

Integrating Interventions Across Roles

Effective Behavior Management

- Teaches prosocial skills
- Reinforces appropriate behavior
- Discourages problem behavior
- Structures daily activities
- Creates ability to individualize interventions to meet the needs of each youth

Targeting Behavior in the Foster Home

- PS tracks behavior on PDR & gathers information from the foster parent, team, family & school
- Target Behavior is added to point sheet
- PS & FP work together to determine a plan for how to respond to the behavior
- PS supports, coaches and shapes FP in responding to behavior
- PS supports, coaches and shapes FP in giving and taking points for the behavior

Targeting Behavior in Individual Therapy

- PS identifies the skill/prosocial behavior to shape
- Skill is strategically introduced to the youth
 - PS gives assignment to IT & youth
 - IT tells youth PS gave them the assignment
 - IT practices the prosocial skill outside of the youths awareness
- IT works with youth on the skill
 - Problem solving
 - Role plays
 - Shaping
- Identify possible incentives
 - Create a proposals for the PS

Targeting Behavior in FT

- FT gathers information from parent about target behavior
 - What did/does this look like with the parent
 - Context
 - How did/does the parent respond
- FT supports, coaches and shapes parent in responding to behavior
- FT supports, coaches and shapes parent in giving and taking points for the behavior during visits
- FT facilitates joint therapy session to address behavior

Targeting Behavior in Skills Coaching

- SC selects and plans activity that will provide opportunity to model, observe, practice, reinforce target behavior.
- Pre-teach youth if there are activity rules
- Weave in practice opportunities
- Reinforce in the moment
- Be enthusiastic and supportive!
- Respond strategically to negative behavior

Intervention Planning

Behavior	Short term Skill	FP Intervention	IT Intervention	FT Intervention
argues when told "no"				
pouting/sulking				
complaining				
irritability				
mean talk				
manners				
run away				
Fights peers				
Skipping				

Emphasis of Individual Therapy

- The present & future rather than the past
- What is going *well* rather than on what is not going well
- Problem-solving rather than insight
- Skill development, building on strengths
- Practicing new skills rather than *talking* about new skills

Individual Therapy Basics

- Problem areas are identified by:
 - Family
 - Youth
 - MTFC parents
 - Clinical team (PDR, observations, reports)
- Skill Development
 - Problem solving skills
 - Emotional regulation/Coping skills
 - Social skills
 - Educational/Occupational Skills

Use Strategic Approaches

Direct	Indirect
<p data-bbox="142 508 749 619">“The PS says we need to work on....”</p> <p data-bbox="142 686 799 801">PS gives the assignment to the IT & youth in person</p> <p data-bbox="142 939 562 991">“You could try....”</p>	<p data-bbox="900 508 1740 559">“Other people say this is helpful....”</p> <p data-bbox="900 686 1760 862">“She’s nice, next time we go there, let’s say ‘Hi, how’s your day?’ I saw a great movie this weekend....”</p>

Joining with Youth

Unsupportive	Supportive
<p data-bbox="146 496 587 554">“You should....”</p> <p data-bbox="146 625 680 682">“Why don’t you....”</p> <p data-bbox="146 753 625 811">“Why did you....”</p> <p data-bbox="146 882 873 939">“Next time you should....”</p>	<p data-bbox="935 496 1619 554">“The PS wants us to....”</p> <p data-bbox="935 605 1530 662">“I could help you.....”</p> <p data-bbox="935 711 1646 768">“You’re really good at....”</p> <p data-bbox="935 819 1742 1025">“ I understand you, I wonder what other people might think....”</p> <p data-bbox="935 1076 1704 1219">“You’re always really polite when you’re with me.....”</p>

Individual Therapy Skills

- * Reinforcement/Encouragement/Shaping
- * Ignoring/Redirect
- * Reframing
- * Modeling
- * Teaching alternative behaviors (shaping)
- * Role-playing
- * “Practicing” behaviors in-vivo
- * Indirect teaching (outside of the youth’s awareness)

Incentive Planning

- Notice a youth's interests
- Identify small items around that interest
- Assist the youth in approaching PS with a reasonable plan

Framing

Giving Good Information

- IT will present observations daily, weekly, and as needed to the PS
- IT presents behavioral and session info at clinical meeting
 - Where did you go/what did you do?
 - What skills did you practice/intervention done?
 - What behaviors did you notice?
 - What did you reinforce?
 - How did the youth respond?
 - Were there any problem behaviors & how did you respond?
 - Anything else?

Shaping the Key Parenting Skills

- Ongoing training on the Point & Level System through practice and role plays
- Parents practice giving & taking points during visits
- Define a weekly goal to be practiced during visits – focus on target behavior
- Youth joins sessions at designated point in treatment
- Focus on:
 - Encouraging the family to learn & practice new skills
 - Reviewing goals, tracking progress, & identifying barriers

Key Parenting Skills

- * Shaping
- * Clear rules
- * Clear consequences
- * Small, high-frequency corrections (PALS)
- * Giving small consequences early and often (PALS & work chores)
- * Strategies for avoiding negotiation and conflict during discipline

Family Therapy Topics

- 1) Engagement & introduce treatment model
- 2) Visits
- 3) Setting up for success
 - * Pre-teaching
 - * Giving good directions
- 4) Encouragement
- 5) Limit setting
- 6) Establishing schedule and routines
- 7) Supporting school success

Therapy Skills

- Shape (Listen, Reinforce, Redirect, Ignore)
- Model
- Reframe (To goals, Assign Positive Intent)
- Normalize
- Validate/empathize
- Wonder, rather than direct teaching
- Role Play
- Use Home Practice
- Telephone Check-In

Session Structure

- Build rapport each session
- Debrief home practice from previous session
 - If parent didn't complete home practice, complete it during the session
- Review last contact with their youth
 - Review home practice in relationship to the last contact
- Introduce new content/skill
- Role play skill demonstrating wrong way/right way
 - Application to next visit
 - Coach parent through role play
- Plan for next session

Session Content

- Parenting skills in relationship to mediating variables
- Managing the content
 - Keep focus on current behaviors
 - Specific behaviors are identified and tracked
 - Emphasis on prosocial behaviors
 - Shape parents in session

Family Therapy Visit Topics

- FT reviews visit guidelines
 - Review drop off/pick up
 - Friendly but minimal interaction
 - Visit info on point sheet or call to PS
 - Who to call & when
- Topics of visit planning
 - Activities – what to do & where
 - Supervision
 - Conversation topics
 - Preventing Pitfalls
 - How to end a visit

Visit Planning Guide

Visit Activities	Expectations to Pre-teach <hr/> Tracking	Points (Encouragement & Limits)	Preventing Pitfalls

Visit Planning - Point Sheet

- Work with the parents to develop a modified point sheet
- Target 2-3 behaviors
- Discuss appropriate point value to assign
- Discuss how to give feedback to youth
- Plan for how to get information to PS

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Joint Family Therapy Sessions

- Initiated by the Program Supervisor
- Provides practice & reinforcement of a particular skill for the parents &/or youth
- Joint sessions include:
 - Parents/aftercare resource
 - Youth
 - Family therapist
 - Individual therapist
- Initial sessions are “scripted”
- Includes the youth for a short time (15 mins)

Preparing for Joint Sessions

- Program Supervisor
 - Determines timing of joint sessions
 - Gives assignment to youth & IT re: skill to practice
- Family therapist
 - Clarifies a parenting skill to practice (i.e. feedback sandwich)
 - Models skill in action
 - Role plays with parents
 - Writes script for joint session
- Individual therapist
 - IT reviews skill
 - Role plays with youth with minimal differences in scenarios
 - Develops a “take a break” cue

Content of Joint Sessions

- Parent Topics
 - Using the feedback sandwich
 - Addressing particular behavior that occur during home visits
- Youth Topics
 - Taking feedback appropriately (listening skills)
 - Expressing themselves maturely
- Joint Topics
 - Interaction Task

IT's Role in Family Therapy

- Youth's participation in FT sessions is initiated by the PS based on information from the FT & IT
- Joint sessions include:
 - Parents/aftercare resource
 - Youth
 - Family therapist
 - Individual therapist
- Initial sessions are often “scripted” & include the youth for a short time

IT in Joint Family Therapy Sessions

- Focus is on supporting the youth in practicing appropriate responses to family members
- Maintaining a supportive role is key
- IT develops plan with youth for how to “exit” the session

Interaction Task

- * What is it?

- * 5 minute video taped interaction of parent and youth problem solving a situation
 - * Planning a fun family activity
 - * Parent chooses a hot topic to problem solve

- * Why use it?

- * Not easy to get a picture of interaction style through self report
- * Gives FT a snapshot of the dynamic between the parent and youth
- * Helps identify what skills to focus on