Coping Power Program

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Pisa, Italy
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Coping Power Program

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Is aggressive behavior a stable behavior pattern, or not?

- Subgroup of chronic aggressive children are at risk of most physical violence during adolescence (Nagin & Tremblay, 1999)
Risk Factors on the Developmental Trajectory for Children’s Aggressive Behavior

(Coie & Dodge, 1998; Hawkins, Catalano & Miller, 1992; Loeber & Farrington, 2001; Pennington, 2002)

- **Child Factors: biology and temperament**
- Family Context
- Neighborhood Context
- Peer Context
- Later Emerging Child Factors: social cognitive processes and emotional regulation
Summary of Biological and Temperament Risk Factors

- Prenatal factors such as maternal substance use and severe nutritional deficiencies can contribute to child aggression.

- Birth complications, certain genes, high cortisol reactivity, and difficult temperament all predict later child aggression, but only in interaction with environmental factors (e.g. harsh parenting, poverty).
Child Factors: Biology and Temperament

- **Neurotransmitters**: Some male children have been found to have a gene that expresses only low levels of MAOA (monoamine oxidase A) enzyme. MAOA metabolizes and gets rid of excess neurotransmitters. Low MAOA leads to violent behavior, **but only if** children were maltreated - an indicator of diathesis-stress (Caspi et al, 2002).
Child Factors: biology and temperament

*Family Context*

- Neighborhood Context
- Peer Context
- Later Emerging Child Factors: social cognitive processes and emotional regulation
Parent criminality, substance use and depression have been linked to children’s aggression (Loeber et al., 1998).

Low SES and poverty predict violence (Sampson & Laub, 1993) and aggression ($R^2 = .04$) (Dunlap, Cotten, Barry, Kuhajda, Lochman & Wells, 2002).

Stressful life events contribute to peer-nominated (Guerra et al., 1995) and parent rated (Dunlap et al., 2002: $R^2 = .07$) aggression.

Single and teenage parenthood is associated with children’s aggression (Blum et al., 1988; Nagin et al., 1997).

Insecure, disorganized attachment predicts aggression at age 5 (Shaw et al., 1995).

All of these family factors inter-correlate, especially with SES (Luther, 1999), and they can impact child behavior through their effect on parenting processes.
Family Context

- **Parenting processes:** Children’s aggression has been linked to (e.g. Patterson, Capaldi & Dishion, 1992; Shaw et al, 1994):
  1. Nonresponsive parenting at age 1, with pacing and consistency of parent responses not meeting children’s needs
  2. Coercive, escalating cycles of harsh parental nattering and child noncompliance, starting in the toddler years, especially for children with difficult temperaments
  3. Harsh, inconsistent discipline
  4. Unclear directions and commands
  5. Lack of warmth and involvement
  6. Lack of parental supervision and monitoring, as children approach adolescence
Child Factors: biology and temperament
Family Context

**Neighborhood Context**

Peer Context

Later Emerging Child Factors: social cognitive processes and emotional regulation
Neighborhood Context

- Neighborhood crime rates and social cohesion have been found to predict disruptive behavior in children (Majumder, Moss & Murrelle, 1998; Maughan, 2001)

- Neighborhood effects may create heightened risk during middle childhood (Ingoldsby & Shaw, 2002)

- Community-level variables have direct and indirect effects on children’s conduct problems (Gorman-Smith & Tolan, 1998; Lynch & Cicchetti, 1998)
- Child Factors: biology and temperament
- Family Context
- Neighborhood Context
- **Peer Context**
- Later Emerging Child Factors: social cognitive processes and emotional regulation
Peer Rejection: By elementary school, aggressive behavior can lead to peer rejection (Coie, Dodge & Kupersmidt, 1990)

1. Peer rejection predicts delinquency, school dropout, internalizing problems, adolescent pregnancy, and drug and alcohol use

2. Additive risk for aggression and rejection exists (Coie, Lochman, Terry & Hyman, 1992)

3. Peer rejection from the broad peer group can set the stage for involvement with deviant peers, which is itself a critical peer risk factor by adolescence
Child Factors: biology and temperament
- Family Context
- Neighborhood Context
- Peer Context

Later Emerging Child Factors: social cognitive processes and emotional regulation
Social Cognitive Processes in Aggressive Children: Appraisal Steps
(Crick & Dodge, 1994; Lochman, Whidby & FitzGerald, 2000)

1. **Cue encoding difficulties, by excessively recalling hostile social cues**
2. **Hostile attributional biases, and distorted perceptions of self and other in peer conflict situations**
Social Cognitive Processes in Aggressive Children
(Crick & Dodge, 1994; Lochman, Whidby & FitzGerald, 2000)

1. Cue encoding difficulties, by excessively recalling hostile social cues
2. Hostile attributional biases, and distorted perceptions of self and other in peer conflict situations
3. Dominance and revenge oriented social goals
4. Generate less competent problem solutions
Problem-Solving Measure for Conflict
(Lochman & Lampron, 1986; Dunn, Lochman & Colder, 1997)

Story 1:
Some of Ed’s friends borrowed his soccer ball during the lunch period, but they did not return it. When Ed came out of school at the end of the day, the other boys had already started playing with it again. Ed was supposed to go right home after school, and he wanted to have his soccer ball back // The story ends with Ed walking home with his soccer ball. What happens in between Ed not having his soccer ball, and later when he walked home with it?
PSM-C

Story 1
Types of Problem Solutions

- Verbal Assertion (Regular and Negative)
- Direct Action (Regular and Negative)
- Help-seeking
- Non-confrontational

- Physical Aggression
- Verbal Aggression
- Bargaining
- Compromise
Social Cognitive Processes in Aggressive Children
(Crick & Dodge, 1994; Lochman, Whidby & FitzGerald, 2000)

1. Cue encoding difficulties, by excessively recalling hostile social cues
2. Hostile attributional biases, and distorted perceptions of self and other in peer conflict situations
3. **Non-affiliative social goals**
4. **Generate less competent problem solutions, with fewer verbal assertion, compromise and bargaining solutions**
5. **Expect that aggressive solutions will work, and value aggressive solutions more**
6. **Poor enactment of solutions, due to weak social skills**
Reactive and Proactive Aggression

(Dodge & Coie, 1987; Dodge, Lochman, Harnish, Bates & Pettit, 1997; Lochman & Wells, 1999)

- **Reactive Aggression:**
  - Encoding errors
  - Hostile attributions
  - Lower perceived social and general competence
  - More sad and depressed
  - More harsh and non-involved parenting
  - Neighborhood violence

- **Proactive Aggression:**
  - Expectations that aggression will work
  - Low fearfulness
  - Cognitive dysregulation – little concern for long-term consequences or goals
  - Involved with peers who are approving of deviant behaviors
Automatic vs deliberate processing, affecting selection of solutions to social problems
Effects of Deliberate vs Automatic Processing on Problem Solving

(Lochman, Lampron & Rabiner, 1989; Rabiner, Lochman & Lampron, 1990)

- When emotionally activated, children use more automatic processing
- Aggressive children use more impulsive automatic processing
Both aggressive and nonaggressive boys who use automatic processing produce 50% fewer verbal assertion solutions and three times more direct action solutions than when they use deliberate processing (e.g., instructed to wait 20 seconds before responding).
Effects of Automatic Processing on Problem Solving

Stimulus
Perceived Threat

Memory Bin
Direct Action
Verbal Assertion
Help Seeking

Response Enactment
Direct Action
Effects of Deliberate Processing on Problem Solving

Stimulus

Perceived Threat

Memory Bin

Direct Action

Verbal Assertion

Response Enactment

Verbal Assertion

Help Seeking
Effects of Automatic Processing on Problem Solving

Stimulus

Perceived Threat

Memory Bin

Verbal Assertion

Direct Action
Help Seeking

Response Enactment

Verbal Assertion
Contextual Social Cognitive Model

Community Context
- Neighborhood Problem

Family Context
- Maternal Depression
- Low Social Support
- Marital Conflict
- Low SES

Parenting Practices Context
- Child Social Cognition and Self Regulation
- Child's Perception of Peer Context

Proximal Aggressive Behavior
- Substance Abuse
- Delinquency
- Academic Failure

Parenting Practices Context

Child Social Cognition and Self Regulation

Child's Perception of Peer Context
Summary: Developmental Sequencing of Risk Factors

- As children move on escalating trajectories towards serious adolescent conduct problems, there is a developmental stacking of risk factors (e.g., community + temperament + parenting + peer rejection + social cognitive deficiencies + school failure + deviant peers) over time.

- Later interventions must address multiple risk factors.

- Thus, early interventions can impact children’s increasingly stable aggressive behavior before additional risk factors accumulate.
Coping Power
Intervention Effects
Coping Power Intervention Research

- 2 efficacy and effectiveness studies in Durham, NC

- Dissemination study in Tuscaloosa, AL (CDC funding)

- Dissemination study with aggressive deaf children in a residential school in NC

- Clinical trial with CD/ODD outpatients in a child psychiatry outpatient clinic at Utrecht University, the Netherlands

- Field trial in Birmingham area schools (NIDA funding)

- Group vs Individual formats (NIDA funding)
NIDA-funded study of Child Component only vs. Child and Parent Components

Lochman & Wells (2004), *Journal of Consulting and Clinical Psychology*, 72, 571-578
### Effect Sizes of Contrasts with Control Cell: Outcomes at 1 Year Follow-up

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Child Component Only</th>
<th>Child + Parent Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delinquency</td>
<td>-</td>
<td>.37*</td>
</tr>
<tr>
<td>Substance Use (Parent-rated)</td>
<td>-</td>
<td>.66*</td>
</tr>
<tr>
<td>School Behavioral Improvement</td>
<td>.42*</td>
<td>.34*</td>
</tr>
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</table>
One-Year Follow-up Outcomes for the CSAP-funded Study


Substance Use Outcome

- Youth self report of use of Tobacco, Alcohol, and Marijuana in the past month
Substance Use

Coping Power vs Control: $F(1,120)=10.8, \ p=.001$
Delinquency Outcome

- Youth self report of theft, assault, property destruction, fraud, and drug selling (sum score), in the past month  [This was only collected at the 1 Year Follow-Up]
Self-Reported Delinquent Behavior

Coping Power vs Control: F(1, 129) = 4.30, p = .04

1 yr FU

- Red: Coping Power
- Yellow: Control
School Behavior Outcome

- Teachers’ ratings of fighting and of harming others, from the TOCA-R
Teacher-rated Peer Aggressive Behavior

Coping Power vs Control: $F(1,80)=4.18$, $p=.04$


### Results at 4 Year Follow-Up: Substance Use

<table>
<thead>
<tr>
<th>Substance Use</th>
<th>CAU (N=31)</th>
<th>UCPP (N=30)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tobacco (last month)</td>
<td>42%</td>
<td>17%</td>
<td>0.02</td>
</tr>
<tr>
<td>Alcohol (last month)</td>
<td>65%</td>
<td>67%</td>
<td>ns</td>
</tr>
<tr>
<td>Marijuana (ever)</td>
<td>31%</td>
<td>13%</td>
<td>0.04</td>
</tr>
</tbody>
</table>
Conclusions

- Across 2 studies, the Coping Power Program, a cognitive-behavioral preventive intervention, has outcome effects at a one-year follow-up, on children’s substance use, delinquent behavior, and teacher-rated aggressive and problem behaviors, and in the Dutch UCPP study, substance use outcome effects at a four-year follow-up for youths with clinical diagnoses.

- **Mediation**: Intervention produced improvements are mediated, in part, by improvements in children’s attributions and anger, expectations about the utility of aggression, locus of control, and parenting behaviors.
Coping Power
Child Component
Getting Started:
Selecting Clients

- Optimal for children ages 9-12
- With disruptive behavior diagnosis (e.g., ODD, CD) or symptoms
- Can have comorbid secondary diagnoses (e.g., ADHD, Mood Disorder) and psychosocial stressors (e.g., divorce, academic problems) but will want to make sure other urgent clinical needs have been sufficiently addressed to warrant intensive focus on disruptive behavior
- For school-based implementation
  - Students with behavioral intervention on 504/IEP
  - Teacher nominations
  - Teacher and/or parent behavioral ratings
Getting Started: Behavior Management Strategies in CP

- Token economy (point system) for behavior in and out of sessions
- Leader provides frequent labeled praise for positive behavior during sessions
- Leader models problem-solving and emotion-management skills
- Client helps generate “rules”
- Warning “strikes” given for rule violations
- Positive feedback time at end of session
- Incentive system (“prize box”)
Coping Power Child Component

**Group Format**

- 5 to 6 children and 1 to 2 leaders per group recommended
- Periodic 1-to-1 sessions
  - Reinforce generalization of skills to other settings
  - Tailor goal setting and problem-solving
  - Enhance relationship with adult co-leaders
- Case-centered teacher consultation
Implementation Issues with Peers: Peer Roles

- Models
- Social reinforcement for goal attainment and positive participation
- Permits role-playing, making skills more concrete
- Can make treatment more efficient
Implementation Issues with Peers: Challenges to Positive Involvement

- Negative reactive effects on each other
- Oppositional power struggles with leaders
- Create a deviant peer group
Start-up Considerations: Group Composition

- Children whose aggression provides them with high peer status and do not express any motivation to change (“bullies”).
- Children who are substantially different from the proposed pool of group members (age, gender, developmental level).
- Children who are likely to pose substantial challenges to group behavior management.
- Children who are targets for ridicule by other group members.
- At least low average intellectual functioning.
Outline of Child Component Sessions

- Session 1: Structure and purpose of group
- Sessions 2-3: Long-term and short-term goals
- Session 4: Organizational and study skills
- Sessions 5-6: Physiological arousal and feelings
- Sessions 7-10: Anger management training
- Session 11: Relaxation and overcoming barriers to self-control
- End of Year Review
- Session 12: Review of year 1
- Session 13: Organizational and study skills review
- Sessions 14-16: Perspective-taking
- Session 17: Perspective-taking and problem solving
Outline of Child Component Sessions (continued)

- Sessions 18-21: Social problem solving training
- Sessions 22-24: Creation of PICC videotapes
- Session 25: Problem solving with teachers
- Sessions 26: Social skills: making friends and being a friend
- Session 27: Problem solving: group entry and peer negotiation
- Session 28: Problem solving: sibling conflict
- Sessions 29-30: Peer pressure and refusal skills
- Session 31: Coping with neighborhood problems
- Sessions 32: Joining positive peer groups
- Session 33: Review and termination
Foci for Coping Power Child Component

- **Behavioral and personal goal setting** (Sessions 1-3)
- Organizational and study skills
- Accurate awareness feelings related to anger and vulnerability
- Anger management training, including methods for self-instruction, distraction, and relaxation

- Perspective-taking and attribution retraining
- Social problem-solving in a variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups
First Session

- Discuss purpose and structure of group ("What does coping mean to you?")
- Generate group rules
- Describe “strike” system, and points
- Group cohesion tasks (pass-the-ball; group naming task; paired interviews; group flag)
- Begin goal-setting
Session 1: Introductions & Goal Setting

Objective 1: General Purpose and Structure

– Discuss what coping means and what they’ll be learning

*Discussion points and suggested questions appear in bold text throughout the manual. These are meant to provide a framework for the material to be covered, rather than to be read verbatim. Leaders are encouraged to adapt the language and examples as needed make them most relevant to the client.*

– Generate rules

– Describe point system and “strikes”
Point System

- 1 Point for Positive Participation
- 1 Point for Following Rules
- 7 Points for each day met Behavior Goal
- Additional points for quizzes, games, and homework assignments
### Coping Power Rules

1. Take turns talking
2. What we say here stays here
3. Say what you really think
4. etc.

<table>
<thead>
<tr>
<th>Client Name</th>
<th>Strike 1</th>
<th>Strike 2</th>
<th>Strike 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strike System

- Strikes given as warnings for rule violations
- 3 strikes = lose point for Following Rules
- Emphasize a strike is a *warning*
- Intentionally give strikes during first few sessions to shape client behavior
Objective 2: Get Acquainted
- Leader/child interview each other
- Sample questions from Handout 1.5
  - What is your favorite food?
  - What do you like to do in your free time?
  - Do you have any pets?
  - If you had $100, what would you spend it on?
Objective 3: Goal Setting
- Discuss the concept of personal behavioral goals
- Introduce Goal Sheet (Handout 1.3)
- Will utilize Goal Sheet throughout entire program
- Child will earn 1 point per day (up to 7 points/week) that parent/teacher signs sheet indicating that child met his/her goal
<table>
<thead>
<tr>
<th>Day</th>
<th>Met Goals</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>X N</td>
<td>John Lochman</td>
</tr>
<tr>
<td>Tuesday</td>
<td>X N</td>
<td>John Lochman</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>X N</td>
<td>John Lochman</td>
</tr>
<tr>
<td>Friday</td>
<td>Y X</td>
<td>John Lochman</td>
</tr>
</tbody>
</table>

**Goal:** I will keep my hands to myself during lunch time.

I, Joan Barth, have chosen the above goal and am responsible for doing my best to meet this goal and having my teacher sign this sheet daily.
Goal Setting

Purposes:

- Parents or teachers monitor children’s behaviors and provide *daily feedback to children* about their behavior.
- Provide *weekly feedback to clinician* concerning the child’s behavior.
- Encourages *reinforcement* of children’s behavioral improvements in their real-world settings.
Goal Setting

Structure:

- Weekly goals are set by children in consultation with clinician and parents (or teachers).
- Goals are written on a goal sheet which is signed daily by a parent or teacher.
- Reward incentives are offered for meeting goals.
Goal Setting

Presentation of goal setting to children:

- Define goal: “Something you work towards or “Something you are working for.”
- Goals should be defined in terms of observable behavior.
- Children should be responsible for goal sheet.
- Encourage children to discuss goals with parents and/or teacher
- Set out rewards for reaching weekly goals.
Session 1: Introductions & Goal Setting (cont.)

- **Objective 4: Positive Feedback**
  - Each student says 1 thing he/she learned in Coping Power that day
  - In future sessions, child asked to compliment self on use of skill learned in Coping Power
  - Leader models appropriate compliments first

- **Objective 5: Prize Box**
  - Tally the points the child earned
  - Allow to “shop or save” (set time limit)

- **Objective 6: Free Time (Optional)**
  - Game/snack of choice for 5-10 minutes
Sample Prize Box Items

<table>
<thead>
<tr>
<th>ITEM</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencils, markers</td>
<td>2</td>
</tr>
<tr>
<td>University stickers</td>
<td>2</td>
</tr>
<tr>
<td>Matchbox cars</td>
<td>4</td>
</tr>
<tr>
<td>Baseball cards</td>
<td>8</td>
</tr>
<tr>
<td>Comic books</td>
<td>12</td>
</tr>
<tr>
<td>Water bottle</td>
<td>15</td>
</tr>
<tr>
<td>Basketball</td>
<td>30</td>
</tr>
</tbody>
</table>

- Have a set of small, changing items to provide quick rewards for behavior change.
- Have larger rewards to encourage delay of gratification.
No or low-cost incentives

- Read morning announcements over loud speaker
- Sit in seat backwards day
- Singing/dancing/joke-telling time
- Free homework pass
- Play hangman
- Paper airplane toss
- Lunch with leader or teacher
- Computer time
- Student vs. teacher basketball game
- Vice principal for the day
- Cut in line pass
## Point Tracking Form

- Start with easy to moderate goals to stimulate children’s motivation
- Provide quick, honest feedback about point attainment at end mtg.
- Points and prizes motivate children in and out of group
- Can also provide long-term incentive

<table>
<thead>
<tr>
<th></th>
<th>9/8</th>
<th>9/15</th>
<th>9/22</th>
<th>9/29</th>
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<tr>
<td><strong>Chris B.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Group Rules</strong></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>_</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Current Points</strong></td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
</tbody>
</table>
Long-term incentive

Points earned for

Pizza
Goal Setting: Common Problems for Children

- Setting goals that are too broad or unrealistic
- Forgetting to return goal sheets
- Not taking responsibility for getting goal sheet signed
- Lacking motivation to work on goals
- Social anxiety/sense of failure
Goal Setting: Common Problems for Parents/Teachers

- Believing goals are inappropriate or too easy
- Not understanding the importance of shaping new behaviors in small steps
- Forgetting to sign sheet
- Disrupting class activities
Goal Setting: Problem Solutions

- Work together to identify measurable & attainable goals
- Solicit suggestions from parents/teachers
- Post goal sheet in obvious location (e.g., on refrigerator)
- Positive feedback for remembering sheet, goal attainment
- Encourage parent/teacher comments on goal sheets
- Regular contact with parents/teacher
- Reminder cards, set up a “buddy system”
Session 2-3: Long-term and Short-term Goals

- **Objective 1: Review previous session**
  - Ask each student to recall 1 thing discussed last session
  - This activity is repeated at start of each session to foster recall

- **Objective 2: Goal-Setting (cont.)**
  - (See additional slides)

- **Closing Activities**
  - Positive Feedback
  - Prize Box
  - Optional Free Time
Setting Long and Short Term Goals

- Help child identify goals he/she wants to achieve
- Help child understand the importance of setting long range goals and the steps (short-term goals) needed to attain them
- Help child identify barriers to achieving goals and how to overcome them
Goal Setting with Child

- Examples of long-term goals
  - To get along better with the teacher and other students in the classroom.
  - To feel better about my time with my parent(s)’ at home.
  - To get along better with my sibling(s).

- Examples of short-term goals
  - Determine what the teacher thinks I need to do.
  - Stay in my seat during class.
  - Do not fight with other kids in class or at home.
  - Do not argue all the time with parent(s).
  - When parents or teacher asks me to do something, do it without talking back.
Short Term and Long Term Goals

- Make the basketball team
- Reduce suspensions so eligible to play
- Resolve problems without fighting
- Get in fewer fights this week
- Keep hands and feet to myself in P.E.

Make the basketball team
Supplementary Goal Setting Activities

- Discuss barriers to reaching goals you have set and ways to overcome them
- Have child interview you, their parent or teacher, or an adult from desired profession
  - Ask about role goal setting has played in their life
  - What did they have to do to reach their goals
  - What barriers or setbacks did they encounter and how did they overcome them?
**Coping Power**

**Session Structure**

- **Opening Activities**
  - Review goal sheet from past week & prepare new goal sheet
  - Recall main topics from prior session (administer quiz, when provided)
  - Review homework (if assigned)

- **Introduce New Content and Activities**

- **Closing Activities**
  - Positive Feedback
  - Prize Box
  - Optional Free Time
Foci for Coping Power Child Component

- Behavioral and personal goal setting
- **Organizational and study skills** (Session 4, 13)
- Accurate awareness of feelings related to anger and vulnerability
- Anger management training, including methods for self-instruction, distraction, and relaxation
- Perspective-taking and attribution retraining
- Social problem-solving in variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups
Organizational Skills Activities

- Organize book bags
- Card game – organizing cards into categories
- Index cards – positive and negative study skills
- Leader modeled role play
- Video tape – Taming the Homework Monster
- Homework contract
Organizational and Study Skills

- Ask child what they think is the most important skill for doing well in school
- Shape/elicit a response that indicates the importance of organizational skills
- Poor organizational skills may interfere with relations with teacher
- Poor organizational skills may create frustration with school work, increasing their irritability and anger
Organizational and Study Skills

- Organizational skills exercise
  - Have a set of pieces of paper, each with a word, and in different colors
  - Each word within a category will be in a different color
  - "I am giving you some words listed on these papers. What I want you to do is to take a few minutes and put these pieces of paper into some kind of order."
Organizational and Study Skills

- Study Skills for Home and School
  - Prior to the session create a set of index cards with positive and negative study skills. On each index card, write down either a positive or negative study skill/habit.
  - Have the child sort the cards into two piles indicating whether it would be useful or not.
  - Ask child to suggest additional skills.
Organizational and Study Skills

- Study Skills for Home and School:
  1. do math in the living room
  2. listen to the radio while working
  3. study in a quiet place
  4. take notes in class
  5. answer the phone when someone calls
  6. double check your answers
  7. ask questions in class
  8. just try to keep everything in my head as I am reading
Positive and Negative Study Skills
Activity

- Sort cards into those useful for studying or not
- Any additional skills?
- How could children use the ideas in the “useful” pile to learn more effectively
HOMEWORK CONTRACT

Begin with Negotiation – Work Things Out Together

The following are suggested areas where students can have input: time, place and rules.

Ø Decide on when and where homework will be done. Times may vary depending on individual schedules. A daily schedule may be a helpful reminder. Identify a place where homework will be completed.

§ Time________________________Place______________________________

Ø What materials are needed for homework completion?

Ø What rules are in place during homework time?

Ø What monitoring methods will be implemented during homework time?

Ø What steps can you take to make sure your long-term projects are completed on time?

My child and I have discussed and agreed to the following homework plan.

__________________________________________  ____________________________
Student’s Signature                          Parent’s Signature
Foci for Coping Power Child Component

- Behavioral and personal goal setting
- Organizational and study skills
- **Accurate awareness of feelings related to anger and vulnerability** (5-6)
- Anger management training, including methods for self-instruction, distraction, and relaxation
- Perspective-taking and attribution retraining
- Social problem-solving in variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups
Sessions 5-6: Awareness of Feelings and Anger Arousal

Tips for Clinicians:

- Some children have difficulty seeing a range of emotional arousal
- Some children may become highly emotionally aroused when thinking about their anger triggers
- Some children have difficulty identifying discrete triggers for their fuzzy sense of arousal
- Anger may be masking other emotional states (e.g., anxiety; depression)
- Some children may have very limited sense of coping responses to their emotional triggers
Sessions 5-6: Awareness of Feelings and Anger Arousal

Skills targeted:

- Feelings aren’t good or bad, right or wrong
- Way we handle our feelings is what matters
- Learn to identify different types of feelings
- Learn to identify different levels of feelings
- Recognizing common triggers and bodily cues of anger as “clues” it is time to use coping strategy
Different Emotional States

- Brainstorm list of emotions
- Discuss what makes a person feel a certain emotion i.e., “I get scared when I enter a dark room”.
- What triggered the emotion?
- How do I feel inside?
- What can people see?
- What are the thoughts inside my head?
<table>
<thead>
<tr>
<th>What People Can See</th>
<th>What You Feel Inside Your Body</th>
<th>Thoughts In Your Head</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EMOTION = SCARED</td>
<td></td>
</tr>
</tbody>
</table>
Identifying Different Feeling States

- Can you always tell what someone is feeling by how they look or what they do?
- Are you always able to express your feelings?
- Are there some feelings that are easier for you to express than others?
- Sometimes you cannot tell how someone else is feeling or how you are feeling?
Cues of Anger

• Review the physiological cues of anger
  ✤ How does your body feel when you become angry?
  ✤ What is the first thing you notice in your body when you are becoming angry?
  ✤ Can then use this cue as signal that are becoming angry, and to stop and think about how to handle the situation
Anger Awareness: Physiological Cues

- Awareness of Signs of Anger
  1. Facial Expression
  2. Tone of Voice
  3. Body Position/Movement
  4. Internal Body States
     - Increased Heart Rate, Rapid Breathing, Feeling Flush
     - Sweating Palms, Tight Muscles, Clenched Fists
Anger Awareness: Anger Thermometer

- Using thermometers, children label own levels of anger, and of their triggers at each level
- Can better problem solve at low to moderate levels of anger
- Use large version of thermometer on the floor to show anger changes during role-play activities
- Aggressive children tend to report their anger in “on-off” terms as “angry” or “not-angry”
Different Levels of Anger

- have child identify how body feels at different stages/levels of being angry
- Ask child to generate various words describing the different levels of anger
- Review all signals of being angry (behaviors, arousal, cognitions)
WORDS OF ANGER

Outraged

Annoyed

Upset

Mad

Enraged

Fuming

Furious

Frustrated

Bothered

Flustered

Upset

Irritated
ANGER THERMOMETER RECORD FORM

**MONDAY**

**INTENSITY**
(CIRCLE)
VERY HIGH
HIGH
MEDIUM
LOW
VERY LOW

**WHY AM I ANGRY?**
________________________  ____________________________  ____________________________  ____________________________  ____________________________

**TUESDAY**

**INTENSITY**
(CIRCLE)
VERY HIGH
HIGH
MEDIUM
LOW
VERY LOW

**WHY AM I ANGRY?**
________________________  ____________________________  ____________________________  ____________________________  ____________________________

**WEDNESDAY**

**INTENSITY**
(CIRCLE)
VERY HIGH
HIGH
MEDIUM
LOW
VERY LOW

**WHY AM I ANGRY?**
________________________  ____________________________  ____________________________  ____________________________  ____________________________
Assignment: Monitoring Anger

**Enraged, Furious**
- Jeff made fun of my mom (Thurs)

**Steaming Mad**
- The teacher yelled at me in front of the class (Tues)

**Irritated, Annoyed**
- I have lots of homework (Mon)

**Frustrated**
- I can’t figure out this math problem (Wed)
Anger Triggers

- Identify triggers for each level of thermometer

явление

What do others do that makes you angry?

What do you do that makes others angry? (to illustrate reciprocity of anger)
Foci for Coping Power Child Component

- Behavioral and personal goal setting
- Organizational and study skills
- Accurate awareness of feelings related to anger and vulnerability
- **Anger management training, including methods for self-instruction, distraction, and relaxation** (Session 7-11)

- Perspective-taking and attribution retraining
- Social problem-solving in variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups
Anger Management Training

Key points and activities during sessions:

- Easier to cope with problems if we don’t feel *so* angry
- How can we *reduce* our feelings of anger?
  - Distraction, focusing attention on something else (e.g. fun things to do later in the day)
  - Self instruction or self-statements
  - Deep breathing
Anger Management Training

- Brainstorm ways to cope with each level of anger

- What can you do to cope with anger when you are a little bit angry?.....

- Is it easier to cope with anger when you are just a little bit angry?
Anger Management Training: Sample Self-Statements

- Stay calm. Just relax.
- As long as I keep my cool, I’m in control.
- What she says doesn’t matter.
- I’ll grow up, not blow up.
- It’s too bad he has to act like this.
- I don’t need to prove myself to any one
Things You Can Say to Yourself to Keep a Lid On Your Anger

Examples of calming thoughts to say to yourself when you’re angry. Make up your own!

1. It’s not worth it to get angry.
2. I won’t make a big deal about it.
3. I’m not going to let this get to me.
4. I can’t always expect other people to act the way I want them to.
5. I’ll use my sense of humor and make a joke of this.
6. He would like me to get angry. Well, I’m going to disappoint him.
7. I don’t need to prove myself to anyone.
8. As long as I keep my cool, I’m in control.
9. I’ll grow up, not blow up.
Anger Management Training: Practice Using Self-Statements
A Sequence of Activities

- Memory Game – using deck of playing cards
- Dominoes - build a tower using one hand
- Puppet Exercise – puppets tease each other
- Self-control “taunting exercise” – leader and child take turns coping with real teasing (Goodwin & Mahoney, 1967)
Discussion Questions

- What was the puppet thinking or saying to himself/herself?
- What level of anger did the puppet experience during the teasing?
- What skills did the puppet use to maintain control over her/his anger?
- Did the puppet use different coping statements for different levels of anger?
- What other feelings did the puppet experience?
Anger Management Training: Rules for Self-Control Exercises

- Cannot curse or swear.
- No racial comments.
- No physical contact.
- No “Your Momma…” taunts.
Anger Management Training: Tips for Self-Control Exercises

- Leader models first
- Leader can coach child, reciting coping statements in ear
- Child can read from “cheat sheet” with coping statements
- Can create hierarchy of anger triggers
  - Start with low-level taunt
  - Ask child what level of teases/taunts on anger thermometer willing to practice
  - Prohibit certain teases/taunts which are related to triggers at the very top of the anger thermometer (a physical defect, etc)
- Can reduce time of the role-play, when child is excessively aroused
Coping Statement Memory Test

Write as many statements you can think of that you can say to yourself to “keep a lid on your anger”:

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
Anger Management: Abdominal Breathing

- When people are relaxed they breathe more deeply from their abdomen. When people are angry or fearful, they tend to breathe more shallowly and from the chest. They also tend to hyperventilate.

- Quick shallow breathing can induce physical changes that can increase anxiety and anger. Likewise, deep abdominal breathing can trigger a relaxation response and improve concentration.

- Have the child sit comfortable with both feet on the floor
Anger Management: Abdominal Breathing

• Instructions for Abdominal breathing
  ✨ Inhale slowly and deeply through your nose and into the bottom of your lungs – send the air as low down as you can. Your chest should move only slightly
  ✨ When you have taken in a full breath, pause for a moment and then exhale slowly through your nose or mouth, exhaling fully. As you exhale, let your whole body go (visualizing like a rag doll)
  ✨ Do 10 slow abdominal breaths, keeping breathing smooth and regular
  ✨ slow inhale…pause…slow exhale (count “one”)
  ✨ slow inhale…pause…slow exhale (count “two”), etc.
Distraction Activities

Play sports
Talk to a friend
Draw
Listen to music
Go for a walk

Exercise
Play a game
Play with a pet
Watch a movie
Do something nice for someone
What Can I Do Right Now?

- Walk away from provocative peer
- Remind self that it is not worth getting into trouble
- Try to compromise with a parent
- Ignore something that makes you angry
- Tell an adult that someone/something is bothering you
- Talk to the person who is making you feel angry
- Write down how you are feeling
- Express yourself through art, music or physical activity
- Use anger thermometer record form
Foci for Coping Power Child Component

- Behavioral and personal goal setting
- Organizational and study skills
- Accurate awareness of feelings related to anger and vulnerability
- Anger management training, including methods for self-instruction, distraction, and relaxation

- **Perspective-taking and attribution retraining** (Session 12-15)
- Social problem-solving in variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups
Perspective Taking

- Role-play situations in pictures, leading to different views of same situation:
  1. After brief role-play action, “freeze” the children
  2. A child serving as a local TV reporter who happened on the scene unfreezes and interviews each child in turn about what they saw, and why they thought it happened
  3. Summarize the differences in perception
Perspective Taking

Wise Men Activity

1. Read Wise Men and the ??? Story and use discussion questions to foster discussion about the reason for the differences in perception
Perspective Taking

- Wise Men Activity in Group format
  1. Can have participants form subgroups
  2. Select a group leader for each group
  3. Have group leader facilitate discussion for their group
Perspective Taking

“Motive in the Hat” activity:

1. Identify possible reasons for a behavior (e.g. walking past other kids inviting him to play)
2. Write them on slips of paper
3. Have a child select one “motive” from a hat (e.g. I need to get home; it was an accident; doesn’t like them)
4. Have the child briefly enact the motive
5. Have group vote on which motive they thought was present
6. When votes are inaccurate, discuss how it is sometimes difficult to quickly determine the reason for another’s behavior; goal is to move from inferred hostility to “don’t sometimes know”
Perspective Taking

- Teacher interview tapping teacher expectations and goals in handling classroom issues:

1. Child interviews teacher about what school was like for the teacher when she/he was in 5th grade (e.g. teacher’s favorite teacher, and why; teacher’s memory of working with others on a class project)

2. Child interviews teacher about what she/he most likes to teach now, and what the teacher’s goals are when the teacher is leading a math class (e.g. to provide useful information to all of the students) or trying to restore order in the classroom (e.g. to promote all students’ learning)

3. Permits child to hear that teacher’s intentions are not to get students in trouble, and promotes a positive interaction between teacher and student
Understanding the Teacher’s Perspective

- Use a “Family Feud” type format
- Ask child to think of the top 10 responses that teachers gave to: “What do you expect from students in the classroom?”
- Fosters understanding of teacher’s perspective, serves as a lead-in to problem-solving with a teacher-student problem
Foci for Coping Power Child Component

- Behavioral and personal goal setting
- Organizational and study skills
- Accurate awareness of feelings related to anger and vulnerability
- Anger management training, including methods for self-instruction, distraction, and relaxation

- Perspective-taking and attribution retraining
- **Social problem-solving** in variety of situations (peer, teacher, family) (Session 17-28)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups
Problem Solving

- Problem definition is the first step
  - “Today we are going to talk about making good choices when you have problems with kids or other people in your life. What is a definition of a problem?”
  - “A problem exists when there is something that gets in the way of a goal that we want to reach…”

- Examples of problems can be *individual* (bike gets a flat tire), *group* (boy scout troop doesn’t raise enough money) or *between people* who have different goals (mother wants you do homework, you want to watch TV)

- When have problems, may feel angry, sad or fearful

- Ask child for an example during the past week
Social Problem-Solving: The PICC Model

- Problem
- Identification
- Choices
- Consequences
Problem Solving - PICC Model

PROBLEM IDENTIFICATION (P.I.)
(a) Perspective Taking
- Identify what the problem is based on each person’s perspective of the situation.
- No blaming, name-calling or put-downs in stating the problem.

(b) Individual Goals
- Identify your goal in the situation.
- Identify the other person’s goal in the situation.
- Look toward cooperation and compromise.

IDENTIFY CHOICES (C)
- Brainstorm all possible solutions to the problem. What are your choices?
- Do not evaluate the solutions in terms of outcome just list all possible choices.

IDENTIFYING CONSEQUENCES (C)
- Identify what the consequences would be for each solution.
- Provide ALL possible consequences, both positive and negative.

CHOOSE THE BEST SOLUTION
- Choose the best solution based on a review of all the consequences.
- Weigh out the positives and negatives → choose the one that has the fewest negatives.
- Choose a backup solution in case the first solution does not work.
- Try out your solution.
Problem Identification

Pick it apart” = Ask Questions

- How often has it happened?
- In what situations has it happened?
- What happened just before the problem occurred?
- What is not affected by the problem?
Problem Identification

My bike is not working!

> my friend comes over to ride bikes and I say “It just won’t work.” Would my answer be helpful to him? Would it help you to figure out what is wrong?

> “What kinds of things would you need to know to figure out what was wrong with the bike?” As the child to generate questions
Problem Identification (cont.)

Make sure that responses include things like:

(Seq) The chain falls off when I change gears (a gear problem)

(Seq) There were nails on the garage floor (a tire problem)

(Seq) The bike squeals when I hit the brakes (brake problem).
Social Problem-Solving: The PICC Model

Problem Identification:
- What is my goal?
- How am I feeling?

Choices

Consequences
Social Problem-Solving: Applying the PICC Model

Problem Identification:
John pushes ahead of me in line at a kickball game.

What is my goal? I want my place back in line

How do I feel? I’m a little angry

Choices

Consequences
Problem-Solving: Solution Generation

✧ Come up with 10 solutions to problem in Handout 10.1

✧ This is a picture of three boys, and the middle boy is saying, ‘I can help them solve this problem.’ I want you to think of as many solutions to this problem as you can. I want you to do this as fast as you can – the solutions can be good solutions or bad solutions, it doesn’t matter. I will write down your solutions as you come up with them. Ready? Go!”

✧ Clinician should record the solutions as they are generated and keep them in list format on the board.
I can help them solve this problem.
Problem Solving: Solution Generation

Possible solutions include:

1. Try to get the two boys to talk to each other.
2. Help his friend Dan by hitting Tom.
3. Go tell a teacher that there is a fight on the playground.
4. Convince Dan that it is not worth getting in trouble; they should just leave.
5. Go get a basketball; see if they will play a game and become friends again.
6. Refer the boys to peer mediation.
7. Tell Tom he will get his brother to beat him up if he hits Dan again.
8. Say to Tom that they do not like to be hit by other kids.
9. Ask Dan if he wants to come over to his house and get away from here.
10. Begin to talk about the fun things that they did at school that day.
# Problem Solving Worksheet

**Problem Identification**

Pick It Apart = “Ask questions”

My problem is:

Possible choices/solutions:  

<table>
<thead>
<tr>
<th>Possible choices/solutions</th>
<th>Consequences of choices/solutions</th>
</tr>
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The solution I chose is:

The consequences of my solution were:
Social Problem Solving Activities

- Trouble at Sea game to think about consequences
- Practice evaluating consequences of potential choices
- Compare choices generated automatically versus thinking ahead
- Blockers and Solvers
- Role-play alternate solutions to social problems
- Create video depicting competent solutions to problems
Trouble at Sea: Boat Activity

- You are members of a fishing party on a boat that has run into bad weather and has engine trouble. Because of rough weather, the captain says the boat needs to be lighter. You crew members must decide which items to throw overboard. You need to decide as a group which items to throw overboard first.
Objects in Boat

- Box of matches
- Radio (ship to shore)
- Compass
- Navigational map
- 10 gallons of water
- Signal flares
- Life rafts
- 100 Feet of rope
- Flashlight
- Life jackets
Trouble At Sea

- What was the problem in this situation?
- Did different people have different ideas about which items to throw overboard?
- How did you decide which items to keep and which ones to throw overboard?
- Did thinking about the consequences help you decide which items to keep?
Automatic Responding Versus Thinking Ahead

- Using a DUSO Card or real life problem, ask group members to generate as many solutions to the problem situation as possible.
- Using the same problem, ask the group to do the exercise once again. This time they are to first think about the consequences of each choice, and then only respond with choices that will have a positive outcome.
- Discuss with students the idea that, if they are able to stop and think before responding, they will often be able to think of better solutions.
Obstacles and Persistence: Blockers/Solvers Activity

Divide group into Solvers vs Blockers (tries to think of “blocks” or obstacles that would make a solution fail)

Problem will be about peer conflict

Blockers have 2 minutes to think about the “best” obstacle

Solvers have 2 minutes to think of alternative solutions

And so on………, until no new blocks or solutions
You are in a group at school. Your group has the chance to earn a party if they earn enough points. However, to earn enough points for the party, each member of the group needs to return their goal sheet every week with at least one signature. Your group may not be getting the party because several members of the group keep forgetting their goal sheets or are having difficulty meeting their goals. What can you do?
Solve That Problem: example – cont.

- **Solutions**
  1. Threaten the students
  2. Use a buddy system to remind members about goal sheets
  3. Bribe the teachers to sign the sheet
  4. Help members pick better goals.
- The team chooses solution 2.) to use buddies.

- **Obstacles**
- The Blockers come up with the obstacle of the buddy becoming sick all week and so he/she is not there to remind the member to bring the goal sheet to group.
You have been saving for a long time and finally have $20.00 in your bank account. You have just been invited to a birthday party for your best friend. You also want to buy something for yourself that costs $15.00. If you buy what you want for yourself, you will not have enough money to buy your friend a nice gift. What can you do?
Video Production

- Create video that teaches others the PICC problem solving model
- Depicts competent solutions in action
- Solidifies client’s learning
- Allows client to be the “expert”
Video Production

- Present idea of videotape formation
- Script and record didactic introduction about purpose of the video
- Brainstorm and script the problem situation
- Assign roles
- Rehearse and record the problem stem
Video Production

- Script at least 3 different alternative solutions and the consequence of each
- Rehearse and film each segment
- Review each segment and discuss whether it is portrayed well or should be re-filmed
- Script and film concluding commentary and credits
Tips for Videotaping Success

- Have child create a “script” before videotaping
- Rehearse before videotaping
- Can use cue cards to remind child what to say or do
- After taping a sequence, review it and discuss if it portrays the problem-solving points they were trying to illustrate. Decide whether to re-film the sequence
- Remind client that rules will still be in effect; place limits on “silly” behavior, and edit silly behavior out before replays
Alternative: PICC Picture Book

I'm mad, they won't even let me play.

We are friends, sorry man.
Problem Solving Etiquette

Good times to approach another person to discuss a problem are:


Bad times to approach another person about a problem are:


Some things to avoid when trying to talk to another person about a problem are:


Applying PICC Model

To solve problems with:
- Teachers (#25)
- Peers (#26-27)
- Siblings (#28)
Foci for Coping Power Child Component

- Behavioral and personal goal setting
- Organizational and study skills
- Accurate awareness of feelings related to anger and vulnerability
- Anger management training, including methods for self-instruction, distraction, and relaxation
- Perspective-taking and attribution retraining
- Social problem-solving in a variety of situations (peer, teacher, family)
- **Resistance to peer pressure, and focus on involvement with non-deviant peer groups** (Session 29-33)
Peer Pressure: Why Kids Might Give In

- Group Acceptance (to be accepted by the group)
- Approval (so that other kids will like you)
- Repetition (someone keeps bugging you until you give in)
- Being Threatened Physically/Socially (someone threatens to hurt them if they do not do it/threatens to tell everyone what a wimp you are)
- Being Put Down (kids do not want to be teased)
- Reassurance (other kids say that there is no way you can get caught)
Peer Pressure: Refusal Skills

What Can I Do?

- Say No Thanks
- Broken Record
- Make an Excuse
- Leave the Situation
- Change the Subject
- Make a Joke

- Act Shocked
- Flattery
- Suggest a Better Idea
- Return the Challenge
- Find Other Kids to Hang Out With
- Try to Use Peer Mediation
Activities

- Group Discussion - of common peer pressure situations and reasons why children may give in to peer pressure

- Role Play – Have group members act out common peer pressure situations and refusal skills

- Create poster
Deviant Peer Group and Group Membership

- Cliques/Clubs? Groups at School
- Group Identification and Status
- Position within Group
- Neighborhood Survey
- Joining Positive versus negative Peer Activities/Groups
- Positive Leadership Qualities in Self and Others
Activities Promoting Positive Development

- Create poster to display in school
- Strength Bombardment (identifying positive qualities in self)
- Positive leadership qualities in self and others
Coping Power Program Completion Award

is recognized for successfully completing the Coping Power Program.

______________________________
Coping Power Leader
Review and Termination

- View completed PICC video
- Play review game to recall and discuss skills learned
- Highlight positive behavior changes in client
- Anticipate setbacks
- Discuss how client can use skills in future
- Hold a “graduation” ceremony
  - Distribute certificate of completion
  - Hold pizza party if earned long-term reward
- Provide referrals and offer “booster” sessions, as needed
Coping Power
Parent Component
Coping Power Parent Component

- Group format with two co-leaders.
- 5 to 10 sets of parents in each parent group
- 16 sessions
- Reminders by phone/mail
- Phone check-ins
Foci for Coping Power
Parent Component

- Positive attention and rewards for appropriate child behavior
- Ignoring minor disruptive behavior
- Provision of clear commands, rules, and expectations
- Use of consistent consequences for negative child behavior (response cost, time-out, withdrawal of privileges)
- Monitoring of children’s behavior in the community
Foci for Coping Power Parent Component (cont.)

- Improvement of family communication and increasing family activities
- Improvement of parents’ own stress management
- Informing parents of children’s current work on social-cognitive skills (e.g., problem-solving skills) in their group, so parents can reinforce children’s use of these new skills
- Academic support at home
Supporting Parental Involvement

(1) **External Motivational Factors**
- Provide transportation to meetings.
- Run groups at convenient times for parents.
- Provide supervised child waiting rooms.
- Provide snacks.
- Provide transportation and stipends (with grants)

(2) **Foster Self-Motivation & Ownership of Program**
- Facilitate group cohesion and support network forming between parents.
- Present parenting strategies as options that parents can choose, promoting problem solving.
Outline of Parent Sessions

- Session 1 – Parent Orientation
- Session 2 – Academic Support at Home
- Session 3 – Stress Management – Part 1
- Session 4 – Stress Management – Part 2
- Session 5 – Getting Ready for Summer
- Session 6 – Academic Support in the Home - Review
- Session 7 – Tracking and Praise
- Session 8 – Ignoring Minor Disruptive Behavior
Outline of Parent Sessions

- Session 9 – Giving Instructions
- Session 10 – Rules and Expectations
- Session 11 – Consequences; Discipline and Punishment
- Session 12 – Discipline and Punishment – Part 2
- Session 13 – Family Cohesion Building
- Session 14 – Family Problem Solving
- Session 15 – Family Communication
- Session 16 – Long-Term Planning/Termination
Program Orientation: Session Goals (Session 1)

- To familiarize staff and parents with one another
- To finalize meeting plans
- To orient parents to the structure of the group
- To provide overview of the program
- To introduce topic pertaining to academic support in the home
Academic Support at Home: Session Goals (Sessions 2, 6)

- Review reactions to first session
- Offer rationale for timing of session
- Discuss steps to set up homework assignment check
- Provide a structure and monitoring routine wherein parents can supervise homework
Academic Support in the Home – Setting Up a Homework Structure

- Set expectations  Set a total duration
- Identify a time/place  Set a good example
- Remove distractions  Show an interest
- Review assignments  Vary the structure
- Provide supplies  Be available to help
- Written contract  Monitor progress

Written contract
Parent-Teacher Conference

- Setting up a meeting
- Be sensitive to parents’ past experiences
- Examples of questions to ask
- Being proactive versus reactive
- Be prepared
- Be on time
- Make a plan for ongoing communication
Stress Management: Session Goals (Sessions 3-4)

- To introduce topic of stress management
- To present a working definition of stress
- To use ABC chart to discuss stress and stress management
- To talk about stress in parenting
- To introduce topic of “taking care of yourself”
- To introduce and practice active relaxation
- To present a cognitive model of stress and mood management
Pie Chart Activity

- Please draw a large circle.
- Make the circle into a “pie” by separating it into ‘Life Segments.’ Make sure to include segments for each role that you play in life, making sure to include all roles that take up your time, energy, and “space.”
- Roles:

  ___________  ___________  ___________  ___________
  ___________  ___________  ___________  ___________
  ___________  ___________  ___________  ___________
Stress Management

- Positive and negative stressors
- Physiological aspects of stress
- Stress in parenting
- Taking care of yourself
- Management of stressful events/daily hassles
- Planning ahead helps
- Cognitive model of stress and mood management
Putting Time Where It Belongs

- Know what needs to be done and prioritize
- Block your time
- Set realistic goals
- Juggle tasks
- Improve energy level
- Environmental chaos! Get rid of it!
- Schedule time for yourself each day/week/month
- Just say no – It will be okay…….Really it will
- Stop procrastinating and just get it done
Tracking and Praise – Objectives
(Session 7)

1. Introduce the concept of positive consequences for good behavior.

2. Introduce specific techniques of tracking and praise, including labeled and unlabeled praise.

3. Give homework assignment.
   a) Monitoring and tracking their children’s good and bad behaviors.
   b) Increased use of praise for good behavior.
   c) Parents identify the place in the house where each is going to post the tracking sheet and state what time interval of the day they can do this tracking.
### Parent Report of Child Behavior Checklist

<table>
<thead>
<tr>
<th>Negative Behavior</th>
<th>Positive Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argues</td>
<td>Agrees; Accepts direction</td>
</tr>
<tr>
<td>Defiant</td>
<td>Compliant; Obedient</td>
</tr>
<tr>
<td>Fights with Sibs</td>
<td>Plays with Sibs</td>
</tr>
<tr>
<td>Hits others</td>
<td>Solves Problems Verbally</td>
</tr>
<tr>
<td>Hyperactive</td>
<td>Calm; Sits still</td>
</tr>
<tr>
<td>Temper Tantrum</td>
<td>Accepts “No” for an answer</td>
</tr>
<tr>
<td>Whining</td>
<td>Uses age appropriate voice</td>
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</tbody>
</table>
Session cont.

Present Parent-Child Special Time
- To maintain close positive contact
- To have a protected positive time together
  - Ask P’s to generate ideas about a special time activity
  - Spend 10-15 min. a day in Special Time
  - Do not criticize or discuss problems during Special Time
  - Praise child often during Special Time
  - Allow child to choose the activity-parents participate with child
  - Record on Special Time worksheet
Ignoring Minor Disruptive Behaviors
(Session 8)

- Minor disruptive Behaviors are often Attention Seeking Behaviors
- *If the child’s goal is attention seeking*, then ignoring minor behaviors will eventually lead to a decrease in these behaviors
- Reprimanding, scolding or talking to a child after an attention seeking behavior actually rewards the child.
- Introduce the strategy
  - Cut off all talking to the child
  - Do not look at the child
  - “Stick to it” even if behavior escalates
  - Praise the child as soon as positive behavior occurs
Ignoring

Ignoring: effective but hard for parents to carry out

- Avoid discussion and eye contact; turn away
- Be prepared for increase in negative behavior; wait out this period
- Ignore and provide distraction with new activity
- Move away from child but stay in the room
- Limit the number of behaviors to ignore
Ignoring

Examples of ignorable behaviors:

- Whining, pouting
- Temper tantrums
- Swearing
- Facial grimaces
- Smart-talk
- Minor squabbles between children
- Brief crying period in the middle of the night
- Picky or messy eating
Ignoring

- Give back your attention as soon as possible
- Use subtle ignores – don’t be too dramatic
Session 8 cont.

- Role Play Ignoring
  - Clinician plays “Parent” and parent plays “Child”
  - Role-play “Parent” getting pulled into an argument
  - Role-play “Parent” ignoring child’s attempts to argue
  - Validate that it is difficult to ignore when child is escalating.
### Behavior Tracking Form

<table>
<thead>
<tr>
<th>Negative Behaviors to Target</th>
<th>Prosocial Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a.</td>
<td>1b.</td>
</tr>
<tr>
<td>2a.</td>
<td>2b.</td>
</tr>
<tr>
<td>3a.</td>
<td>3b.</td>
</tr>
</tbody>
</table>

- Write in the number and letter of the identified behaviors (negative behaviors or prosocial opposites) each time your child engages in them.
- Put a check (X) in each box every time you praise your child for doing the prosocial opposite of your target behaviors during your monitoring time.
- Put a star (*) in each box every time you ignore your child’s minor inappropriate behaviors.

#### Week 1

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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</table>
Praise: Catch Your Child Being Good

- Introduce Concept of Positive Consequences for Good Behavior
- Labeled Praise – states the exact behavior being praised
  “You did a good job of taking out the garbage the first time asked.”
- Unlabeled Praise – nonspecific praise
  “Good job”, “I like that”, etc.
1. Introduce concept of giving “instructions that work” to children.

2. Discuss how to use a parenting skill already learned (praise) to improve child’s compliance.

EXAMPLES: “Curtis, take out the garbage, please.” (Curtis complies). “Thank you for taking out the garbage when I asked you to. “Sam, hang up your jacket.” (Sam complies). “Thanks for doing what I asked you to do.”
Giving Instructions to Children – Objectives (continued)

3. Present material on “Giving Good Instructions” and “Instructions that Don’t Work.”

4. Give homework assignment.
   a) Begin practicing good instructions and see if their child complies to their good instructions. If the child does comply, parents should praise that compliance. The sequence is:

   Instruction----- Comply----- Reward/Praise
Giving Good Instructions

1. Given as a direct statement.
2. Given only once.
3. Followed by 10 seconds of silence.
Instructions that Don’t Work: Buried Instructions

- Instructions that are followed by too much talking on the part of the parent (i.e., explaining, rationalizing, or criticizing).

**EXAMPLE:**
“John, go put on your sweater, because it’s cold outside. You know how you always get chilled and then you catch a cold. Then, you have to stay home from school, and this gets you behind in your schoolwork.”
Instructions that Don’t Work: 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.

• EXAMPLE:
  “Get to you room, and clean up that mess on the floor, and make up your bed, and take out the garbage, and then get in there and fix a sandwich for you little brother.”
Instructions that Don’t Work: Question Instructions

• Giving the command in the form of an interrogative statement (questions) instead of an imperative statement. Conveys that the child is being given a choice and may choose to answer “No.”

• EXAMPLE:
  “Don’t you think you should turn off the TV and do your homework now?”
Instructions that Don’t Work: Repeated Instructions

• Repeating the same command over and over again. Using a “magic number” that children learn. Teaches the child to tune the parent out.

• EXAMPLE:

  “Take out the garbage. I said, take out the garbage. Didn’t you hear me? I said take out the garbage!”
Instructions that Don’t Work: Vague Instructions

• Vague commands are not specific. They do not state exactly what the parent wants the child to do.

• **EXAMPLES:**

  “Stop that!” “Behave yourself!” “Be good.” “Calm down.” “Grow Up!” “Act Your Age!”
Instructions that Don’t Work: “Let’s…” Instructions

- Commands that begin with “‘Let’s…’” 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.

  **EXAMPLE:**

  “Let’s go clean up your room.”
Rules and Expectations (Session 10)

- Rules indicate behavior that the parent would like the child to decrease.
  - Hitting, cursing, name calling

- Expectations indicate behavior the parent would like the child to increase.
  - Chores, prosocial behaviors
Session 10: Setting Up Rules and Expectations

- Rules are about behaviors to decrease—e.g., hitting, fighting, swearing, etc.
- Rules are also about behaviors that parents want children to follow without having to be instructed every time.
- When rules are violated, no warning is given. Rather, a consequence is given immediately.
- Parents will work on setting up a list of Behavior Rules.
Session 10: Expectations

- Expectations have to do with good behaviors and chores that parents want children to do.
- Expectations should be age appropriate—not too high or too low.
- Discuss examples of expectations and chores.
<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
</table>
Teach parents alternatives to physical punishment
  – Privilege Removal
  – Response Cost/Work Chores
  – Time-Out
  – Total reward shutdown
Discipline and Punishment: Session Goals

- To introduce the concept of punishment
- To provide a working definition of punishment
- To discuss why physical punishment is often ineffective
- To solicit ideas from parents about punishment
- To discuss use of time-out, response cost and work chores as alternative punishment procedures
- To help parents choose an effective punishment strategy
Provide examples of effective and ineffective punishment

Parents often raise their voices, yell or threaten children when they misbehave, but these responses usually do not decrease the child’s misbehavior. Therefore, by definition, they are not effective punishment.
Devaluing Physical Punishment

Reasons for not using physical punishment

– It usually does not work
– It is usually prompted by parent rage or anger, rather than a rational decision for consequences
– It makes the child want to avoid the person
– It models hitting and aggression, which may be the very behaviors the child needs to decrease
– It can have negative effects on child self-esteem
– It can get out of control and become abusive even if the parent does not intend this.
Privilege Removal – Steps To Follow

- Give a good instruction
- Wait 10 seconds. (do not talk)
- If the child does not follow instructions in the 10 seconds, give a warning. (“If you do not do ___, you will lose ___ (privilege).”)
- Wait 10 seconds again. (do not talk)
- If the child still does not follow instructions within the 10 seconds, say, “Since you did not do ___, you have lost___ (privilege)”
- Parent then needs to immediately remove the privilege
Privilege Removal - Continued

The parent gives the same instruction and completes the entire sequence using a second privilege

- If the child still refuses, total Reward Shutdown is put into place immediately
- Remove access to reinforcers: ie. TV, phone, computer
- Ignore child’s protests
- The child remains on “total reward shutdown” until completing all instructions given
- The child still loses the first and second privileges because the instructions were not followed the first time
Key Points

- Privileges that are removed should be things the child likes or values.
- The privilege should be logically related to the misbehavior.
- No warnings are to be given for violations of behavior rules or expectations.
Work Chores – Steps To Follow

- Give a clear instruction
- Wait for 10 seconds. (Do not talk during this time.)
- If the child does not follow instructions in the 10 seconds, give a warning. “If you do not do___, you will have to___(work chore).”
- Wait for 10 more seconds. (Do not talk)
- If the child does not comply during the 10 seconds, say, “Since you did not do___, you now have to ___(work chore).”
After the child does the work chore, give the original instruction all over again. Repeat the sequence again, until the child does the original instruction.

If the child refuses to do the work chore, warn the child that if they do not comply right away, “total reward shutdown” will be put into place.

Wait 10 seconds, if child does not follow instructions, implement “total reward shutdown” immediately.

Inform child they will stay on “total reward shutdown until they do original task and the assigned work chore.
Key Points

- Do not argue with the child.
- Be sure to follow through with giving back privileges as soon as the child completes the two tasks.
Time-Out – Steps To Follow

- Give a good instruction
- Wait for 10 seconds. (do not talk)
- If the child does not follow instructions within the 10 seconds, give a warning. “If you do not do ___, you will have to go to time-out.”
- Wait for 10 seconds again. (do not talk)
- If the child still does not follow instructions within the 10 seconds, say: “Since you did not do ____, you have to go to time-out now.”

The child should go to your identified time-out place for 10-20 minutes.
Time-Out - Continued

- Ignore the child while he/she is in time-out. (Do not talk to the child).
- At the end of the time-out, take the child back to the original situation and give them the same instruction again.
- If the child does not follow the instructions go through the above steps again.
- Keep cycling through the above steps until the child complies
- Don’t give up, your child will learn that you do not intend to back down.
Key Points

- No warning given for behavior rule violation.
- Remember to ignore child completely when they are in time-out.
- If your child comes out of time-out without permission, you may want to either remove a privilege or add time to their time-out period.
- You may prefer to remove all reinforcers from the environment that your child is in rather than remove your child from the environment (be sure to remove all reinforcers).
Family Cohesion Building: Session Goals (Session 13)

- To introduce the concept of family cohesion building
- To introduce rationale for family cohesion building
- To discuss family cohesion building at home (family night activities, etc.)
Ways To Improve Family Functioning

- Get involved with your kids! Spend time with them
- Talk to your kids in a non-judgmental and open manner
- Talk to your child about their future and help them plan
- Establish clear expectations and rules
- Consequences for misbehavior must be known to all and followed on a consistent basis
- Keep conflict to a minimum, create a positive environment
- Teach children to problem solve using words, not violence
- Negotiate with your children when you can
Family Problem-Solving: Session Goals (Session 14)

- To introduce rationale for family problem solving
- To introduce steps of family problem solving using the PICC model from child intervention
- To present parents role in sibling conflict
- To practice problem solving in action
Family Problem Solving

**Problem Identification:** Tim and Suzie keep fighting over the Play Station 2.

**Choices:**

1. No one gets to use the PS2 for 2 months
2. They can each play for 30 minutes at a time
3. They can only play 2-person games
Problem Identification: Tim and Suzie keep fighting over the Play Station 2

**Choices:**

- 1. No one gets to use the PS2 for 2 months
- 2. They can each play for 30 minutes at a time
- 3. They can only play 2-person games

**Consequences**

1. The kids will complain and parents might give in.
2. The kids will practice taking turns, but they might fight over who goes first.
3. They might not agree on which game to play.
Family Communication: Session Goals (Session 15)

- To introduce family communication over the long term
- To develop a structure for family communication
- To discuss monitoring child activities outside of home
Family Communication: Questions for Discussion

- Does your family currently have a way of talking with each other about problems or concerns?
- How do you negotiate changing established rules?
- How does your family currently go about talking with each other?
- How often does the family sit and talk about family issues?
- Are you satisfied with the way your family communicates?
Coping Power References

- Leader Guides and Workbooks available through Oxford Press


