

The Coping Power Program for Aggressive and Disruptive Behaviors in Children

John E. Lochman, PhD, ABPP
The University of Alabama

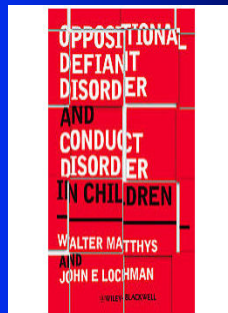


Blueprints Conference, Denver, Colorado – April 15, 2014

Topics

- Contextual social cognitive model of risk and protective factors
- Coping Power outcome effects
- Coping Power program

Risk Factors for Children's Aggression



Matthys & Lochman, 2010, Wiley

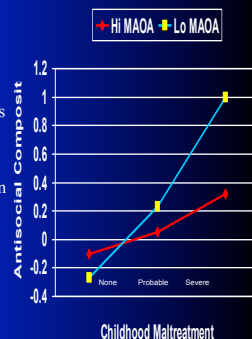
Risk Factors on the Developmental Trajectory for Children's Aggressive Behavior

(Cole & Dodge, 1998; Hawkins, Catalano & Miller, 1992; Loeber & Farrington, 2001; Pennington, 2002)

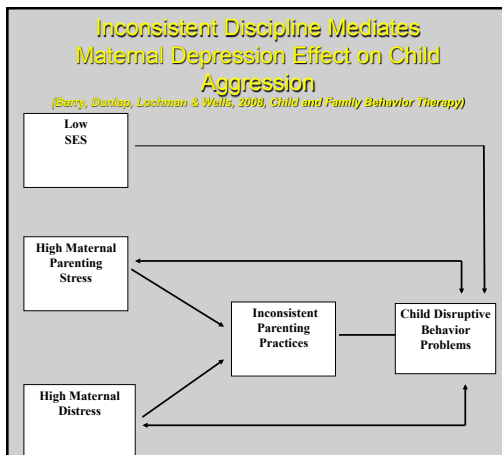
- **Child Factors: biology and temperament**
- Family Context
- Neighborhood Context
- Peer Context
- Later Emerging Child Factors: social cognitive processes and emotional regulation

Child Factors: Biology and Temperament

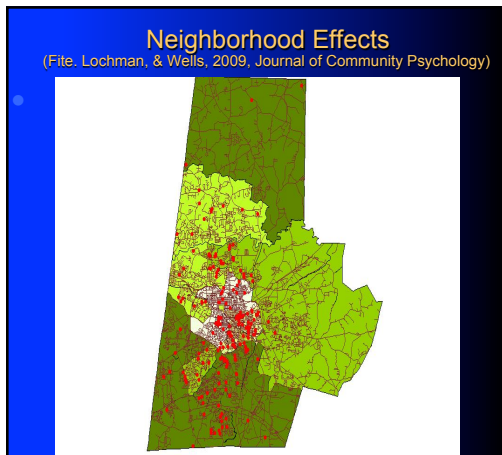
- **Neurotransmitters:** Some male children have been found to have a gene that expresses only low levels of MAOA (monoamine oxidase A) enzyme. MAOA metabolizes and gets rid of excess neurotransmitters. Low MAOA leads to violent behavior, *but only if* children were maltreated - an indicator of diathesis-stress (Caspi et al., 2002).



- Child Factors: biology and temperament
- **Family Context**
- Neighborhood Context
- Peer Context
- Later Emerging Child Factors: social cognitive processes and emotional regulation



- Child Factors: biology and temperament
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Neighborhood Context: Predicting Children's Aggression in 6th Grade

(Beta)

- Neighborhood disadvantage predicts proactive but not reactive aggression

	<u>Proactive Aggression</u> <u>n</u>	<u>Reactive Aggression</u> <u>n</u>
Gender	.46*	.19
Race	-.18	-.04
5 th grade Proactive Aggression	.08	.11
5 th grade Reactive	.16	.14

- Child Factors: biology and temperament
- Family Context
- Neighborhood Context
- **Peer Context**
- Later Emerging Child Factors: social cognitive processes and emotional regulation

- ### Peer Context
- Peer Rejection: By elementary school, aggressive behavior can lead to peer rejection, although the relation is bidirectional (Coie, Dodge & Kupersmidt, 1990)
 - Additive risk for aggression and rejection exists (Coie, Lochman, Terry & Hyman, 1992)
 - Deviant Peers: Peer rejection from the broad peer group may set the stage for involvement with deviant peers, which is itself a critical peer risk factor by adolescence

Proactive and Reactive Aggression and Substance Use – Structural Equation Model

Chi Square (5)=3.64, $p=.60$, CFI=1.00, RMSEA=.00
(Fite, Colder, Lochman & Wells, 2007, *Psychology of Addictive Behaviors*)

- 5th Gr *Proactive* Aggression
 - 8th Gr *Peer Delinquency*
 - 9th Gr Alcohol Use
- 5th Gr *Reactive* Aggression
 - 5th Gr *Low Peer Acceptance*
 - 8th Gr *Peer Delinquency*
 - 9th Gr Alcohol Use

With 126 at-risk aggressive children

- Child Factors: biology and temperament
- Family Context
- Neighborhood Context
- Peer Context
- **Later Emerging Child Factors: social cognitive processes and emotional regulation**

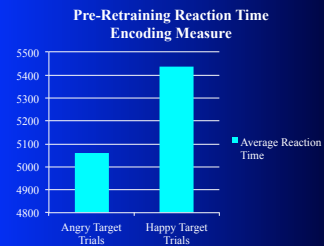
Social Cognitive Processes in Aggressive Children: Appraisal Steps

(Crick & Dodge, 1994; Lochman, Whidby & FitzGerald, 2000)

1. *Cue encoding difficulties, by excessively recalling hostile social cues*
2. *Hostile attributional biases, and distorted perceptions of self and other in peer conflict situations*

Reaction Time Results

- Aggressive youth demonstrated a significant selective attention bias towards aggressive cues at pre-training on the implicit reaction time measure ($t = -2.3$, $p = 0.025$).



Social Cognitive Processes in Aggressive Children

(Crick & Dodge, 1994; Lochman, Whidby & FitzGerald, 2000)

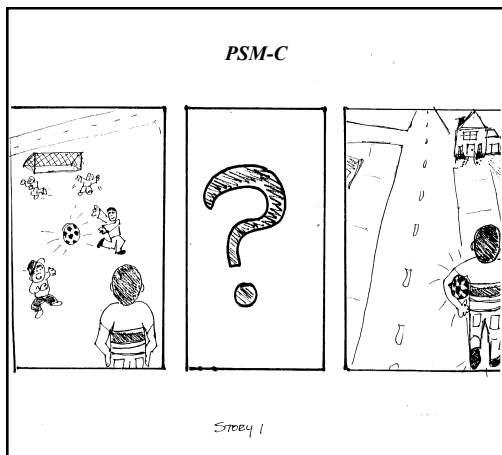
1. Cue encoding difficulties, by excessively recalling hostile social cues
2. Hostile attributional biases, and distorted perceptions of self and other in peer conflict situations
3. *Dominance and revenge oriented social goals*
4. *Generate less competent problem solutions*

Problem-Solving Measure for Conflict

(Lochman & Lampron, 1986; Dunn, Lochman & Colder, 1997)

Story 1:

Some of Ed's friends borrowed his soccer ball during the lunch period, but they did not return it. When Ed came out of school at the end of the day, the other boys had already started playing with it again. Ed was supposed to go right home after school, and he wanted to have his soccer ball back // The story ends with Ed walking home with his soccer ball. What happens in between Ed not having his soccer ball, and later when he walked home with it?



Types of Problem Solutions

- Verbal Assertion
- Direct Action
- Help-seeking
- Non-confrontational
- Physical Aggression
- Verbal Aggression
- Bargaining
- Compromise

Social Cognitive Processes in Aggressive Children

(Crick & Dodge, 1994; Lochman, Whitley & Fitzgerald, 2000)

1. Cue encoding difficulties, by excessively recalling hostile social cues
2. Hostile attributional biases, and distorted perceptions of self and other in peer conflict situations
3. Non-affiliative social goals
4. Generate less competent problem solutions, with fewer verbal assertion, compromise and bargaining solutions
5. *Expect that aggressive solutions will work, and value aggressive solutions more*
6. *Poor enactment of solutions, due to weak social skills*

Reactive and Proactive Aggression

(Dodge & Coie, 1987; Dodge, Lochman, Harnish, Bates & Pettit, 1997; Lochman & Wells, 1999)

- Reactive Aggression:
 - **Encoding errors**
 - **Hostile attributions**
 - Lower perceived social and general competence
 - More sad and depressed
 - More harsh and non-involved parenting
 - Neighborhood violence
- Proactive Aggression:
 - **Expectations that aggression will work**
 - Low fearfulness
 - Cognitive dysregulation – little concern for long-term consequences or goals
 - Involved with peers who are approving of deviant behaviors

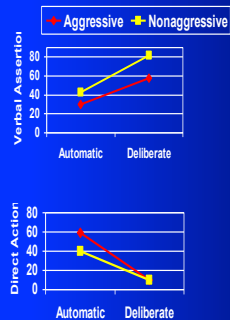
Automatic vs deliberate processing, affecting selection of solutions to social problems

Effects of Deliberate vs Automatic Processing on Problem Solving

(Lochman, Lampron & Rabiner, 1989; Rabiner, Lochman & Lampron, 1990)

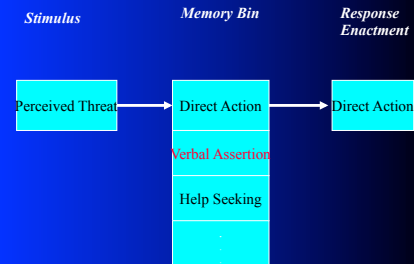
- When emotionally activated, children use more automatic processing
- Aggressive children use more impulsive automatic processing

Effects of Deliberate vs Automatic Processing on Problem Solving

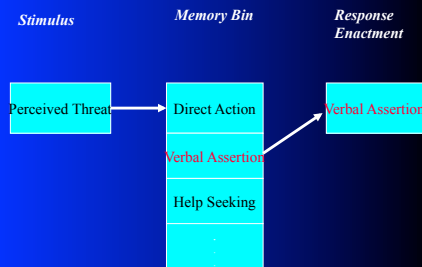


- Both aggressive and nonaggressive boys who use automatic processing produce 50 % fewer verbal assertion solutions and three times more direct action solutions than when they use deliberate processing (e.g. instructed to wait 20 seconds before responding)

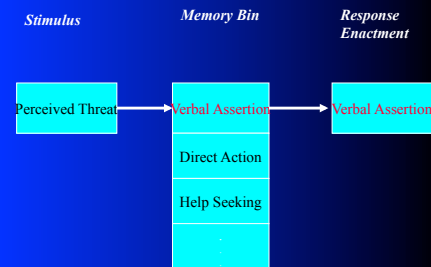
Effects of Automatic Processing on Problem Solving



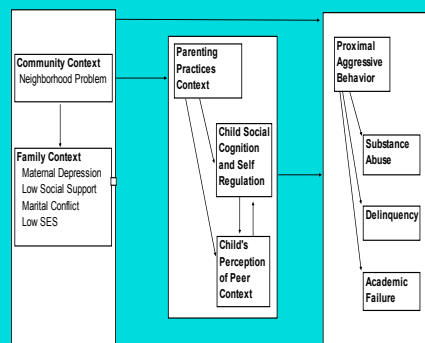
Effects of Deliberate Processing on Problem Solving



Effects of Automatic Processing on Problem Solving

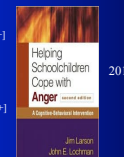


Contextual Social Cognitive Model



Two Empirically Supported Interventions for Aggressive Behavior in School-age Children

- Anger Coping [1978+]



- Coping Power [1995+]



Coping Power Intervention Effects

NIDA-funded study of Child Component only vs.

Child and Parent Components

Lochman & Wells (2004), *Journal of Consulting and Clinical Psychology*, 72, 571-578

Effect Sizes of Contrasts with Control Cell: Outcomes at 1 Year Follow-up

(Lochman & Wells, 2004)

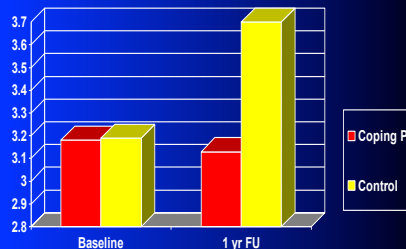
	Child Component Only	Child + Parent Component
Delinquency	-	.37*
Substance Use (Parent-rated)	-	.66*
School Behavioral Improvement	.42*	.34*

One-Year Follow-up Outcomes for the CSAP- funded Study

Lochman & Wells (2002) *Psychology of Addictive Behaviors*, 16, S40-S54
Lochman, J.E. & Wells, K.C. (2003), *Behavior Therapy*, 34, 493-515

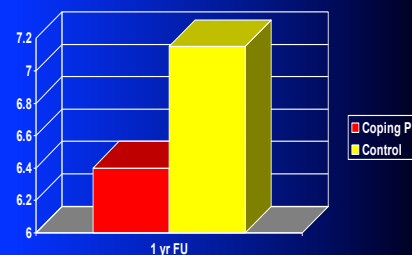
Substance Use

Coping Power vs Control: $F(1,120)=10.8, p=.001$
(Lochman & Wells, 2003)



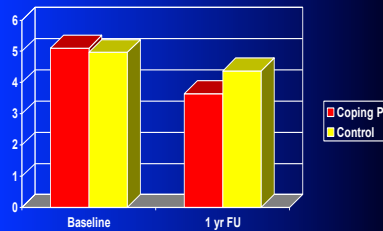
Self-Reported Delinquent Behavior

Coping Power vs Control: $F(1,129)=4.30, p=.04$
(Lochman & Wells, 2003)



Teacher-rated Peer Aggressive Behavior

Coping Power vs Control: $F(1,80)=4.18, p=.04$
(Lochman & Wells, 2003)



3 year follow-up effects

- Are interventions less effective in low socioeconomic neighborhoods?

(Lochman, Wells, Qu, & Chen, 2013, *Prevention Science*)

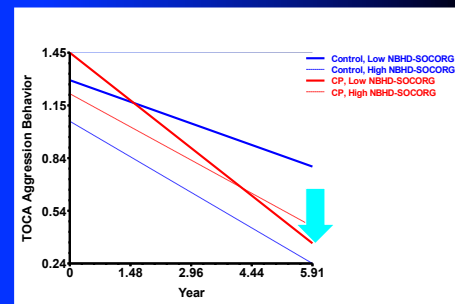
Three year follow-up and neighborhood effects

(Lochman, Wells, Qu, & Chen, 2013, *Prevention Science*)

Neighborhood Disadvantage (census information)

- Participants' homes were geo-coded into aggregated census tracts; 23 aggregated neighborhoods had 5-25 children per aggregated neighborhood

Figure 2. Neighborhood Social Organization Moderation of Coping Power Effect on Children's Aggressive Behavior



Coping Power Study with ODD/CD Dutch Children

van de Wiel, N.M.H., Matthys, W., Cohen-Kettenis, P.T., Maassen, G.H., Lochman, J.E., & van Engeland, H. (2007). The effectiveness of an experimental treatment when compared with care as usual depends on the type of care as usual. *Behavior Modification*.

Zonneville-Bender, M.J.S., Matthys, W., van de Wiel, N.M.H., & Lochman, J. (2007). Preventive effects of treatment of DBD in middle childhood on substance use and delinquent behavior. *Journal of the American Academy of Child and Adolescent Psychiatry*, 46, 33-39.

van de Wiel, NMH, Matthys, W, Cohen-Kettenis, P, & van Engeland, H (2003), *Behavior Therapy*, 34, 421-436.

Results at 4 Year Follow-Up: Substance Use

Zonneville-Bender, M.J.S., Matthys, W., van de Wiel, N.M.H., & Lochman, J. (2007).

	CAU (N=31) p	UCPP(N=30)
Tobacco (last month)	42% 0.02	17%
Alcohol (last month)	65% ns	67%
Marijuana (ever)	31% 0.04	13%

Conclusions

- Across several efficacy studies, the Coping Power Program, a cognitive-behavioral preventive intervention, has outcome effects at a *one-year* follow-up, on children's substance use, delinquent behavior, and teacher-rated aggressive and problem behaviors, and in the Dutch UCPP study, substance use outcome effects at a *four-year* follow-up for youths with clinical diagnoses
- Mediation:** Intervention produced improvements are mediated, in part, by improvements in children's attributions and anger, expectations about the utility of aggression, locus of control, and parenting behaviors (Lochman & Wells, 2002)
- Recent implementation and dissemination studies:.....

An *Abbreviated Version* of Coping Power: Effects on Psychopathic Traits

Lochman, Baden, Powell, Boxmeyer, Qu, 2014, *Journal of Abnormal Child Psychology*

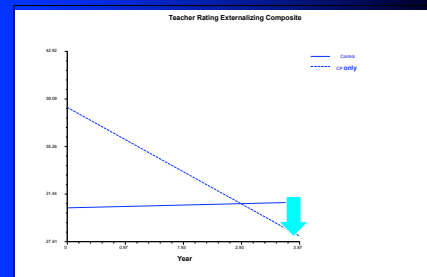
- Ongoing debate about whether psychopathy is treatable
 - "No": treatment may have no effect or make things worse (Harris & Rice, 2006)
 - "Yes": promising evidence that psychopathic features may be treatable (Salekin et al, 2010)

Brief Coping Power – Growth Curve Analyses Time 1-5 – on Teachers' BASC Ratings of Externalizing Behavior Problems

	COEFFICIENT NT	p VALUE
CP-Only vs Control	-2.79	.016

- Coping Power delivered during 5th grade (24 child sessions, 10 parent sessions)
- CP Booster – monthly individual sessions in grade 6
- CP-Only 60; CP-Booster:60; Control:120

Teacher BASC Externalizing Ratings by Condition

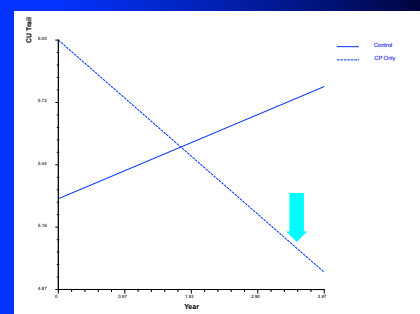


Growth Curve Analyses (Time 1-5): Teacher-rated CU traits

	COEFFICIENT NT (SE)	p VALUE
CP-Only vs Control	-.40 (.20)	.045

- Coping Power delivered during 5th grade (24 child sessions, 10 parent sessions)
- CP Booster – monthly individual sessions in grade 6
- CP-Only 60; CP-Booster:60; Control:120

Teacher-rated CU traits by condition



Summary

- Targeted preventive intervention for at-risk aggressive children can reduce children's CU trait scores, across time through longer-term follow-ups
- Shorter version of Coping Power has similar effects on school-related behaviors

Dissemination Research

- Is a good basic workshop is sufficient training for school staff to implement prevention programs?**

Coping Power Field Trial in 57 Schools

Lochman, Boxmeyer, Powell, Ou, Wells, & Windle (2009). *Journal of Consulting and Clinical Psychology*

Training process for school counselors (randomly assigned to receive Basic Training or Intensive Training):

- (1) 3 days of workshop training
- (2) Monthly meetings (2 hours) while intervention underway

For CP-IT counselors only:

- (3) Individualized feedback on audiotaped sessions
- (4) Technical assistance from trainers via telephone and email contacts

Field Trial Methods

Participant selection:

- Teacher screening for "at-risk" youth
 - Rated proactive and reactive aggressive behavior of all 3rd grade students (Hill et al., 2004; Lochman & CPPRG, 1995)
 - 3,774 3rd graders screened
 - 30% most aggressive eligible for participation
 - 531 participating students (79% of 670 contacted):
 - 183 CP-BT schools; 168 in CP-IT; 180 in C
 - 84% Af Am; 14% Cauc; 2% Other
 - 95% retention at post-intervention (2 yrs after baseline)

Field Trial Methods

Counselor characteristics:

- 49 counselors
 - 17 in CP-BT, 15 in CP-IT, 17 in C
 - 8 counselors served 2 of the participating schools
- 96% Female, 4% Male
- 51% Af Am, 49% Caucasian
- 18% Doctoral level, 80% Master level, 2% BA
- Years experience:
 - 9.9 in CP-BT, 11.9 in CP-IT, 8.8 in C

	CP-Intensive vs Control
	Estimate (SE)
Behavior Problems	
BASC Externalizing (teacher-report)	-.41* (.11)
BASC Externalizing (parent-report)	-.23* (.12)
NYS Minor Assault (child-report)	-.25** (.12)
Targeted Processes	
BASC Social/Academic (teacher)	.35* (.13)

**p<.01, *p<.05, +p<.10		CP-Intensive vs Control	CP-Basic vs Control:
		Estimate (SE)	Estimate (SE)
Behavior Problems			
BASC Externalizing (teacher-report)		-.41* (.11)	
BASC Externalizing (parent-report)		-.23* (.12)	
NYS Minor Assault (child-report)		-.25** (.12)	
Targeted Processes			
BASC Social/Academic (teacher)		.35* (.13)	.24+ (.13)

Conclusions/Implications for Training

- Evidence-based prevention programs such as Coping Power can be disseminated effectively to counselors in real-world settings, although:
 - The intensity of training makes a difference in whether improvements in children's outcomes and mediating processes occur
 - Ongoing supervisory feedback about program implementation (particularly to foster client engagement) may be critical to promoting positive outcomes

Dissemination Research

- Can the characteristics of schools and school staff affect the implementation of programs?

Counselor and School Characteristics Predicting Program Delivery

*p<.05, +p<.10

Lochman, Powell, Boxmeyer, Qi, Wells, & Windle. (2009).
Professional Psychology: Research and Practice

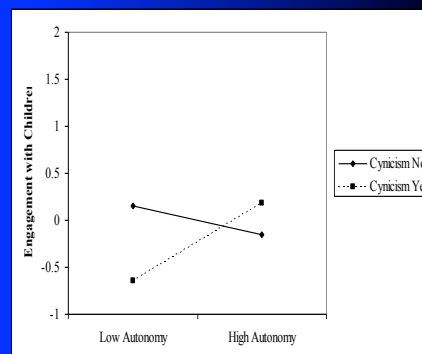
	Objectives Completed	Sessions Scheduled
Agreeableness	.086* (.042)	.185+ (.103)

Counselor and School Characteristics Predicting Quality of Implementation

**p<.01, *p<.05

	With Children	With Parents
Conscientiousness	.068* (.032)	
Agreeableness		.112** (.039)
Managerial Control X Cynicism		-.734** (.200)

Autonomy X Cynicism



Conclusions About Counselor and School Characteristics

- The GOOD NEWS: It is ok to be neurotic, not particularly open-minded, not particularly extraverted, and cynical if you are in the right work environment
- Degree and quality of implementation can be influenced by agreeableness and conscientiousness of counselors and by characteristics of the school setting which interact with counselor characteristics (counselor cynicism in interaction with school autonomy and rigid managerial control)

Dissemination Research

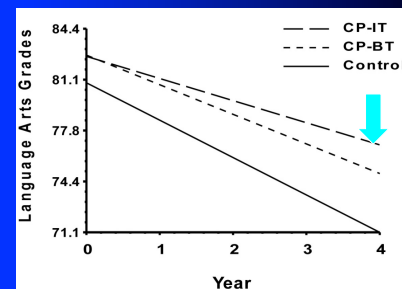
- **Social-emotional intervention programs may have effects on academic achievement of students**

(Lochman, Boxmeyer, Powell, Qu, Wells & Windle, 2012, *Behavioral Disorders*)

Prevention and Academic Achievement

- Examined language arts and math grades for the CP-IT, CP-BT and Control students from Lochman et al (2009)
- School records collected from 3rd (baseline), 4th (during intervention), 5th (post-intervention), 6th (1 year follow-up), and 7th (2 year follow-up) grades
- School records were obtained for 72% of the five possible data points for each of the 531 participants

Language Arts Grades: CP-IT vs Control, $t(36)=-2.13, p=.04$



Coping Power Intervention Research

- 2 efficacy and effectiveness studies in Durham, NC
(Lochman & Wells (2002a) *Development and Psychopathology*; (2002b) *Psychology of Addictive Behaviors*; (2003) *Behavior Therapy*; (2004) *Journal of Consulting and Clinical Psychology*)
- Clinical trial with CD/ODD outpatients in child psychiatry outpatient clinics at Utrecht University, the Netherlands
(van de Wiel, Matthys, et al, (2003) *Behavior Therapy*; van de Wiel et al, (2007) *Behavior Modification*; Zonneville-Bender (2007) *Journal of the American Academy of Child and Adolescent Psychiatry*)
- Field trial in Birmingham area schools (NIDA funding)
(Lochman et al (in press), *Journal of Consulting and Clinical Psychology*; Lochman et al (in press) *Professional Psychology: Research and Practice*; Boxmeyer et al (in press), *Report on Emotional and Behavioral Disorders in Youth*)
- Dissemination study in Tuscaloosa, AL (CDC funding)
(Lochman et al (2006) *New directions for Evaluation*)
- Dissemination study with aggressive deaf children in a residential school in NC
(Lochman, FitzGerald, Gage, Kannaly, Whidby, Barry, Pardini, & McElroy, (2001), *Journal of the American Deafness and Rehabilitation Association*)

Current Coping Power Intervention Research

- Group versus individual child intervention format (OJJDP and NIDA funding)
- Coping Power extended to adolescents (relationship repair; cyberbullying) NIMH funding)
- Parent engagement: Family Check-Up + Coping Power (NIMH funding)
- Internet website: Making intervention shorter and more efficient

Recent and Ongoing International Coping Power Intervention Evaluations

- Pisa, Italy
- Dublin, Ireland
- Utrecht, the Netherlands
- Islamabad and Lahore, Pakistan
- Toronto, Canada
- San Juan, Puerto Rico
- Stockholm, Sweden



Coping Power Child Component

Getting Started: Selecting Clients

- Optimal for children ages 8-14
- With disruptive behavior diagnosis (e.g., ODD, CD) or symptoms
- Can have comorbid secondary diagnoses (e.g., ADHD, Mood Disorder) and psychosocial stressors (e.g., divorce, academic problems) but will want to make sure other urgent clinical needs have been sufficiently addressed to warrant intensive focus on disruptive behavior
- For school-based implementation
 - Students with behavioral intervention on 504/IEP
 - Teacher nominations
 - Teacher and/or parent behavioral ratings

Coping Power Child Component

- **Group** format 5 to 6 children per group, or new **individual** format
- 34 sessions for full program (24 sessions in abbreviated program CP program)

Foci for Coping Power Child Component

- **Behavioral and personal goal setting** (Sessions 1-3)
 - Organizational and study skills
 - Accurate awareness feelings related to anger and vulnerability
 - Anger management training, including methods for self-instruction, distraction, and relaxation
- Perspective-taking and attribution retraining
- Social problem-solving in a variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups

The image shows a 'GOAL SHEET' for John Lochman, dated Week of 2/21/11. The goal is 'I will keep my hands off of myself in the lunchroom'. The sheet has a table for tracking progress from Monday to Friday, with columns for 'Y' (Yes) and 'N' (No). The progress is as follows:

Day	Y	N	Notes
Monday	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Miss Benth
Tuesday	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Grabbed another student's drink
Wednesday	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Miss Benth
Thursday	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Miss Benth + Great Day to
Friday	<input checked="" type="checkbox"/>	<input type="checkbox"/>	(Field Trip)

Below the table, it states: (Students earn 1 point for each day they meet their goal). Teacher: Please sign your name on the line provided and indicate whether or not the goal was met by circling Y for yes or N for no. If the child did not meet the goal, please provide a brief explanation as to why. I, John, have chosen the above goal and am responsible for doing my best to meet this goal and having my teacher sign this sheet daily.

Points System for Goals and Group Behavior

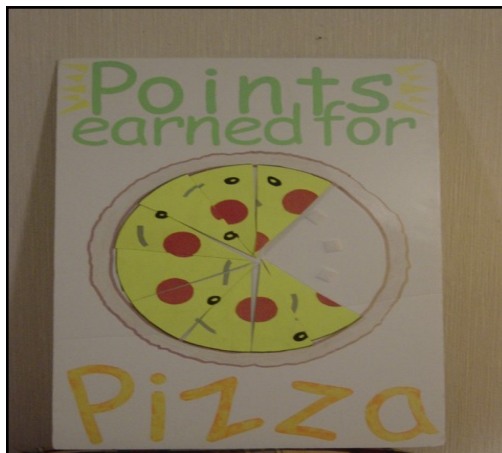
Chris B.	9/8	9/15	9/22	9/29
Group Rules	1	0	1	1
Participation	1	1	1	1
Goal	—	1	1	2

- Start with easy to moderate goals to stimulate children's motivation
- Provide quick, honest feedback in group with group rules points
- Allows for reinforcements for child, plus larger group rewards for group

Points System for Goals and Group Behavior: Price List

ITEM	POINTS
Pencils, markers	2
University stickers	2
Matchbox cars	4
Baseball cards	8
Comic books	12

- Have a set of small, changing items to provide quick rewards for behavior change
- Have larger rewards to encourage delay of gratification and planning



Goal Setting: Common Problems for Children:

- Forgetting to return goal sheets
- Not taking responsibility for getting goal sheet signed
- Lacking motivation to work on goals
- Social anxiety/sense of failure

Short Term and Long Term Goals



Foci for Coping Power Child Component

- Behavioral and personal goal setting
- **Organizational and study skills** (Session 4, 24)
- Accurate awareness of feelings related to anger and vulnerability
- Anger management training, including methods for self-instruction, distraction, and relaxation
- Perspective-taking and attribution retraining
- Social problem-solving in variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups

Organizational and Study Skills

- Study Skills for Home and School:
 1. do math in the living room
 2. listen to the radio while working
 3. study in a quiet place
 4. take notes in class
 5. answer the phone when someone calls
 6. double check your answers
 7. ask questions in class
 8. just try to keep everything in my head as I am reading

HOMEWORK CONTRACT

Begin with Negotiation – Work Things Out Together

The following are suggested areas where students can have input: time, place and rules.

☐ Decide on when and where homework will be done. Times may vary depending on individual schedules. A daily schedule may be a helpful reminder. Identify a place where homework will be completed.

§ Time _____ Place _____

☐ What materials are needed for homework completion?

☐ What rules are in place during homework time?

☐ What monitoring methods will be implemented during homework time?

☐ What steps can you take to make sure your long-term projects are completed on time?

My child and I have discussed and agreed to the following homework plan.

Student's Signature _____

Parent's Signature _____

Foci for Coping Power Child Component

- Behavioral and personal goal setting
- Organizational and study skills
- **Accurate awareness of feelings related to anger and vulnerability** (5-6)
- Anger management training, including methods for self-instruction, distraction, and relaxation
- Perspective-taking and attribution retraining
- Social problem-solving in variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups

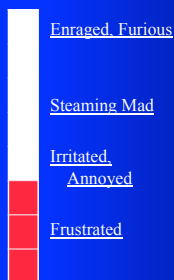
Identification of Feeling States: EMOTION = ANGRY

What People
Can See

What You Feel
Inside Your Body

Thoughts In
Your Head

Anger Awareness: Anger Thermometer



● Using thermometers, children label their own levels of anger, and of their *triggers* at each level

● Can better problem solve at low to moderate levels of anger

● Use large version of thermometer on the floor to show anger changes during role-play activities

● Aggressive children tend to report their anger in "on-off" terms as "angry" or "not-angry"

ANGER THERMOMETER RECORD FORM

MONDAY		
THERMOMETER (CIRCLE) VERY HIGH HIGH MEDIUM LOW VERY LOW		WHY AM I ANGRY? _____ _____ _____ _____ _____
TUESDAY		
THERMOMETER (CIRCLE) VERY HIGH HIGH MEDIUM LOW VERY LOW		WHY AM I ANGRY? _____ _____ _____ _____ _____
WEDNESDAY		
THERMOMETER (CIRCLE) VERY HIGH HIGH MEDIUM LOW VERY LOW		WHY AM I ANGRY? _____ _____ _____ _____ _____

Foci for Coping Power Child Component

- Behavioral and personal goal setting
- Organizational and study Skills
- Accurate awareness of anger and feelings related to vulnerability
- **Anger management training, including methods for self-instruction, distraction, and relaxation**
- Perspective-taking and attribution retraining
- Social problem-solving, using a PICC model, in variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups

Anger Management Training

Key points and activities during sessions:

- Easier to cope with problems if we don't feel so angry
- How can we reduce our feelings of anger?
 - Distraction, focusing attention on something else (e.g. fun things to do later in the day)
 - Deep breathing
 - Self instruction or self-statements

Anger Management: Abdominal Breathing

- Instructions for Abdominal breathing
- ☞ Inhale slowly and deeply through your nose and into the bottom of your lungs – send the air as low down as you can. Your chest should move only slightly
- ☞ When you have taken in a full breath, pause for a moment and then exhale slowly through your nose or mouth, exhaling fully. As you exhale, let your whole body go (visualizing like a rag doll)
- ☞ Do 10 slow abdominal breaths, keeping breathing smooth and regular
- ☞ slow inhale...pause...slow exhale (count "one")
- ☞ slow inhale...pause...slow exhale (count "two"), etc.

Anger Management Training: Sample Self-Statements

- Stay calm. Just relax.
- As long as I keep my cool, I'm in control.
- What she says doesn't matter.
- I'll grow up, not blow up.
- It's too bad he has to act like this.
- I don't need to prove myself to any one

Anger Management Training: Practice Using Self-Statements A Sequence of Activities

- Memory Game – using deck of playing cards
- Dominoes- build a tower using one hand
- Puppet Exercise – puppets tease each other
- Self-control "taunting exercise" – children in center of circle for 30 seconds, coping with peers' teasing (Goodwin & Mahoney, 1967)

Anger Management Training: Rules for Self-Control Exercises

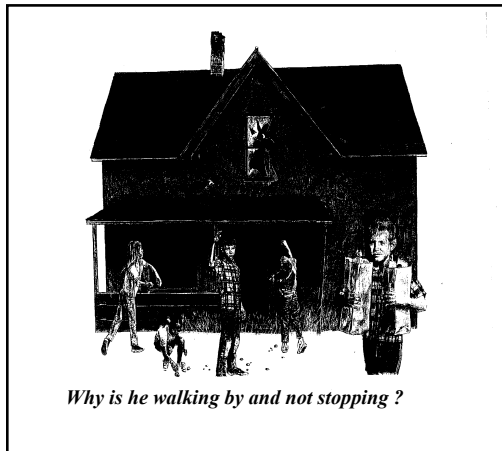
- Cannot curse or swear.
- No racial comments.
- No physical contact.
- No "Your Momma..." taunts.

Anger Management Training: Tips for Self-Control Exercises

- Leaders model first
- Leaders can serve as coaches in the circle
- Peer buddies can serve as coaches
- Prohibit certain teases/taunts which are related to triggers at the very top of the anger thermometer (a physical defect, etc)
- Can reduce time of the role-play, when child is excessively aroused
- Can have child face away from taunters
- Can have group members tease in turn, versus all at once, to reduce arousal

Foci for Coping Power Child Component

- Behavioral and personal goal setting
- Organizational and study skills
- Accurate awareness of feelings related to anger and vulnerability
- Anger management training, including methods for self-instruction, distraction, and relaxation
- **Perspective-taking and attribution retraining**
(Session 12-15)
- Social problem-solving in variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups



Perspective Taking

- “Motive in the Hat” activity:
 1. Identify possible reasons for a behavior (e.g. walking past other kids inviting him to play)
 2. Write them on slips of paper
 3. Have child/therapist select one “motive” from a hat (e.g. I need to get home; it was an accident; doesn’t like them)
 4. Have the child/therapist briefly enact the motive
 5. Have the other person vote on which motive he/she thought was present
 6. When votes are inaccurate, discuss how it is sometimes difficult to quickly determine the reason for another’s behavior; goal is to move from inferred hostility to “don’t sometimes know”

Foci for Coping Power Child Component

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- **Social problem-solving, using a PICC model, in variety of situations (peer, teacher, family)**
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups

Social Problem-Solving: The PICC Model

Problem Identification:

What is my goal?
How am I feeling?

Choices

Consequences

Social Problem-Solving: Applying the PICC Model

Problem Identification:
John pushes ahead of me in line at a kickball game.

What is my goal? I want my place back in line

How do I feel? I'm a little angry

Choices _____ Consequences _____

Problem Identification: John pushes ahead of me in line at a kickball game.

<u>Choices:</u>	<u>Consequences</u>
1. Call him names .	
2. Kick him.	
3. Tell him to move back.	
4. Talk to the teacher.	

Problem Identification: John pushes ahead of me in line at a kickball game.


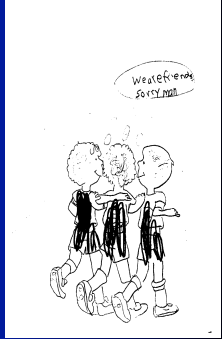
<u>Choices:</u>	<u>Consequences</u>
1. Call him names .	1. John will yell back and push. We will both get into trouble.
2. Kick him.	2. It feels good. John will kick back. I will be suspended.
3. Tell him to move back.	3. John might move.
4. Talk to the teacher.	4. John might get into trouble and be mad at me.

Social Problem Solving Activities

- Group discussions, using PICC with hypothetical and real social problems
- Viewing videotape modeling of social problem solving in action
- Role-playing of alternate solutions to social problems
- Groups create videos depicting competent solutions to problems

PICC Video - pencil

Create PICC Picture Book

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- **Resistance to peer pressure, and focus on involvement with non-deviant peer groups**
(Session 29-32)

Peer Pressure: Refusal Skills What Can I Do?

- Say No Thanks
- Broken Record
- Make an Excuse
- Leave the Situation
- Change the Subject
- Make a Joke
- Try to Use Peer Mediation
- Act Shocked
- Flattery
- Suggest a Better Idea
- Return the Challenge
- Find Other Kids to Hang Out With

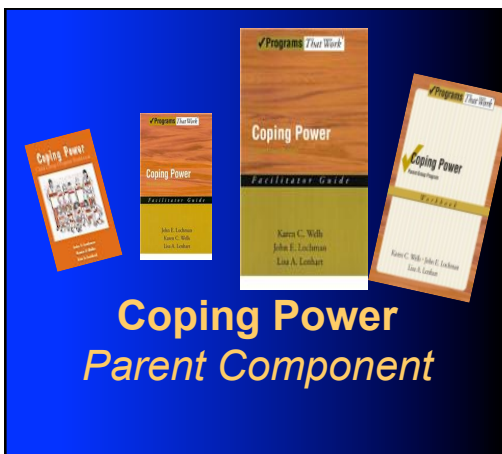
Deviant Peer Group and Group Membership

- Cliques/Clubs/Groups at School
- Group Identification and Status
- Position within Group
- Joining Positive versus negative Peer Activities/Groups
- Positive Leadership Qualities in Self and Others

Coping Power Program Completion Award



is recognized for successfully completing the Coping Power Program.
Coping Power Leader



Coping Power Parent Component

- Group or individual format
- 5 to 10 sets of parents if group format.
- 16 sessions

Foci for Coping Power Parent Component

- Positive attention and rewards for appropriate child behavior.
- Ignoring minor disruptive behavior.
- Provision of clear commands, rules, and expectations.
- Use of consistent consequences for negative child behavior (response cost, time-out, withdrawal of privileges).
- Monitoring of children's behavior in the community.
- Improvement of family communication and increasing family activities.
- Improvement of parents' own stress management.
- Informing parents of children's current work on social-cognitive skills (e.g., problem-solving skills) in their group, so parents can reinforce children's use of these new skills.
- Academic support at home.

Tracking and Praise – Objectives (Session 5)

1. Introduce the concept of positive consequences for good behavior.
2. Introduce specific techniques of tracking and praise, including *labeled and unlabeled* praise.
3. Give homework assignment.
 - a) Monitoring and tracking their children's good and bad behaviors.
 - b) Increased use of praise for good behavior.
 - c) Parents identify the place in the house where each is going to post the tracking sheet and state what time interval of the day they can do this tracking.

Parent Report of Child Behavior Checklist

Negative Behavior

- ___ Argues
- ___ Defiant
- ___ Fights with Sibs
- ___ Hits others
- ___ Hyperactive
- ___ Temper Tantrum
- ___ Whining

Positive Behavior

- Agrees; Accepts direction
- Compliant; Obedient
- Plays with Sibs
- Solves Problems Verbally
- Calm; Sits still
- Accepts "No" for an answer
- Uses age appropriate voice

Ignoring Minor Disruptive Behaviors (Session 6)

- Minor disruptive Behaviors are often Attention Seeking Behaviors
- *If the child's goal is attention seeking*, then ignoring minor behaviors will eventually lead to a decrease in these behaviors
- Reprimanding, scolding or talking to a child after an attention seeking behavior actually rewards the child.

Ignoring

- Ignoring: effective but hard for parents to carry out
 - Avoid discussion and eye contact; turn away
 - Be prepared for increase in negative behavior; wait out this period
 - Ignore and provide distraction with new activity
 - Move away from child but stay in the room
 - Limit the number of behaviors to ignore

Ignoring

- Examples of ignorable behaviors:
 - ✎ Whining, pouting
 - ✎ Temper tantrums
 - ✎ Swearing
 - ✎ Facial grimaces
 - ✎ Smart-talk
 - ✎ Minor squabbles between children
 - ✎ Brief crying period in the middle of the night
 - ✎ Picky or messy eating

Giving Instructions to Children – Objectives (Session 7)

1. Give “instructions that work” to children.
2. Discuss how to use a parenting skill already learned (praise) to improve child’s compliance.

EXAMPLES: “Curtis, take out the garbage, please.” (Curtis complies). “Thank you for taking out the garbage when I asked you to.”
“Sam, hang up your jacket.” (Sam complies). “Thanks for doing what I asked you to do.”

Giving Good Instructions

1. Given as a direct statement.
2. Given only once.
3. Followed by 10 seconds of silence.

Instructions that Don’t Work: Buried Instructions

- Instructions that are followed by too much talking on the part of the parent (i.e., explaining, rationalizing, or criticizing).
- EXAMPLE:
“John, go put on your sweater, because it’s cold outside. You know how you always get chilled and then you catch a cold. Then, you have to stay home from school, and this gets you behind in your schoolwork.”
- Good Instruction Alternative: “John, go put on your sweater.”

Instructions that Don’t Work: Vague Instructions

- Vague commands are not specific. They do not state exactly what the parent wants the child to do.
- EXAMPLES:
“Stop that!” “Behave yourself!” “Be good.” “Calm down.” “Grow Up!” “Act Your Age!”
- Good Instruction Alternative: “Use an inside voice in the grocery store.”

ABC CHART

<u>Antecedents</u>	<u>Behavior</u>	<u>Consequences</u>
Clear command.	Compliance.	Praise/rewards.
Clear command.	Noncompliance.	Time-out/ privilege removal/ work chores.

Discipline and Punishment (Session 9, 10)

- Teach parents alternatives to physical punishment
 - Privilege Removal
 - Work Chores
 - Time-Out
 - Total reward shutdown

Privilege Removal – Steps To Follow

- Give a good instruction
- Wait 10 seconds. (do not talk)
- If the child does not follow instructions in the 10 seconds, give a warning. (“If you do not do ___, you will lose ___ (privilege).”)
- Wait 10 seconds again. (do not talk)
- If the child still does not follow instructions within the 10 seconds, say, “Since you did not do ___, you have lost ___ (privilege)”
- Parent then needs to immediately remove the privilege

Privilege Removal - Continued

- The parent gives the same instruction and completes the entire sequence using a second privilege
- If the child still refuses, total Reward Shutdown is put into place immediately
 - Remove access to reinforcers: ie. TV, phone, computer
 - Ignore child's protests
 - The child remains on “total reward shutdown” until completing all instructions given
 - The child still loses the first and second privileges because the instructions were not followed the first time

Key Points

- Privileges that are removed should be things the child likes or values
- The privilege should be logically related to the misbehavior
- No warnings are to be given for violations of behavior rules or expectations

Stress Management: Session Goals (Sessions 3-4)

- To present a working definition of stress
- To use ABC chart to discuss stress and stress management
- To talk about stress in parenting
- To introduce topic of “taking care of yourself”
- To introduce and practice active relaxation
- To present a cognitive model of stress and mood management

Pie Chart Activity

- Please draw a large circle.
- Make the circle into a “pie” by separating it into ‘Life Segments.’ Make sure to include segments for each role that you play in life, making sure to include all roles that take up your time, energy, and “space.”
- Roles:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Putting Time Where It Belongs

- Know what needs to be done and prioritize
- Block your time
- Set realistic goals
- Juggle tasks
- Improve energy level
- Environmental chaos! Get rid of it!
- Schedule time for yourself each day/week/month
- Just say no – It will be okay.....Really it will
- Stop procrastinating and just get it done

**Family Cohesion Building and problem
Solving: Session Goals** (Session 13-15)

- Use of PICC model with family problems during family meetings
- To discuss family cohesion building at home (family night activities, etc.)
- To develop a structure for family communication
- To discuss monitoring child activities outside of home