CHILDREN WITH DBDS: RISK FACTORS

- DBDs affect as many as 16% of children and include significant impairment in social and academic functioning (APA, 2000).
- DBDs include: Oppositional Defiant Disorder and Conduct Disorder.
- 10% of the children who need treatment for ODD and CD actually receive services (Kazdin & Kendall, 1998).
- Increased risk of long-term academic problems and failure (Reid, Gonzalez, Nordness, Trout, & Epstein, 2004).

PARENT-CHILD INTERACTION THERAPY (PCIT)

- Developed by Sheila M. Eyberg in the 1970's.
- Parents learn effective behavior management strategies while improving relationship with children.
- Two phase treatment: Child-directed and parent-directed.
- Performance-based.
POSITIVE OUTCOMES OF PCIT

- Child outcomes: reduced disruptive behaviors and increased compliance
- Parent outcomes: increase in positive verbalizations and decrease in critical statements

WHAT ABOUT IN CLASSROOMS?

- Teachers report
  - High rates of disruptive behavior in classroom
  - Diminished time devoted to learning
  - Feeling dissatisfied with behavior management training
  - Feeling unprepared to manage children with disruptive behavior

IN CLASSROOMS...

- Disruptive classroom behavior affects teacher stress and confidence
- Behavior management, interactional patterns replicated in classrooms

(Merrett & Wheldal, 1993; Piotrowski, Collins, Knitzer, & Robinson, 1994)

(IN CLASSROOMS... (Clunies-Ross, Little, & Kienhuis, 2008)
ADAPTING PCIT TO THE CLASSROOM

- Adheres to core PCIT principles
- Attends to unique dynamics of classroom
- Similarities:
  - Emphasis on PRIDE skills and consistent discipline strategies in that order
  - Teach session(s)
  - Coaching sessions in live interactions
  - Direct observation of skills
  - Practice assignments outside sessions
  - Standard measures of behavior change

Budd, 2011

THE CHALLENGE

Implementing preventive and managing techniques CONSISTENTLY for the rest of the school year.

What do you think will happen?

- They will be hard to implement consistently
- You’ll be tempted to abandon ship
- You will get better with more practice
- As you do these more consistently you will see positive results
- These will be partial solutions because life, children, behavior are complex
- You will wish we were like a bug-in-your ear to help you implement in the moment

Overview of TCIT

TCIT is a three phase treatment: CDI, Prevention/Shaping and TDI

- **Goal of CDI:** learn to attend to positive behaviors while avoiding criticisms, rapid-fire questions and commands.

- **Goal of Prevention/Shaping:** Use the PRIDE skills to evoke desired behaviors.

- **Goal of TDI:** learn to deliver effective and consistent discipline strategies

Goals of TCIT

- students’ psychosocial functioning
- positive teacher-student relationships
- effective classroom management strategies
- disruptive behaviors
- child compliance
Phase 1
Child-Directed Interactions (CDI)

CDI IN TCIT

- Teachers learn to use the PRIDE skills
- Teachers learn to avoid
  - Unnecessary questions
  - Unnecessary commands
  - Critical statements

PRIDE SKILLS

- P - Labeled Praise
- R - Reflection
- I - Imitation
- D - Describe (Behavior Description)
- E - Enjoy

CDI Coaching in the Classroom

Active Ignoring

- Negative attention is often nearly as reinforcing as positive attention
- Active Ignoring is a practice of giving no attention undesired behaviors
- Decide whether you’ll explain this to class

Can Ignoring Make it Worse?

- Yes.
  - Anticipate extinction burst
    - Any new response to a child’s existing behavior may initially result in an increase in that behavior
    - Example: broken soda machine
    - Behavior eventually extinguishes (stops) if new response is consistent
  - Ignoring MUST be used with...
ACTIVE IGNORING

PHASE 2
PREVENTION AND SHAPING

DIFFERENTIAL ATTENTION

<table>
<thead>
<tr>
<th>OK</th>
<th>Not OK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>PRIDE</td>
</tr>
<tr>
<td>No Attention</td>
<td>Active Ignoring + Selective Attention</td>
</tr>
</tbody>
</table>

McMahon & Forehand, 2005

SHAPING

- Identify an ultimate goal: “Sit in your seat”
- Break it down
- Use your PRIDE skills
  - “you are looking at your seat, you are walking to your seat, good job going to your desk and you are sitting down. Thanks for sitting in your seat!”

PREVENTION

- Begin consistently asking: “What could go wrong in this SITUATION with these STUDENTS?”
- Think of the “Positive Opposites.”
- Start reinforcing the positive opposite with the PRIDE skills.

GUESS THE POSITIVE OPPOSITE

Problem Behavior?

DEFIANCE
GUESS THE POSITIVE OPPOSITE

Positive opposite?
Following Directions

Positive Opposite?
Being safe with hands

Positive Opposite?
Raising hand

Problem Behavior?
HITTING

Problem Behavior?
Calling out

Problem Behavior?
Screaming
GUESS THE POSITIVE OPPOSITE

Positive Opposite?

Using an indoor voice

EVOKING DESIRED BEHAVIORS

1. **Give a hint:** “Everyone is getting their folder from their desk.”

1. **Shaping Pieces:** “I see you are reaching in your desk to get your folder.”

1. **When-Then/If-Then Statements:** “When you get your folder from your desk, then you can choose what color markers you want to use.”

TDI IN TCIT

• TDI is Teacher-Directed Interaction
• Teachers learn
  • To use commands only when necessary
  • To give effective commands
  • To provide opportunity for compliance
  • To have + and – consequences in mind
• TO is Try Again

PHASE 3

TEACHER-DIRECTED INTERACTIONS

GIVING GOOD DIRECTIONS: 8 RULES

1. Tell, don’t ask
2. Say what to do, not stop doing
3. Single, not serial
4. Specific, not vague
5. Age-appropriate
6. Polite and neutral
7. Explained before given or after obeyed
8. Used only when necessary
IS THIS AN EFFECTIVE COMMAND?

“Dillon, can you behave!?”

Indirect and Vague

IS THIS AN EFFECTIVE COMMAND?

“Dillon, please keep your hands to yourself.”

Direct and Specific

CDI Prevention

Prevention

CDI

Baseline Behavior

Crisis

Undesired Behavior

Agitation

Recovery

Degree of Stress

Time Duration

Tool Box

CDI

Hot

Cool
POTENTIAL BARRIERS IN TDI

• Timeout/Try-Again Chair

• Managing a time-out sequence and the classroom

• Knowing when to use commands

TANGIBLE REINFORCEMENT

What happens when social reinforcement has a ceiling effect on evoking desired behavior?

• Use tangible reinforcement

• Classroom point systems

• DRCs

TAILORING TO DIFFERENT SETTINGS....

• Competency versus Mastery Criteria

• Push-in versus Pull-out coaching

• Trainer Modeling

• Additional role-play settings

• Entire staff didactic training

THANK YOU!

QUESTIONS?

INFO@KPCPC.COM

FOR MORE INFORMATION