

Behavioral Therapy

With Children

Multimodal Approaches

- Keats p28, p 556 # 10
- *HELPING* acronym

H--Health

- *diet*
- *fitness*
- *sleep*
- *medications*
- *pain/sickness/stress*

E-Emotions

- *anxiety*
- *anger*
- *depression*
- *joy-fun*
- *empathy*

L-Learning

- *Achievement level--ability level*
- *Match between ability and performance*
- *Learning skills*
- *Learning style*

P-Personal relationships

- *Family*
- *Peers outside of school*
- *Peers at school*
- *Teachers*

I-Imagery

- *Self picture--self esteem, self efficacy*
- *How does problem look now--
How will it look when things are better*

N-Need to know

- **Skills**
- **Information**
- **Faulty/healthy thinking**

G-Guidance

- Behavior
- Motivation
- Guidance of actions, behavior, consequences--
 - modeling, teaching, self monitoring, contracting, environmental restructuring

Systematic Desensitization

- School Phobia--p.211

Assertiveness training

- Mouse, Monster and Me
 - Palmer
- p. 208-209

Homework assignments

- Think, write, share examples of using homework assignments when working with children
- biblio, practicing a skill, journal/log-self monitoring

Bibliotherapy

■ Sources for bibliotherapy books

- *Bookfinder*
- *Paperbacks for Educators-bibliotherapy catalog*
- *Thompson & Rudolph Chapters 15-16*

Six Goals of Bibliotherapy-- Watson (1980)

- *Teach constructive/positive thinking*
- *Encourage free expression concerning problems*
- *Help analyze attitudes and behaviors*
- *Look at alternative solutions*
- *Encourage finding coping strategies not in conflict with society*
- *See similarity of their problems to problems of others*

Focus of discussion in Bibliotherapy

■ Characters:

- *behaviors, feelings, thoughts, and relationships*
- *cause and effect, and*
- *consequences of behavior*

Role play

- *with counselor*
- *with peer*
- *role reversal to develop empathy*

Modeling

- *Ex. viewing peers on video role playing typical social problems*
 - **models role play negative and prosocial ways of handling conflict. Social consequences of both ways of handling situation are shown.**

Contingency contracts

- *p.199-200*

Behavior analysis

- *p195-196*

Applications to a typical problem

- *School phobia p 563*
- *Working with a partner: Develop a case involving school phobia*
- *Choose several of the 14 suggestions from p 563-564 and place them in a sequence from what you would do 1st, next, last.*