

# Parent Training Manual

## Development of Parent Training

Parent training (PT) developed as a practical, theoretically sound and empirically validated approach to treatment of childhood aggression in the 1970s and 80s. Several programs of research have documented the impact of parenting behaviors that, in excess, were associated with child behavior problems. These behaviors include a disproportionate amount of aversive and harsh behaviors directed toward the child; poorly formulated and poorly delivered commands; frequent criticism; a high rate of ineffective, corporal punishment and a high rate of scolding, threatening and nagging. Relatedly, research has also demonstrated certain deficiencies in parenting behavior associated with child behavior problems, such as a lack of consistency in discipline, and infrequent praise. In addition, certain child mental health problems also increase the likelihood of negative parenting behaviors.

Concurrent with research documenting the effect of adverse family interaction patterns and problems with discipline on children, PT approaches were developed to address these problematic parent-child relationships. Extensive intervention research conducted by Constance Hanf, Ph.D., Gerald Patterson, Ph.D., Robert Wahler, Ph.D., and Rex Forehand, Ph.D. along with others have demonstrated the efficacy of PT for children ranging from 3 to 16 years of age presenting with aggressive behavior problems ranging from mild oppositional behavior to delinquent, conduct disorders. PT treatment has been compared to waiting list controls as well as to various active treatment programs with generally superior result (Kaminski, Valle, Filene, & Boyle, 2008). Positive effects of PT have been replicated in community settings (e.g. Cunningham, Bremner, & Boyle, 1995).

Despite the overall positive results of parent-training interventions, limitations of parent training include 1) parental drop out from treatment that not all parents will participate fully in treatment (drop-out rates range from 15-35%), 2) that not all children improve with treatment; 3) that positive change can be demonstrated on some but not all measures of aggressive behavior; and 4) that of those children who do improve, some will return to baseline levels of aggressive behavior at follow up. Others require booster sessions after an intensive treatment period to maintain treatment acquired gains. Nevertheless, in his recent review of all treatment research for childhood aggression, Kazdin concluded that "parent management training is one of the most promising treatment modalities investigated to date. No other intervention for antisocial children has been investigated as thoroughly as parent management training or has shown as favorable results."

## About This Manual

This manual is divided into three sections. The first section is on Consecutive Parenting Sessions There are 10 Parenting Sessions in Section 1 (and two optional supplemental sessions). Sessions may be delivered in small group format or delivered individually; however, as there is benefit from developing supportive social networks, it is advised, that when possible, sessions be delivered in group format. Please note that sessions are written as group sessions. If sessions are delivered in an individual or co-parent format, during session periods in which the therapist is instructed to have parents role-play, the therapist should modify the session content to either have the co-parents role-play or for the therapist to role-play with the parent. When the therapist is instructed to have parents discuss questions in a group format, the therapist should pose the question directly to the parent or to the co-parents and solicit direct response.

The second section of the manual presents the Handouts that correspond to each group session. Handouts are given to parents to take home. They briefly review the homework assignment that the parent is working on for that week.

The third section is the tracking sheets that correspond to each parenting session. The tracking sheets are used by parents to self-record their implementation of the homework assignments. Tracking sheets should be taken home and posted in a convenient location where parents are most likely to see

them and record on them. Tracking sheets should be brought back to the next session so that therapists can review with parents how their implementation of the homework assignments is going.

#### About the Parent Training Program-Special Instructions

Sessions are 1 1/2 to 2 hours in duration. They generally follow a consistent structure. The first activity of each meeting is to review the homework from the previous session. There are instructions in each session outline about how to do this. In general, about 20-30 minutes at the beginning of each group should be devoted to the review of homework. The therapist should check in with each parent in the group about how the previous weeks' homework assignment went. Parents who did the homework well should be praised. Difficulties encountered in doing the homework should be normalized so that parents do not feel embarrassed or punished about having difficulty, but see it as an opportunity to get help from the therapist and the other group members. If no one spontaneously mentions any problems doing the homework, the therapist might ask, "Who had a problem doing the homework?" and then ask if the parent will share their problem. The therapist and the other group members should then help the parent problem-solve their difficulty. If any parents require more problem-solving or fine-tuning regarding previous homework than can be provided in this review period, the clinician should decide whether to devote a separate session to the encountered difficulties and continue with planned material, or to extend the length of the homework review to provide immediate opportunity to address difficulties.

Following the Homework Review period, there will be an Introduction to the new content for the session. Introduction of new content will involve didactic presentation, modeling and role-playing, and group discussion. Instructions are provided for each of these activities. In general, therapists are to follow the protocol provided for each session, with appropriate use of their general clinical skills and attention to group process.

The last section of each Group Session is the presentation of the homework assignment. The therapist should try to ensure that the parents understand the homework before they leave the session and have a plan for implementing it at their home. Parents who are having particular difficulty should receive a mid-week Phone Session or the therapist should opt to devote an Individual Session as soon as possible to help them with the homework.

Social Learning Principles are presented all throughout the Parent Training program rather than in only the initial sessions; however, the first session provides specific emphasis on the content and understanding of antecedents, behaviors and consequences. The major vehicle for discussing Social Learning Principles is the ABC chart which is first introduced in Session One. As new social learning concepts and techniques are presented they should be added to the ABC chart. The ABC chart should be brought to each session and should be referred to as indicated. The ABC chart can be on a piece of poster board or flip chart.

While this Parent Training Program is protocol driven, therapists should also use their general clinical skills of listening, reflection, empathy, and facilitation of group sharing. Therapists should retain leadership of the group, but, especially in the latter sessions devoted to generalization and maintenance, should prompt the group members to share among themselves, bring up issues related to the topics being reviewed that are of concern to them, and should fade more into the background in these latter sessions. Destructive group processes (e.g., group members attacking or blaming one another) should be controlled by the therapist.

In order to facilitate a supportive group environment, refreshments can be served at the group meetings and name tags should be distributed in the initial sessions when people are learning names. It would be desirable over time to transfer control of bringing food and refreshments to the group members on a rotational basis if this is economically possible for the members of the group.

Homework is cumulative. This means that as new homework assignments are added old homework assignments should continue to be done. However, fading of the frequency of some homework assignments can occur. For example, "Special Time" is prescribed five days a week in the beginning of

the program before other procedures have been introduced. However, Special Time can be faded to one or two days a week when other positive reinforcement procedures, such as “Catch Your Child Being Good” and token economy, have been implemented.

At the beginning of each Group session description, there is a checklist which lists all the content and process points that are to be covered in that session. The therapist can refer to the checklist as s/he is proceeding through the session to make sure that all the points are covered.

Many of the sessions have one or more Handouts that explain the homework to the parents. Copies of the Handouts should be made before each session, and these should be distributed to the parents at the appropriate time in the sessions. The Handouts are important because they are another vehicle for getting concepts and homework assignments to the parents. In order to reinforce the importance of the Handouts, therapists may ask for a volunteer to read the Handout out loud as the other group members follow along, so that the group members have a chance to process the Handouts and ask any questions about it. Ask the parents where they are going to keep the notebook with the Handouts in it so that they can get to it easily.

Many of the sessions also have tracking sheets for the parents to record their implementation of the homework. Copies of the tracking sheets also should be made before each session, and explained and distributed before the parents leave the session.

Each parent should be given a three ring binder divided into two sections: One for them to keep all of their handouts and one for their tracking sheets. Handouts and tracking sheets should not be distributed and placed in the binder until the actual session occurs. Otherwise, parents may skip ahead to future handouts and inappropriately administer techniques because they have not yet attended the session. Likewise, if they have all the Handouts at the beginning of the program, they may use this as an excuse not to attend all the meetings.

Occasionally, in sessions, parents may report acute situations that must be dealt with immediately. In the instances in which this protocol is being delivered in an individual session, the therapists may jump ahead in the Parent Training manual and teach techniques from later sessions to deal with the acute situation. For example, some children displaying dangerous aggressive behavior may need a time-out technique early on in the program. In the Individual Session, therapists may take time-out out of sequence and introduce it to parents to deal with the dangerous behavior. If parents report acute situations within the context of a group delivery, then therapists should schedule a supplemental individual session in which the therapists may jump ahead in the Parent Training manual and teach techniques from later sessions to deal with the acute situation.

#### Protocol for Parent Absences from Group

If a parent misses a Group meeting, the parent should be offered a convenient times to come into the clinic have the content of the session reviewed with them (Present the content as if delivering an individual session). In addition, the therapist should briefly review the homework from the previous Group Session (i.e., the homework that the parent was working on prior to missing the latest session) to help the parent with any problems with homework implementation and to assess the parent's compliance with the homework.

If several group members miss a particular group meeting, the group meeting should occur as scheduled (even if only one parent attends). The therapist should try to schedule a mutually convenient time for all of the other parents to come in for the make-up session. We do not want to cancel a scheduled group session even if only one parent attends, because this would punish attendance and reinforce non-attendance.

## Consecutive Group Sessions

## I. Treatment Sessions

- Session 1. Group Session: "Overview of Social Learning and Behavior Management Principles."
- Session 2. Group Session: "Attending and "Special Time."
- Session 3. Group Session: "Rewarding and Ignoring Skills in "Special Playtime" and "Catch Your Child Being Good".
- Session 4. Group Session: "Using Positive Skills and Premack Principle to Increase Targets: Catch Child Being Good and Independent Play."
- Session 5. Group Session: "Giving Effective Commands to Children, Establishing Behavior Rules, and Attending and Rewarding Compliance to Instructions."
- Session 6. Group Session: "Time Out Procedure."
- Session 7. Group Session: "Setting up Home Daily Report Card."
- Session 8. Group Session: "Home Token Economy."
- Session 9. Group Session: Response Cost."
- Session 10. Group Session: "Planned Activities Training and Setting Generalization."
- Session S1. Supplemental Group Session: "Stress, Anger, and Mood Management 1."
- Session S2. Supplemental Group Session: "Stress, Anger, and Mood Management 2."

## SESSION 1. OVERVIEW OF SOCIAL LEARNING AND BEHAVIOR MANAGEMENT PRINCIPLES

### GOALS

1. To provide an overview of Social Learning and Behavior Management Principles

### MATERIALS

1. ABC chart

### HANDOUTS

1. Antecedent-Behavior-Consequences Tracking sheet.

### CHECKLIST

- \_\_\_ 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)

### HOMEWORK

Begin behavior tracking using ABC chart

### SESSION INSTRUCTIONS

To the therapist: Open today's session by welcoming parent(s) to their first Group meeting.

### INTRODUCTION OF GROUP MEMBERS AND LEADER

Begin the introductions by introducing yourself to the group (even though each parent has already met you in the previous meeting) and telling the members a bit about yourself; e.g., where you are from, your hobbies, etc. Avoid giving personal information as to whether you are married and/or have children, as this may have some effect on parents' perceptions of level of experience, etc. Ask each parent/couple to introduce themselves, including their child's name, age, where he or she attends school, and a bit about why they have come to the project. Keep these brief, and avoid letting any parent's issues (e.g., hostility between parent and school, or extraordinary severity of a child's problems) become a topic for discussion. Should this occur, it is generally effective to make a statement such as, "I'm glad that you're in the group, because we will be dealing with these very issues later on in the parent training," or "Many of you may have experienced something like what Ms. Smith is describing. That's one reason we will be including this topic in the parent training," or "The problem you're bringing up is one reason we will be having individual sessions: we want to help you with the issues that are particularly difficult for you."

### DISCUSSION OF CONFIDENTIALITY

The therapist should now conduct a brief discussion of confidentiality as it applies to group intervention. Begin by letting parents know that while this will primarily be a skills teaching group, occasionally parents may share personal information about themselves and their child and family. Because of this it is important that all members of the group feel that information shared in group will be

kept confidential and will not be shared with individuals outside of the group. This means that nobody should talk with their friends, acquaintances or neighbors about other people in the group. None of the other group members' names or their children's names should be shared with anybody outside of group. Group members should not talk about other group members in a public place such as a restaurant where other people may overhear the conversation. In general, all group members should respect the privacy and confidentiality of all the other group members. Ask the group members if they have anything to add to this and then ask the group to agree to the confidentiality terms.

To the therapist: After the Introductions and confidentiality discussions, all of the following material should be presented to the parents. While the therapist should cover all the points, the therapist should stop at any point that seems appropriate to answer questions or clarify what has been said. Be sure and observe the group process. If parents look puzzled, stop and ask if they need something clarified. Be sure and ask them if they have any questions at the end.

1. Regular attendance: The therapist should stress the importance of attending all sessions, group or individual/family. Each session is based on preceding sessions, so a missed session will make it difficult or even impossible for the parents to proceed to the next step. Should an emergency occur that precludes attendance at the meeting, the parent is asked to notify the therapist prior to the meeting, a) so that the make-up session can be scheduled, and b) to avoid causing the group to wait for him or her. Explain the procedure for scheduling and attending make-up sessions. (Parents will come to the clinic to listen to an audiotape of the missed session; the therapist will then meet with the parent to answer questions, review previous homework, and help the parent plan how to carry out the week's homework assignment.)

2. Medication issues will not be discussed in group sessions, nor will issues concerning other family members if not directly relevant to the functioning of the child. Therefore, medication issues and other individual matters are most efficiently and appropriately dealt with in meetings with the pharmacotherapist or individual therapist.

3. When the group goes over the preceding week's homework assignment, time is limited. If any parent has experienced particular difficulties implementing a technique with his or her child that cannot be dealt with briefly in the Group, discussion of this will be deferred to an Individual Session where parents can be helped in a more individualized and personal fashion.

## INTRODUCTION TO SOCIAL LEARNING THEORY

Explain to the parents that we would like to spend the rest of today's session on a model for understanding children's behavior and what we as parents can do to influence our children's behavior. During the pre-treatment orientation, we touched on some of these principles, but we want to be more thorough today so that the parents and therapist are all using the same language to talk about the family's behaviors. We will get started with some very specific techniques next week.

### **Use the following statement to motivate the parents and to give them encouragement.**

Family Therapists and Psychologists believe that families are the happiest when parents and children have skills for relating to each other in a warm, positive way; skills for communicating effectively with each other; and when parents are able to guide their children to learn the positive behaviors that all children need to show in order to get along in the world. When parents feel competent, and children can regulate their behavior with the parent's help, then family life becomes a more pleasant experience. Knowing what to do when you are in a stressful situation with your child is critical to effective child management. Confusion on your part about how to manage your child can escalate his or her misbehavior and produce anger and resentment in both of you. Inappropriate punishment may be used or ineffective parental behavior may occur simply because you are not sure what you can do to be an effective parent. On the other hand, if you have some definite parenting skills to use in teaching your child how to behave and in using effective discipline with him or her, you will be able to deal with inappropriate behavior calmly and effectively, even in potentially stressful situations. You may have had the experience of relatives, friends, even strangers criticizing your parenting. This parent training program can give you the confidence to use

discipline in an effective way, and, if necessary, to explain to other people why you are doing what you are doing.

**Describe the following.** In this program social learning methods will be reviewed to help you learn to manage your child's behavior. Social learning theory says that an important component of what controls our behavior is the events that occur just before and just after our behavior. This is especially true for young children who pay very close attention to how their parents react when the child does something. The parents' reaction has a lot to do with whether the child does that behavior again in the future.

**Therapist should show the ABC chart now and refer to it while discussing the following.**

From now on in this Parent Training Program, we will call the events that occur just before behavior, the Antecedents. We will call the events that occur just after behavior, the Consequences. For the next several weeks we will be working on learning how to observe the behavior of our children, as well as the Antecedents and Consequences of their behavior that we may unwittingly provide. We will be working on how to use the principle that **Antecedents and Consequences control behavior** to help our child display better behavior. We will also be learning about how we may be using Antecedents and Consequences to keep negative behavior going without even being aware of it. By becoming more aware of this principle of Antecedents and Consequences controlling behavior, we will become better managers of our children's behavior.

Social learning methods include:

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

In this session you will learn how to define behavior, how to track behavior, and how to identify the antecedents and consequences of behavior. In later sessions we will add to these skills.

**WHAT IS A "BEHAVIOR"?**

A behavior is something observable, that a person (or other animal) does. (E.g., Johnny talks. Cindy reads. Barbara walks the dog. Sam eats lunch. Robert screams.) A behavior is not some quality of a person. (E.g., Donnie is stubborn. Laurie is happy. Stan is mean.) When you observe a behavior, you will be able to tell how much it is occurring. Some behaviors are best observed through how often they occur--e.g., talking back to parent, running into the street, clearing one's place after a meal. Other behaviors are best observed through how long the person engages in them--e.g., doing homework, watching television, staying with the family at dinnertime. This next week, as we learn to observe and keep track of behaviors, some parents may be counting how often a behavior occurs, while others may be observing its duration.

**Exercise:** Go around the room, and have each parent give an example of a behavior and something that is not a behavior. Write these on the board, in the appropriate column (board has two columns: Behaviors and Not Behaviors).

**The Dead Person Rule:** If a dead person can do it, then it is not a behavior. Sometimes, parents like to give examples of behaviors such as "be quiet" or "sit still." We do not consider these behaviors, as they are not goals we want to encourage by themselves. They seem to be telling the child to do nothing; not an appropriate expectation for any young child. Rather, we want the children to learn appropriate alternative behaviors, and to decrease inappropriate amounts of behaviors they engage in too much. Therefore, if a behavior does not pass the Dead Person Rule, we will not consider it a behavior.



We will begin to think about behaviors for the home setting. Parents will have a chance to choose the home behaviors that they are interested in changing.

#### DEFINITION OF TARGET BEHAVIOR

To the therapist: The following rationale should be presented to parents as to why they will be asked to track ABCs.

In this method of parent training, the parent and therapist are partners, and together they function as scientists, trying to discover what Antecedents and Consequences are occurring that are maintaining the problem behaviors of the child. This does not mean that these Antecedents and Consequences necessarily caused the problems in the first place, but, once the problems are occurring, Antecedents and Consequences can serve to keep the problem behaviors going or increase their frequency. Therefore, parents and therapists try to change these Antecedents and Consequences in order to improve the child's behavior. Often this is a trial-and-error process.

In order to obtain the best results, it is necessary to keep careful records. These records enable us to see patterns of antecedents and consequences associated with a particular behavior, leading us to know what to change. These records also help us know whether the changes we have made have been successful. Consider this example: Lucy has tantrums. Her parents want help to get the tantrums to stop. Let's say we didn't keep records, but decided to try a treatment strategy anyway. Let's suppose that every time Lucy has a tantrum, her parents are to have her sit in a quiet place for 10 minutes, and cannot let her get up until she has been quiet for one minute. Let's say that her parents do this conscientiously. Now let's say that 20 minutes before the next parent group session, when the parents are already running late, Lucy has a tantrum. The parents arrive out of breath, 15 minutes late to the session, and the therapist asks, "How did it go?" It's likely that Lucy's parents will state that the technique of having Lucy sit quietly for 10 minutes is not working, and that the tantrums are as bad as ever. At this point, the therapist would have to work to come up with a new strategy, because the other one did not work. But let's suppose they had kept records. Perhaps Lucy was averaging two tantrums per day, for a grand total of 15 tantrums the first week, before the special program was started. Then, with the special program, she had only 4 tantrums the whole week. Despite the severe tantrum right before the parent group meeting, Lucy appears to be responding very well to the treatment. This is important information for both the therapist and the parents, and certainly the program should be continued, not changed. Without counting behaviors, the therapist and parents might jump from strategy to strategy, finally deciding, "Nothing works."

To the therapist: Move the group into the 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. The therapist should go step-by-step through the procedure listed below with the parents; guiding them into behavioral language, with observable targets. Parents should write down the behaviors chosen; any parent can tell the group about his choice of child behavior.

Therapists should encourage the choice of the behavior, **Noncompliance to Parents Instructions**, if at all relevant. Noncompliance is such an important target behavior later in the program that we want to be getting parents to think about it now. However, don't force this target behavior on a parent if it does not seem relevant right now. Steps 1, 2 and 3 are done in this session as a group in order to prepare parents to think in behavioral terms. Step 4 is Homework. However the therapist should teach Step 4 in sequence reminding the parents that this will be this week's homework. Hand out the ABC tracking sheet now.

The therapist should then lead the group through the following set of steps. Parents will need paper and pencils to do the steps.

1. Think about one or two problem behaviors that you would really like your child to do less frequently or for a shorter duration. Describe the behavior(s) in a way that any adult would be able to watch the child and tell you when the behavior occurred (e.g., Hitting a Sibling-(the action should be

intentional), or Not Following Directions-(either the child should say, "I won't do it" or a specified amount of time should have passed)). Choose a problem behavior that occurs frequently when parents are in the child's presence. The therapist should mention that behavior that cannot be observed by a responsible caretaker is not an acceptable behavior on which to begin behavior management; e.g., Doing homework before the parents arrive home in the evening.

The therapist should have each parent write down one or two behaviors and their definitions. Parents can then be asked to share their chosen behaviors with the group.

2. After writing down a description of the problem behavior, ask parents to write down a description of the opposite of the problem behavior (e.g., a "prosocial" behavior that parents would like the child to perform more frequently).

3. Next, ask parents to choose a specific time during each day when they will track the occurrences of the problem behavior and the prosocial behavior. If the parent has a partner, they should take turns keeping track of the behavior. For example, mother could track the behavior on Monday, Wednesday and Friday from 7:00 to 8:00 p.m. and father could track the behavior on Sunday, Tuesday, and Thursday from 7:00 to 8:00 p.m. Observe during a time when the problem behavior occurs most frequently.

4. Remind parents of the principle that was stated at the start of the session: **Antecedents and Consequences Control Behavior**. Ask parents to keep track of the Antecedent, Behavior and Consequence each time a problem behavior or its prosocial opposite is exhibited during the scheduled observation times. An Antecedent is what happened just before the behavior occurred. The Behavior is the exact behavior that parents have defined. The Consequence is what happened immediately after the Behavior. Show parents the tracking sheet now. Go through some examples with the parents. Ask parents to give a few personal examples of possible Antecedents and Consequences to the target behaviors they have chosen.

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 asks child to get dressed for school
- B Child does not get dressed
- C Parent helps child put on clothes, button shirt, tie shoes
  
- A Parent scolds child for not doing homework
- B Child argues
- C Parent stalks off and child does not do homework

## HOMEWORK

Complete an Antecedent-Behavior-Consequence Tracking Sheet. Give each parent 7 sheets; one for each day of the week. Ask if parents have questions about the procedure and repeat the instructions if necessary. Make sure that parents do not leave the session until they understand completely what the assignment is and how to use the forms.

## 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.

### MATERIALS

1. Toys for role-plays. (e.g., paper and markers and wooden blocks (for younger kids); board games (for older kids); two player video games (for young adolescents)
2. ABC chart

### HANDOUTS

1. Attending in “Special Time or Hangout Time”

### CHECKLIST

- \_\_\_ 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

### HOMEWORK:

1. Carry-out 15 minutes of " Special Time/Hangout Time " daily.
2. Practice positive attending skills within the context of " Special Time/Hangout Time ".

## SESSION INSTRUCTIONS

### REVIEW OF PREVIOUS HOMEWORK

In the previous session, parents were asked to keep an Antecedent-Behavior-Consequence chart. In this log, parents were to be tracking one or two precisely defined target behavior displayed by their child, along with the Antecedents and Consequences of these behaviors. Spend some time at the beginning of this session reviewing the logs with the parents. What behaviors were they tracking? Were they surprised at the frequency at which the behaviors occurred? What did they learn about the Antecedents and Consequences that they as parents typically provide to their child's behaviors? Were they surprised to learn this about their own behavior? What impact do they think their responses to their child's behavior have? Praise parents for doing the homework assignment and for being willing to learn about how their own behavior and their child's behavior influences the other.

### BEGIN NEW SESSION CONTENT

#### Background for Encouraging Compliance and Positive Behavior

To the therapist:

This module is the first of several modules over the next few weeks that will focus on teaching parents positive parenting skills for improving the general family emotional climate and for reinforcing prosocial child behavior. Begin the new content for this session by providing the following general background statement introducing the positive parenting skills that will be taught in this and subsequent sessions:

Rationale: Having a generally positive relationship with your child is the necessary foundation for a successful behavior management program. The majority of behavior management techniques that we will review in this program work under the assumption that your child values/enjoys your attention. If your child does value your attention, he or she will be willing to do things that please you. On the other hand, if a parent spends a lot of time yelling and/or criticizing his or her child, the child may actually be relieved if he or she is sent to Time-Out. In that case Time-Out will not be an effective punisher.

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. The following exercises and techniques are means of increasing your child's Compliance and Positive Behaviors, improving the quality of your interactions with your child, and more generally, improving the extent to which you, your child, and your family enjoy being with each other.

None of the techniques for reducing problematic behavior will be effective (especially in the long run) if you do not focus first on your child's positive behavior and the use of positive consequences. (Show ABC Chart now). The next two sessions will focus on the forms of positive attention that children respond to best. Thus, in the next few sessions, we will be focusing on positive child behaviors and the C element in the ABC (Antecedents-Behavior-Consequences) model.

The first element under C in the ABC model that we will be talking about is Reinforcement. (Write "Reinforcement" under the consequences column on the ABC chart). Reinforcement is a process in which the consequences that happen after child's behavior increase the likelihood that he will do that behavior again. By giving your child reinforcers at home for good behavior we are trying to increase the likelihood that s/he will continue to show good behavior at home. This principle of reinforcement works for all human beings, even parents! For example, when your children or your mother or your partner says

“Thank you” for something that you have done for them, it makes it more likely that you will do something nice for them in the future.

The first type of Consequence that we will be working with as a reinforcer for your child is **Parent’s Positive Attention**. (Write Positive Attention under “Reinforcement” on the ABC chart). Because your positive attention is still so important to your child, we will be talking a lot about **Parent Attention** as a Consequence for good child behaviors, in order to help your child show more of these good behaviors.

As mentioned above, one goal of this program is to reduce your child's Noncompliance and to increase his Compliance. (Therapist should write “Compliance” or “Following Instructions” under “Behavior” on the ABC chart.). By improving your child’s ability to follow directions, s/he will get along better in home and in school, and will be more able to learn other skills.

In order to help your child learn to comply with your instructions (Point to the word “Compliance” on ABC chart) it is important that you use Positive Attention as a Consequence (Point to “Consequence” on the ABC chart) to reward him whenever s/he does comply (mind; listen).

Therapist Note: Some parents may feel uncomfortable with these concepts or exercises. They may find that these techniques are in conflict with their own personal style, cultural/ethnic beliefs about childrearing, and/or personal upbringing. These issues should be raised and discussed as each segment is presented.

### Positive Attending

We have found that with children, there are two very important forms of Positive Attention (Point to Positive Attention on the ABC chart) from which these children learn best. The first is simply called “Attending”. Attending is a skill where parents learn how to follow their child's positive behavior with their attention. It is a method of allowing and encouraging your child to take the lead in behaving appropriately while you pay attention. Because your attention is so important to your child, it becomes a reinforcer (a positive consequence in the ABC model) when it follows his good behavior. Since it is a reinforcer, your child will be more likely to show the good behavior that you have attended to in the future.

Positive Attending is when the parent makes neutral observations about their child's behavior. The parent watches and describes out loud their child's ongoing activity. Parents do not question or command the child, but rather provide a commentary of their actions. Attending statements are, therefore, general descriptive statements. They describe the child's behavior out loud. Furthermore, Attending statements generally begin with, "You are.....", or "It is.....".

Point out to parents 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.

For these reasons, we think it is important for parents to have a way to be with their children in a way that is positive and non-controlling to provide a balance to all the times that parents, of necessity, have to control their children.

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.

We will present positive Attending as part of Special Time/Hangout Time to be discussed below, but it can be used at any time throughout the day.

\* 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. "You're stacking the red blocks on top of each other. There goes another red block, and another red block. The blocks are reaching to the ceiling. It is a tower. The tower is getting higher and higher. Uh Oh, all the blocks fell down."

Think of yourself as a sportscaster or radio announcer watching a game and calling out the plays of the game.

Be positive and enthusiastic. Do not convey boredom.

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.

When parents are Attending during play or at any other time during the day, they should remember to use the Attending skill only to describe good behavior by the child, i.e., behavior that the parent wants to see the child do again. 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**, the parent should start Attending to the good behavior again as if nothing has happened. If the misbehavior is major (that is, aggressive or destructive or other behavior that cannot be ignored) then the parent should do whatever is necessary to stop the misbehavior and redirect the child back into appropriate play or behavior again. As soon as good behavior starts again, the parent should start Attending immediately.

(Note to the therapist: The therapist will have to make a judgment about the above instructions. If there are parents in the group who have been abusive with their children or have used extremely harsh punishment in the past, the therapist should not make a blanket statement to "do whatever is necessary to stop the bad behavior", because parents may hear that as permission to use excessive punishment. In this case the therapist will need to briefly review some interventions that parents can use to stop misbehavior at this point, such as giving a firm "Stop" command, taking toys or items that the child is misusing away from the child, stopping the Attending session immediately, with a statement that they will try again in 1/2 hour after the child has "calmed down" or, if necessary, physically restraining the child if he is hurting someone. Do not condone hitting the child in any circumstances).

Younger children tend to appreciate this narrative more than older children. For older children, Attending may not be quite as intensive, but still can be used and is appreciated by the child. Be genuine and exercise judgment.

To the therapist: At this point the therapist should conduct a set of role-plays for the parents. The therapist should begin the first exercise by modeling Attending before the whole group of parents. Choose one parent to play the part of the child while the therapist plays parent. Model exactly how the parent should get the Attending Sessions going with the child at home. For example the therapist/parent should say, " Johnny, starting today I would like to spend 15 minutes a day being with you and watching you while you play. This will be a "Special Time" just for you and me. What kind of toys would you like to play with during our "Special Time"? OK, go get your blocks and I'll sit here by you and watch, and talk to you while you play". At this point the "child" model should play while the therapist Attends. Ask the child model not to display any "bad" behavior during this first role-play so that the parents can see and hear what the Attending skills look and sound like. The therapist should remember to eliminate all Rewarding, Commanding, and Questions during the role-play. After a few minutes of this, stop the role-play and ask parents to describe what they saw and their reactions to it.

Next, ask the child model to show some oppositional behavior during the next role-play. The child model could ask some questions like, "Why are you saying all those strange things", and "I want you to play with me". The therapist/parent should answer the questions in a straightforward manner: e.g., "I'm just interested in what you're doing and I'm paying attention, that's all", and "I'm not going to play with you, but I promise I'm not going to leave. I will stay right here and watch you until our time is over". The child model should then play some, but should also be disruptive at times, for example throwing the toys around the room or saying that he's not going to play anymore. The therapist/parent model should ignore these minor disruptive behaviors, and then, start Attending again immediately when the child model starts to play again. After the role-play ask the parents who were observing what they saw and heard.

Next, divide the parents into dyads, and have one member of each dyad play "child" while the other member of each dyad plays "parent". Give each dyad a toy or set of toys to play with. Have each "parent" Attend to each "child's" play. Then have the member of the dyads switch roles so that everyone has an opportunity to play "parent". The therapist can circulate around the room while these role-plays are going on providing corrective feedback and encouragement. After the role-plays, process the experience with the parents again.

#### 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.

To the therapist: The following instructions for setting up and practicing Special Playtime are most appropriate for children younger than seven. Sometimes, an immature 9 year old may also like Attending and Special Time exactly as described below. For children older than 8 the intensive Attending

described immediately below may not be developmentally appropriate. If there are parents of older children in the group, special modifications of Special Time and Attending will be described for them in the next section.

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.

Note: Do not set-up playtime when you are particularly stressed or distracted or during your child's favorite TV. show, when they will be more likely to be resentful or noncompliant. Try to choose a time when siblings are busy with other activities.

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.

Note: This time should be 1:1. It can be given to siblings at another time of day. Make arrangements for your other children so that they do not interrupt.

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. The reason for this is so that parents can really focus on learning and getting comfortable with the skill of Attending and children can get comfortable with hearing Attending from their parents.

Note: Younger children are more likely to choose an independent activity where the parent can remain on the periphery. Older children may choose an interactive game (i.e., a board game). For older children, this should be allowed even though Attending becomes more difficult when the parent is participating in the game. In general, cooperative games lend themselves better to Special Time/Hang Out Time than do competitive ones.

Note: Do not watch TV. Attending behaviors would be annoying during that time. Also let parents know that we do not expect them to go along with an activity that is inappropriate (i.e., throwing water balloons in the house).

6. RELAX. It is critical that parents are able to put all the things they have to get done out of their head for 15 min.

Note: If you are pushed for time you are more likely to be stressed and more easily frustrated. Your child will sense your strain and everyone will end up tense and/or fighting. Avoid times directly before a shopping trip or outing.

7. Focus on watching and appreciating what your child is doing. When given the opportunity to lead the play, a large amount of your child's behavior will be appropriate.
8. The Attending skills described above should be practiced/performed in the Special Time situation.



More examples of Positive Attending:

“You are building a tower.”

“You are using the green blocks.”

“The blue one is even taller than the red.”

9. Do not do Attending if your child behaves disruptively during "Special Time". Stop Attending while the disruptive behavior is happening. Then, when the child starts to behave appropriately again, start Attending again.

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.

Be prepared for how your child might react. Your child's reaction to attending/rewarding statements may not be positive at first. S/he may ask why you are saying that, doing that, or being that way. They might ask you to stop.

Parents might respond by saying: "I'm saying those things because I'm interested in what your doing and I'm watching."

Or build the child's tolerance to the situation by responding "We'll do this for another five minutes and then we'll stop."

Remind parents that this is new for the kids and they do not understand it. It is not necessarily that they do not like it. Most kids come to really enjoy it.

If problem behavior escalates, tell your child that Special Time is over, but that it can resume again later once s/he is behaving appropriately.

If the behavior is truly outside the realm of ignorable behaviors, use appropriate alternative disciplinary techniques.

#### Special Instructions for Special Time with Older Children (9 years and older).

To the therapist: In general, intensive Attending with no other conversation as described above is designed for use with 3-8 year old children. Some 8-10 year olds also still enjoy this kind of intensive Attending from their parents. Others don't. There is no way to predict which of these older children will accept pure Attending as described above and which children will find it too "babyish". One way to deal with this problem is by having all parents try intensive Attending as described above with their children during the first week of homework practice on this skill. Then during the weekly Phone Call to the family, the therapist should inquire as to how the older child may be accepting the Attending. If the 8-10 year old is resistant to the Attending, thinks it's "dumb", etc. then the therapist should modify the instructions for the intensive Attending as described below:

As mentioned above, intensive Attending with no other conversation for 15 minutes may not be acceptable to the older child. For older children, the parents should set aside a 15 to 20 minute period every day during which the child chooses some (acceptable) activity and the parent interacts with the

child. In this sense, this is a "Special Time" just as with the younger child. However, with the older child, the parent can engage in other conversation with the child besides just pure Attending. That is, the parent should do some Attending just as described above. However, interspersed with the Attending, the parent and child may also converse about other positive or fun aspects of the child's life.

For example the parent might ask about the child's friends or activities. The focus here should be on pleasant conversation in which the parent can convey interest and enthusiasm about the child's life. This is NOT a time to talk about problems, criticize the child, or to review the latest example of negative behavior displayed by the child. Nor is it a time for the parent to talk about herself or her problems. This is to be a special and enjoyable time in which parent and child interact together doing some activity and have fun talking about the activity. Attending to the child's behavior during the activity as described earlier should be a part of what goes on during this Special Playtime. However, in addition to the Attending the parent should converse with the child about what positive things are going on in the child's life. Questions and general information statements can be used in this regard to engage the child in general, positive conversation.

#### Obstacles to Carrying-out "Special Time/Hang Out Time"

The introduction of Special Playtime will not seem directly related to the problems for which the parents sought help/treatment. Therefore, the therapist should remind the parents of the importance of a positive parent-child relationship as the foundation for all our other work. In addition, once the child has gotten accustomed to the Attending, parents will then be able to use Positive Attending as a consequence (positive reinforcer) for good child behaviors, such as minding. We will not start with that this week, because the child just needs to get used to Attending first.

Point out to parents that if they added up all the time they spend attending to noncompliant behavior each day it would certainly add up to more than 15 minutes, as well as being very stressful for the parents. This 15 minutes of non-directive play that we are asking them to engage in each day eventually will lead to increased compliance and hence, reduce the amount of time they spend negatively interacting with their child.

For the parent who insists that they do not have 15 minutes available to play with their child, gently help parents see that by investing 15 minutes now they will be reducing by much more than 15 minutes the amount of time that they have to spend in disciplining their child and will be creating a much more pleasant family environment as well.

#### Preparation for homework assignment

Elicit from parents the perceived obstacles to and negative thoughts about structuring Special Playtime (e.g., lack of time, feeling phony, other demands, dealing with siblings). It is very important to address these issues. Further explain the importance and rationale, and problem-solve around difficulties.

The therapist should spend the rest of the session leading the group in problem-solving around setting-up Special Playtime. To insure that parents will actually carry-out the homework assignment ask each parent to present to the group their major obstacle in setting-up Special Playtime or practicing Attending. Lead the group in problem-solving around parent schedules, sibling problems, what are appropriate activities, motivating spouses, practicing attending, etc.

#### HOMEWORK ASSIGNMENT

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. Parents should start by going home and explaining to their child about Special Time before the first practice. The parent can explain that s/he is taking a class to learn to help the whole family get along better together and a part of that will be having a

Special Time together each day. The parent should explain to the child that the child can play with toys during Special Time and that the parent will be with the child and pay attention to him during that time. The parent should emphasize that this will be time just for the two of them and not shared with anyone else. If there are two parents, both parents will have a daily Special Time with the child.

When the time for the first Special Time comes, the parents should use the Attending skills that were learned in the group, and follow the other guidelines that were discussed. Give the handout to parents to remind them about the skills when they go home. Let parents know the importance of doing this and all subsequent homework assignments, and inform them that we will be following up on homework at the beginning of the next (and each) therapy session.

Give each parent a "Special Time" tracking sheet. If there are two parents who will do "Special Time" give two sheets.

SESSION 3. REWARDING AND IGNORING SKILLS IN "SPECIAL TIME/ HANGOUT 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.

MATERIALS

1. Toys for Role-plays
2. ABC chart

HAND-OUTS

"Adding Rewards to "Special Time""  
"Catch Your Child Being Good"

CHECKLIST

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. Give instructions to continue "Special Playtime" using Attending and Rewarding
- \_\_\_11. Present "Catch Your Child Being Good"
- \_\_\_12. Parents choose two behaviors to "catch"
- \_\_\_13. Give homework assignment
  - \_\_\_a. Attending and Rewarding during "Special Time"
  - \_\_\_b. Attending and Rewarding whenever "Catch Your Child Being Good"

## HOMEWORK

1. Carry-out 15 minutes of special time daily.
2. Expand special play time to include the practice of positive attending and verbal rewarding skills for 15 minutes each day.
3. Apply attending and rewarding skills for two behaviors whenever the parent "catches" the child in those behaviors.

## SESSION INSTRUCTIONS

### REVIEW OF PREVIOUS HOMEWORK

Begin this session by doing a 5 minute role-play. Split the parents into dyads and give each dyad a set of toys. Tell them that you want to get a chance to see how their practice went this week and you would like to have them "do what you have been doing at home". Designate one member of each dyad as the "parent" and one member as the "child" and have them start. The therapist should circulate around the room and watch each dyad briefly. After 2.5 minutes, call time, and have the dyad members switch roles. Then have them do another 2.5 minute practice session while the therapist circulates around observing each dyad again.

After the role-plays, the therapist should follow up on last week's homework assignment, which was to establish Special Playtime 5 days per week, and practice Attending skills during this Special Time. The role-plays that were just done will give the therapist some idea about how each parent is doing. Use the following prompts to inquire about the homework:

1. Follow up on Special Time:
  - Was it set up?
  - What things got in the way of setting up special time?
  - What type of activities did children pick?
  - Were there interruptions? How were those handled?
  - How did attending go?
  - Did parents catch themselves asking questions? Giving directions?
  - What were the reactions of parent and child?
  - Were parents distracted? Relaxed? Stressed? Having fun?
  - Did kids ask questions? Did kids notice anything different?

Problem-solve with the parents the difficulties they report in the implementation of "Special Time". If parents report that they "just couldn't find the time" discuss with them the fact that they are currently spending a great deal of time reacting to and managing their child's disruptive behavior. "Special Time" is a proactive approach that will reduce the amount of time that parents currently have to spend managing negative behavior. Therefore, by investing in "Special Time" now, parents will actually be buying time later. Have the group problem solve together how to create a "Special Time" structure into a busy daily routine. If parents report that the Attending and Rewarding did not feel comfortable or natural, or that the child reacted negatively, normalize this (many parents and children feel this way in the beginning), but say that it is important parents keep going and "push past their discomfort". If after 3 weeks of daily practice at "Special Time" Attending and Rewarding, family members still feel uncomfortable, then we will discuss other alternatives with that family. However, most families become comfortable with these skills after a week or so of daily practice. Ask parents to contract with you that they will do daily "Special Time" for 3 weeks and then we will reevaluate.

Follow-up with parents whose older children did not appreciate the intensive Attending and help them brainstorm about different strategies to make it more appropriate for their older children. How did parents change their approach to make the Attending more acceptable for the older child? For example, did they choose an interactive activity and add in more general, positive conversation in addition to Attending? How did the child accept that modification? Do any additional fine-tuning necessary for the older child.

## BEGIN NEW SESSION CONTENT

### Review Rationale for Positive Attending

Rationale: Remind parents that having a generally positive relationship with their child is the necessary foundation for a successful behavior management program. In addition, positive parent attention is a very powerful reinforcer (Consequence in the ABC model) that can be used with children this age to increase their good behavior. The majority of behavior management techniques work under the assumption that your child values/enjoys your attention.

Last week we discussed “Attending” as a means of increasing your child's compliance and other positive behaviors and improving the quality of your interactions with your child. Remind parents that by improving their child's ability to follow directions, he will get along better in home and in school and will be more able to learn other skills. Now, 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. There are two types of Social Rewards that parents can use with their children: A.) Verbal Rewards; and B.) Physical Rewards. (Therapist should write “Verbal Rewards” and “Physical Rewards” under “Reinforcement” in the Consequences column of the ABC chart).

A. Regarding **Verbal Rewards**, there are two types of Verbal Rewards that parents can use to increase their children's compliance and other prosocial behavior:

1. 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.

Caution the parents against using sarcastic "zingers" in the guise of labeled rewards. For example, "Well, it's about time you minded me when I asked you to do something" is not a reward. It is a sarcastic put-down disguised as praise.

Example of a good labeled reward: “It is really nice that you helped put the dishes on the table. I appreciate you doing what I asked you to do.”

2. Unlabeled Praise—is defined as general statements of approval, not specifically tied to a given behavior.

Example: “That's really great.”

B. **Physical Rewards** are the second class of Social Rewards. They are defined as non-verbal means of conveying approval. Physical rewards increases the general warmth of a situation.

1. Examples: Hugs, pat on the back, kisses, thumbs-up sign

Remind parents that good behavior will only continue if it is noticed and rewarded. To increase desirable behaviors, parents must provide frequent verbal and possibly physical rewarding for their child.

Parents should be striving to use more labeled praise than unlabeled praise, although there is nothing wrong with unlabeled praise. Labeled praise does teach children new or difficult behaviors more quickly, and because some of the good behaviors that we are striving to teach the children will be new and difficult for them, we want to use the most effective teaching techniques (i.e., labeled praise).

Exercise: Have parents generate examples of each type of praise. Write them down on blackboard or flip chart. Then select two parents to do another brief role-play in which one parent plays the part of the child and another parent plays the part of the parent. Have the parent use **Attending and Verbal Rewarding skills together** as the child is playing. Therapist should provide feedback and praise. A general rule of thumb in this blending of Attends and Rewards is that there should be 4 or 5 Attends and a Reward, 4 or 5 more Attends and a Reward, etc. An example of how this should sound is the following: "So, you're playing with the blocks now. You're putting a long, blue block on top of a red one. Now you're putting another red one and now another blue one. You're building a wall. You did a good job of alternating the colors to make a pretty design".

Next, select another set of parents to do another role-play. This time, ask the parent playing parent to demonstrate Attending and Verbal and Physical Rewards together. (The Physical Rewards can take the form of a pat on the back or a quick hug if the parent feels comfortable with that). In most attending sessions, only one or two Physical rewards would be given. Therapist should provide feedback and praise as indicated above.

If parents feel uncomfortable with physical rewards, do not push them to give physical rewards, but ask them to try to at least provide labeled praise.

After the role-plays process the use of Attends and Rewards using the following questions:

#### Discussion Questions

1. How easy is it for you to give positive attention and rewards?
2. Does it come naturally or is it an effort?
3. What interferes with you giving it as much as you would like?
4. If you did not give any Physical Rewards, why?

Therapist Reminder: Some parents will feel very uncomfortable with these exercises. They may find that these techniques are in direct conflict with their own personal style, cultural/ethnic beliefs about childrearing, and/or personal upbringing. For example, in some families very little physical affection may be displayed. These issues should be raised and discussed as each segment is presented. In addition, parent emotional responses to Rewarding (especially Physical Rewards) should be flagged for possible discussion at the next Individual Session with that family.

#### Expanding Special Time

Each of the skills that the parents have now learned (Attending and Rewarding) should now be practiced/performed in the Special Time situation. Remind parents that by practicing Attending and Rewarding in "Special Time" now, their child will get accustomed to these skills and they will be able to use them later to help the child learn Compliance to instructions and other good behaviors.

The goal of this week's homework assignment will be to expand parents' repertoires for responding during Special Time. Parents should continue to use Attending skills, but should add Verbal and Rewarding skills also.

#### Examples of Verbal Rewarding:

Labeled Reward: "I like the colors you picked."

Unlabeled Reward: "That's great!"

Physical Rewards: a pat on the back, a hug.

Using Attending and Rewarding Skill all throughout the day ("Catch Your Child Being Good")

In addition to continuing the practice of Attending and Rewarding skills in the daily "Special Time" practice periods, parents can also begin to use these skills all throughout the day. For this week, parents can focus on "catching their children being good". The therapist should conduct a brief discussion with the parents about examples of good behaviors in other times of the day that they can "catch" the child doing. (Examples might be "playing nicely with siblings", "Doing homework", "helping out with chores around the house", etc.) The idea would be that whenever the parent catches the child at good behavior, the parent should stand for a minute or two and Attend and Reward while the child is doing that behavior. In the ABC model this plan would provide for positive consequences for good behaviors that the parent catches the child doing naturally. Remind the parents that when they catch their child at bad behavior they usually stand and scold or reprimand the child for a minute or two. We are now trying to balance that out so that when the parent "catches" the child at good behavior, the parent gives at least as much attention as to the bad behavior. The advantage to the parent in doing this is that eventually, the amount of time the parent has to spend scolding bad behavior will decrease.

Give the Handout on "Catch Your Child Being Good" now. Ask each parent to choose two good behaviors that they will be trying to "catch" this week and write the two good behaviors down on the handout. Ask each parent to describe briefly when they predict their child will display those two behaviors (to sensitize the parents about when to be on the lookout for the two behaviors). Tell the parents that the idea would be to do a brief period (one or two minutes only) of Attending and Rewarding whenever they catch those two behaviors this week. This is **in addition to** the 15 minute Special Time sessions.

**HOMEWORK ASSIGNMENT**

Parents should be sent home with the assignment to continue to have the 15 minute Special Time sessions with their child 5 times per week. (Use same tracking sheets from Session 2 for this). Now, in addition to Attending, parents will add Rewarding skills as appropriate to their Special Time practice.

In addition, when parents "Catch their Child being Good" they should begin to use Attending and Rewarding skills for one or two minutes at those times. Each parent should leave the session with two behaviors that they will focus on "catching" and giving positive attention to this week.



SESSION 4. USING POSITIVE SKILLS AND PREMACK PRINCIPLE  
TO INCREASE TARGET BEHAVIORS --"CATCH CHILD BEING GOOD"  
AND "INDEPENDENT ACTIVITY"

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

MATERIALS

1. ABC chart

HANDOUT

1. Rewarding children for Independent Activity While Parents are Busy.

CHECKLIST

- \_\_\_1. Review previous homework
- \_\_\_2. Problem solve difficulties
- \_\_\_3. Introduce concept of using 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 out loud a plan for Reinforcing Independent Behavior using Premack reinforcer this week.
- \_\_\_16. Ask parents to commit to 2-3 episodes of Reinforcing Independent Behavior While Parent is Busy this week
- \_\_\_17. Give Homework Assignment

HOMEWORK

1. Attending and Rewarding and using Premack Principle to Reinforce Independent Play or Task Behavior while the Parent is Busy.

## SESSION INSTRUCTIONS

### REVIEW PREVIOUS HOMEWORK

There were two homework assignments in the previous session: Extending positive parenting skills of Rewarding and Ignoring in "Special Playtime" practice sessions, and focus on "Catching your Child Being Good" (two good behaviors for each family) and spending one or two minutes Attending and Rewarding whenever the parent "caught" the child at the good behavior. Review the homework practice by asking parents how the Special Time practice went this week. How did it go adding Rewarding and Ignoring to the routine? How are the children reacting to Special time" in this second week?

What about "Catching Your Child Being Good" How successful did parents feel they were at that? How did the children react? Did parents see any changes in their children's behavior as a result of this practice? What are the impediments if any to the practice? Help the parents problem-solve any difficulties with practice of both of these assignments. Parents should continue with both of these assignments in the next week.

### BEGIN NEW SESSION CONTENT

All of the following material can be presented to the parents.

#### Attending and Rewarding Independent Play and Activity: Parents Busy

In the previous sessions, parents have been practicing Attending and Rewarding Skills in Special Time and have also been focusing on "catching their children being good" and spending one or two minutes Attending and Rewarding at those times. In this week's session, we will focus on how parents also can use their Attending and Rewarding skills to reinforce children for Independent Play or Activity while the Parent is Busy. Begin this discussion, by pointing out that because children are impulsive and impatient by nature, they have even more trouble waiting for things and engaging in independent activity. Therefore, they frequently interrupt parents when parents are busy and they have a hard time sticking to a task without frequently getting off-task or asking for help. Examples are when parents are on the phone, preparing a meal, reading the newspaper, visiting with company, etc. Ask parents to describe their own home situations and how they have handled a particular situation. Try to find out if these are occasions where parents are likely to explode, use very harsh discipline, etc.

Tell parents that they can use their Attending and Rewarding skills to help their children gradually learn to occupy themselves independently while parents are busy. Many parents pay a lot attention (even though it's negative attention) to children when they are disruptive and interrupt their parents activities. Instead of getting (negative) attention for being disruptive, children need to learn that they get attention for playing independently when their parents are occupied. To teach their children this lesson, parents need to do two things: 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. Then the parent goes back to her activity. This is similar to what parents have been doing in their "catch you child being good" assignment, but now they will expand it to the new behavioral arena of Independent Activity While Parent is Busy.

Have parents discuss together their own examples of how they can begin to reinforce independent behavior by the child when the parent is busy. Go around the table and ask each parent to comment on an example of how this could be done in their own family.

### The Premack Principle for Independent Activity

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. Another way to say this is that an activity that the child really enjoys doing can be used to reward him for an activity that he does not enjoy doing as much. (Write "Premack Rewards" on the ABC chart under Reinforcement).

Parents can arrange to have high probability behaviors that the child enjoys given contingently upon children's success at Playing Independently While the Parent is Busy. (Write "Playing Independently While Parent is Busy" under the "Behavior" Column of the ABC chart). The following example illustrates this: "Tommy, I have to make a business telephone call and it will take about 15 minutes. If you play with your model airplane and don't interrupt me while I am on the call, I will let you watch TV for 1/2 hour after I am finished. You may not watch T. V. if you interrupt my phone call". At the same time the parent should also interrupt the phone call briefly every 5 minutes or say to Verbally Reward the child for sticking to his own activity and not interrupting.

Ask the parents to discuss what ideas they have of high probability activities that can be used to reinforce children for independent behavior. Have parents share ideas with each other and write down all the ideas that are generated by the group on the blackboard or flipchart as the ideas are stated. Give out the Handout on Rewarding Children for Independent Activity While Parents Are Busy. Have each parent write down on the handout the subset of Premack reinforcers that make sense in their family to be used in the upcoming week. Go back around the group, and ask each parent to discuss out loud (getting input and suggestions from the group) a plan for reinforcing independent behavior while the parent is busy in the upcoming week. The plan should include Verbal Attending and Rewarding the child at certain intervals (have each parent specify the interval) as well as using a Premack reinforcer at the end of the child's activity. Have parents write these plans down on the handout in the appropriate places. Ask about enough details that parents have a clear plan of action before they leave the group. Ask each parent to commit to two to three episodes of Reinforcing Independent Behavior while the Parent is Busy in the upcoming week. In addition, parents should continue with all preceding homework assignments.

### PARENTAL REACTIONS TO METHODS

Parents often have several reactions to this method. First, many parents operate under the philosophy of "let sleeping dogs lie." This translates into not paying attention to their children when they are behaving quietly and appropriately, for fear that the parent attention will spark new occurrences of undesirable behavior. In fact, such parents will often say that they have tried to reward their children previously for appropriate, independent play, only to find that their rewards triggered new episodes of disruptive, or noncompliant behavior. Explain to these parents that when the independent play of their children is not rewarded, there is no reason to expect that it will recur with any greater frequency. In fact, it is likely to diminish over time because of the lack of reinforcement for its occurrence.

Furthermore, explain to the parents that the children are probably misbehaving when the parents attend to them because they have learned that this is one method of keeping the parents in the room for greater lengths of time. In the past, if the children were to continue to play appropriately, the parents would likely leave the room again. Thus, these children have learned that when the parents come to praise them, the best way to sustain that parental attention is to begin to behave inappropriately. The techniques taught in this session, by contrast, reward children for independent play and withdraw attention for misbehavior.

A second reaction of parents is to complain of not being able to finish their own activities if they must interrupt them frequently to attend to their child's independent play. While this may be true initially, after several days it is quite possible to teach a child to play independently for increasingly longer periods of time without disturbing the parent. The eventual result is that the child can play alone for the entire time that the parents are involved in their tasks, without the need for frequent reinforcement. The parent

has to invest the time initially in frequent visits to the child in order to achieve the eventual goal of having the child play independently for sustained periods.

## HOMEWORK

The homework assignment is for parents to Attend, Reward and use the Premack Principle to teach their children how to engage in Independent Behavior while the Parent is Busy. Have each parent commit to two to three projects of this sort this week and to implement the plan.

The parent should also continue to be on the lookout for other spontaneous opportunities to reinforce their children for independent, nondisruptive behavior. That is, whenever the parent "catches the child being good" (homework assignment from last week), the parent should spend a few moments Attending and Rewarding that behavior before moving on to the parent's next activity.

The parent should also continue with the 15 minute-per-day Special Time sessions with their child using Attending, Rewarding, and Ignoring skills.

## SESSION 5. GIVING EFFECTIVE COMMANDS TO CHILDREN, ESTABLISHING BEHAVIOR RULES, AND ATTENDING AND REWARDING COMPLIANCE TO INSTRUCTIONS

### 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

### MATERIALS

1. ABC chart

### HANDOUTS

1. Giving Good Instructions to Your Children
2. Behavior Rules
3. Quiz

### CHECKLIST

- \_\_\_ 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
- \_\_\_ 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 Behavior Rules violations for one week

## 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 INSTRUCTIONS

### REVIEW PREVIOUS HOMEWORK

Begin today's session with parents by reviewing that in the previous sessions, parents learned a set of skills (Attending, Rewarding, Ignoring) for beginning to pay positive attention to their children. The purposes of these skills were to improve the general family emotional climate (i.e., give parents and children a means for spending pleasant, interactive time together) and to help parents begin to practice skills that can be used to reinforce prosocial behaviors. Positive Attention is a positive consequence that parents can use to encourage good behavior in their children. Parents and children should have been practicing these skills in daily "Special Time" sessions in which children have selected an activity to do with their parents, and parents have practiced the Attending and Rewarding Skills. Parents also should have begun to use these skills whenever they could "catch their child being good". In addition, parents should have implemented plans for using Attending and Rewarding skills as well as the Premack Principle to reward Independent Activity while the parent is busy in two to three projects in the preceding week.

At this point ask parents to describe how the third week of "Special Time" is going. Are there any ongoing impediments to practice that need to be discussed? How are children reacting to the "Special Time" structure and to the Attending and Rewarding that the parents are doing? If some children's reactions are negative, how did parents handle that? What about the plans for reinforcing Independent Activity while the parent is busy? Were parents able to implement their plans at least 2-3 times in the preceding week? How did those go? How did children respond? Have the group help each other with fine-tuning of these plans to make them work better.

### BEGIN THE NEW SESSION CONTENT

All of the following material should be presented to the parents:

#### The Importance of Compliance

Begin the discussion by talking about the importance of Compliance as a behavior for children to improve. (Refer to "Compliance" under the Behavior column of the ABC chart). Children who cannot or

will not comply with their parents instructions create a negative family climate with their defiance and resistance and are difficult to socialize when they won't do anything their parents say. In addition, if children are not taught to follow directions at home, then they will likely also be noncompliant in the school setting, in the neighborhood, when visiting friend's houses etc. Teachers, other parents, etc. do not enjoy dealing with a child who is noncompliant, and defiant. Other parents will not want the child to come over to play, and so peer relationships are affected. Being able to FOLLOW ADULT INSTRUCTIONS is, therefore, a very important skill for children to learn and it is an important parent responsibility to teach their children to comply.

Now that parents have been practicing Attending and Rewarding skills in "Special time" and have been practicing "catching their children being good" the goal of today's session will be to extend the use of these skills to the child behavior, Compliance with Parents Instructions.

### Attending and Rewarding Compliance

Because parental attention is still very important to children this age, we want to use the Attending and Rewarding skills that the parents have learned and have been practicing to reinforce children for Compliance to parent's instructions. The way to do this will be for parents to Attend and Reward Compliance whenever it occurs throughout the day. Tell parents that if they are like most other parents, they give somewhere around 50-60 instructions to their children every day. If children comply to only 20% of those instructions, that's still 10-12 daily opportunities that the parent has to Attend and Reward their child for Compliance to Instructions. Parents should be looking for every opportunity to do Attending and Rewarding whenever their child complies to even the smallest instruction this week.

Specifically, whenever the parent gives the child an instruction and he does what has been asked of him, the parent should stand in the same room with him, watching as he is doing whatever the task is, and Attending and Rewarding through the child's completion of the task. This will be a new concept for some parents who may be used to giving their child an instruction and then going back to the parent's own activity, leaving the child alone to comply with the instruction. In this new way of dealing with compliance, the parent will not leave but will stand and Attend and Reward.

Role-play: The therapist should now conduct a brief role-play of Attending and Rewarding Compliance. Do only one role-play in which one parent is selected to play the part of the child, and the therapist plays the part of the parent. The therapist/parent model 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). After every instructions, as the child model is complying with the instruction, the therapist/parent model should Attend and Reward the child model's compliance.

After the role-play, emphasize to the parents that by Attending and Rewarding the child's compliance as they have just seen, the child is receiving positive consequences for his good behavior which will serve to improve his compliance in the future.

### Giving Good Instructions

Up to this point we have been focusing on the Consequences end of the equation in the ABC model. Specifically, we have focused on how to use positive parent attention as a consequence or reward for compliance and other good child behavior. A lot of what the parents have been practicing at home has to do with giving positive consequences to good child behavior. Next, we need to look at the other end of the ABC model; that is, the **Antecedents** of the child's behavior. This is the A in the ABC model. (Point to Antecedents on the ABC chart). Just as Consequences influence a child's behavior, so do Antecedents have some control over whether or not a child will do things the parent wants him to do more often.

The therapist should then review the fact that so far we have placed a lot of focus on improving the child's ability to comply with their parents' instructions. We will work on this by having parents give positive consequences when the child does comply this week. Soon we also will be learning about negative consequences when the child does not comply. However, before we can talk about punishing children for not minding instructions, it is important that parents look at the way they give instructions to their children. Instructions are the Antecedents to the behaviors of Compliance or Noncompliance. (The therapist should write, "Instructions" under the Antecedents column of the ABC chart). If parents give good instructions to their children, it is more likely that the child will comply. If parents give poor instructions to their children it is more likely that their child will not comply. In addition, it is not fair to punish children for not minding if parents have not given a good, fair instruction in the first place. Therefore, today, we also need to talk with parents about this important Antecedent, how they give Instructions.

### INCREASING THE EFFECTIVENESS OF INSTRUCTIONS

All of the following information should be presented to the parents:

#### Developmental and Setting Considerations in Giving Instructions.

There are a number of considerations that parents must keep in mind before they give instructions to their children. First, parents should plan their instructions before they utter them. Is the instruction something that they really mean and are willing to follow through on if the child does not comply? If the instruction is not important enough for them to be willing to follow through with a punishment procedure, then they should not give the instruction in the first place.

Second, parents should ask themselves if the child has the skills and capacities to comply with the instruction. For some children in particular, it is important to recognize what the limits of the child's attention span may be, and not to give an instruction to do a task that would take longer than the child's attention span to accomplish. For example, asking a young child to "clean up their mess" may exceed his attention span, not to mention their organizational skills and behavioral capacities. (The therapist should stop here, go around the room and ask each parent what they think their own child's attention span would be for a common task, such as putting away toys. Reemphasize the point that if the clean-up task is one that would take longer than that attention span, the parent should not expect the child to do the task all at once. The instruction would need to reflect the limits of the child's attention span. For example, "Go work on putting away the toys in the den for 10 minutes. You can do the rest later".

Third, parents should take into consideration the timing of the instruction. Interrupting the child in the middle of an activity that the parent has given the child permission to do (such as watching a favorite TV program) will be perceived by the child (justly) as unfair and will increase the probability of noncompliance. Better to wait until an ongoing activity is completed before giving the next instruction.

Finally, even though parents clearly have authority over their young children, it is important that children be treated with respect. This means using a pleasant (rather than hostile or sarcastic) tone of voice and may include saying "please" as long as this is not done in a begging manner.

#### Types of "Bad" Instructions

With these general considerations in mind, the therapist should then lead the parents through a discussion of "Bad Instructions". The handout on Instructions can be given at this point. Begin the discussion by stating that "Bad Instructions" are instructions that actually elicit noncompliance; that is, they make it more likely that the child will not comply. Therefore, parents need to be aware of these noncompliance eliciting commands. In reviewing the types of bad instructions therapists should give the definition of the instructions, give an example (the example can be exaggerated or humorous in order to make the point) and refer often to the fact that all adults (including the therapist!) make these errors.



However, emphasize the importance that when teaching a child a skill (e.g., compliance), it is important to be as consistent and fair as possible.

There are several types of bad instructions:

- a) Buried Instructions--Instructions that are followed by too much talking on the part of the parent. The talking usually takes the form of too much explaining and rationalizing about why the task should be done. The talking time may exceed the child's attention span and he may lose the originally command.
- b) Chain Instructions-- Stringing or chaining too many commands together. If more than two commands are given at once, the child may not be able to sustain his attention through the entire string, or may begin to obey the first command in the string but become distracted and lose track of the latter commands in the string.
- c) Questions Instructions--Giving the command in the form of an interrogative statement instead of an imperative statement. Stating the command in question form conveys that the child is being given a choice and may choose to answer "No". Punishing a child for noncompliance after he has been given a choice is not fair and it elicits noncompliance.
- d) Repeated Instructions--Repeating the same command over and over again. Parents often have a "magic number" that defines how many times they are willing to repeat a command before they get to a limit. After repeated experiences with their parents, children learn the "magic number". This teaches the child that he may ignore his parent until she begins to get close to the "magic number". Then and only then does the child have to listen to the given instructions. This kind of experience teaches the child to tune the parent out.
- e) Vague Instructions- Vague commands are not specific. They do not state exactly what the parent wants the child to do. Examples are, "Be good", "Stop that", etc.
- f) "Let's.....Instructions "--Commands that always begin with "Let's". These commands imply that the parent and child are going to do the task together when, in fact, the parent wants the child to do the task independently. In addition to conveying a lack of confidence in the child's ability to perform the command independently, they elicit noncompliance, probably because the child feels tricked into complying and shuts down when the parent doesn't help.
- g) Instructions Yelled from a distance-- This is when the parent may yell an instruction to the child from another room in the house. In this kind of scenario, the parent may not be aware of what the child is doing, and may be interrupting the child in the middle of a highly absorbing task. The parent does not have eye contact with the child, so it is less likely that the child will actually pay attention to and comply with the instruction. In addition, it is more difficult to keep your tone of voice respectful when a command is being yelled from another room. All of these conditions make it less likely that the child will comply with the instruction.

At this point the therapist should model some "Bad Instructions" in a one or two minute role-play. Choose one parent to play the part of a "child". Give the "child" some toys to play with, but tell "child" that this is going to be "Parent's Game". That is, the child will play the way the "parent" wants him to. (Ask the child model to comply with all your bad instructions this time to avoid getting into a discussion of how to manage noncompliance). During the role-play the therapist should give several bad commands. (e.g., Why don't you put this one here? Put this one here because it looks better here and the tower won't fall down if you put the big block on the bottom, and you know how your towers always fall down after only three blocks go on, etc.) . Ask parents to call out what type of bad instruction it is, every time you give a bad instruction.

### Types of "Good Instructions"

Once the therapist has been through Bad Instructions, then Good Instructions should be defined. Good Instructions are instructions that state specifically and directly what is to be done. The instruction is given as a direct statement, is given only once, and is followed by 10 seconds of silence. This keeps the instruction in the forefront of the child's attention and gives him the opportunity to comply. The instruction can (should) be preceded or followed by "please", but not in a begging manner. For example:

Bad Command--"Johnny, won't you pleeeeeeease go clean up your room because it's so dirty, and I hate for your aunt Carol to see it looking like that, and I'm not even sure how you can stand it, because it's been so dirty for so long, etc. etc. etc. ". This is a combination of a Buried, Question Command asked in a begging manner.

Good Command-- "Johnny, your room is very messy. Please go clean it up now" (Silence for 10 seconds).

### Special considerations in commands for children with ADHD or attention problems

There are additional considerations in improving parents' instructional skills with ADHD children. Because of the attention deficits of these children, parents may need to make eye contact with the child and/or have him repeat back the instruction to insure that the child has attended to the instruction. If there are many distracting stimuli present in the environment (loud TV and/or radio; commotion from siblings, etc.) the parent may need to reduce these (turn down the volume or turn off the TV) before the ADHD child can attend to the instruction. Finally, as mentioned earlier instructed tasks should not exceed the child's ability to sustain attention. For example, ten minutes may be as long as the child can be expected to remain "on task". Longer periods of "on task" behavior should be very gradually shaped. If tasks exceed the child's capacity to sustain attention, then they can be broken up into a series of shorter periods of work (followed by appropriate rewards) until the entire task is eventually completed.

With all of these considerations in mind, the rules to follow when giving children Good Instructions are:

- a) Ensure that you have the child's attention. Stand in the same room with the child and gain his eye contact.
- b) Reduce or eliminate distracting stimuli from the room before you give the instruction (e.g., turn down the volume on the TV).
- c) Ensure that the child has the ability to perform the task you are instructing him to do. If he does not have the ability, don't give that instruction.
- d) Make sure that the task does not exceed the child's attention span. If it does, don't give it.
- e) Give the instruction as a direct statement (e.g., Johnny, pick your toys up off the floor now, please).
- f) If you wish to give an explanation to the child, give the explanation first. For example, "Johnny, it is raining outside and I don't want you to get wet and muddy. Go put on your raincoat".
- g) The instruction should be followed by 5-10 seconds of silence. That is, do not do any more arguing, rationalizing, or explaining after you give the instruction.

Note to therapist: Parents will undoubtedly ask what to do if after 10 seconds of silence the child still does not comply with the instruction. Because all skills cannot be taught at once (if they were, they would not be taught well) we are not giving an answer to that question today. We will be teaching parents

special skills for noncompliance to a Good Instruction next week. For today, tell parents that after 10 seconds, if the child is noncompliant, they should do what they usually do for continued noncompliance (unless the "usual" is a violent reaction such as hitting, in which case the therapist must not endorse hitting). If the parents have used violent responses to noncompliance in the past the therapist can recommend that for the next week, the parents remove a privilege if the child is noncompliant.

At this point the therapist should pass out the quiz. Divide parents into dyads and have the parents work on the quiz together, i.e., they can collaborate on their answers to the questions. The therapist should then review a few of the questions giving the correct answer and indicating why the answer is correct.

The therapist should now conduct a set of role-plays. Ask for two volunteers to play parent and child. The "child" will play with toys as instructed by the "parent". Ask the "parent" to give a lot of instructions, both bad and good, to the "child". All the other parents watching should say out loud whether each instruction is a Bad Instruction or a Good Instruction. If it is a Bad Instruction then parents should label the category of bad instruction (e.g., buried instruction). This may require some starting and stopping of the role play as the observing parents discuss categorizing each type of Bad Instruction. When a Bad Instruction happens that is not caught by any of the parents, the therapist should label it as a Bad Instruction and then ask the observing parents to categorize the type of Bad Instruction.

After this role-play, divide the remaining parents into triads, and have them practice a few minutes of "Parent's Game" in which a "parent" gives a lot of Instructions, a "child" follows the Instructions, and the third participant labels each command. The "parent" should practice both Bad and Good Instructions. Do two minutes of role-play, and then do two more role-plays so that each parent in the triad has a chance to play each role.

Once Bad and Good Commands are reviewed parents can be asked which commands represent the biggest problems for them. They can \* these commands on their homework sheet to help them remember what they are working on.

## BEHAVIOR RULES

The therapist should now present the following material on Behavior Rules to the parents.

Rules are also Antecedents in the ABC model. (The therapist should write "Rules" under the Antecedents column of the ABC chart). Behavior Rules are rules that parents establish before misbehavior occurs to let children know what behavior is expected of them and what they are working on. Behavior Rules are established for behaviors that parents do not want to have to command every time they should occur; that is, they are behaviors that children should learn to do (or not do) on their own without having to be told every time. As such Behavior Rules help children establish **rule-governed** behavior, and are an excellent technique for working on the impulsive misbehaviors of children. In particular, some children need to work on learning to control their impulsive, aggressive behaviors since these behaviors get them into a lot of trouble in the short run and in the long run. Examples of Behavior Rules are "No hitting or other fighting"; "No cursing or name-calling in the home"; "No breaking or destroying property". Give handout on Behavior Rules.

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. (We will define Time-Out in detail next week. Suffice it to say here that Time-Out is a punishment procedure). The immediate consequence will have the practical effect of stopping the ongoing behavior and will have the functional effect of teaching and motivating the child to inhibit his impulse to engage in the misbehavior. In addition, it motivates him to instruct himself to "Stop", since his parent cannot anticipate his misbehavior before it occurs and, therefore, cannot be the one responsible for instructing him to stop his negative behaviors. This skill of self-instruction to inhibit impulsive, negative behavior will serve the child well in settings outside the home (e.g., school; neighborhood). Therefore, parents should always follow through with an immediate Time-Out whenever violation of a Behavior Rule occurs and should not respond with "Stop

commands" or warnings. Time-Out will be taught in next week's session. This week we simply want you to **establish a set of Behavior Rules and begin to label your child's behavior** every time he follows or breaks a Rule. That way, he has a week to "become aware" of his own impulsive behavior before we introduce a punishment procedure.

The therapist should now ask each parent to write down two Behavior Rules that they want to implement for their child that week.

To the therapist:

Time-Out will be taught next week. Therefore, in this session, therapists should introduce the concepts behind the use of Behavior Rules, and ask every parent in the group to come up with two Behavior Rules that they want to establish in their home. A good way to help parents come up with Behavior Rules is to ask them to think about behaviors that the parent wants the child to learn how to do (or inhibit) automatically, without having to be told every time. Parents should write down their two Behavior Rules in the session and talk about how they will discuss the Behavior Rules with their children and how and where they will post the Behavior Rules. Since Time-Out has not yet been taught, parents should be asked to **label every time the child does or does not follow a Behavior Rule** during the week and then deal with Behavior Rule violations as they normally would (unless the usual response is a violent response). That is, the parents will label out loud a Behavior Rule violation whenever it is happening. For example, "Johnny, you just hit your brother and that is against our Behavior Rules". This will prepare the child for what is to follow: i.e., immediate punishment for Behavior Rule violations.

#### PARENTAL REACTIONS TO METHODS

In this session, parents will undoubtedly ask what they should do if they practice giving good commands and the child still does not comply. Since Time-Out and other punishment procedures have not yet been taught, tell them to handle noncompliance as they have in the past (unless abusive responses have been used in the past). Promise them that we will very shortly be discussing an effective procedure to use for their child's noncompliance.

Some parents may object to the direct method of giving instructions to children. Giving commands in the form of a question may seem more "polite" to these parents. Other parents may argue that children deserve an explanation for the things they are asked to do. Therapists should respond by informing the parents that such commands have been demonstrated to elicit noncompliance from children with behavior problem. Because their children have had difficulty with compliance it is important that parents not make matters worse by using instruction forms that make it harder for the child to learn to comply.

The therapist can also lead a general discussion of the importance of parents retaining the power and authority in families with young children. Family theorists and researchers have shown that young children do best in families where there is a clear hierarchy with parents in charge. Direct instructions convey this to children. Question commands convey that power is equally shared between parent and child. In addition, if the parent allows the child to dominate the interaction by arguing and asking a series of "Why" questions, the child is in charge of the interaction and the parent is disempowered. Parents should be in charge of the decision of whether an explanation for the instruction is needed. If so, explanations should be given first (i.e., before the command) and should be very brief. The command should still be the last thing out of the parent's mouth and should be followed by silence (e.g. "Johnny, it is going to rain this afternoon. Go get your raincoat to take to school". Silence).

## HOMEWORK

Present these homework assignments to parents:

The homework assignment this week is for parents and children to work on the three steps of the Compliance sequence; that is, Instruction--->Comply---->Attend and Reward. Parents will also work on giving Good Instructions to their children and on paying attention to child compliance by using Attending and Rewarding skills whenever the child does comply. This will help the child to work on his compliance with his parents Instructions. In addition, the parents will set up two Behavior Rules for the child and track the child's adherence to the Rules for one week. As can be seen, parents and children are now working on all three components of the ABC Model. (Show parents the ABC chart now). The A element that we are working on is Good Instructions, and Behavior Rules. The B element is the child's compliance. The C element is the parents' positive consequences (Attending and Rewarding) for the child's good behavior.

The first part of this week's homework assignment is to do Attending and Rewarding every time you give a good instruction, and the child complies with the instruction.

The second part of this week's homework assignment is to practice giving Good Instructions. It is best to start with a circumscribed time of the day (the one hour periods after dinner or before bedtime tend to be "high command" times). Make a point to listen to all the instructions that come out of your mouth during that time. If they are "Bad Instructions" make a mental note of it, and try to reformulate the Instruction into a "Good Instruction". Partners can listen to each other and give each other, constructive (not critical) feedback. Once awareness of Bad and Good Instructions has increased start trying to reform your Bad Instructions into Good Instructions all throughout the day. Remember, a Good Instructions is followed by 10 seconds of silence. If the child still does not comply after you have given a Good Instruction, do whatever seems appropriate to get him to comply. We will deal very specifically with how to manage noncompliance next week. If you give a good Instruction and the child does comply, what will you do? Attend and Reward while he is doing the task.

The third part of this week's homework assignment is to establish two Behavior Rules that you want your child to be working on. The whole family can decide on the Behavior Rules together by having a "family pow-wow" one evening. Children can be invited to give their input as to what the two Behavior Rules should be, but, remember, parents are in charge and make the final decision. Once the Behavior Rules are established, write them down and post them in a location where everybody can see them. For this week (since we haven't learned a consequence for violation of Behavior Rules yet), parents should simply label out loud so that the child can hear violations of the Behavior Rules whenever they occur. Put a mark on the Behavior Rules tracking sheet for that day. If a parental response to the Rule violation is needed, do what you feel is necessary this week. Bring your two Behavior Rules and your tracking sheet in to the group meeting next week.

## SESSION 6. IGNORING & TIME-OUT PROCEDURE

### GOALS

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

### HANDOUTS

1. Punishment concepts
2. Time-out worksheet
3. Time-out log
4. Reinforcement survey

### MATERIALS

1. ABC chart

### CHECKLIST

- \_\_\_ 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. Introduce "Active Ignoring" and write "Ignoring" under C on Chart
- \_\_\_ 5. Explain reasons that "Active Ignoring" is difficult
- \_\_\_ 6. Graph reinforcement of higher levels of misbehavior during extinction burst (Don't use this term with parents).
- \_\_\_ 7. Exercise--2 role-plays--Correct and Incorrect Ignoring
- \_\_\_ 8. Process role-plays
- \_\_\_ 9. Reiterate extinction burst phenomenon.
- \_\_\_ 10. Present that children also need punishment for misbehavior
- \_\_\_ 11. Write "Punishment" under C on Chart
- \_\_\_ 12. Present definition of punishment in context of ABC model and contrast it with reinforcement
- \_\_\_ 13. Discuss implications of this definition
- \_\_\_ 14. Give examples of true punishment
- \_\_\_ 15. Discuss limitations and reasons to minimize use of physical (violent) punishment
- \_\_\_ 16. Discuss when punishment is appropriate to use
- \_\_\_ 17. Discuss rationale and background for use of Time-Out
- \_\_\_ 18. 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
- \_\_\_ 19. 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
- \_\_\_ 20. Therapist models use of Time-Out
- \_\_\_ 21. Parents role-play Time-Out procedure

- \_\_\_22. Respond to parent reactions to Time-Out
- \_\_\_23. 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

## HOMEWORK

1. Implement Time-Out procedure for Noncompliance to Instructions as well as violations of Behavior Rules
2. Record use of time out on Time Out Log
3. Continue previous programs and methods
4. Complete Reinforcement Survey and bring to next session

## SESSION INSTRUCTIONS

### REVIEW PREVIOUS HOMEWORK

Begin by reminding parents that in the last session we learned about how to give Good Commands. In addition, parents learned about the importance of setting up Rules for behaviors that they want their children to learn to self-control. The homework assignments were to practice giving Good Commands, and to Attend and Reward whenever the child complied. In addition, the parents were to set up Behavior Rules and track them for one week. Once Rules were set up parents were supposed to label every violation of the Behavior Rules.

How did the homework assignments go? Ask parents what they discovered about themselves in terms of the types of Bad Instructions they may have been giving without even realizing it. How did they work on practicing Good Commands? How did the Attending and Rewarding to child compliance go? What Behavior Rules did the parents set up? (Have each parent report on their Behavior Rules). How did the labeling of Behavior Rules violations go? How did the child react to having these Rules specified and labeled? Praise and encourage those parents who did a good job with this. Problem solve briefly with parents who did not follow through on the homework assignments. Reinforce that the parents should make use of Good Instructions from now on, whenever they are giving their child instructions. We are about to teach them an effective punishment procedure for noncompliance to instructions. Stress to the parents that as we learn today's punishment technique, it will be important to keep in mind that it is not fair to punish children for noncompliance if parents have given a Bad Instruction. Therefore, they must work on giving Good Instructions from this time forward.

### BEGIN NEW SESSION CONTENT

#### "Active" Ignoring skills

Bad behavior that has been getting a lot of attention from the parents (even if it is negative attention), will decrease if you remove all positive consequences when the bad behavior occurs. A good deal of misbehavior by children is an attempt to get attention from adults and peers. Often what parents view as a negative consequence (yelling), the child may view as positive (receiving attention).

Ignoring is the appropriate consequence for attention-seeking problem behaviors. In the ABC model, Ignoring is referred to as an "Extinction" procedure. (Write "Extinction" under Consequences on the ABC chart and under "Extinction" write "Ignoring"). Extinction is a process in which all the reinforcers for a behavior are removed whenever the behavior occurs. In this case, since attention is such a

powerful reinforcer for children, removing that attention (i.e., ignoring) is an Extinction procedure that should result in a decrease in the behavior that is being ignored.

Parents should use Ignoring for minor misbehaviors like whining, crying, begging, minor arguing. (Write these behaviors under the Behavior column of the ABC chart). Parents should not use "ignoring" when a behavior is a danger to the child or a danger to another, or when the behavior involves the destruction of property.

Explain to parents that ignoring is likely the most difficult of all the behavior management techniques. First, parents feel like they are doing nothing and it is difficult to realize how powerful ignoring can be. Secondly, parents and professionals may think that they are ignoring a child's negative behavior when in fact they are giving the child non-verbal and verbal signals that express their anger or displeasure (hence, giving attention).

Another reason that "ignoring" is one of the most difficult behavior management techniques to apply is that the child's behavior may escalate initially. This is because the child is accustomed to receiving attention for the behavior and now that attention is not coming. Therefore, the child will "try harder" to get the attention initially. If the parent then gives in to the escalation in misbehavior and pays attention to it, the parent has done more harm than if she had never tried to ignore at all. This is because the attention has now rewarded the higher level of misbehavior. For this reason, parents should think carefully about using an ignoring program. Parents should only use an ignoring program if they think they can stick to it. If they cannot use it consistently then they should not even try.

Put a graph on the board (an extinction burst curve) as you are discussing the above, showing that each time a parent "gives in" in the middle of an ignoring program, they actually train their child to have worse and worse behavior. Their child learns that eventually mom/dad will have a breaking point and that they just need to push a little harder each time to get a reaction.

Exercise: The group leader should role-play both correct and incorrect ignoring. Set up the first role-play by choosing one parent to play the part of the child. Ask the "child" to play correctly with the toys and then start being disruptive with the toys. The therapist/parent model should first do Attending to the correct play, and then do correct Ignoring when the disruptive behavior begins. Then, as soon as correct play begins again, the therapist/parent model begins Attending again.

Next, do another role-play using the same scenario, only this time the therapist/parent model should do incorrect Ignoring; that is, the therapist/parent should stop Attending, but should say "I'm not going to pay attention to you while you act like that", should watch the child's behavior and should grimace or roll their eyes.

After the two role plays, ask the parents to note the difference between the two. Demonstrate how non-verbal signals like eye contact, rolling your eyes, or a grimacing expression can convey irritation (i.e., negative attention) and subsequently ruin the ignoring program. Also illustrate the verbal slips parents tend to make: "I told you already, I'm not going to pay attention to you." Correct ignoring is achieved by maintaining a neutral facial expression and remaining silent.

It is important to note that even if parents perform ignoring flawlessly, they may see an increase in the frequency and/or duration of their child's bad behavior for the first few days of an ignoring program. This is actually a good sign—it means the ignoring is working! (Make sure that parents understand this frame since it is counterintuitive). Help parents to understand that their kids will initially respond to ignoring by seeing how much it will take to get a response from them. Kids are usually very good at knowing how to push their parents' buttons. Eventually, if parents hang-tough, the child will believe that the parent is able to stick to the program indefinitely, and children will stop the annoying behavior.

Summarize that ignoring is an extremely powerful technique for modifying behavior when used correctly. Ignoring can also be a successful means of reducing conflicts and negativity.



### Definition of punishment

At this point, begin the introduction to Punishment in the context of the ABC model. Present the ABC chart. Review with parents that we have been working very hard on changing **Antecedents** to prevent problems and enhance family relations (e.g., commands, special play time) and on using positive **Consequences** for increasing children's prosocial behaviors. Many of the parents may have seen improvements in their children's behavior using positive strategies alone. However, most children will not improve significantly enough using only positive strategies. Parents also need strategies for decreasing children's negative behaviors that are probably continuing at some frequency. For these behaviors, parents need to use punishment procedures. Add "Punishment" under Consequences on the ABC chart.

Next, the therapist should provide a simple and brief definition of punishment and contrast it with reinforcement:

Punishment is a process in which an aversive (negative; unpleasant) event following a behavior decreases the frequency of that behavior. This is in contrast to positive reinforcement in which a positive (pleasant) event following a behavior increases the frequency of that behavior.

Discuss implications of this definition:

Sometimes parents get very angry at a child and may yell or scream at him. The parent thinks that this is punishment. However, the frequency of the child's misbehavior does not decrease. Therefore, the yelling or screaming is not punishment. It may be revenge; it may be frustration discharge, but it is not punishment. The only correct definition of punishment is that it decreases the behavior to which it is applied. Therefore, if it does not decrease the behavior, it is not punishment, and parents are incorrect if they believe that it is.

Provide some examples of punishment in everyday life. For example, 1) if we put our hand down on a hot stove, it hurts. The frequency of our putting our hand down on hot stoves will decrease in the future. 2) Johnny is late for football practice and the coach makes him do 50 push-ups. The frequency of Johnny being late for football practice in the future decreases. Ask the group to give any examples they can think of.

### Devaluing Physical (Violent) Punishment

Explain to parents that Parent Trainers believe 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. However, punishment procedures do not need to be physical or violent (e.g., spankings, beatings) in order to be effective. In fact, when there is a good plan in place for creating a warm family emotional environment and for reinforcing children for their good behavior, punishment procedures can be unpleasant, but nonviolent, and still be very effective in decreasing the child's misbehavior. For example, the Time-Out procedure that we will be talking about today is not physical or violent, but it is unpleasant (very boring) for the child, and therefore, when it is done correctly, it is a very effective punishment. The key phrase here is "when it is done correctly". When it is not done correctly, Time-Out can actually turn into a positive reinforcement procedure! That is why we will go into the correct use of the procedure in great detail, so that it does function as a true, nonviolent punishment procedure.

There are other reasons for not using physical (violent) punishment procedures. Elicit and list ideas from parents on the board. Therapist should add reasons not mentioned by parents. Possible reasons include the following: Physical punishment is often guided by the parents' level of anger rather than by the child's actual behavior. This does not create a good learning experience for the child. Physical punishment often makes children want to avoid the people who administer the physical punishment. If parents use physical punishment exclusively or excessively, the child may learn to avoid

the parent. Physical punishment does not teach any prosocial behavior; rather, it models hitting and aggression, so that children may think it is OK to hit others. Physical punishment also can have negative effects on a child's self-esteem. In addition, when physical punishment is used, there is always the chance that it will get out of hand, and cross the line over into physical abuse. No parent wants or plans to be abusive to their child, but sometimes things can escalate out of control when physical punishment is used. Better to avoid that possibility altogether by learning to use very effective, but non-physical punishment procedures.

The therapist should mention short and long-term effects of punishment. Punishment may seem to work in the short run, but have no lasting impact. If parents find themselves punishing frequently, it is probably not working. The positive short-term effects may "fool" the parent so that more effective procedures are not used. Also, punishment does not have to be lengthy to be effective. In fact, brief punishment, like the Time-Out procedure we will be covering today, is often more effective than punishment such as lengthy grounding.

### 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.

### 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.

### Review Steps for Setting Up Time-Out

Go through each of the following steps with parents. Parents should complete the Time-Out handout during the course of the discussion.

- a. Select target behaviors: Time-Out should be utilized for 1) Noncompliance to Parental Instructions and 2) Violations of Behavior Rules established in previous sessions. More target behaviors can be added later.
- b. Determine location of Time-Out: Discuss pros and cons of various alternatives such as the bathroom, chair, corner, etc. emphasizing that the important criterion is that the area is boring and free from reinforcing stimulation. "Time-Out" in the child's room (if there are usually interesting toys, books, or

entertaining things to do, or if it is a place where the child likes to spend time) is not a true "Time-Out from positive reinforcement". In fact, it **is** positive reinforcement!

c. Set length of Time-Out: usually start with 5 minutes or one minute for each year of age. However, some extremely active or distractible children cannot tolerate even this amount of time out. The duration of Time-Out may need to be fine-tuned for these children to an amount of time that they can tolerate. A timer should be used to keep track of how long child is in Time-Out.

d. Set up rules for Time-Out:

Physical boundaries. Time-Out should be in a chair in a corner for younger children (7 and 8 year olds) and in a confined area, such as a bathroom that has been cleared of all fun or dangerous items, for older children. However, time out should not be in areas that are scary (e.g., dark) or dangerous.

Physical condition of Time-Out area. Time-Out should be a "boring" place. No TV or toys nearby; no fun things to do, play with or look at.

Rules about talking/noise-making in Time-Out. Most talking and noise-making by the child while in Time-Out should be ignored. If a violation of a Behavior Rule (e.g., cursing, destructive behavior) occurs while the child is in Time-Out, the violation should be ignored initially until the first Time-Out has been completed. Then immediately after the first Time-Out is over, the child should begin a second Time-Out (or time can be added to the first Time-Out) with a statement that he has additional time in Time-Out because he violated a Behavior Rule while in Time-Out the first time.

e. When to warn; when not to warn. Time-Out for Noncompliance should be preceded by an "if.... then" warning. The sequence would be: Command (wait 10 seconds)--Child is Noncompliant--"If...then" warning (wait 10 seconds)--Child is Noncompliant--Time-Out. Example: "Johnny, hang up your sweater". (Parent waits 10 seconds). Child is Noncompliant. "Johnny, if you do not hang up your sweater, you will have a Time-Out". (Parent waits 10 seconds). Child is Noncompliant. "Johnny, since you did not hang up your sweater you have a Time-Out now". Child goes to Time-Out. Parents may also choose to count (e.g., up to 3) after giving the warning and if compliance does not occur, Time-Out is initiated.

The therapist should draw this Time-Out sequence for Noncompliance onto a blackboard or flipchart as s/he is talking. The chain would be Command. Noncompliance. Warning. Noncompliance. Time-Out.

Emphasize to parents that they should not do any talking to the child on the way to Time-Out nor while the child is sitting in Time-Out. Parental talking to the child is reinforcing! If the parent is going to talk to the child while carrying the child to Time-Out, or while the child is sitting in Time-Out, the parent might as well not bother with doing the procedure in the first place. This is a very difficult concept for parents to understand. They think they are correcting or reprimanding the child for his disruptive behavior while in Time-Out, when, in fact, they are likely reinforcing it with all the talking. The therapist should drive home the importance of this point by getting the group to give examples of the provocative comments that children might use while in Time-Out (e.g., "You don't love me!" "I hate you!") and how parents can resist responding to those comments.

Time-Out for violations of Behavior Rules is **never** preceded by a warning. The whole purpose of Behavior Rules is to motivate children to self-inhibit their negative behaviors. Therefore, whenever a Behavior Rules violation occurs, the parent simply says, "You just hit your brother and that's against our Behavior Rules. Go to Time-Out now". **Behavior Rule violations should never be preceded by a "Stop" command nor a warning.**

f. Set up consequences for failure to go to Time-Out and/or follow Time-Out rules: Adding additional time to Time-Out or restarting Time-Out is often effective for these problems. For failure to go to Time-Out, one minute of Time-Out may be added up to a max. of 10 minutes. Another strategy would be to start Time-Out only after all the rules are being followed (e.g., child is being quiet).

If refusal continues, an aversive backup consequence such as removal of a major privilege or assignment of work task is recommended. Some parents may have success in physically escorting or carrying the child to Time-Out. It is very important that the parent does NOT TALK to the child while carrying the child to the corner no matter what the child says. This is so important because talking is a positive reinforcer and parents do not want to reinforce the child on the way to Time-Out.

However, due to concerns about physical confrontation and possible escalation of behavior, this approach should be used with caution. As an alternative, it is often effective to give the child a choice of taking Time-Out or losing a major privilege. If child refuses to go to Time-Out, the major privilege is withdrawn and child loses opportunity to take Time-Out. The privilege should be very important to the child to encourage taking the Time-Out instead (which is an easier, more efficient procedure to use).

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. Warn parents that children sometimes refuse to leave Time-Out when it is over. Advise them to ignore these refusals.

h. This **is perhaps the most important part of the whole time out procedure**. If the Time-Out has been for Noncompliance to a Parental Instruction, after the Time-Out is over, the child should be taken back to the original instruction situation, and the parent should reissue the original instruction that started the whole sequences in the first place. (This means, of course, that the parent has left the task undone while the child was in Time-Out.). If the child again refuses to comply with the instruction, one warning is given, and if the child does not comply with the warning, another Time-Out is given. The entire sequence repeats as many times as necessary until the child eventually complies with the instruction. When explaining this to parents it is often useful to predict the "worst case scenario," thereby allowing parents to feel prepared to handle escalating situations.

The importance of recycling the child back through Time-Out, if necessary, until he finally complies with the instruction cannot be emphasized enough. Many parents will send the child to Time-Out while the parent does the commanded task! If this happens, the child learns that Time-Out is an escape from having to do what his parent says, and of course, this will greatly reduce the effectiveness of the procedure.

If the Time Out was for a violation of a Behavior Rule, parents should take the child back to the original situation after the Time-Out, and if possible give a command that is a prosocial opposite of the Behavior Rule violation. For example, a child who has hit his brother might be told to play nicely with his brother for 10 minutes, or apologize to his brother. Noncompliance to this command starts another noncompliance--warning--Time-Out sequence if necessary.

#### Maximizing Effectiveness of Time-Out

After a review of the basic procedures, the following points should be made:

a. Parent should inform child of Time-Out rules and procedures prior to using them and at a neutral time. Parents should provide rationale (e.g., Time-Out is meant to help child remember the rules) and emphasize that rewards are still in place for following rules and child can avoid time-outs by following the rules (child's choice, not parent's choice). Parents should go home and role-play Time-Out with child first, prior to actually using it for Noncompliance or Behavior Rules violations.

b. Parents must stay very calm while administering Time-Out. Children very often escalate their negative behavior when told to go to Time-Out. It is very important for parent to clearly state the direction to go to Time-Out ("You hit your sister, go to Time-Out") without excessive explanation or affect. A brief reminder of Time-Out rules may be helpful ("remember to stay in the bathroom, or extra time will be added" "if you don't go directly to Time-Out you will choose to lose TV tonight"). However, do not do any more talking beyond this brief reminder because parental talking to children is reinforcing. **TALKING TO THE CHILD DURING TIME-OUT TURNS THE PROCEDURE INTO A POSITIVE REINFORCEMENT PROCEDURE INSTEAD OF A PUNISHMENT PROCEDURE.**

c. Time-Out is often most effective if issued immediately, before the problem gets out of hand.

d. Time-Out must be used consistently. If a Time-Out is threatened, it is critical to follow through completely every time. If parent is not able/ willing to follow through with Time-Out, the warning should not be given. Tantrums, aggressions and other negative behaviors (including statements professing a lack of love for the parent) should not deter parents from following through; if parents give-in, subsequent time-outs will be even harder to implement. These child reactions often mean that Time-Out is aversive and will eventually reduce the problem. In order to implement Time-Out consistently, it may be necessary that other family activities be minimized so that time is available to utilize the procedure correctly.

e. Parents should not talk to child while in Time-Out (unless very dangerous behavior occurs). Requests to go to the bathroom, get something to eat, etc. during Time-Out should be ignored. After Time-Out is over, the original command should be reissued (if appropriate), but parents should not discuss the problem or try to get the child to promise to behave.

f. Parents should make a point to attend to the next positive behavior. Resentment and grudges can make the problem worse.

g. Warn parents that initial time-outs may be time-consuming and stressful (predict worst case scenario), but subsequent time-outs will likely be easier to manage. Make sure parents allow themselves time to use the procedure successfully.

h. Suggest that if one parent has trouble implementing Time-Out, they may wish to back-up Time-Out resistance with a privilege loss when the second parent comes home. An alternative would be to initially use Time-Out when the second parent is present. Once the parent can successfully issue Time-Out, then use of Time-Out when second parent is absent may occur.

i. If more than one child earns a Time-Out at the same time (e.g., for sibling fights), all children involved should be sent to Time-Out. Each child should be sent to a separate area for Time-Out.

#### Parents Role-play Procedure

To the therapist: Therapists should take sufficient time with these role-plays as they are important to the parents' learning how to do the procedure in emotionally charged circumstances.

Role-play Time-Out procedure. Therapist should 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).

Then, after these "easy" time-outs have been role-played, it will be necessary to role-play more difficult scenarios. The therapist should 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.

Ask parents to anticipate difficult Time-Out behavior that they expect to see from their child. Have the group talk together about how to handle some of these scenarios using the principles described above. Choose one or two of them to role-play with the group.

#### PARENTAL REACTIONS TO METHOD

Some parents may have a hard time believing that a punishment procedure that does not involve physical punishment can be effective. They may be very reluctant or skeptical about giving up their physical punishment procedures. Listen to their skepticism, but try to maintain a focus on the use of nonviolent punishment procedures. Remind the parents about how hard they have been working on establishing positive reinforcement and relationship enhancing procedures with their child. With these procedures in place, the need for physical punishment has reduced. If parents are still skeptical, ask if they would make a short term contract with you (three weeks) to try Time-Out and eliminate physical punishment. Promise that you will reevaluate with them at the end of three weeks whether or not Time-Out is working.

#### HOMEWORK

1. Implement Time-Out this week for 1) Noncompliance to Parental Instructions following warning and for 2) Violations of Behavior Rules. Parents should go home and explain first to children that from now on, these behaviors will result in a Time-Out. Parents should tell children all the steps in the procedure and give children a chance to ask questions. With younger children, role-playing the procedure with a doll (i.e., doing a command sequence and putting the doll in Time-Out) can be a good way to introduce the procedure. It also shows the child that there will be no physical punishment associated with the procedure. Remind parents that one warning is given after the first noncompliance to a command, but no warning is given for violation of a Behavior Rule. The child should be sent to Time-Out immediately when the Behavior Rule is violated.

2. Record use of Time-Out on Time-Out logs
3. Continue previous programs and methods.
4. Reinforcement survey--complete and return to next class.

## SESSION 7: GENERAL INTRODUCTIONS AND SETTING UP HOME DAILY REPORT CARD (DRC)

### 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.

### MATERIALS

1. Daily Report Card How-To Guide
2. Child Reward Form (for listing reward menu for individual child)
3. Possible Rewards List (examples of possible rewards to assist in reward selection)
4. DRC Reward Record Calendar (parent record of rewards given for treatment integrity check)

### HAND-OUTS

1. Daily Report Card Template
2. Child Reward Form
3. Possible Reward List
4. DRC Reward Record Calendar

### CHECKLIST

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 Form 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
7. Emphasize need for child to earn rewards and be given rewards consistently
8. Generate lists of possible daily and weekly rewards
9. 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
10. Assign homework

### SESSION INSTRUCTIONS

#### REVIEW PREVIOUS HOMEWORK

In the previous session, parents learned to use a Time-Out procedure for Noncompliance to Parental Instructions and for violation of Behavior Rules. It is very important to begin by following up on these procedures since the first few days of Time-Out implementation may be quite difficult. Go around the group and ask how it went. Use Time-Out logs to guide this discussion. Ask each parent to describe one Time-Out that they gave. How are the children reacting? How many cycles of Time-Out are parents

having to go before their child will finally comply. Support parents who have had to go several cycle of Time-Out, as this is very difficult to do in the beginning; sometimes it seems so much easier to the parent to just do the task themselves. Remind them that the important lesson they are trying to teach their child here is the importance of following the instructions of the benevolent adult caretakers in the child's life. The dishes being washed is of less importance than that the child follows his parent's instructions.

For parents who are struggling with the procedure, fine-tune the details with them. Also, support the parents in the procedure of immediate Time-Out for violation of House Rules. It is difficult to get out of the habit of multiple warnings before finally following through. Refer very severe difficulties to individual sessions.

Encourage parents to continue with both procedures in the upcoming weeks.

## OVERVIEW

It should be made clear to parents that the following discussion of reinforcement, defining target behaviors, and shaping is intended as a **brief** review so that parents can remember the basic principles used in creating and implementing the Daily Report Card (DRC).

## REINFORCEMENT

Describe **reinforcement** as anything (activity, privilege, or material item) that strengthens behavior (that is, makes it more likely to occur in the future) and explain the importance of reinforcement in teaching a new behavior. Therapists should elicit discussion of activities or events that parents and children find reinforcing (e.g., for parents, receiving praise from their supervisor at work, receiving money for working, having a partner or child respond positively to something they have done; for children, playing, riding their bicycle, receiving praise from a parent or teacher, having dessert after dinner). It needs to be emphasized that there are big individual differences in reinforcers/rewards; what is rewarding to one child is not rewarding to another. Parents should come up with examples of individual differences in their own and their children's response to reinforcers. It is therefore very important that rewards selected to back up the DRC be appropriate and motivating for each child.

Parents should be told that in order to establish new behaviors, consistent and continuous reinforcement is necessary. This is the rationale behind the daily report card. For example, would they have continued to work if they only got paid when the boss felt like it and not on a set schedule? It should be explained that even though continuous reinforcement (i.e., reward every time the behavior occurs) is usually best for learning a new behavior in the early stages of a program, once a behavior is firmly established, rewards are needed less often to maintain that behavior. In fact, intermittent reinforcement (i.e., not every time) can maintain a behavior better than continuous rewards, and that most behavior programs shift rewards from continuous to intermittent or variable as the initial behaviors become well learned and the child progresses through treatment. Parents should be told that after reviewing several other important principles and their own child's DRC, they will be developing the reward scheme that they will use with their child's DRC.

## DEFINING BEHAVIORS

Next, therapists should move to discussing **target behaviors**. Behaviors must be precisely defined such that the decision about whether a behavior has occurred, whether a goal has been met, and whether a reward has been earned is simplified and standardized. For example, a general goal for a child may be to improve his/her relationship with peers, and to this extent the child should be "nice" to other children. It would be difficult for parents to know whether a child's goal has been met and reward him or her for "being nice" because each parent is likely to have a different definition of what "being nice" means. Does "being nice" mean helping a friend clean up after an activity, or does "being nice" mean not hitting another child? Defining specific target behaviors such as "does three things to help peers clean up after an activity" or "plays at recess without engaging in a physical fight with other children" avoids such



confusion. In addition to helping parents know about goal attainment and rewards and equally important is that precise and clear definitions of target behaviors/goals helps the child know what they need to do/not do in order to earn a reward.

## SHAPING

Next, **shaping** should be described and discussed. Defined as the successive approximation of a behavior, shaping is extremely important in teaching new skills and behaviors. Explain to the parents that shaping involves rewarding behaviors that come closer and closer to the exact behavior that is desired. That is, when first learning a new skill or behavior people are not likely to perform it perfectly right off the bat. It wouldn't make sense to withhold rewards and consequences until someone was perfect. If that were done, the person might never learn the behavior. Instead, people are rewarded for initial attempts toward the goal even if they fall well short of the desired endpoint, and reinforcement is provided for coming closer and closer to the desired final goal. This process helps guide change step by step. Several examples may be useful here. Can parents remember how they laughed, smiled, and encouraged their child's first steps? They didn't require the child to walk across the room from the start before giving him positive attention. Perhaps without parents realizing it, the positive attention they gave the child served to reinforce the child's tentative first steps until the child began walking well on his/her own. Have the parents come up with another example of shaping their own child's behavior, as well as an example of an instance when their own behavior was shaped. Emphasize that through shaping, parents will be able to gradually change their child's behavior in other areas (e.g., for behaviors at home) by the same process--reinforcing behaviors that come increasingly closer to the final goal. At this point, the therapist should turn to their child's DRC and discuss how the principle of shaping is applied to each specific target behavior on the DRC. Why criteria for success were established where they were, and how the system will move towards final goals should be discussed. From the discussion of shaping, the therapist should move to the topic of rewards to assist in the shaping process.

## ESTABLISHING AND DELIVERING REWARDS FOR THEIR CHILD'S DAILY REPORT CARD

The parent's job will be to reward the child for attaining the goals that have been established on the DRC. Parents should be told that both daily and weekly rewards need to be established. Daily rewards provide immediate feedback to the child and increase their motivation to make the desired behavioral changes. Weekly rewards (e.g., for having 3 or 4 out of 5 positive DRC's) further this goal, and begin to develop the ability to delay gratification and set the stage for later intermittent reinforcement. Some resistance from parents may be encountered at this point, in that parents may be concerned about giving their child rewards for home behavior that they "should be doing anyway." The therapist should frame the reward as reinforcement for work done in the same way that parents receive a monetary payment for their employment. The therapist can also emphasize that even though the children "should" be doing their work, they are not doing the work; therefore, intervention is necessary. In particular and as was already discussed, at the beginning of treatment children need additional motivation from rewards beyond those that keep most children functioning without special attention. The hope is that rewards can become more intermittent and more natural as the child experiences success and develops intrinsic motivation.

The therapist should now provide the parents with the handouts **Child Reward Form** and **Possible Reward List**. Reviewing examples of possible reinforcers, the therapist should guide the group of parents in their selection of rewards by giving the following advice: Natural reinforcers, such as privileges and activities that children have previously received noncontingently (that is for "free") often serve as very effective rewards when their provision is made contingent on the child's performance at school (that is, only given when the child earns them). Such rewards tend to work effectively for families for several reasons. First, rewards that require special trips or cost money might be unduly expensive and/or difficult to give consistently. Secondly, because they are already part of a child's life, natural rewards can be more simply and effectively provided. Third, because they are "natural," they are closer to what most parents use to reward their children and therefore are closer to the final goal that we want to reach with children. The rewards that parents will use with the DRC need to be set up in the form of a

menu of choices. This is important because if the same reward is used every day or week, it will lose its rewarding value. If the child has a choice of rewards he will be less likely to become tired of any one reward.

Therapists should explain that rewards should be provided in a manner to **shape** the child's behavior. That is, children receive some level of reward for good performance even though they are not at the level that would finally be desired. In our DRC system, the level of reinforcement is therefore contingent upon the **percentage** of yeses earned for the day (use of percentages rather than a simple tally of yeses is necessary in order to make the DRC compatible with the point system implemented by the classroom aides in the Fall). The higher the percentage of yeses earned, the more desirable the choices should be for rewards/activities awarded at home. There should be three levels of reward with coinciding choices: 70%- 79%, 80%-89%, and 90%-100%. More of a stated reward should be given for a higher percentage of yeses. For example, if Joe receives 75% yeses on his DRC he is allowed to watch television for 15 minutes; if he receives 88% yeses he is allowed to watch for 30 minutes; and if he earns 90% or better, 60 minutes is earned. Other activities that can be similarly arranged are: time to play outdoors with friends, bicycle riding time, access to computer or video games, delays in bedtime (i.e., staying up later), or special time with one or the other parent. Rewards that are not time-based can also be used; the parents and therapist need to determine where the various rewards fall in relation to one another in a hierarchy. A bonus can be added if all possible yeses are achieved.

In addition to the daily rewards, a weekly reward for cumulative performance should be given (e.g., a weekly reward for having 4 out of 5 DRC's **averaging** 80% or better). There can be somewhat more flexibility with weekly rewards than with daily rewards. For example, weekly rewards could include trips to favorite restaurant, movie video rentals, or a special trip (e.g., shopping) with one or the other parent. The therapist must emphasize that the child should not receive rewards that have not been explicitly defined and earned. **Activities that are being used as rewards cannot be given unless the child earns them.** At the same time, once a child has earned a reward, it **must be given** in order to maintain consistency.

At this point, therapists should use the DRC created for each child and with the parents generate an explicit list of **possible** daily and weekly rewards that could be used with their child to back up the DRC, as well as the criterion levels to reach for weekly rewards (daily reward criteria already established--see above). Each set of parents should generate their own list for their own child, although parents can exchange ideas. The list of possibilities should be written down in the session, so that parents have an explicit starting point for subsequent discussion with their child. If parents are having difficulty coming up with what they think will be rewarding for their child, have them think about how the child spends his or her time and point out that, generally speaking, activities in which children freely engage are reinforcing.

The therapist should emphasize to the parents that they are not trying to create a perfect child. They should never expect a perfect DRC, but should remember to shape small steps toward reasonable goals for their child. As the child improves, parents will take another small step, then another, then another. The therapist should also remind the parents not to become angry if their child does not do well initially and emphasize that this is a reward system, not a punishment system and that becoming angry will not accomplish the goal of behavior building.

Explicit discussion of how parents should respond to the DRC when the child brings it home daily is needed at this point. Therapists should tell parents that when a child hands them a DRC in which none of the goals were obtained, they should respond in a **neutral, matter-of-fact, non-punitive manner**. They should explain to the child that since his/her goals were not reached, there will be no reward, but that they (the parents) are confident their child will be able to do better the next day. **Negative consequences should not be applied when a child has failed to bring home a positive DRC.** When a child hands them a DRC in which the child has obtained 70% or higher, parents should respond by being positive and enthusiastic, praising the child and stating that they are pleased the child is working hard and coming closer to meeting his or her goals. Therapists should ask parents why responding like this is important--if they cannot say, then the principles of shaping discussed earlier in the session should be reviewed. Parents should of course express unabashed enthusiasm when goals are fully obtained.

Children often have heard extensive diatribes of their wrongdoings and need very clear positive messages to reinforce what they are doing well. In order to ensure that parents are able to respond appropriately, therapists should model and role play with each parent how to respond appropriately to both negative and positive rewards. The therapist should also throw in an example of inappropriate responding to make clear to parents how not to respond and why those responses are inappropriate.

**EXPLAINING THE DRC SYSTEM TO THE CHILD.** The DRC will be finalized and explained to the child within a few days of the Group Session. Using the DRC that had been created for that child by the parent, explain the behaviors that have been selected as targets and why they have been selected, as well as what the child needs to do in order to earn a "Y" or yes. The child should be told that they will receive rewards based on how many "Y's" or yeses they earn each day as well as how well they do on their DRC's each week. Then, have the parents discuss the selection of the rewards with the child, paying careful attention to feasibility and the child's desired rewards. Although the child cannot be the final voice in selecting rewards, his or her input is central in determining the menu and the hierarchies.

After the rewards are selected, parents should complete the Child Reward Form for both daily and weekly rewards, and a copy of the DRC Reward Record Calendar should be given to them. Explain the form and tell them that the DRC Reward Record Calendar should be completed daily and **brought in to the next session** and every session thereafter (this form simply records the rewards that have been given). The therapist should make and keep a copy of the Child Reward Form so that they can monitor rewards given as recorded by parents on the DRC Reward Record Calendar.

#### HOMEWORK

The parents are to begin to implement the reward system for the DRC as soon as the DRC has been explained to the child and is in place.



## SESSION 8. HOME TOKEN ECONOMY

## GOALS

1. To teach parents how to design and implement more powerful, formal reward systems to increase child compliance and appropriate behavior.
2. To increase parent's positive attention to appropriate behavior and decrease haphazard use of reinforcement.
3. To promote an orientation to reward-based programs that emphasizes the need for novelty, consistency, patience, specificity and simplicity.

## MATERIALS

1. ABC chart

## HANDOUTS

1. Positive Reinforcement handout
2. List of potential reinforcers (include those from DRC)
3. Token Economy Chart
4. Worksheet for setting up individualized token program.

## CHECKLIST

- \_\_\_ 1. Review previous week's homework (DRC)
- \_\_\_ 2. Review concept of positive reinforcement
- \_\_\_ 3. Review handout on methods and rules for reinforcement
- \_\_\_ 4. Present rationale for use of token economy
- \_\_\_ 5. Refer to ABC chart. Write "Written Expectations" under A and write "Tokens" and "Back-up Reinforcers" under C.
- \_\_\_ 6. Present description of token economy
  - \_\_\_ -definition
  - \_\_\_ -examples
- \_\_\_ 7. Present advantages of token economies
  - \_\_\_ -immediate
  - \_\_\_ -bridge time gap
  - \_\_\_ -traded for a variety of back-up rewards
- \_\_\_ 8. Guide parents through completion token worksheets
- \_\_\_ 9. Guide selection of target behaviors
- \_\_\_ 10. Discuss tokens and back-up reinforcers
- \_\_\_ 11. Discuss other points of successful token economy
- \_\_\_ 12. Have parents share results of reinforcement surveys
- \_\_\_ 13. Discuss ways to maximize potency of rewards (6)
- \_\_\_ 14. Review each parent's program and provide samples
- \_\_\_ 15. Role play introducing and implementing the program
  - \_\_\_ -introducing the program
  - \_\_\_ -child successful
  - \_\_\_ -child unsuccessful
  - \_\_\_ -child "tests the system"
- \_\_\_ 16. Respond to parental reactions to use of tokens
- \_\_\_ 17. Assign homework
  - \_\_\_ -parents explain token economy to child
  - \_\_\_ -parents discuss between themselves who is responsible for what
  - \_\_\_ -aspects of the system and when
  - \_\_\_ -begin token economy and bring in forms to next session
  - \_\_\_ -continue procedures taught in previous sessions

## HOMEWORK

1. Continue procedures taught in previous sessions.
2. Implement token program; record behavior, tokens earned, and back-up rewards utilized. Bring in progress chart to class the following week.

## SESSION INSTRUCTIONS

### REVIEW PREVIOUS HOMEWORK (Review of DRC)

To the therapist: In the last session it was necessary to jump right in with the setting up of the DRC system. The goal today is to thoroughly review the DRC that has presumably been in place for about one week for each child and troubleshoot difficulties that may have come up.

The homework in the previous session was for parents to implement the DRC system with their child. This program should have been in place for a minimum of one week for all families. The therapist should now review with the group how the DRC system is going in each family.

Start this review by asking parents to bring out their DRC record reward calendars on which they have been recording daily and weekly rewards. Go around the room and have each parent give a report on how their child did that week with regard to the DRC. How many days that week did the child earn the daily reward? Did the child earn the weekly reward that week? Is the parent remembering to check the DRC each day and dispense the reward to the child? How are parents handling it on days when the child does not earn the reward? Are they remembering to be neutral and nonpunitive? If the parent has not been implementing the steps of the DRC (checking it each day; giving the reward if it is earned) what have been the impediments to the parent's implementation of the steps? Problem-solve with the parent (with input from the group) how the parent can address the impediments to the system.

Have the parent and child thought together about any new rewards that can be added to the daily or weekly reward menus? Discuss those with the group and then add them if they seem appropriate.

Problem-solve with the parents any other problems they mention as impediments to the implementation of the DRC. Have the parents offer suggestions to each other if possible. For example, if a working single parent does not arrive home till the evening, discuss how the DRC can be reviewed and rewards given in the evening rather than the afternoon; or discuss how the baby-sitter or child care worker can administer the rewards if that is necessary. Discuss how to train the baby-sitter in the review of the DRC and the dispensing of the rewards.

Send parents home with renewed instructions on how to modify their DRC systems with whatever suggestions came out of today's discussion. The therapist/consultant should be sure to follow-up with the teacher as necessary.

### BEGIN NEW SESSION CONTENT

The therapist should begin by reviewing the concept of positive reinforcement. Distribute positive reinforcement handout. Review types of reinforcers. When reviewing the types of reinforcers, the therapist should discuss that sometimes in the context of more severe disruptive behavior disorders; there is a need for more intensive reward programs.

The therapist should point out that some children do not seem to respond as well as other children to social praise and attention alone. Attention alone is very helpful as a first step, but may not be maximally effective for increasing compliance and other appropriate behaviors. The therapist should explain that some children require more structured, high-powered, salient rewards in addition to social attention to show improved compliance. The therapist should point out that many parents already use rewards, but generally do so in a less formal, organized fashion. Often, special activities/privileges are

given freely without behavioral expectations. The therapist should then emphasize that token economies simply provide a systematic, formal way for pairing up child behavior and privileges. Some discussion of the distinction between rewarding and bribing may also be appropriate here (see parent concerns below).

The therapist should next state that there are methods and rules for using reinforcement that apply for all types of reinforcers. The therapist should then review these methods and rules for delivery of reinforcement that are listed on the Positive Reinforcement Handout. Afterwards, the therapist should proceed to describe the token economy

### DESCRIBE THE TOKEN ECONOMY

A token economy is another method for working with Antecedents and Consequences in the ABC model of children's behavior. In a token economy the Antecedents are the clear descriptions of the rules and expectations written down so the child can see them and knows exactly what is expected. These rules and expectations, posted on a chart, serve as prompts to the child about what he is supposed to do. (Write down "Written expectations" under the Antecedents column of the ABC chart). The other purpose of a token economy is to specify very clearly to the child exactly what rewards he will receive for following the written expectations. Because some children do best with immediate consequences, token economies use tokens as the most immediate consequences for the child's behavior. (Write "tokens" under the "Consequences" column of the ABC chart). Later, the child can use his tokens to purchase back-up rewards (Write "Back-up rewards" under the "Consequences" column of the ABC chart).

After providing the rationale, the therapist should describe the token economy. This description should indicate that tokens are items such as points, stars, and stickers, etc., given for appropriate behavior and exchanged for (or used to purchase) back-up rewards. The therapist should point out that by themselves, tokens are meaningless; they derive their value from the kinds of things they can buy. The therapist should also point out the comparison between token economies and society's monetary system. Other common examples of token economies should be presented (e.g., use of allowances). Parents should be asked about their previous experience with token economies.

Next, the therapist should discuss advantages of token rewards. These include:

- a. tokens can be used immediately and easily.
- b. tokens serve as an effective intermediate reward bridging the gap between the positive behavior and delivery of a backup reinforcer.
- c. tokens can be traded for many different rewards, which helps maintain children's interest and motivation.

### GUIDE PARENTS THROUGH SETTING UP TOKEN ECONOMY

At this point, the parents should be guided through the process of setting up a token economy. The therapist should illustrate the process by going through a sample token economy on board/flip chart. Parents should complete the token worksheets (See Handouts) during the discussion. The therapist should encourage the parents to:

- a. Identify clear target behaviors. Select 1-3 behaviors which are part of routine activities at home such as following directions, getting ready in the a.m. (e.g., getting dressed, eating breakfast, brushing teeth and hair, getting belongings). Start with behaviors that are relatively easy to accomplish to ensure success at the outset. Note when behaviors will be monitored (e.g., in the morning, evening). Specify a time deadline by which behaviors must be completed if relevant (e.g., Bed must be made up by 8:30 a.m.).

In selecting target behaviors, a decision must be made as to whether to add Compliance to Parental Instructions and Compliance with Behavior Rules to the token economy. These two target behaviors are already being rewarded with the social rewarding procedures learned previously. Their

negative behavior opposites (e.g., Noncompliance to Parental Instructions and Violation of Behavior Rules) have Time-Out as a consequence at this point. These strategies alone may be sufficient to control these two classes of behavior. If so, then new target behaviors or behavior rules can be used in the token economy.

However, Noncompliance to Parents Instructions and Violation of Behavior Rules may still be occurring at unacceptable levels in spite of the efforts of the parents up to this point. If this is the case, then Compliance to Instructions and Following Behavior Rules should be incorporated into the token economy as target behaviors since controlling these behaviors is so important to the long term socialization of the child. The therapist should assist each parent(s) in deciding which target behaviors to incorporate into the token economy with these considerations in mind.

It should be noted that it also is acceptable for internalizing target behaviors to be added to the token economy. For example, if the child displays separation anxiety when going into the classroom in the morning, "walking into the classroom" could be a target behavior on the token economy.

b. Select tokens that are easily accessible: points (written on chart, bankbook), marbles, stars/stickers, play money, poker chips). Tokens should be well-controlled by parent to discourage counterfeiting or stealing. A container should be available to store tokens.

c. Identify many motivating things that earned tokens can buy. Use a range of things including, activities, privileges, and tangibles (e.g., toys, treats). Daily and weekly rewards should be identified. These items can be arranged in a menu format to increase novelty and variety and thereby, maximize child's interest in the program.

d. Establish criteria for earning a token well within the child's ability (e.g., set criteria for 10 minutes of appropriate play with sibling rather than an hour). The criteria can be increased as the child is successful. Discuss the importance of collecting "baseline" data to help establish criteria. Recommend that parents keep track of child's normal rate of target behavior for 2-3 days prior to setting criteria. The criteria should then be set at a level somewhat higher than the child is currently doing (but not more than 20% above baseline levels).

e. Have a mechanism for reminding parents to distribute tokens. Some parents may schedule "token checks" at periodic intervals (e.g., every half-hour, every 5 minutes in the morning, etc.). Others may benefit from visual reminders (e.g., posters, notes on the fridge) to use the tokens.

f. Keep track of child's progress on a daily basis. Charts are recommended and various formats for the charts can be reviewed with parents.

g. Only give tokens after the "target" behavior has occurred, and not for promises of good behavior.

h. Have children only earn tokens initially. Removal of tokens may be necessary later if earning alone is not effective.

i. Establish a time each day or week for "banking". This is a time when the child hands in his tokens for backup privileges.

The therapist should emphasize that the back-up rewards are critical in determining the success of the program. The therapist may indicate that some parents often say they have a hard time finding things their children will "work for". The therapist should then indicate that it is usually best to select a range of daily, weekly and longer-term rewards in the form of a "reward menu" from which the child can then choose his or her own reward. This format helps maintain child interest and motivation.



At this point, the therapist should have the parents share the results of their reinforcement surveys (presumably completed during the previous week) with one another. The therapist should list reward ideas on board. The therapist should encourage parents to include survey items (from their own and other parent's lists) as reinforcers in their token programs. For additional ideas, the therapist should encourage parents to observe what their children normally do and use those or similar activities as rewards.

To maximize the potency of the rewards, the therapist should make the following points:

1. The child should help select rewards.
2. Back-up rewards should be rotated or changed frequently to maintain children's interest.
3. Parents should be enthusiastic about the rewards and provide specific praise when the tokens and rewards are administered.
4. Parents should not be stingy with the tokens. At first, the parents should be told to reward every time a behavior occurs. Later, as behavior improves, parents can be told to increase the cost of backup rewards, reduce the value of the tokens or give fewer tokens.
5. Parents should consider using "bonus" tokens to reward behaviors not included in the program.
6. Rewards should only be available when they are earned. Stress that occasional "freebies" will reduce the potency of the reward.

At this point, parents should finish completing their worksheets. The therapist should circulate among the parents to assist them with this task. The therapist should review each of the parents' programs and suggest modifications to ensure that programs are practical, simple and have a good chance for success. Samples of a variety of token programs/charts (See Handouts) may be presented to help give parents ideas of how they may wish to design their own programs. Parents who already have a token program in place should complete the worksheet regarding their program and modify the program as needed.

#### MODELING OF STRATEGIES AND ROLE-PLAYS

After the worksheets are completed, the therapist should model strategies for introducing the token program to the child and implementing the program. If time permits, all parents should have an opportunity to role-play the strategies. One parent should play the parent role and one should play the child role. If possible, all parents should have the opportunity to play the parent role in just one role play. The actual token program that the parents just detailed on the worksheet should be used in the role plays.

The therapist should first model how to introduce the token program to the child. While modeling the strategy, the therapist should demonstrate how to involve the child in the process in order to maximize his or her motivation (examples: be positive, have child help select rewards, plan/administer the program) and should include a discussion of how and when materials for the token program will be purchased, prepared, stored, etc. If time permits, each family should role play how to introduce the token program to their child (if little time is left in the session, then have only one family conduct the role play).

After modeling and/or role-playing how to introduce the program to the child, the therapist should model how to implement the program. Thereafter, the parents should role play this process (if time allows). The following three scenarios should be modeled and/or role-played:

1. The child successfully completes the target behavior under the parents' supervision. This scenario should demonstrate how and when to issue tokens and back-up privileges/rewards (immediately, enthusiastically, and consistently) and how to combine tokens with labeled verbal praise.

2. The child fails to successfully complete target behavior. This scenario should demonstrate how to withhold tokens when they are not earned. For example, parent should be matter-of-fact (e.g., "You didn't earn a token for following directions, you don't have enough tokens for TV tonight. Try again tomorrow") and nagging, lecturing and negative affect should not be used.

3. The child "tests the system" in some way (e.g., says "I don't care about the tokens" or backup rewards). The therapist and/or parent should demonstrate how to stay very neutral and not exacerbate the problem by arguing or pleading. The parent should simply state that it is the child's choice to earn or not and then walk away.

#### FINE TUNING THIS SESSION: GUIDELINES FOR THE THERAPIST CONSULTANT

This session and the next on setting up the token economy have proved to be the most complicated for parents to understand and for TC's to explain. The following are some guidelines for this session.

Parents have been implementing a simple DRC system with their child prior to this session on token economy. The DRC is folded into the token economy and actually becomes the basis on which the token economy is built: The established DRC reward menu is first valued in points (different # of points for the different level rewards, such as 30 points for 70% success, 40 for 80%, and 50 for 90%, or perhaps simply the same # of points as percent). This allows giving Token Economy (TE) points as the reward for DRC performance. TE points can then be cashed in for the respective real rewards. All other home behaviors are valued in points in relation to the "gold standard" of the established DRC currency. For example, if "making the bed" is considered 1/3 as meritorious as 70% success on the DRC, it would be awarded 1/3 as many points. One purpose of building around the DRC as gold standard is to keep priorities in appropriate relationship and prevent the child becoming so satiated with easy home-based rewards that he loses motivation for the DRC. The chart should have a place for the DRC points and for a weekend bonus for 4 days of high DRC success.

The first presentation of the TE should be a standardized presentation, using the point system illustrated in the Token Economy chart (See Handouts). However, after the standard presentation, uniform across sites, individualized variations of this will be allowed. For example, if a parent thinks her child will be more responsive to a tangible token system, (e.g., poker chips or marbles) this can be done. The specific details should be worked out with each parent. Any parent that individualized must have the program checked out by the therapist for feasibility and fairness before leaving the session or in the next Individual Session.

#### PARENTAL REACTIONS TO METHODS

Often parents have concerns about the possible negative effects of using such powerful reward programs. The most common of these are described below and suggested therapist responses are included:

a. "My child should do what s/he is expected to do without these rewards." Possible responses: Agree that many children do not seem to require these kinds of measures; but emphasize that their child's temperament, attention and behavior problems preclude the success of praise and attention alone. Some children seem to require more intensive methods in order that they can be successful like other children who do not heed formal, artificial, intensive rewards (although typical children often benefit from reward programs as well).

b. "Extra rewards are akin to bribery and may lead to spoiling of the child". Possible response: Agree that if very high magnitude, expensive rewards are given freely, a child can become spoiled. However, the nature of a token program, if implemented as we discussed, is neither bribery nor should result in spoiling of the child. By common definition, bribery refers to offering an inducement for illegal behavior. Clearly, this is not the intention of token programs. On the contrary, appropriate, lawful behavior is targeted for reward. Also token economies are well-planned in advance and extra steps are taken to ensure that only appropriate behavior is rewarded. For example, rewards for stopping negative behavior are not recommended (e.g., if you stop whining, I'll give you a cookie) and rewards should not be given upon child demand (e.g., "give me a quarter then I'll pick up my clothes). In addition, parents may benefit from a discussion of how token rewards are utilized in everyday life. Token economies are similar to the monetary system we all adhere to. How many people would work without the opportunity to earn a salary or similar reward? Training children to succeed with a token economy may well aid their preparation for the "real world".

c. "I've tried using rewards with my child and they don't work". Possible response: Usually parents say tokens work for about 2-3 weeks and then stop working. The therapist should discuss several reasons for program failure and list these on the board. For example, lack of consistency, undesirable rewards, or excessive requirements for reward often lead to ineffective programs. Encourage parents to identify how the current program may be more effective than previous programs and to take an "experimental approach" wherein the parent tries the program for a period of time (e.g., 3 weeks) and objectively evaluates its effectiveness.

d. "What about my other children, should I use tokens with them too?" The decision about whether to place all children on the token system should be made on an individual family basis. If siblings want to be a part of the program or if their behavior is likely to become problematic without it, they should be included. It is especially important to consider including siblings in the program if they are close in age to the targeted child and liable to become jealous of the extra attention and rewards the other child earns.

e. "I'm too busy to do this". Parents should be told that consistently following through on token programs can be demanding and time-consuming. To increase parent's motivation to follow through, have them discuss what benefits might accrue from the program. Emphasize that the benefits usually outweigh the time and energy involved (e.g., have them compare the time involved in administering a reward program vs. the time and ill-feelings involved in their current approach). Also emphasize that the program may involve a lot of time at first, but that as behavior improves it often becomes easier.

f. "Am I going to have to do this for the rest of his life?" Parents should be reassured that many of these programs can be faded with success as the child gets older, but they should be told that to be most successful, their children may always need more structure than other children. Empathize with the extra burden these parents have, while at the same time offering them hope about the positive impact they can have on their child's life.

## HOMEWORK

Have parents go home and explain the token economy system to their child. The whole family should sit down together to do this, since both parents (if there are two) will be involved in administering the system. The parents should clearly communicate to the child what behaviors are in the system; what the deadline is for performing the behaviors (after the deadline passes if the behaviors have not been performed no token can be earned that day for that behavior); how many tokens can be earned for each behavior; what is on the reward menu; what each item costs; and the fact that points can be used for daily rewards and also carried over for weekly rewards.

The parents (or parent partners) should discuss between themselves who is responsible for what aspect of the system and when. Diffusion of responsibility leads to things not getting done, so responsibilities need to be clearly specified. Some of this discussion may begin in the group, but can be completed at home. Once the family meeting has occurred, then the token economy should begin. Ask parents to bring all of their token economy forms to the next sessions for review.



## SESSION 9. RESPONSE COST

## GOALS

1. Teach procedures for utilizing response cost effectively.

## MATERIALS

1. ABC chart

## HANDOUT

1. Response Cost Handout

## CHECKLIST

- \_\_\_ 1. Review homework (implementation of token economy)
- \_\_\_ 2. Review punishment principles and time out
- \_\_\_ 3. Describe response cost
  - \_\_\_ -rationale
  - \_\_\_ -definition
  - \_\_\_ -examples
- \_\_\_ 4. Insert "Response Cost" under C on ABC chart
- \_\_\_ 5. Discuss possible target behaviors in context of current home program
- \_\_\_ 6. Discuss characteristics of effective cost programs
  - \_\_\_ -cost should "fit the crime"
  - \_\_\_ -remove tokens immediately and without affect or lecture
- \_\_\_ 7. Instruct parents in how to introduce costs to child
- \_\_\_ 8. Discuss what parents should do when negative behavior escalates
- \_\_\_ 9. Have parents plan their response cost programs
  - \_\_\_ -response cost may be targeted for: noncompliant behavior in conjunction with token program, Time-Out resistance or new target behaviors
  - \_\_\_ -parents should list 1 or 2 behaviors for cost, actual costs in tokens, and how program will be implemented
- \_\_\_ 10. Have parents report behaviors, costs, and method of immediate removal of tokens to group
- \_\_\_ 11. Assign homework
  - \_\_\_ -parents explain and implement response cost at home
  - \_\_\_ -continue procedures taught in previous sessions

## HOMEWORK

1. Implement response cost for 1-2 behaviors
2. Record use of response cost
3. Continue previous programs and methods

## SESSION INSTRUCTIONS

## REVIEW OF PREVIOUS HOMEWORK

In the previous two sessions, parents were taught about the implementation of a home token economy. Briefly review with parents at the beginning of today's session how the fine-tuning that was done last week helped in their token economies. What remaining obstacles exist? How are children

responding to the system? Praise parents' efforts at implementing their systems and fine-tune briefly any remaining problems.

#### BEGIN NEW SESSION CONTENT

Briefly review punishment principles (punishment is anything unpleasant following behavior that decreases the frequency of behavior it follows) and Time-Out (an example of a punishment procedure). Present response cost as an additional behavior reduction strategy which involves removal of a pleasant event. It is another example of the C element in the ABC model (Show ABC chart here, and add "response cost" to the C column in the chart). It is often effective in reducing noncompliance and other disruptive child behaviors. In addition, response cost has been found to work especially well with some children for whom positive reinforcement strategies may not have worked as well as would be optimal. Therefore, for parents who have not seen the kind of behavior control they would like using the strategies we have been through so far, response cost may help in turning the corner for their child. Describe response cost (also referred to as fines or penalties) i.e., response cost involves removing tokens, activities, privileges, etc. when noncompliance or inappropriate behavior occurs.

Parents are already using warned Time-Out for Noncompliance to Parental Instructions and immediate Time-Out for violations of Behavior Rules. These strategies may or may not be sufficient to control these behaviors at this point. If these two classes of behaviors are well controlled with Time-Out alone, then the response cost strategies discussed below can be applied to new target behaviors. However, if Noncompliance and Behavior Rules violations are still occurring at unacceptable levels, then response cost can now be added to these target behaviors in addition to Time-Out. Response cost may also be used instead of Time-Out for children who have had a consistently poor response to Time-Out. Alternatively, response cost can be added to control the incidental oppositional behaviors that occur during a Time-Out episode. For example, Time-Out is the first line consequence for Noncompliance, but response cost is also used if arguing, back-talk or refusal to go to the Time-Out place occurs during the implementation of the Time-Out procedure. In this sort of strategy, the child can avoid response cost consequences if he cooperates well with his Time-Out.

If the child has not responded to the token economy, response cost may be added to the system. Tell parents that their token system should be in place for at least 1-2 weeks, then penalties or fines may be added to decrease remaining noncompliant behavior. Parents may select 1-2 noncompliant behaviors in their program for cost. For these 1-2 items, child still gets certain number of tokens for compliance on first request (or warning), as per the token economy system that has been in effect for two weeks now.; if child does not comply with first request (or warning), he/she not only does not earn tokens, but now loses that number of tokens from previous earnings. Parents should list behaviors targeted for cost and the actual cost to the token chart.

If child is successfully taking time-outs, and responding to the token program, new target behaviors may be specified. These may include behaviors such as arguing, whining or teasing which have not responded to ignoring or are being maintained by another contingency.

After discussing potential targets, the therapist should discuss characteristics of effective response cost programs:

Cost must "fit the crime". Discuss with parents that excessive cost may discourage child and lead to resentment; insufficient cost may be ineffective. Work with each parent to establish appropriate "costs".

Response cost should be implemented immediately. Discuss with parents the specific method for removing the tokens when misbehavior occurs. Because of the short attention spans of some children, removal of tokens is most effective as a behavior reduction strategy if it is done immediately after the behavior occurs. For example, when the child hits his brother, the parent should say, "You just hit your brother; Give me ten poker chips out of your box right now, and go to Time-Out", or "You just hit your brother; I am subtracting 10 points from your token sheet right now. In addition, please go to Time-Out".

The addition of penalties to the token program should clearly be communicated to the child prior to implementation. At the beginning of this discussion, parents should first praise the child for any positive behavior changes up to that point. Next, they should describe how the cost procedure works in a very matter-of-fact way. The child should be told that there remains "room for improvement" and that the new procedures are intended to help the child remember the rules. Parents should be sure to add the cost rules to the token economy chart or Behavior Rules list. Parents can be warned that the child probably won't like this new procedure, and parents should emphasize that it merely serves to remind the child about the rules. Parents should not negotiate these new rules.

Discuss what parents should do when negative behavior escalates. Warn parents that when fines are issued for noncompliance or other negative behavior, children often increase the intensity and/or severity of the problem by tantrums, being aggressive etc. They may say they don't care about the program, hate their parents etc. If parents give in, they may reinforce the tantrums as well as the original problem. On the other hand, if fines are issued for each instance of negative behavior, the child could easily lose everything he or she had earned and lose motivation in the program altogether.

To avoid these problems, parents should limit the number of fines for each episode (e.g., only fine once) and issue a backup major privilege loss or time-out (see below) for repeated noncompliance. It is very important for the parent to remain calm, and state that it is the child's choice to earn or not earn/lose tokens or rewards. If the parent pleads, begs, or argues, it may result in a control battle and inadvertently reinforce the child's tantrums. After the episode is over, the parent should be careful not to "hold it against" the child. To do so, often further reduces the child's interest in the program. Emphasize that cost procedures tend to be most effective when ample opportunity exists for reward.

(Sample)

#### Response Cost Handout

Target behaviors	Fine or penalty imposed
------------------	-------------------------

1.

2.

How fines or penalties translate into activity/privilege loss:

#### PARENTS PLAN THEIR RESPONSE COST SYSTEMS

Once parents have heard the basic presentation of response cost procedures and principles, the therapist should ask the parents to take 5 minutes and think about (or if it's two parents, talk briefly together about) what behaviors will now be added as "cost" behaviors in their child's overall program, what the cost of the behaviors will be, and how the parents plan to implement the cost contingency and coordinate it with other punishment procedures. For example, if the child is continuing to hit his siblings even though it is against the Behavior Rules, "Hitting Others" may now become a "cost" behavior as well as an immediate Time-Out behavior. The procedure at home now would be that when the child hits his brother, he immediately goes to Time-Out as specified in the Behavior Rules protocol. Now, in addition, he is told when he comes out of Time-Out that he has also lost X tokens for hitting his brother. The tokens should be immediately removed or subtracted, so that the child sees clearly the connection between his behavior and the loss of tokens.

After this 5 minute planning period, go around the group and have each parent(s), report to the group what behavior(s) each has selected to become "cost" behaviors, and how each parent plans to

coordinate the response cost system with other strategies currently in place. Because the immediate removal of the tokens contingent on the target behaviors is so critical to the success of response cost, prompt each parent to report on how they plan to accomplish the immediate removal step, if they do not spontaneously talk about this in the roundtable discussion.

#### HOMEWORK

Have the parents go home and incorporate response cost into their ongoing behavior management system. Most likely, response cost will be folded into the token economy. Have parents present the response cost steps to their children in a family meeting as described above before they actually implement the system.



## SESSION 10. PLANNED ACTIVITIES TRAINING AND SETTING GENERALIZATION

### GOALS

1. To help parents identify situations that are typically problematic for their child and to learn that situation is an important variable which affects how a child behaves.
2. To help parents acquire realistic and appropriate expectations for their child's behavior in "high risk" situations taking the limitations into account.
3. To teach parents stimulus control techniques through the use of selection and the arrangement of activities.
4. To teach parents how to help the child maintain and extend desirable behavior in situations outside home that are particularly demanding for the child.
5. To help parents utilize the token economy system (introduced and implemented earlier) in "high risk" situations, in a way that would provide incentive and support to the child's own efforts to manage his/her own behavior.

### HANDOUTS

1. Improving Your Child's Behavior Outside Home
2. Worksheets for in-session practice on how to prepare for "high risk" situations and issues to consider in order to help child(ren) behave in an appropriate manner.
3. A reference list of potentially "high risk" situations that a family might encounter.
4. Homework assignment sheet (i.e., a copy of planned activities worksheet to be used at home).
5. Handout of Do's and Don'ts for Dining Out

### MATERIALS

1. ABC chart

### CHECKLIST

- \_\_\_1. Review previous homework
- \_\_\_2. Introduce and give examples of "High Risk" situations for kids with behavior problems
- \_\_\_3. Present "Control the Environment" as a strategy in the ABC model
- \_\_\_4. Write "Control the Environment" under A on ABC chart
- \_\_\_5. Define and give more examples of "High Risk" situations
- \_\_\_6. Ask parents to share "High Risk" situations from their personal experience
- \_\_\_7. Ask parents to share difficult behaviors their children engage in during "High Risk" situations
- \_\_\_8. Discuss methods tried in the past to control these behaviors
- \_\_\_9. Discuss appropriate expectations for children in "High Risk" situations
- \_\_\_10. Give steps for exercising "Control over the Environment"
  - a) Parents anticipate the situation
  - b) Parents discuss with child and establish Ground Rules for the situation. Also, parents specify consequences for good and bad behaviors
  - c) Parents and child role play correct behavior
  - d) Parents select and arrange activities for child
- \_\_\_11. Discuss how to give feedback to child after situation is ended
- \_\_\_12. Introduce concept of consequences outside of home
- \_\_\_13. Explain live Time-Out
- \_\_\_14. Explain marked Time-Out
- \_\_\_15. Explain time-limited token economy
- \_\_\_16. Review helpful hints for parents
- \_\_\_17. Discuss what to do if child's behavior escalates
- \_\_\_18. Give homework assignment and pass out worksheet

## SESSION INSTRUCTIONS

### REVIEW PREVIOUS HOMEWORK

In the previous session, parents learned to add response cost contingencies to their ongoing token economy. They were to specify the behaviors that were to be targeted for “cost” and add these to the ongoing token economy. This is the second week that parents have been implementing and refining their token economies. Go around the group and review with parents how their response cost strategy has gone during the week. What behaviors did each parent add as “cost” behaviors? How did the child react to the cost contingency? How did the parent coordinate the “cost” contingency with other punishment procedures like Time-Out? Assist parents in supporting each other and in refining the specifics of their token economies incorporating the cost procedures.

### NEW SESSION CONTENT

The following information should be presented to the parents.

Some children may have special difficulty showing desired behavior in "High Risk" situations which occur both at home and in the community. For example, sometimes long visits with elderly relatives or dinners in restaurants are quite troublesome with hyperactive children. Such "High Risk" situations are problematic because of the way in which the inherent demands of the situation interact with the deficits of the child. Some situations are highly charged because of who is present, what is happening, etc. Other situations may be difficult because of the demands they place upon a child. Parents may know various techniques to use, such as "time out", rewards, etc. but have difficulty applying those techniques in such situations.

In this session, we will be addressing the problem of eliciting desired behavior in "high risk" situations outside of the home. We will learn to "control the environment" by carefully selecting and arranging activities in order to reduce the incidence of problematic behavior and increase the likelihood of desirable behavior. These “control the environment” strategies are another example of the A variable in the ABC model. (Therapist should write “Control the Environment” under “Antecedents” on the ABC chart). This can be an effective method for reducing problematic behavior, for increasing social participation, language and play behaviors, facilitating positive parent child interactions, etc.

#### Identifying "High Risk" Situations & Realistic Expectations:

In order to set the stage, discussion should take place regarding typical "high risk" situations for children. "High Risk" situations typically require the child to try to restrain his impulses, to pay attention, to sustain his/her attention in an appropriate and productive way, etc. "High Risk" situations include such activities as shopping trips, family gatherings, church, in a doctor's waiting room, etc. Ask parents to identify "high risk" situations outside of home that they are aware of from their own experience.

Then, ask parents to discuss the type of difficult behaviors their child has engaged in during these "high risk" situations, i.e., non-compliance, interrupting, impulsivity, hyperactivity, aggressive behavior, etc. They should also discuss the methods which they have tried in the past to reduce the problematic behavior and how these methods worked. Some techniques may have escalated the situation. Ask parents if they can remember certain variables that may affect the situation, such as if both parents are present, if siblings are present, the time of day, etc.

Ask parents to consider their expectations of their child with regard to the specific setting and whether or not their expectations are realistic. Those situations that are "high risk" situations for a particular child will be particularly demanding and should be recognized as such. For example, given a particular child's restlessness and distractibility, is it appropriate to expect that the child sit completely still and attentive during a sibling's lengthy graduation ceremony?

### Stimulus Control Skills

Next, make parents aware of the fact that they can help to minimize the amount of problematic behavior exhibited by the child in "high risk" situations by exercising control over the environment. They can do this by the following:

1. Parents must try to anticipate what the situation will be like for the child. For example, will the child be bored? Parents should prepare the child in advance, and should not surprise or "spring" the situation on the child. Some children have difficulty making the transition from one situation to another; thus, it is important that they be informed well enough in advance, when possible, and reminded periodically of what will take place next.

2. Parents should establish and discuss ground rules that are specific to the setting with the child. Parents' expectations for the child with regard to his/her behavior should be discussed, i.e., the type of appropriate behavior, what is permissible and what is not. Parents will be instructed to involve the child in this discussion at which time the parent can express concerns s/he has (regarding the child's behavior) and ask the child what s/he believes will be potential obstacles to maintaining good behavior.

3. Parents should practice with their child (role play) the correct behavior desired and alternative behaviors if the situation becomes hard to manage for the child.

4. Parents are then taught stimulus control through the use of selection and the arrangement of activities for the child.....

a) Parents need to ask their child what would help him/her to endure the situation more easily or to make the situation more enjoyable, i.e., what toys, games, school work can the child bring to sustain his/her interest?

b) Parents are asked to consider ways in which the child may be engaged in an activity related to the situation. For example, can the child assist on a shopping trip by picking out certain items? Engaging the child in this way not only may keep him/her occupied in a positive way, but also helps him/her to feel useful and involved.

c) Parents are reminded that periodically their child may need a "break", i.e., time away from the situation. Short breaks may help to reduce the fidgetiness, restlessness in the child.

5. When the situation has ended, parents should provide feedback to their child in a constructive way. Identify what the child did well, acknowledge his/her efforts, sympathize with the child with regard to the demands of the situation, etc.

6. Parents are reminded to apply appropriate social learning skills that were addressed in earlier sessions, such as ignoring, praise, prompting, Time-Out, etc.

### Consequences Outside of Home

To the therapist: Once parents have understood the concepts discussed above regarding establishing appropriate expectations and activities for situations outside of home, it is necessary to review consequences that can be applied outside of home. Three such techniques are Live time-outs; Marked time-outs; and time-limited token economies. Discuss these with parents now.

While arranging to control stimulus events is a very important approach to controlling children's behavior outside of home, children also need consequences (Point to the C on the ABC model) for behavior outside of home just like they do inside of home. Once children understand the antecedent

events, parents must then select and communicate what the Consequences for behavior outside of home will be. There are three approaches to consequences outside of home that we can recommend for parents to try.

1) Live time-outs. There are many situations in which a live Time-Out can be given in situations outside of home with only minor adaptations in the procedure. For example, a Time-Out tree can be designated at the park or at the neighborhood swimming pool and the child can take his Time-Out for noncompliance or for violation of a Behavior Rule by the tree. Likewise, a good neighbor's help can be elicited prior to a visit by asking the neighbor if it is all right to give a Time-Out in her home and where it could be given. Other examples include giving a Time-Out in the corner of the grocery store or mall. At this point ask parents to spend a few moments talking about where they could give their children time-outs outside of home. Write these down on a blackboard or flip chart as the parents are talking. Time-outs are given for Noncompliance to parent commands and for violation of Behavior Rules.

2) When an actual Time-Out is not possible, parents can use a "marked Time-Out" procedure. In "marked Time-Out" parents carry a pen with them when they leave home with the child. The same sequence is followed as in actual Time-Out for noncompliance or violation of a Behavior Rule except that the warning is "If you do not X, then I will have to mark Time-Out". If the child does not comply with this warning, the parent places a check mark on an index card or piece of designated paper. Every check mark accumulated during the trip outside of home is worth a set number of minutes in Time-Out immediately upon return home. It is mandatory that parents actually use the marking procedure because this seems to increase the effectiveness of the procedure over simply warning a delayed Time-Out. It is also mandatory that parents follow through with the Time-Out as soon as they return home. The Time-Out must be done before any other activities are allowed.

3) While Time-Out and "marked" Time-Out are effective punishment procedures, it is important to stress that no punishment procedure works over the long run unless there is also much praise and reinforcement for good behavior. Parents can create very simple token reinforcement programs for time-limited outings outside of home. The procedure is to write down two or three positive behavioral targets down the side of an index card and write 10 to 15 minute intervals across the top. During the outing, every 10 or 15 minutes, parents should stop briefly, praise the child for adhering to the specific expectations, and place a check mark or smile face on the card for that interval. At the end of the outing parents can give a back-up reward for a percentage of the total possible positive marks. Parents should specify rewards in advance so that the child knows what he is working toward at the end of the outing. Alternatively, parents may tie points earned on an outing into the ongoing token economy system. For example, all the points earned by the child on the outing index card get transferred onto the master token economy sheet upon return home. These systems work quite well and have even been successful in that most difficult of all situations, "car rides with siblings".

#### Helpful Hints for Parents

In order for parents to implement these skills they must be organized and able to plan ahead for the situation. If a parent is habitually late for appointments, continually forgets things, always rushes out of the house, etc., then this parent may need assistance with organization and planning. Parents with these difficulties will be encouraged to address these issues during individual sessions.

Introduce to parents the set of advice packages which lists the "Do's and Don'ts" for selected "high risk" situations.

For example, when dining out, 1. Do pick a table in the rear, 2. Do seat the child on the inside, etc.

Planned Activities training also requires that parents be resourceful and creative in what they choose to utilize to keep their children focused, occupied, involved, etc. They should know what their child likes, what his/her hobbies, interests are. The following are common ways parents have helped their children to succeed:

- a. Keep a small supply of toys in a travel bag, glove compartment, at grandma's house, etc.
- b. Bring along school work
- c. Bring a friend for child if possible
- d. Bring reading material
- e. Play old fashioned interactive games such as "picnic"

Invariably, even the best of interventions do not work in all situations. Parents should be reminded to remember the child's limitations, to make suggestions for alternative activities if the child is losing interest in an activity or becoming restless, to remove the child from the setting temporarily for a brief break, to reflect to the child your empathy with how difficult s/he finds the situation. Because negative behavior is bound to occur in spite of the parents best efforts at planning activities ahead of time, parents should clearly communicate with the child what the consequences for good and bad behavior on the outing will be.

### COMMON PARENTAL REACTIONS

Some of the expected reactions are:

1. "If I use a reward system for "high risk" situation, my child will expect a reward every time"
2. "It's hard enough for me to get out of the house now, how can I possibly incorporate these steps into my already hectic routine?"
3. "My child should just know what's expected of him/her in certain situations and do it"

Address these concerns by acknowledging that it does take more organization on the part of the parent to implement these skills. However, even typical children act up in situations outside the home occasionally, and parents have to have some method of dealing with it. In addition, remind parents of how much time they are currently spending reacting to their child's negative behavior outside home. This approach simply requires spending that time up front in a more proactive approach, rather than spending the same amount or even more time later in an angry, upset, reactive approach that probably does not work anyway.

And yes, it would be nice if the child "just knew what was expected", and could simply do it; However, knowing what to do, and being able to follow through on that knowledge are two different things. These methods help the child with the follow-through part of the equation.

Finally, children do need rewards to learn and perform new behaviors. After a while, the frequency and potency of the rewards may be reduced. However in the beginning, rewards are needed to help the child to perform difficult behaviors in novel situations outside home.

### HOMEWORK

Give the handouts and some index cards to the parents now. Ask parents to select a "high-risk" situation in order to practice the above steps. They should develop a plan using some of the principles discussed above and discuss an outing in which they will implement the plan. They should specify the situation outside home that they plan to visit, the stimulus control techniques that they can implement, and the approach to consequences that they will use. If they plan to use a time-limited token economy, have them specify the target behaviors and the time intervals and write them down on the index cards before they leave the session. Provide the tracking sheet on which to document what they have done. Ask them to bring their tracking sheet to the next session so their efforts can be reviewed.

## SUPPLEMENTAL SESSION A. STRESS, ANGER AND MOOD MANAGEMENT 1

### GOALS

1. To teach parents about the relationship among their thoughts, feelings, and their parenting behavior.
2. To teach parents methods for managing their thoughts and feelings.
  - Cognitive self-instruction (self-talk)
  - Relaxation training

### MATERIALS

1. Worksheet for writing down thoughts--- feelings---- dysfunctional parenting responses, and adaptive replacement thoughts
2. Index Cards

### HANDOUTS

1. List of Feelings
2. Sample Thought-- Feeling-- Behavior (TFB) sheet.

### CHECKLIST

- \_\_\_ 1. Review of homework from previous session
- \_\_\_ 2. Introduce cognitive model of the relationship between thoughts, feelings and behavior.
- \_\_\_ 3. Introduce WXYZ model
- \_\_\_ 4. Use List of Feelings sheet to illustrate feelings
- \_\_\_ 5. Give examples of WXYZ.
- \_\_\_ 6. Present idea that people can control X
- \_\_\_ 7. Distribute Thought -Feeling- Behavior (TFB) sheet
- \_\_\_ 8. Lead discussion of all examples on TFB sheet
- \_\_\_ 9. Parents share their own examples of TFB
- \_\_\_ 10. Parents write 1 or 2 personal examples of TFB sequence on worksheet
- \_\_\_ 11. Parents write replacement thoughts with input from group
- \_\_\_ 12. Parents copy replacement thoughts onto index cards
- \_\_\_ 13. Introduce concept of social support
- \_\_\_ 14. Identify the different types of support
- \_\_\_ 15. Exercise. Parents identify their social support systems
- \_\_\_ 16. Lead discussion of utilization of social support systems
- \_\_\_ 17. Therapist gives Homework assignment
  - \_\_\_ a. Read replacement thoughts twice per day 5 times each
  - \_\_\_ b. Read replacement thoughts 10 times whenever there is an overreaction in a parenting encounter.
  - \_\_\_ c. Utilize one social support agent this week

### HOMEWORK

1. Parents go home and practice substituting adaptive thoughts for dysfunctional thoughts.
2. Parents utilize one social support agent this week

## SESSION INSTRUCTIONS

### REVIEW PREVIOUS HOMEWORK

The therapist should begin by reviewing the homework from the previous session. This homework involved practicing a high risk Planned Activity outside of home utilizing some of the techniques reviewed in last week's session. Go around the group, and ask each parent to describe their planned activity to the group, and describe the steps they took to manage the child's behavior in the activity. Prompt the group to support each parent's positive efforts. For parents who did not implement a plan, or who tried to implement a plan but the plan did not go well, ask the group members to help those parents problem solve a solution. Ask the parent to select one or more of the suggestions recommended by the group, and make a plan to implement the homework assignment in the upcoming week incorporating the suggestions that were selected.

### BEGIN NEW SESSION CONTENT

Present the following information to parents.

The purpose of this session will be to orient parents to a cognitive model of mood and its relationship to behavior, particularly parenting behavior. In addition, parents will learn that they can exert control over their thoughts, and the feelings and dysfunctional parenting behaviors that their thoughts evoke. To accomplish these aims the therapist should begin by explaining that work of many theorists and researchers, has demonstrated that there is a relationship among what people **think**, how they **feel**, and how they **act**. This relationship is referred to as the WXYZ model of behavior. (To the therapist: We are using the letters WXYZ to represent this model in order to distinguish it from the ABC model that has been used previously) In the WXYZ Model the following sequence takes place:

- W Something happens
- X The person has a thought or thoughts about the event
- Y The thoughts create some feeling in the person (Use Feelings handout here)
- Z The person acts or behaves in a way that reflects those feelings

For example, if a person has a thought that another person is trying to annoy her on purpose, the first person is likely to feel angry at the second person and she will react accordingly. However, if a person tells herself that the "annoying" person is really immature and cannot control his behavior very well, the first person may feel pity for the second person, and she will react differently than in the first case. The reactions of the two people in these examples may be very different depending on what the first person tells herself about the behavior of the second person.

According to this model then, two different people could act very differently in the same situation depending on their thoughts and feelings about the situation. Likewise, the same person could react very differently in two identical situations that come up during the week, depending on the thoughts and feelings they have at different times.

One of the nice things about this model is that people can learn to control their thoughts and, thereby, change their feelings and their behavior in certain situations. Parents can learn to identify some of the thoughts they are having about their children that may lead to bad (angry, rage, frustrated, hopeless, sad, depressed) feelings that may lead to behavior about which the parent later feels badly.

At this point in the discussion the therapist should distribute the Sample Thought---Feeling---Behavior (TFB) Sheet and lead the parents through a discussion of the examples of thoughts, negative and positive feelings, and dysfunctional and functional parenting behaviors that they evoke. Parents' reactions to the examples should be processed.

Once parents have reviewed the examples, the therapist can ask parents if they would be willing to share their own personal examples of thoughts leading to bad feelings leading to reactions that were extreme and that they later regretted. The therapist should be careful to support parents and assist parents to support each other in the sharing of these events. Parents can also share events in which they felt that by engaging in a positive or neutral thought about their child, they were able to control an extreme emotional/behavioral reaction.

After this group sharing, each parent should be given a worksheet and asked to write down one or two personal examples of the thought--feeling--behavior sequence leading to a negative action on their part. Then, parents should be asked to write down replacement thoughts that are more benign and less likely to lead to extreme reactions. The therapist and the group should all help in generating benign replacement thoughts for the negative thoughts. Parents should then copy the replacement thought(s) onto an index card provided by the therapist to all the parents in the group. They are asked to carry the index card around with them in their purse or pocket for the entire week. They will use this index card in their homework assignment.

### **Using Social Support**

Another source of stress for parents is the sense that many parents express of being alone with all the demands of parenting their child. Sources of this special stress come from the demands of day to day behavior management to the need to be an advocate for your child in many different systems, especially the school. It is essential for the well-being of both parent and child that you learn to be a skilled advocate for your child and that you know how to identify and use all available resources.

### **Identifying Your Social Network**

Everybody has a network of supporting people, of which they may not be aware. Social support refers to many different ways in which people support each other. Support can come in many different forms such as physical/concrete support, emotional support, information/advice giving support, etc.

When we think of support, we usually think of physical support. This includes such things as assistance with chores, transportation, and childcare. This kind of support is provided by the people around us, such as the kindly neighbor or friend who watches one child while you take another to the doctor.

Emotional support is the kind of support which includes comforting you when you are upset, listening to your concerns, etc.

Information/advice giving is something we regularly seek and that we benefit from. Having access to information widens the possibility of opportunities that may be available for you and your child to take advantage of. Examples are things like the newspaper or community bulletin boards that announce special programs for children, community information networks, etc. Sometimes advice from a friend or community member we trust (e.g., a church pastor) can also be helpful to us.

To the therapist: At this point conduct an exercise to help parents identify their social support networks. Hand out blank sheets of paper and pencils. Ask each parent to draw a small circle in the middle of the paper to represent themselves. Write their own name inside of the circle. Then, draw a series of larger and larger concentric circles around the inner circle. Each of these circles represents a layer of social supports. The first layer should be labeled immediate family. Ask each parent to write down the names of immediate family members they can call on for the different types of support identified above. The next circle is extended family. Write down the names of these members inside the circle. Extended family members do not have to live in the same town. Emotional support can be provided over the phone. The next circle can be labeled other community supports. Be sure and have parents write in this parent group as one such support system. Other examples of other community support systems might be parent groups (e.g., Parents without Partners, CHADD groups, etc.), churches, etc. Ask parents



to identify other circles that might be appropriate to put on the chart on examples of specific items for each circle.

Next, lead a discussion of the extent to which parents currently utilize these various systems for support. What kind of support can each level of the social support system (circles in the diagram) provide? What kind of support do parents ask for or seek out. If parents are not currently utilizing existing support networks, why not? What are the obstacles? Do parents have difficulty asking for help even if it's just someone to talk to over coffee or on the phone? Help the group to problem solve what some of the obstacles to accessing social support systems might be. For example, parents may be reluctant to ask neighbors to watch their children. However, if they organize a community cooperative in which parents agree to take turns watching one another's kids then it doesn't feel like taking advantage of others to ask for baby-sitting help.

### COMMON PARENTAL REACTIONS

Parents may express skepticism that identifying and learning to control their thoughts can really exert an effect over how they feel and behave. They may also feel that the homework assignment is silly and may not believe that you really want them to do it. Normalize their skepticism but tell them that many people have learned to control even serious problems like severe anxiety and depression by identifying and changing their thoughts and feelings, but that it is difficult to do and takes practice. Tell them that is why the homework is so important. Thoughts can be so automatic that it takes serious practice to "unlearn" the old thoughts and learn new ones to take the place of the old ones. Remind them of how bad thoughts and feelings are causing them to act in ways that they don't like toward their child. Changing their extreme overreactions to their child's behavior will help them to be better parents to their children. You can also suggest that the same strategies can be used in other bad thoughts---bad feelings situations that have nothing to do with parenting. However, right now, our primary focus is on changing dysfunctional thoughts and feelings in the parenting arena.

Parents may also express reluctance to utilize social support systems. Frequently this boils down to a reluctance to "ask other people for help; involve other people in my problems". Parents can be helped to understand that frequently other people may want to help, but don't realized there is a problem or know how to offer to help. Some parents may live in neighborhoods where they do not feel it is safe to ask for help from the neighbors. In those cases, try to identify other social support networks that the parent can access (e.g., the church).

### HOMEWORK

Parents should be asked to take their index card home and keep it in their purse or pocket all week. Twice a day they should take out the index card and read silently the replacement thought(s) five times. In addition, whenever they have an emotional overreaction to their child they should take out their index card and read through the replacement thought(s) ten times, since the occurrence of a thought---bad feeling---overreaction sequence means that more practice is needed.

In addition, parents are asked to make a commitment to utilize one social support agent this week. Go around the room and have each parent state out loud what kind of social support they plan to access this week (including calling each other to ask for advice or emotional support; getting together after group for coffee together, etc.). Ask them to record on a tracking sheet what they did and bring it back to group next week.

## SUPPLEMENTAL SESSION B. STRESS, ANGER, AND MOOD MANAGEMENT 2

### GOALS

1. To teach parents a model of stress and how it relates to their parenting behavior
2. To teach parents a relaxation method to use in parent-child encounters in order to counteract habitual stress reactions.

### HANDOUT

1. "Relaxation"

### CHECKLIST

- \_\_\_ 1. Review homework from previous session
- \_\_\_ 2. Introduce and define stress as adaptation to changes
- \_\_\_ 3. Give examples
- \_\_\_ 4. Present that parents have major stresses and daily hassles
- \_\_\_ 5. Give physiological definition of stress
- \_\_\_ 6. Give examples of physiological changes
- \_\_\_ 7. Give expanded model of stress-- VWXYZ--Write on flip chart or blackboard
- \_\_\_ 8. Explain parenting can be a stressful set of events
- \_\_\_ 9. Have parents share how stressors impact on their feelings and parenting behavior
- \_\_\_ 10. Ask parents to review stressful situations with child from previous week
- \_\_\_ 11. Parents describe their feeling in these situations
- \_\_\_ 12. Parents describe their physiological reactions
- \_\_\_ 13. Present that parents can learn to control their physiological reactions
- \_\_\_ 14. Give Handout on Relaxation
- \_\_\_ 15. Read out loud as parents follow along
- \_\_\_ 16. Lead parents through one practice trial
- \_\_\_ 17. At end of trial, say cue word, "Relax", 20 times
- \_\_\_ 18. Guide parents through imagery of disciplinary encounter with child while they remain relaxed
- \_\_\_ 19. Count backwards 10-1.
- \_\_\_ 20. Inquire how procedure worked
- \_\_\_ 21. Repeat procedure if there is time
- \_\_\_ 22. Give homework assignment

### HOMEWORK

1. Parents practice relaxation method twice a day.
2. Parents employ relaxation method in stressful parenting encounters with their children.

### SESSION INSTRUCTIONS

#### REVIEW PREVIOUS HOMEWORK

In the previous week's homework assignment, parents were asked to engage in twice daily practice rehearsing benign thoughts about their child with the aim of replacing negative, angry or hostile thoughts that currently elicit emotional overreactions in parenting situations. Begin today's session by asking each parent in the group about their daily practice. Did they keep the index cards with them during the day? Did they read through the index cards five times, twice a day? After several days of practice

were they able to employ the new, benign thoughts in actual parenting encounters with their children? If so, did they notice any differences in their emotional reactions in those parenting encounters?

If parents did the twice daily practice but did not use the new thoughts in actual parenting encounters, review with them how to do so. If parents did not even do the twice daily practice, have the group problem-solve together the impediments to practice. Provide support to all parents, and praise to parents who were able to do the practice.

Also, review with parents what they did with regard to utilizing social support mechanisms the previous week. Ask parents what specific type of social support they needed and how they went about accessing that support. Ask parents to briefly summarize if the experience was helpful. Encourage parents to continue to utilize social support mechanisms as needed.

#### BEGIN NEW SESSION CONTENT

To the therapist:

The purpose of this session will be to orient parents to a model of stress and to relate their stress reactions to parenting encounters with their child. In addition, parents will learn a relaxation method for managing their physiological stress responses.

The following material should be presented to the parents:

The therapist should open today's session by explaining that today we will be talking about the impact of stress on the lives of parents as well as ways of managing stress, particularly in parenting encounters with their children. The therapist should begin by explaining that stress can come from any change in our lives that we must adjust to. Many people think of "stress" as disruptive events or crises that befall individuals. Obvious examples are natural disasters that occur (fires, earthquakes, floods, etc.); the death of a family member; physical injury or illness; and so forth. However, events that most people think of as positive events, such as getting married, buying or moving to a new home, or starting a new job can also be stressful. Finally, if a person experiences a large number of daily hassles (like getting calls from the teacher about your child; the washing machine breaking down; your child gets sick and can't go to school on a very busy workday for you; the telephone company shuts off your phone service because you haven't paid your bill), the accumulation of these events can be stressful for the individual.

At this point, the therapist should ask the parents to share what are some of the stresses and daily hassles in their lives. Then, the therapist should proceed to the next definition of stress.

Another definition that is sometimes used for "stress" has more to do with the physical reactions that take place in our bodies when unpleasant events happen to us. When we are faced with difficult events to which we must adjust, our bodies may respond with a number of changes. Our heart rates and breathing rates may increase, our blood pressure may rise, our muscles may become tense and tight, our hands may feel cold and sweaty, or all of these things may happen at once. If you are already in a state of chronic stress, and then another stressor is added (such as your child yelling at you or being very uncooperative) the regulatory centers in your brain may overreact causing you to overreact in your emotions or behavior.

By considering the physical reactions in our bodies, and applying the model to the stressful parenting encounters that we have with our children we have expanded the WXYZ model to include another element. The model now looks like this: (Therapist should write the new model on the board or flip chart):

- V Child engages in disruptive behavior
- W Parent has negative thoughts about child

- X Parent has physical stress reaction (increased heart rate, breathing rate, etc.)
- Y The thoughts and physical reactions cause bad feelings (anger, rage, frustration, etc.)
- Z The parent behaves in a way that reflects those feelings (e.g., screams, spansks, uses excessive punishment, or, conversely, withdraws attention from child).

Parenting a child can at times become a stressful event, especially if the parent also has a number of other ongoing daily stressors in his or her life. When parents are also experiencing other stressful events in their lives, the possibility increases for emotional overreactions and loss of control in parent-child encounters. At this point, the therapist can ask the parents to share with the group how some of the stressors and daily hassles identified earlier impact on their feelings and their parenting of their child. How do they feel at the end of a day that has had a lot of stressors? What impact does this have on their patience and tolerance toward their child and their ability to use thoughtful parenting skills?

Next, ask the parents to review some specific problem behaviors or situations that occurred with their child the previous week. Ask them to describe what each person did in the situation, and then ask what the parents were feeling in the situation. If needed, give a hypothetical example. "Let's imagine that you've told your child to clean his toys up from the family room floor. You've told him three times, and he continues to ignore you. You tell him a fourth time and he starts to back talk and argue with you. At this point, what thoughts are you having about your child or the situation? (This is a follow-up from last week's session); How are you feeling about his defiance and backtalk?" If parents respond that they feel angry, frustrated, irritated etc. ask them what physical changes they notice in their bodies when this happens. Common responses might be "tense, tight, rapid breathing", etc. Point out that other common physical responses that might not be so aware of are increased rate of breathing and increased heart rate. When these two reactions occur together (negative thoughts about the child and physical changes in the body) it makes it much harder to control our behavior. It is at times like this that parents are most likely lose control and deal with the child by yelling, spanking, or imposing harsh discipline.

The bad news is that parents often feel very guilty about these overreactions later, but they will continue to repeat them unless they can learn to control their thoughts and physical responses. The good news is that parents **CAN** learn to control their thoughts and their physical reactions, and so, do not have to remain helpless victims of the stress in their lives, and in parenting encounters with their children. By learning to control their thoughts and feelings in disciplinary encounters with their child, they can learn to control their emotional overreactions, and use more effective parenting skills such as the ones they have been learning in this program.

At this point, review with parents that they have learned in a previous session how to control negative thoughts and they should continue to practice replacing **negative thoughts** with positive ones twice a day and in parenting encounters. This week parents will learn another skill for controlling **physical reactions**. This is a method that combines controlled, deep breathing and self-instruction in muscle relaxation.

#### PRACTICE RELAXATION IN SESSION

Give parents the handout on "Relaxation" now. Read it out loud as they follow along reading silently. Then, take them through one practice trial of the entire procedure. All parents should get comfortable in their chair and close their eyes as you read slowly through each step again. You will be giving them instructions while they follow along, doing each step in the procedure. At the end of the entire procedure, say the cue word, "Relax", 20 times in a calm, low voice.

Once parents are relaxed, ask them to keep their eyes closed and imagine the last disciplinary encounter with their child in which they became angry or irritated with the child. Ask them to continue deep breathing, and keep their muscles relaxed while they imagine their child's annoying behavior. Ask them to try to imagine handling their child's behavior using one of the new parenting skills they have learned in the program while remaining relaxed. After giving this series of instructions, the therapist should wait for approximately two minutes. Then, count backwards from 10 down to one and ask parents to open their eyes on "one". Inquire as to how the procedure worked. Ask about any problems they had

with the procedure. Problem-solve with them and then, if time permits, have them go back through the entire procedure under their own instruction while you remain silent. Then give them the homework assignment.

## HOMEWORK

The homework assignment for this week is similar to the assignment for controlling negative thoughts. 1) Parents should practice the entire relaxation procedure two times a day. Since the procedure is relatively simple and does not take much time it can be done anywhere there is a comfortable chair; at home, at work, etc. 2) In addition, any time parents feel themselves having physical stress reactions in parenting encounters with their child, they should subvocalize the cue word "Relax" to themselves, try to be conscious of relaxing their bodies and slowing their breathing, and then proceed in the interaction with the child.

Parents can also combine the homework assignment from last week and this week. That is, once they go through the relaxation procedure, parents can run through the list of positive thoughts they have been practicing while maintaining a state of relaxation. Practicing the two skills together will help them to employ both skills in in vivo disciplinary encounters with their child. This is, of course, the ultimate goal.

Encourage parents to continue to use social support mechanisms to deal with stress in their lives as well.

## Section II

### Handouts for Group Sessions

## Handouts for Session 1

## Therapist form

To the therapist: The ABC chart is something that you will introduce and add to in each of the first several Parent Training Sessions. The completed chart will look like the chart below. You should bring the ABC chart to every Parent Training Group Session so that you can add to it as you go along. The purpose of the ABC chart is to teach the principles of social learning theory in the context of teaching the actual techniques.

**ABC CHART**Antecedents

Commands  
 Rules–pre-specified  
 Chores–pre-specified  
 Expectations–pre-specified

Behavior

Compliance  
 Playing Independently  
 Positive Peer Play  
 etc.

Consequences

Reinforcement  
 Positive Attention  
 Praise  
 Premack reward  
 Tokens  
 Tangible Rewards  
 Punishment  
 Time-out  
 Reprimand  
 Extinction  
 Ignoring  
 Response cost



## Handouts for Session 2

### Attending in “Special Time/Hangout Time”

The purpose of Special Time/Hangout Time is to create a regular time every day (or at least 5 days a week) for your child to practice good, independent, play behavior and for you to practice Attending skills with your child. By Attending to your child while he plays for a few minutes every day, this will increase your child’s Compliance and positive behavior, will get him accustomed to hearing you do Attending with him, and will help to improve the extent to which you and your child enjoy being together. Later, you will be able to use your all-important attention (Attending skills) as a reward for specific, positive target behaviors (like “Following Directions”) that your child needs to improve.

#### Setting Up “Special Time”

- 1). To start “Special Time”, set aside 15 minutes per day (for about 5 days a week at first) for you and your child to spend together.
- 2). Ask your child what he would like to play. The child is to choose the activity, within reason. However, the activity should be one that the child can do alone while you watch and Attend. Watching TV is not allowed during “Special Time”.
- 3). Get down on the floor (or sit) by your child and Attend while he is playing. Remember, Attending statements are statements that describe out loud whatever (good) behavior your child is doing. It is something like a sportscaster describing the plays of a baseball or football game out loud over the radio. Attending statements usually start with “You are....”, or “It is.....” For example, “You are making something with the blocks. You’re putting all the long blue blocks on top of each other. It is a wall. It is getting taller and taller”. Most children really enjoy this intensive attention from a parent.
- 4). Remember, ASK NO QUESTIONS AND GIVE NO INSTRUCTIONS during “Special Time”. In addition, for now, GIVE NO PRAISE STATEMENTS either. We just want your child to get used to Attending the first week of “Special Time”. (Later, we will add Praise statements to “Special Time”.
- 5). If there are two parents in the family, each parent should do a separate, daily “Special Time” with the child. If there are siblings, “Special Time” with the child should be done at a time when siblings are doing something else. Siblings should not be involved in the child’s “Special Time”. (Parents may certainly do a separate “Special Time” with siblings if they wish).
- 6). If your child begins to misbehave during “Special Time”, simply turn away and look elsewhere for a few moments and stop Attending. When the misbehavior stops, then turn back toward your child and start Attending again. If the misbehavior continues, then tell your child that “Special Playtime” is over and leave the room. Tell your child you will play later when he can behave nicely. If the child becomes extremely disruptive, destructive, or abusive during “Special Playtime” discipline your child as you might normally do, or do whatever your therapist discussed with you in the Group Meeting.
- 7) Try to relax and enjoy your child during this time together. Part of the reason for doing “Special Time” is to reverse some of the bad feelings that often arise in families and to help parent and child have a way to enjoy each other again.
- 8) Each parent should spend about 15 minutes a day with the child in “Special Time”. Try to do this at least five times in a week. After the first two weeks, try to have this “Special Time” at least 3-4 times per week. You should continue with “Special Time” indefinitely.

## Handouts for Session 3

### **Adding Verbal and Physical Rewards to Special Time**

Now that you have spent one week practicing Attending during “Special Time” with your child, it is now time to add Rewarding and Ignoring to “Special Time” practice. That is, during “Special Time” in addition to Attending, you should also use Rewards while watching your child’s good play behavior. There are two types of Rewards: Verbal Rewards and Physical Rewards:

#### **Verbal Rewards**

Labeled Verbal Rewards. These are praise statements that say out loud exactly what the child did that was good. For example, “You did a good job of taking your dishes over to the sink like I asked you to”; “Thank you very much for feeding the cat like I asked you to”; “I like the way you put a window in that wall on your leggo house”.

Unlabeled Verbal Rewards. These are praise statements that tell the child he did something well, but are not very specific. For example, “Good job!”; “Great!”; “I like that!”; “Thank you”.

#### **Physical Rewards**

These are physical gestures that convey appreciation or approval. For example, a hug, a pat on the back, an arm around the shoulder, a kiss. All of these let the child know that you are noticing him.

Continue to have daily 15 minute “Special Times” with your child. Now, you will be doing Attending and Rewarding to his good behavior during “Special Time”. For serious misbehavior that cannot be ignored, stop the misbehavior and/or terminate the “Special Time” session until a later time.

## Parent Handout

**Catch Your Child Being Good**

The purpose of “Catch Your Child Being Good” is to help you extend the use of Attending and Rewarding skills to your child’s good behavior all throughout the day and not just at “Special Time”. Children are used to their parents standing and scolding them for a minute or two for their bad behavior, but parents often don’t stand and pay positive attention to their children when they are good. Some children especially need this positive attention for good behavior because it is harder for them to learn what their parents want them to do.

In this homework assignment, try to think of two good behaviors that you would like to see your child do more often. These might be two good behaviors that are the opposite of two bad behaviors he is currently doing. Write the two good behaviors down here:

1. \_\_\_\_\_

2. \_\_\_\_\_

Whenever your “Catch Your Child Being Good” (that is, whenever you catch him doing these two behaviors), stand in the room with him and do Attending and Rewarding for a minute or two while he is doing the good behavior. In this way, your child will come to learn that you appreciate his spontaneous good behavior (that is, the things he does without being told) and not just the things that you tell him to do. He will start to do those things more often as a result of you giving him this positive attention when he does.

This will only take you a minute or two when you “Catch Your Child Being Good”. Remember, you probably spend more time than that now scolding him when you catch his bad behavior. By making it a habit to “Catch Your Child Being Good”, you will find that you have to spend less time scolding him for bad behavior.

Continue to do 15 minute “Special Time” sessions with your child this week. In addition, work on “Catching Your Child Being Good”.

## Handouts for Session 4

## Parent Handout

### Rewarding Children for Independent Activity While Parents Are Busy

One of the special problem areas for some children is occupying themselves independently for an appropriate amount of time while their parents are busy with other things. In this week's homework assignment, you will help your child learn to do this by setting up some special "Parent is Busy" episodes, helping your child get started in some independent activity before you get busy, and then rewarding him for staying on task while you are busy.

#### Steps for Setting Up a "Parent Busy" episode

- 1). Prior to the parent starting his or her own activity (such as cooking dinner, talking on the phone, etc.), the parent should get the child set up and started on some activity that the child can do for the same amount of time.
- 2). The parent should clearly communicate the expectation that the child should stay busy with this activity while the parent is busy. The parent should also communicate to the child what the Premack reinforcer will be if the child does not bother the parent while the parent is busy.
- 3). Every two or three minutes, the parent should look up from his or her own activity and briefly Attend and Reward the child while he engages in his independent activity.
- 4). At the end of the child's activity, if the child has not bothered or interrupted the parent, the parent should give the child his Premack reinforcer.

Premack Reinforcers I can use with my child:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Parent Busy Projects I will do with my child this week:

e.g., "While I am Cooking Dinner on Monday"

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How often I will Attend and Reward if my child does not bother me:

Every 1 2 3 4 5 minutes (Circle one)

Be sure and continue with "Catch Your Child Being Good" as well as with Special Time. Special Time can now be cut back to 3 or 4 times per week if you and your child wish, since positive attention is also being given on other occasions now.

NAME: \_\_\_\_\_ RELATIONSHIP TO CHILD: \_\_\_\_\_

CHILD: \_\_\_\_\_ TODAY'S DATE: \_\_\_\_\_

Tracking Sheet for "Independent Behavior While Parent is Busy"

"Parent Busy" projects I did this week:

<u>Day</u>	<u>Parent Busy Project</u>	<u>Attending and Rewarding Done</u>		<u>Premack Reward Delivered</u>	
1.	1.	yes	no	yes	no
2.	2.	yes	no	yes	no
3.	3.	yes	no	yes	no
4.	4.	yes	no	yes	no
5.	5.	yes	no	yes	no
6.	6.	yes	no	yes	no
7.	7.	yes	no	yes	no



## Handouts for Session 5

## **Giving Good Instructions to Your Children**

There are certain types of instructions that make it more likely that children will not comply. If parents change their use of these "Bad Instructions," then they will likely see improvements in their child's compliance. In addition, we will soon be talking about punishment procedures to use when your child does not follow instructions. You will want to be sure that you are giving good, effective instructions before you apply a punishment procedure to your child. The following is a list of "Bad Instructions":

### **BAD INSTRUCTIONS**

1. Buried Instructions. Too much talking or explaining after giving a command. With most children, commands should be followed by 10 seconds of silence so that the instruction is in the forefront of the child's attention.
2. Chain Instructions. Chaining too many instructions together all at once. Children cannot pay attention to and remember too many commands at once.
3. Question Instructions. Stating the command in the form of question. Technically, the child has the right to say "No" since you are only asking a question.
4. Repeated Instructions. Repeating the same instruction over and over again instead of getting to a limit.
5. Vague Instructions. Commands that are not specific. They do not state exactly what it is you want done.
6. Let's....Instructions. Beginning a command with the word "Let's". The child thinks you are going to help him and then gets angry when you don't.
7. Distant Instructions. Instructions that are yelled from a distance. It is difficult for a child to pay attention well to instructions that are given from a distance.

### **GOOD INSTRUCTIONS**

Good Instructions are instructions that children are most likely to obey. The characteristics of good instructions are that they are:

1. Direct and specific
2. Stated in direct form
3. Only one or two at a time
4. Followed by 10 seconds of silence.

### **ADDITIONAL CONSIDERATIONS**

1. Don't give an instruction if you are not willing to follow through with a punishment procedure if the child does not comply.
2. Don't give an instruction that the child does not have the skill or capacity to complete. If the task is one that exceeds the child's attention span, don't give that instruction, or break the task down into smaller steps that can be accomplished gradually with breaks in between.
3. Respect the child's ongoing activities. Don't give him an instruction if he is in the middle of something that you have given him permission to do. Wait till that activity is completed.
4. Make sure that you have the child's attention when you give the instruction. Establish eye contact and have him repeat the instruction back to you if necessary. Don't yell instructions from another room or when there are many distractions.
5. Show respect for your child. Use a pleasant (not hostile or sarcastic) tone of voice.

## BEHAVIOR RULES

Behavior Rules are used for helping children learn to do or not do certain behaviors without having to be told every time. For example, we don't want to have to tell children to stop hitting their brothers and sisters every time; we want them to learn to inhibit this behavior without having to be told. As such, Behavior Rules are for behaviors that we want children to learn to self-control.

Examples of House Rules in many families are: No Hitting, No Cursing, No Name Calling, No Breaking or Destroying Things. You can probably think of other misbehaviors that you would like your child to learn to self-control. If so, think of a Behavior Rule that refers to that behavior.

The idea behind Behavior Rules is that whenever the child violates the rule he has an **immediate Time-Out**. No Stop commands or Warnings are given. The child is simply sent immediately to Time-Out with a statement, "Since you hit your brother and that is against our Behavior Rules you have to go to Time-Out now." Since he has immediate consequences for misbehavior (i.e. no warnings or "chances") the child learns quickly not to do the behavior.

We have not yet taught you how to use a Time-Out procedure. That will be coming up in a session soon. Until then, you can begin to help your child learn self-control by setting up "Behavior Rules" in your home. Do this by:

- 1) Think of two or three (no more than three) behaviors that you would like your child to learn to stop doing without having to be told every time.
- 2) Put those behaviors in the form of a Rule
- 3) Write the Rules on a piece of paper and place the paper in a prominent place where everyone can see it (e.g. on the refrigerator door).
- 4) Tell your child that these are Behavior Rules. They are in effect everywhere in the house all the time. Tell your child that for a week you will tell him every time he violates the rules so that he has a chance to learn the rules. After a week, he will have a punishment every time he breaks the rules.
- 5) For one week, monitor your child carefully. Every time he breaks a rule, label this for him. For example you might say, "Johnny, you just called your brother a name. That is against our Behavior Rules."

Once you learn how to use the Time-Out procedure, you will want to give your child a Time-Out every time he breaks one of the Behavior Rules. In this way he will learn self-control over his misbehavior.

After your child has learned to follow the first two or three Behavior Rules, you can add one or two additional rules. The main principal for all Behavior Rules is that whenever they are violated there would be an immediate Time-Out.

### Quiz

Write "OK" next to those commands that are consistent with the rules for good instructions. Modify those that are bad, and indicate what is wrong with them.

- 1) I want you to pick up the blocks, please.
- 2) Don't touch that! It belonged to my grandmother and it's been in the family for years. I would be so upset if something happened to it.
- 3) Fred, go clean up the garage! And don't come back inside until it's clean!
- 4) Put all your puzzles on the closet shelves.
- 5) Ronnie, how many times do I have to tell you! Don't jump on the bed! Get down! Now! I mean it! Get off that bed! I'm warning you . . .!
- 6) Sarah, let's get started on that homework.
- 7) Yelled from the kitchen: Carl! Start cleaning up your room. I've got to finish these dishes!
- 8) Jennie, please put your clothes in your room and take the trash out. Then take these magazines out to the garage. And while your down there, why don't you clean out the rabbit's cage?
- 9) Now cut that out!
- 10) Howard, do you want to help me out by setting the table? Dinner's almost ready.
- 11) Reggie, I could really use your help with the trash.
- 12) Ginger, would you pleeeeeeeze pick up your room?
- 13) Lucy, how many times do I have to tell you, don't run in the house?!
- 14) Would you guys mind quieting down, so we can hear the TV?
- 15) If you don't start behaving, I'm going to drop you off at the police station!
- 16) Behave yourself while I'm gone.
- 17) If you're not out of bed in one minute, you'll have to miss breakfast.
- 18) Grandma's coming over. Make your bed and hang up your coat.
- 19) Do you want a time out?!
- 20) Put your clothes and shoes on so we can leave in 10 minutes.
- 21) Clean up your room, Todd. Grandma's coming over and you know how she always looks in your room . . .
- 22) Jeff, why don't you sit over there?

**ABC Tracking Sheet**

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

	Antecedent	Behavior	Consequence
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

## Handouts for Session 6

## Parent Handout

**PUNISHMENT CONCEPTS****Why You Should Minimize Use of Severe Punishment (like Physical Punishment or Severe Verbal Punishment)**

1. **We usually avoid those who punish us.** No one likes to be hit or criticized. So you try to stay away from people who might hit you or criticize you. If you severely punish your child a great deal, he or she will probably try to stay away from you.
2. **If you punish your child a great deal, you are showing your child how to punish others.** Children who are severely punished a great deal are aggressive with other children. They may grow up to be aggressive adults.
3. **Excessive use of punishment may erode your child's self-esteem.**

So, usually you should try to control your children's behavior with rewards, instead of punishment. There are some times, however, when the use of punishment is necessary.

**When You May Have To Use Moderate Punishment**

1. **When the problem behavior may cause the child to hurt him or herself or others.** Example: You don't want to stand around and watch your child play with fire until he or she "learns their lesson." Instead, you may have to use punishment to stop this behavior, before your child gets burned.
2. **When your rewards don't work because other stronger rewards cause the problem behavior.** Example: Your child does not come home from school until after dark. You cannot control the rewards he gets on the way home (playing with other children, etc.), so you make a rule. "For every minute after such and such a time you are late, you go to bed 5 minutes earlier."
3. **When noncompliance continues at high rates even after rewards have been instituted for compliance.**

**Rules for "Good Punishment"**

1. **Good punishment is given immediately.** If you wait an hour to punish your child for hitting his brother, he may think he's getting punished for something else he did in the meantime. He may never learn that he's not supposed to hit his brother.
2. **Good punishment is carried out in a calm, matter-of-fact way.** If you get angry while you punish your child, you are likely to cause your child to resent you and hate you for the moment.
3. **Good punishment does not "give in."** Rewards should never be given for behaviors you want to stop. Example: You want your children to stop throwing tantrums when they don't get their way. Usually you ignore them for doing this. But sometimes you give in and give them what they want; this rewards them for throwing tantrums. So they will continue to tantrum, hoping that sometimes they'll get you to give in. If you really want them to stop the tantrums, punish every time this happens. This behavior will stop much faster than if you punish them sometimes and reward other times.
4. **Good punishment uses a warning signal.** If you must use punishment, give a warning signal first. Soon the warning will be enough to make your child stop misbehaving.

5. **Good punishment is brief.** Long lectures often reduce the effectiveness of punishment. Keep your statements specific and short. Also try to avoid using lengthy grounding.
6. **Good punishment is given along with rewards for other behaviors.** If you reward your children a great deal, they will learn that they don't have to misbehave to get your attention. They can get your attention when they behave.



**TIME OUT WORKSHEET**

1. List of behaviors that will result in Time Out:

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2. Number of warnings before Time Out is given: \_\_\_\_\_

3. Location of Time Out: \_\_\_\_\_

4. Length of Time Out: \_\_\_\_\_

    Initial length: \_\_\_\_\_

    Maximum length: \_\_\_\_\_

5. Rules in Time Out: \_\_\_\_\_

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6. Type of timer to be used: \_\_\_\_\_

7. Consequences for failure to take a Time Out, or failure to follow rules in Time Out: \_\_\_\_\_

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8. Remember that your child is "off limits" to all family members during Time Out. Do not engage in conversation with your child about whether or not they should have a Time Out, how long it should be, whether they enjoy Time Outs or not, whether Time Out is just a game, etc.

## Handouts for Session 7

### **Reinforcement Survey**

This survey should be completed by parents and children together. Potential rewards can be selected from this list from the token program. Be sure to identify activities/things that could serve as daily and weekly rewards. Try to identify 5 daily and 5 weekly activities/things for each category.

Activities child likes to do at home:

Places child likes to go outside of home:

Activities child likes to do outside of home:

People child likes to spend time with:

Things child does not currently own but would like to have:

Child's favorite food or drink:

## List of Potential Reinforcers

### Daily:

High interest activities/rewards  
Special time with parent  
TV/Video game time  
Art/drawing materials  
Staying up 15-30 minutes past bedtime  
Helping plan/prepare favorite snack or meal  
Telephone time to call friend  
Choose dessert  
Ride bike  
Being read to

Low interest activities (available if high interest activities/rewards are not earned):  
Draw with pencil and paper  
Read a book (no comics or videos)

### Weekly

Dinner or lunch at a restaurant  
Trip to the park  
Go to a video arcade  
Video rental  
See movie in theater  
Attending sporting event  
Have friend over for an overnight  
Earning out of doing a chore  
Special clothes  
Small toys/sports equipment  
Music: tapes, CD's  
Going shopping/to the mall

### Possible Rewards List

<u>Reward</u>	<u>Likely Frequency</u>
Snacks	D
Staying up beyond bedtime	D
visiting friend's house	D, W
having friend come over	D, W
bike riding	D, W
allowance	D, W
going fishing	W
going shopping	W
skating	D, W
going to the movies	W
special activity with mom or dad	D, W
earn day off from chores	D, W
going to the park	W
getting ice cream	W
bowling, miniature golf	W
game of choice with parent/family	D, W
going to the mall	W
having story read to	D
choosing radio station in car	D
selecting something special at the store	W
making popcorn	W
having friend over to spend night	W
going to friend's to spend night	W
television time	D, W (for Sat/Sun shows)
video game time	D at home, W at mall
listening to radio/stereo	D, W (for Sat/Sun)
playing outside	D, W (for Sat/Sun)
extra bathtub time	D
educational games on computer	D
talking on phone	D (for friends), W (for long distance calls to relatives)
choosing family TV show	D
choosing family movie	W
renting movie video	W
going to MacDonald's with parent and/or family	W
taped TV shows	W
points exchanged for weekend privileges	D, W

D=Daily; W=WEEKLY

**Note:** Older children could save over weeks to get a monthly reward as long as visuals (e.g., pieces of picture activity) are used; e.g., camping trip with parent, trip to baseball game, purchase of Nintendo cartridge.

Parent Handout  
Child Reward Form

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

Daily Rewards:

70-79% Positive

80-89% Positive

90-100% Positive

Weekly Rewards:

## Daily Report Card (Sample)

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

Goal	Morning (before school)	Afternoon (after school)	Dinner and Homework	Bedtime Routine
Follows house rules with 3 or fewer reminders	Yes No	Yes No	Yes No	Yes No
Completes homework independently with 2 or fewer reminders	---	---	Yes No	---
Has 3 or fewer instances of complaining	Yes No	Yes No	Yes No	Yes No

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

## Daily Report Card (Sample)

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

Goal				
	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No

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



## Handouts for Session 8

Parent Handout

NAME: \_\_\_\_\_

**Token Economy Worksheet**

<b>TARGET BEHAVIOR</b> State the behavior that you <u>want your child to exhibit in positive terms</u> . BE CLEAR AND SPECIFIC	<b>WHEN BEHAVIOR WILL BE OBSERVED</b> State exact times that you will monitor including AM and/or PM	<b>AMOUNT OF TOKENS TO BE EARNED FOR DOING THIS TARGET</b>
1. _____ _____ _____ _____	_____ _____ _____	_____
2. _____ _____ _____ _____	_____ _____ _____	_____
3. _____ _____ _____ _____	_____ _____ _____	_____

When will token checks occur: \_\_\_\_\_

Types of tokens to use are: \_\_\_\_\_

(If using physical tokens) The tokens will be obtained: \_\_\_\_\_

(If using physical tokens) The tokens will be stored: \_\_\_\_\_

Kind of chart or record keeping system to use: \_\_\_\_\_

What happens if a token or reward is not earned: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

## Parent Handout

**RULES FOR THE USE OF POSITIVE REINFORCEMENT**

1. A positive reinforcer follows a behavior and is contingent on that behavior, i.e., the behavior must occur before the reinforcer is given.
2. A positive reinforcer makes it more likely that the behavior it follows will occur again.
3. A positive reinforcer can be social, such as praise; material, such as money, a trinket, a baseball card, or it can be an activity, such as going for ice cream, going to the batting cages, etc.
4. In order to be most effective positive reinforcement should be given immediately after a behavior.
5. Positive reinforcement must be consistent when a behavior is being learned. Consistency means that, as nearly as possible, every time a child shows the desired behavior a reinforcer should be given.
6. After a behavior is seen regularly, positive reinforcement should be given intermittently. The child does not know when he will be reinforced, so he must continue to perform the appropriate behavior in anticipation of reinforcement.
7. A reinforcement system should be started before or at approximately the same time as a punishment system. When reinforcement of a new, desirable behavior is started, the undesirable behavior must either be ignored or punished and the new behavior praised or otherwise reinforced.
8. A reinforcement menu, with choices, is useful. Children are allowed to pick from a list of possibilities the things they would like to have if they successfully show a behavior. Some examples are: Pizza for dinner or a favorite cereal for breakfast, baseball cards, or a movie rental. Having several choices prevents boredom.
9. Activity reinforcers are important. If Bill finishes his homework, he can go out to play. If Sally cleans her room, she can call a friend. Use of privileges as reinforcers is sometimes called Grandma's Law-- "First you do what I want you to do, then you can do what you want to do. First you work, then you play." " You can go out to play now, if you do your homework later" is NOT Grandma's Law because the reinforcer comes first.
10. Follow through is important. If a child earns a reinforcer he should be given that reinforcer. Don't say "John, you may watch television when your homework is done", but change your mind because John didn't hang up his coat.
11. Whatever is chosen as a reinforcer should be difficult to get without earning it. If Joe does not want to work for baseball cards because Bob gives him cards regularly, then baseball cards are not useful as a reinforcer to build new behavior. If access is not limited, then an item or privilege cannot be used as an effective reinforcer.
12. What is reinforcing for one child may not be reinforcing to another. Ask the child what s/he is willing to work for.
13. The power of reinforcers often fades, therefore, reinforcers may need to be changed often.
14. If a child says, "I don't want anything" and a parent can't find a reinforcer, they should evaluate what they are already giving their child. Often parents provide large quantities of material goods and activities, so a child may not want to work for more. Even though it may be painful for a parent, it may be necessary to require the child to earn something that he earlier was not required to earn.

## Parent Handout

Behavior (10 points each)	M	T	W	T	F
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Out of bed by 6:45

Dressed by 7:00

Backpack ready by 7:20

Total for Day

Weekly total \_\_\_\_\_

Daily Rewards

outside play: 10 pts/15 min.

8:30 bedtime: 30 pts

television time: 10 pts/30 min.

Weekly Rewards

Happy Meal: 100 pts

Trip to the park: 100 pts/1 hour

Water play: 50 points/half hour

Parent Handout

**Token Economy Chart**

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Behaviors/Chores (earn points)							
1							
2							
3							
4							
5 DRC points							
Inappropriate behaviors (lose points)							
1							
2							
3							
4							
Points earned							
Points lost							
Total points							

Points spent today							
--------------------	--	--	--	--	--	--	--

Reward earned today							
---------------------	--	--	--	--	--	--	--

Weekend points available (equal to sum of daily point totals) \_\_\_\_\_

Weekend reward

Name: \_\_\_\_\_

**TOKEN ECONOMY REWARD LIST**

**DAILY REWARDS**  
(Activities, Privileges, Toys, Food)

**CRITERIA**  
(Number of tokens,  
points, or stickers  
needed to earn the  
reward)

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**WEEKLY REWARDS**

**CRITERIA**

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**MONTHLY REWARDS**

**CRITERIA**

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## Handouts for Session 9

## Parent Handout

Behaviors for which I will use attending and rewarding:

Behaviors for which I will use activities, natural consequences, or privileges:

Behavior	Possible Natural/Activity Consequence
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Behaviors for which I will use tokens (e.g., points, tickets, stars):

Behaviors for which I will use allowance: (note: It is not necessary to provide an allowance.)

Behaviors for which I would consider a reward that involves financial commitment:



Parent Handout

**RESPONSE COST HANDOUT**

For what behaviors will you implement response cost this week?

**Target Behaviors**

**Fine/penalty**

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Procedure for implementing response cost (e.g., go to chart and write down the fine; OR say "go get me one of your chips"; OR "you lost 15 minutes off of your TV time tonight."):

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Limit on costs (e.g., 10 points per episode; OR stop when today's television limit is exhausted):

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Procedure when negative behavior escalates:

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## Handouts for Session 10

## Parent Handout

### Improving Your Child's Behavior Outside Home

Some children have difficulty controlling their behavior in situations outside home: for example, in the grocery store, at the mall, at church, at a neighbor's house. In these situations, parents can take special steps to help the child control his behavior, making the outing more pleasant for everybody including the parents.

Here are some special steps to take when going on outings outside of home:

1. Before you leave the house to go on the outing, discuss with your child where you will be going, who will be there, how long you plan to be there, and any other description of the outing that would be helpful to the child.
2. Tell the child your specific expectations for his behavior while you are on the outing. Describe your expectations to him in specific behavioral terms, and try to describe your expectations in terms of positive behaviors. For example, I expect you to follow my directions, play nicely with Cousin Charlie and walk (not run) while we are inside the house.
3. Write the behavioral expectations down on an index card and tell the child you will have the index card with you and you will be monitoring his behavior during the outing. Write the behaviors down the side of the index card and write time intervals across the top of the index card.
4. Tell your child that while you fully expect that he will be good and follow the expectations, you want him to know that he will have a Time-Out or "marked Time-Out" if he breaks the rules. Tell him exactly where the Time-Out will be if you are going to use an immediate Time-Out (e.g., in the bathroom at Aunt Sally's house). If you are going to use "marked Time-Out", be sure and take a felt tip pen along with you on the outing so that you can mark the back of the child's hand, or the index card, if he breaks one of the expectations for the outing.
5. In addition to telling him about the punishment procedure, tell him exactly how many "yesses" he must earn on his index card in order to earn a reward at the end of the outing. Talk with him about what the reward will be.
6. While you are on the outing, be sure and pull out the index card at every one of the time intervals that you specified at the top of the card, and put a "yes" or a "no" for every behavior at each interval. If your child did not follow directions, he should get a "no" for that interval and should have a Time-Out or a marked Time-Out. Be sure and praise him for the "yesses" that he gets as you are writing them on the index card.
7. Upon arrival home, count the number of check marks on the back of the child's hand or on the index card. Be sure and follow-through with a Time-Out for X minutes for every mark on the back of his hand.

Parent Handout

**Planned Activities — Worksheet**

Situation: \_\_\_\_\_

1. What will the situation be like for my child? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What are the ground rules for my child in this situation? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What will the rewards/consequences be for his/her behavior?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Did I practice the correct behavior with my child and what he/she can do if the situation becomes difficult? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Did I ask my child what would help him/her to maintain good behavior in the situation? What did he/she say? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What ways can my child be involved in the activity/situation in a productive way?

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Did I consider that my child may need a "break" from the situation? If so, how can this occur?

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5. Did I provide my child with constructive feedback? What did I say?

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6. Was I able to apply any other techniques in the situation, and if so, what were they and how effective were they? \_\_\_\_\_

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## Parent Handout

**Do's & Don'ts for Dining Out**

## DO's

- Do: Find a table away from the crowd
- Do: Seat the child next to the wall
- Do: Order food the children like
- Do: Provide the children with a pre-meal snack
- Do: Provide small interesting toys to occupy their time
- Do: Move the utensils from their reach
- Do: Move the toys when the food comes to the table
- Do: Praise the child for appropriate behavior

## DON'TS

- Don't: Go to a restaurant where the meal takes a very long time
- Don't: Insist that the child order something he does not like
- Don't: Bring large or noisy toys, or toys with many pieces
- Don't: Allow the child to get up and down from his/her seat. If a break is needed take the child out for a brief moment

**Potential "High Risk" Situations**

Situations that place greater demands than usual on some children and for which planning and preparing ahead can make a significant difference in how the child behaves.

- Waiting in line
- Waiting in a doctor's office
- Long car/train/plane rides
- Shopping trips
- Dining in a restaurant
- Attending an event such as sister's dance recital, graduation ceremony
- New and unfamiliar situations
- Family gatherings at picnics and other people's homes
- When visitors come to the home
- Birthday party for a sibling

## Handouts for Supplemental Session A

Parent Handout

**List of Feelings**

Anger  
Irritation  
Frustration  
Rage  
Excitement  
Relaxed  
Scared  
Worried  
Gloomy  
Shame

Happiness  
Sadness  
Grief  
Inadequate  
Euphoria  
Anxious  
Dread  
Tired  
Worthless  
Guilty

Joy  
Incompetent  
Annoyance  
Cheerful  
Pleasure  
Fearful  
Apprehensive  
Bored  
Depressed  
Tense



## Parent Handout

**Thoughts--Feelings--Behavior**

## I. Dysfunctional Thoughts-Feelings-Behavior Sequences

<u>Thoughts</u>	<u>Feelings</u>	<u>Behavior</u>
That child is doing this on purpose to hurt me	Rage	Screaming at or hitting child
That child just doesn't care about me	Depression	Give up trying to help child
That child is just plain bad and nothing I do can change that	Hopeless	Withdraw attention from child
I must be a bad parent for my child to act like this	Guilty and inadequate	Reward negative child behavior

## II. Functional Thoughts-Feelings-Behavior Sequences

<u>Thoughts</u>	<u>Feelings</u>	<u>Behavior</u>
My child has a disorder that makes it hard for him to control his behavior	Calm; helpful	Give consequence for negative behavior to teach child self-control
My child loves me even though his behavior is sometimes bad	Happy; secure	Good follow-through with parenting skills that will help child
My child has ADHD; his behavior can improve with my help	Determined; understanding	Good attention to child's positive behavior
I am a good parent	Competent	Loving and firm

Parent Handout

Thoughts-Feelings-Behavior Worksheet

**Thoughts**

**Feelings**

**Behavior**

## Handouts for Supplemental Session B

## Parent Handout

**RELAXATION**

Most people are not aware that when they are upset or agitated, one or more of their muscle groups are tense, and their breathing is rapid and shallow. If we can learn to control our muscle tension and our breathing we can teach our bodies to stay relatively calm and relaxed even in upsetting situations. The following is a procedure for achieving relaxation quickly. By practicing every day, within two to three weeks you will be able to relax your body by simply saying, "Relax", to yourself, in real life situations with your child.

1. Get comfortable in your chair. Place your arms on the arms of the chair. Close your eyes.
2. Become aware of the various muscle groups in your body (e.g. hands and arms; face, neck and shoulders; chest and stomach; hips, legs, and feet).
3. Bend your arms at the elbow. Then, make a tight fist with both hands while tightening biceps and forearms. Hold for 5 seconds. Pay attention to the tension. Then relax. Pay attention to the relaxation.
4. Tense entire face and shoulders, by squinting eyes tightly shut, wrinkling forehead, pull back corners of mouth, tighten neck, and hunch shoulders. Hold for 5 seconds. Pay attention to the tension. Relax. Pay attention to the relaxation.
5. Arch back as you take in a deep breath. Hold for 5 seconds. Relax. Take in another deep breath while pressing out the stomach. Hold. Relax.
6. Raise feet off floor keeping knees straight. Pull feet and toes back toward face, tightening shins. Hold. Relax. Then, curl toes down toward the floor, tightening calves, thighs and buttocks. Hold. Relax.
7. Scan each muscle group in your mind and relax any tense muscles.
8. Now, become aware of your breathing. Slow your breathing down as your breath in and out, in and out.
9. With your next deep breath, count slowly from 1 to 5 as you breathe in and count 6 to 10 as you breathe out. Your stomach should expand and deflate with each breath.
10. Repeat this deep, slow, breathing, in and out, in and out, until you are feeling deeply relaxed.
11. Say the word, "Relax" to yourself approximately 20 times every time you exhale.
12. Now, gradually let your breathing return to normal and open your eyes.

Suggestion: You may want to rehearse the positive thoughts you have been practicing from a previous homework assignment while you are deeply relaxed. The ultimate goal is to keep your body relaxed **and** use positive thoughts about your child when you are in the midst of a parenting encounter with your child.

## Section III

### Homework Sheets for Group Sessions

**Session 1**

Parent Handout

**ABC Tracking Sheet**

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

Day \_\_\_\_\_

	Antecedent	Behavior	Consequence
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



Parent Handout

**ABC Tracking Sheet**

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

Day\_\_\_\_\_

	Antecedent	Behavior	Consequence
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



**Session 3**

"Catch Your Child Being Good" Tracking Sheet

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

Date Started \_\_\_\_\_

Good Behavior 1. \_\_\_\_\_

Good Behavior 2. \_\_\_\_\_

Put down a check (Ū) in each box every time you "Catch your child being good" and do 1-2 minutes of Attending and Rewarding.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Parent Handout

**ABC Tracking Sheet**

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

Day\_\_\_\_\_

	Antecedent	Behavior	Consequence
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Parent Handout

**ABC Tracking Sheet**

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

Day\_\_\_\_\_

	Antecedent	Behavior	Consequence
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



Parent Handout  
**ABC Tracking Sheet**

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

	Antecedent	Behavior	Consequence
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

## Session 7

## DAILY REPORT CARD

## Daily Report Card (Sample)

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

Goal				
	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No

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

## Handouts for Session 8

**Sessions 8 and 9**

See "Token Economy Chart" for Session 9.  
 Parents should bring their chart to each session  
 each week for homework review.

**Token Economy Chart**

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Behaviors/Chores (earn points)							
1							
2							
3							
4							
5 DRC points							
Inappropriate behaviors (lose points)							
1							
2							
3							
4							
Points earned							
Points lost							
Total points							

Points spent today							
--------------------	--	--	--	--	--	--	--

Reward earned today							
---------------------	--	--	--	--	--	--	--

Weekend points available (equal to sum of daily point totals) \_\_\_\_\_

Weekend reward



Parent Handout  
**ABC Tracking Sheet**

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

	Antecedent	Behavior	Consequence
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

**Session 10**

## Tracking Sheet for "Outings Outside of Home"

Parents Name: \_\_\_\_\_

Week of: \_\_\_\_\_

I did one planned outing with my child this week.

The outing was \_\_\_\_\_.

I used live time out or marked time out on the outing \_\_\_\_\_ times  
(circle one)I used an index card token system with my child on the outing      yes                      no  
(circle one)

## Parent Handout

**ABC Tracking Sheet**

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

	Antecedent	Behavior	Consequence
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

**Supplemental Session A**

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

Week of \_\_\_\_\_

How many times each day did you read through your index cards?

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week of _____							
Week of _____							
Week of _____							

What social support group did you utilize each week?

Week 1 \_\_\_\_\_

Week 2 \_\_\_\_\_

Week 3 \_\_\_\_\_

**Supplemental Session B**

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

Week of \_\_\_\_\_

How many times each day did you practice relaxation?

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week of							
Week of							
Week of							