



UNIVERSITY *of* CALIFORNIA • IRVINE



**CHILD DEVELOPMENT CENTER  
SCHOOL**

**PARENT TRAINING and Multiple  
Family Groups**

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# Typical Challenges of Parenting: From Parent Reports

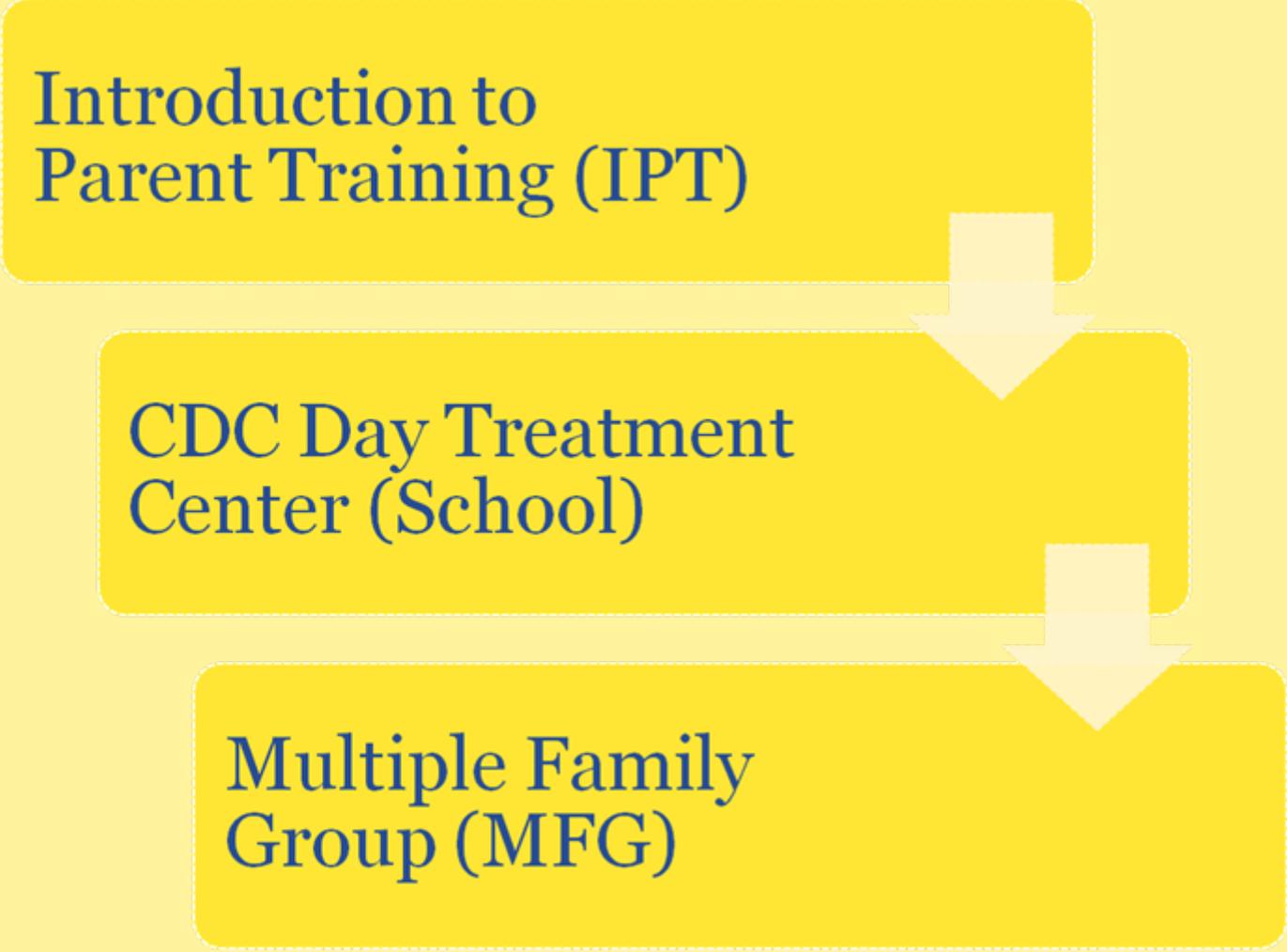


- Aggression
  - ✦ Physical (eg: hitting sibling, spitting at peers, destruction of property, etc...)
  - ✦ Verbal (eg: Yelling, cursing, name calling, etc...)
- Rudeness/Non-Compliance
  - ✦ Rolling .... "My Child just doesn't listen!!!"
- Disruptive/Maladaptive behaviors
- Off Task or easily distracted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

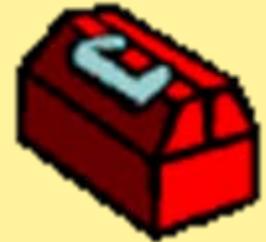
- ✦ Go Map VS. No Map



# Parenting Tools



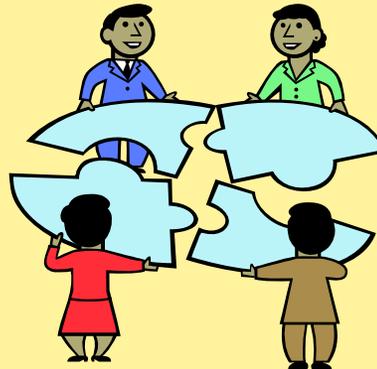
6. Planned Ignoring
7. Planning Ahead
8. Rewards and Star Charts
9. Time Out
10. Response Cost
11. Problem Solving - PASTE



# 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



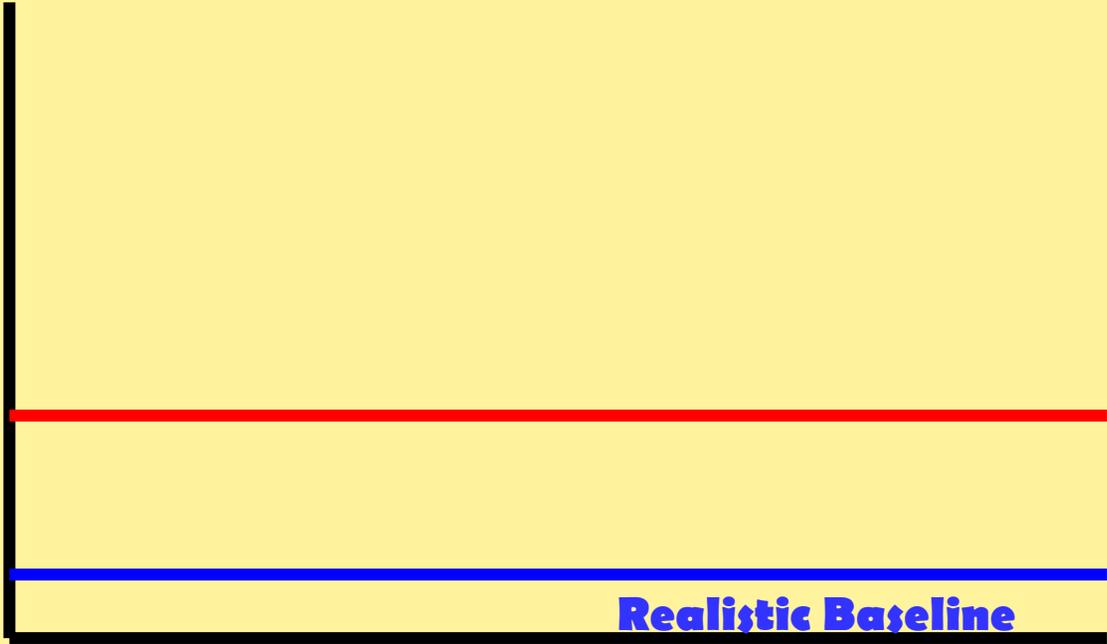
- **Irrational**
- **Not a good Listener**
- **Cannot Teach and Cannot Learn**
- **Full of Emotion**

- **Rational**
- **Good Listener**
- **Can Teach and Learn**

**Realistic Baseline**

**Absolute Baseline**

# Child's Self-Regulation Grid



**Absolute ("Fantasy")  
Baseline**

## 2. ABC Model

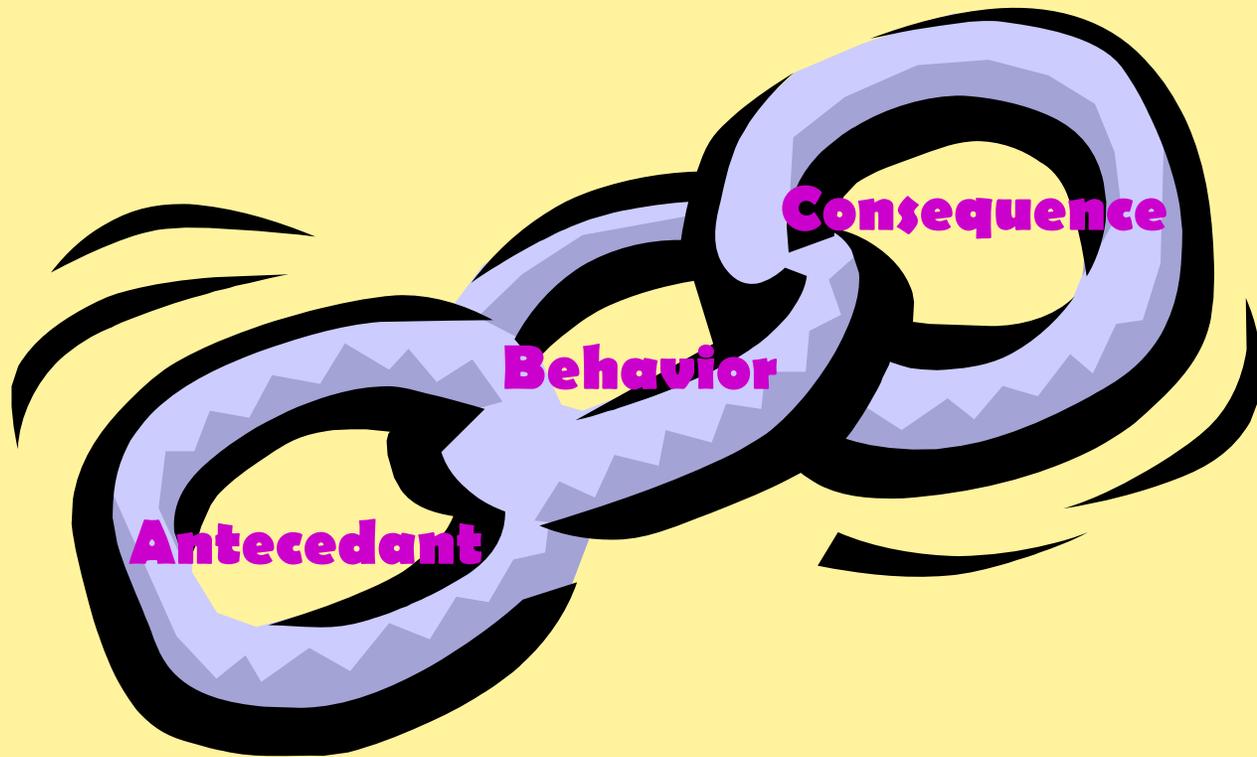


**A: Antecedents**

**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 Peers**
- **Running in the hall**
- **Screaming at a parent when they are standing right next to them**
- **Whining or begging**
- **Teasing**
- **Keeping your hands to yourself**
- **Walking feet in the hall**
- **Use your inside voice or “sound check”**
- **Use your calm words**
- **Use your Nice Saying**

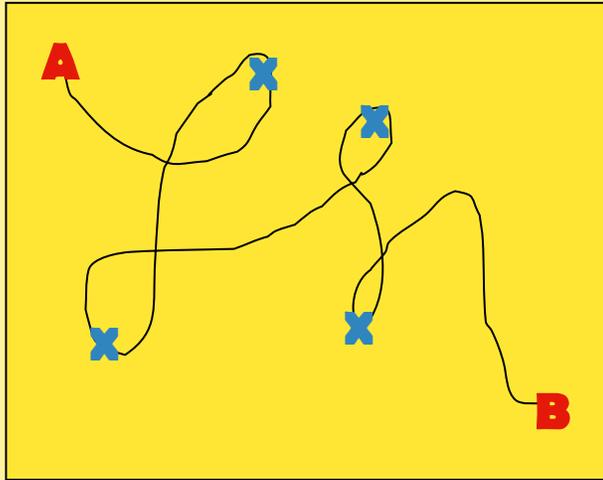
# Effective Directions (Sears, 2002)



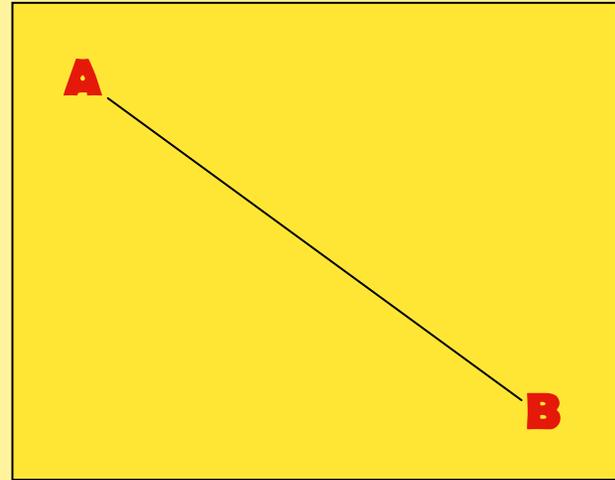
- Establish a connection
- Stay brief and simple
- Have the student repeat directions
- Use the When-Then approach
- Utilize transitions
- Provide Choices
- Labeled Praise
- Respond to yelling with soft, calm voice
- Provide directions with neutral and directive tone
- Make things fun...use humor and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

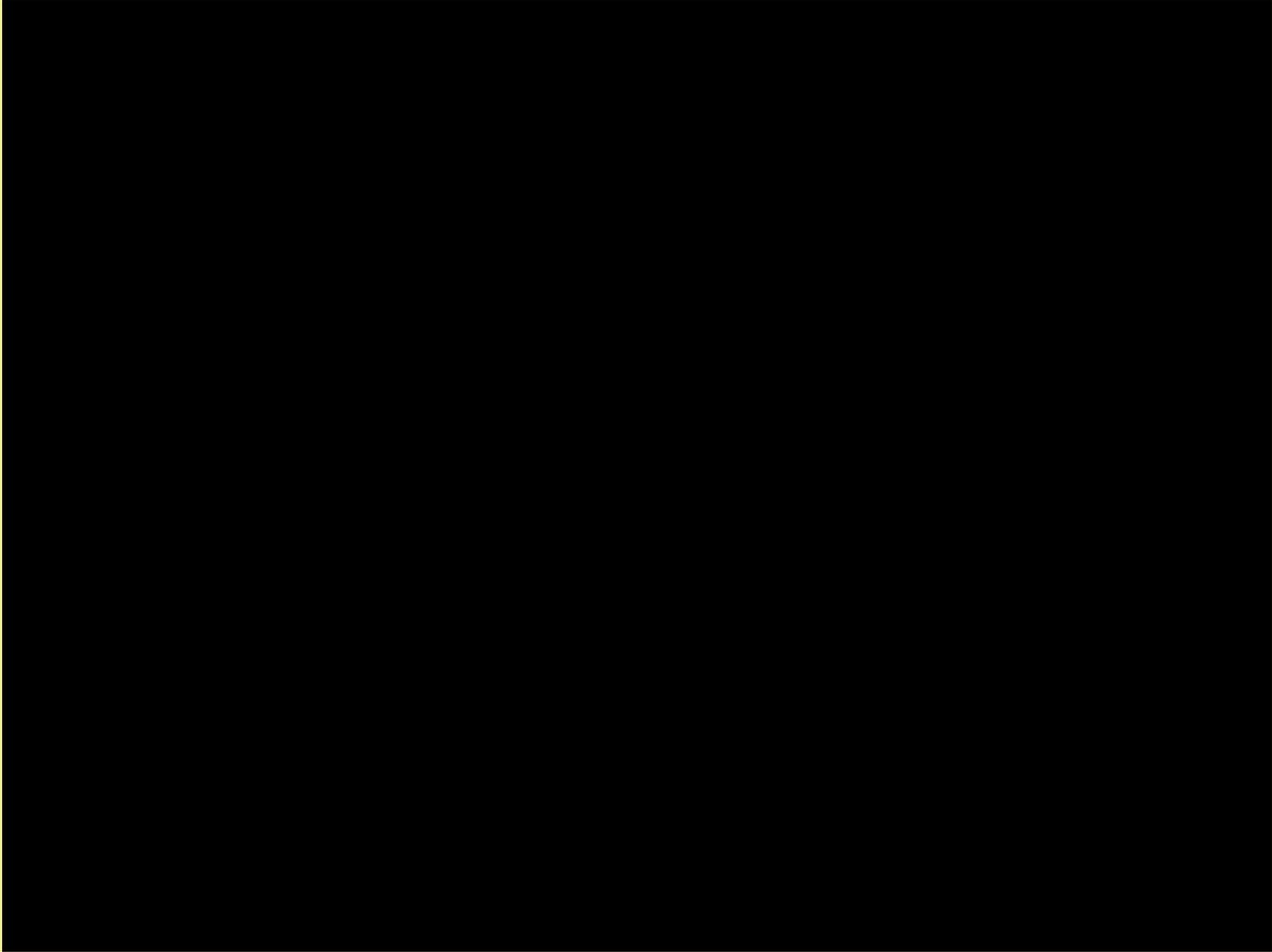
Practice desired behavior

STEP 4

Make the Program Attractive and Visible

Post in a visible place

# Star Charts



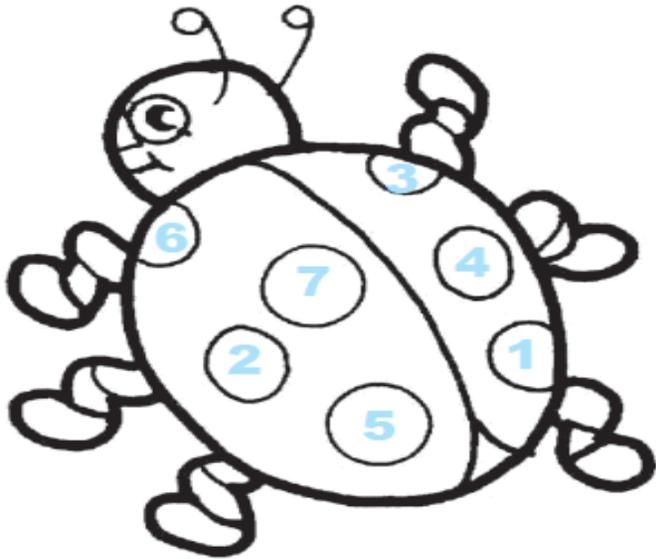
# Star Charts



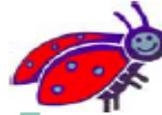
# Sample of a General Star Chart



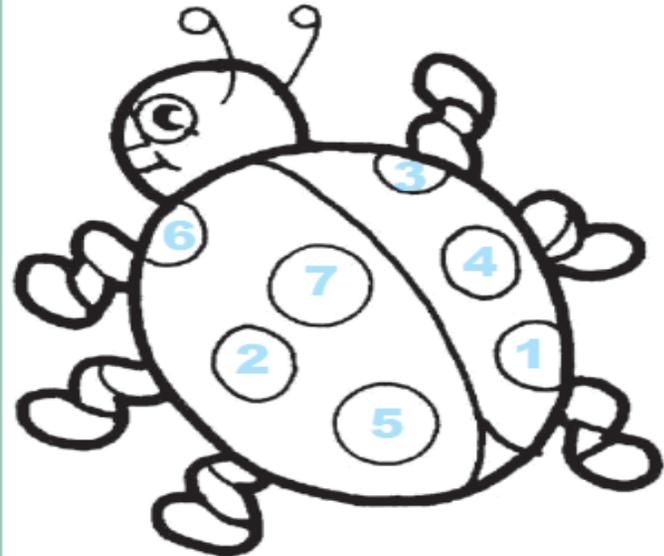
Color a spot when you \_\_\_\_\_ !



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



Color a spot when you \_\_\_\_\_ !



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



# 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		Reading	
Mon.		<input type="checkbox"/>	
Tues.		<input type="checkbox"/>	
Wed.		<input type="checkbox"/>	
Thurs.		<input type="checkbox"/>	
Fri.		<input type="checkbox"/>	

Science		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

