

**MATCH-ADTC:
MODULAR APPROACH TO
THERAPY FOR CHILDREN WITH
ANXIETY, DEPRESSION, TRAUMA,
AND CONDUCT PROBLEMS**



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Practice Delivery: Conduct Problems

Types of Children Appropriate for MATCH

- ❑ Children who are noncompliant, disobedient, oppositional, defiant, and/or break rules
- ❑ Children who have Oppositional Defiant Disorder (ODD)
- ❑ Children with mild to moderate Conduct Disorder (CD)
 - ❑ Children with Attention Deficit Hyperactivity Disorder (ADHD) if is NOT the primary problem area
- ❑ Children ages 8-13
 - ❑ Other disorders involving disruptive behavior problems

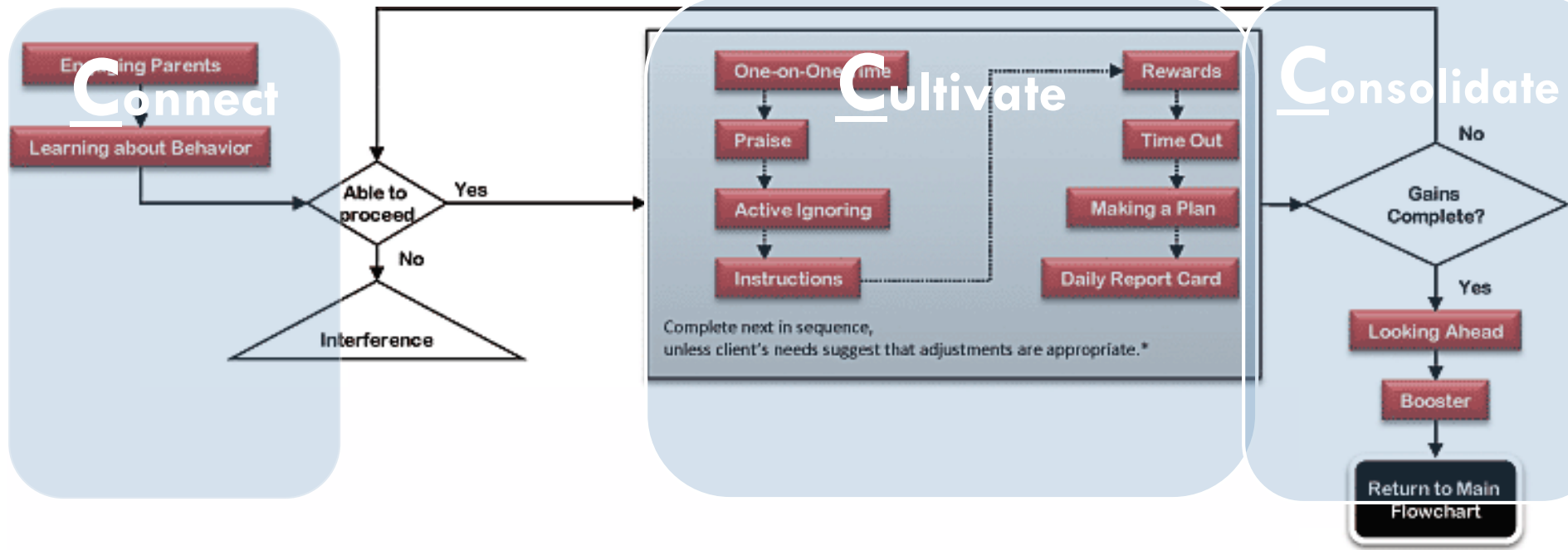
Why Parent Management Training for Non-Compliance?

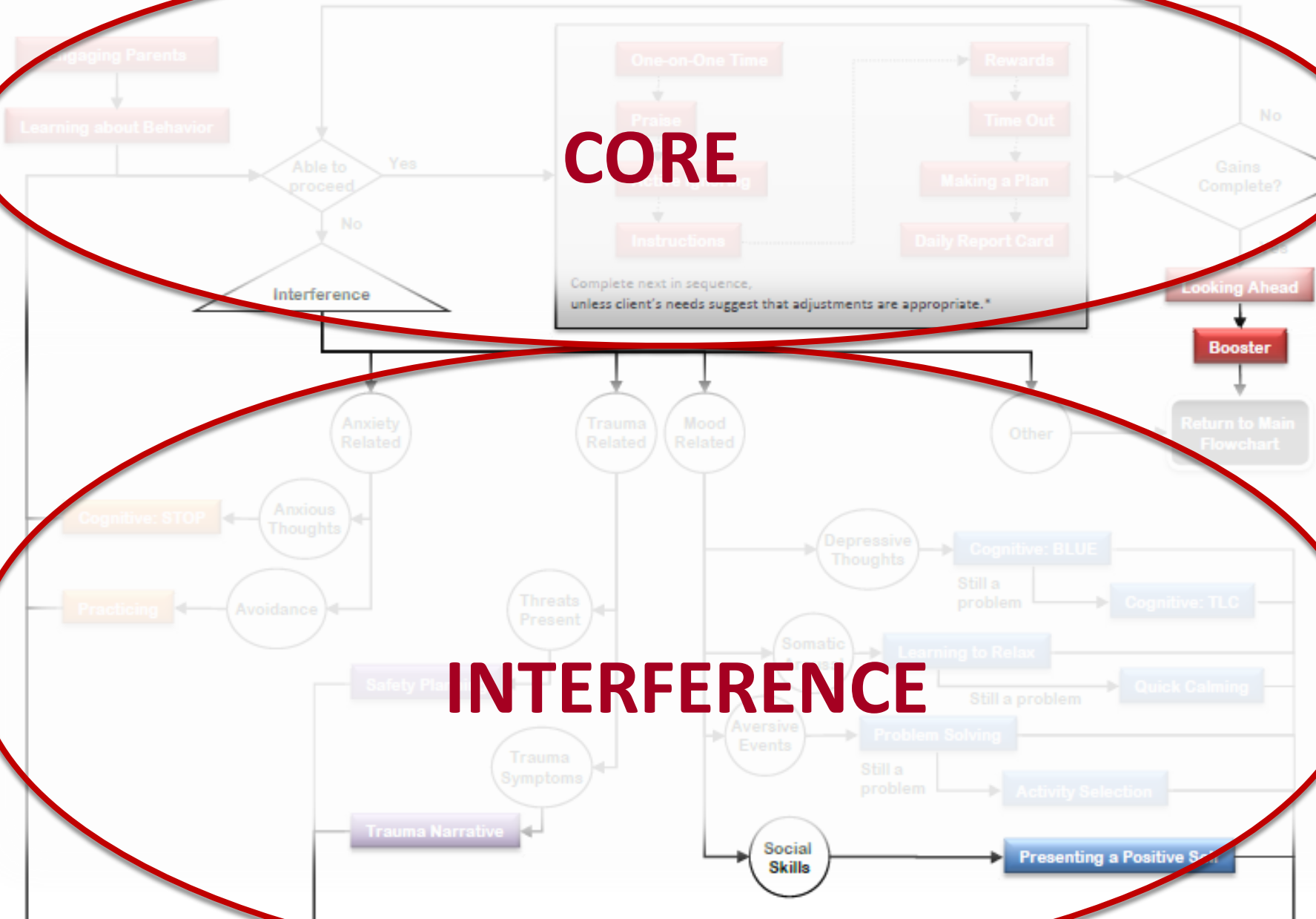
- Most extensively tested treatment of disruptive behavior disorders
- Shows initial and long-term benefits
 - Associated with caregiver satisfaction (MTA study)
 - APA Empirically Supported Treatment
 - 42 Studies testing PMT strategies showing significant results
 - Studies show maintenance of changes up to 6 years following treatment completion

Expected Effects of MATCH- C (Conduct)

- ✓ Improved positive attention to child
- ✓ Improved family emotional climate
- ✓ Decreased family hostility and negativism
- ✓ Decreases in angry and ineffective caregiver nattering
- ✓ Improved use of effective consequences
- ✓ Improvements in child compliance, rule-following and other behavior problems

Conduct Flowchart





* Daily Report Card should always be preceded by Rewards



A Word About Engaging Caregivers & Parent Management Training

Helpful Tips:

Build Motivation to Participate

Weigh the costs and benefits of participating in treatment vs. continuing with things as they are

- How much time would you say you spend each day dealing with your child's challenging behavior?
- Predict that the behavior problems are likely to get worse rather than stay the same

Explain that the strategies to address behavior are based on a strong parent-child relationship

- Caregiver may feel defensive about new strategies (e.g., "this is how I was raised and I turned out fine;" "my child's condition makes it so that other strategies won't work")

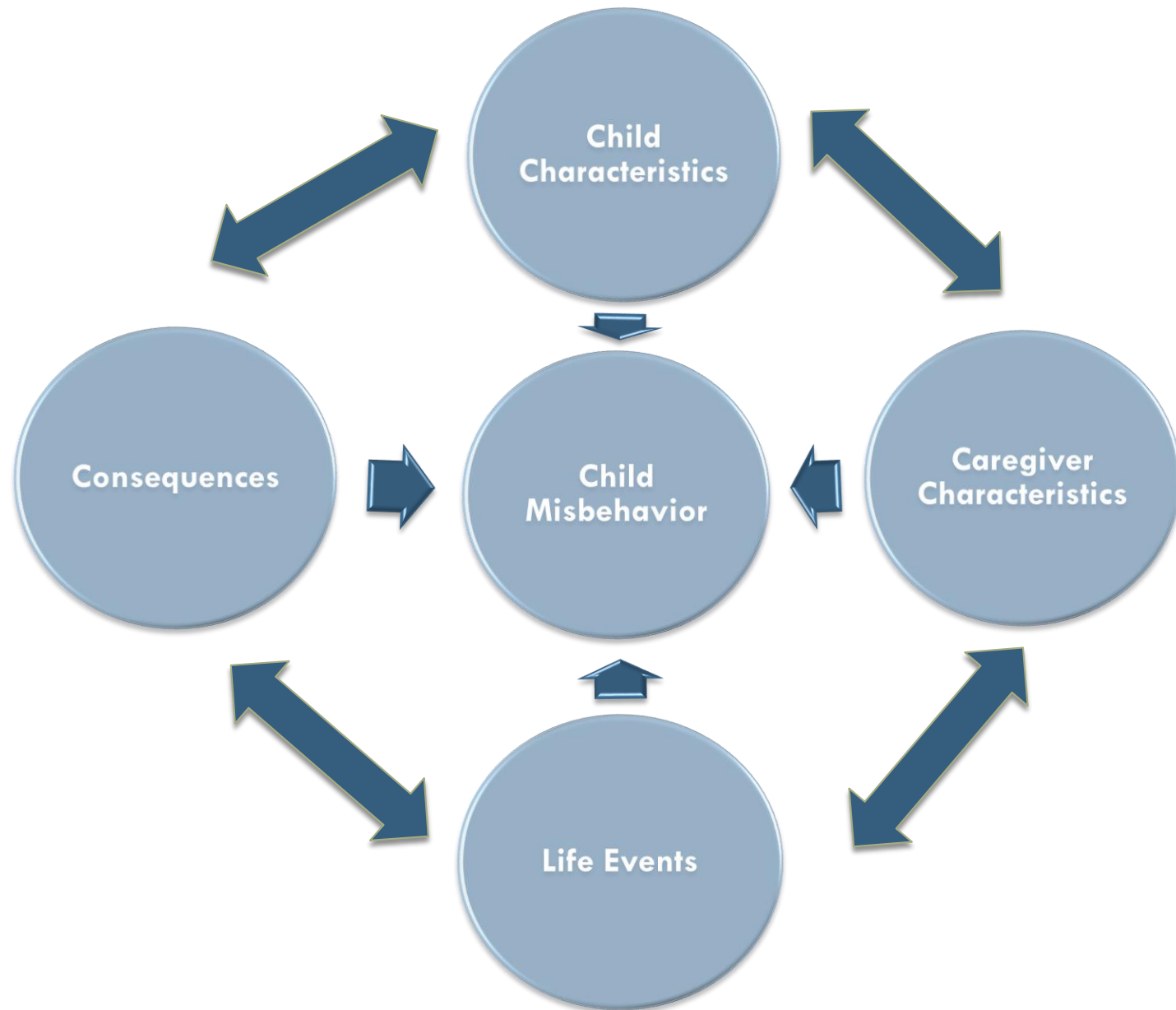
Connect participating in therapy to concrete goals

- "What would it be worth to you to not go to bed exhausted/angry/frustrated with your child?"

Why Do Children Misbehave?

- ❑ Assess caregivers' perceptions of the causes of child behavior problems
 - ❑ What are some common reasons people give?
- ❑ Present model for understanding child misbehavior (4-Factor Model)
 - ❑ Child Characteristics
 - ❑ Caregiver Characteristics
 - ❑ Consequences
 - ❑ Life Events

Summarizing the 4-Factor Model





Module:One-on-One Time

One-on-One Time

Rationale for Increasing Caregiver Attention

- ▣ Everyone needs attention and praise
- ▣ We feel better and work harder when we are praised
- ▣ Best vs. Worst Supervisor Example

Way for caregiver to practice attending skills and praising. . .

- ▣ . . . in “ideal” situation

What is One-on-One Time?

- Ideally, 15-20 minutes of uninterrupted one-on-one time with just child and caregiver ONLY
- Activity should:
 - allow for observation and continued description of child behavior
 - be selected by the child (within reason)
 - not include activities such as watching TV, playing video games, reading, etc.

What are the goals of One-on-One Time?

- Improve quality of caregiver attention
- Improve caregiver-child relationship through play
- Teach caregivers to attend to positive child behaviors and ignore mildly negative behaviors

One-on-One Time: Descriptions of Play

Description of play:

- Verbal narrative of the child's ongoing activity
 - “You are...” statements (behavior description)
 - “It is...” statements (information description)
- Sports commentator metaphor

Purpose:

- Shows that caregiver is paying attention and is interested in what the child is doing

Older children:

- May view this narrative as disruptive and condescending
- Other options?

One-on-One Time: Praise

Praise:

- Statements that positively evaluate the child's behavior
- For every 5 descriptions given, caregiver should aim for 1 praise

One-on-One Time: Praise

Types of Praise:

- Unlabeled Praise – demonstrates approval but does not identify reason.
- Labeled Praise – tells child exactly what it is s/he did that you liked
- Physical Praise – e.g., high five, hug, wink

The No-No's of Attending

- **No instructions!**
 - Requires that child pay attention to caregiver
- **No questions!**
 - Requires that child respond to caregiver
 - Can use sparingly with older children
- **No criticisms!**
 - Will harm caregiver-child relationship and increase disruptive behavior
- **More No-No's:** No, Not, Don't, Stop, Quit

What If Misbehavior Occurs During One-on-One Time?

- For mild misbehavior, caregiver should ignore the child (withdraw attention)
- For moderate to severe misbehavior, caregiver should end one-on-one time and use whatever discipline techniques he/she has been using

ROLE PLAY: Attending Skills

□ Role Play Case:

- **8 y/o with epilepsy, ADHD, oppositionality**
- **Therapist will model one-on-one time for the parent**

□ Your Role Play Goals:

1. Use One on One Time Handout
2. Model skill for parent in context
3. Reflect, describe, imitate, and praise!
4. Turn your back on mild misbehavior

Modifications for Older Kids

What changes?

- There is more interaction
- There is less description
- It is more structured (can be a game, a walk, a bike ride)

What stays the same?

- It is child directed
- Child gets to choose
- It is conflict-free
- It is automatic (child does not earn or lose)
- Misbehavior is handled the same way



Module: Praise



Praise

- “Catch Your Child Being Good”
 - Poor Ratio of positive to negative attention needs to be reversed
 - Need to treat absence of negative behavior as something remarkable
- Paying attention to good behavior reduces bad behavior
- Many caregivers identify “getting attention” as a motivator for misbehavior
 - This is a way to use parental attention to its best advantage!

When to Praise

- ✓ Praise for spontaneous compliance with household rules & 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!”

Independent Play: A Great Opportunity to Praise!

Independent Play is an optional skill that could be used when disruptive behavior is a problem.

How does it work ?

1. Assign the child an activity before beginning
“While I’m on the phone, if you’re not doing anything else, I want you to use your crayons to draw pictures in your bedroom.”
2. Start activity
3. Stop within one minute to praise & reissue command
4. Resume activity for slightly longer
5. Stop to praise
6. Gradually increase interval between praises

Praise: Common Caregiver Concerns

“Why should I praise my child for doing what is expected?”

- Ask parent to consider what happens when he/she does only what is expected, and not something spectacular, at work. Does he/she still get paid?
- Consider praise the “pay” for children for doing their job. Even if they just do the expected, they still get “paid.”



Module: Active Ignoring

Active Ignoring: Rationale

Goes hand-in-hand with praise

- Increase attention to POSITIVE behaviors and decrease attention to NEGATIVE behaviors
- Remind caregiver of reinforcement principles

Review example problems with caregiver

- Look for examples in which annoying or noncompliant behaviors are rewarded with attention

Remind caregiver that ignoring is effective ONLY in the context of a rewarding environment

Active Ignoring: Procedure

Active Ignoring Handout

A harder skill than caregivers might think!

- Identify ignorable behaviors
 - What would clinicians recommend?
- Do not get “drawn in” by arguing, scolding, or talking
- Don’t express emotion, either verbally or in facial expressions or movements
- Avoid eye contact
- Get absorbed in something else

Active Ignoring: Caregiver Concerns

Guilt

- Particularly in certain cases, may express concerns about idea of ignoring child
- Remind caregiver that he/she is NOT ignoring the child, s/he is ignoring unwanted behavior
- Increasing attention to desired behavior means child will not receive less attention, but will receive attention at different times

True Distress

- Child may truly need help, but goal is to help him/her develop a better way of expressing his/her needs
- Important to respond quickly to appropriate behavior to help child differentiate

Active Ignoring: Extinction Bursts

When we are used to being rewarded, and rewards stop, what happens?

-- Broken Snack Machine

Help caregiver plan ahead for how s/he will tolerate “extinction bursts”

--This is how you know the intervention is working!



Let's see what it looks like!

Active Ignoring

Female – 9 y/o – whines a lot, especially when she is instructed to do her homework. She repeatedly says she can't do it or doesn't know how, which usually results in caregiver sitting next to her while she does it.

ROLE PLAY: Active Ignoring

□ Role Play Case:

Male – 9 y/o – has been allowed to not do chores due to ‘walking on eggshells’ re: seizures. Seizures now under control. Child complains when given chores to do. Needs to pick up his toys.

□ Your Role Play Goals:

1. Give direction for him to pick up his toys.
2. Ignore whining, complaining, inappropriate behavior.
3. Praise appropriate behavior

Module 8: Time Out



Time Out: Rationale

- With time out, caregivers learn to follow the sequences presented whenever an instruction is given to manage noncompliance
- Use time out for one or two target behaviors associated with noncompliance initially
- The details ARE important!

Time Out: Rationale (cont.)

- ... from Positive Reinforcement
 - Consider ways in which typical punishment procedures may inadvertently reinforce child

- At this point in the program. . .

- The environment is more naturally reinforcing
 - One-on-one time, praise, rewards typically precede

- Caregivers have been practicing giving good instructions

Why Time Out Works

- ✓ Decreases problem behavior
- ✓ Milder and safer than other types of discipline caregivers often use
- ✓ Provides predictable consequences for misbehavior
- ✓ Allows parent a chance to “cool off”
- ✓ Keep in mind. . .
- ✓ . . . The parent may have tried time out before, but not all time out programs are the same!

Compliance Training

Instruction

Compliance Training

Instruction



Comply

Compliance Training

Instruction

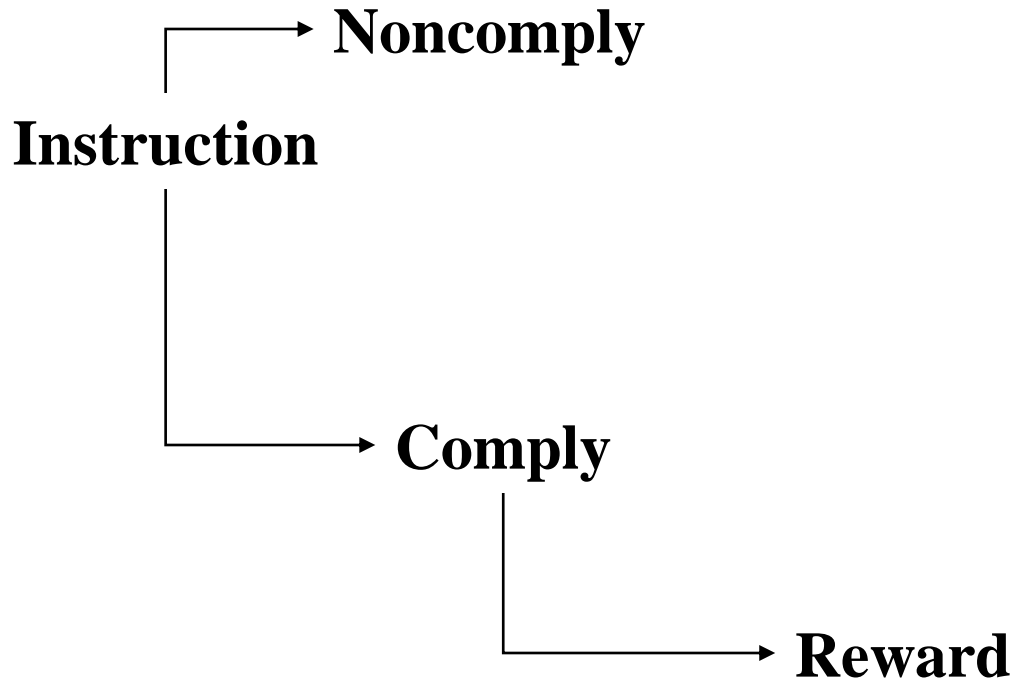


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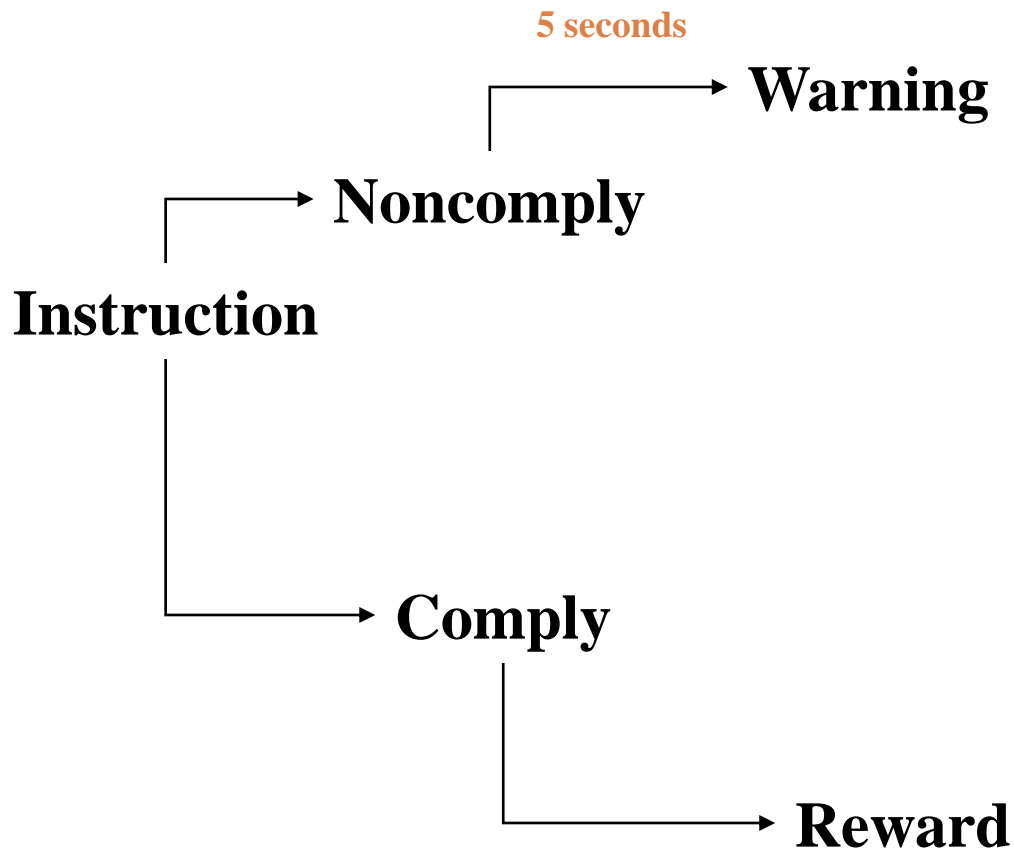


Reward

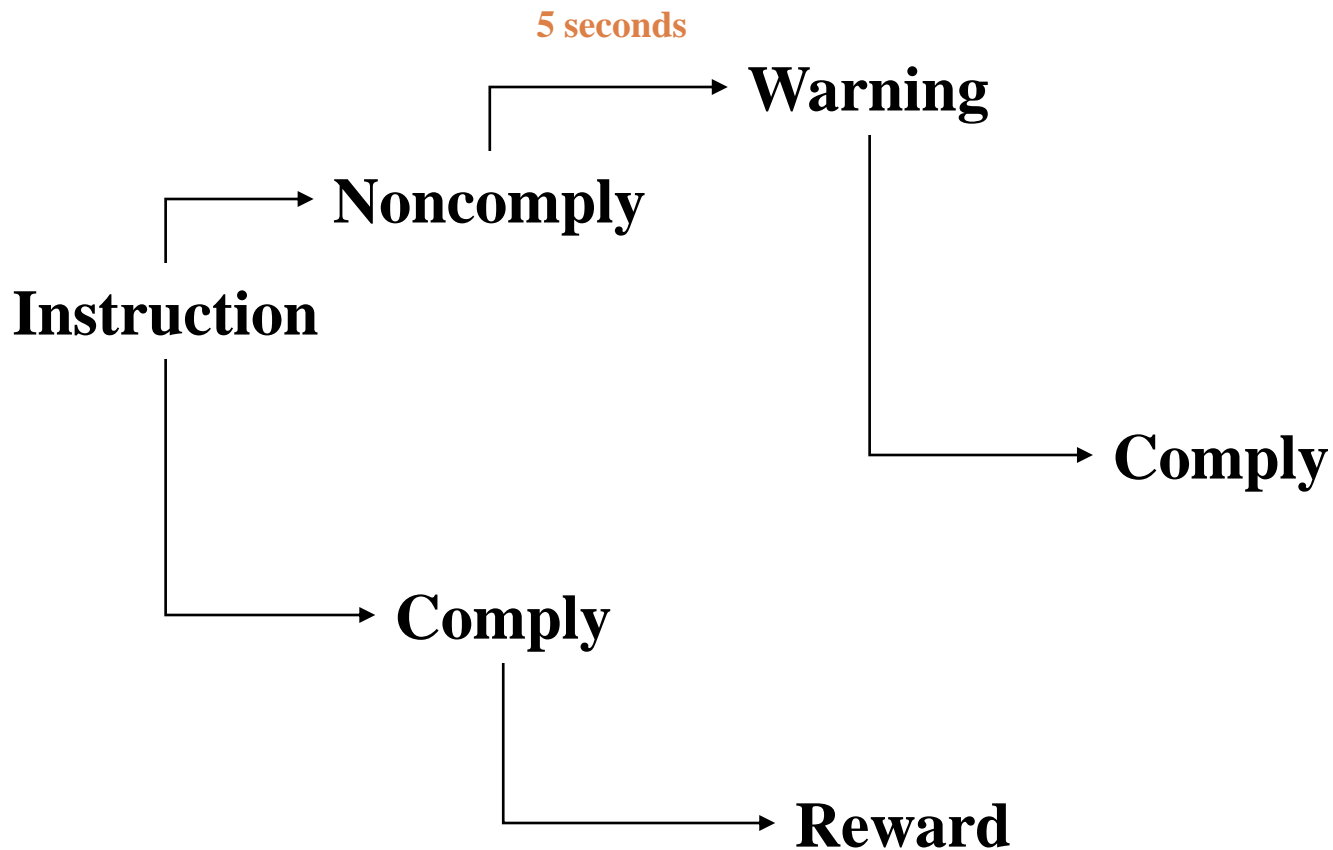
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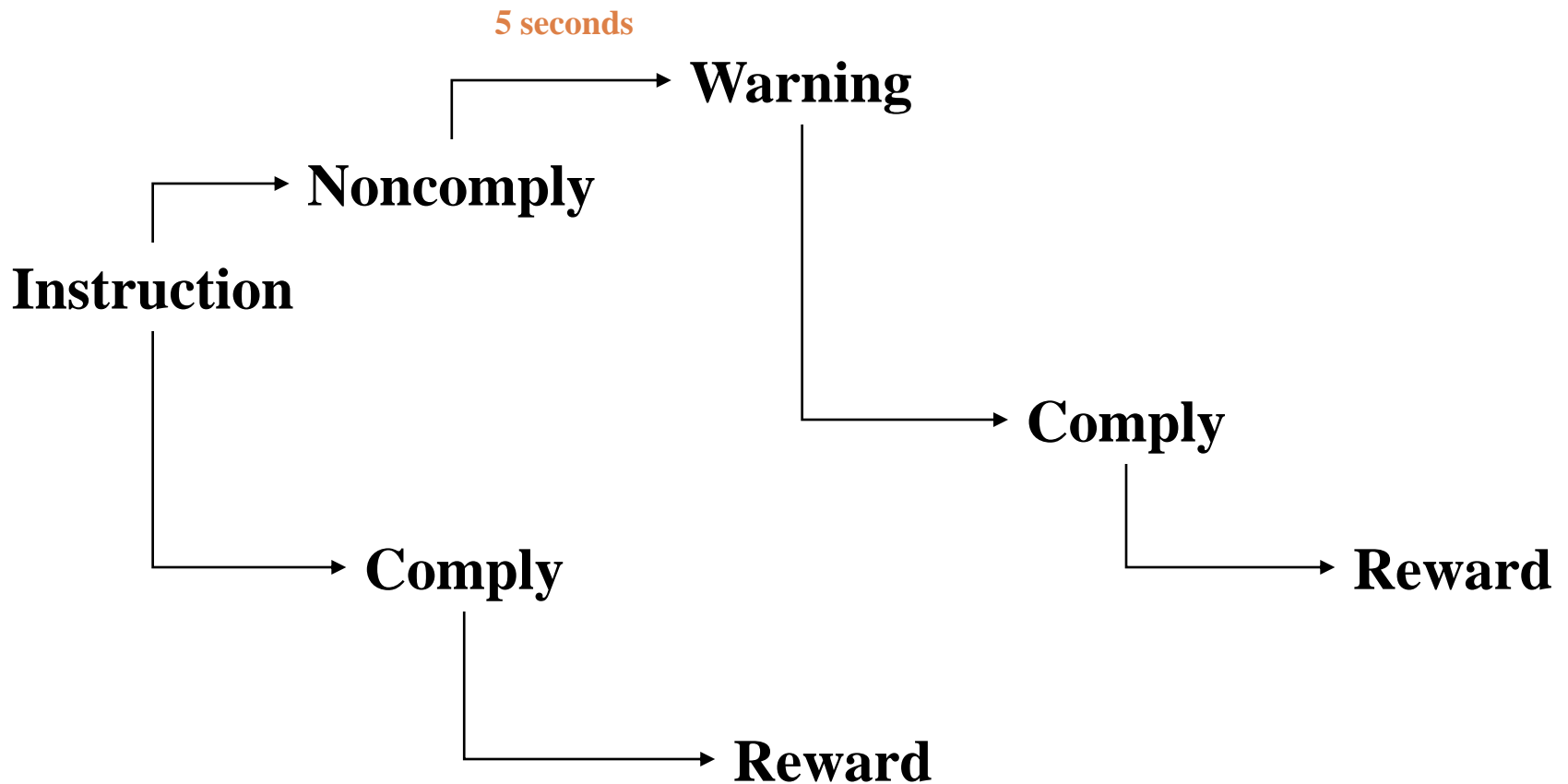
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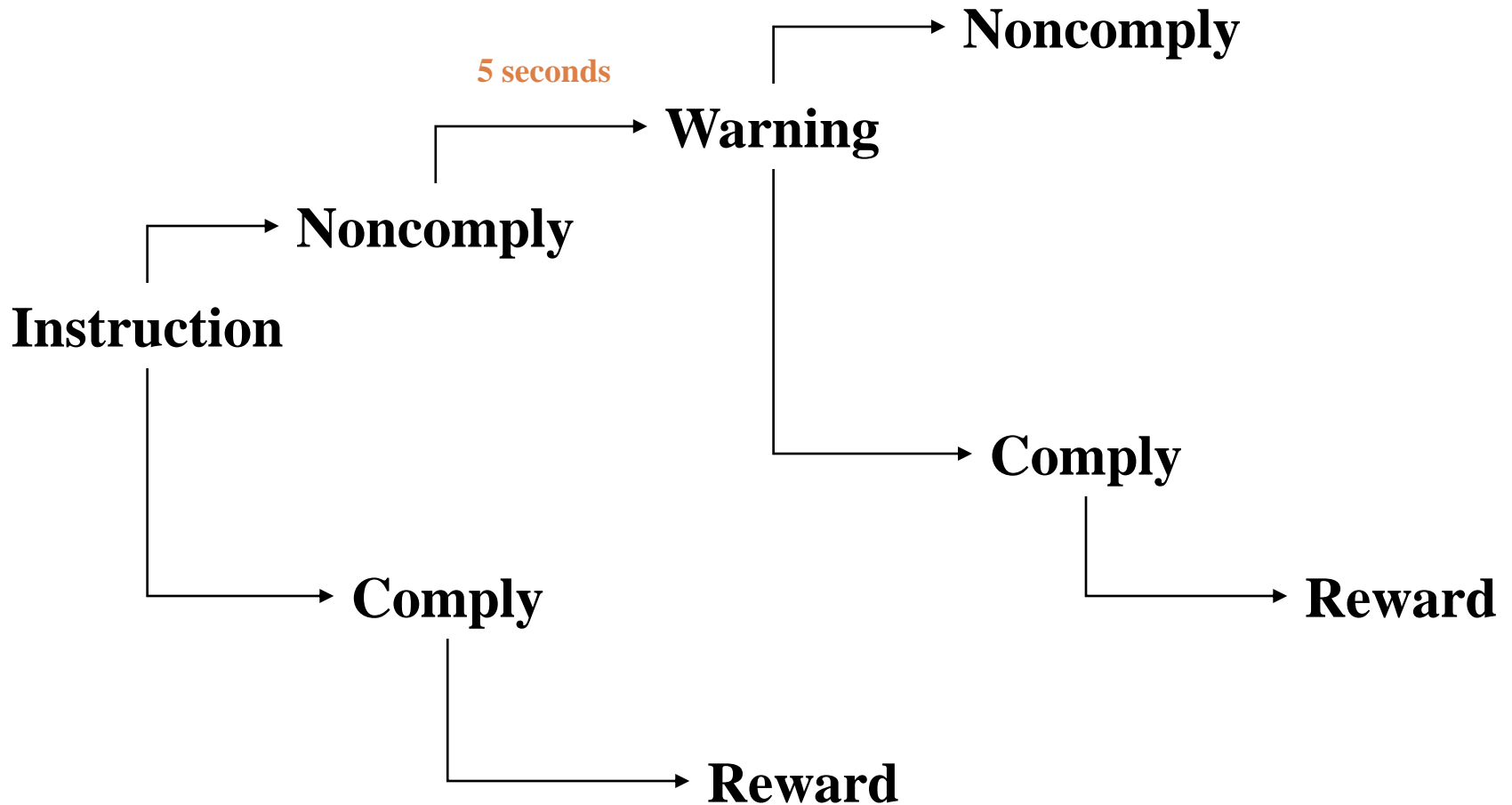
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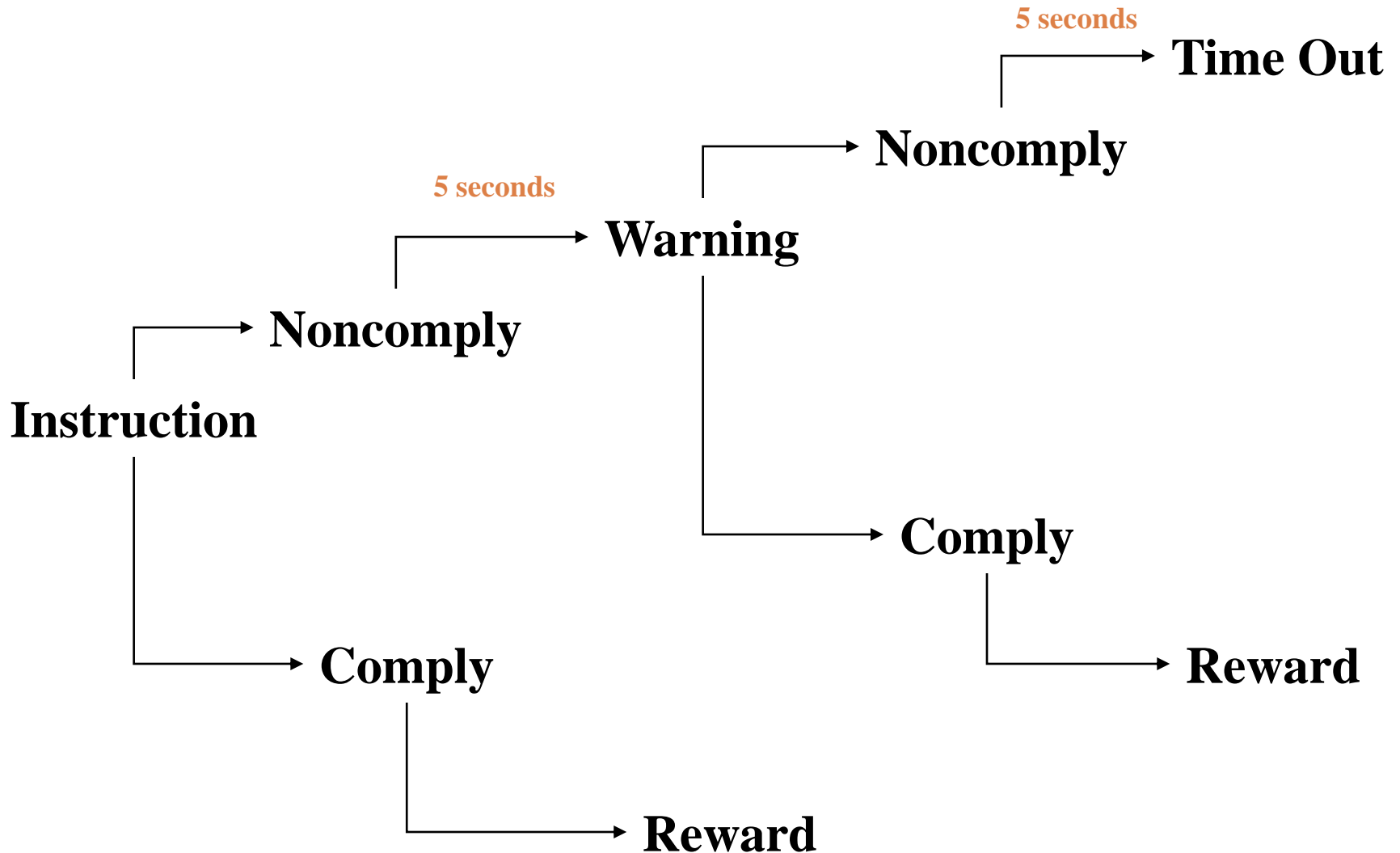
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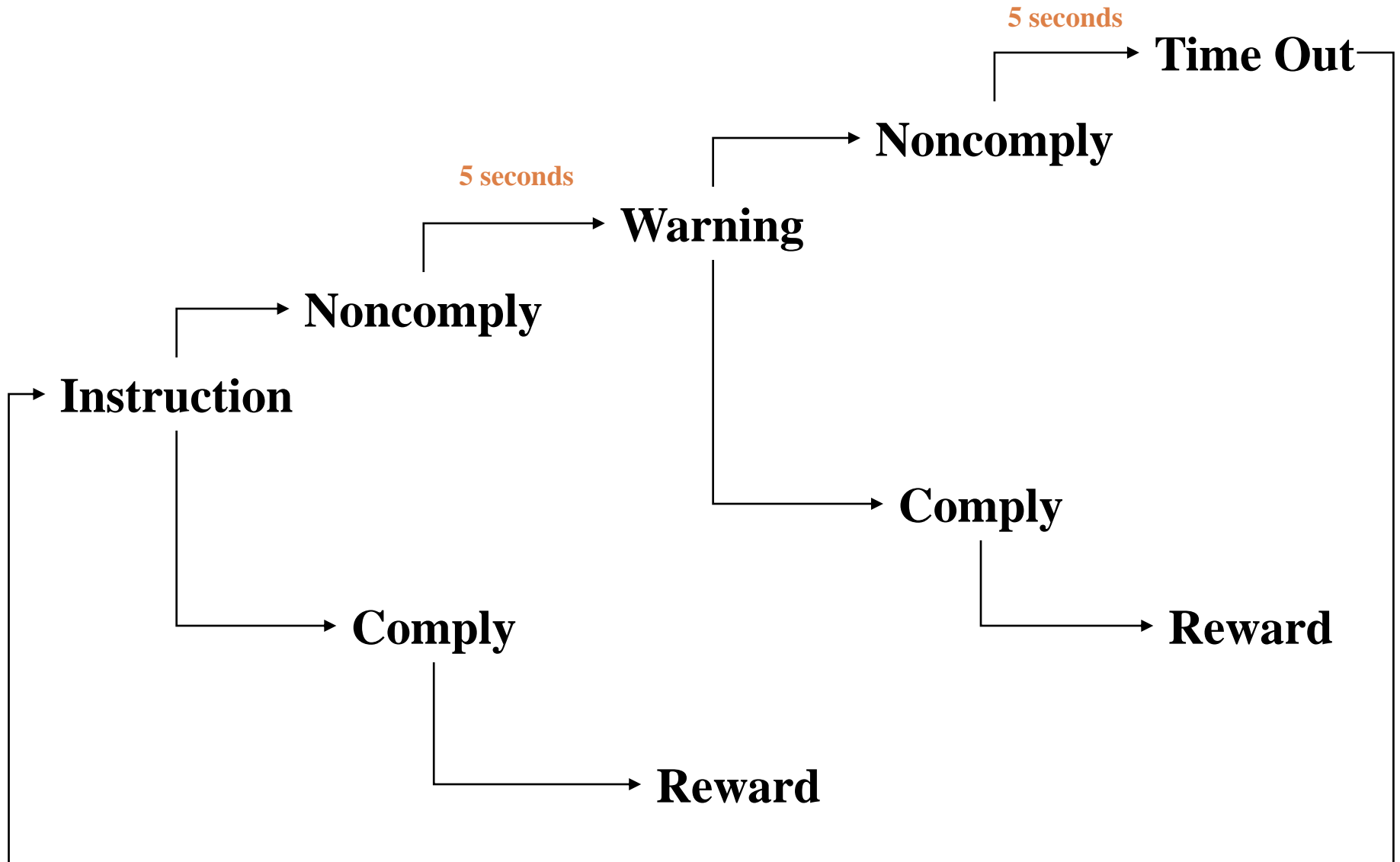
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Compliance Training



Compliance Training



Time Out Script

GIVE COMMAND:

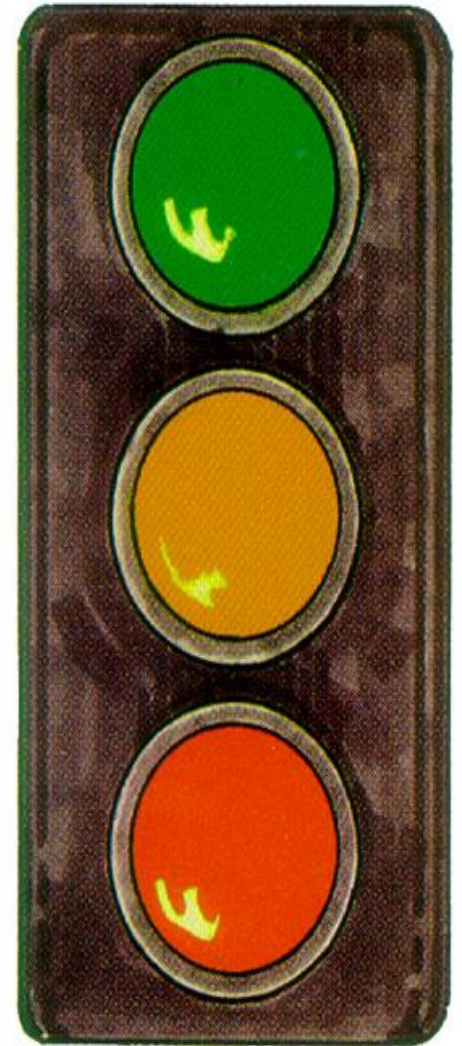
“Please pick up your shoes and put them in your room (5-4-3-2-1).”

GIVE WARNING:

“If you do not pick up your shoes and put them in your room, you will go to time out (5-4-3-2-1).”

GIVE TIME OUT:

“You did not do as I asked so now you will take a time out.”



Time Out Steps

1. “Since you didn’t.....”
2. Caregiver accompanies child to time out
 - CG does not talk to child
3. Child sits in time out chair for X minutes
 - CG ignores C while in chair
4. After X minutes, caregiver goes to chair and accompanies child back to command situation
5. CG reissues same command again
6. Procedure repeats until C complies

When to Use Time Out

- *Use for moderate misbehavior*
 - Continue to use active ignoring for passive/mild misbehavior
- *Begin with targeting a few behaviors*
 - Time out will be less effective if it is applied to too many behaviors
- *Make sure positive skills are already in place*
 - If time out provides escape from a punishing environment, it will fail

Common Time Out Pitfalls

- ❑ Too long!
 - ❑ Time out should be no more than 1-2 minutes per year of age of child, and should not exceed 10 minutes
 - ❑ Benefits do not increase with longer time!
- ❑ Location is reinforcing
 - ❑ Bedroom, in view of TV, where people talk to them
- ❑ Allowing child to choose when s/he is “ready to come out”
- ❑ Processing after the time out has been served
 - ❑ Double punishment!!

Questions & Answers



Age-Appropriate Modifications to Time Out: Response Cost

□ *Response Cost*

- Make a list of undesirable behaviors such as physical aggression, lying, stealing, cursing or other house rule violations
 - Assign point loss values to each
 - Child loses points on token system for every occurrence of a listed behavior
-
- *Needs to be used sparingly - can undermine effectiveness of rewards!!!*
 - Use Time Out first if possible!

Compliance Training

