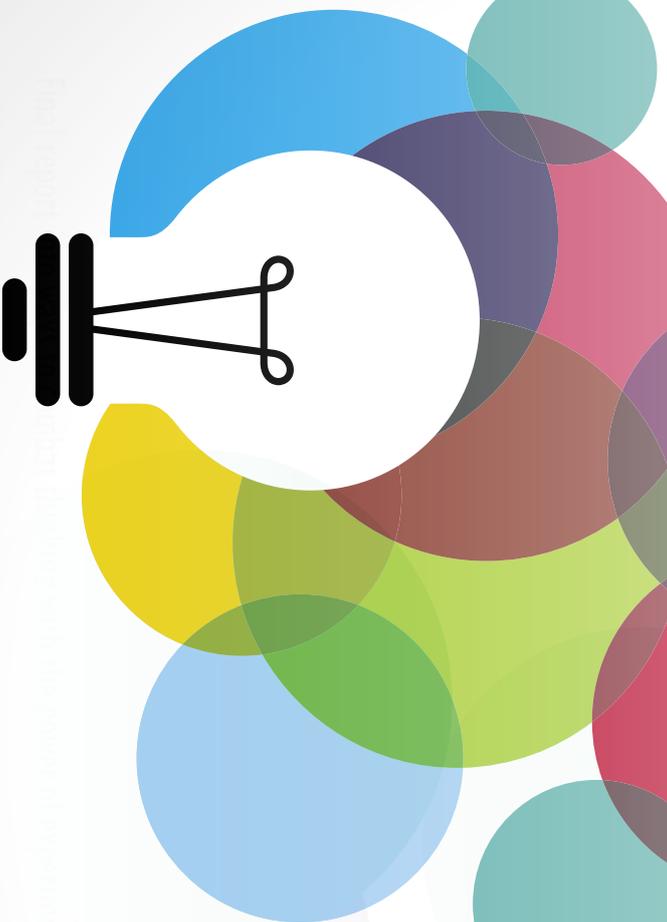




LOW INTENSITY CBT PARENTING INTERVENTION WORK BOOK



CEDAR
Department of Psychology
Washington Singer Building
University of Exeter
Perry Road
Prince of Wales Road
Exeter
EX4 4QG
UK

Parenting programmes delivered in a structured manner over several weeks are the most widely researched psychological intervention in child and adolescent mental health. They are the single most effective intervention for the treatment of conduct problems in children. The programme is designed to promote positive relationships, attachment and pro-social behaviour through sensitive responding.

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TREATMENT OVERVIEW

Parenting programmes are based on social learning theory. Social learning theory has two main rules which can be used when thinking about behaviour:

1. Reinforcement rule: Behaviour that is reinforced immediately is more likely to occur.
2. Attention rule: Children's behaviour is often oriented to gaining attention from others, especially parents.

FACTORS IMPACTING CHILD BEHAVIOUR

Parent Factors

- Parent's stress level
- Marital conflict
- Lack of social support
- Parental mental health

Child Factors

- Child's temperament
- Child's health
- Developmental delay
- Additional conditions

Parent Child Interactions

- Accidental rewards for misbehaviour
- Learning through watching
- Ignoring desirable behaviour
- Unclear boundaries
- How instructions are given
- Ineffective consequences

Parents can inadvertently reinforce undesirable behaviour because life is busy and the day is full of many interactions. It is important to let parents know that negative attention is also attention and therefore a powerful reinforcer and 'any attention is better than no attention at all' for children.

This can be illustrated by explaining that often when children are behaving well we can forget to notice their behaviour e.g. if your children are playing nicely together then you are much more likely to say nothing and use this an opportunity to get on with one of the household chores that may need doing. However the minute they start arguing you rush into the room and promptly tell them off or to stop arguing, thereby ignoring the positive behaviour and giving attention to the negative behaviour. The attention table will also help to illustrate this.

Likewise parents can often become caught in parent traps through what is known as the coercive cycle:

Parent gives a command – child whines/cream – parent shouts angrily – escalation – increased screaming.

This results in one of two outcomes:

1. Child complies and the parent learns that shouting is effective.

2. Parent gives up and the child learns that if they protest for long enough their parent will give up and they will not have to do what they are asked.

Treatment Overview

The programme aims to support caregivers to:

- Provide frequent and varied positive attention to their child (praise, rewards, encouragement) when the child is not misbehaving, and reducing negative attention given (criticisms, directions, questions) [improving relationship and increasing positive interactions].

- Decrease the amount of attention provided to misbehaviour (yelling, explaining, bargaining), instead addressing misbehaviour by removing reinforcement (ignoring, time-out) or providing a non-punitive consequence (appropriate limit setting)
- Ensure that expectations for behaviour are clear and parental response is consistent

As a result, we should see:

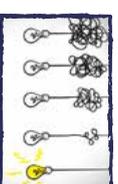
- Misbehaviour reduce as it is no longer an effective way to gain attention or achieve a goal
- Positive / pro-social behaviour increase as this is increasingly reinforced with positive attention
- Breaks coercive cycle (parent traps)
- Retrains parental sensitivity
- Increases positive interactions (pleasurable for both parent and child)
- Increases simplicity and clarity

Parents may feel tired and want immediate solutions, however it is important to help them understand that there are no magic solutions. They are the experts on their child but as the practitioner you will be working collaboratively with them to try out new ideas and principles and see how they go.

The program begins with positive principles. This can feel hard for parents if they are finding things difficult so it can be helpful to explain that this is so a positive relationship between parent and child is established and maintained. This also helps with child motivation and makes it more likely that limit setting will be accepted. If a child is always being told off and then they are told off some more they are unlikely to want to change their behaviour and may feel that even if they do their positive behaviour is never noticed. If there is a particular problematic behaviour ask the parent to keep an behaviour diary between now and the next time you meet.



This image indicates some information giving or psycho-educational content.



This image indicates a collaborative activity sometime including a rehearsal.



This image indicates a collaborative discussion or exploration of a theme.



This image indicates a home practice activity.

SESSION 1

UNDERSTANDING CHILD BEHAVIOUR

Child's preferred name						Date:
Parent's preferred name						Time:
Session number						

Routine Outcome Measures	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	+/-
SDQ - P							
SDQ - C							
ODD-p							
BPSES							
SRS / SFQ							
GBO 1							
GBO 2							
GBO 3							

Home Practice Feedback review:

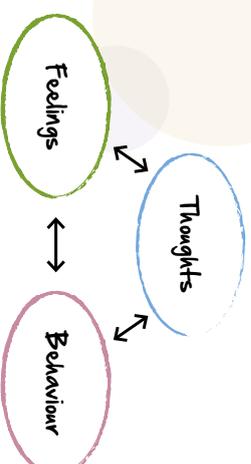
Completed HPF: Y / N:

What went well?

Any barriers / problem solving:

TFB Cycle:

The Cognitive Triangle



Thoughts:
Feelings:
Behaviours:

Session aims:

- To think about behaviour as communication
- Considering 'The Attention Principle'
- Ideas for changes in behaviour
- Thoughts Feelings and Behaviour Cycle
- Agreeing a home activity plan

Behaviour is a way of Communicating

Both children and adults behave in certain ways which help to communicate to other people how we are feeling, for example, if we are feel tired we might yawn or stretch our bodies, if we feel we might miss a bus we might walk faster, if we feel sad we might cry. Behaviours are things which we do in response to our own feelings, the environment we are in or the people we are with.

It is impossible to not behave! As Winnie the Pooh says 'people say nothing is impossible, but I do nothing everyday'. When we are doing nothing we are still doing something! We are always doing something in response to our feelings, the environment or our relationships!



The Attention Principle

What do children want? ATTENTION...

When do they want it? ALL THE TIME!

How we respond to the behaviours we see contributes towards what we teach our children about the behaviour.

Our ATTENTION is a powerful asset within our relationships to help change certain behaviours.

What we pay attention to, we see more of.

What we pay less attention to, we see less of.

Attention table

	'OK' Child Behaviour	'Not OK' Child Behaviour
Attention	Praise Positive behaviour increases	Negative behaviour increases
No Attention	Positive behaviour decreases	Ignore Negative behaviour decreases

Reasons for Child behaviour

There are lots of things which affect the way we all behave and for children it is understood that there are many things which influence the way a child might behave and what this behaviour is communicating to us. Here are some examples of why children might behave the way they do:

Internal influences of behaviour – These influences may be related to their genetics, any developmental difficulty, a typical neuro-development, health, ability,

self-perception and understanding.

External influences of behaviour (rules, authority, expectations) – safety, certainty, routine, structure predictability, communication and understanding, TV, movies, games social media, friends

Relational influences of behaviour (what do we need to be able to cope together) – safety, certainty, security, consistency, familiarity, modelling, warmth and nurture.

ACES

Adverse Childhood Experiences. If we have been exposed to traumatic difficulties in childhood, this can affect the ways we respond to things (behave). Adverse childhood experiences include: Physical, sexual, verbal abuse, physical and emotional neglect, parental mental health difficulties, parental alcohol or substance misuse, domestic violence, parental custodial sentence

and losing a parent to separation, divorce or other reason.

Understanding the impact of these very difficult experiences on ourselves can be supportive in understanding our own behaviours and responses to our children's behaviours.



Developmental stages:

Young children go through a number of developmental stages, where their ability to understand, communicate, and regulate their emotions changes and develops over time. Until that time, understanding can be limited, communication can be frustrating, and emotions can be overwhelming. All of that is normal, and it's our (challenging) job to help children make sense of the world, build a language to communicate their feelings, and help them

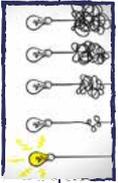
Enriching the Story

Now we will work together to try and find the things which you and your child do (behaviours) which you are proud of and those which you would like to experience less. Choose 4 or 5 things that you do which you would like to

to 'digest' tricky feelings. You won't always get it right. No one does. It's about getting through it together, learning along the way, and being good enough!

Brain development is now considered to continue well into early adulthood, this is called 'plasticity' and means that our brains will continue to grow and develop, so we can continue learning and changing throughout our lives.

see more of e.g. staying calm, talking nicely, showing more affection, listening to each other, having fun together and 3 or 4 things you would like to experience less e.g. shouting, grounding, arguing.



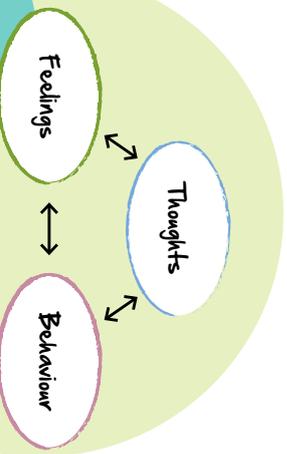
Behaviours you would like to see more of:	Things you would like to experience less?
Child	
Kindness curiosity compassion calmness	Arguing, sulking, being apart
Parent / Carer	
Kindness curiosity compassion calmness	Hitting shouting throwing destroying things

Thoughts, Feelings and Behaviour Cycle

Let's explore the impact of child behaviour on your own thoughts feelings and behaviours.

Let's think of a recent experience where there were some difficult behaviours we had to manage. Let's use the form below to track our own responses to this experience.

The Cognitive Triangle



Thoughts:

Feelings:

Behaviours:

The 'What' about Behaviours – Communication and Behaviour Record

Keep a note of behaviours using the 'What' about behaviours sheet(s).

What was happening before the problem behaviour occurred? Where did the problem behaviour happen? Who was / not around? What part of the day was it?	What did you see, hear from the problem behaviour? What was the problem behaviour communicating?	What did you do to help manage the problem behaviour? How did you communicate that the behaviour was a problem and not the child?	What were your thoughts and emotions after the problem? Intensity 1-5
			Thoughts: Emotions: Behaviour:



Notes

SESSION 2

CONNECTION BEFORE CORRECTION

Child's preferred name	Date:
Parent's preferred name	Time:
Session number	

Routine Outcome Measures	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	+/-
SDQ - P							
SDQ - C							
ODD-p							
BPSES							
SRS / SFQ							
GBO 1							
GBO 2							
GBO 3							

Home Practice Feedback review:

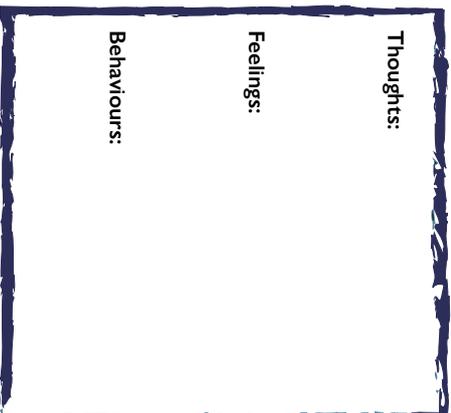
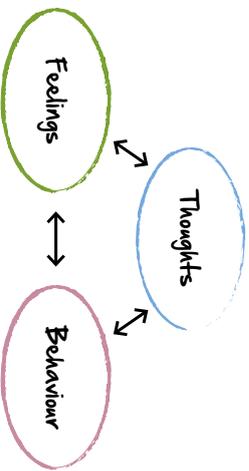
Completed HPP: Y / N:

What went well?

Any barriers / problem solving:

TFB Cycle:

The Cognitive Triangle



Session aims:

- Review Home activities – The ‘What’ about behaviour record
- The importance of positive attention and reconnecting through child directed play
- Activity – Practising Play
- Agree home activity

The Importance of Play

PLAY CAN.....

- Relieve stress. Play is fun and can trigger the release of endorphins, the body’s natural feel-good chemicals. Endorphins promote an overall sense of well-being and can even temporarily relieve pain.
- Improve relationships and your connection to others. Sharing laughter and fun can foster empathy, compassion, trust and intimacy with others.



- The social interaction of playing with family and friends can also help ward off stress and depression.
- Stimulate the mind and boost creativity. Young children often learn best when they are playing and that principle applies to adults, as well. You’ll learn a new task better when it’s fun and you’re in a relaxed and in a playful mood. Play can also stimulate your imagination, helping you adapt and problem solve.
- Keep you feeling young and energetic. “We don’t stop playing because we grow old, we grow old because we stop playing.” Playing can boost your energy and vitality and even improve your resistance to disease, helping you feel your best.

Using Child Led Play

Short, frequent and consistent opportunities for child directed play are more manageable and help the child to know that they will get that quality time. 10 minutes of high quality fun, play and child directed interaction can make a big difference to children and parents!

Say what you see! Notice movements, choices, colours, emotions, developing stories, closeness, respond to your child! Think like a descriptive commentator!

ACTIVITY

- What are your thoughts about play?
- What are your experiences of playing with your child?
- What types of play would you like to do with your child?



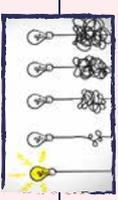
When helping us understand and manage behaviours from our children, it is essential that we think about how we let our children know that they are loved, cared for, valued, accepted, as important individuals.

Our relationships with children and young people are the most protective strategy in the difficult task of understanding behaviours and emotions which we all experience. Using play is an investment in their child (like putting money into a savings account). Good times together and a positive relationship lay a strong foundation that helps parents to manage (and bounce back from) the difficult times.

We encourage parents to focus on a range of comments including thoughts and emotions, as only commenting on actions can seem a little odd and are less likely to be received well by children as time goes on. Match the pace of the comments to the children’s activity – if the child is very active, they may need more frequent comments to stay on task, but more laid back children may require a slower pace of comments for it to feel natural.



Do's and try not to's	
Do's	Try not to's
Use descriptive commentary – say what you see	Ask questions
Notice emotions and validate them!	Make suggestions
Be genuine and playful	Attend to things you do not want to see more of
Join in!	Play competitive games
Praise things you want to see more of!	Try and take over
Use gentle touch	Criticise
Be polite and ask to play	Use commands
Play imaginative and creative games	Correct or try and teach
Listen and repeat back what is said	Compete with the child
Enjoy your time together!	
There is no right and wrong way to play with toys	
Allow choice in the game / activity	
Attend to things you want to see more of	



ACTIVITY: Embrace the power of play!

Parent will play for a couple of minutes like a child. Remember to provide choices of games which the 'child' may like but ensure that these are creative, playful, imaginative, artistic not computer games or games with too many rules or too much structure.

Therapist to model 'Say what you see' (descriptive commentary).

Parent will talk about their experience – "How did that feel for you?"

Therapist will feedback their positive observations of parent
– Include facial responses, actions emotions.

What did you notice?



ACTIVITY: Practice Descriptive Commentary

Draw a house on a piece of paper and listen to me descriptively notice what you are doing.

Now....

Watch me draw a house and use your descriptive commentary words to 'say what you see'. Notice emotions and label them.

What did you notice?



ACTIVITY: Swap roles

Therapist to play for a couple of minutes (be vocal and playful).

Parent to practice 'Say what you see' (descriptive commentary).

Parent to feedback their experience (be prepared for negative bias and self-critical reflection. Validate how difficult this is!).

Therapist speak about how it felt for them to be watched listened to and attended to.

What did you notice?





10 minutes together each day.

Continue to use Child led Play for ten minutes as many times as you can throughout the week.

Things you would like to see more of (behaviours) and focus on recognising when these are happening and use praise. Notice how this makes you feel. Notice how this might be making your child feel.

	10 minutes of Play Completed Yes / No	Activity / Game	Your thoughts about this time
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Do's and try not to's	
Do's	Try not to's
Use descriptive commentary – say what you see	Ask questions
Notice emotions and validate them!	Make suggestions
Be genuine and playful	Attend to things you do not want to see more of
Join in!	Play competitive games
Praise things you want to see more of!	Try and take over
Use gentle touch	Criticize
Be polite and ask to play	Use commands
Play imaginative and creative games	Correct or try and teach
Listen and repeat back what is said	Compete with the child
Enjoy your time together!	
There is no right and wrong way to play with toys	
Allow choice in the game / activity	
Attend to things you want to see more of	

Notes

SESSION 3

THE POWER OF POSITIVE PRAISE

Child's preferred name	Date:	
Parent's preferred name	Time:	
Session number		

Routine Outcome Measures	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	+/-
SDQ - P							
SDQ - C							
ODD-p							
BRSes							
SRS / SFQ							
GBO 1							
GBO 2							
GBO 3							

Home Practice Feedback review:

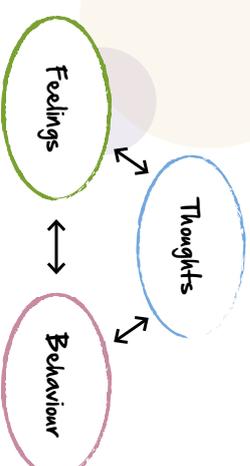
Completed HPF: Y / N:

What went well?

Any barriers / problem solving:

TFB Cycle:

The Cognitive Triangle



Thoughts:
Feelings:
Behaviours:

Session Aims:

- To review child led play
- Introduce *The Power of Positive Labelled Praise*
- Practice *The Power of Positive Labelled Praise*
- Agree home activity

The Importance of Positive Labelled Praise

Self-esteem and praise

Research demonstrates that a child's self-esteem and motivation is affected by the type of attention and praise they receive. The impact of praise depends on the message it sends to children!

Therefore, the more specific labelled praise children receive i.e. "you did a good job drawing" or "you have really taken your time with that picture", the more likely they are to demonstrate positive evaluations of themselves and persistence with a task.

Praising the effort and motivation is more effective than praising the outcome!

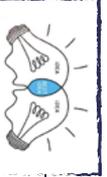


If we pay **attention** to the things we would like to see more of from our children by recognising exactly what it is they have done, these are more likely to happen again.

Example

Let's read through these two examples of praise:

1. "Give him the remote..... nice one"
2. "Mo, well done for letting your brother have the remote control...you have shared it really nicely and have been really kind, thank you!"



ACTIVITY:

- Which do you think a child would like and why?
- Which do you think teaches the child more about their behaviour?
- Which do you use at home with your children?
- Which did you hear when you were younger?
- How does it feel to have had / not had these experiences? What can we learn to help us help our children?

Making Praise More Effective

Sincere and specific – demonstrate insincere and vague praise: “that’s good”, “well done”, “good job”. Ask the parent did they know what they were being praised for? How did the praise feel?

Key point: Children only accept praise if they believe it! Children need to know what you’re praising them for and need specific feedback on what they are doing well. They are more likely to repeat this behaviour.

Given immediately after the behaviour has occurred – ask parent “how soon should we praise a child’s behaviour? Why is it important we praise straight after?”

Key point: Younger children will forget what it is you’re praising them for – they need to make the link between the behaviour/ attribute and your praise/ attention.

Behaviours and traits that they have the power to change – ask the parent “what is the risk in praising things they can’t change e.g. looks, intelligence?”

Key point: Praising internal abilities e.g. intelligence makes children more cautious and avoid challenges. Stick to praising things they can clearly change – effort, strategies they use, behaviours etc.



Praise should focus on mastering skills and not comparing themselves to others – e.g. demonstrate through social comparison “you are such a fast runner, you are much better than Chris”.

Key point: We want to focus on the child and what they are trying to do well, rather than always comparing themselves to others.

Avoiding criticism – demonstrate following praise with criticism “Well done for tidying your toys, why can’t you do it like that every time?” Ask the parent how that made them feel.

Key point: If we follow praise with a criticism, we are paying attention to the behaviour we don’t want to see/ the negatives. What will the child’s attention to be drawn to? And what will they remember?

Avoid waiting for perfection to praise— ask parent why it is important to praise steps in the right direction.

Key point: Children need to be praised for their efforts e.g. if you ask a child to put all their toys away, but they only put most away, you would still praise them for this.

ACTIVITY: Practice Labelled Praise

Considering the ideas about making praise effective...

Try and create a positive labelled praise statement about yourself now.

What did you notice?



Try to remember Positive labelled praise formula

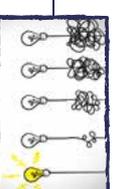
Specific + Sincere + Positive + (Recognising) Effort – ‘Buts’ = POSITIVE LABELLED PRAISE

ACTIVITY:

Now let’s think about some of the behaviours or things you would like to see more of from the *Enriching the Story* activity from session 1. Let’s practice building our positive labelled praise statements around these behaviours you have identified as being really important for you and your child.

The first behaviour I would like to see more of is:

My positive labelled praise statements for this is:





10 minutes together each day.

Try to enjoy the time you have with your child in these 10 minutes remember this can be tricky so stick with it! Practise attending for 10 minutes each day – irrespective of difficult behaviour, use other consequences for this. When finished

put a tick in the box. Attending ensures that positives are always going in (attention bank!). It also increases concentration, problem solving and creativity in children and all because of your attention.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Notes

SESSION 4

CLEAR CALM COMMUNICATION

Child's preferred name	Date:	
Parent's preferred name	Time:	
Session number		

Routine Outcome Measures	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	+/-
SDQ - P							
SDQ - C							
ODD-p							
BPSES							
SRS / SFQ							
GBO 1							
GBO 2							
GBO 3							

Home Practice Feedback Review:

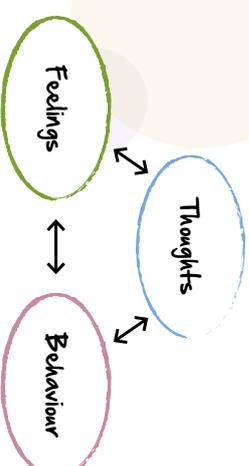
Completed HPF: Y / N:

What went well?

Any barriers / problem solving:

TFB Cycle:

The Cognitive Triangle



Thoughts:
Feelings:
Behaviours:

Session Aims:

- Review home activity *The Power of Positive Praise*
- Family rules
- Communicating with clarity and calmness
- Making effective commands
- Agree home activity

Family rules

Every family has its own identity and culture. No two families are the same! There is beauty in this diversity! Having rules within the family helps everyone to understand how the family might be able to work to make all its members safe and happy. It is important that both children and adults really understand what the rules are for their family to be the best it can be for each other.

When thinking about developing your families rules there are some great ideas to help you and your family really understand how you would like things to be:

You know your family and children better than anyone and unsurprisingly, families that make their own rules together are more likely to work together to help each other. Having family rules and routines help children know what to expect and how things work best for their family.





If we were to ask your child what their family rules are what would they say?

If you don't know that's OK, maybe you could ask them and talk about some shared ideas for your family rules!

Here are some tips if you do want to talk about creating some rules to help your family work well together:

- Ensure rules are positively stated and describe things you want to see from the family e.g., 'no shouting' could be 'speak nicely', 'do as you are told' could be 'listen to each other', 'no hitting' could be, 'be kind to each other'.
- Try and agree on 4 or 5 rules which everyone understands, having a long list is really hard for everyone to stick to!



How many times a day do you think children are asked or told to do something?

If you were repeatedly asked or told to do something that you may not want to do, how many times would you be able to do as you are told or asked?

What things motivate you to do things when someone asks or tells you to?

Communicating with Clarity and Kindness

Decide ahead of time if an instruction is necessary. Ensure that the instruction is realistic and fair (don't set the child up to fail). Parents need to be prepared to see it through (although in this week we focus just on giving the instruction, the consequences for not following the instruction are covered in the next session).

Ensure the child is listening: Ask the parent to stop what they are doing, go to their child, get down on their level, and invite eye contact and / or place a hand on their arm (as appropriate).

This first step already significantly increases the likelihood of the child complying.

Be simple, clear, and brief: help their child to process the request by keeping it straightforward. Advise parents that initially it may help to rehearse the instruction in their head first to ensure that they are clear.

Be polite: Remember, we want to model desirable behaviour to our children. It's best not to frame the request as a question, but parents can add 'please' and use a calm, pleasant tone of voice.

Ask the child to do something (rather than not do something): it's much more helpful to outline to children what we require them to do at that moment rather than simply telling them to stop a behaviour (for example, 'play quietly' versus 'stop shouting').

The do's and try not to's of clear calm communication

Do's	Try not to's
Use one command at a time	Avoid using lots of commands at a time. <i>Do this...and that...and that...and the other</i>
Use specific commands	Avoid unnecessary commands 'Every time you use a pen put it away before you use another pen'
Use positive commands – say what you want to happen <i>Speak nicely please</i>	Avoid saying what you don't want to happen <i>Stop shouting</i>
Offer choices – 'when.....then.....' When you have put your shoes away then you can put the TV on	Avoid using questions <i>Can you put your shoes away? NO!</i>
Be polite and playful 'Please move your shoes before they walk away themselves'	Avoid being unclear 'Stick the things somewhere else'
Give children time to respond (wait for 5 seconds)	Avoid rushing children
Give age appropriate commands	Avoid unrealistic expectations
Be prepared to follow through with consequences	Avoid power struggles
Get the child attention and use eye contact if you can	Avoid calling from different rooms

Now let's think about trying some of these ideas regarding clear and calm communication:

Read through the examples below and think about how you would communicate this with your child.

TOP TIP ALERT!

If you want something to stop.....You want something else to start! Giving clear information about what to do instead increases the likelihood of this happening!



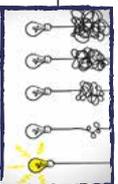
Your child is watching the TV and you need to them to turn it off and start getting ready for dinner. Which of these ways of communicating might be more successful?

'Daisy, it's time to turn off the TV and wash your hands to get ready for dinner.'
From the kitchen to the lounge: 'Dinner'

Can you go and get ready for dinner?

'OK Daisy turn it off, go and wash your hands, get your brother from his room, grab the ketchup on your way for me and sit at the table, now, come on I don't want to tell you again!'

Why did you choose your answer?



Now thinking about your child, let's try and practice writing a positive command to help them respond to you. Think of something which can be difficult for you both, and let's create a positive command!

What might you say to your child when they do respond to your command?

Rewards

Reward charts are good for establishing new routines such as bedtime and getting ready for school.

There are some things to consider if you choose to set up a reward system:

Clear target behaviour	Setting up a reward chart
Agreed upon / understood by the child	
Steps and rewards are discussed with child	
Make sure the steps are achievable (SMART goals), gradually increasing the challenge as appropriate	
Use rewards that are motivating and varied	
Consistently monitor progress and provide rewards	
Don't mix rewards and punishment	
Use in the short-term until the behaviour is learnt then 'graduate' from the chart (but continue reinforcing using positive labelled praise).	

Tangible Rewards		Social Rewards	
Inexpensive items	Choosing a movie	Positive praise	Hugs
Stickers	Going out for a walk	High fives	Kisses
Treats	Going to the park	A wink	Pat on the shoulder
Pound store toys	Going to the beach	A thumbs up	
Choices	Baking		
Privileges	Extra reading time		
Screen time	Extra story time		
Choosing dessert	Choosing a board game		





ACTIVITY:

Between now and our next session talk to your children and agree on 4 or 5 positively stated rules for your family. Use these rules to help you remember to show your child what you want through your own behaviour and to use positive labelled praise **every time** they stick to the rules! If you break the rules, show them that you can be sorry by apologising...remember that you are the role model! Talk about why you have agreed the rules together and how important it is to try and stick to them. Be aware that change takes time and you and your child may make mistakes, be patient and kind to yourself and each other!

Practice using positive clear commands to increase the likelihood of a positive response. Don't forget to recognise efforts with positive labelled praise!

Continue to enjoy your 10 minute child led play sessions and try and make your child feel special and let them know with you attention that you love them.

Notes

**SESSION 5
SELECTIVE ATTENTION**

Child's preferred name	Date:
Parents preferred name	Time:
Session number	

Routine Outcome Measures	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	+/-
SDQ - P							
SDQ - C							
ODD-p							
BRSSES							
SRS / SFQ							
GBO 1							
GBO 2							
GBO 3							

Home Practice Feedback review:

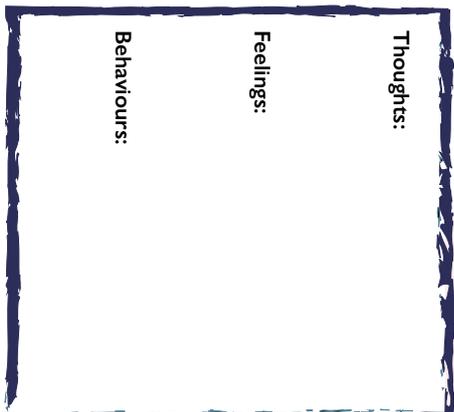
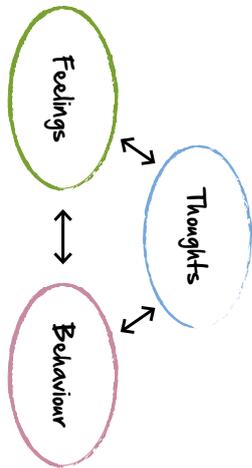
Completed HPF: Y / N:

What went well?

Any barriers / problem solving:

TFB Cycle:

The Cognitive Triangle



Session Aims:

- Review home activity
- Revisit to attention principle
- Selective attention and withdrawing attention from problematic behaviours
- Agree a home activity plan

Selective Attention

What do children want **ATTENTION** when do they want it: **ALL THE TIME!**

How we respond to the behaviours we see contributes towards what we teach our children about the behaviour. Our ATTENTION is a powerful asset within our relationships to help change certain behaviours.

What we pay attention to we see more of. What we pay less attention to we see less of.



	'OK' Child Behaviour	'Not OK' Child Behaviour
Attention	Praise Positive behaviour increases	Negative behaviour increases
No Attention	Positive behaviour decreases	Ignore Negative behaviour decreases

When children communicate their thoughts and feelings it can sometimes be with behaviour that we find challenging. To help the child learn our expectations and stick to the family rules it is important to withdraw our attention from the behaviour they are using to communicate their thoughts or feelings.

As parents we must recognise that thoughts and feelings can be very difficult to manage and it is our job to respond to the child's communication (behaviour) in a way which lets them know they are safe and that there are other ways to communicate their thoughts and receive our



positive attention. By withdrawing our attention from the behaviour, we are letting the child know that this is not acceptable. When the child stops the behaviour which we find difficult, it is important to recognise this by returning our attention to the changed behaviour. This process is called positive reinforcement, we are using selective attention to reinforce the things we want to see more of.

Trying to reason with your child when they are emotionally dysregulated will only make them worse.



What are you giving them if you talk to them when they're having a tantrum or become dysregulated?.....**ATTENTION!**

Withdrawing attention is a non-violent approach to behaviour management; alternatives such as smacking can have detrimental effects.

Children aren't born knowing how to manage their emotions, this is something they learn with the support of adults. Withdrawing attention gives children the opportunity to practice and learn to emotionally regulate and calm down independently. So far in the child led phase of the programme your child has learnt that attention from you is rewarding. Attention, particularly that of parents is extremely powerful and as we have been learning much of children's behaviour is maintained by attention – even negative attention.

Selective ignoring is a major way to decrease their child's unwanted behaviour. When selectively ignoring a **behaviour** parents completely remove their attention from that particular behaviour **NOT the child.**

Selective attention is not to be used for dangerous behaviour. It works best for behaviour intended to elicit a parental response (and minor irritating behaviours). As it requires self-control it is not good for behaviours that really push parents' buttons. Where possible parents should try to make sure that everyone in home is ignoring the behaviour. Selective attention must be used alongside positive attention for appropriate behaviours. By itself it does not teach children what to do. To achieve this we need to use praise and/or rewards to target the positive alternative behaviour. Remind parents that once they have decided on a particular behaviour to ignore, they ignore it every time it occurs. If they do not the behaviour will get worse not better.

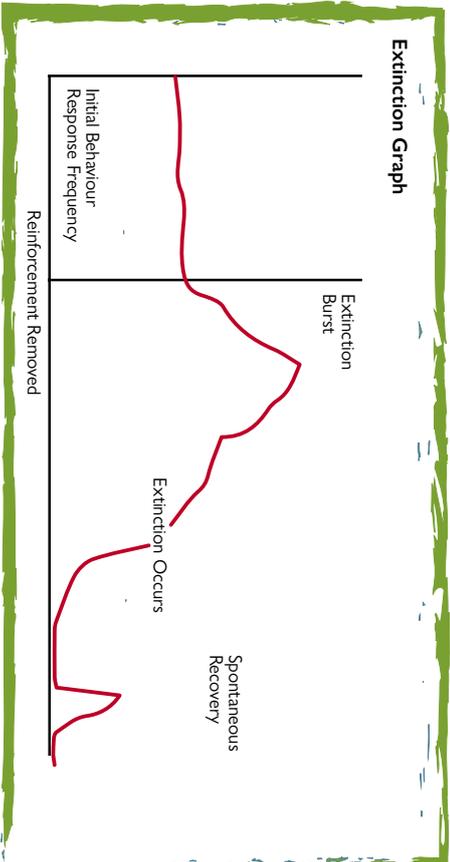


Extinction burst and spontaneous recurrence

If behaviour is not rewarded it will fade away and "extinguish". Behaviour will often get worse before it gets better if the usual reward is withdrawn. If parents can stick with the selective ignoring it will eventually plateau and reduce. Once a behaviour has extinguished it may spontaneously re-emerge some time later.

As long as the behaviour is not rewarded again in any way, it will swiftly fade away and disappear.

Selective attention is good for behaviours such as: Meaning, complaining, swearing, whining, minor squabbles, messy eating, silly noises, fiddling, back chattering, pulling faces, answering back being rude and arguing.



What behaviours could you withhold attention from?

What behaviours could you actively praise instead?

When we are practicing our selective attention skills – paying attention to things we want to see more of and withdrawing our attention from things we want to see less of, it is very important to make sure we do this in a calm way and that children understand that we are not ignoring them but we are trying to ignore the behaviour.

To help us stay calm and teach our children through our own actions we can think about some helpful thoughts which we can remind ourselves of when we are trying to show our children how to stay calm:

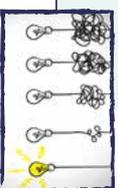
"This won't last forever"
 "I'm helping them to calm down"
 "I can get through this"
 "They really want my attention"

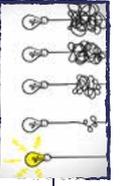
"Remember to look for the positive and give them praise"
 "What are they trying to tell me?"

Sometimes when things are difficult we might start to have difficult thoughts about situations, children or ourselves. Think of the helpful thoughts you might use to keep yourself calm and write them in below:

Difficult Thought:

Calm Thought:

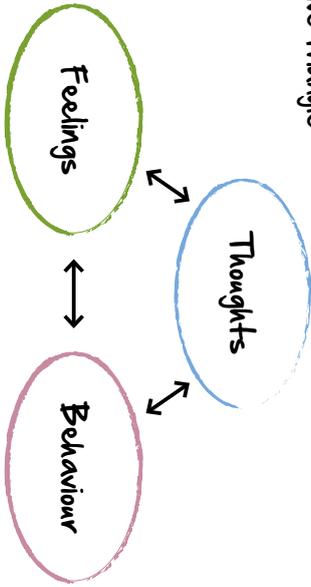




Think about how each of these thoughts might affect your emotions and your behaviour:

TFB Cycle:

The Cognitive Triangle



Notes



Continue your PLAY time with your child

Select one of the ideas we have discussed today and really focus on practicing this over before the next session. Think about what it is teaching

your child... think about how it feels for you to be trying to be more patient, creative, and consistent and calm. Write your thoughts and experiences of these

in the table below to share during the next session.

Selective Attention	Positive Praise	Calming thought

SESSION 6

NATURAL AND LOGICAL CONSEQUENCES AND TIME OUT

Child's preferred name						Date:
Parents preferred name						Time:
Session number						

Routine Outcome Measures	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	+/-
SDQ - P							
SDQ - C							
ODD-p							
BPSES							
SRS / SFQ							
GBO 1							
GBO 2							
GBO 3							

Home Practice Feedback Review:

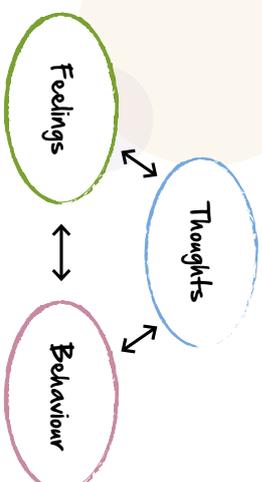
Completed HPF: Y / N:

What went well?

Any barriers / problem solving:

TFB Cycle:

The Cognitive Triangle



Thoughts:
Feelings:
Behaviours:

Session Aims:

- Home practice review
- Natural and logical consequences
- Co regulation
- Maintrain progress and summary

Natural and Logical Consequences

Discuss the fact that parents often intervene to protect children from the consequences of their actions. However parents also need to help children become increasingly independent. It is beneficial for children to learn about the world and the results of their actions and they can do this by learning through their mistakes.

Example:

If Chardonnay doesn't eat her lunch, she will feel hungry later. If Wojciec refuses to wear his coat outside, he may get cold or wet.





These are natural consequences. Of course parents need to protect children from certain dangers – electricity, traffic, strangers etc.!

A logical consequence is designed by the caregiver as a response to undesirable behaviour and helps the child make the links between behaviour and it's consequences.

Thinking about natural and logical consequences beforehand can help parents remain calm when difficult behaviour does occur rather than acting out of anger.

Often when parents feel angry they can either nag or lecture leading to further arguments and no actual limit setting or issue consequences which are unrealistic such as cancelling a longed for outing or grounding for a week, which they will then be unable to follow through with.



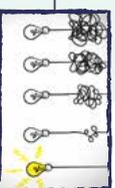
What do you currently do if your child does something unacceptable or doesn't do as they are told?
Whilst smoking is not illegal in England it is not opproach we wish to promote. It is also poor modelling for children teaching them that violence is acceptable, possibly scaring them and once again reinforcing the parent trap (coercion cycle) that they only need to comply when parents reach that level.

Examples of Natural and Logical Consequences

Natural Consequences		Logical Consequences	
Jump in a puddle	Get wet feet	Don't come off computer	Lose computer time later
Drop your ice cream	Can't eat it	Don't eat dinner	No dessert
Don't take turns	Others won't want to play	Don't tidy room	Privileges removed

Notes for practitioners: It is important to remind parents that positive reinforcement is always more effective than negative reinforcement. Sometimes parents have fallen into a habit of using only consequences so that many of a child's toys may have been taken away for example. In this instance practitioners may need to assist parents with introducing rewards for positive behaviours. If children are always receiving consequences for negative behaviour

but there is no praise or attention to positive behaviour then this will reduce or extinguish over time. It can be helpful to remind parents of the attention table. Rewards are also very effective in establishing new routines. So where there are difficulties around morning and bedtime routines, for example, it may be helpful to introduce a reward chart. In this way if the child does not complete a behaviour they simply do not earn a reward.



Consequences are non-punitive, helping children to learn to make the right choices, so they should be delivered in a simple and straightforward manner i.e. calmly, using selective ignoring for protests and whining. Explain that the strategies they have been learning to use build on one another, and limit setting will only work if positive attention (child lead play) and specific praise for desirable behaviours are also in place.

ACTIVITY:

Pick a behaviour that you may use a consequence for:

Let's try it out! Therapist will be the child showing the behaviour and the parent will calmly use the child's name, gain eye contact and give a natural or logical consequence for the misbehaviour.



Time Out

The phrase Time Out is widely used now to cover a range of different techniques; some parents may be familiar with the strategy; others may have tried it and found it not to work. If parents are using a time out strategy it will be helpful to gain a sense of what this looks like and how it works for them and their child.

Within our programme and social learning theory, time out is a consequence for either persistent non-compliance or dangerous and destructive behaviours. It is an extended form of removal of parental attention. When the specified period has finished, parents should return to providing positive attention. It can be an effective strategy for reducing dangerous and destructive behaviour when used infrequently but consistently. Having a strategy for such behaviours can enable parents to feel in control and calm thereby reducing the likelihood of harsh discipline. Time Out as a process can also help to facilitate emotion regulation in a distressed and angry child.

If you are confident that parents are using a Time Out strategy in a non-punitive and appropriate way which works for their child, then there will be little need to change an approach that is working for the family. It may be that they are using phrases such as the 'naughty' step in which case it can be helpful to encourage parents to come up with a less judgemental / blaming phrase such as 'thinking spot' etc.

Introducing Time Out:

Discuss and/or rehearse time out with their child when things are calm before using. When explaining ask the child to repeat back so they are sure the child has understood. It can be helpful to either role play with the child or a toy so that both parent and child are clear about what will happen. A parent can ask the child usually in a neutral (low stimulation), boring and safe place with the parent extremely nearby so they know once the child has calmed down and to ensure safety.

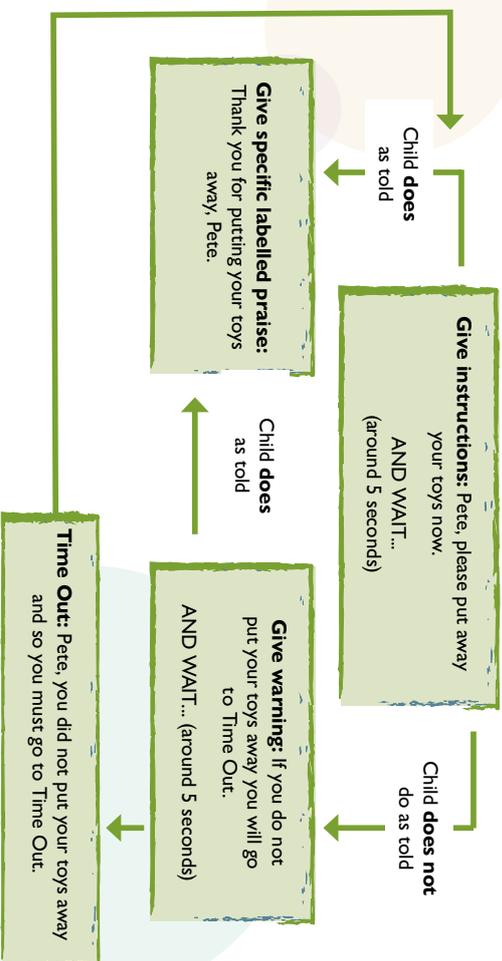
During Time Out:

- Parent gives child clear warning (opportunity to make a choice) [unless violence is extreme – then can go straight to Time Out]
- If behaviour continues, child is given clear instruction to go to identified Time Out space
- Parent remains close, but does not give attention to child
- Parent does not end Time Out until child is calm [amount of required calm time depends on child – but keep it brief – 30 seconds to 2 minutes]
- Return child to Time Out space if they leave
- Needs to be delivered calmly think about showing your child how to stay calm!

Trouble shooting:

- Children not going into calm time: For little kids, can pick them up / for older children (or if situation feels unsafe), give option of bigger consequence – then withdraw attention until misbehaviour ceases
- Children leaving calm time before it's finished
Calmly return them (if safe) or give option of bigger consequence.

Time Out for persistent non-compliance:



After Time Out:

- Do not revisit reason for being Time Out [no forced apology]
- Involve child in positive activity and look for behaviour to praise as soon as possible but...
- If child is in Time Out for non-compliance, then child still needs to comply [or Time Out can be used to avoid tasks]
- Prevent further misbehaviour – avoid re-triggering
- Give them a clean slate – show children that the day is not ruined just because one thing goes wrong or one poor decision is made
- Model good emotional regulation (and forgiveness)

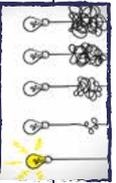
You may have heard of the minute per year of age for children in Time Out. If this is something they are already using and works for their child this is fine. However if Time Out is being newly introduced this is likely to be far too long and will lead to time out not working.

After Time Out: Repeat instruction

For children who are newly learning to regulate their emotions 30 seconds to 1 minute will be sufficient. We want a child to be able to leave Time Out as soon as they are calm, rather than sitting there for a long time and possibly re-escalating. Many parents may be used to asking their child to say sorry but this also runs the risk of re-triggering a child's difficult behaviour. It is also important that children feel sorry and learn to express this genuinely rather than being forced into it. It may take some children longer than others to be ready to say sorry.

Parents can help support the development of their children's empathy through:

- Labelling the feelings of others
- Encouraging perspective taking
- Modelling empathy and kindness (including saying sorry)
- When child is calm (some time away from episode) encourage rather than demand apology
- If apology is needed (i.e. important to parents' values) give time frame (e.g. by end of day) so child has some control.



ACTIVITY:

If you feel ready to calmly try it, talk to your child before practicing using Time Out.

Now let's think about what you might say to take your child to Time Out.

What might you do when you child is in Time Out?

Think about any calming thoughts you say to yourself.

What might you say to your child after Time Out when they are calm?

Notes

Maintaining Progress Plan

Let's think about what we covered in our work together and make a plan for the future. If things become difficult again you can look at your plan to decide how to maintain the progress you have made or get some support if you need to.

What have I learned?	
What was most useful?	
What can I continue to do to prevent a setback?	
What are my high risk situations which could result in a setback? What events/ situations/ triggers cause me to be more vulnerable?	
What are the signs things are starting to deteriorate? Thoughts/ feelings/ behaviours	
What can I do to avoid losing control? When I'm struggling or feeling bad, what could I do that will help?	
What could I do if I did lose control? What has helped? What have I learned? Who can help?	

Additional Resources

When... Then...

Using When..... then statements can help our children learn that actions have consequences and that they can also have some control in the getting what they need (which will probably be positive attention!). By letting them know that when they turn off the TV / Get ready/ Share the toys / Say something nicely **then** they can go and play / come and play / watch their program / dance with you.

I statements...

As parents it can be very hard to teach our children how to communicate their thoughts and feelings. One way of doing this is by showing them how to communicate thoughts and feeling calmly and without causing any hurt, blame or shame. By talking calmly with children about how we feel we are teaching them through our own behaviour. An example of this strategy is called 'I' statements.

"I am feeling frustrated right now and I need to take a deep breath and count to 20 to help me calm down".

"I feel annoyed that I have had to ask you three times to take your clothes upstairs".

By talking about how we feel without placing blame or shame on our children we are keeping them safe from big feeling such as guilt, shame and embarrassment.

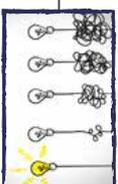
Sharing real experiences (Validation)

Validation helps children to feel and express their emotions, develop a secure sense of self, gain confidence, feel more connected to their parents and have better relationships in adulthood.

Validation can be defined as "the recognition and acceptance that your child has feelings and thoughts that are true and real to him regardless of logic or whether it makes sense to anyone else."

Validating a child means letting them share their thoughts and feelings without judging, criticising, ridiculing or abandoning them. You let your child feel heard and understood. You convey that you love and accept them no matter what they're feeling or thinking.

"Validation is acknowledging the truth of your child's internal experience"



Try to think of some things to say which might help your child know that you have understood what they have felt:

I hate lunchtimes, no one ever hangs around with me. I'd rather argue with someone than be on my own at school:

You always take their side! I hate it! You never listen to anything I say!

Traffic light tips

If you want a behaviour to stop then you also want a new behaviour to start!

Stop jumping on the bed	(pause)	Start standing on the floor PRAISE
Stop hitting your brother	(pause)	Start being gentle with each other PRAISE
Stop winding each other up	(pause)	Start being kind to each other PRAISE
Stop banging on the floor	(pause)	Start walking quietly PRAISE
Stop playing on my phone	(pause)	Start getting your homework ready to do PRAISE

Bedtime Routines

Bedtime Routine: Support the parent to think about current steps and timings

Consider:

- Trigger points
- Use of reinforcement throughout
- The order of steps
- Time needed to complete each step

Work with parent to develop plan, using clear expectations and frequent positive reinforcement. Remember to make steps achievable and small enough, gradually increasing the level of difficulty and ensure that rewards are meaningful for their child.

Pre-Planning for Tricky Times:

Before situation	During situation	After situation
Discuss appropriate and inappropriate behaviours	Praise appropriate behaviours	Give the child feedback about what went well
Check child is aware of rules	Provide different activity if they lose interest in activity	Set goals for next time
Decide and organise appropriate activities / options	Be creative and resourceful	

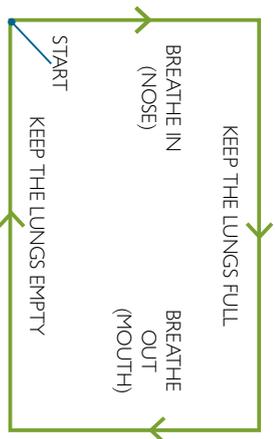
Emotion Regulation

It is important for children to learn to manage their emotional responses appropriately (regulate not suppress). Parents also need to remember that children will learn much of their emotion regulation from what they observe in their own household. Some families are naturally good at discussing feelings and scaffolding emotional expression for children.

Below are some tips to assist:

- Stability, consistency, positive reinforcement and boundaries can help
 - Parents can also:
 - Provide validation of child's emotions
 - Talk about feelings (avoid good vs bad) – this doesn't have to be their children's feelings. Parents can use books, films, play characters and this is often easier for children in the first instance
 - Model appropriate emotional regulation
 - Teach positive self-talk
 - Encourage appropriate expressions of feelings
 - Remind parents that feelings are always valid although behavioural responses may not be
- Below are some other suggestions which might be helpful:**
- Breathing strategies
 - Grounding / five senses (5, 4, 3, 2, 1)

For others this may be less natural and / or easy so it may require more thinking about. Parents and children can also be temperamentally different which may impact on how each expresses their emotion. Strong willed, sparkier children may require more support with than others.



- Calming self-talk
- Calm spaces
- Glitter bottle/other calming toy
- The turtle...
- 7-11 breathing – breathe in for 7 seconds, out for 11 seconds
- Balloon breathing – breathe in slowly and imagine (or watch) filling your belly like a balloon, then breathe out until all the air is gone.

Calming self-talk:

Encourage parent to think collaboratively with child about helpful things to say to themselves when overwhelmed. They can practice them together or write them on cards:

The Turtle Technique:

- Step 1**
Recognise that you feel angry.
- Step 2**
Go into shell. Take 3 deep breaths. And think calm, coping thoughts.

'I can turn things around' Remember to breathe'
'This feeling won't last' 'I can get through this'
'I'll be going home soon.'

- Step 3**
Come out of shell when calm and thinking of a solution.
- Step 4**
"Think" Stop.



Ouch!

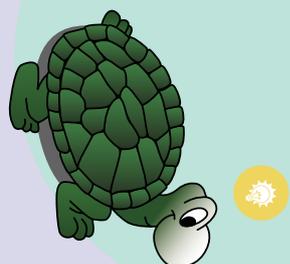
1..
2..
3..



Tuck



Stop



Think

Parental Self-Care

Although the child is the client the parent is the agent of change and we need them to be healthy and well in order to support their child. Parents can often forget to look after themselves or find themselves in circumstances where it is challenging to do so. However it is vital and not selfish that they do spend time looking after themselves – it is necessary if they are to look after their children to the best of their ability.

Think with them about:

- Familial/social support
- Hobbies
- Time away from home
- Care of physical and mental health.

Divided Parents:

- Common for parents to have different expectations of behaviour and views of how to respond – but consistency is important
- Avoid disagreements/arguments in front of children – think ‘united front’
- Support one another (practical and emotional)
- Avoid having one ‘soft’ parent, one ‘tough’ parent (back each other up rather than ‘save’)
- Communicate: Listen and give feedback to one another that is constructive and non-blaming.

Sibling Rivalry:

Think positive reinforcement first

- Reward cooperative play and sharing
- Reward period of non-fighting
- Reward both children as a team
- Spend time with children individually and as a pair
- Reward children for coming and telling you about nice, shared, activities.

Dealing with conflict

- Try not to listen to tell-tailing
- Minimise refereeing (apply blame equally)
- Apply consequences equally by separating briefly or removing object of argument
- If conflict persists, separate by specifying activities and locations.