



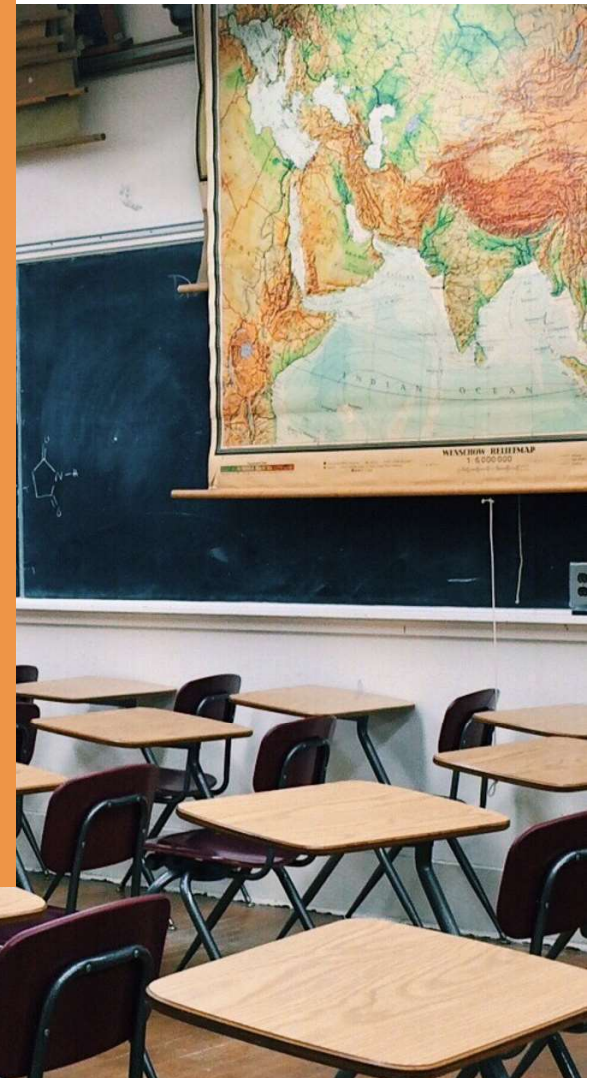
University of California
San Francisco



Adult-Youth Interation Cycles and Tools to Improve Relationships: *Praise and Special Time*

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Disclosures

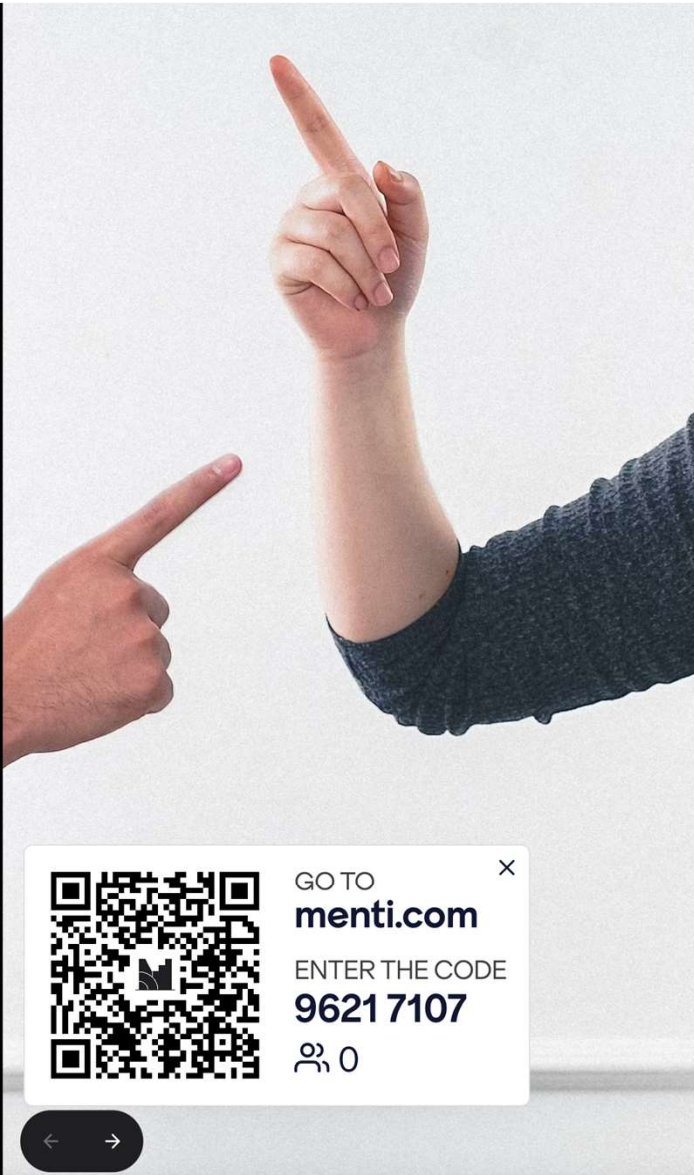
- No one involved in the planning or presentation of this activity has any relevant financial relationships with a commercial interest to disclose.
- UCSF CAPP is supported by federal and state grant funding.
 - The Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) sponsors part of a federal award totaling \$2,670,000 with 17% financed with non-governmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government. For more information, please visit HRSA.gov.
 - CAPP is also sponsored by the California Department of Health Care Services Prop 56 Behavioral Health Integration Funding, in partnership with Anthem and Blue Cross.



Learning Objectives

1. Connect the theory of adult-youth interaction cycles with 2 tools to improve relationships (*praise and special quality time-in*)
2. Apply 5 guidelines for effective *praise* and 3 guidelines for *special quality time-in* to discussions in your practice
3. Identify 4 resources to provide parents/caregivers or teachers interested in improving relationships with *praise and special quality time-in*





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 Mentimeter

What are common concerns about adult-youth relationships that you hear in your work?

Waiting for responses ...



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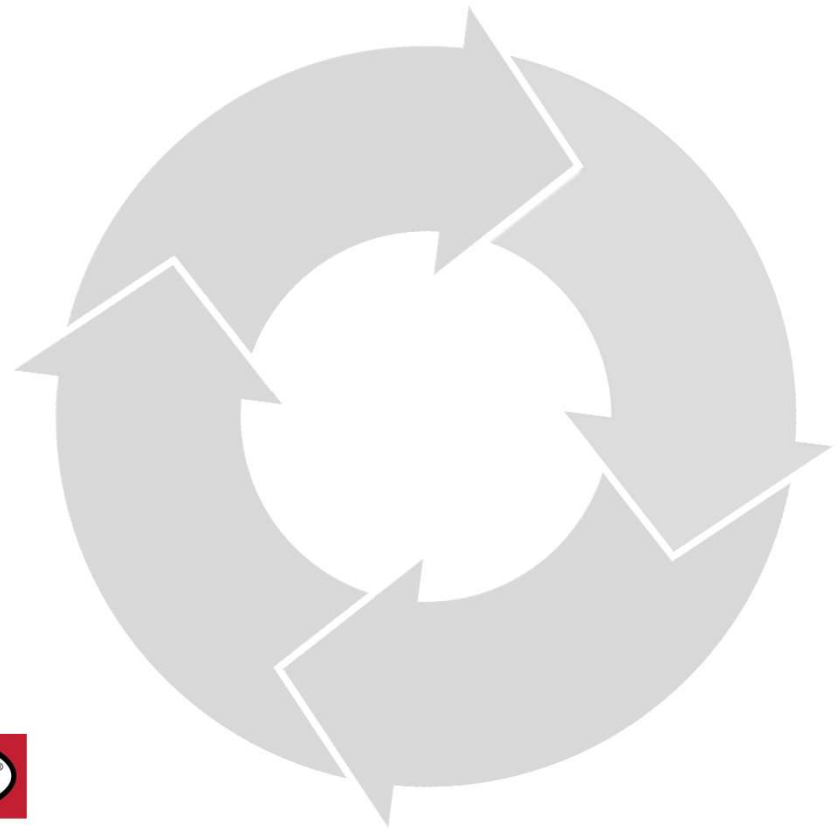
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Adult-Youth Interaction Cycles



-Parents/school staff and youth "train" each other on how to behave

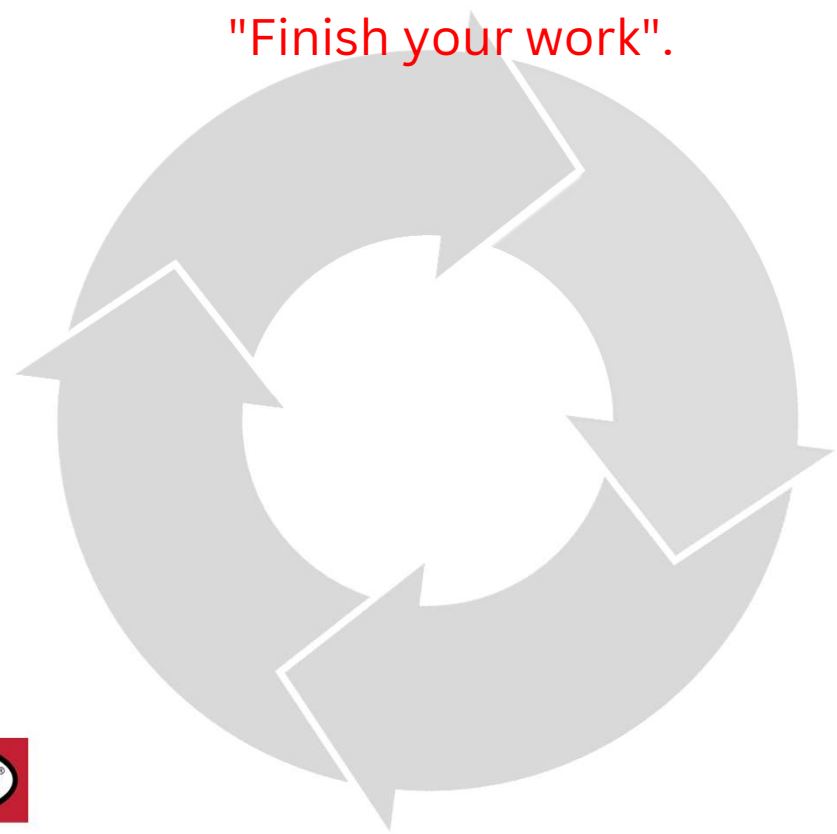


Adult-Youth Interaction Cycles



-Parents/school staff and youth "train" each other on how to behave

Adult Instruction:
"Finish your work".



Adult-Youth Interaction Cycles



-Parents/school staff and youth "train" each other on how to behave

Adult Instruction:
"Finish your work".

Youth Response:
"No."



Adult-Youth Interaction Cycles



-Parents/school staff and youth "train" each other on how to behave

Adult Instruction:
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Youth Response:
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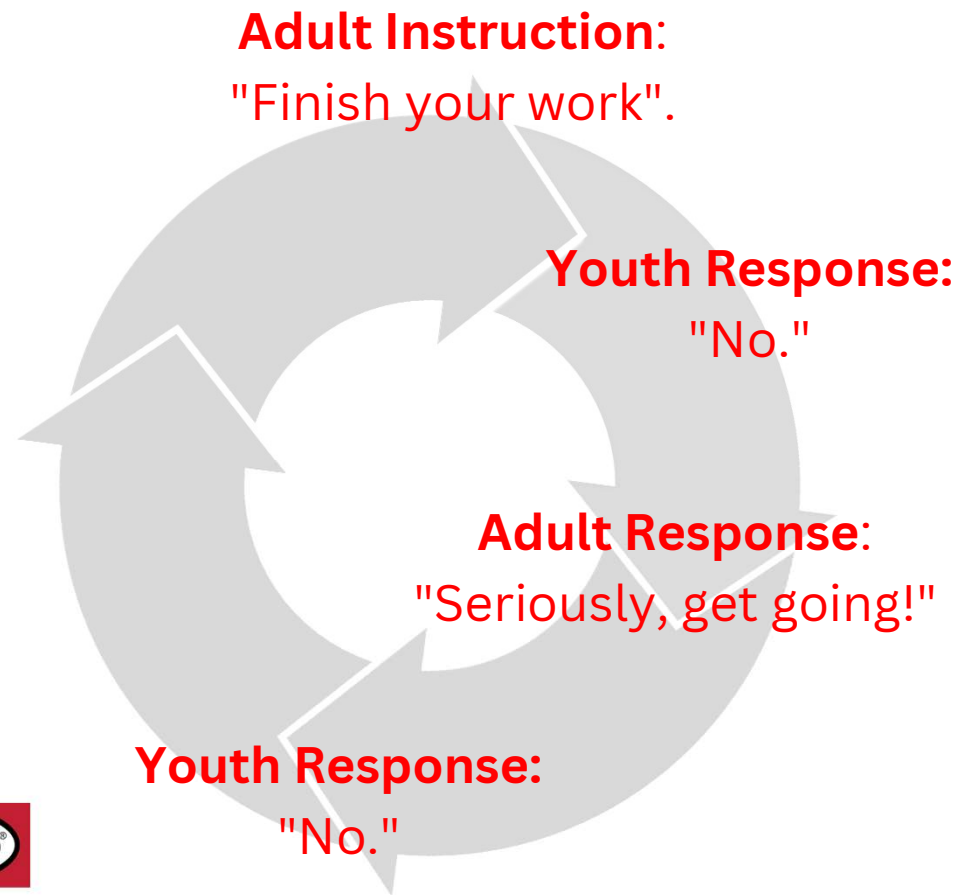
Adult Response:
"Seriously, get going!"



Adult-Youth Interaction Cycles



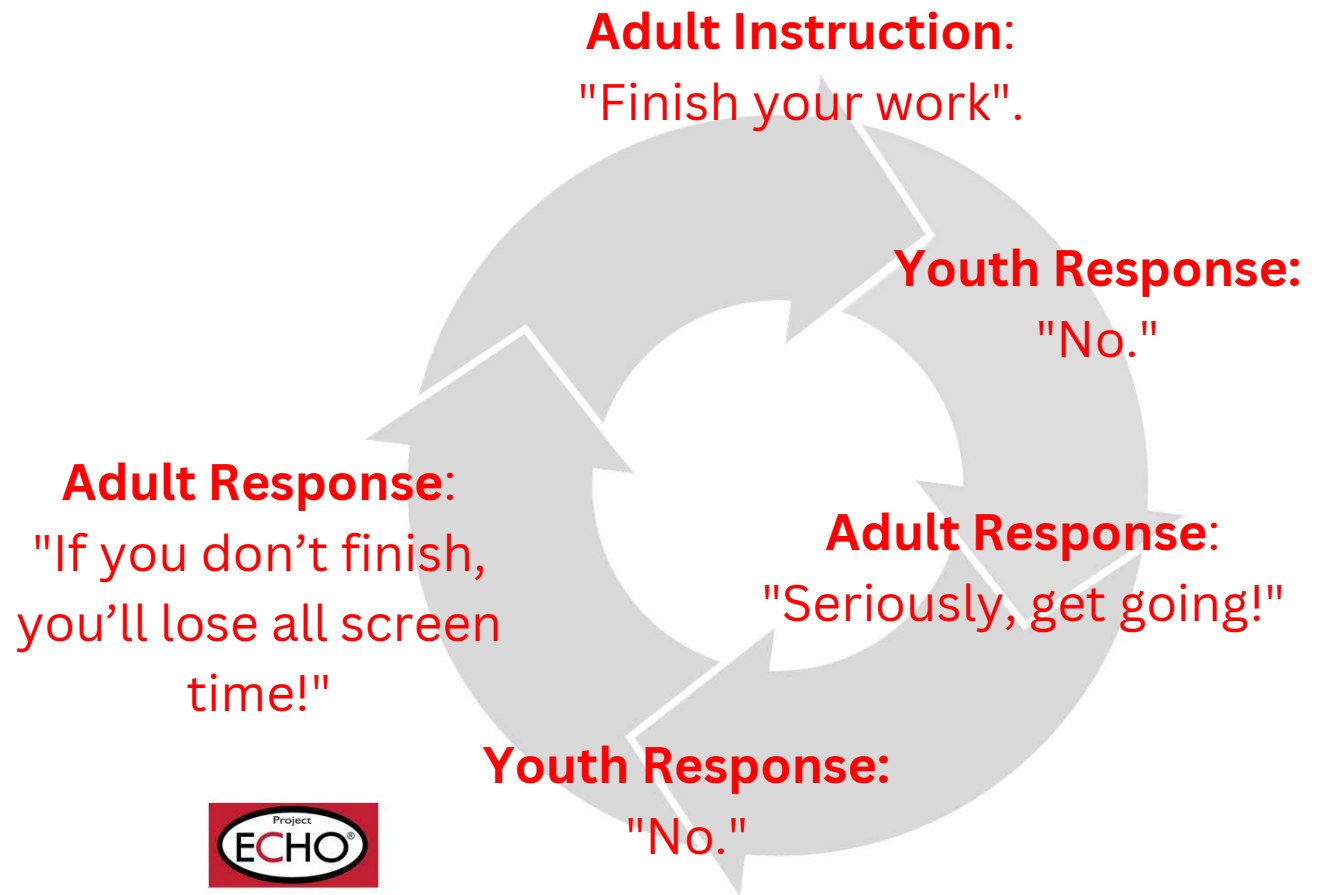
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Adult-Youth Interaction Cycles



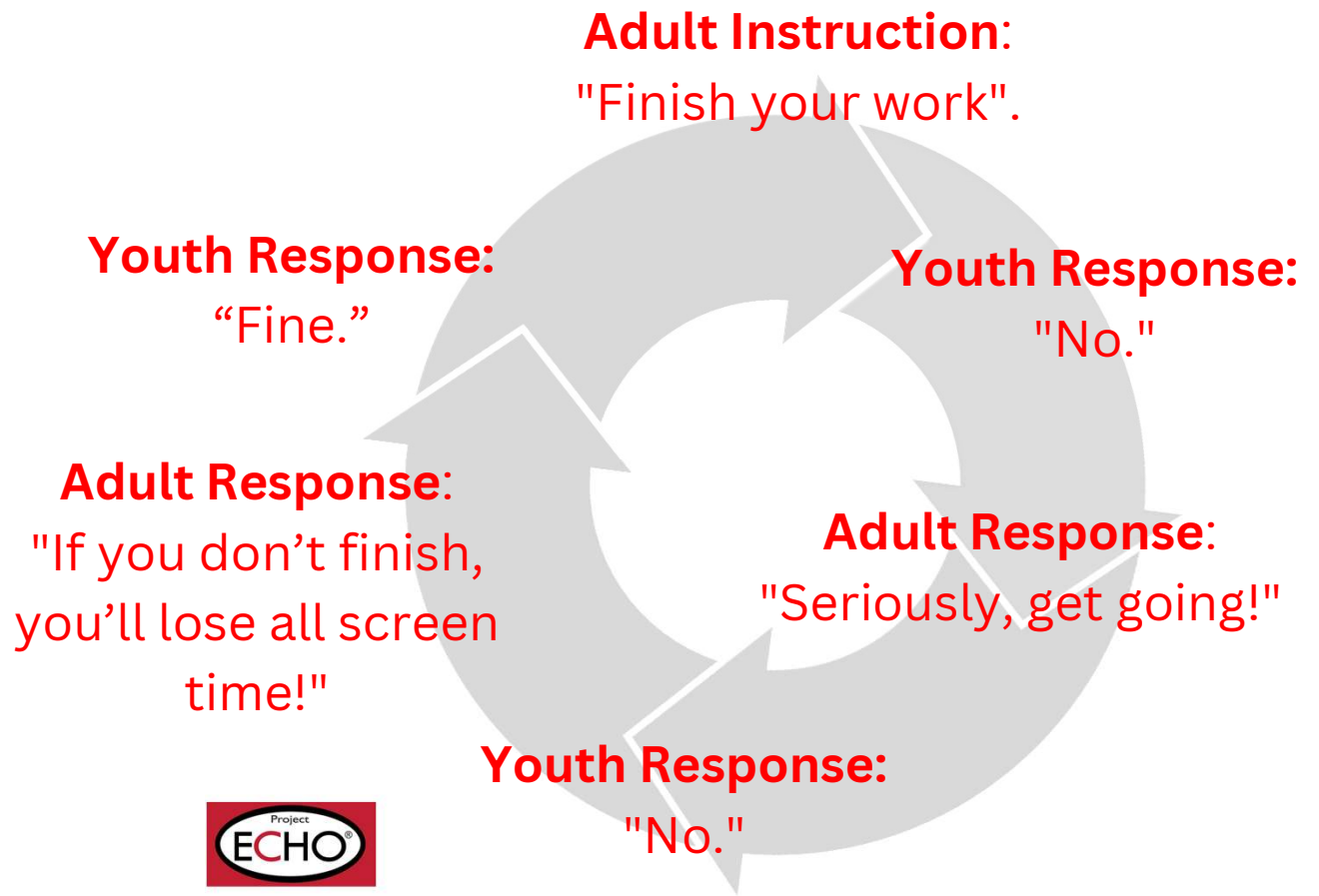
-Parents/school staff and youth "train" each other on how to behave



Adult-Youth Interaction Cycles



-Parents/school staff and youth "train" each other on how to behave



Slide 11

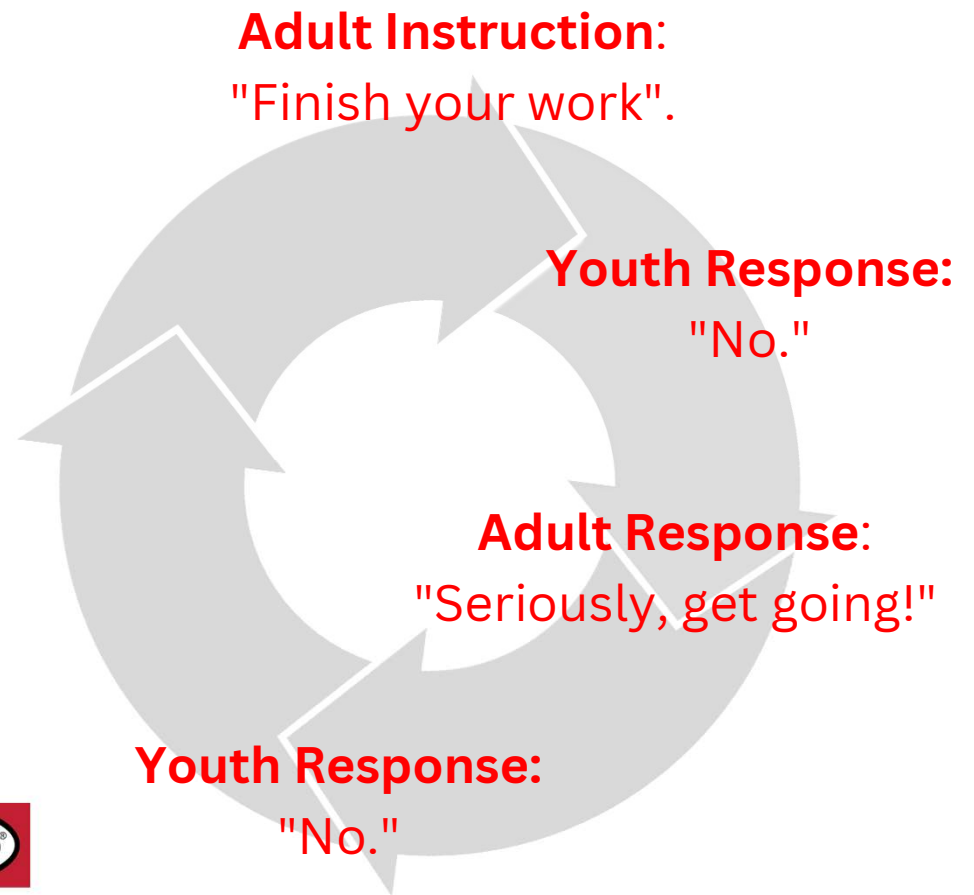
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Michelle Nakaishi, 2023-09-28T00:28:07.134

Adult-Youth Interaction Cycles



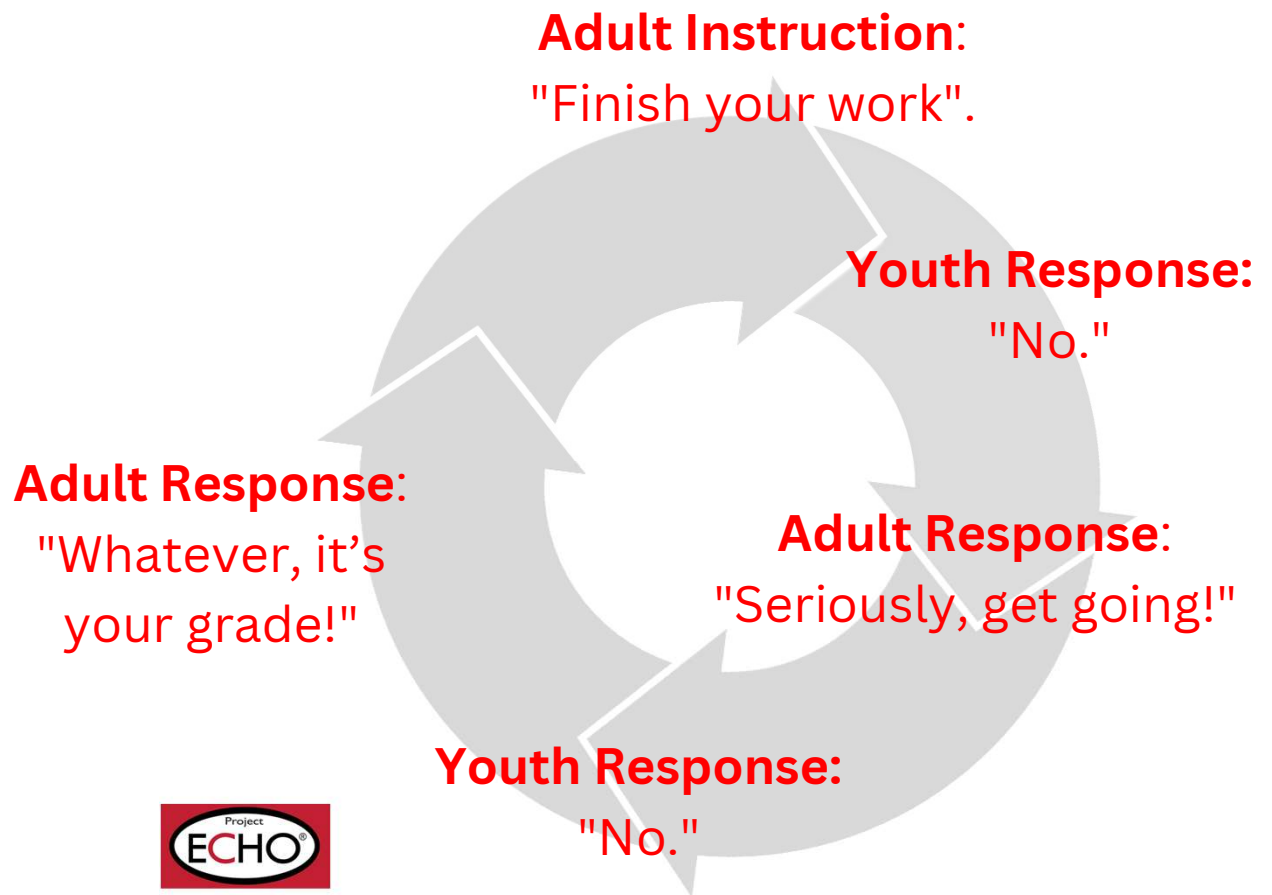
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Adult-Youth Interaction Cycles



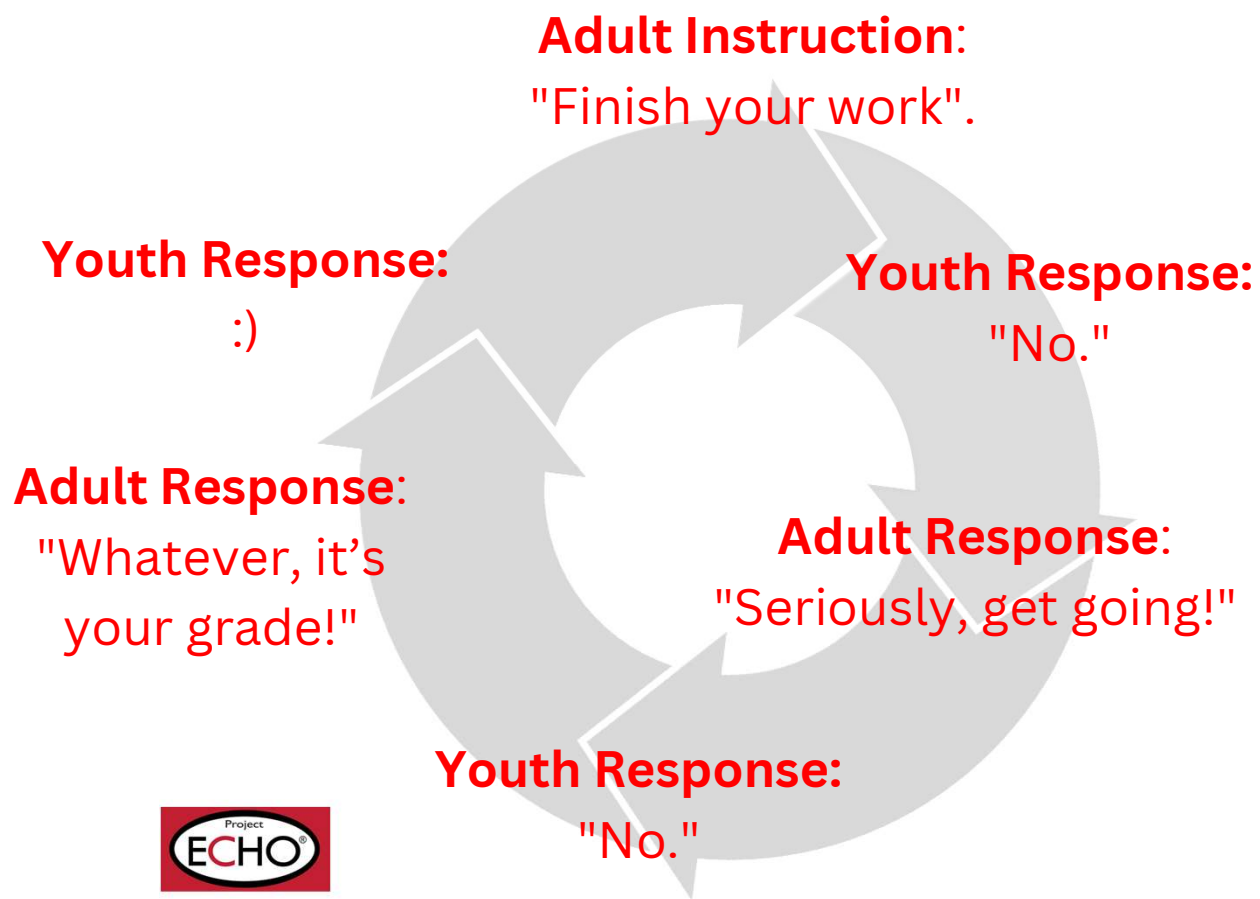
-Parents/school staff and youth "train" each other on how to behave



Adult-Youth Interaction Cycles



-Parents/school staff and youth "train" each other on how to behave



Slide 14

MNO to allow for more time of case discussion, may just want to make this one slide w/out animations.

Michelle Nakaishi, 2023-09-28T00:34:39.226



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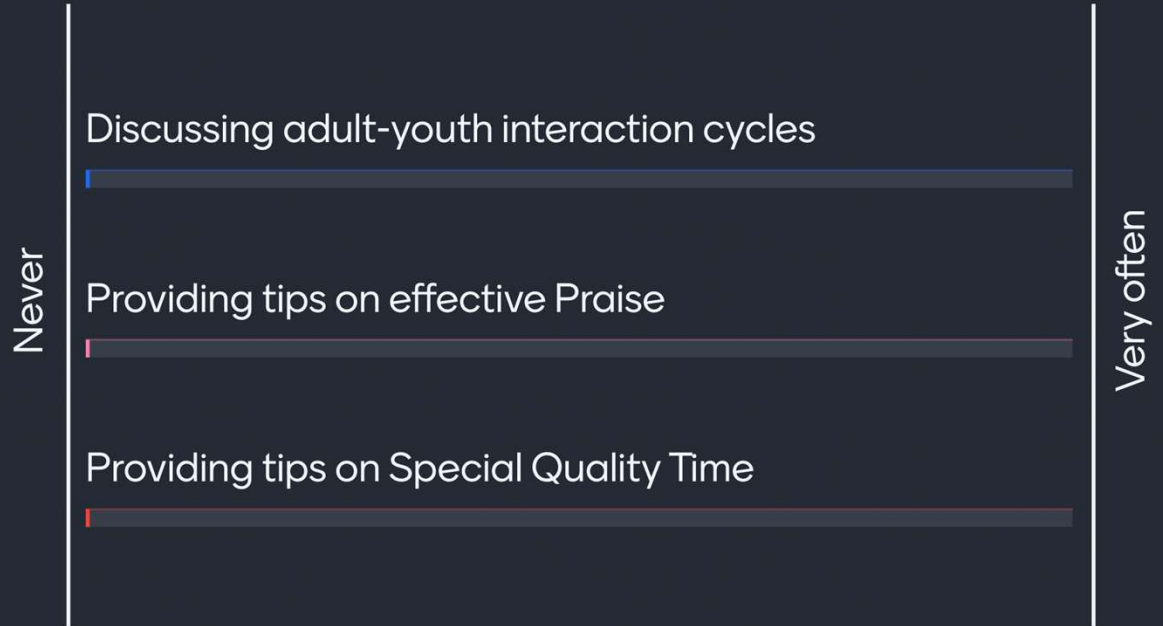
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Mentimeter

How often do you use the following strategies in your work?



Tools to Improve Relationships: Praise

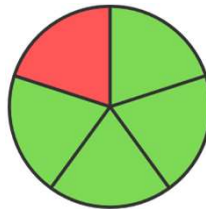
EFFECTIVE PRAISE IMPROVES RELATIONSHIPS WHEN IT IS:

-SPECIFIC (labeling the positive behavior)



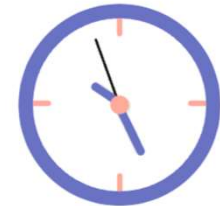
“Great job following directions the first time”

-FREQUENT (aiming for 5-to-1 praise to correction)



“I see you got started on your worksheet, high five!”

-IMMEDIATE (as soon after the behavior as possible)



“It’s awesome that you just tried again!”

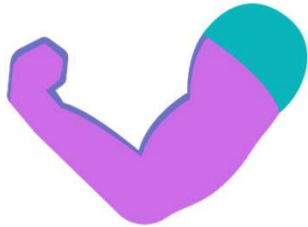
Because it directs shared acknowledgement to steps in the right direction from problems, which encourages more effective behavior and responses in the future



Tools to Improve Relationships: Praise

EFFECTIVE PRAISE IMPROVES RELATIONSHIPS WHEN IT FOCUSES ON:

-EFFORT not
ABILITY



“I can see you are working really hard on that assignment- nice job!”

-PROGRESS
not PERFECTION



“I like that you tried to use a coping tool to calm down”

Because this motivates youth to keep trying, even when something is new or challenging



Discussing Praise in your Work

WHEN PARENTS, CAREGIVERS, OR TEACHERS BRING UP CONCERNS:

-Guide them to FLIP the concern into desired behavior



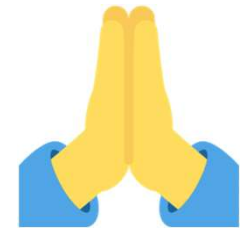
**Namecalling -->
I statements*

-Ask them WHEN there may be opportunities to show this



**when being
asked to do something*

-Ask HOW they will give praise



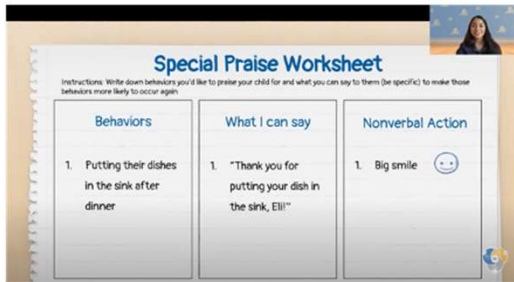
**"I'm proud of you for
saying how you felt."
[pat on the back]*

Because planning WHEN and HOW to look for and respond to behavior makes us more likely to follow-through



Praise Resources


5 minute videos in English & Spanish from
San Jose State Health Development Clinic:
https://www.youtube.com/channel/UCGU1UNhUYVfs_Y8oPj4tp2A/videos



Others?



Praise Handout:
capp.ucsf.edu/skills-based-echo



Child & Adolescent
Psychiatry Portal

EFFECTIVE PRAISE

Praise improves relationships when it is:

SPECIFIC	FREQUENT	IMMEDIATE
Clearly labeling the positive behavior	Praise 5 times for every 1 correction; can use both verbal and non-verbal modalities	Given as soon after the behavior as possible
<i>"Great job following directions the first time."</i>	<i>"I see you got started on your worksheet, high five!"</i>	<i>"It's awesome that you just tried again!"</i>

Praise improves relationships when it focuses on:

EFFORT instead of ability	PROGRESS instead of perfection
<i>"I can see you are working really hard on that assignment- nice job."</i>	<i>"I like that you used a coping tool to try to calm down"</i>

Personal Praise Plan:

1. Behaviors I'd like to see more often:
 - a.
 - b.
2. Times or situations I can look for these behaviors are:
 - a.
 - b.
3. Specific, labeled praise statements I can make for # 1 are:
 - a.
 - b.
4. Nonverbal reinforcements I can pair with praise statements in #3 are:
 - a.
 - b.

Notes about using my personal praise plan (for example, when and what I praised, how it went):

Connecting for Care

Tools to Improve Relationships: Special Quality Time / “Time-In”

EFFECTIVE SPECIAL TIME IMPROVES RELATIONSHIPS WHEN IT IS:

-SCHEDULED and SACRED
(non-contingent)



*Ideally 5-15
minutes each day*

-Given with UNDIVIDED,
UNINTERRUPTED attention



*Without phones or
other distractions*

-YOUTH led (an activity
of their choosing)



*Avoid tech & competitive
games if possible*

Because youth who can reliably count on quality time may be less likely to demonstrate attention-seeking behaviors, so it functions as “money in the bank”



“Time-in” Resources

Online Guide from Child Mind Institute in English & Spanish:

https://childmind.org/guide/parents-guide-to-problem-behavior/#block_64cbd9b5b5f06



How to establish daily quality time


Even a small amount of time set aside reliably every day can become something children and parents learn to look forward to. This should be a time for positive connection, without rules or commands, to help everyone in the family defuse stress and appreciate each other’s company. This should be considered special time and should not be contingent on a child’s good behavior. Here are some tips for success:

- Aim for 5 minutes per day with younger kids, 15 minutes with teens
- Let your child choose an activity she enjoys and you join in
- Actively listen and let her lead the conversation
- Validate her choices and interests
- Focus on giving positive attention to good behavior
- Ignore minor misbehavior
- Avoid directing the activity or criticizing

Others?



Special Quality Time-In Handout: capp.ucsf.edu/skills-based-echo



Child & Adolescent
Psychiatry Portal

SPECIAL QUALITY TIME

Special Quality Time/“Time-in” improves relationships when it is:

SCHEDULED AND SACRED	Given with UNDIVIDED, UNINTERRUPTED ATTENTION	YOUTH-LED
Ideally 5-15 minutes each day, every day	Without phones or other distractions	Avoid technology and competitive games if possible; follow youth’s lead: avoid directing the interaction or asking lots of questions

Personal Special Quality Time/“Time-in” Plan:

1. Times of Day to Schedule “Time In:”

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

2. Activities youth may choose could include:

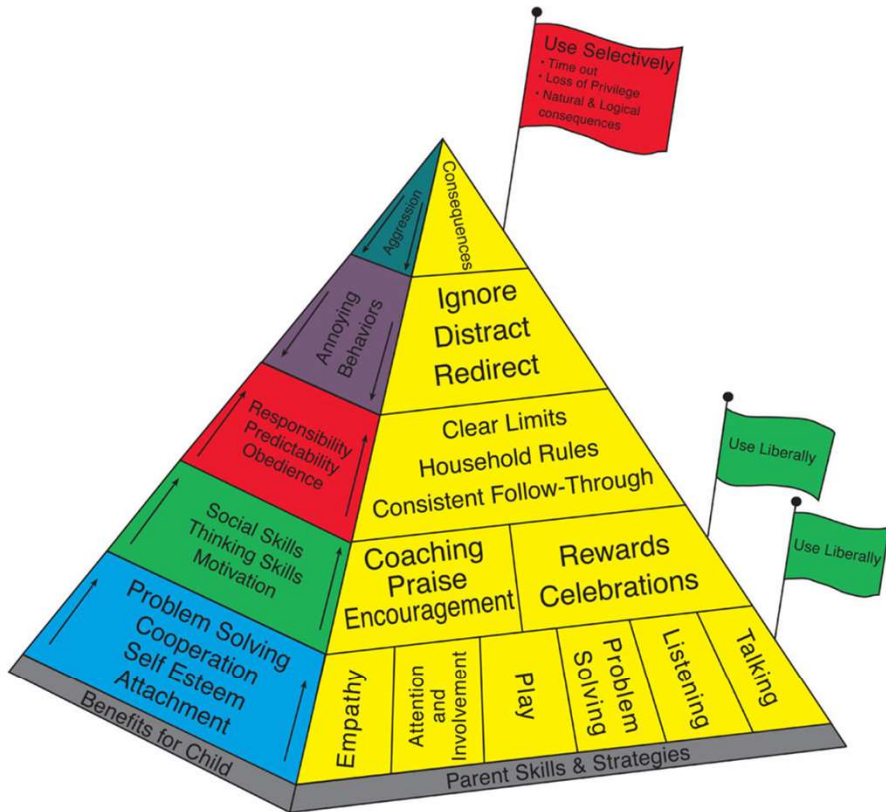
a. _____ b. _____

c. _____ d. _____

Notes about using my personal “Time-in” Plan (for example, when and what we did, how it went):

Connecting for Care

Communication Pearls for Praise & Special Time



"Think of your best bosses- what made them best? How did you act with them vs. others?"

"Most kids want to do their best, but don't have the skills or scaffolding they need to get there."

Parenting Pyramid®
Incredibleparents.org/our-methods

The Incredible Years
Parents, Teachers, and Children Training Series



Questions?





Case-Based Learning

Does anyone have a parent/caregiver or teacher for whom this information might be helpful?



Let's think through how to approach this using a single-session mindset.



⇒ **Reason for seeking services:**

- ⇒ What brings you in today? (And why today/now, as opposed to last month, next month?)
- ⇒ What part of your difficulties would be most important for us to talk about today?
- ⇒ *If helpful*: How would someone close to you [be specific, if possible!] describe this problem?
- ⇒ In what ways have you tried to address or cope with this problem in the past? Of the things, what has been helpful, and what hasn't?

Top reason for seeking services: _____

⇒ **Hopes for this consultation:**

- ⇒ What are your best hopes for our meeting today?
- ⇒ *If helpful*: What needs to happen in this meeting for you to feel like it our session was worthwhile/for you to think to yourself, "I'm glad I went to my consultation today"?
- ⇒ *If helpful*: How would [*friend*] know that today's consultation was useful for you? What would they notice that is different?

Top hope for today's consultation: _____

What might their top reason and hope be? How could they be phrased? How could you guide them to this?

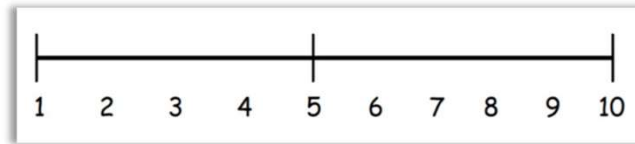


⇒ **Miracle question:**

- ⇒ Suppose that while you are sleeping tonight, a miracle occurs: The problem [*use their words*] that brought you here today *completely disappears*. Since the miracle happens when you're asleep, you don't know it's occurred right away. When you wake up, what is the first thing you notice that will let you know that this miracle has happened, and your problem is completely gone?
- What else? What would others notice?
 - What will you do, think, and feel differently?

⇒ **Miracle question Scale:**

- ⇒ "Imagine a scale from 0 - 10 where ten indicates everything you described in the Miracle Day is happening now and zero indicates none of that is happening. What number would indicate where you are at now?"



- ⇒ "What is happening that indicates you are at X and not lower?
- ⇒ Is this good enough?"
- If "**Yes**" - "That's fantastic! What can you continue to do to keep things at this number?"
 - If "**No**" - "Suppose things improved slightly for you, to X+1, in the coming week. What would be happening at this higher number that would tell you there has been a slight improvement? What would you be doing differently? What would it take for these things you've described to happen?"

What might their miracle question be? How could they be phrased? How could you guide them to this?



⇒ **Action Plan:**

⇒ **1 concrete, specific action** that the individual can take to make the **smallest possible change** to bring them closer to the a '10' on their scale

- *Where possible, use skills, actions, or strategies that they have already mentioned using*

One step to getting one point closer to a 10:

1. _____
 - a. **WHEN** can I do this? _____
 - b. **WHERE** can I do this? _____

What might their action plan be? How could you guide them to this? Are there any materials from today that might be helpful to help them narrow down their action plan?

Don't forget to have them identify supports:

⇒ **2 people they can reach out to** who they trust, and who make them feel good, who can help them take these actions

- If applicable: **Two additional resources** they can consider in the next month or so
- **Hotlines for suicide or crisis:**
 - Response: 631.751.7500, National Suicide Prevention: 1800.273.TALK
 - 988

Two **people** who can help me take these steps:

1. _____
2. _____



⇒ Their **main inner obstacle** to following-through with their plan (something *within them* that might get in the way – not something external/that they can't control!)

Following action plans can be challenging for anyone. What is it **within you** that might hold you back from taking your three steps? This could be an emotion, a belief, a bad habit, or anything else **within you**.

Take a moment to think if you need it!

So—what is your main **inner obstacle**?

Now: What can you do to overcome your inner obstacle? What would be **one** effective *action* you can take or *thought* you can think to overcome your obstacle?

Name your **action** or **thought** to overcome your inner obstacle:

⇒ An **“if/then” plan** to address this obstacle: “If I experience/think/feel [obstacle], then I will

So, your plan is:

If _____,
then I will _____.

What might their obstacle be and how could you guide them to a plan for overcoming it?



⇒ **Two reasons that you believe they can change!**

⇒ (e.g., “The fact that you had a good day yesterday, and were able to speak up for yourself, tells me that you already have the potential to meet your goals”; “I observed today how motivated you are to find better ways to support yourself and your progress, so I absolutely believe you are capable to these changes”). **Write these in the *second person*, as a personal note to the individual, at the bottom of the page.**

- **Wrapping up**

⇒ Remind them that **today’s meeting is not therapy—it’s a consultation**—Today was simply a way to hopefully **jump-start some progress**. **Thank them** for their time, openness, and willingness.

⇒ **Make a photocopy of their change plan and Single-Session Consultation worksheet for them to take with them -or- offer to email them a digital copy if they would like -or- they can also take a picture of the plan with their phones);** you may want to keep the original in their file.

What are ways you believe they can change? How could you turn that into a note for their plan?



Date: _____

BRIEF Single-Session Consultation Service — Action Plan —

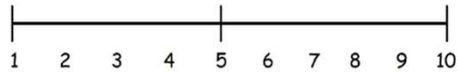
Adapted in September, 2023 by Lauren Haack, PhD (capp.ucsf.edu) to fit a 20-30 minute timeframe from the Expanded Action Plan For Clinician Use during SSC Session by Jessica Schleider, PhD; March 2020

Top reason for seeking support: _____

Top hope for today's consultation: _____

A miracle occurs overnight; while you are sleeping, your reason for seeking services has completely disappeared. When you wake up, how will you know that there has been a miracle? What will you do, think, or feel differently?

On a scale from 1 to 10, with one being the furthest from your miracle/goal and 10 being the closest to your miracle/goal, where are you right now, at this moment?



ONE step to getting one point closer to a 10:

- 1. _____
 - a. **When** can I do this? _____
 - b. **Where** can I do this? _____

Two **people** who can help me take these steps:

- 1. _____
- 2. _____

Following action plans can be challenging for anyone. What is it **within you** that might hold you back from taking your three steps? This could be an emotion, a belief, a bad habit, or anything else **within you**.

Take a moment to think if you need it!

Date: _____

So—what is your main **inner obstacle**?

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Name your **action** or **thought** to overcome your inner obstacle:

So, your plan is:

If _____,
then I will _____.

* * * * *

Notes from your provider