

Overview Of The Teaching Family Model

Presented for Community Mental Health Centers of Indiana

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By

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Of The Indiana United Methodist Children's Home

A Certified Teaching Family Site

Who We Are

- Bud Milner- Director of Residential Services for the Indiana United Methodist Children's Home. 38 yrs. of experience
- Jim Evans- Assistant Director of Residential Services for the Indiana United Methodist Children's Home. 26 yrs. of experience
- Vivian Burdine- Training and Evaluation Manager for the Indiana United Methodist Children's Home 25 yrs. of experience

IUMCH

- 4 eight bed homes and 2 ten bed homes
- Open campus group homes
- Youth are referred through DCS, County Probation Offices, as well as the DOC
- Before the TFM zero referrals, last year we had over 500 youth referred for our services

Our Campus



Our Campus



Inside Our Homes



New Independent Living Homes



The Indiana Council of Mental Health Centers

- Exhaustive search for a trauma Informed, evidence-based model of care

The model had to be...

- Portable and proven
- Cost effective
- Provided in accordance with IDCS Service Standards
- MCO and MRO billable
- Quantifiable
- **The Teaching Family Model satisfies all these needs**

Our Goals for Today's Webinar

- Share information
- Answer any questions you may have
- Discuss compatibility & identify potential barriers
- Discuss the upcoming training format and content

Overview of the Teaching Family Model

FOR EVERYONE



Teaching Family Model

Validated by research

50 years in the making

Roots in CBT and works in conjunction with DBT

A holistic approach which is independently endorsed

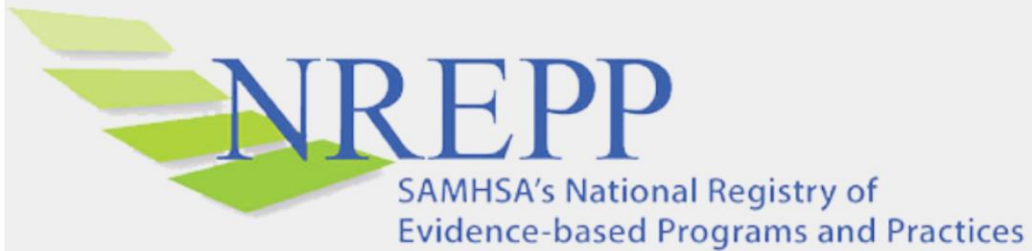
Endorsements



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

The Teaching-Family Model has also demonstrated how well-researched treatment programs can be implemented on a large scale. Most importantly, the Teaching-Family Model has given hope that young people with even the most difficult problems or behaviors can improve the quality of their lives and make contributions to society."

Endorsements



"TFM is based in a cognitive-behavioral approach, which is derived from behavioral principles and learning theory. TFM is designed to reduce problem behaviors and increase prosocial behaviors among youths."

Endorsements



Scientific Rating: 3 - Promising Research Evidence

Child Welfare System Relevance Level: High

Rated by the CEBC in the areas of: Higher Levels of Placement and Behavioral Management Programs for Adolescents in Child Welfare.

Why Organizations Choose The Teaching Family Model

- One model for a variety of milieus
- Definable, measurable program
- Is compatible with other approaches
- Client intervention techniques



TFM Applications in Varied Settings

Garfield Park Academy

Tennessee Family Solutions

Kenosha Human Development Services

Boys Town

Methodist Family Health

Youth Horizons

Closer To Home

Children's Bureau

Teaching Family Model Philosophy

- Teaching Family Service Provider centered accountability
- Behavioral approach to treatment
- Consumer orientation

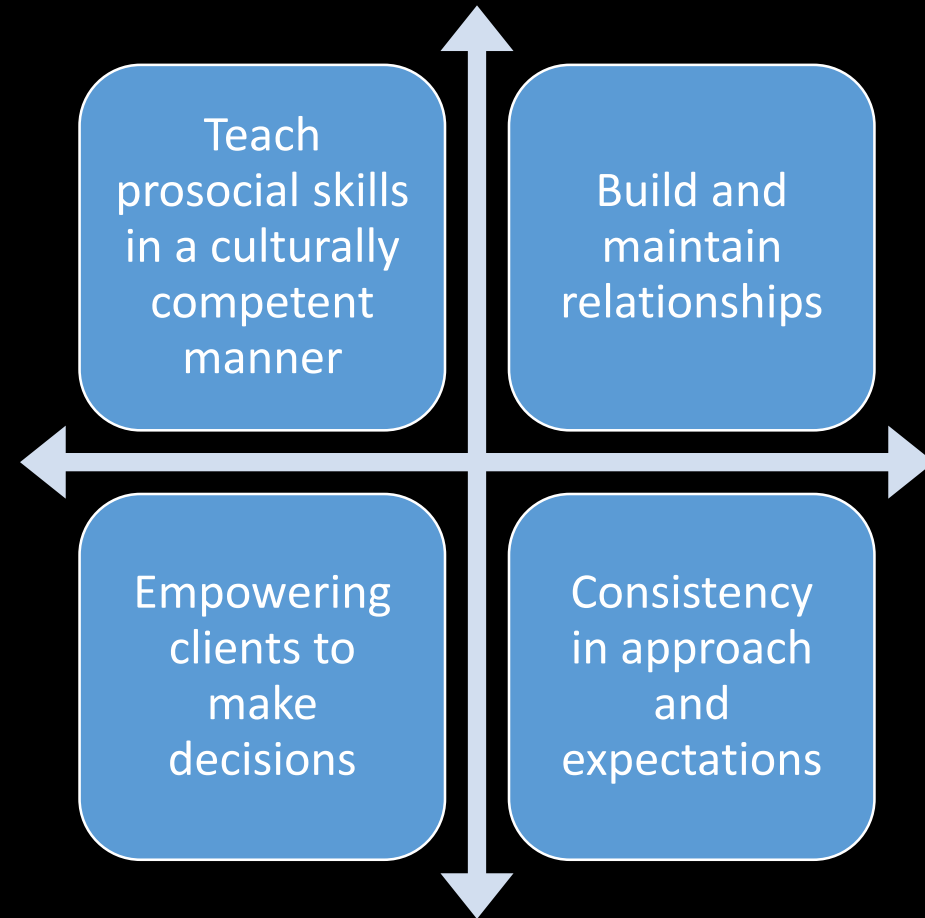
Teaching Family Model Goals

- Effective
- Humane
- Replicable

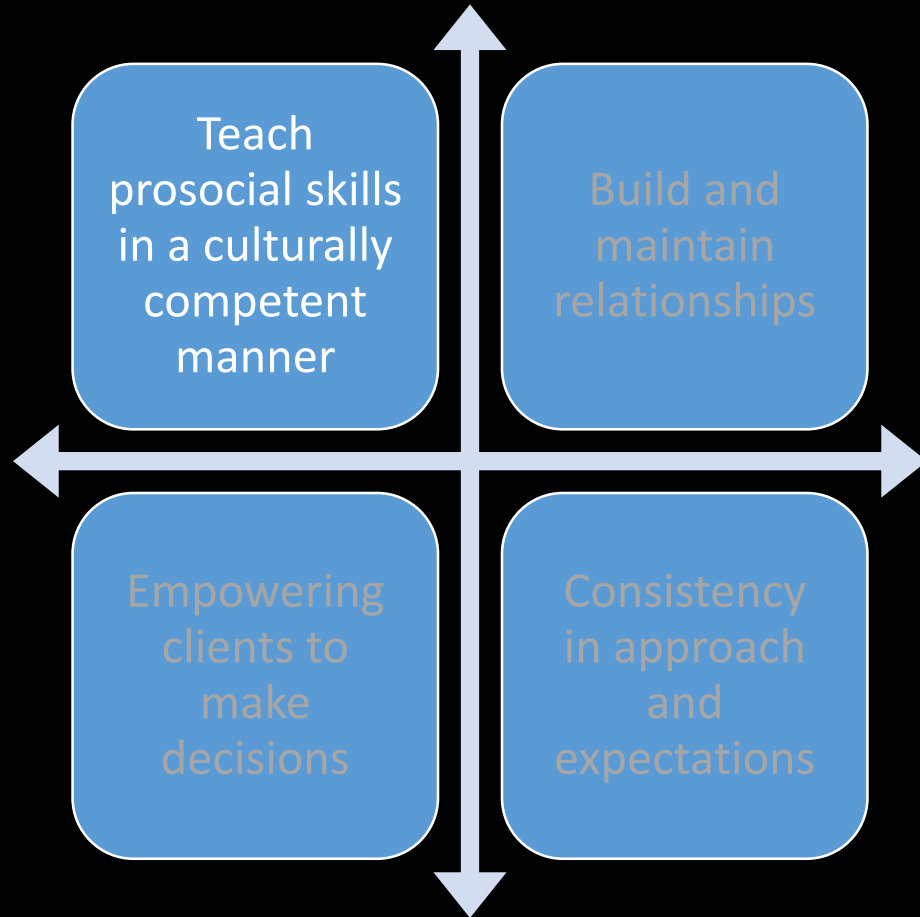
TFM Fosters Positive organization-wide impact

- Trains all staff at all levels
- Flexibility
- Consistency
- Behavior-based
- Philosophically friendly

Goals of The Teaching Family Model

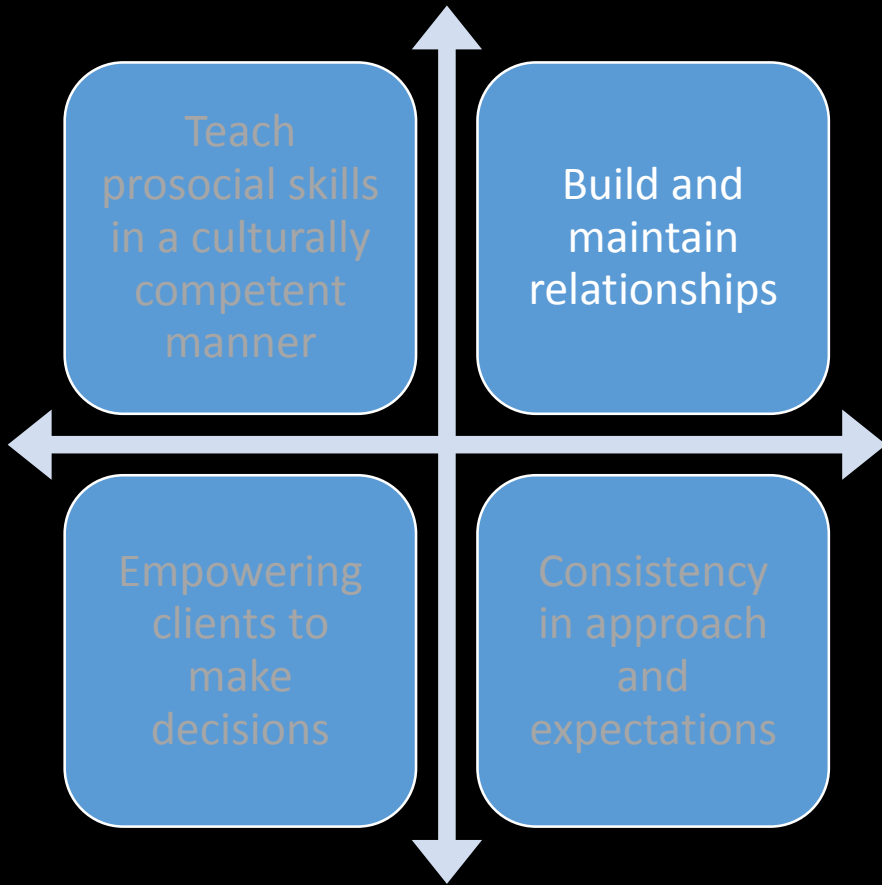


Teaching Social Skills



- Acts as a basis for teaching
- Since skills/behaviors can be observed and measured
- Skills are **additional** tools to be used in specific circumstances
- Teaching discrimination (code switching)

Relationship Building



- Behaviors or choices are addressed through teaching
- TFSPs are taught to change the way they interact
- TFSPs are taught to focus on the positive

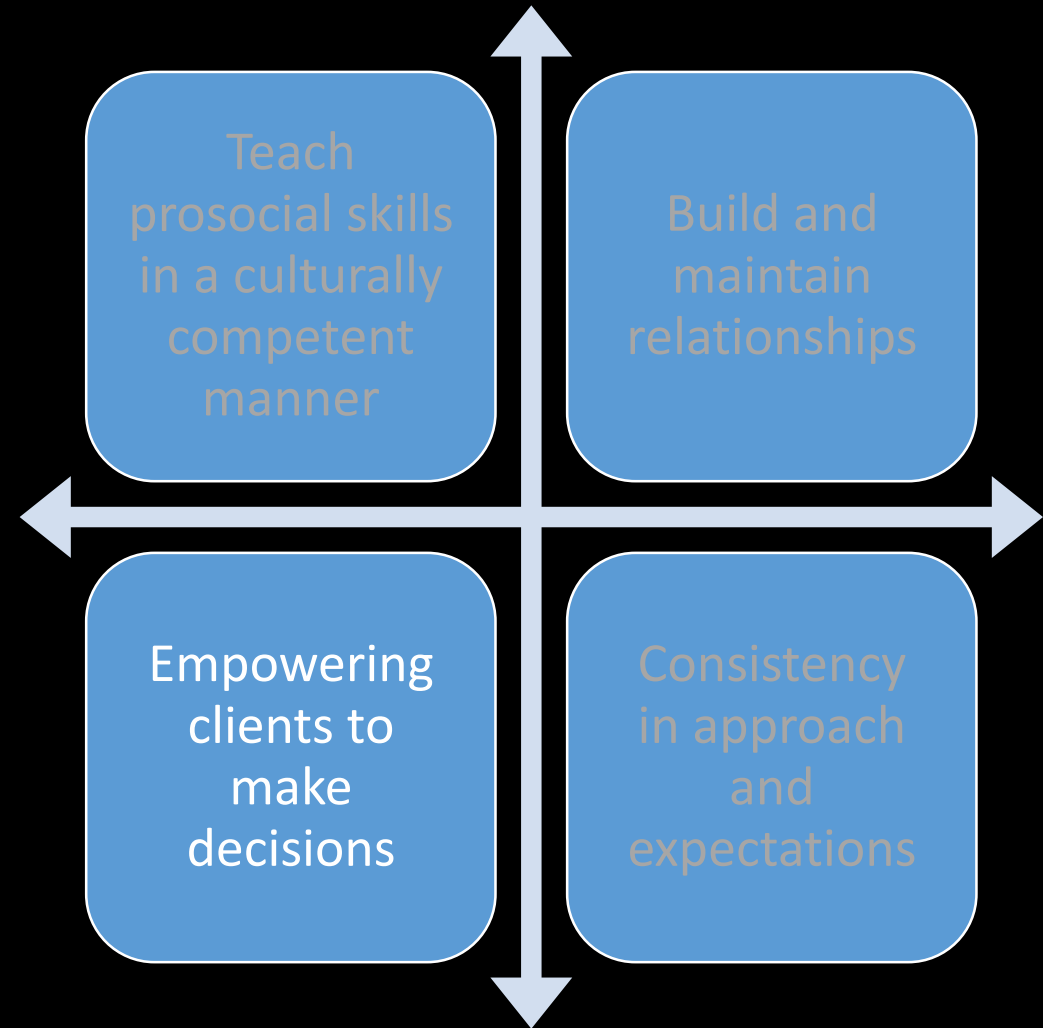
Empowering Clients and Families to Make Decisions

SODAS-F

Pre-teaching

Meaningful input into
treatment

Triadic Model of Consultation



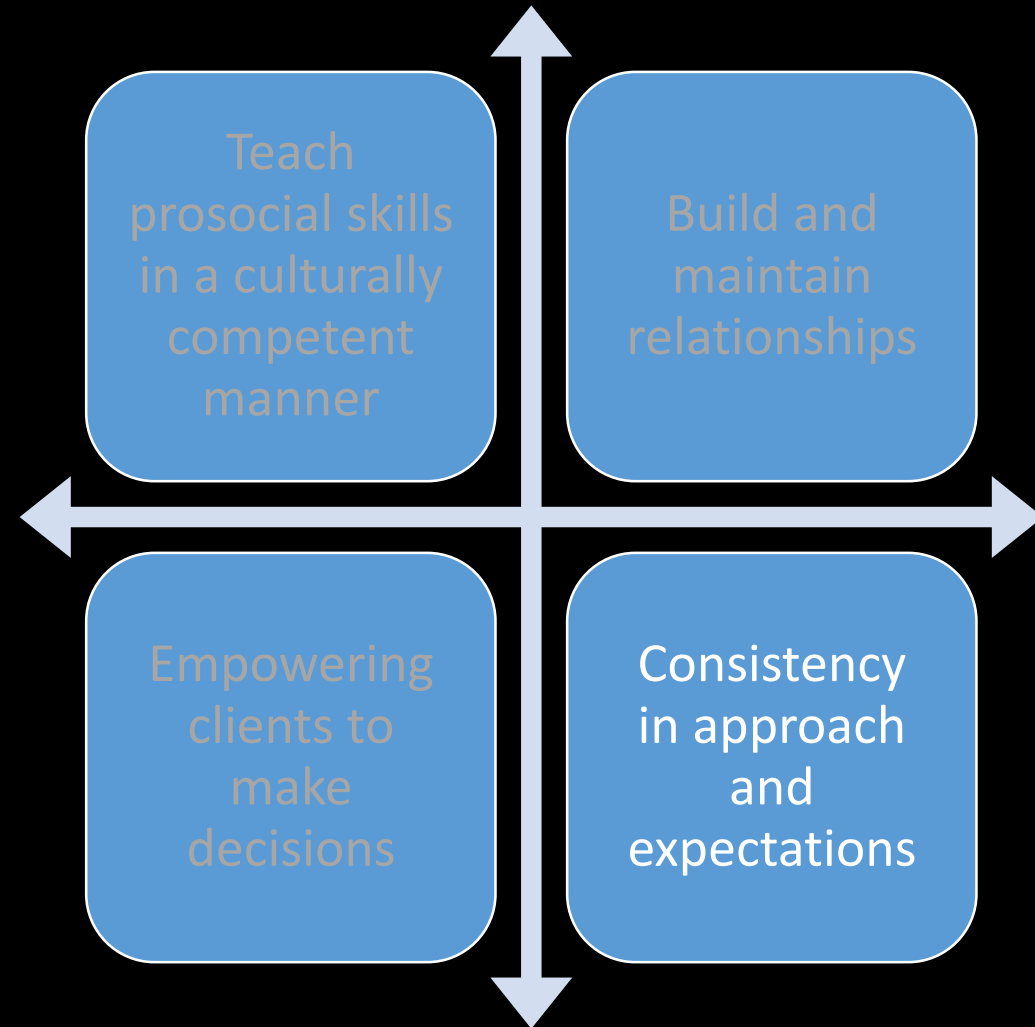
Consistency
Expectations

Behavior based
observation and feedback

Social skills curriculum

5 teaching procedures

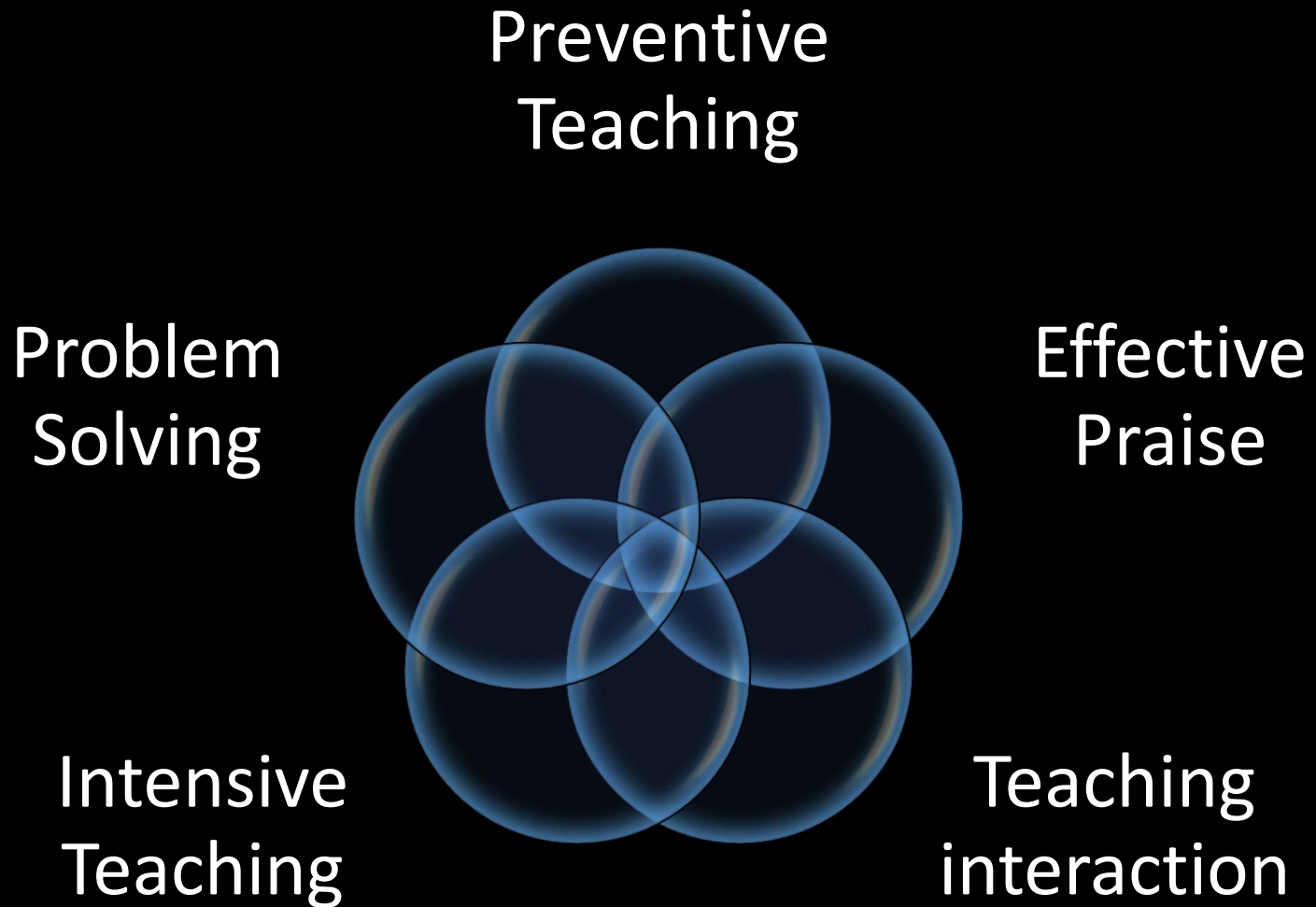
Ongoing monitoring



Hallmarks of the Teaching Family Model



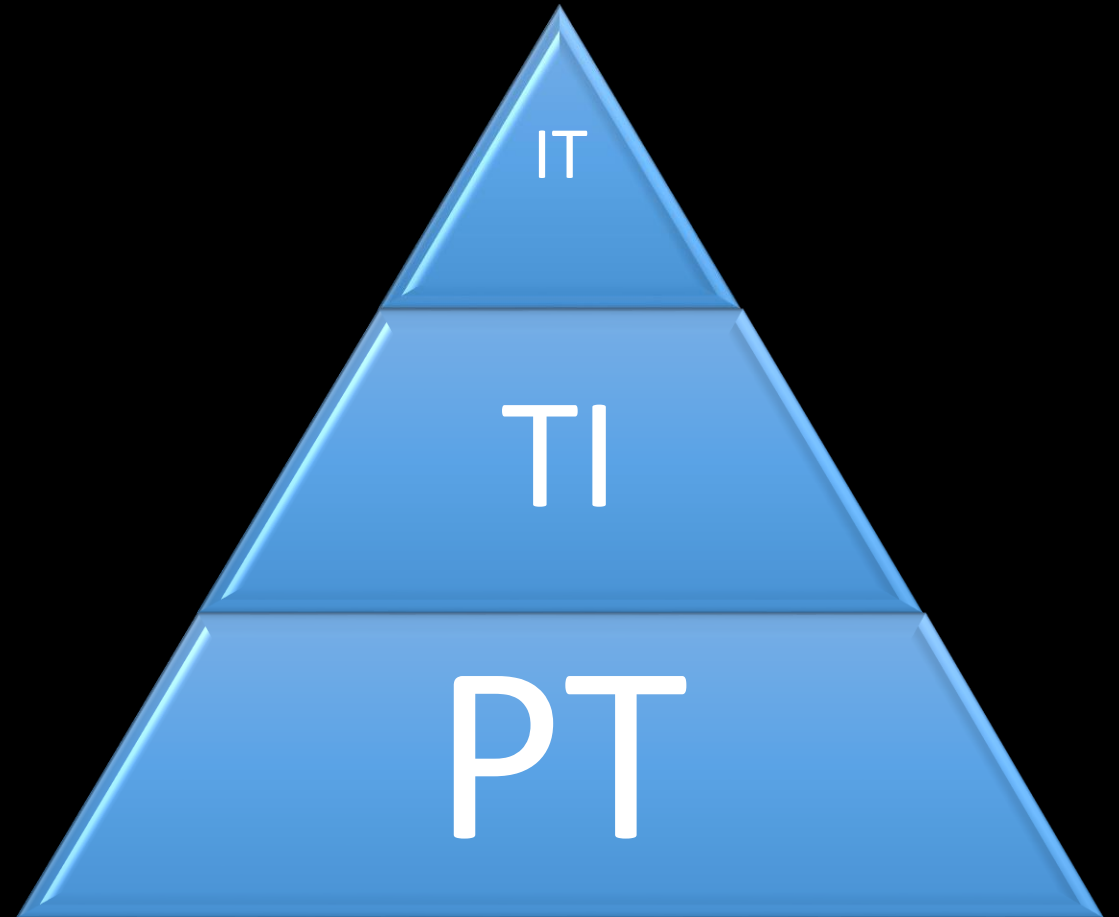
5 Basic Teaching Procedures



Preventive Teaching /Preventive Prompting

1. Thank the client for joining you (Neutral time)
2. Describe a situation(s) and a specific skill
3. Describe the skill steps
4. Give a rationale, or client-centered benefit for using the skill
5. Practice the skill with the client
6. Provide praise and shape any steps omitted or not done correctly

Preventive Prompt is a reminder right before a skill is to be used



Effective Praise

- Skill-based praise
- Description of skill steps performed
- Social reinforcement, high five, hug, or activity based, or tangible reward
- Client-centered benefit rationale
- Request for acknowledgement (optional)
- Praise and redirection

Effective Praise Parent Training

1. Show approval/find a positive
2. Describe the positive behavior
3. Give a meaningful reason
4. Give a reward (optional)



Teaching interaction

- Praise or empathy
- Description of inappropriate behavior
- Response Cost based on frequency, duration, circumstances, and intensity of the behavior
- Description of the desired skill steps or better choice
- Client based benefit rationale for choosing the skill being taught to
- Request for Acknowledgement
- Role play appropriate skill steps
- Positive praise and feedback
- Ending praise and redirection

Intensive Teaching

Systematic approach

Efficient process

Conflict cycle is
minimized



Intensive Teaching Tools

Dos

- Praise approximations
- Show genuine empathy
- Give coupling statements
- Give reality statements
- Help vs control
- Self-assess throughout

Reminders

- Shaping
- Avoid content
- Stick to the plan
- Be patient
- Allow for silence
- Focus on behaviors

Program Components Cont.

Self-determination

Relationship development

Counseling

Inclusive consumer involvement

Summary

You will continue to draw on your own personal skills and knowledge

- Be open to learn new ways to treat children and parents.
- Be open to learning theory and incorporate our skills-based learning in your day to day treatment services
- Be open to Teaching Family Model strategies within the treatment plan when coordinating or delivering each child/parent services

Summary Continued

- Be open to actually implementing and routinely doing what is taught in the training.
- Be open to new ways of building relationships and communicating with the child/youth's biological family.
- As necessary you may need to help prepare the child for independent living.

Upcoming Training

- Format
 - Classroom & breakout rooms
 - Lecture/activity/behavioral rehearsal
- Preservice training topics
 - Learning theory, observing and describing , teaching procedures etc.
- Training of Trainers
 - Basic training followed by T of T for designated personnel