

FAMILY INTERACTION TRAINING (FIT) MODULE 2



WELCOME BACK!

On this sheep-scale,
how do you feel today?



WOOL FOR EVERY DAY #IWOOLWOOLYOU

MODULE 1 REVIEW: KEY CONCEPTS



Sensitive & responsive parenting strengthens the parent-child relationship.



Attention from parents can motivate children to behave in different ways.



Praise is a very powerful form of positive attention.



Parent-child playtime strengthens the relationship and is a time for practicing parenting skills.



Children benefit when their environment is consistent and predictable.

MODULE 1 REVIEW

- Communication Skills
 - Active listening
 - Reflection
 - Labeling Emotions
 - Using Gestures
- Praise
- Using attention strategically
- Scheduled playtime

MODULE 1 QUIZ

You are here: AUCD Home / Resources / Trainees & Early Career Professionals
Family Interaction Training (FIT) Trainer Videos and Materials

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Family Interaction Training (FIT) Trainer Videos and Materials

June 22, 2018

[< Back to Family Interaction training \(FIT\) program](#)

*Rose F. Kennedy Children's Evaluation and Rehabilitation Center
Department of Pediatrics, Montefiore Medical Center*

About the Course

This course was developed for people from a wide range of disciplines to teach parents of young children to use many of the parenting strategies commonly used in proven programs. Although it is expected that trainers are likely to have some knowledge of parenting strategies, this course covers all concepts that are needed. However, the course does not cover basic training, therapeutic, or clinical skills and thus is intended for professionals with experience interacting with parents or families in a therapeutic, clinical, teaching, training, or related setting.

Trainer Materials

[FIT Trainer Guide](#)

[Module 1 Key Concepts Quiz](#)

[Module 1 Key Concepts Quiz Answer Key](#)

[Module 2 Key Concepts Quiz](#)

[Module 2 Key Concepts Quiz Answer Key](#)

[Module 3 Key Concepts Quiz](#)

[Module 3 Key Concepts Quiz Answer Key](#)


FAMILY INTERACTION TRAINING



COURSE FOR TRAINERS

Family Interaction Training (FIT)
program logo

DOWNLOAD

 FIT TRAINER GUIDE.pdf
(2,701KB) [download]

Answer keys here!





QUESTIONS ABOUT MODULE 1?

MODULE 2

Structuring the Environment to Prevent Misbehavior

AGENDA FOR TODAY

- Review of Module 2 Concepts
 - Routines & Rules
 - Giving Clear Instructions
 - Easing Transitions
 - Redirection
 - Emotion Regulation



Questions?



Comments?



Reactions?

AGENDA ITEMS FOR TODAY

MODULE 2 KEY CONCEPTS



Parents can help children manage their behavior with clear and consistent, schedules, routines, rules, & directions.



Intervening before behavior problems start can prevent misbehavior.



Strategies that focus on helping children manage feelings can help prevent misbehavior.

FIT CURRICULUM

Warmth

- Module 1: Strengthening the Parent-Child Relationship

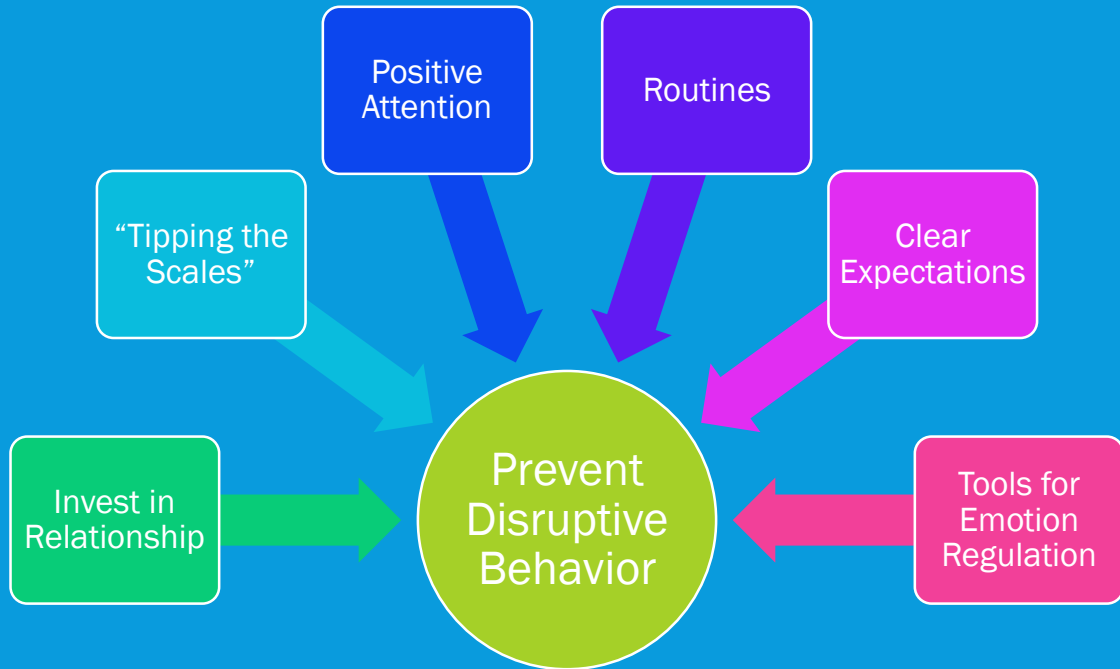
Demand & Limit Setting

- Module 2: Structuring the Environment to Prevent Misbehavior
- Module 3: Effective Strategies for Addressing Misbehavior

POWER OF PREVENTION



MORE THAN AN OUNCE OF PREVENTION!





CHALLENGES WITH ROUTINES

ESTABLISHING ROUTINES

- Provides consistency and predictability
- Daily schedule
- Determining routine for each event helps them go more smoothly

FAMILY RULES

- Provide clear expectations
- Keep it simple
- State rules positively
- Explain rules
- Consistency in explanations & follow through



GIVING CLEAR DIRECTIONS

- Be clear, specific, & direct
- Give one at a time
- Calm, neutral, and polite
- Give explanations before command
- Follow up with praise



Clear, specific, & direct



One at a time



Calm, neutral, and polite



Give explanations before
command



Follow up with praise

LET'S PRACTICE

ADDITIONAL CONSIDERATIONS

- Can't do vs. Won't Do
- Developmental guidance
 - What are appropriate expectations for child's age and developmental level?



EASING TRANSITIONS

- Ease transitions by
 - Giving a heads up
 - Using time warnings
- Plan ahead
 - Anticipate child's needs ahead of time
 - Consider times of day or transitions that are especially challenging



REDIRECTION



ComputerHope.com

- Give clear direction or alternative action to try
- Use redirection before a problem behavior occurs
(not once the behavior has started)
 - If the problem has already started, use active ignoring or another consequence
 - Consistency is key!

PROVIDING CHOICES

- Limit choices to a few that are okay
- Can combine choice with instruction



PAUSE IN OUR SCHEDULED PROGRAMMING...

...to discuss
emotion
development
and reactivity!



- 1 to 2 = Latency
- 2 = Emotion onset
- 2 to 3 = Rise time to peak
- 3 = Peak
- 3 to 4 = Recovery
- 4 = Emotion offset
- 4 to 5 = Latency to baseline
- 2 to 4 = Duration

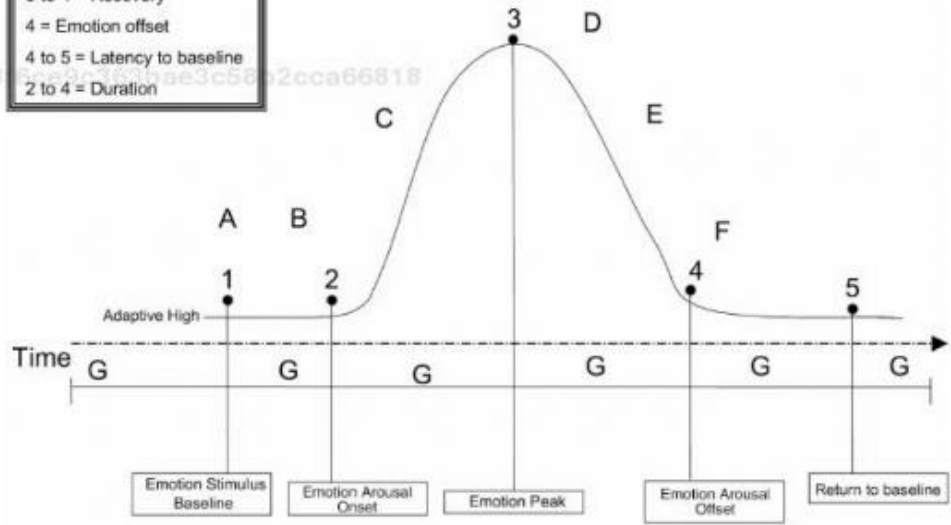


FIGURE 14.1. Emotion reactivity: Time course of response and recovery.

Luby, J. L., Stalets, M. M., Blankenship, S., Pautsch, J. & McGrath, M. (2008). Treatment of preschool bipolar disorder: A novel parent-child interaction therapy and review of data on psychopharmacology. In B. Geller & M. DelBello (Eds.), *Treatment of bipolar disorder in children and adolescents* (pp. 270-286). The Guilford Press.

Intensity

Time



TYPICAL CAREGIVER RESPONSE?

HELPING CHILD CALM DOWN

- Young children are still developing emotion regulation
- Anticipate difficult times
- Label feelings
- Provide comfort and reassurance
- Teach child to calm down

LABELING FEELINGS

- Develop feelings vocabulary
- Labeling does not mean accepting behavior
 - “It’s okay to be mad but it’s not okay to be mean.”
 - “It’s okay to be angry, but it’s not okay to hit.”

PROVIDE COMFORT & REASSURANCE

- Hug
- Picking the child up
- Staying in close proximity
- Remaining calm!

TEACH & CUE CALMING DOWN

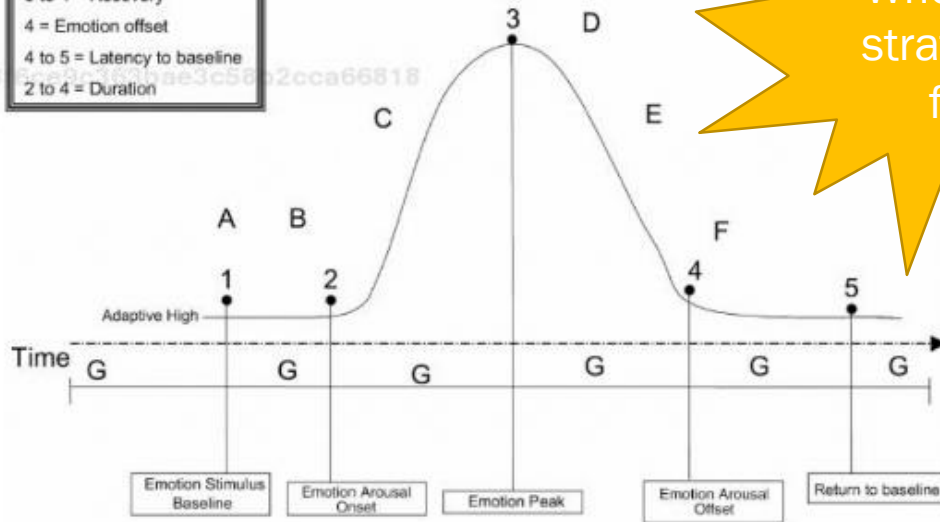
- Taking deep breaths
- Soothing activity
- Listening to music
- Praise child's use of calming strategies

CONSIDER TIMING & EMOTIONAL REACTIVITY

- Timing & Emotional Curve
- Parent as Co-Regulator
- Role of Caregiver's Emotion



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- 2 = Emotion onset
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Where do strategies fit?

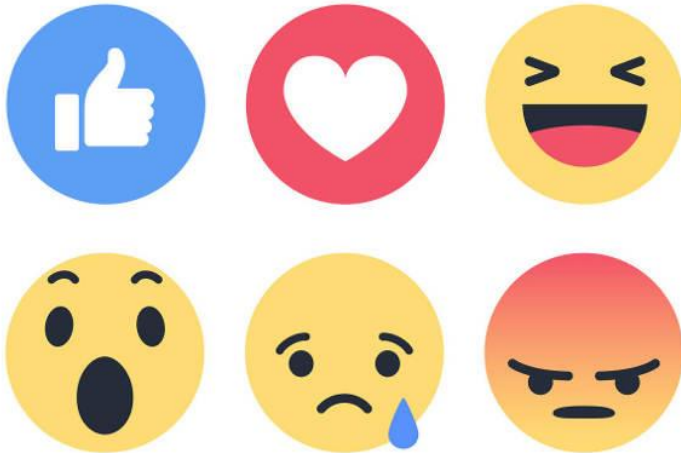
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REMEMBER



- Focus on skills training
- Tools available
 - Videos
 - Explain, model, demonstrate
 - Role Play
 - Home Practice/Homework
 - Rehearsal
 - Cues & Reminders
 - Handouts
 - Worksheets



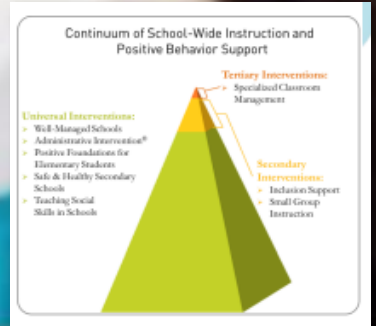
REACTIONS & CLOSING THOUGHTS

QUESTIONS?



- Reduced office referrals & disruptive behaviors
- Increased academic engagement & instruction time
- Increased on-task behaviors
- Increased job satisfaction

- Section 1: Introduction-Building Positive Relationships
- Section 2: Preventing Problem Behavior-Teaching School Success Skills
- Section 3: Encouraging Positive Behavior-Reinforcing School Success Skills
- Section 4: Correcting Problem Behavior-Responding to Inappropriate Behavior
- Section 5: Implementation Plan-Putting it all Together



WELL-MANAGED SCHOOLS

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NEXT STEPS



- Upcoming Webinar
 - Last session! Tuesday, November 16th 11:30 AM CST
- Review
 - Module 3 Trainer Materials
 - Trainer Videos
 - Trainer Manual
 - PLEASE send any questions or comments prior to next webinar! ascudder@iastate.edu