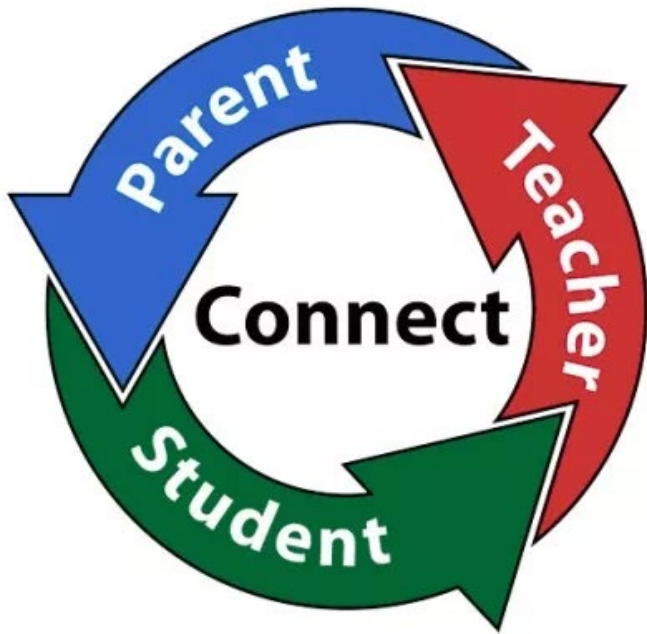# Early Intervention for Young Children at Risk for Oppositional Behavior

2023-24

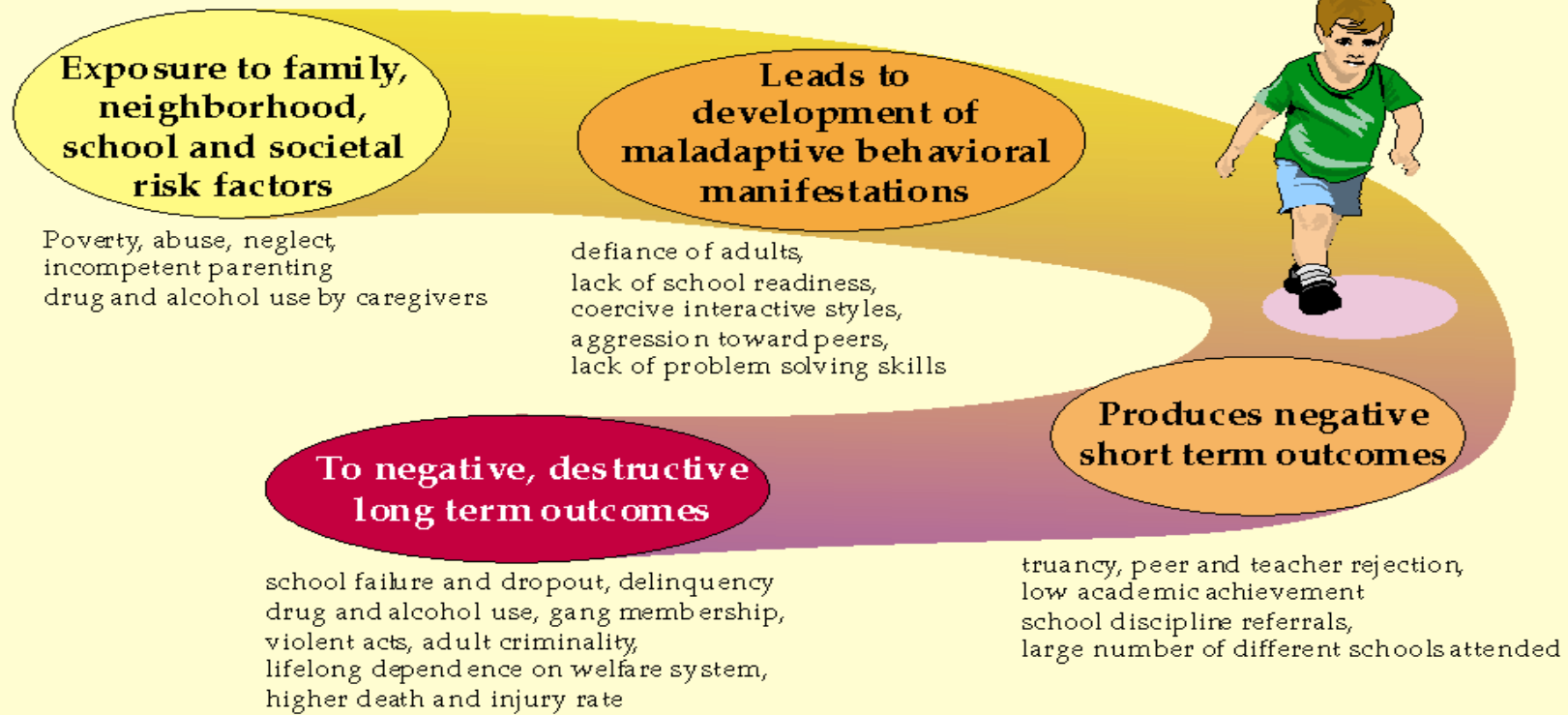## Wayne RESA

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Agenda

- Prevalence of Oppositional Behavior in Young Children
- Behavioral Research-Based Model: Cycle of Coercion
- Early Intervention Model
- Intervention Strategies
- Expressive Communication link
- Parent Management Training – PMTO
    - Core features
- School-Based Wraparound: Bringing it all together

Early Starter Pathway of Conduct Problems

The Path From Risk Factor(s) Exposure to Long Term Negative Outcomes

Exposure to family, neighborhood, school and societal risk factors

Poverty, abuse, neglect, incompetent parenting drug and alcohol use by caregivers

Leads to development of maladaptive behavioral manifestations

defiance of adults,
lack of school readiness,
coercive interactive styles,
aggression toward peers,
lack of problem solving skills

Produces negative short term outcomes

truancy, peer and teacher rejection,
low academic achievement
school discipline referrals,
large number of different schools attended

To negative, destructive long term outcomes

school failure and dropout, delinquency
drug and alcohol use, gang membership,
violent acts, adult criminality,
lifelong dependence on welfare system,
higher death and injury rate

IVDB
Institute on Violence and Destructive Behavior
Community-Based Prevention and Intervention

Pathway Characteristics

- Developmentally excessive levels of aggression, non-compliance, and other oppositional behavior in pre-school and early school-age years
- High degree of continuity through childhood, adolescence, and adulthood
- Poor prognosis

Around Wayne County…

➢ Many PBIS data reports indicate a high level of behavior problems exists within the younger grades, especially kindergarten.

➢ Frequent requests to provide behavior consultation on students in lower elementary grades.

➢ Based on the data we receive, there is a need to focus on behavior intervention for young children displaying oppositional defiant behavior.

PBIS Data -
Not Uncommon
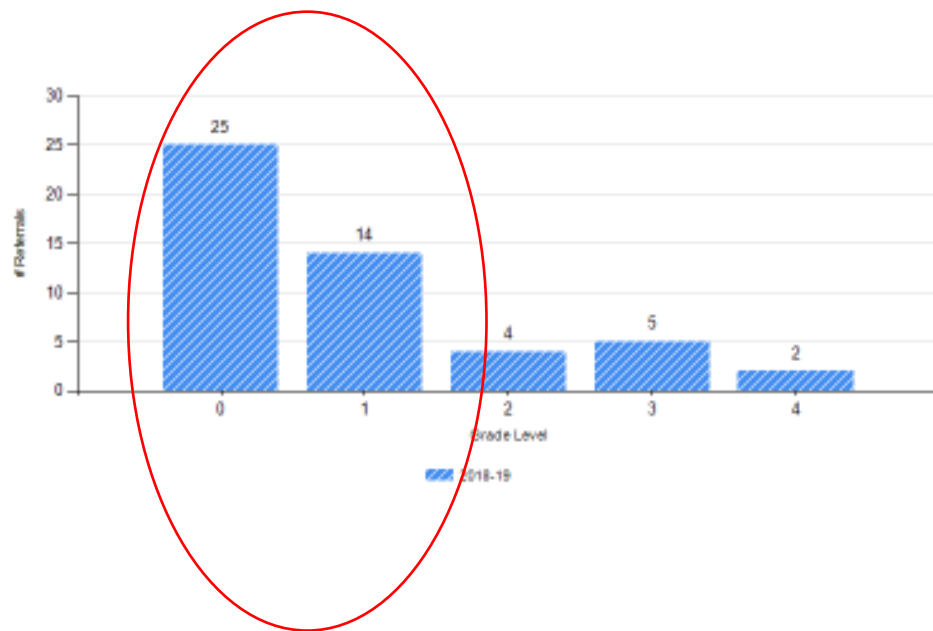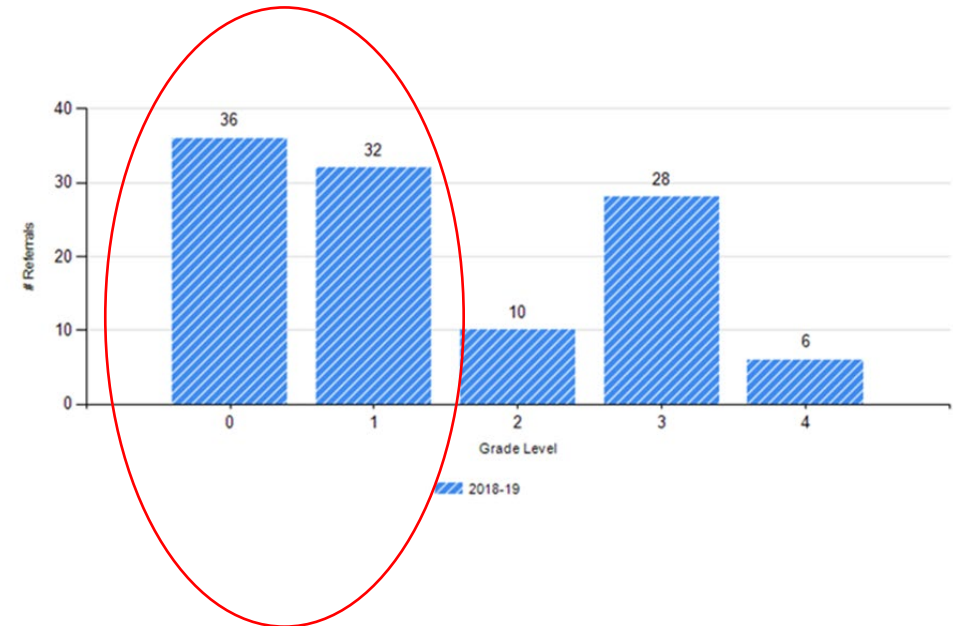
Oppositional Defiant Disorder

- *Centers for Disease Control and Prevention employed the National Survey of Children's Health (NSCH) to provide a combined prevalence estimate for ODD and CD. In 2007, parent-reported data asking about prior diagnoses and conditions identified 4.6 percent (CI of 4.3–5.0 percent) of children aged 3–17 years with ODD or conduct disorder.*

- Children with behaviors consistent with Oppositional Defiant Disorder are at-risk to develop Conduct Disorder as they get older.

- Children with co-morbid Oppositional Defiant Disorder and ADHD are at a much higher risk of severe anti-social behavior than children with a single disorder.

- ADHD, anxiety disorders, PTSD, attachment disorders, and speech and language delays are often co-morbid with ODD.
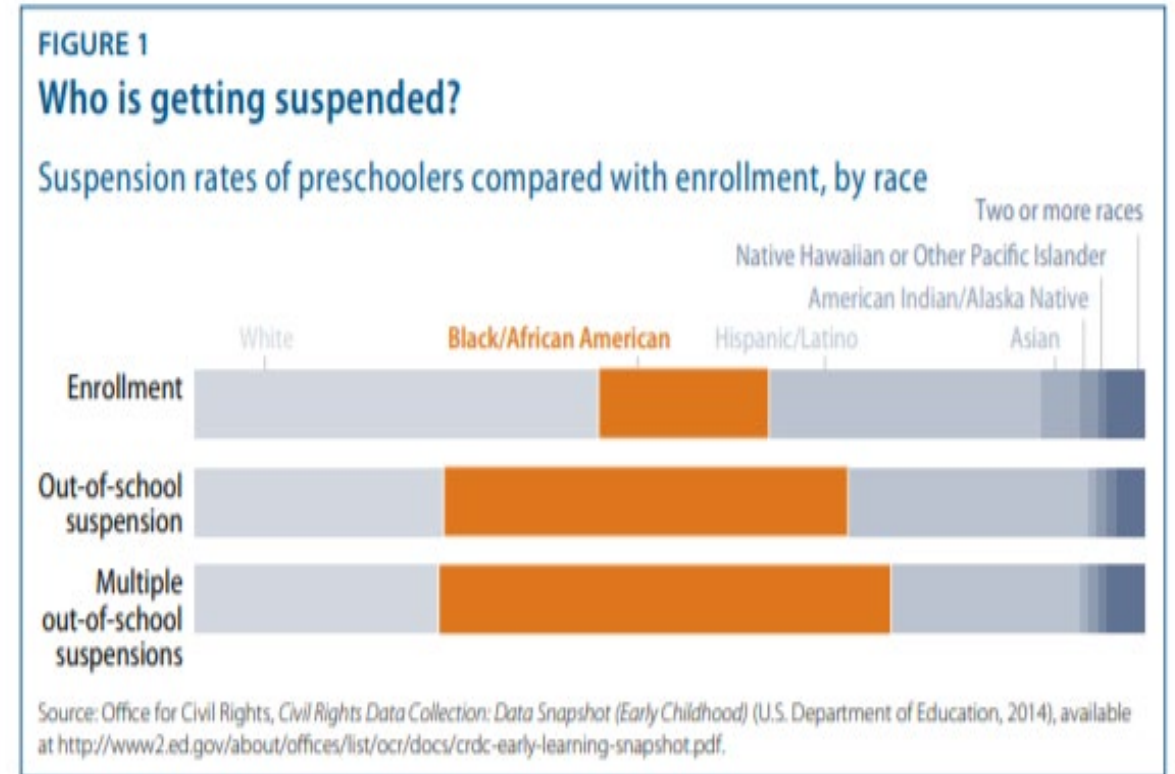
American Academy of Child & Adolescent Psychiatry

➢There is a range of estimates for how many children and adolescents have ODD. Recent studies suggest that up to 11% of boys and 9% of girls may have oppositional defiant disorder.

➢However, there is not very much information on the prevalence of ODD in preschool children, and estimates cannot be made.

➢ODD usually appears in late preschool or early school-aged children. In younger children, ODD is more common in boys than girls. However, in school-age children and adolescents the condition occurs about equally in boys and girls.

➢Although the disorder seems to occur more often in lower socioeconomic groups, ODD affects families of all backgrounds.

The Importance of Early Intervention

- A 2014 analysis from the U.S. Department of Education's Office for Civil Rights found:
  - African American children make up 18% of enrollment in preschool.
  - African-American children account for 42% of out-of-school suspensions and 48% of those receiving multiple suspensions.

FIGURE 1

Who is getting suspended?

Suspension rates of preschoolers compared with enrollment, by race

Two or more races

Native Hawaiian or Other Pacific Islander

American Indian/Alaska Native

White   **Black/African American**   Hispanic/Latino   Asian

Enrollment

Out-of-school suspension

Multiple out-of-school suspensions

Source: Office for Civil Rights, *Civil Rights Data Collection: Data Snapshot (Early Childhood)* (U.S. Department of Education, 2014), available at http://www2.ed.gov/about/offices/list/ocr/docs/crdc-early-learning-snapshot.pdf.

Early intervention is an issue of equity.

Autism and Oppositional Behavior

- Children and adolescents with autism spectrum disorders (ASDs) often exhibit behaviors consistent with a disruptive behavior disorder (DBD) such as oppositional defiant disorder (ODD) or conduct disorder (CD).

- On the whole, approximately one in four children with an ASD diagnosis meets diagnostic criteria for either ODD or CD.

- Parent training has been the primary mode of psychosocial treatment and has some support for its efficacy.

Key Considerations

- **When does oppositional behavior become "out of the norm"?**
- **What are the risk factors for developing severe oppositional defiant behavior?**
- **What factors increase the severity of the behavior?**
- **What are the core features of the research-based interventions we can apply within the school setting with children exhibiting severe oppositional defiant behavior?**

American Academy of Child and Adolescent Psychiatry, 2019

In children with Oppositional Defiant Disorder (ODD), there is an ongoing pattern of uncooperative, defiant, and hostile behavior toward authority figures that seriously interferes with the child's day to day functioning.

Symptoms of ODD may include:

- Frequent temper tantrums
- Excessive arguing with adults
- Often questioning rules
- Active defiance and refusal to comply with adult requests and rules
- Deliberate attempts to annoy or upset people
- Blaming others for his or her mistakes or misbehavior
- Often being touchy or easily annoyed by others
- Frequent anger and resentment
- Mean and hateful talking when upset
- Spiteful attitude and revenge seeking

Oppositional Defiant Behaviors at School

- **When students present with oppositional defiant behaviors at school, we often see:**

  - **Learning problems**
  - **Less time on-task**
  - **Aggressive behaviors**
  - **Peer rejection**
  - **Deviant peer affiliation (older students)**
  - **Strained relationships with teachers**
  - **Families dealing with many stressors**
  - **Increased office discipline referrals and suspensions**

What are the Risk Factors for Developing Severe Oppositional Defiant Behavior?

- **Low socio-economic status**
- **Experience of trauma**
- **Harsh and/or inconsistent discipline at home**
- **Poor supervision by parents/Low parental involvement**
- **Difficult child temperament**
- **Family stressors: unemployment, parent marital or relationship problems, few emotional supports**
- **Expressive language delays**
- **Intergenerational problems**
- **Patterns of coercive behavior within the home**

BEHAVIORAL RESEARCH MODEL: THE CYCLE OF COERCION

- Decades of research by G.R. Patterson and others reveal that highly oppositional children engage in a cycle of coercion with their parents.

- A cycle of coercion can occur at school between student and teacher.

- Two things to remember about the cycle of coercion:

➢ The cycle reinforces the child's negative, oppositional behaviors and worsens the behaviors.

➢ The cycle can be broken.

COERCION MODEL
PATTERSON, ET. AL.

- **Comprehensive family-based formulation**

- **"Basic training" in conduct-problems that occurs in the context of an escalating cycle of coercive parent-child interactions in the home, beginning prior to school entry.**

- **Ineffective parenting strategies especially in regard to child compliance to parental directives during the pre-school period**
  - **Inconsistent discipline**
  - **Irritable explosive**
  - **Low supervision and involvement**
  - **Inflexible rigid discipline**

- **Over long periods significant increases in the rate and intensity of child coercive behaviors occur as family members are reinforced by engaging in aggressive behaviors**

Cycle of Coercion
Granic & Patterson, 2006

| Adult Gives a Direction | Child Refuses to Comply or Tantrums | Adult Backs off Request. Child's Refusal/Tantrum is Reinforced |

CYCLE OF COERCION – ADULT ESCALATES

Adult gives a direction.

Child ignores, argues, or becomes aggressive.

Adult becomes increasingly escalated/harsh to gain compliance.

Child learns a pattern of relating that carries over to others such as peers and teachers

RESPONDING TO BEHAVIOR: BREAKING THE CYCLE OF COERCION

Adult gives a direction.

Child ignores, argues, or becomes aggressive.

Adult removes attention, removes reinforcement.

Increases likelihood that child will comply with directions.

Adult provides positive reinforcement to child.

Breaking the Cycle of Coercion

- **Adult doesn't model Coercive Behavior**
  - **Convey calmness: lower your voice, strategic pause, sitting down next to the student as opposed to standing over.**
  - **Adult models "in control" behavior.**
  - **Practice de-escalation.**

- **Adult does not reward the child's non-complaint, tantrum, or aggressive behaviors**
  - **Have a response plan.**
  - **Brief time-out.**
  - **Natural/logical consequences**
  - **Privilege loss**

photo credit: hlkljgk via photopin cc

- When ODD develops into Conduct Disorder, children are at risk to become part of the school-to-prison pipeline as suspensions increase.

- In the home, a cycle of abuse may continue if highly oppositional and aggressive children are not provided effective intervention.

- Evidence-based approaches are well-established and stop the cycle of coercive behavior, both at home and at school.

A multi-component approach is needed to provide adequate and effective intervention for these young students.

Early Intervention: What Age?

- **Much research has been conducted on children ages 3-8 on the effects of early intervention for highly oppositional behaviors.**

- **Average age of onset of ODD is 6 years old.**

- **Many children can have symptoms of ODD but oppositional behaviors become highly problematic when the intensity, frequency, and duration of the behavior is significantly greater than what we would normally expect developmentally.**

- **Principles of early intervention may be applied to older students.**

Risk Factors vs. Protective Factors

- **In schools we have the opportunity to increase the protective factors in a student's life.**

- **Resilience is evident when a child's health and development tips toward positive outcomes — even when a heavy load of risk factors are present.**

What protective factors can we add to a student's life?

Core Features of Early Intervention for Oppositional Defiant Behaviors

Child Component

Family Component

Teacher/Classroom Component
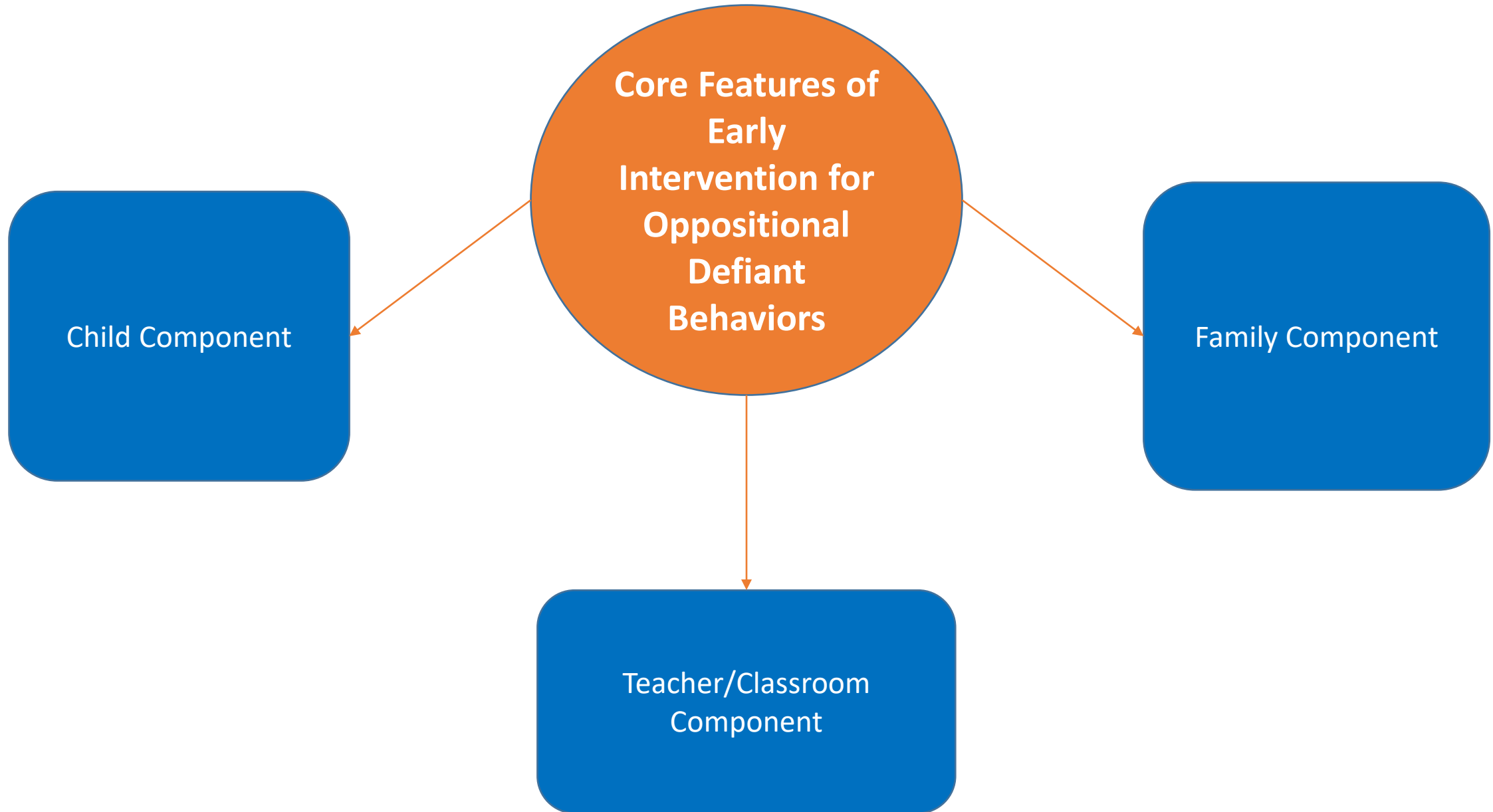
Core Features of Early Behavioral Intervention for Oppositional Defiant Behaviors

- Child Component: Directly Intervene on the Behavior in Multiple Ways
  - FBA
  - Teaching expectations (Prevention)
  - Targeted social skills instruction (Teaching Replacement Behavior)
  - Token Systems (Positive Reinforcement)
  - Time-Out from Reinforcement (Effective Consequence System)
- Teacher/Classroom Component: Provide Support for the Teacher
  - Coaching and Modeling Behavior Interventions
  - Implement Interventions with Fidelity
  - Data Collection
- Family Component: Directly Intervene with the Family
  - Parent Management Training
  - School-Based Wraparound Process
  - Developing Trust and Coaching Parents

Pyramid Model: A Tiered Approach for Young Children

Social-Emotional Foundations for Early Learning (SEFEL) Pyramid Model

Tier 3: Individualized Positive Behavior Support- Children with persistent challenges

Assessment based intervention that results in individualized behavior support plans

Intensive Intervention

Tier 2-Social Skills Curricula- Children at Risk

Systematic approaches to teaching social skills can have a preventive and remedial effect

Targeted Social Emotional Supports

Tier 1 – High Quality Early Education-All Children

High Quality early childhood environments promote positive outcomes for all children

High Quality Supportive Environments

Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development

Nurturing and Responsive Relationships

Systems and policies promote and sustain the use of evidence-based practices

Effective Workforce

3

Wayne County Early Childhood
Explicit Instruction in Expectations
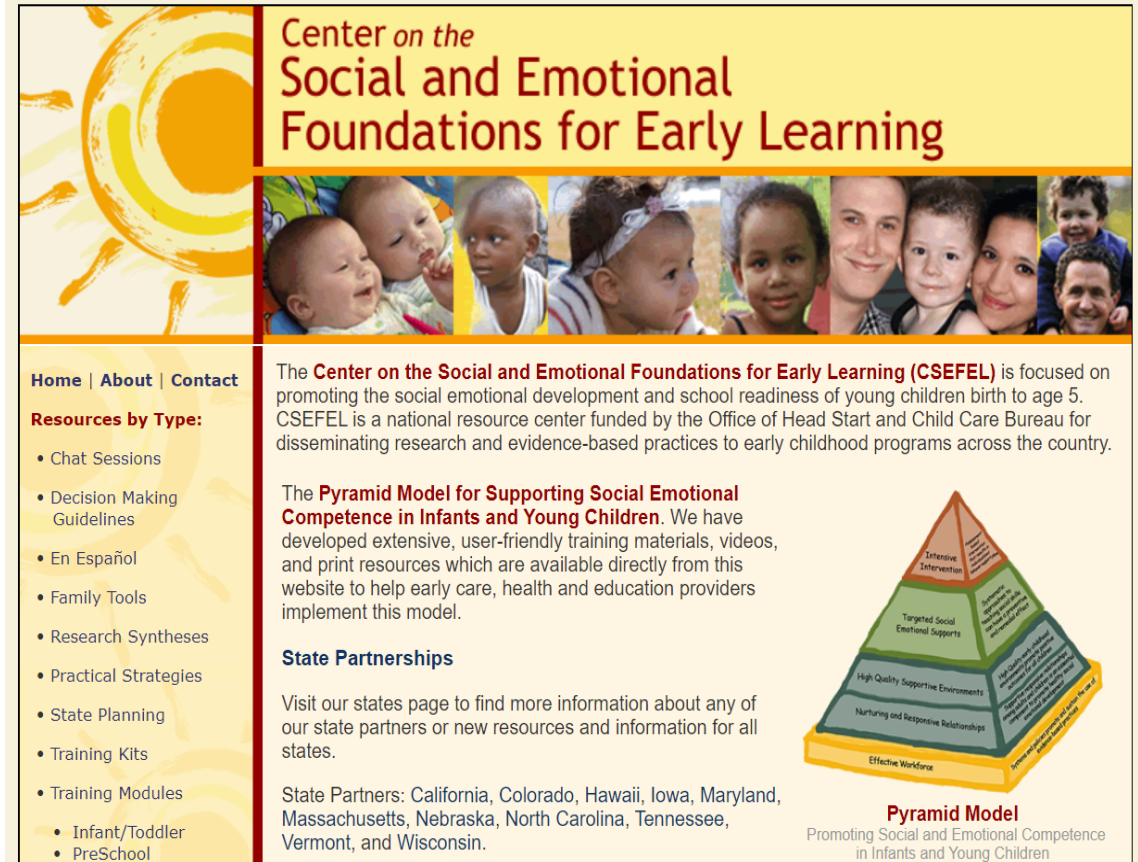
What Works Briefs

- http://csefel.vanderbilt.edu/resources/what_works.html
- 24 short descriptions of practical, evidenced based strategies for young children
  - Helping children understand schedules, routines, transitions
  - Building positive teacher/child relationships
  - Functional communication
  - Logical consequences and time-out use

Core Features: Child Component

- **After conducting an FBA, a PBIS plan for the student must include strong interventions for each domain.**
  - **Prevention: Teach Expectations Frequently**
  - **Replacement Behavior: Functional Communication Training; Targeted Social Skills Instruction**
  - **Positive Reinforcement for Use of Targeted Skills**
  - **Effective Consequences**
  - **Home Interventions: Align school and home as much as possible**

Is There An Expressive Language Delay?

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4311524/

Functional Communication Assessment

Does the student have difficulty in expressing any of these basic communication functions?
(*place an "x" next to appropriate response(s)*)

- Gaining adult attention
- Gaining attention of peers
- Dealing with a difficult task
- Expressing frustration or confusion
- Requesting things of others
- Rejecting or protesting something
- Indicating preferences or making choices
- Requesting assistance

If the answer is yes to any of the above, use the communication summary below to think about and identify possible replacement behaviors for instruction.

COMMUNICATION SUMMARY

Target Problem Behavior	Possible Communication Function	Possible Replacement Behavior(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

- Take some Antecedent-Behavior-Consequence (ABC) data.
- Look at actual incidents of oppositional/aggressive behavior.
- Focus on the communicative intent of the behavior i.e., what did the student want (no judgments).
- What would have been an acceptable way to communicate his/her intent?

Functional Communication Replacements

- Gaining adult attention: raise hand, use their name
- Gaining attention of peers: walk up, make eye contact, use their name
- Dealing with a difficult task: "help, please." "Break, please!"
- Expressing frustration or confusion: "I don't know." "This is hard!"
- Requesting things of others: "please…." "I want"
- Rejecting or protesting something: "No, thanks" "I don't want to."
- Indicating preferences or making choices: gestures/pointing/leading
- Requesting assistance: "help, please."

- Adult prompts: "Show me," "It looks like you're trying to tell me…."

Functional Communication Training

- **Create a list of high priority words and phrases the student needs to learn.**

- **Create a plan so ALL staff working with the student can reinforce use of the high priority words. Provide high rates of positive reinforcement when communication is used.**

- **Provide staff with visual cards to cue the student if necessary. Student may need visual ways to communicate.**

- **Train paraprofessionals on how to implement FCT.**

- **Work with the speech and language pathologist.**

- **Remember: Behavior is communication! Replace the behavior with a functional way for the student to communicate his or her needs.**

Functional Communication Training: Examples of Visuals

I need help

Wayne County Core Vocabulary

Tactile Communication Symbol (3D printed)
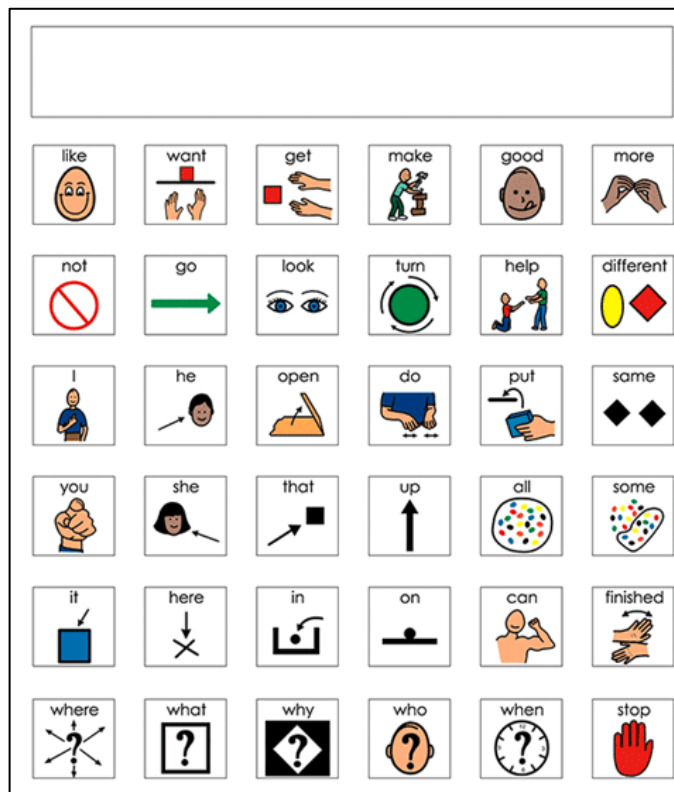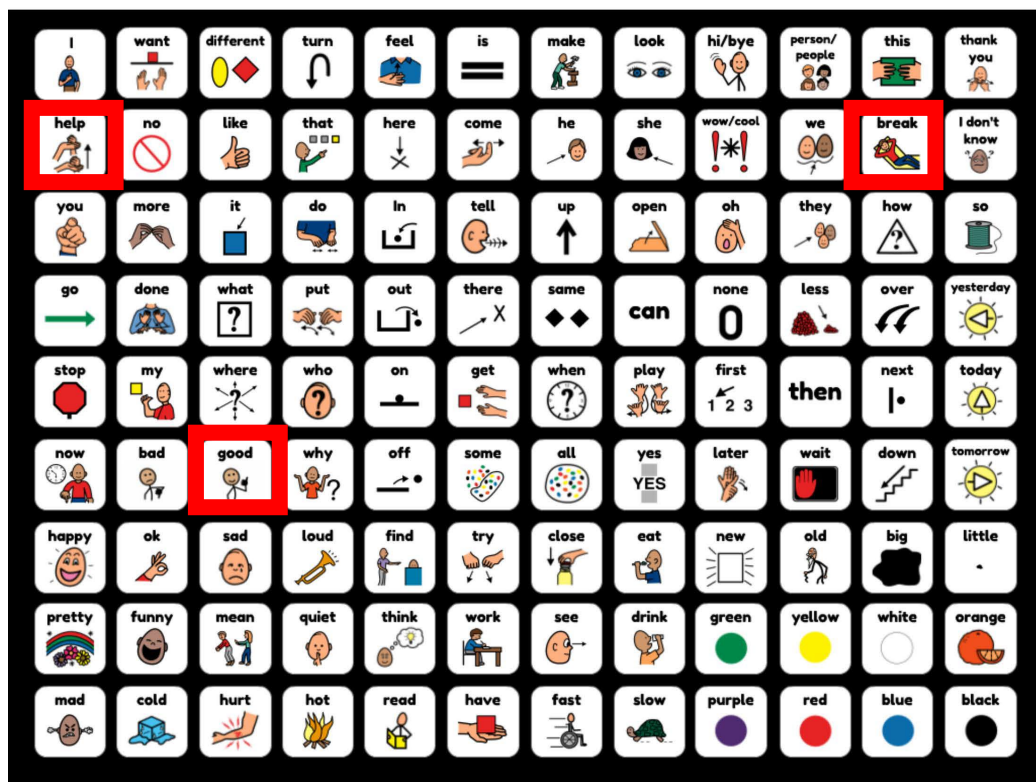
Project-Core Core Vocabulary
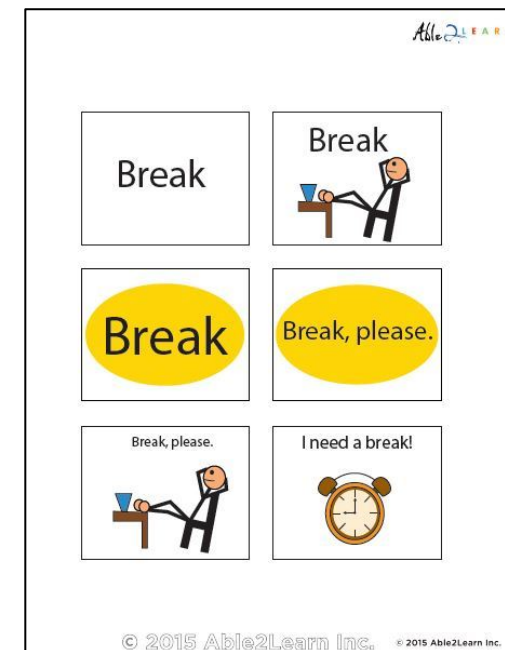
Functional Communication Training:
A Research-Based Intervention
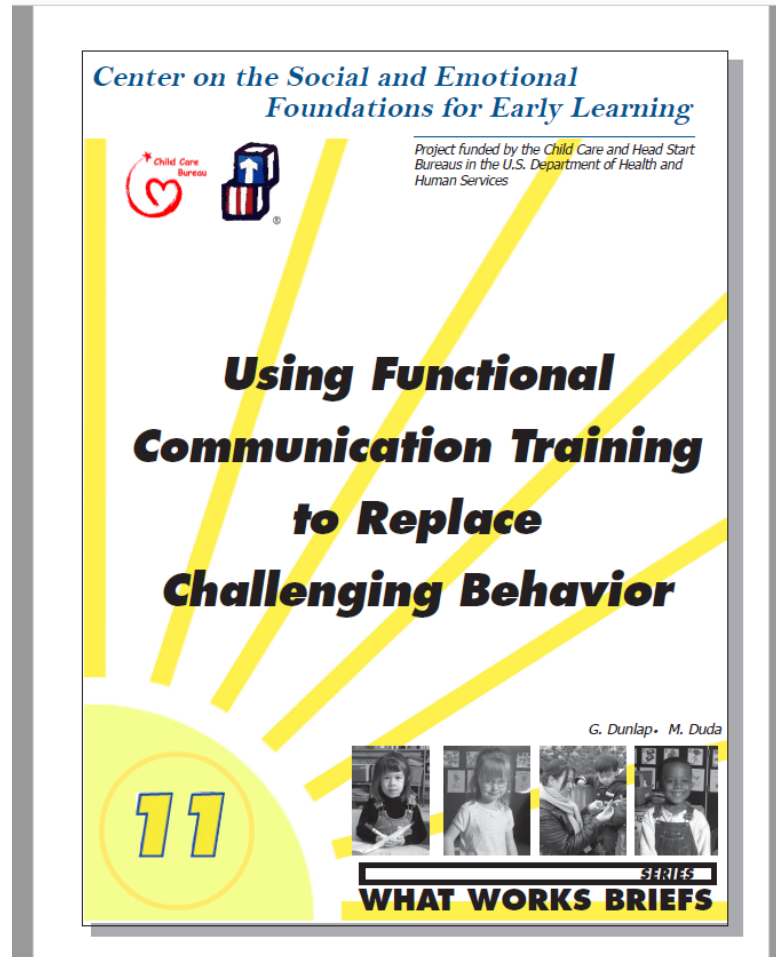
- *Functional Communication Training (FCT) is a strategy for use with children who require a more individualized intervention approach because they continue to exhibit challenging behaviors even when classroom-wide prevention strategies are in place (for example, classroom rules, consistent schedules, predictable routines).*

- *FCT involves identifying the function or purpose of the child's challenging behavior (for example, hitting, screaming, taking toys away from others) and then teaching an appropriate behavior that will serve the same purpose for the child. This behavior is referred to as a replacement behavior.*

Other Replacement Behaviors

- **Taking a break appropriately**
- **Accepting disappointment**
- **Simple direction following**
- **Personal space**
- **Greetings**
- **Manners**
- **Showing effort**
- **Building stamina**

Positive Reinforcement 🙌

- **Provide high rates of positive reinforcement for desired behaviors to improve skill acquisition.**

- **High fives, positive gestures, smiles, verbal praise, tokens**

- **A PBIS plan can define the amount of positive reinforcement the child should receive in a specific time period.**

  - **Example: Conner will receive a token every 5-10 minutes for positive behavior. Conner should have the opportunity to receive at least one token exchange every hour.**

Behavior Specific Praise

Why is Praise so Important?

Desired Behavior → Specific Praise → More Desired Behavior

Undesired Behavior → Ignore Behavior → Less Undesired Behavior

101 Ways to Praise a Child

Way to go	You're a winner	Hooray
You are so responsible	You're on target	You're catching on
Fantastic	Tremendous effort	Awesome
You're catching on	Well thought out	Well done
Wonderful sharing	Good for you	Inspiring
You're on target	How original	That's very mature of you
You tried really hard	You made my day	You're the greatest
You're a good listener	Bingo	You've got it
I knew you could do it	Spectacular	Love your ideas
You're a problem solver	Amazing effort	Beautiful
Good thinking	Proud of you	Fabulous
Thanks for helping	Nice work	Your work is improving
Hooray for you	Excellent	Looking good
What an imagination	You are being so safe	Outstanding
You learn quickly	You made it happen	Keep up the good work
Love your ideas	You should be very proud	You tried hard
Beautiful sharing	You're a champ	Thank you
You tried something new	You've made progress	Thumbs up
Great answer	That's the best	Wonderful
Now you've got it	Phenomenal	Thank you for being honest
You figured it out	You go the extra mile	You set a good example
Magnificent	You are unique	Your effort really shows
Marvelous stuff	Nothing can stop you now	You're focused
I'm happy that you listened to me	Nice try	Super
Love your presentation	Superb	Great discovery
Thanks for all your hard work	That's good manners	You are so respectful
Looking good	Thanks for caring	That's correct
Outstanding performance	Wow	You're so creative
Brilliant	Good stuff	Well worked through
Congratulations	It's nice to see you helping others	I like what you said
You're a real trooper	Dynamite	You're a champion
Well done	You're always willing to try again	Now you've got it
You are so kind		You are so switched on
What a leader	Good planning	Super star

4 Positives : 1 Correction

https://megandredge.com/100-ways-to-praise-a-child/

Behavior Specific Praise

- **Early Childhood Teachers' Use of Specific Praise Statements With Young Children at Risk for Behavioral Disorders**

- **Article (PDF Available)** in Behavorial Disorders 34(3):118-135 · May 2009

- Abstract

- **This study investigated the effectiveness of a training designed to increase early childhood teachers' use of specific praise statements to address problem behaviors demonstrated by children at risk for emotional/behavioral disorders. A multiple-baseline across-participants design was employed to examine the teachers' use of specific praise statements before and after the training and the potential influence these statements had on the target children's compliance and engagement. In addition, generalization probes were conducted to investigate the teachers' use of specific praise statements and the children's behavioral responses in an untrained setting. The results indicate that teachers' use of specific praise statements increased following the training.**

- **In addition, all 4 children demonstrated positive changes with an increase in their appropriate behaviors and decreases in problem behaviors.**

Visuals/Token Systems

TIPS:
- Teach the token system to staff AND to the student. Identify who will do this.
- Agreement on how students earn tokens – be very specific and consistent – EVERYBODY follows the plan.
- Do not take tokens away as a consequence.
- Provide token immediately after task completion or at scheduled time – let student know why they received the token/social reinforcement.
- Ensure the reward is meaningful to the student. Create a reward menu.

I am working for

Snack   Swing   Computer   Puzzle   Walk
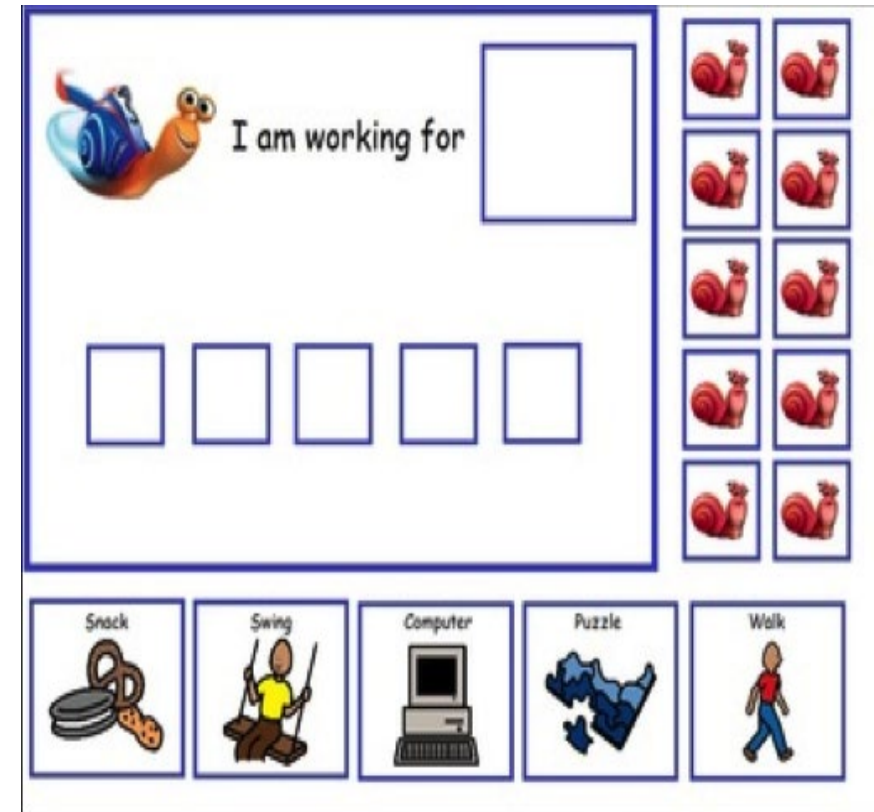
Benefits of a Point/Token System

- **Reinforce completion of tasks or routines**
- **Reduces negotiation and bribing**
- **Teaches delayed gratification**
- **Allows for high rates of positive reinforcement**
- **Creates a consistent approach across adults and environments**

Early Childhood Check In/Check Out Point Sheet

Name _____   Points Possible _____
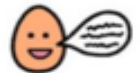
Date _____   Points Earned _____

                                      Goal _____

Parent Signature _____   Goal Met? ☺/☹

	Arrival	Circle Time	Centers	Special	Lunch/ Recess
Be Respectful Use kind words.	2 1 0 ☺ ☺ ☹	2 1 0 ☺ ☺ ☹	2 1 0 ☺ ☺ ☹	2 1 0 ☺ ☺ ☹	2 1 0 ☺ ☺ ☹
Be Responsible Follow directions quickly.	2 1 0 ☺ ☺ ☹	2 1 0 ☺ ☺ ☹	2 1 0 ☺ ☺ ☹	2 1 0 ☺ ☺ ☹	2 1 0 ☺ ☺ ☹
Use Safe hands and feet	2 1 0 ☺ ☺ ☹	2 1 0 ☺ ☺ ☹	2 1 0 ☺ ☺ ☹	2 1 0 ☺ ☺ ☹	2 1 0 ☺ ☺ ☹

Daily CICO Data Summary Templates
https://www.resa.net/teaching-learning/pbis

- Use CICO as a data source and an overall picture of how the student is doing.
- The token system supports the student with task completion and keeps the student on track to earn their points throughout the day.
- Both the Individual Data Summary on token exchanges and the CICO Daily or Weekly summaries provide important data for behavior review or school-based wraparound meetings.
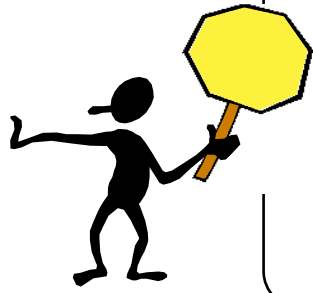
Response Strategies

Enforced Consistently & Fairly

Pre-corrections: Frequent reminders of expectations and positive feedback

Redirection: Emphasize what you want the student to do.

Refer to the expectations: "Is that being safe?"

Praise in public, correct privately.

Ignore minor attention-seeking behavior

COMMUNICATE EMPATHY WITH CORRECTIVE FEEDBACK

- **Providing corrective feedback that is coupled with an empathic statement will increase the likelihood that the student will calm down and learn from the corrective feedback.**

Empathic statement: "I can see you are pretty upset. What happened?"

| Name the problem behavior "Was that a respectful thing to say?" | → | What should you have done "What's a better way of getting your point across?" | → | Practice it "Ok, try that." | → | Acknowledge cooperation "Thanks." |
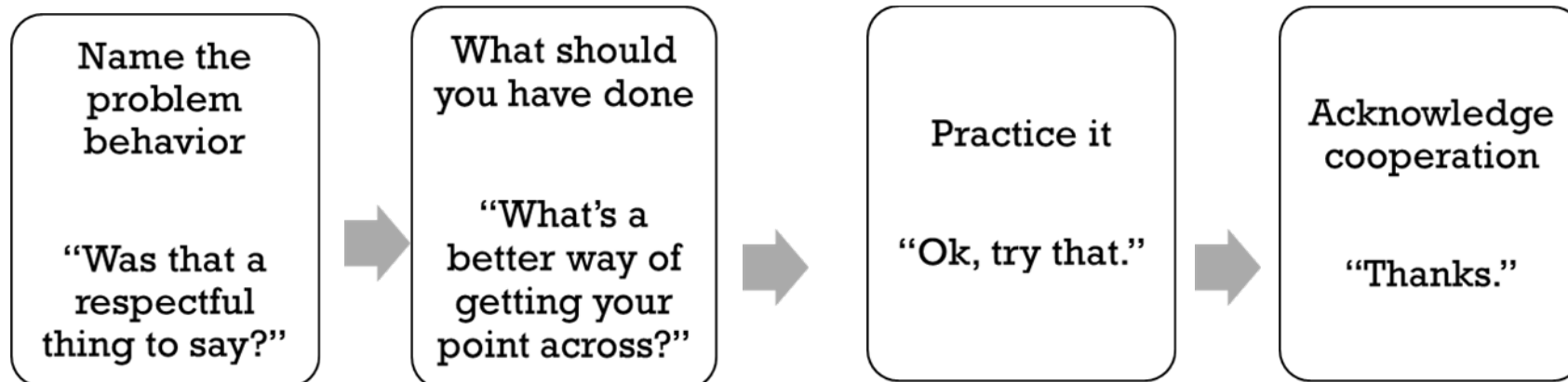
TEACH STUDENTS HOW TO
TAKE A BREAK BEFORE A PROBLEM BEHAVIOR

- Teach the break procedure to the student. Practice or review the procedure before using it. If the student has a hard time using the procedure when they need it, practice it some more.

- Generally, time limit breaks. Timers can be effective.

- Decide whether breaks should be scheduled (used as prevention), or on an as-needed basis.
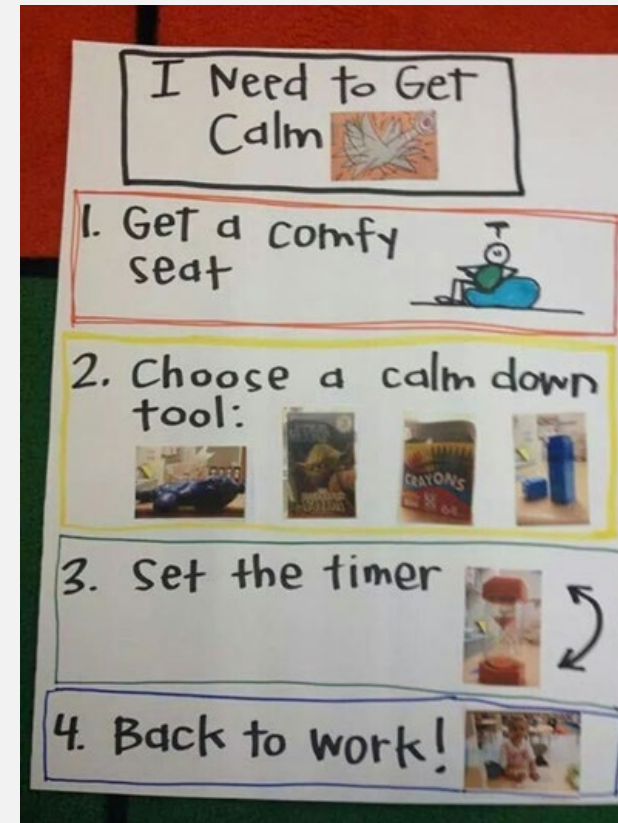
WHAT'S THE DIFFERENCE BETWEEN A BREAK AND A REWARD?

Calming Break

Neutral (not reinforcing)
Preventative
Student or staff directed
Access to calming tools
Teaches self-regulation

Reward

Reinforces behavior
Earned privilege
Highly desirable activities
May include peers and/or adults

CALMING BREAKS

▪Examples:
  ▪A quick lap around the school
  ▪5 minutes on a bench in the hall
  ▪Go talk to a designated adult
  ▪5 minutes alone at student's desk
  ▪Get a drink of water; extra bathroom break

PBIS contract pays for small, hand held calming tools.

WHAT'S THE DIFFERENCE BETWEEN A BREAK AND RESET TIME-OUT?

Calming Break

Neutral (not reinforcing)
Preventative
Student or staff directed
Access to calming tools
Teaches self-regulation

Reset Time-Out

Response to a problem behavior
Reduces reinforcement
Decreases behavior
Reinforces classroom expectations

RESPONDING TO BEHAVIOR: RESET TIME-OUT STRATEGY

- **<u>Reset</u>: removes reinforcement following a behavior infraction; decreases the likelihood of the behavior in the future; weakens the behavior.**

- **Examples:**

- **Reset table with task.**
  - **Age-appropriate think sheet.**
  - **Simple familiar (non-reinforcing) task to complete.**
    - **Helps calm and refocus the student.**
  - **Brief non-exclusionary chair time-out.**
    - **More likely to match home time-out procedure (Use timer).**

- **These procedures should be brief $\leq$ 5 minutes typically.**

- **Objects can go in time-out as well.**

Time-out from Positive Reinforcement

Center on the Social and Emotional
Foundations for Early Learning

Project funded by the Child Care and Head Start
Bureaus in the U.S. Department of Health and
Human Services

The Role of Time-Out
in a Comprehensive
Approach for Addressing
Challenging Behaviors
of Preschool Children

G. Dunlap • L. Fox • M.L. Hemmeter • P. Strain

14

SERIES
WHAT WORKS BRIEFS

- *Time-out is a form of discipline that can be effective in reducing challenging behaviors in young children. The term "time-out" is short for "time out from positive reinforcement."*

- *Children are removed for a brief time from all sources of reinforcement (e.g., teacher and peer attention) following serious challenging behavior. Usually this strategy requires that a child be removed from an ongoing activity for a brief time, typically by having the child sit on the outside of the activity within the classroom until the child calms down and is ready to rejoin the activity and try again.*

- *Time-out is intended to be a nonviolent response to conflict that stops the conflict, protects the victim, and provides a "cooling off" period for the child.*

Core Features: Teacher Support Component

- **Coach and Model Behavior Interventions**
  - **Observations**
  - **Modeling for Teachers**
  - **Make it do-able (Simple behavior plans are best. Get teacher buy-in.)**
  - **Follow-up**

This approach requires a "lead" person with behavioral expertise to take charge of coaching and modeling the behavioral interventions, such as a Behavior Specialist, SSW, Special Education Teacher, or Psychologist.

Implementation and Data Collection

- Teacher should be able to easily implement the modeled interventions.
- In some cases, additional adult support may be necessary.
- Interventions must be implemented with fidelity to truly break the cycle of coercion.
- Data collection via scatterplot to evaluate effectiveness of the interventions and behavioral progress.
- Create graphs to summarize behavioral progress. Consider data collection as an ongoing FBA.
- Teacher must be involved in the monthly wraparound process.

Family Component
PMTO: A Research-Based Program

- **Parent Management Training Oregon model, developed by Gerald R. Patterson and his colleagues at the Oregon Social Learning Center, is an evidenced based best practice approach that recognizes the vital role parents play as being the primary change agents within their family.**

- **Parents are supported and encouraged as they learn skills they can utilize to provide appropriate care, instruction and supervision for their children.**

- **Clinicians utilize role-play and problem solving to promote the development of parents' skills. Sessions with parents are structured yet flexible to deal with specific family needs and crises as they arise.**
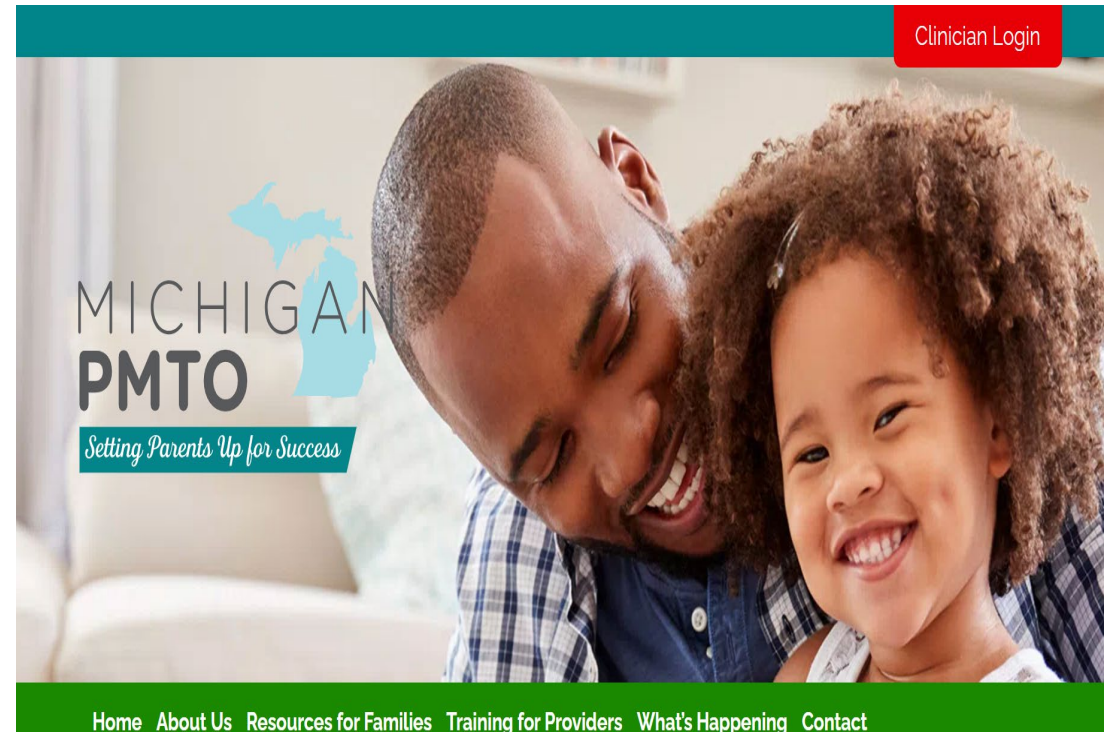
Core Features of Parent Management Training

- **Parents are taught to refocus attention away from conduct problems toward prosocial goals.**

- **Parents are trained in positive reinforcement strategies including praise and other forms of positive parent attention, and token or point systems.**

- **In extinction and mild punishment procedures, such as ignoring, response cost, and time-out in lieu of physical punishment.**

- **In giving clear instructions or commands**

- **And problem-solving**

- **In PMT therapists make extensive use of modeling, role playing, rehearsal, and structured homework to promote effective parenting. (Video models)**

Michigan PMTO   https://michiganpmto.com/

6 Agencies in Wayne County Provide PMTO

1. **Black Family Development**

2. **Development Center**

3. **Hegira Health**

4. **Lincoln Behavioral Services**

5. **Starfish Family Services**

6. **The Children's Center Wayne County**

PMTO – Quick Links

- https://www.sciencedirect.com/topics/medicine-and-dentistry/parent-management-training
  - PMTO with various diagnoses, including autism

- https://childmind.org/article/choosing-a-parent-training-program/
  - Choosing a parent training program

CDC
Parenting Videos/Young Children

- http://www.cdc.gov/parents/essentials/videos/index.html
- **Communicating with Your Child**
- **Giving Directions**
- **Using Discipline and Consequences**
- **Creating Structure and Rules**
- **Using Time-Out**

- **All under 4 minutes.**

Bringing it All Together: School-based Wraparound

- **School-Based Wraparound Process**
  - **Provides consistency between home-school**
  - **A process for working with children who are highly sensitive to change, and will find "loop-holes" in the system**
  - **Everyone at the table: Teachers, parents, agency, ABA, administration, ancillary staff, support persons**

School-Based Wraparound Process

"The team-based wraparound process is recommended for students with intensive and comprehensive needs to ensure that the efforts of families, teachers, other caregivers and service providers are linked through one consistently implemented and carefully monitored plan."

Lucille Eber

<u>The Art and Science of Wraparound</u>, 2003

Focus on solutions!

Evidence-based interventions for young children at risk for oppositional behavior

- **http://csefel.vanderbilt.edu/resources/training_preschool.html**

- **http://incredibleyears.com/**

- **https://store.samhsa.gov/shin/content/SMA11-4634CD-DVD/EBPsPromisingPractices-IDBD.pdf**

- **http://www.blueprintsprograms.com/factsheet/parent-management-training**

  - **https://michiganpmto.com/agencies/**

- **https://www.ecmhc.org/**

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