

MATCH: Modular Approach to Therapy for Children

Conduct Focus



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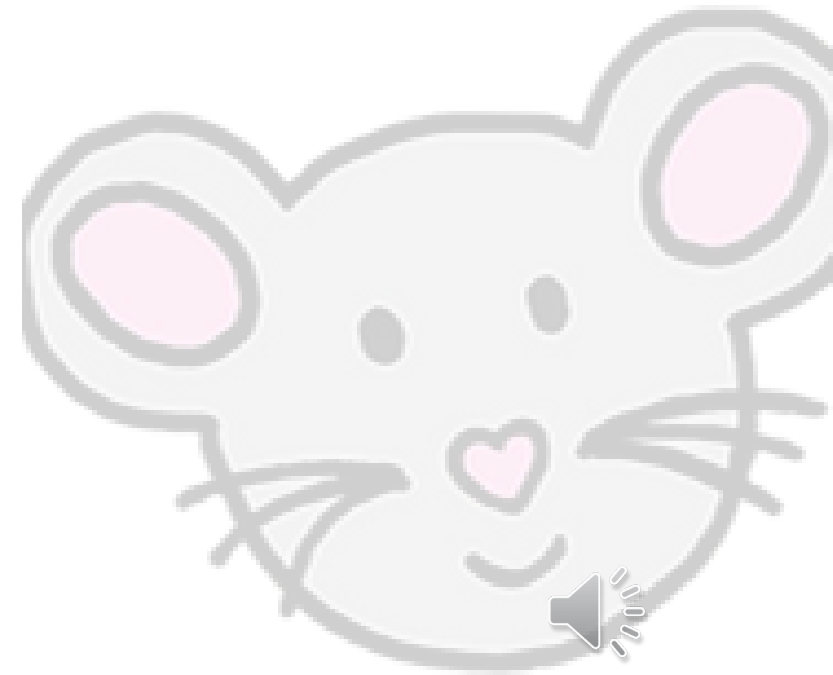
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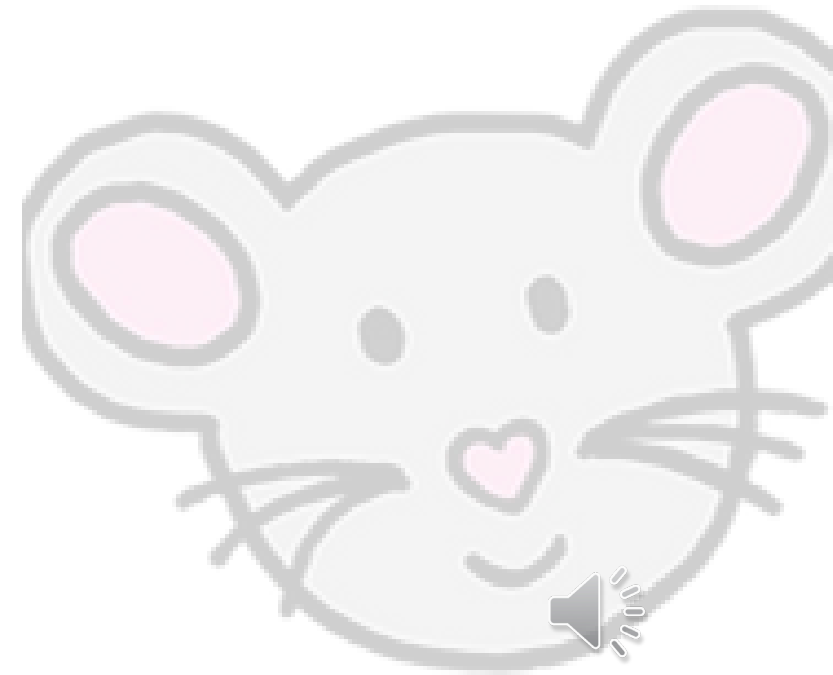
Problems Appropriate for MATCH-C

- Noncompliance, disobedience, oppositional, defiance, and/or rule-breaking
- Oppositional Defiant Disorder
- Mild to moderate Conduct Disorder
- Attention Deficit Hyperactivity Disorder
 - If is not the primary problem area



Developmentally Sensitive Treatment

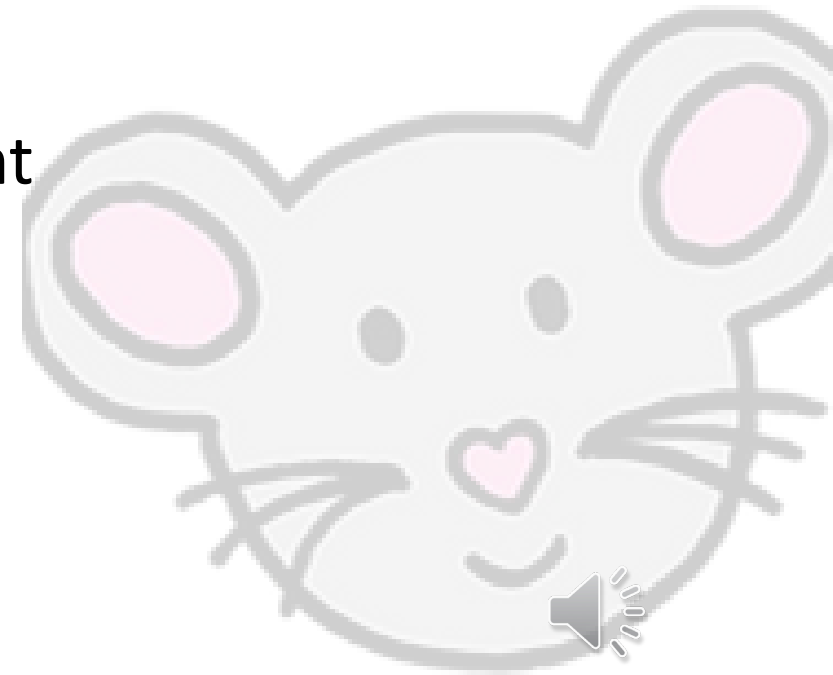
- Younger children (≈ 12 and under)
 - Parent focus
 - Various parent management training strategies
- Adolescents (≈ 12 and up)
 - Individual and family focus
 - Communication skills
 - Problem solving
 - Cognitive
 - Social skills training
 - Some work with parents
 - Praise and response cost
 - Rewards



Parent Behaviors



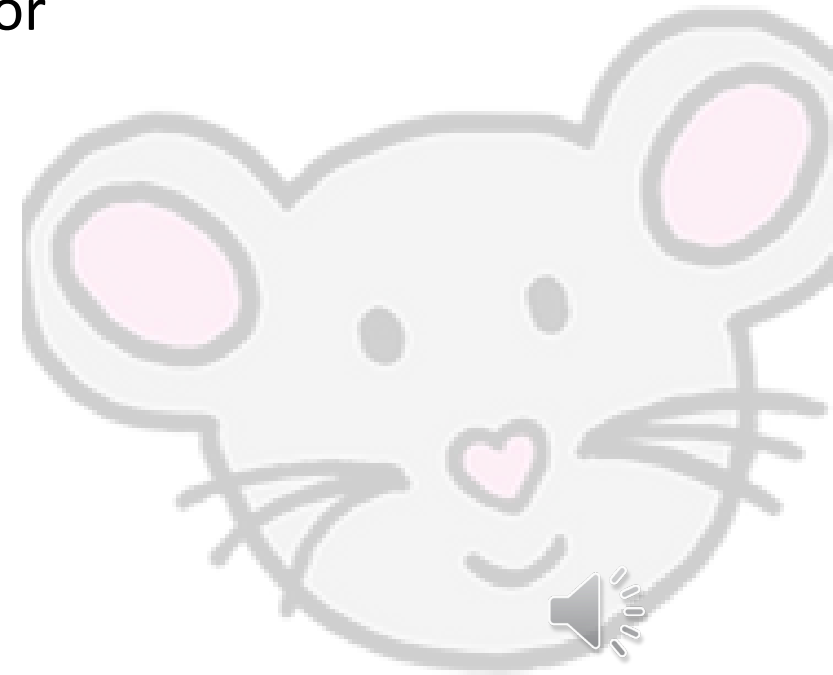
- Lower rates of attention to pro-social child behavior
- Increased attention to negative child behavior
- Higher rates of negative, ineffective instructions
- Inconsistent and unpredictable use of punishment
- Ineffective monitoring of child behavior
- More negative reinforcement



Theoretical Underpinnings



- Attachment Theory
 - Parent-child emotional bond
 - Secure attachment results in greater prosocial behavior
- Learning theories
 - Classical conditioning
 - Operant conditioning
 - Social learning theory

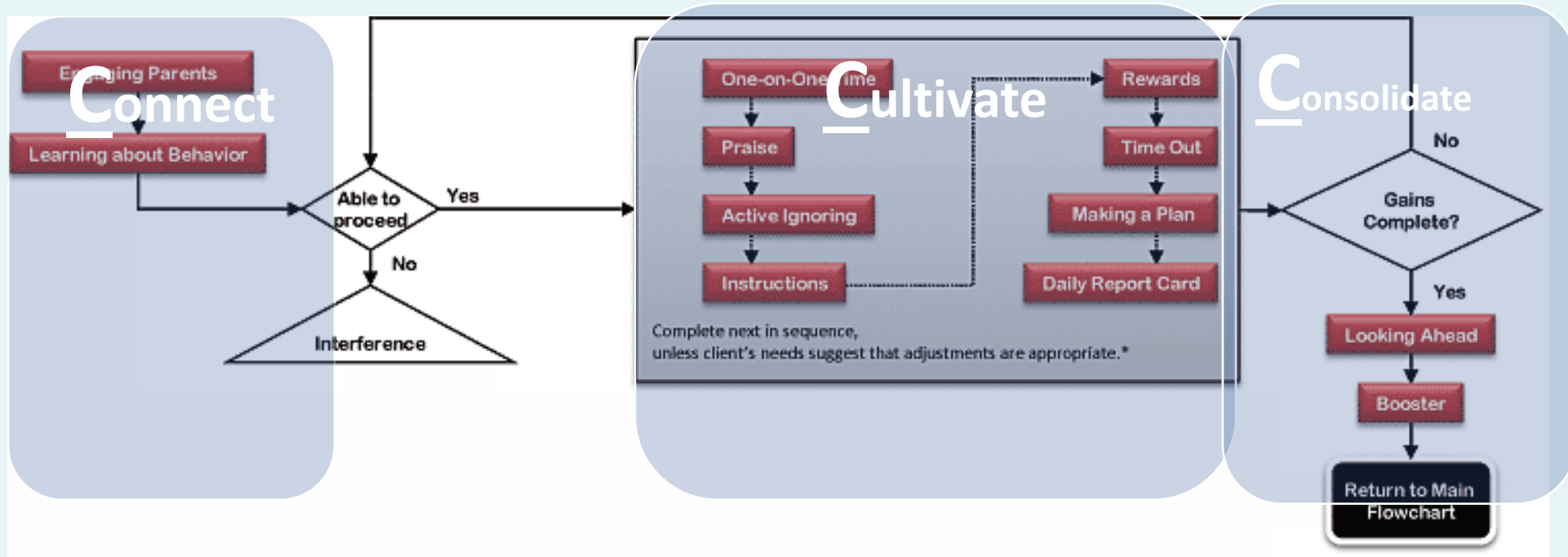


MATCH Modules for Conduct Problems

- Engaging Caregivers
- Learning About Behavior
- One-on-One Time
- Praise
- Active Ignoring
- Giving Effective Instructions
- Rewards
- Time Out
- Making a Plan
- Daily Report Card
- Looking Ahead
- Booster

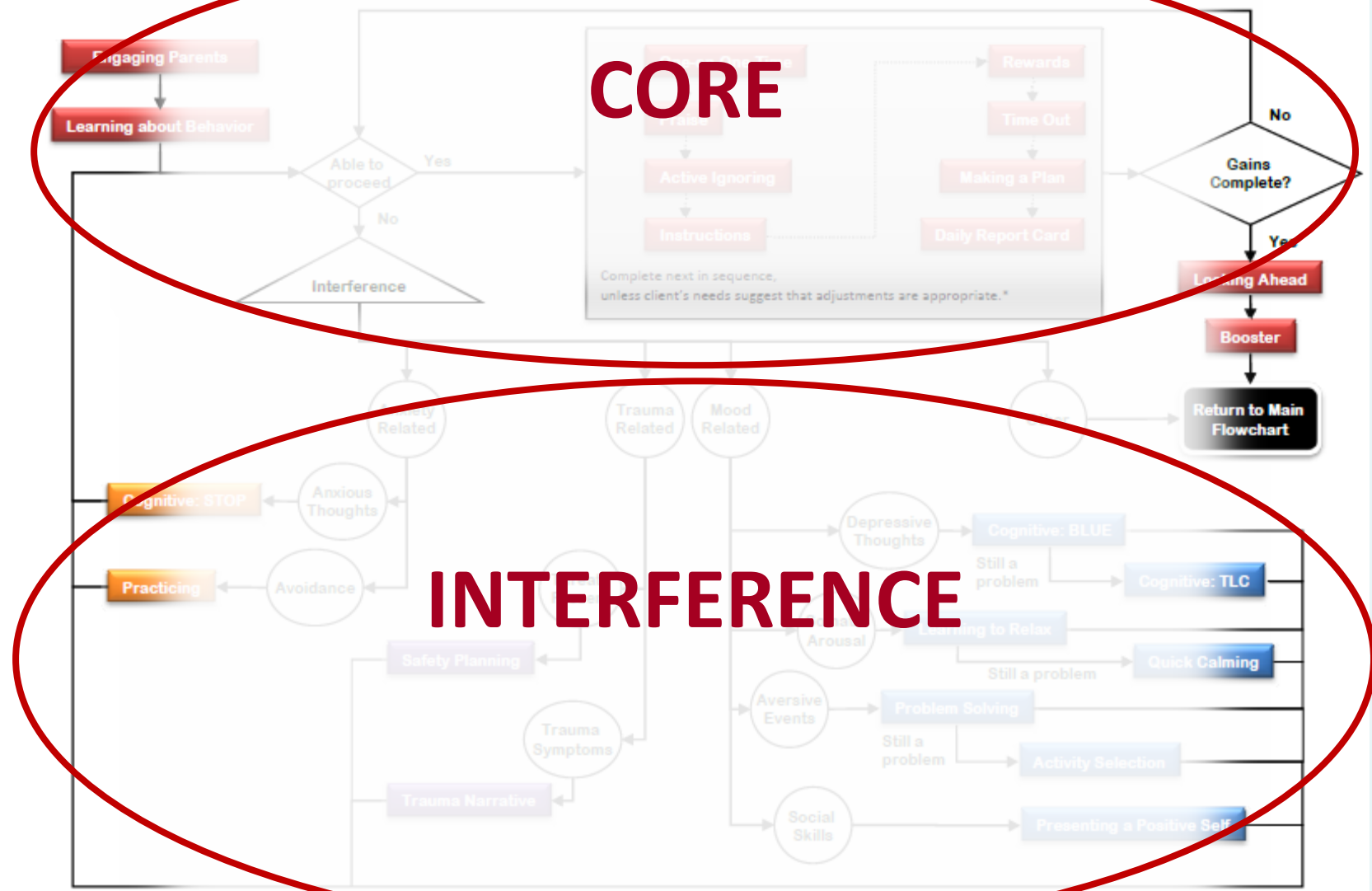


Conduct Flowchart



Conduct Problems

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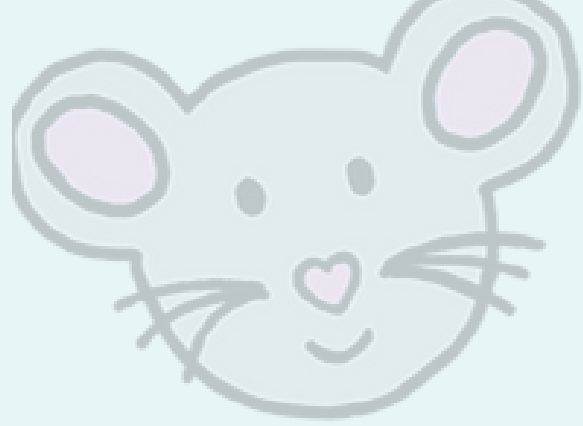


CORE

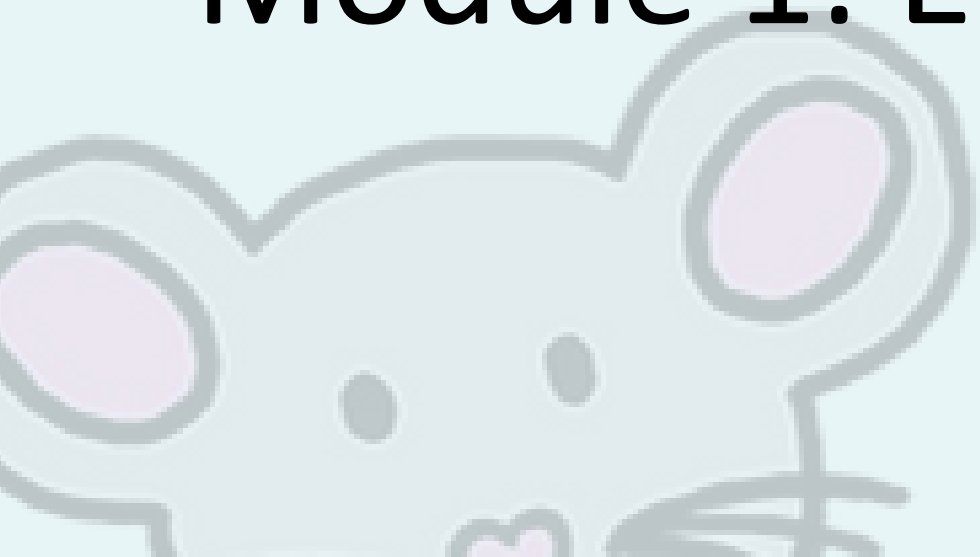
INTERFERENCE

* Daily Report Card should always be preceded by Rewards



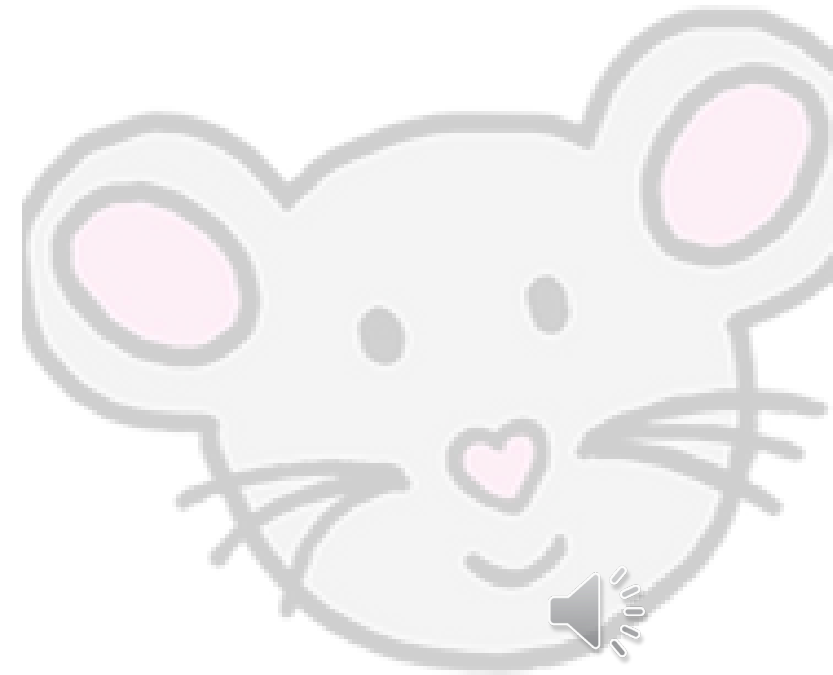


Module 1: Engaging Caregivers



Engaging Parent Goals

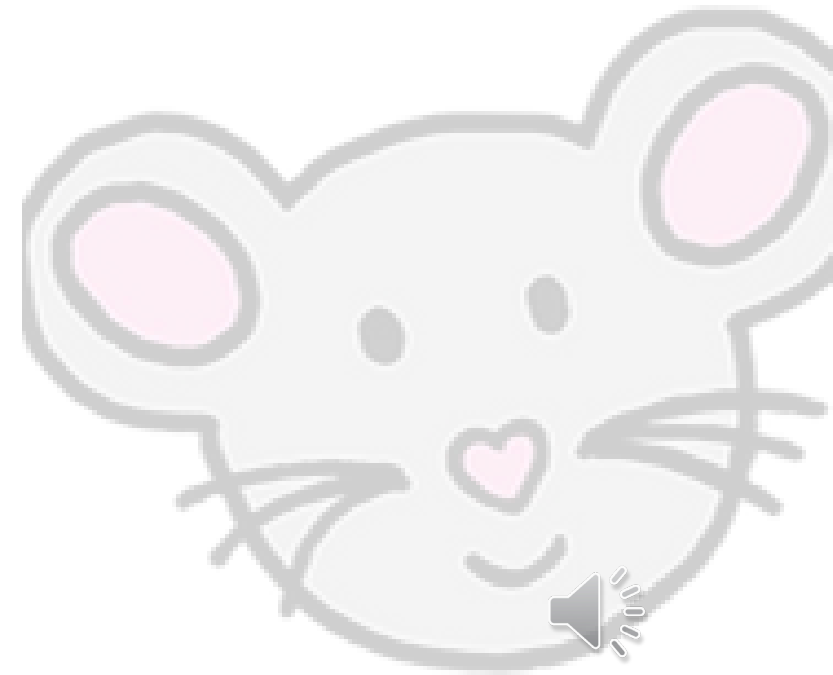
- Build rapport
- Gather information about challenges and goals
- Orient parents to treatment
- Build motivation to participate in treatment
- Empower and build hope for change



Parent Training Rapport Building



- Common across therapeutic approaches
 - Convey empathy, support, and interest
 - Validate concerns, use reflective statements
- Parent training-specific
 - Parent is not to blame, they are not the client
 - Treatment is time limited
 - Treatment is problem focused

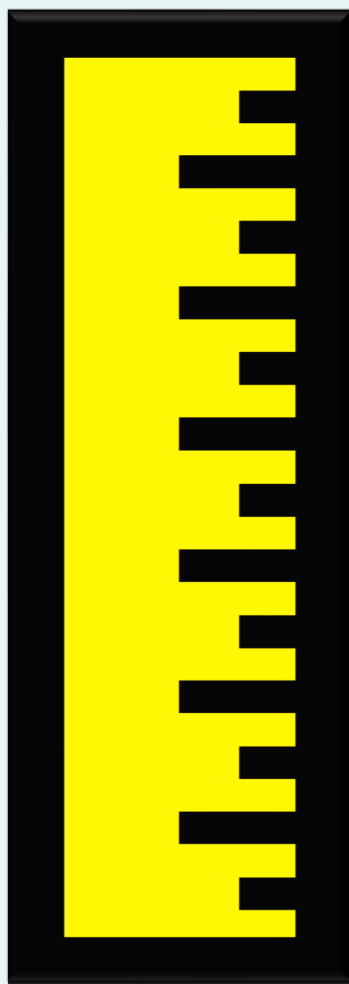


Orient Caregivers to Parent Training

- Enhancing skills to manage disruptive behaviors
 - Introducing new skills
 - Enhancing strategies the parent is already using
 - Figuring out which skills work best for their child
- Therapist is a “coach”
- Goal is for parent to take over as coach as soon as possible
- What Can Help handout



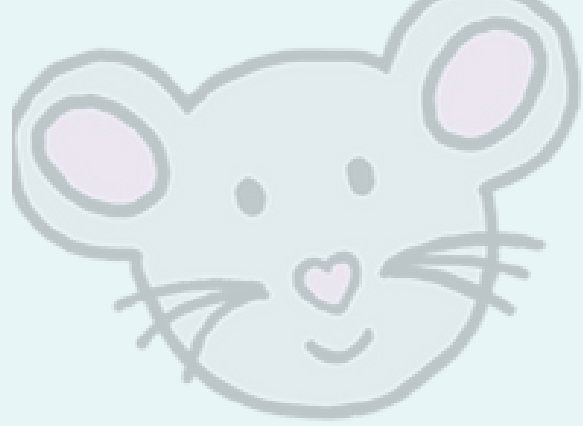
Introduce Behavior Rating Scale



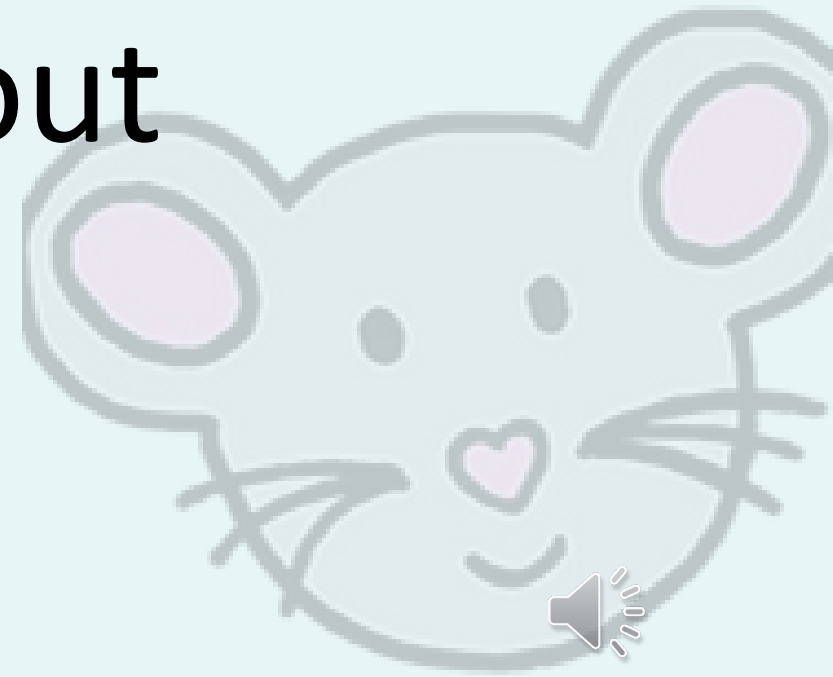
10	very good
9	
8	
7	sort of good
6	
5	so-so
4	
3	
2	sort of bad
1	
0	very bad

Which behaviors do caregivers say represent each point on the scale?



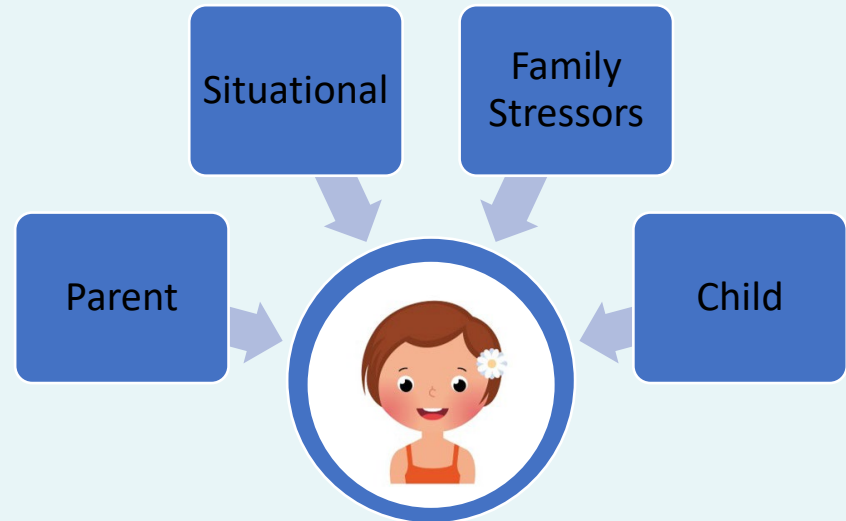


Module 2: Learning About Behavior



Four Factor Model

- Four factors that explain why children behave
 - Strengths and weaknesses
- Factors are:
 - Child characteristics
 - Parent characteristics
 - Situational consequences
 - Family stress events

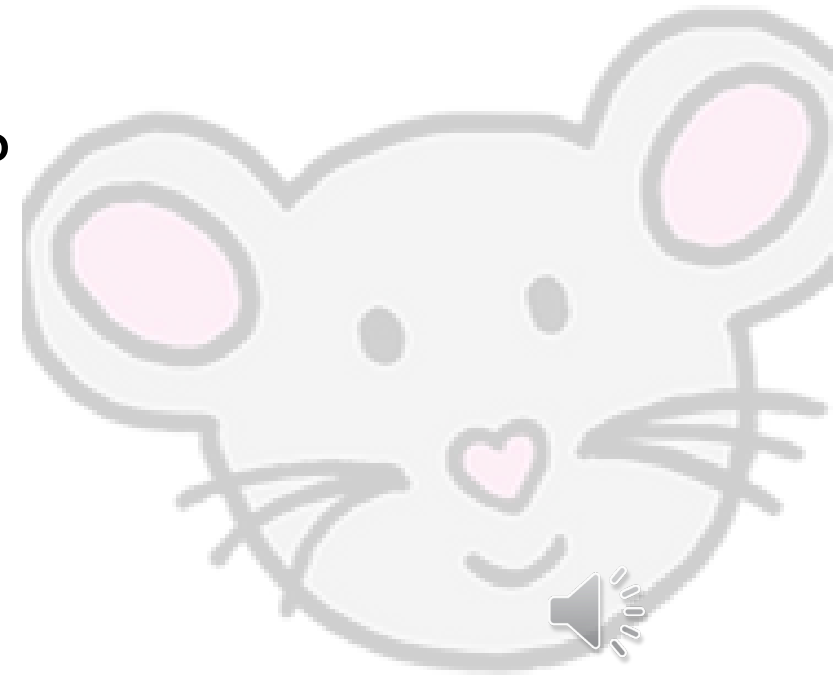


See 4-Factor Model handout



Child Characteristics

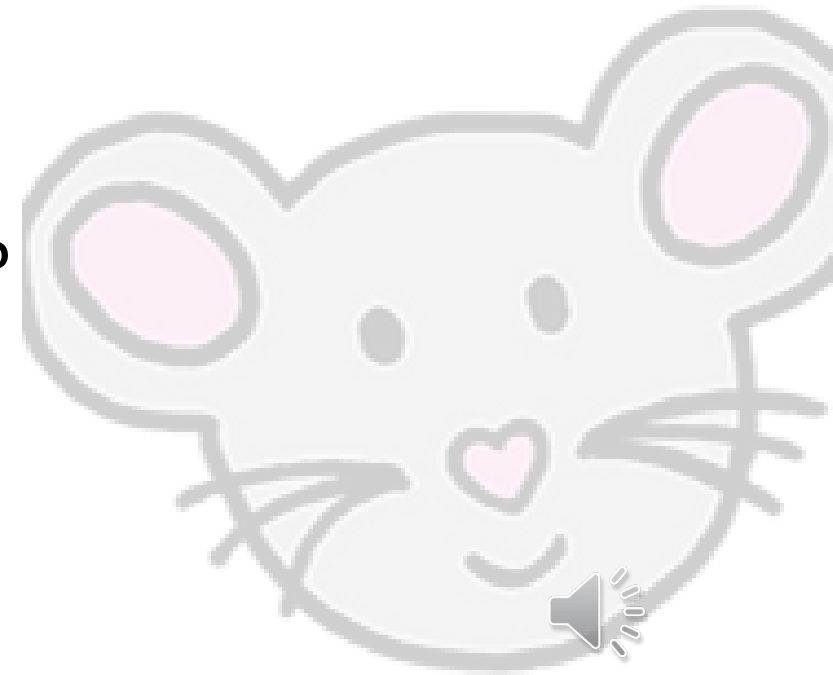
- Genetic predispositions/temperament
- Child's health
- Physical characteristics
- Most tricky situations when exploring this factor?
 - “He’s got the devil in him!”
 - Others?



Parent Characteristics



- Genetic predispositions/temperament
- Parent mental health problems/diagnoses
- Parent medical problems
- Family of origin issues
- Most tricky situations when exploring this factor?
 - Defensiveness about personal contributions
 - Lack of insight?



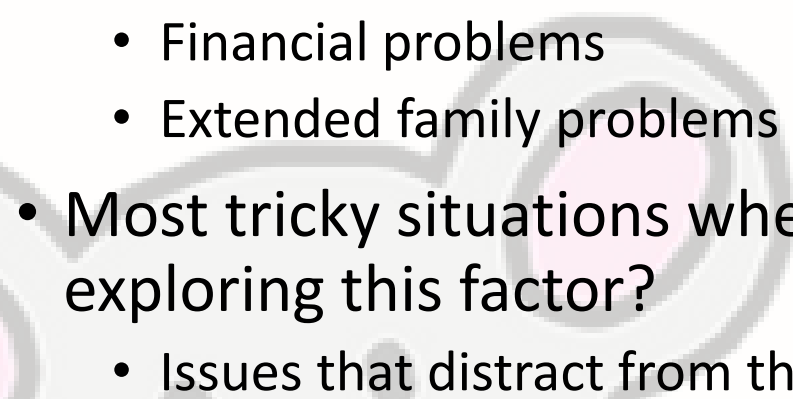
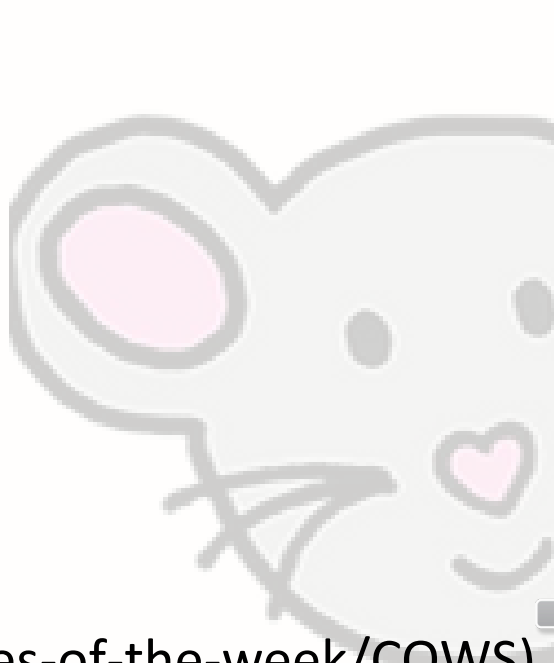

Situational Consequences

- Children misbehave to gain positive consequences
- Children misbehave to escape from unpleasant events or activities
- Can help to ask parents about “Top 3 Situations” where they have problems during the week
 - E.g., morning transition to school, bed time, dinner, when certain combinations of family are around, etc.
 - Then you can use those to think about what consequences the youth is gaining or what they are escaping in those scenarios
- Most tricky situations when exploring this factor?
 - Helping them identify discrete scenarios that are the hardest/easiest
 - Others?



Family Stress Events

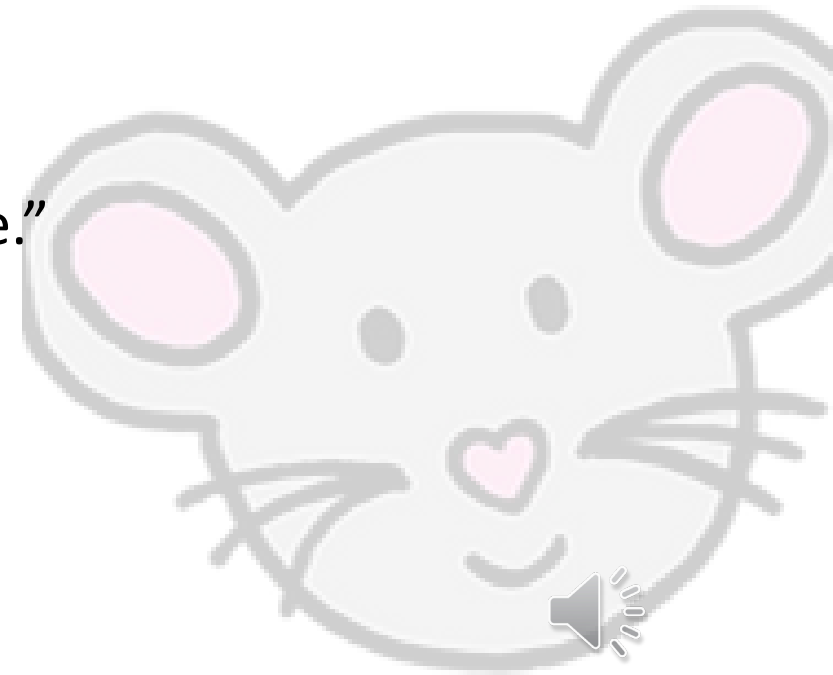


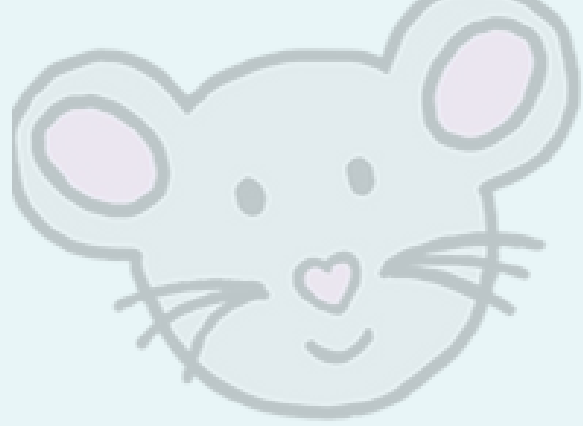
- Why?
 - Disrupt parenting
 - Alter parent perceptions of the child
 - Directly impact on the child's emotional well-being
 - Examples
 - Marital discord
 - Financial problems
 - Extended family problems
 - Most tricky situations when exploring this factor?
 - Issues that distract from the therapeutic focus! (crises, crises-of-the-week/COWS)
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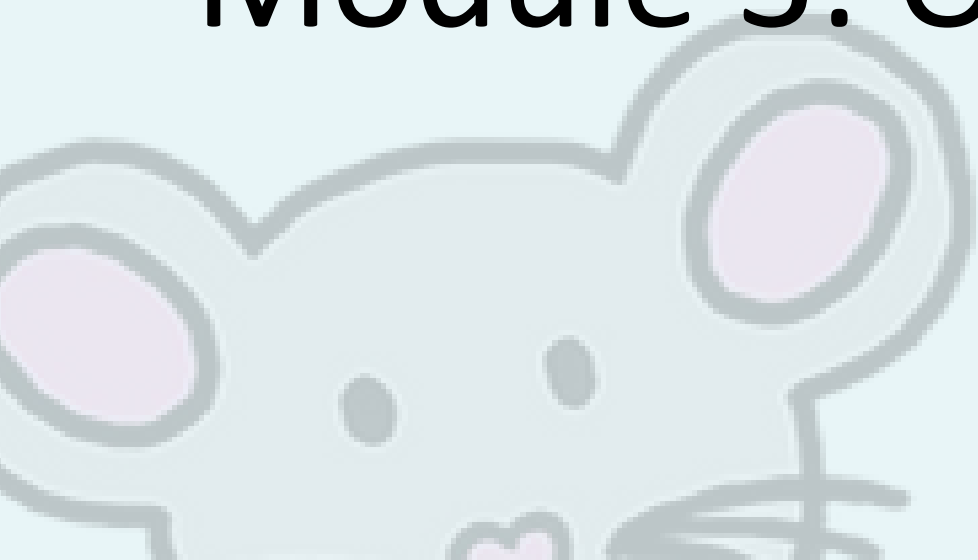
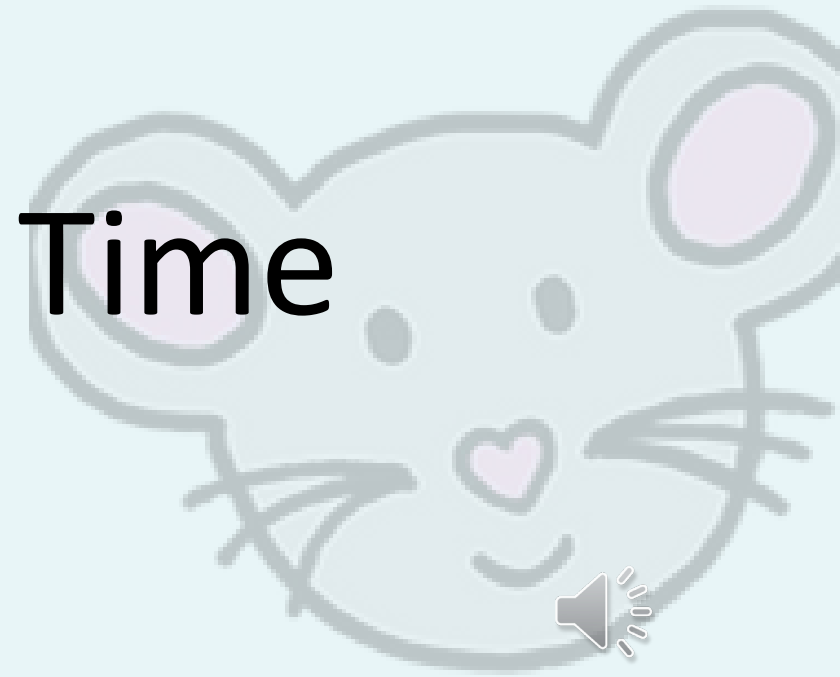
Other Points in Psychoeducation

- Emphasize family strengths
 - Can do this within discussion of each factor
- Emphasize parental efforts
- Describe rationale for focus on parenting
 - “You are the most important person in your child’s life.”





Module 3: One-on-One Time



Best vs. Worst Supervisor Exercise

Characteristics of BEST Supervisor

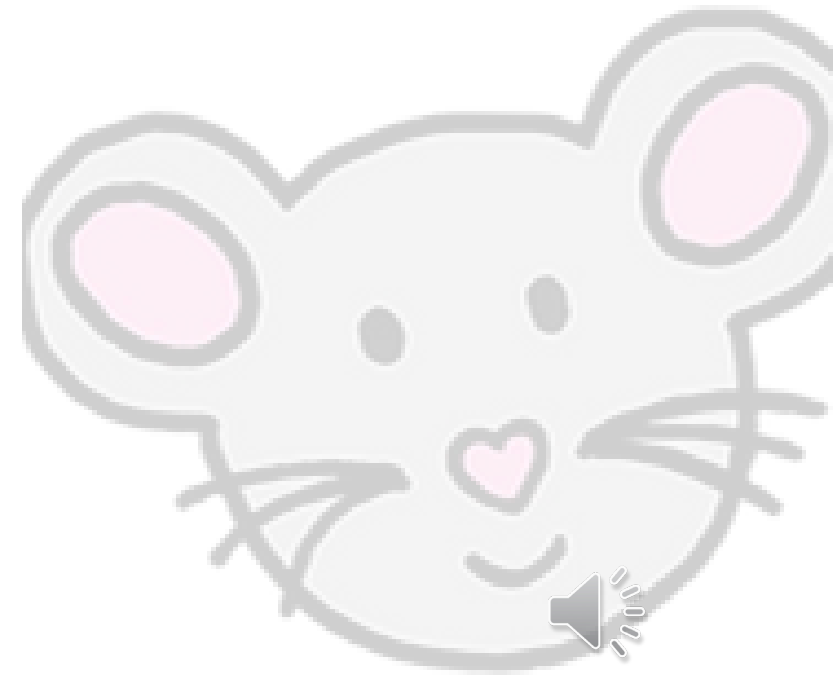
Characteristics of WORST Supervisor





One-on-One Time Rationale and Goals

- Rationale: we tend to want to work harder for those we like and enjoy being with
- Goals:
 - Improve quality of attention towards child
 - Improve interactions with child



What is One-on-One Time?

- “One-on-One Time” handout
- Brief (15 minutes) of uninterrupted time with just child and parent only
 - No siblings
 - Parent should not be distracted (no cell phones!)
 - Child selected activity (within reason) that allows for interaction (no TV, video games, reading)



One-on-One Time Parent Behaviors

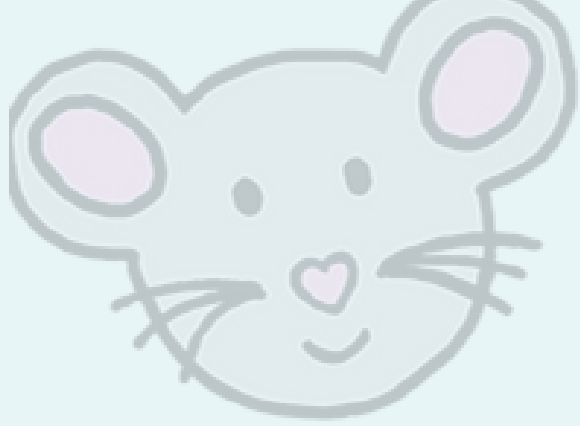
TO DO

- Narrate what child is doing (10 or younger)
- Offer positive statements
 - Be specific, genuine
 - Provide immediately
- Ignore mild misbehavior

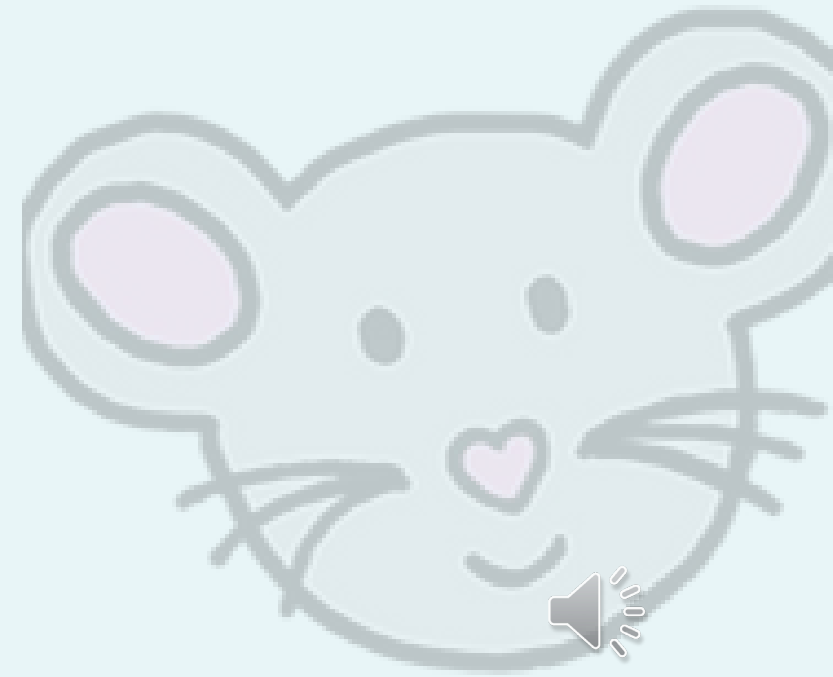
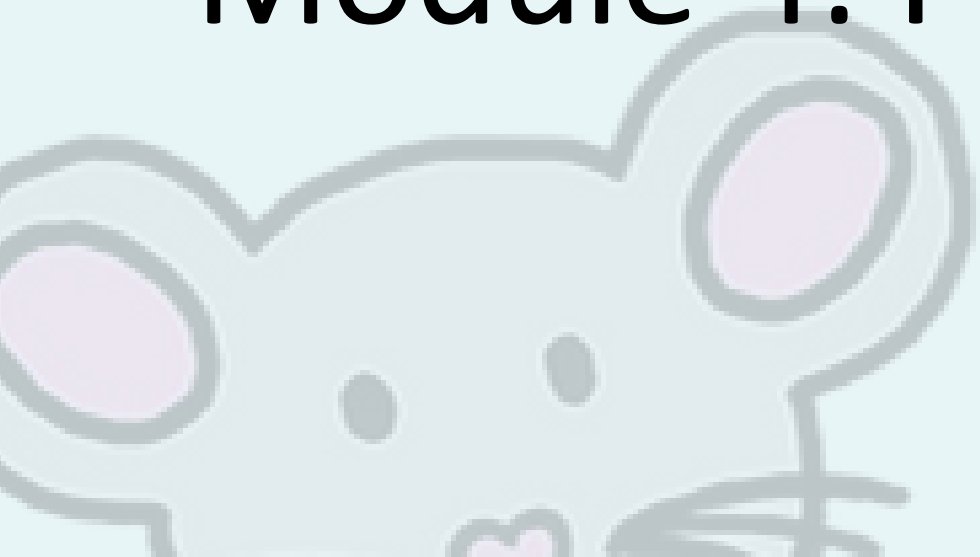
DO NOT DO

- Ask questions
- Give instructions
 - Don't try to teach child something
- Criticize
 - Including back-handed compliments





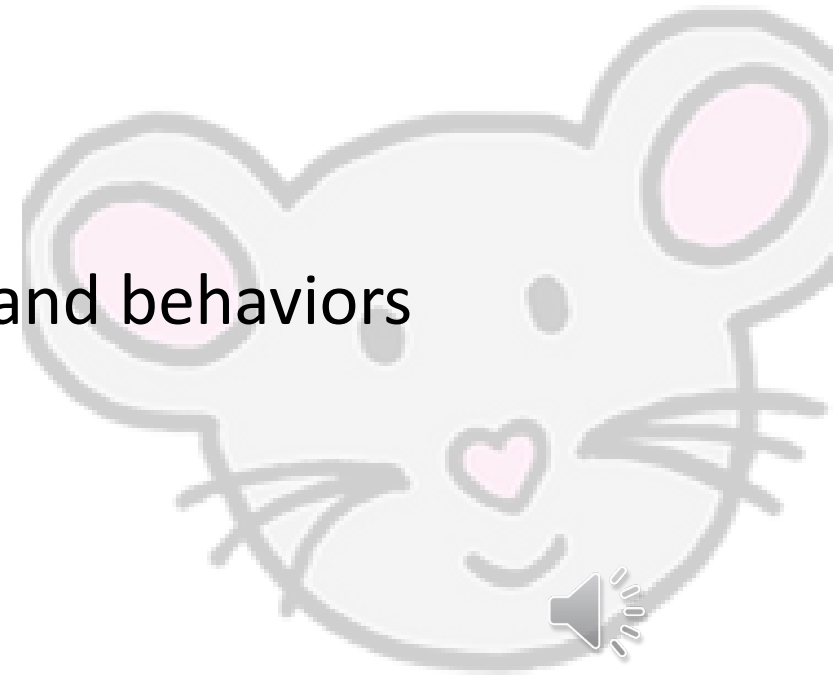
Module 4: Praise



When to Praise



- ✓ Praise for spontaneous compliance with household rules and chores
- ✓ Praise for completion of an instruction
 - Stay to see that each task was completed
 - Be specific in praise
 - Ignore non-compliance for now
- ✓ Increase parental monitoring of child's activities and behaviors



How to Make Praise Especially Effective

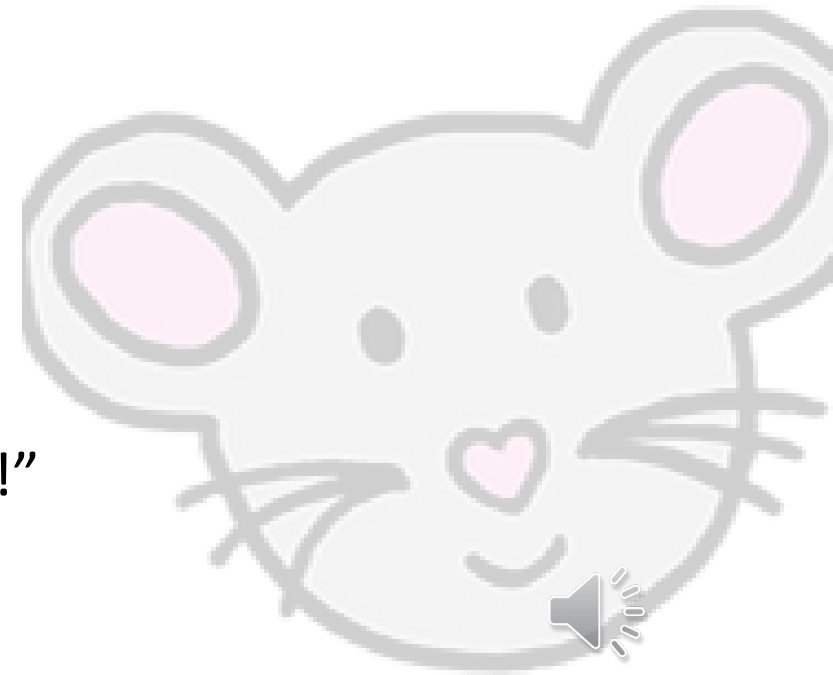
- Monitor behavior—be on the lookout for the good stuff
- Make praise immediate
- Make praise specific

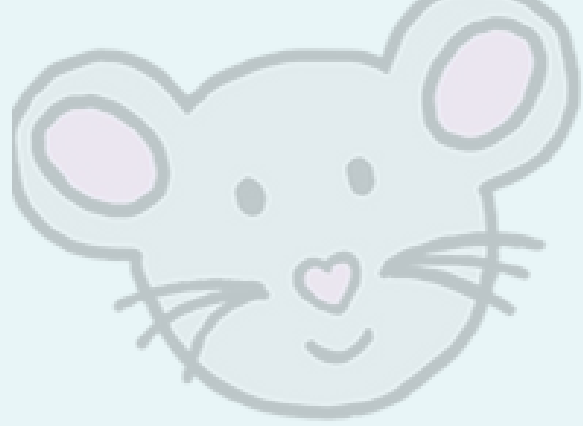
Examples:

“I like the way you’re following directions.”

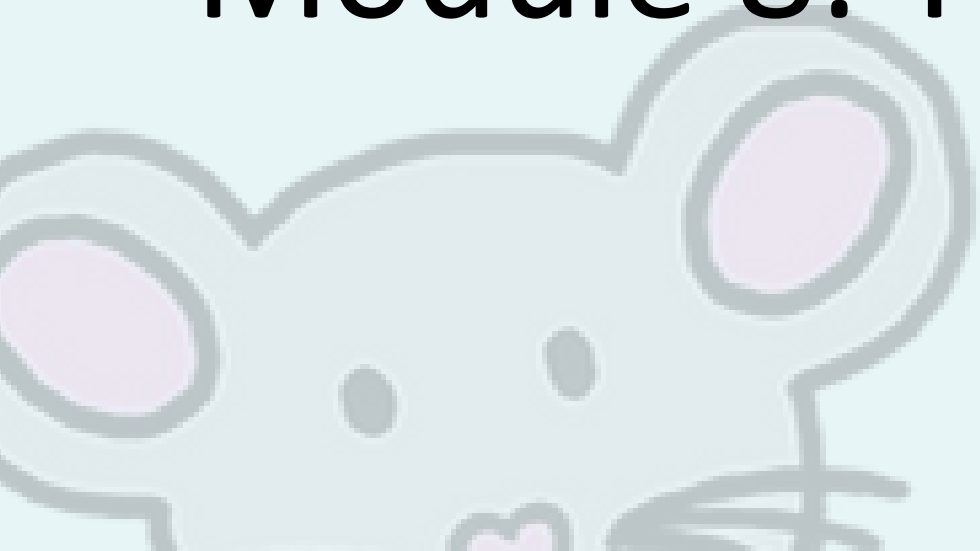
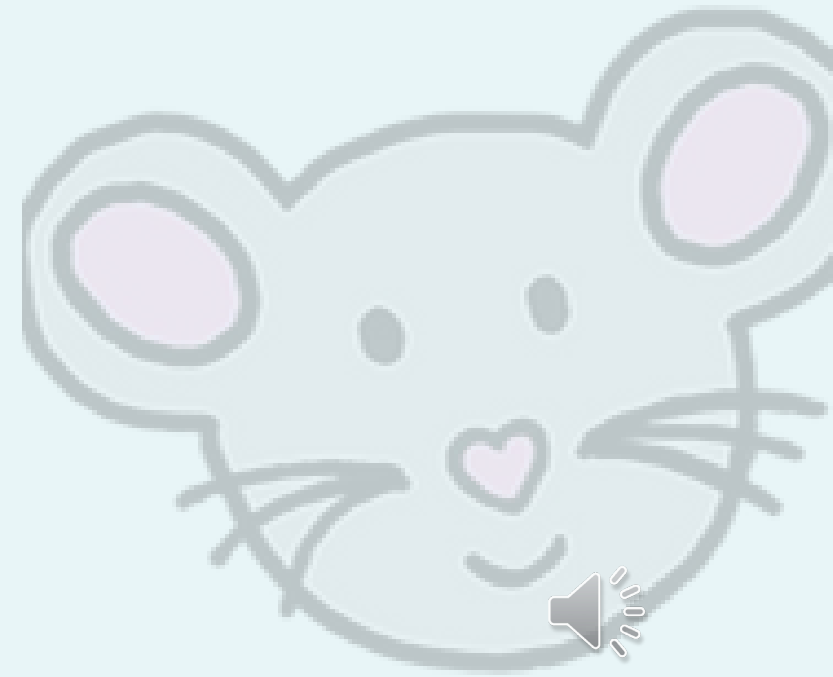
“I really like it when you pick up your toys.”

“Thanks for buckling your seatbelt without being asked!”





Module 8: Time Out



Why Time Out?

...to decrease the occurrence of undesirable behavior

HOME

- ❑ Fighting with siblings
- ❑ Not following parent instructions
- ❑ Repeatedly talking back to parents
- ❑ Damaging toys/furniture

SCHOOL

- ❑ Taking another student's supplies
- ❑ Poking a classmate with a pencil
- ❑ Leaving the classroom without permission
- ❑ Repeatedly interrupting the teacher or other students



How to Teach Time Out

- Choose behaviors that warrant TO
 - Non-compliance
 - Violation of house rules
- Choose location
- Length
- Explain time out to child and family



Time Out Procedure



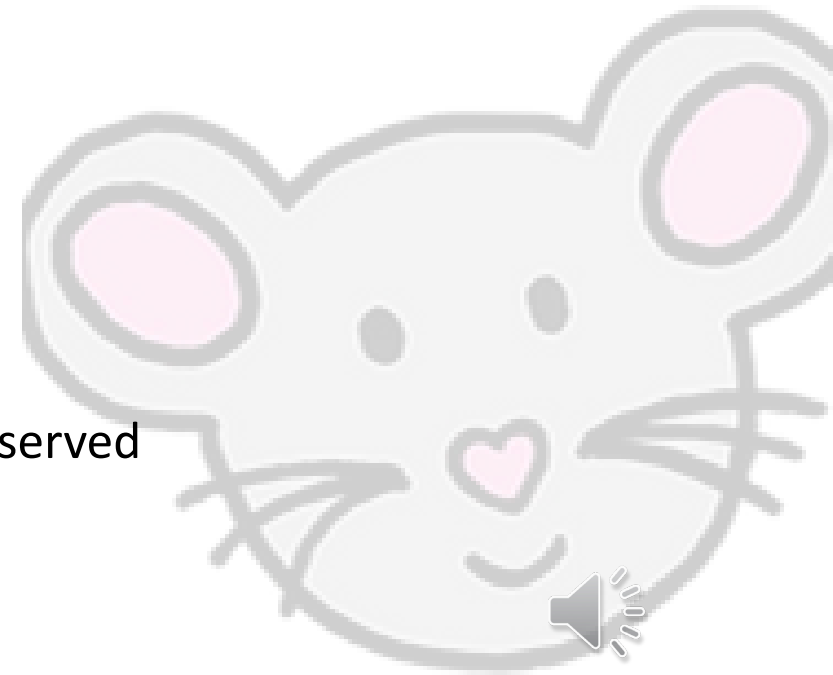
- TO Procedure
 - Starting
 - During
 - Ending
 - Following
- Practice time out procedure (before, during, and after) can be helpful
- Anticipate difficulties



Escape from Time Out



- One warning is always given: “If you come out again, then....”
- Options for back-up consequences
 - Privilege removal
 - More isolated place
 - Remove points from token system
 - Extend time out time
 - Total reward shutdown
 - No opportunity to earn or cash in rewards until Time Out is served



Time Out vs. Relaxation (Side Bar)

- A time out is a total removal of all reinforcement
- When someone is upset but not misbehaving, they can take a “cool down”
 - More akin to relaxation though some will say, “I need a time out.”
 - Sports metaphor:
 - Coach calling time out vs. player put in penalty box



Thank you!

- MATCH includes modules for anxiety, depression, and conduct problems
 - All may be relevant for youth with epilepsy at different stages in their development and condition
- Enjoy the rest of your training!

Thank you for all the work you do!

