Integrating Interventions Across Rolls
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

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Short term Skill</th>
<th>FP Intervention</th>
<th>IT Intervention</th>
<th>FT Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>argues when told “no”</td>
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<tr>
<td>pouting/sulking</td>
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<td>complaining</td>
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<td>irritability</td>
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<td>mean talk</td>
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<td>manners</td>
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<td>run away</td>
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<td>Fights peers</td>
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<td>Skipping</td>
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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

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
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<tbody>
<tr>
<td>“The PS says we need to work on….”</td>
<td>“Other people say this is helpful….”</td>
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<tr>
<td>PS gives the assignment to the IT &amp; youth in person</td>
<td>“She’s nice, next time we go there, let’s say ‘Hi, how’s your day?’ I saw a great movie this weekend….”</td>
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<tr>
<td>“You could try….”</td>
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</table>
Joining with Youth

<table>
<thead>
<tr>
<th>Unsupportive</th>
<th>Supportive</th>
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<tr>
<td>“You should….”</td>
<td>“The PS wants us to…..”</td>
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<tr>
<td>“Why don’t you…..”</td>
<td>“I could help you…..”</td>
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<tr>
<td>“Why did you…..”</td>
<td>“You’re really good at…..”</td>
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<tr>
<td>“Next time you should…..”</td>
<td>“I understand you, I wonder what other people might think…..”</td>
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<td>“You’re always really polite when you’re with me…..”</td>
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</table>
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
<table>
<thead>
<tr>
<th>Visit Activities</th>
<th>Expectations to Pre-teach</th>
<th>Points (Encouragement &amp; Limits)</th>
<th>Preventing Pitfalls</th>
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</table>
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
Visit Planning - Point Sheet

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- Target 2-3 behaviors
- Discuss appropriate point value to assign
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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