Family Interventions With Disruptive Children: Six Challenges

Parenting & Families SIG
ABCT Nov 2019

Clinical Presentations

2-6 Year Olds

- Noncompliance
- Tantrums
- Aggression
- Rude Talk

7-12 year Olds

- Continued Coercive Patterns
  - Noncomply; Aggression....
- Cognitive Distortions
- Conduct Disorder
  - Steal/Lie
  - Wander/Truancy
  - Vandalism
  - Fire Set
- Skill Deficits

Foundational Psychological Science

- Developmental
  - Attachment
  - Socialization
  - Cognitive, Language, Motor....

- Learning
  - Operant
    - Applied Behavior Analysis
  - Social Learning

Developmental Psychology Socialization Research

- Diane Baumrind's Authoritative Parenting Style
  - Warmth & Responsiveness & Engagement
  - Firm Control
  - Increasing Support for Autonomy
- Correlated with Best Outcomes Longitudinally
  - Successful Socialization
  - Peer Acceptance
  - Positive Self Esteem
  - Academic Achievement

Child Clinical Psychology
Constance Hanf
University of Oregon Medical Center

See Reitman & McMahon (2013), Constance " Connie" Hanf (1917-2002): The mentor and model. *Cognitive and Behavioral Practice, 20, 106-116*

Lists Psych Interns Mentored by Hanf (1968 – 1977)

Researched Hanf's Basic Two-Stage Parenting Program
- Stage I: Responsiveness Skills during Child Centered Play
- Stage II: Compliance Promoting Skills in Parent's Game & Clean-up

Extended Hanf's Program
- **"Stage III"**: Standing House Rules (e.g., "No Fight")
- **"Stage IV"**: Community Management (e.g., Shopping, Cars, …)
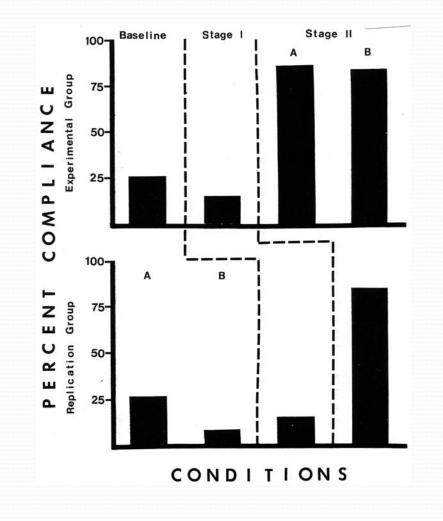
Well Established Programs

- *Parent-Child Interaction Therapy*
  - Sheila Eyberg
- *The Incredible Years*
  - Carolyn Webster-Stratton
- *Helping the Noncompliant Child*
  - Rex Forehand & Bob McMahon
- *Defiant Children*
  - Russell Barkley
- *Community Parent Education (COPE) Program*
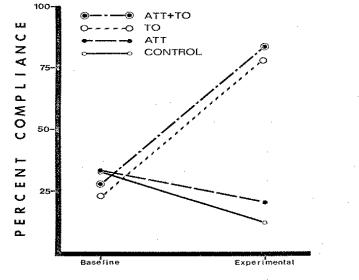 - Charles Cunningham

Challenge 1: Empirical Justification of Stage I

The "Child's Game" / "Child-Directed Interaction" (CDI)
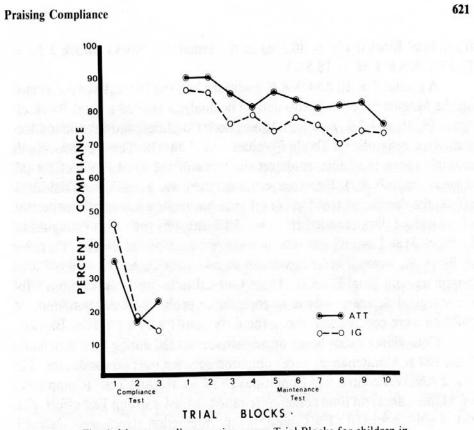
Theoretical Justifications - **SURE**

- Baumrind's First Parenting Component
  - Warmth, Responsiveness, & Engagement
- Promote/Maintain Positive Parent-Child Relationship prior to compliance training (Stage II)
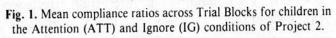 - See Dadds & Tully, 2019, *American Psychologist*

BUT - Empirical Justifications?
  NO EVIDENCE - CDI Facilitates Child Compliance

Fig. 1. Mean compliance ratios across Trial Blocks for children in the Attention (ATT) and Ignore (IG) conditions of Project 2.

Proposed Line of Research
Hanf Stage 1

- Quantify probability of "Parent Sensitivity"
  - Develop event-sequence measurements for CDI
    - Define and measure "Child Signals"
    - Quantify probability of "Parent Responsiveness"
      - Timing
      - On-topic (non-directive)
      - Acceptance and/or Positive Regard
        - Traditional Parent Codes – praise, descriptions, imitation...
  - Treatment Goal = Responsive parents throughout the day
  - Link to attachment measurements

Challenge 2: Develop & Evaluate Comprehensive Instruction-Giving Skills Program

Basics:

- Gain Proximity
- Elicit Eye-Contact
- Explicit Direct Verbal Instruction + Gesture
  - **Type 1: "Do X"**
- Pause & Observe
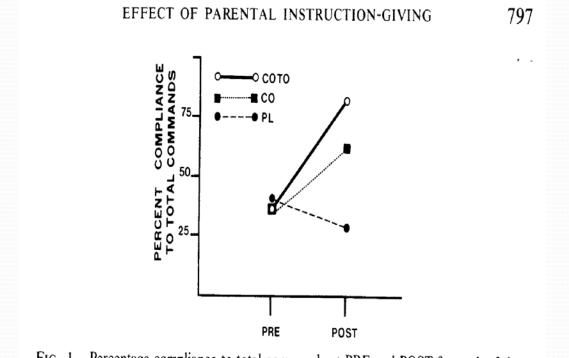- Praise compliance initiation

FIG. 1. Percentage compliance to total commands at PRE and POST for each of three groups.

Instruction Types and Training Methods

- **Current Protocol at Idaho State:**
  - Model - Role Play – Guided Practice by Instruction Type
  - Timing: <u>Post</u> Stage I and <u>Prior</u> to Stage II (Warn/TO components)
  - Message to Parent
    - "Good First Step" - "It will help" - "Insufficient"

- **Type 1 Instructions ("Do X")**
  - Content Valid, Multi-step Task ("Lunch Preparation" Analog)
  - <u>Model Followed by Role Play</u>
    - Reason at outset ("Time for lunch; we need to wash hands, set the table, & sit down.")
    - **Therapist's Helper** manipulates large doll
    - "Doll" varies latency to respond; always complies within 5-sec
    - Role Play Feedback: "That's Right" OR Error Specified & Repeat

- **Type 2 Instructions ("Stop Y")**
  - Doll displays mild, repetitive misbehavior (climb; touch; toy abuse…)
  - <u>Model Followed by Role Play</u>
    - Approach and issue "Stop Y" instruction
      - OR "Do X", where X is incompatible with Y
    - Doll ceases immediately: Praise & Provide Reason
      - "We don't do Y; you might…."   OR
    - Doll persists: Approach, Guide/Block/Prevent, Provide Reason

  - NOTES
    - "Reasons" link to the "Inductive Parenting" literature
    - Avoid waiting 5-sec while doll engages in misbehavior
    - **Not well researched or understood**

Type 3 Instructions ("Big Jobs")

Sustained Effort Required

Child Developmental Level Critical

Parent Variables:

Presence/Absence

Helping (provides a model);

Social Reinforcement

- Model Followed by Role Play Sequence
  - <u>Provide Reason at Outset</u> (e.g., "Time for bed. We need to cleanup. This is a big job so I am going to help.")
  - <u>Doll Initiates</u> within 5-sec of instruction, <u>But Subsequently Dawdles</u> (goes "off task"); <u>always obeys re-instruction</u>
  - <u>Parent Helps & "Chats"</u> with doll when both engaged
  - When doll "dawdles", <u>Parent Ceases Help</u> & <u>Re-instructs</u>

- NOTES
  - Developmental roots of self-regulated tasks?
  - Fading adult presence/support?
  - **Not well researched or understood**

Challenge 3: Identification of Necessary Standing Household Rules ("Stage III")

Current Practice
Physical Aggression Results in Immediate Chair Timeout

- Empirical Basis
  - Jones, Sloane, & Roberts (1992) -Alternating Treatment Design
    - House Rule Effective
    - "Stop Fighting" Ineffective (despite Hanf Stage II procedures)
      - Children complied
      - Fight frequency maintained or increased

- Theoretical Basis
  - "Stop Fighting " Interpreted as "Nattering" (John Reid), Yielding:
    - negative reinforcement for child (passive TO avoidance)
    - negative reinforcement for parent (fighting stops)
  - Linkage to Differential Adult Attention Studies of 1960-70's
  - "Stop It" Trap [**Classic Patterson Coercion Theory**]

FIG. 1. Frequency of sibling aggression across experimental conditions for Subjects 1, 2, and 3.

Standing Rules BEYOND No-Fighting?

- Strategy 1:
  - Immediate Chair Timeouts - ALL Elements of Coercive Response Class (Skinner)
    - Physical Aggression
    - Negative Emotional Outbursts (tantrums)
    - Rude Talk

- Strategy 2:
  - Evidence-based Determination
  - Use Behavior Record Cards (BRCs)
    - POST - Hanf Stage II AND "Stop Y" Training
    - Evaluate frequencies of "Stop Y" at home

- Treatment Principle – "Least Intrusive"
  - "Stop Y" IS LESS INTRUSIVE than "Standing Rule"

HOME RECORD CARD   Client: Rule Identification BRC

Next Appointment: Wed 12   3:30

Homework: Special Time   Dudbey Warn   Count: "Stop X" Episodes

Date:	√= yes	Chair	Room		Tantrums	Rude Talk	Pestering Sib
Wed 5	√ √	ll	lll	〰	ll		
Thur 6	√	l		〰	llll		
Fri 7		ll	l	〰	ll		l
Sat 8	√ √	lll		〰	⊞ l	l	
Sun 9	√			〰	l		
Mon 10	√	l		〰	lll		ll
Tue 11	√	ll		〰	⊞ l	lll	
Wed 12				〰	ll		

2min + quiet TO | 1min + quiet TO

Use "Stop it" + Warn + TO [as needed]
DO NOT Code if during TO
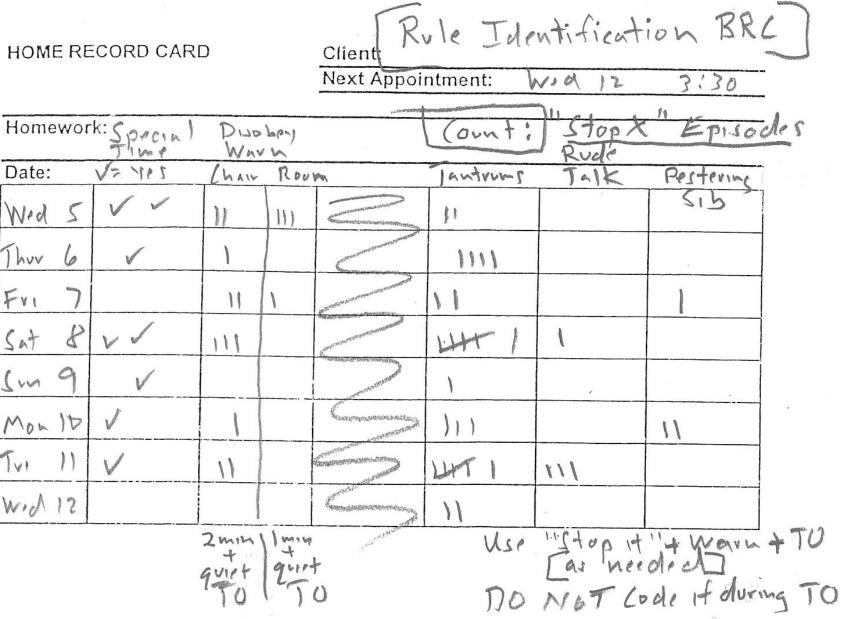
Challenge 4: Training Parents to Code Accurately on Behavior Record Cards

Data from Initial Efforts: Nadler & Roberts (2013)

- Recruited 2.0 – 11.9 year olds
- Sibling Dyads (age gap < 4 years)
- Odd-Day Even-Day Reliability Coefficients

	Noncomply	Aggression
• Younger Sib	.885	.703
• Older Sib	.913	.850
• Single Child	.908	- (Livesay & Roberts, 2019)

- Accuracy: .67   .60
    - Occurrence Agreement Ratios

Current BRC Training Procedures

- Current Methodology (Nadler & Roberts, 2013)
  - Private Discussion
  - Handout
  - **Observe Video with Feedback – 17 scenarios**
  - **Complete Video "Test" – 20 scenarios**
  - Placement of BRC in Home
    - "Where You Notice & Children Will Not"
    - Manage disobey/aggression first; record second

- NEED -Standardized Videos
  - Paid Professional Parent & Child Actors
  - Available for general distribution to practitioners

Challenge 5: Integrate Pro-social Skill Training Support for Autonomy via Applied Behavior Analysis

- Differential Reinforcement of Incompatible (DRI)

- Differential Reinforcement of Low Rates (DRL)

- Differential Reinforcement of Alternative (DRA)

- Hanf Stage II Compliance
  - Social Rf+
  - Timeout Avoidance Rf-

- Middle Childhood Programs
  - Award Tokens for Inhibition

- Countless *JABA* studies (1968...)

- Middle Childhood Programs
  - Collaborative Problem Solving
    - Ollendick, Greene, et al. 2016

  - Sibling Conflict Resolution Skills
    - ISU Students (Forcino, Grimes, Nadler, Nakaha, Babbitt et al., 2016; 2019)

Replacement Skills for Sibling Aggression
4.0 – 11.9 year olds

Conflict	Replacement Skill Set
1. Object Disputes	1. Share; Take-Turns; Tie-breaking Strategies
2. Noncompliance	2. Offer Reasons; Make "Deals"; Accept "No" for an Answer
3. Violation of "Rights"	3. Assertiveness; Offer Reasons; Seek Adult
4. Verbal Harassment	4. Listen; Invite; Suggest; Ignore; Assertiveness; Seek Adult
5. Physical Harassment	5. Stand Up; Gesture; Assert; Seek Adult

Complex Interactions:
Skills, Coercion, & Discipline

- Substitute for Coercion?
  - Developmental Readiness to Acquire Skill
  - Access (at least) Partial Reinforcement Schedules
    - Sibs, Peers, Parents, Teachers…

- Skill Use in Natural Settings
  - Requires Effort (cognitive; linguistic; motor), AND
  - May Fail
    - Antagonist – escalate; AND/OR
    - Protagonist – accept non-reinforcement

- THEREFORE, Combined Interventions Likely:
  - Block Reinforcement for Coercion, AND
  - Skill Build

Challenge 6:
TO Resistance in Middle Childhood

CONTRAST

2-6 year olds, defiant, referred samples (Roberts et al., 1980s)

Well-Established Procedures

- Minority display "excessive resistance" to chair TOs

- Procedural change from traditional Hanf Stage II
  - "Barrier-enforced chair TOs" replaced "Spanking-enforced chair TOs"

- **We Can Successfully "Out Wait" 2-6 year old resistance to chair TOs !!!**

- Shaping Options Available
  - TO duration
  - Quiet Release

- See Corralejo et al., 2018 – most recent review of TO parameters

7-11 years, defiant, aggressive, referred sample (Forcino et al., 2019)
Experimental Procedures

Step 1: Token Fines substituted for TO
Step 2: (<u>If necessary</u>, given absence of progress on BRCs)
    Fine + 5-min Chair TO
    "No Touch" strategy = gesture + verbal instruction
Step 3: (<u>If necessary</u>, given refusal to comply with TO instruction)
    Room backup guided by parent " Escort"
Step 4: (<u>if necessary</u>, given physical resistance to "escort")
    Option 1 – Continued Guide + All Tokens Lost + 1 hour loss electronic access
    Option 2 – Cease Guide + All Tokens Lost + 15 minute "Shut Down"

Conclusions
    1. A minority will display repetitive, physical resistance :
        3 of 15 in Forcino sample (intensity?; higher level of care?)
    2. Currently – an unsolved, serious problem

Want Slides or References?

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