



Bridging the Gap:

Behavior Parent Training for Caregivers of Children with Childhood Adversities

Taniyah Roach, MS

Michelle Kuhn, PhD

Erin Olson, PhD

Leayh Abel, Ed.S, NCSP

Parent Behavior Management Training

- 'First line' treatment for ADHD and behavior concerns
- Only one study explicitly testing PBMT in children with prenatal substance exposure
 - 116 children with PSE who took part in PCIT
 - 50% with biological mother
 - Treatment effects not significantly different from children without PSE
 - Child externalizing
 - Positive parenting skills
 - Attrition
- Living experience from caregivers of children with FASD and PSE reflects concern that PBMT's consequence-based strategies are a poor fit for their children

Parent Behavior Management Training

Psychoeducation

Why
behavior
problems
occur

Relationship building

Special
Time

Accommodations

Effective
Instructions

Positive Reinforcement

Labeled
Praise

Token
Economy

Consequences

Planned
Ignoring

Privilege
Removal

Time Out

Is there an opportunity to make PBMT work better for FASD?

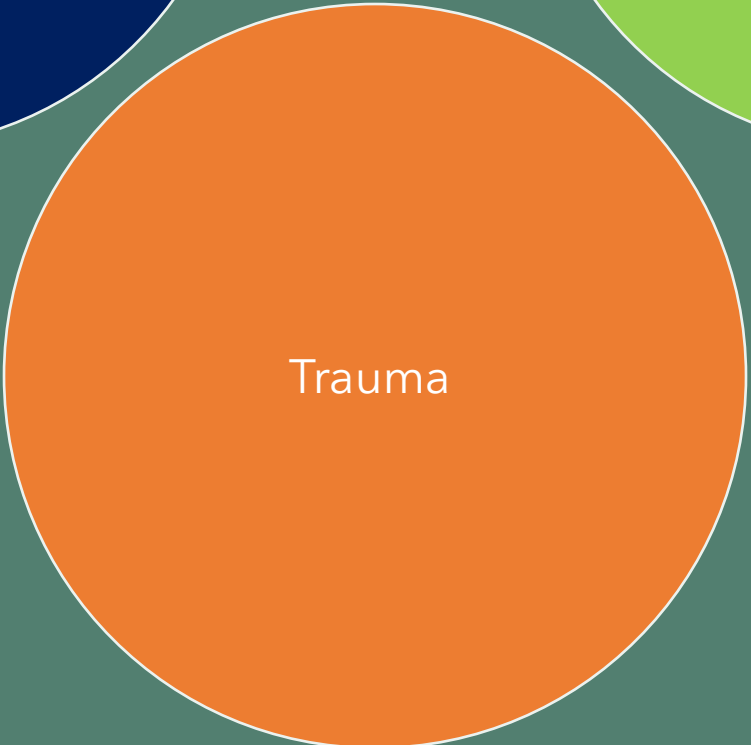
- PBMT is widely available, and kids with FASD and their families deserve to access support
- More 'comprehensive' PBMT programs (i.e., Incredible Years) already include accommodations and skill building approaches alongside consequences

So, we wondered...

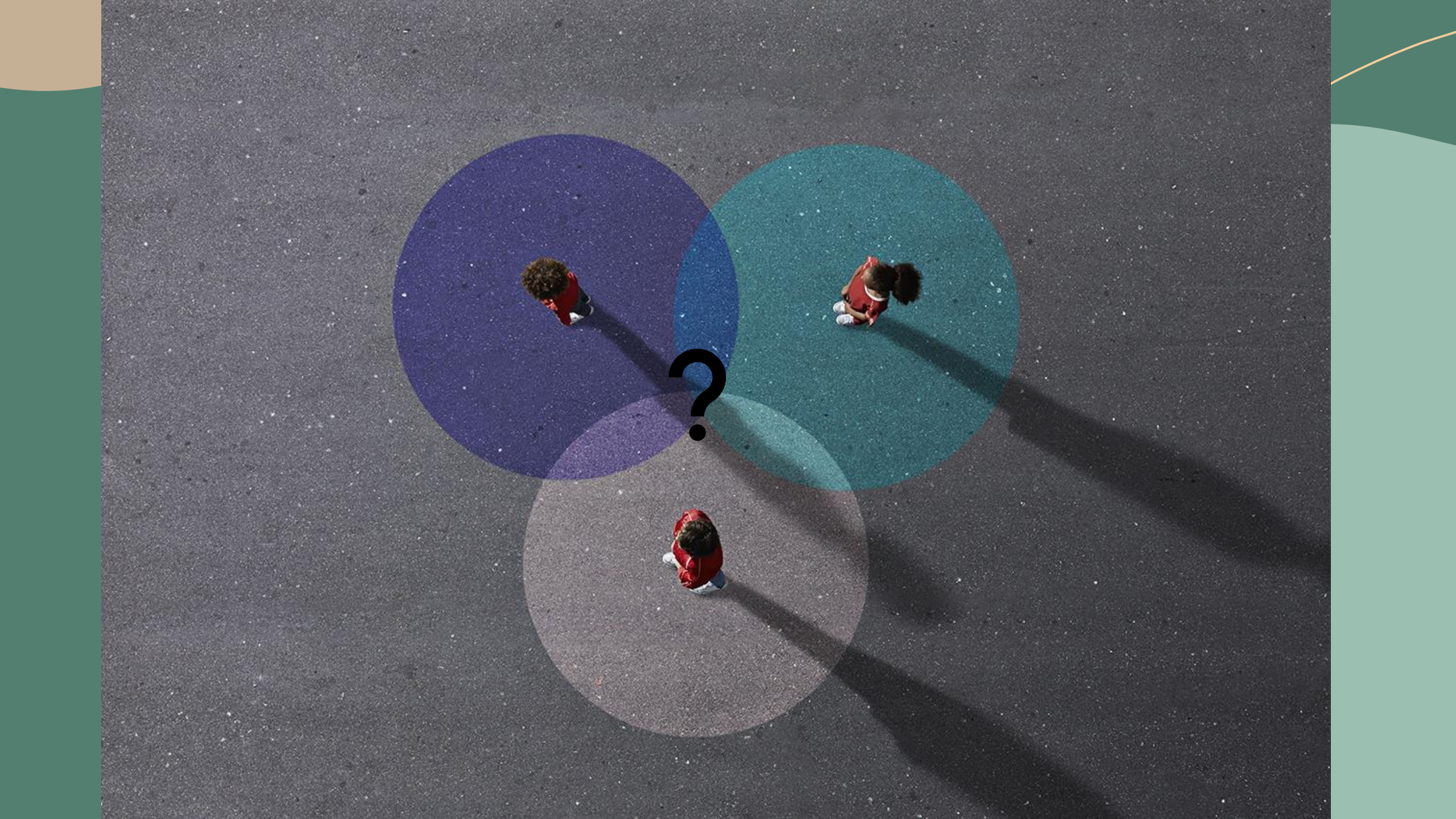
- Are there any parts of PBMT that are useful to supporting individuals with FASD?
- If so, maybe tailoring PBMT would allow providers to provide FASD-informed care, using some of the skills they already know, creating much needed capacity.



Adapted Parent Behavior Management Training

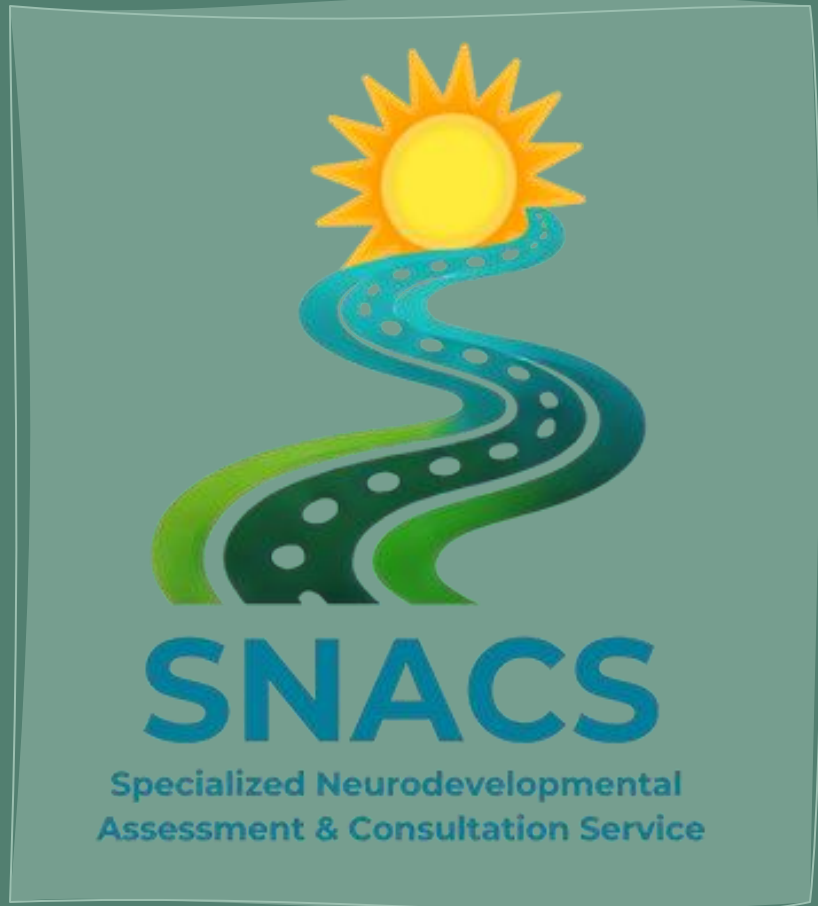


"I have been in so many programs"
- Caregiver



First Approach Skills Training-Behavior for Early Adversity (FAST-B EA)

- Adapted version of an evidence based PBMT widely used in community mental health
 - For caregivers of children who are 4-10 years of age and have:
 - Prenatal substance exposure, trauma, or adverse childhood experiences
 - Caregivers: birth, foster, kinship, and adoptive parents
- 6 weekly, 90 minute sessions via telehealth



Parent Behavior Management Training for Early Adversities

Psychoeducation

Impacts of early adversity on development and behavior

Why behavior problems occur

Relationship Building

Emotion Coaching

Parent Emotion Regulation

Special Time

Accommodations

Effective Instructions

Adjusted Demands
(Identifying the zone of development)

Positive Reinforcement

Labeled Praise

When/Then Rewards

Remove Token Economy

Consequences

Planned Ignoring

Privilege Removal

Time Out

This study

- Interviewed 11 caregivers who had enrolled in the group, including:
 - Birth, kinship, and foster/adoptive caregivers
 - Caregivers who are neurodiverse
 - Caregivers with chronic illness
 - Caregivers who were not able to complete the group
- Questions focused on:
 - Benefits - to parent and child
 - Barriers/concerns- including barriers to using skills or benefitting from the group, or aspects that were not a good fit for their child/family
 - Suggestions for improvement
- Thematic analysis of interview data

Seattle Children's

Supporting Children with Early Adversity Caregiver Workbook

By Aleksandra Bacewicz, MD , Emma Whitmyre, Ph.D., Michelle Kuhn, Ph.D., & Erin Schoenfelder Gonzalez Ph.D.



Use this workbook to:

- ▶ Define early adversity
- ▶ Discuss how early adversity affects development and behavior
- ▶ Review other factors challenging behavior
- ▶ Explore how positive parenting and relationships lead to resilience
- ▶ Gain skills to address developmental and behavioral differences related to early adversity

Key Theme: Importance of Community

All caregivers highlighted the "shared experience" of the group as meaningful and supportive

In fact, I made a friend out of there and I felt it's hard to make friends when you have kids with behavioral issues. So it felt nice to know that I was not alone and other people had the same challenges.

it was great to experience community with other parents who experience children with profound behavioral challenges

"It felt safe to share...and have that same experience that other parents felt"

"It is not just my kid!"

"For the first time, I felt like I was in the right place...with other parents that also know what I am going through, I felt understood"

Another thing was understanding that its not just me, that there are other people that are dealing with the same things. It can be a little bit challenging with friends that don't understand why your kids are behaving the way they are behaving, and why you are not you know, why are you not taking care of it the standard way, you know the way someone else might choose to take care of it.

Key Theme: Importance of Modification

Most caregivers referenced it was helpful to learn modification of skills they had learned through other PBMTs before and learning about early adversity specifically

I've been doing time outs the traditional way which wasn't working. So, we discussed that, which was good to understand why it wasn't working!

We found more effective is to make their emotion coaching a game, because they are into games

Active ignoring was probably the biggest thing and then just understanding that and reflecting on how my behavior can feed into it, and if I can keep it calm, even when I'm not calm, we can get regulated and get to where we need to be

To better understand how [early adversity]... affects the wiring and the chemistry of their brain.

Key Theme: Improvement in Child Regulation Skills

Most caregivers referenced seeing an improvement in their child's regulation skills

I've noticed that we can talk about some stuff more.. he can share that 'I don't know why I'm getting naughty

I would say we are more relaxed and closer. I've noticed a difference.

We are now, we are calmer and able to address things, so they are asking more before they do things and so we're reframing how they get what they are looking for without necessarily ripping apart things.

Even like my 3-year-old is now doing deep breaths and calming down

Regulating myself before talking to them, and how effective it is just being quiet and ignoring. That's been a big game changer for the 6-year-old with his behaviors... when he gets no reaction then all the sudden, I'll get a calm 'uh, mom' and I'm like oh this is huge.

What skills were useful?

“some of the things, particularly some of the things like the time out... were really causing more anxiety more than helping with some of the things we were trying to fix”

And so then how to turn it around from this extreme escalation? Do you just step back and say okay, we will revisit this? Or do you push through it? ... with consequences I would have appreciated more discussion there

Skill	Useful, keep in program	Unsure/ Adapt It	Remove from program
Learning about early adversity and behavior	100%		
Special time	86%	14%	
Clear instructions	100%		
Labeled praise	100%		
Active ignoring	100%		
Emotion coaching	100%		
When-Then rewards	100%		
Privilege removal	71%	29%	
Time out		86%	14%

Key Theme: Putting it all together in the moment

Caregivers reported several barriers in using skills consistently, when they are needed

Remembering to use skills in the ‘heat of the moment’

Main takeaway number one is that there are resources available out there and tools that are available out there that could help my child and help our family. And that when I feel in these moments of crisis and dysregulation with my very heightened child, it's just finding a way to access those

Finding ways to engage active kids when caregivers have mobility or other barriers

“The classes are not necessarily geared to people our age that are basically in our 70s and that don’t have the mobility and ability to interact with our kids.” (regarding finding activities child wants to do and parent can do for special time)

Content additions suggested by caregivers

What next?

- Bridge to next steps - FASD United Navigator, play groups or support groups

Crisis management and de-escalation

- What do you do when your child is in the 'red zone'

Logistic Improvements from Caregivers *...thus far*

Format changes

- Individualized sessions in tandem of group sessions to address specific challenges

Timing of sessions

- Balancing work in daytime and caring for children in the evening

Multiple ways of engaging with materials

- Print workbook
- Links to resources talked about in group
- Digital workbook and slides
- Video and transcript of skills instruction
- Scripts for using skills, especially skills that are for de-escalation

Where does this belong in the system of care?

After foundational knowledge about neurodevelopment

- I think it might have been nice if I would have had the foundational ADHD class first, to have understood all of that before I went into FAST-B EA.
- Lay a foundation for you to be able to take into this short weekly meeting... extra time talking about neurochemical, you know, physiology of the brain

Easier to access in community settings

- 'The road that my family took to be able to access this resource was arduous... I think this is something that like if you can grow this program, you should grow this program because it's great.'



Big Thank You!

Caregivers who shared their experience!

And

Michelle Kuhn, PhD

Erin Olson, PhD

Joanne Sparrow, PhD

Leayh Abel, Ed.S, NCSP

Mary Charleston, MS

Emalise Mitchell, MS

Heather Carmichael Olson, PhD