











ABOUT THIS MATERIALS REVIEW

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ABOUT THIS MATERIALS REVIEW

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ABOUT THIS MATERIALS REVIEW

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WELCOME & INTRODUCTIONS

Please share the following:

- Name
- Discipline

AGENDA

Welcome & Introductions

Materials Origins

Module 1: Strengthening the Parent-Child Relationship

- Lesson 1 Introduction to FIT Course & Module 1 Key Concepts
- Lesson 2 Communication
- Lesson 3 Using Attention Strategically
- Lesson 4 Praise
- Lesson 5 Scheduled Parent-Child Playtime



Materials Origins

EVIDENCE-BASED PRACTICES & PURPOSE

ATTENTION-DEFICIT/HYPERACTIVITY DISORDER

- **Attention-deficit/hyperactivity disorder (ADHD)** is a brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development.
 - Inattention means a person wanders off task, lacks persistence, has difficulty sustaining focus, and is disorganized.
 - **Hyperactivity** means a person seems to move about constantly, including situations in which it is not appropriate.
 - Impulsivity means a person makes hasty actions that occur in the moment without first thinking about them and that may have high potential for harm.

(National Institute of Mental Health, 2016)

CHALLENGING BEHAVIORS

Children may misbehave for different reasons.

- Sometimes misbehavior comes with strong feelings such as anger, frustration, or excitement
- •Children who struggle with controlling impulses or who are hungry, tired, or sick may be more likely to react emotionally



CHALLENGING BEHAVIORS

- Sometimes misbehavior is an intentional choice the child makes to get what they want at the moment
- Sometimes misbehavior is unintentional the child may forget a rule or direction or just become distracted in the moment
- Children who struggle with attention and focus may be more likely to ignore rules or not think about consequences
 - Stressful events can make it harder for children to control their behavior
 - Examples = family conflict, separations, illness, injury, moving, changing child care, other routine changes

THE APPROACH

The goal of the Family Interaction Training is to combine insights from our clinical experience with what research has shown are the key components of evidence-based practice. This course is based on using a combination of the following techniques with the parents to allow them to master the required skills:

- Incredible Years Parenting Program (IY)
- Parent-Child Interaction Therapy (PCIT)
- Positive Parenting Program (PPP)
- New Forest Parenting Program

ABOUT THE COURSE

Purpose: The purpose of the course is to provide you with information and skills that allow you to help parents learn the Key Concepts and Strategies.

The manual and videos for trainers provide an overview of how to work with parents on each of the strategies. Trainers will view videos with the family to help parents learn each set of skills.



TRAINING STRATEGIES

BEST STRATEGIES
TO USE TO BE AN
EFFECTIVE
TRAINER

TRAINING TECHNIQUES

Based on a combination of techniques with parents to allow them to master the required skills.

- Videos to explain and demonstrate concepts and strategies to parents.
 - Key concept videos present parents with key concepts in each module to explain why the concepts and strategies are important.
 - Strategy videos show interactions of parents and children to demonstrate how to use the strategies/skills.

GENERAL APPROACH TO TRAINING PARENTS

- Following up with parents to ensure understanding
- Talking with parents to see how concepts and strategies may apply to their child and family
- Role playing to observe where parents have strong or weak existing skills and to practice and strengthen skills that need further development
- Developing plans with parents to practice skills at home and then review at the next session to adjust or fine-tune skill use as necessary
- Giving parents handouts, worksheets, and homework materials to reinforce learning and encourage practice

CONSIDERATION FOR TRAINERS

- PRAISE parents:
 - Using the strategies → they will be more likely to keep trying them
 - Give parents the same praise you are teaching them to give their children

CONSIDERATION FOR TRAINERS

- Help parents understand when to use each strategy
- Tailor the intervention to the particular child
- Help them understand why a behavior occurred and help them follow-through with addressing it
 - **Problem solve:** What state of mind is the child in?
 - What state of mind is the parent in?
 - If the child broke a rule, what might make the rule breaking more or less likely?

MONITORING PROGRESS

- Check in with parents:
 - What strategies did they use at home?
 - How did the strategies work?
 - Have there been any changes in behavior?
- Normalize that learning new skills takes time
 - Different families will learn at different paces

STEPS FOR HOMEWORK

- Ask parents if they completed home practice and returned their homework sheet
 - Discuss the homework completed
 - Problem solve any strategies that did not work well
- If they did not practice, problem solve ways to increase the likelihood of practice
 - Need to practice just like an athlete practices their sport
- Are they using the skills at home? Do they see a change in behavior?

COMMON CHALLENGES AND PITFALLS

- Parents may take misbehavior and react emotionally
 - Parent stress → child stress → child misbehavior
- Parents may have unreasonable expectations for their child
- Parents may need extra guidance in accepting child's feelings (instead focusing on how child behaves
 - Behavior that is an expression of an emotion may not be inappropriate
 - Examples = Label feelings, provide comfort, redirect child, help ease transitions
 - Behavior that is always unacceptable/severe must be addressed immediately with consequences (e.g., time out, removal of privileges)

COMMON CHALLENGES AND PITFALLS CONTINUED...

- Parents may overuse consequences
- Children may want to comply but have trouble following through
 - Structure the environment to help reduce the opportunities for misbehavior
- Parents may question the strategies based on their own family or cultural
 - These strategies have been shown to be effective across different cultures
 - Doesn't tell what behaviors the child should show, but strategies to use to guide the child's behavior

HOW TO ROLE PLAY WITH PARENTS

- Used to help parents practice a skill before using it with their child
 - Explain the importance of practice
 - Model the skill for the parent (parent pretends to be child)
 - This may be awkward for the parent at first
 - Help guide the parent so they understand how to act
 - Model each skill for 2 minutes
 - Debrief
 - The parent should now practice each of the skills
 - Allow for additional time if any skills are particularly challenging
 - Debrief

HOW TO ROLE PLAY WITH PARENTS

- Discuss the plan for home practice
 - When will there be opportunities to practice?
 - What toys and activities will they use?
 - What time of day is best?
 - What do they anticipate will be easy or hard?
- Troubleshoot any obstacles



MODULE 1

STRENGTHENING
THE PARENT CHILD
RELATIONSHIP

IN THIS MODULE

Lesson 1: Introduction/Key Concepts/Using Role Play

Lesson 2: Communication

Lesson 3: Praise

Lesson 4: Using Your Attention Strategically

Lesson 5: Scheduled Parent-Child Playtime



KEY CONCEPTS FOR TRAINERS

- Sensitive and responsive parenting strengthens the parent-child relationship.
- Attention from parents can motivate children to behave in different ways.
- Praise is a very powerful form of positive attention.
- Parent-child playtime strengthens the relationship and is a time for practicing parenting skills.
- Children benefit when their environment is consistent and predictable.

LESSON 1:
INTRODUCTION/
KEY CONCEPTS/
USING ROLE PLAY

SESSION OBJECTIVE

To introduce the parent to the FIT course and review the Module 1 Key Concepts with parents.



KEY TIPS AND CONSIDERATIONS

- Introduce parent to the structure of the FIT course
- Identify with the parent problem behaviors they wish to target

TRAINER VIDEO LESSON:

Lesson 1: Introduction/Key Concepts/Using Role Play

Trainer Video Lesson 1



SUPPLEMENTAL MATERIALS

FIT Module 1: Strengthening the Parent-Child Relationship

• Handout: Strengthening the Parent-Child Relationship

FIT MODULE 1:

STRENGTHENING THE PARENT-CHILD RELATIONSHIP



KEY CONCEPTS TO REMEMBER:

Sensitive and Responsive Parenting

Strengthens the Parent-Child RelationshipParenting that is sensitive and responsive helps
strengthen the parent child relationship.

Attention from parents can motivate children to behave in different ways

Attention from parents can motivate children to behave in different ways. A parent's responses, including paying attention to positive behaviors and ignoring minor misbehaviors, can help children change their behavior.

Praise is a very powerful form of positive attention

Praise is a very powerful form of positive attention. Think about how you feel when someone praises you, especially when what you did was hard.

Parent-child playtime strengthens the relationship and is a time for practicing parenting skills

Parent-child playtime strengthens the relationship and is a time for practicing parenting skills. Scheduled parent-child playtime is an opportunity to interact with your child by responding to your child's feelings and behaviors and using praise and positive attention

Children benefit when their environment is consistent and predictable

Children benefit when their environment is consistent and predictable and they know what to expect.



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DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 1: Introduction/Key Concepts/Using Role Play



LESSON 2: COMMUNICATION

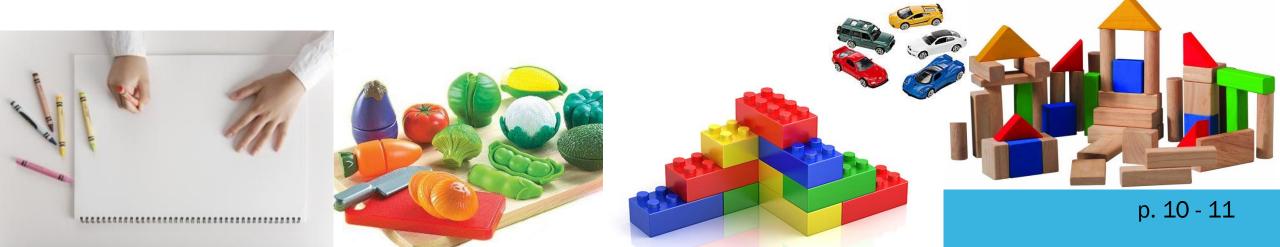
SESSION OBJECTIVE

To learn and practice communication skills, including active listening, reflection, labeling emotions, and nonverbal communication.



KEY TIPS AND CONSIDERATIONS

- During this session and future sessions, you will use role play with parents
- Toys or craft materials for role play:
 - Best = those which allow for open-ended, fluid interaction, and free manipulation
 - Avoid = those with rules or built in structure (board games)
- Examples of toys = blocks, modeling clay, paper and crayons, cars, play food/dishes



KEY SESSION CONTENT

- Active listening skills
 - Giving full attention and responding thoughtfully
 - Reflection repeating back what your child says
 - Labeling Emotions identify and state what your child appears to be feeling
 - Using Gestures touches, smiles, other nonverbal gestures

TRAINER VIDEO LESSON:

Lesson 2: Communication

Trainer Video Lesson 2



FIT Module 1: Strengthening the Parent-Child Relationship

• Handout: FIT Parenting Strategy: Communication

• Worksheet: Communication

• Homework: Communication

FIT PARENTING STRATEGY:

[COMMUNICATION]



REMEMBER THESE IMPORTANT COMMUNICATION SKILLS:

ACTIVE LISTENING

- eye contact
- putting down what you are doing to look at your child and listen for moment
- listening to really understand what your child is thinking and expressing

REFLECTION - Just like a mirror - reflect back what your child says!

If your child is building a tower and says "I did it!", you can:

- · Repeat back exactly what they said: "You did it!"
- · Put it into your own words: "You built the tower!"
- · Expand it without changing its meaning: "You did it all by yourself!"

LABELING EMOTIONS: Giving words to your child's feelings helps them to identify, understand, and manage them

Remember these examples:

- "You're so mad!"
- "You're so excited!"
- "It's so disappointing when your turn is over!"

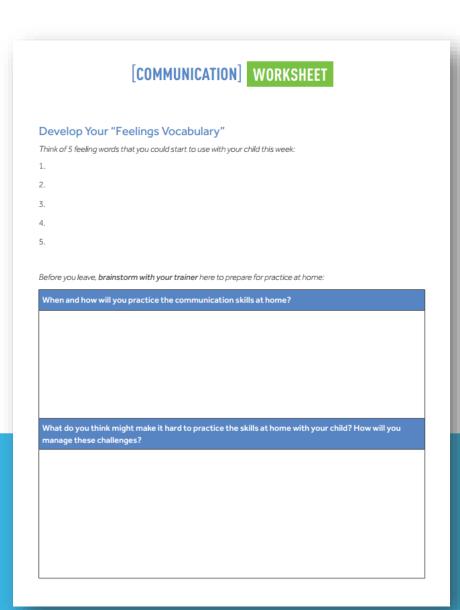
USING GESTURES: Nonverbal gestures

- Gestures can be as simple as smiling, nodding, or giving a thumbs up.
- Use facial expressions that match their feelings or the situation.
- · Touch can include hugs, pats on the back, and high fives.

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FIT Module 1: Strengthening the Parent-Child Relationship

- Handout: FIT Parenting Strategy: Communication
- Worksheet: Communication
- Homework: Communication



FIT Module 1: Strengthening the Parent-Child Relationship

- Handout: FIT Parenting Strategy: Communication
- Worksheet: Communication
- Homework: Communication

[COMMUNICATION] HOMEWORK

As you practice, take some notes here to bring back to your next session with the trainer:

When did you use the skills? (Day, situation)	What skills did you try?	How did it go?

DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 2: Communication



LESSON 3: PRAISE

SESSION OBJECTIVE

To learn and practice using praise effectively as a way to encourage positive behavior.



KEY TIPS AND CONSIDERATIONS

- Praise can feel awkward
 - Especially on days when child has shown lots of problem behaviors
 - Child needs to hear some positive encouragement
 - Find ways to use praise that sound genuine and positive
 - Identify positive behaviors (even if they are small)

KEY SESSION CONTENT

- Effective praise is:
 - Specific (describes exactly the behavior that is appreciated)
 - Focuses on behaviors or effort not outcomes or characteristics
 - •Occurs right away as soon as possible following a behavior
- Catch the child being good
- Increases the chance the behavior will occur again in the future
- Makes the child feel good for what they have done

TRAINER VIDEO LESSON:

Lesson 3: Praise

Trainer Video Lesson 3



FIT Module 1: Strengthening the Parent-Child Relationship

• Handout: FIT Parenting Strategy: Praise

• Worksheet: Praise

• Homework: Praise

FIT PARENTING STRATEGY:

[PRAISE]



Praise is a very powerful form of positive attention. When you see positive behaviors, let your child know that you appreciate what they did.

When praising your child, remember to...

Be Specific	Focus on the Efforts & Process	Praise Right Away
Saying exactly what you like about what your child is doing lets them know what you want to see in the future.	Focusing on your child's behaviors and efforts encourages them to keep trying with new or difficult behaviors even if the result is not always perfect!	Praising in the moment, right after a desired behavior happens, helps your child relate their behavior with being praised.
***	***	***
"Thank you for sitting quietly in your chair."	"I like the way you are working so hard to find the right place for that puzzle piece."	"Thank you for listening and minding me right away."
"Good job waiting so calmly for your turn."	"You are doing a great job staying calm and trying again even when your tower keeps falling over."	"I like the way you are walking calmly with me in this store"

Here are a few phrases to rely on while you get used to using specific praise:

"I like the way you are..."

"Thank you for..."

"You did a great job with..."

FIT Module 1: Strengthening the Parent-Child Relationship

• Handout: FIT Parenting Strategy: Praise

• Worksheet: Praise

• Homework: Praise

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INMIDE	WORKSHELL

What are other phrases you might like to use to praise your child at home?

- 2

3.

4.

Think ahead to using this strategy at home with your child & record notes below:

What are some positive behaviors you will try to praise this week?

What could you say?

Positive Behavior	Praise

FIT Module 1: Strengthening the Parent-Child Relationship

• Handout: FIT Parenting Strategy: Praise

• Worksheet: Praise

• Homework: Praise



Take some notes this week as you practice to share in your next session:

What praise did you give them?	How did your child respond?
	What praise did you give them?

low did it feel to use the praise strategy this week? What went well with the skills? Vhat was hard and needs more practice?						

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DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 3: Praise

LESSON 4: USING ATTENTION STRATEGICALLY

SESSION OBJECTIVE

To learn and practice using attention strategically to encourage positive child behaviors and discourage negative child behaviors. Skills covered include different ways to show attention and active ignoring skills.



KEY TIPS AND CONSIDERATIONS

- Sometimes parents may leave their children alone when the child is doing well and only provide attention when children misbehave
- Help parents decide what behaviors they can ignore and when they need to respond (annoying vs. harmful/destructive behavior)
- Parent should be consistent
- List of behaviors to be addressed (keep this short at first)

KEY SESSION CONTENT

- How parents respond to behaviors can either encourage or discourage that behavior
 - Give positive attention for good behavior
 - Praise, hugs, smiles, nods, listening, responding
 - Actively ignoring minor or inappropriate behaviors
 - Not talking to the child, looking away (avoid eye contact), neutral face/voice, waiting for positive/desired behavior

TRAINER VIDEO LESSON:

Lesson 4: Using Attention Strategically

Trainer Video Lesson 4



FIT Module 1: Strengthening the Parent-Child Relationship

- Handout: FIT Parenting Strategy: Using Your Attention Strategically
- Worksheet: Using Your Attention Strategically
- Homework:
 - Strategic Attention Homework: Positive Attention
 - Strategic Attention Homework: Active Ignoring

FIT PARENTING STRATEGY:

[USING YOUR ATTENTION STRATEGICALLY]



Attention from parents can motivate children to behave in different ways. It is important to use your attention strategically to encourage positive behaviors and discourage negative ones!

Giving **POSITIVE ATTENTION** such as...praise, comments, hugs, smiles, pats, high fives, and nods when your child is behaving well shows your child that you like what they are doing and encourages them to act that way more often!

Watching, talking, scolding or yelling is also paying attention and may unintentionally reinforce problem behaviors because ANY attention from parents may be more rewarding than no attention. Using **ACTIVE IGNORING** in response to minor and annoying misbehaviors teaches children these behaviors won't be rewarded with attention!

It is important to remember these active ignoring skills:

- · Don't talk to your child
- · Look away and don't make eye contact
- Keep a neutral facial expression
- Wait for positive behavior before re-engaging

FIT Module 1: Strengthening the Parent-Child Relationship

- Handout: FIT Parenting Strategy: Using Your Attention Strategically
- Worksheet: Using Your Attention Strategically
- Homework:
 - Strategic Attention Homework: Positive Attention
 - Strategic Attention Homework: Active Ignoring

[STRATEGIC ATTENTION] WORKSHEET What are some positive behaviors that you would like to start encouraging with positive attention? What are some of negative behaviors you would like to start actively ignoring? What are some things that might make it hard to practice these skills this week? How can you work around

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FIT Module 1: Strengthening the Parent-Child Relationship

- Handout: FIT Parenting Strategy: Using Your Attention Strategically
- Worksheet: Using Your Attention Strategically
- Homework:
 - Strategic Attention Homework: Positive Attention
 - Strategic Attention Homework: Active Ignoring

[STRATEGIC ATTENTION] HOMEWORK

Positive Attentior

When did you use positive attention this week?

What was your child doing?	What positive attention did you give them?	How did your child respond?

How did it feel to use the skills? What went well? What was hard and will take more practice?						

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FIT Module 1: Strengthening the Parent-Child Relationship

- Handout: FIT Parenting Strategy: Using Your Attention Strategically
- Worksheet: Using Your Attention Strategically
- Homework:
 - Strategic Attention Homework: Positive Attention
 - Strategic Attention Homework: Active Ignoring

[STRATEGIC ATTENTION] HOMEWORK

Active Ignoring

When did you practice active ignoring this week?

What was your child doing?	What did you do?	How did your child respond?

How did it feel to use the skills? What went well? What was hard and will take more practice?						

DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 4: Using Attention Strategically



LESSON 5: SCHEDULED PARENT-CHILD PLAYTIME

SESSION OBJECTIVE

To learn and practice scheduled parent-child playtime interaction skills. Skills include following the child's lead, describing the child's play actions, using positivity and praise, and using the communication and strategic attention skills from earlier sessions.



KEY TIPS AND CONSIDERATIONS

- Role play:
 - Have interactive toys available
 - Have parent practice each skill for a few minutes
 - Have parent stop every 5 10 minutes for scheduled play time
 - Allows them to over-practice the skills
 - Makes play time particularly special
 - Parents may encounter problems at end of scheduled play time
 - Tell child playtime is over and parent is cleaning up the toys
 - Tell child playtime is over and the parents gets up and leaves
 - Parent can clean up the toys later

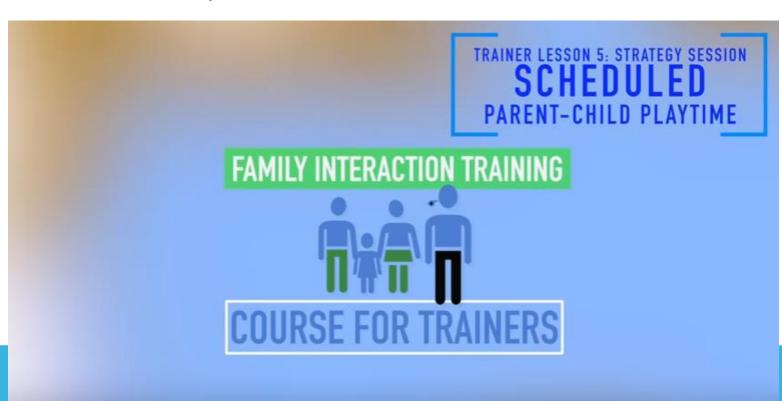
KEY SESSION CONTENT

- Follow the child's lead in play (when appropriate play behavior is demonstrated)
- Describe the child's play
- Use positivity and praise for appropriate behavior
- Avoid directions, corrections, questions, rules \rightarrow conflict
- Use communication skills (active listening, reflection, labeling emotions)
- Use selective attention to encourage behaviors you want to see and active ignoring of annoying (but not harmful) behaviors

TRAINER VIDEO LESSON:

Lesson 5: Scheduled Parent-Child Playtime

Trainer Video Lesson 5



FIT Module 1: Strengthening the Parent-Child Relationship

- Handout: FIT Parenting Strategy: Scheduled Parent-Child Playtime
- Worksheet: Scheduled Parent- Child Playtime
- Homework: Scheduled Parent- Child Playtime

FIT PARENTING STRATEGY:

[SCHEDULED PARENT-CHILD PLAYTIME]



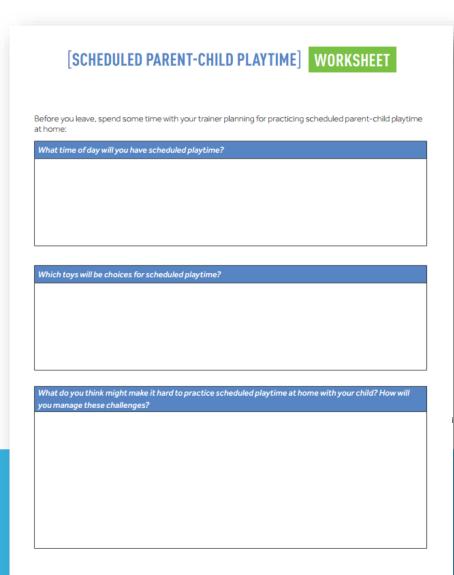
Parent-child playtime strengthens the relationship and is a time for practicing parenting skills

FOLLOW Your Child's Lead!	Follow along with the play that your child chooses instead of leading the game with questions, corrections, & rules.	Let them choose the toy or activity. Join in and copy your child's appropriate behavior
DESCRIBE Your Child's Play!	Watch your child and report what you see like a sportscaster!	"You are stacking a new block on the tower." "You are looking for just the right piece." "You are coloring the sun orange in the sky."
Bring POSITIVITY & PRAISE to Playtime!	Keep it positive by following your child's lead. Avoid questions, corrections, and rules, Use praise to encourage positive behaviors you want to see more of! Resist the temptation to ask questions and give directions.	"Great job being so gentle with the blocks!" "Thank you for sharing your colors with me." "I like the way you are sitting so calmly." "Good job using your words to ask for the car you wanted!"

Scheduled Parent-Child Playtime is the perfect time to practice not just the skills above but **ALL** of the Module 1 strategies and skills you've learned, so remember to use active listening, **reflection**, **labeling feelings**, use your **attention** strategically, and give specific **praise!**

FIT Module 1: Strengthening the Parent-Child Relationship

- Handout: FIT Parenting Strategy: Scheduled Parent- Child Playtime
- Worksheet: Scheduled Parent- Child Playtime
- Homework: Scheduled Parent- Child Playtime



FIT Module 1: Strengthening the Parent-Child Relationship

- Handout: FIT Parenting Strategy: Scheduled Parent- Child Playtime
- Worksheet: Scheduled Parent- Child Playtime
- Homework: Scheduled Parent- Child Playtime

[SCHEDULED PARENT-CHILD PLAYTIME] HOMEWORK

Day	Did You	What time of day? Which toys did you use?	How did it go?
	Practice?	which toys did you use?	What went well? What was hard?
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Do you have any questions for your trainer or thoughts on how to keep up with daily Scheduled Pare Child Playtime going forward?				

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DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 5: Scheduled Parent-Child Playtime

POST-ASSESSMENT

We will now complete the post-assessment measures

Please take your time and ask any questions you may have

FOLLOW-UP

In 3 months, we will contact you again

Please update your contact information if it changes in this time

PAYMENT

Before you go, we need to pay you!

You will receive an Amazon gift card in your email



REFERENCE

National Institute of Mental Health. (2016). Attention-deficit/hyperactivity disorder. Retrieved from https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml