Brief Parent Enhancement Strategies
Early Intervention in Parental Stress

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Objectives for Today’s Presentation

- Define the three core principles of the Brief Parent Enhancement Strategies.

- Develop skills to engage parents in skill building.

- Demonstrate stress management skills to be taught to parents.
Background of Developer

- 40 years in mental health, including over 30 years as Licensed Marriage and Family Therapist
- 25 years as director of outpatient and inpatient mental health and substance abuse programs
- Parent of three adoptive children with mental health problems
Harbor View Community Services Center

- Community Mental Health Agency
- Contracted with LACDMH
- Programs:
  - TBS
  - FSP
  - FCCS
  - PEI
  - Wraparound
Background of BPES

• **Problem**-
  - *Parents have problems with children*—normal
  
  *Parents with “special needs children” have more stressors and not necessarily the skills.*  
  
  *Parents with lower socioeconomic means have less resources for their children.*
Theory

- Expectations - If parent can change views of self and child, stress levels go down

- Empowerment of parent - stop victimization and martyrdom

- Behavior and intention - cause and effect of actions
Theory

- **Behavioral parenting strategies** - be your own behavioral specialist
- **Structuring interventions** - fitting within the daily routines of the family
- **Social supports** - use of others to ease the burden of parenting
BPES Model

• **BPES Curriculum**
  • **12 Lesson Modules Organized by Three Core Principles**
    • *Can be done in field or clinic*
    • *Each lasts until all information in lesson is covered or all lesson materials are completed*
  • **Lesson Content**
    • *Recap of last week (use of homework, problems, etc)*
    • *Discussion of lesson information*
    • *Interactive or role-play format on lesson topics*
    • *Homework (done with parent or assigned)*
Criteria for BPES Parent

- Poor view of self as parent
- Stress
- Poor view of child
- Behavior problems
- Unrealistic expectations of child
Evaluation and Engagement

- Learn about parent

- Evaluation questions about parenting: past (family of origin), present (current behaviors), and future (goals)

- Administer, score, and interpret evaluation measures

- Agreement between practitioner and parent
Parenting Stress Index – Short Form (PSI-SF)

- 36-item measure of parent-child characteristics and situational factors that contribute to overall parental stress
- 20 minutes to administer, score and present
- English and Spanish
  - Total Stress Score
  - Three Scale Scores:
    - Parental Distress - self as parent
    - Parent-Child Dysfunctional Interaction - difficulties with child
    - Difficult Child - child’s behavior
Eyberg Child Behavior Inventory (ECBI)

- 36-item measure of intensity of child behavior and parent’s perception
- 20 minutes to administer, score and present
- English and Spanish
  - Two Scale Scores:
    - Intensity-severity of child problems
    - Problem- significance of issue to parent
Fidelity Measures

• Fidelity Checklist
  • Has Practitioner provided required items in lesson plan?

• Quality Assurance Checklist
  • Has parent demonstrated knowledge through questions during lesson?
Stress

- Life Events affect stress
- Learn stress triggers
- Relaxation exercises
- Stress Plan - what are triggers, what happens, how do you respond, how to respond different or remove self from trigger
Grief and Loss

- How children’s illness is loss from norm
- Stages of loss
- Intervention - What I want vs. What my child is vs. What can I live with
- The Grief and Loss Road
Assertive Communication

- Aggressive vs. passive vs. assertive styles
- Taking criticism
- Assertive techniques
- Intervention-DESC and Rules for Discussion
- Communication Hot Buttons

Play by the Rules:
- No yelling;
- No blaming;
- No name-calling;
- No stonewalling;
- No invalidating...
Supports

- *Assertive Bill of Rights* - I can ask for help
- *Social Capital*
- *Intervention - Circle of supports*
- *Who can be helpful?*
Child Development

• Use CDC development information

• Intervention - Developmental markers
  • Chronological age
  • Biological age
  • Psychological age
  • Social age
Mental Health Education

- Mental illness as internal or external problem
- Discussion of illnesses from anxiety to trauma
- Letter from parent
- Intervention-How do I tell people about my child?
Parent Advocacy

- Turn assertion into advocacy for child and self
- IEP’s, SST’s, and school system
- What to accept and what to push back from physicians, schools, child welfare, etc.
- Intervention-role play with school psychologist
Promoting Positive Behaviors

- Consequences work for children and parents
- Praise increases behavior
- Worksheets on problems and solutions
- Ways to praise child
- Intervention- tie behavior with consequence or reward
Clear Expectations

- Rules are for parents and children, too

- Intervention - What are behaviors and how did they happen?

- Behavior contract (for older children)

- Things I can do (for younger children)
Solving Problems

- Same as Assertive Communication lesson, but targeted at child’s communication

- Children push more buttons, learn how to cope with them

- How communication styles with children differ from parents

- Intervention—What child says, response, hot button, optional response
Final Session

• Review successes, accomplishments

• Referrals to community

• Take post PSI and ECBI, compare scores

• Graduation certificate
Research: Initial Effectiveness Study

- **Goal:** To demonstrate that BPES is an effective adjunct curriculum for parents of children receiving mental health services.

- **Study Design:** Single group, Pre/Post

- **Results:**
  - Parental Stress behavior reduced by 33%
  - Child’s behaviors reduced by 40%
  - Parents identification of problem reduced by 40%
Integrate with Other Programs

- **School-Based Programs** - help parents with school and home based issues

- **TBS** - used with caregiver by Coach to reduce stress and improve understanding of child

- **High acuity programs (FSP, Wraparound)** - help parents get back in control and participate
Current Projects

- 1st Research paper publication in progress

- 2nd Research study- comparative Triple P vs. BPES

- CIBHS representation for Community Development Team

- BPES Training – May 20, 2016, future interest in NoCal
Certification Process

- One Day Practitioner Training
- Twelve Conference Calls for Supervision
- Half Day Booster Training at 6 month mark
- Data Collection sent to Harbor View
What Makes BPES Unique?

- Grassroots based-developed in community mental health setting, not in university

- Conducted in English and Spanish

- Practitioners-paraprofessionals, bachelor's, and master's level
Questions?

Thank you
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