

An Optimistic Approach to Helping Students with Challenging Behavior

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Predicting Later Problems

- Not severity of disability
- Not severity of behavior problem

Predicting Later Problems

- Best Predictor?
- Parental pessimism

How you see yourself as a parent

Pessimistic Thoughts

- *I cannot control my child.*

Optimistic Thoughts

- *I am usually able to handle problem situations.*

How you think others see you as a parent/teacher

Pessimistic Thought

- *When this child misbehaves, people see me as a bad parent.*

Optimistic Thought

- *I believe I am a good parent.*

Dear Mother-in-Law



Don't teach me how to handle my children,
I am living with one of yours and
He needs a lot of
Improvement.

How you think others view your child

Pessimistic Thought

- *I think that other people judge my child when he/she is misbehaving*

Optimistic Thought

- *Most parents have times when their child misbehaves.*

How you see your child's ability control his/her behavior

Pessimistic Thoughts

- *My child is not capable of behaving better.*
- *My child's behavior is related to the disability.*

Optimistic Thought

- *My child is capable of behaving better.*

How you view the problem situation

Pessimistic Thought

- *All of these situations are always a major problem.*

Optimistic Thought

- *This particular incident was a problem.*

How you view the future

Pessimistic Thought

- *Things will never get better or will get worse.*

Optimistic Thought

- *Things can and will get better.*

Who is responsible for a problem situation (Child)

Pessimistic Thought

- *My child is doing this on purpose.*

Optimistic Thought

- *My child is not intentionally being disruptive.*

Who is responsible for a problem situation (Others)

Pessimistic Thought

- *If only others would follow my suggestions correctly, my child would be better behaved.*

Optimistic Thought

- *Everyone is doing their best under the circumstances.*

Who is responsible for a problem situation (Self)

Pessimistic Thought

- *It is my fault that things are going wrong.*

Optimistic Thought

- *I am doing the best that I can under the circumstances.*

Who should be responsible for the problem situation

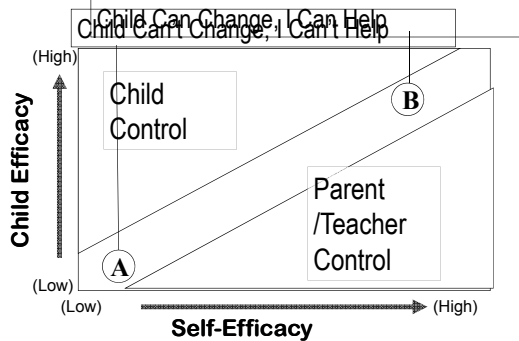
Pessimistic Thought

- *Why am I always the one who has to be responsible for these situations?*

Optimistic Thought

- *Everyone is doing the best they can under the circumstances.*

Attitudinal Influences



Optimistic Parenting

- Standard protocol
- 8 weeks
- 90 minutes per individual session
- Standardized measures
- Observational measures

Optimistic Parenting

- Session 1: Establishing Goals
- Session 2: Gathering Information
- Session 3: Analysis and Plan Design
- Session 4: Preventing Problems
- Session 5: Managing Consequences
- Session 6: Replacing Behavior
- Session 7: Putting Plan in Place
- Session 8: Monitoring Results

Self-Talk Journal

<u>Situation</u>	<u>Beliefs</u>	<u>Consequences</u>
What happened? (success or difficulty)	What did you think and feel?	What happened as a result? (actions)
<i>When my son sat down for dinner, he started whining and crying. (difficulty)</i>	<i>I thought "We will never have a normal dinner" and felt defeated, thinking that meals will always be a problem.</i>	<i>I gave him cookies so he would stop crying.</i>

Situations & Beliefs

- Identify situations that provide triggers to negative thinking (e.g., What was exactly happening? Where were you? What did your child and others do?)
- Identify beliefs associated with the event (e.g., What were you feeling and thinking while this was going on? What did you say to yourself?)

Share a Difficulty

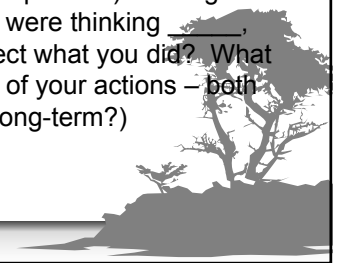
- **Example** - “She wouldn’t leave the TV to go to school.”
- **What were you thinking?**
- **Pessimistic Scenario** – “Here we go again.”
- **Optimistic Scenario** – “I knew this might happen and I have a plan to handle her if she tantrums.”

Share a Success

- **Example** - “My son sat through a whole meal without yelling.”
- **What were you thinking?**
- **Pessimistic Scenario** – “He must be in a good phase.”
- **Optimistic Scenario** – “My efforts and patience are beginning to pay off.”

Consequences

- Identify the consequences or results of the negative (and positive) thinking (e.g., When you were thinking _____, how did that affect what you did? What were the results of your actions – both immediate and long-term?)



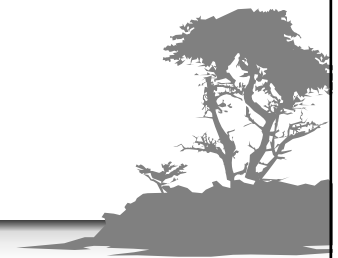
Recognizing Consequences



JOER Consequences.wmv

Recognizing Consequences

- Parenting “in the moment”



Distraction

- Strategy to help with pessimistic beliefs
- Distracting oneself from the pessimistic thoughts



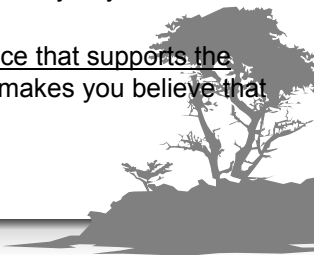
Distraction



CRNG Distraction Example

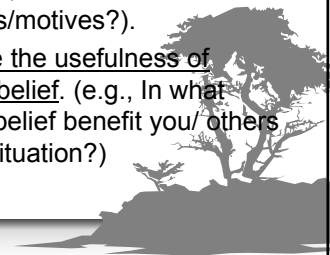
Disputation - *A strategy for challenging beliefs*

- Step 1: Identify the negative belief (e.g., What exactly do you say to yourself that is pessimistic?).
- Step 2: List evidence that supports the belief. (e.g., What makes you believe that to be true?)



Disputation

- Step 3: Find alternative explanations for the problem (e.g., Are there other possible reasons/motives?).
- Step 4: Evaluate the usefulness of maintaining the belief. (e.g., In what ways does that belief benefit you/ others or improve the situation?)



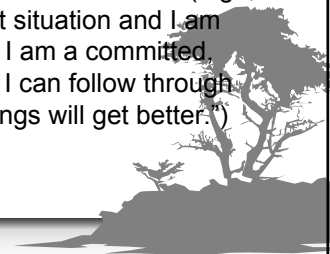
Disputing Negative Beliefs



CRNG Disputation.wmv

Substitution

- Replace the pessimistic ideas with positive thoughts or affirmations (e.g., "This is a difficult situation and I am handling it well. I am a committed, loving parent. If I can follow through with my plan, things will get better.")



Substituting Positive Thoughts

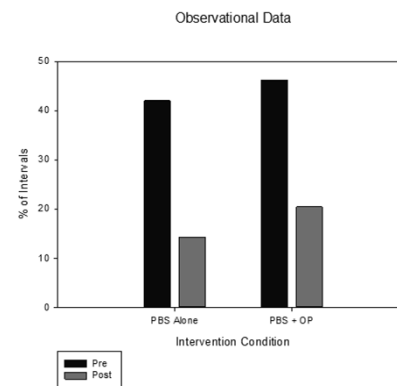
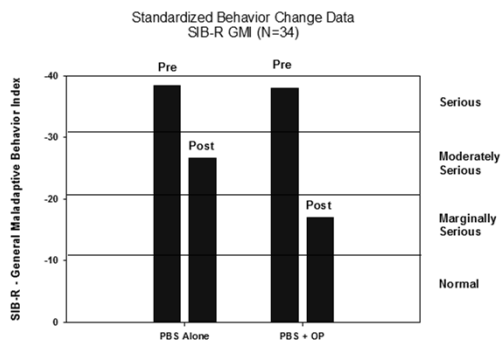


RASA Substitution.wmv

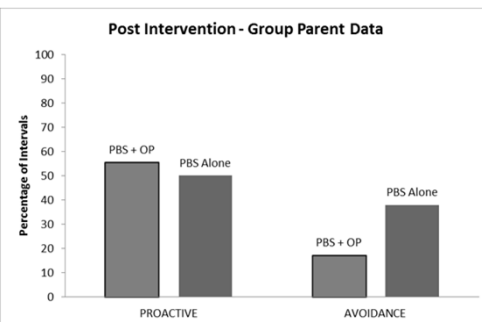
Child Outcomes

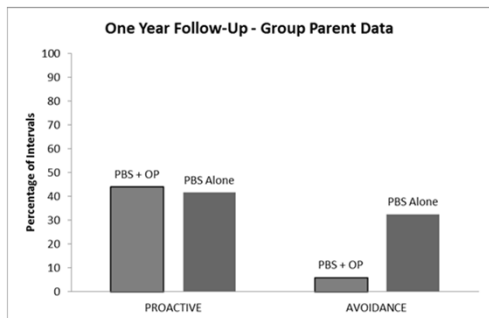
- A two-way repeated measures ANOVA on the SIB-R GMI scores - significant differences between pre and post treatment.
- PBS Alone - (Cohen's $d = 1.25$)
- PBS + OP - (Cohen's $d = 2.20$)
- OP Versus PBS Post Treatment (Cohen's $d = 0.94$)

Effect Sizes - small, $d = 0.2$, medium, $d = 0.5$, and large, $d = 0.8$



Parent Fidelity Data Post Intervention and One Year Follow-Up





Pre-Intervention



Follow-Up PBS Alone



Pre-Intervention



Follow-Up Optimistic Parenting



The Concession Process

- The tendency to change environments and approaches to avoid problem behavior



Optimistic Parenting

- Addresses the needs of children with challenging behavior
- Addresses the need of family members who carry out the plans
- Better outcomes when we address both

Durand, V. M., Hieneman, M., Clarke, S., Wang, M., & Rinaldi, M. (2013). Positive family intervention for severe challenging behavior I: A multi-site randomized clinical trial. *Journal of Positive Behavior Interventions*, 15(3), 133-143.

Summary of Results

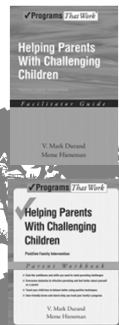
- Both PBS Alone and PBS + OP result in significant improvements in child behavior
- These improvements continue after one year
- Parents report overall improvements on QoL

Summary of Results

- PBS alone families tend to use avoidance strategies to improve child behavior
- Optimistic Parenting families tend to use more active strategies
- Optimistic Parenting families report more community involvement with their children and less anxiety

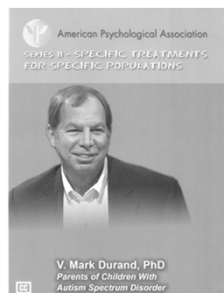
Optimistic Parenting

- Durand, V.M. & Hieneman, M. (2008). *Helping parents with challenging children: Positive family intervention, Facilitator's guide*. New York: Oxford University Press.
- Durand, V.M. & Hieneman, M. (2008). *Helping parents with challenging children: Positive family intervention, Workbook*. New York: Oxford University Press.



Optimistic Parenting

American Psychological Association (Producer). (2014). APA Psychotherapy Video Series [DVD]. Parents of Children With Autism Spectrum Disorder with V. Mark Durand. Washington, D.C.: APA.



Optimistic Parenting

- Durand, V.M. (2011). *Optimistic parenting: Help and hope for you and your challenging child*. Baltimore, MD: Paul H. Brookes.

