Parent Training

- Parent Training is a systematic teaching of behavior management skills to parents to be used in the home environment
Externalizing Disorders

Child's behavior affects others external to them (parents, siblings, and peers)

- ADHD-Attention Deficit Hyperactivity Disorder
- ODD-Oppositionally Defiant Disorder
- CD-Conduct Disorder
- Reactive Attachment Disordered (RAD)
- Disinhibited Social Engagement Disorder (DSED)
- Intermittent Explosive Disordered (IED)
- Mood Disordered Bipolar (MD)
- Disruptive Mood Dysregulation Disorder (DMDD)

Three Basic Parent Training Approaches

- Family Communication and Relationships
  - No credible effectiveness data for externalizing disorders
- Clinic Based Two Phase Model
  - Child and Parent Present
- Group Based-Series of Parenting Skills Taught Over Time
  - Child Not Present-Homework Assigned
Hanf’s Two-stage Intervention

- Stage I: Enhance Parent Responsiveness to Developmentally Appropriate child signals/play
- Stage II: Parenting Steps to Promote Compliance to Instructions
  - Instruction Giving Skills
  - Social Reinforcement for Compliance Efforts
  - Warnings for Noncompliance (5 second rule)
  - Chair Timeout (TO) for Noncompliance
  - Re-cycle to original Instruction post TO
Advantages and Disadvantages

- Child is present with parent
- Allows real-time coaching
- Allows modeling by group leader
- Treats one child at a time - not group based
- Loss of group synergy
- Focuses on improving compliance and increasing positive parental interactions
- Costly

Finding 1: Stage I is Not Associated with Improved Child Compliance
Group Parent Training Programs

- Teaches in a group format
- Child is not present
- Parent homework assignments
- Define number of meeting times
- Includes a full curriculum of parenting skills generally supplemented with a book or manual

Common Components to Effective Group Parent Training Programs

- Increase positives from parents
- Define objective target behaviors
- Explains coercion between child and parent
- Increase precision requests
- Reductive consequences
- Expands to other related behaviors
  - Household duties
  - Interface with child’s school
Common Components of Behavioral Parent Training Programs

Carolyn Webster-Stratton's Program:
1. Describing the Behavior
2. Effective Praise
3. Tangible Rewards
4. Setting Limits (Use of Commands)
5. Time-out
6. Differential Attention

Patterson & Forgatch's Program:
1. Describing the Behavior
2. Reinforcement and Encouragement
3. Making Requests
4. Rules
5. Point Systems
6. Punishment
7. Communication
8. Family Contracting

Forness & Middlebrooks's Program:
1. Describing the Behavior
2. Differential Attention
3. Giving Rewards (Physical, Unstated Verbal, Stated Verbal)
4. Issuing Commands
5. Time-Out

Patterson's Program:
1. Describing the Behavior
2. Precision Reinforcement
3. Contracts
4. Financial Reinforcement
5. Time-out

Barkley's Program:
1. Consequential Praise
2. Differential Attention
3. Increasing Compliance (praise & commands)
4. Decreasing Disruptiveness (shaping independent play)
5. Point Systems
6. Time-Out
7. Response Cost

Friedman, Horn, & Archer's Program:
1. Withholding Attention
2. "Grandma's Law" (Premack Principle)

3. Natural Consequences
4. Time-Out
5. Taking Away Privileges
6. Assigning Additional Chores
7. Point Systems
8. Positive Reinforcement
9. Communication Skills

Miller's Program:
1. Positive Attention
2. No Attention
3. Negative Attention
4. Parental Consistency
5. Time-Out
6. Response Cost
7. Point Systems
8. Parent Counseling

Revised
Gerald R. Patterson
Families
Applications of Social Learning to Family Life

Living With Children
New Methods for Parents and Teachers
Gerald R. Patterson
The Effectiveness of Group Parent Training

What is a Meta-Analysis?

- Used in medicine: colon and prostate cancer, hair dye, coronary heart disease, blood pressure treatments, anti-depressants medications, stimulant medication, substance abuse risk after taking stimulants
- Special review of research literature that reduces bias
- Before investigator starts
  - Define a number of years 10 to 20 generally
  - Problem area (special education)
  - Subjects (children)
  - Type of treatments
  - Then collect research articles
  - Then do the analysis-compare pretreatment baselines to treatments
All Baseline averages are different-Z score transformation sets them all at zero

1 is the Magic Number

One = 85% better than non-treated controls
0 = no change
.2 small change
.5 medium change
.8 large change
1 = very large change
Behavioral Parent Training as a Treatment for Externalizing Behaviors and Disruptive Behavior Disorders: A Meta-Analysis

Davina R. Mouaha
Panama Bible University School of Divinity

Elizabeth Christiansen, William R. Jensen, Dana Olyard, and Elanor Clark
University of Idaho

Abstract: A meta-analysis comparing the effectiveness of behavioral parent training for children with and without ADHD revealed that the program significantly reduced externalizing behaviors, hyperactivity, and oppositional behaviors. Additionally, the program was effective in improving parent-child relationships and reducing הסנהדרן deescalation strategies. The results of the meta-analysis suggest that behavioral parent training is an effective treatment for children with externalizing behaviors and disruptive behavior disorders.
What the Meta-Analyses Have Shown

- Effect Size-Observer .85
- Effect Size Parent .84
- Effect Size Teacher .73
- Effect Size Follow-UP .68-.84
- Effects Decrease With Age
- Treatment Sessions 11-16
- Work With 80% of Parents

Advantages and Disadvantages

- More cost effective-groups
- Synergy of a group for parents
- Specific homework assignments
- Broader curriculum
- Supported by a book or manual
- Child not present
- Does not allow real-time coaching or modeling
Difficult Parents

- Insular Mothers/Overwhelmed
- Parent-Sibling
- Unattached
- My Child Is Special
- Perfect Parent
- Misattribution
- Sadomasochistic Arabesque

---

Things They Did Not Tell You About Parent Training

- Attrition is Your Worst Enemy
Things They Never Tell You In The Books

- Assumptions
  - Give parent understanding of the problem
  - Understand severity of the problem
  - Meaningful target behaviors: Compliance, habit builders, reductions in arguing and tantrums
  - Minimal data collection
  - Cost effective meeting series
  - Humor
  - Self-Disclosure
  - Bring back skills

Things They Never Tell You In The Books

- Givens
  - Social aspect/relating
  - Babysitting resource
  - Transportation
  - Call the night before
  - Newsletter
Tough Kid Basic Areas

- Understanding of child development and children’s behavior problems
- Accurately defining behaviors for change
- Data driven
- Learning and increasing positives to child
  - Differential attention
- Reductive techniques for problematic behaviors
  - Antecedent control
  - Consequential control–time out and response cost
- Teaching adaptive and useful home behaviors
  - Habit builders
  - Systematic reward systems
  - Contracts
- Family/School collaboration
  - Homework
  - Homework Programs
  - Parent Tutoring
- Teaching parents to generalize skills to new problematic behaviors
  - ABC Model
  - TK Adviser at each chapters end–Troubleshooting
**The Chapters**

- **Chapter 1**: parents are taught why children are different, how to objectively define behaviors for change, and how to select rewards.
- **Chapter 2**: parents learn the basic principles of effective positive reinforcement and the use of proactive strategies to motivate and encourage children.
- **Chapter 3**: discusses the balance of positive to negative interactions, the use of selective attention, and the use of behavior momentum.
- **Chapter 4**: focuses on why children are argumentative and noncompliant. This is a pivotal chapter because it teaches adult family members effective techniques to reduce tough behaviors with Precision Requests.
- **Chapter 5**: families are introduced to the whys, hows, and how nets of timeout as well as how to establish appropriate house rules.
- **Chapter 6**: expands on teaching children to follow directions in public places as well as when parents are crunched for time. Chapter 6 also introduces establishment of Habit Builders in the children. Habit Builders are behaviors, like chores and getting ready in the morning, that help ensure long-term success for a child.
- **Chapter 7**: provides specific solutions to many other common discipline problems. It will show you how to use an ABC Problem Solver approach to resolve your child’s behavior problems.
- **Chapter 8**: families learn how to communicate effectively with the child’s school and also are provided with ideas for dealing with homework problems and difficulties with social skills and study skills.

---

**Chapter 1**

*What Does a Tough Kid Look Like, and What Makes Him Tick?*

- What this Program Will Do for You
- Definition of a Tough Kid
- Sticky Behaviors
- Temperament
- Good Kids Too
- Introduction to Coercion
**Practical Definition of a “Tough Kid”**

**Behavior Excesses: Too Much of a Behavior**
- Noncompliance
  - Does not do what is requested
  - Breaks rules
  - Argues
  - Makes excuses
  - Delays
  - Does the opposite of what is asked

**Behavioral Deficit: Inability to Adequately Perform a Behavior**
- Self-management skills
  - Cannot delay rewards
  - Acts before thinking, impulsive
  - Shows little remorse or guilt
  - Will not follow rules
  - Cannot foresee consequences

**Aggression**
- Tantrums
- Fights
- Destroys property
- Vandalizes
- Sets fires
- Teases
- Verbally abuses
- Is revengeful
- Is cruel to others


---

**Sticky Behaviors**

**Childhood Behaviors That Stay the Same, Improve, or Get Worse With Age**

<table>
<thead>
<tr>
<th>Common Behavior Problems That Will Usually Improve With Age</th>
<th>Problems That Will Not Just Go Away</th>
<th>Problems That Will Actually Get Worse Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed-wetting</td>
<td>Whining</td>
<td>Toileting problems</td>
</tr>
<tr>
<td>Too much talking</td>
<td>Too dependent</td>
<td>Fears and nightmares</td>
</tr>
<tr>
<td>Demanding attention</td>
<td>Thumb-sucking</td>
<td>Excessive crying</td>
</tr>
<tr>
<td>Showing off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noncompliance</td>
<td>Temper tantrums</td>
<td>Fighting, arguing</td>
</tr>
<tr>
<td>Inability to concentrate</td>
<td>Mean teachers</td>
<td>Impulsiveness</td>
</tr>
<tr>
<td>Lying, cheating, stealing</td>
<td>Worry, anxiety</td>
<td>Stubborn or sullen</td>
</tr>
<tr>
<td>Sweating</td>
<td>Moody or moody</td>
<td>Teasing</td>
</tr>
<tr>
<td>Poor school performance</td>
<td>Poor choice of friends</td>
<td>Truancy</td>
</tr>
<tr>
<td>Feeling picked on</td>
<td>Feeling worthless</td>
<td>Alcohol and drug use</td>
</tr>
</tbody>
</table>

Nine Temperament Characteristics

- Nine temperament traits identified in infants by the age of two to three months (research by Stella Chess, M.D. and Alexander Thomas, M.D.)
  1. Activity Level: Amount of movement and proportion of activity during the day as compared to nighttime
  2. Rhythmicity (Regularity): The predictability of patterns in hunger, feeding, elimination, sleep/wake cycle
  3. Approach or Withdrawal: The way the child responds to a new food, object, or person (e.g., reaching for vs. pushing away)
  4. Adaptability: The speed and ease with which the child’s behavior responds to changes in environmental structure
  5. Intensity of Reaction: The general energy level of response
  6. Threshold of Responsiveness: Level of stimulation needed for a noticeable response to sensations, objects, and social contacts
  7. Quality of Mood: Pleasant, joyful, or friendly behavior as contrasted with unpleasant or unfriendly behavior or crying
  8. Distractibility: Degree to which the child changes behavior in response to outside stimulation
  9. Attention Span and Persistence: Attention span refers to the length of time a particular activity is pursued by the child. Persistence is the continuation of an activity in the face of obstacles.

Three Categories of Temperament

- **Easy (40%):** Friendly: Adapt Well, Pleasant Mood, Cyclic, Accept Frustration
- **Slow to Warm Up (15%):** Mild Intensity, Adapts Overtime
- **Difficult (10%):** Unpleasant, Crying, Irregular, Reacts Poorly to Change
- **No Category (35%)**

- Easy Temp-18% School Problems
- Difficult-70% School Problem


He's only 2 days old and he's already had nine time outs
Why Does This Happen?

Masai Warriors

Masai Infants
5 Months Later
97% Cattle Died
Only 1 Easy Temperament Infant Survived
All Difficult Infants survived

• Temperament and infant mortality among the Masai of East Africa.
• *devries MW.*
• **Abstract**
  • On the basis of Western studies suggesting that infants with difficult temperaments are at greater risk for behavioral and physical disorders, the author postulated that Masai infants with difficult temperaments would be at greater risk in the harsh environment created by the sub-Saharan drought in 1974, which disrupted the life of the Masai people of East Africa and resulted in increased infant mortality. Two groups of infants with difficult and easy temperaments were defined and followed. Contrary to expectations, mortality was greater for the infants with easy temperaments. The infant's contribution, child-rearing orientation, and feeding practices were factors influencing survival.
Chapter 2

Proactive Strategies
IFEED-AV
Selecting Rewards
Come Here Exercise

**Homework**
Come Here Exercise
Catching Them with IFEEDAV

---

**Effective Incentive Formula**

- **I** = Immediately
- **F** = Frequently
- **E** = Eye Contact
- **E** = Enthusiasm
- **D** = Describe the Behavior
- **A** = Anticipation
- **V(2)** = Variety and Variability (not fixed)
Box 1-6

Reward Suggestions

Many of these ideas are from the book Spatial Behavioral Analy- 
Halt, Oregon State University. Used with permission.

Potential Social Motivators

- Hugging
- Congratulating
- Looking at
- Hiding
- Encouraging
- Praising
- Tickling
- Petting
- Giving
- Feeding
- Naming
- Holding
- Surprising
- Having

Potential Activity Rewards

- Praise
- Pick a story
- Parent to show for 5 minutes
- Choose a movie
- Pet a family member
- Honeycomb

Potential Material Motivations

- Books
- Comics
- Fake dolls
- Buttons
- Stickers
- Rainy day tape
- Fake flowers
- Flashlights
- Jewelry
- Play money
- Fake food
- Build a model
- Marbles
- Jumping beans
- Sidewalk chalk
- Striped streamer
- Jumper rope
- Shampoo
- Pencils with child’s name
- Balloons
- Dinosaur magnets
- Rubber bands
- Magnets
- Model kits
- Watch
- Flashcards
- Miniature cars
- Dinosaurs
- Pick-up sticks
- Colored paper
- Colored pencils
- Rubber bands

Work a puzzle
- Show and tell
- Style partner’s hair
- Dance-up to special song
- Water play in water fight
- Solves card puzzle
- Build up tree house
- Shut down blocks
- Parent brings in child’s favorite toy
- They burn paper
- Parent wears a funny hat for 15 minutes
- Help the parent
- Play a musical instrument
- Play hopscotch with paper bag
- Makes a sandwich
- Draw or color pictures
- Wine painting
- Have a birthday cake
- Play with a star
- Play with a squishy toy
- Take a picture with a camera
- Blow soap bubbles
- Roll a wheel toy
- Given a total of parents
- Sit in a pass with parents
- Sing a song
- Play catch
- Take a bubble bath
- Read comic book
- Return to a promised task

Do an arts and crafts project
- Stringing beads
- Look through bubbles
- Play with a recorder
- Listen to a song
- Be pulled in a wagon
- Have timed activities
- Go to a museum, park, etc.
- Listen to a recording
- Select a TV program
- 15 minutes to bed
- Use video camera
- Jump into parent’s arms
- Dance with a parent
- Be surprised
- Jump rope with a parent
- Blow up a balloon, and then let it go
- Be pushed on a swing
- Look at family photos
- Play with a toy plasticine calculator
- Choose among realistic video games
- Walk the dog
- Computer time
- Make a sound card
- Use telephone

Potential Food Motivations

- Pretzels
- Malteds
- Cookies
- Yummy bars
- Cheese
- Juice
- Milk
- Ice cream
- Gummy
- Yogurt
- Pretzels
- Cookies, etc., or pie
- Milk and a crustless sandwich
- Snack sticks
- Lemonade
- Little bag of chips
- Lollipops
- Soft drink
- Pudding

© 2018 Pacific Northwest Publishing 22
Chapter 3

Solving the "Come Here" Problem
Discussing Selected Rewards
Differential Attention (Proximity Praise)
Behavioral Momentum

Lots
More Positive Stuff to Manage the Behaviors That Drive You Crazy
Box 2-1
Selective Attention = Add + Subtract

Add
Add lots of attention to the positive replacement behavior. This is what you want to build or increase!

*Pay attention to the good.

Subtract
Take away all attention from the misbehavior. Removing the payoffs for misbehavior makes it occur less often.

*Ignore the bad.

*For example, if you decide to ignore whining, it is very important to respond to requests made in a pleasant tone of voice. Work to reinforce worthwhile substitutes, and as these increase, the unpleasant whining will naturally diminish. Help your child strengthen the appropriate alternative by giving it lots of notice. At the same time, minimize the attention available for whining. This is selective attention. You choose which response to favor with your attention, and your child begins to develop more pleasing patterns of behavior.

Box 2-2
Useful Tips for Ignoring Behavior

1. Break eye contact. Turn your head away, turn around, walk away, or leave the room if necessary.
2. Divert emotions. Use a silly silence.
3. Ignore by not looking at or talking to your child, by getting involved with another activity, or by paying attention to someone else. Some parents have found success in humming, dancing to music, or making up a good “ignoring” activity. Shutting yourself into the bathroom is also acceptable.
4. Don’t give in! Once you decide to ignore an undesirable behavior, hang in there! If you give in when the tantrum increases, you have taught your child that the just act loud enough long enough, you will react. Remember to expect the misbehavior to get worse before it gets better. Try the “Breathe Easy” stress management exercise described in Box 3 now.
5. Secure group involvement! If the response you are ignoring is not decreasing, it is being maintained by others, such as other siblings, friends, or other relatives. If your kids know that Grandma is sympathetic to herplaints, she may keep up the performance. Ask for help from the bearer of good news, and be sure to recognize their efforts at ignoring, too. Let other family members know you appreciate their support.
6. Resist the urge to give. For most children, ignoring will actually strengthen the undesirable behavior you are working to reduce.
Differential Attention

- Home Made Video
- Model or Role Play

Chapter 4

Getting Your Child to Mind Without Losing Yours!

Review Differential Attention
Coercion
Precision Requests

Homework
Precision Requests
Webinar: Parenting Through Tough Kid Moments

**Box 4-1: Proactive Ways to Improve Compliance**

1. Say “Start!” instead of “Stop!” Tell your child to start an appropriate behavior—for example, “Please start your math assignment.” Make fewer step demands such as “Don’t argue with me!” Decide what you want to see and build on that. Encourage an appropriate substitute for the behavior that you would like to see stop.
2. Use a “new direction” not a demand. Asking “Would you please leave your room?” or “Will you take out the trash?” reduces compliance. When you want flow a choice, be sure not to offer one. Monroe’s general assertions, such as “It’s bedtime,” should be changed to direct requests such as “Please go upstairs for bed.”
3. Make eye contact. Look directly at your child as you give an instruction. Say your child’s name. When your ynject, contact has been made and the likelihood of compliance increases.
4. Shorten the distance: Move close to your child. Asking while an arm’s length away works better than asking from across the room.
5. Use soft, low voice. If scolding, say your children into them that you really mean it. You are talking to them not to listen until you raise your voice. Caution: Yelling moves you further along the coercive pain control chart.
6. Build behavioral momentum: Give children a few fun or easy directions before asking for the major one. Compliance momentum may carry them through.
7. Give descriptive directions. Some directions are confusing or ambiguous. Your child may truly not understand your instructions when you say, “Eat your dinner.” Make your standard clear. “Not at least half of what’s on your plate, Jesus.”
8. Demand the possible: Be certain the request is something your child is able to accomplish. You want to divide a large job into smaller steps so that it does not seem impossible to your child. For example, “Please clean your room” is a common. “Please clean your room, start by picking up your highlighted clothes in your own area” is much more manageable. Plan for success
9. Time Wait 5 seconds. Allow your child a bit of time to comply after making a request. During this time, just wait. Do not talk with the child. Do not argue or respond to excuses. Simply wait the 5 seconds. This short pause may prompt your child’s action.
10. Only twice. Tell your child what you require only two times. Forcibly to simply wait, the second between and after each request. Do not nag. Avoid interrupting the child with further instructions as this often disrupts children’s flow through through
12. Reinforce compliance. Recognize your child’s efforts. It is too easy to require a behavior from a child, then ignore the positive result. If you want more cooperation, genuinely reinforce it.
Chapter 5

Advanced

Getting Your Child to Mind Without Losing Yours!

Homework
Time Out with Log
Precision Requests

Benefits of Time Out
Step By Step Time Out
Trouble Shooting Timeout
Response Cost

Figure 4-1

Precision Request Sequence

- "Please" request
  - Wait 3-5 seconds
    - Compliance
      - Reinforce!
    - Noncompliance
      - "This is a direction."
      - Wait 3-5 seconds
        - Compliance
          - Reinforce!
        - Noncompliance
          - Unpleasant consequences

Timeout Defined

- Time Out is taking child out of or altering a positive reinforcement environment
- You can not be time out of a non-reinforcing environment
**What Timeout IS**

- A minor consequence for a minor misbehavior or noncompliance
- A period of time away from a rewarding, fun environment
- A period in a safe, easily monitored (boring) space
- A period of receiving no attention

**What Timeout IS NOT**

- A place (room, chair, etc.)
- A period of time in a child’s room (where the fun stuff is)
- A period in a scary or intimidating space
- A time to discuss or lecture about misbehavior or noncompliance

---

**Box 3-4: “Time Out” Log**

<table>
<thead>
<tr>
<th>Date/Time (Start)</th>
<th>Date/Time (End)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ricky 8/14</td>
<td>Time: 3:10 p.m.</td>
</tr>
<tr>
<td>Ricky 8/16</td>
<td>Time: 6:45 p.m.</td>
</tr>
<tr>
<td>Ricky 8/20</td>
<td>Time: 4:13 p.m.</td>
</tr>
<tr>
<td>Ricky 8/25</td>
<td>Time: 11:32 a.m.</td>
</tr>
</tbody>
</table>

It may be helpful to identify particular circumstances that exist at the time of the problem behavior. Do there seem to be any patterns (e.g., time of day, day of week, expectations, people around) that contribute? What does the misbehavior usually follow (e.g., hard school day, homework, empty stomach)? Could any of the circumstances or factors be adjusted to prevent or lessen the problem? Good luck!
Chapter 6

Time Jammed
Public Places
Habit Builders
Motivation Systems-Mystery
Motivators, Chart Moves, and Reward Spinners

Public Situations

Speak into my Smartphone
I owe you a “No”
Roll on Nickels Trick
I own your Device
Electric Plug Time-Out

Figure 4-6
Example of a Completed Habit Builder Chart

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When I get home from school, call Mom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read five pages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unload dishwasher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean room</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Feed dog</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special contract</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Webinar: Parenting Through Tough Kid Moments

#### Chart 1: Daily Responsibilities

<table>
<thead>
<tr>
<th>Days of the Week</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brush Teeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read a Book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put Plate Away &amp; Scrap It</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Contract</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Arts 104 each day
- Watch Dr. Who

#### Chart 2: Weekly Responsibilities

<table>
<thead>
<tr>
<th>Days of the Week</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Pages Book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk Scobie</td>
<td></td>
<td></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean Kitchen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
</tr>
</tbody>
</table>

*Please remember to bring this next time we meet!*
Mystery Motivators

1. Give 2 or 3 per week
2. Make them random
3. Sometime back to back
4. 50% a Bonus for perfect performance
5. Never let them color in a square if they didn’t earn it
6. Only Positive Comments in the Comment section

Switchers Mystery Motivators

1. Give 2 or 3 per week
2. Make them random
3. Sometime back to back
4. 50% a Bonus for perfect performance
5. Never let them color in a square if they didn’t earn it
6. Only Positive Comments in the Comment section
Chapter 7

Solutions to Common Tough Kid Problems

(Antecedents; Car Trips; Mealtime; Room Cleaning; Siblings; Sitters; Stealing; Supervision; Undesirable Friends; Cigarettes, Alcohol, and Drugs; Bed-Wetting [Enuresis]; Soiling [Encopresis]; Cruelty to Animals; Fire-Setting)

Functional Behavior Assessment Generalization

- A – Antecedents
- B – New Behavior
- C – Consequences
- R – Replacement Behavior
Solutions to Common Tough Kid Problems

Figure 6-1
Example of a completed ABC Problem Solver form

ABC Problem Solver Plan

A is __________.
B is __________.
C is __________.

Example: A: allow child to watch TV. B: allow child to watch TV. C: allow child to watch TV.

Putting Badminton Problems to Bed

Sunday Box
# My Weekly Home Note

<table>
<thead>
<tr>
<th>Subject(s) or Behavior(s)</th>
<th>Teacher(s)' Initials</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
<th>Comments</th>
</tr>
</thead>
</table>

**Rating Scale**  
- C = Great  
- A = Average  
- U = Unsatisfactory

<table>
<thead>
<tr>
<th>Parent's Initials</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
</tr>
</thead>
</table>

**Any Homework?**

**Any Upcoming Tests?**

**Any Missing Work?**

**Comments:**
- Setting Up a Homework Program
  - Right Spot
  - Survival Kit
  - Daily Time
  - Motivation System
  - Know What Needs to be Done and When

- Parents as Tutors
  - Baby Steps
  - Schedule
  - Positive
  - Remind Before Tutoring
  - Praise Frequently
Teacher Pleasers A Mini-Social Skills Program

- Say “Thank You”
- Asking politely for help
- Raise your hand and wait quietly
- Asking permission first
- Giving the teacher a complement
- Volunteering
- “Sure”
- Accepting “No” for an answer

The Research and Endorsements
## Webinar: Parenting Through Tough Kid Moments

### Parent Group Evaluation

1. What did you like best about the group? (Number indicates # of people responding thusly):
   - Practical instead of only theoretical - 11
   - Well organized and presented - 7
   - Dr. Jensen's personality and information - 8
   - Positive mood & relaxed atmosphere - 7
   - Lack of hostility - 6
   - Understanding and support provided - 6
   - Sense of humor expressed - 6

2. On a scale from 1 to 5 how would you rate the group's usefulness:
   - N = 71
   - mean = 4.9
   - range 4 - 5
   - SD = .1

3. What did you like least about the group:
   - Not enough group discussion and interaction - 10
   - Too short - 10
   - Not enough time for individuals to talk about specific problems - 6
   - Time it met is too early - 7
   - Preferred - 5
   - Last session - 6
   - Too many handouts weren't needed - 3
   - Didn't understand differential attention - 3
   - Not enough time between sessions to implement programs - 3
   - Too many videos - 3
   - Some people monopolized discussions - 3

4. How would you make the group better:
   - More time for individual questions and feedback - 11
   - Longer time between weeks or sessions longer - 8
   - More relatable parenting and practice - 3
   - Put chairs in circle - 3
   - Better at time to specific groups, i.e., ASH - 3
   - More help with making charts - 3

5. Would you recommend the group to a friend? Yes/No
   - Yes 90%
   - No 9%

6. Would you be interested in a follow-up series of meetings? Yes/No
   - Yes 84%
   - No 15%

### Composite Effect Size 2.3

---

© 2018 Pacific Northwest Publishing
Incredibly valuable book for parents with children who use problem behavior.
March 7, 2017
Verified Purchase

This is an incredibly book. It is research based and lay person friendly. I am a behavior analyst and have found this book to be valuable in presenting effective interventions in that are easily understood and implemented.

Just what I was looking for.
July 31, 2013
Verified Purchase

I bought this to help my 5 year old, but realized I needed to use it for all of my children. It really helped me to focus on the good of every child and not to focus on the problems so much. I loved the work sheets at the end of each chapter and the mystery motivator worked wonderfully. I would recommend this to all parents, even if you don't think your child is tough. A good book to help raise children, wish I had read it 13 years ago with my first.

LOVE this book.
February 4, 2013
Verified Purchase

Got this from a psychologist 15 years ago to use for my ADHD son (under a different title) and it works great IF YOU STICK WITH IT! Bought this recently for my son's girlfriend who is majoring in Sociology (oh the irony) and she is so impressed by it and says it goes right along with her studies. It really does work! I am using some of the techniques on some kids at church that we are have major behavioral issue with and it helps there too.