

Protocol for Parenting Interventions

1. PCPs refer parent(s) and children to the PCB when patients identify the following difficulties: developmental delays in a child, discipline problems or communication problems.
2. In the initial PCB consultation, the PCB will provide routine initial health and behavior assessment services and
 - a. determine the cause(s) of parenting problems (parent conflicts, parent-child conflicts, deficits in parenting skills)
 - b. determine patient preferences concerning interventions (services from PCP and PCB team or participation in a parenting class in the community)
 - c. determine need for services from specialty MH
3. If the patient(s) chooses to participate in a parenting class, the PCB will complete the appropriate referral form and schedule 1 follow-up with the patient(s) to (a) assess the impact of the initial plan and (b) to further refine the intervention for on-going support by the PCP.
4. If the patient(s) choose to receive services only from the PCP and PCB team, the PCB will implement the Primary Care Parenting Protocol. This program can be adjusted to fit parent-child issues from age 2 to 18.
5. The PCB will also provide on-going training, individually and in provider meeting presentations, on the Primary Care Parenting Protocol (PCPP) and provide related patient education handouts for PCPs.

Primary Care Parenting Protocol

This program includes 3 contacts (including the initial) with the PCB and an optional fourth visit. The PCB adjusts the curriculum to fit the needs of the patient(s).

1. Initial Visit: Behavioral Health Plan will focus on interventions that may improve the parent-child relationship (Handout: Positive Parenting)
2. Second Visit: Education and Behavioral Health Plan will focus on building skills for setting limits and using incentive programs (to help the child establish new behaviors) and consequences (to help the child change undesired behaviors). (Handout: Setting Limits and Using Incentives and Consequences)
3. Third Visit: Education and Behavioral Health Plan will focus on building skills for ignoring and time out procedures. (Handout: Ignoring and Time-Out / A United Front)
4. Optional Visit: The optional visit is for parents who are in conflict about parenting issues or who lack skills for taking a mindful stance in using behavioral parenting strategies. When these problems are observed, it is best to schedule the optional visit as the second visit. Education and Behavioral Health Planning will focus on helping the parents present a united front to the child(ren), model effective conflict resolution skills, and practice mindfulness strategies on a daily basis both in the context of parenting and during alone time. (Handout: Ignoring and Time Out / A United Front)
5. PCPs will see patients at least once during or at the conclusion of participation in the Primary Care Parenting Protocol.

PCPP content for items 1-3 above is consistent with empirically supported programs detailed in Schafer, C. E. & Briemeister, J. M. (1998). *Handbook of Parent Training*, NY: John Wiley & Sons. (See chapter by Webster-Stratton & Hancock, pp. 98-152).

Positive Parenting

We are more successful disciplining our children when we have good relationships with them. To develop good relationships, parents need to know how to praise their children and to play with them. This is true from birth. The following tips will help you with a child of any age. Make an X by any that you want to discuss with your provider.

When playing with children,

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| <input type="checkbox"/> | 1. Follow the child’s lead. |
| <input type="checkbox"/> | 2. Pace at the child’s level. |
| <input type="checkbox"/> | 3. Engage in role-play and make-believe with the child. |
| <input type="checkbox"/> | 4. Praise and encourage the child’s ideas and creativity. |
| <input type="checkbox"/> | 5. Use descriptive comments instead of asking questions. |
| <input type="checkbox"/> | 6. Be an attentive and appreciative audience. |
| <input type="checkbox"/> | 7. Curb the desire to give too much help; encourage the child’s problem solving. |
| <input type="checkbox"/> | 8. Don’t expect too much—give the child time to think and explore. |
| <input type="checkbox"/> | 9. Avoid too much competition with children. |
| <input type="checkbox"/> | 10. Don’t criticize. |
| <input type="checkbox"/> | 11. Reward quiet play times by giving your positive attention. |
| <input type="checkbox"/> | 12. Laugh and have fun. |

Important information about praising children

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| <input type="checkbox"/> | 1. Don’t worry about spoiling children with praise. |
| <input type="checkbox"/> | 2. Catch the child when he or she is being good—don’t save praise for perfect behavior. |
| <input type="checkbox"/> | 3. Make praise contingent on positive behavior. |
| <input type="checkbox"/> | 4. Praise immediately. |
| <input type="checkbox"/> | 5. Give labeled and specific praise. |
| <input type="checkbox"/> | 6. Praise with smiles, eye contact, and enthusiasm. |
| <input type="checkbox"/> | 7. Give pats, hugs, and kisses along with verbal praise. |
| <input type="checkbox"/> | 8. Praise in front of other people. |
| <input type="checkbox"/> | 9. Praise wholeheartedly, without qualifiers or sarcasm. |
| <input type="checkbox"/> | 10. Increase praise for difficult children. |
| <input type="checkbox"/> | 11. Model self-praise. |

Plan:

Results:

Setting Limits and Using Incentives and Consequences

We are more likely to succeed as parents if we have skills. Setting limits and using incentive programs and consequences are important tools for shaping a child’s behavior.

About setting limits

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| <input type="checkbox"/> | 1. Be realistic in your expectations and use age-appropriate commands. |
| <input type="checkbox"/> | 2. Give one command at a time. |
| <input type="checkbox"/> | 3. Use commands that clearly specify the desired behavior. |
| <input type="checkbox"/> | 4. Make commands short and to the point. |
| <input type="checkbox"/> | 5. Use do commands and when-then commands. |
| <input type="checkbox"/> | 6. Make commands positive and polite. |
| <input type="checkbox"/> | 7. Give children options when possible. |
| <input type="checkbox"/> | 8. Give children ample opportunity to comply. |
| <input type="checkbox"/> | 9. Praise compliance or provide consequences for noncompliance. |
| <input type="checkbox"/> | 10. Give warnings and helpful reminders. |
| <input type="checkbox"/> | 11. Don’t use stop or don’t commands. |
| <input type="checkbox"/> | 12. Don’t give unnecessary commands. |
| <input type="checkbox"/> | 13. Don’t threaten children. |
| <input type="checkbox"/> | 14. Support your partner’s commands. |
| <input type="checkbox"/> | 15. Strike a balance between parent and child control. |

Important information about incentive programs

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| <input type="checkbox"/> | 16. Define the desired behavior clearly. |
| <input type="checkbox"/> | 17. Choose effective rewards (i.e., rewards the child will find sufficiently reinforcing). |
| <input type="checkbox"/> | 18. Set consistent limits concerning which behaviors will receive rewards. |
| <input type="checkbox"/> | 19. Make the program simple and fun. |
| <input type="checkbox"/> | 20. Make the steps small. |
| <input type="checkbox"/> | 21. Monitor the charts carefully. |
| <input type="checkbox"/> | 22. Follow through with the rewards immediately. |
| <input type="checkbox"/> | 23. Avoid mixing rewards with punishment. |
| <input type="checkbox"/> | 24. Gradually replace rewards with social approval. |
| <input type="checkbox"/> | 25. Revise the program as the behaviors and rewards change. |

Points to remember about consequences

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| <input type="checkbox"/> | 26. Make consequence age-appropriate |
| <input type="checkbox"/> | 27. Be sure you can live with the consequences you have set up. |
| <input type="checkbox"/> | 28. Give the child a choice; specify consequences ahead of time. |
| <input type="checkbox"/> | 29. Involve the child whenever possible. |
| <input type="checkbox"/> | 30. Use consequences that are short and to the point. |
| <input type="checkbox"/> | 31. Make consequences immediate. |
| <input type="checkbox"/> | 32. Make consequences safe and nonpunitive. |

Plan:

Results:

Ignoring and Time Out / A United Front

Ignoring and Time out are important skills, and they work very well with certain behavior problems. While it is sometimes difficult, parents need to support each other in front of children and present a united front.

Guidelines for ignoring

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| | 1. Limit the number of behaviors to ignore. |
| | 2. Choose specific behaviors to ignore and make sure you can ignore them. |
| | 3. Be consistent. |
| | 4. Physically move away from the child, but stay in the room if possible. |
| | 5. Avoid eye contact and discussion while ignoring. |
| | 6. Return attention to the child as soon as misbehavior stops. |
| | 7. Be prepared for testing. |

When using time-out

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| | 1. Carefully limit the number of behaviors for which time-out is used. |
| | 2. Use time-out consistently for chosen misbehaviors. |
| | 3. Be as polite and calm as possible in sending child to time-out. |
| | 4. Give time-outs for one minute per year of child up to 10 minutes. |
| | 5. Be prepared for testing. |
| | 6. Use non-violent approaches, such as loss of privileges, as backup for not going to time out. |
| | 7. Hold children responsible for messes in time-out. |
| | 8. Support a partner’s use of time out. |
| | 9. Don’t rely exclusively on time-out; combine with other techniques such as ignoring, logical consequence, and problem solving. |
| | 10. Build up a “bank account” |

Presenting a united front

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| | 1. Present a united front to reassure a child. |
| | 2. Model conflict resolution at a level appropriate for the child. |
| | 3. Make a plan about what to do when one parent is not at home and a discipline problem occurs. |
| | 4. Use problem solving in a private meeting to solve differences in parenting style. Problem solving involves the following steps: (a) agree on an agenda, time and place, (b) come prepared, (c) define the problem, (d) brain-storm solutions and look at the pros and cons of each, (e) make a decision, (f) implement, (g) meet again and evaluate the results. |
| | 5. Stepparents may have special ways of presenting a united front. |

Plan:

Results: