

# 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.



# Workshop

## Teaching Parents Home-Based Strategies for Managing Disruptive Behavior

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Part 1 of 8

# Overview of Presentation

- What is Behavioral Parent Training (BPT)?
  - Teaching Parents to teach their children
  - Social Learning Theory
- Commonalities among manualized BPTs
  - Families; Living with Children (Patterson)
  - Helping the Noncompliant Child (Forehand)
  - Incredible Years (Webster-Stratton)
  - Community Parent Education Program (Cunningham)
  - MTA (Abikoff et al.)
- Effective ingredients of BPT
- Sessions

# Social Learning Theory

- How people teach people
  - Children influence their parents and change their behavior
  - Parents influence their children and change their behavior
  - Change typically is small and incremental
  - Changes can be prosocial (e.g., teaching to hug), but may unintentionally be problematic

# Social Learning Theory

- “Both prosocial and problem behaviors are taught by people close to you.” (Skinner, 1953)
- Changes in behavior can be accidental or intentional.

# Ways we learn

- Respondent conditioning
- Observational learning
- Operant conditioning
  - ABCs of behavior

# ABCs of Behavior

- A= Antecedent
  - Stimuli, setting and contexts that influence behavior
- B= Behavior
  - The act itself, what is done or not done
- C= Consequence
  - Events that follow a behavior that strengthens, weakens or has no impact on behavior



# ABCs of Behavior

- Antecedent
  - Setting, Events
  - Prompts
  - Discriminative Stimuli

# ABCs of Behavior

- Antecedent
  - Setting, Events
    - Changes or influences the value of consequences or increases the likelihood of a behavior occurring in order to obtain or reward
    - Example: a sign that says “Bridge is Out” may influence you to stop proceeding to the bridge
    - Example: If you are hungry, you may work harder for a snack than if you are full

# ABCs of Behavior

- Antecedent
  - Prompts
    - Something that guides or directs performance
    - Instruction on how to dribble a basketball
    - Modeling how to dribble a basketball
    - Physical guidance (showing) how to dribble a basketball

# ABCs of Behavior

- Antecedent
  - Discriminative Stimuli
    - An event or occurrence (a stimulus) which indicates that a behavior is going to be (or is likely to be) reinforced.
    - Example: Someone is likely to be on the end of a ringing telephone, a smiling person is likely to be friendly, a growling dog is likely to bite.

# ABCs of Behavior

- Behavior
  - Individuals may already perform a behavior and the goal is to increase or decrease the frequency of the behavior
    - Antecedents and consequences may be sufficient to increase or decrease behavior
  - Individuals may not perform the behavior (or partially perform) and the behavior must be taught
    - Can't just wait for behavior to occur
    - Behavior is obtained by reinforcing efforts and approximations (successive approximation) to the desired behavior.

# ABCs of Behavior

- Behavior
  - Shaping
    - Reinforcement of successive approximations to the goal
    - Changing a behavior so it changes from one form to another form
    - Developing behaviors over time
  - Chaining
    - Many end goals are comprised of lots of smaller behaviors that have to happen to get to the end goal
    - Example: getting dressed
    - Reinforce the full completion of the chain

# ABC's of Behavior

- Consequences (continued)
  - Reinforcement
    - When a behavior is followed by a reinforcer, the behavior is strengthened
  - Punishment
    - When a behavior is followed by a punishment the behavior is weakened

# Reinforcement

- Positive and Negative Reinforcement
  - Social Reinforcement
  - Intentional Reinforcement
  - Accidental Reinforcement
  - Reward v. Reinforcement



# Punishment

- Positive Punishment and Negative Punishment
  - Intentional Punishment
  - Accidental Punishment

# ABCs of Behavior

- Consequence (other)
  - Extinction
    - Different than punishment
    - Cessation of (previous) reinforcement that results in a decrease of the behavior
    - Example:
      - A parent previously gave attention to a child every time they whined (and realized that attention reinforced (increased) the whining).
      - The parent stopped (ceased) giving the reinforcer (in this example, the attention) and the whining decreased.
      - Can extinguish behaviors that we want to see (e.g., stopping giving attention or noticing when kids play quietly).

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# ABCs of Behavior

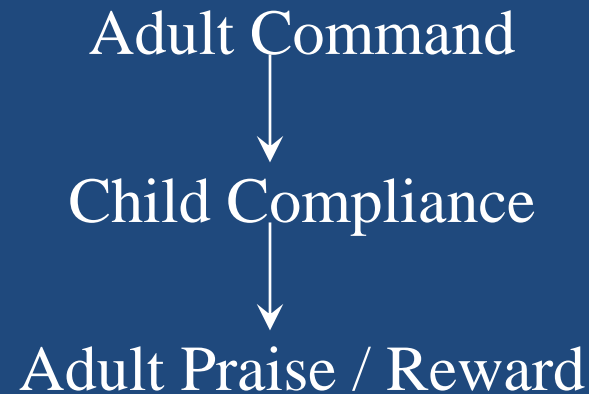
- Other important aspects of behavior change
  - Conditional probability
    - Likelihood not cause
  - Discrimination
    - Individuals respond differently under different conditions
  - Generalization
    - Behavior occurs in situations beyond where the behavior was learned; teaching of one behavior influences other behaviors
  - Fading
    - Prompts used to help performance; fading is the gradual removal of the prompt

# Trouble-shooting

- Consistency
- Immediate reinforcement
- Continuous reinforcement
- Magnitude of reinforcement
- Quality of reinforcement
- Combined and variety of reinforcement
- Prompts
- Shaping
  - Successive Approximation
- Practice

# Coercive Cycles

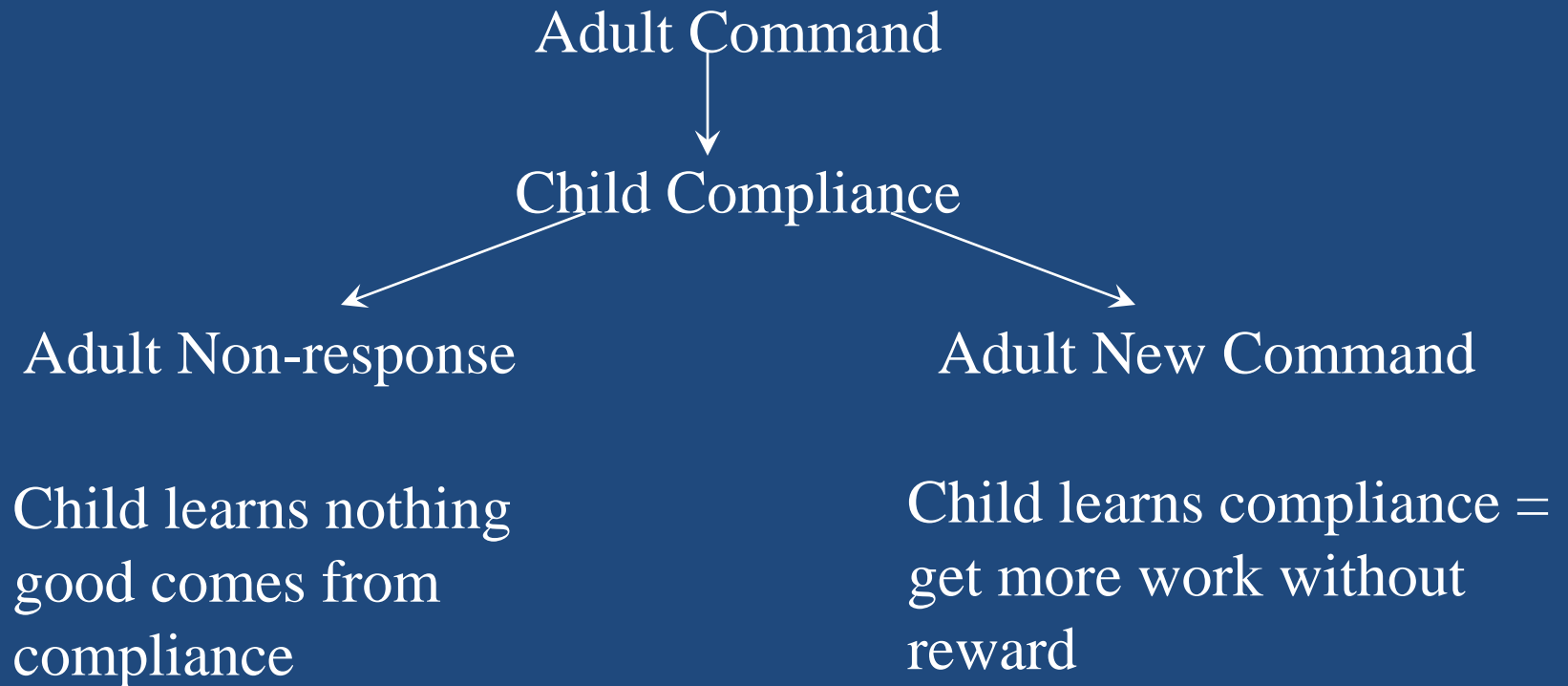
## IDEAL INTERACTION



Child learns that good things come from doing what they're told to do

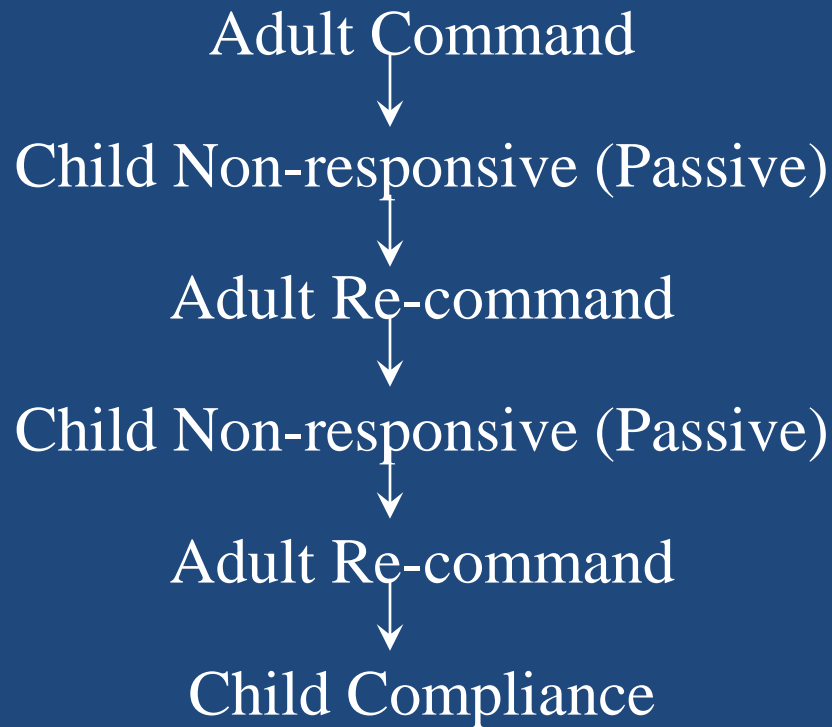
Adult learns that their child is enjoyable and compliant

# Coercive Cycles



Adult learns to take compliance for granted

# Coercive Cycles

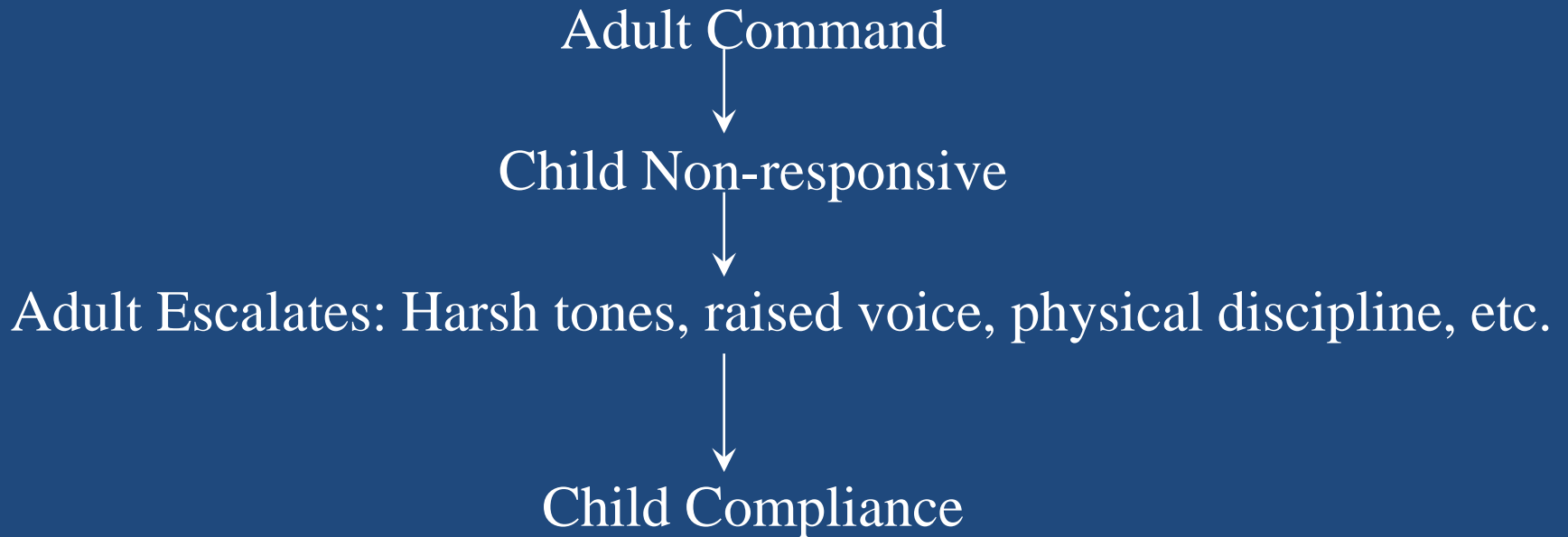


Child learns to  
wait before  
complying

Adult learns to nag  
child for compliance



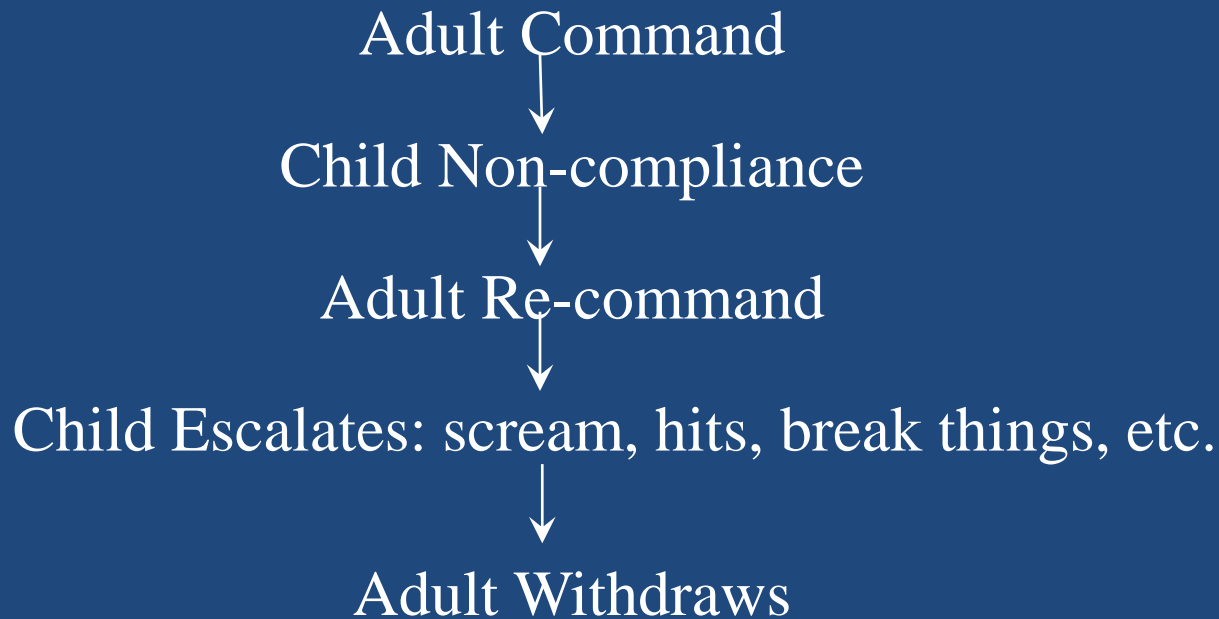
# Coercive Cycles



Child learns that aggression is valid way to get what they want (modeling)

Adult learns that more aggressive, obtrusive methods are needed to enforce compliance

# Coercive Cycles



Child learns that  
increased aggression  
= get out of task  
(rewarding)

Adult learns to  
disengage / withdraw /  
ignore child

# Behavioral Parent Training

- Behavioral Parent Training helps parents to identify patterns that have emerged and helps them to change those patterns
- Teaches parents typical antecedents and typical consequences that *over time* help to produce more positive outcomes in their children and helps to develop a more positive interaction with their kids.

# What are examples of Behavioral Parent Training Programs?

- Triple P-Positive Parenting Program
  - 10 sessions (as few as 6, as many as 15)
  - Preadolescents
  - Developing Positive Relationships
    - Spending quality time with kids, talking to kids, showing affection
  - Encouraging Desirable Behavior
    - Using praise, giving attention, providing engaging activities
  - Teaching New Skills and Behaviors
    - Setting a good example, using incidental teaching, Using Ask, Say, Do, Using behavior charts
  - Managing Misbehavior
    - Establishing ground rules, using directed discussion for rule breaking, planned ignoring, clear instructions, logical consequences, using quiet time, using time out

# What are examples of Behavioral Parent Training Programs?

- Parent Child Interaction Therapy
  - Focuses on mastering skills through help of a coach
  - Preadolescents
  - Child Directed Interactions
    - Parents follow child's leads
    - Parents avoid commands, questions, criticism
    - Parents praise appropriate behavior, reflect appropriate talk, imitate appropriate play, describe appropriate behavior, be enthusiastic
  - Parent Directed Interactions
    - Emphasis on consistency, predictability, and follow-through
    - Parents learn to give commands, give time out, ignore behaviors, problem-solve, house rules

# What are examples of Behavioral Parent Training Programs?

- Parenting the Strong Willed Child
  - Five week program
  - Ages 2 to 6
  - Focus on increasing positive relationship and decreasing problematic behaviors
    - Attending
    - Rewards
    - Ignoring
    - Giving Directions
    - Time Out

# What are examples of Behavioral Parent Training Programs?

- Community Parent Education Program
  - 16 week program
  - Preadolescents
  - Focus on improving parenting skills, problem solving, family functioning, develop support network
    - Attending & Rewards
    - Ignoring
    - Managing Transitions
    - Planning Ahead
    - Time Out
    - Point System
    - Problem Solving
    - Home-School Connection

# What are examples of Behavioral Parent Training Programs?

- Parent Management Training
  - 11-15 week program
  - Preadolescents
  - Focus on
    - Point Incentive Chart and Praise
    - Time Out from Reinforcement
    - Attending and Planned Ignoring
    - Shaping and School Problems
    - Problem Solving
    - Low Rate Behavior
    - Reprimand
    - Compromise



# What are examples of Behavioral Parent Training Programs?

- Incredible Years
  - 12 (or more) sessions
  - Ages 3 to 10
  - Focus on
    - Play
    - Praise and Rewards
    - Effective Limit Setting
    - Handling Misbehavior

# What do we know about Behavioral Parent Training?

- **Meta analysis** (Kaminski, Valle, Filene, Boyle, 2008)
  - Synthesized the results of 77 published studies on parent training programs
  - Characteristics of programs were used to predict impact on children's externalizing behavior and parenting behavior

# What do we know about Behavioral Parent Training?

- Programs that had the least (smallest) effect involved
  - Teaching parents problem solving
  - Teaching parents to promote children's cognitive, academic or social skills
  - Other services

# What do we know about Behavioral Parent Training?

- Programs that had the least (smallest) effect involved
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  - Other services

# What do we know about Behavioral Parent Training?

- Programs that had the largest effects involved
  - Increasing positive parent-child interactions
  - Teaching parents time out
  - Teaching parents the importance of consistency
  - Requiring practice of new skills with children during the parent training session

# Sessions (10 core sessions)

- Pre-Treatment Orientation/Session
- Session 1: Social Learning and Behavior Change
- Session 2: Attending and Special Time
- Session 3: Rewarding and Ignoring
- Session 4: Using Positive Skills and Premack Principle
- Session 5: Giving Effective Commands, Establishing Rules, Rewarding Compliance
- Session 6: Time Out
- Session 7: Home Token Economy
- Session 8: Daily Report Card
- Session 9: Response Cost
- Session 10: Planned Activities

Part 3 of 8

# Format of Each Session

- Review of homework
- New skill
- Application of new skill
- Role play of skill with therapist or other parent
- Practice of skill
- Homework Planning



# Pre-Session One

- Pre-Treatment Orientation
  - Brief Introduction to treatment
    - Strategies to help manage behavior
    - Homework and practice is critical
  - Introduce concept of working in a group
  - Emphasize change over time
    - Gradual change
    - Improved relationship with child
    - Improved behavior

# Session 1- Social Learning Theory and Behavioral Management

- \_\_\_1. Welcome to first Group Session
- \_\_\_2. Orientation to parent training
- \_\_\_3. Brief description of social learning approach (didactic)
- \_\_\_4. Hand out ABC tracking sheet
- \_\_\_5. Provide paper and pencils
- \_\_\_6. Define “Antecedents” and “Consequences”
- \_\_\_7. Definition of "Behavior" (didactic)
- \_\_\_8. Rationale for tracking target behaviors (didactic)
- \_\_\_9. Parents identify child's problem behaviors, and write them down (activity)
- \_\_\_10. Parents write down opposite, prosocial behaviors (activity)
- \_\_\_11. Choose time for tracking (activity)
- \_\_\_12. Examples of ABCs (didactic)
- \_\_\_13. Assign homework (ABC log)

# Session 1- Social Learning Theory and Behavioral Management

Goal:

To provide an overview of Social Learning and Behavior Management Principles

# Session 1- Social Learning Theory and Behavioral Management

Social learning methods include:

- 1. Defining behavior precisely
- 2. Using consequences that are effective
- 3. Using antecedents that are effective

What is a behavior?

A behavior is something observable, that a person (or other animal) does

# Session 1- Social Learning Theory and Behavioral Management

What is a target behavior?

- Activity: Parents will be asked to define their child's "problem" behavior; i.e., a behavior that they want their child to perform less frequently
- Observable, definable
- If relevant, encourage choice of noncompliance
- Write down behavior. Write down opposite of problem behavior
- Decide when to “track” the behavior

# Session 1- Social Learning Theory and Behavioral Management

## Antecedent and Consequences

A B C

### Possible Examples:

- A Parent asks child to get ready for bed
- B Child complains for several minutes
- C Parent says "Oh, forget it, you'll be tired in the morning"
- A Parent scolds child for not doing homework
- B Child argues
- C Parent stalks off and child does not do homework

# Session 1- Social Learning Theory and Behavioral Management

Homework

Antecedent-Behavior-Consequence Tracking Sheet

## ABC Tracking Sheet

Name of Parent\_\_\_\_\_

Day\_\_\_\_\_

Antecedent  
Consequence

Behavior

1.

2.

3.

4.

Part 4 of 8



# Session 2-Attending and Special Time or Hangout Time

- \_\_\_1. Review previous homework
- \_\_\_2. Give background for positive parenting skills
- \_\_\_3. Show ABC chart and point to C (Consequences)
- \_\_\_4. Write "Reinforcement" under C on ABC chart
- \_\_\_5. Discuss Reinforcement
- \_\_\_6. Present concept of Parents' Positive Attention as reinforcer for Compliance
- \_\_\_7. Write "Positive Attention" under Reinforcement on ABC chart
- \_\_\_8. Introduce "Compliance" as a target Behavior
- \_\_\_9. Write "Compliance" under B on ABC chart
- \_\_\_10. Link "Positive Attention" to "Compliance" by pointing to both on ABC chart
- \_\_\_11. Present "Positive Attending"
- \_\_\_12. Give examples of "Positive Attending"
- \_\_\_13. Describe how to ignore minor misbehavior during Attending practice
- \_\_\_14. Exercise
  - \_\_\_a. Therapist models "Attending" with a parent playing part of child--no disruptive behavior
  - \_\_\_b. Therapist models "Attending" with a parent playing part of child--child display disruptive behavior
  - \_\_\_c. Parent dyads practice "Attending".
- \_\_\_15. Process exercise
- \_\_\_16. Present concept of "Special Time/Hangout Time"
- \_\_\_17. Present benefits of " Special Time/Hangout Time "
- \_\_\_18. Present steps for setting up "Special Time"—5-6 year olds; 7-8 year olds; 9 and older
- \_\_\_19. Present child reactions to " Special Time/Hangout Time "
- \_\_\_20. Present special instructions for older children--9 years and older
- \_\_\_21. Present and elicit obstacles to " Special Time/Hangout Time "
- \_\_\_22. Problem solve obstacles to " Special Time/Hangout Time "
- \_\_\_23. Give homework assignment

# Session 2-Attending and Special Time or Hangout Time

## Goals:

1. To help parents structure positive interactions with their child.
2. To teach attending to positive behaviors.

# Session 2-Attending and Special Time or Hangout Time

- Having a generally positive relationship with your child is the necessary foundation for a successful behavior management program.
- As the parent of a child with behavior problems it is easy to fall into a cycle of continually needing to reprimand, correct, instruct, and/or punish your child.
- Point out to parents, that it is difficult to focus on the good behaviors their child is demonstrating, because they are overshadowed by the occurrence of disruptive, noncompliant, and/or aggressive behaviors. There is also a tendency for parents and children to withdraw and spend less time together.

# Session 2-Attending and Special Time or Hangout Time

- ABC
- **Consequence is reinforcement and parent's positive attention**
  - Two forms of positive attention: attending (showing interest) and strategic praise
- **Consequence is also to reduce noncompliance**

# Session 2-Attending and Special Time or Hangout Time

- **Attending**
  - **Parents learn to follow their child's positive behavior with their attention**
  - Parents attention is so important to kids that it becomes a reinforcer when it follows a good behavior.
  - Attending is when parent makes neutral observations about a child's behavior during an activity (in which the child is appropriate)

# Session 2-Attending and Special Time or Hangout Time

- Attending
- The consequences of controlling or reprimanding their child too much of the time.
  1. It becomes exhausting for the parent.
  2. It gives the child little space to demonstrate their independence, creativity, and internal controls.
  3. It sets a negative tone for the parent-child relationship (e.g., parent dominated, controlling, powerful).
- On the other hand, this kind of Attending makes the child feel good about being with the parent, and creates a situation in which the child wants the parent's Positive Attention again.

# Session 2-Attending and Special Time or Hangout Time

- Other reasons for Positive Attending:
  1. Noticing and describing appropriate behavior helps maintain the appropriate behavior (keep the appropriate behavior going).
  2. Communicates the parents interest in the child and what they're doing, which in turn builds self-esteem.
  3. Helps the parent and child feel closer to each other

# Session 2-Attending and Special Time or Hangout Time

Examples of Attending during play:

1. "You are connecting the blue lever to the yellow hinge. It fit. Now you're fastening the other lever. The levers are going up and down, up and down."
2. Get down on the floor right beside the child, but do not play with him. Just watch very attentively while doing the verbal Positive Attending. If he asks you to play with him, gently tell him "no", but assure him that you are not going to leave.



# Session 2-Attending and Special Time or Hangout Time

If the child starts to do some bad behavior during the Attending session, the parent should stop Attending immediately and, if the misbehavior is minor, ignore the child until the misbehavior stops.

**AS SOON AS THE MISBEHAVIOR STOPS, AND  
GOOD BEHAVIOR STARTS AGAIN, RESUME  
ATTENDING**

# Session 2-Attending and Special Time or Hangout Time

## Exercise

- a. Therapist models "Attending" with a parent playing part of child--no disruptive behavior
- b. Therapist models "Attending" with a parent playing part of child--child display disruptive behavior
- c. Parent dyads practice "Attending".

# Session 2-Attending and Special Time or Hangout Time

## Setting-up “Special Time/Hangout Time” at home

The purpose of setting up a Special Playtime/ Hangout Time at home is to practice giving your child positive attention. The goal is for the parent to spend time with their child without commanding, controlling, or criticizing their behavior. At first, it may feel uncomfortable. It takes effort, sometimes, to be with a child with behavior problems; however, Special Time has a lot of potential benefits:

1. It can offer a renewed sense of enjoyment, providing a non-stressful opportunity for parents and children to interact.
2. Attending skills convey encouragement and respect to the child and often serve to boost a child's self-esteem.
3. Such positive interactions, help to increase the value of parental attention and rewards, so other techniques (time-outs, ignoring) will become more effective.
4. By allowing your child to initiate the activity and talk during playtime, your child will be learning how to make appropriate decisions.
5. By practicing Attending and Verbal Rewarding skill in "Special Time" now, your child will get accustomed to these skills and you will be able to use them later to help your child learn Compliance to your instructions.

# Session 2-Attending and Special Time or Hangout Time

Present parents with the following steps for planning and structuring Special Time:

1. Choose a 15-20 min. block of time that is good for both you and your child.
2. Set this time aside for your child and let them know that you plan to have this time every day; at least five days per week.
3. Both parents should be spending this special time with the child, but only one at a time.
4. Allow your child to choose the play activity, within reason. This is the first way you show your child that you are interested in what they want to do.
5. During "Special Time," the child is allowed to play with toys that can be played with independently and the parent should sit by the child and do the Attending skills discussed and role-played above.

During Special Time for the first week, Parents should eliminate all Commands, Questions, Rewards, and all conversation about the past or the future during the 15 minutes of Special Time.

# Session 2-Attending and Special Time or Hangout Time

## Parent DON'TS:

1. Don't teach the child how to properly play the game or a better way to do things.
2. Don't ask questions. Parents usually rely on questions to show their interest. However, questions can be intrusive or even directive in nature.
3. Don't use commands.
4. Don't introduce any talking that is unrelated to your child's play (e.g., How was school today?, I saw your friend Todd today). Ask parents why you would not introduce such topics.
5. Don't criticize or punish your child.

# Session 2-Attending and Special Time or Hangout Time

## HOMEWORK:

Parents should go home and set up the "Special Playtime" as discussed in the group.

This Special Playtime should occur at least 5 times per week.

# Session 3- Rewarding and Ignoring Skills in Special Time, and Catch your Child Being Good

- \_\_\_1. Do 5 minute role-play
- \_\_\_2. Review and process previous homework
- \_\_\_3. Remind parents of rationale for working on Positive Parent Skills
- \_\_\_4. Introduce “Social Rewards”
- \_\_\_5. Write “Verbal Rewards” and “Physical Rewards” under “Reinforcement” on ABC chart
- \_\_\_6. Present two types of Verbal Rewards
- \_\_\_7. Define Physical Rewards
- \_\_\_8. Exercise
  - \_\_\_a. Parent dyads role-play Attending and Verbal Rewarding
  - \_\_\_b. Parent dyads role-play Attending and Verbal and Physical Rewards
- \_\_\_9. Process exercise
- \_\_\_10. Introduce “Active Ignoring”
- \_\_\_11. Explain reasons that “Active Ignoring” is difficult
- \_\_\_12. Graph reinforcement of higher levels of misbehavior during extinction burst (Don’t use this term with parents).
- \_\_\_13. Exercise--2 role-plays--Correct and Incorrect Ignoring
- \_\_\_14. Process role-plays
- \_\_\_15. Reiterate extinction burst phenomenon. Refer back to graph already drawn
- \_\_\_16. Give instructions to continue “Special Playtime” using Attending, Rewarding, and Ignoring
- \_\_\_17. Present “Catch Your Child Being Good”
- \_\_\_18. Parents choose two behaviors to “catch”
- \_\_\_19. Give homework assignment
  - \_\_\_a. Attending, Rewarding and Ignoring during “Special Time”
  - \_\_\_b. Attending, Rewarding and Ignoring whenever “Catch Your Child Being Good”

# Session 3- Rewarding and Ignoring Skills in Special Time, and Catch your Child Being Good

## GOALS

1. To teach parents to pay attention to prosocial child behavior.
2. To help parents structure positive interactions with their child.
3. To follow up on skills taught in the previous session.
4. To encourage verbal rewarding as a means of behavior change.
5. To increase knowledge of methods to reduce problematic behavior (ignoring technique).



# Session 3- Rewarding and Ignoring Skills in Special Time, and Catch your Child Being Good

- ABC
- **Consequence is Social Reward**

# Session 3- Rewarding and Ignoring Skills in Special Time, and Catch your Child Being Good

- Role play (Attending) with parent dyads
- Problem-solve with the parents the difficulties they report in the implementation of "Special Time".
- Introduce the next new skill: Social Rewards

## Social Rewards

- Social Rewards are another class of reinforcer that parents can use as a Consequence for their child's good behavior.

2 types of Social Rewards:

A.) Verbal Rewards

B.) Physical Rewards

# Session 3- Rewarding and Ignoring Skills in Special Time, and Catch your Child Being Good

## A.) Verbal Rewards

Labeled Praise-is defined as a statement that indicates approval and specifies exactly what act or quality is being approved. Using labeled praise is best for reinforcing and encouraging specific positive behaviors

Unlabeled Praise-general statements of approval, not specifically tied to a given behavior

## B.) Physical Rewards

Non-verbal means of conveying approval. Physical rewards increases the general warmth of a situation

Part 5 of 8

# Session 4- Using Positive Skills and Premack Principle to Increase Behavior

- \_\_\_1. Review previous homework
- \_\_\_2. Problem solve difficulties
- \_\_\_3. Introduce concepts Attending and Rewarding skills to reinforce Independent Activity while Parent is busy
- \_\_\_4. Present concept that children get a lot of attention for being disruptive
- \_\_\_5. Present concept that children need attention for their nondisruptive behavior
- \_\_\_6. Present 2 steps for giving attention to Independent Behavior
- \_\_\_7. Parent discussion of paying attention to Independent Behavior
- \_\_\_8. Define Premack Principle
- \_\_\_9. Write "Premack Principle" under C on ABC chart
- \_\_\_10. Present idea of arranging high prob. behaviors contingent on Independent Play while Parent is Busy
- \_\_\_11. Write "Independent Play While Parent is Busy" under B of ABC chart
- \_\_\_12. Ask parents to name high probability behaviors
- \_\_\_13. Therapist writes down parents examples
- \_\_\_14. Each parent writes down a relevant subset of Premack reinforcers
- \_\_\_15. Each parent discusses a plan for Reinforcing Independent Behavior using Premack reinforcer this week.
- \_\_\_16. Ask parents to do 2-3 episodes of Reinforcing Independent Behavior while Parent is Busy this week
- \_\_\_17. Give Homework Assignment

# Session 4- Using Positive Skills and Premack Principle to Increase Behavior

## GOALS

1. Review implementation of "Special Time", positive attending, verbal rewarding and ignoring skills.
2. Review and extend use of Attending and Rewarding Skills for "Catching Your Child Being Good"
3. To increase the use, by parents, of effective attending and rewarding skills for independent, nondisruptive activity by children.
4. To train parents to use the Premack Principle to encourage Independent Play or Activity

# Session 4- Using Positive Skills and Premack Principle to Increase Behavior

- ABC
- **Consequence is attending (during independent activity)**

# Session 4- Using Positive Skills and Premack Principle to Increase Behavior

- Focus on how parents can use their Attending and Rewarding skills to reinforce children for independent activity while the parent is busy.
- 1) Prior to starting her own activity (e.g., cooking dinner) the parent needs to get the child started on some independent activity of his own (e.g., starting homework, or doing a play or activity project). The parent should clearly communicate the expectation that the child will remain engaged with his project while the parent is doing her activity.
- 2) Periodically, (every 2-3 minutes in the beginning; longer intervals thereafter) the parent should look up from her activity and briefly Attend and Reward the child's activity.



# Session 4- Using Positive Skills and Premack Principle to Increase Behavior

- The Premack principle is a special case of reinforcement that also can be used to reward children for more and more independent behavior.
- The Premack Principle states that high probability behaviors can be used to reinforce low probability behaviors
- When-Then

# Session 4- Using Positive Skills and Premack Principle to Increase Behavior

- Homework
- Parents are to Attend, Reward and use the Premack Principle to teach their children how to engage in independent behavior while the parent is busy.
  - Commit to 2-3 projects this week and to implement the plan
- The parent should continue to reinforce their children for independent, nondisruptive behavior or "catches the child being good".

# Session 5- Giving Effective Commands to Children, Establishing Behavior Rules and Rewarding Compliance

- \_\_\_1. Review previous homework
- \_\_\_2. Discuss the importance of compliance (Refer to ABC chart)
- \_\_\_3. Discuss use of Attending and Rewarding to reinforce Compliance
- \_\_\_4. Discuss specifics of how to do this
- \_\_\_5. Role play
- \_\_\_6. Emphasize that Attending and Rewarding is a positive consequence for the child's good behavior
- \_\_\_7. Review that we have been looking at Consequences of child behavior
- \_\_\_8. State that now we will look at Antecedents
- \_\_\_9. Point to Antecedents (A) in ABC chart
- \_\_\_10. State that parent Instructions are the Antecedents to any act of child compliance
- \_\_\_11. Write "Instructions" under A of ABC chart
- \_\_\_12. Poor Instructions--Elicit noncompliance and poor instructions are not "fair"
- \_\_\_13. Review developmental and setting considerations in giving Instructions
  - \_\_\_ Parent willing to follow through
  - \_\_\_ Does child have sufficient attention span for the task
  - \_\_\_ Timing of instructions
  - \_\_\_ Respectful instructions
- \_\_\_14. Define and review types of bad Instructions
  - \_\_\_ Buried
  - \_\_\_ Chain
  - \_\_\_ Question
  - \_\_\_ Repeated
  - \_\_\_ Vague
  - \_\_\_ Let's
  - \_\_\_ Distant

# Session 5- Giving Effective Commands, Establishing Behavior Rules and Rewarding Compliance, cont.

## GOALS

1. To increase parents knowledge of good commanding skills
2. To help parents practice better commanding skills at home
3. To teach parents to establish rules for shaping rule governed behavior
4. To have parents practice the Instructions-- Compliance--Reward sequence

# Session 5- Giving Effective Commands, Establishing Behavior Rules and Rewarding Compliance, cont.

- \_\_\_15. Model Bad Instructions
- \_\_\_16. Define Good Instructions
  - \_\_\_ Direct
  - \_\_\_ Stated once
  - \_\_\_ Followed by 10 sec. of silence
- \_\_\_17. Review special considerations for giving good instructions
- \_\_\_18. Present rules for Good Instructions
- \_\_\_19. Pass out Quiz--parents work in dyads
- \_\_\_20. Therapist reviews quiz with parents
- \_\_\_21. Role-play--2 parents
- \_\_\_22. Divide parents into triads and do three, two minute role-plays
- \_\_\_23. Parents \* bad Instructions that they personally need to work on
- \_\_\_24. Present Rules as Antecedents
- \_\_\_25. Write "Rules" under A of ABC chart
- \_\_\_26. Define Behavior Rules
- \_\_\_27. Present concept of immediate Time-Out for Behavior Rules violations
- \_\_\_28. Ask parents to think of 2 Behavior Rules for their family
- \_\_\_29. Give homework assignment
  - \_\_\_ Work on Good Instruction---Comply--Attend + Reward sequence
  - \_\_\_ Parents set up Behavior Rules, discuss them with child, and label rules violations for one week

# Session 5- Giving Effective Commands, Establishing Behavior Rules and Rewarding Compliance

- ABC
- **Consequence is rewarding compliance**
  
- ABC
- **Antecedent is giving good instruction**
  
- ABC
- **Antecedent is having behavioral rules**

# Session 5- Giving Effective Commands, Establishing Behavior Rules and Rewarding Compliance

## The Importance of Compliance

Children who cannot or will not comply with their parents instructions create a negative family climate

Following adult instruction is, therefore, a very important skill for children to learn

## Attending and Rewarding Compliance

Role play

# Session 5- Giving Effective Commands, Establishing Behavior Rules and Rewarding Compliance

- **Role Play**

- Brief role-play of Attending and Rewarding Compliance.
- One parent is selected to play the part of the child, and the therapist plays the part of the parent.
- Parent should give some instructions to the child model to play with and then clean up certain toys. Set up this role-play so that the child model complies with all the instructions.
- (Dealing with noncompliance will come in next week).



# Session 5- Giving Effective Commands, Establishing Behavior Rules and Rewarding Compliance

## Giving Good Instructions

Learning difference between good and bad instruction and how instruction serves as an antecedent for compliance

# Session 5- Giving Effective Commands, Establishing Behavior Rules and Rewarding Compliance

There are several types of bad instructions:

- a) Buried Instructions
- b) Chain Instructions
- c) Questions Instructions
- d) Repeated Instructions
- e) Vague Instructions
- f) "Let's.....Instructions"
- g) Instructions Yelled from a distance

# Session 5- Giving Effective Commands, Establishing Behavior Rules and Rewarding Compliance

There are several characteristics of good instructions:

- a) State specifically and directly what is to be done.
- b) The instruction is given as a direct statement, is given only once, and is followed by 10 seconds of silence.
- c) This keeps the instruction in the forefront of the child's attention and gives him the opportunity to comply.
- d) The instruction can be preceded or followed by "please", but not in a begging manner.

# Session 5- Giving Effective Commands, Establishing Behavior Rules and Rewarding Compliance

## BEHAVIOR RULES

Behavior Rules are rules that parents establish before misbehavior occurs and for behaviors that parents do not want to have to command every time they should occur

The implication of Behavior Rules is that when they are violated, no warning is given. Rather, there is an immediate consequence, usually an immediate Time-Out (next session).

# Session 5- Giving Effective Commands, Establishing Behavior Rules and Rewarding Compliance

## BEHAVIOR RULES

- This week we simply want parents to **establish a set of Behavior Rules and begin to label your child's behavior** every time s/he follows or breaks a Rule.
- That way, s/he has a week to "become aware" of his own impulsive behavior before we introduce a punishment procedure.

# Session 5- Giving Effective Commands, Establishing Behavior Rules and Rewarding Compliance

## HOMework

1. Continue "Special Time" periods with child; Use attending and rewarding skills
2. Daily practice of good instructions
3. Practice attending to and praising compliance
4. Set up Behavior Rules

# Session 6- Time-Out Procedure

- \_\_\_1. Review homework (commands, behavior rules, rewarding compliance to instructions)
- \_\_\_2. Refer to ABC chart
- \_\_\_3. Review that work so far has been on Antecedents and Consequences for Good Behavior
- \_\_\_4. Present that children also need punishment for misbehavior
- \_\_\_5. Write "Punishment" under C on Chart
- \_\_\_6. Present definition of punishment in context of ABC model and contrast it with reinforcement
- \_\_\_7. Discuss implications of this definition
- \_\_\_8. Give examples of true punishment
- \_\_\_9. Discuss limitations and reasons to minimize use of physical (violent) punishment
- \_\_\_10. Discuss when punishment is appropriate to use
- \_\_\_11. Discuss rationale and background for use of Time-Out
- \_\_\_12. Review steps for setting up time out listed on Time-Out worksheet; have parents complete Time-Out worksheet in order to individualize for each family
- \_\_\_13. Discuss methods for maximizing effectiveness of Time-Out
  - describe Time-Out to child before using it and at a neutral time
  - use time-out calmly, consistently, immediately and without talking/lecturing
  - allow enough time
  - attend to next positive behavior when Time-Out over
  - if Time-out issued for noncompliance, command should be reissued after Time-Out is served
- \_\_\_14. Therapist models use of Time-Out
- \_\_\_15. Parents role-play Time-Out procedure
- \_\_\_16. Respond to parent reactions to Time-Out
- \_\_\_17. Assign homework
  - implement Time-Out procedure
  - record use of Time-Out on log
  - complete reinforcement survey and return to next session
  - continue previous programs and methods

# Session 6- Time-Out Procedure

ABC

**Consequence is Time Out from reinforcement**



# Session 6- Time-Out Procedure

## GOALS

1. Introduce concept of punishment and its role in behavior management.
2. Increase awareness of the negative side effects often accrued from misuse of physical (violent) punishment.
3. Train parents how to utilize Time-Out effectively for reducing misbehavior.

# Session 6- Time-Out Procedure

Punishment is a process in which an aversive (negative; unpleasant) event following a behavior decreases the frequency of that behavior.

Sometimes parents get very angry at a child and may yell at him. The parent thinks that this is punishment. However, if the frequency of the child's misbehavior does not decrease, then yelling or screaming is not punishment.

# Session 6- Time-Out Procedure

Belief that children *do* need punishment procedures as part of a total behavior management plan (that also includes a great deal of positive reinforcement strategies for encouraging good behavior)

but

punishment procedures do not need to be harsh, physical or violent (e.g., yelling, spankings, beatings) in order to be effective

# Session 6- Time-Out Procedure

## When is Punishment Appropriate?

Next, discuss with parents, the conditions under which the use of a punishment procedure is appropriate:

- a. When the problem behavior is dangerous to the child or others, or is destructive of property.
- b. When rewards don't work because other stronger rewards are reinforcing the problem behavior.
- c. When noncompliance or other problem behavior continues at high rates even after a good positive reinforcement program has been instituted for compliance.
- d. Remember, never use a punishment procedure for a negative behavior, unless a positive reinforcement plan for the opposite, good (prosocial) behavior is in effect.

# Session 6- Time-Out Procedure

## Rationale and background for use of Time-Out

- Discuss with parents now that we will present one form of punishment, Time-Out, that has been very effective in reducing problem behavior.
- Give definition for Time-Out: i.e., "Time-Out" is short for Time-Out from reinforcement; it involves removing a child from a fun or rewarding situation and placing him in a "boring" situation.
- State that Time-Out is often very effective for aggressive or destructive behavior since Time-Out may not just reduce misbehavior, but also allow for quiet time to calm down.
- Review whether and how parents have used Time-Out procedures to date. Point out that some approaches to using Time-Out are often not effective (e.g., child determining end of Time-Out).
- State that we will be reviewing how to use Time-Out effectively.

# Session 6- Time-Out Procedure

## Review Steps for Setting Up Time-Out

- a. Select target behaviors: Time-Out
- b. Determine location of Time-Out
- c. Set length of Time-Out
- d. Set up rules for Time-Out:
  - Physical boundaries.
  - Physical condition of Time-Out area.
  - Rules about talking/noise-making in Time-Out.
- e. When to warn; when not to warn
- f. Set up consequences for failure to go to Time-Out and/or follow Time-Out rules
- g. Two conditions should be met prior to ending Time-Out.
  - First, the specified time should be over as signaled by a timer.
  - Second, the child should be following all Time-Out rules for at least one minute prior to release from Time-Out.
- h. Re-issue command if Time-Out is for not listening

Part 7 of 8

# Session 6- Time-Out Procedure

## Role Play

Role-play Time-Out procedure. First, model a Time-Out procedure for Noncompliance to a Good Instruction using a parent playing the part of the child. Then, have parents work in teams with one being the child and the other being the parent (then have them switch roles).

Role-play Time-Out procedure. Secondly, model giving a Time-Out to a child who refuses to go to the Time-Out corner. The therapist should handle this refusal using one of the methods described. In addition, another role-play should be done in which the “child” models disruptive behavior while sitting in the corner, and the therapist models how to ignore this.



Part 8 of 8

# Session 7- Daily Report Card

- \_\_\_1. Group Introductions
- \_\_\_2. Briefly review reinforcement
- \_\_\_3. Review target behaviors
  - \_\_\_ Define the term
  - \_\_\_ Show the DRC to the parents and explain the format
- \_\_\_4. Review shaping
  - \_\_\_ Use DRC to discuss how shaping is applied to each target behavior
- \_\_\_5. Discuss rewards
  - Both daily and weekly rewards need to be established
  - \_\_\_ Give out Child Reward From and the Possible Rewards List
  - \_\_\_ Discuss natural reinforcers and need for reward menus
- \_\_\_6. Link concepts of shaping and rewards: Rewards provided to shape child's behavior
  - \_\_\_ Level of reinforcement contingent on percentage of yeses earned
  - \_\_\_ Explain three levels of reinforcement and give examples
- \_\_\_8. Emphasize need for child to earn rewards and be given rewards consistently
- \_\_\_9. Generate lists of possible daily and weekly rewards
- \_\_\_10. Discuss responses to DRC's in which none, some, or all goals have been reached
  - \_\_\_ Discuss shaping in terms of parents' response to DRC's
  - \_\_\_ Model and role play how to respond to positive and negative DRC's
  - \_\_\_ Provide examples of inappropriate responses to DRC's
- \_\_\_11. Assign homework

# Session 7- Daily Report Card

ABC

**Antecedent is Daily Report Card; preset behavioral Goals**

# Session 7- Daily Report Card

## GOALS

1. To provide a brief review of the use of reinforcement, defining behavior, and shaping to build a child's appropriate behavior.
2. To learn about the rationale for and principles used in creating a Daily Report Card (DRC).
3. To provide a rationale for the target selection.
4. To begin to develop a home-based positive reinforcement system for the DRC.

# Daily Report Card: Example

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Morning		After-School		Dinner		Bedtime	
Follows house rules with no more than 3 rule violations per period	Y	N	Y	N	Y	N	Y	N
Completes HW assignments within the designated time.			Y	N				
No more than 3 teasings per period	Y	N	Y	N	Y	N	Y	N
Completes bedtime routine with 2 or fewer reminders							Y	N

Total Number of Yeses/Nos: \_\_\_\_\_

Score	0-50%	51-69%	70-79%	80-89%	90-100%
# Yes's	___ to ___	___ to ___	___ to ___	___ to ___	___ to ___

# Daily Report Card (Downloadable)

- An integral part of all of our school interventions with impulsive or disruptive children; studies have shown DRCs effective in changing behavior
- Cost little and take little parent time
- Provide for a daily communication tool between children and parents, which is critical
- Once they are set up, DRCs reduce the amount of time that parents must spend dealing with the child's problematic behaviors
- Provide a tool for ongoing monitoring of the child's progress
- Can be used to titrate the appropriate dose of medication
- Daily reports are necessary because some children need specific feedback and rewards/consequences for their behavior more frequently than once per week

# Establishing a Daily Report Card

## 1. Select the areas for improvement

- Involve all caregivers of the child in a discussion of the child's behavior.
- Determine the child's greatest areas of impairment - areas that, if changed, would improve the child's major problems in daily life functioning and, if left unchanged, would have long-term negative consequences.
- Key domains: Improving sibling/peer relations (particularly decreasing aggression and other negative interactions), improving academic work (task completion and accuracy), and improving classroom rule-following and relationships with adults (e.g., compliance with adult commands/requests).
- Define the goals toward which the child should be working in terms of these areas of impairment.

# Establishing a Daily Report Card

2. Determine how the goals will be defined (target behaviors)
  - Identify specific behaviors that can be changed to facilitate progress towards the goals. These will be called “target behaviors”
  - When establishing target behaviors, remember:
    - As with general goals, target behaviors must be meaningful behaviors that will help the child reach his goals.
    - Must be very clearly defined in a way that the child and parents understand.
    - Must be able to be observed and counted by the parent and child.
    - A good DRC will contain between 3 and 8 target behaviors, depending on the child’s age and ability.



# Classroom Problems for a Hypothetical Child: What to select for target behaviors and what to set for initial goals?

- Interrupts (12 per day)
- Doesn't follow house rules (40 violations per day)
- Doesn't finish homework (only does 1 of 3 assignments)
- Work sloppy and inaccurate (only 50% correct)
- Bothers and argues with siblings (15 per day)
- Complains a lot about work and blames others ( 20 per day)
- Doesn't do what the parent asks (7 per day)
- Talks back to adults (15 per day)
- Teases/calls names to siblings/other kids (15 per day)
- Out of seat a during dinner (3 times per day)

# Sample Child Reward Form

Child's Name:

Date: \_\_\_\_\_

## Daily Rewards:

Level 3 (50-74% positive marks)

*Choose 1 thing from daily list*

Level 2 (75-89% positive marks)

*Choose 2 things from daily list*

Level 1 (90-100% positive marks)

*Choose 3 things from daily list*

## Weekly Rewards

Level 3 (50-74% positive marks)

*Choose 1 thing from weekly list*

Level 2 (75-89% positive marks)

*Choose 2 things from weekly list*

Level 1 (90-100% positive marks)

*Choose 3 things from weekly list*

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

## **Additional Resources**

### **Online resources:**

1. Center for Children and Families website: <http://ccf.fiu.edu>
2. Society of Clinical Child and Adolescent Psychology website: <http://effectivechildtherapy.com>

### **Books:**

1. Skinner , B. F. (1953). *Science and human behavior*. New York, NY: MacMillan
2. Forehand, R. & Long, N. (1996). *Parenting the strong-willed child*. Chicago, IL: Contemporary Books.
3. Hembree, T. L., & McNeil, C. B. (1995). *Parent–child interaction therapy*. New York: Plenum Press.
4. Patterson, G.R. (1975). *Families: Applications of Social Learning to Family Life*. Champaign, IL: Research Press.
5. Patterson, G.R. (1976). *Living with children: New Methods for Parents and Teachers*. Champaign, IL: Research Press.
6. Sanders, M.R., Markie-Dadds, C., and Turner, K.M.T. (1998). *Practitioner's kit for Standard Triple P*. Brisbane, Queensland, Australia: Families International.
7. Skinner , B. F. (1953). *Science and human behavior*. New York, NY: MacMillan
8. Webster-Stratton, C. (1992). *The incredible years: A Trouble-Shooting Guide for Parents of Children Aged 3-8*. Toronto: Umbrella Press.

### **Peer-reviewed Journal Articles:**

Kaminski, J. W., Valle, L. A., Filene, J. H., & Boyle, C. L. (2008). A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Child Psychology*, 36, 567–589.

