



UNIVERSITY *of* CALIFORNIA • IRVINE



**CHILD DEVELOPMENT CENTER
SCHOOL**

**PARENT TRAINING and Multiple
Family Groups**

Angela J.Y. Liang, M.A.

Typical Challenges of Parenting: From Parent Reports



- Aggression
 - ✦ Physical (eg: hitting sibling, spitting at peers, destruction of property, etc...)
 - ✦ Verbal (eg: Yelling, cursing, name calling, etc...)
- Rudeness/Non-Compliance
 - ✦ Rolling "My Child just doesn't listen!!!"
- Disruptive/Maladaptive behaviors
- Off Task or easily distracted
- Impulsive
- Forgetful
- Inattention



Need for
Parent
Training

Program Breakdown- The Chain of Training



```
graph TD; A[Introduction to Parent Training (IPT)] --> B[CDC Day Treatment Center (School)]; B --> C[Multiple Family Group (MFG)];
```

Introduction to
Parent Training (IPT)

CDC Day Treatment
Center (School)

Multiple Family
Group (MFG)

Why the Group Model?



- **Shared Responsibility of Parenting**

- Personal Networking/Parent Support Group through a shared experience
- Normalizing experiences
- Wider range of solutions

- **Effective and Supportive Communication**

- Problem Solving Skills
- Child Management Skills



Advantage of Large Parent Training or Multiple family Groups



- More Availability
- Greater Utilization
- Cost Effective



Parent Training



- 1. Open to the public**
- 2. Pre-requisite to enrolling in the school program**
- 3. Bridge between school and home**

Goal of Parent Training



- Provide families the foundations for effective parenting.
- Teach parents how to recognize and understand not just their children's behavior patterns but their parts in the pattern ("The Dance").
- Improve family relationships
- Give parents the opportunity to practice applying the parenting strategies through homework
 - Parents can be the "solutions".

What the introduction to parent training looks like...



- Group is led by a therapist (Masters level)
- Non-lecture
- Emphasis on practical learning strategies
 - ✦ Modeling/Role Playing
 - ✦ Homework
 - ✦ Active discussions
 - ✦ Attributional questions
- Serves up to 20 families per group
- 2-hour weekly sessions over 8 consecutive weeks



Parent Training Session Outline:



- **Session outline:**

- Review homework
- Introduction of tool/strategy/or social skills curriculum for the week
- Watch videotape of parent making errors when utilizing the tool of the week
- Critique videos (e.g. looking for both errors and solutions)
- Therapist modeling solution
- Parent role play of solutions
- Brainstorm homework application

Parenting Training Tools



1. Family Meeting

* 3 C's of Parenting

1. Communication
2. Collaboration/Cooperation
3. Consistency

- Parent Self-Regulation Grid

2. ABC Approach

3. Praise and Positive Attention

4. Transitional Warnings

5. When-Then or “Grandma’s Rule” (Premack Principle)

- ✦ Go Map VS. No Map



Parenting Tools



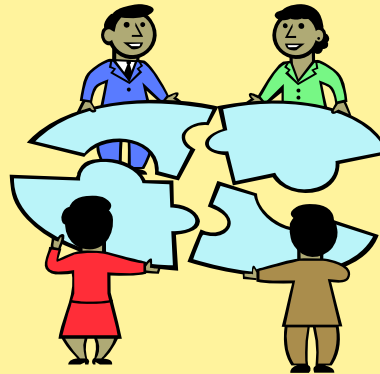
6. Planned Ignoring
7. Planning Ahead
8. Rewards and Star Charts
9. Time Out
10. Response Cost
11. Problem Solving - PASTE



FOUNDATION



**Successful use of One's Attention
to Encourage Positive Behaviors
Relies on Effective
Communication**



1. Family Meeting



Family Meeting Planning Worksheet

Who

People on the Problem Solving/Support Team (spouse, neighbor, friend, teacher, grandparent, etc.): _____

What

Topic(s), plans, behaviors, etc. to be discussed: Life skills I'd like my child to learn that will help him/her be a happy successful adult

When

Day: Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Time: _____

Where

Location for meeting: _____

Self-Regulation Grid



- **Irrational**

- **Not a good Listener**

- **Cannot Teach and Cannot Learn**

- **Full of Emotion**

- **Rational**

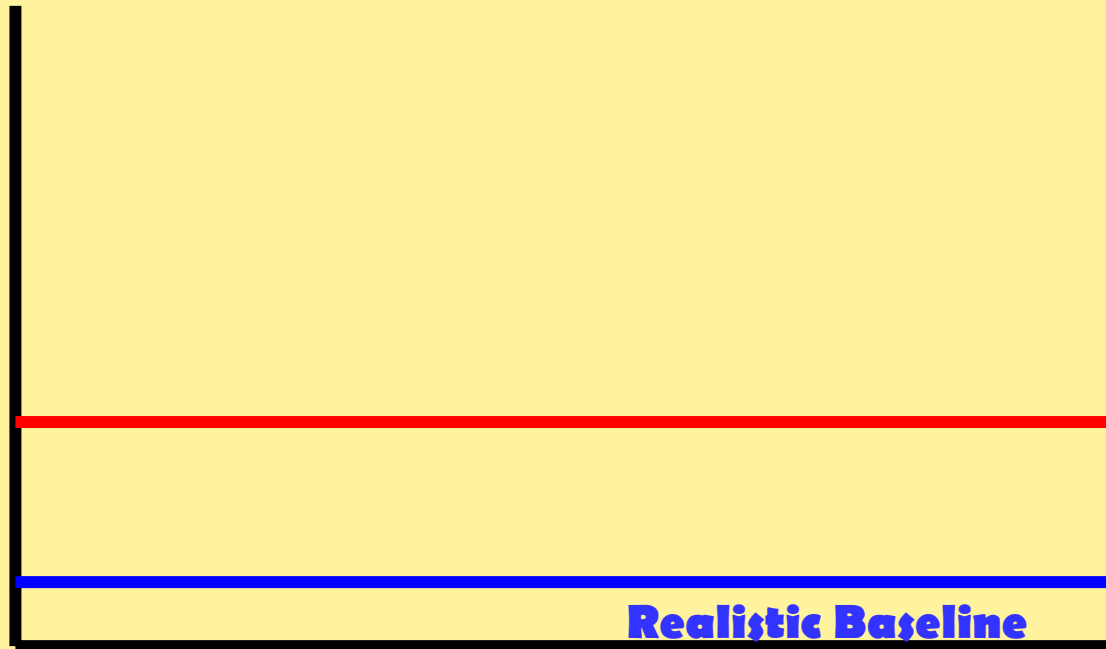
- **Good Listener**

- **Can Teach and Learn**

Realistic Baseline

Absolute Baseline

Child's Self-Regulation Grid



Realistic Baseline

**Absolute ("Fantasy")
Baseline**

2. ABC Model

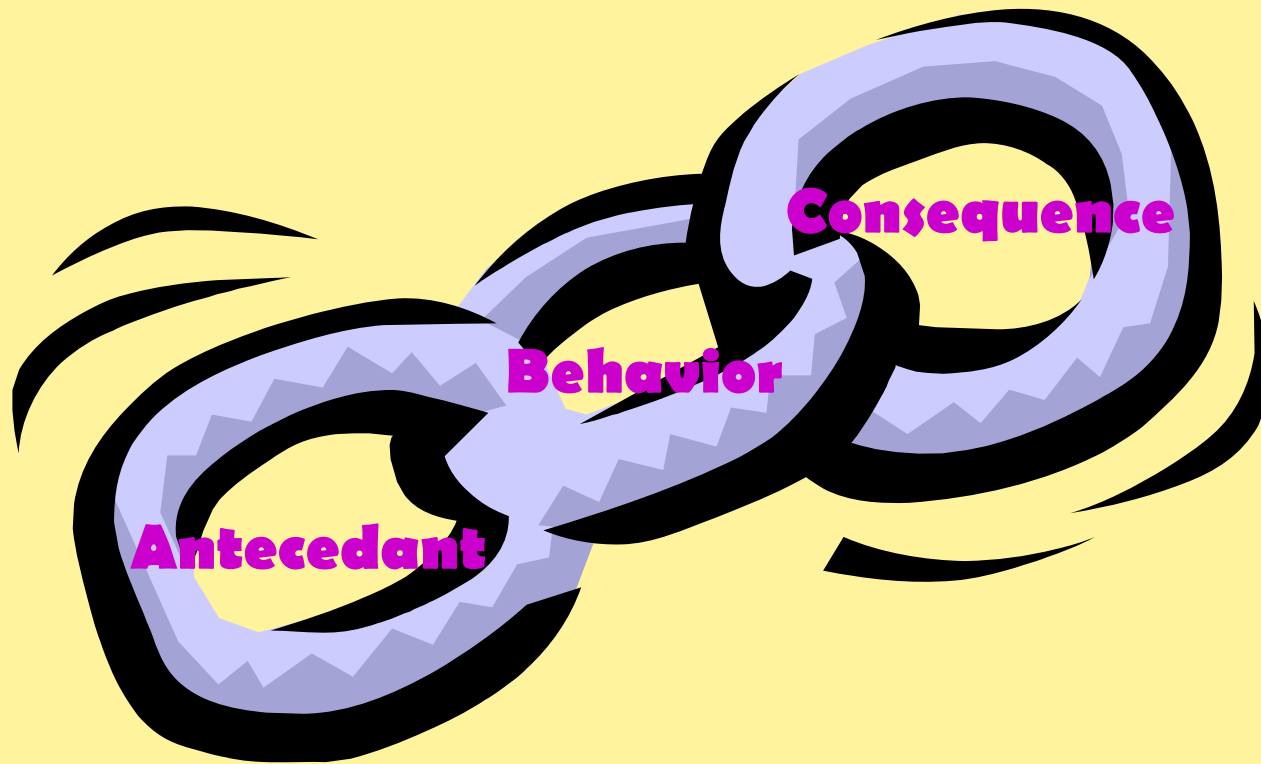


A: Antecedents

B: Behaviors

C: Consequences

Behavior Chain



Antecedents:



Situation(s) and/or event(s) set the stage for a certain behavior(s) to occur

- Substitute Teacher Example
- Working with Parents to recognize and identify any context patterns in which the behavior(s) may be occurring
- Provide parents a clear framework that antecedents trigger both challenging as well as positive behaviors
- External Antecedents (Overt) versus Internal (Covert) Antecedents

Behaviors:



- Important to define in terms of the concrete action (Operationally Define)
 - ✦ EG: Difference between temper tantrum of a 5 year old versus 10 year old crying
- When the behavior is challenging or undesirable, this is the primary link in the behavior chain that gets a response.
- Possibly the most difficult level of the chain to successfully intervene on challenging behaviors
- When behaviors are positive they rarely demand or receive any attention

Consequences:



The events that follow the behavior

- **Positive Consequences** encourage repetition of the behavior in the future
 - ✦ Attention, praise, privileges, star charts, etc...
- **Negative Consequences** decrease likelihood that behavior will continue in the future
 - ✦ Time Out, losing privilege, reprimand, etc...

Behavior Patterns:



**Behavior patterns exist because
they work!**

They serve a function-

Two Options when Addressing Behaviors



- **Reinforcement**

- Any response to a behavior that is going to **INCREASE** the likelihood that the behavior will occur again in the future
- Positive vs. negative
 - ✦ EG:

- **Punishment/Discipline**

- Any response to a behavior that will **DECREASE** the likelihood of the behavior occurring again in the future
- Should never be used by itself
- Does not always teach a replacement behavior

Punishment, Punishment, Punishment...



- Vulnerable to overuse – loses effectiveness
- Must wait for behavior to occur in order to use
- Vulnerable to misuse...Where are you on the self-regulation grid when using punishment?
- Can increase problem behavior
- Reduces self-esteem
- Typically addresses only what NOT to do and often ignores teaching of replacement/alternate behaviors
- Damaging to relationships

3. Praise and Positive Attention



- People of all ages thrive on recognition and attention from others
- In a home program parents have limited resources, which prohibits providing everyone with high levels of attention
 - Most individuals can function (self-regulate) with brief, occasional attention
 - Some require more attention to help them self-regulate and positively guide behavior
 - Be proactive by keeping everyone's "attention tanks" topped off

Maladaptive Behavior and Replacement Behavior



- **Hitting Peer\$**
- **Running in the hall\$**
- **\$creaming at a parent when they are \$tanding right next to them**
- **Whining or begging**
- **Tea\$ing**
- **Keeping your hand\$ to your\$elf**
- **Walking feet in the hall\$**
- **Use your inside voice or “\$ound check”**
- **Use your calm word\$**
- **Use your Nice \$aying**

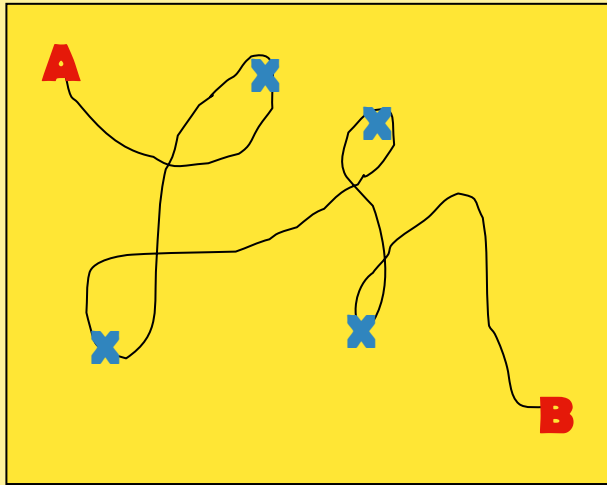
Effective Directions (Sears, 2002)



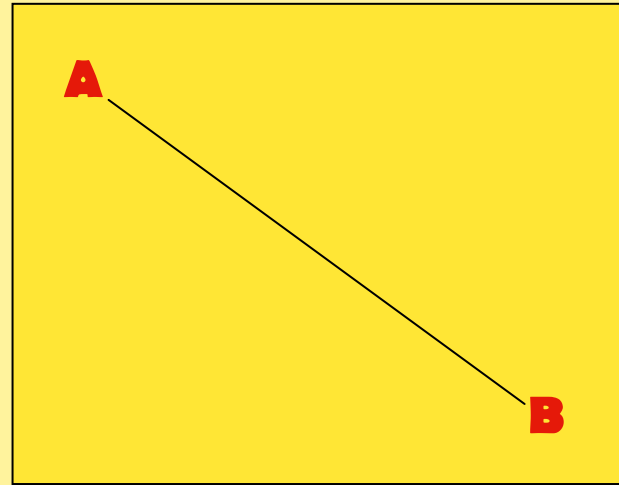
- Establish a connection
- Stay brief and simple
- Have the student repeat directions
- Use the When-Then approach
- Utilize transitions
- Provide Choices
- Labeled Praise
- Respond to yelling with soft, calm voice
- Provide directions with neutral and directive tone
- Make things fun...use humor and games when possible and appropriate
- **BE CONSISTENT**



The No Map vs. The Go Map



NO MAP

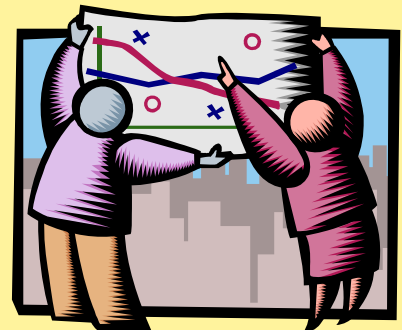


GO MAP

The Go Map vs. The No Map



- Provide a roadmap for success
 - Plan ahead
 - Clarify expectations focusing on what the person should do...avoid “Don’t” directives
 - Define success
 - BE CONSISTENT
 - ✦ Inconsistency leads to unpredictability and uncertainty
 - ✦ Uncertainty elevates anxiety and frustration
 - ✦ Anxiety/frustration are common triggers (antecedents) for challenging behaviors
- Make an effort to catch and praise good behaviors
- Provide alternatives to challenging behaviors



Transitional Warnings



- Provides a prompt for children to prepare for a transition
- Allows parents to set children up for a successful transition
- Life skill
- “2 more minutes before it’s time for bed”
- “3 more pages and it’s time to put the book away”
- “2 more pushes on the swing then it is time to go home”

When-Then “Grandma’s Rule”



- NO MORE FREEBIES!!!
 - ✦ Dessert
 - ✦ Screen Time
 - ✦ Park time
- Teach children to earn privileges.
- “When (Parent’s request), Then (What the child wants-Incentive)” or “You may go outside as soon as you clean up your toys”
 - When you clean up your toys, then you may go outside and play.
 - “You may go outside as soon as you clean up your toys”
 - ✦ Teaches children Responsibility
 - ✦ Delayed Gratification

When-Then “Grandma’s Rule”



Planned Ignoring...Pick your battles



- Why ignore?
 - Often our response is “fueling” the behaviors
 - Behaviors that can be ignored are often times fueled with our own emotions (personalizing)
 - Can extinguish minor/irritating behaviors such as screaming and whining
- Steps to Ignoring:
 - ✦ Plan ahead before you use the “planned ignoring tool” - REMEMBER it will get worse before it gets better
 - ✦ Operationally define the behavior you will ignore
 - ✦ Identify when this behavior usually occurs (Antecedent)
 - ✦ Have a coping strategy in place to help you during “ignoring”
 - EG: Counting to yourself, taking deep breaths, reading magazines, repeating a mantra, guided imagery, etc...

Planned Ignoring...Pick your battles



- What can you ignore:
 - Minor, irritating, and obnoxious behaviors such as crying, whining, screaming, etc.
- What you shouldn't ignore:
 - When a child is a danger to self and others, destruction of property.

Planning Ahead



THE PLAN!

1. Excursion to: _____
2. Goal of excursion: _____

3. Anticipated problems: _____

4. Plan to solve anticipated problems: _____

5. The specific rules of this outing: _____

6. Strategies to Increase Behavior
Behaviors I will PRAISE: _____
Behaviors I will GIVE TOKENS FOR: _____
token to be given: _____
Behaviors I will use Grandma's rule for: _____

7. Strategies to decrease behavior
Behaviors I will ignore: _____
Behaviors I will redirect: _____
Behaviors I will give a time out for: _____
Time Out Location: _____
Time Out Length: _____
Back up if child is refusing to take time out: _____

- Behaviors that will result in loss of privilege: _____
- Possible privileges to take away: _____

Have fun and good luck!

1. Anticipated Problem

1. Beginning

2. Middle

3. End

2. Solutions to prevent problems and how to consequence behaviors should prevention not work

Star Charts



Developing a Home Star Chart or Token System

STEP 1

Choose the Behavior(s)

Positive

Specific

STEP 2

Decide on Reward System

Social Rewards

Activities or Privileges

Toys or candy

Stars & Stickers

Beads and Chips

Short-term rewards

Medium-term rewards

Long-term rewards

STEP 3

Explain the Program to the Child

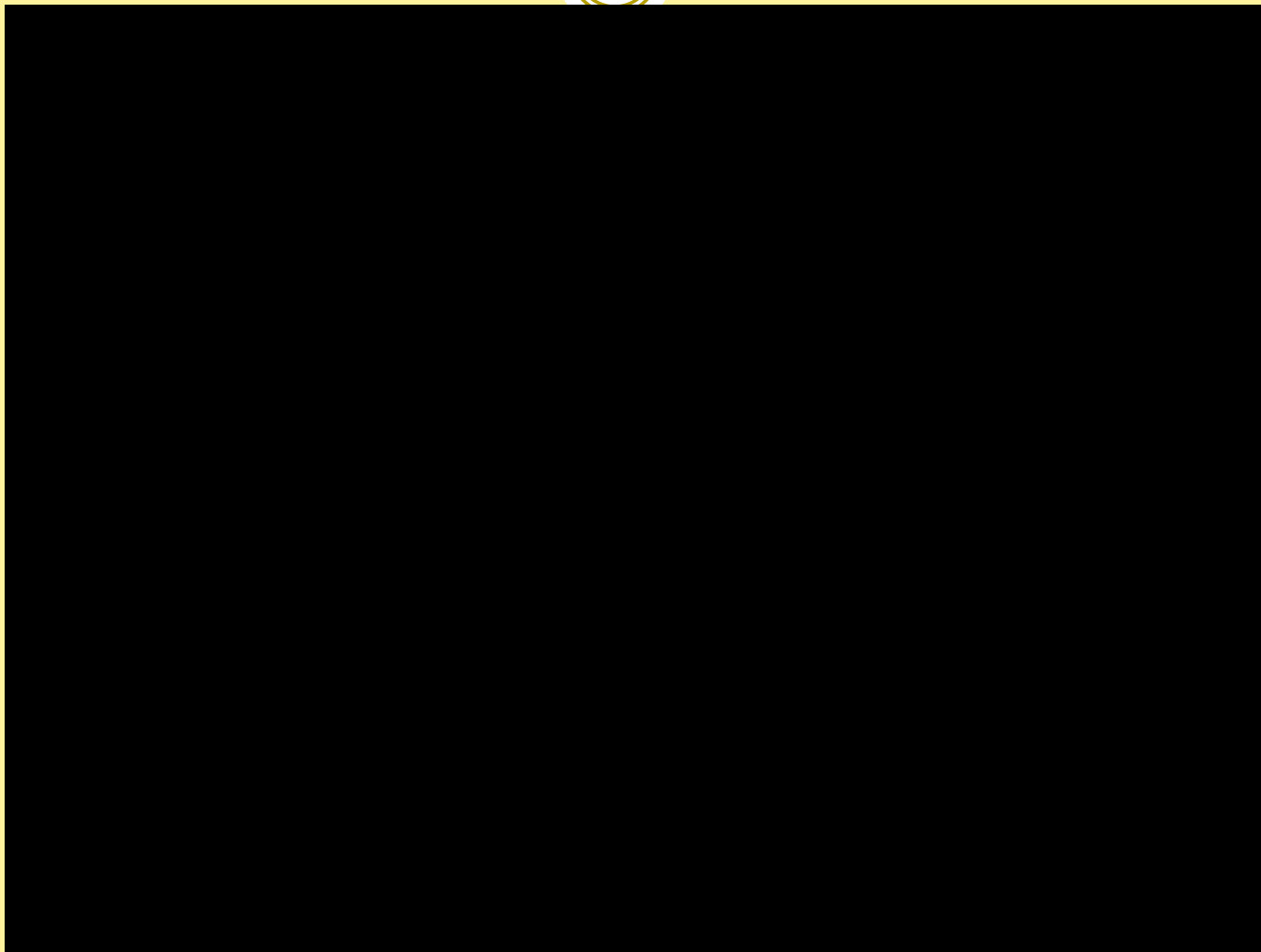
Practice desired behavior

STEP 4

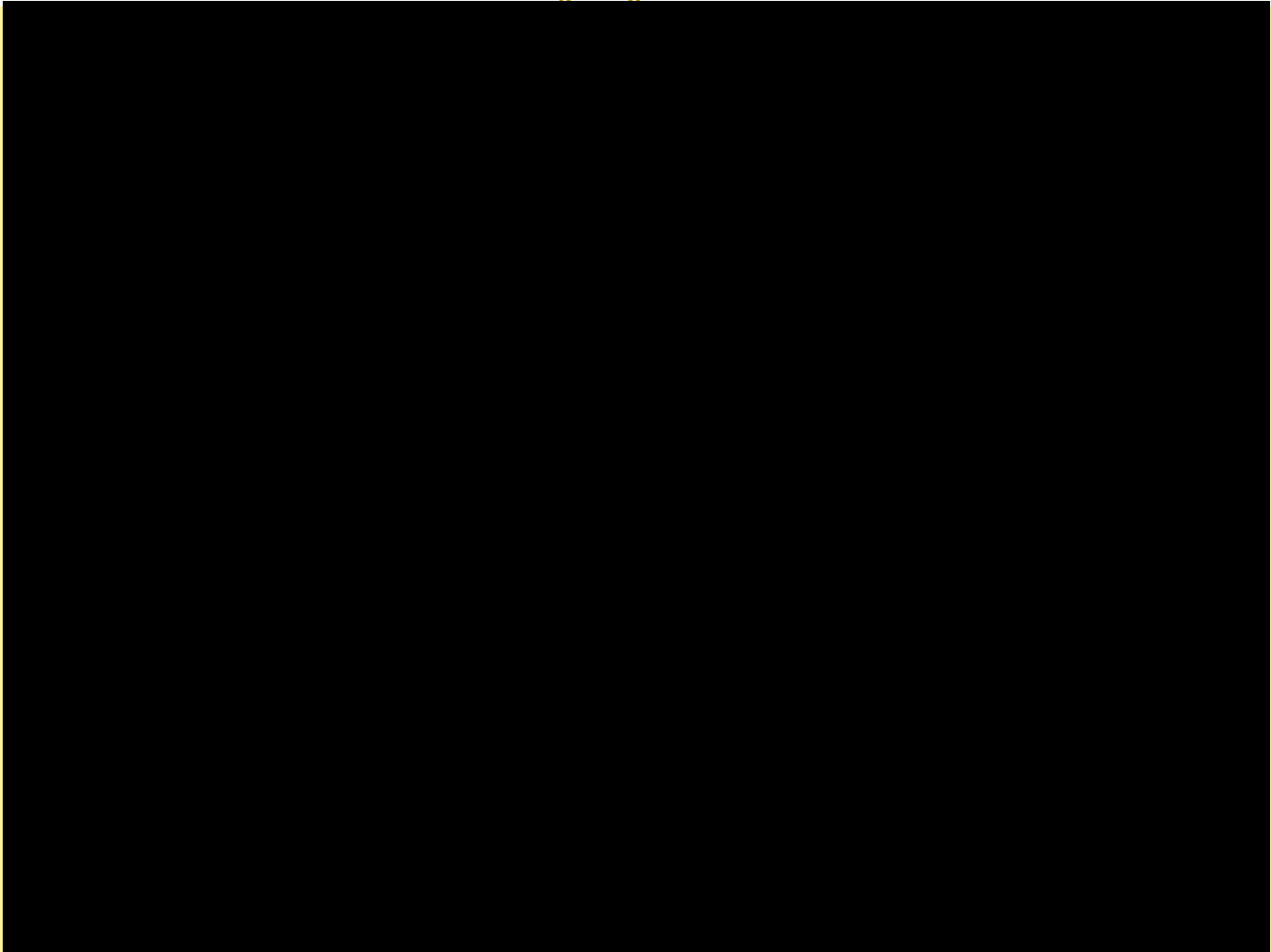
Make the Program Attractive and Visible

Post in a visible place

Star Charts



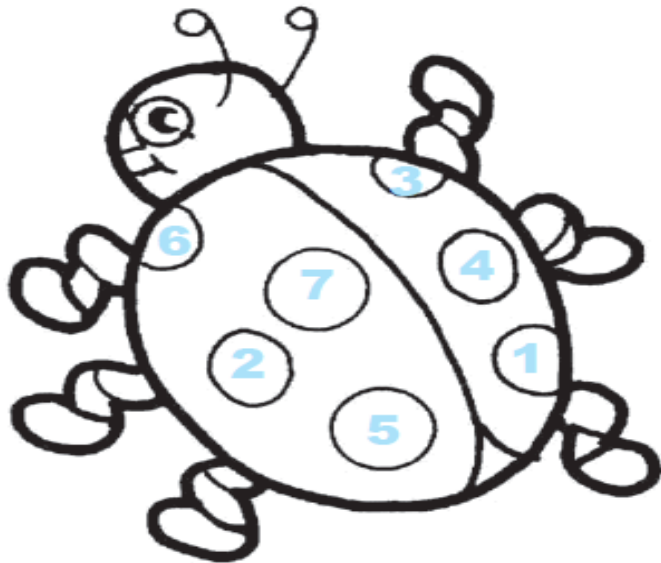
Star Charts



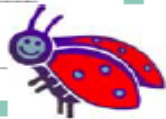
Sample of a General Star Chart



Color a spot when you _____ !



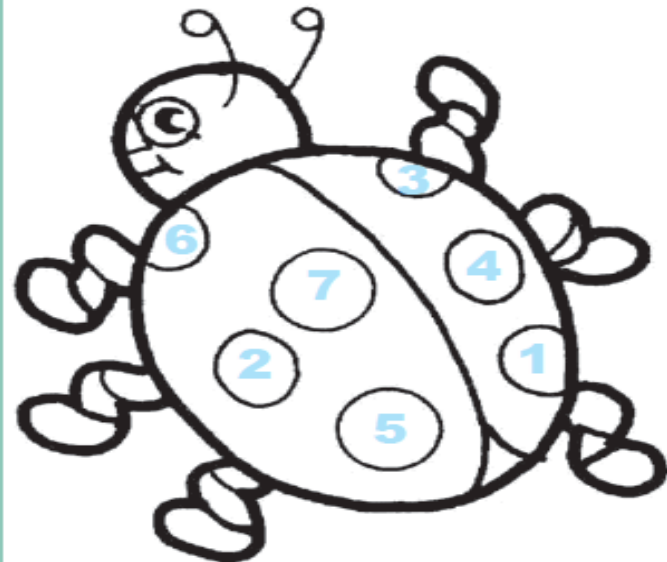
Name: _____ Date: _____
When I'm done, I will have earned: _____



copyright www.Latitudes.org



Color a spot when you _____ !



Name: _____ Date: _____
When I'm done, I will have earned: _____



copyright www.Latitudes.org

Sample of a Morning Routine Star Chart:



Have a sunny day!

Six colored suns = _____



I brushed my teeth!



I tidied my room!



I read for ____ minutes!



I helped with a meal!





I'm a smooth sailor!

Six colored boats = _____



I brushed my teeth!



I tidied my room!



I read for ____ minutes!



I helped with a meal!





Sample of a Homework Star Chart



Homework Checklist		
Name: _____		Week: _____
(Add subjects, fill in assignments, and check them off when complete)		
Math		
Mon.		<input type="checkbox"/>
Tues.		<input type="checkbox"/>
Wed.		<input type="checkbox"/>
Thurs.		<input type="checkbox"/>
Fri.		<input type="checkbox"/>
Reading		
Mon.		<input type="checkbox"/>
Tues.		<input type="checkbox"/>
Wed.		<input type="checkbox"/>
Thurs.		<input type="checkbox"/>
Fri.		<input type="checkbox"/>
Science		
Mon.		<input type="checkbox"/>
Tues.		<input type="checkbox"/>
Wed.		<input type="checkbox"/>
Thurs.		<input type="checkbox"/>
Fri.		<input type="checkbox"/>
Social Studies		
Mon.		<input type="checkbox"/>
Tues.		<input type="checkbox"/>
Wed.		<input type="checkbox"/>
Thurs.		<input type="checkbox"/>
Fri.		<input type="checkbox"/>
(Add your own subject)		
Language Arts		
Mon.		<input type="checkbox"/>
Tues.		<input type="checkbox"/>
Wed.		<input type="checkbox"/>
Thurs.		<input type="checkbox"/>
Fri.		<input type="checkbox"/>

Free Printable Behavior Charts.com

Reinforcement Inventory (Privileges List)

Reinforcement Inventory

Child's Name: _____

Date of Birth: _____ Age: _____

1. If you could choose three people to spend time with, who would you choose?

1 _____ 2 _____ 3 _____

2. If you could choose 3 Television programs to watch, which would you choose?

1 _____ 2 _____ 3 _____

3. If you could choose your 3 favorite activities, what would they be?

1 _____ 2 _____ 3 _____

4. Can you think of 3 places where you have been and would like to go back?

1 _____ 2 _____ 3 _____

5. Can you think of 3 places where you have not been but would like to go?

1 _____ 2 _____ 3 _____

6. Can you think of 3 things you would like to do with your parents?

1 _____ 2 _____ 3 _____

7. Can you think of 3 things you would like to save money for?

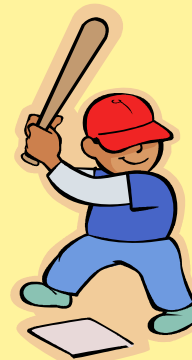
1 _____ 2 _____ 3 _____

8. What are your 3 favorite foods?

1 _____ 2 _____ 3 _____

9. What are 3 privileges you would like to have?

1 _____ 2 _____ 3 _____



Sample of a Reinforcement Menu



Let's



Play
Catch

©Association for Comprehensive NeuroTherapy

Come



get
a
hug!

©Association for Comprehensive NeuroTherapy

Let's



go to the
park!

©Association for Comprehensive NeuroTherapy

Let's



get
creative!

©Association for Comprehensive NeuroTherapy

Did you
know...



I love you!

©Association for Comprehensive NeuroTherapy

Let's



PLAY
A GAME!

©Association for Comprehensive NeuroTherapy

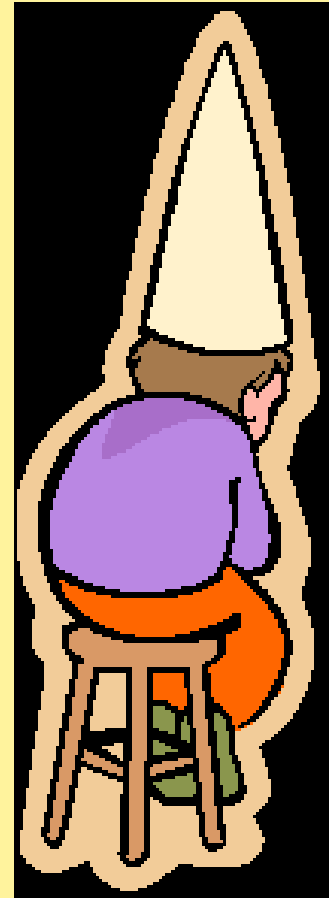
Time Out from Reinforcement



1. Location

2. Duration

3. Behavior



Time Out from Reinforcement



- **10-10 Rule**
 - No more than 10 words-No Lectures, No Discussions, No “WHYS” or Buts
- **Bring child back to the noncompliant issue or situation and follow through with the original request or task:**
 - Teaching that there is no escape from responsibility
- **Repeat steps 1-9 as needed**

Time Out Video



Losing Privileges



1. Follow Through

- Do Not take away a privilege you are not willing to follow through with.
- Do not take away privileges that will punish you too.

2. Only take away wants NOT needs

- For example, take away computer time or TV, NOT meals.

3. Choose something of value to your child

- Remove items that are reinforcing (e.g. football)

4. Try to make the privilege loss match the misbehavior

- For example, if your child is not able to complete his homework because the TV is distracting him/her, take away TV time.

5. Make it immediate, especially with younger children

- If there is too much time between the misbehavior and losing a privilege, the child will not connect his/her behavior to the consequence.

Privileges that can be Lost or Timed Out



- Screen time (such as Television, Video Games, computers, etc...)
- Having a friend over
- Riding his/her bike
- Choice game
- Choice Dessert
- Later bed time
- Extra bedtime books

Problem Solving/PASTE



Step 1: **P**roblem

Step 2: **A**lternatives

Step 3: **S**election

Step 4: **T**ry Out

Step 5: **E**valuate



School Program



Multiple Family Group

Goal of Multiple Family Group



- Bridge between the school program and the home program
 - ✦ “Generalization Agents”
 - Transfer of skills beyond the school setting
- Train parents to be their child’s “Behavioral Specialists”
- Empowering parents and boosting their confidence

What the Multiple Family Group (MFG) looks like...

- Group is led by a therapist (Masters level)
- Non-lecture
- Emphasis of practical learning strategies
 - ✦ Modeling/Role Playing
 - ✦ Practice
 - ✦ Active discussions
 - ✦ Attributional questions
 - ✦ Supervised group activities with children in the school program



Multiple Family Group Classroom



Multiple Family Group Session Outline:



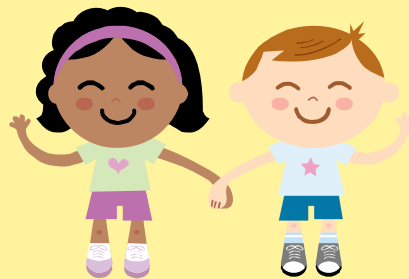
- **Session outline:**

- Review homework
- Introduction of tool/strategy/or social skills curriculum for the week
- **Watch videotape of children in social situations or classroom situations and en-vivo role plays with children at the school.**
- Critique home program
 - ✦ “Fine Tuning”
- Therapist modeling solution
- Parent role play of solutions
- Brainstorm homework application
 - ✦ Application of Tool/Strategy in Home Program

Multiple Family Group Curriculum:



- Social Skills
- Homework
- Making a Plan
- Morning Routine
- Successful Outings
- Manners
- Time Out
- Problem Solving



Generalization



Parents must take on the role of “Generalization Agents” and act as a bridge between the school and home – only then will skills transfer beyond the school setting.



QUESTIONS

