Positive Parenting: Coaching Families and Modeling Positive Parenting in the Medical Home

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Disclaimer

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Objectives

- Review evidence on the impact of parenting
- Identify ways to assess parent-child relationships
- Identify ways in which to provide parenting guidance to families in the medical home setting
- Identify ways to model positive practices within the medical home
Resilience

- “Ordinary Magic”
- Enables children to achieve normal development despite adversity
- Enables children to emerge from stressful experiences with unique strengths
- Parenting practices, parent-child relationships are key

Masten, 2001, American Psychologist
Impact of Parenting

- Parenting practices influence risk for child maltreatment
  - High levels of maternal warmth distinguish families in which mothers but not children experience child maltreatment from families in which both experienced maltreatment

Impact of Parenting

- Parenting practices mediate effects of IPV exposure
  - Better parenting predicts better child emotion regulation and prosocial skills scores
    - Negatively correlates with maladaptive child behavior
  - Increased parenting effectiveness and authoritative parenting fosters stronger maternal attachment
  - Maternal responsiveness associated with decreased internalizing and externalizing behaviors
  - Maternal disengagement associated with increased externalizing behaviors

Parenting & Executive Function

- Early parenting is linked to development of executive functioning
  - Maternal mind-mindedness, autonomy, sensitivity at 12-13 mos associated with EF at 15, 18 mos
  - Maternal positive engagement at 7 mos linked to EF at 36 mos
    - Parenting behaviors mediated effect of environmental risk on EF

Nurturing and Epigenetics

(a) Low licking and grooming

(b) High licking and grooming

NGFI-A

M

Nr3c1

↓ GR expression

High corticosterone levels
High anxiety
Low licking or grooming

↑ GR expression

Low corticosterone levels
Low anxiety
High licking or grooming

Nature Reviews Neuroscience
Parenting Skills Can Be Learned

- Evidence-based programs show that intervention results in improved parenting
  - Parent-Child Interaction Therapy (PCIT)
  - Child-Parent Psychotherapy (CPP)
  - Positive Parenting Program (Triple P)
- Improved parenting
  - Decreased child behavior problems
  - Decreased reports child maltreatment
  - Results extend to other children in the home
Parenting Interventions: Prevention at All Levels

- Parenting interventions may serve as primary, secondary and tertiary prevention.
- Parenting interventions can be provided regardless of disclosure of exposure to violence.
  - Incorporate anticipatory guidance into routine well-child visits.
  - Model positive parenting techniques during a medical home visit.
How can we address parenting in the medical home?

Child-Caregiver Relationship as a Vital Sign
Child- Caregiver Relationship as a VS

- Healthy, supportive, loving, encouraging caregiver-child relationship -> health and development
- Components are dynamic, based on (child/caregiver):
  - Knowledge, Skill set, Experience
  - Mental and Medical Health
  - Stress level and Support networks
- Notice → fully assess and address: PEARLS
Perceptions
- Roles, Skills, Labels

Expectations
- Abilities, Response, Triggers

Attention
- Level and Quality (Praise or Criticism)

Response
- Permissive, Authoritarian, Authoritative

Love/Affection
- Words, gestures, facial expressions, touch

Self-Care
- Stress, Support networks, financial security, coping skills
Routine Visit - Preventative

- Rectify Misperceptions
  - Infant who cries at night to “get back at mom”
- Disengaged Parent
- Observed behavior

Visit – Behavioral Concern

- Realistic Expectations
  - 4 yr old sitting through 3 hours of Ethiopian church
- Tantrums when doesn’t get his way
Seek to Understand without Judgment

Open- Ended questions –

- “what makes you think that?”
- “what do you both enjoy doing together?”
- “He sure is busy today, tell me about his behavior at home”
- “tell me more about that”
- “what have you tried so far”

Summarizing, restating, reframe – suggesting a feeling word

- “sounds like it is frustrating when he _”
- “sounds like he likes to explore/active” (vs disobedient)
Seek to Understand without Judgment

Find opportunities to Praise to empower and generalize
- “Good job exposing him to his heritage”

Help them find solutions on their own
- “what might be an alternative response”
- “what might be another reason?”

Offer Advice
- “I have some thoughts would you like to hear them”

Ask for feedback
- “What do you think of that _?”
- “What would that look like for you?”
Teachable Moments

- Parents are more likely to adopt a strategy they have seen work
- Parents feel more empowered after modeling

Successful Demonstration
- Model
- Rehearse
- Provide coaching and feedback
- Provide Encouragement
Behavioral Interventions

Breaking it Down
Simple Recipe

- Give lots of attention for good behavior
- Remove attention for ‘bad’ behavior

Be Proactive instead of Reactive
Good Disciplinarians

- Passion & Praise for Good Behaviors
- Avoid Passion during Discipline – Remain Calm
Guide and Teach!

Children learn how the world works by:

- **Watching** what we do and say
- **Imitating** what we do and say
- **Experiencing** how we Respond!

We can change their behavior by changing what we do/say and how we respond!
Children

- Do well with Structure and Routine
- Need some Prep Time
- Learn through Repetition
- Get better with Practice
- Respond well when there is Consistency and Calmness
Start From the Ground Up

- Secure Foundation
- Healthy Bond
- Learn
Behavior + Attention = More Behavior

Strengthening the Bond
Strengthening Relationships

Attention O’meter

- All Children Want Attention
- All Children Seek Attention
- Children don’t care what kind of Attention
- Attention is a POWERFUL TOOL

Key To Success
Strengthening Relationships

- Special Play time, Time-In
- Catch them being “good” or even just “ok” (Vinnie Barone PhD)
- Loving Touches 50-100 times a day
Getting our PLAY ON!!

- Let the child run the show:
  - Asking questions
  - Telling what to do
  - Criticizing (no, don’t, that’s not right)

- Instead let them know you are paying attention by:
  - Describing what they are doing
  - Repeating what they say

- Catch them being ‘good’ and tell them each time:
  “Good job sitting so nicely”
Solar Getting our PLAY ON!!

- At least 5 minutes every day
- Right after work/school
- Use it as a REWARD!
- Write a Rx!

Rx Play time with Johnny for 5 minutes every day. No questions, commands or criticisms. Just Describe and Praise.
Catch them being ‘Good’

- Praise behaviors you want to see again
  - Manners, quiet, kind, helpful, following directions
- Don’t wait for perfection, ‘OK’ is good enough
  - “Good job walking next to mommy”
- Reinforce desired behaviors 5x more than disciplining undesired behaviors
- Compliment an other child’s good behavior
  - Stop there! – stay away from criticism
Nurturing Touches 50-100x/day

- Attention without talking
- Brief physical contact
  - Head, back, shoulder
- Acknowledge good behavior without distracting
- Hugs, high-five, fist-bump!
- Therapeutic Massage
What you can do in Practice

- Model Describing and Praising good behavior
  - The child: “Nice job following directions”
  - The caregiver: “Great job ignoring that behavior”
- Rapport Building - Child compliance
- Teaching/Assess language development
- Model Play Time for 5 minutes
- Brief physical contact
- Talk about how to use therapeutic massage
- Write a Rx for Play Time &/or Nurturing Touch
Monkey See, Monkey Do

Secure Foundation
Good Role-Model

They look up to us and they watch &
Listen even when we think they are not!
Be on our Best Behavior:

- Use our Manners
  - You are not the only one!
  - “Thanks for sharing your drink, Daddy”

- Label our Feelings
  - “You are driving me crazy!!”
  - “Mommy is feeling frustrated right now”
  - Helps kids label their feelings and know feelings are OK

- Model Good Coping Skills
  - “I need to take 10 big breaths to calm down. Let’s do it together.”
  - “Daddy needs a Time Out to calm down”
Assess Role-Modeling

- What coping strategies do you use when you are upset?
- What do you do to show him you are using them?
- What do you do to let him know when you feel angry, upset, sad, happy or frustrated?
- What do you do to help him label his emotions?
What can you do in Practice

- Be a good role model for the Caregiver and Child
  - Manners
  - Describe and Praise behavior
- Remove the child/parent from the room when discussing difficult/stressful things
- Help label feelings, “It looks like you are upset that you need a shot today.”
- Tell the truth “Shots hurt for a few seconds, but your mommy is here to give you lots of hugs and kisses when it is over.”
Bring it full circle

- We all have some things we want to work on. What are some things (parent) want to work on?
- It can work well when we support each other in making changes.
- What ways can (child) support you in helping you work on this?
  - Code word (middle name) (Ed Christophersen PhD)
  - Reward charts
- Check in with both at the next visit. Make it fun!
  - Reinforce the progress and mutual support
Know when to ask More (seek)

- What stressors do you have in your life?
- What do you do to take care of yourself?
- What support systems do you have in place?
- What kind of violence is he exposed to
  - In the home
  - In the community
  - On TV, Video Games, Computer
Can you please not touch that?

Giving Good Instructions
Good Instructions

- Get their attention First!!
- Tell them what you WANT THEM TO DO
  - “Don’t climb the tree!!”
  - “Put your feet on the ground”
- Do not frame as a question unless they have a choice
- Be polite!
  - “Please sit in your chair”
Good Instructions

- Short, concise, and developmentally appropriate (# of words per age in years)
  - “Please sit”
- Be Calm, Neutral tone of voice
- Wait 6-10 seconds to give a chance to respond
Good Instructions

ALWAYS!!!!

Praise for just attempting to follow an instruction

- “Nice Job coming when I called”

Catch ‘em being Good

Behavioral Momentum:

- Give commands with high probability of completion first then instruct a lower probability behavior to be completed—→ more likely to be completed
What you can do in Practice

- Use a Transition Phrase “It's time for your exam”
- Be polite “Please sit on the exam table”
- If a child is upset, bring your voice down a notch to give instructions
- Wait 6-10 seconds for the child to respond
- Give label praises each time they do what you instructed
The other side of the Attention Coin

Planned Ignoring and Time Out
Reactive
Proactive – IN Control
Planned Ignoring / Time-Out

Contingent use of Attention is very **Powerful**
- Doesn’t work unless different that what usually occurs
- Therefore, Need lots of Positive Attention
Self-Calming

- Quiet Hands
- Quiet Feet
- Quiet Mouth

“Nice job calming down. It looks like you are ready to come out of time out”

*Nothing to do with age or other time limit*
Specifics of TIME OUT

- **Location** – where child can see you, see you are not angry, and see what he is missing
- **Boring** – not around other toys or fun
- Must be used **Consistently**
  - Warning and Threats get you no where!
Planned Ignoring / Time Out

- Respond Promptly
  - Time Out ____ (hitting, kicking, not listening)
- NO Contact
  - No Eye Contact, No Touching, No Talking
- Be Calm
  - Keep your voice at a neutral tone or lower

- Quickly catch them being “Good” or “Ok” and Promptly Respond
  - “nice job calming down”
- NO RECAP - what is done is done
Keys to Success

- No arguing/debating
- No lectures or reasoning
- Do what you say
- Be consistent
- Don’t over react

Practice, Practice, Practice!!

- Practice before you need to use it
- Repetition – 10x TOs (1 min) over 1x TO for 10 min
- Prepare when in new location (who and where)
Pit Falls

- If not want to get out – say “time out starts again”
- If concern to hurt others- pick up holding chest away from you and gently place in safe spot
- If not sit in spot – planned ignore (walking TO), praise when calm, move toward sitting after calm
Prepare Parents

- Worse before it gets better – Extinction Burst
  - Temporary increase in Freq, Intensity, Duration
  - Extinction induced aggression
  - Extinction induced novel behavior

- In one week will try it again to see if same rules apply

Positive Reinforcement

- Positive reinforcement results in lasting behavioral modification (long-term) (BF Skinner)
- Reward - are reinforcers only if its delivery increases the probability of a behavior
- Privileges - Use high frequency behavior to reinforce low frequency behavior (Premack’s Principle)
Privileges

- Watch children to see what they like to do
- Make desired behavior/activities (TV, Video games) contingent on undesired behavior/activities
- IF....Then....

“Finish your homework then we can do what you want to do!”

Break it down: 1 sheet of homework for 5 minutes of video game.
Reward Systems

- Item, Activity or Food
  - Extra play time, pick the movie
- Positively stated
  - “Getting ready on time” vs “Not being late”
- Only 1-3 goals at a time
- Break down complicated tasks
- Quick turn around time – almost immediate
- Gradually increase the stakes over time
- Pair with Descriptive PRAISE
- Motivators change day to day
Problem Behaviors

Finding a solution
Applied Behavior Analysis

- To understand structure and function of behavior to teach effective alternative

A → B → C

Antecedent → Behavior → Consequence
What would I see if I was looking at a video of the incident?

**Antecedent** - What happened before the behavior?
- Precursors, contexts, developmentally appropriate instructions

**Behavior** - Tantrum, noncompliance, aggression, inattention
- Frequency, Length, Intensity

**Consequence** - What happens after the behavior?
- Escape From Demand or Aversive event
- access to Attention
- access to Tangibles (e.g., activities, toys, edibles)
- Sensory stimulation/removal
What behavior do you want to see?

- Can’t just get rid of behavior and have desired behavior spontaneously appear

Is it developmentally realistic?

Has the child been taught the behavior?
Avoid the Antecedent When practical

Desired Behavior

Eliminate Reinforcing Consequences
Focus on Desired Behavior

Set them up for success
- Giving good instructions
- Be a good role-model

Reinforce toward compliance
- Catch them being “good”
- Start small and work up

Ignore diversionary tactics/undesired behavior

Help parent cope with behavior
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