

# Toolkit for Disruptive Behaviors in PCBH

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# Faculty Disclosure

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The presenters of this session have NOT had any relevant financial relationships during the past 12 months.

# Conference Resources

Slides and handouts shared by our conference presenters are available on the CFHA website at

[https://www.cfha.net/page/Resources\\_2019](https://www.cfha.net/page/Resources_2019)  
and on the conference mobile app.



# Learning Objectives

At the conclusion of this session, the participant will be able to:

- Build and utilize a toolkit of integrated pediatric care resources for immediate implementation in medical settings
- Identify and implement care pathways for disruptive behaviors in pediatric primary care
- Use screening measures/assessment strategies to identify and accurately diagnose disruptive behavior concerns in pediatric integrated care.
- Effectively implement a range of brief interventions for disruptive behavior concerns within a pediatric primary care visit

# Schedule

- Settling in and Introductions
- Overview of Disruptive Behaviors
- Overview of Behavioral Change Strategies
- Interventions
- Questions Answered

# Bibliography / Reference

1. Arndorfer, R., Keith, A., Aliazireh, L.. (1999). Behavioral health needs in pediatric medicine and the acceptability of behavioral solutions: Implications for behavioral psychologists. Behavior Therapy, 30(1), 137-148. doi: [http://dx.doi.org/10.1016/S0005-7894\(99\)80050-1](http://dx.doi.org/10.1016/S0005-7894(99)80050-1)
1. Asarnow, J. R., Rozenman, M., Wiblin, J., & Zeltzer, L. (2015). Integrated medical-behavioral care compared with usual primary care for child and adolescent behavioral health: A meta-analysis. JAMA Pediatrics. Advance online publication. doi:10.1001/jamapediatrics.2015.1141
1. Huang, Y., Lee, P., & Chen, V.C. (2012a). Adolescent Mental Health in Primary Care. In G. Ivbijaro (Ed.), Companion to Primary Care Mental Health (pp. 553-567). London, UK: Radcliffe Publishing.
1. Huang, Y., Lee, P., & Chen, V.C. (2012b). Child Mental Health in Primary Care. In G. Ivbijaro (Ed.), Companion to Primary Care Mental Health (pp. 534-552). London, UK: Radcliffe Publishing.
1. Kaminski, J. W., Valle, L. A., Filene, J. H., & Boyle, C. L. (2008). A meta-analytic review of components associated with parent training program effectiveness. Journal of abnormal child psychology, 36(4), 567-589.

# Learning Assessment

- A learning assessment is required for CE credit.
- A question and answer period will be conducted at the end of this presentation.

# Overview of Disruptive Behaviors

## DBD, Unspecified

Least severe, not quite rising to level of other two

## ODD

Actively defiant, often seeking out conflict with others

1-16% of population

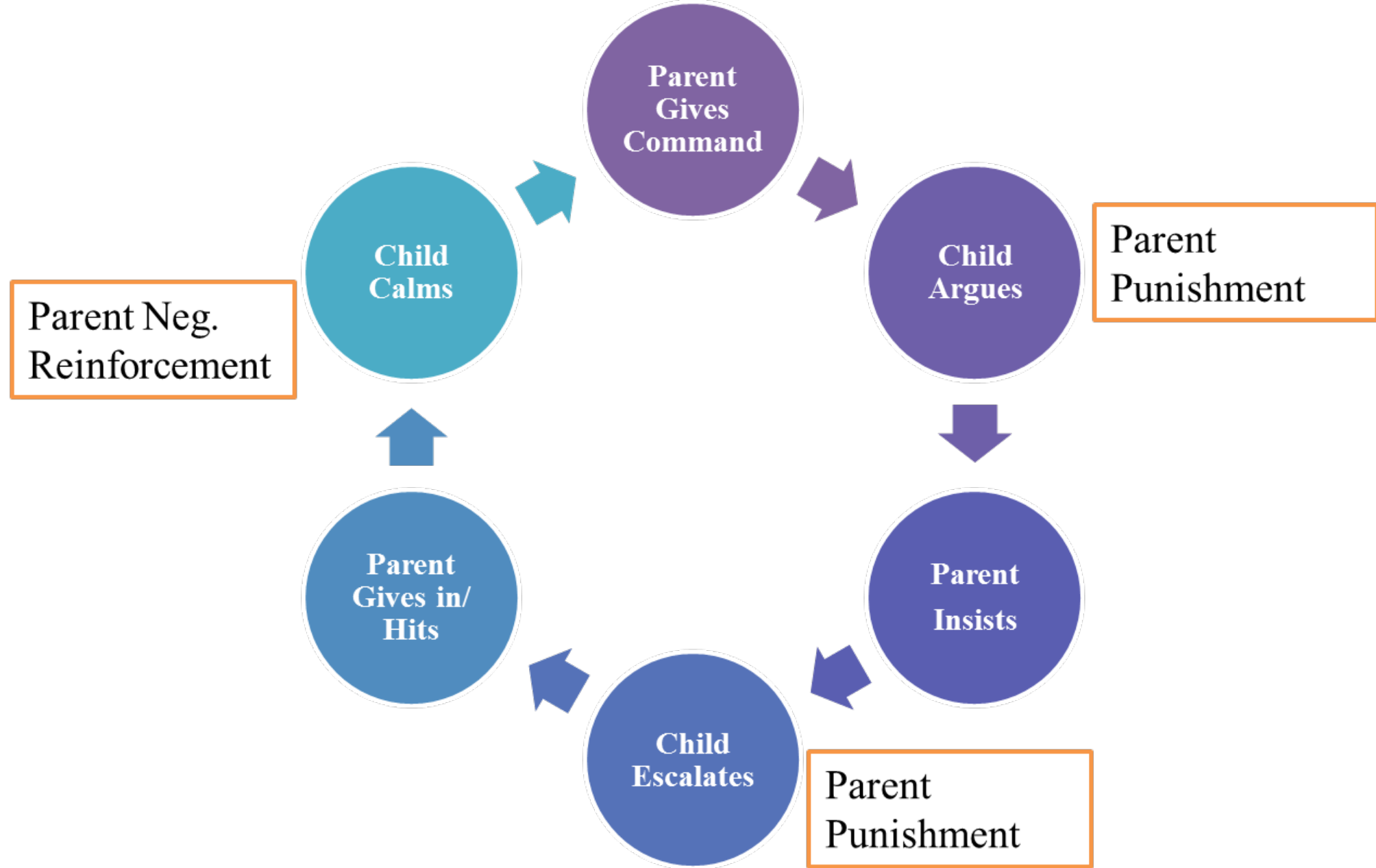
2/3 will desist in 3 years

## Conduct Disorder

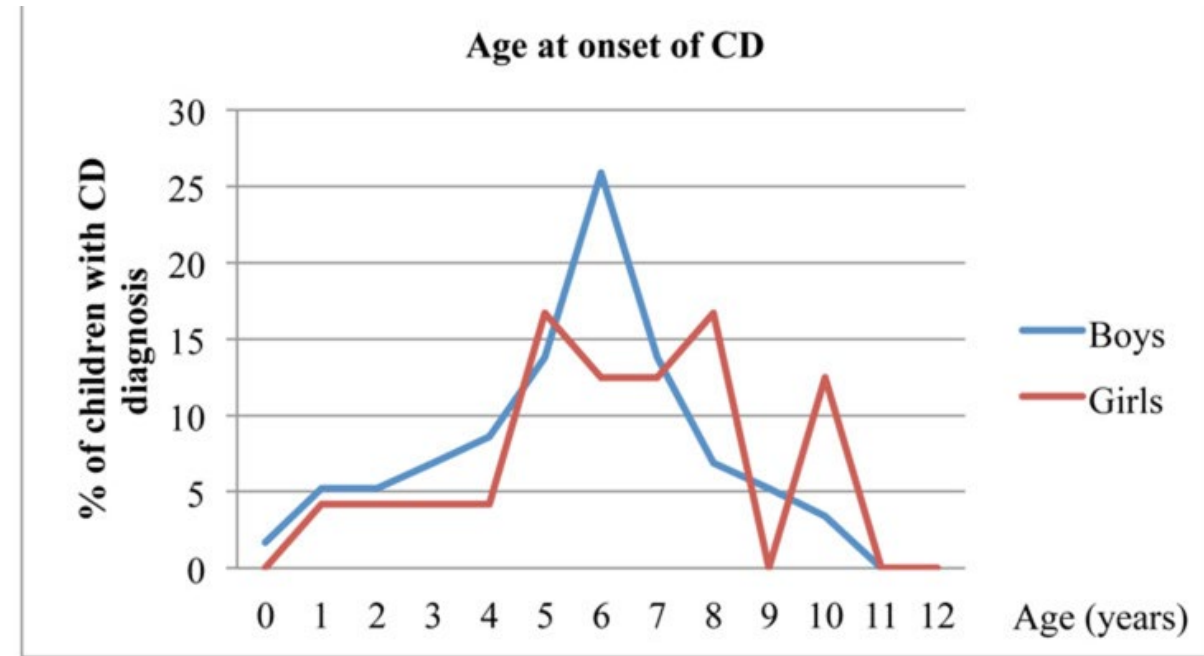
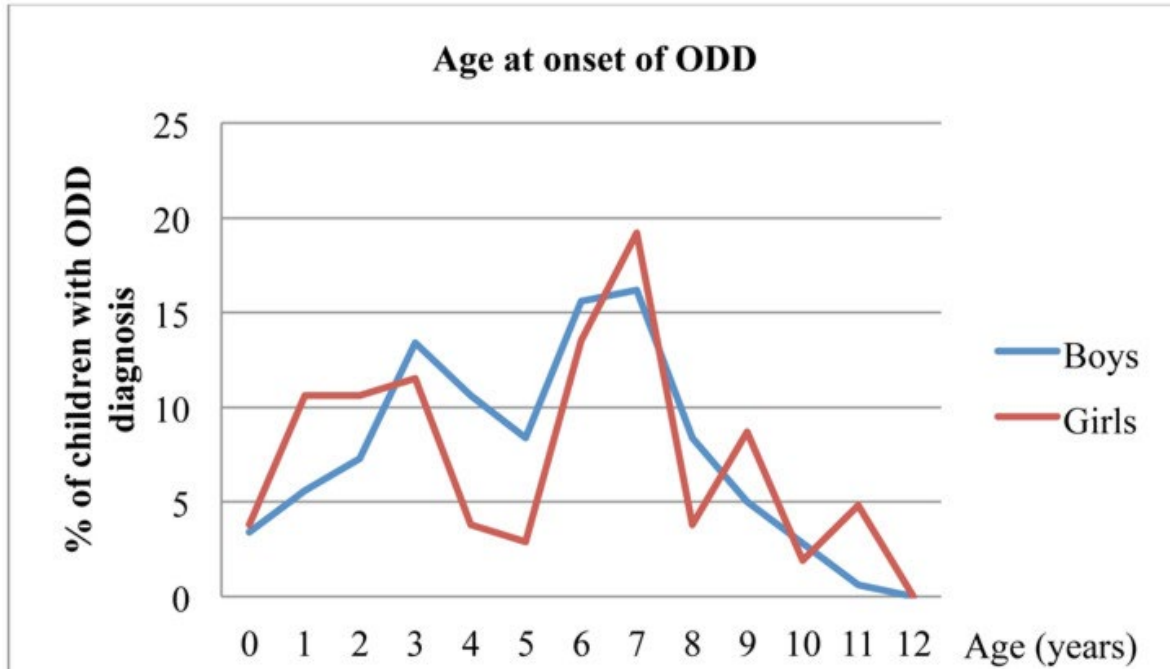
Violating serious social norms

Only about 1/3 of children w/ODD end up with CD





# Overview of Disruptive Behaviors



Younger age = more likely for CD and APD

# Overview of Disruptive Behaviors

## Risk Factors

- Biological
  - heritability, temperament, exposure to toxins, LBW, differing neurotransmitters/hormones
- Psychological
  - Underutilize pertinent social clues (e.g., hostile attribution bias, generate fewer solutions to social problems, expect to be rewarded for misbehavior)
- Social
  - Lack of structure, parental involvement
  - Community and family violence
  - Reduced supervision
  - Child abuse
  - Poverty

# Overview of Disruptive Behaviors

## Multi-Method, Multi-informant Assessment

- Rating Scales (next slide)
- Interview
  - Family history/Risk Factors
  - Onset
  - Duration, trajectory
  - Triggers
  - Consequences (what makes it better/worse)
  - What has been tried already (and workability of each strategy)

# Overview of Disruptive Behaviors

## Assessments/Screeners

- Conner's Parent/Teacher Rating Scale
- Child behavior checklist/Youth Self-Report
- Overt Aggression Scale
- Eyeberg Child Behavior Inventory (ECBI)
- Vanderbilt

# Overview of Disruptive Behaviors

## ***Packaged Parent Management Programs***

- Incredible Years
- Triple P
- Parent Child Interaction Therapy (PCIT)
- Helping the Noncompliant Child: Parenting and Family Skills Program
- COPE
- Defiant Children
- Adolescent Transitions Program
- Multi-Systems Therapy (MST)

\*\*\* 1:1 therapy, particularly for young children, has significant limitations

# Resources

- Books for parents, children, and providers
- Websites

# Overview of Behavioral Change Strategies

Functions of behavior

Active ingredients for  
behavior change

ABCs of behavior &  
treatment

Behavioral keys



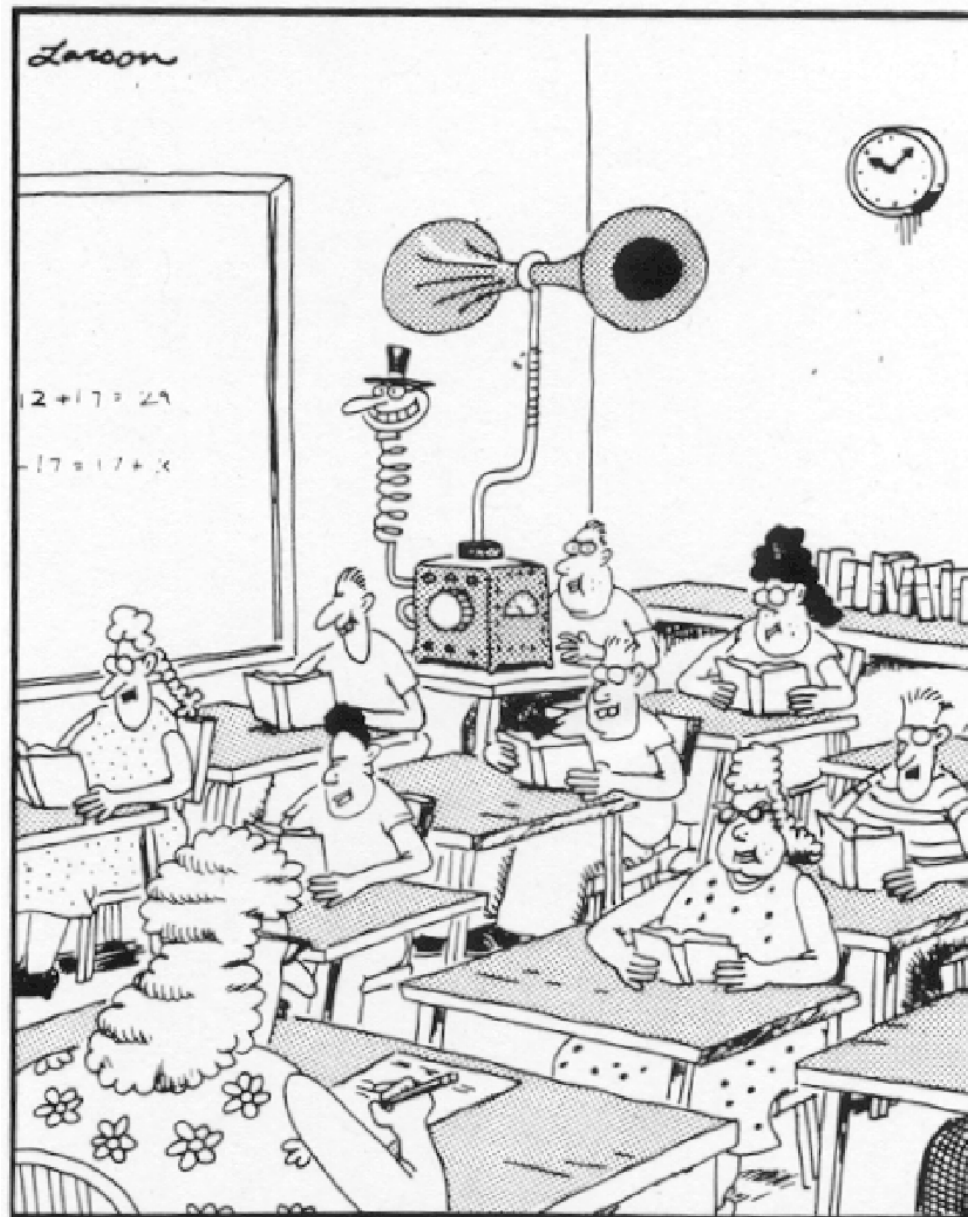


Why do they do  
it???!!!!!!

**Functions of  
behavior**

# Behavior happens for a reason

1. Attention
2. Escape
3. Tangible rewards
4. Sensory/  
automatically-reinforcing



The class was quietly doing its lesson when Russell, suffering from problems at home, prepared to employ an attention-getting device.

# Behavior happens...

## To get something!

- **Attention** (from peers, teachers, professionals)
  - May be positive or negative
- **Access to desired activity or item** (favorite toy, game, prizes, stickers, pleasure)



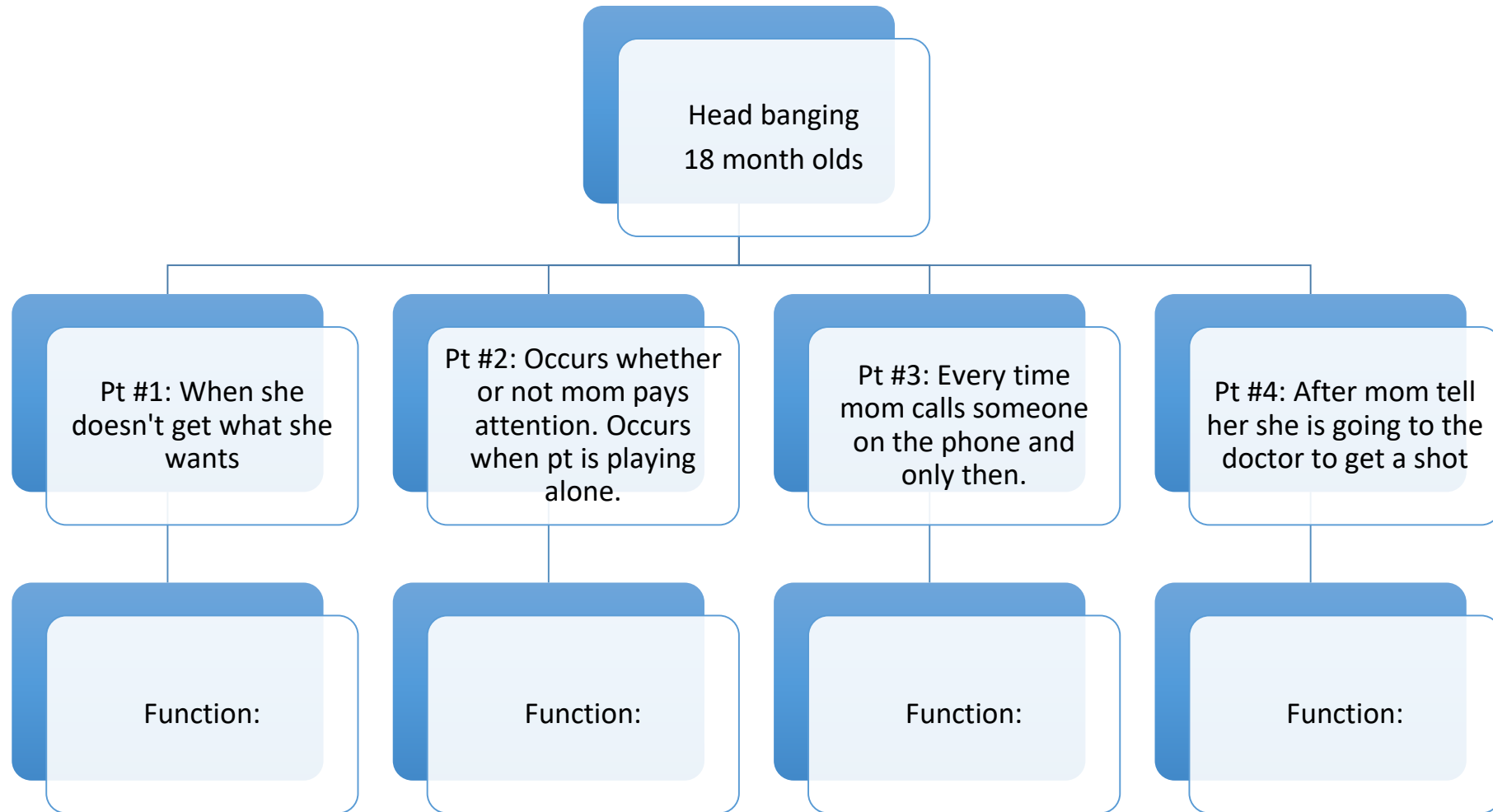
# Behavior happens...

To get out of something!

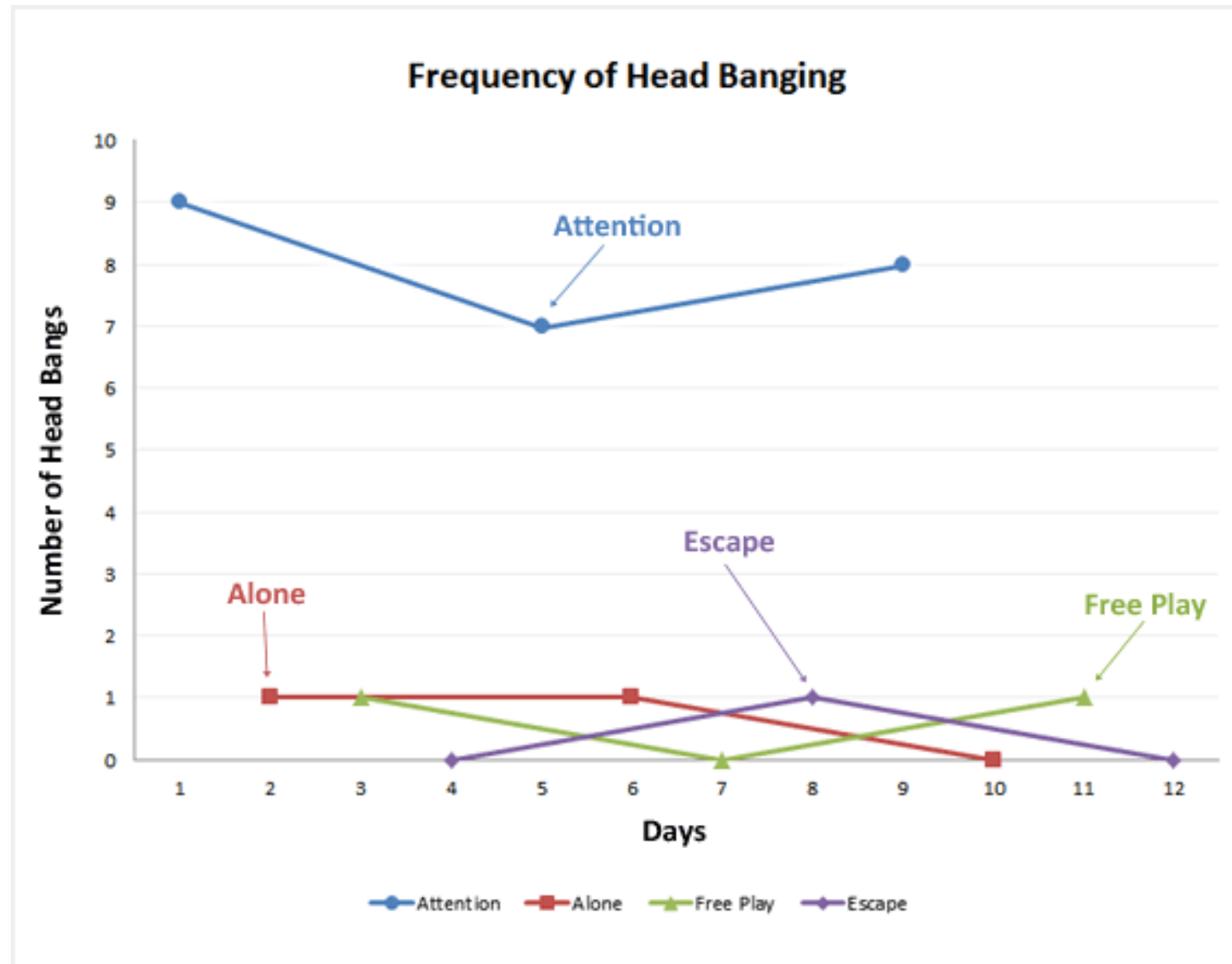
- **Escape or avoid** something unpleasant
- **Tasks or demands** (challenging tasks, pain, effort, demands)
- **Person** (specific teacher or peer; frightening or unpleasant individual)



# Same behavior, different functions



# Functional assessment





# Look for themes

Allen is a 6 year old in first grade who was observed for 1 hour in math class:



## Antecedent

- Teacher says "it is math time!"
- Addition worksheet handed out
- Teacher: "Kevin, what is 5 + 9?"

## Behavior

- Kevin gets up and runs around the class yelling and laughing
- Kevin gazes out window and is inattentive
- Pokes classmate in the eye

## Consequence

- Teacher spends several minutes trying to get him back to seat
- Teacher scolds for a minute for not working
- Gets sent to office

# Practice identifying function

Khye:

- <https://www.youtube.com/watch?v=C1hzUiNFHh0>



How to we make them  
stop doing it????!!!!

## Active Ingredients of Behavior Change

**Predictability &  
Consistency**



**Differential  
Reinforcement**



**Practice/Repetition**



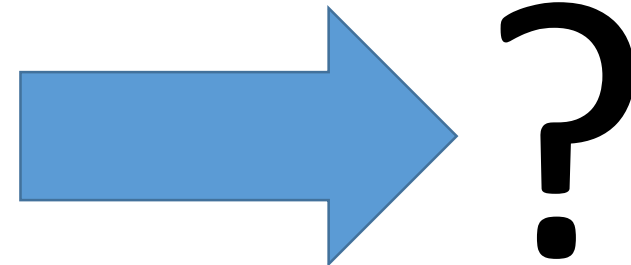
**Proximity of  
consequences/  
reinforcers to behavior**



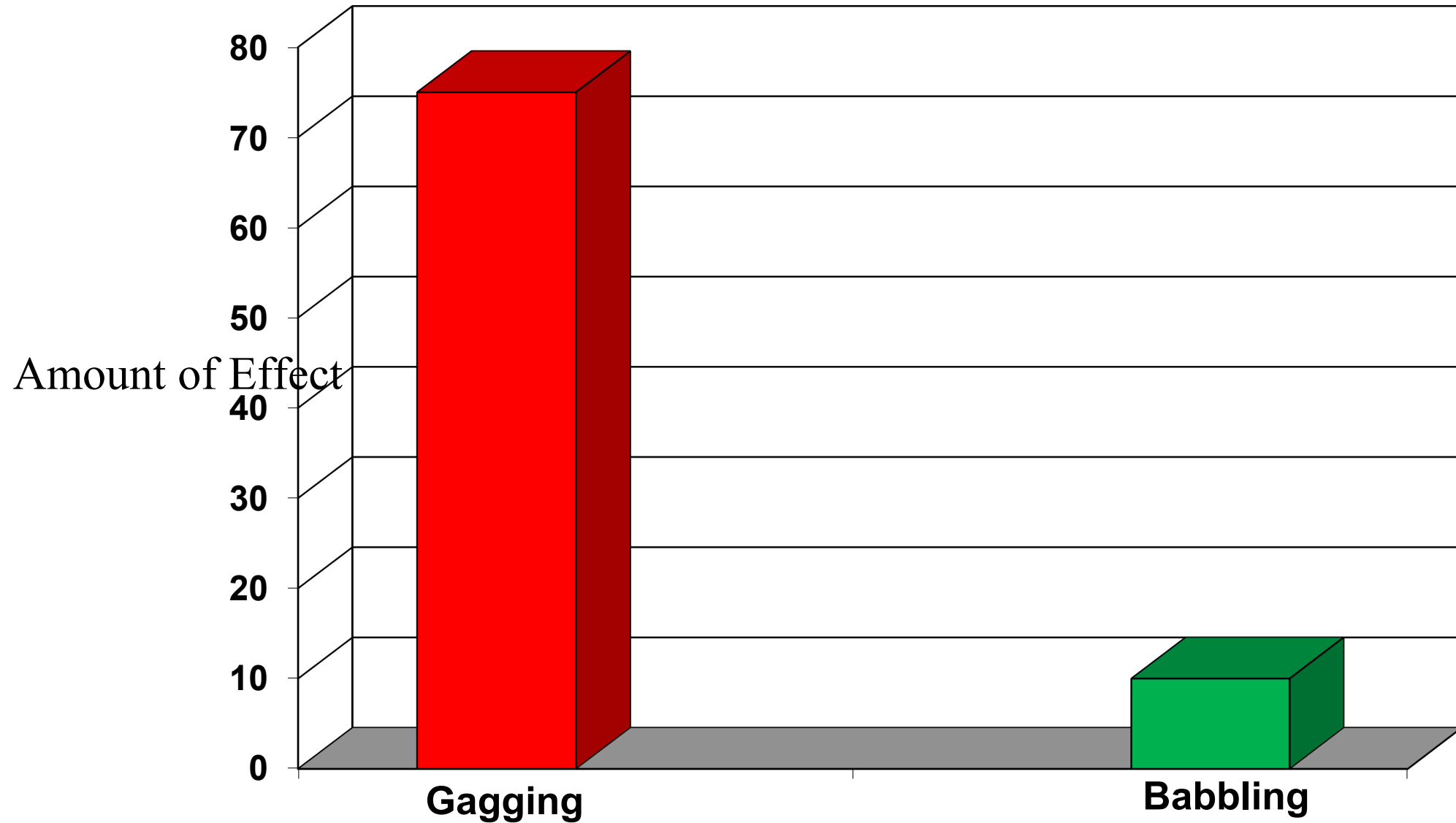
# Understanding Behavior

- Children develop/learn behavior through **repetition of high contrast learning** experiences
- Repetition x Contrast  $\Rightarrow$  **Behavior Change**
- Understanding the **function is key. Match intervention to function**
- Kids **want EFFECT** – A payoff for their behavior

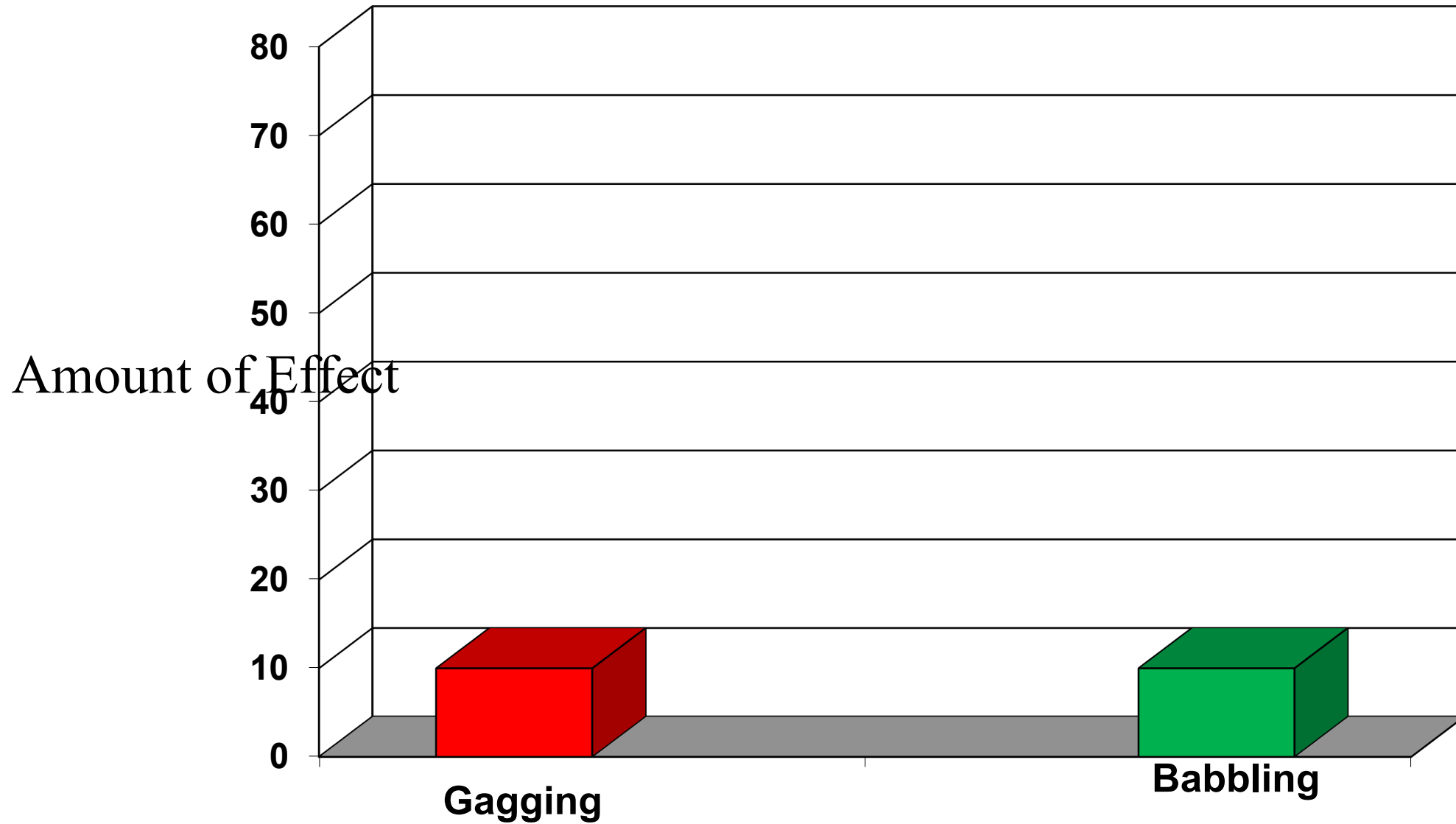
# Predictability & Consistency



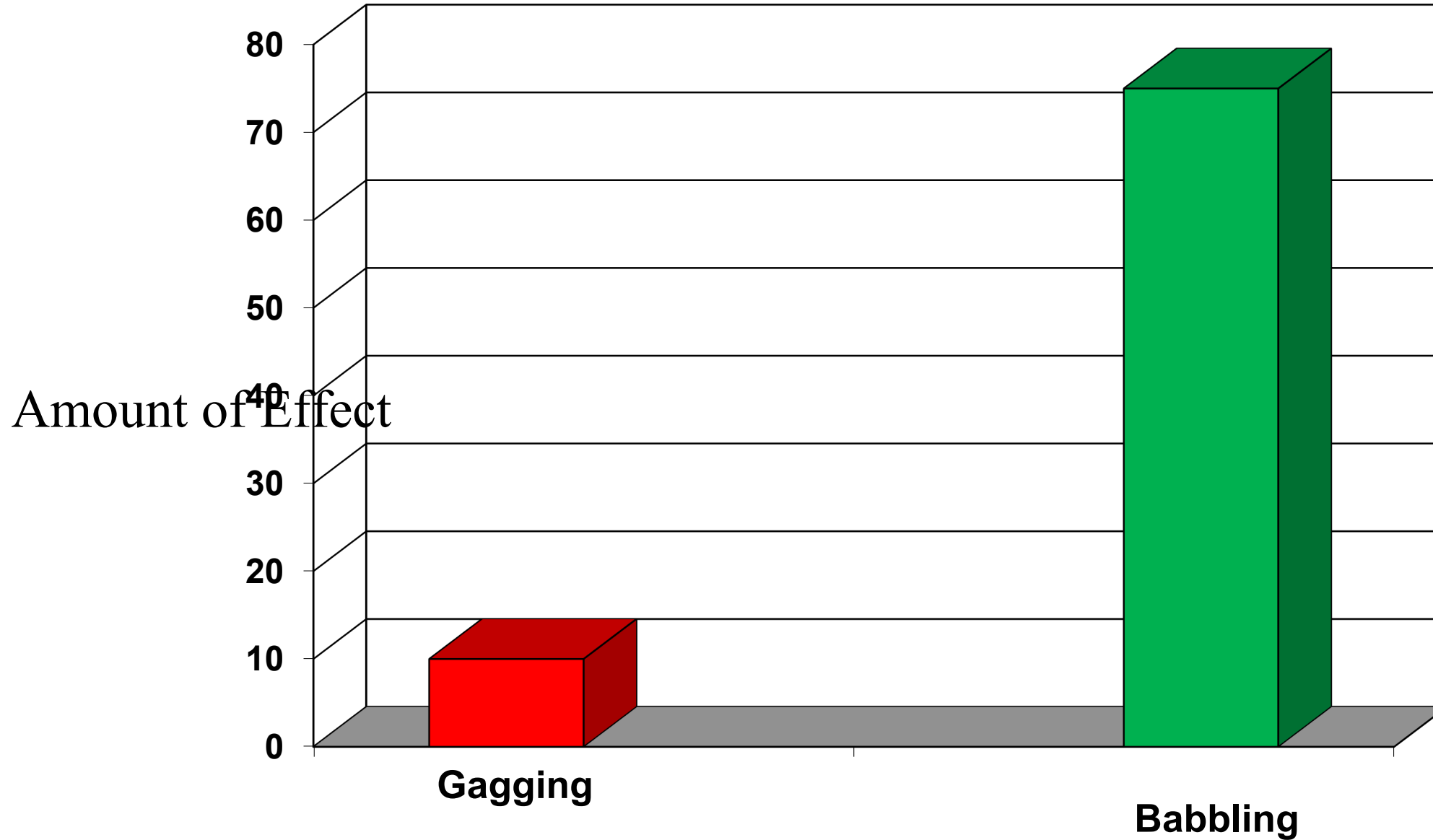
# Differential Reinforcement



# Differential Reinforcement



# Differential Reinforcement





# Practice/Repetition



# Proximity of consequences/reinforcers to behavior







## Key Qualities of Consequences

- **Immediate**
- **Meaningful** (Think about quality)
  - Touch, praise, food, activities, escape/avoid
- **Frequency** matters: Learn with continuous – persist with intermittent
- **Effort & magnitude**

## Which active ingredients are missing?

- Dad is frustrated because “sticker charts don’t work” for his 5 year old son Justin. Dad is giving up to 5 stickers at the end of the day if Justin “is a good boy” during the day. When Justin earns 100 stickers he gets to pick a prize out of a treasure chest.
- Nevaeh’s (4 y/o F) doesn’t share very well while playing with her 3 y/o sister. She often hits her sister and then grabs toys from her. Grandmother will sometimes give Nevaeh a time out for hitting, will sometimes sit with her on the couch for about 10 minutes and talk about the importance of not hitting, and will sometimes ignore it. The hitting just keeps getting worse.

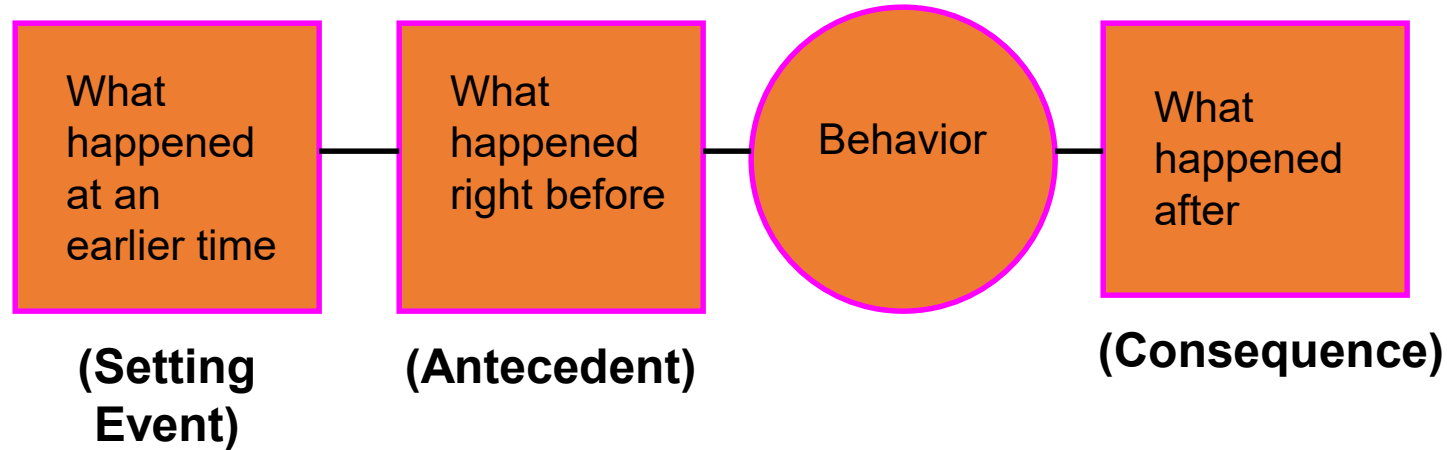


A → B → C  
(Antecedent) (Behaviour) (Consequence)

# Where do we start!?

## ABCs of Behavior & Change

# ABC's: Why do we care?

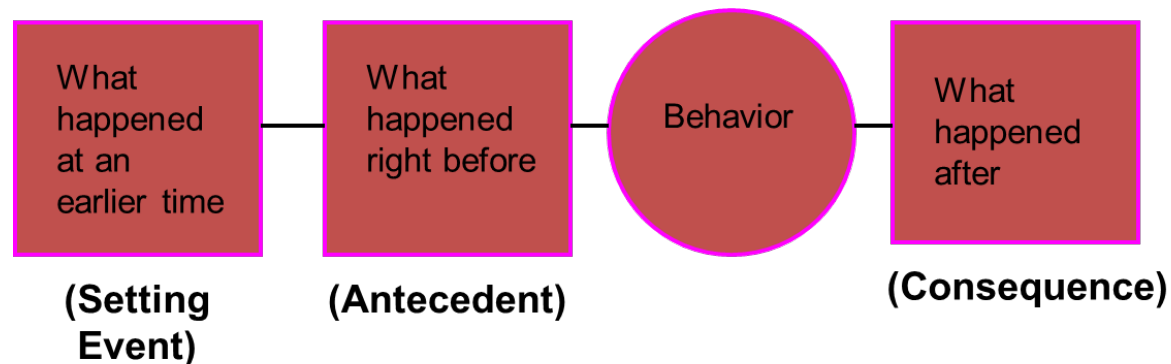


**Effective behavior plans** generated from function and feature three components:

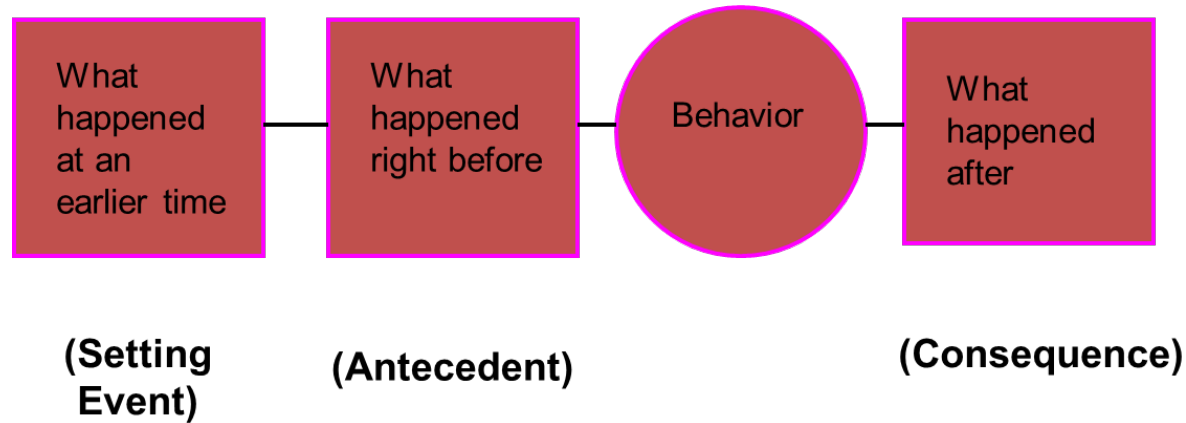
1. Preventative strategies
2. Instructive strategies
3. Consequence strategies

# Successful behavior plans

- **Always match an appropriate replacement behavior for unwanted behavior**
  - Noncompliance ☐ Listening the first time
  - Yelling ☐ Using an inside voice
- **Antecedent/Preventative Component**
  - Make clear what behavior you WANT to see
  - Tell child what that behavior looks/sounds like



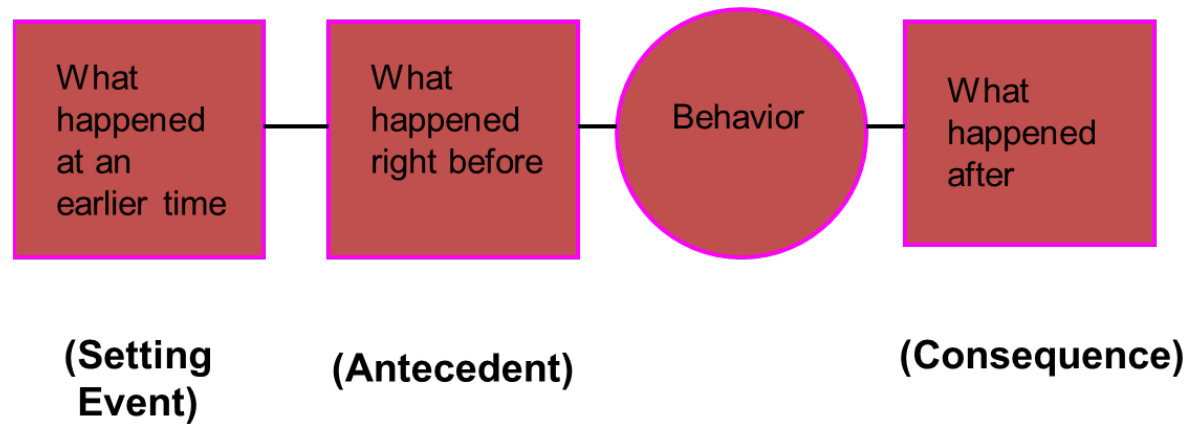
# Successful behavior plans



## **Behavior/instructive component:**

- Teach & practice replacement behavior if needed
- Make sure child is able to demonstrate the desired behavior

# Successful behavior plans



## Consequence component

- Make sure appropriate replacement behavior pays off (consistently & “bigger” than problem behavior)
- Make sure problem behavior DOES NOT pay off
- Repeat this pattern over time



# Allen:

## Silly, off-task behavior

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**Allen:** Learning disability, ADHD, seatwork a challenge

**Payoff:** Escape (sustained attention & academic challenge)

### Behavior Plan

- **Preventative:** Review key concepts, review directions; complete a few problems as reminders; break work into small portions
- **Instructive:** Break card; ask two peers for help and then raise hand to get assistance from teacher; provide learning tools can refer to if stuck
- **Consequence:** Rewards for work completion





## Maria: Silly, off-task behavior

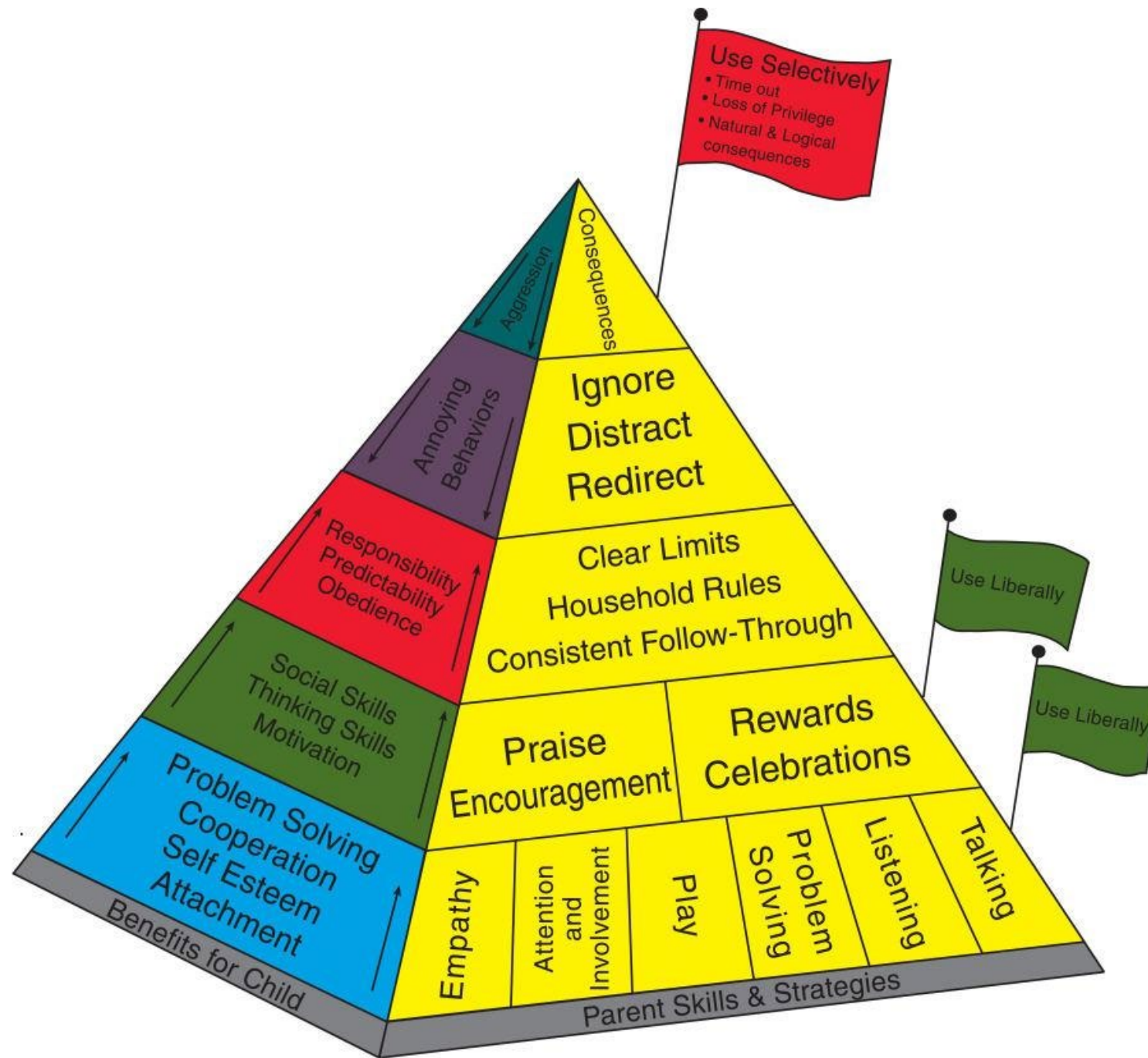
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**Maria:** Great student, likes work

**Payoff:** Gaining peer attention

### Behavior plan:

- **Prevent:** Dose of peer attention before seatwork
- **Instructive:** Way to get attention appropriately
  - Check very 3<sup>rd</sup> problem with peer
  - High 5 from peer after 3 minutes of on task
- **Consequence:**
  - On task goal ☐ game with friend
  - Lose 30 seconds of recess time for each call out



# Overview of Behavioral Change Strategies

- Functions of behavior
- Active ingredients for behavior change
- ABCs of behavior & treatment
  - Skill or motivation problem
  - Contrast, contingency, etc
- Behavioral keys

How can I teach all this in 20 minutes?!

## **Behavioral Keys**

Credit: Alison Moses, PhD

# Helping parents understand behavior

**Child**



Behaviors as keys

Try keys to get what is wanted  
RIGHT NOW

**Parent**



The lock that must open for kids  
to get what they want

**Example: Mom making a phone call**

# What mom pictures....





# What mom experiences...





# Our example

A (Antecedents)	B (Behaviors)	C (Consequences)
Mom busy talking to friend on the phone. Kids making lower level attempts to get mom with no result.	Kiddo hits sister and makes her scream	Mom gets off the phone, says “why can’t you guys just get along?” & asks them what they want



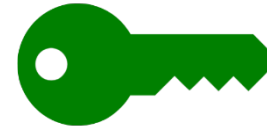
### Unwanted (“Not OK”) Keys

- Saying name repeatedly
- Waving hands
- Whining/repeating
- Touching
- Yelling
- Hitting sister
- Hitting mom



### **Action steps -**

- Define the “not okay”
- Things we want to reduce
- Work on staying “locked” for these behaviors
- Consistency & persistence



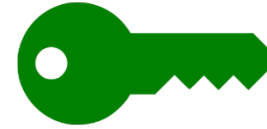
### Step 3:

- Define “okay” behavior
- Appropriate replacement
- Behavior to encourage



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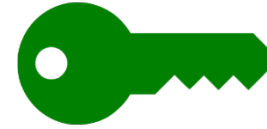
### Wanted (“OK”) Keys

- Waiting patiently
- Playing quietly
- Saying “excuse me”



### Step 3:

- Define “okay” behavior
- Appropriate replacement
- Behavior to encourage



### Wanted (“OK”) Keys

- Waiting patiently
- Playing quietly
- Saying “excuse me”

### Action steps:

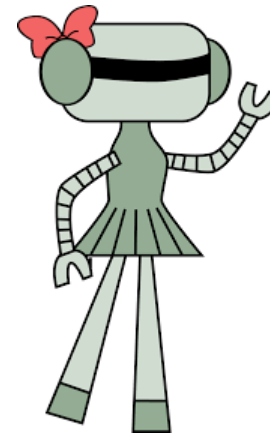
- Make it clear
- “Unlock” quickly, dramatically, & repeatedly!

## Step 4: Develop a plan

A (Antecedents)	B (Behaviors)	C (Consequences)
Plan ahead Tell child “okay” behavior Tell them what will happen if okay behavior occurs	Skill building for “okay” behavior  Demo & practice	“Okay” behavior MUST pay off  “Not okay” behavior MUST NOT pay off  This MUST repeat

# Key take homes for parents

- Behavior is a business transaction
- Don't "teach" by talking about red keys
- Teach by "unlocking" in the moment
- Parent brain vs child brain
  - Brief hard moments ≠ Whole relationship
- What happens in Vegas.....



# Introduction to Case

<Add Case Overview>

Name, Age, Family Background



# Interventions



# Antecedent Strategies

*Preventive strategies that can be implemented in school, home, or community to reduce the occurrence of problem behavior*

- Time-in
- Routines/Structure/Pre-mack
- Positive Practice

# Antecedent: Education

- Discuss child's behavior in the context of their development
- Acknowledge and validate parenting stress
- Explore and normalize diversity in parenting styles, especially in the context of cultural norms
- Discuss goal to move towards authoritative approach

# Antecedent: Enhance the Parent-Child Relationship

- Discipline and consequences work better when paired with relationship enhancement
- Core concepts
  - Structured
  - Regularly occurring
  - Uninterrupted
  - Parent and child only
  - Intentional Enthusiasm
- Set goals with the parent to incorporate relationship-building at home

# Antecedent: Special Activities

- Parents and children can explore special skills together to enhance bond
  - Cooking/baking
  - Parent-child classes
  - Nature walks
  - Art
  - Exercise together
- Gift giving

# Antecedent: Routines that enhance bonding

- Rituals help kids to feel safe and confident with their parent
  - Singing a special song
  - Daily reading together
  - Special drop-off ritual
  - Telling family stories
  - Looking at family photo albums or family videos together

# Antecedent: Special Time

**Definition:** Structured, Child-directed play

- **Goal:** Parent and child have a positive experience in each other's presence, supporting family self confidence, pleasure and hope.
- Not used as a privilege or consequence
- Without regular positive parent/child interactions, corrective discipline is far less effective.
- "Regular special time together is like money in the bank that lessens times of crisis and re-establishes motivation for positive behaviors."  
–Robert Hilt

# Antecedent: Special Time PRIDE Skills

## **Intervention Steps:**

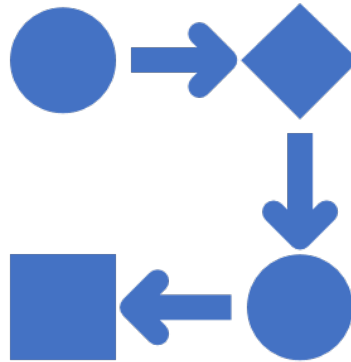
- **P**raise appropriate behavior
- **R**eflect appropriate talk
- **I**mitate appropriate play
- **D**escribe appropriate behavior
- **E**nthusiasm



# Antecedent: Parent Modeling of Appropriate Behavior

- Help parent to build awareness about their self-talk and interactions with others
  - Managing frustration and conflict
  - Body image, self-confidence, problem solving
  - Coping with anxiety, disappointment, sadness
- Discuss ways to manage strong emotions when child is non-compliant, disruptive, or aggressive
  - Reverse time outs
  - Use of adult-appropriate coping skills
  - Reinforce discipline strategies/consequences

# Routines



Define: A repetitive and observable behavior pattern.

- Between 30 and 40 min to complete
- **Completion of each step of a routine is PRAISED to inform the child of the transition to the next step**
- Typically contains five to seven activities
- **Calendar / Visual Checklists**
- Review and Reinforce
- **Predictable**
- Expectations

# Structure



**Predictable and consistent routines and rules (expectations to live by)**



**Follow through with rules, reinforcements, consequences, and routines**



**Praise behaviors you wish to see reoccur**



**Consistency means that you respond to your child's behavior the same way every time! You respond the same no matter what is going on or how you're feeling**

If you want to:	Consider these activity tips:
Help children get up on time.	<p>Identify a wake up time for children starting at around 1 year, and be consistent. Allowing children to get up at different times every day makes it difficult for them to know what to expect.</p> <p>After about 4 years of age, children who are early risers can be told that it is okay to get out of bed, but they must play quietly in their room until an established time or until you enter their room.</p> <p>For families with multiple children, staggering wake up times can help ensure an efficient morning routine by helping one child at a time, beginning with the youngest child first.</p> <p>Sleep patterns can be influenced by temperature, lighting, natural rhythms, and diet. An occupational therapy practitioner can help review the family routines and environment and make recommendations as needed.</p>
Promote positive mood and behavior.	<p>Even if parents are not morning people, a positive morning attitude can help make children happier during the morning routine. Greetings of “good morning” and “have a wonderful day” help set the tone and prepare a child to socialize well in school.</p> <p>Affection is also an important way to start the day, so begin with some cuddle time or a hug. This can be a quick way to start the morning routine with care.</p> <p>Consider how your child’s sensory experiences may impact mood or behavior. During breakfast, is the kitchen crowded with people or objects? Are new foods being prepared, accompanied by new smells? Watch your child for signs of</p>



## Premack Principle: A Principle of Reinforcement

Definition: The opportunity to engage in more probable behaviors (or activities) will reinforce less probable behaviors (or activities).

For example, if a child enjoys playing computer games (more probable) and avoids completing math problems (less probable), we might allow her to play the computer after (contingent upon) completing 15 math problems.

OR

“You have to eat your vegetables (less probable) before you can have dessert (more probable)”

OR

“you have to clean your room (less probable) before you can...”

# Interventions in Action

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Team Members:

Role-responsibilities:

In the clinic:

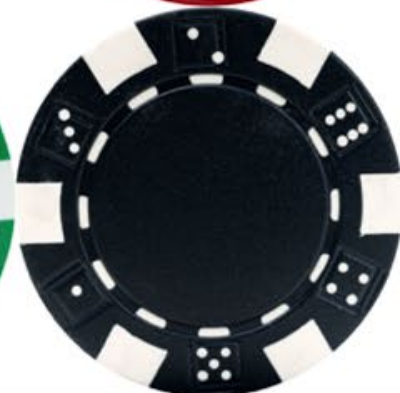
Beyond the clinic:

Adaptations (Limitations and Barriers):

# Reward Based Strategies

*Consequence strategy that adds something positive, or takes away something negative for desired behavior*

- Token Economy
- Daily Behavior Report Card
- Negative Reinforcement



# Token Economies

Matthew Tolliver, Ph.D.  
CFHA Pre-Con 10/17/19



# Token Economy

- **Definition**

- “A behavior change system that consists of a list of target behaviors to be reinforced, tokens or points that learners receive for emitting those target behaviors, and a menu of items/activities for which they can exchange their tokens” (Cooper, 2007)

- **Introduction Spiel**

- “It sounds like your child really likes earning rewards. Let’s create a system where he can earn things for doing specific good behaviors you want to see more of. As soon as he does \_\_\_\_\_ then you can brag on him and give him a marble to put in his jar. Then he can cash in his marbles for privileges or rewards he likes. **Goal:** To increase your child’s motivation to meet expectations and their independence in monitoring their behavior. “

- **Examples**

- Sticker charts, magic grid, behavior charts

# Intervention steps (Tell/Show/Do):

## 1. Choose Behaviors to Reward

- **CLEAR & OBSERVABLE.** Define the behavior, when it is expected, and how many warnings given. E.g., “Follow directions with 1 or less reminders.”
- **SCHEDULED.** Pick behaviors that occur as part of a routine or in order to start, like morning or after school (getting dressed, brushing teeth). Think about when you will monitor the target behaviors.
- **START SMALL.** Pick only 1-3 behaviors to target first. Start with easy behaviors first so your child can see success.

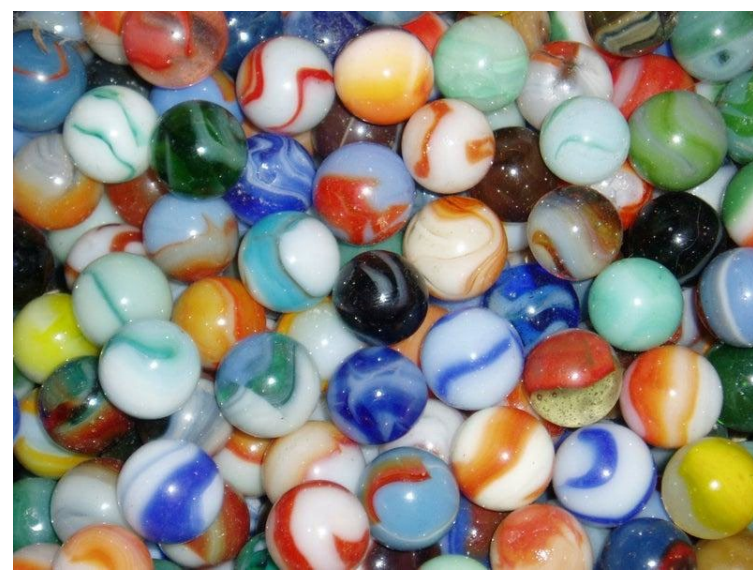
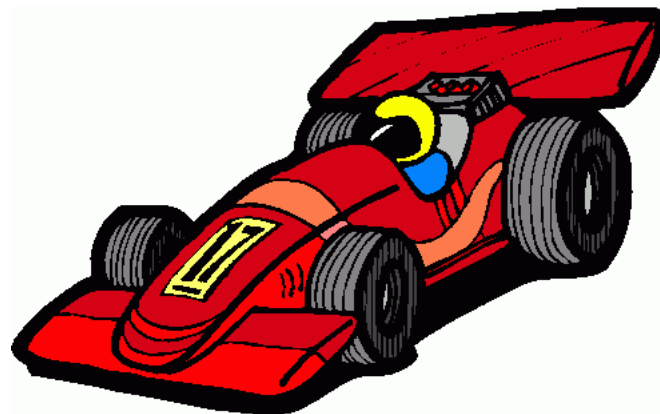
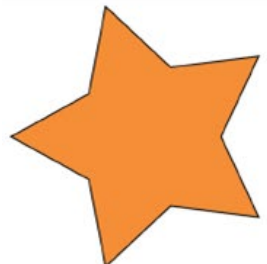
# Matthew's Behavior Chart

Target Behavior (clear, observable)	When checked?	Tokens
Hands and feet to self	Breakfast, lunch, dinner, bedtime	1
Use kind words with others	Breakfast, lunch, dinner, bedtime	1
Use inside voice	Breakfast, lunch, dinner, bedtime	1
Trash off floor in room	Lunch, bedtime	2
	DAILY TOTAL:	16 tokens

# How To: Token Economy

## 2. Giving Tokens

- **TANGIBLE.** Give a “token” that can be seen and held, like a marble, ticket, or poker chip.
- **AFTER BEHAVIOR.** The reinforcement must occur after the behavior occurs, not “on promise.” **IMMEDIATE.** The reward must be given immediately after the behavior occurs (i.e. present a token or write in a point on the spot, not at the end of the day)
- **CONSISTENT.** Tokens must be given every time in the beginning. Eventually, once your child is meeting expectations often, it can be faded out.
- **INDEPENDENT OF OTHER BEHAVIORS.** Rewards earned through the token system should not be taken away, regardless of other behavior, in the first few weeks of the system.



# How To: Token Economy

## 3. Choosing Rewards

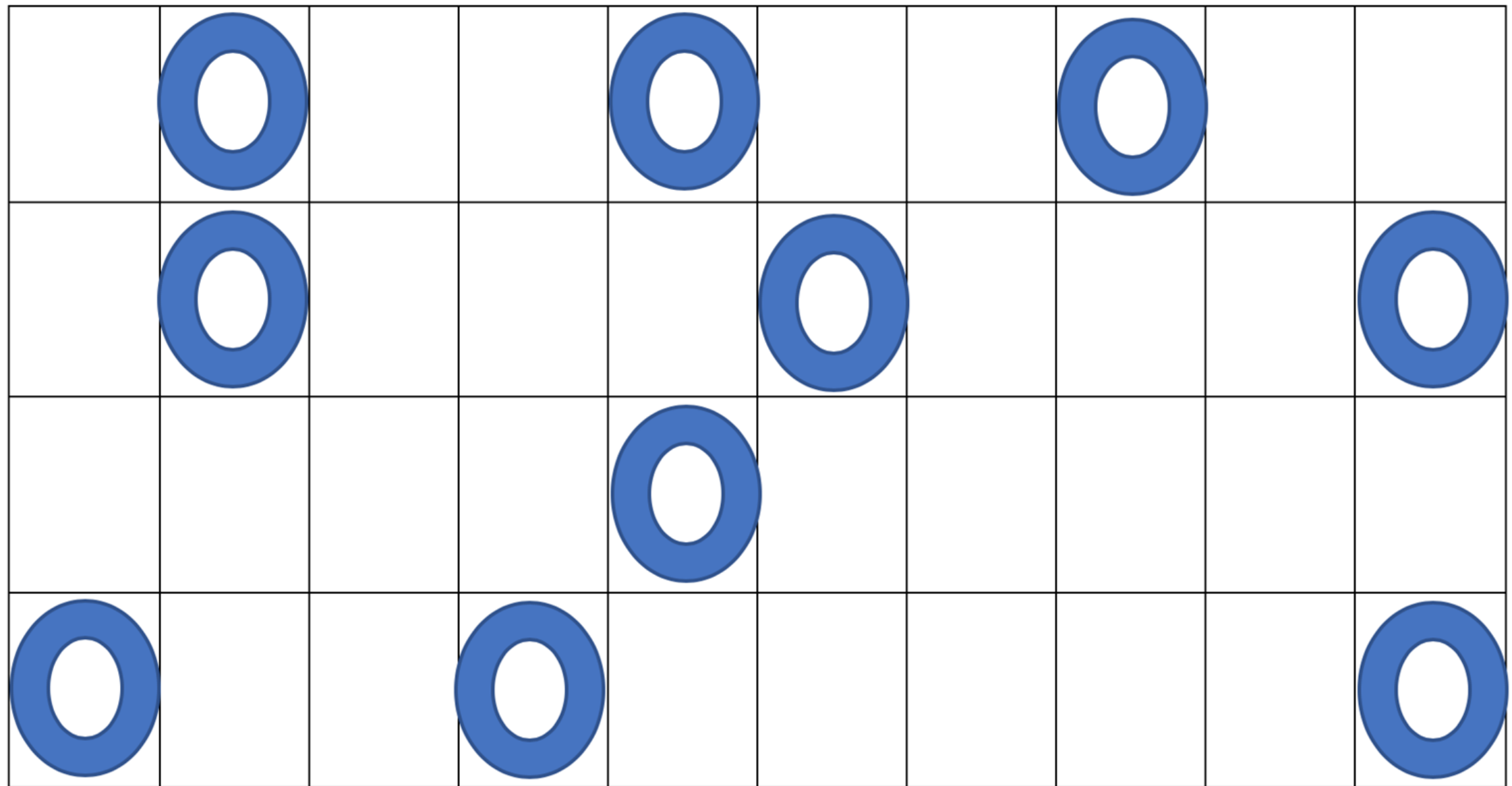
- **VARIETY.** Provide your child with choices of rewards to keep their interest; change the choices often and include your child in choosing rewards.
- **NATURAL REWARDS.** Rewards that fit in naturally with the behavior or your daily routine (i.e. TV time when homework is completed on time) are better than options that take extra time and effort to provide (i.e. an outing, toy).
- **BIG AND SMALL.** It can be helpful to have small rewards that can be earned daily to keep children's interest, but also larger, more exciting rewards that hold interest over time.
- **NOVEL/EXCITING.** Rewards should be things that your child will not get otherwise. If they get to have a friend over regardless of whether or not they earn it, this would not be a good option

[illegible]

# Rewards Menu Pro Tips for Caregivers

- Be sure to get your child's input when making the rewards menu!
- Rewards don't have to cost money. Think of fun privileges or experiences.
- Check these lists at least weekly with your child to make sure they still care about the things on the list. The same things get boring after a while. Change it up if they want to!
- If your child isn't a strong reader yet, use pictures instead of words to represent rewards.
- Post this list in a visible place, like on the fridge.
- Make sure you have plenty of daily rewards and that the number of tokens you set for each reward is realistic for your child to earn. The younger your child, the less they can wait to "cash in" tokens
- When your child earns a token, make sure you give it to them and praise them right then in the moment





\_\_\_\_\_ 's Token Board

I'm working for:

# Setting Specific Considerations

- **Tokens need to be able to be given in whatever setting you are in (Walmart, road trip, baseball game, etc.)**
- SCHOOL: Daily Report Cards – Dr. Jeff Shahidullah

# Common Barriers/Problem-solving

- Target behaviors...

- **too vague**
- **too many**
- **developmentally inappropriate**
- **negatively phrased**
- **unrealistic**
- **clinically irrelevant**

- Tokens not delivered immediately after bx
- Too little opportunity to earn tokens
- Too many tokens required to “cash in”
- Stale reinforcers
- Reward menu created w/o child input
- Child doesn't understand system
- Caregiver doesn't thin the schedule of reinforcement over time or remain flexible



# Daily Report Card

Jeff Shahidullah

# Daily Report Card (teacher rating component)

## Elementary School Example

Time of Day	Completing Work										Following the Rules										Total
Morning	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
Afternoon	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	

## Middle/High School Example

Classes	Turned in Work		Work turned in at least 80% accurate		Teacher Initials
Math	Yes	No	Yes	No	
Reading	Yes	No	Yes	No	
Spelling	Yes	No	Yes	No	
Social Studies	Yes	No	Yes	No	
Science	Yes	No	Yes	No	
Homework					

# Daily Report Card (Home Component)

**Child's Daily Behavior Chart**

Day	Mon	Tues	Wed	Thurs	Fri
Goal Met?					

**Child's Goal on his home-school note is:** \_\_\_\_\_

- If child meets his goal at school he can earn access to an item on the daily menu in addition to his regular privileges.
- If child does not meet his goal at school, give her a job and all regular privileges and daily menu items are restricted until the job is done.
- Child can earn access to regular privileges after he completes the job.
  - He cannot earn back a choice from his daily menu
  - He can try again tomorrow

## **DAILY MENU:**

- 1. Extra 15-20 min at bedtime**
- 2. Extra show**
- 3. Special snack**

- If child meets his goal at school on 4 out of 5 days, he can choose one item off the weekly menu.

## **WEEKLY MENU:**

- 1. Order Pizza or have mom/dad cook favorite meal**
- 2. Family game or movie night**
- 3. Go to the movies**

# Daily School-Home Report Card

## Daily Behavior


























Name \_\_\_\_\_

Praise your child for good behavior. Discuss any inappropriate behaviors. Please initial and return daily.



OFF THE CHART

- ★ ... Red ... Outstanding
- ★ ... Orange ... Great Job
- ★ ... Yellow ... Good Day
- ★ ... Green ... Ready to Learn
- ★ ... Blue ... Think About It
- ★ ... Purple ... Teacher's Choice
- ★ ... Pink ... Contact Parent

Monday	Tuesday	Wednesday	Thursday	Friday
				
				
				
				
				



# Daily School-Home Report Card

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

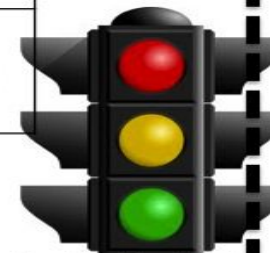
Week of: \_\_\_\_\_

DAY	Followed directions	Completed classwork	Worked well with others
Monday Parent Signature: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuesday Parent Signature: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wednesday Parent Signature: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thursday Parent Signature: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friday Parent Signature: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Green: Great Job! (no warnings)

Yellow: OK Job (1-3 warnings)

Red: Needs Improvement : ( (more than 3 warnings)



# Interventions in Action

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Team Members:

Role-responsibilities:

In the clinic:

Beyond the clinic:

Adaptations (Limitations and Barriers):

# Punishment

*Consequence strategy where you add something the child does not like, or take away something they like.*

- Job Card Grounding
- Natural/Logical Consequences
- Time-out
- Overcorrection

# Time Out

- Misconceptions:
  - Child must sit still
  - Child must be sorry
  - Child must understand
- What it IS:
  - Brief, unpleasant consequence during which there is no access to attention or anything fun (Time out from FUN!)
  - Consistent use for every occurrence of target behavior
  - No reprimand on release



# Time Out

- Procedure
  - Time-out can be mobile
  - Area easy to covertly monitor
  - 2-3 minutes
  - Parent ends the time-out
  - Child completes task after time-out is over



# Time out for older kids?

- Task-based grounding (ie, Job Card Grounding)
- School-age/teens
- **Uses:** Routine rule violations
- **Process:**
  - Explain procedure
  - Identify job and completion criteria
  - Identify rule violation and assign a job
  - Add additional up to 1 additional job if behavior persists
  - Child checks back and caregiver checks
  - Grounding duration until job(s) complete

# Time out for older kids?

- Time-out means
  - No TV, phone, iPod/Pad, video games
  - No friends over/go to friends
  - No snacks
  - No toys
  - No attention

## Vacuum Car

1. Throw away all trash from the car.
2. Wipe dashboard with damp rag.
3. Remove floor mats.
4. Vacuum all carpeting, seats, rear deck, and upholstered surfaces on doors.
5. Vacuum floor mats & replace floor mats.
6. Put vacuum away and throw away used paper towels.



## Sweep Garage

1. Find broom.
2. Sweep garage floor completely, removing all leaves.
3. Move anything on the floor and sweep under it, not just in front.
4. Place anything you moved back in its original location.
5. Take the dustpan and sweep up all leaves, dirt, etc.
6. Throw contents of dustpan in garbage.



## Clean Kitchen Sink

1. Gently scrub both sinks using kitchen sponge and cleanser.
2. Rinse and dry well.



## Clean Bathtub and Sink

1. Remove washcloths, tub mat, shampoo, etc.
2. Scrub with bathroom scrub brush and cleanser.
3. Rinse well.
4. Dry with old towel.
5. Take washcloths to dirty clothes.
6. Replace tub mat, shampoo, etc.





# Time-Out

- FAQ's/ Trouble shooting with Time-out (ask audience)

# Interventions in Action

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Team Members:

Role-responsibilities:

In the clinic:

Beyond the clinic:

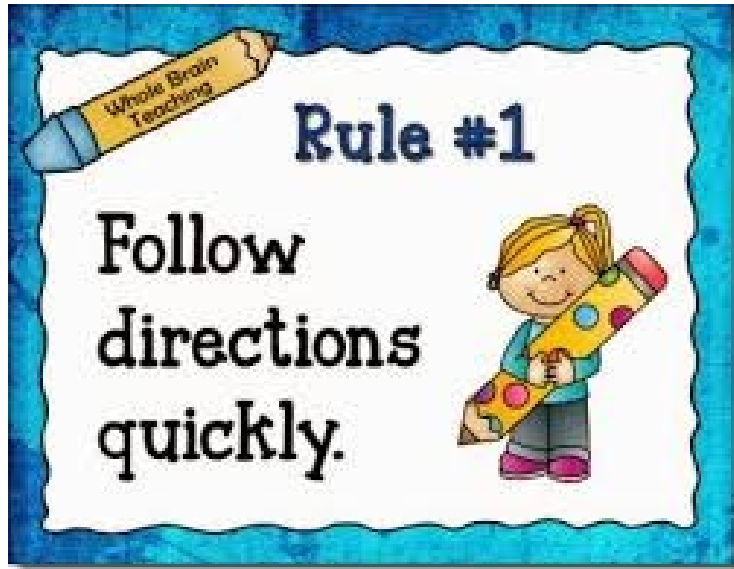
Adaptations (Limitations and Barriers):

# Multi-Component Interventions

- Compliance Training / Effective Commands
- Differential Attention
- Grab Bags
- Jungle Explorer Passports

# Effective Commands & Compliance Training





## Definitions

**Compliance**: Appropriately following an instruction within a reasonable or designated time. Includes both initiation and completion

**Noncompliance**: Refusal to initiate or complete a request made by another person

# Forms of Noncompliance

- **Direct Defiance**: Noncompliance with hostile, angry, oppositional behavior
- **Passive Noncompliance**: Child ignores the command
- **Simple Noncompliance**: Child acknowledges the command, but refuses to comply
- **Negotiation**: Child attempts to alter terms/details of the command



# Every Command Matters!

- **Each command is a learning trial.** Child learns when adult “means it” or doesn’t



## What happens in most houses:

- “Long bombs”
- Rapid-fire
- Repeating excessively
- Poorly timing
- Giving commands you don’t mean
- Yelling as a signal for “meaning it”
- Following through “most of the time”

**Rationale:** Re-teach child in what commands mean. Focus on making sure each command “counts” and signals a predictable outcome.

# **Step #1 – Giving effective commands**



# Helpful Command Strategies – Use when possible



Offer  
Choices

When-Then

Make it fun

Offer help

Transitional  
warnings

# Start it off right – Think ahead!

Ask Yourself...	Consider
Did they hear it? (Depends on the child)	<ul style="list-style-type: none"><li>• Turn off TV/electronics</li><li>• Say name</li><li>• Ask for eye contact</li></ul>
Did they understand it?	<ul style="list-style-type: none"><li>• “Any questions about what I asked you to do?”</li><li>• Have child repeat the command</li></ul>
Am I ready to follow through?	<ul style="list-style-type: none"><li>• If he/she refuses to comply, am I ready to give the necessary consequence/prompt?</li><li>• Long day? (Give fewer commands)</li><li>• Child sick? (Relax expectations)</li></ul>
Does this command matter?	<ul style="list-style-type: none"><li>• Is this important or am I being picky?</li><li>• More commands = more room for error in parental response</li></ul>
Is this age appropriate?	<ul style="list-style-type: none"><li>• Does child have the skills, knowledge, &amp; attention to do this task?</li></ul>

# Start it off right – Giving a clear command

Rule	Example
Make commands direct	<ul style="list-style-type: none"><li>• “Pick up your socks”</li><li>• “Sit down on this chair” (point)</li></ul>
Make commands simple & small	<ul style="list-style-type: none"><li>• “Brush your teeth”<ul style="list-style-type: none"><li>• (NOT: “Brush your teeth, get in PJs, go to bed”)</li></ul></li></ul>
State commands positively	<ul style="list-style-type: none"><li>• “Please put your feet on the floor”<ul style="list-style-type: none"><li>• (NOT: “Don’t jump on the couch”)</li></ul></li><li>• “Use your walking feet”<ul style="list-style-type: none"><li>• (NOT: “Don’t run”)</li></ul></li></ul>
Make commands specific, not vague	<ul style="list-style-type: none"><li>• “Use a quiet voice”</li><li>• “Walking feet in the store”<ul style="list-style-type: none"><li>• (NOT: “Be good, behave!”)</li></ul></li></ul>
Use a neutral tone of voice	<ul style="list-style-type: none"><li>• “Walk over and sit with me”<ul style="list-style-type: none"><li>• (NOT: Come here now!!!)</li></ul></li></ul>

# Start it off right – Giving a clear command

Rule	Example
Polite and respectful (but direct)	<ul style="list-style-type: none"><li>• “Please hand me the crayon”</li><li>• “Put your shoes on in your room please”</li></ul>
Use explanations sparingly	<ul style="list-style-type: none"><li>• If you explain, put it BEFORE command</li><li>• “Our play time is over and we need to go to the store. Please put your crayons away”</li></ul>
Tell – DON’T ASK	<ul style="list-style-type: none"><li>• “Go upstairs to bed”<ul style="list-style-type: none"><li>• (NOT: “Do you want to go to bed now?”)</li></ul></li><li>• “Clean up your toys”<ul style="list-style-type: none"><li>• (NOT: “Will you please clean up your toys?”)</li></ul></li></ul>
<b>Always praise compliance verbally and physically</b>	<ul style="list-style-type: none"><li>• “Good job putting away the blocks!” (High five)</li><li>• Thanks so much for <b>listening the first time!</b> I feel so happy when you help me out!</li></ul>

# Let's Practice: Correct the Ineffective Command

- Do you want to get ready for bed?
- I need you to be good in the store.
- Don't touch that.
- Why don't you try your broccoli?
- Go clean up your room.



# Let's Practice: Correct the Ineffective Command

- Stop standing on the chair!
- Take off your shoes, wash your hands, get your backpack, and get out your math homework
- Go get your coat because your grandmother is sick and we need to go to the hospital. And get your PJs because you're going to sleep at Aunt Carol's house.



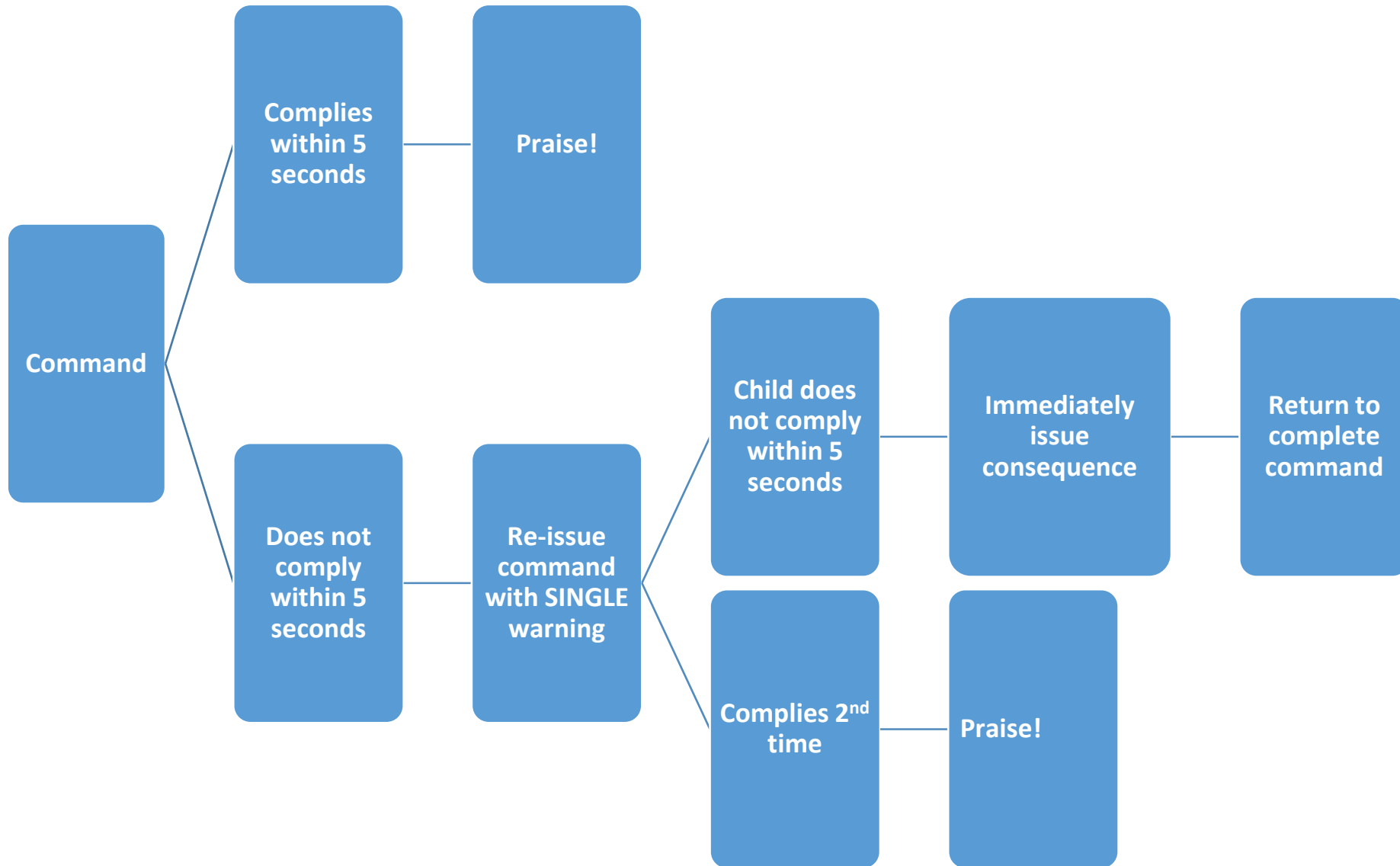
# For many families – This will be enough!



## **Step #2: Compliance Training or “Listening practices”**



# Compliance Training (“Listening Practice”)



# Compliance is the Main Dish! (Ignore the Sides)



- Whining, rolling eyes, talking back, heavy sigh, complaining, “This is stupid,” “This isn’t fair,” “You hate me,” etc.

- **What’s the function?**

- Compliance

## Child: Noncompliant



## Adult: Ignore & wait





## Child: Compliant



## Adult: BIG praise!



# Helping parents practice – Role play & coaching

Parent plays kid

You play kid

Kid “acts bad”

Take turns

10-command  
practice

# Common Barriers & Problem Solving



- Rushing to listen after consequence stated
- Completing commands REALLY slow
- Getting off task during command
- Always completing after warning
- Expecting a token/treat every time
- Parent response to minor behaviors

# GRAB BAG



- Used as part of a reward system
- Once a certain criteria has been met, then the child can pick from the grab bag

# Ins and Outs of the Grab Bag

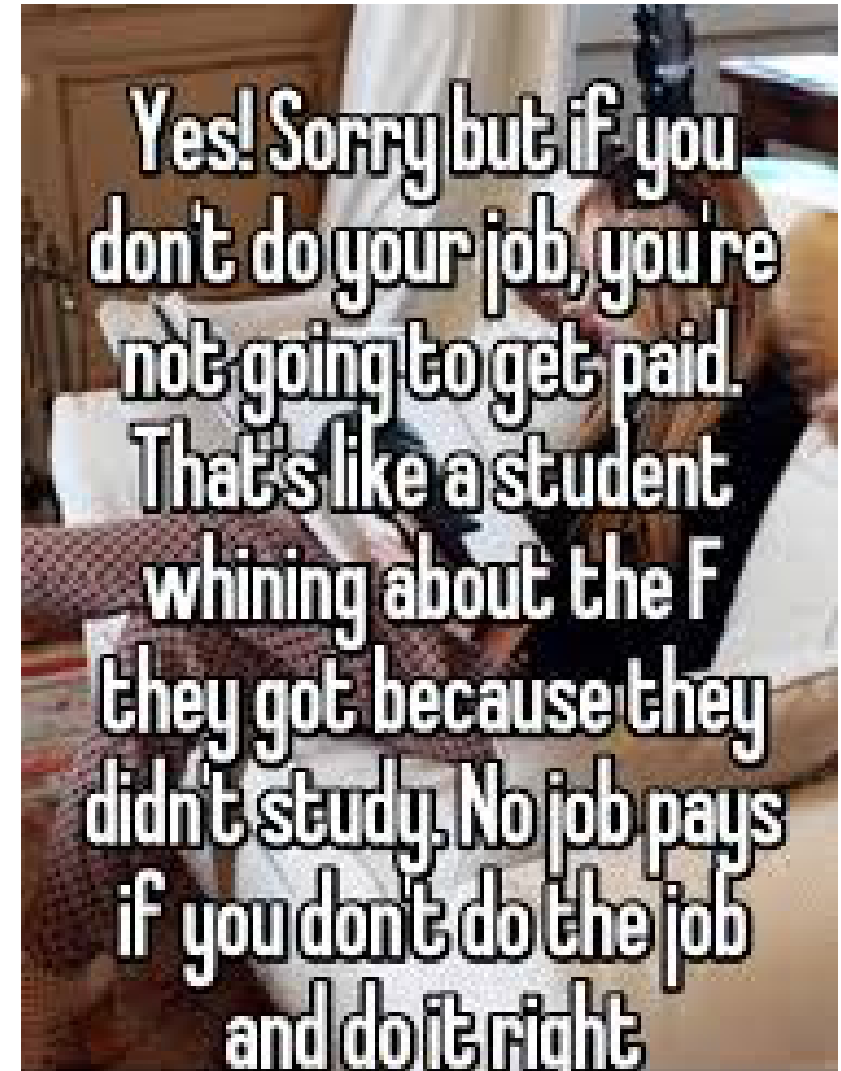
- Family identifies reasonable items to include
- Just like at the fair, you don't get to look around in the grab bag and choose what you want – reach your hand in and pick!
- A separate grab bag can be created for coupons (example: time before bedtime, extra computer time)





# Natural & Logical Consequences

- Consequences only affect future behavior
- Puts the responsibility in the child's hands – **consequences fit the mistake**
- Natural Consequences -- result of the child's actions
- Logical Consequences -- what consequences are given to the child after the child engages in the 'Not ok' behavior and is linked to the 'Not ok' behavior



# Examples

- [Natural Consequence](#): Jyshawn's dad tells him to put on a coat because it's cold outside and he does not. Jyshawn is cold when he goes outside.
- [Logical Consequence](#): Penelope was told not to ride her bike in the street and she did. Mother did not allow Penelope to ride her bike the rest of the day



# Interventions in Action

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Team Members:

Role-responsibilities:

In the clinic:

Beyond the clinic:

Adaptations (Limitations and Barriers):

# Referring to specialty mental health

When would you refer out?

What do you consider before referring out?

Are you signing a release form before referring?

What do you want more of in your site to be able to manage more patients within your site?

# How do you make it happen?



# “Are you informing me or asking for help?”

1. Make sure parents find the change important
2. Ask if now is a good time to make the change
3. Assess their confidence before and after creating a plan (I like 0-10 questions)

\*\*\*If any of these are negative, they probably aren't ready for intervention, and your time will be better spent building readiness

# Making it Happen...

- Roll with resistance:
  - Validate the Valid, ask for permission
    - “Wow, I can tell how stressful this is for you”
    - “I appreciate you sharing this information with me”
    - “I have some ideas that might help, are you interested in hearing about them?”
  - Make doing *nothing* an active choice
  - Highlight the discrepancy
    - “On one hand... on the other hand”

# Making it happen...

- Setting the stage:

- “Why is it important to you that your child \_\_\_\_\_”
- “What do you think your brain will tell you when you try this”

- Parental Coping Plan

- Remember/recite the reason/values
- Create coping thought
- Tag team with friend or caregiver
- Put a support person “on call”
- Taking deep breaths/Mindfulness
- Rewarding self for implementing
- Pretend you are watching this play out on TV
  - What do you want to say to the parent/child?
  - What do you hope the parent does?



# Good Stress vs. Bad Stress

Good Stress	Bad Stress
Getting Shots	Physical Abuse of Child
Being told no	Loved one insulting child repeatedly
Learning to sleep independently	Intimate Partner Violence
Giving up pacifier	Not have enough food to eat

# Session Survey

Use the CFHA mobile app to complete the survey/evaluation for this session.



**Join us next year in Philadelphia, Pennsylvania! Thank you!**