

# MAP Direct Services Training Series

---

## Workshop Day 4

The MAP System: Managing and Adapting Practice



[www.practicewise.com](http://www.practicewise.com)

Copyright 2008-2019 PracticeWise, LLC

All rights reserved

Except as indicated, no part of these materials may be reproduced, translated, stored in a retrieval system, or transmitted, in any form or by any means electronic, mechanical, photocopying, microfilming, recording, or otherwise without permission in writing from the publisher.

#### LIMITED REPRODUCTION LICENSE

These materials are intended for use by qualified MAP Agency Supervisors, MAP Training Professionals, MAP Instructors and participants actively enrolled in a PracticeWise Supervision and Consultation Training Series.

PracticeWise grants to qualified users of this document nonassignable permission to use, store or reproduce presentation slides and/or handouts prepared from these materials for the purpose of performing your MAP role (i.e., Agency Supervisor, Training Professional, Instructor or Supervision and Consultation Trainee). This license is limited to the qualified user for use within the scope of practice associated by your MAP role. This license does not grant the right to reproduce these materials for resale, redistribution, or any other purposes (including but not limited to books, pamphlets, articles, video- or audiotapes, or public announcement). Permission to reproduce these materials for these and any other purposes must be obtained in writing from PracticeWise. Any reproduction of these materials must include this notice.



# Q&A and Homework Review

---

- Pleasant activities?

# Agenda

---

- Review feedback results
- Practice Delivery: Disruptive Behavior focus
  - Introduce and rehearse practice elements
  - Continue practicing clinical dashboard skills
  - Build a Treatment Pathway

# Mid-Week Evaluations

---

# What is Working?

---

Lead  
Trainer  
EDIT

# What Is Not Working?

---

Lead  
Trainer  
EDIT

# Wish List?

---

Lead  
Trainer  
EDIT

# How Will We Address Feedback?

---

Lead  
Trainer  
EDIT

**THIS WEEK**

**CONSULTATION**

# Disruptive Behavior Focus

---

## Practice Delivery

# Group Discussion

---



- Disruptive Behavior Cases
  - Age
  - Gender
  - Presenting symptoms
  - Anything that could get in the way of treatment? Possible interferences?

# Clinical Dashboard Time

---

- ❑ Identify a case from one of your caseloads that has a focus problem of Conduct or Disruptive Behavior
- ❑ Save out a Clinical Dashboard
  - ❑ YOUR LAST NAME\_Client ID\_Today's DATE
- ❑ Write down:
  - ❑ Client “fake name”
  - ❑ Age, gender, ethnicity
  - ❑ Diagnoses/presenting problem(s)
  - ❑ Psychosocial/family history
    - Notes page

# Disruptive Behavior Practice Elements

---

- ❑ Let's look in PWEBS to find the most common practice elements for Disruptive Behavior
- ❑ Developmentally sensitive treatment – search for younger and older youth separately

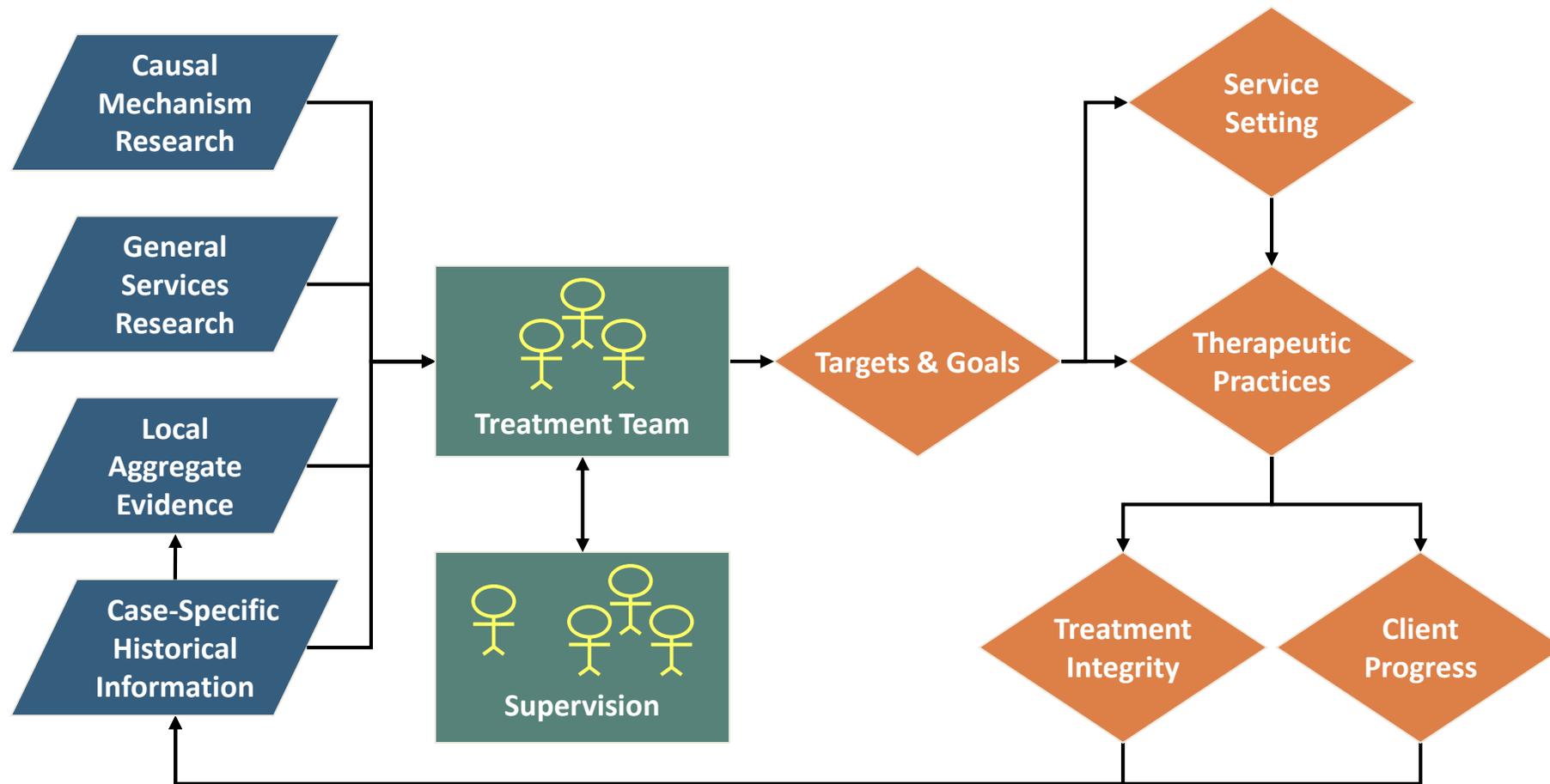


# PWEBS Individual Activity

---

- ❑ Search PWEBS for your client with disruptive behavior including age
- ❑ Conduct broad search and then narrow down by entering more specific criteria
- ❑ Paste your search into the Notes page of the Clinical Dashboard or into a new worksheet (+)

# EBS System Model



# Developmentally Sensitive Treatment

---

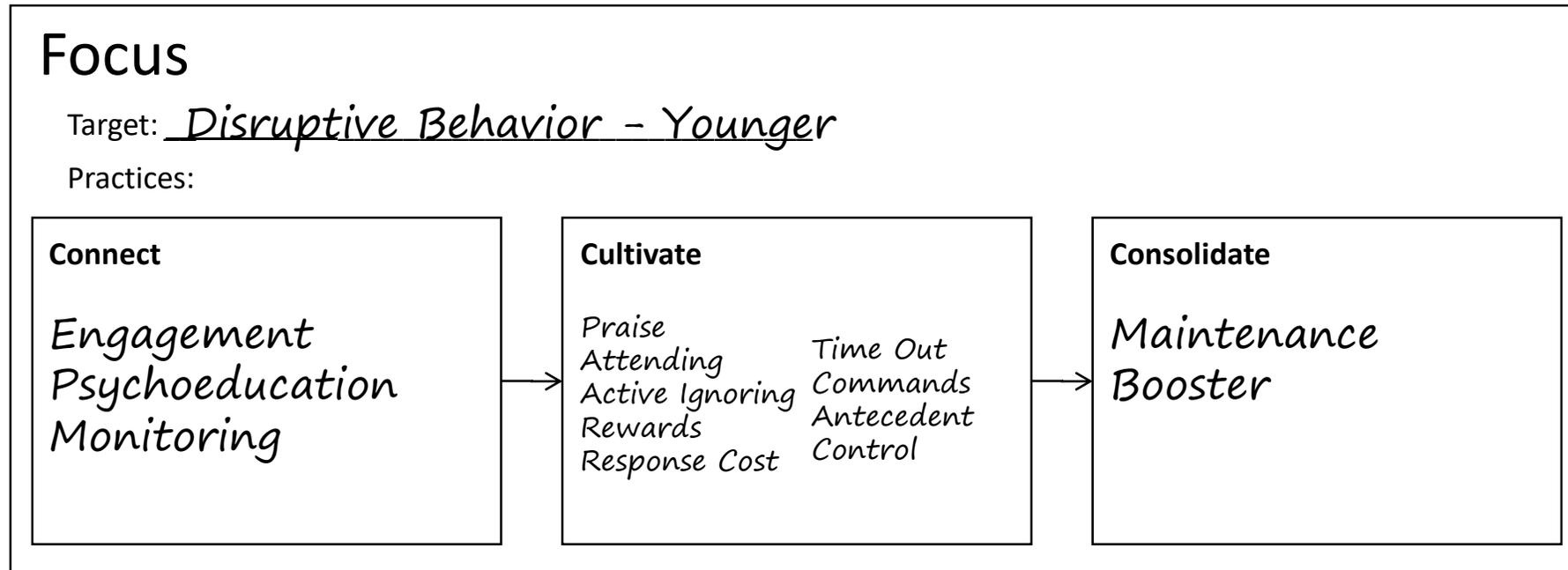
## Younger Children (≈12 and under)

- Parent focus
  - Various parent management training strategies

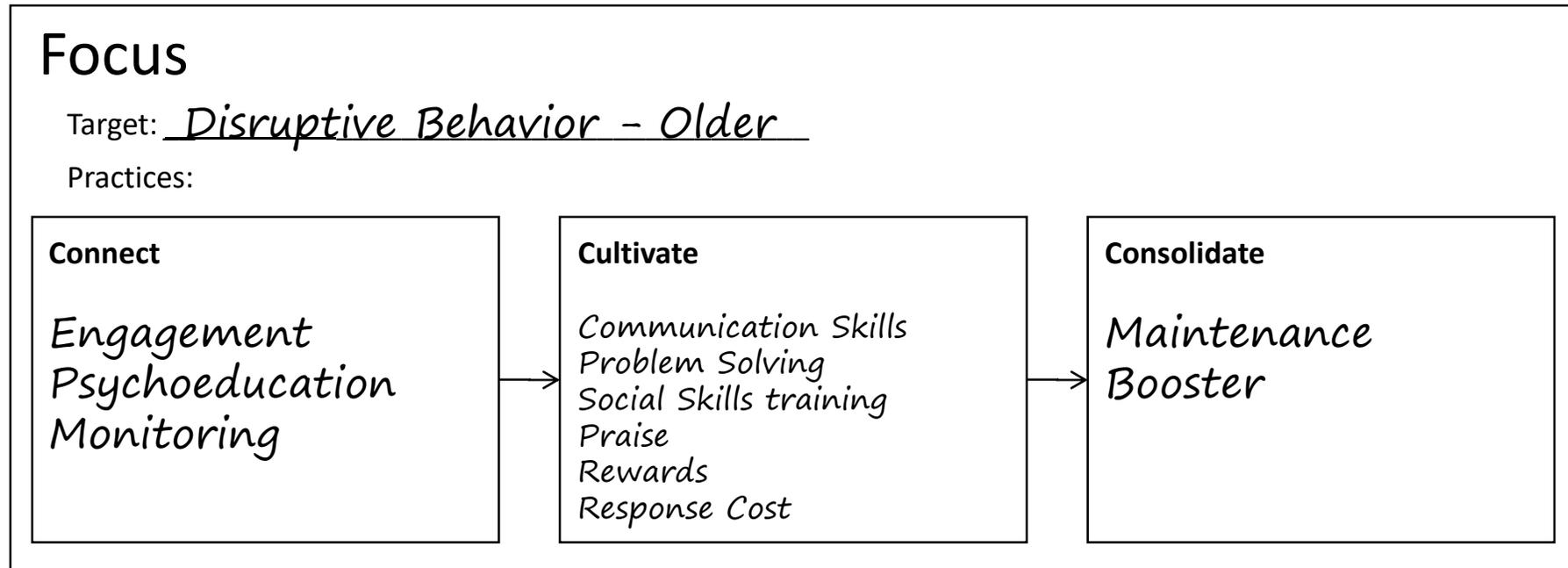
## Adolescents (≈12 and up)

- Individual and family focus
  - Communication skills
  - Problem solving
  - Cognitive
  - Social skills training
- Some work with parents
  - Praise and response cost
  - Rewards

# Disruptive Behavior Practice Elements



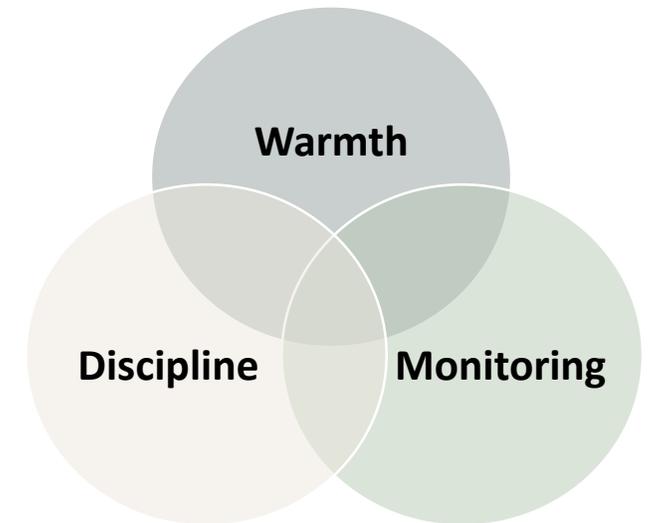
# Disruptive Behavior Practice Elements



# Expected Effects of Treatments

---

- ❑ Improved positive attention to the youth
- ❑ Improved family emotional climate
- ❑ Decreased family hostility and negativism
- ❑ Decreases in angry and ineffective parent nattering
- ❑ Improved use of effective consequences
- ❑ Improvements in youth compliance, rule-following and other behavior problems



# Check Your Learning

---

- Go to your training event page
- Click on the Knowledge Tests link in the upper left corner
- Scroll down to Attending Multiple Choice **PRE**-Test

# Psychoeducation: Disruptive Behavior

---

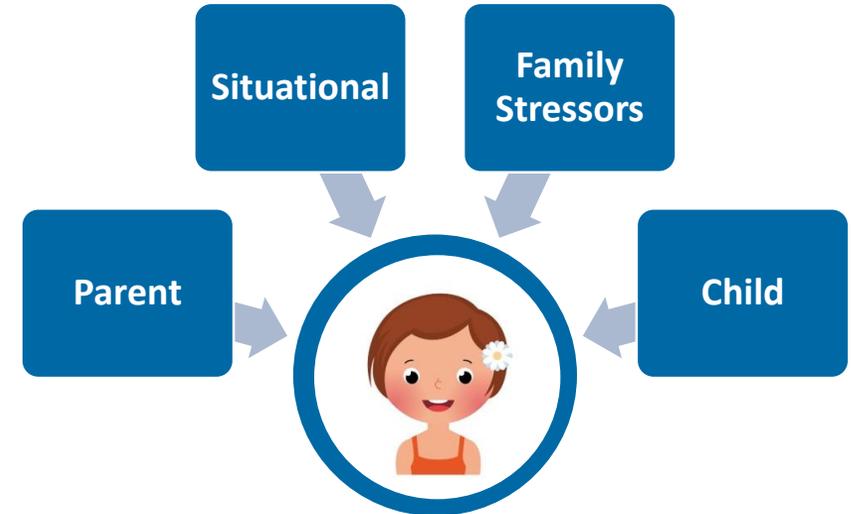
Caregiver and Child



# Four Factor Model

---

- Four factors that explain why children behave
  - Strengths and challenges
- Factors are:
  - Child characteristics
  - Parent characteristics
  - Situational consequences
  - Family stress events



# Child Characteristics

---

- ❑ Genetic predispositions/temperament
- ❑ Child's health
- ❑ Physical characteristics
- ❑ Most tricky situations when exploring this factor?
  - ❑ “He’s got the devil in him!”
  - ❑ Others?

# Parent Characteristics

---

- ❑ Genetic predispositions/temperament
- ❑ Parent mental health problems/diagnoses
- ❑ Parent medical problems
- ❑ Family of origin issues
- ❑ Most tricky situations when exploring this factor?
  - ❑ Defensiveness about personal contributions
  - ❑ Lack of insight?

# Situational Consequences

---

- ❑ Children misbehave to gain positive consequences
- ❑ Children misbehave to escape from unpleasant events or activities

# Situational Consequences

---

- ❑ Can help to ask parents about “Top 3 Situations” where they have problems during the week
  - ❑ E.g., morning transition to school, bed time, dinner, when certain combinations of family are around, etc.
  - ❑ Then you can use those to think about what consequences the youth is gaining or what they are escaping in those scenarios
- ❑ Most tricky situations when exploring this factor?
  - ❑ Helping them identify discrete scenarios that are the hardest/easiest
  - ❑ Others?

# Family Stress Events

---

- Why?

- Disrupt parenting
- Alter parent perceptions of the child
- Direct impact on the child's emotional well-being

- Examples

- Marital discord
- Financial problems
- Extended family problems

# Family Stress Events

---

- Most tricky situations when exploring this factor?
  - Like hatching and then “chasing 100 billion chickens”



# Other Points in Psychoeducation

---

- Emphasize family strengths
  - Can do this within discussion of each factor
- Emphasize parental efforts
- Describe rationale for focus on parenting
  - “You are the most important person in your child’s life.”

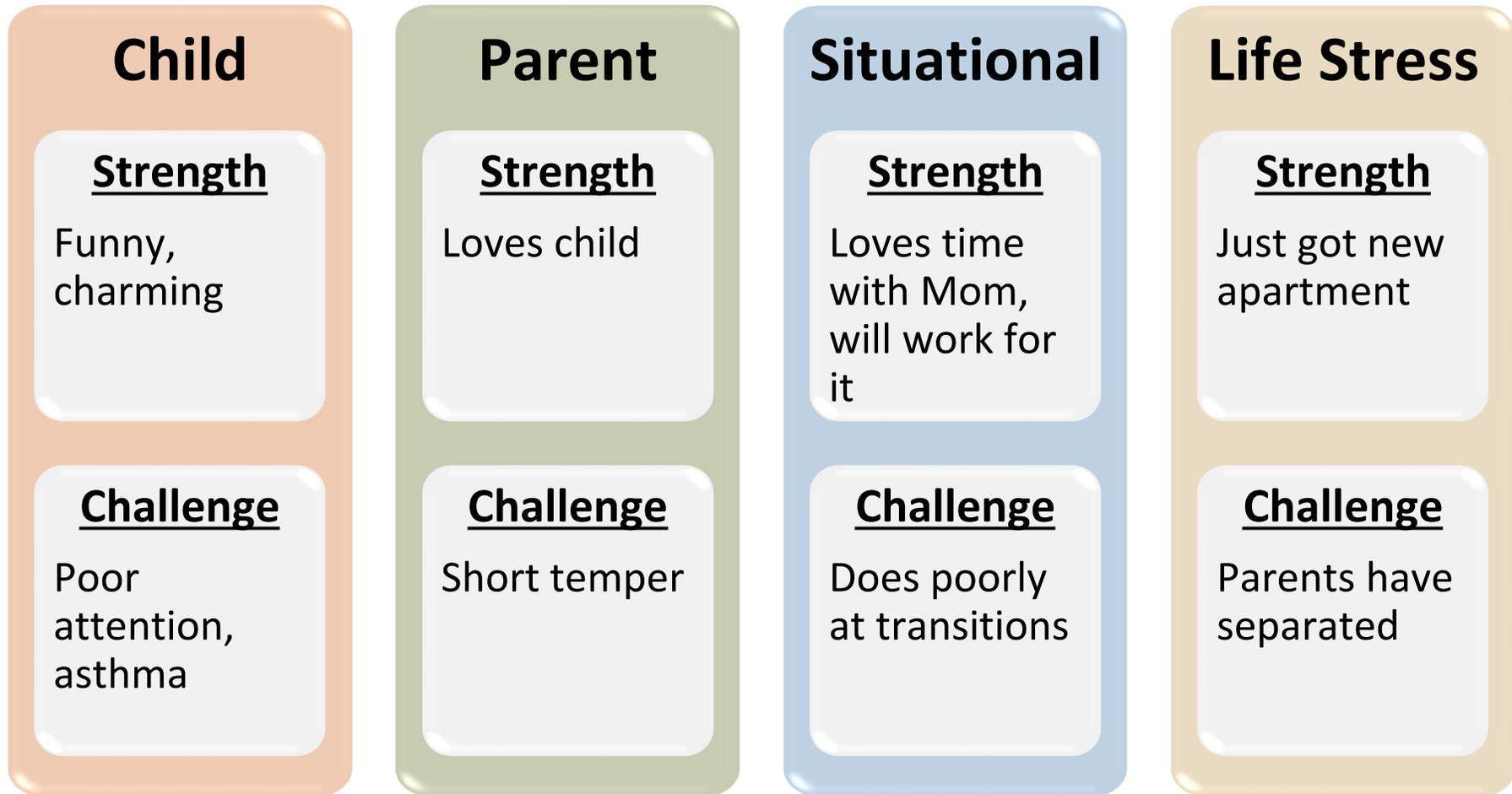
# Psychoeducation Group Exercise

---

- ❑ Use a child you know with disruptive behavior
- ❑ List one strength and one challenge that the youth has within each factor
  - ❑ Child
  - ❑ Parent
  - ❑ Situations
  - ❑ Family stress
- ❑ As a group, think of some Socratic questions you might ask to generate these items in the factors

# Four Factor Model

---



## Child

- What does your child do well?
- What do you like about your child?
- What was he like as a baby?
- How is he different from your other kids?

## Parent

- What is your best quality as a parent?
- What is one thing about yourself that challenges you as a parent?
- How does your job outside the home affect your job as a mom?

## Situational

- What are the best case scenarios for your child?
- What things are rewarding to your child?
- What situations are hardest for him? What about it is hard?

## Life Stress

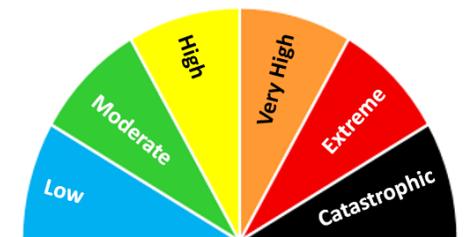
- What good things have happened to your family lately?
- Have you had any problems with health or finances in your family?

# Revisiting Challenge by Choice

---

- Anyone want to adjust their zone?
  - Role play as therapist in front of room
  - Role play with a co-therapist in front of room
  - Role play as therapist in table role play
  - Role play as co-therapist in table role play
  - Role play as therapist in dyad role play
  - Observe role play

## YOUR DANGER RATING



# Psychoeducation Model/Role-Play

---

- 35-year-old parent of 4, including identified client
  - Fred, a 7-year-old male who is noncompliant at home and at school
  - Curses and can be disrespectful at home (not at school)
- Our task
  - Present each factor of the Four Factor Model
  - Attempt to identify a strength and challenge related to each factor

# Learning Record Update

---

# MAP Therapist Portfolio

## Direct Service Learning Record

Check off:

	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Psychoed: Disruptive- Caregiver	✓	✓	✓			

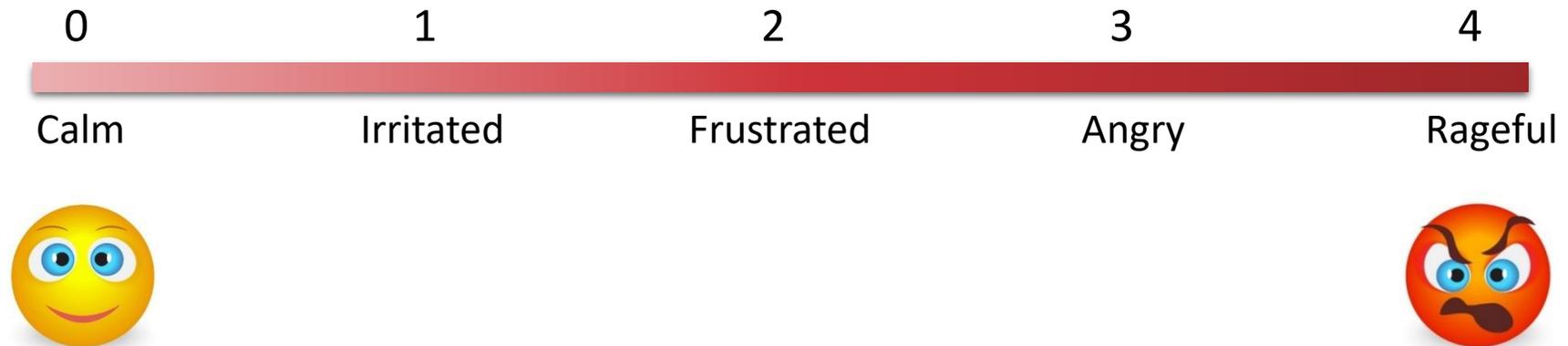
### DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

# Self-Monitoring and Monitoring

---

Circle the highest and lowest for today:



# Monitoring Essentials

---

## Identify Target

- What will be measured?
- Be clear about how you define it

## Establish Rating Scale

- Develop a rating scale
- Ensure user comprehends the full range of the scale

## Develop Recording Procedure

- *What* will be recorded?
- *When* will it will be observed?
- *How often* will recording happen?

# Types of Behavioral Recording

---

**Frequency**

How many times a behavior occurs within a specific period

**Duration**

How long a behavior occurs

**Interval**

Presence of a behavior in a series of equal time intervals

**Qualitative**

Quality of a behavior (e.g., intensity of behavior)

# Ideas for Monitoring Disruptive Behavior

---

- ❑ Caregiver or staff ratings
  - ❑ Number of specific problematic behaviors (or their positive opposites)
  - ❑ Time spent “trouble-free” (half-hour, hour, shift, half school day, etc.)
- ❑ Youth monitoring
  - ❑ Severity of anger (ideally, at multiple times per day)
  - ❑ Track number of times managed to avoid a problematic response
  - ❑ Monitor other behaviors or feelings that lead to problematic responses (e.g., sadness, memories of trauma)
- ❑ Positive vs. negative monitoring
  - ❑ Some theorists believe that measuring in the positive can help parents attend to progress and positive aspects of their child rather than focusing on the negative, which may be their current perspective

# Ideas for Monitoring Disruptive Behavior

---

- Positive vs. negative monitoring
  - Some theorists believe that measuring in the positive can help parents attend to progress and positive aspects of their child rather than focusing on the negative, which may be their current perspective

# Identifying Target Behavior: Example 1

---

## Anger outburst

# Identifying Target Behavior: Example 2

---

**Anger outburst**

Yelling

---

Slamming doors

---

Throwing objects

---

# Identifying Target Behavior: Example 3



---

**Anger outburst**

Yelling

+

**Lasting at least  
1 minute**

---

Slamming doors

---

Throwing objects

---

# Recording Form Types

1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Anger Outburst		✓		✓			✓

# Recording Form Types

1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Anger Outburst		✓		✓			✓

2

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Compliance	😊		😊		😊	😊	

# Recording Form Types

1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Anger Outburst		✓		✓			✓

2

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Compliance	😊		😊		😊	😊	

3

Day	Situation	Command	Jack's Response	Mom's Response/ Final Outcome
Monday	Calling friend	Put away clothes	Put away 1 shirt	Praise; Jack then put away more clothes
Tuesday	Playing game	Do homework	Ignored, kept playing	Mom unplugged game; Jack did homework
Wednesday	Watching t.v.	Take out trash	Yelled "shut up!"	Mom yelled; Jack did not take out trash

# Monitoring Exercise

---

- ❑ In the Notes page of your Clinical Dashboard, write down three recent treatment goals related to disruptive behavior
- ❑ Translate each into a method of monitoring (think of the Data-Progress tab)
- ❑ Example:
  - ❑ Goal: Client will reduce number of tantrums from 7x to 1x per day
  - ❑ Dashboard measure: Average # tantrums/day this week
    - Parent report, using a frequency chart that they keep on fridge

# Learning Record Update

---

# MAP Therapist Portfolio

## Direct Service Learning Record

Check off:

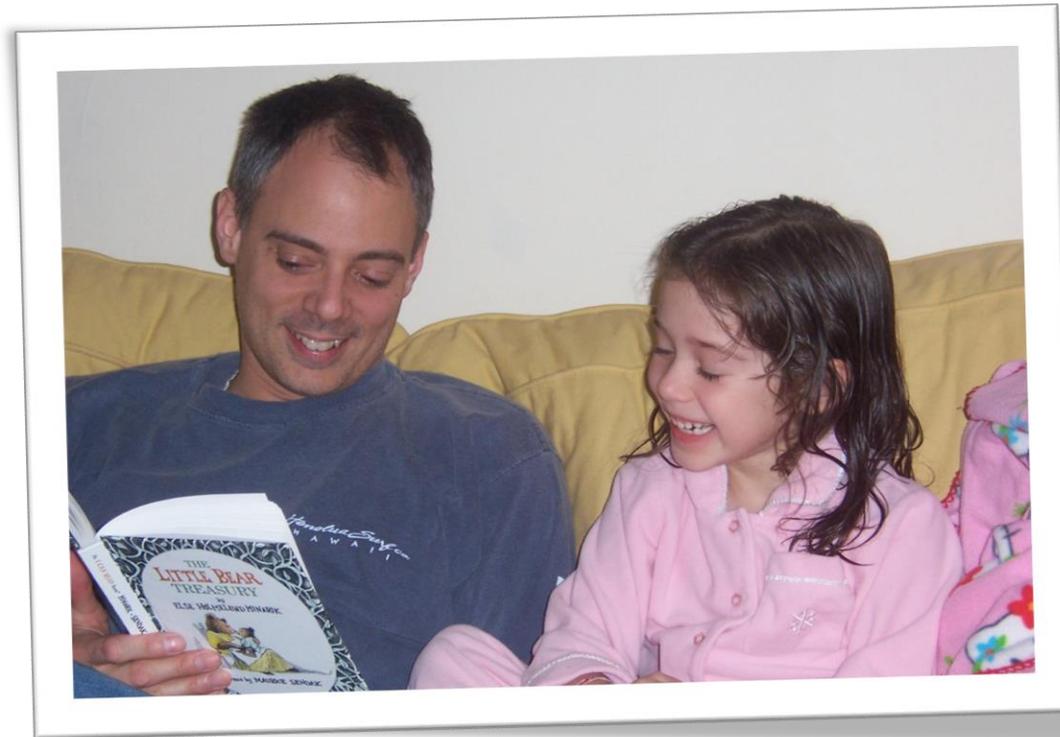
	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Monitoring	✓	✓	✓			

### DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

# Attending

---



# Why Attending?

---

- We feel better and work harder when we are praised
  - Good/bad manager example
- Desirable behavior increase; undesirable behavior decrease
- Strengthens youth's relationship with that adult
- Improves youth's self-image

# Attending Goals

---

- ❑ Improve quality of caregiver's attention
- ❑ Improve caregiver-youth relationship through play or age-appropriate activity
- ❑ Teach caregivers to attend to positive youth behaviors and ignore mildly negative behaviors

# Attending Discussion

---

- What variations in attending have you seen at other trainings?
- What to do with older youths?

# Attending Strategies

---

Describe

?

# Attending Strategies

---

Describe

Praise

“You put a red  
block in the  
bucket.”

?

# Attending Strategies

---

Describe

Praise

Reflect

“You put a red block in the bucket.”

“You did a great job putting all the blocks in the bucket!”

?

# Attending Strategies

---

**Describe**

“You put a red block in the bucket.”

**Praise**

“You did a great job putting all the blocks in the bucket!”

**Reflect**

“I am going to put a red block in the bucket just like you!”

# Attending: What NOT To Do

---

Question

Command

Criticize

“What are you building?”

“Put the Lego man over here.”

“That’s not how it goes!”

# Learning Record Update

---

# MAP Therapist Portfolio

## Direct Service Learning Record

Check off:

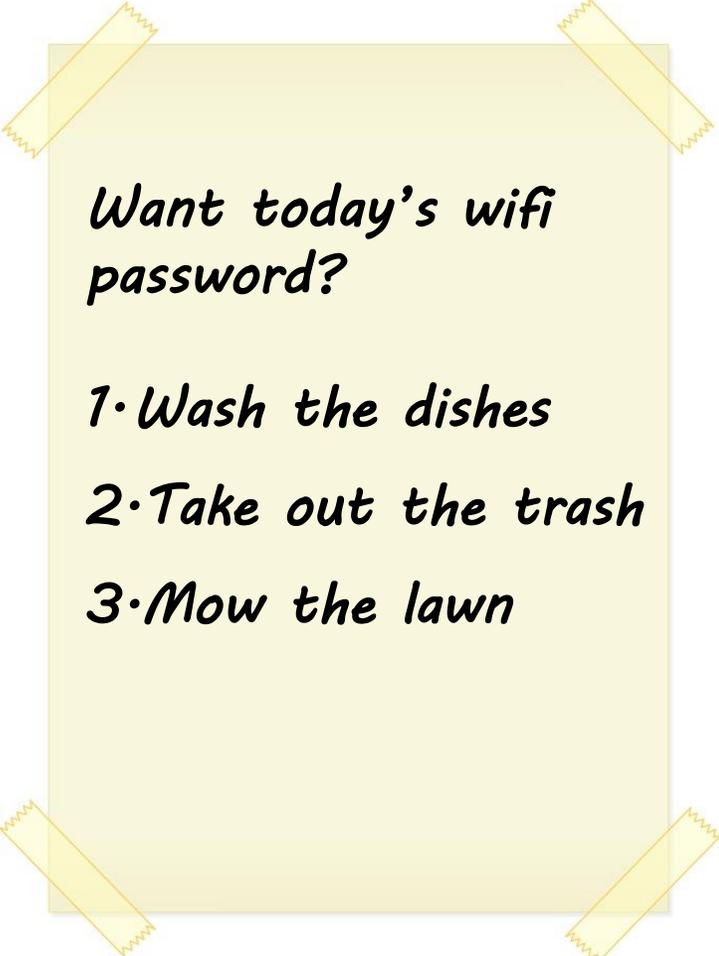
	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Attending	✓		✓			

### DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

# Rewards

---



*Want today's wifi password?*

*1. Wash the dishes*

*2. Take out the trash*

*3. Mow the lawn*

# Rewards Essentials

---

## Identify Rewards

- Identify desired behaviors and rewards
- Establish a “rewards menu” and schedule
- Deliver rewards

# How to Reward

---

- Selection of behaviors to increase
  - Specific
  - Positive
  - Start easy, increase difficulty over time
  - Pick manageable number of behaviors

# Rewards Strategies

---

**Primary Rewards**

**Intermediate  
Rewards**

# Rewards Strategies

---

## Primary Rewards

Rewards that the youth enjoys directly (e.g., screen time, special snack or dessert)

## Intermediate Rewards

Tokens, stickers, points that can be exchanged for primary rewards in the future

# Rewards Essentials

---

## Identify Rewards

- Identify desired behaviors and rewards
- Establish a “rewards menu” and schedule
- Deliver rewards

## What To Do

- Be specific
- Be prompt
- Be consistent

# Rewards Essentials

## Identify Rewards

- Identify desired behaviors and rewards
- Establish a “rewards menu” and schedule
- Deliver rewards

## What To Do

- Be specific
- Be prompt
- Be consistent

## What Not To Do

- Be general
- Be delayed
- Be inconsistent

# Response Cost

---



# Response Cost Steps

---

- Step 1: Identify specific unwanted behaviors



# Response Cost Steps

---

- Step 2: Set up a Reward System that includes specific penalties for unwanted behavior

Chores	Points	Mon	Tues	Weds	Thurs	Fri	Sat	Sun	Total
Take out trash	+2								
Clean dishes	+2								
Tidy toys	+3								
Hit dog	-3								
Yell at Dad	-2								

# Response Cost Steps

- Step 2: Set up a Reward System that includes specific penalties for unwanted behavior

Chores	Points	Mon	Tues	Weds	Thurs	Fri	Sat	Sun	Total
Take out trash	+2								
Clean dishes	+2								
Tidy toys	+3								
Hit dog	-3								
Yell at Dad	-2								

# Response Cost Steps

---

- Step 3: Implement penalties immediately and consistently following the unwanted behavior



Chores	Points
Take out trash	+2
Clean dishes	+2
Tidy toys	+3
Hit dog	-3
Yell at Dad	-2

# The Costs of Response Cost

---

- The risk of a kid “falling through the floor?”
  - Do not use in haste or anger
    - Response cost must be pre-programmed!
  - Catch yourself before the fall
    - Make sure system is rich enough that kid has a wealth of opportunities to earn points all day long
    - More immediate rewards may be needed
    - “Clean slate”
      - Avoid having the kid dig out of a huge hole

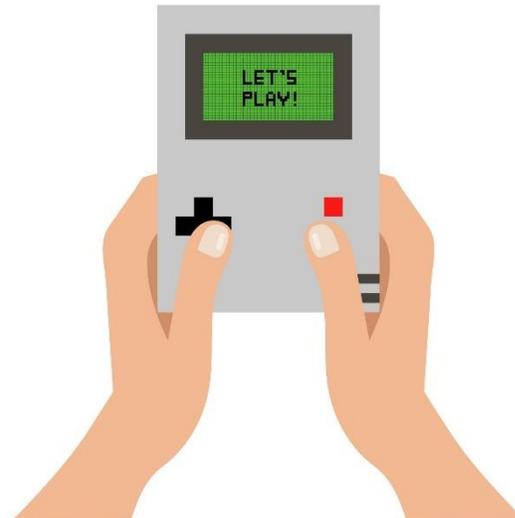
# Activity: Fix the Reward Contract

---

# Reward Plan 1

---

- If you clean up the house, I won't take away your Gameboy.



# Reward Plan 2

---

- ❑ Goal: Politeness at the dinner table
- ❑ Earn 1 point for each dinner with polite behavior
- ❑ You will earn a pony for each 3 points



# Reward Plan 3

---

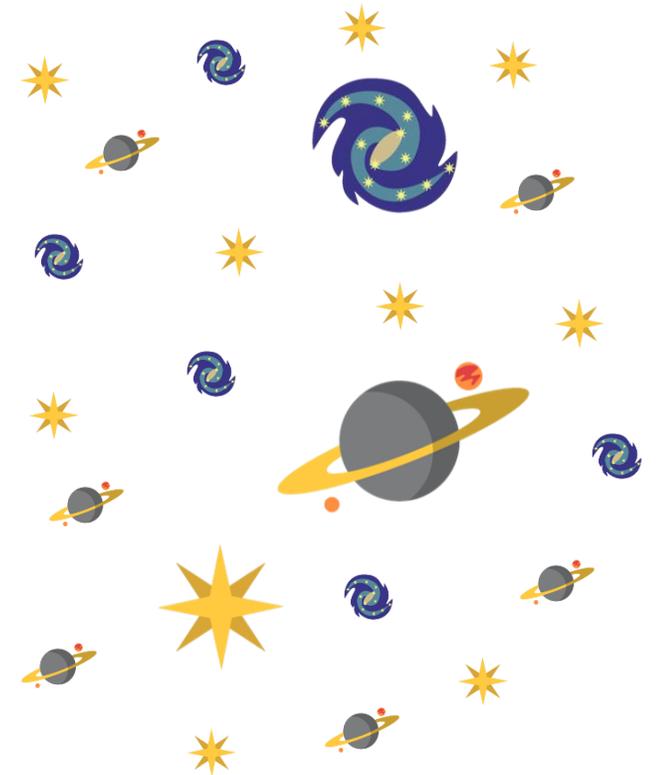
- ❑ Goal: No detentions at school
- ❑ Earn 1 point for each day without a detention
- ❑ When you have earned 200 points, you will get \$1



# Reward Plan 4

---

- Goal: Set table before dinner=plates, forks, spoons, knives, glasses for drinks
  - Earn 1 point for each time you do this
  - For every 5 points, you earn a star sticker
  - For every 5 stars, you earn a planet sticker
  - For every 5 planets, you earn a galaxy sticker
  - For every 5 galaxies, you earn a star sticker



# Learning Record Update

---

# MAP Therapist Portfolio

## Direct Service Learning Record

Check off:

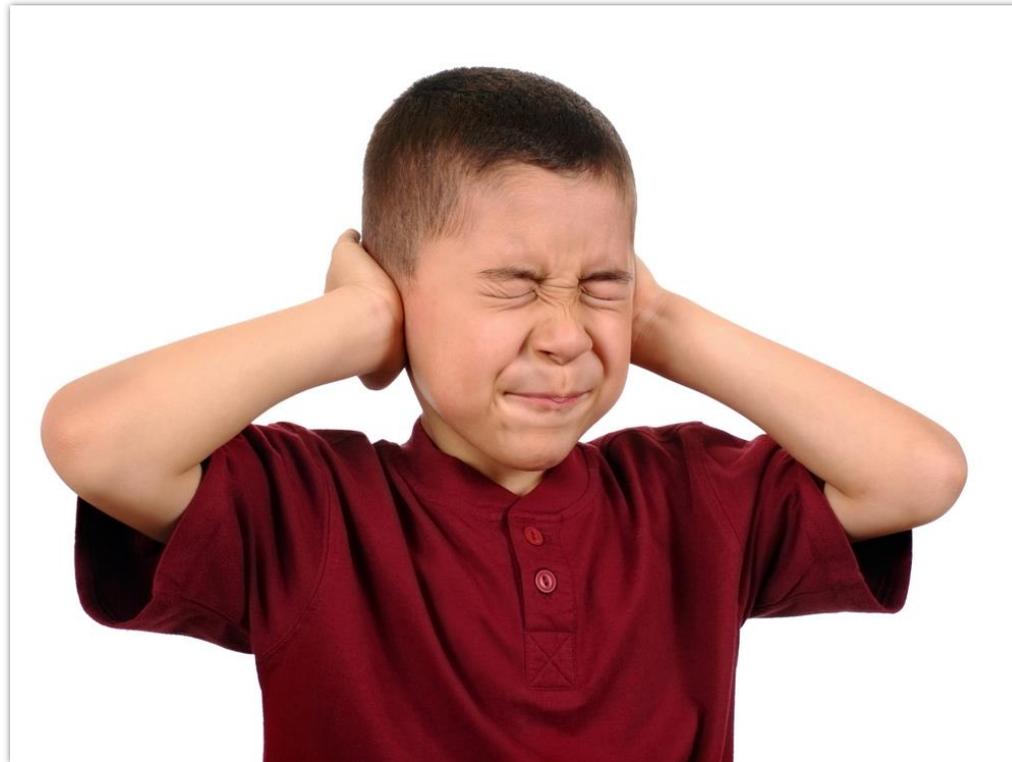
	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Rewards	✓	✓	✓			
Response Cost	✓		✓			

### DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

# Commands or Effective Instructions

---



# Activity: The “Don’t” Game

---

# The “Don’t...” Game

---

- Two volunteers please!



# Why Teach Effective Instructions?

---

- ❑ Commands are common
- ❑ Unclear commands reduce chance of compliance
- ❑ Unfair to discipline child if command was unclear

# Effective Instructions Essentials

---

- Minimize distractions
- Get the youth's attention

# Effective Instructions Essentials

---

## Set the Stage

- Minimize distractions
- Get the youth's attention

# Effective Instructions Essentials

---

## Set the Stage

- Minimize distractions
- Get the youth's attention

- Use a calm, firm tone of voice
- Keep the instruction clear and simple
- Provide one instruction at a time

# Effective Instructions Essentials

---

## Set the Stage

- Minimize distractions
- Get the youth's attention

## Provide Instruction

- Use a calm, firm tone of voice
- Keep the instruction clear and simple
- Provide one instruction at a time

# Types of Ineffective Commands

---

- ❑ Chain
- ❑ Interrupted
- ❑ Repeated
- ❑ Vague
- ❑ Question
- ❑ “Let’s...”
- ❑ “You need...”



# Effective Instructions Essentials

---

## Set the Stage

- Minimize distractions
- Get the youth's attention

## Provide Instruction

- Use a calm, firm tone of voice
- Keep the instruction clear and simple
- Provide one instruction at a time

- Have youth repeat back instruction
- Provide time for compliance
- Follow through on what you say

# Effective Instructions Essentials

---

## Set the Stage

- Minimize distractions
- Get the youth's attention

## Provide Instruction

- Use a calm, firm tone of voice
- Keep the instruction clear and simple
- Provide one instruction at a time

## Follow Up

- Have youth repeat back instruction
- Provide time for compliance
- Follow through on what you say

# The “Don’t...” Game (Revisited)

---

- Now try it again with effective commands!
  - Be simple, clear, and specific
  - One command at a time
  - Avoid explanations (give before instruction)
  - Command is a statement, not question
  - Be sure child is paying attention
  - Use neutral tone of voice
  - Be sure to mean it
  - State consequences
  - Provide time
  - Provide contingency

# Learning Record Update

---

# MAP Therapist Portfolio

## Direct Service Learning Record

Check off:

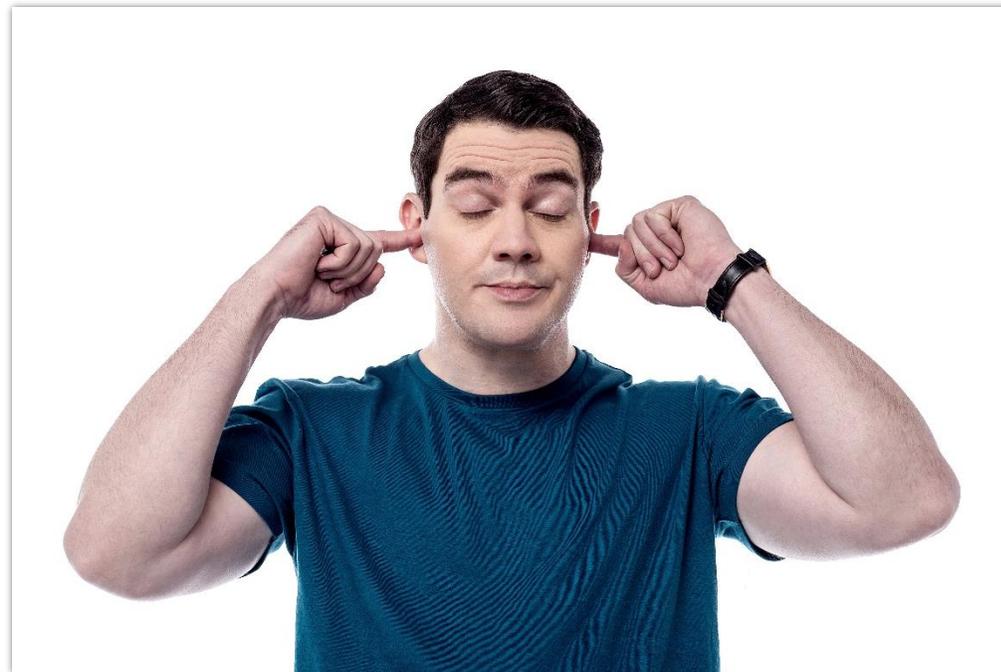
	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Commands	✓	✓	✓			

### DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

# Active Ignoring or Differential Reinforcement

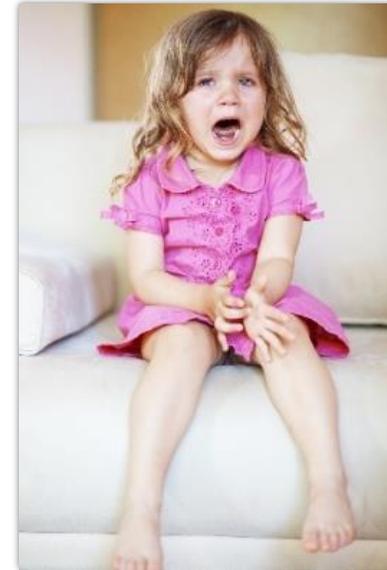
---



# What is Active Ignoring?

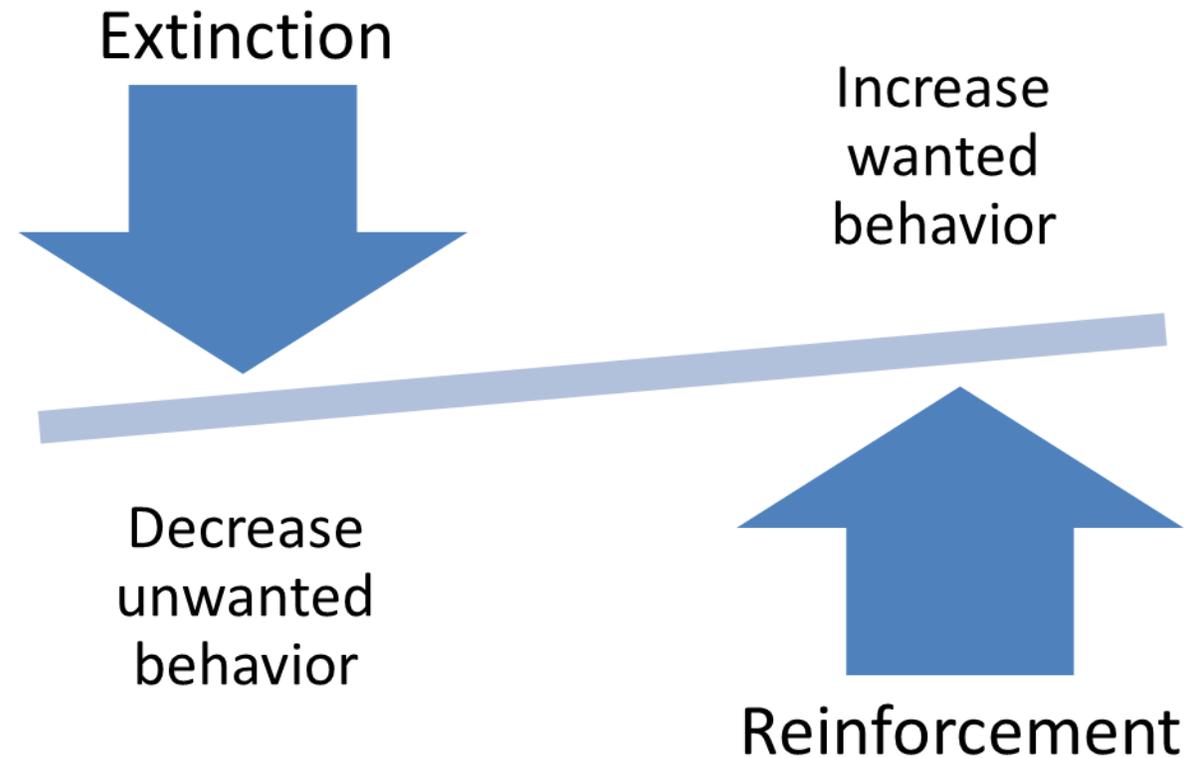
---

- Turning attention
  - From minor unwanted behaviors
    - Whining
    - Crying
    - Nagging/badgering
  - To more appropriate behaviors



# Differential Reinforcement

---



# Active Ignoring Essentials

---

## Identify Behavior

- Best for minor unwanted behaviors

# Active Ignoring Essentials

---

## Identify Behavior

- Best for minor unwanted behaviors

## Ignore Unwanted Behavior

- Consistently avoid engaging with the youth while behavior continues

# How to Ignore

---

- ❑ Consistently turn attention away from unwanted behavior
- ❑ Ignoring means no
  - ❑ Eye contact
  - ❑ Talking
  - ❑ Gesturing
  - ❑ Facial expressions
  - ❑ Physical contact
- ❑ Expect the extinction burst



# Extinction Burst

---

- What is it?
  - Things may get worse before they get better
  - If things get worse, it is working
    - You are doing it right!
- Discuss strategies to address the extinction burst



# Active Ignoring Essentials

---

## Identify Behavior

- Best for minor unwanted behaviors

## Ignore Unwanted Behavior

- Consistently avoid engaging with the youth while behavior continues

## Attend to Appropriate Behavior

- Give attention/praise as soon as the youth is engaging in appropriate behavior

# Learning Record Update

---

# MAP Therapist Portfolio

## Direct Service Learning Record

Check off:

	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Active Ignoring	✓	✓	✓			

### DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

# Time Out

---



# Time Out Essentials

---

## Setting the Stage

- Pick 1-3 target disruptive behaviors that will result in time out
- Pick a boring location free of distractions

# Time Out Essentials

---

## Setting the Stage

- Pick 1-3 target disruptive behaviors that will result in time out
- Pick a boring location free of distractions

## During Time Out

- Be clear and use few words
- Set an alarm
- Ignore all but serious disruptive behavior

# Time Out Essentials

---

## Setting the Stage

- Pick 1-3 target disruptive behaviors that will result in time out
- Pick a boring location free of distractions

## During Time Out

- Be clear and use few words
- Set an alarm
- Ignore all but serious disruptive behavior

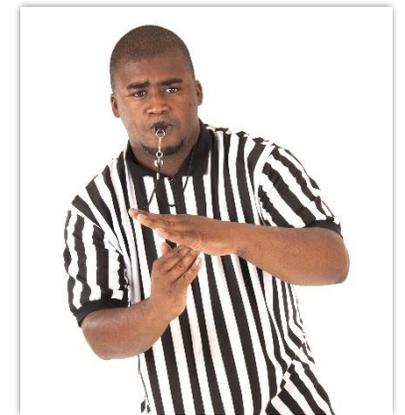
## Ending Time Out

- Remind the youth of the broken rule
- Allow the youth to return to play

# Time Out vs. Relaxation (Side Bar)

---

- A time out is a total removal of all reinforcement
- When someone is upset but not misbehaving, they can take a “cool down”
  - More akin to relaxation though some will say, “I need a time out.”
  - Sports metaphor:
    - Coach calling time out vs. player put in penalty box



# Effective Time Out

---



You just used a bad word.  
Now you have a time out.  
Go to the time out chair  
and stay until I tell you  
that you can get up.

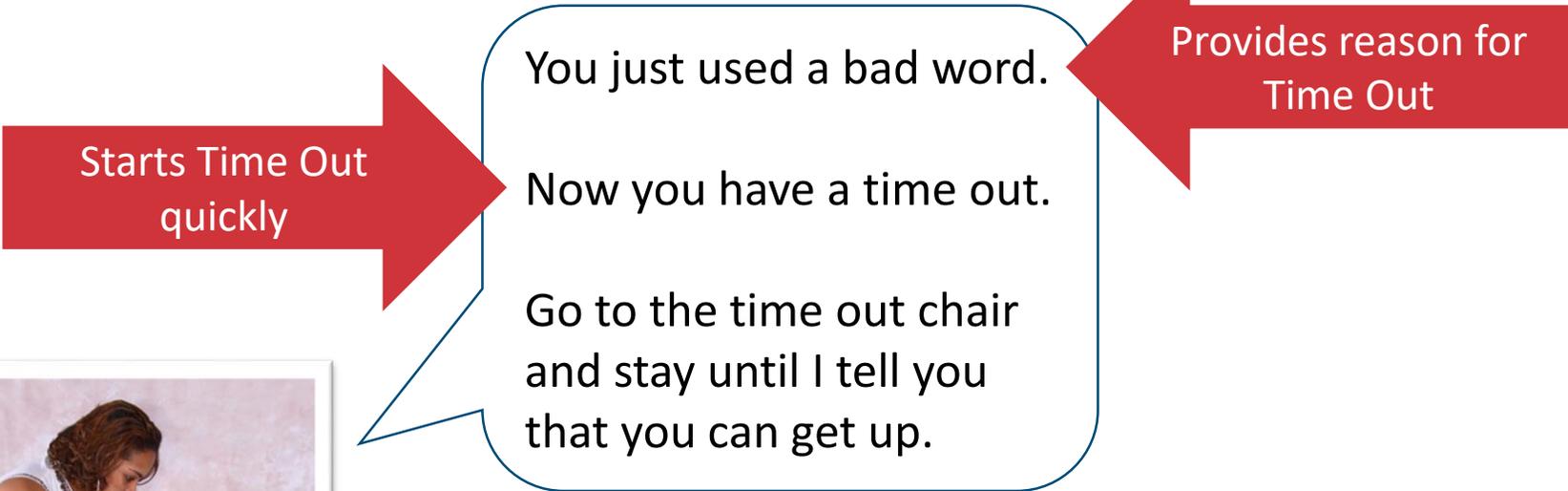
# Effective Time Out



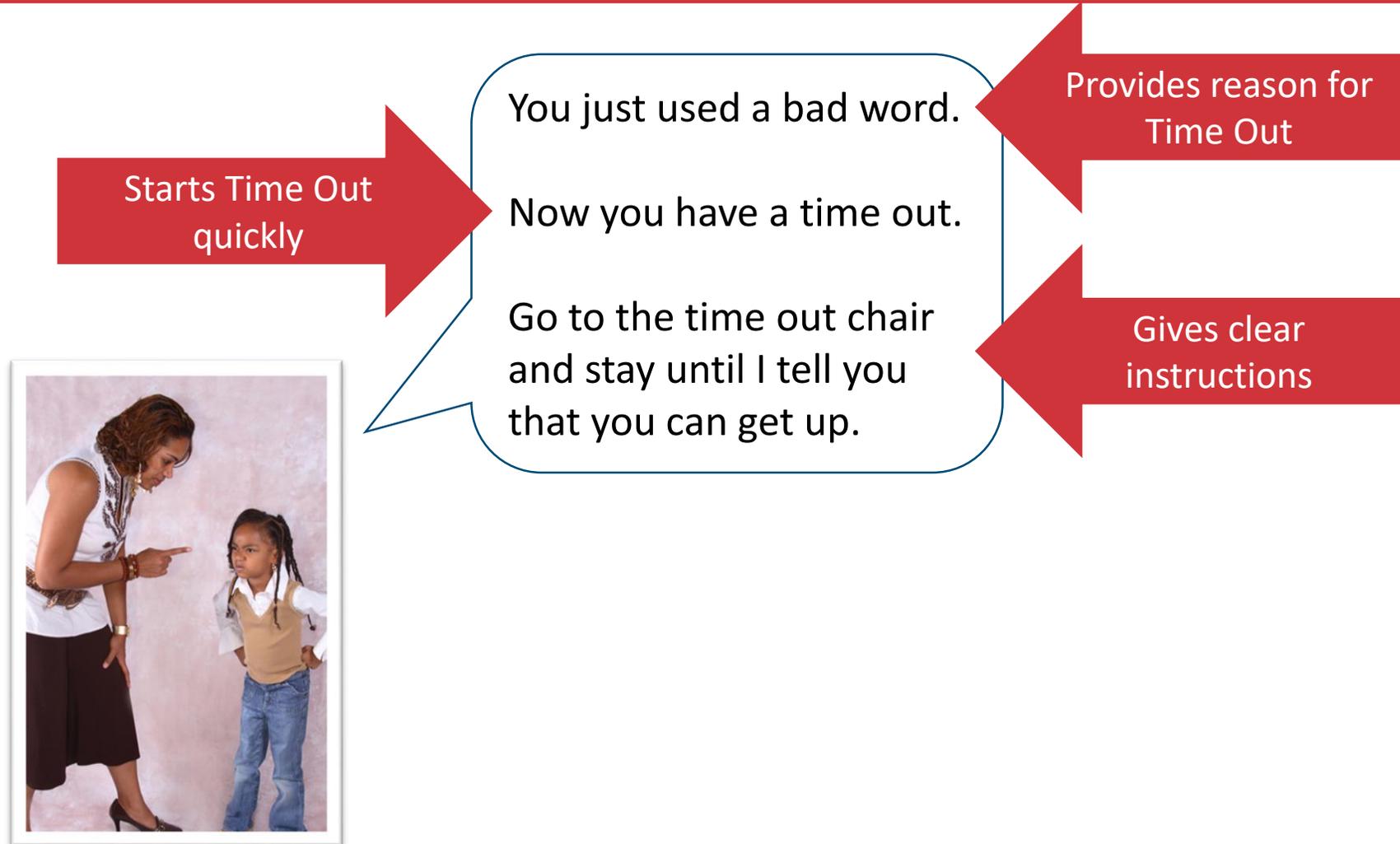
You just used a bad word.  
Now you have a time out.  
Go to the time out chair  
and stay until I tell you  
that you can get up.

Provides reason for  
Time Out

# Effective Time Out



# Effective Time Out



# Escape from Time Out

---

- ❑ One 'lifetime' warning is given
- ❑ Options for back-up consequences
  - ❑ Remove privileges
  - ❑ Move child to more isolated place
  - ❑ Remove points from token system
  - ❑ Extend time out time
  - ❑ Total reward shutdown
    - No opportunity to earn or cash in rewards until Time Out is served



# Learning Record Update

---

# MAP Therapist Portfolio

## Direct Service Learning Record

Check off:

	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Time Out	✓		✓			

### DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

# Communication Skills

---



# Objectives of Communication Skills

---

- ❑ To improve communication among family members
  - ❑ Help them talk about needs
  - ❑ Help them get along better
- ❑ To help family members problem-solve about needs
  - ❑ Specific skills: I-statements, active listening
- ❑ Skills honed through practice using communication topic hierarchy



# Step 1: Create Communication Hierarchy

---

- Generate list of topics for family members to discuss
  - Ground rules:
    - Anyone can suggest a topic (taking turns can help)
    - No discussion of topic during brainstorming (similar rule to problem solving!)
    - Therapist may reframe/summarize topic areas as necessary

# Step 2: Intent Impact Model

---

- Speaker has an intended message
- Message has an impact on the listener
- Message is affected by both sides of filter between speaker and listener
- What things affect our filters?
  - Mood, events of day, etc.

**GOAL: INTENT = IMPACT**

# Step 3: Bolster Skills on Both Ends

---

## FOR THE SPEAKER

- ❑ Be brief
- ❑ Be clear – make the message focused on one thing
- ❑ Be “filter-free” – avoid mixing in bad feelings about other things into the message, either by adding “mean” words or non-verbals
- ❑ Use of “I” statements helps
- ❑ Emphasize importance of verbal and nonverbal aspects of the message
- ❑ Practice helps make the skill clear

## FOR THE LISTENER

- ❑ Active listening skills:
  - ❑ Nonverbal (eye contact, nodding, avoid negatives)
  - ❑ Verbal (say as little as possible until speaker is done)
- ❑ Check-in:
  - ❑ The check-in involves two parts: summary and assessment
- ❑ The listener’s role:
  - ❑ Summarize *what* the speaker said (content) and *how* the speaker feels about it
- ❑ Practice helps make the skill clear

# Step 4: Practice!

---

- Start with easy topics to get the skills down
  - Training wheels!
- Work through hierarchy
  - Like Exposure, start low and go slow
- Take ratings
  - Upset/anger rating
  - “How well s/he heard me” rating
- Assign topics from hierarchy as homework when family is ready

# Model: Communication Skills

---

- ❑ Patricia and her daughter Kim often conflict over Kim's boyfriends and career choices and Patricia's blooming interest in boyfriends and career choices
- ❑ Our tasks
  - ❑ Generate 6 topics for a hierarchy
  - ❑ 3 from mother, 3 from daughter
  - ❑ Get ratings on each topic and generate family hierarchy

# Small Group Role Play: Communication Skills

---

- Tanya, a 16-year-old African-American female
  - Gets into many fights at school
  - Many disagreements with father about in-home discipline
  - Father and client are attending session
- Your task
  - Generate a communication hierarchy with the family
    - Identify 6 topics (3 per person) – generation rather than evaluation
    - Get individual ratings for each topic
    - Order topics according to rankings – higher rating trumps

# Learning Record Update

---

# MAP Therapist Portfolio

## Direct Service Learning Record

Check off:

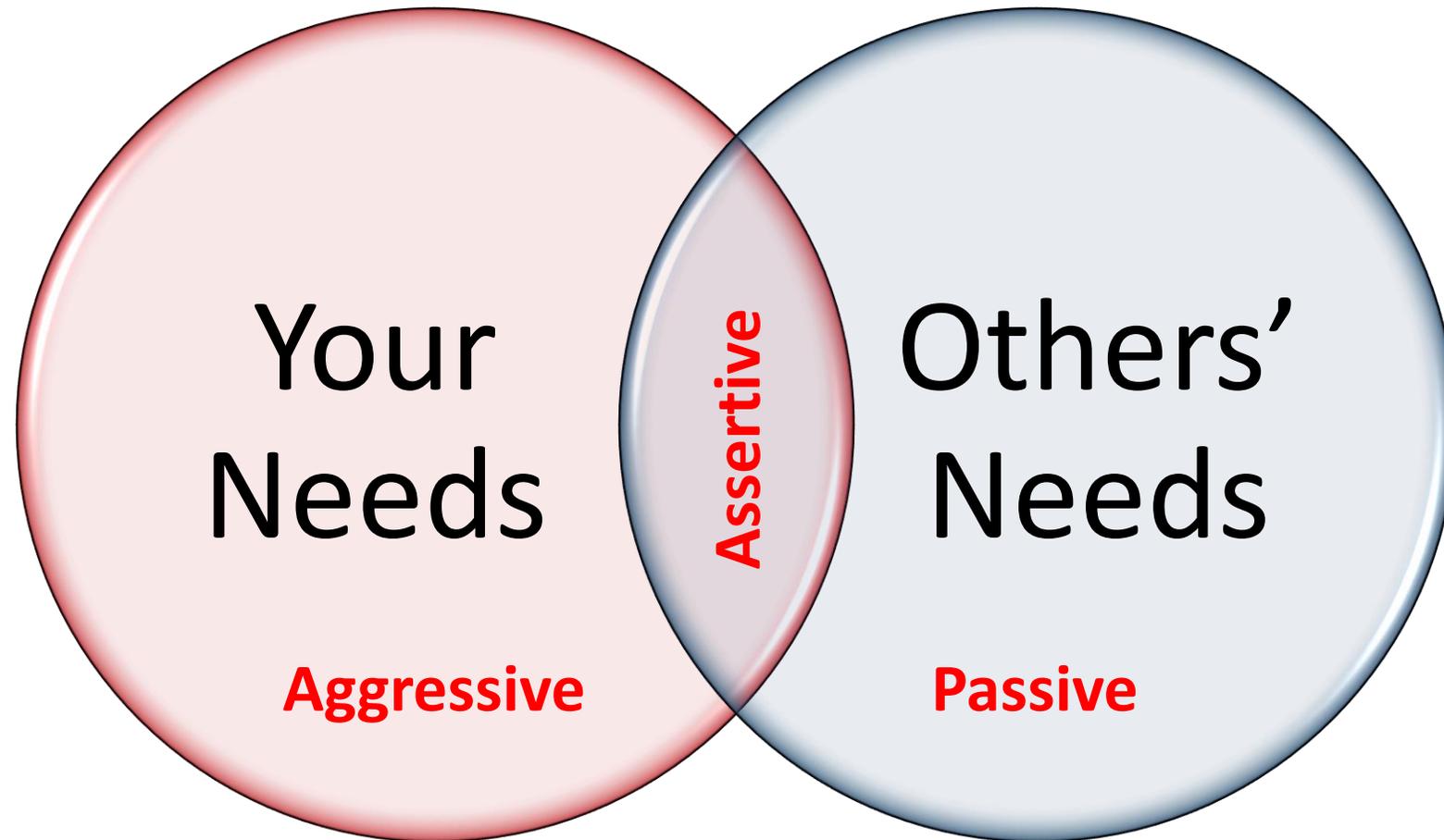
	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Comm Skills: Advanced	✓	✓	✓			

### DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

# Assertiveness Training

---



# Types of Interaction Styles

---



# Introduction to Assertiveness Skills

---

- Personal rights
  - What are our rights?
  - What are the rights of others?

# Identify Cues and Delay Response

---

- ❑ Tough situations
  - ❑ When is it hard for me to be assertive?
  - ❑ What are my internal cues in those situations
- ❑ How to delay response—how to think before acting
  - ❑ Ignoring the other person
  - ❑ Recite self-statements
  - ❑ Practice deep breathing
  - ❑ Mental rehearsal of a good response

# General Assertiveness Strategies

---

- ❑ Start the conversation early
- ❑ Be mindful of nonverbal language, tone of voice
- ❑ Avoid personal attacks
- ❑ Focus on your own perspective
- ❑ Take a break when caught off guard

# Types of Assertiveness Strategies

---

Broken  
Record

?

Empathy  
Assertion

?

Escalating  
Assertion

?

Fogging

?

# Types of Assertiveness Strategies

---

Broken  
Record

“No thanks, I  
don’t want a  
hug from you.”

“I understand  
you mean well.  
I just don’t  
want a hug  
right now.”

Empathy  
Assertion

?

Escalating  
Assertion

?

Fogging

?

# Types of Assertiveness Strategies

---

Broken  
Record

“No thanks, I don’t want a hug from you.”

“I understand you mean well. I just don’t want a hug right now.”

Empathy  
Assertion

“I know you are busy but I could really use your help on this group project. I would like to schedule a time to work together.”

Escalating  
Assertion

?

Fogging

?

# Types of Assertiveness Strategies

---

## Broken Record

“No thanks, I don’t want a hug from you.”

“I understand you mean well. I just don’t want a hug right now.”

## Empathy Assertion

“I know you are busy but I could really use your help on this group project. I would like to schedule a time to work together.”

## Escalating Assertion

“If you don’t stop, I will tell the teacher.”

(Enact the consequence if needed)

## Fogging

?

# Types of Assertiveness Strategies

---

## Broken Record

“No thanks, I don’t want a hug from you.”

“I understand you mean well. I just don’t want a hug right now.”

## Empathy Assertion

“I know you are busy but I could really use your help on this group project. I would like to schedule a time to work together.”

## Escalating Assertion

“If you don’t stop, I will tell the teacher.”

(Enact the consequence if needed)

## Fogging

“The last time I smoked pot I gained like 10 pounds from the munchies. Never again! No thanks, dude.”

# Learning Record Update

---

# MAP Therapist Portfolio

## Direct Service Learning Record

Check off:

	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assertiveness	✓	✓	✓			

### DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

# Antecedent/Stimulus Control

---



# Overview

---

- ❑ Some situations are tough for most kids
- ❑ Making a plan in advance helps
- ❑ Let everyone know the plan

# Identify Tough Situations

---

- ❑ Transitions
- ❑ Down time
- ❑ Public places
- ❑ Bedtime
- ❑ Homework



# Make a Plan

---

- Establish rules for the situation
  - Be explicit (e.g., “Behave at the store” is not good enough)
- Communicate the rules (use index card?)
- Ensure the youth knows rules
- Establish and provide rewards (when earned)

# Remind Parent: Use Other Skills in the Plan

---

- Reinforcement/discipline
  - Attend/Praise
  - Reward plan
  - Commands
  - Ignoring
- Punishment
  - Response Cost
  - Time Out

# Learning Record Update

---

# MAP Therapist Portfolio

## Direct Service Learning Record

Check off:

	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Antecedent Stimulus Control	✓		✓			

### DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

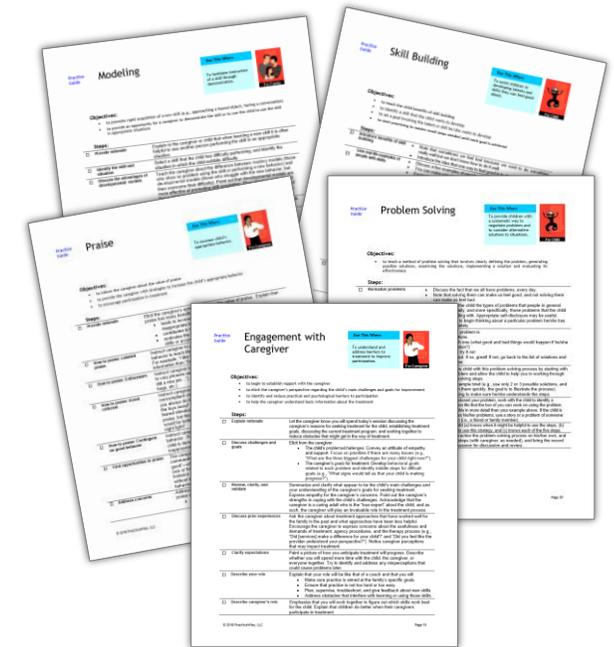
# Check Your Learning

---

- Go to your training event page
- Click on the Knowledge Tests link in the upper left corner
- Scroll down to Attending Multiple Choice **POST**-Test

# Related Practices

PWEBS	Practice Guide
Modeling	Modeling
Praise	Praise
Talent or Skill Building	Skill Building
Family Engagement	Engagement with Caregiver
Problem Solving	Problem Solving

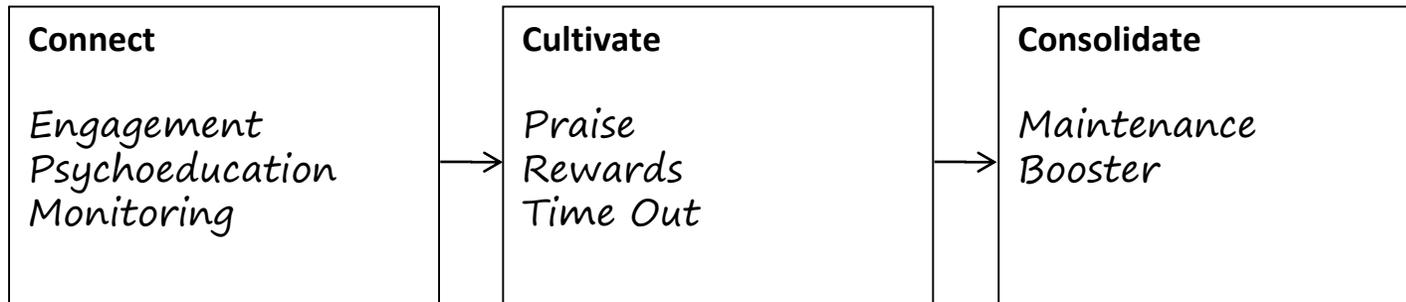


# Treatment Planner

## Focus

Target: Disruptive Behavior

Practices:



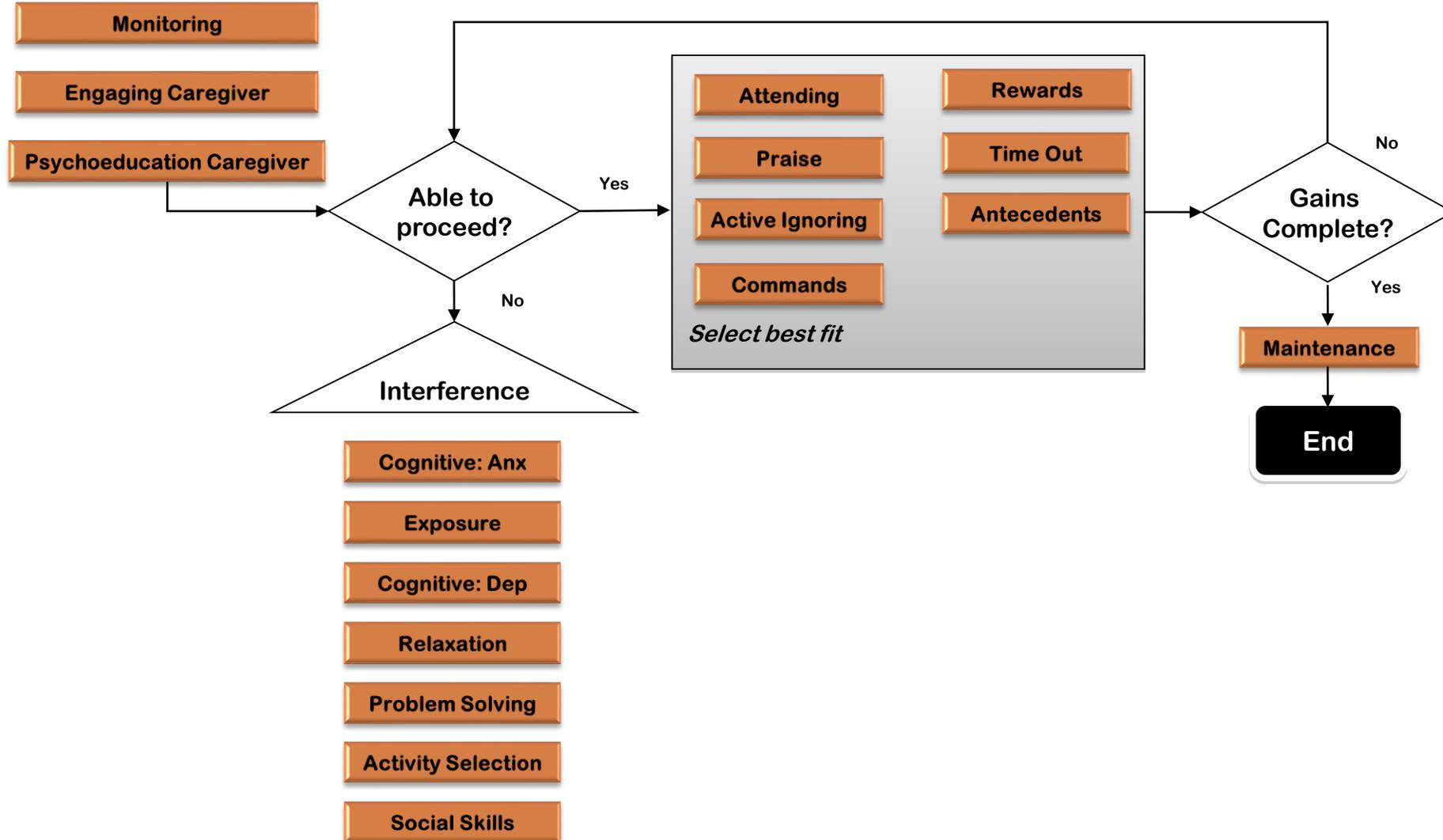
## Interference

Target(s): Depression, Anxiety

Practices: Depression: Activity Selection  
Problem Solving  
Anxiety: Exposure  
Cognitive: Anxiety

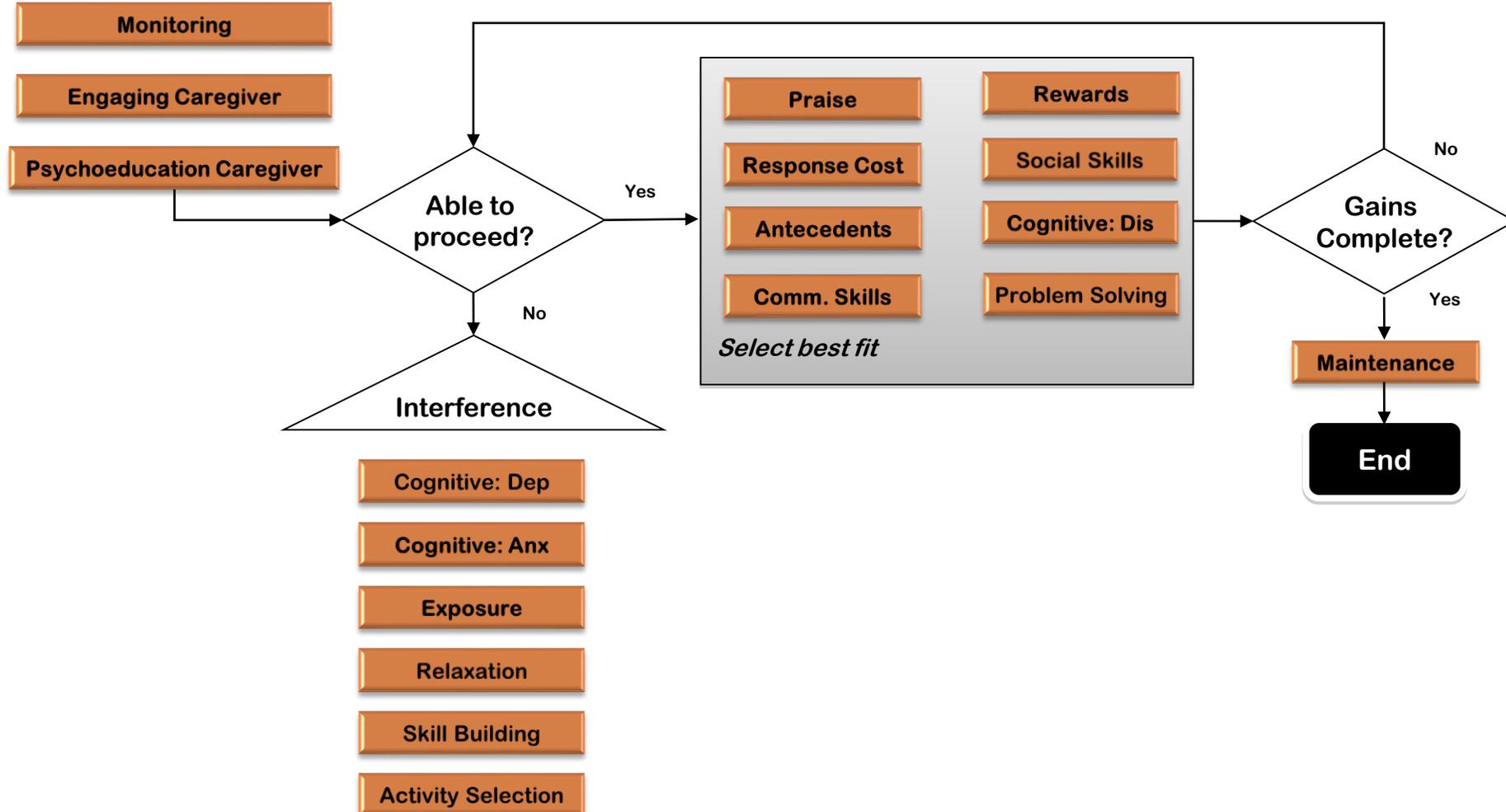
# Treatment Pathway: Disruptive – Younger Children

Process Guide



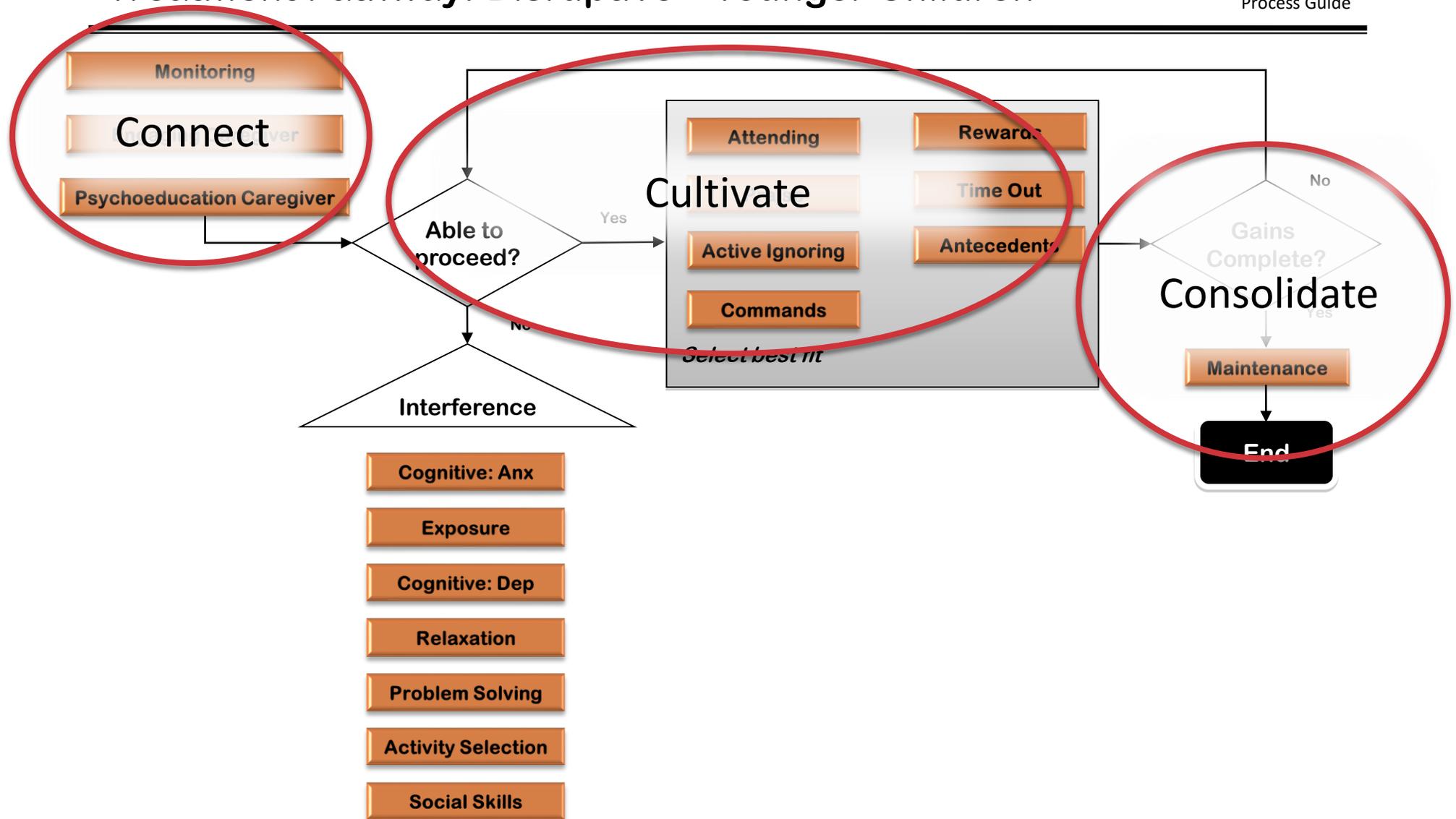
# Treatment Pathway: Disruptive – Older Children

Process Guide



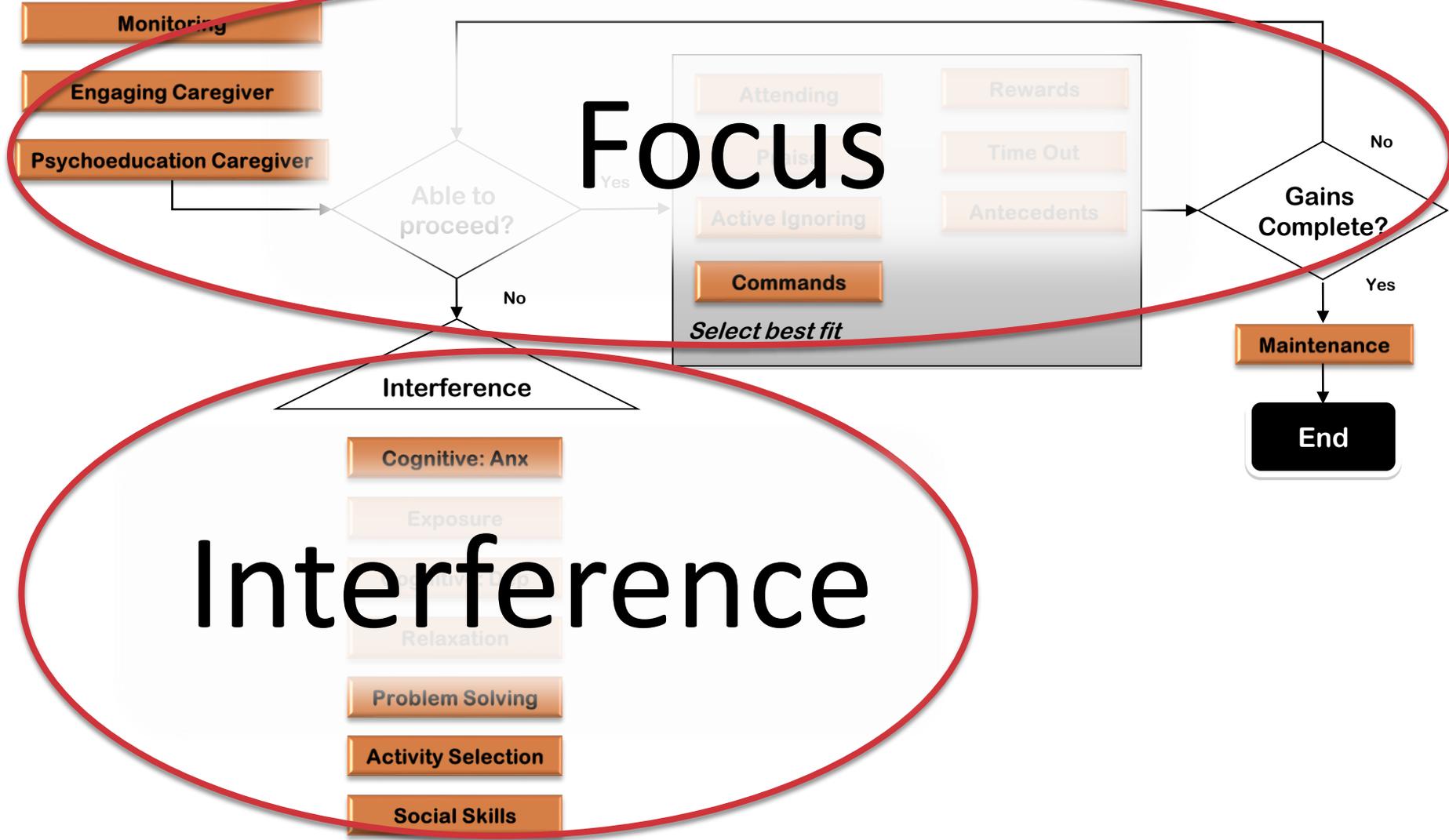
# Treatment Pathway: Disruptive – Younger Children

Process Guide



# Treatment Pathway: Disruptive – Younger Children

Process Guide



# Ready to Build Your Own Treatment Pathway?

---

1. Pick a particular group of kids with disruptive behavior
  - A certain ethnicity, age range, etc.
  - E.g, Hispanic youths ages 6 to 8
2. Do a PWEBS search
3. Build a Treatment Pathway
  - Option 1:
    - Use the Treatment Planner to write in practice elements.
    - But keep in mind that it's not just for 1 kid anymore, it's for a group of kids
  - Option 2:
    - Draw a flow chart like the other Treatment Pathways
    - Use Treatment Pathway Worksheet

# Learning Record Update

---

# MAP Therapist Portfolio

## Direct Service Learning Record

Check off:

	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Disruptive Behavior	✓	✓	✓			

### DIRECT SERVICE LEARNING RECORD

CONCEPTS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
EBS System Model	<input type="checkbox"/>					
CARE Process	<input type="checkbox"/>					
The MAP	<input type="checkbox"/>					
Connect-Cultivate-Consolidate	<input type="checkbox"/>					
Focus-Interference	<input type="checkbox"/>					
Clinical Event Structure	<input type="checkbox"/>					
Embracing Diversity	<input type="checkbox"/>					
RESOURCES	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
PWEBS	<input type="checkbox"/>					
Practitioner Guides	<input type="checkbox"/>					
Clinical Dashboard	<input type="checkbox"/>					
Treatment Pathways						
Focus Area 1: _____	<input type="checkbox"/>					
Focus Area 2: _____	<input type="checkbox"/>					
APPLICATIONS	Experience		Expertise Achieved			
	Reviewed	Rehearsed	Knowledge	Production	Skill	Habit
Assessment	<input type="checkbox"/>					
Monitoring	<input type="checkbox"/>					
Planning	<input type="checkbox"/>					
Practice Delivery						
Practice 1: _____	<input type="checkbox"/>					
Practice 2: _____	<input type="checkbox"/>					
Practice 3: _____	<input type="checkbox"/>					
Practice 4: _____	<input type="checkbox"/>					
Practice 5: _____	<input type="checkbox"/>					
Practice 6: _____	<input type="checkbox"/>					
Practice 7: _____	<input type="checkbox"/>					
Practice 8: _____	<input type="checkbox"/>					
Practice 9: _____	<input type="checkbox"/>					
Practice 10: _____	<input type="checkbox"/>					
Practice 11: _____	<input type="checkbox"/>					
Practice 12: _____	<input type="checkbox"/>					
Practice 13: _____	<input type="checkbox"/>					
Practice 14: _____	<input type="checkbox"/>					
Practice 15: _____	<input type="checkbox"/>					
Practice 16: _____	<input type="checkbox"/>					
Practice 17: _____	<input type="checkbox"/>					
Practice 18: _____	<input type="checkbox"/>					

# Disruptive Dashboard Examples

---

- Let's take a look at some sample dashboards for a focus of Disruptive Behavior

# Consultation Planning

Lead  
Trainer  
EDIT

## Option 1

Day:

Time:

1. ---
2. ---
3. ---
4. ---
5. ---
6. ---
7. ---
8. ---

## Option 2

Day:

Time:

1. ---
2. ---
3. ---
4. ---
5. ---
6. ---
7. ---
8. ---

## Option 3

Day:

Time:

1. ---
2. ---
3. ---
4. ---
5. ---
6. ---
7. ---
8. ---

# MAP in Action: Small Group Exercise

---

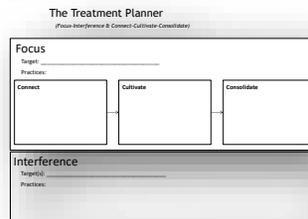
# MAP Quick Start Guide

## 1 PWEB Search



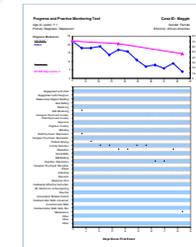
Use PWEB to identify practices that match your case.

## 2 Treatment Planner



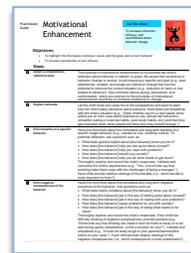
Use the Treatment Planner to arrange the practices.

## 3 Clinical Dashboard



Pick measures and goals and set up your Dashboard.

## 4 Practice Guide



Consult the Practice Guide you will use for your next session.

## 5 Session Planner



Use the Session Planner to structure your session.

# Case Recap and Dashboard Check



- ❑ Recap from this morning: You identified a case from one of your caseloads that has a focus problem of Conduct or Disruptive Behavior
- ❑ Are there any other case history details you would like to add to your Notes page?
- ❑ You should have the following in your dashboard:
  - ❑ Client “fake name”
  - ❑ Age, gender, ethnicity
  - ❑ Diagnoses/presenting problem(s)
  - ❑ Psychosocial/family history

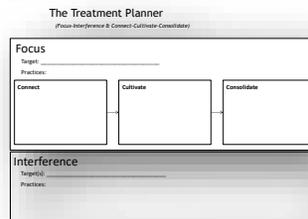
# MAP Quick Start Guide

## 1 PWEB Search



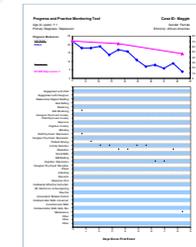
Use PWEB to identify practices that match your case.

## 2 Treatment Planner



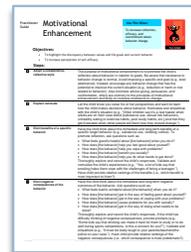
Use the Treatment Planner to arrange the practices.

## 3 Clinical Dashboard



Pick measures and goals and set up your Dashboard.

## 4 Practice Guide



Consult the Practice Guide you will use for your next session.

## 5 Session Planner



Use the Session Planner to structure your session.

# Quick Start Guide Step 1: PWEBS Search (15 minutes)

---

- ❑ If you did not already, conduct a PWEBS search for your client
  - ❑ Start with the focus problem
    - Level 2 Support
    - Start with least restrictive search (maybe just age and problem area)
    - Remember to search one problem area at a time
    - Add in more demographics to see how the results change
  - ❑ Now search for interference problems
- ❑ Please practice pasting both searches into your Dashboard; you can create a new page and rename it PWEBS if you like
  - ❑ Make certain you have included the Search Criteria with the Search Results

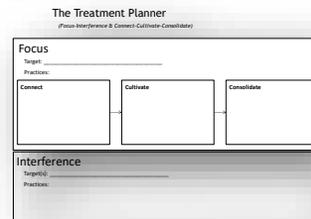
# MAP Quick Start Guide

## 1 PWEB Search



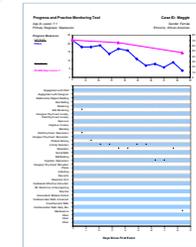
Use PWEB to identify practices that match your case.

## 2 Treatment Planner



Use the Treatment Planner to arrange the practices.

## 3 Clinical Dashboard



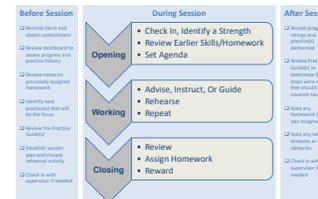
Pick measures and goals and set up your Dashboard.

## 4 Practice Guide



Consult the Practice Guide you will use for your next session.

## 5 Session Planner



Use the Session Planner to structure your session.

# Step 2: Treatment Planner (5 minutes)

---

- Complete a Treatment Planner for your case
  - What practice elements will you use to Connect?
  - What practice elements will you use in Cultivate?
  - What practice elements fit into Consolidate?
  - What other practices might you use to target the interference problem?
  - Look at Treatment Pathway for Disruptive

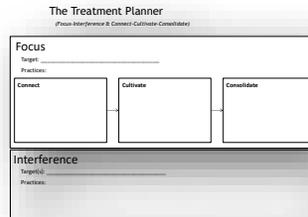
# MAP Quick Start Guide

## 1 PWEB Search



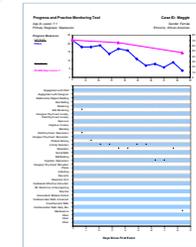
Use PWEB to identify practices that match your case.

## 2 Treatment Planner



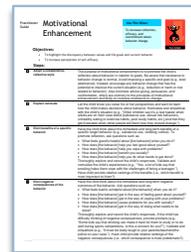
Use the Treatment Planner to arrange the practices.

## 3 Clinical Dashboard



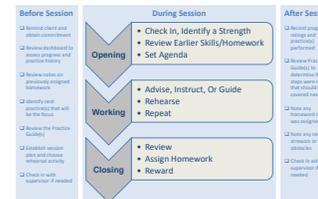
Pick measures and goals and set up your Dashboard.

## 4 Practice Guide



Consult the Practice Guide you will use for your next session.

## 5 Session Planner



Use the Session Planner to structure your session.

# Step 2: Measures and Practices

---

- Check your dashboard
  - Do you have Data-Client Info?
  - Have you added measures?
    - Come up with
      - 2 standardized measures to be given 3-4 months
      - 3 idiographic measures (personalized) that line up with your treatment goals
      - For example:
        - Treatment goal: Reduce tantrums from 3x to 1x daily
        - Dashboard measure: Average # tantrums/day
    - Add in 6 sessions worth of data for progress and practice

# Homework

---

- Identify the first case you will bring to consultation
- Prepare for the first session using MAP
  - Develop treatment plan using Focus-Interference Framework
  - What element will you use next?
  - What measures will you introduce in the meeting?
- Be prepared to discuss tomorrow morning

# Agenda Recap

---

- ❑ Introduced and rehearsed Disruptive Behavior practice elements within the MAP system
- ❑ Continued practice with clinical dashboards
- ❑ Built a custom treatment pathway
- ❑ Tomorrow is Picture Day!

# Feedback Request

---

- What's working?
- What's not?
- What went too fast?
- Too slow?

Please let us know or use the question bag.

