

Applying Evidence Based Practice in Real World Settings

Research and Training Center for Children's Mental Health
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Challenges for clinician and clinic in adoption of EBPs

- attitudes toward adoption
- ability and skills for adopting it
- environmental constraints that may impede adoption
- past habits or experiences
- normative pressures and support systems
- perceived costs and benefits associated with adoption
- self image and how this image maps onto behavioral performance
- emotional reactions about adoption
- self efficacy or perception of competence in adoption
- ** This example illustrates the complexity of the interactions, which may occur when even one aspect (e.g., clinician training) of one treatment model (e.g., FFT, MST, TFC, etc) is introduced to one group of individuals (e.g., clinicians, administrators, or families) within one agency or organization.

Our Solution

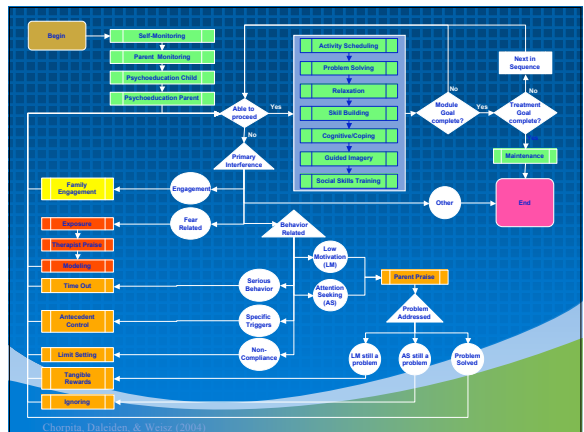
- Center for the Advancement of Children's Mental Health, P. Jensen, Director
- Manuals and training on treatment for anxiety, depression, trauma, and conduct problems
- Model Training and Intervention Program; Child and Adolescent Training Institute in Evidence Based Treatment (CATIE)

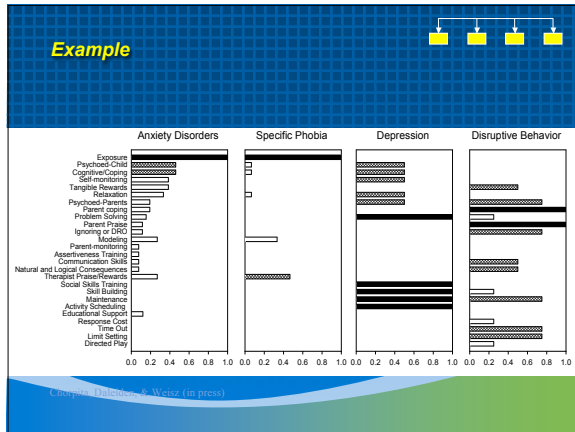
Integrated Psychotherapy Consortium

- Anxiety: Tom Ollendick, Ron Rappee, Wendy Silverman
- Depression: Kevin Stark
- Disruptive: John Lochman, Karen Wells
- PTSD: Chris Layne, William Saltzman
- Consultant: Bruce Chorpita
- CACMH: Eliot Goldman, Peter Jensen, Kimberly Hoagwood

Which EBPs to Include ? Some EBP Effect Sizes (Chorpita et al. 2002)

- CBT for anxiety: ES =1.05
- Exposure for anxiety: ES=2.02
- Modeling for anxiety: ES=0.55
- CBT with Parent/Child for anxiety: ES=1.68
- Behavior Therapy for ADHD: ES=1.24
- CBT for depression: ES=1.74
- IPT for depression: ES=1.51
- Relaxation for Depression: ES=1.48
- Parent training for ODD: ES=0.89
- MST for delinquency: ES=0.50





Training/Transportability: Common techniques

- Problem solving
- Social skills
- Family sessions
- Setting goals
- Organizational skills

Flexibility/Comorbidity: Two Phase Structure

- 'Keystone' sessions
- Optional sessions
- 'Traveling' sessions
- Opt-outs
- Co-morbidity

Training Partnership

- Uniform 'look and feel': same introduction, supporting documentation (CBT) and introductory session.
- Manuals share similar session structure, graphics and session markers
- One year of supervision
- Organizational Partnership
- Evaluation Partnership

Session Structure

This is intended as an individual meeting with the child only.

AGENDA FOR THIS SESSION

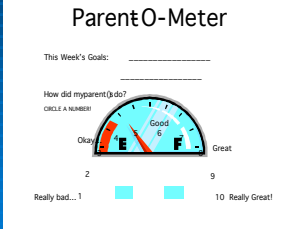
- Engagement**
- Review and Set Agenda**
- Skills Building/Practice** Identifying Consequences for Solutions
- Evaluating Consequences** Automatic Responses vs. Thinking Ahead
- Positive Behavior Review**
- Summary**
- Assign Therapeutic Homework**
- Check-Out**

Session Markers

- 5 minutes Timed Section
- Exercise
- Graphic

Also sample language, session goals

Handouts & Homework



The ParentO-Meter handout includes a section for 'This Week's Goals' with a blank line. Below it, it asks 'How did my parent(s) do?' and 'CIRCLE A NUMBER!'. A semi-circular gauge is shown with a needle pointing to the 'Good' section. The gauge is divided into 'Really bad... 1', '2', '3', '4', '5', '6', '7', '8', '9', and '10 Really Great!'. The needle is positioned between 7 and 8, in the 'Good' section.

Also goal line handouts

Overall Benefits

- Consistent look and feel
- Treatment “system” vs. treatment protocols
- Faster training
- Flexible approach
- Multi-investigator platform
- Rapid innovation cycle

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Disruptive Disorders: Session Sequence

2. Social Learning/Tracking
3. Ignoring Minor Disruptive Behav
4. Effective Instructions
5. Rules and Expectations
6. Anger Management
7. Problem Solving/PICC Model

Session 2: The ABC Model: Tracking and Labeling Behavior

- Antecedents, Behaviors, Consequences
- Positive consequences for positive behaviors
- Tracking Behavior
- Intervention Homework: Tracking behavior during the week/Don't get involved in consequences

The Power Of Praise

- Tell your child when you are proud of them.
- Use the words 'Thank You' as often as you would like to hear it back.
- Thank your child for behaving in positive or pro-social ways.
- Say, 'You did a good job' every time that you see your child doing something that is good.
- Tell your child that you appreciate them TRYING to follow the rules. If they do follow the rules, praise them again!
- Let your child know that you love them for who they are

Parent Report Of Child's Behavior

NEGATIVE BEHAVIOR	POSITIVE BEHAVIOR
Argues	Discusses calmly;
Cries if doesn't get way	Accepts adult decisions
Defies authority	Doesn't cry;
Destroys property	Discusses calmly
Is fearful (inappropriately)	Follows direction; Obeys rules
Fights with siblings	Uses objects appropriately
Fire setting	Brave; Assertive
Hits others	Plays – Shares - Assists siblings
Hyperactive	Does not play with fire
Irritable	Solves problems verbally
Lies	Behaves calmly
Noisy	Concentrates
Does not mind adults	Good natured; Easy going
Does not eat meals	Is honest
Pouts	Quiet; Still; Peaceful
Stays out too late	Follows direction;
Steals	Accepts decisions
Talks back to adults	Good appetite
Teases others	Handles disappointments

Tracking And Praising Your Child's Behavior

Selected two or three negative behaviors and their good behavior opposites, it is time to keep track of these behaviors. Every time your child does any of the negative or positive behaviors, circle the word 'observed' on the day that you saw it. If you praised the positive behavior, circle the word 'praised' on the day that you provided praise.

There are two types of praise statements that you can use:

1. LABELED PRAISE.

Labeled praise is a praise statement that states exactly what the good behavior. Examples are:

- "You did a good job of taking out the garbage when I asked you to."
- "Thank you for playing nicely with your little brother for 30 minutes."
- "I like the way you got your homework done on time tonight."

2. UNLABELED PRAISE.

Unlabeled praise is a praise statement that tells the child that their behavior was good but it does not specify the exact behavior that was noticed. Examples are:

- "Good job."
- "Thank you."
- "I like that."

Behavior Tracking Form

BEHAVIOR	Monday	Tuesday	Wed	Thurs	Friday	Saturday	Sunday
Beh: _____ Prai: _____	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised
Beh: _____ Prai: _____	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised
Beh: _____ Prai: _____	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised	Observed Observed Praised

Session 3: Ignoring Minor Disruptions

- 'Special Time' to counteract negative tone in relationship
- Chance to interact-not just share space on sofa

Keeping Special Time Special

Praise your child often.
Show an interest – ASK QUESTIONS.
Do not criticize or reprimand REGARDLESS of what happens.
Defer all problems to a later time.
Avoid controversial subjects.
Have fun just being together.
Allow your child to choose the activity.
Participate fully in whatever activity that they choose.

Using The Techniques Of Praise And Ignoring

Praise

- Praising your child will increase the likelihood that they will repeat a behavior again
- Praising your child helps them to develop a positive idea of who they are
- Praising your child sets a good example for how they should interact with others
- Ignoring bad behavior and paying attention to good behavior go hand-in-hand.
- Paying attention to bad behavior may make the bad behavior worse instead of better.
- Ignoring a bad behavior may make things worse in the beginning but, if you continue to ignore it, the behavior should eventually go away.
- Ignoring is the opposite of paying attention.

WHEN IGNORING YOU SHOULD:

- Not look at the child.
- Stop all talking to the child.
- Act like you cannot see or hear him or her.
- Leave the room if you need to.
- Not give in – keep ignoring the behavior regardless of how long it goes on for.

WHEN PRAISING YOUR CHILD YOU SHOULD:

- Maintain good eye contact
- Speak clearly and repeat the praise so that they really do hear you
- Label the behavior that you are praising them for
- Use unlabeled praise when appropriate
- Praise as close in time to the behavior as possible

Session 4: Instructions That Work

Good instructions are instructions that children are most likely to obey. The characteristics of good instructions are as follows:

- **Direct and specific.**
- **Stated clearly.**
- **Limited to only one or two at a time.**
- **Followed by 10 seconds of silence.**

Session 5: Behavior Rules And Expectations

- Behavior Rules and Expectations help children learn to do or not do certain behaviors without having to be told every time.
- Behavior Rules and Expectations are for behaviors for which we want children to learn to self-control.
- When Behavior Rules or Expectations are violated there is always an immediate consequence – No warnings or second chances.

Rules and Expectations

EXAMPLES OF BEHAVIOR RULES INCLUDE:

- No hitting; No cursing; No name calling; No breaking things; No rough play in the house; No arguing

EXAMPLES OF EXPECTATIONS INCLUDE:

- Making bed in the morning; Taking out the garbage; Feeding the animals; Cleaning up after dinner; Cutting the grass; Completing homework

SETTING UP BEHAVIOR RULES AND EXPECTATIONS:

- Think of two or three (no more than three) Behaviors/Expectations
- Put those Behaviors/Expectations in the form of a Rule.
- Write the rules on a piece of paper and place the paper in a prominent place
- **Tell your child that these are the household rules. Two weeks or reminders then rule application and punishment.**

Every time he or she breaks a rule, label this for him or her. For example, "Ashley, you just called your brother a name. That is against our Behavior Rules"

Household Rules And Expectations

BEHAVIOR RULES	EXPECTATIONS
-1.	-1.
-2.	-2.
-3.	-3.
-CONSEQUENCES	
-REWARDS	

Session 7: Problem Solving The PICC Model

PROBLEM IDENTIFICATION

(a) Perspective Taking

- Identify what the problem is based on **each** person's perspective of the situation.
- No blaming, name-calling or put-downs in stating the problem.

(b) Individual Goals

- Identify your goal in the situation.
- Identify the other person's goal in the situation.
- Look toward cooperation and compromise.

IDENTIFY CHOICES (C)

- Brainstorm all possible solutions to the problem. What are your choices?
- Do not evaluate the solutions in terms of outcome just list all possible choices.

IDENTIFYING CONSEQUENCES

- Identify what the consequences would be for each solution.
- Provide ALL possible consequences, both positive and negative.

CHOOSE THE BEST SOLUTION

- Choose the best solution based on a review of all the consequences.
- Weigh out the positives and negatives → choose the one that has the fewest negatives.
- Choose a backup solution in case the first solution does not work.
- **Try out your solution.**

Phase II

- Optional sessions
- Re-evaluation
- Individual vs Family work
- Termination

Session 8b: Social Problem Solving II

- Evaluating Solutions: how can you tell if good or bad ?; re-evaluate; choose solution
- Problem Solving Worksheet
- Automatic Responding vs. Thinking Ahead

Intervention Cycle

