Component Analyses of Hanf-based Parenting Therapies for Children with Disruptive Behavior Diagnoses

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The Clinical Problem

- 2.0 to 7 year old children
- Parent Concerns Include:
  - Disobedience
  - Temper Tantrums
  - Physical Aggression
  - Rude Talk
- “Not Improving!!!!”

Clinical Child Psychology
A Very Brief History

- The 1960s Shift from Individual Psychotherapy to:
  - Observational Methodologies
    - Home
    - Clinic Analogs
  - Parent Training
  - Social Learning Theory
- Primary Clinical Child Contributors
  - Gerald Patterson – University of Oregon
  - Robert Wahler – University of Tennessee
  - Constance Hanf – University of Oregon Medical Center

The Contribution of Socialization Research in Developmental Psychology

- Diane Baumrind's Authoritative Parenting Style
  - Warmth, Responsiveness, & Engagement
  - Firm Control
  - Support for Autonomy
- Correlated with Best Outcomes
  - Successful Socialization
  - Peer Acceptance
  - Positive Self Esteem
  - Academic Achievement



The Contribution of Coercion Theory

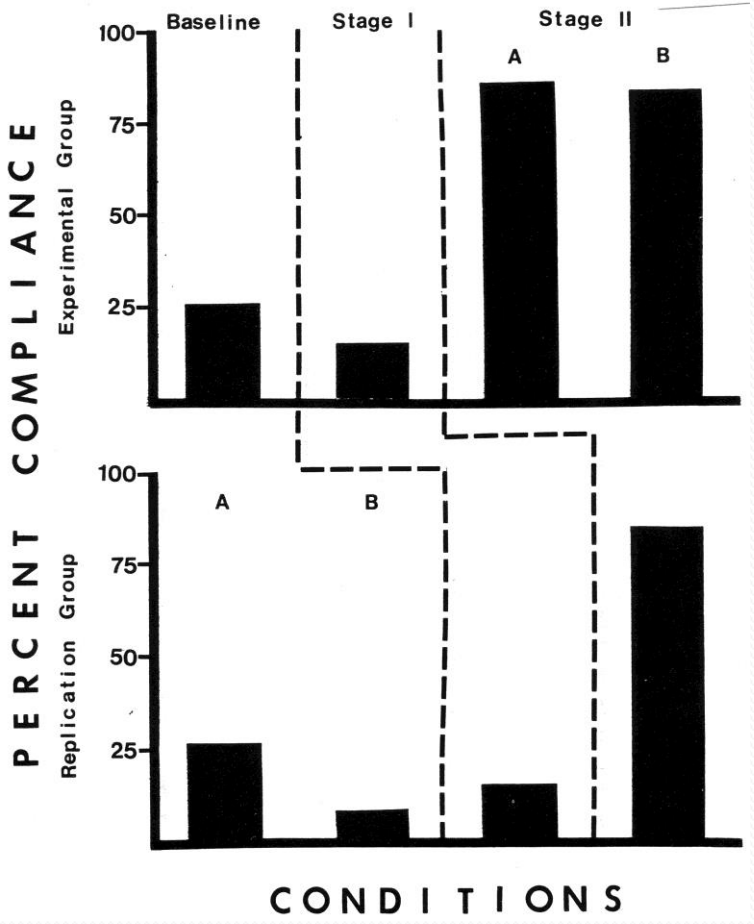
- Gerald Patterson
- Oregon Social Learning Center
  - Aversive Child Behavior
    - Cessation Negatively Reinforcers Parent
  - Parenting Reactions
    - Unintended Positive Reinforcers
      - Attention/Touch
      - Grant Child Demands
    - Unintended Negative Reinforcers
      - Withdraw Instructions
      - Cease Discipline Efforts
  - Endless Reinforcement Traps
  - Stability by middle childhood



Hanf's Two-stage Intervention

- Stage I: Enhance Parent Responsiveness to Developmentally Appropriate child signals/play
- Stage II: Parenting Steps to Promote Compliance to Instructions
  - Instruction Giving Skills
  - Social Reinforcement for Compliance Efforts
  - Warnings for Noncompliance (5 second rule)
  - Chair Timeout (TO) for Noncompliance
  - Re-cycle to original Instruction post TO

Finding 1: Stage I is Not Associated with Improved Child Compliance



Finding 2: Instruction Giving Skills and Timeout Both Contribute to Stage II Improvements

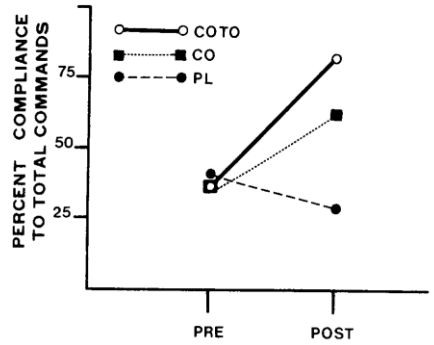
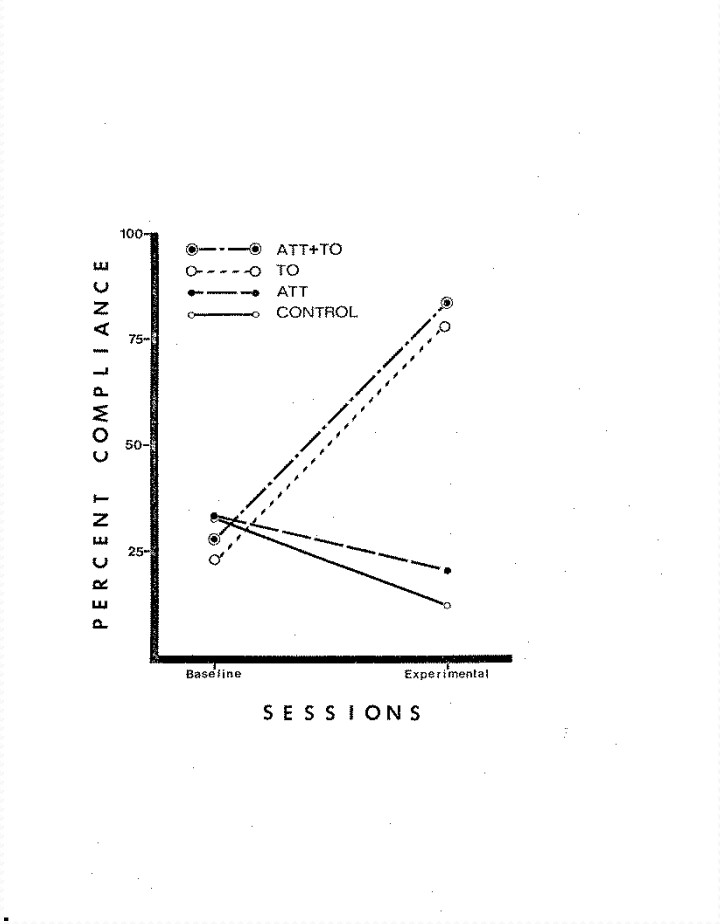


FIG. 1. Percentage compliance to total commands at PRE and POST for each of three groups.

Finding 3: The Social Reinforcement Component Is Not Contributing to Improved Compliance during Stage II



Finding #4: Social Reinforcement Not Contributing to Compliance Maintenance

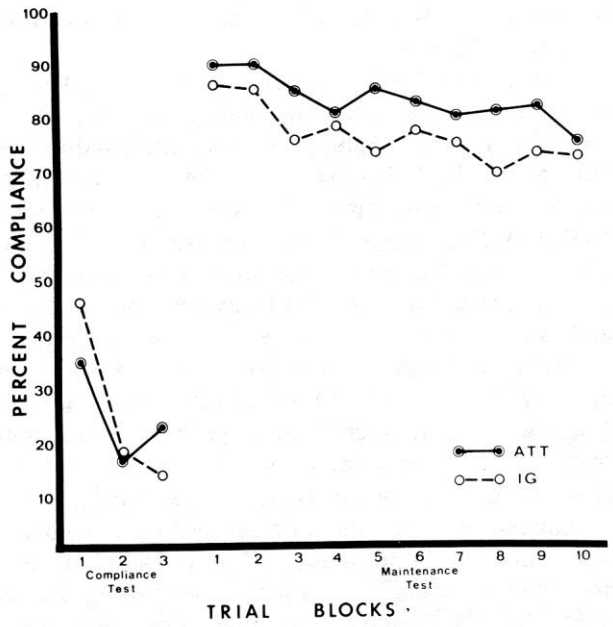
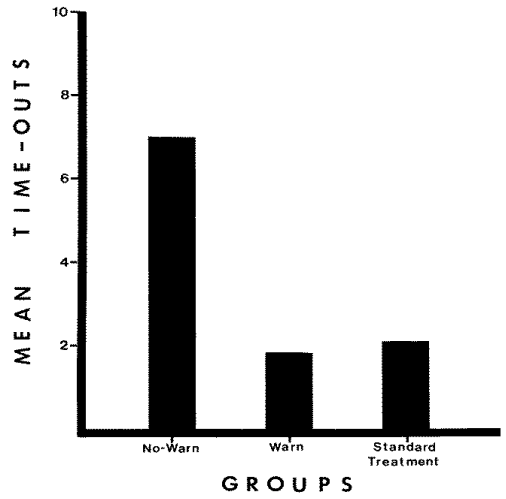
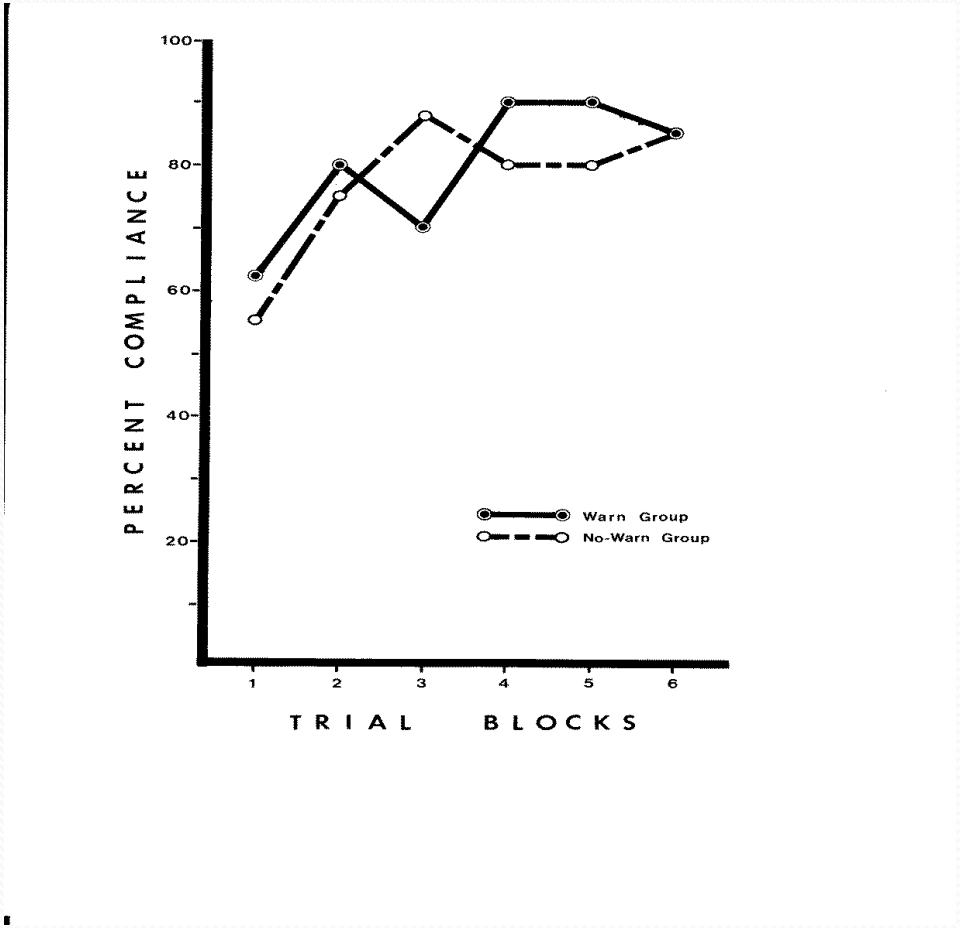


Fig. 1. Mean compliance ratios across Trial Blocks for children in the Attention (ATT) and Ignore (IG) conditions of Project 2.

Finding #5: Warnings Reduce the Number of Timeouts Needed for Child to Reach Compliance Criterion



Finding #6: Warnings Do Not Attenuate the Timeout Effect



Finding #7: Enforcing Chair Timeouts Aversive to Child, Parents, and Therapists

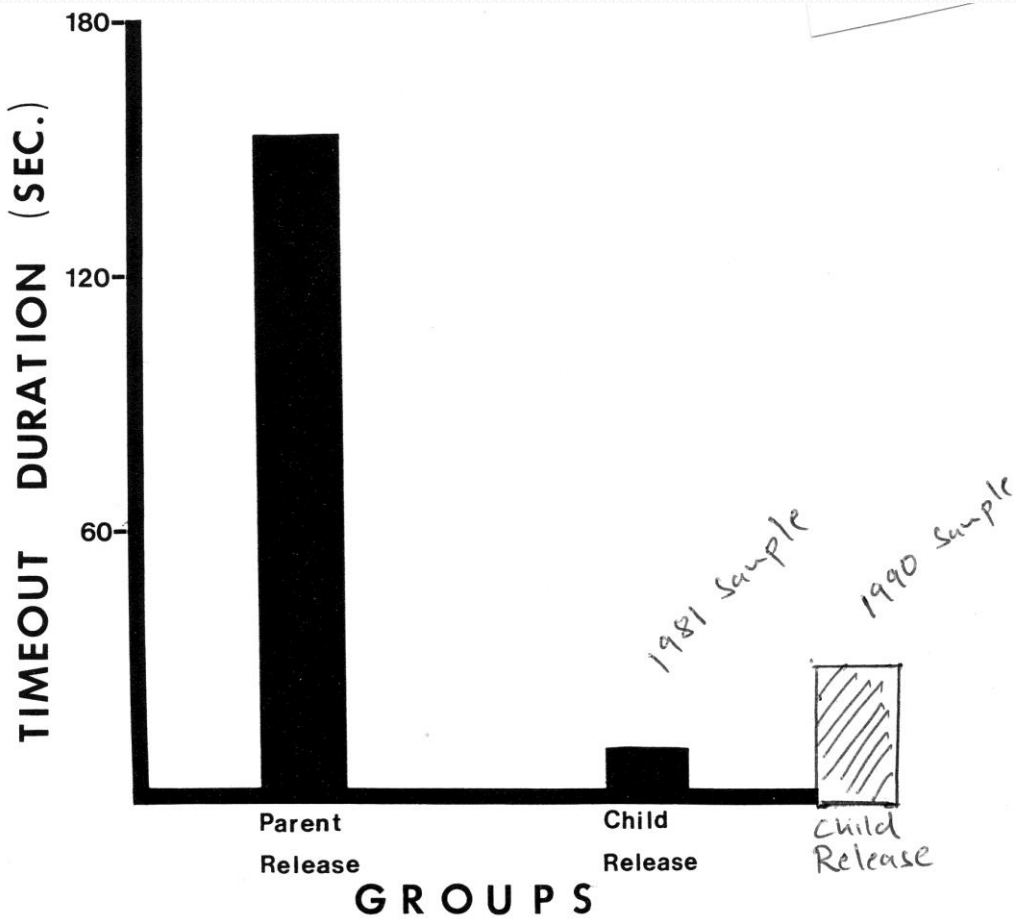
Table 1

Escape and Timeout Duration during the Timeout Assessment

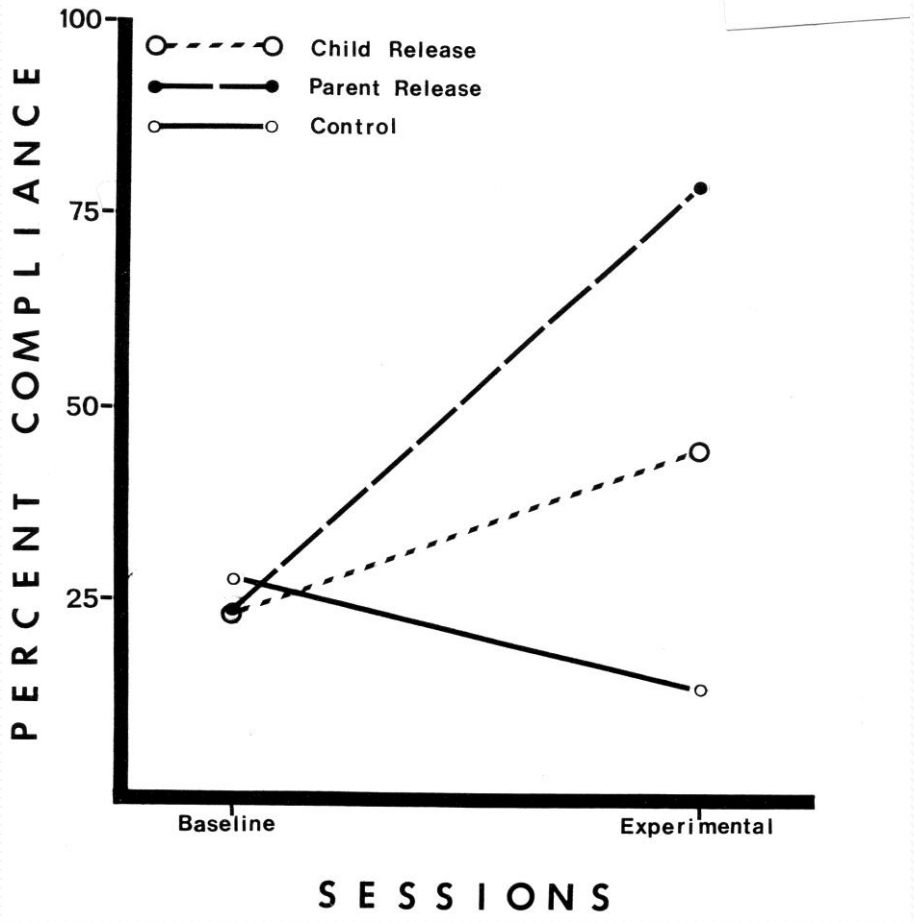
Group (criterion timeouts)	Measurement	Timeouts First	Second	Third
Total Sample (n=30)	Escape Mean	3.4 (2.8)		
(one or more)	Range	0 - 11		
	Duration Mean	5'38" (4'31")		
	Range	2'00"-21'39"		
Subset 1 (n=16)	Escape Mean	3.8 (3.4)	1.0 (1.3)	
(two or more)	Range	0 - 11	0 - 5	
	Duration Mean	4'04" (2'45")	3'03" (1'23")	
	Range	2'00"-12'45"	2'00"- 5'55"	
Subset 2 (n=11)	Escape Mean	2.6 (2.7)	0.9 (1.5)	1.1 (2.3)
(three or more)	Range	0 - 8	0 - 5	0 - 8
	Duration Mean	2'51" (0'41")	2'52" (1'08")	3'15" (1'14")
	Range	2'00"- 4'15"	2'00"- 5'37"	2'00"- 5'35"

Note: Standard deviations are given in parentheses. Two subjects met the compliance criterion without being timed-out and are omitted from these analyses.

Finding #8: If you do not enforce chair timeouts, defiant children leave TO virtually immediately



Finding #9: Child Release Attenuates TO effect



Finding #10: Barrier and Spanking Enforcement Strategies Appear Comparably Effective

Table 1

Enforcement Effects on Timeout (TO) Data during Standard Treatment

Measurement		Condition[a] Spank	Hold	Barrier	Child Release	Effect	Direction
Subjects Attaining Criterion Performance		67%	33%	89%	44%	.025	H < B
Subjects with Excessive TO's		0%	22%	0%	56%	.015	B<CR; S<CR
Escape Efforts/TO[b]	$\bar{X}$	3.0	5.1	2.6	-	n.s.	
	SD	(3.0)	(2.7)	(2.7)			
Subjects with Excessive Escape Efforts/TO[c]		33%	56%	17%	-	n.s.	

[a]Spank = S, Hold = H, Barrier = B, Child Release = CR.

[b]Subjects with no TO's (3 in Barrier) were excluded; subjects with excessive escape efforts were assigned 7 escape efforts/TO.

[c]Subjects with no TO's were again excluded.

Finding #11: Both Enforcement Procedures Eliminate Need for Subsequent Use

Table 3

Mean Weekly Escape/TO Ratios in Home Settings

	Weeks			
Index	1	2	3	4
$\bar{X}$	0.7	0.3	0.1	0.2
Mdn	0.5	0.1	0.0	0.0
(SD)	(0.8)	(0.5)	(0.3)	(0.4)
n	32	30	23	16

Current Status

Given overtly defiant 2.0 to 7.0 year children

- Effective Intervention Appears to Require Discipline
  - Empirical Findings in Literature (above)
  - Consistent with Coercion Theory
- Initial Use of Discipline with Disruptive 2-7 year olds is Difficult
  - Requires professional support for parent
  - Requires professional judgment to tailor TO protocol to child and parent
- Effective Discipline Renders Milder Forms of Parent Control Effective
  - Warnings
  - Instructions

Modern Versions of Hanf's Program

- Forehand & McMahon – *Helping the Noncompliant Child*
- Eyberg – *Parent Child Interaction Therapy*
- Barkley – *Defiant Children*
- Webster-Stratton – *Incredible Years*
- Cunningham –*Community Parent Education Program*

See Reitman, D., & McMahon, R. (2012). Constance ("Connie") Hanf (1917-2002): The Mentor and the Model, *Cognitive and Behavioral Practice, doi: 10.1016/j.cbpra.2012.02.005*.

Does the Clinical Child Literature have implications for Normally Developing Children?

- Successful Hanf-based interventions yield children who look like untreated, well socialized children:
  - Well Behaved
  - Responsive Parents
  - Rarely Disciplined
- Symposium Presentations & Discussion to Follow

Reference List for all data displayed available upon request following the symposium