

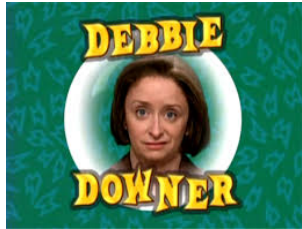
Working with Parents in Difficult Situations

Vivian Weinstein Day
June 19, 2018

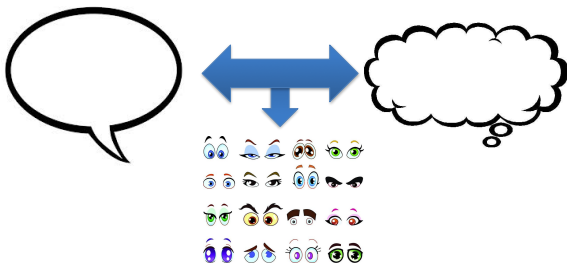
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REFRAMING THE ISSUE

Parents in Difficult Situations vs. Difficult Parents



What We Say Impacts What We Think



What we think impacts how we react



Activity

One thing
I like about working with
parents

One thing
I dislike about
working with
parents

One strength
I have in working
with parents

One area
where I need
more help or
experience

Why Do Families Act the Way They Do?

- They are worried about their children
- They want the best for their children
- They may not agree with your recommendations
- They may not be able to carry out your recommendations
- They might not feel respected or understood
- They may be carrying prior unpleasant experiences with them

Barriers

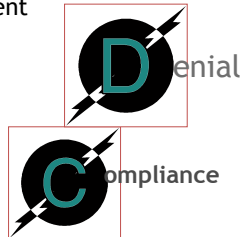
- | | |
|---------------------|---------------------------|
| • Stigma | • Energy |
| • Knowledge | • Needs of Other Children |
| • Skills | • Work |
| • Attitudes | • Culture |
| • Complex systems | • Philosophy |
| • Money | • Temperament |
| • Language | • Capacity |
| • Fear of criticism | • Other demands |
| • Time | • Experience |
| • Competing Demands | • Isolation |
| | • and on and on and on |

Assumptions

- Families will be on a continuum of knowledge and skill level
- Strategies which are not comfortable will not be utilized.
- Permanent and deep behavior change will be an individual choice.
- Progress is made in steps
 - Not succeeding is not the same as not trying.
 - And not arriving is not the same as not traveling.

The Terrible Twins

- Denial and Compliance
 - Neither supports confident and competent participation
 - Both convey
 - Judgment
 - Authority



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Remember

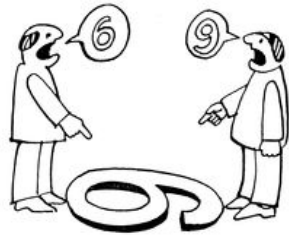
- We can't insist that we only work with people we like.
- People under stress are never at their best.
- Parents may say things or discuss situations that trigger memories and feelings from a stressful time in your life.



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STRATEGIES FOR SUCCESS

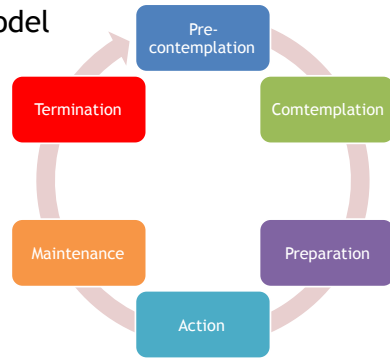
Perspective Taking



Transtheoretical Model

- Prochaska et al, (1979)
- Public health model for behavior change
 - Recognizes that barriers to behavior change may be related more to skills acquisition than resistance and
 - Identifies the steps that are necessary for behavior change.

Transtheoretical Model



Applying the Transtheoretical Model

Stage - Pre-Contemplation

- Not intending to take action within the next 6 months
- May be at this stage because uninformed or under-informed about the consequences of a given behavior
 - } May be frustrated because of previous attempts at change

Our Families May

- Feel overwhelmed
- Not understand their role as parents
- Rely on experts
- Not know what they don't know

Applying the Transtheoretical Model

Stage - Contemplation

- Intending to take action in the next 6 months.
- Characterized by considerable ambivalence

Our Families May

- Think about seeking resources
- Look for formulas or guides

Applying the Transtheoretical Model

Stage - Preparation

- Individual intends to take action in the immediate future
- Generally has a plan of action

Our Families May

- Look for resources
- Contact a FRC or support group
- Go to a conference
- Think about what they need to learn so they can participate in service planning

Applying the Transtheoretical Model

Stage - Action

- Individual has made specific, overt modifications in behavior within the last 6 months.
- In this model, not all modifications of behavior count as action.

Our Families May

- Actively seek out information specific to their child
- Ask questions at planning meetings
- Bring in concerns and suggestions

Applying the Transtheoretical Model

Stage- Maintenance

- Working to prevent relapse but does not need to apply change processes as frequently as one would in the action stage.
- Less tempted to relapse and increasingly confident in ability to sustain the changes.

Our Families May

- Feel more comfortable participating in service and support planning
- Feel that they can advocate on behalf of their child
- Provide feedback on the appropriateness of proposed services and supports
- Help provide solutions

Applying the Transtheoretical Model

Stage - **Termination**

- Zero temptation and 100% self-efficacy regardless of situation

Our Families May

- Know how to find and use resources
- Participate in creative problem solving
- Support other parents

Assumptions

- Families will be on a continuum of knowledge and skill level
- Strategies which are not comfortable will not be utilized.
- Permanent and deep behavior change will be an individual choice.



Assumptions

- Progress is made in steps
 - Not succeeding is not the same as not trying.
 - And not arriving is not the same as not traveling.



Other Contributing Factors

•Decisional Balance



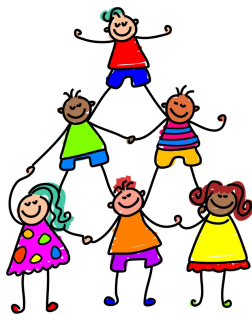
•Self-efficacy



PROCESSES OF CHANGE

Processes of Change - Experiential

- *Consciousness-Raising*
- *Dramatic Relief*
- *Self-Reevaluation*
- *Environmental Reevaluation*
- *Social Liberation*



Processes of Change - Experiential

- *Consciousness-Raising*—
 - increasing awareness through
 - information,
 - education, and
 - personal feedback about the healthy behavior.



Processes of Change - Experiential

- *Dramatic Relief*—
 - feeling fear, anxiety, or worry because of the unhealthy behavior, or
 - feeling inspiration and hope when they hear about how people are able to change to healthy behaviors



Processes of Change - Experiential

- *Self-Reevaluation*—
 - realizing that the healthy behavior is an important part of who they are and want to be



Processes of Change - Experiential

- *Environmental Reevaluation*—
 - realizing how their unhealthy behavior affects others and how they could have more positive effects by changing



Processes of Change - Experiential

- *Social Liberation*—
 - realizing that society is more supportive of the healthy behavior



Processes of Change - Behavioral

- *Self-Liberation*
- *Helping Relationship*
- *Counter-conditioning*
- *Reinforcement Management*
- *Stimulus Control*



Processes of Change - Behavioral

- *Self-Liberation*—

- belief in one's ability to change and making commitments and re-commitments to act on that belief



Processes of Change - Behavioral

- *Helping Relationship*—finding people who are supportive of their change



Processes of Change - Behavioral

- *Counter-conditioning*—substituting healthy ways of acting and thinking for unhealthy ways



Processes of Change - Behavioral

- **Reinforcement Management**—
 - increasing the rewards that come from positive behavior and reducing those that come from negative behavior



Processes of Change - Behavioral

- **Stimulus Control**—
 - using reminders and cues that encourage healthy behavior as substitutes for those that encourage the unhealthy behavior.



Exercise

Sally is 2 years-old and has some delays in her developmental milestones. Sally does not qualify for Early Start. Sally's parents are very worried and call you frequently for advice and to request additional visits. You suggest that Sally's parents learn about developmental milestones, but they don't use the materials you provide. You think that Sally is doing ok and feel you have other families with greater needs.

What Do You Think?

Thinking about Perspective Taking -

- What do you think Sally's mother is thinking/feeling.
- How would knowing that help you work with her?

Using the Transtheoretical Model,

- What stage is Sally's mom in?
- What are some of her barriers to confident and competent participation?
- What could you do to support Sally's mom?

?????

Scenario - The T's and Ruthie

Mr. and Ms. T. are the parents of months old Ruthie. Ruthie as was born at 33 weeks gestation. Ruthie was in the NICU for 1 week after her birth. Mr. and Ms. T are very anxious about Ruthie's health and her development and agree to everything the doctor and you recommend, but don't do everything they are told to do. Ruthie's doctor suggested the T's call you about their questions about Ruthie's development. The T's call, but don't really have any questions. They ask you what you think they should know.

What Do You Think?

Thinking about Perspective Taking -

- What do you think Mr and Ms. T are thinking/feeling.
- How would knowing that help you work with them?

Using the Transtheoretical Model,

- What stage are the T's in?
- What are some of their barriers to confident and competent participation?
- What could you do to support the T's?

?????

SMALL GROUP ACTIVITY

Activity

1. Identify a situation that you have found difficult to deal with. Discuss with your group.

2. How did you handle this?

3. How might you handle a similar situation in the future incorporating Perspective Taking and the Transtheoretical Model of Change.

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Resources

- Websites
 - Transtheoretical Model <http://www.prochange.com/transtheoretical-model-of-behavior-change>
- Books
 - Changing for Good - Prochaska and Norcross

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Resources

- Publications
 - Fostering Parent and Professional Collaboration Research Brief <https://www.utoledo.edu/education/grants/partnerproject/focus/docs/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf>
 - Elements for Successful Parent-Professional Collaboration: The Fundamental Things Apply As Time Goes By <http://files.eric.ed.gov/fulltext/EJ967473.pdf>
