

Specific Praise

The rationale: What we attend to grows

- Multiple ways to attend:
 - Verbal expression
 - Reflective listening
 - Non-verbal expression

The explanation:

- Operationalize targeted behavior or symptom
- Determine positive opposite of behavior or symptom
 - Ex: praise using coping skills in and outside of session
- Praise opposite of behavior or symptom every time
- Praise should be:
 - Purely positive
 - Genuine
 - Immediate
 - Later, in addition to immediate, is also good!
 - Describe what was desired
- Describe why it was desired

The demonstration:

- Get caregiver to explain client's symptom or concerning behavior
- Get caregiver to demonstrate client's symptom or concerning behavior
- Collaborate with caregiver how to respond
- Ask caregiver for feedback about how he or she would personalize demonstration
- Show again with caregiver tweaks

The practice:

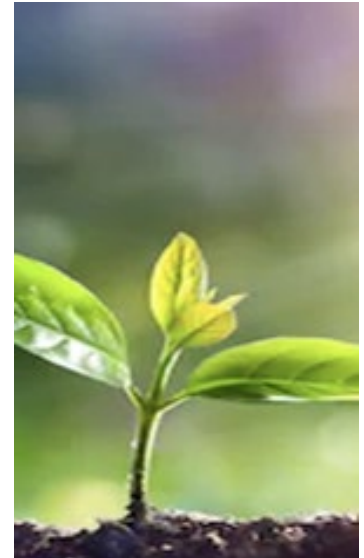
- Act as the client
- Get caregiver to say words aloud to see how it feels to say them
- Provide feedback including your own specific praise

The plan:

- In conjoint session
- At home
 - Give written homework including:
 - Rationale
 - Brief instructions
 - Tool to monitor
 - Problem-solve barriers to homework completion
 - Check on homework completion in next session
 - Complete homework sheet in session if not returned

The coaching:

- During caregiver only homework review
- In conjoint session (pull parent aside after and coach privately: never out-parent the parent)



Selective Attention

The rationale: What we don't attend to diminishes *if it is designed to get our attention*

The explanation:

- Determine the function of the behavior
- Identify accidental attention (non verbal communication)
- Label the feeling
- Remain calm (remember coping skills)
- Express confidence in client ability to manage
- Praise coping

The demonstration:

- Get caregiver to explain client's symptom or concerning behavior
- Get caregiver to demonstrate client's symptom or concerning behavior
- Collaborate with caregiver how to respond
- Ask caregiver for feedback about how he or she would personalize it
- Show again with caregiver tweaks

The practice:

- Act as the client
- Get caregiver to demonstrate behavior to see how it feels to do it
- Provide feedback including your own specific praise

The plan:

- In conjoint session
- At home; give written homework including:
 - Rationale
 - Brief instructions
 - Tool to monitor
- Problem-solve barriers to homework completion
- Check on homework completion in next session
- Complete homework sheet if not returned

The coaching:

- During caregiver only homework review
- In conjoint session (pull parent aside after and coach privately: never out-parent the parent)



Contingency Reinforcement

The explanation:

- One behavior at a time
- Give child clear rules
- Get child input about motivators
- Reinforce
 - Consistently
 - Immediately
 - Enthusiastically

The demonstration:

- Get caregiver to explain client's symptom or concerning behavior
- Get caregiver to demonstrate client's symptom or concerning behavior
- Collaborate with caregiver how to respond
- Ask caregiver for feedback about how he or she would personalize it
- Show again with caregiver tweaks

The practice:

- Act as the client
- Get caregiver to demonstrate behavior to see how it feels to do it
- Provide feedback including your own specific praise

The plan:

- In conjoint session
- At home
 - Give written homework including:
 - Rationale
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