

Working with Parents of Children with Externalizing Problem Behavior

1. Introductions – Do you currently engage in parent training – or have you – and how do you approach it?

Constructing and Running Successful Parent Training Groups

- Even if court-ordered, help parents to see the value (“Ready, willing, and able”)
 - Why parent training instead of just child training?
 - Value of skills for child as well as other children in family
 - Your role as both teacher and “coach”
- Anticipate and subsume resistance
 - Multiple reminders
 - Child care
 - Transportation
 - Meal or snack
- Provide attendance reinforcers
 - Weekly expenses plus final bonus (if allowed)
 - Grocery or other shopping vouchers
 - Tickets to family events
- Have materials ready for handout
 - If they need it, provide it
 - Explanatory handouts
 - Charts for points – “Where are you going to put it?”
 - Child reinforcers – Collaborate (Toys/food, privileges, tokens, social)
- Create a structure and stick to it as much as possible, such as:
 1. “Focus on Success” Go-Round
 2. Review of last session’s training and practice
 3. New training and practice, including problem-solving for generalization
 4. Individual goal-setting, including family activities
 5. ”What did you learn tonight?” Go-Round
 6. Snack and adjournment
- Important (not exhaustive) Training Elements
 - Identifying problem behavior and it’s positive opposite
 - Effective use of reinforcers
 - Understanding the problem with using harsh or physical punishment
 - Rationale, correct use, and implementation of time out
 - Effective use of mild punishers, such as reprimands and response cost
 - Working effectively with the school