

# MATCH: Modular Approach to The ~~a~~ ~~f~~ Child

Conduct Focus

Copyright 1998-2003 Resonance, Inc.

All rights reserved.

# Problems Appropriate for MATCH-C

- Noncompliance, disobedience, oppositional, defiance, and/or rule-breaking

# Developmentally Sensitive Treatment

- Younger children ( 12 and under)
  - Parent focus
    - Various parent management training strategies
- Adolescents ( 12 and up)
  - Individual and family focus
    - Communication skills
    - Problem solving
    - Cognitive
    - Social skills training
  - Some work with parents
    - Praise and response cost
    - Rewards



# Parent Behaviors

- Lower rates of attention to pro-social child behavior
- Increased attention to negative child behavior
- Higher rates of negative, ineffective instructions
- Inconsistent and unpredictable use of punishment
- Ineffective monitoring of child behavior
- More negative reinforcement

# Theoretical Underpinnings

- Attachment Theory
  - Parent-child emotional bond
  - Secure attachment results in greater prosocial behavior
- Learning theories
  - Classical conditioning
  - Operant conditioning
  -

# MATCH Modules for Conduct Problems

- Engaging Caregivers
- Learning About Behavior
- One-on-One Time
- Praise
- Active Ignoring
- Giving Effective Instructions

- Rewards
- Time Out
- Making a Plan
- Daily Report Card
- Looking Ahead
- Booster

# Conduct Flowchart

Connect

Cultivate

Consolidate



CORE

INTERFERENCE



# Module 1: Engaging Caregivers

# Engaging Parent Goals

- ❑ Build rapport
- ❑ Gather information about challenges and goals
- ❑ Orient parents to treatment
- ❑ Build motivation to participate in treatment
- ❑ Empower and build hope for change

# Parent Training Rapport Building

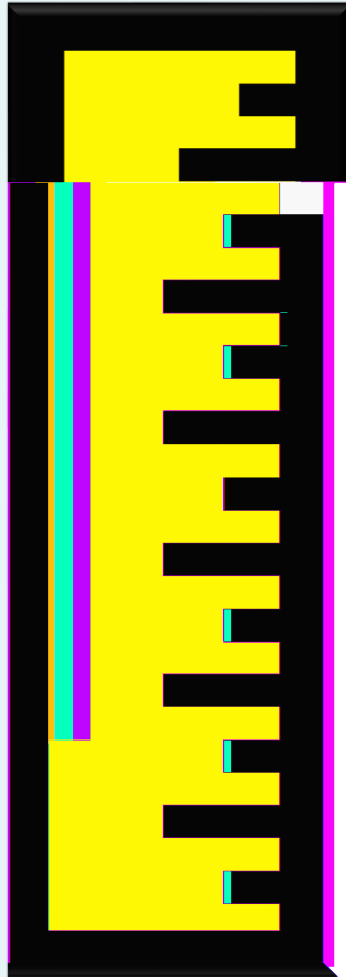
- Common across therapeutic approaches
  - Convey empathy, support, and interest
  - Validate concerns, use reflective statements
- Parent training-specific
  - Parent is not to blame, they are not the client
  - Treatment is time limited
  - Treatment is problem focused



# Orient Caregivers to Parent Training

- Enhancing skills to manage disruptive behaviors
  - Introducing new skills
  - Enhancing strategies the parent is already using
  - Figuring out which skills work best for their child
- Therapist is a “coach”
- Goal is for parent to take over as coach as soon as possible
- What Can Help handout

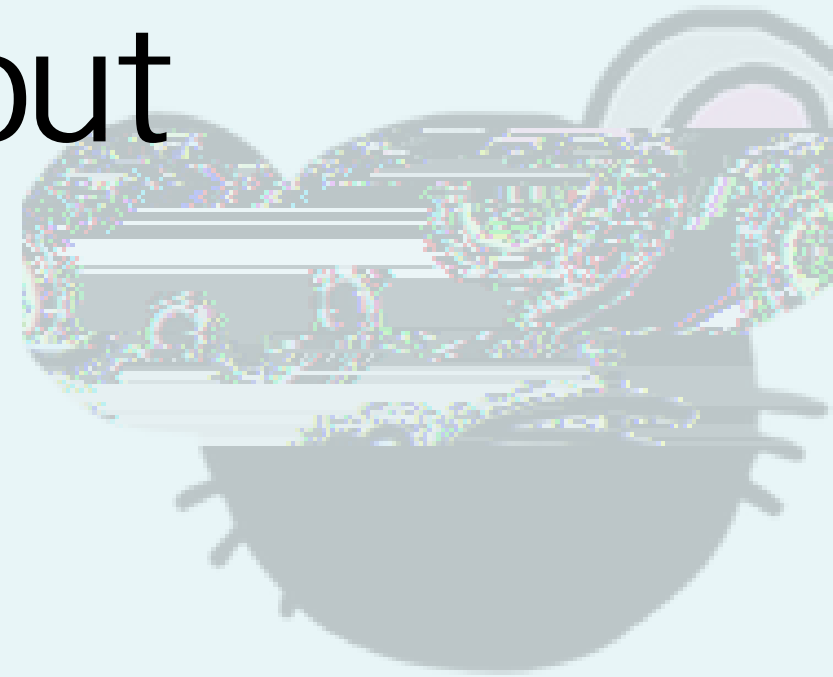
# Introduce Behavior Rating Scale



- 10 very good
- 9
- 8 sort of good
- 7
- 6
- 5 so-so
- 4
- 3 sort of bad
- 2
- 1
- 0 very bad

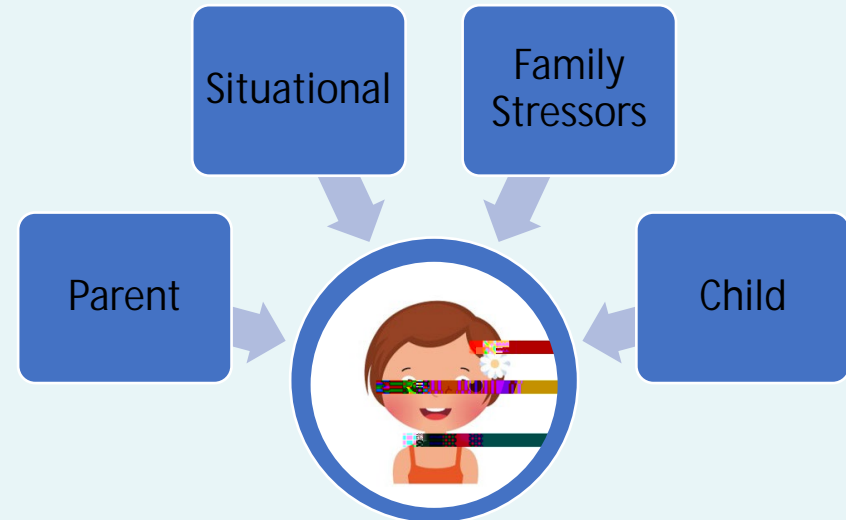
Which behaviors do caregivers say represent each point on the scale?

# Module 2: Learning About Behavior



# Four Factor Model

- Four factors that explain why children behave
  - Strengths and weaknesses
- Factors are:
  - Child characteristics
  - Parent characteristics
  - Situational consequences
  - Family stress events



See 4Factor Model handout



# Child Characteristics

- Genetic predispositions/temperament
- Child's health
- Physical characteristics
- Most tricky situations when exploring this factor?
  - "He's got the devil in him!"
  - Others?

# Parent Characteristics


- Genetic predispositions/temperament
- Parent mental health problems/diagnoses
- Parent medical problems
- Family of origin issues
- Most tricky situations when exploring this factor?
  -

# Situational Consequences

- Children misbehave to gain positive consequences
- Children misbehave to escape from unpleasant events or activities
- Can help to ask parents about “Top 3 Situations” where they have problems during the week
  - E.g., morning transition to school, bed time, dinner, when certain combinations of family are around, etc.
  - Then you can use those to think about what consequences the youth is gaining or what they are escaping in those scenarios
- Most tricky situations when exploring this factor?
  - Helping them identify discrete scenarios that are the hardest/easiest
  - Others?

# Family Stress Events



- Why?
    - Disrupt parenting
    - Alter parent perceptions of the child
    - Directly impact on the child's emotional well-being
  - Examples
    - Marital discord
    - Financial problems
    - Extended family problems
  - Most tricky situations when exploring this factor?
    - Issues that distract from the therapeutic focus! (crises, crises-of-the-week/COWS)
- 

# Other Points in Psychoeducation

- Emphasize family strengths
  - Can do this within discussion of each factor
- Emphasize parental efforts
- Describe rationale for focus on parenting
  - “You are the most important person in your child’s life.”

# Module 3: One-on-One Time



# Best vs. Worst Supervisor Exercise

Characteristics of BEST Supervisor

Characteristics of WORST Supervisor

# One-on-One Time Rationale and Goals





# What is One-on-One Time?

- “One-on-One Time” handout
- Brief (15 minutes) of uninterrupted time with just child and parent only
  - No siblings
  - Parent should not be distracted (no cell phones!)
  - Child selected activity (within reason) that allows for interaction (no TV, video

# One-on-One Time Parent Behaviors

## TO DO

- Narrate what child is doing (10 or younger)
- Offer positive statements
  - Be specific, genuine
  - Provide immediately
- Ignore mild misbehavior

## DO NOT DO

- Ask questions
- Give instructions
  - Don't try to teach child something
- Criticize
  - Including back-handed compliments

# Module 4: Praise



# When to Praise

3 Praise for spontaneous compliance with household rules and chores

3 Praise for completion of an instruction

- Stay to see that each task was completed
- Be specific in praise
- Ignore non-compliance for now

3 Increase parental monitoring of child's activities and behaviors

# How to Make Praise Especially Effective

- Monitor behavior—be on the lookout for the good stuff
- Make praise immediate
- Make praise specific

## Examples:

“I like the way you’re following directions.”

“I really like it when you pick up your toys.”

“Thanks for buckling your seatbelt without being asked!”



# Module 8: Time Out



# Why Time Out?

...to decrease the occurrence of undesirable behavior

## HOME

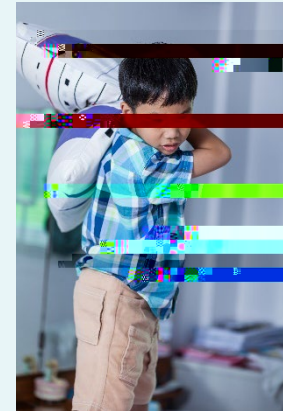
- ❑ Fighting with siblings
- ❑ Not following parent instructions
- ❑ Repeatedly talking back to parents
- ❑ Damaging toys/furniture

## SCHOOL

- ❑ Taking another student's supplies
- ❑ Poking a classmate with a pencil
- ❑ Leaving the classroom without permission
- ❑ Repeatedly interrupting the teacher or other students

# How to Teach Time Out


- Choose behaviors that warrant TO
  - Non-compliance
  - Violation of house rules
- Choose location
- Length
- Explain time out to child and family





# Time Out Procedure



- TO Procedure
    - Starting
    - During
    - Ending
    - Following
  - Practice time out procedure (before, during, and after) can be helpful
  - Anticipate difficulties
- 

# Escape from Time Out

- One warning is always given: “ If you come out again, then...”
- Options for back-up consequences
  - Privilege removal
  - More isolated place
  - Remove points from token system
  - Extend time out time
  - Total reward shutdown
    - No opportunity to earn or cash in rewards until Time Out is served

# Time Out vs. Relaxation (Side Bar)

- A time out is a total removal of all reinforcement
- When someone is upset but not misbehaving, they can take a “cool down”
  -

# Thank you!

- MATCH includes modules for anxiety, depression, and conduct problems
  - All may be relevant for youth with epilepsy at different stages in their development and condition
- Enjoy the rest of your training!

Thank you for all the work you do!