Parent Behavior Management Training for Child Disruptive Behaviors

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Overview

• Research on Behavioral Treatments for Disruptive Behaviors
  • Efficacious Treatments
  • Multimodal Treatment Study of ADHD
  • Sequencing Treatment

• How-Tos: Parent Behavior Management Training
Efficacious Psychosocial Treatments

• Level 1: Well-Established
  • Behavioral Parent Training
  • Behavioral Classroom Management
  • Behavioral Peer Intervention (Summer Treatment Program)
  • Combined Behavior Management Intervention
  • Organization Training

• Level 2: Probably Efficacious
  • Combined Training Interventions

• Level 3: Possibly Efficacious
  • Neurofeedback

(Evans, Owens & Bunford, 2013)
Efficacious Psychosocial Treatments

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(Evans, Owens & Bunford, 2013)
Multi-Modal Treatment for ADHD Study (MTA)

- 579 children, ages 7-9
  - ADHD-Combined Type
  - 20% Female
  - 80% Caucasian
- Randomized to one of 4 conditions:
  - Stimulant medication
  - Behavioral treatment
  - Stimulant + behavioral treatment
  - Community treatment-as-usual
Components of MTA Behavioral Tx

- Parent Training (69% attendance)
  - 27 group sessions (3x month)
  - 16 Individual sessions (1x month)

- School Intervention
  - Teacher Consultation
  - Paraprofessional Program

- Summer Treatment Program
  - 8 week daycamp
  - Detailed point system managed by counselors
  - Simulated classrooms, peer interventions, sports
MTA Findings

- Posttest (14 months) effects on ADHD symptoms
  - All 4 groups’ symptoms reduced
  - Medication and combo tx > behavioral alone

- Other posttest effects
  - Combo superior on 12 of 19 other outcome measures
  - Children in combo condition required less medication

- 1 year follow-up
  - No group differences in symptoms
  - 68% reduction in stimulant use
  - Classroom interventions stopped

(Jensen et al., 2001; MTA Cooperative Group, 1999; 2004)
Other MTA Findings

• Behavioral/combo superior for:
  • Children with anxiety
  • Families with adversity and stress
  • Parent-child relationships
  • Academic difficulties
  • Social skills
  • Anxiety symptoms
  • Oppositional/aggressive behaviors
  • Family satisfaction with treatment
Sequencing Treatment

- 1 year randomized study (ages 5-12 with ADHD)

![Diagram]

- BPT 1st group had better classroom behavior, higher engagement in treatment
- Adding MED 2nd improved classroom behavior and parent/teacher-rated oppositional behavior
- Overall: Better to start with behavioral first

(Pelham et al., 2016, JCCAP)
Sequencing Treatment

Parents have worse BPT attendance when child is treated with medication first

(Pelham et al., 2016)
Parent-Child Disruptive Behavior Cycle

Child dysregulation, impulsivity, inattention

Parent Corrections
- Negative attention
- Too many commands
- Inconsistency

Coercive Parenting
- Giving in
- Withdrawing
- NO FAMILY FUN

Child Disruptive Bx
- Off-task
- Attention seeking
- Arguing/resisting

Externalizing Dx
- Defiance
- Anger

Internalizing Dx
- Low self-esteem
- Anxious

Parent Stress
- Negative affect
- Expect the worst
How do we help families break the cycle?
Parent-Child Disruptive Behavior Cycle

- Child dysregulation, impulsivity, inattention
- Parenting Skills
  - Positive attention
  - Increase structure
  - Consistent consequences
- Child Engagement
  - Seek positive attention
  - Learn expectations
- Effective Parenting
  - Realistic expectations
  - Positive relationship
  - MORE FUN
- Child Positive Bx
  - Success experiences
  - Self-efficacy
  - Motivation and effort
- Parent Coping
  - Stop the Tug-O-War
  - Calm responses
<table>
<thead>
<tr>
<th>Parent Training Program</th>
<th>Developer(s)</th>
<th>Relation to Hanf/ Year(s)</th>
<th>Target Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiant Children (DC)</td>
<td>Barkley</td>
<td>Intern 1976–77</td>
<td>Parents of young children and teens, emphasis on ADHD</td>
</tr>
<tr>
<td>Helping the Noncompliant Child (HNC)</td>
<td>Forehand/McMahon</td>
<td>Intern 1970–1971/Forehand student</td>
<td>Parents of young oppositional, strong-willed children</td>
</tr>
<tr>
<td>Incredible Years (IY)</td>
<td>Webster-Stratton</td>
<td>Trained by Hanf trainee (Kate Kogan)</td>
<td>Parents of children with disruptive behavior problems</td>
</tr>
</tbody>
</table>

(Reitman & McMahon, 2013)
- Child playing videogame told to stop and put on pajamas
- Child screams and throws toys
- Parent soothes, explains, gives 5 min warning
- Child playing videogame told to stop and put on pajamas
- Child screams and throws toys
- Parent soothes, explains, gives 5 min warning

- Child and parent negatively reinforced (child escapes demand, parent escapes tantrum)
• Anticipate and strengthen:
  • Positive relationship
  • Daily structure
  • Clear expectations
  • Incentive systems
  • School supports

• Feedback:
  • Immediate
  • Consistent
  • Frequent
  • Meaningful
  • Balanced
Example: Tracking A-B-Cs

**ABC Tracking Sheet**

Name of child: _________________  Day/Week: _________________

Identify two target behaviors that you would like to track this week:

- Target Behavior 1: ____________________________
- Target Behavior 2: ____________________________

<table>
<thead>
<tr>
<th>ANTECEDENT</th>
<th>TARGET BEHAVIOR</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
The Incredible Years Parenting Pyramid

- **Benefits for Child**
  - Problem Solving
  - Cooperation
  - Self Esteem
  - Attachment

- **Parent Skills & Strategies**
  - Empathy
  - Attention and Involvement
  - Play
  - Problem Solving
  - Listening
  - Talking

- **Social Skills**
  - Thinking Skills
  - Motivation

- **Responsibility**
  - Predictability
  - Obedience

- **Annoying Behaviors**
  - Aggression

- **Ignore**
  - Distract
  - Redirect

- **Consequences**
  - Clear Limits
  - Household Rules
  - Consistent Follow-Through

- **Use Selectively**
  - Time out
  - Loss of Privilege
  - Natural & Logical consequences

- **Use Liberally**
  - Praise
  - Encouragement
  - Rewards
  - Celebrations
Special Time

- 10-15 min per day (timed)
- Scheduled!
- Child chooses and leads activity
- Parent pays special attention!
  - Praise
  - Reflect
  - Imitate
  - Describe
  - Enjoy
Antecedent: Giving Instructions

Effective Instructions:
- Direct and specific
- Only one or two instructions at a time
- Instruction is followed by 10 seconds of silence

Ineffective Instructions:

<table>
<thead>
<tr>
<th>Ineffective Instructions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Buried:</strong></td>
<td>Too much talking or explaining after a command makes it difficult for children to figure out what they are being asked to do</td>
</tr>
<tr>
<td><strong>Chain:</strong></td>
<td>Too many instructions one after the other makes it difficult for children to remember each step</td>
</tr>
<tr>
<td><strong>Question:</strong></td>
<td>Stating the instruction in the form of a question technically allows the child to say no</td>
</tr>
<tr>
<td><strong>Vague:</strong></td>
<td>Nonspecific commands that don’t state exactly what you want makes it difficult for child to comply</td>
</tr>
<tr>
<td><strong>Let’s:</strong></td>
<td>Gives the child the impression that you are going to help him/her</td>
</tr>
<tr>
<td><strong>Distance:</strong></td>
<td>Instructions are yelled from a distance which makes it more difficult for child to pay attention well</td>
</tr>
<tr>
<td><strong>Repeated:</strong></td>
<td>Repeating same instruction without reaching a limit</td>
</tr>
</tbody>
</table>
Consequences

• To increase behaviors
  • Catch ‘Em Being Good
  • Attending to desired behaviors
  • Incentives
    • Immediate, consistent feedback (tokens)
    • Premack Principle (If-Then)

• To decrease behaviors
  • Planned ignoring
  • Time Out
  • Response Cost (losing privileges)
Planned Ignoring

Extinction Graph

- Initial Behavior Response Frequency
- Extinction Burst
- Reinforcement Removed
- Extinction Occurs
- Spontaneous Recovery
<table>
<thead>
<tr>
<th>Target Behavior</th>
<th>When Checked?</th>
<th>Tokens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of bed with 1 reminder</td>
<td>After 1&lt;sup&gt;st&lt;/sup&gt; reminder</td>
<td>1</td>
</tr>
<tr>
<td>Dressed and teeth brushed in 10 min</td>
<td>Timer goes off</td>
<td>1</td>
</tr>
<tr>
<td>Put away shoes and backpack</td>
<td>Arriving home</td>
<td>1</td>
</tr>
<tr>
<td>Pajamas on with 1 reminder</td>
<td>Bedtime</td>
<td>1</td>
</tr>
<tr>
<td>Kind words to brother all day</td>
<td>Bedtime</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>
Punishments

Consequences Step Ladder

- Time out / Grounding
- Privilege removal
- Natural consequences
- Increase supervision
- Ignore minor misbehaviors
Time Out

- “Time Out from Reinforcement”
- Most effective immediate consequence
- Tweaks
  - Boring
  - Short & Sweet
  - Powerful
  - Avoid power struggle
Parent Training Resources

- Defiant Children: A Clinician's Manual for Assessment and Parent Training
- The Incredible Years: A Trouble-Shooting Guide for Parents of Children Aged 2-8 Years
- Taking Charge of ADHD: The Complete, Authoritative Guide for Parents
- Helping the Noncompliant Child

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Summary

• Behavioral treatments improve functioning and break negative parent-child cycles
• Work alone and together with meds
• Biggest benefit from working with parents/teachers