

Problem-Solving Skills Training and Relationship Therapy in the Treatment of Antisocial Child Behavior

Alan E. Kazdin, Karen Esveltdt-Dawson, Nancy H. French, and Alan S. Unis
Western Psychiatric Institute and Clinic, University of Pittsburgh School of Medicine

The present investigation evaluated the effects of cognitive-behavioral problem-solving skills training (PSST) and nondirective relationship therapy (RT) for the treatment of antisocial child behavior. Psychiatric inpatient children ($N = 36$, ages 7-13) were assigned randomly either to PSST, RT, or to a treatment-contact control condition (in which children met individually with a therapist but did not engage in specific activities designed to alter antisocial behavior). Children were hospitalized during the period in which treatment was administered and discharged thereafter. The PSST condition led to significantly greater decreases in externalizing and aggressive behaviors and in overall behavioral problems at home and at school and to increases in prosocial behaviors and in overall adjustment than the RT and contact-control conditions. These effects were evident immediately after treatment and at a 1-year follow-up. The RT and control children did not consistently improve over the treatment and follow-up periods. Comparisons with nonclinical (normative) levels of functioning revealed that a significantly higher proportion of PSST children, compared with those in other conditions, fell within the normative range for prosocial behavior at posttreatment and at follow-up. Even so, the majority of PSST children and almost all RT and control children remained outside the normative range of deviant behavior. The implications of the results for further research for antisocial youth are highlighted.

Antisocial behavior among children and adolescents is a significant clinical and social problem. The significance derives from findings that antisocial behaviors (particularly aggressive acts) are relatively prevalent among community samples, serve as the basis for one-third to one-half of clinical referrals among children, are relatively stable over the course of development, often portend major dysfunction in adulthood (e.g., criminal behavior, alcoholism, antisocial personality), and are likely to be transmitted to one's offspring (see Kazdin, *in press*; Loeber, 1985; Robins, 1981; Rutter & Gillie, 1983). Several treatments have been implemented to alter antisocial behaviors, including diverse forms of individual and group therapy, family therapy, behavior therapy, residential treatment, pharmacotherapy, and a variety of community-based treatments (see Kazdin, 1985). To date, few treatments have been shown to alter antisocial behavior in clinical samples; none has been shown to controvert the poor long-term prognosis.

One of the most promising approaches is parent manage-

ment-training, which has been shown to produce therapeutic change in children with aggressive and other antisocial behaviors (see G. Patterson, 1982). Unfortunately, parent management-training is not a viable option for many clinical cases when there is severe family dysfunction, parent psychopathology, and socioeconomic disadvantage (e.g., Dumas & Wahler, 1983) or, of course, when there is no available parent who can participate. Severity of the child's or parents' dysfunction, removal of the child from the home (e.g., due to abuse or neglect), or inability or unwillingness of the parents to participate in treatment obviously restrict the use of parent- or family-based approaches.

Other treatment options that focus on the resources of the child need to be considered. Among the more promising approaches are cognitive-behavioral treatments that train the child to use problem-solving skills in situations where interpersonal conflict and antisocial behavior emerge. Several studies have pointed to deficits in interpersonal cognitive problem-solving skills (e.g., generating solutions to problems), in level of cognitive development (e.g., moral reasoning), and in maladaptive cognitive strategies (e.g., impulsivity, attributional set) among aggressive children (see Dodge, 1985; Kendall & Braswell, 1985). Cognitive-behavioral treatments that focus on these processes have produced therapeutic change (e.g., Arburnhot & Gordon, 1986; Kendall & Braswell, 1982; Lochman, Burch, Curry & Lampron, 1984). However, few studies have utilized clinic samples whose dysfunction was severe or have demonstrated changes on measures related to adjustment at home or at school (see Gresham, 1985; Kazdin, 1985). Thus, the clinical utility of these techniques for antisocial children warrants further attention.

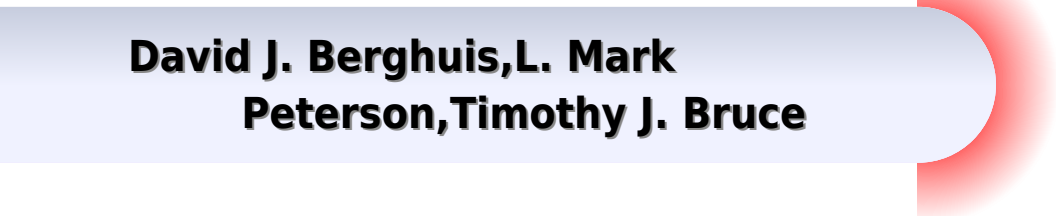
Another approach that warrants evaluation is *nondirective*

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Correspondence concerning this article should be addressed to Alan E. Kazdin, Department of Psychiatry, Western Psychiatric Institute and Clinic, 3811 O'Hara Street, University of Pittsburgh School of Medicine, Pittsburgh, Pennsylvania 15213.

Problem Solving Skills Training Manual Kazdin

**David J. Berghuis, L. Mark
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Child and Adolescent Psychopathology Linda Wilmschurst, 2004 Wilmschurst exhibits a firm grasp understanding and presentation of a broad range of current issues in the field of psychopathology The case examples are excellent and bring to life issues typically encountered in real life cases The variety in cases was also appealing Students at any level reading this book will surely learn a lot about child psychopathology Michael L Handwerk Director of Clinical Services Research Internship Training Father Flanagan s Boys Home The major strength of this book is the case studies and the way they are integrated with literature about diagnosis associated features and empirically supported treatments and with the raw clinical data such as scores from assessment instruments Additional strengths include the attention to empirically supported treatments along with a variety of different theoretical perspectives in terms of case conceptualization This book will fill an important niche Eric Youngstrom Ph D Case Western Reserve University Child and Adolescent Psychopathology A Casebook provides an abundance of realistic cases in assessing and treating child psychopathologies In part one students are introduced to A Case Called Jeremy a six year old hyperactive and non compliant child raised by his mother and maternal grandmother Using Jeremy as a guide students are exposed to a three stage model of case formulation and gain an awareness of the competencies and knowledge required to successfully accomplish the goals of each stage in the process Developing case formulations for Jeremy based on different theoretical perspectives students gain an increased appreciation of how case formulations evolve based on five different theoretical perspectives psychodynamic behavioral cognitive family systems and attachment In part two fourteen cases present dynamic illustrations of the complex and comorbid nature of childhood disorders Each case is accompanied by a discussion of relevant evidence based treatments and provocative questions designed to link case based information to theory and research Supplemental information provided in the Appendix will be of particular interest to advanced students in child assessment and child treatment Child and Adolescent Psychopathology A Casebook is an excellent supplement for advanced undergraduate and graduate courses in developmental psychology child psychology counseling and education Practicing clinicians will also find this an invaluable reference in the assessment and treatment of child psychopathologies *Evidence-Based Treatment Planning for Disruptive Child and Adolescent Behavior Facilitator's Guide* Timothy J. Bruce, David J. Berghuis, 2011-04-26 This DVD Facilitator s Guide to the Evidence Based Psychotherapy Treatment Planning for Disruptive Child and Adolescent Behavior DVD sold separately is designed to help teachers or trainers conduct lectures or training sessions on the content of the DVD The guide follows each section of the DVD providing succinct summaries of key section content section review test questions and answers and test style questions and answers covering key concepts Online links are provided to client homework exercises consistent with the therapeutic techniques described and demonstrated on the DVD References to empirical work supporting the treatments clinical resource materials and training opportunities are also cited The DVD Companion Workbook and Facilitator s Guide

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The School Services Sourcebook, Second Edition Cynthia Franklin, Mary Beth Harris, Paula Allen-Meares, 2013-01-31 A state of the art revision of the sourcebook that is a must have for all school based social workers counselors and mental health professionals

Handbook of Evidence-Based Treatment Manuals for Children and Adolescents Craig Winston LeCroy, 2008-04-18 With the advance of evidence based

practice has come the publication of numerous dense volumes reviewing the theoretical and empirical components of child and adolescent treatment. There are also a variety of detailed treatment manuals that describe the step by step procedures to guide ongoing research and practice. The second edition of Craig Winston LeCroy's *Handbook of Evidence Based Child and Adolescent Treatment Manuals* is a forceful combination of the two approaches as he gathers fifteen varied treatment manuals and brief summaries of the research supporting each to ensure that practitioners will truly understand how to implement the treatments they are using. A completely revised and expanded edition of the handbook's first edition, this is an essential guide to some of the best programs for helping children and teens. Each chapter begins with an explanatory section that discusses the theoretical and empirical underpinnings of the programs. The treatment manual follows, leading readers through sessions with specific details about conducting the treatment that have been refined and improved through extensive testing and research. Organized into three sections: the major clinical disorders, social problems confronting children and teens, and preventive interventions, the Handbook brings together some of the most esteemed researcher-practitioners in the child and adolescent field. The book presents an impressive variety of innovative treatment programs and techniques, including the SiHLE program intended to prevent problems confronting children and teens and preventive interventions. The Handbook brings together some of the most esteemed researcher-practitioners in the child and adolescent field. The book presents an impressive variety of innovative treatment programs and techniques, including the SiHLE program intended to prevent HIV through education and self-esteem building, the Children of Divorce Intervention Program, a therapy for younger children stressing resilience and skill building, and Strengths Oriented Family Therapy, which reaches out to substance involved adolescents and their families. *The Handbook of Evidence Based Child and Adolescent Treatment Manuals* is an indispensable reference for researchers, graduate students, and practitioners working with children and adolescents in a multitude of settings, from schools and juvenile correction centers to group homes and family service agencies.

The Addiction Treatment Planner Robert R. Perkinson, David J. Berghuis, Timothy J. Bruce, 2014-01-28 The bestselling treatment planning system for mental health professionals. The Addiction Treatment Planner Fifth Edition provides all the elements necessary to quickly and easily develop formal treatment plans that satisfy the demands of HMOs, managed care companies, third party payors, and state and federal agencies. New edition features empirically supported evidence based treatment interventions. Organized around 43 behaviorally based presenting problems, including substance use, eating disorders, schizoid traits, and others. Over 1,000 prewritten treatment goals, objectives, and interventions, plus space to record your own treatment plan options. Easy to use reference format helps locate treatment plan components by behavioral problem. Includes a sample treatment plan that conforms to the requirements of most third party payors and accrediting agencies, including CARF, The Joint Commission, TJC, COA, and the NCQA.

The Complete Adult Psychotherapy Treatment Planner David J. Berghuis, L. Mark Peterson, Timothy J. Bruce, 2014-01-28 A time saving resource, fully revised to meet the

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The Clinician's Guide to Oppositional Defiant Disorder Michelle M. Martel, 2019-05-23 The Clinician's Guide to Oppositional Defiant Disorder Symptoms Assessment and Treatment uniquely focuses on practical strategies for assessing and treating Oppositional Defiant Disorder ODD in youth After briefly reviewing clinical characteristics of ODD and known causal factors the book reviews brief and easily administered assessment measures of ODD It further describes efficacious treatment elements across different treatment protocols that can be personalized for young children older children and or adolescents that are based on unique clinical and family characteristics Assessment and treatment tips for addressing commonly co occurring problems such as difficulties with toilet training lying problems with peers and aggression are included Finally the book includes practical tools such as therapeutic handouts sample rating forms and psychoeducational materials for parents and clinicians along with links to online materials for ease of use in applied clinical settings Provides cutting edge clinical insights on the etiology assessment and treatment of ODD Outlines the symptoms of ODD and their links to the development of other disorders Reviews heritable and environmental causes of ODD Describes efficacious treatment elements such as differential attention and time out Provides guidelines for associated problems such as bedwetting and lying Includes in text and online materials for applied use in assessment and treatment

Psychologists' Desk Reference Gerald P. Koocher, John C. Norcross, Sam S. Hill III, 2004-11-18 Here is the revised and expanded edition of the indispensable companion for every mental health practitioner Improved over the first edition by input and feedback from clinicians and program directors the Psychologists Desk Reference Second Edition presents an even larger variety of information required in daily practice in one easy to use resource Covering the entire spectrum of practice issues from diagnostic codes practice guidelines treatment principles and report checklists to insight and advice from today's most respected clinicians this peerless reference gives fingertip access to the entire range of current knowledge Intended for use by all mental health professionals the Desk Reference covers assessment and diagnosis testing and psychometrics treatment and psychotherapy ethical and legal issues practice management and insurance and professional resources Chapters have been clearly written by master clinicians and

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Abnormal Child Psychology Linda Wilmschurst, 2008-08-29 Abnormal Child Psychology A Developmental Perspective is intended for undergraduate and Masters level students enrolled in courses in Abnormal Child and Adolescent Psychology Written from a developmental perspective the book is organized around five prominent and recurring themes the course of normal development proceeds in an orderly and predictable direction maladaptive behaviors represent deviations from the normal path maladaptive behavior is represented by a continuum of severity symptoms syndromes disorders based on the degree to which behaviors deviate from the norm individual interpersonal contextual and cultural factors interact in a reciprocal way to influence normal development and abnormal deviations theoretical input from diverse perspectives can guide our understanding of underlying processes that precipitate and maintain behaviors and the different developmental pathways that might result The text provides students with a learning model which incorporates three essential cornerstones which are pivotal to understanding child and adolescent psychopathology the K3 paradigm that consists of knowledge of developmental expectations knowledge of the sources of influence and knowledge of the theoretical models Each chapter opens with a case illustration to highlight the themes of the material that follows The chapters conclude with a Summary Review Glossary of New Terms and a Set of Review Questions

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