

## Booster (Conduct)

### Use This:

To follow up with parent after treatment for his or her child's conduct problems (1 and 3 months' post treatment).



### Goals

- The parent decides whether or not to continue the reward system, if one is still in effect
- You and the parent will review the **Daily Report Card** (if appropriate) and consider whether or not to continue it
- The parent will review successes and challenges encountered with previously taught skills
- You will make adjustments or additional recommendations as needed

### Materials

- Child's **Daily Report Card** (if available)
- **Weekly questionnaires** and **Monitoring sheet** (see pages 277-293)
- **Therapist Note Taking Sheet** (p. 276)

*⌚ If time is tight: Review the child's status with the parent to determine whether additional adjustments or interventions are warranted.*

### Main steps

- |   |   |
|---|---|
| <input type="checkbox"/> <b>Set an Agenda</b> | Remember to start by setting an agenda together and reviewing any practice assignments.   |
| <input type="checkbox"/> <b>Obtain Rating</b> | Review <b>Weekly questionnaires</b> and <b>Monitoring sheet</b> in detail, and review the strategies, what strategies are working well/what aren't working as well. |

<input type="checkbox"/> <b>Discuss Reward Programme</b>	<p>If the child is on a reward programme, discuss the parent's thoughts on the continuation or termination of the programme. Suggest to the parent that he or she might want to try suspending the record-keeping part of the reward system for a few days, allowing the child to continue to earn privileges based on how he or she behaves. If the child continues to behave well without the formal reward programme in place, the parent can permit the child to have access to daily privileges. If the child misbehaves during this time, some privileges will be lost that day depending on the nature of the problem behaviour. The parent should remind the child that privileges will continue to be linked to good behaviour and the performance of chores or tasks at home. Assure the parent that if the child's misbehaviour increases without the formal reward system, the full system can be reinstated.</p>
<input type="checkbox"/> <b>Review Daily Report Card</b>	<p>If the daily report card was used and is still in place, the parent should be instructed to reduce the frequency of its use over time. Suggest the following guidelines:</p> <ul style="list-style-type: none"> <li>• After the child has 2 good weeks, the card can be used on Friday only to refer to the entire week</li> <li>• After another good week, the card can be discontinued altogether</li> </ul> <p>Just as with the reward programme, the child should understand that if problems resurface the report card can be reinstated.</p>
<input type="checkbox"/> <b>Provide Feedback and Support</b>	<p>Discuss with the parent his or her continued use of other parenting strategies learned, and provide praise for their effective use. Some continued feedback might be needed and can be offered at this point as well.</p>
<input type="checkbox"/> <b>Review Progress</b>	<p>Finally, discuss with the parent his or her satisfaction with the child's progress and whether it appears that goals have been met, or whether additional treatment or other supports are still needed. Work with the parent to review and evaluate progress, define long-term goals, and outline plans for additional supports or services needed.</p>
<input type="checkbox"/> <b>Summarising</b>	<p>Ask if they would like you to summarise the session, if they want to summarise or if you should do it together. Also ask them if they want you to send the session summary over.</p>

### Helpful Tips

- During this phase of treatment, some parents ask about their child's need for adjunctive treatment with psychopharmacology. Children with symptoms of attention-deficit/hyperactivity disorder, in particular, may continue to manifest symptoms of inattention and hyperactivity following this treatment programme. If the child has not previously been placed on medication for attentional concerns, and the level of symptoms continues to cause significant impairment at home, in

school, or in social functioning, you can suggest that the parent consult a physician to discuss medication options.

- When discussing how to apply the skills and tools that the parent has acquired during treatment to future behaviour problems, emphasise only those skills that you believe are highly likely to work well.
- If the family remains concerned about having ended treatment, you can arrange to check in with the parent over the phone periodically following this session.

### **How's Your Style?**

- Did you praise often?
- Did you review often, by asking questions?
- Did you simplify the steps as needed?
- Did your pace match that of the child or family?
- Did you stay on track?