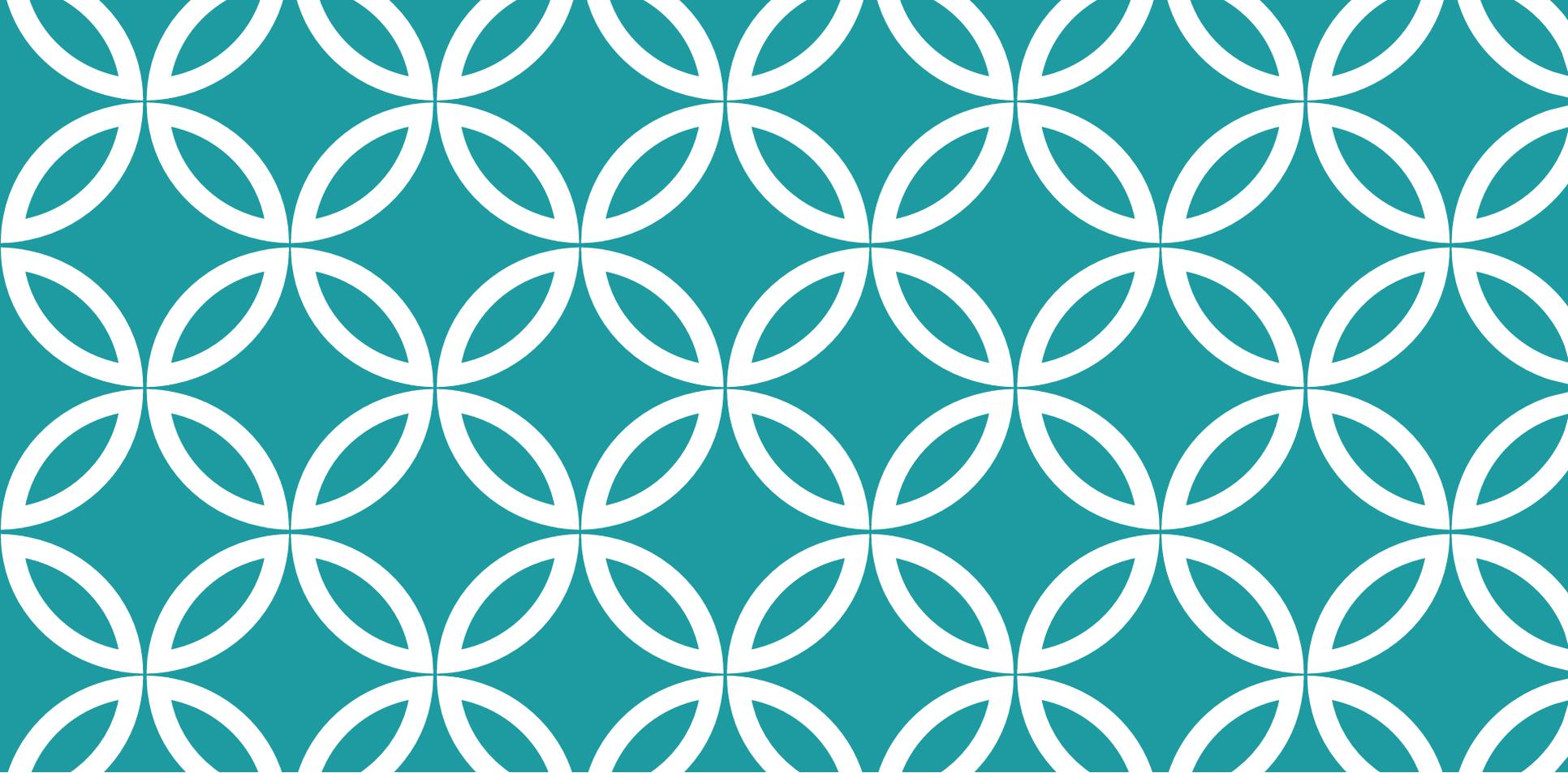


BEHAVIOR MANAGEMENT THROUGHOUT TF-CBT

Amanda Mitten, LPC
November 9th, 2017

GOALS FOR NEXT 1 HOUR...

- Overview typical behavior management strategies used in TF-CBT
- Apply strategies to case examples throughout each stage of TF-CBT
- Open up discussion for resource share



UNDERSTANDING THE FUNCTION OF BEHAVIOR



ALL BEHAVIOR IS FUNCTIONAL

Reasons Why Children Misbehave

To Get: Things They Want & Need

- Peer & Teacher Attention
- Tangibles (access to food, activities, treats, etc.)
- Physical safety/health
- Emotional safety/Regulation

To Avoid: Things They Dislike or Fear

- Boring or effortful activities
- Anxiety
- Punishment
- Painful or stressful situations where they might be embarrassed

TRAUMA REACTIONS AND MISBEHAVIOR

Body's 'alarm' system is broken after a trauma

Body responds in one of three ways to promote 'survival'

Makes it harder for children to regulate their behavior

Fight



Flight



Freeze



ABC'S OF BEHAVIOR

Antecedents

A

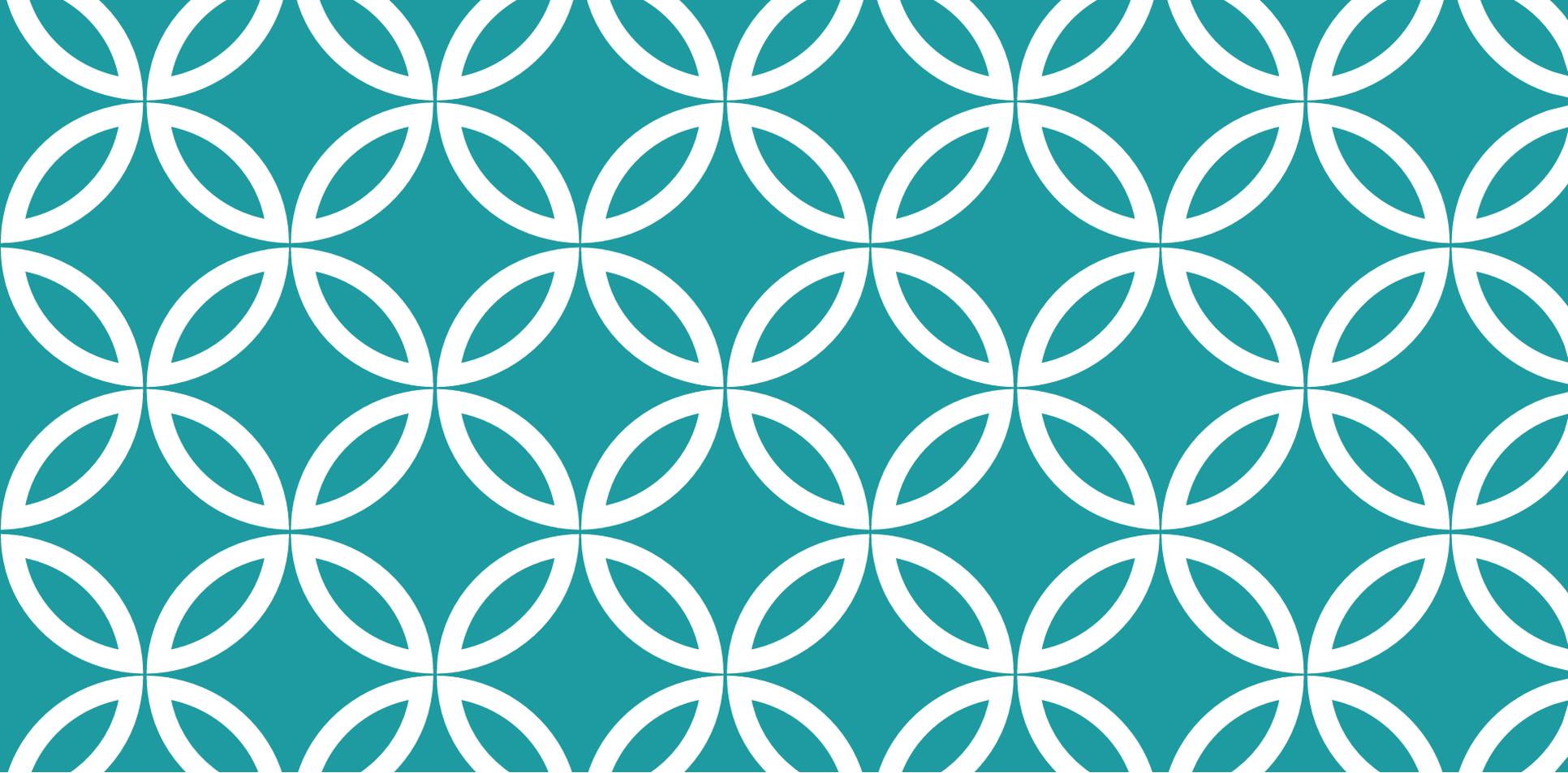
Behavior

B

Consequences

C

- You are a detective--What is the function?
- What is precipitating and maintaining the behavior or emotional display?



MANAGING TOUGH BEHAVIORS



REWARD IT!

Labeled Praise:

- Praise compliments child on his or her behavior

Praise is specific

Increases the behavior it describes

- Labeled praise increases child's self-esteem

REWARD IT!

Behavioral Reward System

- A behavior management programs where children earn points, tokens, or rewards for appropriate behavior
- Does not strive for perfection. Allows for initial success and shapes behavior over time.

GRAB BAG

The incentive system is a "grab bag" of small rewards including...

things (e.g., edibles, pennies, etc.)

privileges (e.g., television program)

special time (e.g., outside time)

BEHAVIOR CHARTS

- Start with one target behavior
- Specific and Descript!!
- Realistic goal; start low and raise the bar

Explain process to child

- Positive Focus “we know you can do this”

Let child help choose rewards

- Minimal cost; Change frequently



BEHAVIOR CHART — TROUBLESHOOTING

Is the goal appropriate?

Achievable given where the child is at?

How complex is the chart?

How much time, effort does it take for caregiver?

Are the rewards something the child desires?

Are you following up?

- How long before reward is given?

POINT SYSTEM WITH TEENS

| Date | Item | Deposit | Withdrawals | Balance |
|----------|----------------|---------|-------------|---------|
| 5/7/2013 | Pack homework | 100 | | 400 |
| 5/8/2013 | Take out trash | 50 | | 450 |
| 5/8/2013 | | | 100 | 350 |

IGNORE IT

- For non-harmful behaviors you want to decrease
 - Arguing and Yelling
 - Pouting and Sulking
 - Whining and Crying
 - Continuous begging and demanding
 - Mild tantrums
- Consistent ignoring reduces attention-seeking behavior

IGNORE IT

Ignoring means:

- Looking away
- Showing no expression
- Saying nothing to the child

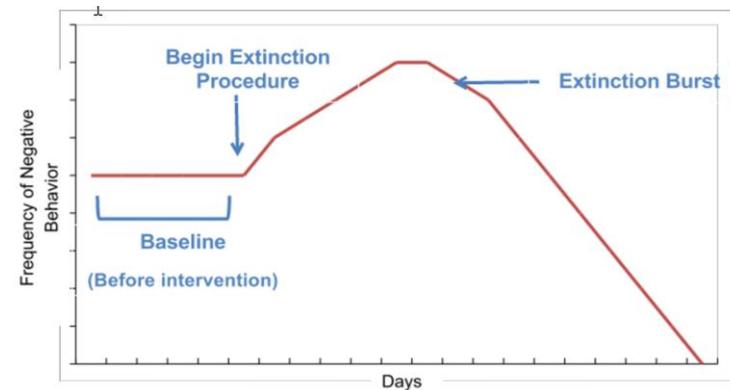
Avoid reasoning and arguing

- May encourage dawdling
- Gives attention to negative behavior

IGNORE IT

Ignored behavior may get worse at first

Carefully observe child and look for an opportunity to reward or praise child for good behavior





INCREASING EMOTION REGULATION

Predictable routines and rituals

- In session: Agenda, activity centers
- At home: Rules, schedules, transition warnings

Consistent “positive time”

EFFECTIVE WAYS TO MANAGE TRAUMA REACTIONS

Create a sense of safety

- Stand a few feet away from child
- Speak in a calm and quiet voice

Use active listening

- Tell child you can see he/she is feeling upset and you are available if he/she needs you

Offer to do a favorite coping skill together (or, just start doing the coping skill yourself for child to join)

Allow your child time to calm

- This means back away and be quiet! 😊
- Stay close by so child can come to you when he/she is ready

STRUCTURING SESSIONS → INCREASE SENSE OF SAFETY

A safe environment is predictable, controlled, calm

- Comfort items, space

Visual Agenda

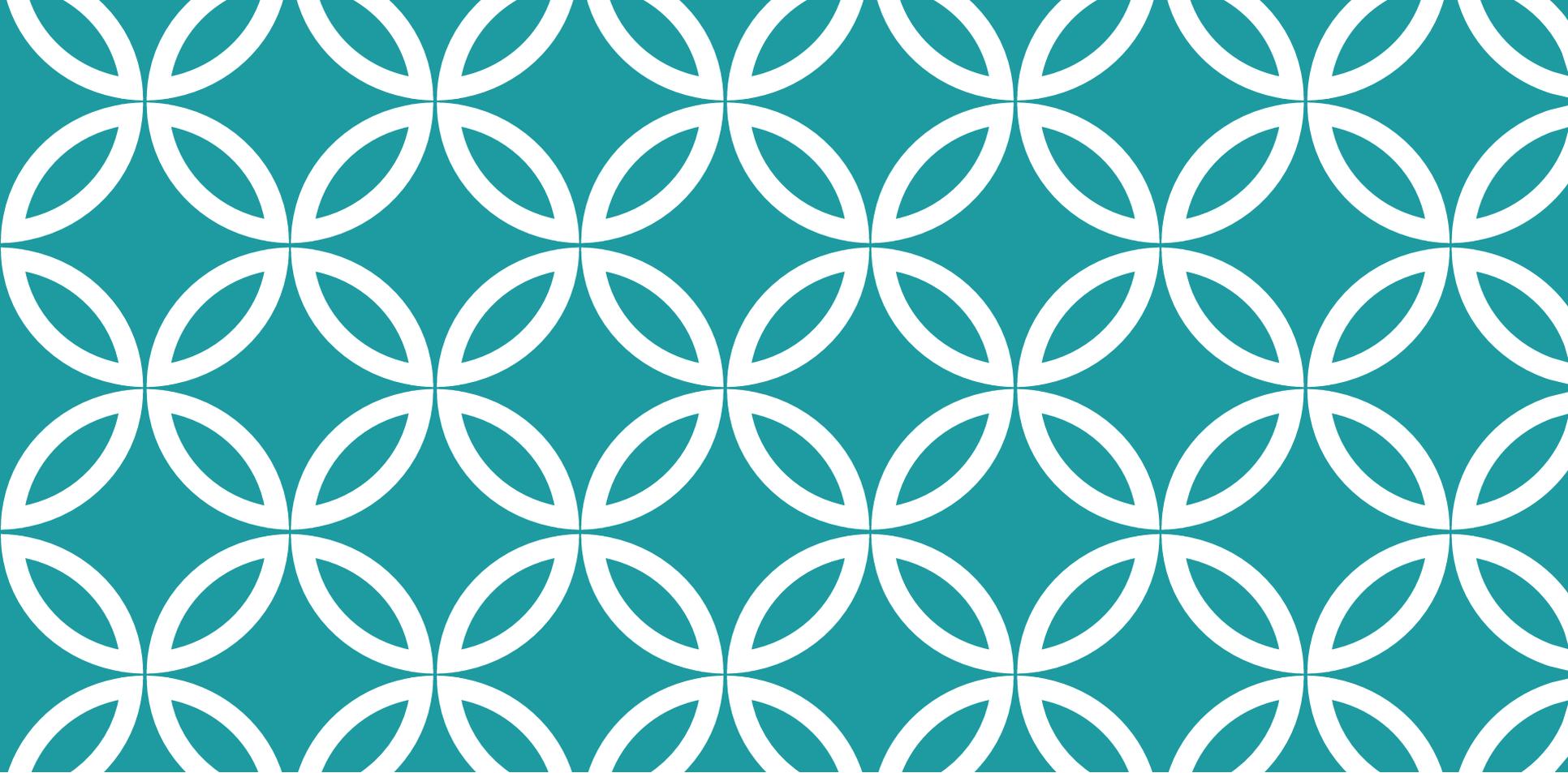
Brief Activities

- Natural breaks provide *gradual* exposure

Repetition

Rewards

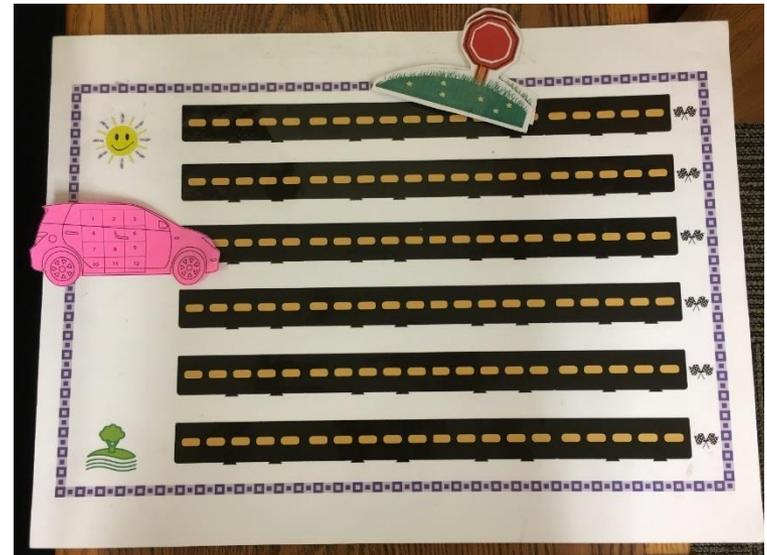
- Need external motivators because young children lack insight oriented, internal motivation



**PRACTICAL APPLICATION
THROUGH CASE EXAMPLES** |

PSYCHOEDUCATION

6 year old female – history of witnessing DV; witnessed house fire and robbery at her house. Presented as hyperactive, easily distracted, and highly anxious



1. Listen and follow

directions.



2. Take turns talking.

3. Be nice.



RELAXATION

10 year old female – history of witnessing sibling physical abuse. Presented with low self-concept, highly negative view of people and the world around her, and with significant anxiety around doing something wrong.

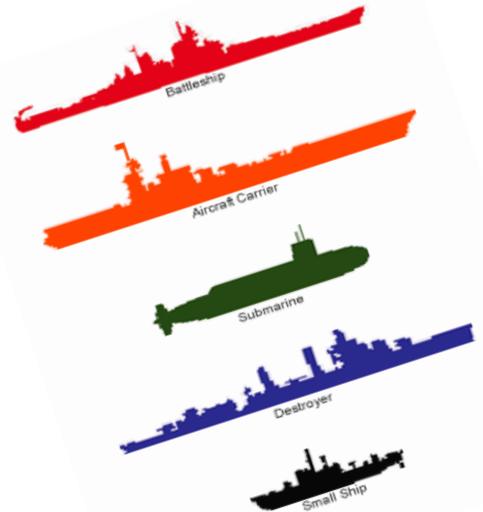
- During relaxation practice she refused to participate. Later it was learned that she was uncomfortable with relaxers because it meant she needed to verbalize she was escalating. High anxiety turned into extreme behavioral outburst.
 - In the moment: get on her level, ensure safety of the environment, avoid reasoning and questioning, model use of coping skills until calmed.
 - Next session: be willing to discuss challenge, increase structure



AFFECT REGULATION

11 year old male – co-morbid diagnoses of FAS and ASD with a history of witnessing domestic violence, witnessing substance use, and physical abuse. Presented with highly disruptive behaviors, poor skills in self-regulation, high anxiety, and a tendency to go from 1 to 100.

- Client successfully named feelings words, but struggled with feeling scaling. He became bored and frustrated, leading to throwing feelings faces, and ultimately attempting to leave the clinic room.
- Already established behavior chart in place that would earn him a prize. Reminders of this were unsuccessful.
 - In the moment: attempted to ignore behavior until attempts to leave the room began. Ultimately involved caregiver to assist in de-escalation.
 - In the future: created safety plan with child for monitoring frustration. Changed structure around teaching feeling scaling. Brought in child's interest (battleships). Changed reinforcement system



COGNITIVE COPING

10 year old female – same client referenced in RELAXATION.

- She began demonstrating success in using carpet square for relaxation. She was observed to understand feelings vocab and scaling. Continued to easily escalate, though more manageable than previously indicated.
- In learning cognitive triangle, she had a great grasp on difference and connection between T-F-B. When practicing identifying trauma related thoughts verbally another behavioral outburst occurred.
 - In the moment: attempted to encourage use of carpet square which resulted in client running out of the room. With caregiver's assistance client returned to the room, though would not de-escalate. Through active ignoring and coping skill modeling client calmed. Ended session with grounding.
 - In the future: slightly adapted carpet square. Since verbal expression was hard for client took steps back to alter way in which she identified thoughts. Created incentive program.



TRAUMA NARRATIVE

7 year old female – history of sexual abuse by older brother.
Presented with high anxiety and avoidance, hyperactivity.

- Behavior chart already established and being used with success. Gradual exposure through model was effective and consistent. When timeline creation began, a noted increase in child's hyperactivity was observed. She began climbing on tables and chairs and attempting to scale the window ledges.
- Creation of timeline was not achieved.
 - In the moment: Reminders of behavior chart were ineffective. Withholding of moving her car forward did not deter behaviors. Ignoring was moderately effective, though child would ramp up for attention by putting herself in potentially harmful situations.
 - In the future: adapt behavior chart and use movement in creation of timeline. Furniture was removed from the room.



THANK YOU!

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