

PARENT TRAINING ESSENTIALS

- 1. Establishing house rules and structure**
 - Posted chore lists
 - Posted morning and evening routines
 - Posted House Rules
 - Review until child has learned them
- 2. Learning to praise appropriate behaviors** (praise good behavior at least **5 times as often** as bad behavior is criticized) & ignore mild inappropriate behaviors (choose your battles).
- 3. Using appropriate commands**
 - Obtain the child's attention: say child's name first
 - Use command not question language ("Don't you want to be good" is a bad command!)
 - Be specific, describing exactly what the child is supposed to do (at the grocery checkout line "be good" is not a good command! "stand next to me and do not touch anything" is more specific!)
 - Be brief and appropriate to the child's age
 - State consequences and *always* follow through (praise compliance and provide consequences for noncompliance)
 - Have a firm but neutral (not angry) tone of voice
- 4. Using when...then contingencies**
 - Give access to desired activities when the child has completed a less desired activity (e.g., ride bike when finished homework; watch TV when finished chores, going out with friends after completed yard work)
 - For younger children, important to have rewarding activity occur immediately
- 5. Planning ahead & working with children in public places**
 - Explain situation to child *before* activity occurs
 - Establish ground rules, rewards, and consequences
- 6. Time out from positive reinforcement**
 - Assign short times away from preferred activities when the child has violated expectations or rules
 - Give time off for appropriate behavior during time out and lengthen time for noncompliance with time out
 - Base times on children's ages—shorter for younger children—e.g., one minute for each year of age
- 7. Daily Charts**—Point/token systems with rewards and consequences (POST); Home Daily Report Card
<http://somvweb.som.umaryland.edu/Fileshare/SchoolMentalHealth/Resources/CreatingDailyReportCard.pdf>
- 8. School-home note system for rewarding behavior for tracking homework**

SCHOOL INTERVENTIONS ESSENTIALS

- 1. Classroom Rules and Structure** (Typical classroom rules and structure)
 - Be respectful of others Obey adults
 - Work quietly Stay in assigned seat/area
 - Use materials appropriately
 - Raise hand to speak or ask for help
 - Stay on task/complete assignments
 - Post rules and review before each class until learned
 - Make rules objective and measurable
 - Number of rules depends on developmental level
 - Establish a predictable environment
 - Enhance children's organization (folders/charts for work)
 - Evaluate rule-following and give feedback/consequences *consistently*
 - Tailor frequency of feedback to child's developmental level
- 2. Praise appropriate behaviors and ignore mild inappropriate behaviors that are not reinforced by peer attention**
 - Use at least five times as many praises as negative comments.
 - Use commands/reprimands to cue positive comments for children who are behaving appropriately—that is, find children who can be praised each time a reprimand or command is given to a child who is misbehaving
- 3. Appropriate commands** (clear, specific, manageable) and **private reprimands** (at child's desk as much as possible)—same as for good commands for parents
- 4. Accommodations and structure for individual child (e.g., desk placement, task sheet)**
 - Structure the classroom to maximize the child's success
 - Sit by teacher to facilitate monitoring
 - Break assignments into small chunks
 - Pair with peer to help copy assignments from board • Give frequent and immediate feedback • Require corrections before new work
- 5. Increase academic performance**
 - Focus on increasing completion and accuracy on work • Provide task choices
 - Peer tutoring • Computer-assisted instruction
- 6. When...then contingencies** (e.g., recess time contingent upon completing work, staying after school to complete work before dismissal, assigning less desirable work prior to more desirable assignments, require assignment completion in study hall before allowing free time) (same guidelines as for parents described above)
- 7. Daily School-Home Report Card (see link)**

ADAPTED FROM: "Evidence-based Psychosocial Treatment for ADHD Children and Adolescents," FUI Center for Children and Families https://ccf.fiu.edu/assets/pdfs/psychosocial_fact_sheet-updated-1214.pdf

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BEHAVIORAL MODIFICATION PRINCIPLES

How does a behavior modification program begin?

- ❑ The first step in starting a behavior modification program is a complete evaluation of the child's functional impairment in all relevant domains, including home, school (both behavioral and academic), and peer settings.
- ❑ Most of this information comes from parents and teachers, and that means that a professional will spend most of his or her time during the information gathering process with parents and teachers. Interaction with the child him or herself is needed for the therapist to get a sense of what the child is like. That assessment process should yield a list of target areas for treatment.

Target areas—often called target behaviors--should be behaviors that differentiate the child being treated from other, non-problematic children. *They should be behaviors that, if changed, will contribute to an improvement in the child's functioning/impairment and a positive long-term outcome.*

- ❑ Target behaviors can be either negative behaviors that need to be eliminated or adaptive skills that need to be developed.
- ❑ That means that the areas targeted for treatment will typically not be the symptoms of ADHD— overactivity, inattention, and impulsivity—but instead the specific problems that those symptoms may cause in daily life.
- ❑ Thus, common classroom target behaviors would be “completes assigned work at 80% accuracy” and “followed classroom rules.” At home, “played well with siblings (that is, no fights)” and “complies with parent requests or commands” are common target behaviors (lists of common target behaviors in school, home, and peer settings that parents and teachers might find useful can be downloaded in Daily Report Card school and home packets <http://somvweb.som.umaryland.edu/Fileshare/SchoolMentalHealth/Resources/CreatingDailyReportCard.pdf>)
- ❑ Target behaviors are things that can be easily observed and measured so that response to treatment can be monitored and treatment can be modified as necessary.
- ❑ After target behaviors are identified, behavioral interventions at home and at school follow similar formats.

ABCs

- ❑ Parents and teachers identify the environmental conditions: (the **A**'s) and consequences (the **C**'s) that are controlling those target behaviors (the **B**'s). Then behavioral treatment takes the form of parents and teachers learning and establishing programs in which the environmental antecedents and consequences are modified to change the child's target behaviors.
- ❑ Treatment response is constantly monitored, and the interventions are modified when they fail to have a sufficient impact or are no longer needed

CHILD INTERVENTIONS (social/behavioral skills)

- ❑ Nonspecific talk or play therapy in a therapist's office is not a form of treatment with scientific support for children with ADHD. **Instead, child-based treatments for ADHD with a scientific basis are those that focus on peer relationships and that typically occur in group settings outside of the therapist's office.**
- ❑ Very often, children with ADHD have serious disturbances in peer relationships, and those problems are very strong predictors of long-term outcomes. Children whose difficulties with peers are overcome will have considerably better long-term outcomes than those whose peer relationships remain problematic.
- ❑ Thus, **intervention for peer relationships** is a critical component of treatment for children with ADHD and it is the focus of child-based treatments. There are five forms of intervention for peer relationships, listed below. Procedures for teaching skills include coaching, use of examples, modeling, role-playing, feedback, rewards and consequences, and practice.

1. Systematic teaching of social skills

- Cooperation • Communication • Being positive and friendly
- Participation • Helping/sharing • Giving compliments
- Coping with teasing

2. Social problem solving

- Identifying problem • Brainstorming solutions • Choosing best solution • Planning implementation • Evaluating outcome

3. Teaching other behavioral competencies that other children consider important

- Sports skills • Rules of sports • Board game rules
- Good sportsmanship and good team membership

4. Decreasing undesirable and antisocial behaviors

- Target bossy, intrusive, aggressive, and other disruptive behaviors that children with ADHD exhibit with peers
- Establish reward/consequence program to reduce these behaviors and to replace with prosocial behaviors taught in social skills training

5. Developing a close friendship

- Develop program to help child with ADHD develop a close friendship with another child
- Work with family and teacher to facilitate the relationship
- May serve an important role in improving long-term outcomes

NOTE: We recommend you use these standards as ideals to help you explore and evaluate resources and support.