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

Material Origins

Module 2: Structuring the Environment to Prevent Misbehavior

• Lesson 6 – Overview of Module 2 Key Concepts
• Lesson 7 – Establishing Routines and Family Rules
• Lesson 8 – Giving Clear Directions
• Lesson 9 – Anticipating Problems, Using Redirection, and Easing Transitions
• Lesson 10 – Helping Your Child Calm Down
Material Origins
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.
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 $\rightarrow$ child stress $\rightarrow$ 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 2

STRUCTURING THE ENVIRONMENT TO PREVENT MISBEHAVIOR
IN THIS MODULE

Lesson 6: Overview of Module 2 Key Concepts

Lesson 7: Establishing Routines and Family Rules

Lesson 8: Giving Clear Directions

Lesson 9: Anticipating Problems, Using Redirection, and Easing Transitions

Lesson 10: Helping Your Child Calm Down
KEY CONCEPTS FOR TRAINERS

• During the sessions in this module, you will be training parents to use specific strategies known to help structure the environment to make expectations clear, promote consistency and predictability, and help prevent misbehavior.
LESSON 6:
OVERVIEW OF MODULE
2 KEY CONCEPTS
SESSION

OBJECTIVE

Introduce Module 2 Key Concepts with parents.
KEY TIPS AND CONSIDERATIONS

• Review Module 1 with parents
• Praise the parent on their practice of Module 1 skills and encourage them to continue using them
• Remind parents to continue practicing daily Scheduled Parent-Child Playtime
KEY SESSION CONTENT

- Parents can help children better manage their behavior and get along with others.
- Parents can help children manage their behavior with clear and consistent schedules, routines, rules, and directions.
- Intervening before behavior problems start can prevent misbehavior.
- Strategies that focus on helping children manage feelings can help prevent misbehavior.
Lesson 6: Overview of Module 2 Key Concepts

Trainer Video Lesson 6
SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

• Handout: Structuring the Environment to Prevent Misbehavior
Qualitative Feedback Form on FIT Lessons

Lesson 6: Overview of Module 2 Key Concepts
LESSON 7: ESTABLISHING ROUTINES AND FAMILY RULES
SESSION OBJECTIVE

To learn and practice using schedules, routines, and family rules. Skills include establishing, explaining, and implementing routines and family rules.
KEY TIPS AND CONSIDERATIONS

• When family rules are implemented, certain behaviors may need to be labeled for a young child to understand when/how they have broken a rule
  • Example: “Be gentle” → a child may need help understanding what is/is not considered “gentle”
• Be sure and limit rules to a few important ones
  • No more than 3 to start
  • Allow for greater consistency
KEY TIPS AND CONSIDERATIONS

• Parents will likely want to know what to do when a family rule is broken
  • Have parent respond as they normally would until discipline strategies are addressed in Module 3
• Parents may have unreasonable expectations for their child
  • They may overestimate their child’s abilities – need to be developmentally appropriate
• Homework should be practice, with problem-solving in the next session
  • “How did it go?”
KEY SESSION CONTENT

• Helps provide consistency
  • Daily schedule = events happen in the same order around the same time most day
  • Routine = laying out a plan for each event (bedtime, mealtime, etc.) to help them go more smoothly
  • Family rules lay out expectations of behavior for the entire family (what is expected and what will happen if the rule is not followed)
KEY SESSION CONTENT

• New skills taught in this session include:
  • Establishing routines:
    • Identifying problematic times of day where routines may help
    • Identifying steps for each routine and the order of the steps
    • Creating a visual reminder of the routine
  • Establishing family rules that:
    • Are clear and focus on a few key behaviors
    • Are phrased positively when possible
    • Are clearly explained to the child and other family members
Lesson 7: Establishing Routines and Family Rules

Trainer Video Lesson 7
SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

- **Handout: FIT Parenting Strategy: Establishing Routines and Family Rules**
- **Worksheet:**
  - Family Rules
  - Our Family Rules
  - Family Routines
  - Our ________ Routine
- **Homework: Routines and Family Rules**

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FIT Module 2: Structuring the Environment to Prevent Misbehavior

• Handout: FIT Parenting Strategy: Establishing Routines and Family Rules

• Worksheet:
  ◦ Family Rules
  ◦ Our Family Rules
  ◦ Family Routines
  ◦ Our _______ Routine

• Homework: Routines and Family Rules
SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

• Handout: FIT Parenting Strategy: Establishing Routines and Family Rules

• Worksheet:
  ◦ Family Rules
  ◦ **Our Family Rules**
  ◦ Family Routines
  ◦ Our ______ Routine

• Homework: Routines and Family Rules
FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Establishing Routines and Family Rules
- Worksheet:
  - Family Rules
  - Our Family Rules
  - Family Routines
  - Our _______ Routine
- Homework: Routines and Family Rules
FIT Module 2: Structuring the Environment to Prevent Misbehavior

• Handout: FIT Parenting Strategy: Establishing Routines and Family Rules

• Worksheet:
  ◦ Family Rules
  ◦ Our Family Rules
  ◦ Family Routines
  ◦ Our _______ Routine

• Homework: Routines and Family Rules
SUPPLEMENTAL MATERIALS

FIT Module 2: Structuring the Environment to Prevent Misbehavior

• Handout: FIT Parenting Strategy: Establishing Routines and Family Rules

• Worksheet:
  ◦ Family Rules
  ◦ Our Family Rules
  ◦ Family Routines
  ◦ Our _______ Routine

• Homework: Routines and Family Rules
FIT Module 2: Structuring the Environment to Prevent Misbehavior

• Handout: FIT Parenting Strategy: Establishing Routines and Family Rules
• Worksheet:
  ◦ Family Rules
  ◦ Our Family Rules
  ◦ Family Routines
  ◦ Our _______ Routine
• Homework: Routines and Family Rules
DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 7: Establishing Routines and Family Rules
LESSON 8:
GIVING CLEAR DIRECTIONS
SESSION
OBJECTIVE

To learn and practice giving clear directions.
KEY TIPS AND CONSIDERATIONS

• Conduct a role play using the following 4 steps:
  • Explain to the parent what will happen
  • Model skills for parent while they role play a child
  • Role play the child while the parent practices the skills
  • Debrief the role play, offer feedback, and plan for practice at home
• Giving clear directions role play
  • It will take some time for parents to understand—leave enough time for parents to practice
  • Help parents change negative commands ("Stop climbing that") to more positive commands ("Please put your bottom in the chair").
  • Make commands clearer and more specific
KEY TIPS AND CONSIDERATIONS

• Be prepared to talk to parents about:
  • Giving children warning statements before giving the child consequences
  • How they will know if the child has followed the direction
    • Children may need a few seconds to comply
KEY SESSION CONTENT

• Giving clear directions can help children understand exactly what they are supposed to do
• Clear directions are:
  • Clear, specific, and given as direct statements
    • Explanations are given before the direction so the direction is the last thing the child hears
  • Given one at a time for tasks the child can accomplish
  • Given in a calm voice, with a neutral expression, and in a polite manner
Lesson 8: Giving Clear Directions
FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Giving Clear Directions
- Worksheet: Giving Clear Directions
- Homework: Giving Clear Directions
FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Giving Clear Directions
- Worksheet: Giving Clear Directions
- Homework: Giving Clear Directions
FIT Module 2: Structuring the Environment to Prevent Misbehavior

• Handout: FIT Parenting Strategy: Giving Clear Directions

• Worksheet: Giving Clear Directions

• Homework: Giving Clear Directions
DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 8: Giving Clear Directions
LESSON 9: ANTICIPATING PROBLEMS, USING REDIRECTION, AND EASING TRANSITIONS
SESSION

OBJECTIVE

To learn and practice easing transitions, anticipating problems and planning ahead, using redirection, and providing choices.
KEY TIPS AND CONSIDERATIONS

• Use redirection before a problem behavior occurs (not once the behavior has started)
  • If the problem has already started, use active ignoring or another consequence
  • Encourage parents to be consistent
• You can generate situations with a parent that are commonly challenging for young children
  • Cleaning up
  • Being told they cannot do or have something
  • Unanticipated changes in routine
  • Having to wait
KEY SESSION CONTENT

• Parents can help prevent problem behaviors by using strategies to make situations easier:
  • Easing transitions by giving your child a heads up or time warnings
  • Planning ahead – anticipate what the child may need ahead of time
  • Using redirection – giving a clear direction to do something different or distracting the child to a different activity before a situation turns into a problem behavior
  • Providing choices when appropriate:
    • Limit the choices to those that are ok (no matter what the child chooses)
    • Be clear about if it is a choice or a direction (would it be ok if the child says no?)
Lesson 9: Easing Transitions/Planning Ahead Using Redirection/Providing Choices

Trainer Video Lesson 9
FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Worksheet: Easing Transitions, Planning Ahead, Using Redirection, and Providing Choices
- Homework: Easing Transitions, Planning Ahead, Using Redirection, and Providing Choices
FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Worksheet: Easing Transitions, Planning Ahead, Using Redirection, and Providing Choices
- Homework: Easing Transitions, Planning Ahead, Using Redirection, and Providing Choices
FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Worksheet: Easing Transitions, Planning Ahead, Using Redirection, and Providing Choices
- Homework: Easing Transitions, Planning Ahead, Using Redirection, and Providing Choices
DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 9: Easing Transitions/Planning Ahead Using Redirection/Providing Choices
LESSON 10: HELPING YOUR CHILD CALM DOWN
SESSION
OBJECTIVE

To learn and practice strategies to help children identify, understand, and manage their emotions. Skills include identifying and labeling emotions, providing comfort, and modeling and cueing children to use calming strategies.
KEY TIPS AND CONSIDERATIONS

• Share situations that are commonly challenging for young children
  • These will be similar to the content covered in Lesson 9
KEY SESSION CONTENT

• Young children are still developing the ability to manage strong feelings and the behaviors that often come with them.

• Strategies covered in this session include:
  • Anticipating difficult times when children are prone to meltdowns or tantrums and providing extra support during those times
  • Labeling feelings to help children learn to identify and understand their feelings. This will help them use their words, rather than behaviors, to express what they are feeling.
  • Provide comfort and reassurance when appropriate
  • Teaching children ways to calm down
Lesson 10: Helping Your Child Calm Down

Trainer Video Lesson 10
FIT Module 2: Structuring the Environment to Prevent Misbehavior

- Handout: FIT Parenting Strategy: Helping Your Child Calm Down
- Worksheet: Helping Your Child Calm Down
- Homework: Helping Your Child Calm Down

FIT PARENTING STRATEGY:

Helping Your Child Calm Down

Here are some strategies to support your young child and help prevent and manage difficult behaviors like meltdowns and over-excitement.

ANTICIPATE DIFFICULT TIMES
- Think about places and situations and times that may have triggered problem behaviors and meltdowns.
- Are they tired, hungry or over-excited?
- Respond in a way that fits your child’s need at that time.
- Options include giving a snack or activity, providing extra closeness and comfort, offering breaks from activities or stimulating interactions. You can also give a heads up about transitions or use redirection.

LABEL FEELINGS
- Labeling feelings helps young children learn to identify, understand, and begin to manage their emotions. They can then use their words to express their feelings rather than their behaviors. You can help them develop an emotional vocabulary to of words like happy, sad, mad, worried, frustrated, excited, etc.

CONFORT AND REASSURE
- Providing physical comfort and reassurance can help young children calm down. Sometimes your young child’s emotions will feel overwhelming. Picking them up, giving a hug, humming or singing to them, or evenjust sitting close can help. Remember to stay calm yourself.

TEACH CALMING DOWN
- Model strategies you use to calm down/feel better. This may be taking deep breaths, going to a calm quiet place for a break, listening to music, or doing a soothing activity. Your child will learn a lot by watching how you stay calm when faced with difficult situations and emotions. You can also cue them to use these strategies—and praise them for doing so.
FIT Module 2: Structuring the Environment to Prevent Misbehavior

• Handout: FIT Parenting Strategy: Helping Your Child Calm Down

• Worksheet: Helping Your Child Calm Down

• Homework: Helping Your Child Calm Down
FIT Module 2: Structuring the Environment to Prevent Misbehavior

• Handout: FIT Parenting Strategy: Helping Your Child Calm Down
• Worksheet: Helping Your Child Calm Down
• Homework: Helping Your Child Calm Down
Qualitative Feedback Form on FIT Lessons

Lesson 10: Helping Your Child Calm Down
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
Thank You!
REFERENCE