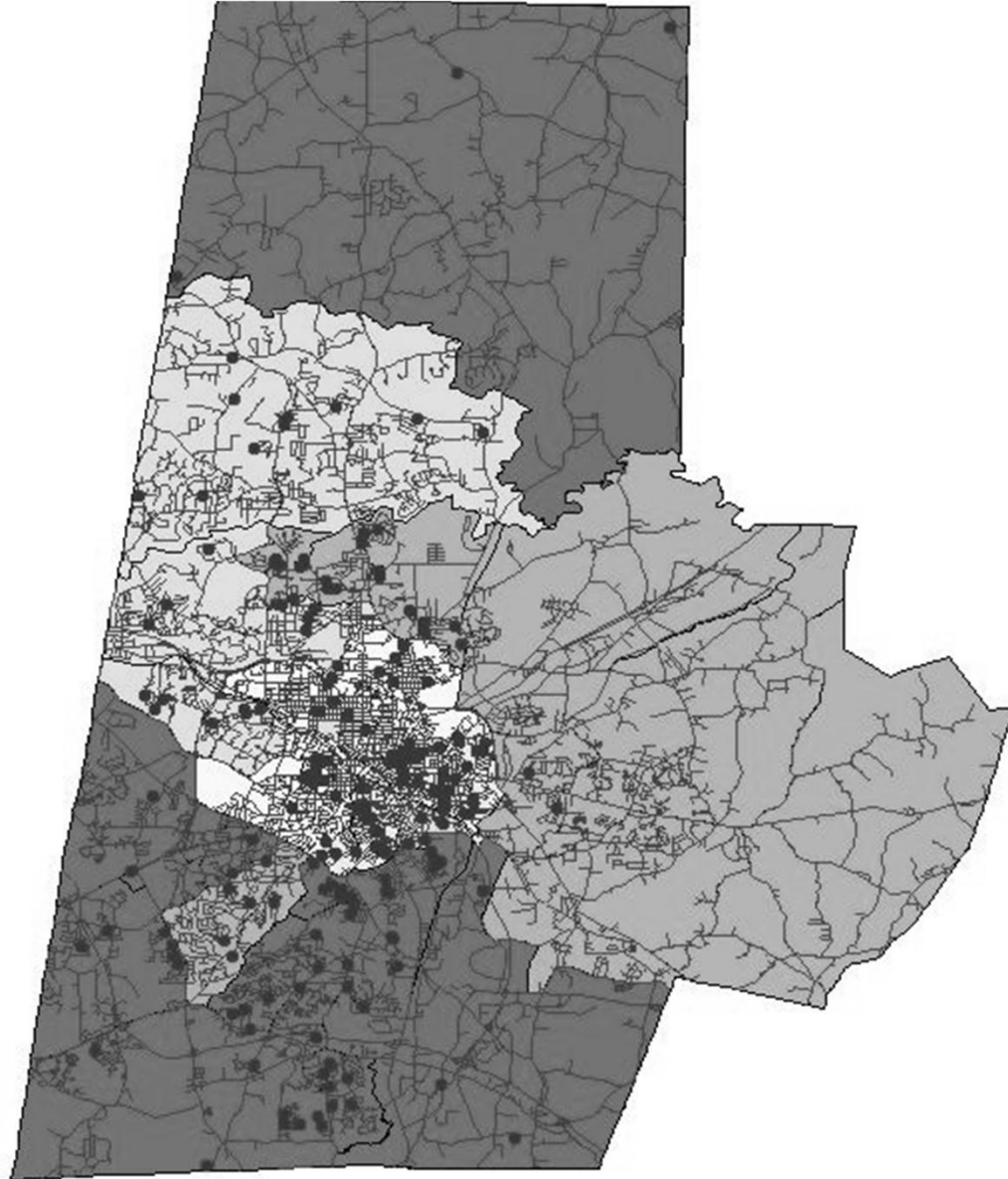
- Child Factors: biology and temperament
- Family Context
- ***Neighborhood Context***
- Peer Context
- Later Emerging Child Factors: social cognitive processes and emotional regulation

Neighborhood Context

- Neighborhood crime rates and social cohesion can affect disruptive behavior in children (Colder, Mott, Levy & Flay, 2000; Guerra, Huesmann & Spindler, 2003; Majumder, Moss & Murrelle, 1998; Maughan, 2001), especially starting during middle childhood (Ingoldsby & Shaw, 2002)
- Fite et al (2009): Neighborhood Disadvantage (census information: percent below poverty, percent receiving public assistance, percent of adults unemployed, percent of adults with 12 or fewer years of education, etc), from 22 aggregated neighborhoods with 126 at-risk aggressive children; 66% male; 79% African-American

Neighborhood Effects

(Fite. Lochman, & Wells, 2009, Journal of Community Psychology)



Neighborhood Context: Predicting Children's Aggression in 6th Grade (Beta)

- Neighborhood disadvantage predicts proactive but not reactive aggression

	<u>Proactive Aggression</u>	<u>Reactive Aggression</u>
Gender	.46*	.19
Race	-.18	-.04
5 th grade Proactive Aggression	.08	.11
5 th grade Reactive Aggression	.16	.14
<i>Neighborhood Disadvantage</i>	<i>.25*</i>	<i>.19</i>

- Child Factors: biology and temperament
- Family Context
- Neighborhood Context
- ***Peer Context***
- Later Emerging Child Factors: social cognitive processes and emotional regulation

Peer Context

- Peer Rejection: By elementary school, aggressive behavior can lead to peer rejection, although the relation is bidirectional (Coie, Dodge & Kupersmidt, 1990)
 - Additive risk for aggression and rejection exists (Coie, Lochman, Terry & Hyman, 1992)
- Deviant Peers: Peer rejection from the broad peer group may set the stage for involvement with deviant peers, which is itself a critical peer risk factor by adolescence

Proactive and Reactive Aggression and Substance Use – Structural Equation Model

Chi Square (5)=3.64, p=.60, CFI=1.00, RMSEA=.00

(Fite, Colder, Lochman & Wells, 2007, Psychology of Addictive Behaviors)

- 5th Gr *Proactive* Aggression
 - 8th Gr *Peer Delinquency*
 - 9th Gr Alcohol Use
- 5th Gr *Reactive* Aggression
 - 5th Gr *Low Peer Acceptance*
 - 8th Gr *Peer Delinquency*
 - 9th Gr Alcohol Use

With 126 at-risk aggressive children

- Child Factors: biology and temperament
- Family Context
- Neighborhood Context
- Peer Context
- ***Later Emerging Child Factors: social cognitive processes and emotional regulation***

Social Cognitive Processes in Aggressive Children: Appraisal Steps

(Crick & Dodge, 1994; Lochman, Whidby & FitzGerald, 2000)

- 1. Cue encoding difficulties, by excessively recalling hostile social cues*
- 2. Hostile attributional biases, and distorted perceptions of self and other in peer conflict situations*

Social Cognitive Processes in Aggressive Children

(Crick & Dodge, 1994; Lochman, Whidby & FitzGerald, 2000)

1. Cue encoding difficulties, by excessively recalling hostile social cues
2. Hostile attributional biases, and distorted perceptions of self and other in peer conflict situations
3. *Dominance and revenge oriented social goals*
4. *Generate less competent problem solutions*

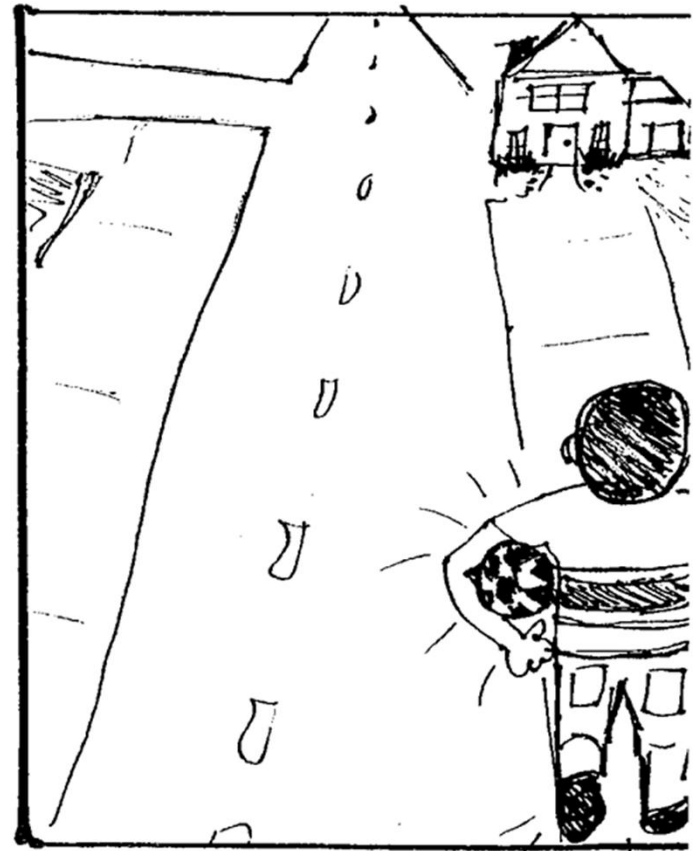
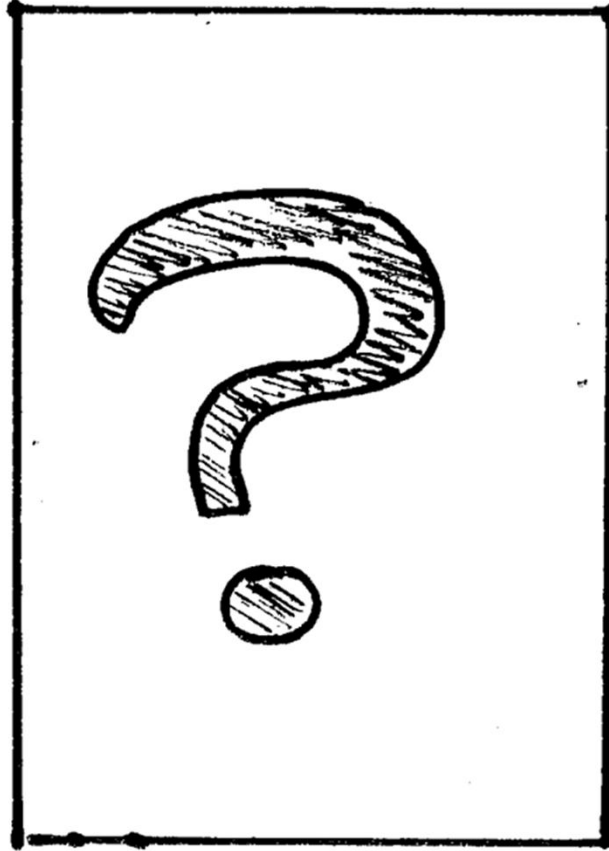
Problem-Solving Measure for Conflict

(Lochman & Lampron, 1986; Dunn, Lochman & Colder, 1997)

Story 1:

Some of Ed's friends borrowed his soccer ball during the lunch period, but they did not return it. When Ed came out of school at the end of the day, the other boys had already started playing with it again. Ed was supposed to go right home after school, and he wanted to have his soccer ball back // The story ends with Ed walking home with his soccer ball. What happens in between Ed not having his soccer ball, and later when he walked home with it?

PSM-C



Story 1

Types of Problem Solutions

- Verbal Assertion
(Regular and Negative)
- Direct Action
(Regular and Negative)
- Help-seeking
- Non-confrontational
- Physical Aggression
- Verbal Aggression
- Bargaining
- Compromise

Part 2 of 9

Social Cognitive Processes in Aggressive Children

(Crick & Dodge, 1994; Lochman, Whidby & FitzGerald, 2000)

1. Cue encoding difficulties, by excessively recalling hostile social cues
2. Hostile attributional biases, and distorted perceptions of self and other in peer conflict situations
3. *Non-affiliative social goals*
4. *Generate less competent problem solutions, with fewer verbal assertion, compromise and bargaining solutions*
5. *Expect that aggressive solutions will work, and value aggressive solutions more*
6. *Poor enactment of solutions, due to weak social skills*

Reactive and Proactive Aggression

(Dodge & Coie, 1987; Dodge, Lochman, Harnish, Bates & Pettit, 1997; Lochman & Wells, 1999)

● Reactive Aggression:

- Encoding errors
- Hostile attributions
- Lower perceived social and general competence
- More sad and depressed
- More harsh and non-involved parenting
- Neighborhood violence

● Proactive Aggression:

- Expectations that aggression will work
- Low fearfulness
- Cognitive dysregulation – little concern for long-term consequences or goals
- Involved with peers who are approving of deviant behaviors

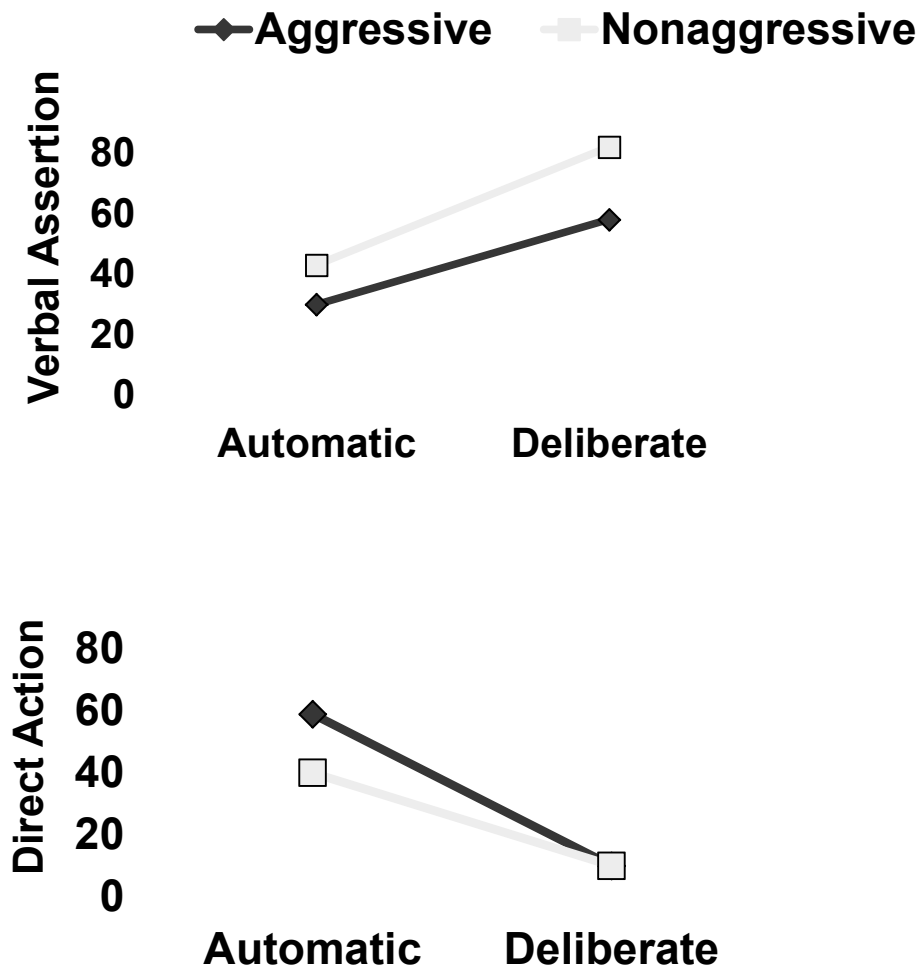
**Automatic vs deliberate
processing, affecting
selection of solutions to
social problems**

Effects of Deliberate vs Automatic Processing on Problem Solving

(Lochman, Lampron & Rabiner, 1989; Rabiner, Lochman & Lampron, 1990)

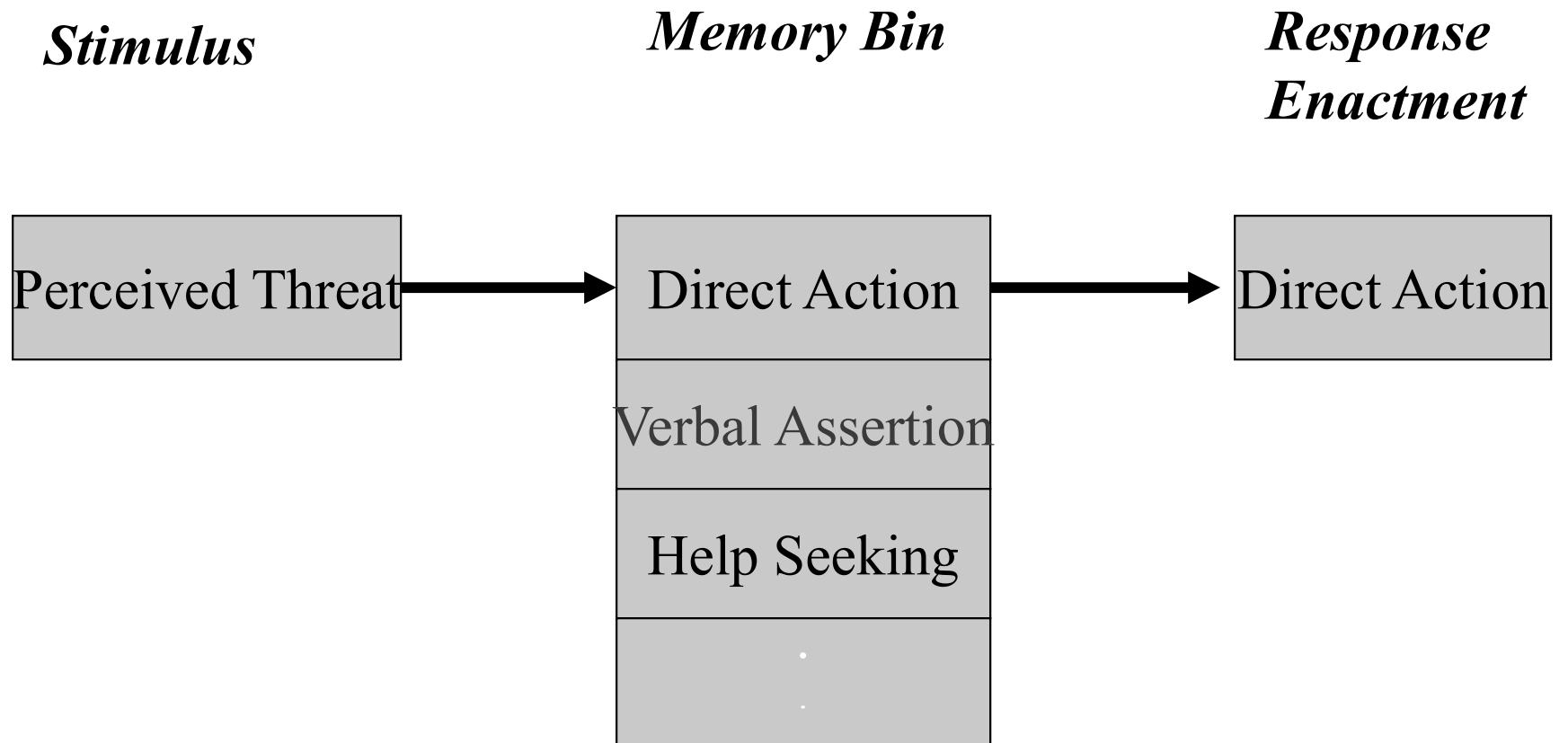
- When emotionally activated, children use more automatic processing
- Aggressive children use more impulsive automatic processing

Effects of Deliberate vs Automatic Processing on Problem Solving

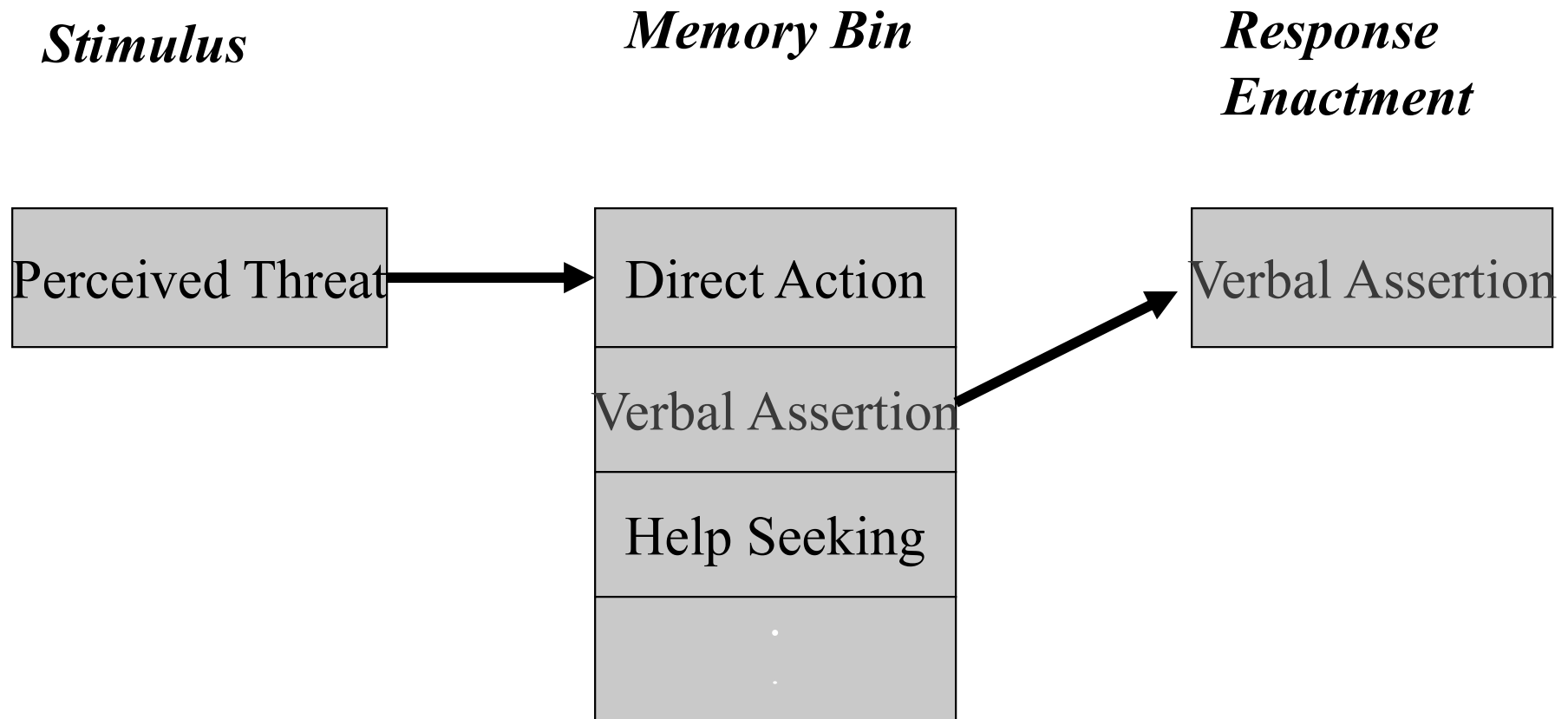


- Both aggressive and nonaggressive boys who use automatic processing produce 50 % fewer verbal assertion solutions and three times more direct action solutions than when they use deliberate processing (e.g. instructed to wait 20 seconds before responding)

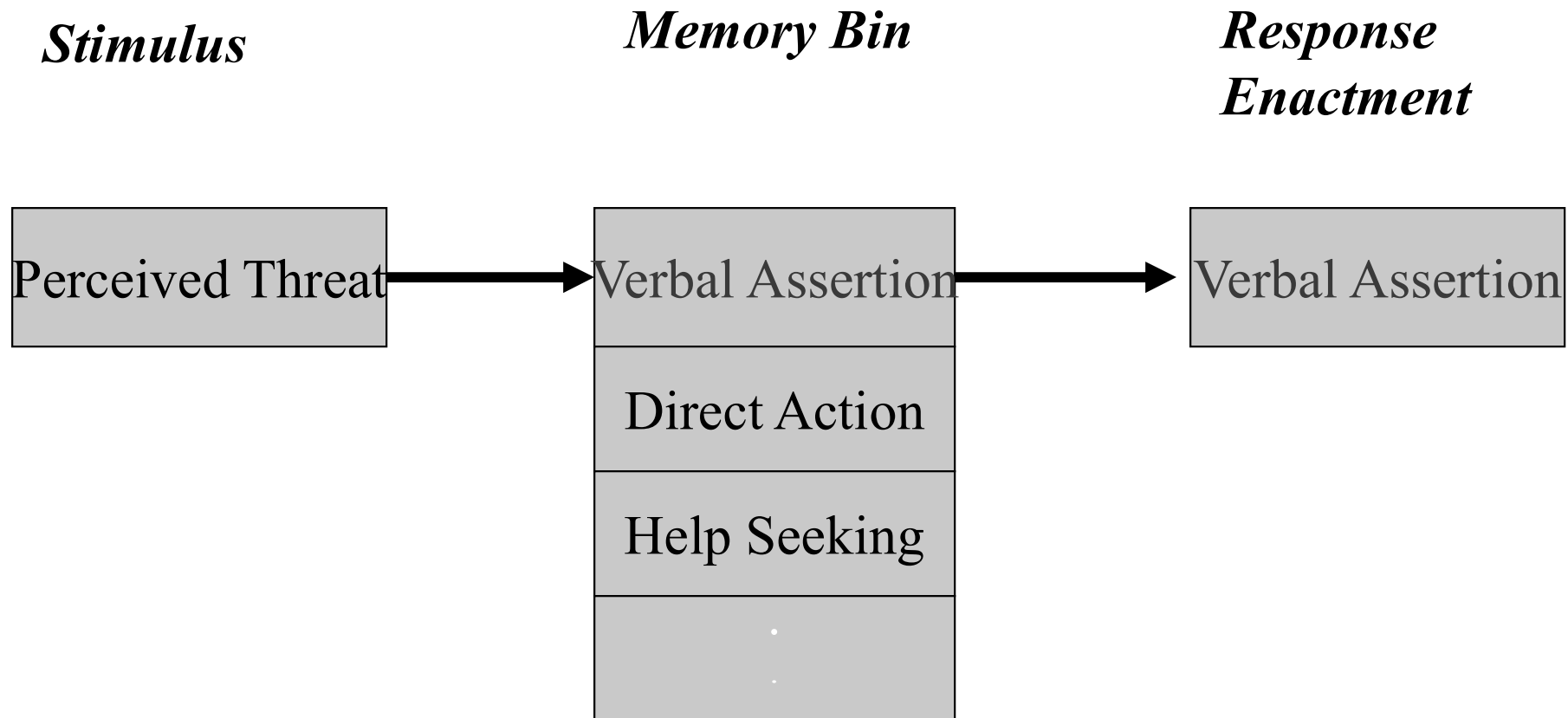
Effects of Automatic Processing on Problem Solving



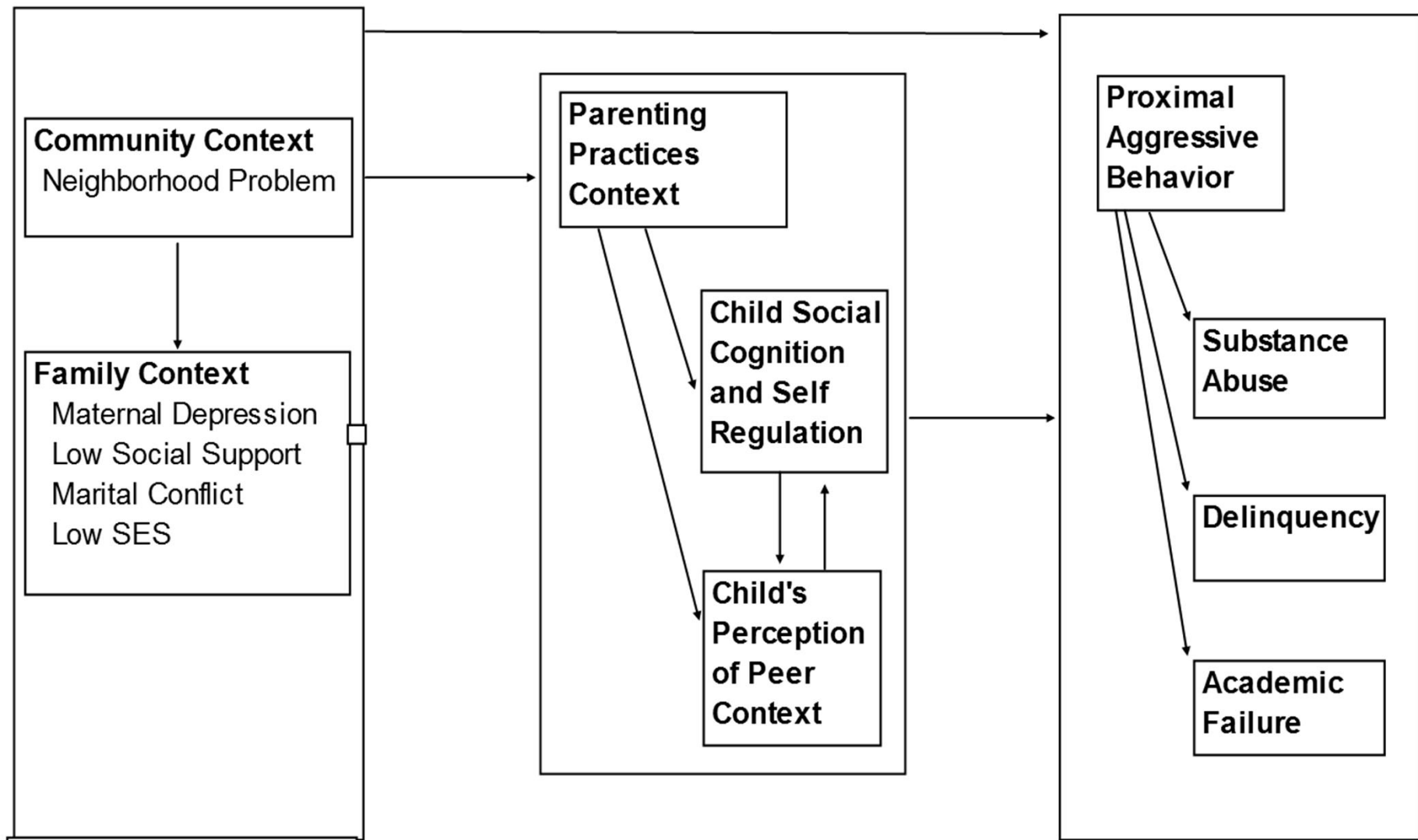
Effects of Deliberate Processing on Problem Solving



Effects of Automatic Processing on Problem Solving



Contextual Social Cognitive Model



Summary: Developmental Sequencing of Risk Factors

- As children move on escalating trajectories towards serious adolescent conduct problems, there is a developmental stacking of risk factors (e.g., community + temperament + parenting + peer rejection + social cognitive deficiencies + school failure + deviant peers) over time
- Later interventions must address multiple risk factors
- Thus, early interventions can impact children's increasingly stable aggressive behavior before additional risk factors accumulate

Coping Power Intervention Effects

Coping Power Intervention Research

- 2 efficacy and effectiveness studies in Durham, NC
[Lochman & Wells (2002a) *Development and Psychopathology*; (2002b) *Psychology of Addictive Behaviors*; (2003) *Behavior Therapy*; (2004) *Journal of Consulting and Clinical Psychology*]
- Dissemination study in Tuscaloosa, AL (CDC funding)
- Dissemination study with aggressive deaf children in a residential school in NC
[Lochman, FitzGerald, Gage, Kannaly, Whidby, Barry, Pardini, & McElroy, (2001). *Journal of the American Deafness and Rehabilitation Association*]
- Clinical trial with CD/ODD outpatients in a child psychiatry outpatient clinic at Utrecht University, the Netherlands
[van de Wiel, Matthys, et al, (2003) *Behavior Therapy*]
- Field trial in Birmingham area schools (NIDA funding)
- Group vs Individual formats (NIDA funding)

**NIDA-funded study of
Child Component only**

vs.

Child and Parent Components

Lochman & Wells (2004), *Journal of Consulting and Clinical Psychology*, 72, 571-578

Effect Sizes of Contrasts with Control Cell: Outcomes at 1 Year Follow-up

	Child Component Only	Child + Parent Component
Delinquency	-	.37*
Substance Use (Parent-rated)	-	.66*
School Behavioral Improvement	.42*	.34*

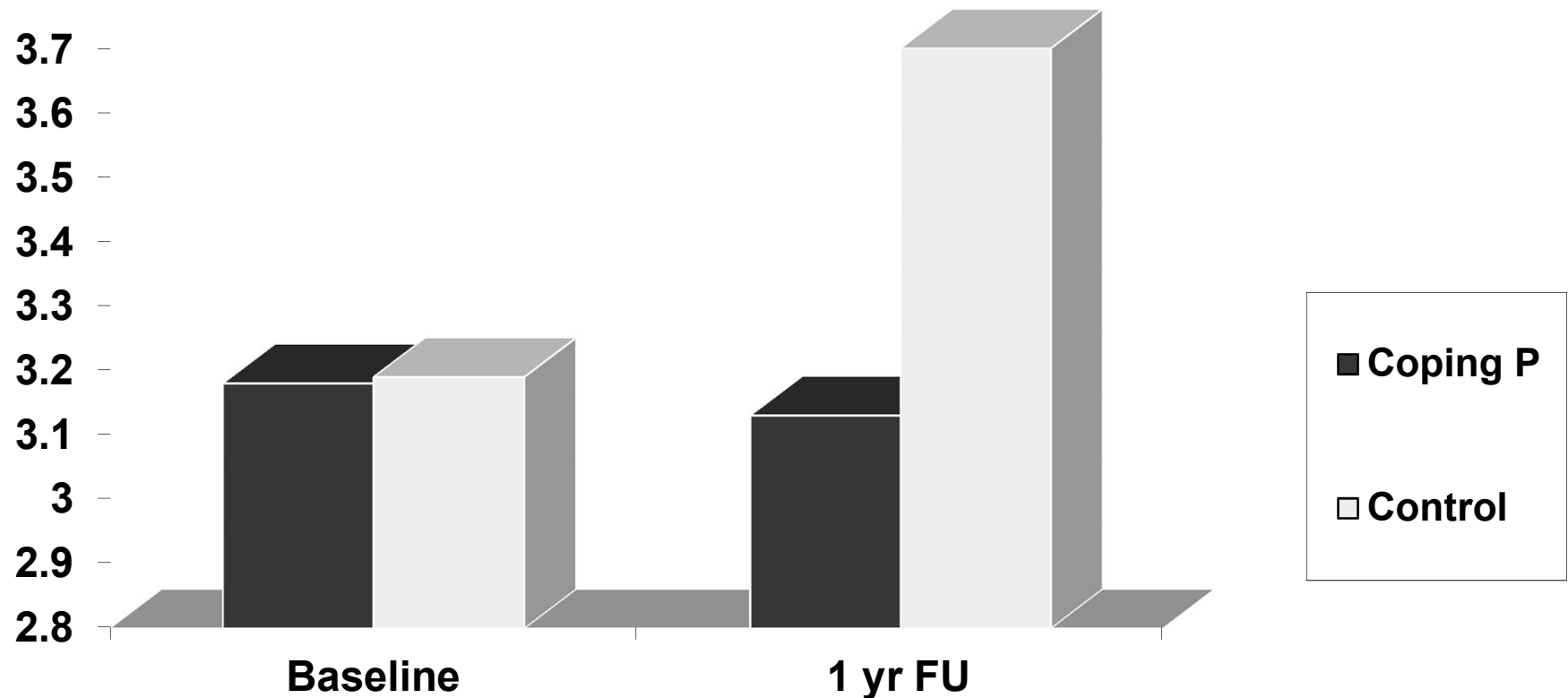
One-Year Follow-up Outcomes for the CSAP-funded Study

Lochman & Wells (2002) *Psychology of Addictive Behaviors*,
16, S40-S54 Lochman, J.E. & Wells, K.C. (2003), *Behavior
Therapy*, 34, 493-515

Substance Use

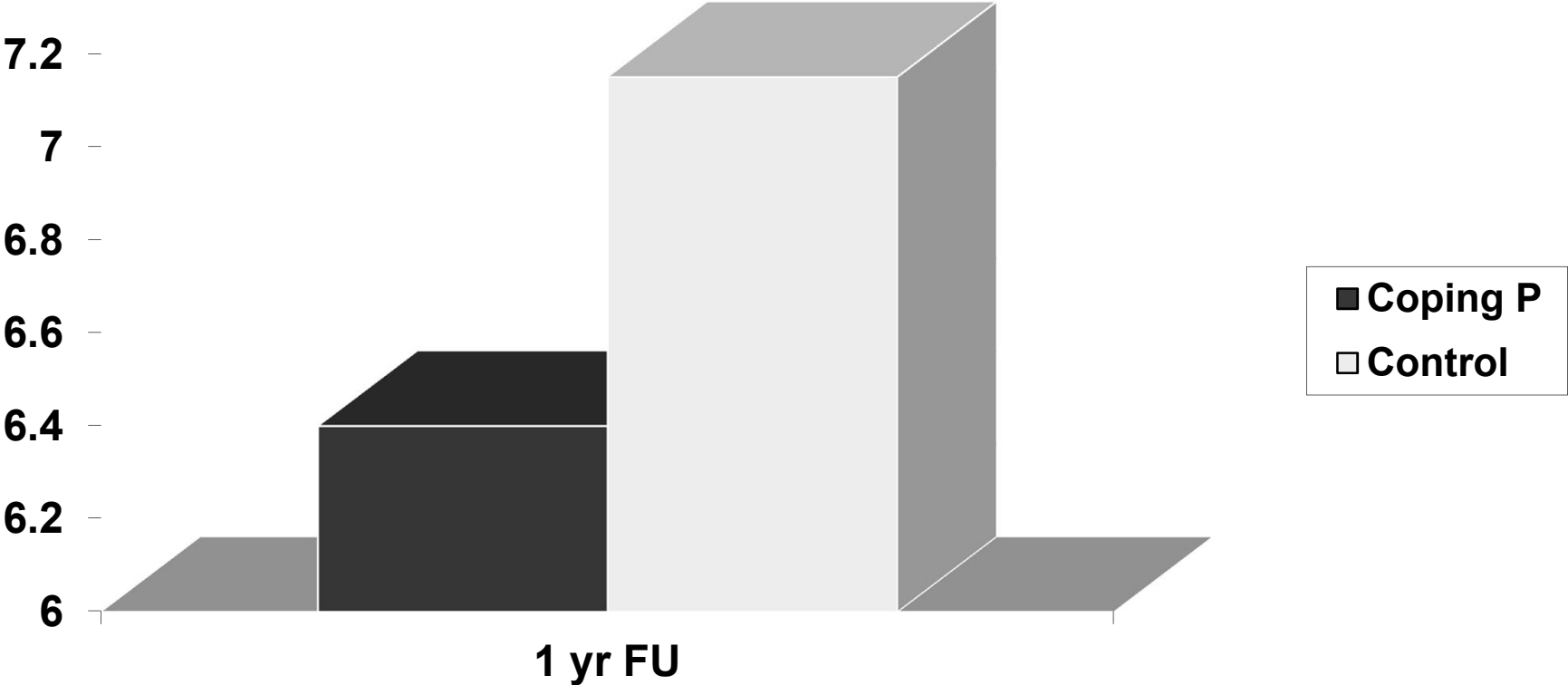
(Youth self report of use of Tobacco, Alcohol, and Marijuana in the past month)

Coping Power vs Control: $F(1, 120)=10.8, p=.001$



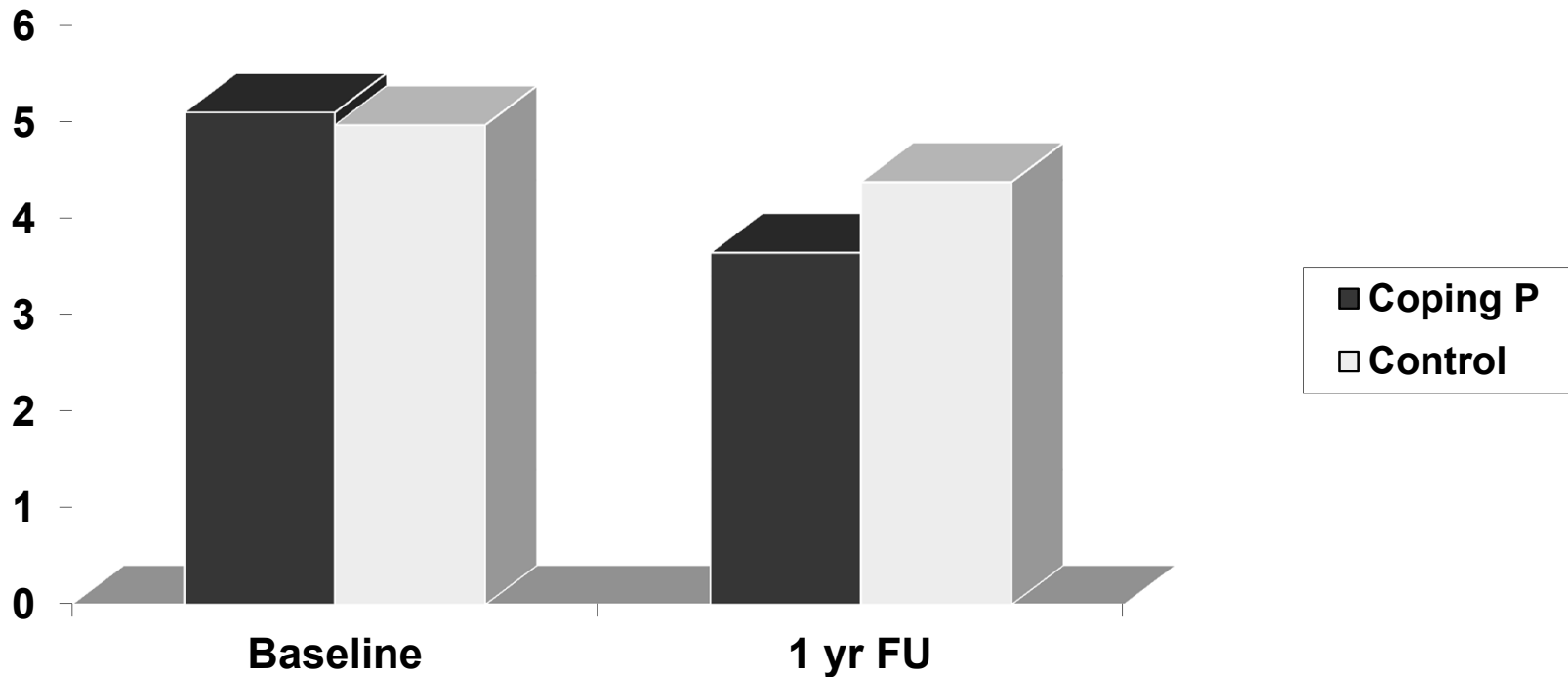
Self-Reported Delinquent Behavior (Youth self report of theft, assault, property destruction, fraud, and drug selling, in the past month)

Coping Power vs Control: $F(1,129)=4.30, p=.04$

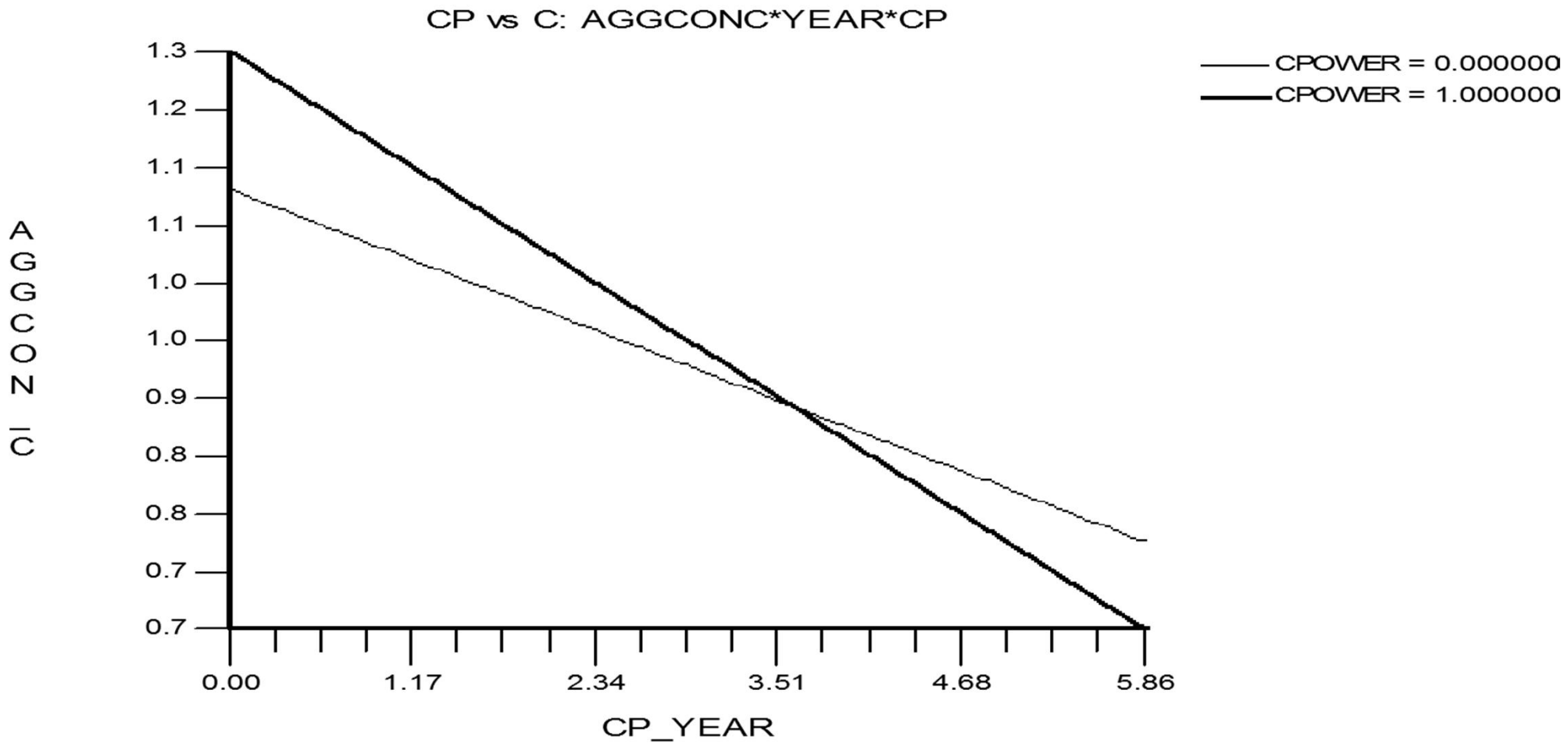


Teacher-rated Peer Aggressive Behavior (fighting and harming others)

Coping Power vs Control: $F(1,80)=4.18, p=.04$



Longer – Term 3 Year Follow-up: TOCA Aggression: Coping Power vs Control



Coping Power Study with ODD/CD Dutch Children

van de Wiel, N.M.H., Matthys, W., Cohen-Kettenis, P.T., Maassen, G.H., Lochman, J.E., & van Engeland, H. (2007). The effectiveness of an experimental treatment when compared with care as usual depends on the type of care as usual. *Behavior Modification*.

Zonneville-Bender, M.J.S., Matthys, W., van de Wiel, N.M.H., & Lochman, J. (2007). Preventive effects of treatment of DBD in middle childhood on substance use and delinquent behavior. *Journal of the American Academy of Child and Adolescent Psychiatry*, 46, 33-39.

van de Wiel, NMH, Matthys, W, Cohen-Kettenis, P, & van Engeland, H (2003), *Behavior Therapy*, 34, 421-436.

Results at 4 Year Follow-Up: Substance Use

	CAU (N=31)	UCPP (N=30)	p
Tobacco (last month)	42%	17%	0.02
Alcohol (last month)	65%	67%	ns
Marijuana (ever)	31%	13%	0.04

Conclusions

- Across 2 studies, the Coping Power Program, a cognitive-behavioral preventive intervention, has outcome effects at a *one-year* follow-up, on children's substance use, delinquent behavior, and teacher-rated aggressive and problem behaviors, and in the Dutch UCPP study, substance use outcome effects at a *four-year* follow-up for youths with clinical diagnoses
- **Mediation**: Intervention produced improvements are mediated, in part, by improvements in children's attributions and anger, expectations about the utility of aggression, locus of control, and parenting behaviors

Field Trial: Effects of the Intensity of Training Provided to Counselors

Lochman, Boxmeyer, Powell, Qu, Wells, & Windle (2009). *Journal of Consulting and Clinical Psychology*.

Field Trial Methods

Training process:

- (1) 3 days of workshop training
- (2) Monthly meetings (2 hours) while intervention underway

For CP-IT counselors only:

- (3) Individualized feedback on audiotaped sessions
- (4) Technical assistance from trainers via telephone and email contacts

		CP-Intensive vs Control	CP-Basic vs Control:
**p<.01, *p<.05, +p=.06		Estimate (SE)	Estimate (SE)
	Behavior Problems		
	<i>BASC Externalizing (teacher-report)</i>	-.41* (.11)	
	<i>BASC Externalizing (parent-report)</i>	-.23* (.12)	
	<i>NYS Minor Assault (child-report)</i>	-.25** (.12)	
	Targeted Processes		
	<i>BASC Social/Academic (teacher)</i>	.35* (.13)	.24+ (.13)
	<i>BASC Social (parent)</i>		
	<i>Outcome Expectations (child)</i>	-.24* (.08)	
	<i>APQ Inconsistent Discipline (parent)</i>		

Conclusions/Implications for Training

- Evidence-based prevention programs such as Coping Power can be disseminated effectively to counselors in real-world settings, although:
 - The intensity of training makes a difference in whether improvements in children's outcomes and mediating processes occur
 - Ongoing supervisory feedback about program implementation (particularly to foster client engagement) may be critical to promoting positive outcomes
 - The intensity of training required will likely vary according to the experience and prior training of the providers, to the type of psychopathology being addressed, and to the complexity of the program being used

The Effect of School and Counselor Characteristics on Implementation of a Preventive Intervention

Lochman, Powell, Boxmeyer, Qu, Wells, & Windle. (2009).

Professional Psychology: Research and Practice

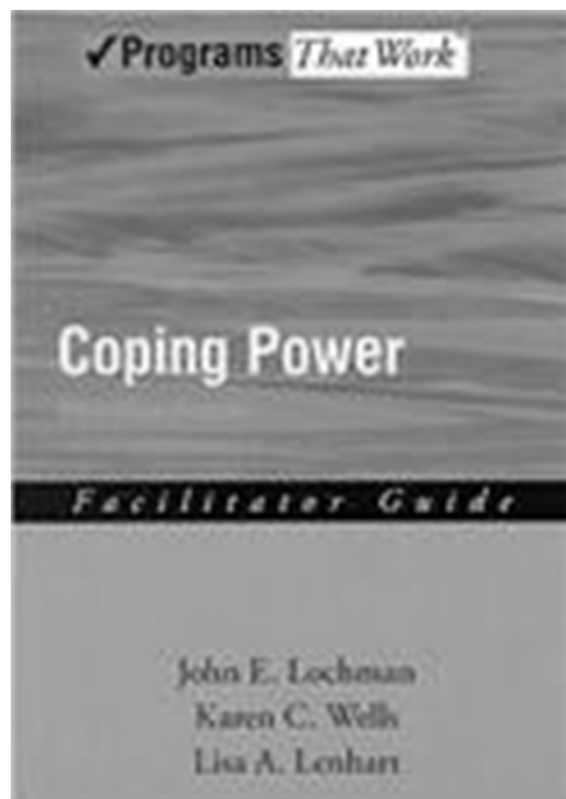
Hierarchical Regression Analyses Beta Coefficients (Standard Errors): Program Delivery

*p<.05, +p<.10

	Objectives Completed	Sessions Scheduled
<i>Agreeableness</i>	.086* (.042)	.185+ (.103)
<i>Managerial Control</i>	-.286+ (.149)	

Conclusions About Counselor and School Characteristics

- The GOOD NEWS: It is ok to be neurotic, not particularly open-minded, not particularly extraverted, and cynical if you are in the right work environment
- Degree and quality of implementation can be influenced by agreeableness and conscientiousness of counselors and by characteristics of the school setting which interact with counselor characteristics (counselor cynicism in interaction with school autonomy and rigid managerial control)



Coping Power

Child Component

Program Available at

Oxford University Press (Programs That Work)

LochNels Corporation www.lochnels.com

Center for the Prevention of Youth Behavior Problems The University of Alabama

(205) 348-6551

<http://cpybp.ua.edu>

www.copingpower.com

info@copingpower.com

Getting Started: Selecting Clients

- Optimal for children ages 8-14
- With disruptive behavior diagnosis (e.g., ODD, CD) or symptoms
- Can have comorbid secondary diagnoses (e.g., ADHD, Mood Disorder) and psychosocial stressors (e.g., divorce, academic problems) but will want to make sure other urgent clinical needs have been sufficiently addressed to warrant intensive focus on disruptive behavior
- For school-based implementation
 - Teacher nominations
 - Teacher and/or parent behavioral ratings

Getting Started:

Behavior Management Strategies in CP

- Token economy (point system) for behavior in and out of sessions
- Leader provides frequent labeled praise for positive behavior during sessions
- Leader models problem-solving and emotion-management skills
- Client helps generate “rules”
- Warning “strikes” given for rule violations
- Positive feedback time at end of session
- Incentive system (“prize box”)

Coping Power Child Component

Group Format

- 5 to 6 children and 1 to 2 leaders per group recommended
- Periodic 1-to-1 sessions
 - Reinforce generalization of skills to other settings
 - Tailor goal setting and problem-solving
 - Enhance relationship with adult co-leaders
- Case-centered teacher consultation

Implementation Issues with Peers: Peer Roles

- Models
- Social reinforcement for goal attainment and positive participation
- Permits role-playing, making skills more concrete
- Can make treatment more efficient

Implementation Issues with Peers: Challenges to Positive Involvement

- Negative reactive effects on each other
- Oppositional power struggles with leaders
- Create a deviant peer group

Start-up Considerations: Group Composition

- Children whose aggression provides them with high peer status and do not express any motivation to change (“bullies”).
- Children who are substantially different from the proposed pool of group members (age, gender, developmental level).
- Children who are likely to pose substantial challenges to group behavior management.
- Children who are targets for ridicule by other group members.
- At least low average intellectual functioning.

Outline of Child Component Sessions

- Session 1 Structure and purpose of group
- Sessions 2-3 Long-term and short-term goals
- Session 4 Organizational and study skills
- Sessions 5-6 Physiological arousal and feelings
- Sessions 7-10 Anger management training
- Session 11 Relaxation and overcoming barriers to self-control
- End of Year Review
- Session 12 Review of year 1
- Session 13 Organizational and study skills review
- Sessions 14-16 Perspective-taking
- Session 17 Perspective-taking and problem solving

Foci for Coping Power Child Component

- **Behavioral and personal goal setting** (Sessions 1-3)
- Organizational and study skills
- Accurate awareness feelings related to anger and vulnerability
- Anger management training, including methods for self-instruction, distraction, and relaxation
- Perspective-taking and attribution retraining
- Social problem-solving in a variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups

First Session

- Discuss purpose and structure of group (“What does coping mean to you?”)
- Generate group rules
- Describe “strike” system, and points
- Group cohesion tasks (pass-the-ball; group naming task; paired interviews; group flag)
- Begin goal-setting

Point System

- 1 Point for Positive Participation
- 1 Point for Following Rules
- 7 Points for each day met Behavior Goal
- Additional points for quizzes, games, and homework assignments

Rules Poster

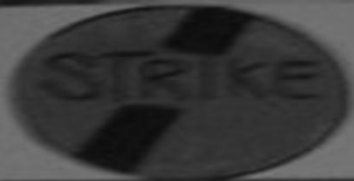
Coping Power Rules

1. Take turns talking
2. What we say here stays here
3. Say what you really think
4. etc.

<u>Client Name</u>	<u>Strike 1</u>	<u>Strike 2</u>	<u>Strike 3</u>
Jason	X		

Strike System

- Strikes given as warnings for rule violations
- 3 strikes = lose point for Following Rules
- Emphasize a strike is a *warning*
- Intentionally give strikes during first few sessions to shape client behavior



Duke Coping Power

■	■	■	■
■	STRIKE	STRIKE	■
■	■	■	STRIKE
■	■	■	■
■	STRIKE	■	■
■	■	■	■
■	■	■	■

Session 1:

Introductions & Goal Setting (cont.)

- Objective 2: Get Acquainted
 - Leader/child interview each other
 - Sample questions from Handout 1.5
 - *What is your favorite food?*
 - *What do you like to do in your free time?*
 - *Do you have any pets?*
 - *If you had \$100, what would you spend it on?*

Session 1:

Introductions & Goal Setting (cont.)

- Objective 3: Goal Setting
 - Discuss the concept of personal behavioral goals
 - Introduce Goal Sheet (Handout 1.3)
 - Will utilize Goal Sheet throughout entire program
 - Child will earn 1 point per day (up to 7 points/week) that parent/teacher signs sheet indicating that child met his/her goal

Part 3 of 9

Goal Setting

Purposes:

- Parents or teachers monitor children's behaviors and provide *daily feedback to children* about their behavior
- Provide *weekly feedback to clinician* concerning the child's behavior
- Encourages *reinforcement* of children's behavioral improvements in their real-world settings

Goal Setting

Structure:

- Weekly goals are set by children in consultation with clinician and parents (or teachers)
- Goals are written on a goal sheet which is signed daily by a parent or teacher.
- Reward incentives are offered for meeting goals.

Goal Setting

Presentation of goal setting to children:

- Define goal: “Something you work towards or “Something you are working for.”
- Goals should be defined in terms of observable behavior.
- Children should be responsible for goal sheet.
- Encourage children to discuss goals with parents and/or teacher
- Set out rewards for reaching weekly goals.

Session 1:

Introductions & Goal Setting (cont.)

- **Objective 4: Positive Feedback**
 - Each student says 1 thing he/she learned in Coping Power that day
 - In future sessions, child asked to compliment self on use of skill learned in Coping Power
 - Leader models appropriate compliments first
- **Objective 5: Prize Box**
 - Tally the points the child earned
 - Allow to “shop or save” (set time limit)
- **Objective 6: Free Time (Optional)**
 - Game/snack of choice for 5-10 minutes

Sample Prize Box Items

<u>ITEM</u>	<u>POINTS</u>
Pencils, markers	2
University stickers	2
Matchbox cars	4
Baseball cards	8
Comic books	12
Water bottle	15
Basketball	30

- Have a set of small, changing items to provide quick rewards for behavior change
- Have larger rewards to encourage delay of gratification

No or low-cost incentives

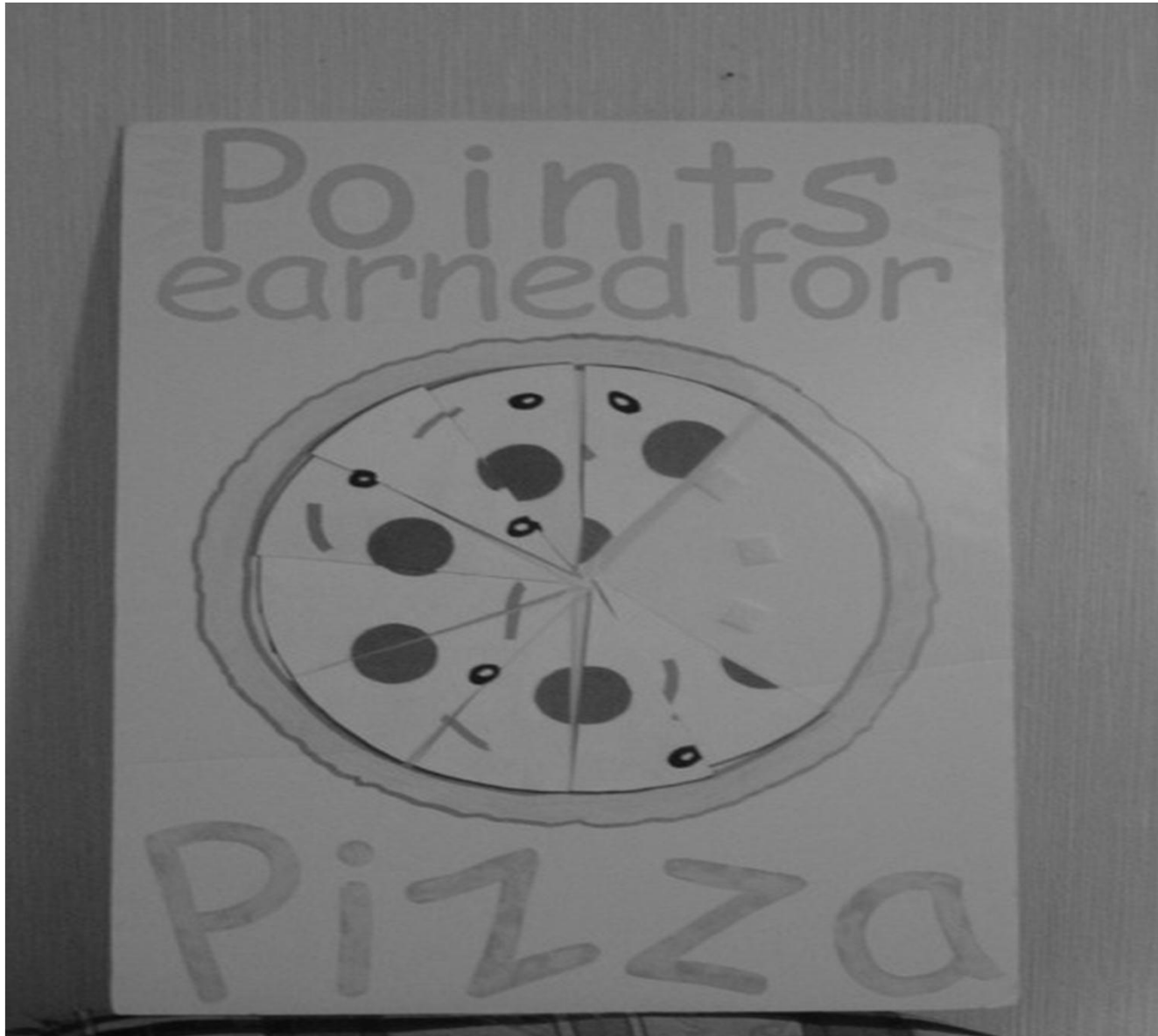
- Read morning announcements over loud speaker
- Sit in seat backwards day
- Singing/dancing/joke-telling time
- Free homework pass
- Play hangman
- Paper airplane toss
- Lunch with leader or teacher
- Computer time
- Student vs. teacher basketball game
- Vice principal for the day
- Cut in line pass

Point Tracking Form

Chris B.	<u>9/8</u>	<u>9/15</u>	<u>9/22</u>	<u>9/29</u>
<i>Group Rules</i>	1	0	1	1
<i>Participation</i>	1	1	1	1
<i>Goal</i>	—	1	1	2
<i>Current Points</i>	2	1	4	0
<i>Total Points</i>	2	4	7	11

- Start with easy to moderate goals to stimulate children's motivation
- Provide quick, honest feedback about point attainment at end mtg.
- Points and prizes motivate children in and out of group
- Can also provide long-term incentive

Long-term incentive



Goal Setting: Common Problems for Children

- Setting goals that are too broad or unrealistic
- Forgetting to return goal sheets
- Not taking responsibility for getting goal sheet signed
- Lacking motivation to work on goals
- Social anxiety/sense of failure

Goal Setting: Common Problems for Parents/Teachers

- Believing goals are inappropriate or too easy
- Not understanding the importance of shaping new behaviors in small steps
- Forgetting to sign sheet
- Disrupting class activities

Goal Setting: Problem Solutions

- Work together to identify measurable & attainable goals
- Solicit suggestions from parents/teachers
- Post goal sheet in obvious location (e.g., on refrigerator)
- Positive feedback for remembering sheet, goal attainment
- Encourage parent/teacher comments on goal sheets
- Regular contact with parents/teacher
- Reminder cards, set up a “buddy system”

Session 2-3:

Long-term and Short-term Goals

- Objective 1: Review previous session
 - Ask each student to recall 1 thing discussed last session
 - This activity is repeated at start of each session to foster recall
- Objective 2: Goal-Setting (cont.)
 - (See additional slides)
- Closing Activities
 - Positive Feedback
 - Prize Box
 - Optional Free Time

Setting Long and Short Term Goals

- Help child identify goals he/she wants to achieve
- Help child understand the importance of setting long range goals and the steps (short-term goals) needed to attain them
- Help child identify barriers to achieving goals and how to overcome them

Goal Setting with Child

- Examples of long-term goals

- ↪ *To get along better with the teacher and other students in the classroom.*

- ↪ *To feel better about my time with my parent(s)' at home.*

- ↪ *To get along better with my sibling(s).*

- Examples of short-term goals

- ↪ *Determine what the teacher thinks I need to do.*

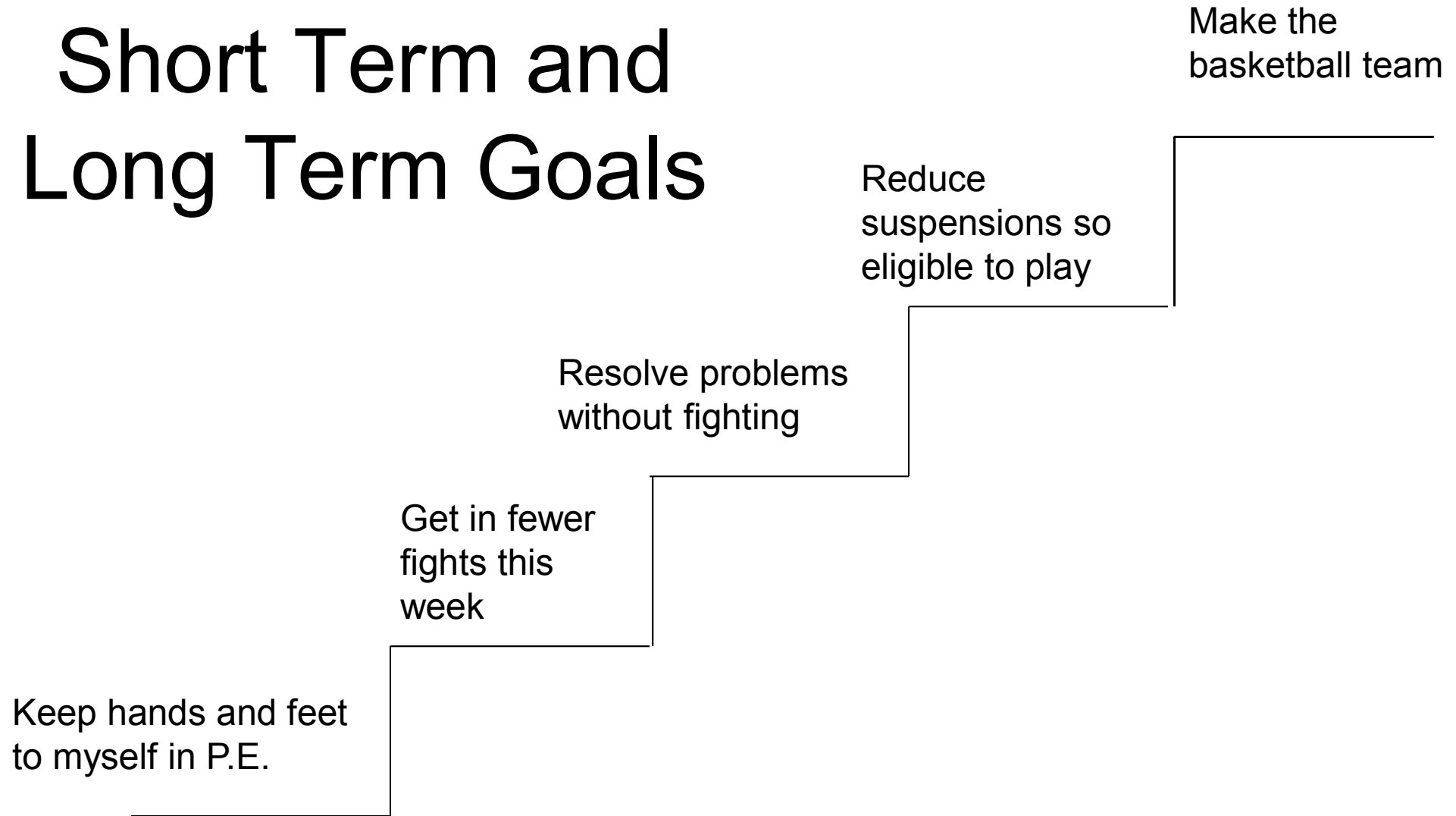
- ↪ *Stay in my seat during class.*

- ↪ *Do not fight with other kids in class or at home.*

- ↪ *Do not argue all the time with parent(s).*

- ↪ *When parents or teacher asks me to do something, do it without talking back.*

Short Term and Long Term Goals



Supplementary Goal Setting Activities

- Discuss barriers to reaching goals you have set and ways to overcome them
- Have child interview you, their parent or teacher, or an adult from desired profession
 - Ask about role goal setting has played in their life
 - What did they have to do to reach their goals
 - What barriers or setbacks did they encounter and how did they overcome them?

Part 4 of 9

Foci for Coping Power Child Component

- Behavioral and personal goal setting
- **Organizational and study skills** (Session 4, 13)
- Accurate awareness of feelings related to anger and vulnerability
- Anger management training, including methods for self-instruction, distraction, and relaxation
- Perspective-taking and attribution retraining
- Social problem-solving in variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups

Organizational Skills Activities

- **Organize book bags**
- **Card game – organizing cards into categories**
- **Index cards – positive and negative study skills**
- **Homework contract**

Organizational and Study Skills

- Ask child what they think is the most important skill for doing well in school
- Shape/elicit a response that indicates the importance of organizational skills
- Poor organizational skills may interfere with relations with teacher
- Poor organizational skills may create frustration with school work, increasing their irritability and anger

Organizational and Study Skills

● Organizational skills exercise

↳ Have a set of pieces of paper, each with a word, and in different colors

↳ each word within a category will be in a different color

↳ *“I am giving you some words listed on these papers. What I want you to do is to take a few minutes and put these pieces of paper into some kind of order.”*

Organizational and Study Skills

cat

car

apple

football

dog

plane

orange

baseball

bike

pear

soccer

elephant

boat

lemon

basketball

bear

Organizational and Study Skills

cat	car	apple	football
orange	soccer	plane	dog
basketball	bear	baseball	bike
boat	lemon	elephant	pear

Organizational and Study Skills

apple

baseball

basketball

bear

bike

boat

car

cat

dog

elephant

football

lemon

orange

pear

plane

soccer

Organizational and Study Skills

apple

bike

basketball

bear

lemon

boat

baseball

cat

orange

car

football

dog

pear

plane

soccer

elephant

Organizational and Study Skills

- Study Skills for Home and School

- ↳ Prior to the session create a set of index cards with positive and negative study skills. On each index card, write down either a positive or negative study skill/habit
- ↳ Have the child sort the cards into two piles indicating whether it would be useful or not
- ↳ Ask child to suggest additional skills

Organizational and Study Skills

- Study Skills for Home and School:
 1. do math in the living room
 2. listen to the radio while working
 3. study in a quiet place
 4. take notes in class
 5. answer the phone when someone calls
 6. double check your answers
 7. ask questions in class
 8. just try to keep everything in my head as I am reading

Positive and Negative Study Skills Activity

- Sort cards into those useful for studying or not
- Any additional skills?
- How could children use the ideas in the “useful” pile to learn more effectively

HOMEWORK CONTRACT

Begin with Negotiation – Work Things Out Together

The following are suggested areas where students can have input: time, place and rules.

Ø Decide on when and where homework will be done. Times may vary depending on individual schedules. A daily schedule may be a helpful reminder. Identify a place where homework will be completed.

§ Time _____ Place _____

Ø What materials are needed for homework completion?

Ø What rules are in place during homework time?

Ø What monitoring methods will be implemented during homework time?

Ø What steps can you take to make sure your long-term projects are completed on time?

My child and I have discussed and agreed to the following homework plan.

Student's Signature

Parent's Signature

Foci for Coping Power Child Component

- Behavioral and personal goal setting
- Organizational and study skills
- **Accurate awareness of feelings related to anger and vulnerability** (5-6)
- Anger management training, including methods for self-instruction, distraction, and relaxation
- Perspective-taking and attribution retraining
- Social problem-solving in variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups

Sessions 5-6: Awareness of Feelings and Anger Arousal

Tips for Clinicians:

- Some children have difficulty seeing a range of emotional arousal
- Some children may become highly emotionally aroused when thinking about their anger triggers
- Some children have difficulty identifying discrete triggers for their fuzzy sense of arousal
- Anger may be masking other emotional states (e.g. anxiety; depression)
- Some children may have very limited sense of coping responses to their emotional triggers

Sessions 5-6: Awareness of Feelings and Anger Arousal

Skills targeted:

- Feelings aren't good or bad, right or wrong
- Way we handle our feelings is what matters
- Learn to identify different types of feelings
- Learn to identify different levels of feelings
- Recognizing common triggers and bodily cues of anger as “clues” it is time to use coping strategy

Different Emotional States

- Brainstorm list of emotions
- Discuss what makes a person feel a certain emotion ie., “I get scared when I enter a dark room”.
- What triggered the emotion?
- How do I feel inside?
- What can *people see*?
- What are the thoughts inside my head?

Identification of Feeling States: EMOTION = SCARED

**What People
Can See**

**What You Feel
Inside Your Body**

**Thoughts In
Your Head**

Identifying Different Feeling States

- Can you always tell what someone is feeling by how they look or what they do?
- Are you always able to express your feelings?
- Are there some feelings that are easier for you to express than others?
- Sometimes you cannot tell how someone else is feeling or how you are feeling?

Cues of Anger

- Review the physiological cues of anger
 - ↳ How does your body feel when you become angry?
 - ↳ What is the *first* thing you notice in your body when you are becoming angry?
 - ↳ Can then use this cue as signal that are becoming angry, and to *stop and think* about how to handle the situation

Anger Awareness: Physiological Cues

- Awareness of Signs of Anger

1. Facial Expression

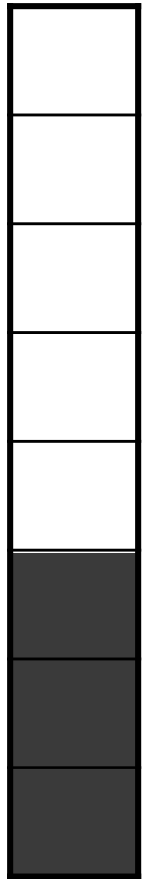
2. Tone of Voice

3. Body Position/Movement

4. Internal Body States

- Increased Heart Rate, Rapid Breathing, Feeling Flush
- Sweating Palms, Tight Muscles, Clenched Fists

Anger Awareness: Anger Thermometer



Enraged, Furious

Steaming Mad

Irritated, Annoyed

Frustrated

- Using thermometers, children label own levels of anger, and of their *triggers* at each level
- Can better problem solve at low to moderate levels of anger
- Use large version of thermometer on the floor to show anger changes during role-play activities
- Aggressive children tend to report their anger in “on-off” terms as “angry” or “not-angry”

Different Levels of Anger

- have child identify how body feels at different stages/levels of being angry
- Ask child to generate various words describing the different levels of anger
- Review all signals of being angry (behaviors, arousal, cognitions)

WORDS OF ANGER

Outraged

Annoyed

Upset

Mad

Enraged

Fuming

Furious

Frustrated

Bothered

Flustered

Upset

Irritated

Anger Thermometer

INTENSITY

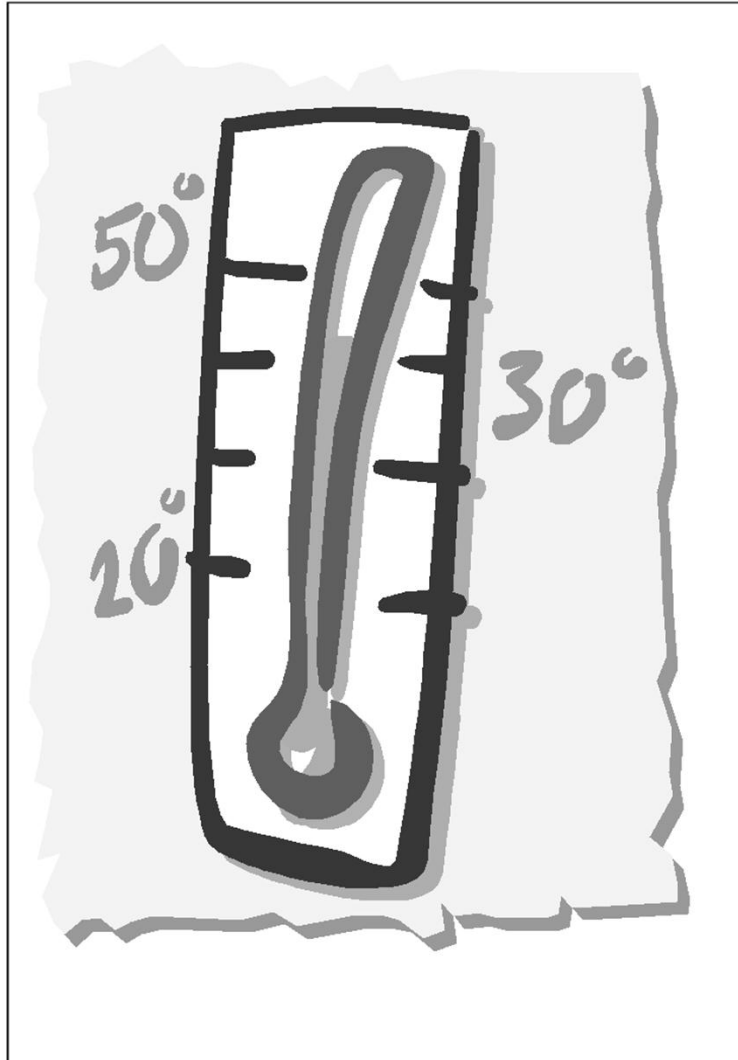
VERY HIGH

HIGH

MEDIUM

LOW

VERY LOW



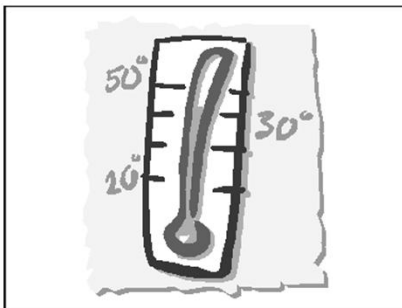
**WORDS
FOR
ANGRY**

ANGER THERMOMETER RECORD FORM

MONDAY

INTENSITY
(CIRCLE)

VERY HIGH
HIGH
MEDIUM
LOW
VERY LOW

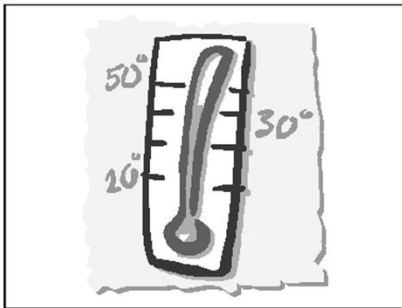


WHY AM I ANGRY?

TUESDAY

INTENSITY
(CIRCLE)

VERY HIGH
HIGH
MEDIUM
LOW
VERY LOW

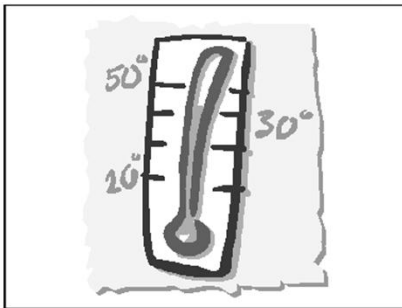


WHY AM I ANGRY?

WEDNESDAY

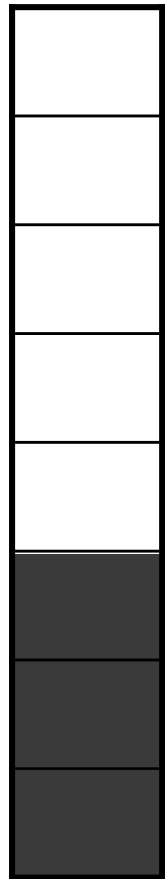
INTENSITY
(CIRCLE)

VERY HIGH
HIGH
MEDIUM
LOW
VERY LOW



WHY AM I ANGRY?

Assignment: Monitoring Anger



Enraged, Furious

Trigger

Jeff made fun of my mom (Thurs)

Steaming Mad

The teacher yelled at me in front of the class (Tues)

Irritated, Annoyed

I have lots of homework (Mon)

Frustrated

I can't figure out this math problem (Wed)

Anger Triggers

- Identify triggers for each level of thermometer

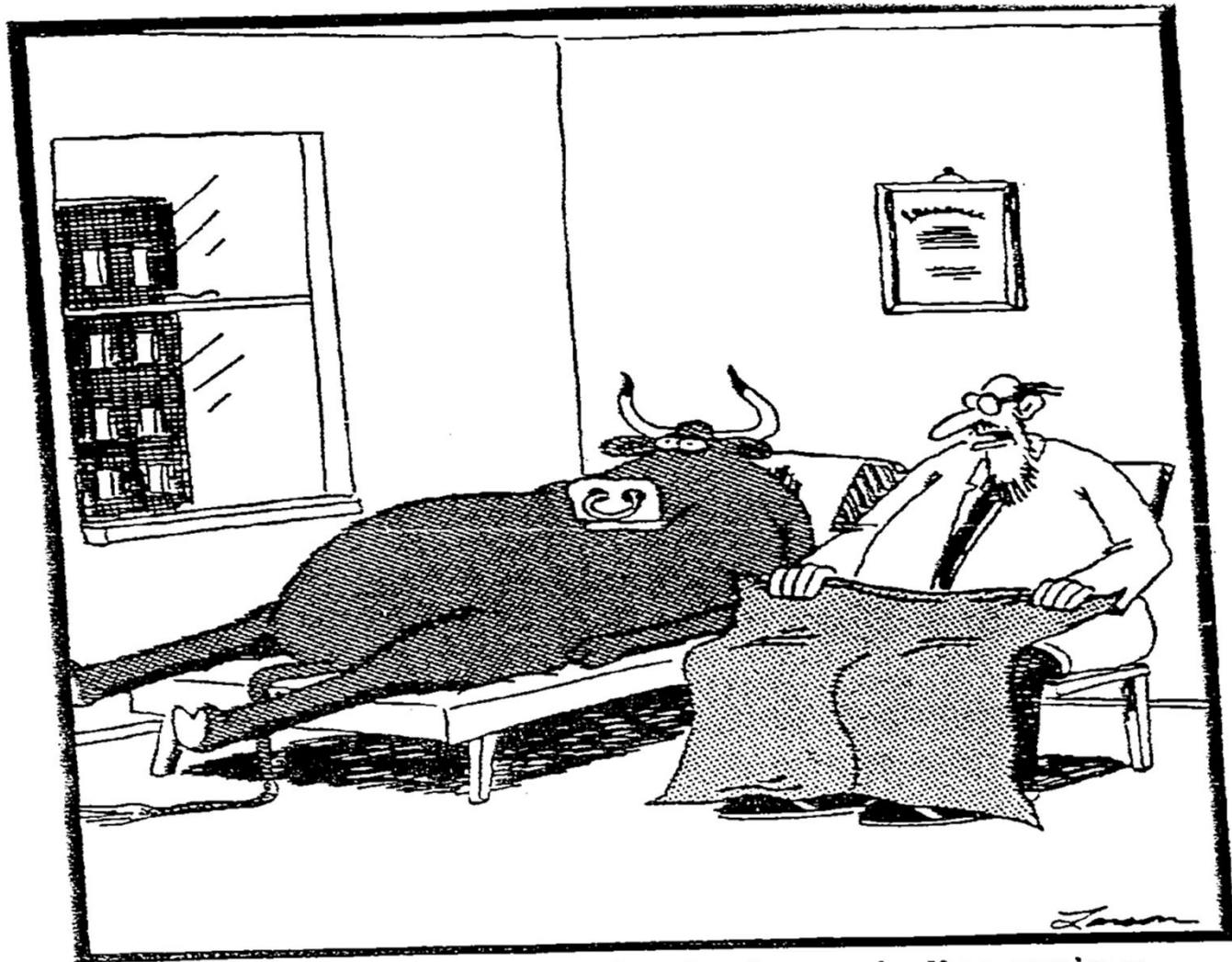
↳ What do others do that makes you angry?

↳ What do you do that makes others angry?
(to illustrate reciprocity of anger)

Part 5 of 9

Foci for Coping Power Child Component

- Behavioral and personal goal setting
- Organizational and study skills
- Accurate awareness of feelings related to anger and vulnerability
- **Anger management training, including methods for self-instruction, distraction, and relaxation** (Session 7-11)
- Perspective-taking and attribution retraining
- Social problem-solving in variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups



"Now relax. ... Just like last week, I'm going to hold the cape up for the count of 10. ... When you start getting angry, I'll put it down."

Anger Management Training

Key points and activities during sessions:

- Easier to cope with problems if we don't feel so angry
- How can we reduce our feelings of anger?
 - Distraction, focusing attention on something else (e.g. fun things to do later in the day)
 - Self instruction or self-statements
 - Deep breathing

Anger Management Training

- Brainstorm ways to cope with each level of anger
 - ↳ What can you do to cope with anger when you are a little bit angry?.....
 - ↳ Is it easier to cope with anger when you are just a little bit angry?

Anger Management Training: Sample Self-Statements

- Stay calm. Just relax.
- As long as I keep my cool, I'm in control.
- What she says doesn't matter.
- I'll grow up, not blow up.
- It's too bad he has to act like this.
- I don't need to prove myself to any one

Coping Statements

Things You Can Say to Yourself to Keep a Lid On Your Anger

Examples of calming thoughts to say to yourself when you're angry. Make up your own!

1. It's not worth it to get angry.
2. I won't make a big deal about it.
3. I'm not going to let this get to me.
4. I can't always expect other people to act the way I want them to.
5. I'll use my sense of humor and make a joke of this.
6. He would like me to get angry. Well, I'm going to disappoint him.
7. I don't need to prove myself to anyone.
8. As long as I keep my cool, I'm in control.
9. I'll grow up, not blow up.

Anger Management Training: Practice Using Self-Statements A Sequence of Activities

- **Memory Game** – using deck of playing cards
- **Dominoes**- build a tower using one hand
- **Puppet Exercise** – puppets tease each other
- **Self-control “taunting exercise”** – leader and child take turns coping with real teasing (Goodwin & Mahoney, 1967)

Part 6 of 9

Discussion Questions

- What was the puppet thinking or saying to himself/herself?
- What level of anger did the puppet experience during the teasing?
- What skills did the puppet use to maintain control over her/his anger?
- Did the puppet use different coping statements for different levels of anger?
- What other feelings did the puppet experience?

Anger Management Training: Rules for Self-Control Exercises

- Cannot curse or swear.
- No racial comments.
- No physical contact.
- No “Your Momma...” taunts.

Anger Management Training: Tips for Self-Control Exercises

- Leader models first
- Leader can coach child, reciting coping statements in ear
- Child can read from “cheat sheet” with coping statements
- Can create hierarchy of anger triggers
 - Start with low-level taunt
 - Ask child what level of teases/taunts on anger thermometer willing to practice
 - Prohibit certain teases/taunts which are related to triggers at the very top of the anger thermometer (a physical defect, etc)
- Can reduce time of the role-play, when child is excessively aroused

Coping Statement Memory Test

Write as many statements you can think of that you can say to yourself to “keep a lid on your anger”:

1. _____
2. _____
3. _____
4. _____
5. _____

Anger Management: Abdominal Breathing

- ↪ *When people are relaxed they breathe more deeply from their abdomen. When people are angry or fearful, they tend to breathe more shallowly and from the chest. They also tend to hyperventilate.*
- ↪ *Quick shallow breathing can induce physical changes that can increase anxiety and anger. Likewise, deep abdominal breathing can trigger a relaxation response and improve concentration.*
- ↪ Have the child sit comfortable with both feet on the floor

Anger Management: Abdominal Breathing

- Instructions for Abdominal breathing

- ↳ Inhale slowly and deeply through your nose and into the bottom of your lungs – send the air as low down as you can. Your chest should move only slightly

- ↳ When you have taken in a full breath, pause for a moment and then exhale slowly through your nose or mouth, exhaling fully. As you exhale, let your whole body go (visualizing like a rag doll)

- ↳ Do 10 slow abdominal breaths, keeping breathing smooth and regular

- ↳ slow inhale...pause...slow exhale (count “one”)

- ↳ slow inhale...pause...slow exhale (count “two”), etc.

Distraction Activities

Play sports

Talk to a friend

Draw

Listen to music

Go for a walk

Exercise

Play a game

Play with a pet

Watch a movie

Do something nice for
someone

What Can I Do Right Now?

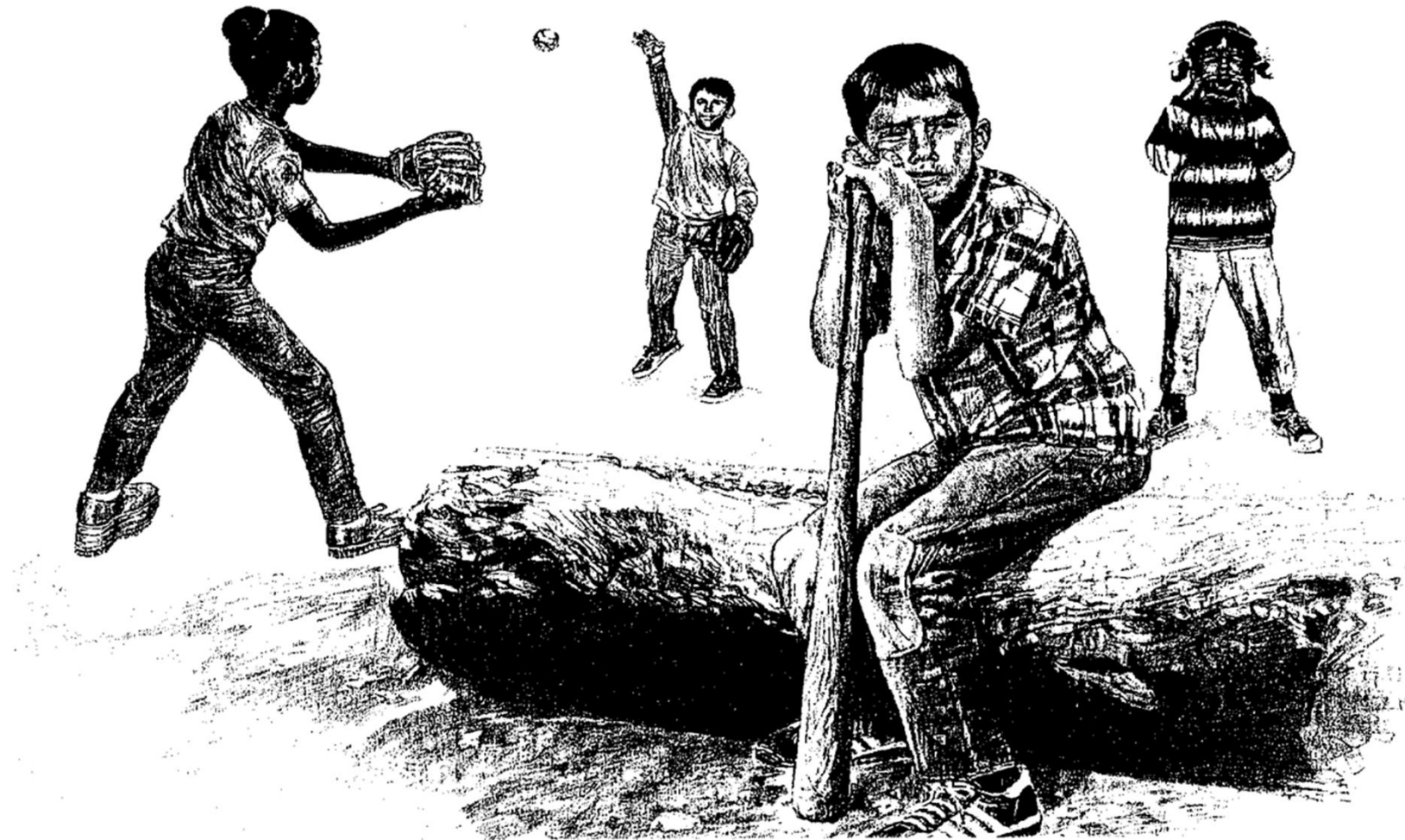
- Walk away from provocative peer
- Remind self that it is not worth getting into trouble
- Try to compromise with a parent
- Ignore something that makes you angry
- Tell an adult that someone/something is bothering you
- Write down how you are feeling
- Express yourself through art, music or physical activity
- Use anger thermometer record form

Foci for Coping Power Child Component

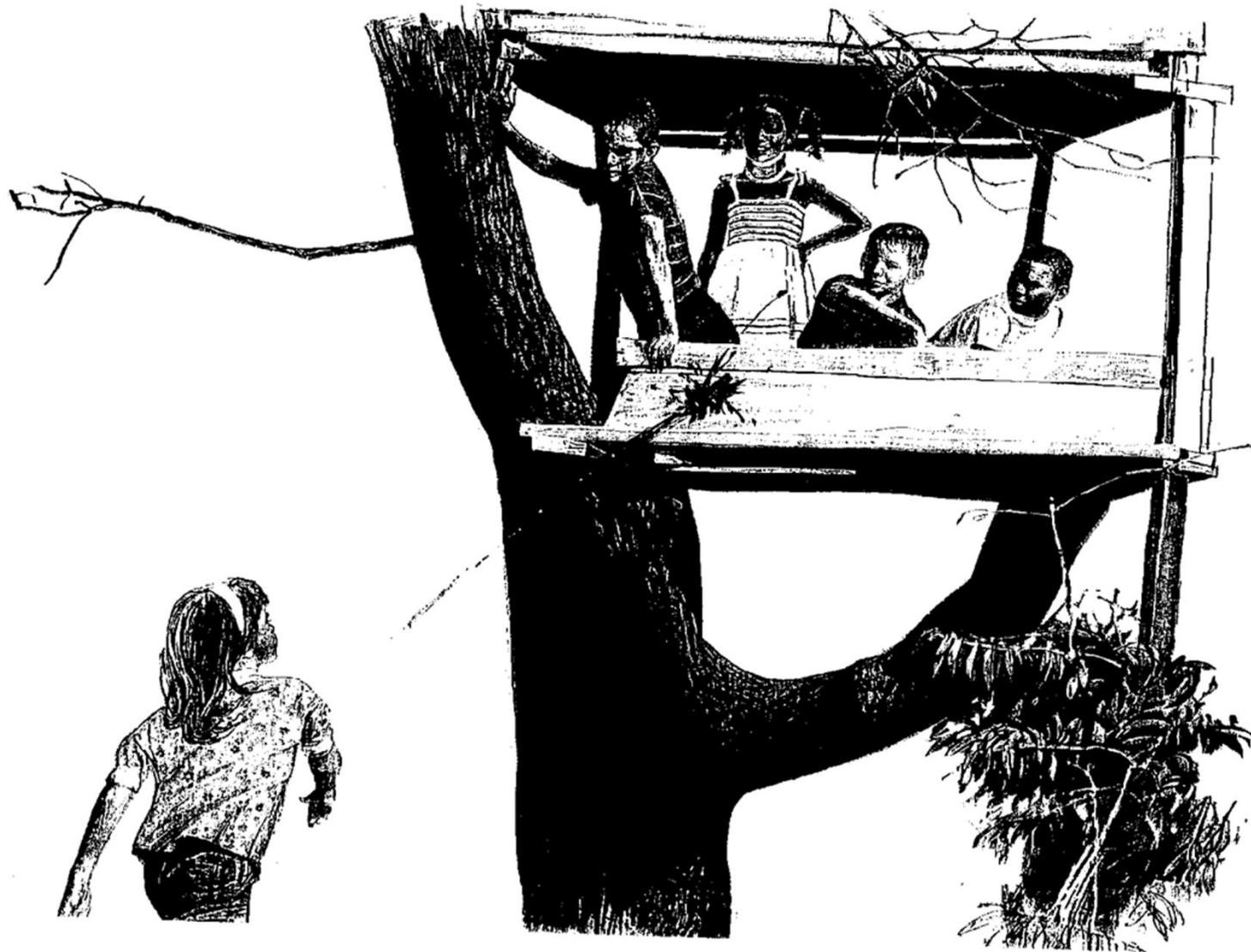
- Behavioral and personal goal setting
- Organizational and study skills
- Accurate awareness of feelings related to anger and vulnerability
- Anger management training, including methods for self-instruction, distraction, and relaxation
- **Perspective-taking and attribution retraining**
(Session 12-15)
- Social problem-solving in variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups

Perspective Taking

- Role-play situations in pictures, leading to different views of same situation:
 1. After brief role-play action, “freeze” the children
 2. A child serving as a local TV reporter who happened on the scene unfreezes and interviews each child in turn about what they saw, and why they thought it happened
 3. Summarize the differences in perception



Why is he sitting there and not playing ?



Why is she throwing a tomato ?

Perspective Taking

- Wise Men Activity in Group format
 1. Can have participants form subgroups
 2. Select a group leader for each group
 3. Have group leader facilitate discussion for their group



Why is he walking by and not stopping ?

Perspective Taking

- “Motive in the Hat” activity:
 1. Identify possible reasons for a behavior (e.g. walking past other kids inviting him to play)
 2. Write them on slips of paper
 3. Have a child select one “motive” from a hat (e.g. I need to get home; it was an accident; doesn’t like them)
 4. Have the child briefly enact the motive
 5. Have group vote on which motive they thought was present
 6. When votes are inaccurate, discuss how it is sometimes difficult to quickly determine the reason for another’s behavior; goal is to move from inferred hostility to “don’t sometimes know”

Perspective Taking

- Teacher interview tapping teacher expectations and goals in handling classroom issues:
 1. Child interviews teacher about what school was like for the teacher when she/he was in 5th grade (e.g. teacher's favorite teacher, and why; teacher's memory of working with others on a class project)
 2. Child interviews teacher about what she/he most likes to teach now, and what the teacher's goals are when the teacher is leading a math class (e.g. to provide useful information to all of the students) or trying to restore order in the classroom (e.g. to promote all students' learning)
 3. Permits child to hear that teacher's intentions are not to get students in trouble, and promotes a positive interaction between teacher and student



Part 7 of 9

Foci for Coping Power Child Component

- Behavioral and personal goal setting
- Organizational and study skills
- Accurate awareness of feelings related to anger and vulnerability
- Anger management training, including methods for self-instruction, distraction, and relaxation
- Perspective-taking and attribution retraining
- **Social problem-solving in variety of situations (peer, teacher, family)**
(Session 17-28)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups

Problem Solving

- Problem definition is the first step

- ↳ “Today we are going to talk about making good choices when you have problems with kids or other people in your life. What is a definition of a problem?”

- ↳ “A problem exists when there is something that gets in the way of a goal that we want to reach...”

- Examples of problems can be *individual* (bike gets a flat tire), *group* (boy scout troop doesn't raise enough money) or *between people* who have different goals (mother wants you do homework, you want to watch TV)

- When have problems, may feel angry, sad or fearful

- Ask child for an example during the past week

Social Problem-Solving: The PICC Model

Problem

Identification

Choices

Consequences

Problem Solving - PICC Model

PROBLEM IDENTIFICATION (P.I.)

(a) Perspective Taking

- Identify what the problem is based on **each** person's perspective of the situation.
- No blaming, name-calling or put-downs in stating the problem.

(b) Individual Goals

- Identify your goal in the situation.
- Identify the other person's goal in the situation.
- Look toward cooperation and compromise.

IDENTIFY CHOICES (C)

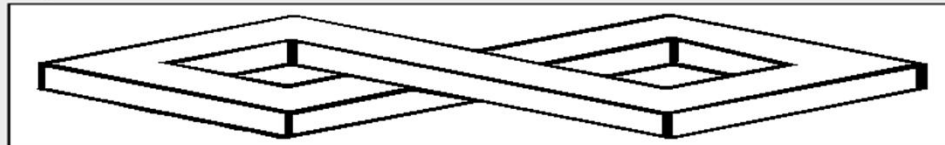
- Brainstorm all possible solutions to the problem. What are your choices?
- Do not evaluate the solutions in terms of outcome just list all possible choices.

IDENTIFYING CONSEQUENCES (C)

- Identify what the consequences would be for each solution.
- Provide ALL possible consequences, both positive and negative.

CHOOSE THE BEST SOLUTION

- Choose the best solution based on a review of all the consequences.
- Weigh out the positives and negatives → choose the one that has the fewest negatives.
- Choose a backup solution in case the first solution does not work.
- Try out your solution.



Problem Identification _____

“Pick it apart” = Ask Questions

- **How often has it happened?**
- **In what situations has it happened?**
- **What happened just before the problem occurred?**
- **What is not affected by the problem?**

Social Problem-Solving: The PICC Model

Problem Identification:

What is my goal?

How am I feeling?

Choices

Consequences

Social Problem-Solving: Applying the PICC Model

Problem Identification:

John pushes ahead of me in line at a kickball game.

What is my goal? I want my place back in line

How do I feel? I'm a little angry

Choices

Consequences

Problem Identification: John pushes ahead of me in line at a kickball game.

Choices:

1. Call him names .
2. Kick him
3. Tell him to move back.
4. Talk to the teacher.

Consequences:

Problem Identification: John pushes ahead of me in line at a kickball game.

Choices:

1. Call him names .
2. Kick him
3. Ask him to move back.
4. Talk to the teacher.

Consequences

1. John might yell back and push. We will both get into trouble.
2. I would feel good; John might kick back. I will be suspended.
3. John might move.
4. John might get into trouble and be mad at me.

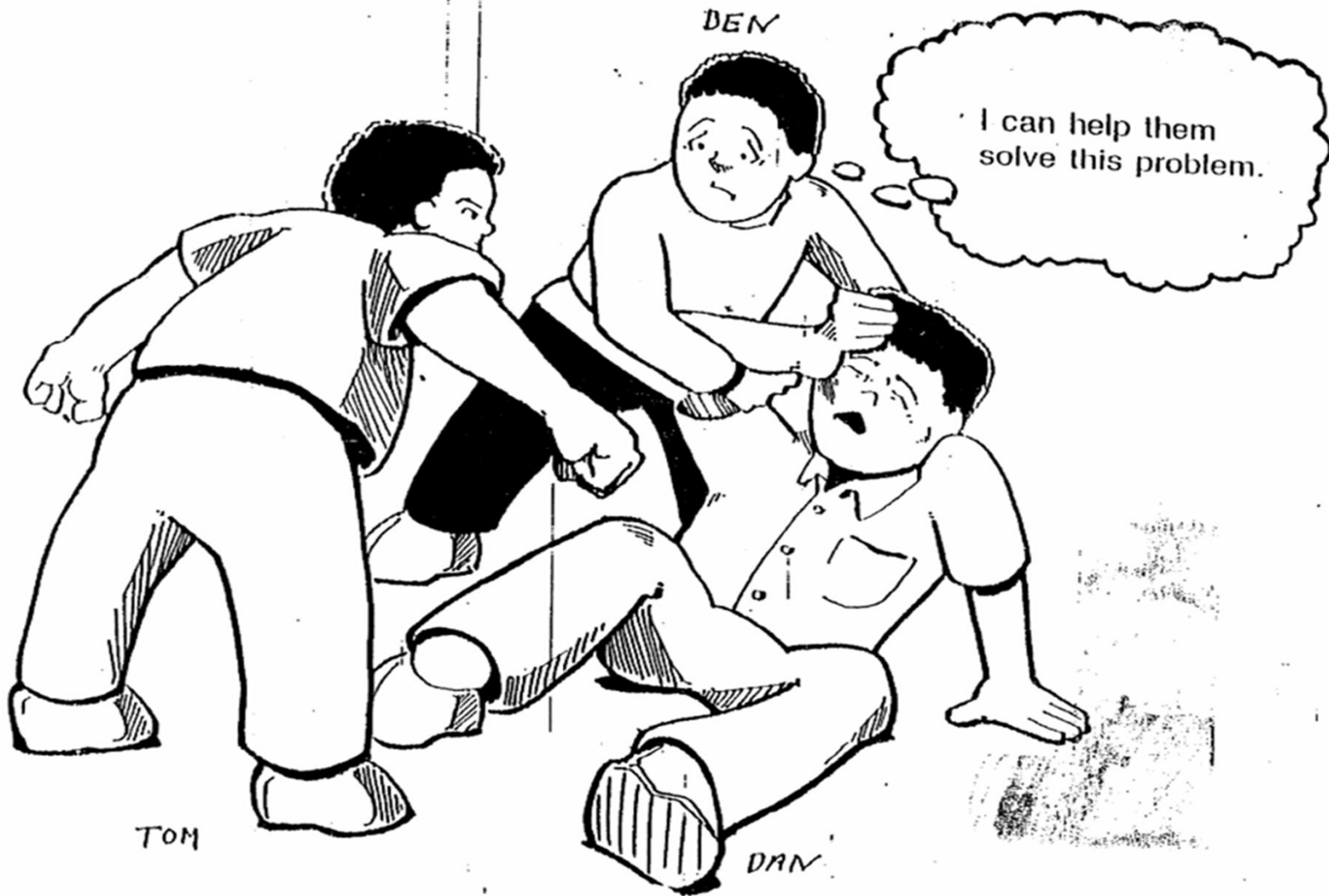
Part 8 of 9

Problem-Solving: Solution Generation

↪ Come up with 10 solutions to problem in Handout 10.1

↪ *This is a picture of three boys, and the middle boy is saying, ‘I can help them solve this problem.’ I want you to think of as many solutions to this problem as you can. I want you to do this as fast as you can – the solutions can be good solutions or bad solutions, it doesn’t matter. I will write down your solutions as you come up with them. Ready? Go!”*

↪ Clinician should record the solutions as they are generated and keep them in list format on the board.



Problem Solving: Solution Generation

Possible solutions include:

1. Try to get the two boys to talk to each other.
2. Help his friend Dan by hitting Tom.
3. Go tell a teacher that there is a fight on the playground.
4. Convince Dan that it is not worth getting in trouble; they should just leave.
5. Go get a basketball; see if they will play a game and become friends again.
6. Refer the boys to peer mediation.
7. Tell Tom he will get his brother to beat him up if he hits Dan again.
8. Say to Tom that they do not like to be hit by other kids.
9. Ask Dan if he wants to come over to his house and get away from here.
10. Begin to talk about the fun things that they did at school that day.

PROBLEM SOLVING WORKSHEET

Problem Identification _____

Pick It Apart = "Ask questions"

My problem is:

Possible choices/solutions:

Consequences of choices/solutions:

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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The solution I chose is:

The consequences of my solution were:

Social Problem Solving Activities

- Trouble at Sea game to think about consequences
- Practice evaluating consequences of potential choices
- Compare choices generated automatically versus thinking ahead
- Blockers and Solvers
- Role-play alternate solutions to social problems
- Create video depicting competent solutions to problems

Trouble at Sea: Boat Activity

- You are members of a fishing party on a boat that has run into bad weather and has engine trouble. Because of rough weather, the captain says the boat needs to be lighter. You crew members must decide which items to throw overboard. You need to decide as a group which items to throw overboard first.

Objects in Boat

- Box of matches
- Radio (ship to shore)
- Compass
- Navigational map
- 10 gallons of water
- Signal flares
- Life rafts
- 100 Feet of rope
- Flashlight
- Life jackets

Trouble At Sea

- What was the problem in this situation?
- Did different people have different ideas about which items to throw overboard?
- How did you decide which items to keep and which ones to throw overboard?
- Did thinking about the consequences help you decide which items to keep?

Automatic Responding Versus Thinking Ahead

- Using a DUSO Card or real life problem, ask group members to generate as many solutions to the problem situation as possible.
- Using the same problem, ask the group to do the exercise once again. This time they are to first think about the consequences of each choice, and then only respond with choices that will have a positive outcome.
- Discuss with students the idea that, if they are able to stop and think before responding, they will often be able to think of better solutions.

Obstacles and Persistence: Blockers/Solvers Activity Session 19

- Divide group into Solvers vs Blockers (tries to think of “blocks” or obstacles that would make a solution fail)
- Problem will be about peer conflict
- Blockers have 2 minutes to think about the “best” obstacle
- Solvers have 2 minutes to think of alternative solutions
- And so on....., until no new blocks or solutions

Solve That Problem: example

- **You are in a group at school. Your group has the chance to earn a party if they earn enough points. However, to earn enough points for the party, each member of the group needs to return their goal sheet every week with at least one signature. Your group may not be getting the party because several members of the group keep forgetting their goal sheets or are having difficulty meeting their goals. What can you do?**

Solve That Problem: example – cont.

- **Solutions**

1. Threaten the students
 2. Use a buddy system to remind members about goal sheets
 3. Bribe the teachers to sign the sheet
 4. Help members pick better goals.
- The team chooses solution 2.) to use buddies.

- **Obstacles**

- The Blockers come up with the obstacle of the buddy becoming sick all week and so he/she is not there to remind the member to bring the goal sheet to group.

Additional Problem Scenario

- You have been saving for a long time and finally have \$20.00 in your bank account. You have just been invited to a birthday party for your best friend. You also want to buy something for yourself that costs \$15.00. If you buy what you want for yourself, you will not have enough money to buy your friend a nice gift. What can you do?

Video Production

- Create video that teaches others the PICC problem solving model
- Depicts competent solutions in action
- Solidifies client's learning
- Allows client to be the “expert”

Video Production

- Present idea of videotape formation
- Script and record didactic introduction about purpose of the video
- Brainstorm and script the problem situation
- Assign roles
- Rehearse and record the problem stem

Video Production

- Script at least 3 different alternative solutions and the consequence of each
- Rehearse and film each segment
- Review each segment and discuss whether it is portrayed well or should be re-filmed
- Script and film concluding commentary and credits

Tips for Videotaping Success

- Have child create a “script” before videotaping
- Rehearse before videotaping
- Can use cue cards to remind child what to say or do
- After taping a sequence, review it and discuss if it portrays the problem-solving points they were trying to illustrate. Decide whether to re-film the sequence
- Remind client that rules will still be in effect; place limits on “silly” behavior, and edit silly behavior out before replays

Alternative: PICC Picture Book



Applying PICC Model

To solve problems with:

- Teachers (#25)
- Peers (#26-27)
- Siblings (#28)

Foci for Coping Power Child Component

- Behavioral and personal goal setting
- Organizational and study skills
- Accurate awareness of feelings related to anger and vulnerability
- Anger management training, including methods for self-instruction, distraction, and relaxation
- Perspective-taking and attribution retraining
- Social problem-solving in variety of situations (peer, teacher, family)
- **Resistance to peer pressure, and focus on involvement with non-deviant peer groups**
(Session 29-33)

Peer Pressure: Why Kids Might Give In

- Group Acceptance (to be accepted by the group)
- Approval (so that other kids will like you)
- Repetition (someone keeps bugging you until you give in)
- Being Threatened Physically/Socially (someone threatens to hurt them if they do not do it/threatens to tell everyone what a wimp you are)
- Being Put Down (kids do not want to be teased)
- Reassurance (other kids say that there is no way you can get caught)

Refusal Skills Handout 29.1 (p194)

HOW CAN I STOP FEELING SO PRESSURED?

- **Say No Thanks** - “No thanks”
- **Broken Record** - “I don’t want any, I said I don’t want any.”
- **Make An Excuse** - “Well, I really need to get home now. I forgot I have to _____ . I’ll see you later.”
- **Leave The Situation** – Just walk away.
- **Change The Subject** - “What did you think of the basketball game last night?”
“I wanted to tell you the funniest thing that happened today in class”
- **Make A Joke** – This one is hard to use but effective if you are good at making jokes.
- **Act Shocked** - “I cannot believe you would think of asking me that!”
- **Flattery** - “I thought you were great in the basketball game today!”
- **Suggest A Better Idea** - “How about if we go shoot some baskets instead?”
- **Find Other Kids To Hang Out With** - This is a hard choice but sometimes it is the right one.
- **Try To Use Peer Mediation** – This means that you try to help your friends figure out what is right from wrong.

Deviant Peer Group and Group Membership

- Cliques/Clubs/Groups at School
- Group Identification and Status
- Position within Group
- Neighborhood Survey
- Joining Positive versus negative Peer Activities/Groups
- Positive Leadership Qualities in Self and Others

Neighborhood Handout 29.2 (p195)

● **Student's Name:** _____
School _____

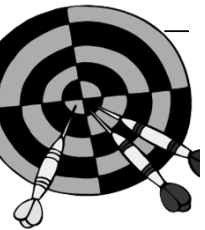
- Describe your neighborhood for me. (Try to get an understanding for the general feel of the neighborhood and then move on to specific questions.)
- Where do you go to have fun in your neighborhood? How do you get there?
- Do you go to community centers, churches, or other activity centers during the week? Are these places located in your community? Do you belong to any organized teams or groups (like scouts or church choir)? Which ones? How often do you do these kinds of things?
- Who do you like to hang out with in your neighborhood? Are they older or younger than you? What do you do together? How do you make new friends or meet people in your neighborhood?
- What kinds of things go on in your neighborhood? Are there places in your neighborhood that don't feel safe to you? What makes you feel unsafe? (Note: probe for violence, drug use/sale, and other illegal activities if you consider it to be appropriate.)
- Are there groups of kids in your neighborhood who get in trouble? Do you hang out with these groups?
- Are there groups of kids in your neighborhood who don't get in trouble? Do you hang out with these groups?
- What do you like best about your community?

Activities Promoting Positive Development

- Create poster to display in school
- Strength Bombardment (identifying positive qualities in self)
- Positive leadership qualities in self and others

Activities Promoting Positive Development – Sessions 32-33

- Create poster to display in school
 - *Specify that certain themes can be discussed in the meeting but cannot be included on the poster (e.g., pressure to handle firearms, drinking/smoking). Provide examples of appropriate content for poster (e.g., resisting pressure to bully or exclude others, cheating). The purpose of the poster will be to convey message that students should think for themselves and make the right choices for themselves). CP-EA*
- Strength Bombardment (identifying positive qualities in self)
 - Leaders will explain the activity, indicating that each student will write down things they like about other group members. Leaders should give several examples of positive personal qualities and strengths. Specific behaviors will be most useful (e.g., “good listener” vs. “good friend”). Leaders should also explain that they would like student to focus on others’ personal traits and not their clothes, hair, etc. **CP-EA**
 - Leaders can also process the activity, asking students to comment on how hearing others’ positive comments made them feel. Did they realize they had all of the positive qualities that were mentioned? Did anything surprise them? **CP-EA**
- Positive leadership qualities in self and others



Coping Power Program Completion Award



is recognized for successfully completing the Coping Power Program.

Coping Power Leader

Review and Termination

- View completed PICC video
- Play review game to recall and discuss skills learned
- Highlight positive behavior changes in client
- Anticipate setbacks
- Discuss how client can use skills in future
- Hold a “graduation” ceremony
 - Distribute certificate of completion
 - Hold pizza party if earned long-term reward
- Provide referrals and offer “booster” sessions, as needed

Part 9 of 9

Benefits of Media Delivery of Information

- Multimedia presentation enhances participants' *attention* (Eveland et al 2002)
- Media presentations can stimulate deeper-level cognitive processing, and produce more effortful and deliberate *cognitive processing* (Amodio et al 2003)
 - Entertaining media presentations can aid individuals' comprehension of abstract principles by making them concrete and demonstrating how they work (Schank & Berman, 2002)
- Multimedia learning tools can foster greater interest, enhanced *motivation* for learning (Kennedy 2004) and increases people's engagement with learning materials (McKee et al, 2004).

Bronze Telly Award winner 2009- low budget video category



Example of Captain Judgment Episode

- In this episode Sarah is playing frisbee with her dog and the frisbee hits another girl. This girl becomes angry and continuously shouts insults at Sarah, who is responding calmly at this point. As the girl continues to yell, Captain Judgment “flies” in (as Sarah’s anger thermometer starts becoming heated). The Captain and Sarah have a problem solving discussion using the PICC model.

Captain Judgment episodes can be purchased from the Lochnels website or Coping Power website

Group Management Issues: Stages of Group

- Honeymoon period
- Conflict/rebellion/dominance
- Development of cohesiveness
- Termination

Behavior Management

Careful behavior management is extremely important due to:

- Potential for group to get “out of control.”
- Potential for disruptive students to escalate and become aggressive or abusive to others.
- Potential for disruptive behaviors to be reinforced by peers.
- Possibility that less disruptive students will be negatively influenced by those who are more disruptive.

Behavior Management

Key group management behaviors: MAC:

- Monitor
- Set Antecedents
- Provide Consequences

Practices for Management of Inappropriate Behavior: Inherent in Program

- Students generate group rules.
- Provide feedback through “strikes”
 - *Attempt to consistently administer “strikes”*
 - *co-leaders discuss differences in tolerance for behaviors*
 - *take into account individual differences in children’s baseline behavior*
- Point system for behavior in and out of group
- Positive feedback time at end of session
- Group contingencies

Encouragement of Positive Behavior

- Develop positive rapport with students (e.g., individual sessions, learning likes and dislikes, etc.), though not at the expense of monitoring child behavior and providing strikes and other consequences
- Therapeutic alliance is in part predicted by how difficult children are initially (most difficult children in first sessions develop weakest therapeutic alliance) (Lochman, Barth & Czopp, 2005)
- Therapeutic alliance by itself does **not** predict reductions in externalizing behaviors
- Clinicians who **misperceive** the therapeutic alliance (thinking it is better than then child thinks) have children who become worse in externalizing behavior

Group Management Issues

General Behavioral Management

- Brainstorm possible problems and solutions *before* group sessions, when are preparing for group activities and materials (*And debrief at the end*)
- Be consistent with starting and ending times
- Design a plan for gathering students to and from classroom
 - children arrive on own?
 - model and practice how you would like children to arrive and leave (walk without talking; in single file; hands to selves)
 - restroom visits?

Group Management Issues

General Behavioral Management

- Review rules as needed; clearly indicate when rules are in effect
- Gain attention of group before speaking
- Attend to tone of voice, eye contact, verbal and visual CUES (range from positive to authoritative but calm, no yelling)

Minor Behavioral Management of Individual Group Members

- Physical proximity, e.g. place active child next to self or between leaders
- Physical contact, e.g. hand on shoulder
- Planned seating arrangements
- In-room cooling-off

Practices for Management of Inappropriate Behavior: Antecedents

- Plan carefully for transitions between activities and prepare children.
- Deliver instructions effectively
- Close monitoring of group members' behavior (verbal and nonverbal) – anticipate that *deviancy training* can occur

Practices for Management of Inappropriate Behavior: Antecedents

- Predict children will have some resistance (“questions about...”) to group activities and the leaders’ group management (due to lack of understanding, may not agree, boredom, other pressing needs)
- Predict positive changes and success

Practices for Management of Inappropriate Behavior: Consequences

- *Deliver consequences quickly and without emotion.*
- *OK to ignore some minor disruptive behaviors*
- *Divert group's attention to new interesting task*
- *Reinforce children who ignore attention-getting behaviors of others*
- *Socially reinforce the “prosocial opposites” – Catch them being good – use “labeled praise” at a high rate*
- *Deliver bonus points contingent on good behavior*

Practices for Management of

Inappropriate Behavior: Consequences

- *Use if....then statement (with Premack principle if necessary)*
- *Use a tangible reinforcement system, using small items such as erasers or stickers to indicate when children are meeting group rules and are participating positively – can use this every five minutes or at unexpected intervals*
- *Assign a title to student with best or most improved behavior each week (e.g., “Super Star”, “Super Kid”)*
- *Allow students with appropriate behavior to earn extra “privileges” (e.g., passing out handouts, taking attendance)*
- *Time-out – out-of-room, away from group*

Practices for Management of Inappropriate Behavior: Process

- Process incidents of inappropriate behavior with student and teach/model appropriate behavior. Can meet individually outside of group time, to process problems and to promote relationship development

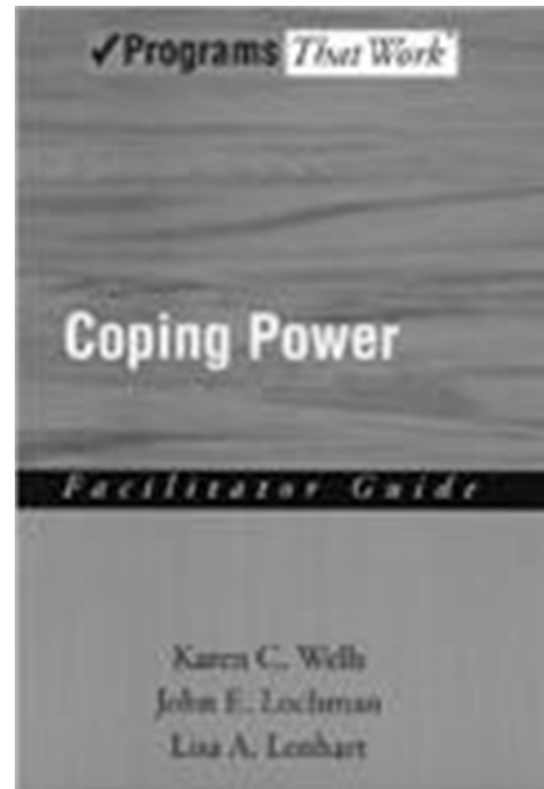
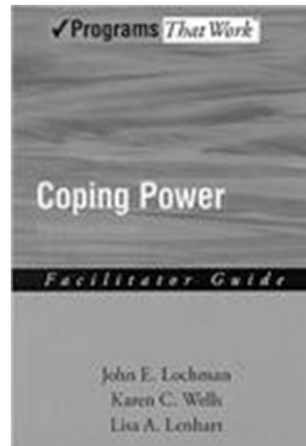
Ongoing Behavior Problems

Ongoing behavior problems may require more intensive intervention.

- Individualized behavior plan.
- Meet with teacher, parents for insights and ideas for behavior management practices.
- Split group into 2 subgroups.
- Meet with very disruptive child individually; perhaps make return to group contingent on behavioral improvement.

Anticipate Types of Children

- Withdrawn child – engage by giving child role of a helper with jobs, provide frequent praise for slightest comment or effort, watch role-play first
- Dominating child – divert with statements (“Great comment, can you help me see what another...”) or group rules (2 comments per topic)
- Teasing child – intervene quickly to stop bullying, provide support to victim (“you were very brave to not respond...”), provide consequence to teaser (strike, time-out)



Coping Power

Parent Component

Coping Power Parent Component

- Group format with two co-leaders.
- 5 to 10 sets of parents in each parent group
- 16 sessions
- Reminders by phone/mail
- Phone check-ins

Foci for Coping Power Parent Component

- Positive attention and rewards for appropriate child behavior
- Ignoring minor disruptive behavior
- Provision of clear commands, rules, and expectations
- Use of consistent consequences for negative child behavior (response cost, time-out, withdrawal of privileges)
- Monitoring of children's behavior in the community

Foci for Coping Power Parent Component (cont.)

- Improvement of family communication and increasing family activities
- Improvement of parents' own stress management
- Informing parents of children's current work on social-cognitive skills (e.g., problem-solving skills) in their group, so parents can reinforce children's use of these new skills
- Academic support at home

Supporting Parental Involvement

(1) External Motivational Factors

- Provide transportation to meetings.
- Run groups at convenient times for parents.
- Provide supervised child waiting rooms.
- Provide snacks.
- Provide transportation and stipends (with grants)

(2) Foster Self-Motivation & Ownership of Program

- Facilitate group cohesion and support network forming between parents.
- Present parenting strategies as options that parents can choose, promoting problem solving.

Outline of Parent Sessions

- Session 1 – Parent Orientation
- Session 2 – Academic Support at Home
- Session 3 – Stress Management – Part 1
- Session 4 – Stress Management – Part 2
- Session 5 – Getting Ready for Summer
- Session 6 – Academic Support in the Home - Review
- Session 7 – Tracking and Praise
- Session 8 – Ignoring Minor Disruptive Behavior

Outline of Parent Sessions

- Session 9 – Giving Instructions
- Session 10 – Rules and Expectations
- Session 11 – Consequences; Discipline and Punishment
- Session 12 – Discipline and Punishment – Part 2
- Session 13 – Family Cohesion Building
- Session 14 – Family Problem Solving
- Session 15 – Family Communication
- Session 16 – Long-Term Planning/Termination

Program Orientation: Session Goals (Session 1)

- To familiarize staff and parents with one another
- To finalize meeting plans
- To orient parents to the structure of the group
- To provide overview of the program
- To introduce topic pertaining to academic support in the home

Academic Support at Home: Session Goals (Sessions 2, 6)

- Review reactions to first session
- Offer rationale for timing of session
- Discuss steps to set up homework assignment check
- Provide a structure and monitoring routine wherein parents can supervise homework

Academic Support in the Home – Setting Up a Homework Structure

- Set expectations
 - Identify a time/place
 - Remove distractions
 - Review assignments
 - Provide supplies
- Written contract
- Set a total duration
 - Set a good example
 - Show an interest
 - Vary the structure
 - Be available to help
 - Monitor progress

Parent-Teacher Conference

- Setting up a meeting
- Be sensitive to parents' past experiences
- Examples of questions to ask
- Being proactive versus reactive
- Be prepared
- Be on time
- Make a plan for ongoing communication

Stress Management: Session

Goals (Sessions 3-4)

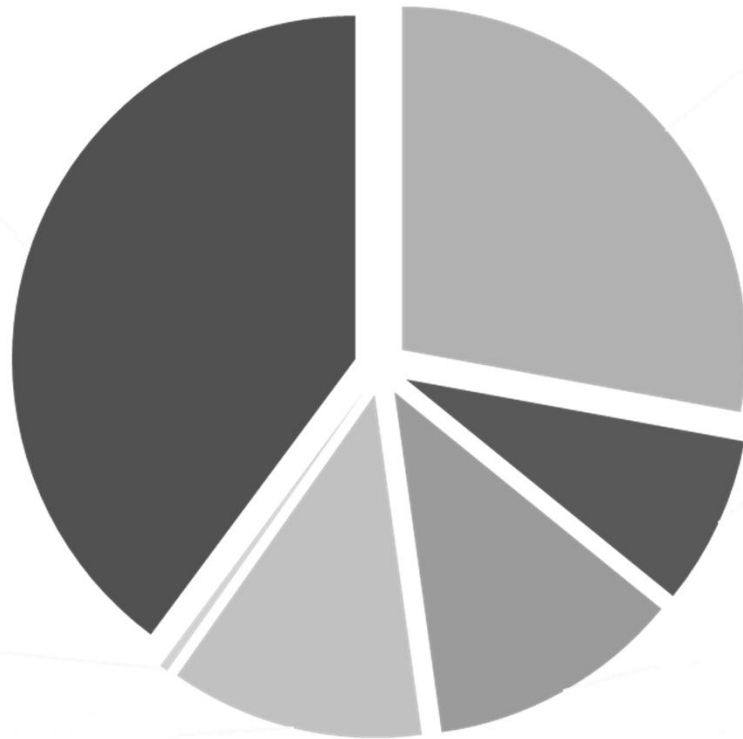
- To introduce topic of stress management
- To present a working definition of stress
- To use ABC chart to discuss stress and stress management
- To talk about stress in parenting
- To introduce topic of “taking care of yourself”
- To introduce and practice active relaxation
- To present a cognitive model of stress and mood management

Pie Chart Activity

- **Please draw a large circle.**
- Make the circle into a “pie” by separating it into ‘Life Segments.’ Make sure to include segments for each role that you play in life, making sure to include all roles that take up your time, energy, and “space.”
- **Roles:**

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Pie of Life Activity



Stress Management

- Positive and negative stressors
- Physiological aspects of stress
- Stress in parenting
- Taking care of yourself
- Management of stressful events/daily hassles
- Planning ahead helps
- Cognitive model of stress and mood management

Putting Time Where It Belongs

- Know what needs to be done and prioritize
- Block your time
- Set realistic goals
- Juggle tasks
- Improve energy level
- Environmental chaos! Get rid of it!
- Schedule time for yourself each day/week/month
- Just say no – It will be okay.....Really it will
- Stop procrastinating and just get it done

Tracking and Praise – Objectives

(Session 7)

1. Introduce the concept of positive consequences for good behavior.
2. Introduce specific techniques of tracking and praise, including labeled and unlabeled praise.
3. Give homework assignment.
 - a) Monitoring and tracking their children's good and bad behaviors.
 - b) Increased use of praise for good behavior.
 - c) Parents identify the place in the house where each is going to post the tracking sheet and state what time interval of the day they can do this tracking.

Parent Report of Child Behavior Checklist

Negative Behavior

___ Argues

___ Defiant

___ Fights with Sibs

___ Hits others

___ Hyperactive

___ Temper Tantrum

___ Whining

Positive Behavior

Agrees; Accepts direction

Compliant; Obedient

Plays with Sibs

Solves Problems Verbally

Calm; Sits still

Accepts "No" for an answer

Uses age appropriate voice

Praise:

Catch Your Child Being Good

- Introduce Concept of Positive Consequences for Good Behavior
- Labeled Praise – states the exact behavior being praised
 - “ You did a good job of taking out the garbage the first time asked.”
- Unlabeled Praise – nonspecific praise
 - “Good job”, “I like that”, etc.

Session cont.

- Present Parent-Child Special Time
 - To maintain close positive contact
 - To have a protected positive time together
 - Ask P's to generate ideas about a special time activity
 - Spend 10-15 min. a day in Special Time
 - Do not criticize or discuss problems during Special Time
 - Praise child often during Special Time
 - Allow child to choose the activity-parents participate with child
 - Record on Special Time worksheet

For more information, please go to the main website and browse for more videos on this topic or check out our additional resources.

Additional Resources

Online resources:

1. The Center for the Prevention of Youth Behavior Problems: <http://cpybp.ua.edu>
2. Coping Power website: www.copingpower.com
3. Society of Clinical Child and Adolescent Psychology website: <http://effectivechildtherapy.com>

Books:

1. Lochman, J. E., Whidby, J.M., FitzGerald, D. P. (2000). Cognitive-behavioral assessment and treatment with aggressive children. In P.C. Kendall (Ed.). *Child & Adolescent Therapy: Cognitive-Behavioral Procedures* (2nd ed.), (pp. 31-87). New York, NY: Guilford Press.

Peer-reviewed Journal Articles:

1. Crick, N. R., Dodge, K.A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin*, 115(1), 74-101.
2. Lochman, J.E., Boxmeyer, C., Powell, N., Qu, L., Wells, K., & Windle, M. (2009). Dissemination of the Coping Power Program: Importance of intensity of counselor training. *Journal of Consulting and Clinical Psychology*, 77, 397-409.
3. Lochman, J. E., & Wells, K. C. (2002b). The Coping Power Program at the middle school transition: Universal and indicated prevention effects. *Psychology of Addictive Behaviors*, 16 (4S), S40-S54
4. Zonneville-Bender, M.J.S., Matthys, W., van de Wiel, N.M.H., & Lochman, J. (2007). Preventive effects of treatment of DBD in middle childhood on substance use and delinquent behavior. *Journal of the American Academy of Child and Adolescent Psychiatry*, 46, 33-39.

