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## Ask the Expert

### Behavior Therapy: What it is and finding a therapist



John L. Barton, Ph.D., ABPP  
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The National Resource Center on ADHD, A Program of CHADD is the nation's clearinghouse for evidence-based information on ADHD. This Ask the Expert webcast is supported by Cooperative Agreement Number 1U39CE000376 from the Centers for Disease Control and Prevention (CDC) and does not necessarily represent the official views of the CDC. The National Resource Center on ADHD, CHADD and the CDC do not endorse, support, represent or guarantee the accuracy of any content presented or endorse any opinions expressed in this webcast.

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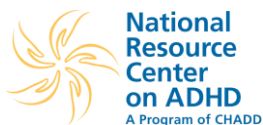
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## CHADD is home to the



A partnership between CHADD and the US Centers for Disease Control and Prevention (CDC)

For more information:  
<http://www.chadd.org/About-CHADD/National-Resource-Center.aspx>



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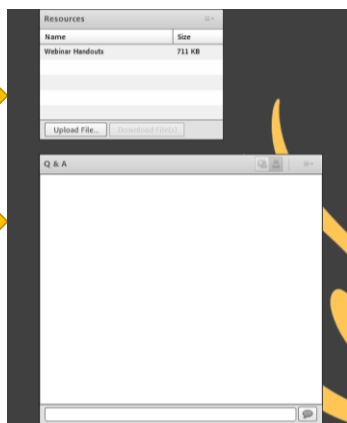
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Slides →

Ask a question →



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Do you need help with choosing what direction to go?

Call and speak to an ADHD Information and Resource Specialist



1-800-233-4050  
Mon-Fri, 1-5pm ET



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### Learning Objectives

- To know what is effective in the treatment of ADHD
- To understand the components of behavioral therapy
- To be aware of ways to support executive functioning
- To be familiar with resources and how to find a good behavior therapist



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...and let's remember June 6



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### Well-Established Treatments

- Medication
- Classroom Interventions/School Accommodations
- Intensive Social Skills Training
- Behavior Management/Parent Training

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### What IS Behavioral Therapy? (CDC)

- It teaches parents how to create structure and reinforce good behavior. You can learn how to:
- Have a better understanding of your child's behavior.
- Encourage positive behaviors and discourage negative ones.

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## Why Behavioral Parent Training?

- Reciprocal nature of conflict and distress
  - Mothers more depressed
  - Parents often with ADHD, SUD, conflict
- The nature of ADHD requires intervention at the point of performance




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## Principles for Management, #1

- Intervening at the *point of performance*
  - Consequences and feedback must be much more immediate and frequent
  - Consequences must be more powerful
    - Remember, novelty is powerful
  - Rewards before punishment




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## Where does change occur...




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## Principles of Management, #2

- Providing structure/externalizing info
- Anticipation, esp. with transitions
- Information about what, when, how
- Enable the child to DO what s/he knows at the time and place at which it needs to be done




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## Core Components of Behavior Therapy

- Education
  - ABCs of behavior
  - The function of behavior
- Specific praise & Special Time
- Planned ignoring
- Effective commands
- Incentive systems
- Time-out from reinforcement
- Problem-solving




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## What do you want to change?

(Functional Assessment)

- Carefully define the target behavior
  - Define the positive opposite
- What prompts the behavior? (The "A")
- What are the rewards that maintain behavior? (The "C")
- Alter antecedents and consequences

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## Specific praise & Special Time

- Catch 'em being good!
- Specific labeled praise
- Nonverbal signs of approval
- Special Time
  - Non-contingent
  - Defined
  - Time-limited
  - Child picks activity
  - Be a "play-by-play" announcer




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## Planned ignoring

- Attention is powerful!
- Ignore mildly annoying behavior
  - Whining, crying, eye-rolling, complaints
  - NOT harmful or dangerous behavior
- Parents need to




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## Effective commands

- Give only when sure you can follow through
- It is a command, not a question
- Use "when-then" commands
- Give a 2 minute warning?
- Allow time to process, and repeat with consequence




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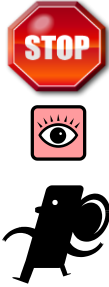
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# “Stop, Look, & Listen”

Clear, Brief, Visual




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# Daily Report Card from school

Home Report Card		
Name: _____	Date: _____	
___% of class work completed	YES	NO
Obeyed class rules	YES	NO
Got along well with others	YES	NO
Teacher's signature: _____		
Comments: _____		




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# A token economy




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### Time-out from reinforcement

- Rewards first
- Use for behaviors maintained by attention or tangible items
- Define
  - Behaviors
  - Length of TO
  - Location of TO
  - Ending of TO
  - Managing escalating behavior




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### Problem-solving

- What IS the (single) problem?
- What are potential solutions?
- What are the + and – of each?
- Which has most + and least - ?
- Who will help w/ implementation?
- Evaluate the success
- Celebrate! (or be Thomas Edison)




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### Principles for parenting teens

- Learn about teen development
- Foster realistic beliefs & expectations
- (Re-) consider medication?
- Repair the relationship
- Adjust the delivery of + and – consequences
- Learn negotiation skills
- Improve communication




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## Use Behavioral Contracts

- **When Andy:**
  - 1. Completes homework w/ 90% accuracy by 8:00
  - 2. Is ready for the bus by 7:15
  - \* Both, 4/5 days
  - (-) Both, < 3/5
- **Mom and Dad will:**
  - 1. Allow 30' of video game time
  - 2. Let Andy pick dessert
  - \* Trip to mall on Saturday for 2 hours
  - (-) No friends over Saturday




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## Benefits of Parent Training

- **Effective in reducing conflict, defiance, and (to a lesser extent) ADHD symptoms**
- **Reduces parenting stress, improves family well-being**
- **Enhances medication effects for children w/ ADHD and anxiety or severe ADHD**
- **Father involvement enhances maintenance of improvement**

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## Predictors of Positive Outcome

- **The absence of:**
  - Conduct problems
  - Maltreatment
  - Poverty
- **The presence of:**
  - Stable family
  - Emotional well-being
  - Parent mental health
  - Positive peers




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### Finding a therapist (CDC)

- American Psychological Association Psychologist Locator
- American Association of Marriage and Family Therapy Locator
- \*American Board of Professional Psychology
- Specific Trainings
  - Parent-Child Interaction Therapy (PCIT)
  - Triple P – Positive Parenting Program
  - Incredible Years Parent Program




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### Therapist Characteristics

- Teach parents skills and strategies that use positive reinforcement, structure, and consistent discipline to manage their child's behavior?
- Teach parents positive ways to interact and communicate with their child?
- Assign activities for parents to practice with their child?
- Meet regularly with the family to monitor progress and provide coaching and support?




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### Medication

- Nonstimulants have a lower efficacy rate, estimated at 40% to 45% compared with 65% to 85% with the stimulants
- It will be beneficial, well tolerated, and have the effects you'll be looking for in 65% of people
- If it doesn't work, and you try the other class, another 20% will respond better or else the side effect profile is better.




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## Expectations

- ADHD is a chronic neurodevelopmental condition
- BT will work best with
  - Younger and school-age children
  - With more conduct problems
- Even the best treatments rarely normalize all functioning
- The effects of treatment likely diminish when the treatment stops




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## Summary

- **ADHD is chronic, affecting 3-7% of children, 4% of adults**
- **Effective behavioral therapy:**
  - Occurs at the point of performance
  - Externalizes important information
- **Treatments:**
  - Behavior management to support cognitive deficits
  - **Combination (Medication + Behavior Tx) is superior to either one alone**

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## Other resources

- <http://effectivechildtherapy.org>
- *Taking Charge of ADHD*, Barkley
- *Smart But Scattered*, Dawson & Guare

CDC Behavioral Therapy and Finding a Therapist Fact Sheets:

- <https://www.cdc.gov/ncbddd/adhd/documents/adhd-behavior-therapy-overview.pdf>
- <https://www.cdc.gov/ncbddd/adhd/documents/adhd-behavior-therapy-overview-all-ages.pdf>
- <https://www.cdc.gov/ncbddd/adhd/documents/behavior-therapy-finding-a-therapist.pdf>




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## Thank You

### John L. Barton, Ph.D., ABPP

- Arizona State University
- Clinical Psychology Center:  
<https://psychology.clas.asu.edu/content/psychology-clinic>
- Phoenix Children's Hospital
- Pediatric Psychology Program:  
<http://barrow.phoenixchildrens.org/programs-services/psychology>




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## Upcoming Webinars

**Educator Edition**  
**Project-Based Learning and ADHD**  
Guest Expert: Susan Kologi, PhD  
Wednesday, June 21  
3:00-4:00 p.m. ET

Register Now at  
[www.CHADD.org/AsktheExpert](http://www.CHADD.org/AsktheExpert)




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