Parents, Family Factors, and Divorce

I. Parenting Styles/Characteristics

A. 2 dimensions
   1. warmth
   2. control

B. 4 styles

<table>
<thead>
<tr>
<th>Warmth</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Low</td>
<td>Low</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Authoritative</th>
<th>Authoritarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indulgent-Permissive</td>
<td>Indifferent-Uninvolved</td>
</tr>
</tbody>
</table>

1. *Authoritative
2. Authoritarian
3. Indulgent-Permissive
4. Indifferent-Uninvolved

II. Parent Behavioral Training

A. Premises

1. Work with parent or teacher
2. All behavior is learned via normal principles
3. Optimism
4. The original cause may not be current maintaining mechanism

=> Very effective therapy
B. **Assessment**

1. Information from session
   - talk to mom alone
   - have parent bring child in

2. Parent ratings
   - Achenbach
   - Parent Connors

3. School information

4. Observations in home

C. **Convincing Parent(s) to Cooperate with PBT**

"Goodenough parent" vs. special needs
What are mom's goals

D. **Steps with Parents in PBT**

1. Target/pinpoint undesirable behavior

2. Target desired replacement behavior

3. Parents pick 1 or 2 easily solvable behaviors

4. Parents record occurrence of behavior

5. Graph behavior over time & throughout intervention

6. Intervention (Stimulus-Behavior-Consequence)
** Discipline - 4 types - Need 2 (Pos. Reinf & Time Out)

a. Positive Reinforcement - rewarding behavior, with goal of increasing behavior; it is likely to re-occur

b. Punishment - giving a negative to reduce behavior

c. Response Cost - something child likes is taken away for bad behavior

d. Negative Reinforcement - removing something aversive to increase behavior

Rules

1. Consistency

2. Immediacy

3. Shaping

4. Premack Principle

5. Reinforcement Menu

6. Fading

7. Positive reinforcement

8. Therapist Role

9. Maintenance & generalization

III. Details of Time Out

A. Goal: remove child from positive reinforcement (eg., TV, parents' company, activities)

B. Place: by self, no stimulation -- Boring

C. Process

D. Problems
IV. Daily Report Cards from School
   - Consequate school behavior with home rewards

V. Parent Resistance