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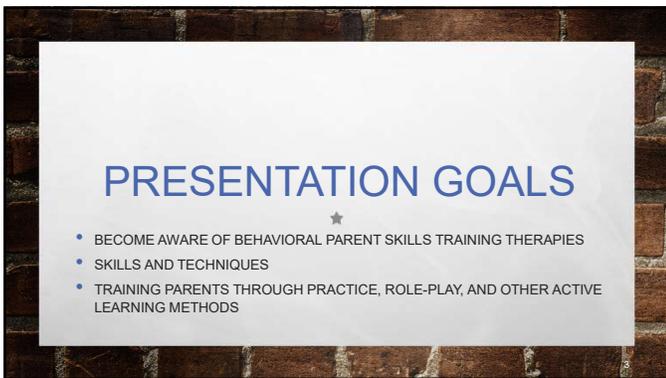
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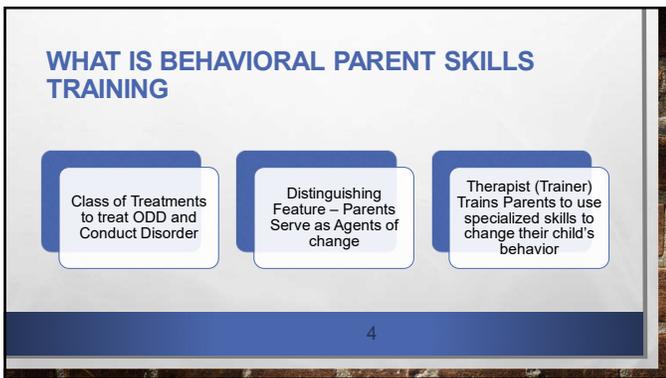
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**PMT CORE FEATURES (KAZDIN, 2008)**

- Conceptual View of How to Change Social, Emotional, and Behavioral Problems
- Derived from a Research-Based Conceptual Framework
- Parents Acquire a Set of Skills Through Practice, Role-Play, and Other Active Learning Methods
- Frequent Evaluation and Assessment

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**PARENT TRAINING GOAL**

PARENTS WILL ACQUIRE SKILLS AND TECHNIQUES TO INCREASE THEIR CHILD'S COMPLIANCE, REDUCE RULE-BREAKING, LESSEN THE FREQUENCY OF AGGRESSION, AND DECREASE ANTISOCIAL BEHAVIOR.

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**CHILD THERAPEUTIC GOAL**

THE CHILD WILL BECOME MORE COMPLIANT AND COOPERATIVE AND DEMONSTRATE HIGHER FREQUENCIES OF PROSOCIAL BEHAVIOR.

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**BPST TRAINING STAGES**

- PARENT PSYCHOEDUCATION: WHY CHILDREN MISBEHAVE
- BUILDING A PARTICULAR TYPE OF PARENT/CHILD RELATIONSHIP
- DEVELOPING POSITIVE BEHAVIOR
- TOKENS AND BEHAVIOR CONTRACTS
- PUNISHMENT
- SCHOOL BEHAVIOR & ACHIEVEMENT
- PROBLEM-SOLVING
- COMMUNICATION SKILLS
- UNREASONABLE & REASONABLE BELIEFS (PARENTS AND TEEN)

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**WHY CHILDREN MISBEHAVE**

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**STAGE ONE**

PARENT PSYCHOEDUCATION

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**CONTRIBUTING FACTORS OF CHILDHOOD OPPOSITIONAL BEHAVIOR**

- DISRUPTIVE PARENTING
- CHILD TRAITS AND PSYCHOLOGICAL CONDITIONS
- PARENT TRAITS AND PSYCHOLOGICAL CONDITIONS
- SOCIAL ECOLOGY

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**DISRUPTIVE PARENTING**

- INCONSISTENT
- INDESCRIMINANT
- OVER REACTIVE/HIGH NEGATIVE
- UNDERREACTIVE/LOW POSITIVE
- TIMID DISCIPLINE
- LOW MONITORING
- COERCIVE FAMILY CYCLE

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**Coercive Family Process**

- CHILD LEARNS TO USE ANTI/SOCIAL BEHAVIOR TO COERCE PARENTS, SIBLINGS, PEERS, AND AUTHORITIES INTO ACQUIESCENCE
- TARGETED INDIVIDUAL GAINS RELIEF FROM THE AVERSIVE CONDITION CREATED BY THE PROBLEM CHILD BY GIVING IN TO THE DEMANDS
- RELUCTANCE TO CONFRONT THE CHILD TO AVOID THE AVERSIVE CONDITION - REDUCED MONITORING
- DEVELOPMENT OF THE COERCIVE FAMILY PROCESS
  - CRYING BABY
  - NORMAL CHILDREN ADOPT THE USE OF LANGUAGE AS A PRIMARY MEANS OF MEETING WANTS AND NEEDS
  - CHILDREN WITH DEVELOPING BEHAVIOR PROBLEMS FIND COERCION A MORE EFFECTIVE MEANS OF GETTING WHAT THEY WANT

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**Child traits and Psychological Conditions**

- NEGATIVE TEMPERAMENT
- EMOTIONAL DYSREGULATION
- STRONG WILLED
- DEPRESSION/ANXIETY
- PTSD
- AD/HD HYPERACTIVE/IMPULSIVE (HI)

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Parent traits and Psychological Conditions

- EMOTIONAL DYSREGULATION
- ADULT ADHD
- ODD/CONDUCT DISORDER
- PERSONALITY DISORDER
- DEPRESSION/ANXIETY
- SUBSTANCE DEPENDENCE/ABUSE
- ILLNESS (MEDICAL/PSYCHIATRIC)
- PHYSICAL DISABILITY

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SOCIAL ECOLOGY

- MARITAL CONFLICT WITHIN THE FAMILY
- HIGH CONFLICT DIVORCE AND CUSTODY
- MATERNAL SOCIAL ISOLATION
- AVERSIVE EXTENDED FAMILY
- LOW-CONTROL NEIGHBORHOOD
- POVERTY/CRIME
- EARLY CHILDBEARING/SINGLE
- UNEMPLOYMENT

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RELATIONSHIP BUILDING

STAGE TWO  
A SPECIAL TYPE OF RELATIONSHIP  
ONE-ON-ONE SPECIAL TIME  
MAKE ONE-ON-ONE TIME A HABIT

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A SPECIAL TYPE OF RELATIONSHIP

- AUTHORITATIVE
- CLOSE BOND
- TRUSTING
- GOOD COACH
- GOOD TEACHER
- GOOD SUPERVISOR/BOSS

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ONE ON ONE SPECIAL TIME – YOUNG CHILD

- SPEND 10-20 MINUTES WITH YOUR CHILD SEVERAL TIMES PER WEEK
- OBSERVE CHILD
- DESCRIBE OUT LOUD WHAT THE CHILD IS DOING
- MAKE POSITIVE REMARKS AND USE NONVERBAL SIGNS OF APPROVAL
- NO CRITICISM
- NO JUDGMENTS
- NO TEACHING

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ONE ON ONE SPECIAL TIME

- GOOD SUPERVISOR/BAD SUPERVISOR
- NONDIRECTIVE ATTENDING
- ATTEND TO POSITIVE BEHAVIOR – IGNORE NEGATIVE ONES
- HALT THE SESSION IF THE CHILD'S BEHAVIOR BECOMES DIFFICULT TO MANAGE

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**SPEND TIME WITH YOUR TEEN**

- SPEND BRIEF PERIODS WITH YOUR TEEN SEVERAL TIMES EACH WEEK
- START REPLACING NEGATIVE WITH POSITIVE ATTENTION
- GOOD SUPERVISOR VS. BAD SUPERVISOR
- NO TEACHING, NO JUDGING
- TEEN CHOOSES THE ACTIVITY
- FOR NON-COMMUNICATIVE TEENS, POSITION YOURSELF NEAR YOUR TEEN WHEN HE IS ENGAGED IN AN ENJOYABLE ACTIVITY (YES, EVEN VIDEO GAMES)
  - DON'T SAY ANYTHING FOR A FEW MOMENTS
  - RATHER THAN ASKING, MAKE OBJECTIVE COMMENTS ABOUT WHAT YOUR TEEN IS DOING

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**DEVELOPING POSITIVE BEHAVIOR**

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STAGE THREE

CHANGE YOUR CHILD'S BEHAVIOR BY CHANGING YOUR OWN

- BASIC OPERANT LEARNING PRINCIPLES
- PROBLEM-BEHAVIOR - POSITIVE OPPOSITE
- EFFECTIVE PROMPTS, COMMANDS, & REQUESTS
- PRAISE

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**CHANGE YOUR CHILD'S BEHAVIOR BY CHANGING YOUR OWN**

- PARENTING STYLE
- ANGER CONTROL
- PSYCHOLOGICAL IMPAIRMENTS
- SUBSTANCE ABUSE
- SEEK TREATMENT FOR MENTAL DISORDERS

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## BASIC OPERANT LEARNING PRINCIPLES

- > OPERANT LEARNING/OPERANT CONDITIONING
- > Antecedent → Behavior → Consequence
- > FOCUS ON A & C; B WILL FALL INTO PLACE
- > POSITIVE REINFORCEMENTS AND PUNISHMENTS
- > ANTECEDENT - PROMPT, COMMAND, REQUEST, OR DIRECTIONS
- > BEHAVIOR - CHILD'S RESPONSE
- > CONSEQUENCE - PARENT APPLIES REWARD OR PUNISH

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## PROBLEM BEHAVIOR

## POSITIVE OPPOSITE

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☹️ Problem Behaviors	😊 Goal Behaviors
Whining	Talking like a big boy/girl
Noncompliance	Compliance
Stubbornness	Cooperation, compliance
Temper tantrums	Accepting "no", compliance
Bedtime problems	Getting to bed on time
Bad attitude	Cheerfulness, cooperation
Procrastination	Starting on time
Shouting inside	Using inside voice
Thoughtlessness	Kindness to others, empathy
Fear of trying new things	Adventurousness, confidence
Won't accept "no"	Accepting "no", cooperation
Selfishness	Sharing, generosity
Disrespect	Respect

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## REPRIMAND VS. POSITIVE OPPOSITE RESPONSE

Problem Behavior	Reprimand Response	Positive Opposite Response
Hitting a sibling	Don't Hit your sister!	Keep your hands to yourself
Jumping on the bed	Stop Jumping on the bed	Please sit next to me
Dropping coat on floor.	Don't drop your coat on the floor	Hang your coat on the rack
Speaking in a rude tone	Could you not speak to me like that?	Speak in a kind voice
Screaming in the house	No screaming in the house	Use your inside voice
Leaving dishes on the table	Will you ever learn to take your dishes to the sink?	Put your dishes in the sink

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**CASE STUDY: SAM HITS AND KICKS THE FAMILY DOG**

ADAM AND SARAH ARE CAREGIVERS OF A 4-YEAR-OLD BOY NAMED SAM. HE HAS BEEN DIAGNOSED WITH ADHD. HIS PARENTS ARE SEEKING THERAPY BECAUSE HIS BEHAVIORS HAVE GOTTEN MORE OUT OF CONTROL. THE MOST WORRISOME BEHAVIOR BROUGHT UP IN THE FIRST SESSION WAS THAT SAM WAS HITTING AND KICKING THE FAMILY DOG. THE ANIMAL ABUSE HAD GOTTEN SO BAD THAT THEY LOCKED THE DOG IN AN EXTRA BEDROOM TO ENSURE IT WAS SAFE.

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**PROMPTS, COMMANDS, REQUESTS & DIRECTIONS**

- BE CALM
- BE SPECIFIC
- BE CLOSE TO YOUR CHILD
- STATEMENT FORM
- STAND AND WAIT FOR 10-SECOND
- NOW
- POSITIVE OPPOSITE - TELL THE CHILD WHAT TO DO INSTEAD OF WHAT NOT TO DO
- MAKE SURE THE CHILD IS PAYING ATTENTION
- TIME LIMITS?
- MAKE SURE YOU MEAN IT
- AVOID PROMPTING MULTIPLE TASKS AT ONCE

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**PRAISE**

- SPECIFIC - TELL THE CHILD WHAT HE DID TO EARN PRAISE
- SINCERE/APPROPRIATE LEVEL OF ENTHUSIASM
- IMMEDIATE
- NONVERBAL (TOUCH)
- PROXIMITY TO THE CHILD
- PAIR EXTRINSIC REINFORCEMENT WITH PRAISE

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## BEHAVIOR PLAN – HITTING AND KICKING THE DOG

**POSITIVE REINFORCEMENT**

ADAM AND SARAH POSITIVELY REINFORCED SAM WHEN HE WAS GENTLE AND KIND TO THE DOG DURING PRACTICE SESSIONS. THE PARENTS REMAINED CLOSE TO SAM AND THE DOG TO ENSURE THE DOG'S SAFETY. ADAM AND SARAH PRAISED SAM FOR PETTING THE DOG APPROPRIATELY AND TALKING SWEETLY TO THE DOG. AFTER SAM PETTED THE DOG KINDLY, ADAM AND SARAH GAVE SAM A HIGH-FIVE AND SAID, "THANK YOU FOR PETTING THE DOG KINDLY." SUPPOSE SAM STARTS PLAYING ROUGH WITH THE DOG (NO KICKING OR HITTING). CALMLY PROMPT SAM TO BE GENTLE AND KIND TO THE DOG. PRAISE COMPLIANCE; PUNISH NONCOMPLIANCE

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## SHAPING

- DEFINE THE BEGINNING BEHAVIOR AND GOAL BEHAVIOR IN SPECIFIC TERMS
- REINFORCE THE BEGINNING BEHAVIOR UNTIL CONSISTENT
- SLOWLY INCREASE THE REQUIREMENT FOR THE REWARD
- IF THE BEHAVIOR IS NOT EQUAL TO OR BETTER THAN PREVIOUS ATTEMPTS, JUST ACKNOWLEDGE
- REINFORCE EVERY TIME
- WHEN THE GOAL BEHAVIOR IS REACHED, CONTINUE REWARDING FOR SEVERAL MONTHS

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## TOKENS AND BEHAVIOR CONTRACTS

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STAGE FOUR

TYPES OF POSITIVE REINFORCEMENT

PRELIMINARY PLANNING

PRE-SCHOOL

MIDDLE CHILDHOOD

TEEN

EMERGING ADULT

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### TYPES OF POSITIVE REINFORCEMENT (KAZDIN, 2008A)

Material items

Privileges

Social

Token

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### PRELIMINARY PLANNING (BARKLEY & ROBIN, 2014; BARKLEY, 2013)



LIST RIGHTS, GIFTS, AND PRIVILEGES



LIST OF ROUTINE REQUESTS



LIST OF DAILY PRIVILEGES

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TOKENS  
PRESCHOOLERS/  
EARLY MIDDLE  
CHILDHOOD

- PRELIMINARY PLANNING
- CHOOSE FIVE SHORT-TERM PRIVILEGES
- CHOOSE FIVE MIDDLE-TERM PRIVILEGES
- CHOOSE FIVE LONG-TERM PRIVILEGES
- DETERMINE THE NUMBER OF POKER CHIPS EARNED FOR EACH BEHAVIOR OR TASK
- DETERMINE THE COST OF EACH PRIVILEGE
- CREATE A REWARD MENU AND TOKEN BANK
- EXPLAIN THE PROGRAM TO THE CHILD
- IMPLEMENT PROGRAM

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POINTS  
MIDDLE  
CHILDHOOD/EARLY  
TEENS

- PRELIMINARY PLANNING
- SELECT PRIVILEGES FROM THE PRELIMINARY PLANNING WORKSHEET
- ESTABLISH THE NUMBER OF POINTS EARNED FOR EACH PIVOTAL AND SECONDARY BEHAVIOR OR TASK
- DETERMINE THE COST OF EACH PRIVILEGE
- CREATE A SYSTEM FOR TRACKING POINTS
- EXPLAIN THE PROGRAM TO THE CHILD
- IMPLEMENT PROGRAM

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BEHAVIOR  
CONTRACTS  
TEENS

- PRELIMINARY PLANNING
- TEEN AGREES TO **HAND IN ALL ASSIGNMENTS DURING THE WEEK** (TEACHER VERIFICATION REQUIRED). IN RETURN, THE **PARENTS AGREE TO EXTEND CURFEW BY ONE HOUR** ON A NON-SCHOOL NIGHT. IF THE TEENAGER DOES NOT HONOR THE AGREEMENT, THE **PARENTS WILL ROLL BACK THE CURFEW BY TWO HOURS.**

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EFFECTIVE PUNISHMENT

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STAGE FIVE  
PUNISHMENT GUIDELINES  
PUNISHMENT MENU

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**PUNISHMENT GUIDELINES**

- REMAIN CALM
- MILD
- MEANINGFUL
- IMMEDIATE
- CONTINUE POSITIVE REINFORCEMENT FOR POSITIVE OPPOSITES

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**CASE STUDY: SAM HITS AND KICKS THE FAMILY DOG**

ADAM AND SARAH ARE CAREGIVERS OF A 4-YEAR-OLD BOY NAMED SAM. HE HAS BEEN DIAGNOSED WITH ADHD. HIS PARENTS ARE SEEKING THERAPY BECAUSE HIS BEHAVIORS HAVE GOTTEN MORE OUT OF CONTROL. THE MOST WORRISOME BEHAVIOR BROUGHT UP IN THE FIRST SESSION WAS THAT SAM WAS HITTING AND KICKING THE FAMILY DOG. THE ANIMAL ABUSE HAD GOTTEN SO BAD THAT THEY LOCKED THE DOG IN AN EXTRA BEDROOM TO ENSURE IT WAS SAFE.

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**BEHAVIOR PLAN – HITTING AND KICKING THE DOG**

<p><b>PUNISHMENT GUIDELINES</b></p> <ul style="list-style-type: none"> <li>➤ REMAIN CALM</li> <li>➤ MILD</li> <li>➤ MEANINGFUL</li> <li>➤ IMMEDIATE</li> <li>➤ CONTINUE POSITIVE REINFORCEMENT FOR POSITIVE OPPOSITES</li> </ul>	<p><b>EFFECTIVE PUNISHMENT</b></p> <p>ADAM OR SARAH WOULD CALMLY SAY, "SAM, I'M TAKING THE DOG TO HIS ROOM FOR TEN MINUTES BECAUSE YOU KICKED HIM. AFTER THE TEN MINUTES, I WILL GET THE DOG SO YOU CAN PRACTICE PETTING HIM, AS I ASKED."</p>
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**PUNISHMENT OPTIONS**

- IGNORE/PLANNED ATTEND
- FINES & PENALTIES
- BEHAVIORAL CONTRACT
- LOSS OF PRIVILEGE
- TIME OUT
- GROUNDING
- COLLABORATIVE PROBLEM-SOLVING SKILLS TRAINING

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**IGNORE/PLANNED ATTEND**

<p><b>ATTENDING</b></p> <ul style="list-style-type: none"> <li>➤ DEFINE BEHAVIOR YOU WANT TO INCREASE</li> <li>➤ DECIDE ON THE TYPE OF ATTENTION TO USE.</li> <li>➤ DECIDE WHEN TO USE IT</li> </ul>	<p><b>IGNORE</b></p> <ul style="list-style-type: none"> <li>➤ DEFINE THE BEHAVIOR TO BE IGNORED</li> <li>➤ DECIDE WHAT KIND OF PLANNED IGNORING TO USE</li> <li>➤ DECIDE WHEN TO USE IT</li> </ul> <p><small>*USE ONLY FOR ATTENTION-SEEKING BEHAVIOR</small></p>
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**FINES & PENALTIES**

- STAY CALM
- WHEN THE INCENTIVE PLAN IS WORKING AND IMPROVEMENT REACHES A PLATEAU, DEDUCT POINTS FOR:
  - FAILURE TO COMPLETE A CHORE OR TASK ON THE INCENTIVE PLAN
  - NONCOMPLIANCE
  - BREAKING HOUSE RULES
  - ANTISOCIAL BEHAVIOR (MINOR AGGRESSION)
- CONTINUE REWARDING THE POSITIVE OPPOSITE

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**BEHAVIORAL CONTRACT**

TEEN AGREES TO **HAND IN ALL ASSIGNMENTS DURING THE WEEK** (TEACHER VERIFICATION REQUIRED). IN RETURN, THE **PARENTS AGREE TO EXTEND CURFEW BY ONE HOUR** ON A NON-SCHOOL NIGHT. IF THE TEENAGER DOES NOT HONOR THE AGREEMENT, THE **PARENTS WILL ROLL BACK THE CURFEW BY TWO HOURS.**

CONTINUE REINFORCING POSITIVE OPPOSITES

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**TIME OUT FROM REINFORCEMENT**

- PRIMARILY YOUNG CHILDREN
- CHOOSE SPECIFIC BEHAVIOR(S) PUNISHABLE BY A TIME OUT
- STAY CALM
- SAY TO THE CHILD, "GO TO TIME OUT FOR (*THREE*) MINUTES BECAUSE YOU (*HIT YOUR SISTER.*)"
- PRAISE COMPLIANCE FOR GOING TO TIME OUT AS PROMPTED
- GIVE THE CHILD A CHOICE BETWEEN GOING TO TIMEOUT OR LOSING A PRIVILEGE (I.E., UNTIL BEDTIME) WHEN NON-COMPLIANT
- REWARD THE POSITIVE OPPOSITE

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**LOSS OF A PRIVILEGE**

- STAY CALM
- MEANINGFUL
- IMMEDIATE
- CONSISTENT
- LOSS OF ONE PRIVILEGE IS ENOUGH
- SHORT DURATION
- MUST MONITOR COMPLIANCE
- REWARD THE POSITIVE OPPOSITE

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**GROUNDING**

- FOR SEVERE VIOLATIONS ONLY
- TAKE AWAY ALL PRIVILEGES
- A PARENT NEEDS TO BE PRESENT TO MONITOR AND ENFORCE THE TERMS OF THE GROUNDING
- NEVER FOR MORE THAN TWO DAYS
- MAKE YOUR TEEN AWARE OF THE SPECIFIC NATURE OF THE VIOLATION RESULTING IN THE GROUNDING
- CONSIDER ADDING CHORES
- WHEN GROUNDING IS OVER, MATTER-OF-FACTLY REMIND THE TEEN WHY HE WAS GROUNDED. DON'T HARP ON IT, THOUGH. LET IT GO.
- CONTINUE REWARDING THE POSITIVE OPPOSITE

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**COLLABORATIVE PROBLEM-SOLVING SKILLS TRAINING**

- IDENTIFY AND DEFINE THE PROBLEM
- PARENT PROPOSES SOLUTIONS
- TEEN PROPOSES SOLUTIONS
- EVALUATE SOLUTIONS TOGETHER
- AGREE ON A SOLUTION
- TEEN WILL DO
- PARENT WILL DO
- MONITOR PLAN
- REMINDERS TO BE GIVEN
- NATURAL CONSEQUENCES
- CONTINUE ACKNOWLEDGING THE POSITIVE OPPOSITE

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**SCHOOL BEHAVIOR**

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STAGE SIX

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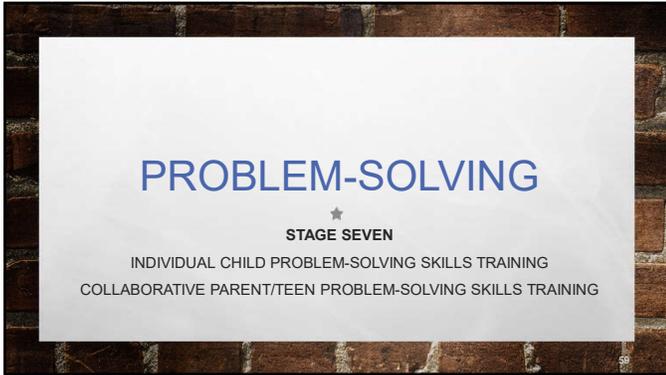
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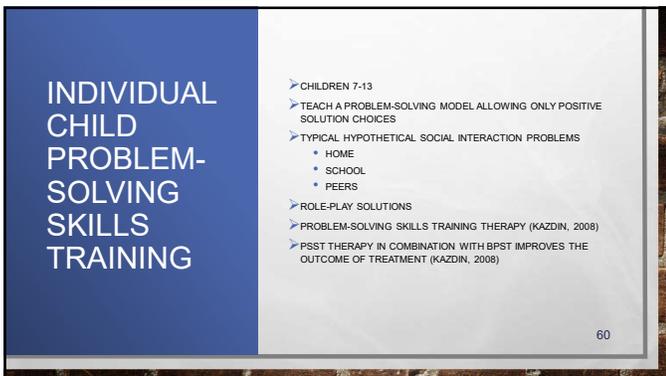
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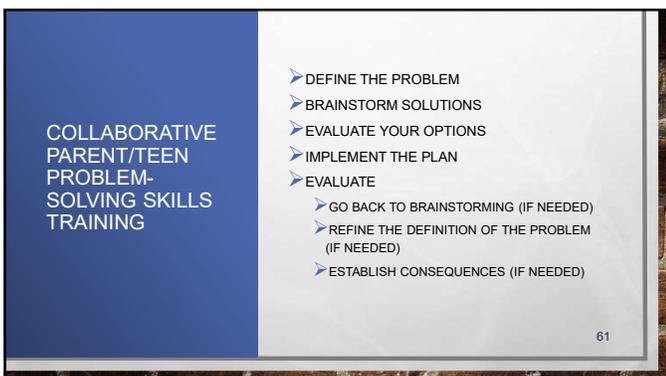
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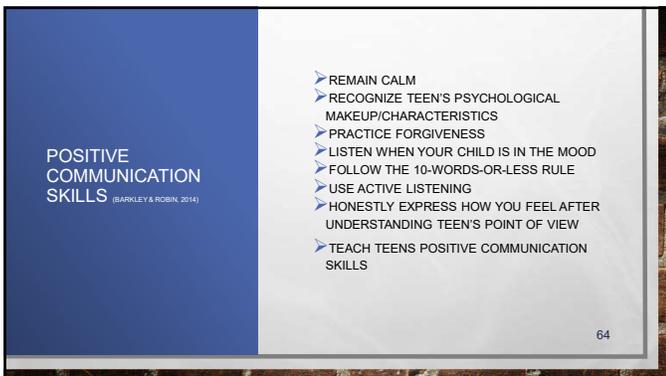
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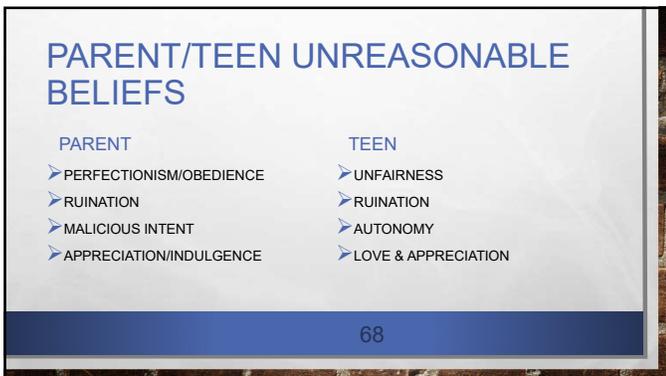
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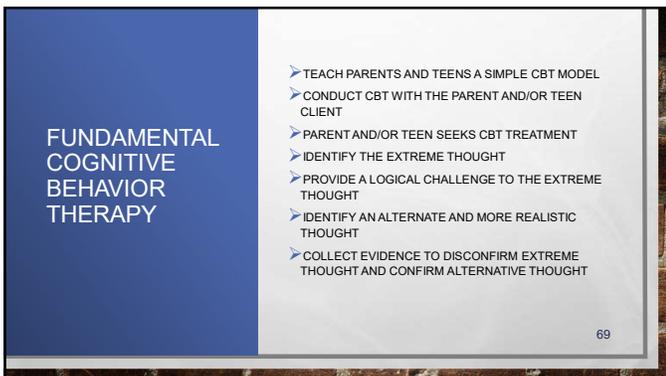
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**RECAP**

- WHY CHILDREN MISBEHAVE
- RELATIONSHIP BUILDING
- DEVELOPING POSITIVE BEHAVIOR
- TOKENS AND BEHAVIOR CONTRACTS
- PUNISHMENT
- SCHOOL BEHAVIOR
- PROBLEM-SOLVING
- COMMUNICATION
- UNREASONABLE & REASONABLE BELIEFS

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**APPENDIX**

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PROGRAM RESOURCES

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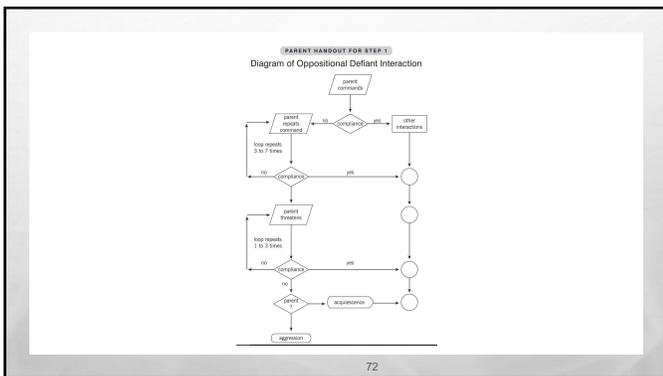
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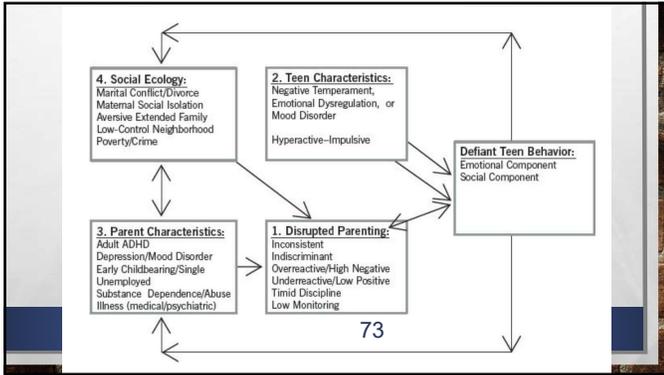
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**Rights, Gifts, and Privileges**

What are your teen's rights?	What were given as gifts?	What are your teen's privileges (things to be earned)?

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**Routine Requests**

Just "free associate" and list everything you can think of on the following lines. Some parents find it easiest to compile this list if they mentally run through their day from getting up in the morning to going to bed at night.

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**Collaborative & Proactive Solutions**

**CPS Treatment Ingredients (Green & Winkler, 2019)**

1. Engaging caregivers in identifying a child's lagging skills and unsolved problems
2. Using an instrument called the Assessment of Lagging Skills and Unsolved Problems (ALSUP 2020)
3. Helping caregivers and youth solve those problems collaboratively and proactively.

**The problem-solving process (Green & Winkler, 2019)**

1. Empathy step, in which caregivers gather information from the child about their concern or perspective about a given unsolved problem (especially what's making it difficult for the child to meet the expectation)
2. Define Adult Concerns step, in which caregivers articulate their concern or perspective on the same unsolved problem (why the expectation must be met, especially in terms of the impact on the child and others)
3. Invitation step, in which the child and caregivers collaboratively arrive at a solution that addresses the concerns of both parties.

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**Collaborative & Proactive Solutions**

**ALSUP 2020**  
ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS

THIS IS HOW PROBLEMS GET SOLVED

CHILD'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

The ALSUP is intended for use as a **discussion guide** rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent.

**LAGGING SKILLS**

This section will help you understand why the child is responding so maladaptively to problems and frustrations. Please note that these **lagging skills are not the primary focal point of intervention**. In other words, you won't be discussing the lagging skills with the student, nor will you be teaching most of the skills explicitly. The primary targets of intervention are the unsolved problems you'll be documenting in the next section.

<input type="checkbox"/> Difficulty maintaining focus	<input type="checkbox"/> Difficulty seeing "grays"/concrete, literal, black & white, thinking
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	<input type="checkbox"/> Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	<input type="checkbox"/> Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me!")
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	<input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/ poor perception of social nuances
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	<input type="checkbox"/> Difficulty shifting from original idea, plan, or solution
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	<input type="checkbox"/> Difficulty appreciating how his/her behavior is affecting others
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	<input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills
<input type="checkbox"/> Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	<input type="checkbox"/> Difficulty empathizing with others, appreciating another perspective or point of view
<input type="checkbox"/> Sensory/motor difficulties	<input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty

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**Time – Out Procedure**

<p><b>Time-Out (Child Goes to Time out Immediately)</b></p> <ul style="list-style-type: none"> <li>• Stay Calm</li> <li>• Tell what the time out is for and for how long</li> <li>• Praise as soon as the child sits in the chair</li> <li>• Start Timer</li> <li>• Praise when the time out is completed successfully</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Time-Out (Child is noisy on the way to Time-Out)</b></li> <li>• Stay Calm</li> <li>• Tell what the time out is for and for how long</li> <li>• If noisy, tell the child that TO will begin when he is sitting in the chair quietly</li> <li>• If still noisy, offer the choice of either sitting quietly or losing a privilege</li> <li>• Praise if the child chooses to sit in the chair. Start Timer</li> <li>• Praise when the time out is completed successfully</li> <li>• Take away the privilege if the TO is unsuccessful</li> </ul>	<p><b>Time-Out (child is noisy while in Time-Out)</b></p> <ul style="list-style-type: none"> <li>• Stay Calm</li> <li>• Tell what the time out is for and for how long</li> <li>• Praise as soon as the child sits in the chair</li> <li>• If he is noisy or won't stay seated, Stop the Timer. Tell the child that you will restart the Timer when he is sitting in the chair quietly</li> <li>• If he is still noisy or won't stay in the chair, Stop Timer a second time. Tell the child that he can either sit in TO quietly or lose a privilege.</li> <li>• Praise when the child is seated quietly</li> </ul>
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**COLLABORATIVE  
PROBLEM-  
SOLVING SKILLS  
TRAINING  
TEEN/EMERGING  
ADULT**

- PRELIMINARY PLANNING
- IDENTIFY AND DEFINE THE PROBLEM
- PARENT PROPOSES SOLUTIONS
- TEEN PROPOSES SOLUTIONS
- EVALUATE SOLUTIONS TOGETHER
- AGREE ON A SOLUTION
- TEEN WILL DO
- PARENT WILL DO
- MONITOR PLAN
- REMINDERS TO BE GIVEN
- CONSEQUENCES FOR COMPLIANCE AND NONCOMPLIANCE

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