AN EVALUATION OF THE EFFECTS OF TWO DIFFERENT ROLE PLAY FORMATS ON THE OUTCOMES OF A PARENT TRAINING CURRICULUM

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The current study was designed to replicate and extend previous research on the effectiveness of behavioral parent training. Specifically, the effectiveness of the Behavior Management and Parenting Services (BMAPS) curriculum in teaching parents to exhibit a set of parenting skills and respond accurately to a multiple choice examination about positive parenting techniques was evaluated. In addition, the curriculum was revised so that the relative effectiveness and acceptability of two role play formats could be assessed. The outcomes of the study showed an improvement in the participants’ ability to identify correct answers on a multiple choice examination and apply the parenting skills taught in class within a role play format; results pertaining to the efficacy of each role play format were less conclusive.
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INTRODUCTION

Evidence shows role playing is an effective technique for teaching the application of new skills to adult learners (Gardner 1972; Bylund, Brown, Lubrano di Ciccone, Levin, Gueguen, Hill, and Kissane, 2008.) When comparing the use of lecture versus role play to train the application of behavior modification techniques, Gardner (1972) asserted that role play is a more effective method of teaching to skill proficiency while lecture is more effective for teaching verbal skills about basic behavior modification principles. When teaching elementary teachers a classroom management “skills package” Jones and Eimers (1975) employed role playing techniques because they “permit massed practice of performance skills with corrective feedback in a situation that is a close analogue of the natural setting” (p. 422). Bylund et al. suggest that role play is a critical component of teaching communication skills to faculty; simulating a probable situation faculty will face allows many opportunities to practice the appropriate communication skills. Bylund et al (2008) also states that with role play followed by both positive and corrective feedback “skills can be practiced, reinforced and acquired” (p. 432).

Role playing is a common technique used in parent training; often in scientific literature parent training refers to interventions that seek to “improve the skill of parents to promote the health, safety, and development of their children” (Mathews & Hudson, 2001, p. 77). There is little scientific research that shows a strong relationship between the critical components of parent training and outcomes for parents and their children; however, it is assumed that outcomes will be improved when behavioral techniques are utilized (Gardner, 1972; Lundahl, Riser, & Lovejoy, 2006). Behavioral techniques including modeling, role playing, and immediate positive and corrective feedback have been demonstrated to be integral components of effective parent training programs (Bigelow & Lutzker, 2000; Centers for Disease Control and Prevention
Mathews and colleagues (2001) found that mothers with low socioeconomic status were more successful on post-assessment measures following parent training that included modeling and role play components than those mothers who received instruction that included lecture, quizzes, and discussion alone. Parents who produced high scores on written pre-assessments have shown poor role play performance prior to instruction; according to Bigelow and Lutzker (2000) these results emphasize the need for direct training using role play and modeling rather than reliance on training techniques that address written or verbal skills alone. After conducting an extensive meta-analytic review of individual components of parent training programs Kaminski and colleagues (2008) found that role play practice of parenting skills was a critical component of parent training. Even more integral than role play in an analogue setting was practicing the new parenting skills in the home environment in parent-child dyads (Kaminski et al., 2008). Although this type of “in-vivo” role play has been shown to be most effective it is often not a possibility with specific populations of parents. For example, parents who have had their children removed from for the home based on confirmed occurrences of maltreatment or neglect typically have no, or limited opportunities to practice important parenting skills with their children.

Reports of child abuse and neglect have skyrocketed over the last 2 decades (Gershater-Molko, Lutzker, & Wesch, 2003). In 2007 the U.S. Department of Health and Human Services reported 872,000 children in the United States were confirmed victims of abuse and neglect; of the 872,000 victims 70,589 resided in Texas (U.S. Health and Human Services, 2009; Texas Department of Family and Protective Services, 2008). In many cases, parent training is a court-mandated component of a program for dismissal or closure of a child abuse and neglect case (and, thus, return of the child to the biological parents). According to Barth and colleagues
(2005) 28% of parents with open or confirmed cases of child abuse and neglect will be required by a child welfare agency to attend parent training classes. Although research has shown that practicing new skills in a parent-child dyad in the home is most effective (Kaminski et al., 2008), parents are most often required to successfully compete the training prior to reunification with their children (Barth, Landsverk, Chamberlain, Reid, Rolls, Hurlburt, Farmer, James, McCabe, & Kohl, 2005; Kaminski et al., 2008).

The Center for Disease Control has indicated that behavioral parent training has shown to be “effective in changing parents’ and children’s behavior and has been increasingly used in empirically based programs for child maltreatment prevention” (CDC, 2004, p. 1). Gershater-Molko, Lutzker, & Sherman (2002) asserted that behavioral techniques such as modeling, role play and positive reinforcement appear to be more effective with neglectful parents because they focus on teaching “real-life application of skills… and use positive reinforcement for small gains” (p. 109). Lutzker and colleagues (1985) used behavioral techniques such as modeling, coaching and positive reinforcement to effectively teach appropriate parent-child interactions with two neglectful mothers and their infant children (Gershater-Molko, Lutzker, & Sherman, 2002). Behavioral techniques may also include the use of reading materials and handouts to help prompt parents to apply the skills in the home environment when they no longer receive direct feedback from the parent trainer (Gershater-Molko, Lutzker, & Sherman, 2002). Berard and Smith (2008) conducted a study evaluating the relative effectiveness of behavioral parent training curriculum, specifically Behavior Management and Parenting Services (BMAPS). Results of this study demonstrated that behavioral parent training was an effective method for teaching participants to identify correct responses on a multiple choice quiz as well as demonstrate parenting skills in a role play format. Providing effective parent training for
parents involved in the child welfare system with absent children presents a number of challenges for parent trainers; two of these challenges are resistance to court-ordered training and attrition (Barth et al., 2005; Mulford & Redding, 2008). Barth and colleagues (2005) estimated that nearly half of parents who receive court referrals for training programs do not complete training. Mulford and Redding (2008) report that many parents involved with social service agencies may be “fearful of such agencies and often feel they are ‘involuntary clients’… which makes them more resistant to parent training” (p.641). These challenges indicate that it is imperative that parents be comfortable with the training methods; if parents are uncomfortable with modeling, role play, or other components of required parent training they may be less likely to learn from this type of instruction and more likely to stop attending classes (Matthews & Hudson, 2001).
METHOD

Participants

Participants were recruited from a seven-week parenting course presented by a service-learning project administered by the Department of Behavior Analysis at the University of North Texas (BMAPS). Most participants in the class had been referred through Texas Child Protective Services based on open cases of child maltreatment or neglect. Inclusion in this study was based on the following criteria: participants were 18 years of age or older, had not previously been exposed to the curriculum, and read and signed an informed consent form allowing the use of the data that were collected. Every member of each class, regardless of participation in the current study, was exposed to the same class components: pre and post-assessment written exams, individual class quizzes, lecture, and in-class role plays. Participants were informed that the decision to participate in this research study had no effect on assessment results or progress reported to Child Protective Services. The participants in this study were four male and three female adults ranging in age from 18 - 53 years, with a mean age of 35 years. Six participants were Caucasian and one was African American. Only data obtained from participants who completed all 7 weeks of the BMAPS parenting course are presented in the current study.

Settings, Materials, and Background Information

All classes were held in one of two conference rooms or a class room on the University of North Texas campus. Each room contained audio visual equipment for the presentation of PowerPoint slideshows; the conference rooms contained large tables with chairs and the classroom contained desks and a podium. Each class series was 7 weeks in duration, with
sessions held once per week, either on Saturday mornings from 9 a.m. to 12 p.m. or on
Wednesday mornings from 10 a.m. to 1 p.m. Pre-assessments and post-assessments were
conducted at the first and last class meeting; these assessments consisted of a 36-question
multiple choice examination and parent role plays (Berard & Smith, 2008). Role play scripts,
data sheets, and items appropriate to the role play scenarios (two toy cars, two small stuffed
animals, a small baby doll and either a large bowl or basket representing a bassinette) were used
during the assessments. For the second through the sixth class meetings participants were
provided with a participant guide that included resource material for the lecture, in-class
activities, homework assignments, and a trainer evaluation form containing a series of open-
edended questions regarding the trainer’s performance and overall satisfaction with the course
content. At the beginning of the third through the sixth class meetings participants were given a
short (4 or 5 questions) multiple-choice quiz that assessed retention of material from the previous
week. Following lecture coverage of each parent training strategy, or “tool,” role-plays were
conducted.

The class lecture, in class activities, and role-plays were administered by graduate
students from the Department of Behavior Analysis at the University of North Texas. Each class
was supervised either by the BMAPS staff trainer or project manager, who was present
throughout each class period. Class trainers had either completed or were in the process of
completing a 100-hr graduate practicum that consisted of three 7-week, classroom-based
components (structured observation of a class series, co-training a class series under the
supervision of a senior trainer, and functioning as lead trainer for a series under the supervision
of a senior trainer), as well as competency-based training in the curriculum and its proper
delivery. The lecture material was based on principles, guidelines, and procedures described by
Latham (1994) and were presented in a lecture format with a corresponding PowerPoint slide show. All trainers used a common trainer’s guide that provided detailed instructions for presentation of the curriculum.

Procedure

Experimental Design

The current study was designed to replicate and extend previous research on the effectiveness of behavioral parent training. Specifically, the effectiveness of the Behavior Management and Parenting Services (BMAPS) curriculum in teaching parents to exhibit a set of parenting skills and respond accurately to a multiple choice examination about positive parenting techniques was evaluated. In addition, the curriculum was revised so that the relative effectiveness and acceptability of two role play formats could be assessed. A within-subject, multi-element design was used in order to expose participants to both role play formats - one in which participants enacted role play scenarios in the presence of all class participants and one in which role plays were enacted within a dyadic format.

Measures

Pre-Training and Post-Training Assessments

The first and seventh class meetings were used to evaluate participants’ understanding of and ability to demonstrate the skills, or “tools” taught in the BMAPS class series. Pre-training assessment and post-training assessment materials and procedures were identical and consisted of a multiple choice written examination and a series of instructor-guided role plays.

The multiple-choice examination (see Appendix A) consisted of 36 questions, with 6
questions corresponding to each of the 6 skills taught in the class. For each skill, or “tool,” 3 questions presented a scenario depicting an interaction between a parent and child in which the participant was to select the answer that best represented appropriate application of the skill, and 3 questions were derived directly from concepts covered in the Participant’s Guide and lectures (e.g. why kids engage in “junk behavior”). The participants were asked to answer all 36 questions to the best of their ability and were told that there was only one correct answer for each question; however, for each question, the response “I don’t know” was among the possible choices, and participants were instructed that it was acceptable to mark that answer.

The role play portion of the assessment (see Appendix B) consisted of 5 scenarios in which a BMAPS staff member acted as a child and a participant assumed the role of the parent. For the role play corresponding to the “Use a Contract” component of the curriculum, the participant was instructed to produce a written behavior contract based on a scenario described by the instructor. The 5 live-action scenarios corresponded directly to the Stay Close, Use Reinforcement, Pivot, Redirect/Reinforce, and Set Expectations components the curriculum. Each scenario was scripted (see Appendix C for role play scripts) such that the child (staff member) provided specific opportunities for parents to display the skills taught in that curriculum component.

Participants’ role-play performances were scored by trained observers using scoring forms corresponding to each tool taught in the curriculum. Observers recorded occurrences of the child actor’s presentation of opportunities to exhibit target skills and parents’ demonstration of those skills. Scoring sheets for all tools are presented in Appendix B. Data were converted to percentage of correct responses, calculated by dividing the number of target skill responses by the number of opportunities to exhibit target skills and multiplying the result by 100.
The six general behavior management strategies or “tools” were taught during five, 3-hr class sessions (the first and seventh class meetings were used for assessment, as previously described). During the second class meeting (the first session of instruction) the “Stay Close” tool was introduced; the third session covered the “Use Reinforcement” tool; the fourth session covered the “Pivot” and Redirect/Reinforce” tools; the fifth session covered the “Set Expectations” and “Use a Contract” tools; and a review of all previously taught tools was conducted during the sixth session. A concise description of each tool, adapted from Van Camp (2004) is provided in Table 1. Each class consisted of a quiz evaluating retention of the most recently taught tool (beginning on the third session, or the second session of instruction), a brief review of the material from the last session, a lecture covering the skills in the most recent session, and completion of worksheets and role plays.

Two role play formats were used in this study; one in which role plays were conducted with each participant enacted before the entire class and one in which participants were divided into small groups which enacted role plays in front of only one other class participant and an instructor.

Role Play Format A

A participant and a class trainer acted out a scenario based on the parenting tool taught during that class session. For each of the parenting “tools” taught in the series there was a bank of numbered role play scenarios. Each participant chose a number from 1-25, that number represented a role play scenario in the bank and that role play was enacted. Each participant engaged in one scenario per tool, enacted in front of the class; thus, each member of the class
was able to observe every other member’s role play performance. Following each role play, participants were given public feedback about his or her performance in the form of positive reinforcement (e.g., “nice, good, perfect”) or corrective feedback. If it was deemed necessary by the trainer, the feedback portion of the scenario or the entire role play was enacted again to insure that the participant was able to demonstrate the relevant skill.

Role Play Format B

Class participants were divided into dyads. For each of the parenting “tools” taught in the series there was a bank of numbered role play scenarios; from this bank of role plays the primary researcher developed an abbreviated list. Each dyad chose a role play scenario from the abbreviated list supplied by the trainer and enacted the scenarios of their choice with each other, one acting as the parent and one as the child. After enacting the role play once, participants changed roles and conducted a second role play, ensuring that each participant had at least one opportunity to practice applying the target tool. A trainer observed the role play and delivered immediate feedback in the form of positive reinforcement (e.g., “nice,” “good,” “perfect”) or corrective feedback. If it was deemed necessary by the trainer, a portion of the scenario or the entire role play was enacted again to insure that the participant was able to demonstrate the relevant skill.

Participant Satisfaction Assessment

At the conclusion of the parenting class all participants were given an anonymous satisfaction survey to complete (see Appendix D for a depiction of the assessment tool). Question 1 was presented as a Likert scale (1-5), assessing participants’ overall satisfaction with
the course format. Question 2 asked participants’ to circle which role play format, “role play with class mate and instructor feedback” or “role play with an instructor in front of the class,” was most helpful for their individual learning style. The last four items were open-ended questions regarding what elements participants liked most and least about each role play format.

**Interobserver Agreement**

Interobserver agreement (IOA) was calculated for the multiple choice examination and role plays. For the multiple choice examinations, IOA was conducted by having a trained BMAPS instructor independently score 20% of the exams and was calculated by dividing the number of agreements by the number of agreements plus the number of disagreements and multiplying the result by 100. IOA on the multiple choice examination was 100%.

A second trained BMAPS instructor simultaneously scored 78% of pre-training and post-training-role play assessments. Agreement was scored if both scorers recorded the same mark (YES, NO, N/A) corresponding to each opportunity on the scoring sheet. Overall IOA on the pre-training and post-training-role play assessments was 90.7% (range = 82% - 98%). IOA was also calculated for each tool in the assessment. Mean IOA was 90% for “Stay close” (range = 80% - 100%), 93% for “Use Reinforcement” (range = 66.6% - 100%), 89% for “Pivot” (range = 60% - 100%), 88% for “Redirect- Reinforce” (range = 71.4% - 100%), 90% for “Set Expectations” (range = 78.5% - 100%), and 91% for “Use a Contract” (range = 77.7% - 100%).
RESULTS
Role Play Assessments

Figure 1 presents the overall percentage correct on the pre-training and post-training assessment role plays for each participant. Prior to exposure to the BMAPS behavioral parent training curriculum (i.e., at the beginning of Session 2), the average correct percentage on the pre-training assessment role plays was 34.4% (range 14%-65%). Following exposure to the BMAPS parent training curriculum (i.e., after Session 6), the average correct percentage on role plays was 71.2% (range 44%-94%). Participant 1-1 scored 24% on the pre-training role plays and 61% on the post-training role plays; Participant 1-4 scored 14% on the pre-training and 86% on the post-training role plays; Participant 1-5 scored 41% on the pre-training role plays and 61% on the post-training role plays; Participant 2-3 scored 65% on the pre-training role plays and 74% on the post-training role plays; Participant 3-1 scored 41% on the pre-training role plays and 94% on the post-training role plays; Participant 5-5 scored 32% on the pre-training role plays and 79% on the post-training role plays; Participant 6-1 scored 24% on the pre-training role plays and 44% on the post-training role plays. The overall percentage correct of opportunities on pre to post-training role plays increased across all participants.

Figure 2 illustrates overall percentage correct on pre-training and post-training role plays for the parenting tools taught using Role Play Format B or Format A. The top graph represents scores for participants who were exposed to Role Play Format A and Role Play Format B in an ABAB arrangement. In this sequence, Stay Close (SC), Pivot (Pi), and Redirect/Reinforce (RR) tools were taught using role play A and Use Reinforcement (UR), Set Expectations (SE), and Use a Contract (UC) were taught using Role Play Format B. All but one participant (1-1) in this group scored a higher percentage correct on post-training role plays following instruction using
Role Play Format A. The bottom graph in Figure 2 represents scores for participants who were exposed to Format A and Format B in a BABA arrangement. In this sequence, the Stay Close (SC), Pivot (Pi), and Redirect/Reinforce (RR) tools were taught using Role Play Format B and Use Reinforcement (UR), Set Expectations (SE), and Use a Contact (UC) were taught using Format A. These data show Participant 2-3 scored higher percentage correct on post-training role plays for the parenting tools taught using Format B and Participant 6-1 scored higher percentage correct on post-training role plays for the parenting tools taught using Format A.

Figure 3 depicts correct response percentages on pre-training and post-training role plays corresponding to each parenting tool for the participants who experienced the ABAB series, in which SC, Pi, and RR were taught using Format A and UR, SE, and UC were taught using Format B. The top graph shows pre-training and post-training role play scores for tools taught using Role Play Format B. Participant 1-1 scored 16% before training and 83% following training on UR, 50% and 50% on SE, and 22% and 55% on UC; Participant 1-4 scored 16% and 100% on UR, 21% and 71% on SE, and 11% and 55% on UC; Participant 1-5 scored 33% and 0% on UR, 57% and 57% on SE, and 55% and 88% on UC; Participant 3-1 scored 66% and 100% on UR, 61% and 86% on SE, and 11% and 78% on UC; Participant 5-5 scored 33% and 83% on UR, 57% and 71% on SE, and 22% and 66% on UC. Data in the bottom graph display these participants’ pre-training and post-training role play scores for tools taught using Role Play Format A. Participant 1-1 scored 40% before training and 70% following training on SC, 0% and 0% on Pi, and 14% and 100% on RR; Participant 1-4 scored 20% and 60% on SC, 0% and 100% on Pi, and 14% and 100% on RR; Participant 1-5 scored 60% and 90% on SC, 0% and 80% on Pi, and 50% and 50% on RR; Participant 3-1 scored 75% and 90% on SC, 20% and 100% on Pi, and 14% and 71% on RR; and Participant 5-5 scored 50% and 80% on SC, 0% and
100% on Pi, and 28% and 71% on RR. A comparison of individual performances across training methods shows that Participant 1-1 displayed no change in the post-training role play scores on two tools – one following training with Role Play Format A (Pi) and one following training with Role Play Format B (SE). Participant 1-5 showed a decrease in correct response percentage on one tool (UR) following instruction using Role Play Format B; percentage correct decreased from the pre-training level of 33% to 0%.

Figure 4 portrays correct response percentages on pre-training and post-training role plays corresponding to each parenting tool for the participants who experienced the BABA series, in which UR, SE, and UC were taught using Role Play Format A and SC, Pi, and RR were taught using Format B. The top graph shows pre-training and post-training role play scores for tools taught using Role Play Format B. Participant 2-3 scored 50% before training and 90% following training on SC, 80% and 60% on Pi, and 57% and 85% on RR; Participant 6-1 scored 30% and 70% on SC, 20% and 0% on Pi, and 0% and 28% on RR. Data in the bottom graph represent scores for the post-training role plays for tools taught using Format A for participants in the same (BABA) series. On the post-training role plays Participant 2-3 scored 66% before training and 83% following training on UR, 79% and 66% on SE, and 55% and 55% on UC; Participant 6-1 scored 0% and 33% on UR, 36% and 64% on SE, and 55% and 66% on UC. Both participants showed decreases in correct response percentage on the Pivot role play following instruction with Role Play Format B. Participant 2-3 showed a decrease in correct response percentage on the Set Expectations role play assessment and no change in pre-training and post-training scores on the Use a Contract role play assessment following instruction with Role Play Format A.
According to the data collected from the role play assessments, mean levels of correct responses following instruction using Format A were higher, relative to scores following instruction using Format B, for almost all participants. Only participants 1-1 and 2-3 showed improved performances following the instruction with the Role Play Format B. This outcome was generally observed regardless of the skill taught; suggesting that, for the current participants, instruction using Role Play Format A was a more effective method for training the skills assessed in role plays.

Multiple Choice Examinations

The top graph in Figure 5 represents the number of correct responses on multiple choice examinations. The average number of correct responses on the multiple choice exam, prior to exposure to the BMAPS behavioral parenting class, across all participants was 14.5 out of 36 questions (scores ranged from 7/36 to 21/36). Following exposure to the BMAPS class the average number of correct responses on the examination increased from 14.5 to 29 out of 36 questions (scores ranged from 21/36 to 31/36).

Figure 6 depicts number of correct responses on pre-training and post-training multiple choice examinations for each individual parenting tool (6 questions per tool) for the participants who experienced the ABAB series. The top graph shows pre-training and post-training multiple choice examination scores for the tools taught using Role Play Format B. Pre-training and post-training scores for tools taught using Format B (UR, SE, and UC) for Participant 1-1 were 1 – 4, respectively, for UR, 3 – 5 for SE, and 2 – 3 for UC. Participant 1-4 scored 5 – 6 on UR, 1 – 6 on SE, and 2 – 4 on UC. Participant 1-5 scored 2 – 5 on UR, 1 – 5 on SE, and 1 – 4 on UC. Participant 3-1 scored 4 – 6 on UR, 3 – 4 on SE, and 4 – 4 on UC. Lastly, Participant 5-5 scored
5 – 5 on UR, 4 – 5 on SE, and 5 – 6 on UC. Examination scores for most participants in this series improved a range of 1 to 4 data points.

The bottom graph shows pre-training and post-training multiple choice examination scores for the tools taught using Role Play Format A. Pre-training and post-training scores for tools taught using Format A (SC, Pi, and RR) for Participant 1-1 were 1 - 3 respectively, for SC, 1 - 3 for Pi, and 0 – 3 for RR. Participant 1-4 scored 3 - 5 on SC, 1-6 on Pi, and 3 – 5 on RR. Participant 1-5 scored 1 – 6 on SC, 1 – 6 on Pi, and 1 – 5 on RR. Participant 3-1 scored 3 – 6 on SC, 1 – 6 on Pi, and 4 – 5 on RR. Lastly, Participant 5-5 scored 4 - 6 on SC, 1 – 4 on Pi, and 2 – 5 on RR. Examination scores for all participants who experienced the ABAB series improved by at least 2 correct responses (33%) following instruction using Role Play Format A.

Figure 7 depicts number of correct responses on pre-training and post-training multiple choice examinations for each individual parenting tool (6 questions per tool) for participants who experienced the BABA series. The top graph shows pre-training and post-training multiple choice examination scores for the tools taught using Role Play Format B. Pre-training and post-training scores for tools taught using Format B (SC, Pi, and RR) for Participant 2-3 were 4 – 6, respectively, for SC, 2 – 5 for Pi, and 3 - 6 for RR. Participant 6-1 scored 4 - 5 on SC, 1 – 3 on Pi, and 4 – 6 on RR. Examination scores for these participants improved by at least 1 data point following instruction with Role Play Format B. Data in the bottom graph show pre-training and post-training multiple choice examination scores for the tools taught using Role Play Format A. Pre-training and post-training scores for tools taught using Format A (UR, SE and UC) for Participant 2-3 were 3 - 4, respectively, for UR, 3 – 4 for SE, and 1 – 5 for UC. Participant 6-1 scored 3 – 5 on UR, 1 – 6 on SE, and 3 – 4 on UC. Examination scores for these participants improved by at least 1 data point following instruction with Role Play Format A.
Overall, scores on the multiple choice exam appeared to increase following exposure to the BMAPS behavioral parenting curriculum, regardless of the format within which role plays were conducted. Although some examination scores did not show improvement following instruction with Role Play Format B, no decreases in performance on individual tools were observed, regardless of role play format.

Participant Satisfaction surveys

According to the responses on the satisfaction surveys, 5 of 7 participants preferred the Role Play Format B over Format A. Most participants reported that Format B made them feel “less nervous so they learned more” and that it was “easy to relate and not embarrassing.” Participants who reported they preferred Format A found it to be more helpful and reported that the instructor “improved the role play” and that role playing with the instructor helped them to be more “comfortable with each other.”
DISCUSSION

The current study was designed to replicate and extend previous research on the effectiveness of behavioral parent training. Specifically, the effectiveness of the Behavior Management and Parenting Services (BMAPS) curriculum in teaching parents to exhibit a set of parenting skills and respond accurately to a multiple choice examination about positive parenting techniques was evaluated. In addition, the curriculum was revised so that the relative effectiveness and acceptability of two role play formats could be assessed. A within-subject, multi-element design was used in order expose participants to both role play formats - one in which participants enacted role play scenarios in the presence of all class participants and one in which role plays were enacted within a dyadic format. The participants in this study were parents who had been identified by Texas Child Protective Services as offenders or at-risk for maltreatment of their children.

Barth and colleagues (2005) found that 28% of families whose children had been removed from the home were referred to a parent training course as part of the court mandated reunification plan. Of those, at least half did not see the training through to completion. These outcomes indicate that parent training aimed at offenders and at-risk families should be accessible, effective, and acceptable to participants. This study builds on the growing body of research in parent training by replicating previous research on the effectiveness of a behavioral parent training curriculum and extending previous research to evaluate some components of the training that may influence post-training outcomes.

The results of the study showed that the BMAPS curriculum improved participants’ ability to demonstrate the appropriate application of the parenting “tools” taught in the course when assessed in a role play context. Mean scores across participants on post-training role plays
improved from 34% at pre-training to 71% at post training. Despite this generalized improvement, scores for individual tools showed less consistent improvement. Consistent with previous research by Berard and Smith (2008), participants in the current study showed substantial improvement in post-training scores for the Pivot tool; 4 of 7 participants demonstrated post-training gains of 80% or better on the role play scores corresponding to this tool. However, two participants showed decreases in post-training role play scores following instruction using Role Play Format B; another participant showed no change from pre-training to post-training role play scores following instruction including Role Play Format A. Similar outcomes were obtained for the Set Expectations tool. Four of seven participants showed improvement on post-training role play; interestingly, two participants showed no change from pre-training to post-training role play following instruction including Format B and another participant showed decreases from pre-training to post-training role play scores following instruction including Format A. Scores for the Redirect-Reinforce tool showed overall improvement on post-training role plays; of 7 participants only 1 showed no change from pre-training to post-training role play scores. These outcomes showed variability in acquisition of targeted skills across skill areas; however, no significant differences in role play performances were associated with role play training formats. For several participants, slightly higher scores on role play assessments following training with Role Play Format A were observed. It is possible that improved role play scores following training with Format A were, at least in part, a function of having staff members assume the roles of children in the training role plays. Whereas in Format B role plays children’s parts were assumed by class participants, staff members who had been trained to provide multiple opportunities to practice targeted skills and to respond appropriately when those skills were demonstrated assumed these roles in Role Play
Format A. Thus, it may be necessary that the role of the child is taken by a trained confederate in order to maximize acquisition of targeted skills by parents. However, the differences in assessment scores following either role play format were not, in general, large, and were inconsistent across participants. Thus, the current results must be considered preliminary and do not justify a conclusion that Role Play Format A training procedure represents a superior training format. Replications with additional participants may clarify the differences, if any, in effectiveness of training utilizing either role play procedures.

Participants in this study demonstrated improved ability to recognize correct responses among a collection of incorrect responses on a multiple choice examination following the parent training classes. Mean scores on multiple choice examinations improved from 40% on the pre-training examination to 80% on the post-training examination. Interestingly, whereas several participants showed no improvements or decrements in post-training role play scores for some skills, no participant scored less than or equal to pre-training test scores on any component of post-training multiple choice examinations. That is, increases in post-training examination scores were observed for all tools across all participants, even in cases where post-training role play scores showed no improvement or decrements in skill demonstration. For example, one participant who showed no change from pre-training to post-training role play scores on the Redirect-Reinforce tool showed an improvement from 16.6% on pre-training examination questions corresponding to that tool to 83.3% on the post-training examination; similar pre-training to post-training examination improvements were evident across all tools and participants. As with role play scores, multiple choice examination scores did not appear to differentiate according to role play training format. Thus, the current study did not provide evidence supporting the superiority of either Role Play Format B or Format A to establish the
parenting skills targeted in this program. The outcomes showing differentiation between role play assessment and multiple choice examination outcomes seem to support Bigelow and Lutzker’s (2000) emphasis on the need for direct training and testing using role play and modeling rather than reliance on techniques that address written or verbal skills alone. Relying on the examination outcomes alone, it would have been tempting to assume that the relevant skills had been taught effectively; however, role play scores indicated that, for some participants, additional training should occur for some of the component skills.

The outcomes of satisfaction surveys indicated that participants were generally satisfied with the parenting class. Some participants appeared to prefer Role Play Format B over Format A, reporting that they felt “less nervous” and “less embarrassed” during simultaneous role plays than during Format A role plays. In addition, anecdotal evidence (e.g., comments during class meeting breaks, apparent anxiety during role plays) that some participants found role playing with public feedback (i.e., Role Play Format A) more stressful than role playing in a dyadic format with one other class participant. Given that retention of participants in parenting classes has been identified as a serious problem (Barth et al., 2005), it may be important to identify role play procedures that are not only effective to train parents but are also acceptable to participants.

Unfortunately, several issues limit the confidence with which generalizations about the outcomes of this study can be made. Of greatest concern is the small number of participants. Data collection took place over the course of a year and, of 20 individuals who consented to participate and attended at least one class, only seven completed the study. Attrition is frequently cited as a major issue in parent training (e.g., Mulford & Redding, 2008), and a number of factors have been implicated as aggravating factors. First, although failure to complete requirements for reunification often results in revocation of parent rights, “involuntary
clients” tend to be less likely to complete required parent training coursework (Mulford & Redding, 2008). Thus, the group from which current participants were recruited represents a population with known risk factors for attrition. Another factor that may have contributed to attrition rates could be the length of the course; nearly all participants were employed, and many expressed difficulty coordinating work and class schedules. For those parents in whose cases children had not been removed from the home, lack of child care may have been a barrier to completion of the course.

Several issues may have limited the general effectiveness of the parent training curriculum. For example, at least three participants in the current study appeared to have limited reading and writing skills that may have been a barrier to acquisition of some of the parenting skills. For these individuals, it was necessary that multiple choice examination questions and response options be read to them in order to complete the examination. Given that the majority of the curriculum was presented in lecture format with accompanying textual slides, that participant guides contained extensive textual materials, homework was completed in written format, and testing included a textual component (multiple choice examinations), this skill deficit may have greatly disadvantaged these participants. Another potentially significant barrier to acquisition of parenting skills targeted for change was that there was little, if any, possibility for many of the parents to practice the skills with their children. Many participants’ children had been removed from the home and were in foster care settings, where biological parents (participants) were permitted to visit infrequently (e.g. 1 hour per week). Thus, these parents had few opportunities for generalization practice of the new parenting skills. Another possible limitation was that participants did not have the opportunity to practice role plays until 100% of the steps were practiced correctly. One of the benefits of role play is the opportunity for massed
trials until mastery criteria are met (Lutzker, Bigelow, Doctor, & Kessler, 1998); this was not possible in this study due to time constraints and staff support.

There are a number of avenues for further research studying his area. First, it is recommended that the current procedures be replicated with more participants in each class series and a larger number of participants overall. The rate of attrition in this study also leads to some interesting questions; what were the reasons for attrition and how much of it was related to instructional format? Replicating this study with larger class sizes might provide evidence about how much staff support is necessary to effectively conduct the role play procedures; for example, for large classes Role Play Format B may not be a feasible option based on time constraints and staff support. By addressing some of the discussed limitations, future research may lead to more definitive evaluations of the outcomes of the components of behavioral parent training that, hopefully, will contribute to the development of more effective parent training programs and improved treatment of child maltreatment and neglect.
Table 1

*Tool Descriptions and Behavioral Components*

<table>
<thead>
<tr>
<th>Tool Descriptions</th>
<th>Behavioral Components of Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay Close (SC)</td>
<td>Provide non-contingent attention; Establish caregiver as a source of positive reinforcement</td>
</tr>
<tr>
<td>Use Reinforcement (UR)</td>
<td>Provide rewards for appropriate behavior, possibly reinforcement</td>
</tr>
<tr>
<td>Pivot (Pi)</td>
<td>Differential reinforcement; minimize attention for children’s minor problem behavior that does not pose a danger to self, others, or property; provide attention contingent on appropriate behavior, provide differential attention to other individuals present contingent on appropriate behavior</td>
</tr>
<tr>
<td>Redirect –Reinforce (RR)</td>
<td>Immediately stop dangerous behavior redirect the child to an alternative appropriate active, provide rewards contingent on appropriate behavior; differential reinforcement</td>
</tr>
<tr>
<td>Set Expectations (SE)</td>
<td>Describe to the child the behavior expected, the consequences for meeting that expectation (delivery of rewards), and the consequences for not meeting that expectation (lack of rewards); reinforcement</td>
</tr>
<tr>
<td>Use a Contract (UC)</td>
<td>Written form of “Set Expectations,” including short term and long term rewards; reinforcement; teaches ongoing data collection</td>
</tr>
</tbody>
</table>

*Figure 1. Pre and post-training role plays; overall percentage correct per individual participant.*
Figure 2. Pre and post-training role plays; Role Play Format A vs. Role Play Format B.
Figure 3. Pre and post-training role plays; percentage correct per individual tool in the ABAB class series.
Figure 4. Pre and post-training role plays; percentage correct per individual tool in the BABA class series.
Figure 5. Pre and post-training multiple choice examination overall correct responses.
Figure 6. Pre and post-training multiple choice examination; ABAB series; number of correct responses per individual tool.
Figure 7. Pre and post-training multiple choice examination; BABA series; number of correct responses per individual tool.
APPENDIX A

EXAMPLE MULTIPLE CHOICE EXAMINATION
Pre-assessment

1. Your two year old tells you “thank you” when you give him a cookie. What Positive Parenting tool should you use?
   A. Use Reinforcement
   B. Pivot
   C. Redirect / Reinforce
   D. Set Expectations
   E. I don’t know

2. Your 15 year old just came in from two day football practice, he is dripping in sweat and the mud and grass from his cleats gets all over the floor; you scream at him from the kitchen “If you don’t clean it up, you won’t get dinner tonight.” What coercive did the parent use and what could the parent have done instead?
   A. Threats/ Open the door and tell him to clean up on the porch
   B. Sarcasm/ Don’t say anything to him and clean up the mess yourself
   C. Threats/ Walk over to him and ask how his day was
   D. Questioning/ Walk over to him quickly and ask him how his day was
   E. I don’t know

3. Your 2 year old son is deliberately splashing water in your face when you’re washing his hair in the bathtub, you
   A. Calmly grab his arms and tell him nicely to stop splashing Mommy and that it is not nice to splash
   B. Firmly say ‘no splashing’ while making eye contact
   C. Look away while he is splashing and when he stops smile big and tell him how good he is doing in the bath
   D. I don’t know

4. Which one of the following is a behavior that you should use the Redirect-Reinforce Tool with?
   A. Saying “I hate you, you are an ass!”
   B. Screaming and complaining
   C. Hiding open food in the bedroom
   D. All of the above
   E. I don’t know

5. Your 4 year old daughter screams and cries when you wake her up in the morning, no matter how gentle and subtle you are. You want to tell her about a plan that you have made to help her wake up quietly each morning. Your plan is that she gets to pick her breakfast if she wakes up quietly and if she does not, then she cannot pick her breakfast and must have shredded wheat. When is an appropriate time to tell her about this plan?
   A. When she wakes up in the morning after she is done crying.
   B. While she is on the couch after school watching her favorite TV show.
   C. While you are both at the table for an afternoon snack.
   D. I don’t know
6. When should you use the positive parenting tool, Use a Contract?
   A. When you need to add structure to Setting Expectations
   B. When you have a lot of behavior to keep track of
   C. When you are inconsistent with delivering consequences.
   D. All of the above
   E. I don’t know

7. Your 5 year old son refuses to eat any vegetables during dinner time. He has only eaten 4 bites of vegetables 3 nights a week. You have created a plan that if he eats his vegetables, then he will get to pick his dessert each night and his favorite homemade pie at the end of the week. What is an appropriate goal for the first week you implement this plan?
   A. He eats 8 bites of his vegetables at least 4 days a week.
   B. He eats all of the vegetables on his plate every night.
   C. He eats 2 bites of vegetables at least 3 days a week.
   D. I don’t know

8. You and your 6 year old child are walking into the grocery store from the parking lot. Your child sees a dog near the entrance and starts run over to the entrance of the store into the street. What should be the first thing you do?
   A. Yell loud enough to get your child to stop
   B. Move quickly and quietly to stop them
   C. Tell your child that they are in BIG trouble
   D. All of the above
   E. I don’t know

9. Which positive parenting tool should you use when your child has engaged in a serious behavior and your are planning for next time, you have given your child a new responsibility or you want to teach a new behavior for a specific situation?
   A. Set Expectations
   B. Use Reinforcement
   C. Redirect-Reinforce
   D. All of the above
   E. I don’t know

10. What positive parenting tool would you in the moment that your child is using curse words while telling you about her field trip at school?
    A. Reactive
    B. Use a Contract
    C. Pivot
    D. Set Expectations
    E. I don’t know

11. When should you stay close with your child?
    A. When your child is upset
    B. While doing an activity with them
    C. On a special outing
12. Your eight year old always leaves her bike lying behind the car, today you notice that she picked it up and chained it to the fence without being told. When you go to look at the bike you notice a big scratch along the side of the bike. You run in the house and tell her she can’t ride her bike to school for the week because she doesn’t take care of the things you buy for her. What coercive did the parent use and what could the parent have done instead?
   A. Silent Treatment/ Tell her “thanks for putting your bike up, your mom/dad and I really appreciate it”
   B. Taking away things and privileges/ bring her outside to look at the damage she caused
   C. Force/ Praise her attempt and buy her a new bike that night
   D. Taking away things and privileges/ Tell her “thanks for putting your bike up, your mom/dad and I really appreciate it”
   E. I don’t know

13. You are watching the nightly news and your eight year old daughter starts complaining how much she hates the news and that she wants to watch her favorite show. You ignore her and when asks you a question about one of the news stories you don’t answer. Then she asks a question about your day, you still don’t answer. What coercive is the parent using and what could they do instead?
   A. Logic/ Turn it off and say, “we just won’t watch anything”
   B. Silent Treatment/ turn your attention to the news, when she asks a question focus your attention on her, a little later ask if she would like to watch her show with you
   C. Arguing/ Turn on her show and walk away without attending to her
   D. One upmanship/ turn your attention to the news, when she asks a question focus your attention on her, a little later ask if she would like to watch her show with you
   E. I don’t know

14. We define behavior as
   A. Anything a person does
   B. Something that can be measured
   C. Something that can be observed
   D. All of the Above
   E. I don’t know

15. It is Sunday morning and your 15 year old daughter is watching TV in the living room. You,
   A. Remind her of the chores that she needs to get done before the end of the weekend
   B. Sit down by her and ask her what she likes about the show that she is watching
   C. Tell her that is a beautiful day outside and that she should be out there playing with her friends
   D. I don’t know

16. You should use the Redirect-Reinforce tool for
   A. behaviors that could damage property
   B. behaviors that could hurt someone else
C. to teach a new appropriate behavior  
D. All of the above  
E. I don’t know  

17. You want your 12 year old son to have more responsibilities so you want to make a plan to get him to walk the dog right after school. If he walks the dog right when he gets home then he will be able to have 15 more minutes playing video games before bed. If he does not walk the dog, then he cannot play the video game for 15 extra minutes. The first thing you say to him when you are about to tell him your plan is…  
A. “I cannot walk the dog everyday because I have many other jobs to do around the house, so I want you to do it to learn responsibility”  
B. “Remember last week when you walked the dog? That was awesome”  
C. “You know that the dog has to stay in the house all day while you are at school, and you know how you get really excited about going outside when you have been inside all day? Wouldn’t it be nice to let the dog out as soon as you get home?”  
D. I don’t know  

18. How often should you review a contract you made with your child?  
A. Daily  
B. Daily and Weekly  
C. Weekly  
D. Bi - weekly (every other week)  
E. I don’t know  

19. Your 4 year old son looks down at his feet and says “thank you” when your friend tells him that he likes his Power Ranger shoes  
A. You tell your son that was nice of him but next time he should look at someone when he is talking to them.  
B. You wink and pat him on the back quietly.  
C. You lean down and whisper in his ear that you are happy that he said “thank you.”  
D. I don’t know  

20. Which is not a coercive if your child is sitting on the floor among a big mess of books?  
A. Hey, get over here!!  
B. I need you to sit next to me.  
C. Next time you clean, put them in the right place.  
D. Where do your books belong?  
E. I don’t know  

21. During the use of the Pivot Tool you cannot ignore the junk behavior of a child while at the same time paying attention to their good behavior.  
A. True  
B. False  
C. I don’t know
22. You should state the consequences for meeting and not meeting the expectations in terms of what the child will
   A. earn/ have taken away
   B. do/ not do
   C. earn/ fail to earn
   D. All of the above
   E. I don’t know

23. Your three year old daughter starts to reach for your steaming hot cup of coffee. You slap her hand away and yell "NO." What coercive is the parent using and what could the parent do instead?
   A. Force/ Gently move the child's hand away, direct her to her cup of warm milk and praise her for drinking that instead
   B. Force/ Let her touch the hot cup so she'll learn not to do it again
   C. Arguing/ Gently move the child's hand away, and explain that the cup is very hot, that if she touches it, it would burn her hand and that would hurt very much. Explain further, that the cup is Mommy/Daddy's and she shouldn't touch it your things
   D. Logic/ Gently move the child's hand away, direct her to her cup of warm milk and praise her for drinking that instead
   E. I don’t know

24. It is time to review how well your daughter has done with the written agreement that you have come up with. The written agreement states that if she brushes her teeth in the morning as well as at night after bedtime snack, then she will be able to watch her favorite show before bed. It is the first day and she did not brush her teeth in the morning, but she did at night. It is best to say to her
   A. “Wow, I saw that you brushed your teeth tonight! Maybe, tomorrow you can do it in the morning and at night and then you will be able to watch your show.”
   B. “Well, I see that you tried, and even though you didn’t do it this morning I will let you watch your show because it is the first day we tried this plan”
   C. “I would like for you to start brushing your teeth, and if you are going to pick a time to do it, do it in the morning so that you don’t have stinky breath all day”
   D. I don’t know

25. Your 17 year old son is helping you unload groceries form the trunk of your car. He takes out the last bag and is about to slam the trunk shut when you see your 3 year old daughter’s hands are in the way. You,
   A. Quickly stop your son from closing the trunk and say, “Before you close the trunk ask your sister to show you her hands so she doesn’t accidentally leave them in the way.” He asks her to show him her hands and you say, “Awesome!”
   B. Shout, “Wait!” and pull your daughter’s hands out of the way while explaining that your son needs to be careful around his little sister.
   C. Pull your daughter away from the trunk and explain to her that she needs to be careful around the trunk. Her brother can’t see her because she is so small.
   D. I don’t know
26. Why do children engage in junk behavior?
   A. to get you to comfort them
   B. to get you to give in
   C. to get attention
   D. All of the above
   E. I don’t know

27. Your 11 year old daughter is reading a book after school instead of talking on the phone like she normally does
   A. You walk over to her, give her a kiss on the forehead and say, “I love to see you reading.”
   B. You walk over, sit down next to her and take this opportunity to tell her how important reading is for her future and that she will be able to get into a good college and get a good job.
   C. You tell her that it is so much better to read than to waste time on the phone.
   D. I don’t know

28. The Proactive approach to parenting focuses on
   A. dealing with inappropriate behavior immediately and stop it in the moment
   B. good behavior and using reinforcement to encourage more of it
   C. bad behavior and using punishment and coercion to “control” it
   D. using reinforcement to get more good behavior and using punishment to “control” bad behavior
   E. I don’t know

29. When you finish creating a contract for your child you should
   A. Give it to the child to keep track of progress
   B. Put it in a place that both of you can see the progress
   C. Keep it to yourself in order to keep accurate track of progress
   D. All of the above
   E. I don’t know

30. Which positive parenting tool should you use when your child has engaged in a serious behavior and you are planning for next time, you have given your child a new responsibility or you want to teach a new behavior for a specific situation?
   A. Set Expectations
   B. Use Reinforcement
   C. Redirect-Reinforce
   D. All of the above

31. When you pick up your 5 year old son from Kindergarten, he looks very sad. He says that he never wants to go back to school because Billy Jones is the meanest kid in the school. You,
   A. explain to your son that it is okay to go back to school and that he should tell the teacher when Billy does something mean.
   B. tell your son that he has many other friends to play with and that he can just stay away from Billy at school
C. ask him about Billy, what he thinks about the mean things Billy does, and other things about school.
D. I don’t know

32. Some consequences can have no effect on behavior
   A. True
   B. False
   C. I don’t know

33. Your 6 and 8 year old daughters are coloring pictures with crayons on Saturday evening when you tell them it’s time to go rent a movie to watch tonight. Your 6 year old begins to put the crayons away, but your 8 year old just goes and stands by the door, waiting to leave. You, 
   A. Get on the floor next to the 6 year old and say, “Thank you so much for helping! Aren’t you excited about the movie tonight?” with a big smile
   B. Ask the 8 year old to help clean up the crayons and tell them why it is important to help her sister
   C. Tell the 8 year old that if she does not help her sister clean up the crayons, then she will not earn the movie for the night
   D. I don’t know

34. Which of the following is a good way to get the child to engage in an appropriate behavior during the Redirect-Reinforce Tool?
   A. Calmly repeat what you want the child to do instead.
   B. Begin to do the redirect behavior yourself.
   C. Provide gentle physical guidance to help the child get started.
   D. All of the above
   E. I don’t know

35. During the positive parenting tool, Set Expectations, if the child asks why they have to engage in the expected behavior you should
   A. Ignore the question and attend to something else
   B. Explain how it benefits the child
   C. Explain that everyone has expectations
   D. All of the above
   E. I don’t know

36. You can never get your four year old son to eat his vegetables. The last time you butted heads about this, it ended up you just yelling to eat them and him screaming no back. What coercive did the parent use and what could they do instead?
   A. Taking away things and privileges/ Deny access to any other food until he eats his broccoli
   B. Arguing/ Create a contract that states if he eats his veggies for dinner, he can pick out dessert and put a sticker on his chart and if he does this two days out of the week, he can pick out the family video for Friday night.
   C. Threats/ Tell him fine and make some macaroni for him to eat
   D. Arguing/ Create a contract that states if he eats his veggies for dinner,
he can pick out dessert and put a sticker on his chart and if he does this seven days out of the week, he can pick out the family video for Friday night.
E. I don’t know
APPENDIX B

PRE AND POST-ASSESSMENT ROLE PLAY SCORING SHEETS
Set Expectations
Observer: _______________ Participant Code: ___________ Pre / Post Date _____________

* correct for PIR %

<table>
<thead>
<tr>
<th></th>
<th>Time away from the behv., any time other than</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Examples: (when scoring Yes)</th>
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<tbody>
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<td>1</td>
<td>• In the morning before school</td>
<td></td>
<td></td>
<td></td>
<td>• Before bedtime</td>
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<tr>
<td></td>
<td>• After the parent notices unmade bed</td>
<td></td>
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<td>• During bedtime</td>
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<tr>
<th></th>
<th>Uninterrupted place, any place other than</th>
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<td>• In the child’s room near the bed</td>
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<td>• In the living-room on the</td>
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<td>3</td>
<td>• A description of an event to earn</td>
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<td>• “I know how you like to</td>
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<td>• A descriptive praise statement</td>
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<td>ride your bike”</td>
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<td></td>
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<td>• “I saw that you made your</td>
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<td>bed last Thursday. That’s</td>
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<td></td>
<td>every day before school”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• “you have to make your bed</td>
</tr>
</tbody>
</table>
|   |                                              |     |    |     |   10
5. The participant makes an empathy statement
   - an explicit or implicit use of the word ‘you’ and a descriptor of an emotion or event

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Examples</th>
</tr>
</thead>
</table>

*Examples*:
- “This must be difficult” (the ‘you’ is implied in this statement)
- “You sound excited about this deal”
- “It looks like you are having fun”

6. If the ‘child’ asks “why do I have to make the bed, anyways?”
   The participant describes something that the child will gain from making their bed

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
</table>

*If the ‘child’ does not ask, mark as N/A*

*Examples*:
- “If you make your bed, then the cat won’t be able to sleep in your sheets while you are gone and get hair everywhere, I know how you hate that.”

7. The participant states both of the following (consequences for making and not making the bed)
   - The ‘child’ can ride their bike to school if they make their bed

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Examples</th>
</tr>
</thead>
</table>

*Examples*:
- “If you make your bed in the morning, ...
| 8 | Negotiate: When the ‘child’ asks “what happens when it is raining outside?” The participant either  
   - gives an alternative way for the child to get to school that is not riding the bus  
   - gives the option of an alternative pos. consequence for making the bed | Yes | No | N/A | Score N/A if the child does not ask this or a similar question  
Examples  
- “If it rains, I will take you to school.”  
- “If it rains and you can’t ride your bike, then you can have extra TV time that night instead.” |
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</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>The participant asks the child to restate or repeat the behavior (making the bed) and the consequences</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- The ‘child’ cannot ride their bike or will ride the bus if they do not make their bed

Non Examples
- “If you don’t make your bed, then you can’t ride your bike”
|   | After the child repeats the behavior and consequence, the participant makes a statement of praise to the child for restating | Yes | No | N/A | Examples
|   | Score N/A if the child is not asked and does not restate on their own | * |
|   | Examples
|   | “So, what did we talk about?” |
|   | “Can you tell me what the deal is, again?” |
| 10 | The participant verbally or physically attends to the behavior of the child when the child
|   | • Says “the bus smells like pee” |
|   | • Says “Little kids pee on the bus” | Yes | No | N/A | Mark N/A if child does not make this or a similar statement
|   | Mark NO if for example |
|   | The parent continues with the conversation
|   | • “so, when you make your bed, you can ride your bike” |
| 11 | The participant verbally (includes laughing) or physically attends to the behavior of the child when the child
|   | • Says, “I hate making my stupid bed” |
| 12 | Mark N/A if child does not make this or a similar statement |
|   | Mark NO if for example |
|   | The parent continues with the conversation
|   | • “so, when you make your bed, you can ride your bike” |
| 13 | The participant verbally or physically attends to the behavior of the child when the child  
|    | • Makes any other negative comments about the bus or making their bed | Yes | No | N/A | Mark N/A if child does not make this or a similar statement  
|    | * | Mark NO if for example  
|    | * | The parent continues with the conversation  
|    | * | “so, when you make your bed, you can ride your bike” |
| 14 | The participant verbally or physically attends to the behavior of the child when the child  
|    | • Engages in physical junk behavior that indicates that they are not paying attention such as:  
|    | putting feet on the table, looking at other papers or magazine, looking away | Yes | No | N/A | Mark N/A if child does not make these or similar responses  
|    | * | Mark NO if for example  
|    | * | The parent continues with the conversation  
|    | * | “so, what is the deal we are talking about” |
Use Reinforcement

Observer: _________________  Participant Code: __________

Pre / Post Date _______________

* correct for PIR

<table>
<thead>
<tr>
<th></th>
<th>The participant states an appropriate behavior that the children/ child is engaging in</th>
<th>Yes</th>
<th>No</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>• “I love how you guys are playing nicely”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• “It is great that you guys are sharing”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• “You two are playing so well”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The participant provides a positive consequence for engaging in an appropriate behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The participant provides a positive consequence for engaging in an appropriate behavior either</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
### 4: Appropriate Tone of Voice and Body Language

*Mark yes if there is an obvious appropriate facial expression, tone of voice, and posture stance so that the parent looks approachable*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Participant’s tone of voice remains calm and quiet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Participant’s body in a relaxed sitting or standing position</td>
</tr>
</tbody>
</table>

### 5: The participant verbally or physically attends to the behavior of the child when the children say something about running over or killing animals

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mark N/A if child does not make this or a similar statement</td>
</tr>
</tbody>
</table>

*Example*

- Mark “NO” if the parent continues with the conversation
  - “You guys are having a great time playing!”
  - “What are you playing?”
Pivot

Observer: _________________  Participant Code: ______________    Pre / Post Date
_____________

* correct for PIR %

<table>
<thead>
<tr>
<th>Child 1 “BAD” - complains about, and hesitates to brush their teeth</th>
<th>Child 2 “GOOD” - complies with the request to brush their teeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The participant verbally or physically attends to the behavior of ‘child 1’ or makes statements about the behavior of the ‘child 1’ to ‘child 2’ when ‘child 1’ says “I don’t want to brush my teeth” or “it is not time to go to bed” or “I am not done playing”</td>
<td>Yes</td>
</tr>
<tr>
<td>Examples:</td>
<td>Mark N/A if child does not make this or a similar statement</td>
</tr>
<tr>
<td>- Participant says nothing at all</td>
<td></td>
</tr>
<tr>
<td>- Participant makes praise statements to child 2</td>
<td>*</td>
</tr>
</tbody>
</table>

| 2 The participant verbally or physically attends to the behavior of ‘child 1’ or make statements about the behavior of the ‘child 1’ to ‘child 2’ when ‘child 1’ shoves ‘child 2’ | Yes | No | N/A |
| Examples: | Mark N/A if child does not shove other child |
| - Participant says nothing at all | |
| - Participant makes praise statements to child 2 | * |

<p>| 3 The participant attends to child 2 at any time while child 1 is making negative statements about brushing their teeth. Either | Yes | No | ☒ |
| Examples: | |
| - The participant praises child 2 for brushing teeth | |
| - The participant is engaging in polite conversation with child 2 | * |</p>
<table>
<thead>
<tr>
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</thead>
</table>
| **4** | The participant provides a positive consequence for child 1 for engaging in an appropriate behavior  
- Mark yes if this occurs at any point during the role play | Yes | No | Examples  
- The participant states “thanks for going to brush your teeth” at any point during the role play  
- The participant states “Awesome getting ready for bed.” At any point in the role play |
| **5** | The participant provides a positive consequence for child 1 for engaging in an appropriate behavior either  
- Within 10 seconds of the point when the child walks to the sink to brush their teeth or of the point when the child stops making negative statements | Yes | No | Examples:  
- The participant states “thanks for going to brush your teeth” when child stands to go brush his/her teeth  
- The participant states “Awesome getting ready for bed.” While child 1 is getting ready for bed |
• Within 10 sec of child 1 beginning to brush the participant states, “which book would you like to read tonight?”
Redirect-Reinforce

Observer: _________________  Participant Code: _______________  Pre / Post Date __________

* correct for PIR %

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 1 | The participant moves within arm’s reach of the child before saying anything to the child | Yes | No | • The participant moves toward the child and takes the hard toy without saying anything  
|   |                                                                             |     |    | • The participant moves toward the child and takes the toy while saying calmly, “look at this neat toy.” |
| 2 | The participant stops the child from throwing the toy into the bassinet.    | Yes | No | Examples:                                                                 |
|   | • If the child throws the toy into the bassinet a 2nd time, score this as no |     |    | • The participant moves toward the child and grabs the toy before the second throw  
<p>|   |                                                                             |     |    | • The participant says, “no stop!” but catches the toy before the toy enters the bassinet a second time |
| 3 | The participant states an appropriate alt. behavior for the child to engage in | Yes | No | Examples                                                                 |
|   | • Must be positive, and specific                                            |     |    | • Participant says “hey”                                              |</p>
<table>
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</tbody>
</table>
| 1. | This does not include asking the child what activity they would like to do | * |   | Kiddo, I want you to play catch with mommy” and participant throws toy to child  
   |   |   |   | Participant gives child a soft toy to play with the baby |
| 2. |   |   |   |   |
| 3. | The participant provides a positive consequence for engaging in an appropriate behavior at any point during the role play | Yes | No | Examples  
   |   |   |   | Participant states “playing catch with you is fun,” at any time  
   |   |   |   | Participant says, “I love how you are playing quietly” at any time |
| 4. | The participant models for or guides the child to engage in the appropriate behavior | Yes | No | N/A  
   |   |   |   | Mark N/A if child immediately does the app. behavior  
   |   |   |   | Examples  
   |   |   |   | Parent throws the object to the child and says “like this”  
   |   |   |   | Parent helps the child hold the baby the right way |
| 5. | The participant provides a positive consequence for engaging in an appropriate behavior within 3 seconds of the child engaging in either  
   |   |   |   |   | appropriate behavior specified by participant (#3)  
   |   |   |   |   | other appropriate behavior (if none specified by participant) that is anything other than hitting the baby | Yes | No | N/A  
   |   |   |   |   | Examples  
   |   |   |   | Participant states “this is great, playing catch with mommy is fun” while child is throwing  
<p>|   |   |   | Participant says, “I love how you are playing by yourself with the cars” within 3 sec of child beginning |</p>
<table>
<thead>
<tr>
<th>7</th>
<th>The participant verbally or physically attends to the behavior of the child when the child</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
</table>
|   | • Says “the baby is stupid”  
   | • Whines and tries to continue throwing the toy into the bassinet | | | |

*Mark N/A if child does not make this or a similar statement*

- The participant continues to describe desired appropriate behavior, “look, I want you to play catch with mommy.”
- The participant continues playing catch with the child and says nothing.
# Stay Close

Observer: _______________  Participant Code: ______________

Pre / Post Date ______________

<table>
<thead>
<tr>
<th></th>
<th>The participant moves close to the child within 15 seconds of child ‘entering the room’</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Score N/A if parent is seated on couch and child walks in the room and sits next to parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- This includes the child and parent moving toward each other</td>
<td></td>
<td></td>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td>- This does not include the child moving toward the participant and the participant remaining stationary</td>
<td></td>
<td></td>
<td></td>
<td>- Participant moves from the bookshelf to where the child is seated on the couch within 15 sec of the child walking in the room</td>
</tr>
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<td></td>
<td>- Participant and child meet on the couch next to each other within 15 sec of child entering the room</td>
</tr>
<tr>
<td>2</td>
<td>The participant makes physical contact with the child in some way at least once during the role play</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td>3</td>
<td>Appropriate Tone of Voice and Body Language</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>Examples</td>
</tr>
<tr>
<td></td>
<td>Mark yes</td>
<td></td>
<td></td>
<td></td>
<td>- Participant’s tone of voice remains calm and quiet</td>
</tr>
<tr>
<td></td>
<td>if there is an obvious appropriate facial expression, tone of voice, and posture stance so that the parent looks</td>
<td></td>
<td></td>
<td></td>
<td>- Participant’s tone of voice remains calm and quiet</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>approachable</strong></td>
<td>*</td>
<td></td>
<td>body in a relaxed sitting or standing position</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 4 | Participant asks one open-ended question  
   - This does not include questions that begin with the word “why” | Yes | No | Examples  
   - “where is your friend moving to?”  
   - “how did you find out about her moving?” |
| 5 | Participant asks more than one open-ended question  
   - This does not include questions that begin with the word “why” | Yes | No | Examples  
   - “where is your friend moving to?”  
   - “what kind of job did her father get?”  
   - “Tell me what happened” also acceptable |
| 6 | Participant listens to while the child speaks  
   - The parent talks less than the child  
   - Mark no if the participant attempts to problem solve unless the child asks for a particular solution | Yes | No | Examples  
   - Participant does not provide solution to any problem stated by the child  
   - Child asks, “mom, how will I be able to keep in touch?” and participant replies with, “you can either write emails or letters. |
| 7 | The participant makes an empathy statement. This is a statement that includes an explicit or implicit use of the word ‘you’ and a descriptor of an emotion | Yes | No | Examples  
   - “This must be difficult” (the ‘you’ is implied in this statement)  
   - “You seem upset about that” |
| 8  | The participant verbally or physically attends to the behavior of the child when the child  
|    | • Says “why does her stupid dad have to get a job anyways”  
|    | • Mark as NO if the participant answers a question, but does not acknowledge the word ‘stupid’  
|    | Mark N/A if child does not make this or a similar statement  
|    | Example  
|    | • The participant says, “I know this must be tough for you”  
|    | • The participant ignores “stupid” and says, “I know this must be tough for you”  
|    | • The participant ignores “stupid” and asks “what kind of job is he getting”  
| Yes | No | N/A |

| 9  | The participant verbally or physically attends to the behavior of the child when the child  
|    | • Makes any other negative verbal junk behavior  
|    | Mark N/A if child does not make this or a similar statement  
|    | Example  
|    | • The participant uses an empathy statement “I know this must be tough for you”  
| Yes | No | N/A |

| 10 | The participant verbally or physically attends to the behavior of the child when the child  
|    | • Engages in physical junk behavior that indicates that they are not paying attention such as: putting feet on the table, looking at other papers or magazine, looking away  
|    | Mark N/A if child does not make these or similar responses  
|    | Example  
|    | • The participant uses an empathy statement “You seem really sad”  
| Yes | No | N/A |
|   | Clearly state the daily behavior expected of the child  
|   |   • What and when  
|   |   • Willingly or quietly | Yes | No | Examples: (when scoring Yes)  
|   |   • Wanda will take a quiet bath at night before bed  
|   | Non Examples  
|   |   • States only one of the criteria | | | 
| 2 | Positively state the daily behavior expected of the child.  
|   |   • The statement does not mention past poor performance | Yes | No | Examples: (when scoring Yes)  
|   |   • Wanda will take a quiet bath at night before bed  
|   |   • Wanda will take a quiet bath (missing when) | | | 
| 3 | Expectation is reasonable to current performance.  
|   |   • 1 to 3 nights of taking a quiet bath | Yes | No | Examples  
|   |   • Wanda will take quiet bath before bed 2 nights this week  
|   |   • Wanda will take a quiet bath 1 night this week (missing when) | | | 
| 4 | State the consequence that your child can earn each day.  
|   |   • Must be specific | Yes | No | Examples  
|   |   • When you take a quiet bath at night you can stay up 20 min later | | | 
| 5 | Consequence matches the value of the daily behavior  
|   |   • Smaller for short term than long term goal | Yes | No | Examples  
|   |   • 20 minutes staying up late  
|   |   • New coloring book page | | | 
| 6 | Review time stated for daily review | Yes | No | Examples  
|   |   • Each night we’ll see how your bath went | | | 
| 7 | State the consequence that your child can earn each week.  
|   |   • Must be specific | Yes | No | Examples  
|   |   • When you take a quiet bath for 2 nights you can go skating on Sunday | | | 
| 8 | Consequence matches the value of the daily behavior | Yes | No | Examples  
<p>|   |   • Sleepover | | |</p>
<table>
<thead>
<tr>
<th></th>
<th>Larger for long term than short term goal</th>
<th></th>
<th>Skating</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Review time stated for weekly review</td>
<td>Yes</td>
<td>No</td>
</tr>
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</tbody>
</table>


APPENDIX C

ROLE PLAY SCRIPTS
Set Expectations

Describe the Setting
“I am eleven. I rarely make my bed. The last time I made it was a week ago last Thursday. You want me to make my bed every day. You have come up with a plan to help me do this. The plan is that on the days that I make my bed before breakfast I will earn the privilege of riding my bike to school. I love riding my bike to school. If I do not make my bed before breakfast I will fail to earn the privilege of riding my bike and must ride the bus. I hate riding the bus. This scenario is where you are sitting down with me to tell me the plan for the first time. So, set the scene. Where are we when this conversation begins?”

Components of the Role Play
Follow the parent's prompts regarding the setting. Wait for parent to initiate conversation.
The first time the parent mentions the expectation, Say "Ah, man. I hate making the stupid bed." (OPP to Give Empathy)
Ask "Why do I even have to make my bed? (OPP to Explain Benefits)
After parents answers "Why…," say "Whatever" with a negative tone of voice. (OPP to Ignore Junk)
Ask "What if [parent's consequence won't be available/possible]?" (OPP to Negotiate)
Accept the parent's negotiation or refusal to negotiate.
Prior to concluding, restate the plan in a negative tone of voice. Say "[The expectation] sucks.” (OPP to Praise Restatement)
Conclusion
Say “Ok, it’s a deal”

If - Then Scenarios
If parent begins by praising behavior.Say "Thanks. I do it all the time." (OPP to Ignore Junk 1)
If parent begins by referring to the bed Say "Yes, I do. I make my bed all the time.” (OPP to Ignore Junk 2)
If the parent asks you to restate the plan, restate expectations and consequences as the parent has described them
If parent mentions the bus Say "Not the bus. The bus smells like pee." (OPP to Ignore Junk 3)
If parent mentions positive consequence, increase eye contact. Say "That's cool."
Use Reinforcement

Describe the Setting
"[Co-trainer] and I are your 5 and 6 year old children. We are playing in our room. Often when we play together, we fight. You are about to walk into the room that we are in. Show us what you would do."

Components of the Role Play
Roll a car back and forth to each other.
Talk to each other. Take turns.
Crash the car; Bump it into a chair or table leg; make crashing sounds (OPP to Ignore Junk 1)
"Let's get Barbie and run over her and her guts will splatter all over the road"
(OPP to Ignore Junk 2)
If parent does nothing, continue above for one minute

Conclusion
End the role play after one minute passes.

If - Then Scenarios
If the parent asks what you are doing Say "Playing"
If the parent asks what you are playing Say "Cars"
Pivot

Describe the Setting
"[Co-trainer] and I are your 5 and 6 year old children. We are playing in our room like before, only now it is bedtime. You come in to tell us to go brush our teeth. Show us how you would do that."

Components of the Role Play

Co- Trainer
Roll a car back and forth to each other. Talk to each other. Take turns.
When parent says to go brush your teeth, say "Okay," and go to the 'sink' and brush your teeth for one minute
Say, "I'm done."
Follow any prompts that the parent gives

Trainer
Roll a car back and forth to each other. Talk to each other. Take turns.
When parent says to go brush your teeth, say, "I don't wanna brush my stupid teeth."
(OPP to Ignore Junk 1)
Stay where you are on the floor and whine for 15 seconds (OPP to Ignore Junk 2)
Throw the car down on the floor (OPP to Ignore Junk 3)
Walk to the sink and begin brushing while you do the following
Say, "This toothpaste tastes bad" (OPP to Ignore Junk 4)
Say, "I am not freaking tired" (OPP to Ignore Junk 5)
Say, "Quit hogging the sink," and push the co-trainer (OPP to Ignore Junk 6)
Brush your teeth for 15 seconds with no junk

Conclusion
Follow any prompts that the parent gives
Redirect - Use Reinforcement

Describe the Setting
"You are watching your two year old play next to the bassinet where there is a 3 month old baby sleeping. You see the two year old throw a hard toy into the bassinet. You are not close enough to stop it from happening. Show us what you would do after you see it happen."

Components of the Role Play
Sitting on the floor, toss the hard toy into the bassinet, while saying "Catch Baby," with a smile. Repeat above until parent approaches you
After parent approaches to stop you, protest "I was playing catch with the baby," "why can't Baby play?" (OPP to Ignore Junk 1)
Continue to try to play catch or protest until parent either directs you to something else or completely removes the toy
  If parent does not redirect or remove the toy continue to throw the toy into the bassinet for 1 minute
  then say "I am going to play with my cars now" and move toward the car to play
Engage in directed activity (or playing with the car) with no protest

Conclusion
End role play after parent praises participation in new activity or 30 seconds has passed.

If - Then Scenarios
If parent removes the toy whine and cry until redirected to another activity
If redirected to another activity show hesitation, but go willingly and begin suggested activity
Stay Close

Describe the Setting
“I am eleven. I am about to get home from school. You are in the kitchen getting a drink when I come in. When you see me you notice that I look sad. Show me what you would do.”

Components of the Role Play
Walk in the door and flop down on a chair beyond arm's reach from the parent.
Kick a table or chair 2-3 times as you come in the room (OPP to Ignore Junk 1)
"I never want to go back to school again. It's not fun anymore." (OPP for App Facial Exp 1)
"My friend is moving away"
"Jimmy's dad is stupid." (OPP to Ignore Junk 2)
Look for opportunity to describe at length Jimmy's new home. (OPP to Listen/Interrupt)
Parent asks where Jimmy is moving to.
Parent pauses for several seconds without saying anything.
Ask: "Can Jimmy come over for dinner? (OPP for App Facial Exp 2)
If parent says yes, change facial expression to happy and go to the conclusion.
If parent says no, go to the conclusion.
Conclusion:
Ask: "Can I go call him?"

If - Then Scenarios
If the parent makes empathy statements Look at the parent more.
If the parent asks open-ended questions Answer their questions.
If the parent tries to solve your problem Give responses that indicate why the solution isn’t good enough.

Parents’ offers to email or call: "But we can't ride bikes anymore."
Parent offers to go visit Jimmy: "We were gonna build a tree house this summer."
Parents offers to help build tree house: "We were gonna have a sign that says No Parents Allowed."
Parent offers to have a sleepover: "They're too busy packing."
Parent says you can make new friends: "None of the other kids like me."
APPENDIX D

PARTICIPANT SATISFACTION QUESTIONNAIRE
I liked the class format (lecture, in-class activities, role plays, and homework). Circle which applies.

1  2  3  4  5

Strongly Disagree Neutral Strongly Agree

Which was most helpful for your learning style? Circle one.

Role play with class mate and instructor feedback  Role play with an instructor in front of the class

What did you like best about role playing with a class mate and instructor feedback?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What did you like least about role playing with a class mate and instructor feedback?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What did you like best about role playing with an instructor in front of class?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What did you like least about role playing with an instructor in front of class?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
REFERENCES


National Center for Injury Prevention and Control. (2004). *Using evidence-based parenting programs to advance CDC efforts in child maltreatment prevention: Research activities*. Centers for Disease Control and Prevention, Atlanta, GA.

