

2021-2022 Rovinsky Family Lectureship Series



Behavioral Consultation with Families: Strategies to Reduce Accommodation of Problem Behavior and Increase Adherence with Behavior Plans

Friday, December 17th: 12:00-1:00PM

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Program Description

Conducting a functional analysis of problem behavior and evaluating derived intervention components helps clinicians generate effective behavior plans. Critically, long-term effectiveness of interventions depends on implementation of the plan as prescribed. Therefore, once the behavior plan is developed, behavioral consultation with families oftentimes involves Behavioral skills training (BST) to teach parents how to implement the plan components. Unfortunately, nonadherence with behavior plans may persist even after mastering skills related to the plan components. Applied behavior analytic conceptualizations, and the borrowed concept of family accommodation, suggest that parental nonadherence persists due to negative reinforcement. That is, parents continue to accommodate problem behavior because it allows them to temporarily stop, or avoid, behavior escalations. The cost of this temporary avoidance is the long-term maintenance and exacerbation of problem behavior. Consequently, a more complete system of behavioral consultation requires targeting the mechanism of accommodation (negative reinforcement) while shaping parent repertoires related to behavior plan implementation. In this presentation, attendees will learn about the concept of family accommodation as it relates to problem behavior and behavioral consultation with families. Additionally, the presentation will include a synthesis of various contextual behavioral strategies, developed to target the mechanism of family accommodation, decrease accommodation, and increase adherence with behavior plans. The presenter will use the clinical and empirical literature as well as knowledge in this area to inform guidelines for best practice.

Educational Objectives

Based on the presentation, the participants will be able to:

- Discuss the primary components of skills-based parent training.

- Describe the role of negative reinforcement in the maintenance of family accommodation of child problem behavior.
- List 3 critical features of interventions to decrease family accommodation of child problem behavior and increase adherence with behavior plans.

About the Presenter

Craig W. Strohmeier, Psy.D, BCBA-D, is a supervising psychologist within the Neurobehavioral Unit, Outpatient Clinic Programs at Kennedy Krieger Institute, and an Assistant Professor of Psychiatry and Behavioral Sciences at Johns Hopkins University School of Medicine. Dr. Strohmeier is also a Clinical Assistant Professor within the Philadelphia College of Osteopathic Medicine School Psychology program where he teaches courses in the Applied Behavior Analysis Certificate of Advanced Graduate Studies program. He received a master's degree in counseling psychology from Temple University and a master's and doctoral degree in clinical psychology from PCOM. He is also a board certified behavior analyst - doctoral. Dr. Strohmeier completed a two-year fellowship in pediatric research at Kennedy Krieger Institute and Johns Hopkins University School of Medicine where he received specialized training in the functional analysis and treatment of severe behavior disorders. His applied research on the analysis and treatment of severe problem behavior has appeared in several peer-reviewed journals including the *Journal of the American Academy of Child and Adolescent Psychiatry*, *Journal of Applied Behavior Analysis*, *Behavioral Interventions* and *Behavior Analysis in Practice*.

Suggested Readings

- Gould, E. R., Tarbox, J., & Coyne, L. (2018). Evaluating the effects of acceptance and commitment training on the overt behavior of parents of children with autism. *Journal of Contextual Behavioral Science*, 7, 81-88.
- Leibowitz, E. R., Marin, C., Martino, A., Shimshoni, Y., & Silverman, W. K. (2020). Parent-based treatment as efficacious as cognitive-behavioral therapy for childhood anxiety: A randomized noninferiority study of supportive parents for anxious childhood emotions. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59(3), 362-272.
- Stocco, C. S., & Thompson, R. H. (2015). Contingency analysis of caregiver behavior: Implications for parent training and future directions. *Journal of Applied Behavior Analysis*, 48(2), 417-435. doi:10.1002/jaba.206
- Strohmeier, C. W., Schmidt, J. D., & Furlow, C. M. (2020). Family accommodation and severe problem behavior: Considering family-based interventions to expand function- based treatment. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59(8), 914-917. doi:10.1016/j.jaac.2020.01.021

Target Audience: Doctoral Level Psychologists and
Other Mental Health Professionals
Level of Instruction: Intermediate
Number of CE Credits Offered: 1 Credit
Cost: \$15

CRITERIA FOR EARNING CE

In order to receive CE credit, all participants must sign the attestation regarding attendance, which will be provided after registration. No partial credits are available. At the conclusion of the session you will be provided a link to complete a survey, we hope you will take a few minutes to anonymously provide feedback. You will also be sent a link to secondary survey which will allow you to indicate which type of CE credit you require.



Philly Metro ABA An ABAI Affiliate

In collaboration with Philadelphia Metropolitan Association for Behavior Analysis, we are offering 1 BACB Learning CEU for certified behavior analysts.



Psychologists: Philadelphia College of Osteopathic Medicine's School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Philadelphia College of Osteopathic Medicine, School of Professional & Applied Psychology maintains responsibility for this program and its content.



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Unless otherwise specified in the program promotional materials, there is no commercial support interest to the sponsor, instructors, content of instruction or any other relationship that could be construed as a conflict of interest. For any program where a fee is charged, there is a Refund/Cancellation Policy.

Refund/Cancellation Policy: For any program that has a fee attached, the School of Professional and Applied Psychology requires that notification of cancellation be made no later than 3 business days before the day of the program. Full refunds are available for notifications for programs with fees that are made within 3 business days prior to the day of the event. For all other cancellations, a credit will be issued for a future PCOM CE program.

Further Information about the Refund/Cancellation Policy and any other questions may be obtained by contacting Katie Garson, M.S.Ed., Coordinator of Continuing Education at katiega@pcom.edu.

Registration All PCOM clinical supervisors and faculty are invited to attend. Please pass on this invitation to others at your agency who **directly supervise our students in approved practicums/externships or internships.**