

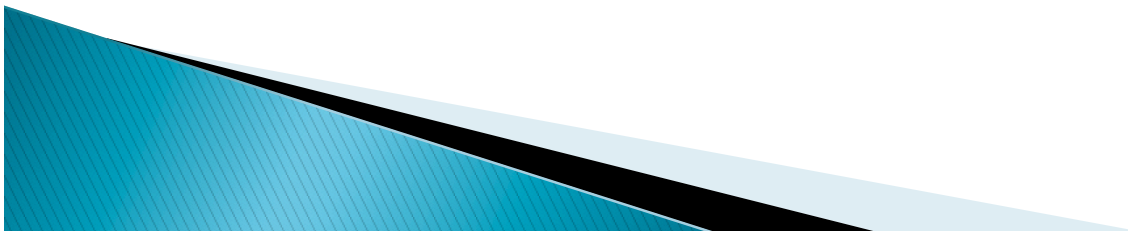
Parent Management Training

Tracie Bush, M.A., CKPMT

Founder of The Parent Management Training Institute

Cognitive-Behavioral Clinician

Certified Specialist and Trainer in the Kazdin Method™ PMT



Parent Management Training

- “ Evidence-Based Treatment Program for children with Oppositional Defiant Disorder or Conduct Disorder
- ▶ Studied for over 30-years with children between the ages 2-14
- ▶ Considered the “treatment of choice” for ODD and CD
- ▶ Skills are taught to parents

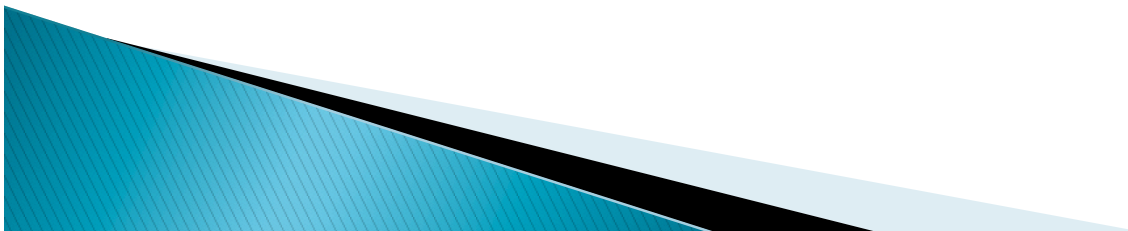


How well does PMT work?

78% of participants indicate *significant improvement* in behaviors associated with Conduct Disorder and ODD.

Whereas...

The well known drug, Prozac, considered by millions to effectively treat depression, only has a less than 50% success rate in improving depression.

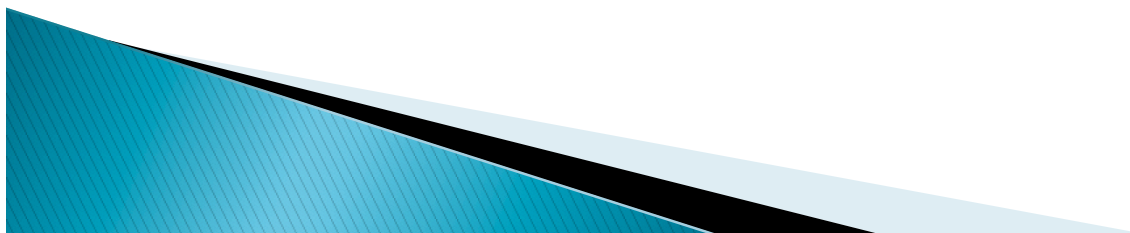


PMT

The Treatment of Choice for Behavioral Problems

- ▶ According to the Association of Behavioral and Cognitive Therapies (ABCT), PMT is the **ONLY *well-established*** treatment for behavioral difficulties such as ODD or CD.

effectivechildtherapy.com/content/how-research-support-defined



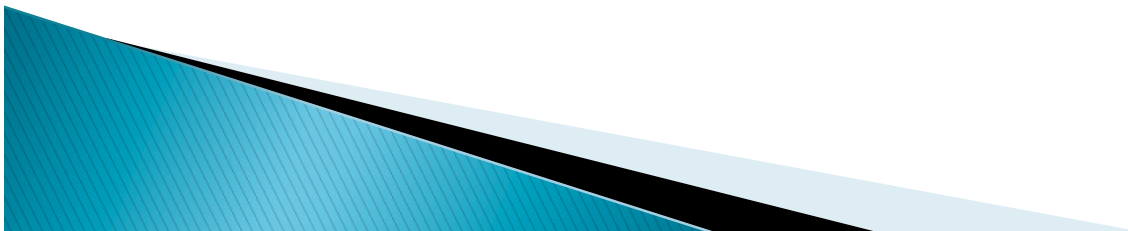
Well-Established Treatments...

- ▶ "Well-Established Treatments" are considered to meet the guidelines for the "strongest" research support to date. In order to meet this high standard these treatments must satisfy a number of stringent criteria. Above all, there must be at least two large-scale randomized controlled trials (RCTs) which have demonstrated the superior efficacy of the treatment to pill, another treatment, psychological placebo, or at least equivalent efficacy to another, already established treatment. Further, these experiments must have been conducted by independent investigatory teams working at different research settings." effectivechildtherapy.com/content/how-research-support-defined



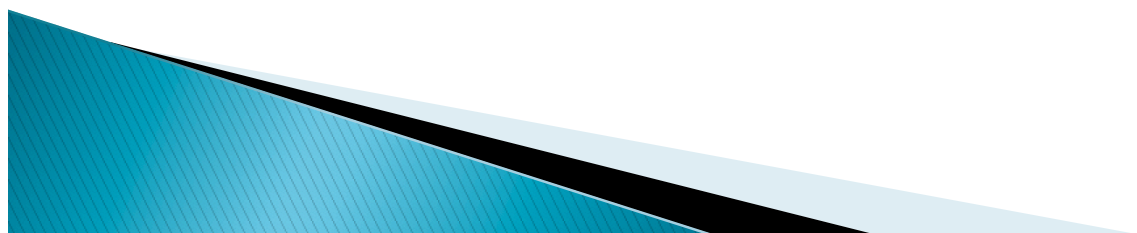
PMT Statistics...

1. Almost 80% of parents who completed treatment reported significant improvement in their child's behavior
2. 28% dropped out
3. 34% of people who dropped out reported significant improvement in their child's behavior
4. 8% show no improvement



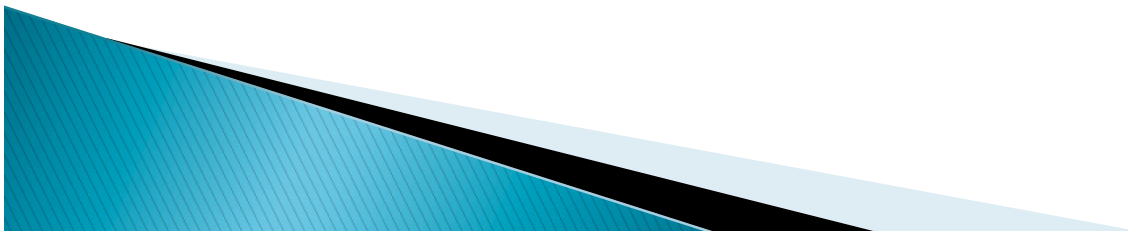
Parent Management Training has also been shown to...

- ▶ Increase positive relationships within the family
Family Environment Scale
- ▶ Lower depression and other symptoms of psychopathology in parents
Beck Depression Inventory, Hopkins Symptom Checklist 90
- ▶ Decrease parent stress
Parenting Stress inventory
- ▶ Improve peer relations *Peer Inventory Scale*



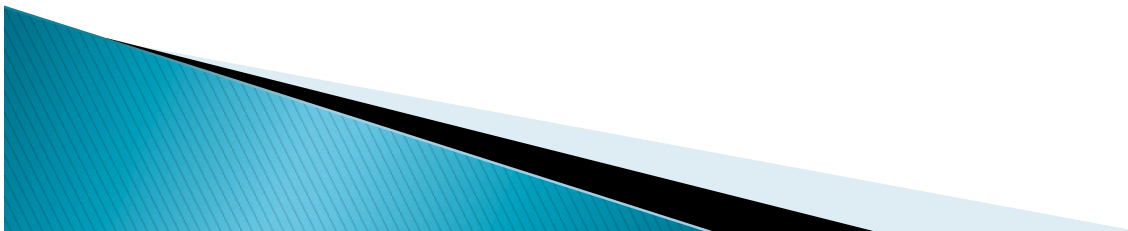
Why No Improvement For 8 %???

- ▶ Probably stress
- ▶ But if stressed families complete treatment they show an even more improvement in behavior.
- ▶ How do we deal with stress?
- ▶ Parent Problem Solving



ABC's of Behavior

- ▶ Antecedents
- ▶ Behavior
- ▶ Consequences



PMT 1

Antecedents to Behavior



Positive Opposites

- ▶ Positive opposites are what you want the child to do rather than what s/he is currently engaged in doing.
- ▶ All behavior will be thought of in terms of its positive opposite!
- ▶ Parent and Clinician will be avoiding stop, no or don't when asking for behavior in the moment OR when putting it on a chart!
- ▶ This does not mean that a parent can't say "NO" to a request! 😊



Example...

Problem Behavior

Jumping on the couch



Positive Opposites

Get down off the couch

Go outside to jump

Come and help me in the
kitchen calmly

More Positive Opposites...

Problem Behavior

- ▶ Not Minding – Not doing what is asked the first time calmly
- ▶ Running in the house
- ▶ Hitting

Positive Opposites

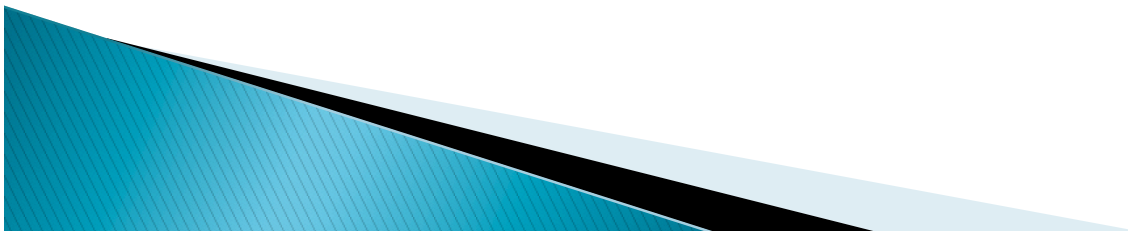
- ▶ Minding – Doing what is asked the first time calmly
- ▶ Walk in the house
- ▶ Run outside
- ▶ Keep hands and feet to yourself
- ▶ Handle this calmly

Prompting

- ▶ A cue or a direction a parent gives to a child to get behavior.

Prompting Effectively...

- ▶ Be Specific
- ▶ Be Calm
- ▶ Be Close Without Touching
- ▶ Use a Statement
- ▶ Say it ONE time



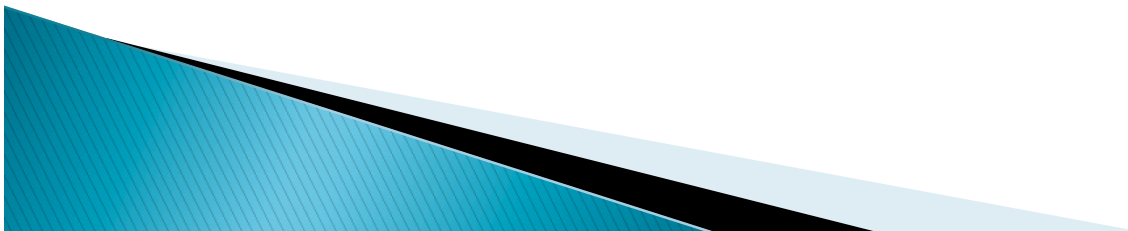
Be Specific

It's far better to say...

“Please put your shoes away in the closet neatly”

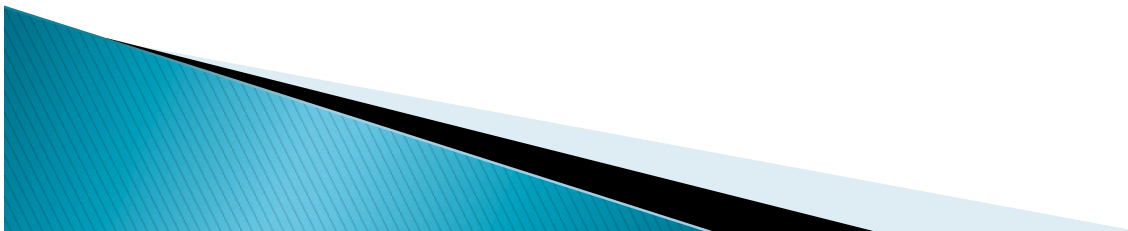
Than to say...

“Put your shoes away.”



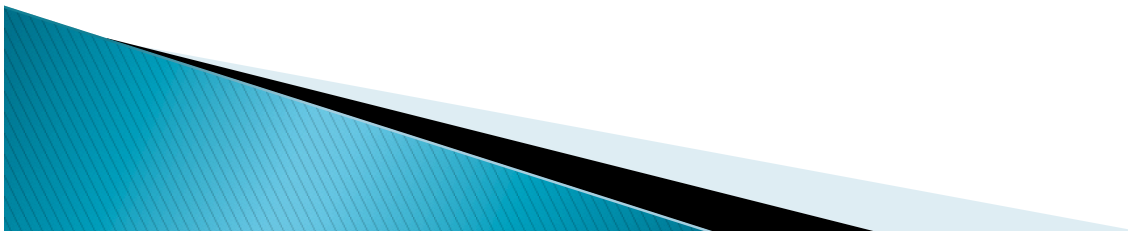
Be Calm

- ▶ Human nature to get upset and dig your heels in if someone has a tone with you.
- ▶ Models good behavior
- ▶ Less likely to escalate



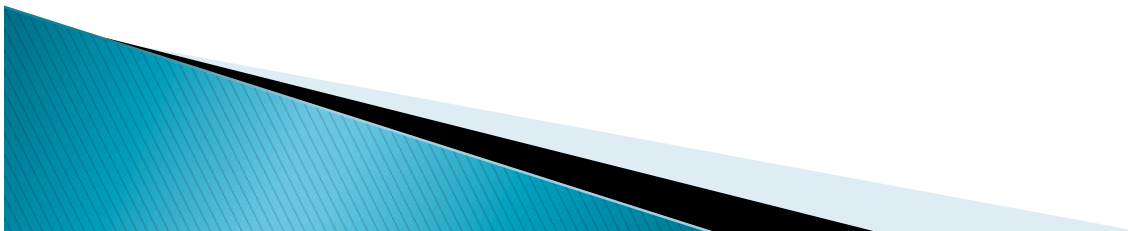
Be Close Without Touching

- ▶ Be in the same room as child when asking for behavior
- ▶ Can be reasonably confident s/he heard you
- ▶ Touch is VERY reinforcing. Save it for when the behavior is completed.
- ▶ Touch could escalate the situation if done when child is upset or strong-willed



Use a Statement

- ▶ Questions get answers NOT behavior
- ▶ Avoid could you, would you, can you etc...



One Time

-Asking over and over is REINFORCING negative behavior. Why?

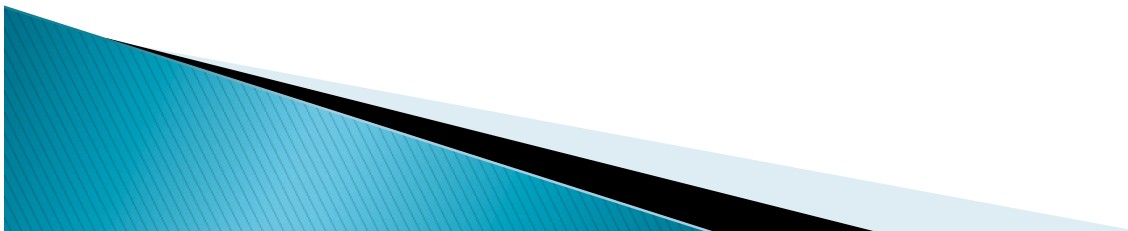
ATTENTION increases BEHAVIOR!

-Child may wait until parent is really mad before doing behavior

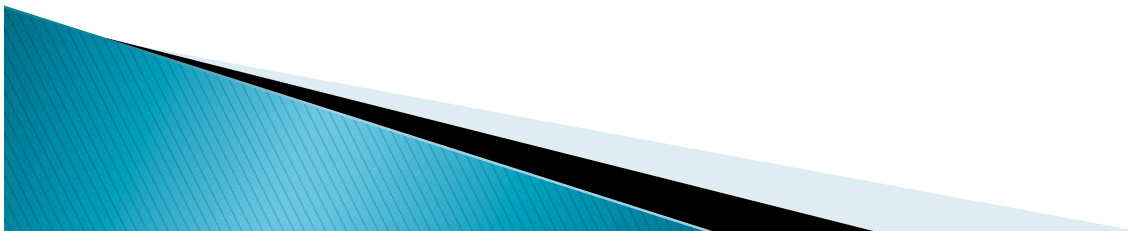
-When parent is mad situation can escalate to aggression. How?

-Parent should be giving NO attention to noncompliance. Why?

NO ATTENTION decreases BEHAVIOR!



PMT 2
Consequences of Behavior

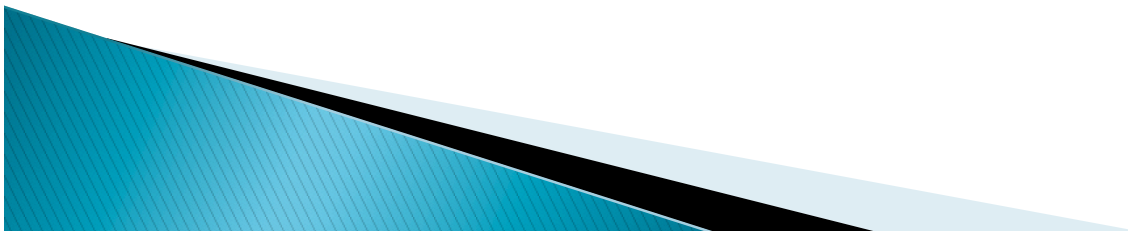


Reinforcers

- ▶ Material
- ▶ Privilege or Activity
- ▶ Social
- ▶ Token

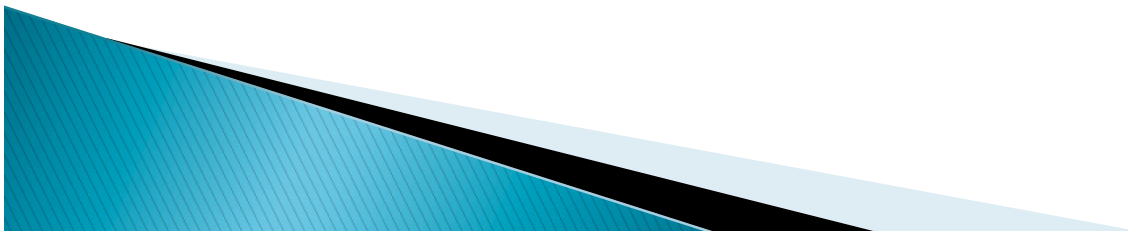
Material

- ▶ Toys
- ▶ Clothes
- ▶ Candy
- ▶ Video games
- ▶ Apps for itouch
- ▶ Books
- ▶ Jewelry
- ▶ Tickets to a game
- ▶ Money
- ▶ Cell phone minutes
- ▶ Ring tones
- ▶ Make-up
- ▶ Manicure
- ▶ Skate board
- ▶ Gift card



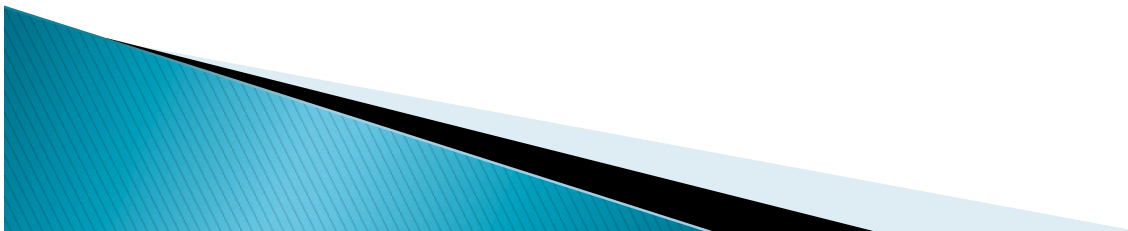
Privileges or Activities

- ▶ Going to the movies
- ▶ Going to the mall
- ▶ Going to the skate park
- ▶ Going to the zoo
- ▶ Time together with friends
- ▶ Special time with mother or father doing what child like to do
- ▶ Computer/video game time
- ▶ Television time



Social

- ▶ NOT time with friends!
- ▶ Parent Approval and Praise
- ▶ If Parent does not do this the program will fail!



Token

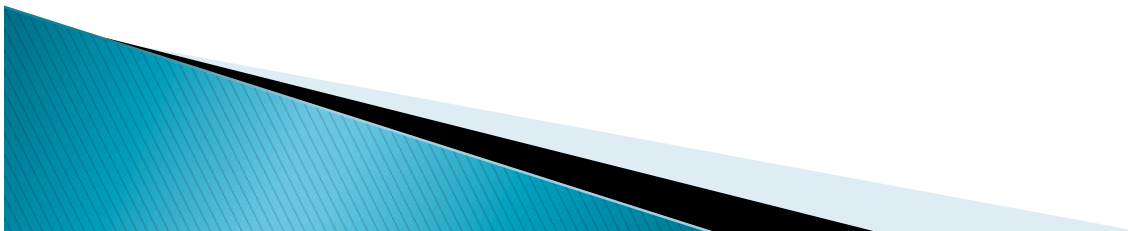
Something small that can be collected and exchanged for a more valuable reward

- ▶ Points
- ▶ Stickers
- ▶ Marbles
- ▶ Pennies
- ▶ Poker chips



Changes in Behavior Occur When:

- ▶ Kids like the rewards. They are motivating and reinforcing
- ▶ Reinforcers are immediate and consistent
- ▶ Child has to do positive behavior before receiving rewards!



Older Child Point Incentive Chart

Behavior	Definition	pts. ..	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Minding	Doing what is asked the first time calmly	2							
Making Bed	Pull sheets and blankets up and make smooth.	5							
Remain calm when frustrated or told no	Keep hands and feet to self, say okay, talk nicely and calmly from 3-4pm	10							
<u>Earned</u> <u>Previous Balance</u> <u>Total</u> <u>Spent</u> <u>Current Balance</u>	<div style="background-color: orange; padding: 5px; text-align: center; font-weight: bold;"> Must buy at least two rewards a week!!!! 😊 </div>								

Rewards

10 pts.– Special Treat

20 pts.– 30 min xtra computer

30 pts.– Parents do a chore

40 pts.– Lunch with Dad

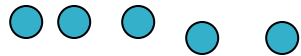
60 pts.– Get a manicure

100 pts.– \$20 gift card to Target

Younger Child Point Incentive Chart

Molly's Big Girl Reward Chart!!!!

Grab Bag Treat



15 minutes of TV



Read an Extra book
At Night



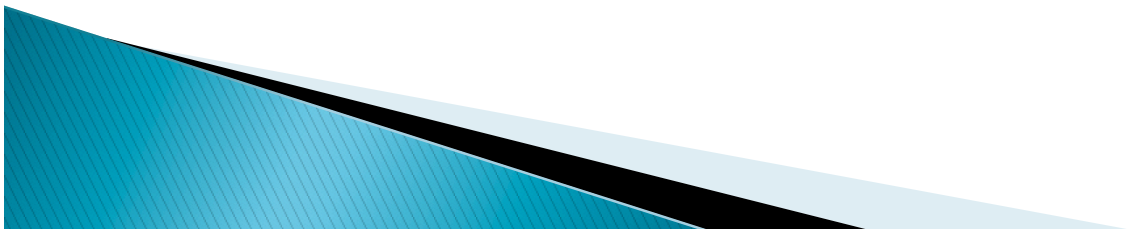
Extra bath time



Minding- Doing what is asked the first time calmly= 1 sticker

Making the Chart More Effective...

- ▶ Parent should praise and give points immediately after prompted behavior.
- ▶ Family should review chart every day.
- ▶ Parents need to give rewards as agreed upon, regardless of any negative behavior that may occur that day.
- ▶ Be sure that children cash in rewards several times a week.
- ▶ Prompt parents to bring chart in to each session.



Praise

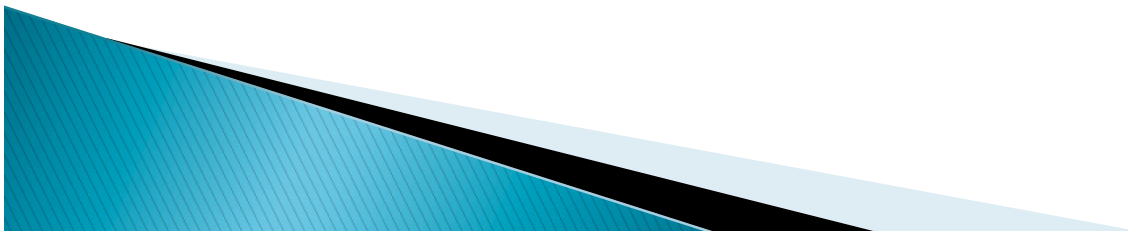
Right after child completes desired behavior parent should praise...

- ▶ **Immediately**
- ▶ **Enthusiastically**
- ▶ **Specifically**
- ▶ **And Touch the child**



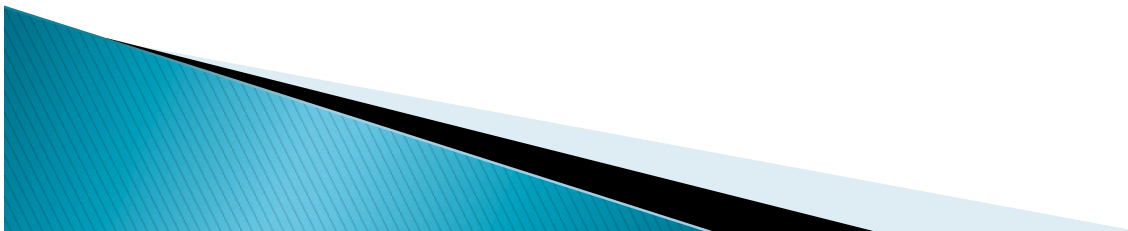
When a child is Noncompliant

- ▶ Parent should give very little attention to the child
- ▶ Tell the child that no points have been earned
- ▶ Encourage the child to earn points the next opportunity



Simulations or Practices

- ▶ Useful for all behavior
- ▶ Child receives reinforcement for pretending to perform behavior
- ▶ Pretending should start out easy and get continually more difficult
- ▶ If child refuses to pretend just let it go and try again later



Tracie Bush, M.A., CKPMT

Before working at Yale and establishing the Parent Management Training, Tracie worked as a preschool consultant, child development advisor, and mental health counselor for Youth Opportunities Upheld, Inc., in Worcester, MA. She was also a Research Coordinator for the Attention Deficit Hyperactivity Disorder Clinic at the University of Massachusetts Memorial Medical Center, also in Worcester, MA. She received both her B.A. in Psychology and English and her M.A. in Counseling Psychology from Assumption College.

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