Evidence-Based Family-Focused Skills Building Interventions for Youth with Behavior-Emotional Problems: The Struggling Kids Program

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Disclosure Information

• I have no financial or commercial relationships to disclose

• I will not discuss off-label or investigative use of a commercial product/device

• I will be presenting information from books that provide royalties
Primary Sources for Presentation


Background as Practitioner-Scientist

- **Practitioner and Trainer**
  - Provide Assessments & Parent/Family Skills Training
  - Train Grad/Post-Doc Students & Intervention Staff

- **Researcher in Evidence-Based Programs**
  - 'Early Risers' in Schools (six fed grants & in Mexico)
  - 'Teen Intervene' & 'Everyday Parenting' in Juv. Diver.
  - 'Triple P' in Child Protection
  - Adapted 'Early Risers' (*Behav. Dev. Prog.*) & 'TADS CBT' (*Healthy Emot. Prog.*) at PrairieCare

- **Developer of “Real World” Evidence-Based Practices**
  - Teach courses on child and family intervention
  - Director of Evidence-Based Practice at PrairieCare
  - Developed *Struggling Kids* Model
**Target Externalizing and Internalizing DSM-5 Diagnoses**

- **Behavior Disorders** – ADHD, ODD, Conduct Disorder
- **Anxiety Disorders** – Social Phobia, Separation Anxiety Disorder, Generalized Anxiety Disorder, PTSD
- **Depressive Disorders** – Dysthymic Disorder, Major Depressive Disorder
- **Mood Disorders** – Bipolar Disorder, Disruptive Mood Dysregulation Disorder

**Target Dimensions of Externalizing and Internalizing Problems**

(Bloomquist & Schnell, 2002; Crapanzano, et al., 2010; Frick 2013; Henry et al., 2006; Osovo & Cick, 2007; Pardini & Loeber, 2007; Tremblay, 2010)

- **Noncompliance/defiance** – not obeying adult directives
- **Overt aggression** – harmful physical and/or verbal actions
- **Relational aggression** – hurt feelings or social standing
- **Reactive aggression** – angry/hostile/aggressive reactions
- **Proactive aggression** – planned, goal-directed aggression
- **Emotional dysregulation** – aroused, agitated and “ready”
- **Hostility** – thoughts and feelings of ill will and injustice
- **Impulsivity** – verbal and/or physical disinhibition
- **Covert antisocial** – stealing, truancy, running away, etc.
- **Callous/unemotional** – unempathetic and deficient guilt/anxiety (unemotional) (correlated with psychopathic)
- **Negative affect** – general emotional distress that includes fear, sadness, anger, and guilt
- **Depression/moodiness** – low mood, irritability, etc.
- **Anxiety** – tense, avoidant, worried, apprehensive, etc.
**Target Other Characteristics and Risk Factors**  
(Arnsten & Rubia, 2012; Bloomequist & Schnell, 2002; Crowe & Blair, 2008; Dishion & Tipsord, 2011; Dumas et al., 1994; Fairchild et al., 2012; Frick, 2013; Loeber & Pardini, 2008; Luebbe et al., 2010; Oliver et al., 2012; Robins & Hinkley, 1989; Snyder et al., 2008)

- **Child Bio-Neurological** - Executive functioning deficits; autonomic and hormonal differences in stress reactivity
- **Child Cognition** - Hostile intent attributions, valuing aggression (externalizers); worrisome/pessimistic beliefs, cognitive errors (internalizers) *(worse when emot. aroused)*
- **Child Academic** - Language/verbal delays, poor reading, learning problems
- **Social and Peer** - Interpersonal behavior is impulsive/aggressive (externalizers) or inhibited/withdrawn (internalizers), rejection/neglect, negative peer affiliations
- **Parenting and Family** - Parental “stress,” unhelpful parent cognitions, coercive parent-child interactions, other family problems
- **Contextual** - Poverty, disadvantaged neighborhoods

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**Enhance Protective Factors**  
(Bloomequist & Schnell, 2002; Masten & Wright, 2009)

<table>
<thead>
<tr>
<th>Influence Area</th>
<th>Specific Protective Factors Associated with Successful Development</th>
</tr>
</thead>
</table>
| Child          | • Behavioral and emotional regulation skills  
|                | • Social skills  
|                | • Intellectual ability  
|                | • Academic skills and success  
|                | • Positive self-perception and self-efficacy  
|                | • Faith, hope, and a sense of meaning in life |
| Parent/Family  | • Close relationship with a stable adult  
|                | • Supportive and authoritative parenting  
|                | • Family with predictable routines and rituals  
|                | • Positive parent - child interactions  
|                | • Positive and stable family environment |
| Peer           | • Accepted by positive influence children  
|                | • Associations with positive influence children |
| Contextual     | • Attends and is bonded to school  
|                | • Lives in safe and organized neighborhoods  
|                | • Opportunities for positive influence school, religious, and community activities |
Balance of Risk/Protective Factors Determines Pathway and It Can Be Altered (Cummings et al., 2002)

Problems/Risks High and Protective Factors Low

• Early-onset Continuous Maladaptive Pathway (e.g., early-onset Conduct Disorder)

• Late-onset Maladaptive Pathway (e.g., adolescent-onset Conduct Disorder and/or Depression)

Problems/Risks Low and Protective Factors High

• Early-onset Continuous Adaptive Pathway (e.g., “normal”)

• Resilient Pathway (e.g., the “resilient child”)

Research Validated Child & Parent/Family Skills Models

PRIMARY MODELS

• Social Competence Skills Training (Beelam et al., 1994; Bierman et al., 1996; Larsen & Lochman, 2002; Prinz et al., 1994).

• Cognitive-Behavioral Therapy (David-Ferdon & Kaslow, 2008; Sauter et al., 2009; Silverman et al., 2003; Weisz, 2004; Meichenbaum, 1977).

• Parent Management Training (Barkley, 1997; Barkley et al., 1999; Eyberg & Boggs, 1998; Kazdin, 2006; McMahon & Forbush, 2003; Patterson et al., 1975; Sanders, 1996; Webster-Stratton & Hankock, 1998; Weisz, 2004).


EMERGING MODELS

• Mindfulness (Biegel et al., 2009; Semple et al., 2010; Coatsworth et al., 2010; Duncan et al., 2009).

• Executive Functioning Skills (Dawson & Guare, 2010; Metzger, 2007).

• Motivational Enhancement (Chaffin et al., 2009, 2011; Dishion & Stormshak, 2007; Nock & Kazdin, 2005; Starved et al., 2010).
Bridging the Research to Practice Gap

Using Evidence-Based Practice (EBP) (APA, 2006; Kazdin, 2008; Mitchell, 2011)

• Use research to guide practice – what works (content and delivery) and how it works (fidelity)

• Use practitioner expertise in applying research-based methods (global clinical skills)

• Consider client variables to tailor intervention (assessment)

Using Practice Elements (Chorpita et al., 2011; Chorpita & Daleiden, 2009; Kaminski et al., 2008)

• Extract content and delivery procedures across protocols

• Develop "unified" or “transdiagnostic” protocols (Chorpita, 2007, 2005; Ehrenich-May & Chu, 2013; Weiss et al 2012)

Common Elements for Externalizing and Internalizing Youth (Bloomquist & Schnell, 2002; Chorpita & Daleiden, 2009; Sbaralti et al., 2011)

• Social Interactions
  – Problem-solving
  – Friendship Skills
  – Communication/Negotiation Skills
  – Assertiveness Skills

• Emotions
  – Emotion Identification/Expression
  – Emotion Regulation Activities
  – Progressive Muscle Relaxation
  – Breathing Retraining

• Thoughts
  – Cognitive Restructuring
  – Behavioral Experiments
  – Thought Substitution/Self-Talk
  – Positive Imagery
  – Thought Stopping/Interruption
  – Thought Acceptance
  – Realistic Self-evaluation

• Behaviors
  – Exposure
  – Response Prevention
  – Behavioral Activation
  – Pleasant Events Scheduling
  – Self-evaluation/Self-reward

• Parents/Family Interactions
  – Family Communication/Conflict Resolution
  – Parental Expectations Management
  – Parent Intrusiveness and Overprotection Management
  – Parent Contingency Management
  – Parent Modeling of Adaptive Behavior
**Elements and Procedures in Modular Format**

- Modules are “containers” of research-validated practice elements, decision making methods, and delivery techniques (Chorpita & Weisz, 2009)

- Can be used for matching interventions as long as *fidelity within modules* is maintained

- Modular approaches have precedence for intervening with externalizing (Kolko et al., 2007, 2009, 2010; Schaefer et al., 2013) and anxious internalizing (Chorpita et al., 2004; Chorpita, 2007)

- Modules are better accepted by practitioners than manuals (Boenrager et al., 2009)

- Modules more effective than standard manuals (Weisz et al., 2012)

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**Overview of “Struggling Kids” – An EBP Model**

*(Bloomquist, 2013 a, b)*

Hybrid Parent-Focused Family Delivery

Developmentally Nuanced for Child and Teen

Seven Tailored Modules to Explicitly Teach Skills

**Seven “Parenting Tool Boxes”**

1. Parent Decision Making and Preparation
2. Parent Management of Child Behavior
3. Child Social Competence Skills
4. Child Emotion Coping Skills
5. Child Academic-Enhancement Skills and Educational Support
6. Parent Coping Skills
7. Family Functioning and Interaction Skills
**Why Work with Parent/Family if Child is “the Problem”?**

- Social-emotional skills are taught and guided by parents in normal development (Shott et al., 2010)
- Parents can aid in generalization/maintenance of child social skills training (Cook et al., 2008)
- Parent training = parent + child training on improving child social skills (DeRosier & Gillione, 2007; Griffin et al., 2011)
- It is effective to train parents to instruct/coach child in social skills or emotion skills (Havighurst et al., 2013; Herbert et al., 2013)
- Meta-analysis: combined parent-child > child and no differences externalizing or internalizing (Dowell & Ogles, 2010)
- Avoid “peer contagion” of group interventions (Dodge & Shermill, 2006; Dishon & Tipsord, 2011)

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**EBP Informed Methods for Struggling Kids Model**

**Convey Content via Text/Charts and Instruction**

**Use Behavioral Training Methods**

- Instruction
- **Role-playing**
- **Goal setting**
- Reinforcement
- **Progress monitoring**
- **Modeling**
- Feedback
- **Self-evaluation**
- Homework
- **Brainstorm obstacles**

**Approximately 10-18 Sessions (until mastery)**

- Intensive phase
- Maintenance phase
- Relapse prevention phase

**Practitioner Works With:**

- Child and then brings parent(s) in
- Parent(s) and then brings child in
- Child and parent(s) together
- Parent groups
Account for Developmental Nuances of Child or Older Child/Teen

- **Behavior** – Time-Out vs. Privilege Removal
- **Social** – Sharing vs. Negotiating
- **Emotional** – Coping via Self-Instruction vs. Cognitive Restructuring
- **Academic** – Homework Checklist vs. Big Assignment Checklist

*Parents Typically Encouraged to Do More Instruction with Child (Basic) and More Guidance with Older Child/Teen (Advanced)*

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**Module 1: Parent Decision Making and Preparation**

**Chapter 1:** *The Struggling Child* – Understanding Child’s Problems

**Chapter 2:** *Getting Back on Track* – Coming Up With a Plan

**Chapter 3:** *Taking Care of Business* – Starting and Following Through
Highlights of Module 1

• Reframing – Development and Well-Being
  – Child Behavioral, Social, Emotional, and Academic Development *(Struggling vs. Successful)*
  – Parent and Family Well-Being *(Stressed vs. Coping)*

• Planning – Decision Aids *(Wills & Holmes-Rovner, 2006)*
  – Functional Assessment and Tailoring Interventions

• Getting Motivated – Parent and Child
  – Exploring Stages of Change
  – Motivational Interviewing and Goal Setting
  – External Reinforcement of Child As Needed

(Ch. 1) Struggling Kids Developmental Framework

<table>
<thead>
<tr>
<th>Common Behavioral–Emotional Problems in Children</th>
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<tbody>
<tr>
<td>Hyperactivity</td>
</tr>
<tr>
<td>Impulsivity</td>
</tr>
<tr>
<td>Inattention</td>
</tr>
<tr>
<td>Defiance</td>
</tr>
<tr>
<td>Rule-violating behavior</td>
</tr>
<tr>
<td>Aggression</td>
</tr>
<tr>
<td>Moodiness</td>
</tr>
<tr>
<td>Anxiety/distress</td>
</tr>
<tr>
<td>Emotionally over-reactive</td>
</tr>
<tr>
<td>Emotionally under-reactive</td>
</tr>
<tr>
<td>Underachievement</td>
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<tr>
<td>Social difficulties</td>
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</table>

<table>
<thead>
<tr>
<th>Behavior-Emotional Problems are Developmental Struggles</th>
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</thead>
<tbody>
<tr>
<td>(see also Ch. 2)</td>
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<tr>
<td>Child Behavioral Development</td>
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<tr>
<td>Child Social Development</td>
</tr>
<tr>
<td>Child Emotional Development</td>
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<tr>
<td>Child Academic Development</td>
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Behavior-Emotional Problems Have Back and Forth Influence on Parent/Family (see also Ch. 2)

<table>
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<tbody>
<tr>
<td>Parent Well-Being</td>
</tr>
<tr>
<td>Family Well-Being</td>
</tr>
<tr>
<td>STRUGGLING</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Defiant, or doesn’t follow rules, or lies, sneaks, or steals and can get upset when disciplined (protests)</td>
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<tr>
<td>1</td>
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<tr>
<td>Aggressive, or withdrawn, or bothersome, or rejected (by peers and/or siblings)</td>
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<tr>
<td>1</td>
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<tr>
<td>Keeps feelings inside, or thinks unhelpful thoughts, or is stressed out, angry, or anxious</td>
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<tr>
<td>1</td>
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<tr>
<td>Dislikes school, or achieving below potential, or has trouble completing work</td>
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</tbody>
</table>
### (Ch. 2) Examining How Your Child and Family Are Doing

<table>
<thead>
<tr>
<th>STRESSED</th>
<th>IN PROGRESS</th>
<th>COPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overwhelmed, or adult relationship problems, or difficulty parenting, or limited support of family/friends</td>
<td><strong>PARENT WELL-BEING</strong></td>
<td>Managing personal, adult relationship, and parenting challenges, and has support</td>
</tr>
<tr>
<td>Distant or negative parent-child interactions, or family conflict</td>
<td><strong>FAMILY WELL-BEING</strong></td>
<td>Close and positive parent-child relationships and family gets along</td>
</tr>
</tbody>
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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>PARENT WELL-BEING</td>
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<td>3</td>
<td>4</td>
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<tr>
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<td></td>
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<td></td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

### (Ch. 2) Selecting From a Menu of Skills Building Options

#### Enhancing Your Child’s Behavioral Development
- *Doing What You’re Told* – **Compliance**
- *Doing What’s Expected* – **Rule Following**
- *Doing the Right Thing* – **Honesty**
- *Staying Cool Under Fire* – **Protesting/Angry Outbursts**

#### Enhancing Your Child’s Social Development
- *Making Friends* – **Social Behavior Skills**
- *Keeping Friends* – **Social Problem-Solving Skills**
- *That Hurts!* – **Dealing with Bullies**
- *Hanging with the “Right Crowd”* – **Peer Influence**
Enhancing Your Child’s *Emotional* Development

- *Let It Out!* – Understand and Express Feelings
- *You Are What You Think* – Helpful Thinking
- *Stress Busters* – Stress Management

Enhancing Your Child’s *Academic* Development

- *Surviving School* – Self-Directed Academic Behaviors
- *Teaming Up* – Parents and the School

Enhancing Your Well-Being as a *Parent*

- *You Parent the Way You Think* – Helpful Thinking
- *Cool Parents* – Stress Management

Enhancing Your Family’s Well-Being

- *Let’s Get Together* – Bonds and Organization
- *We Can Work It Out* – Family Interaction Skills
Motivating Parents and Child  
(Prochaska & DiClemente, 1986; Miller & Rollnick, 2002)  
• Discussing Stages of Change  
• Family Teamwork Approach  
• Prioritizing, Setting Goals, and Pledging Effort  
• “Jumpstarting” Child’s Motivation with Rewards  

Emphasizing the “P’s to Success”  
• Preparing – Understanding skills and planning  
• Practicing – Role playing and using skills in phases  
• Progress-Monitoring – Keeping track of how it is going and work toward goals  
• PERCONing – PERsistent and CONsistent effort

*May be the most important chapter in the parent book*

(Ch. 3) Determining the Stages of Change for Family Members

1. **Precontemplation**: Who in the family is not too aware of a problem or a need to change or work on goals?

2. **Contemplation**: Who in the family is beginning to think it might be good to make some changes or work on goals?

3. **Preparation**: Who in the family is coming up with a plan for change and has goals to work on?

4. **Action**: Who in the family is implementing a plan and actively working on achieving goals?

5. **Maintenance**: Who in the family has met their goals and is upholding changes with new behaviors that have become routine and long-lasting?

*Note: Family members in stages 1 or 2 may need help with setting goals and getting motivated*
(Ch. 3) Thinking about Personal Goals

Name:________________________________    Date:_____________________

I am considering a goal of: _______________________________________________________________

What are the “pros” of positives that might happen if I work on this goal?____________________________

What are the “cons” or negatives that might happen if I work on this goal?___________________________

What is the greater – the pros or cons for working on this goal? (Circle one)

How important is working on this goal compared to other activities in my life? (Circle one)

1  2  3  4  5  6  7  8  9  10
Not important     Somewhat Important      Very Important

I agree to put in this amount of effort to work on this goal (Circle one)

1  2  3  4  5  6  7  8  9  10
Little Effort     Some Effort            Lots of Effort

I agree to work with my parent(s) on this goal.
Signature: ________________________________

Parent/Guardian Signature (optional): ________________________________

(Ch. 3) Examples of Rewards to Externally Motivate Child

For an 8-year-old

Use of TV for 2 hours during 1 day
Use of computer video game for 2 hours during 1 day
Take a 30-minute walk with Mom
Play one-on-one basketball with Dad for 30 minutes
Special snack at bedtime
Dad cooks a favorite meal
Get to have a friend over for supper
Earn 1 token per day (exchange 5 tokens for a movie or 7 tokens for 1 day fishing outing with parent)
Mystery reward

For a 16-year-old

Extra driving privileges for a day
Stay out 30 minutes late
Get to stay on phone extra 30 minutes past phone curfew
Earn 1 token per day (exchange 5 tokens for a concert)
(Ch. 3) Progress Monitoring Is Very Important

• **EXAMINING HOW YOUR CHILD AND FAMILY ARE DOING** – Adaptive functioning

• **PARENT CHECKLIST(S)** – Implementation adherence *(of specific skills)*

• **PARENTING GOALS** – Individualized goal attainment for parent *(with homework steps)*

• **PERSONAL GOALS** – Individualized goal attainment for child *(with homework steps)*

(Ch. 4) Example of Parent Checklist for Child Compliance

<table>
<thead>
<tr>
<th>Not Too Well</th>
<th>Okay</th>
<th>Very Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

**Parent’s Use of a Positive Approach to Increase Child Compliance**

A. ___ Building a relationship and bond
B. ___ Avoiding critical/negative comments *(making helpful/instructive comments)*
C. ___ Catching ‘em being compliant

**Parent’s Use of a Firm Approach to Reduce Child Noncompliance**

D. ___ Giving effective command
E. ___ Giving effective warning
F. ___ Following through with warning

**Parent’s Managing of Child Protest ing of Discipline for Noncompliance**

G. ___ Ignoring talking back, acting up, complaining, and so on
H. ___ Disengaging from power struggles
I. ___ Following through with D-F above in a calm and patient manner
Parenting Goals

Name: ___________________________ Date: __________

Write down your parenting goal(s) and small steps to take to reach it (Max 5). Every now and then, record a score in the circle to indicate how much progress you have made on each parenting goal and its steps. 

[ ] Limited progress  [ ] Some progress  [ ] A lot of progress

Goal 1: ______________________________________________________

Steps to achieve goal: __________________________________________

[ ] Limited progress  [ ] Some progress  [ ] A lot of progress

Goal 2: ______________________________________________________

Steps to achieve goal: __________________________________________

[ ] Limited progress  [ ] Some progress  [ ] A lot of progress

Goal 3: ______________________________________________________

Steps to achieve goal: __________________________________________

[ ] Limited progress  [ ] Some progress  [ ] A lot of progress

I cannot be working on these goals.

Parent's signature: ___________________________

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Personal Goals (Basic)

Name: ___________________________ Date: __________

The time period when the child will be used.

In this section, you will indicate which goals (if any) will be worked on. At the end of the specified time period the child and parent can rate how much progress the child has made on goals.

Child Evaluation

I am working on the following goals:

How much progress have I made on goal(s)? [Circle one]

[ ] Limited progress  [ ] Some progress  [ ] A lot of progress

Parent Evaluation

How much progress has the child made on goal(s)? [Circle one]

[ ] Limited progress  [ ] Some progress  [ ] A lot of progress

Signature: ___________________________

Parent's signature: ___________________________

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Module 2: Parent Management of Child Behavior

Chapter 4: *Doing What You’re Told* – Compliance

Chapter 5: *Doing What’s Expected* – Rule Following

Chapter 6: *Doing the Right Thing* – Honesty

Chapter 7: *Staying Cool Under Fire* – Protesting and Angry Outbursts

*Note: May not be best initial option for inflexible or highly depressed youth (use other modules)*
Highlights of Module 2

• Building Parent-Child Bond
• Catch Em’ Being Good
• Time-Out and/or Removing Privileges for Noncompliance
• Establishing and Enforcing House Rules
• Monitoring and Redirecting to Reduce Dishonesty
• Managing Protests and Outbursts

(Ch. 4-7) Beginning with a Positive Approach

• Building a Relationship – Make an extra effort to establish rapport and “bond” with child

• Avoiding Critical or Negative Comments – Instead make direct, specific, constructive, and instructive statements about what behavior is desired or expected

• Catching 'Em Being Good – “Gold standard” is to make three praises or positive comments for one correction or reprimand. Specify what behavior was “good” when praising
**Time-Out**

1. Command: "Turn your back on me..."

2. Warning: "If you don't follow the command, then lose a privilege."

3. Time out; have the child sit and then set a time.

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**Removing Privileges for Noncompliance**

1. Parent states a brief, clear, and specific command to child or teen.

2. Give a warning: "If... then..." statement.

   - **Option 1:** The child or teen is told if he or she doesn't follow command, then a privilege will be lost until he or she complies with the command.

   - **Option 2:** The child or teen is told if he or she doesn’t follow command, then a privilege will be lost for a specified period of time (e.g., 24 hours), and he or she is still expected to comply with command.

3. Loss of privilege. Follow through with option 1 or 2 above.

4. Privilege return. The lost privilege is restored in accordance with the specification of option 1 or 2 above.

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(Ch.4 & 5) Examples of Privileges to Remove: Select “Wants” not “Needs”

- Video games
- Internet
- Television
- Cell phone
- Sports equipment
- iPod
- Specific toys
- Going out of house
- Hanging out with friends (*could be a need*)
- Access to car (*for older teen*)

(Ch.5) Rules for “House Rules”

- State rules to tell child what to *do* and be very clear and specific

- Examples of House Rules Might Include
  - Complete homework by ___ p.m. on school nights
  - Go to bed by ___ p.m. on school nights
  - Be ready to leave for school at ___ a.m.
  - Help with dishes after supper
  - Complete daily “chore list” by ___ p.m.
  - Talk out disagreements with your sister or brother
  - Talk to parents in a respectful manner
  - In by ___ on school nights and ___ on weekend nights
  - Make sure parents know the “4W’s”
(Ch.5) Use “Situational Rules” if Needed

Write down rules and review them before and after certain situations

- **“Restaurant Rules”** – use quiet voice, be polite, use good table manners, stay in your seat
- **“Rules at Grandma’s House”** – use quiet voice, ask for food without taking it, talk to grandma politely, use good table manners
- **“Video Game Rules”** – one hour or less per day, use after homework is done, avoid non-parent approved games, allow your sister to join in
- **“Rules for Going Out on Weekend Nights”** – Follow four W’s, avoid drinking/drugs, only go to homes where parents are present, no more than four people in the car

How Well Was I Following the House Rules Today?

1. I think I was following the rules . . .

   1. Not at all  
   2. A little  
   3. Pretty well  
   4. Great

2. You think I was following the rules . . .

   1. Not at all  
   2. A little  
   3. Pretty well  
   4. Great
(Ch.6) Increasing Honesty

- Acknowledge incident of dishonesty (“gut reaction” is okay)
- Use mild privilege removal if admitted (24 hrs) or moderate privilege removal if denied (48 hrs)
- Arrange apology and restitution for “victim”
- Promote earning what is wanted instead of getting it dishonestly
- Also enforce clearly defined House Rules and keep close tabs on the child (extra monitoring)

(Ch.7) Promoting Adaptive Responses to Protesting

- Use a “patient approach” (to improve emotion regulation) while calmly disciplining (to improve behavior)

- **Mild Protesting** – Child “complains” and does comply, *then parent ignores*

- **Moderate Protesting** – Child argues and won’t comply, *then parent adds defer/disengage/deescalate (i.e., “patient standoff”)*

- **Severe Protesting** – Child hurting self/others/property and won’t comply, *then parent adds safety procedures*
(Ch.7) Managing Volatile Behavior

- **Disengaging and Deescalating**
  - Verbally *(stop talking)*
    - *I Understand Statements* *(validate feelings)*
    - ‘Broken Record’ Technique *(repeating to calm down)*
  - Physically *(move away while being vigilant for safety)*
  - Emotionally *(calm down)*

- **Don’t Add Consequences**
  - Restart Time

- **Physically Managing a Child as a Last Resort**

(Mod. 3, 4, 5) Parents Support Role in Child-Focused Skills Building

- **Instruction** for basic skills via telling child how do it *(e.g., “You play with the toy for 30 mins and then your brother.”)*

- **Guidance** for advanced skills via limited-choice or open-ended questions:
  - “You could try this [option 1] or that [option 2]. Which is best choice?” or “Is that an unhelpful or helpful thought?”
  - “What can you do to solve that problem?” or “What is a more helpful way to think?”

- **Modeling** same skills as child or teen
Module 3: Child-Focused Social Competence Skills

Chapter 8: *Making Friends* – Social Behavior Skills

Chapter 9: *Keeping Friends* – Social Problem-Solving Skills

Chapter 10: *That Hurts!* – Dealing with Bullies

Chapter 11: *Hanging with the “Right Crowd”* – Directing Peer Influence

Highlights of Module 3

• Targeting and Explicitly Training Adaptive Social Behaviors

• Social Problem-Solving and Sibling Conflict Mediation

• Dealing with Bullies via Adult Involvement and Coping Skills

• Monitoring and Directing Peer-Related Activities

• Parents Guiding and Reinforcing Social Skills
Identifying Social Behaviors to Work On

Name: __________________________   Date: __________________________

Below are lists of basic and advanced positive social behaviors. Circle one or two social behaviors that you

child can work on at the time. Then in space around any social behaviors that could be worked on.

Examples of Basic Social Behaviors

- Taking turns
- Waiting
- Expressing feelings
- Cooperating
- Making eye contact
- Communicating with others
- Listening to others
- Complimenting others
- Accepting compliments
- Following rules of play
- Apologizing to others
- Asking questions
- Using a louder “melody voice”

Examples of Advanced Social Behaviors

- Respectfully disagreeing with someone
- Compromising with someone
- Ignoring when appropriate
- Staying attentive or picking up for oneself when appropriate
- Displaying social confidence
- Resolving peer problems
- Negotiating

- Resolving conflicts
- Taking risks to learn
- Taking risks to learn
- Having fun with others
- Staying open with others
- Staying open with others
- Daoing things that involve others
- Other advanced social behaviors

Write down other social behaviors not listed that might be good to work on:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

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Social Behavior Goals

Name: __________________________   Date: __________________________

1. I am working on this social behavior goal: __________________________

   Don’ts
   __________________________
   __________________________
   __________________________
   __________________________

   Do’s
   __________________________
   __________________________
   __________________________
   __________________________

   __________________________

Child Evaluation

2. How well did I accomplish my goals? (circle one)


   __________________________
   __________________________
   __________________________
   __________________________

Parent Evaluation

3. How well parents thinks child accomplished social behavior goals? (circle one)


   __________________________
   __________________________
   __________________________
   __________________________

52
Advanced Social Problem Solving Worksheet

Name: _________________________________________________________________
Date:    _________________________________________________________________

1. **Stop! What is the social problem?**

2. **Who or what caused the social problem?** Try to figure out your role and other people’s roles in causing the social problem.

3. **What does each person think and feel?** Put yourself in the “other guy’s shoes” to see how that person thinks and feels.

4. **What are some plans (solutions)?** List as many plans (solutions) as possible that could be used to solve the social problem.

5. **Which plan is most likely to work?** Think ahead about what would happen if you used the plans in Step 4. Then decide which one will work best.

6. **Do the plan.** How will I do the plan? What will I do to make the plan work?

7. **Did the plan work?**

*How Well Did It Work?* 1. I didn’t really try too hard. 2. I sort of tried, but it didn’t really work. 3. I tried hard, and it kind of worked. 4. I tried real hard, and it really worked.
(Ch.10) Bully Coping Skills

• Adults are vigilant in watching for and intervening with instances of bullying

• Train Child in Ignoring (“Turtle”)
  – Avoiding eye contact, turning away, keeping quiet
  – Thinking “coping thoughts” (e.g., “Don’t let him/her bug me,” “I’ll try to ignore him”)

• Train Child in Assertiveness (“Courageous Lion”)
  – Say “Stop bothering me or I will tell the teacher,” and do walk into a classroom when bullied at school (younger)
  – Say “Leave me alone,” and do walk away when being bullied at a school football game (older)

(Ch.11) Monitoring and Directing for Peer Pressure

• Getting To Know ‘Em – Child’s friends and their parents

• Monitoring/Supervising Outside and “Screen” Activities Via 4 W’s – Knowing Where, Who, What, and When

• Creating and Posting House Rules – Set guidelines for peer relationships

• Getting Child Involved in Positive Organizations
(Ch. 11) Peer Pressure Coping Skills

• Discuss and encourage child to make decision to work on peer pressure

• Train Child in Avoidance (“Minnow”)
  – Organizing friends with a positive activity
  – Making excuses (“I already have plans to . .)
  – Ignoring Internet social networking queries

• Train Child in Assertiveness (“Courageous Lion”)
  – Say “I don’t want to do that,” and do walk into the school building when peers are teasing another child (younger)
  – Say “No thanks, I have to go home,” and do go home when peers are going to a party (older)

Module 4: Child-Focused Emotion Coping Skills

Chapter 12: Let It Out! – Understand and Express Feelings

Chapter 13: You Are What You Think – Helpful Thinking

Chapter 14: Stress Busters – Stress Management
Highlights of Module 4

• Targeting and Explicitly Training Emotion Identification and Expression Skills

• Helpful Thinking (Self-Instruction or Cognitive Restructuring)

• Stress Management (General “Stress Busters” and Stress Inoculation)

• Teaching Parents How to Guide and Reinforce Emotion Skills

(Ch. 12, 13, 14) Feelings, Thoughts, and Behaviors Go Together

Feelings

Thoughts

Behaviors

Each part influences the other two parts
(Ch.12) Feelings Diary

Name: Dominique  Date: Friday

Positive Events

1. I got a star on my math worksheet.  1. Happy
2. My mom hugged me.  2. Happy, joyful
3.  3.
4.  4.

Negative Events

1. Joe pushed me.  1. Mad, sad, lonely, enraged
2. Some kids called me names.  2. Sad, lonely, scared
3.  3.
4.  4.
(Ch. 13) Unhelpful Thoughts List

<table>
<thead>
<tr>
<th>Worry Thoughts</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something bad will happen to me (family member, friend, teachers, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It will be terrible (horrible, scary, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everyone will be looking at me and I won’t know what to say</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t fit in with the crowd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I won’t be able to do it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My future doesn’t look good. Nothing will work out for me</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Downer Thoughts</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m no good (stupid, ugly, weak, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can’t do anything right (I’m a failure)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have to do well in school, sports, and so forth or people will look down on me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I give up. I’ve tried everything. There’s nothing more I can do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s my fault</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No one likes me</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unfriendly Thoughts</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lots of peers (siblings) are mean to me on purpose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lots of peers (siblings) are unfair to me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My parent (teacher) is unfair to me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lots of peers (siblings) mess with me (tease me, pick on me)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My parent (teacher) is to blame</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My parent wants to run my life</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How am I going to feel and act if I have this thought?
(Ch. 13) Helpful Thoughts List

Confidence Thoughts
- It’s not likely that something bad will happen to me (family member, friend, teachers, etc.)
- It will be alright (just fine, etc.) if I do my best
- I am imagining that everyone will be looking at me. I’ll know what to say once I get there
- I fit in with some people. I do have friends
- I can do my best if I try
- My future will be fine as long as I do my best

Upper Thoughts
- I know I have lots of good points. I’m just fine the way I am
- I do lots of things quite well actually
- I’ll just try my best. People respect others who try
- It doesn’t help to give up. I need to keep trying.
- It doesn’t help to find fault. I need to think of how to make it better
- I have some friends. If I want more I can do something about that if I try

Friendly Thoughts
- When I’m calm I realize that most peers (my siblings) treat me okay
- When I’m calm I realize that most peers (my siblings) are fair to me
- When I’m calm I realize that my parent (teacher) is usually fair to me
- Most of the time I get treated okay by peers (siblings)
- It doesn’t help to blame my parent (teacher). I need to think about solutions
- My parent is just trying to make sure I am safe and that I do well

How am I going to feel and act if I have this thought?

(Ch. 14) Healthy Habits Behavioral Activation

- Eating a Healthy Diet
- Regularly Exercising
- Relaxing Periodically
- Getting Enough Sleep
- Socializing More
- Developing a Routine
- Keeping Up With Schoolwork and Avoiding Procrastination
### Recognizing In-The-Moment Stress Signals

<table>
<thead>
<tr>
<th>Body Signals</th>
<th>Thought Signals</th>
<th>Action Signals</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Breathing rate up</td>
<td>- “I can’t take it anymore.”</td>
<td>- Punch/hit</td>
</tr>
<tr>
<td>- Heart rate increased</td>
<td>- “I feel like hurting myself.”</td>
<td>- Yell</td>
</tr>
<tr>
<td>- Sweating a lot</td>
<td>- “I hate her.”</td>
<td>- Cry</td>
</tr>
<tr>
<td>- Red face color</td>
<td>- “I am going to hit him.”</td>
<td>- Threaten</td>
</tr>
<tr>
<td>- Tense muscles</td>
<td>- “Homework sucks.”</td>
<td>- Faint</td>
</tr>
<tr>
<td>- Body feels “hot”</td>
<td>- “I want to break something.”</td>
<td>- Fidget</td>
</tr>
</tbody>
</table>

### In-The-Moment Stress Coping Skills

<table>
<thead>
<tr>
<th>Relax Body</th>
<th>Coping Self Talk</th>
<th>Effective Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diaphragmatic or Belly Breathing</strong>&lt;br&gt;• Slow, low, through nose&lt;br&gt;• Candle image&lt;br&gt;• “4, 2, 4” to “6, 2, 4” (seconds to inhale, pause, exhale)&lt;br&gt;<strong>Muscle Tension Release Technique</strong>&lt;br&gt;• Progressive relaxation&lt;br&gt;• Robot/Rag Doll&lt;br&gt;• Spaghetti Noodle&lt;br&gt;<strong>Visualization</strong>&lt;br&gt;• “Take it easy”&lt;br&gt;• “Stay cool”&lt;br&gt;• “Chill out”&lt;br&gt;• “Take some deep breaths”&lt;br&gt;• “I’m getting tense, so I need to relax”&lt;br&gt;• “Don’t let him bug me”&lt;br&gt;• “I’m going to be OK”&lt;br&gt;<strong>Going somewhere to cool down for a few minutes</strong>&lt;br&gt;<strong>Expressing Feelings</strong>&lt;br&gt;<strong>Asking for hug</strong>&lt;br&gt;<strong>Assertiveness</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Staying Calm Worksheet

1. What am I stressed, angry, or nervous about? What was the “trigger” of my stress?

2. How stressed, angry, or nervous am I? (circle one)

   1 2 3 4 5 6 7 8 9 10
   Not at all A little Somewhat A lot Very much

3. What are the signals that tell me I am stressed out?
   - Body signals:
   - Thought signals:
   - Behavior signals:

4. What can I do to slow my breathing and relax my body?

5. What calming self-talk can I use to cope?

6. What action can I take to deal with the situation or solve the problem?

How Well Did It Work? 1. I didn’t really try too hard. 2. I sort of tried, but it didn’t really work. 3. I tried hard, and it kind of worked. 4. I tried real hard, and it worked.
Module 5: Child-Focused Academic-Enhancement Skills and Education Support

Chapter 15: *Surviving School* – Self-Directed Academic Behaviors

Chapter 16: *Teaming Up* – Parents and the School

Highlights of Module 5

• **Mandatory Homework**
  - Get Work Done, Plan, and Review
  - Learn and Practice “School Survival” Skills

• **Time Management, Organizational, Planning, Reviewing, and On-Task Skills**

• **Parents Guiding and Reinforcing Self-Directed Academic Behaviors**

• **Information on How to Collaborate and Advocate for Child at School**
Teaching School Survival Skills Within Mandatory Homework

- **Time Management** - Writing down tasks and estimating time; using a schedule/calendar/planner

- **Organization/Planning** - Organizing study area; using folder, task checklists and/or reminder notes

- **Reviewing** - Checking current work for accuracy and reviewing different academic subjects each day

- **On-task Behavior** - Self-monitoring to improve on-task behavior

- **Stress Management** – Part of homework

---

**Staying On Task**

Name: ____________________________ Date: ____________

Indicate below what task you will be doing (e.g., homework, cleaning up your desk, a special project) and the time period you will be working on the task. After you have completed the task, or after the time period is over, rate yourself as to how well you stayed on task. Ask a parent to rate how well you stayed on task.

**Task to Be Completed and Time Period**
1. I will work on this task during this time:

**Child Evaluation**
2. How well did I stay on task? (Circle one.)
   - Not at all
   - A little
   - Okay
   - Pretty well
   - Great

**Parent Evaluation**
3. How well did the child stay on task? (Circle one.)
   - Not at all
   - A little
   - Okay
   - Pretty well
   - Great

**Reward**
4. If my rating matches my parent rating, I get this reward:

   OR

5. If my parent rates me a 3, 4, or 5, I get this reward:

   [Insert reward details]

(Ch. 16) Teaming Up at School
(parents as advocates not providers)

• Advocating for Categorical Services to Help Child at School
• Advocating for Use of Behavior Improvement Strategies at School
• Advocating for Accommodations at School
• Ongoing Communication and Problem Solving with School

Module 6: Parent-Focused Coping Skills

Chapter 17: You Parent the Way You Think – Helpful Parent Thoughts

Chapter 18: Cool Parents – Parent Stress Management
Highlights of Module 6

• **Helpful Thinking** (Cognitive Restructuring)

• **Stress Management** (General “Stress Busters” and Stress Inoculation)

---

**Parent Stress**
- Personal stress
- Marital/relationship stress
- Parenting stress
- Low social support

**Unhelpful Parent Thoughts**
- About child
- About self/others
- About who needs to change

**Child Problems**
- Oppositional/defiant behavior
- Conduct problems
- Aggression
- Depression and anxiety

**Interference with Parenting**
- Less nurturing to child
- Uninvolved with child
- Ineffective or inconsistent discipline
- Negative (coercive) parent-child interactions

---

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(Ch.17) Examples of Unhelpful Parent Thoughts

Take a look at the unhelpful parent thoughts:

- “My child is a brat"
- “My child acts up on purpose”
- “My child is the cause of our family problems”
- “Why can’t my child just behave?”
- “It’s my fault”
- “It’s his/her fault [other parent or teacher or someone else]”
- “I give up”
- “I have no control over my child”
- “I have tried everything and nothing works”

For each of these unhelpful parent thoughts ask yourself:

- How does this unhelpful thought make me feel about my child and family?
- How does this unhelpful thought make me act toward my child and family?
- Why is it a bad idea keep thinking this parent thought?

(Ch.17) Examples of Helpful Parent Thoughts

Take a look at the helpful parent thoughts:

- “My child has some positive behavior too”
- “It doesn’t matter whose fault it is because what matters are solutions”
- “We all play a role in the problem”
- “[other parent or teacher or someone else] and I need to get on the ‘same page’ and work together”
- “I can’t just expect my child to change; I need to help him or her”
- “I need to focus on solutions to the problems”
- “I need to think of new ways to parent my child”
- “I need to figure out what I can do to better parent my child”

For each of these helpful parent thoughts ask yourself:

- How does this helpful thought make me feel about my child and family?
- How does this helpful thought make me act toward my child and family?
- Why is it a good idea to keep thinking this parent thought?
Stress Busters for Parents – Behavioral Activation

- Time Away From Family Responsibility
- Time to Be with Spouse/Partner (if applicable)
- Spending Special Time with Child or Teen
- Seeking Out Social Support
- Scheduling Pleasant Events
- Developing Good Health Habits
- Joining a Parent Support Group
- Planning Lifestyle Changes

1. **Recognize Stress** (i.e., aware of stress “signals”)

<table>
<thead>
<tr>
<th>Body signals</th>
<th>Thought signals</th>
<th>Action signals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breathing/Heart rate increased</td>
<td>“That brat!”</td>
<td>Punch/hit</td>
</tr>
<tr>
<td>Tense muscles</td>
<td>“I am not going to take any more!”</td>
<td>Yell/threaten</td>
</tr>
<tr>
<td>Increased sweating</td>
<td>“I’m a worthless parent.”</td>
<td>Cry</td>
</tr>
<tr>
<td>Face turns red</td>
<td>“I can’t handle this!”</td>
<td>Tremble</td>
</tr>
<tr>
<td>Body feels hot</td>
<td>“I hate him/her.”</td>
<td>Withdraw</td>
</tr>
</tbody>
</table>

2. **Relax Your Body** – Do deep breathing, tense and release muscles, count to 10, and so forth

3. **Use “Coping Self-Talk”** – Examples of coping self-talk include the following:

   - “Take it easy”       
   - “Don’t let it bug you” 
   - “I can handle this”  
   - “Stay cool”          
   - “Relax”              
   - “I’m going to be ok” 
   - “I will try my best”

4. **Take Effective Action** – Walk away, ignore it, take a walk, try to discuss it, express feelings, use problem solving, and so forth.
Module 7: Family-Wide Functioning and Interaction Skills

Chapter 19: Let’s Get Together – Bonds and Organization

Chapter 20: We Can Work It Out – Family Interaction Skills

Highlights of Module 7

• Improving Parent-Child Bond
• Family Routines
• Family Rituals
• Family Communications Skills
• Family Problem Solving
• Family Cool Down
Brainstorm Enhancing Organization

- Daily schedule for school days
- Task list for getting ready for school
- Task list for homework
- Task list for dinnertime
- Task list for bedtime
- Other task lists

Improving Parent Child Bond

- Child-Directed Play/Activity Scheduling
- Special Talk Time
- Be Available and Do Special Activities
- Parent Involvement at School
- Noticing Good Behavior (Good Behavior Box) (also is Catching ‘Em Being Good)
- Two-To-One Rule for Parent Comments
### Family Routines

- Regular wake up time
- Regular mealtimes (breakfast, lunch, dinner)
- Time with friends
- Time with family
- Regular shower or bath time
- Regular bedtime

### Family Rituals

- Family meals
- Holidays, birthdays, annual events or vacations, etc.
- Family traditions
- Cultural traditions
- Celebrate members achievements

### (Ch.20) Family Communication Skills

<table>
<thead>
<tr>
<th>Don't's</th>
<th>Do's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long lectures or “sermons”</td>
<td>Use brief statements of 10 words or less</td>
</tr>
<tr>
<td>Blaming (e.g., “You need to stop___,” or “It’s your fault,” etc.)</td>
<td>Use I statements (e.g., I feel___ when ___) take responsibility for your own actions</td>
</tr>
<tr>
<td>Poor listening with looking away, silent leaning treatment, crossing arms, and so forth</td>
<td>Actively listen with good eye contact, forward, nodding, and forth</td>
</tr>
<tr>
<td>Interrupting others thoughts</td>
<td>Let each person completely state his/her before stating yours</td>
</tr>
<tr>
<td>Put-downs (e.g., “You’re worthless,” “I am sick of you,” etc), threats, and so forth</td>
<td>Be constructive (e.g., “I’m concerned about your grades,” “Something is bothering me; can we discuss it?”, etc)</td>
</tr>
<tr>
<td>Yelling, screaming, and so forth</td>
<td>Use a neutral/natural tone of voice</td>
</tr>
<tr>
<td>Sarcasm</td>
<td>Say what you mean, be specific and straightforward</td>
</tr>
<tr>
<td>Going from topic to topic</td>
<td>Stay on one topic</td>
</tr>
<tr>
<td>Bringing up old issues, past behavior</td>
<td>Focus on here and now</td>
</tr>
<tr>
<td>Keeping feelings inside</td>
<td>Express feelings to others appropriately</td>
</tr>
<tr>
<td>Scowling, directing antagonistic toward others</td>
<td>Use appropriate facial expressions</td>
</tr>
<tr>
<td></td>
<td>facial expressions toward others</td>
</tr>
</tbody>
</table>
1. **Stop! What is the problem we are having?**
   - Try to avoid blaming individuals.
   - State specifically what the problem is so that everyone agrees.

2. **What are some plans we can use?**
   - Think of as many alternative plans as possible.
   - Don’t evaluate or criticize any family member’s ideas.

3. **What is the best plan we could use?**
   - Think of what would happen if the family used each of the alternatives.
   - Reach an agreement by most or all family members if possible.

4. **Do the plan.**
   - Try the plan as best the family can.
   - Don’t criticize or say, “I told you so.”

5. **Did our plan work?**
   - Evaluate the plan.
   - Determine if everyone is satisfied with the way the problem was solved.

*Note:* Do not bring up old issues and try to stay focused on the here and now. Parents also need to be clear about what is and is not negotiable.

---

**Family Cool Down**

- **Recognizing Conflict** – Family members become aware of escalating family conflict signals

- **Coping with Conflict** – Family members agree they will take a previously agreed-upon break (e.g., separate for 10 minutes) and each try to calm down

- **Constructive Problem Solving and Communication** – Family members reunite to resolve conflicts using family problem-solving and communication skills
EBPs Should Promote Fidelity Like in Research
(Beidas & Kendall, 2010; Bloomquist et al., 2013; Carroll et al., 2010; Dane & Schneider, 1998; Schoenwald et al., 2011)

Struggling Kids EBP Quality Assurance Methods
(Bloomquist, 2013 b)

• ‘Manual’ and Parent/Family Handouts – Instructions for practitioner and family members
• Initial Training and Live Observation – Six hours of initial training and eventually meeting minimum standards based on Supervisor Observation Ratings
• Ongoing Technical Assistance and Supervision – Weekly meetings with opportunity for live co-therapy
• Fidelity Practitioner “Logs” – Practitioners complete brief logs to document fidelity (with progress notes)
• Goal Setting and Attainment – Supervisee sets goals and work toward attaining them (like families)