



FAMILY INTERACTION TRAINING



COURSE FOR TRAINERS

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 3: Effective Strategies for Addressing Misbehavior

- Lesson 11 – Overview of Key Concepts for Module 3
 - Lesson 12 – Time Out
 - Lesson 13 – Logical Consequences and Removal of Privileges
 - Lesson 14 – Conclusion
- 



Material 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
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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 3

EFFECTIVE
STRATEGIES FOR
ADDRESSING
MISBEHAVIOR

IN THIS MODULE

Lesson 11: Overview of Key Concepts for Module 3

Lesson 12: Time Out

Lesson 13: Logical Consequences and Removal of Privileges

Lesson 14: Conclusion



KEY CONCEPTS FOR TRAINERS

- Review the key concepts with parents in detail along with how they fit into the parent's goal of helping their child's behavior.
- You will be training parents to consistently use specific strategies to address behaviors that cannot be prevented.

**LESSON 11:
OVERVIEW OF KEY
CONCEPTS FOR
MODULE 3**

SESSION OBJECTIVE

To introduce the parent to
Module 3 Key Concepts.



KEY TIPS AND CONSIDERATIONS

- Review Module 2 with parents
- Praise the parent on their practice of Module 2 skills and encourage them to continue using them
- Remind parents to continue practicing daily Scheduled Parent-Child Playtime
- Parents may need your support to not take children's behavior personally, and to see it as part of the developmental process

KEY SESSION CONTENT

- All children at some point have problem behaviors or some behaviors that cause problems
- Though unpleasant, tantrums, screaming, arguing, and debating are all typical behaviors for young children
- Children are trying to learn to be independent and competent individuals. Part of this learning process involves testing out where the limits are for what they can and cannot do.
- Sometimes misbehavior cannot be prevented and needs to be directly addressed.
- Over time, children's problem behaviors can change when parents are able to consistently and effectively manage misbehavior

TRAINER VIDEO LESSON:

Lesson 11: Overview of Key Concepts for Module 3

Trainer Video Lesson 11



SUPPLEMENTAL MATERIALS

FIT Module 3: Effective Strategies for Addressing Misbehavior

• **Handout: Effective Strategies for Addressing Misbehavior**

FIT MODULE 3:

EFFECTIVE STRATEGIES FOR ADDRESSING MISBEHAVIOR



Key Concepts to Remember:

Sometimes Misbehavior Can't Be Prevented and Must be Directly Addressed

- When children are behaving appropriately and things are going well, parents give positive attention and praise, and can follow their child's lead and allow choices. But when children behave inappropriately, it's best for parents to be in control.
- Effective discipline is intended to TEACH children appropriate limits.
- The strategies covered in this module are most effective when embedded in a strong positive parent-child relationship and heavily balanced with strategies that promote positive behavior or structure the environment to prevent problem behaviors in the first place.
- Children will learn through parents' consistency that just as there are consequences and rewards for acceptable behavior--there are consequences for misbehavior. Over time children will learn which behaviors are allowed.

Behavior change can happen when parents consistently and effectively manage misbehavior over time.

- When parents establish a consistent and predictable way of responding to children's misbehavior-- children learn quickly what behaviors are acceptable.
- When children think there is a CHANCE that their parent might give in after long stretches of acting out -they will keep trying. But if you are CONSISTENT, then your child will more quickly learn to use the appropriate behaviors.
- Consistency in your response to both positive and negative behaviors will teach your child the limits of what is acceptable and what is not. This will lay the foundation for your child's positive social and emotional development.

FAMILY INTERACTION TRAINING



COURSE FOR PARENTS

DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 11: Overview of Key Concepts for Module 3



Break Time

LESSON 12:

TIME OUT

SESSION OBJECTIVE

To learn, prepare for, and practice using time-out. Skills include preparing for time-out, explaining time-out to the child, and implementing time-out following all the steps.



KEY TIPS AND CONSIDERATIONS

- Provide several opportunities to practice
 - Parents may get flustered and forget steps
 - Parents need to be comfortable with the steps and with dealing with testing behaviors children may try
- Remind parents to stay calm, neutral, and to limit conversation to the essential statements
 - Praise parents when you see these behaviors during their practice
- Time out works well when it is done consistently (same steps, language) each time, and completing the entire sequence

KEY TIPS AND CONSIDERATIONS

- Talk to parents about how they think their child will respond to time-out and problem-solve some solutions
 - Be ready to explain back-up procedures
- When starting time-out, have parents limit its use to a few behaviors at first
 - Will need a lot of energy and follow-through
 - Parents should do it well with a few key problem behaviors rather than tackling everything at once

KEY SESSION CONTENT

- When done correctly, time-out is one of the most effective and immediate ways to address problem behaviors
- Time-out is time away from all the attention and other interesting things children find rewarding
- Children will test the limits, so it is essential to be prepared and follow-through with all the steps

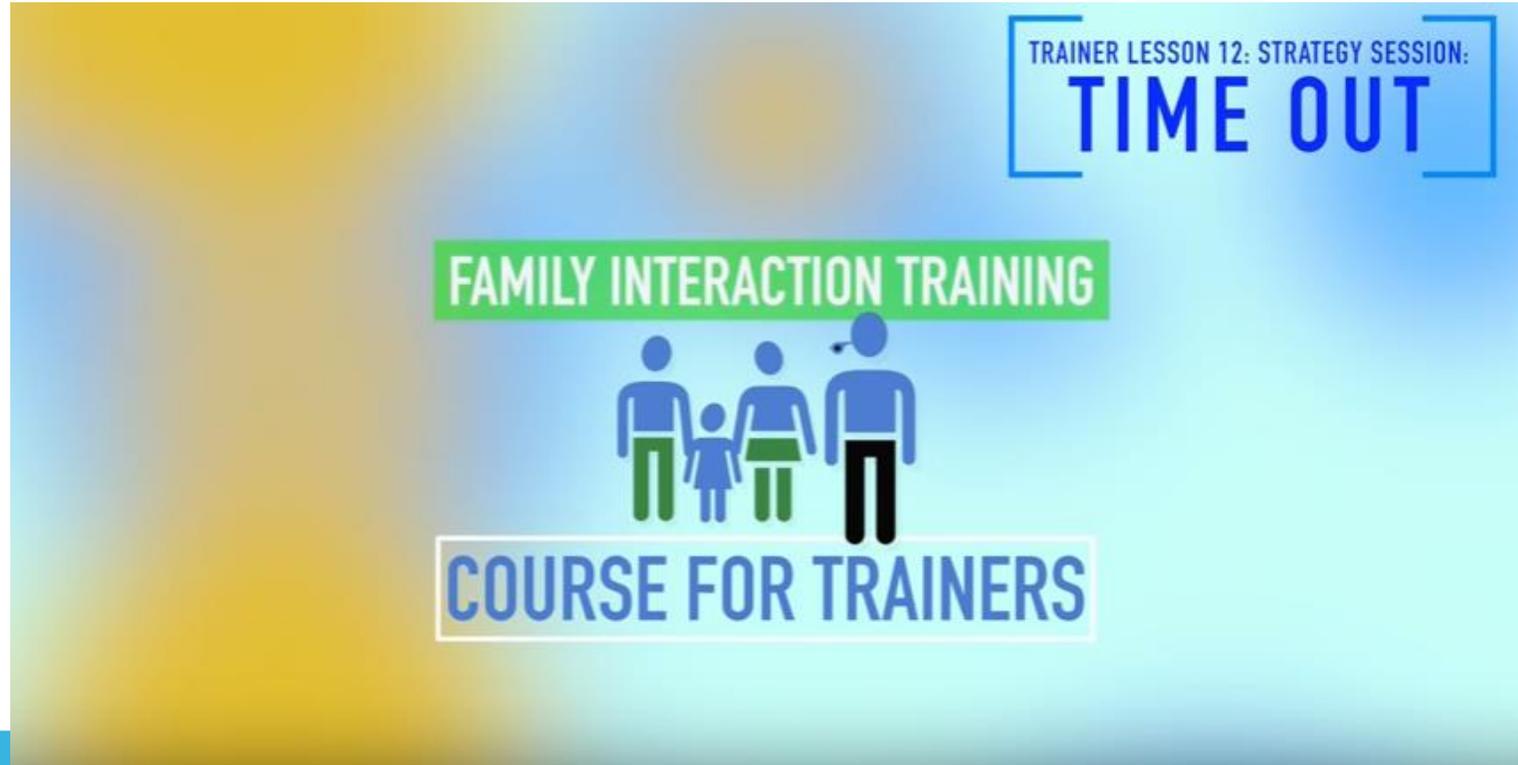
KEY SESSION CONTENT

- Strategies covered in this session include:
 - Preparing for using time-out in the home
 - Planning in advance
 - Explaining time-out to children
 - Implementing the time-out steps effectively and consistently
 - Planning for potential problems or child problem behaviors when using time-out:
 - Screaming or other verbal behaviors
 - Resisting going to time-out
 - Leaving the time-out area before time-out is over
 - Doing something unsafe while in time-out

TRAINER VIDEO LESSON:

Lesson 12: Time Out

Trainer Video Lesson 12



SUPPLEMENTAL MATERIALS

FIT Module 3: Effective Strategies for Addressing Misbehavior

- **Handout: FIT Parenting Strategy: Time Out**
- **Worksheet: Time Out**
- **Homework: Time Out**

FIT PARENTING STRATEGY:

[TIME-OUT]



REMEMBER THE ESSENTIAL STEPS TO TIME-OUT:

STEP 1: Give a clear explanation (when an automatic time-out will occur), direction or warning. Use a neutral and calm tone.

- Automatic Time-Out Behavior: "The rule is _____. You didn't _____, so now you will go to time-out."
- Warning Behavior: "I told you to _____. If you don't _____, you will go to time-out."

STEP 2: Give a second explanation and direct the child to time-out. Count slowly and quietly to five in your head (never out loud and with no visible signs you are counting) to give your child time to comply after a warning. If they do not, then: Give a second explanation, and direct the child to the time-out area: "You didn't _____, so now you will go to time-out."

STEP 3: Tell the child to remain quietly in the time-out area until you say it is time to come out.

- "Sit quietly until I say you can get up."
- Stay watchful, but move away and do not give signs of paying attention.
- Keep the Time. Use a watch or clock to keep track – never a timer or alarm.
- Time-out for young children should last 2–3 minutes – but may last longer if your child is not quiet. You want your child to be quiet for a few seconds before you end time-out. At the end of the time period, begin listening for your child to be quiet, and end time-out only when they are.

STEP 4: When the time-out time has passed and your child is sitting quietly, return to them to let them know time-out is over.

- If time-out was an automatic consequence, tell them time-out is over and remind them of the rule: "You are sitting quietly and your time-out is over. Remember the rule is _____."
- If time-out was for not following a direction, make sure your child follows the direction: "You are sitting quietly and your time-out is over. Are you ready to _____?" If they do not follow the direction, time-out starts over.

STEP 5: Look for the next positive behavior you can praise! Once you have completed all the steps and had a successful time-out, move on to other things!

Remember that once you start time-out it is important to **always follow through** with the steps and **be consistent!**

SUPPLEMENTAL MATERIALS

FIT Module 3: Effective Strategies for Addressing Misbehavior

- Handout: FIT Parenting Strategy: Time Out
- **Worksheet: Time Out**
- Homework: Time Out

[TIME-OUT] WORKSHEET

USE THIS WORKSHEET TO PREPARE TO USE TIME-OUT at HOME!

Where will your time-out area(s) be at home?

For what kinds of behaviors will you use time-out as a consequence? Will any of them earn an automatic time-out?

Behavior to be addressed	Automatic time-out? Y/N

How and when will you introduce time-out to your child?

How is your child likely to respond to time-out? What types of behaviors might your child use to test time-out? How will you respond if this happens?

Behaviors your child may use to test?	How will you respond?

SUPPLEMENTAL MATERIALS

FIT Module 3: Effective Strategies for Addressing Misbehavior

- Handout: FIT Parenting Strategy: Time Out
- Worksheet: Time Out
- **Homework: Time Out**

[TIME-OUT] **HOMEWORK**

1. For what behaviors did you use time-out at home this week?

2. Where did you put your child for time-out? Did this space work well for time-out?
Do you need to make any changes or adjustments to the space to make it work better in the future?

3. How long did the time-out(s) last?

4. How did your child respond?

5. What worked or went well? What was hard and will take more practice?

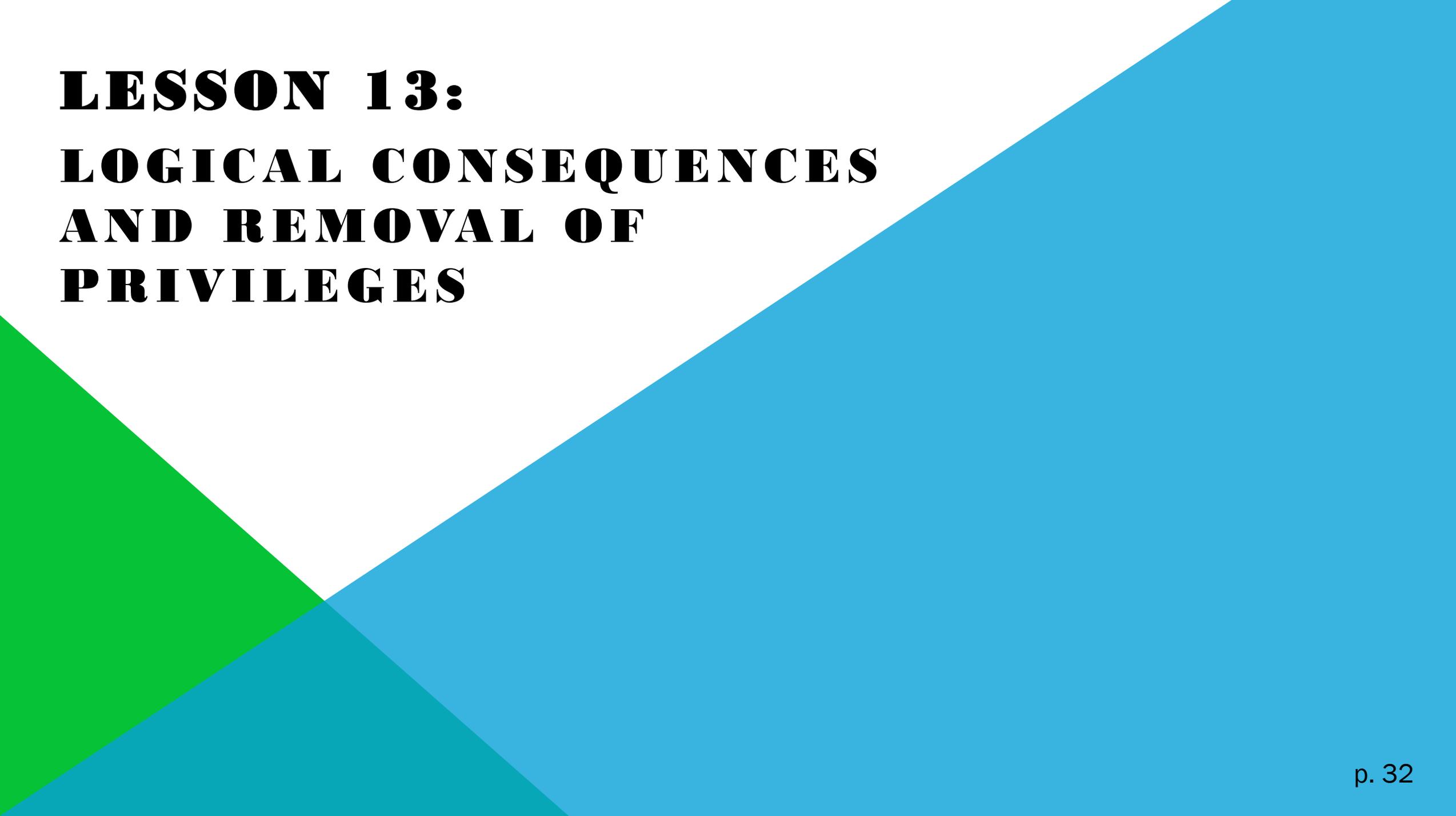
DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 12: Time Out







LESSON 13:
LOGICAL CONSEQUENCES
AND REMOVAL OF
PRIVILEGES

SESSION OBJECTIVE

To learn, prepare for, and practice using logical consequences and removal of privileges to address problem behaviors.



KEY TIPS AND CONSIDERATIONS

- Encourage parents to keep consequences brief and close in time to the behavior being addressed.
 - Brief periods = no longer than the rest of the day
- Scheduled playtime should never be taken away
 - Parents and children need to have this positive time together, particularly when things are hard
 - This gives them a chance to interact positively and keep the relationship strong
- Consistency and follow-through are key
 - Children otherwise learn that parents do not mean what they say
- Parents may need some help thinking of privileges to remove

KEY SESSION CONTENT

- **Logical consequences** are given for a short time in response to a child's behavior (may make more sense than a time-out in certain instances)
- **Removal of privileges** involves taking something away from a brief period of time as the consequence for a behavior
 - Privileges that can be removed are those that are motivating and meaningful to the child
 - Privileges occur often enough and close in time to the behavior you are addressing
 - Child should be able to link their behavior to losing the privilege
 - Only remove them for a short time

KEY SESSION CONTENT

- Remember these steps:
 - Give a clear direction or warning
 - Give the child a brief period of time to comply
 - Give an explanation and follow through

TRAINER VIDEO LESSON:

Lesson 13: Logical Consequences and Removal of Privileges

Trainer Video Lesson 13



SUPPLEMENTAL MATERIALS

FIT Module 13: Effective Strategies for Addressing Misbehavior

- **Handout: FIT Parenting Strategy: Logical Consequences and Removal of Privileges**
- **Worksheet: Logical Consequences and Removal of Privileges**
- **Homework: Logical Consequences and Removal of Privileges**

FIT PARENTING STRATEGY:

[LOGICAL CONSEQUENCES AND REMOVAL OF PRIVILEGES]



LOGICAL CONSEQUENCES are directly related to your child's specific behavior or a particular situation. For example, if your child refuses to put their toy away when told to, a logical consequence is to take the toy away for a short time. In some situations, a logical consequence may make more sense, or be more logical, to you than a timeout. When using logical consequences, remember these essential steps:

STEP 1: Give your child a warning, and wait about 5 seconds for your child to do what you said (count quietly in your head – never out loud). "Please draw on the paper only. If you draw on the furniture again, I will take the crayons and you will be all done with drawing for today."

STEP 2: Give a second explanation. If your child does not do as directed, explain the consequence to your child. "You drew on the furniture again, so now I am taking the crayons away."

STEP 3: Be consistent and follow-through with the consequence.

REMOVAL OF PRIVILEGES is taking something away for a brief time as the consequence for a behavior. Removing privileges is useful when a timeout or logical consequences may be difficult or when a child is refusing to complete a timeout.

- Your child should be able to link their behavior to losing the privilege.
- Remove privileges for only a short time – and no longer than the remainder of the day.
- **SCHEDULED PLAYTIME SHOULD NEVER BE TAKEN AWAY**. It is important for you and your child to have this positive time together, particularly when things are hard at other times during the day!

REMEMBER THESE STEPS WHEN REMOVING A PRIVILEGE:

STEP 1: Give your child a warning. "If you don't do _____, you will not get to watch TV after dinner." Wait a few seconds for your child to do as instructed.

STEP 2: Give a second explanation and Follow through. If your child does not do as directed, explain the consequence to your child. "You didn't do _____, so no TV after dinner."

SUPPLEMENTAL MATERIALS

FIT Module 13: Effective Strategies for Addressing Misbehavior

- Handout: FIT Parenting Strategy: Logical Consequences and Removal of Privileges
- **Worksheet: Logical Consequences and Removal of Privileges**
- Homework: Logical Consequences and Removal of Privileges

[LOGICAL CONSEQUENCES AND REMOVAL OF PRIVILEGES] WORKSHEET

PRIVILEGES to consider removing are those that are motivating and meaningful to your child and occur often enough and close in time to the behavior you are addressing. **What privileges are motivating to your child?**

BRAINSTORM #1: For what kinds of behaviors and situations will you use consequences or removal of privileges? **Write the behaviors in the first column of the table below.**

BRAINSTORM #2: For each behavior or situation, think about what consequence is logical or what privilege would be motivating to your child at that time. **Write the consequence or privilege in the right hand column of the table below.**

Behavior, Situation, or Place	Logical Consequence or Privilege to Remove

ROLE PLAY: For each of the situations above, practice following the strategy steps. Practice giving a clear direction, warning, and following through so you can be ready to use these strategies at home!

SUPPLEMENTAL MATERIALS

FIT Module 13: Effective Strategies for Addressing Misbehavior

- Handout: FIT Parenting Strategy: Logical Consequences and Removal of Privileges
- Worksheet: Logical Consequences and Removal of Privileges
- **Homework: Logical Consequences and Removal of Privileges**

[LOGICAL CONSEQUENCES AND REMOVAL OF PRIVILEGES] **HOMEWORK**

When appropriate, try to use these strategies to manage your child's difficult behaviors this week?
Take notes about the behaviors or situation, and what consequence or privilege you used in the table below.

Behavior & Situation	Logical Consequence or Privilege Removed

What went well and what was hard and will take more practice?

DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 13: Logical Consequences and Removal of Privileges



LESSON 14: CONCLUSION

SESSION OBJECTIVE

To review key concepts and strategies from Modules 1, 2, and 3 and wrap up the course with the parent.



KEY TIPS AND CONSIDERATIONS

- Keep in mind:
 - Praise parents for using these strategies
 - They will be more likely to keep trying them
 - These strategies are new, sometimes hard to use, and don't necessarily produce immediate results (though they will if they are used consistently over time)
 - Give parents the same praise and support you are teaching them to give their children
 - Parents may need guidance in deciding when to use which strategy, problem-solving, adjusting or changing when a strategy did not work

KEY SESSION CONTENT

- Children may misbehave for different reasons:
 - 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

KEY SESSION CONTENT

- Stressful events can make it harder for children to control their behavior
 - Family conflict
 - Separations
 - Illness
 - Injury
 - Moving
 - Changing child care
 - Excitement from an unusually stimulating event
- Help parents consider these in relation to their child and the FIT strategies

TRAINER VIDEO LESSON:

Lesson 14: Conclusion

Trainer Video Lesson 14



DISCUSSION/FEEDBACK

Qualitative Feedback Form on FIT Lessons

Lesson 14: Conclusion



Break Time

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

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>