

Parent-Child Dynamics: Assessing, Supporting, Teaching

presented by

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Do it Yourself

- 1) Indicator measures of ????
 - 1) Number of bathroom/phone breaks
 - 2) Number of snacks and drinks
 - 3) Number of times you found yourself day dreaming or distracted

- 2) First seminar numbers are your baseline data
- 3) Second seminar numbers are your new data
- 4) How to chart your indicators

What Do Families Need?

- Assessment informs course of action
 - We know they need help but without precise assessment tools we don't know with what, or the correct intervention protocol to follow.
 - Would you go to see a podiatrist for a broken wrist?
 - Would you study geology if you wanted to know about anthropology?

Current Measuring Tool

- (FANS) - Family Assessment of Needs and Strengths is a global "measurement" of parenting.
 - Adequate or not adequate

What's Wrong With That?

- Without standardized parenting assessment tools that measure specific, observable parenting skills...
 - may miss the problem all together
 - treatment is not specific to the needs of the individual
 - we rely on subjective rather than objective criteria of parenting skills and parent-child interactions.
 - parents will not know what they must do to increase parenting time or gain unsupervised visitations.

Reliable and Valid

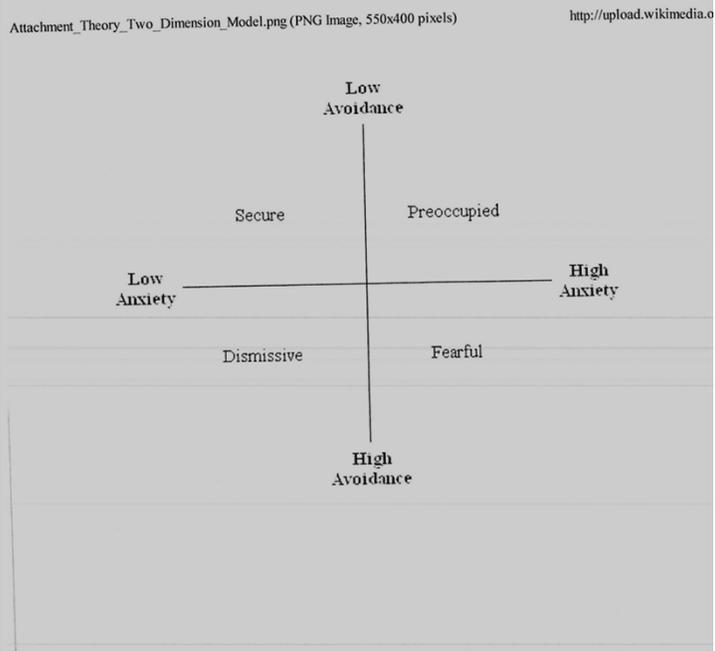
- Reliable - every time I use this measurement tool it gives me approx. the same answer.
- Valid - this measurement tool measures what it is supposed to measure.
 - **example:** every day I weigh myself on my home scale and every day it tells me I weigh 200 lbs. This is a reliable scale, unfortunately it is not valid because I don't weigh 200 lbs.

Standardized

- permitting mutual substitution without loss of function or suitability; allows comparisons.
 - **Example:** Any fruit can make fruit juice but only apples can make apple juice and only oranges can make orange juice.

Assessment Tools

- Parent Emotional Capacity
 - (Structured Interview for Disorders of Extreme Stress (SIDES) & Self-Report Instrument for Disorders of Extreme Stress (SIDES-SR))
 - Adult Attachment Scale
 - Requires specific therapeutic protocol



Attachment_Theory_Four_Category_Model.png (PNG Image, 558x325 pixels) <http://upload.wikimedia.c>

		Thoughts of Self	
		Positive	Negative
Thoughts of Partner	Positive	Secure Comfortable with intimacy and autonomy	Preoccupied Preoccupied with relationships
	Negative	Dismissive Dismissing of intimacy Strongly independent	Fearful Fearful of intimacy Socially avoidant

Therapeutic Interventions for Parent

- TF-CBT : Trauma focused cognitive behavioral therapy
- Movement therapy
- DBT: Dialectical Behavioral Therapy
- Drug Counseling?

Therapeutic Interventions For Parent and Child

- AF-CBT: Alternatives for Families (abuse focused) Cognitive Behavioral Therapy
- ARC: Attachment, Self Regulation, Competency
- CPP: Child-Parent Psychotherapy
- PCIT: Parent-Child Interaction Therapy

Assessment Tools

- Parenting Skills
 - AAPI: Adult Adolescent Parenting Inventory
 - Single Subject Design
 - Requires parent coaching protocol

AAPI OnLine
Adult-Adolescent Parenting Inventory (AAPI-2)
Test Form A
This test can only be scored online at www.aapionline.com
Stephen J. Berdek, Ph.D. and Richard G. Keene, Ph.D.

Before you take the inventory, we need some important information from you.

1. Date: _____

2. First Name: _____ 3. Middle Initial (optional): _____

4. Last Name: _____

5. Birthday: _____
Month Day Year

6. Gender: Male Female

7. Race: Asian Black Hispanic Native American Pacific Islander White Other
(If "Other" please specify: _____)

8. Marital Status: Divorced Married Single Unmarried Partners Don't Know

9. How many children do you have: _____

10. What is the highest grade you completed in school: Grade School 11th Grade
 7th Grade High School Graduate
 8th Grade Some College
 9th Grade College Graduate
 10th Grade Post-Graduate or Above

11. What is your employment status: Don't Know Not Employed Because of Disability
 Employed Full Time Unemployed
 Employed Part Time Retired

12. What is your annual household income: Under \$15,000
 \$15,001 - \$25,000
 \$25,001 - \$40,000
 \$40,001 - \$60,000
 Over \$60,000

13. Were you and/or your partner in the military: No
 Yes, both of us
 Yes, only me
 Yes, only my partner
 Don't Know

14. As a child, did you experience any type of abuse by a person: Outside your family? No Yes
Within your family? No Yes

(800) 688-5822 • (435) 649-5822 (outside the United States) • fdn@nurturingparenting.com
www.aapionline.com

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AAPI Online - Form A		Strongly Agree	Agree	Disagree	Strongly Disagree	Uncertain
1. Children need to be allowed freedom to explore their world in safety.	SA	A	D	SD	U	
2. Time-out is an effective way to discipline children.	SA	A	D	SD	U	
3. Children who are one-year-old should be able to stay away from things that could harm them.	SA	A	D	SD	U	
4. Strong-willed children must be taught to mind their parents.	SA	A	D	SD	U	
5. The sooner children learn to feed and dress themselves and use the toilet, the better off they will be as adults.	SA	A	D	SD	U	
6. Spanking teaches children right from wrong.	SA	A	D	SD	U	
7. Babies need to learn how to be considerate of the needs of their mother.	SA	A	D	SD	U	
8. Strict discipline is the best way to raise children.	SA	A	D	SD	U	
9. Parents who nurture themselves make better parents.	SA	A	D	SD	U	
10. Children can learn good discipline without being spanked.	SA	A	D	SD	U	
11. Children have a responsibility to please their parents.	SA	A	D	SD	U	
12. Good children always obey their parents.	SA	A	D	SD	U	
13. In father's absence, the son needs to become the man of the house.	SA	A	D	SD	U	
14. A good spanking never hurt anyone.	SA	A	D	SD	U	
15. Parents need to push their children to do better.	SA	A	D	SD	U	
16. Children should keep their feelings to themselves.	SA	A	D	SD	U	
17. Children should be aware of ways to comfort their parents after a hard day's work.	SA	A	D	SD	U	
18. Children learn respect through strict discipline.	SA	A	D	SD	U	
19. Hitting a child out of love is different than hitting a child out of anger.	SA	A	D	SD	U	
20. A good child sleeps through the night.	SA	A	D	SD	U	
21. Children should be potty trained when they are ready and not before.	SA	A	D	SD	U	

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AAPI Online - Form A		Strongly Agree	Agree	Disagree	Strongly Disagree	Uncertain
22. A certain amount of fear is necessary for children to respect their parents.	SA	A	D	SD	U	
23. Spanking teaches children it's alright to hit others.	SA	A	D	SD	U	
24. Children who feel secure often grow up expecting too much.	SA	A	D	SD	U	
25. There is nothing worse than a strong-willed two-year-old.	SA	A	D	SD	U	
26. Sometimes spanking is the only thing that will work.	SA	A	D	SD	U	
27. Children who receive praise will think too much of themselves.	SA	A	D	SD	U	
28. Children should do what they're told to do, when they're told to do it. It's that simple.	SA	A	D	SD	U	
29. Children should be taught to obey their parents at all times.	SA	A	D	SD	U	
30. Children should know what their parents need without being told.	SA	A	D	SD	U	
31. Children should be responsible for the well-being of their parents.	SA	A	D	SD	U	
32. It's OK to spank as a last resort.	SA	A	D	SD	U	
33. Parents should be able to confide in their children.	SA	A	D	SD	U	
34. Parents who encourage their children to talk to them only end up listening to complaints.	SA	A	D	SD	U	
35. Children need discipline, not spanking.	SA	A	D	SD	U	
36. Letting a child sleep in the parents' bed every now and then is a bad idea.	SA	A	D	SD	U	
37. A good spanking lets children know parents mean business.	SA	A	D	SD	U	
38. A good child will comfort both parents after they have argued.	SA	A	D	SD	U	
39. "Because I said so" is the only reason parents need to give.	SA	A	D	SD	U	
40. Children should be their parents' best friend.	SA	A	D	SD	U	

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Single Subject Design: a problem solving approach

- name and measure variables (systematically) that indicate a client's problems, and the effectiveness of an intervention at specified intervals over time.
- includes
 - assessment
 - intervention planning (baseline phase)
 - implementation (intervention phase)
 - termination (follow-up phase)
 - ongoing evaluation.

Continued

- Variables must be operationally defined
 - Concrete, specific, singular, measurable.
- We observe patterns of variations in the variables during each of the phases and then analyze these patterns for significance.
- Clinical decisions can be made during any of the phases and comparisons among phases are an integral aspect of the design.

Example

Mary is a 25 year old female, mother of two toddlers, depressed drug user (pills and pot), sleeps a lot, neglects the girls. Sexual abuse trauma history.

Therapeutic Focus of SSD

- (1) hours of sleep in 24 hours
- (2) the degree of depression on self-anchored scale from 1-5
- (3) thoughts of or use of drugs

Continued

Parenting Skills Focus of SSD

- (1) number of healthy snacks (defined)
- (2) number of child friendly activities (defined)
- (3) number of times you helped child put toys away

Operationally Define and then Practice, Practice, Practice

- Healthy Snacks
 - Fresh fruit
 - Fruit smoothie
 - 1/2 cup of pretzels
 - 2 tbs of peanut butter on 4 crackers
 - 10 baby carrots
 - Pickle and cheese roll up

S M T W R F S

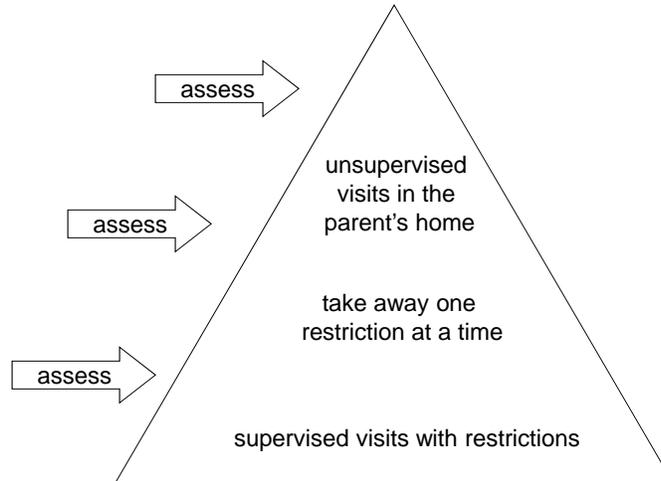
healthy snacks

child friendly activities

helped child put toys
away

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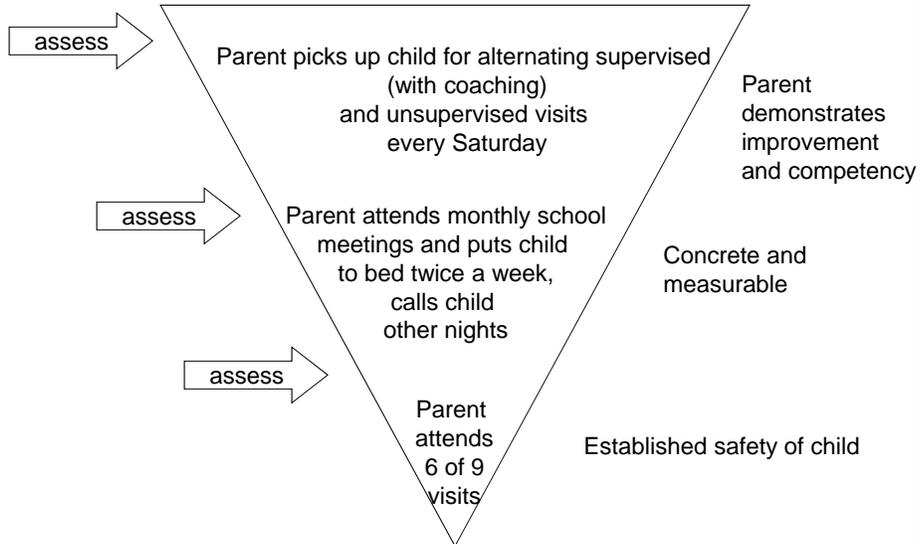
Goal 1: Decrease Restriction



Operationally Define

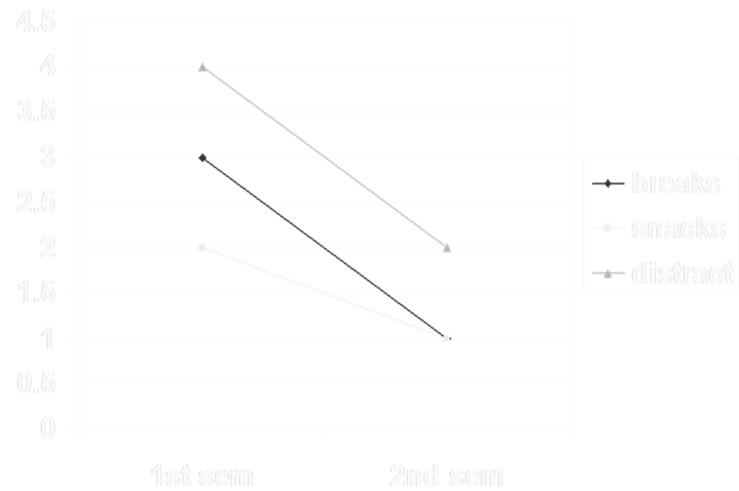
- Restrictions
 - location, activities, frequency.
- Successful interaction (remove one restriction at a time)
 - discipline, affection, playfulness
- Unsuccessful interaction (return to previous level of success)
 - aggression, flat affect, chaos
- Tools for creating success
 - preparing, debriefing, teaching, modeling, homework

Goal 2: Increase Parent Responsibility



<u>Signs of Boredom</u>	<u>Sem one</u>	<u>Sem two</u>
bathroom/phone breaks	///	/
snacks and drinks	//	/
day dreaming or distracted	////	//

Chart It



Before Drawing Conclusions

- Evaluate
 - Reliable and Valid variables?
 - Significant amount of time?
 - Significant amount of data points?
 - Adequate intervention (frequency, intensity, duration)