



A4 Brief Enhancement Parenting Strategies: Early Intervention in Parental Stress

Wednesday, June 15, 2016, 10:30 a.m.-12:00 p.m.

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Madrid

Brief Parent
Enhancement Strategies
Early Intervention in Parental Stress

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Objectives for Today's Presentation

- *Define the three core principles of the Brief Parent Enhancement Strategies.*
- *Develop skills to engage parents in skill building.*
- *How practice complements Wraparound practices.*



Background of Developer

- *40 years in mental health, including over 30 years as Licensed Marriage and Family Therapist*
- *25 years as director of outpatient and inpatient mental health and substance abuse programs*
- *Parent of three adoptive children with mental health problems*
- *Challenged dog owner*



Background of BPES

- *Problem-*
 - *Parents have problems with children- normal*
 - *Parents with "special needs children" have more stressors and not necessarily the skills.*
 - *Parents with lower socioeconomic means have less resources for their children.*



Theory

- *Expectations-If parent can change views of self and child, stress levels go down*
- *Empowerment of parent-stop victimization and martyrdom*
- *Behavior and intention- cause and effect of actions*



Theory

- *Behavioral parenting strategies- be your own behavioral specialist*
- *Structuring interventions-fitting within the daily routines of the family*
- *Social supports-use of others to ease the burden of parenting*



BPES Model

- *BPES Curriculum*
 - *12 Lesson Modules Organized by Three Core Principles*
 - *Can be done in field or clinic*
 - *Each lasts until all information in lesson is covered or all lesson materials are completed*
 - *Lesson Content*
 - *Recap of last week (use of homework, problems, etc)*
 - *Discussion of lesson information*
 - *Interactive or role-play format on lesson topics*
 - *Homework (done with parent or assigned)*



Criteria for BPES Parent

- *Poor view of self as parent*
- *Stress*
- *Poor view of child*
- *Behavior problems*
- *Unrealistic expectations of child*



Evaluation and Engagement

- *Learn about parent*
- *Evaluation questions about parenting: past (family of origin), present (current behaviors), and future (goals)*
- *Administer, score, and interpret evaluation measures*
- *Agreement between practitioner and parent*



Parenting Stress Index – Short Form (PSI-SF)

- 36-item measure of parent-child characteristics and situational factors that contribute to overall parental stress
- 20 minutes to administer, score and present
- English and Spanish
 - Total Stress Score
 - Three Scale Scores:
 - Parental Distress-self as parent
 - Parent-Child Dysfunctional Interaction-difficulties with child
 - Difficult Child-child's behavior



Eyberg Child Behavior Inventory (ECBI)

- 36-item measure of intensity of child behavior and parent's perception
- 20 minutes to administer, score and present
- English and Spanish
 - Two Scale Scores:
 - Intensity-severity of child problems
 - Problem- significance of issue to parent



Fidelity Measures

- Fidelity Checklist
 - Has Practitioner provided required items in lesson plan?
- Quality Assurance Checklist
 - Has parent demonstrated knowledge through questions during lesson?



Stress

- *Life Events affect stress*
- *Learn stress triggers*
- *Relaxation exercises*
- *Stress Plan- what are triggers, what happens, how do you respond, how to respond different or remove self from trigger*
- *Exercise- handling noisy child at store*



Grief and Loss

- *How children's illness is loss from norm*
- *Stages of loss*
- *Intervention-What I want vs. What my child is vs. What can I live with*
- *The Grief and Loss Road*



Assertive Communication

- *Aggressive vs. passive vs. assertive styles*
- *Taking criticism*
- *Assertive techniques*
- *DESC and Rules for Discussion*
- *Communication Hot Buttons*
- *Exercise-parent criticized by mother*



Supports

- *Assertive Bill of Rights- I can ask for help*
- *Social Capital*
- *Intervention-Circle of supports*
- *Who can be helpful?*



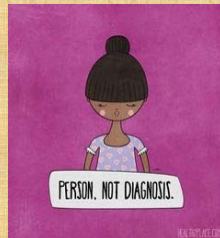
Child Development

- *Use CDC development information*
- *Intervention-Developmental markers*
 - *Chronological age*
 - *Biological age*
 - *Psychological age*
 - *Social age*



Mental Health Education

- *Mental illness as internal or external problem*
- *Discussion of illnesses from anxiety to trauma*
- *Letter from parent*
- *Intervention-How do I tell people about my child?*



Parent Advocacy

- *Turn assertion into advocacy for child and self*
- *IEP's, SST's, and school system*
- *What to accept and what to push back from physicians, schools, child welfare, etc.*
- *Exercise-role play with school psychologist*



Promoting Positive Behaviors

- *Consequences work for children and parents*
- *Praise increases behavior*
- *Worksheets on problems and solutions*
- *Ways to praise child*
- *Tie behavior with consequence or reward*
- *Exercise-child late to school*



Clear Expectations

- *Rules are for parents and children, too*
- *Intervention-What are behaviors and how did they happen?*
- *Behavior contract (for older children)*
- *Things I can do (for younger children)*



Solving Problems

- Same as Assertive Communication lesson, but targeted at child's communication
- Children push more buttons, learn how to cope with them
- How communication styles with children differ from parents
- Intervention-What child says, response, hot button, optional response



Final Session

- Review successes, accomplishments
- Referrals to community
- Take post PSI and ECBI, compare scores
- Graduation certificate



Research: Initial Effectiveness Study

- Goal: To demonstrate that BPES is an effective adjunct curriculum for parents of children receiving mental health services
- Study Design: Single group, Pre/Post
- Results:
 - Parental Stress behavior reduced by 33%
 - Child's behaviors reduced by 40%
 - Parents identification of problem reduced by 40%



Connecting Wraparound to BPES

- *Goals of Wraparound*
- *Permanency*
- *Safety*
- *Well-Being*
- *BPES focus on the parent*
- *Stabilize home life through self-care*
- *Improve interactions with child*
- *Awareness of child development and mental health education*
- *Help parents get back in control and participate*



Current Projects

- *1st Research paper publication in progress*
- *2nd Research study- comparative Triple P vs. BPES*
- *CIBHS representation for Community Development Team*
- *BPES Training – to be determined in Northern and Southern California*



Certification Process

- *One Day Practitioner Training*
- *Twelve Conference Calls for Supervision*
- *Half Day Booster Training at 6 month mark*
- *Data Collection sent to Harbor View*



What Makes BPES Unique?

- *Grassroots based- developed in community mental health setting, not in university*
- *Conducted in English and Spanish*
- *Practitioners- paraprofessionals, bachelor's, and master's level*



Questions?



Thank you
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