Why Parent Education?

- Behavioral treatments teach skills that are valuable across the life span
- Combining behavioral treatments (like parent education) with medication has been shown to be useful in helping families learn ways to better control or change behaviors that cause problems at home and school
- Some children who receive behavioral treatment in addition to medication may be able to take lower doses of medication

Why Parent Education?

- Children with ADHD (and other disruptive behavior disorders) often place an enormous burden on families
- Children with ADHD tend to elicit a more controlling, less-positive response from parents
- Parents who participate in parent education tend to report improved child management skills, an increase in confidence, less stress, and better family relationships
Goals of Parent Education

- Encouraging positive behavior
- Improving parent-child relationships
- Avoiding conflicts
- Managing transitions
- Increasing compliance
- Improving self regulation
- Responding effectively to negative behavior

COPE
The Community Parent Education Program

- developed by Dr. Charles Cunningham (McMaster University: Hamilton, Ontario)
- integrates techniques and principles from social learning, social and cognitive psychology, and family systems theory
- aids parents in developing specific methods to promote positive behavior, enhance self-regulation, decrease antisocial behavior, and to more successfully cope with their child's difficulties

COPE

- appropriate for parents of children ages 3 - 12
- designed as a large-group parenting workshop
- the curriculum is amenable to individual work
- specific curriculum: “COPEing with ADHD”
COPE

- Evidenced based treatment used at the ADHD Lifespan Program, WPIC and many clinical treatment programs for ADHD
- COPE has been used in numerous studies of ADHD
- Studies of the COPE parent training model have demonstrated declines in reported child management problems, improvements in parent problem-solving skills, and better maintenance 6-months post intervention

“COPEing with ADHD”

Session 1: Introduction to ADHD
Session 2: Attending/Balanced Attending, Rewards
Session 3: Planned Ignoring
Session 4: Incentive Systems 1
Session 5: Transitional Warnings and “When-Then”
Session 6: Planning Ahead
Session 7: Incentive Systems 2 (Response Cost)
Session 8: Time Out from Positive Reinforcement 1
Session 9: Time Out from Positive Reinforcement 2

Components of COPE

- success-oriented homework
- videotaped vignettes portraying parents interacting with their children
- therapist modeling
- brainstorming application exercises
- parent rehearsal
- strategy specific homework assignments
COPE Components:
Homework Review

- Review of homework is positively focused ("success oriented" homework review)
- Situations where the strategy was successfully applied are discussed
- Parents are reinforced and supported for their effort not the outcome.

COPE Components:
Homework Review

- Focus on the small gains and encourage consideration of the long-term impact of implementing the strategies to curtail unrealistic short term expectations of change
- Parents are encouraged to problem solve and generate alternatives that may yield a more successful application if issues surfaced during implementation
COPE Components:

Videotape Vignettes

- Brief vignettes of parent-child interactions that are specific to the session’s parenting strategy
- Vignettes aid the parent in successfully formulating alternate solutions by encouraging
  - Identification of parenting mistakes
  - Recognition of potential consequences
  - Development of alternatives
  - Consideration the advantages of alternatives

COPE Components:

Videotape Vignettes

- Parents are encouraged to identify mistakes but also to discuss the potential consequences (e.g., effect on child’s behavior, the lessons taught by the error, the message the error communicates, and the long-term impact of the error)
- Parents are encouraged to suggest alternative parenting behavior and discuss the merits of the alternatives
- Parent determines if their idea or alternative is good
- Therapist tone is neutral and questioning

Sample Attributional Questions

<table>
<thead>
<tr>
<th>Systems Level</th>
<th>Social Effect</th>
<th>Social Learning</th>
<th>Communication</th>
<th>Long-Term Outcome</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting Skill</td>
<td>What difference would this strategy make?</td>
<td>What lesson would this teach your child?</td>
<td>What message would this strategy communicate?</td>
<td>What would be the long-term effect of this strategy?</td>
<td>Is this worth the effort?</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>What difference does it make when you solve problems this way?</td>
<td>What do you teach kids by solving problems this way?</td>
<td>What do you say to each other by solving problems this way?</td>
<td>What would be the long-term effort of solving problems this way?</td>
<td>Is it worth the effort to solve problems this way?</td>
</tr>
<tr>
<td>Role Balance</td>
<td>What happens when you work as a couple?</td>
<td>What do kids learn when you work together?</td>
<td>What are you saying when you work together?</td>
<td>What would be the long-term effect of working together?</td>
<td>Is working together worth the effort?</td>
</tr>
<tr>
<td>Communication</td>
<td>What happens when you get compliments?</td>
<td>What do kids learn when parents say positive things to each other?</td>
<td>What are you really saying when you compliment each other?</td>
<td>What would be the long-term effort of supporting each other this way?</td>
<td>Is it worth the effort to look for positive things to say to each other?</td>
</tr>
<tr>
<td>Social Network</td>
<td>What difference does it make to work with other parents?</td>
<td>What have you learned working with other parents?</td>
<td>What are you really saying by working together?</td>
<td>What long-term difference would working together make?</td>
<td>Is working with other parents worth the effort?</td>
</tr>
</tbody>
</table>
COPE Components: Modeling

- Once the parent has devised an alternative appropriate strategy to the parenting behavior depicted on the vignette, the therapist models an effective application of the strategy.
- The therapist models the solution by playing the role of the parent while the parent plays the role of the child.

COPE Components: Modeling

- Much of the therapist “teaching” is achieved through modeling.
- Parents observe both the therapist’s verbal and nonverbal behavior.
- Important themes like routine, consistency, structure, and elimination of distractions, etc. can also be highlighted through modeling.

COPE Components: Modeling

Therapists model in one of two ways:
- Model with errors
- Model without errors
COPE Components:
Modeling

Keys to modeling:
- Keep it simple
- Make it concrete
- Let parent(s) set it up
- Think out loud
- Remind parent to be well behaved
- Remember to model tone of voice, gestures, and intonation that you would use with a child

COPE Components:
Brain Storming/
Homework Planning

- Parents generate situations, problems, or behaviors where they can apply the strategy during the week
- Time for parent to brainstorm application of the skill for implementation at home
- Therapist lets parent lead this activity and he or she guides the parent using neutral questioning
- Utilize the session worksheets to plan the application of the skill

Brain Storming/Homework Planning
COPE Components:

**Rehearsing Solutions**
- Allows parents the opportunity to practice the application of the skills they will implement at home.
- By practicing, parents anticipate potential problems, develop alternative solutions and gain confidence that will enhance and encourage the home application.
- Positive therapist feedback further enhances the parent’s confidence.

COPE Components:

**Rehearsing Solutions**
- For the first role play, the therapist behaves as an agreeable, compliant child. While this may not be simulating a real world experience, it provides an opportunity to gain comfort with the strategy and for the parent to focus on parenting behavior without distraction. Negative behavior can be slowly added to the scenario(s) to improve mastery.
- Not everyone is comfortable with role playing exercises; however, it is critical. Individuals who excel in sports, performing arts, etc. do so by practicing. The same works for parenting!

“COPEing with ADHD”

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### Session 1
**Introduction to ADHD**
- Provide information on how the diagnosis of a disruptive behavior disorder is determined
- Provide information on potential treatments for children with these disorders
- Discuss the purpose of the use of PMT as part of a comprehensive treatment package
- Discuss expectations

### Session 2
**Attending and Rewards**
- Developing skills for showing interest in and rewarding children’s constructive play, cooperative interactions, and other prosocial behaviors
- These strategies support positive interactions and curb coercive interactions which often exist between challenging children and their parents

### Session 3
**Planned Ignoring**
- Attention from parents can often result in an increase in positive child behaviors, but it can also inadvertently reinforce or intensify inappropriate behaviors (e.g., whining, arguing, temper tantrums)
- Two part strategy
  - Ignoring minor annoying behaviors, including disengagement from potentially explosive situations
  - Identification and effective management of cognitions that may strengthen their anger
### Session 4
**Incentive Systems**
- Developing, implementing, and evaluating incentive systems for motivating and sustaining improvements in child behavior
- Concentration is on the use of rewards for positive behavior

### Session 5
**Transitional Warnings and “When-Then”**
- Developing effective strategies for managing daily transitions
- Increasing compliance with adult requests using the “when-then” approach

### Session 6
**Planning Ahead**
- Strategy to promote planning, problem solving, and self-regulation for the impulsive child
- Anticipating challenging situations, developing plans of action, and implementing and evaluating these solutions
Session 7
Incentive Systems II

- Parents have the opportunity to examine and redesign currently implemented incentive systems as well as explore the use of response cost techniques for managing behavior.
- The focus of this session is the loss of reward when negative behaviors occur.

Session 8
Time Out from Positive Reinforcement

- Strategies for occasions when children refuse to comply with requests that are non-negotiable, or engage in behaviors that cannot be ignored.
- Specific topics include: (1) issuing firm, neutral commands, (2) warning the child when they do not comply, and (3) implementing time-out.

Session 9
Time Out from Positive Reinforcement 2

- Opportunity to evaluate, modify, and strengthen the time out procedures developed during the previous session.
- PASTE as alternative session.
Session 9
PASTE

Parents of children with disruptive behavior disorders will be confronted with a substantially greater number of problems during the child’s development than parents of less problematic children.

- P: Pick one problem
- A: Consider alternative solutions
- S: Select the best strategy
- T: Try it out
- E: Evaluate it

Session 9
PASTE

- Schedule problem solving at a time when discussions can proceed without serious interruption
- Focus on one problem at a time
- Begin with important but solvable problems which will yield a sense of success and prepare for more challenging issues

Booster Sessions

- Typically held monthly
- The content of sessions is based on parental need
  - What's going well?
  - What are the current struggles?
  - Can revisiting a COPE strategy help?
  - Could a current strategy be modified?
Thank you!

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