

Strategies used by the Stepping Stones Triple P Parenting Program when Training Parents of Children with a Disability

1) Spending quality time with children

Spending frequent, brief amounts of time (as little as 1 or 2 minutes) involved in child-preferred activities. Opportunities for parents to become associated with rewarding activities and events, and also for children to share experiences and practice conversational skills

2) Communicating with your children

Having brief conversations or interactions with children about an activity or interest of the child--promoting vocabulary, conversational and social skills.

3) Showing affection

Providing physical affection (e.g., hugging, touching, cuddling, tickling, patting)--opportunities for children to become comfortable with intimacy and physical affection.

4) Using descriptive praise

Providing encouragement and approval by describing the behaviour that is appreciated. Encouraging appropriate behaviour (e.g., speaking in a pleasant voice, playing cooperatively, sharing, drawing pictures, reading, compliance)

5) Giving attention

Providing positive non-verbal attention (e.g., smile, wink, stroke on the cheek, pat on the back, watching)

6) Providing other rewards

Providing tangibles desired by the child (e.g., a toy, mirror, torch, article of clothing, food) [along with] with praise and attention--particularly for children who do not respond to praise and attention.

7) Providing engaging activities

Arranging the child's physical and social environment to provide interesting and engaging activities, materials, and age-appropriate toys (e.g., board games, paints, tapes, books, construction toys)--encouraging independent play,

8) Promoting appropriate behaviour when in the community (e.g., shopping, traveling)

Setting up activity schedules, arranging a series of pictures or words representing activities... children can engage in.

9) Prompting participation in the daily routine of activities

Setting a good example by demonstrating desirable behaviour through parental modeling--showing children how to behave appropriately (e.g., speak calmly, wash hands, tidy up, solve problems)

10) Using physical guidance

Providing just enough pressure to gently move a child's arms or legs through the motions of a task--teaching self-care skills (e.g., brushing teeth, making bed) and other new skills (e.g., playing with toys appropriately). Also, ensuring compliance with an instruction (e.g., "put your hands down")

11) Using incidental teaching

Using a series of questions and prompts to respond to child-initiated interactions and promote learning Promoting language, problem solving, cognitive ability, independent play Using Ask, Say, Do Using verbal, gestural, and manual prompts to teach new skills:

- ❑ Teaching self-care skills (e.g., brushing teeth, making bed) and other new skills (e.g., tidying up)
- ❑ Teaching backwards Using verbal, gestural, and manual prompts to teach new skills beginning with the last steps of the task
- ❑ Using behaviour charts Setting up a chart and providing social attention and back-up rewards contingent on the absence of a problem behaviour or the presence of an appropriate behaviour
- ❑ Encouraging children for appropriate behaviour (e.g., playing cooperatively, asking nicely) and for the absence of problem behaviour (e.g., tantrums, swearing, hitting)
- ❑ Using diversion to another activity Using instructions, questions, and prompts to divert a child who may soon misbehave to another activity

- ❑ To prevent problem behaviours (e.g., self-injurious behaviour, damaging property, running away)
- ❑ Establishing ground rules
- ❑ Negotiating in advance a set of fair, specific and enforceable rules
- ❑ Clarifying expectations (e.g., for watching TV, shopping trips, visiting relatives, going out in the car)
- ❑ Using directed discussion for rule breaking The identification and rehearsal of the correct behaviour following rule breaking
 - Correcting occasional Rule breaking (e.g., leaving school bag on floor in kitchen, running through the house)
 - Using planned ignoring for minor problem behaviour
 - The withdrawal of attention while the problem behaviour continues
 - Ignoring attention seeking behaviour (e.g., answering back, protesting after a consequence, whining, pulling faces)
 - Giving clear, calm instructions
 - Giving a specific instruction to start a new task, or to stop a problem behaviour and start a correct alternative behaviour
- ❑ Teaching children to communicate what they want
- ❑ Initiating an activity (e.g., getting ready to go out, coming to the dinner table), or terminating a problem behaviour (e.g., fighting over toys, pulling hair) and saying what to do instead (e.g., share, keep your hands to yourself)
- ❑ Teaching a functionally equivalent way of making needs known or met
- ❑ Dealing with noncompliance, [i.e.] temper outbursts, self-injurious behaviour, pica.

12) Backing up instructions with logical consequences

The provision of a specific consequence involving the removal of an activity or privilege from the child or the child from an activity for a set time

- ❑ Dealing with noncompliance, mild problem behaviours that do not occur often (e.g., not taking turns)
- ❑ Blocking Catching or blocking hands, legs to prevent the completion of a behaviour
- ❑ Dealing with dangerous behaviour (e.g., reaching for an iron, running out onto the road, attempting to hit themselves) or terminating a problem behaviour (e.g., hitting another person)
- ❑ Using brief interruption--Having a child sit quietly where a problem has occurred for a set time
- ❑ Dealing with self-injurious behaviour, repetitive behaviour, or struggling during physical guidance
- ❑ Using quiet time for misbehaviour-- Removing a child from an activity in which a problem has occurred and having them sit on the edge of the activity for a set time
- ❑ Dealing with noncompliance, children repeating a problem behaviour after a logical consequence
- ❑ Using time-out for serious misbehaviour
- ❑ The removal of a child to an area away from others for a set time
- ❑ Dealing with children not sitting quietly in quiet time, temper outbursts, serious misbehaviour (e.g., hurting others)

13) Planned activities

Providing engaging activities in specific high-risk situations to prevent out-of-home disruptions (e.g., on shopping trips, visiting, traveling in a car, bus, train)

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