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Parental Workshops and Resources for Managing Behaviors at Home

by

Martha McBride

A Project Paper

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Project Abstract

Schools can support families by developing an approach to promote a home-school connection to teaching appropriate behaviors for students with special needs. This curriculum project developed hybrid parent workshops, with face-to-face and online sessions and a collection of free, online resources. The literature review informed the curriculum best practices for effective parenting, positive behavior supports, and parenting workshops. The guiding questions for this project included: 1.) How can knowledge of behavior management support parents? 2.) What structures can parents use with their children? 3.) What are effective strategies to educate parents about behavior management strategies? This curriculum project includes a 7-week series of parent workshops to help teach supports and strategies to use with their children. The sessions include: effective parenting, creating rules and setting boundaries, creating routines and schedules, token economies, and using incentives. Also included in the workshops are an introduction session in the beginning and a reflection session at the end. All of the parent workshops were created with the consideration of the adult learners that will attend the sessions. The parent workshops are a useful tool to build a home-school connection approach to teaching appropriate behaviors for students with special needs.

Key words: behavior management, effective parenting, online resources, parent workshops, positive behavior supports, special education, special needs, strategies
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Chapter 1: Definition of Problem

Annually, 13.87% of children are diagnosed with a developmental disability in the United States (Center for Disease Control, 2011). In my experience working with children with special needs, the parents of children who are diagnosed with a developmental disability have very little insight into how to manage behaviors at home. They are unaware and uneducated on the behavior management strategies that prove successful with this student population. The goal of this project is to provide parents with resources to support positive behaviors at home. This chapter aims to: review the background information on this topic, propose the guiding questions that will drive the project, preview the literature, preview the methodology, and review the significance of the project, as well as go over key terms.

Background Information

Students who have intellectual and developmental disabilities can sometimes engage in problem behaviors. Some of these behaviors include behavioral outburst, destruction of property, and harm to self and others. These types of behaviors can have a direct negative affect on the family, the support system, and the student’s own well-being (Barnard-Brak, 2013).

One subset of these developmental disabilities is those children who fall on the Autism spectrum. The identified number of Autism Spectrum Disorders (ASD) have increased from 2000 until the present day, with now 1 in 88 children being diagnosed as having an ASD (Center for Disease Control, 2012). With this diagnosis, there comes with it a unique stress experienced by the parents and caregivers of children with an ASD. The Center for Disease Control examined how having a child with an ASD can increase stress felt by parents (Schieve, 2007). Among the stressors felt most by the parents included difficulty caring for their child, frustration with child’s
actions, and anger toward their child. After sampling a group of 459 parents of children with an ASD, they found that those who had a child in need of special education intervention reported a higher aggravation rate. The CDC concluded as a result of this study that having a child with Autism with special education services need increased the stress felt by parents. Therefore, it is seemingly important to provide parents with training and support in order to help with stress at home.

There have been programs put in place to help parents with challenging behavior, including the Triple-P Positive Parenting Program, an example of behavioral family interventions (Sanders, 2000). Through programs such as the Triple-P Positive Parenting Program, parents are taught to increase positive interactions, reduce coercive parenting, and reduce the use of inconsistent parenting practices. There is a variety of ways these programs are conducted, including face-to-face, over the phone, group programs, and also self-directed programs. Research has shown that at the end of the Triple-P Positive Parenting Program, mothers have reported feeling more competent in their parenting abilities (Sanders, 2000).

**Purpose of Project**

This project is to provide parents with strategies and tools to use with challenging behaviors they are experiencing at home. The project contains a 7-week series of parent workshops and online resources aimed at various topics such as setting up a routine, using token boards, and the use of incentives. My goal with this project is to provide parents with a resource and experience that will help them create a better home environment for the entire family.
Guiding Questions

With this project, I hope to answer the following questions:

1. How can my knowledge of behavior management support parents?

2. What structures can parents use with their children?

3. What effective strategies educate parents about behavior management?

Preview Literature

The literature review included in this project will review various aspects to creating the workshops and online resources. The first section will address the benefits of parent workshops including the subheading of andragogy, or the way adults learn. The second section will discuss effective parenting strategies with the subheadings of the use of positive and involved parenting as well as creating rules and boundaries. Finally, the last section will discuss the positive behavior supports including the subheadings of the use of routines, positive reinforcement, and incentives. The research from the literature review will drive the creation of the parent workshops and online resources.

Preview Methodology

The methodology section for this project will go through the creation of the workshops and online resources for this project. The first section of the chapter will review the need for the project and how that need was used to create the workshops and online resources. The second section will go over the participants who the project was created for. The third section will go through each session of the workshops and what it will highlight. The fourth section will review
the instruments used such as the lesson plans for each session. The fifth section will go through the steps that were taken to create the seven sessions of the workshops and online resources. Finally, the final section will review the tools used to evaluate each session to ensure they incorporated the research from the literature review.

**Summary of Chapter**

This chapter reviewed the topic of problem behaviors as well as the need for behavior management for these behaviors. In addition, some background information and purpose for the project was described. It went through the research questions that guided the development of the project. It also previewed both the literature and methodology chapters that are included in this project paper. Finally, definitions were given for the terms used throughout the paper. The next chapter will go over the literature that was reviewed in order to develop the project content.
Definition of Terms

Throughout the paper the following terms will be used frequently: behavior, environment, token economy, visual schedule, preferred activity time (PAT), strategies, and Participatory Adult Learning Strategies (PALS).

Andragogy
Andragogy are the teaching strategies designed for adult learners.

Autism
Autism is a disorder in brain development characterized by impaired social interactions, verbal & non-verbal communication, as well as stereotyped, repetitive behaviors

Autism Spectrum Disorders (ASD)
Autism Spectrum Disorders (ASD) are a group of developmental brain disorders. The term "spectrum" refers to the wide range of symptoms, skills, and levels of impairment, or disability, that children with ASD can have.

Behavior
Behavior is everything people do, good or bad, right or wrong, helpful or useless, productive or wasteful (Charles, 2002).

Participatory Adult Learning Strategies (PALS)
PALS are the guidelines and phases that are effective for adult learning (Trivette & Dunst, 2009).

Preferred Activity Time (PAT)
PAT is a certain amount of time given to a student to engage in an activity of their choice (Jones, 1977).
**Strategies**

Strategies are careful planning or management techniques of learning carried out by the teacher or learner (Bialystok, 1985).

**Token Economy**

A token economy is a method of encouraging desirable behavior by offering rewards that can be exchanged for special privileges, actions, or food (Simonsen & Fairbanks, 2008).

**Visual Schedule**

A visual schedule is a visual or written list of activities for any given time (Schneider & Goldstein, 2010).
Chapter 2: Literature Review

The purpose of this project is to develop a series of workshops and online resources for parents in order for them to gain insight into using behavior management systems at home. With this project, I hope to answer the questions: How can my knowledge of behavior management support parents? What structures can parents use with their children? And What effective strategies educate parents about behavior management? Chapter two will review the research that has been conducted when looking at strategies for effective workshops and adult education, some effective parenting techniques, as well as the various behavior support strategies used with many types of students. The first section will address the benefits of parent workshops as well as looking at andragogy, or the way adults learn. The second section will discuss effective parenting strategies and the use of positive and involved parenting as well as creating rules and boundaries. Finally, the final section will discuss the positive behavior supports including the use of routines, positive reinforcement, and incentives.

Benefits of Parent Workshops

The use of parent workshops or trainings is one way for educators and professionals to share effective strategies as well provide feedback and insight into life at home. This section will go into the use of learning workshops, strategies that are specific to adult learners, and the use of role-playing with adult learners.

In a study done at the Hammill Institute on Disabilities (Blair, Lee, Cho, & Dunlop, 2011), the researchers focus was on decreasing problem behavior in three Korean preschool students with Autism, both at home and at school. Interventions were developed and used both in the school and home settings. Team members went through a 3-day training that helped train the
parents and staff on how to implement certain strategies as well as conducted observations in the home and classroom. At the end of the intervention period, the families of all 3 students saw a decrease of problem behaviors as well as an increase in positive interactions at both home and school. From these results, the researchers recommended that both schools and families should collaborate on behavior support process and that the interventions should be implemented in the home and school (Blair, Lee, Cho, & Dunlap, 2011).

There are many types of parental workshops in terms of what it focuses on and how it is implemented. Ingersoll and Dvortcsak (2006) looked at a workshop for parents of students with autism spectrum disorders. The research looked at a parent-training program for parents of children with ASD that can be used in early childhood special education classrooms as well as the training and outcomes of such a program. After nine weeks of parent workshops and weekly homework assignments, the results suggested that parents felt they had increased their knowledge of behavior management as well as enjoyed the format of the workshop. The researchers found the use of parent coaching sessions helped increase parental knowledge. Future research is needed to look at how these trainings could be implemented for students who are not in early childhood special education classrooms (Ingersoll & Dvortcsak, 2006).

With the intention of creating curriculum and parental workshops, it is important to be mindful that adult learners are different from child learners. Looking into the adult learning theory, it is crucial to keep in mind the strategies that are effective with adult learners.

**Andragogy: Adult Learning Theory**

Andragogy is a theory that holds a set of assumptions about how adults learn (Knowles, 1980). Knowles created guidelines for designing adult learning activities and what needs to
happen in order for adults to be invested in their learning. Knowles provides a set of six
guidelines for adult learning:

The first guideline is for how adults are internally motivated. It is important to tap into
adult motivation to engage and provide an incentive for the learning.

The second guideline is to allow adults the opportunity to bring life experiences and
knowledge to the learning experience. This allows the adults to feel validated and connect with
the content based on their experiences.

The third guideline is to support goal orientation. Adults need to see they are making
progress towards a common, end goal.

The fourth guideline is to make learning relevant to their lives. Adults like to know that the
learning is important to their lives.

The fifth guideline is that adults are practical. It is important to be mindful of their time and
energy and make sure that the learning is applicable to their current lives.

The sixth guideline is to treat adults with respect. It is important to talk with them and not
down to them. They need to be treated like a peer, not like a child.

Knowles opened up a new understanding that children and adults may need different
supports for learning and that not all strategies used with children are effective for adults. This is
useful for educators to keep in mind when working with parents. Home-school partnerships rely
on a team approach that minimizes power differentials. Adult learners need to feel respected,
validated, and have relevant, practical and goal-oriented learning activities.
PALS Approach

Trivette and Dunst (2009) developed an approach, Participatory Adult Learning Strategy (PALS), in order to best outline how adults learn. The PALS approach encompasses a 4-phase application that has been found effective with adult learners. The 4 phases include:

1. Introduction – Introducing the topic and previewing the information that will be reviewed; demonstrate application of information learned

2. Application – Participants will apply information learned (i.e. role playing); instructor gives feedback; evaluate use of the knowledge

3. Informed Understanding – Trainer engages participants in self-assessment; learner reflection; group discussions of understanding

4. Repeat Learning Process – Trainer engages in joint planning; participants identify the learning they need; mentoring of both instructor and participants.

These four phases of PALS can be a guide for how to design a learning activity for adults to maximize their investment in learning.

Role-Playing

The use of role-playing is an effective tool by helping parents practice behavior in order to change behavior at home (Forgatch, Bullock, & Patterson, 2004). Parents are able to learn to verbalize rules and procedures as well as put their ideas to use. The use of role-playing in a parental workshop is to give parents the opportunity to practice with the feedback from an
educated coach. It also enables them to recognize areas of improvement or areas where they may feel strong in (Forgatch, Bullock, & Patterson, 2004).

The use of role-playing is an example of the implementation of the PALS theory. With role-playing, parents are engaging in the second tier of the PALS theory, application. By acting and demonstrating a certain skill, parents are able to apply what they have learned and make it relevant to their own home and the behaviors they are learning to manage.

In terms of the best practices for parental workshops it is critical to create a collaborative approach for a home-school partnership (Blair, Lee, Cho, & Dunlap, 2011; Ingersoll & Dvortcsak, 2006). For parent workshops to be effective, it is important for educators to respect the parents and treat them as adults. Adult learners need to be respected and validated for their life experiences, provided relevant, practical, and engaging role-play and other learning tasks that motivate them to reach a goal. (Forgatch, Bullock, & Patterson, 2004; Knowles, 1980; Trivette & Dunst, 2009). The next section will go into effective parenting strategies and the influence they have on children.

**Effective Parenting Strategies**

Parent’s shape the social environment at home as well as the way students act outside of the home (Forgatch, Bullock, & Patterson, 2004). Therefore, the use of effective parenting strategies is an important factor of how the student will act both inside and outside of the home. This section will review effective parenting strategies such as involved parenting, positive parenting, and creating rules and boundaries.
Involved Parenting

Being consistent and involved are both components of positive parental management. In a study looking at effective parenting strategies, Forgatch, Bullock, and Patterson (2004) found there were five major behaviors that parents engage in that encourage positive behavior. The five behaviors listed were discipline, positive involvement, monitoring, skill encouragement, and problem solving. It was found that deficits in those parenting skills can sometimes lead to outcomes of antisocial behavior, substance abuse, or noncompliance in children.

Due to increasing achievement gaps, some research is looking to see if there is a relationship between parental involvement and student success. Hayes (2012), considered what types of parental involvement increased achievement in African American students. The results of the study indicated that parents who were aware of homework and assignments and asked about school resulted in more success in school and fewer absences.

Positive Parenting

The way a parent acts and speaks to their child is another area that has an impact on development and behavior. Johnson, Liu, and Cohen (2011) looked at which techniques have proven successful when developing resiliency and adaptability in children. The techniques include: giving praise to the child, being calm, not reactive, having good communication, speaking kindly to the child, serving as a role model, as well as giving attention and participating in shared, enjoyable activities with the child.
Creating Rules & Boundaries

Establishing proactive rules and boundaries is a way of preventing misbehavior. The goal of establishing rules is to use proactive teaching strategies instead of reactive strategies to address behavior (McGinnis, Frederick, & Edwards, 1996).

McGinnis, Frederick, Edwards (1996) created a list of guidelines in order to ensure that rules are meaningful and effective for children:

1. Number – The rule is five. More than five rules may be hard for children to recall

2. Wording – Wording should be simple and specific. They also should be written in the positive rather than the negative.

3. Presentation – Using pictures for younger children can help enhance understanding.
   Rules should be placed in an area that is easily seen.

Although the effective parenting strategies and the guidelines for making rules are for the classroom, they can still be adapted and used for the home. I plan on using these guidelines when helping the parents in my workshop develop their own rules for the home. The next section will go into the positive behavior support model and the strategies included with this model.

Positive Behavior Support

Positive Behavior Support (PBS) is a set of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment. Positive behavior support encompasses three main areas that serve as the
basis for every strategy: person-centered planning, self-determination, and the wraparound approach (Carr, 2002).

In person-centered planning, the specific needs and goals of the individual child are the first consideration when beginning any intervention or new service. The materials created are to address the very specific characteristics of each individual (Carr, 2002). When the parents create their own resources, they will be creating them with their individual child in mind. They will also make sure the students’ interests and preferences are taken into consideration when making materials.

Self-determination refers to the process of choice, decision-making, problem solving, and self-advocacy when making decisions (Carr, 2002). Parents will ask their children to help make decisions about the supports they will use, such as what kind of tokens to use on their chart as well as what kind of schedule they might like best.

Finally, the wraparound process is developing a plan with both the child and family needs taken into consideration. The wraparound process describes that any program has an impact on the entire family system. Each plan takes the support of a whole team including professionals, the family, and the individual. The wraparound process ensures that the needs of all involved are met (Carr, 2002).

**Routines and Schedules**

Many children with special needs and individuals with autism have strengths in memory as well as learning new information through visual aids (Schneider & Goldstein, 2010). Therefore the use of visual or written schedules is an effective way to manage behaviors at
home. When learning a new routine, the steps should be presented in a clear and meaningful way as well as contain a definite start and end time. When a schedule contains all of these elements, an individual is better able to complete the routine successfully (Schneider & Goldstein, 2010).

In a study done by Schneider and Goldstein (2010) with preschoolers, the use of a visual schedule for the end of the activity and circle time procedures was reviewed. In the beginning, the boys being used for the study displayed on-task behavior for only 56% of the time during circle time. After the visual schedule intervention was introduced, the on-task behavior had increased to 76% of the time when with the group. Another benefit of the visual schedule was that the boys were able to complete the end of the activity procedures independently, something that was not possible before the intervention.

Positive Reinforcement

Behaviorist B.F. Skinner believed that behavior is caused by external forces and those forces can be used to shape behavior. Skinner claimed that everything humans do is shaped on our experience of punishment and reward. Positive reinforcement was used in order to encourage and maintain a behavior. When a desired behavior is exhibited, a reward is given. Positive reinforcement strengthens a behavior by giving an outcome that a child finds fun and desirable (McLeod, 2014). The use of token economies and incentives are both examples of positive reinforcement.

Token Economies. A positive reinforcement technique outlined by Simonsen & Fairbanks (2008) is the use of a token economy. With a token economy, students earn tokens (coins, points, stickers, etc.) when they display the appropriate and desired behavior. When the child reaches
the desired amount of tokens, they can cash them in for a desired item they were working for including time with a desired peer, computer time, special snack item, or toy from a treasure box (Simonsen & Fairbanks, 2008).

When using token economies, it is important to highlight the positive behavior that the student displays. When the teacher finds the student displaying the desired behavior, the student receives a point or token. At the end of the learning period, the amount of points are added up and “cashed in” for a desired reward chosen by the student (Jones, 1987).

In a study looking at the efficacy of this type of intervention, token economies were found to have an impact on schools, classrooms, and community-based settings, especially with those students who exhibit behavioral challenges (Doll, McLaughlin, & Barretto (2013). Kazdin (1977) found that the effectiveness depended on the time between performance and reinforcement, quality of reinforcer, and the reinforcement schedule; an intermittent reinforcement schedule was most effective.

**Limitations of Token Economies.** While token economies and behavior plans work for some students, they are not effective for all. Alfie Kohn has written extensively on the topic of rewards and behavior. Kohn (1996) argues “even when students are rewarded into compliance, they feel no commitment to what they are doing.” Kohn also points out that by “managing” students into behaving how we want them to, they don’t learn to think for themselves. Kohn describes behavior management as a short-term goal, not something that is good for the long run.

Kohn (1999) argues for curriculum that is challenging and that focuses on what the students are doing, rather than how well they are doing it. He also wants the students to feel a
satisfaction and yearning to learn, rather than just engaging in learning in order to get good 
grades and praise. Another major facet of his theory includes involving students in the decision 
making process of how the classroom and learning is conducted.

Alfie Kohn’s work is another viewpoint that I can include in my workshops and one that 
is important to mention while going over various behavior management techniques.

Incentives

In terms of children, incentives work in a variety of ways. Cartwright and Cartwright 
(1970) found that incentives can provide children with encouragement, provides tangible 
indicators of progress and behavior, as well as increases motivation to complete tasks. Incentives 
should be chosen with the inclusion of the child in order for it to be motivating. One important 
aspect of using incentives is to praise the student once they’ve earned their reward in order for 
them to understand the connection (Cartwright & Cartwright, 1970).

The use of incentives programs are one component of Frederic Jones’ positive behavior 
support model (1987). This strategy is one that used in the classroom each day by educators all 
over the world. Incentives can be a variety of things including genuine incentives, edible 
incentives, and preferred activity time. (Charles, 2002).

Preferred Activity Time (PAT). Preferred activity time (PAT) is important for educators to 
consider when it comes to what students deem as “desirable.” With this model, students are 
rewarded for a job well done with time to engage in an activity they enjoy such as video time, 
drawing, or playing a game of their choice. A student is given the direction such as, “after you
complete this assignment, you may have 5 minutes of PAT” (Jones, 1977). This way, students have an incentive they enjoy to work towards during their assignment.

Chapter Summary

With the information provided, I plan to use many of the elements of the research when creating my workshops. Through the workshops and online resources, I hope to challenge, engage, and help parents feel that the information is relevant to their lives. For all my sessions, it is stressed that parents should choose the best approach that will benefit their family, as they are the ones who will be implementing whatever support they choose. I also plan to use various aspects of positive and effective parenting, such as doing activities together and serving as a role model, in my workshops and online sessions. Finally, I will use the strategies described in the positive behavior support such as token economies, schedules, and preferred activity time. Using the information from the research will drive how and what is included in my workshops and online resources. The next chapter will go into the methodology used to create the workshops and the online resources.
Chapter Three: Methodology

In this chapter I describe the methodology I used when designing the content for the parental workshops and online resources for behavior management at home. This chapter describes the need for the workshops, the participants, and setting, the project design and the procedures taken to create the workshops and resources.

**Need for Behavior Management at Home**

For the past five years, I have worked at a school that services students with special needs. The students I work with have a variety of disabilities, and with many different disabilities come many different needs. I heard the need for help with behaviors at home from many of the parents I work with. Their children would come to school and thrive in the boundaries and structure of the school day, and would go home and struggle with following directions and staying safe at home. Therefore, it was from the conversations with parents and with colleagues that this project was developed.

**Participants and Setting**

The workshops and online resources were designed for parents from a small, special education school in the San Carlos area of San Diego, California, Sierra Academy. This school provides education, speech, counseling, and occupational therapy services for fifty 4 – 12\textsuperscript{th} grade students as well as a small adult population of young adults, aged 18-22 year old students. The 50 students in the school have an array of disabilities including Autism Spectrum Disorders, speech and language disorders, learning disabilities, and intellectual disabilities. Many of the students come to this school from public schools where they have experienced bullying, low self-esteem, and little academic and social success. The goal of this school is to build their self-
esteem and create a learning environment where they feel competent and confident in the work that they do.

The students at this school come from middle, to upper-middle class families from around San Diego County. Of the 50 students in our school, there were five African American students, one Asian-American student, and four students who were English Language Learners. Currently there were 40 male students and only 10 female students throughout the 5 classes in the school. Only 2% of students qualified to receive free or reduced lunch.

Many of the parents of these students have very little experience with behavior management strategies and are unaware of the resources that are available to them on the Internet and in their own community. Designing a series of workshops and online resources will help to give them a background into the strategies that will help them when things become challenging at home.

**Project Design**

For this project, I developed a 7-week workshop with a combination of face-to-face and online sessions covering a variety of topics. Each workshop is designed for parents to get some information on the topic as well as have them create a tool or reflect on the learning or activity they were engaged in. The sessions were designed with online sessions in order to give parents more flexibility in scheduling and a time-commitment. The topics of the sessions deal with behavior management struggles at home. The topics for the workshops include:

1. Welcome

2. Effective Parenting (Online)
3. Setting Boundaries & Creating Rules (Online)

4. Creating Routines & Schedules

5. Token Economies

6. Incentives (Online)

7. Workshop Wrap-Up & Reflection (Online)

The purpose of the first workshop is for parents to get an overview of what the workshop and online resources will entail. They will also engage in a goal setting exercise that has them creating goals for themselves to achieve at the end of the 7-week workshops.

The second workshop reviews research describing the behaviors parents engage in that cultivates positive relationships between parent and child. Some of the examples include serving as a role model and engaging in activities that are mutually enjoyed. The parents will be asked to reflect on behaviors they already do and those they wish to improve on.

The third workshop goes into setting boundaries and creating a set of rules for the home. The workshop reviews the need for boundaries and some guidelines for creating a set of rules for the home, including keeping them simple and only having a small number. The parents will be asked to create a set of their own home rules and upload a picture or description of what they have created.

The fourth workshop reviews the use of a routine or schedule in the home. During this face-to-face session, parents will be given the opportunity to create their own schedule at home,
whether it is written or visual. They will be given feedback on the elements that they included in their schedules.

The fifth workshop helps parents create a token board in order to begin using a token economy system with their children in the home. Parents will be shown research supporting the use of token economies as well as a short clip on how to use them. Parents will be given an opportunity to create their own boards based on their child’s interests. Participants will also be given the opportunity to engage in a role-play to practice using the boards they created.

The sixth workshop reviews incentives and the research behind them. Parents will be given a variety of examples of incentives including food, time with a preferred person, computer time, and homework passes. Parents will be asked to create a list of incentives they plan to use with their child.

Finally, the seventh session goes over the previous sessions and asks parents to reflect on how they did achieving their goals they set for themselves in Session 1. Parents will be invited to share their final reflections and thoughts in the chat section of the workshop website.

**Instruments**

For each of the workshop sessions, I used a simple lesson plan template. This template included the objective, materials, assessment, and instructional steps for each session. Some of the instruments also include charts and templates for both token charts and schedules that parents are shown for some of the sessions.
Procedures

When developing each workshop session and online resources, I went through a number of steps to create the content and activities. The steps included:

1. Reviewed research that addressed positive supports, effective parenting strategies and effective strategies to use in workshops with parents to develop a team approach for teaching appropriate behaviors.

2. Wrote up a literature review that synthesized the research I found that supported my workshop sessions and online resources.

3. From the research in the literature review, I made a list of best practices to include in the workshops:
   c. Being aware of homework assignments and school work (Hayes, 2012).
   e. Serving as a role model (Johnson, Liu, and Cohen, 2011).
   f. Participating in enjoyable activities with the child (Johnson, Liu, and Cohen, 2011).
h. Using routines and visual schedules (Schneider & Goldstein, 2010).

i. Using positive reinforcement strategies, including token economies (Simonsen & Fairbanks, 2008).

j. Using incentives to provide encouragement (Cartwright & Cartwright, 1970).

k. Using relevant information that is important to parents’ lives (Knowles, 1980).

l. Being practical in scheduling workshop sessions (Knowles, 1980).

m. Using the parent’s life experiences as examples throughout the workshops (Knowles, 1980).

n. Creating goals for parents to strive for throughout the workshop time period (Knowles, 1980).

o. Giving useful feedback on tasks and when creating items to use with their children (Knowles, 1980).

p. Ensuring that parents are respected throughout all of the workshop sessions and in the online resources (Knowles, 1980).

4. Wrote lesson plans for each of my workshop sessions. I also created charts and included visuals of the materials for each session.

5. Created a Google Site to use for resources and the online sessions for the workshop. The site also includes nationwide and community resources for families with special needs.
Project Evaluation

When I evaluated this project, I reviewed each session carefully to ensure I included elements from my literature review as well as the topics I felt were most important for parents to learn.

For each session, I made sure to include the session objective, materials, and assessment. After evaluating each lesson plan, I made sure to revise each in order to ensure they had clear, straightforward instructional steps. For the online sessions, I evaluated each to make sure all the materials were attached and had a clear explanation on how to complete it. One of the revisions I had to make was to write the assessments for each session in a way that provided a finished, measurable product, rather than have a general or vague statement about the assessment.

In order to ensure the best practices for workshops with parents were used, I made sure to include the things that have proven successful with adult learning. I evaluated each session to be sure they included strategies such as flexibility, goal setting, relevancy, and drawing from the parents past experiences. For example, in the first session, the parents were asked to set goals for the end of the 7-week workshop sessions.

When I evaluated each session to ensure parenting practices were included, I reviewed the section in the literature review and included all the themes in the effective parenting section. Some of the themes that were described were involved parenting, positive parenting, and creating rules and boundaries. For example, I used the activity of creating a set of family rules in session 3 in order to incorporate the theme of creating rules and boundaries.
Finally, I did something similar with evaluating the positive behavior supports as I did with parenting practices. I went through the literature review and made sure all of the themes were included in the workshop sessions. One change I did make when evaluating the positive behavior supports was to add a session on incentives. In the original plan for the workshop sessions, I did not go over the topic of incentives. After evaluating, I added the online session on incentives for session 6.

**Summary of Chapter**

This methodology chapter went over how the workshop sessions and online resources were created. This chapter went over the participants and setting these workshops were created for and the design of each session. It also went into the procedural steps that were taken when creating the workshop session topics and the online resources included on the workshop website. Along with the procedural steps, the chapter gave a list of best practices taken from the literature review. Finally, this chapter reviewed how the project was evaluated and the details that helped ensure each session included the best practices for adult learning, effective parenting, and positive behavior supports. The following chapter is the lesson plans and materials needed for the 7-week workshop sessions and the website for the resources and the online workshop sessions.
Chapter 4: Project

The purpose of this project is to develop a series of workshops and online resources for parents in order for them to gain insight into using behavior management systems at home. With this project, I hope to answer the questions: How can my knowledge of behavior management support parents? What structures can parents use with their children? and What effective strategies educate parents about behavior management? Chapter four is a series of workshops and online resources to help with behavior management at home. The workshops include creating visuals such as schedules, family rules, and incentive charts. The online sessions will review the entire go over effective parenting, using rules in the home, as well as a final reflection session.
Parental Workshops for Behavior Management at Home

A series of workshops designed to educate parents on supports for the home

A 7-week course with face-to-face and online workshop sessions

https://sites.google.com/site/sierrabehaviorresources/

Presented by: Martha McBride

Teacher, Sierra Academy
Workshop Calendar of Events

- Session 1: Welcome
- Session 2: Effective Parenting (ONLINE)
- Session 3: Setting Boundaries & Creating Rules (ONLINE)
- Session 4: Creating Routines & Schedules
- Session 5: Token Economies
- Session 6: Incentives (ONLINE)
- Session 7: Workshop Wrap Up & Reflection (ONLINE)

https://sites.google.com/site/sierrabehaviorresources/
Session 1: Welcome

**Objective:** Parents will be able to set goals for themselves for the course of the workshop.

**Materials:** Workshop calendar, pencils/pens, paper

**Assessment:** Parents will be complete a list of parenting goals for the workshop.

**Instructional Steps:**

1. **Workshop Events**
   a. Pass out workshop calendar
   b. Read title of each session, workshop objectives, and the resources that are on the website
   c. Review website to highlight key parts

2. **Goal Setting**
   a. Presenter will go over goal setting for the workshop time period (7 weeks) & give example goals
      1. “I want to improve my parenting strategies.”
      2. “I want to create a set of rules for the home.”
      3. “I want to develop a routine for the home.”
      4. “I want to develop a token economy system to use with my child.”
      5. “I want to develop a list of incentives to use with child.”
   b. Participants will pick 3 goals they hope to accomplish at the end of the workshop series
   c. Participants will be invited to share the goals they chose for themselves

3. **Session Wrap Up**
   a. Presenter will ask for any questions or comments from the group
   b. Presenter will go over what will be covered in next session (1st online session)
Session 2: Effective Parenting (ONLINE)

https://sites.google.com/site/sierrabehaviorresources/

Objective: Parents will be able to evaluate the behaviors they engage in and also the ones they wish to improve on

Materials: Computer, workshop website, pencil, parent reflection chart

Assessment: Parents will post reflection chart into chat section of the website in order to show the types of parenting behaviors they already do & wish to improve

Instructional Steps:

1. Read article from American Academy of Pediatrics on Positive Parenting:

   - Giving praise
   -Participant in enjoyable activities
   - Staying calm, not reactive
   -Speak kindly
   - Serve as a role model
   - Encouraging skills & problem solving
   - Good communication
   - Discipline

3. Parent Self-Reflection
   a. Parents will be provided with reflection chart
   b. Parents will be asked to choose the qualities/behaviors they already do and write them down on one section. In the other section, they will be asked to write the behaviors they wish to improve or work on
4. Session Wrap Up

a. Participants will be asked to share their charts in the chat section of the website (either written or they could take a picture of the chart)

b. Parents will set goals for using effective parenting behaviors

**Chart for Effective Parenting Strategies**

<table>
<thead>
<tr>
<th>Behaviors I already do</th>
<th>Behaviors I would like to improve on</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Session 3: Rules (ONLINE)

https://sites.google.com/site/sierrabehaviorresources/

Objective: Parents will be create a list of rules they wish to use in the home

Materials: Computer, workshop website, pencil, paper

Assessment: Parents will post a picture of their rule chart and upload it to the chat section of the website.

Instructional Steps

1. Review Reasons for Creating Rules
   - Creates boundaries
   - Prevents misbehavior

2. Review Guidelines for Creating Rules
McGinnis, Frederick, Edwards (1996) created a list of guidelines in order to ensure that rules are meaningful and effective for children:

   a. Number – The rule is five. More than five rules may be hard for children to recall

   b. Wording – Wording should be simple and specific. They also should be written in the positive rather than the negative.
c. Presentation – Using pictures for younger children can help enhance understanding. Rules should be placed in an area that is easily seen.

3. Creating Rules for the Home

a. Participants will be encouraged to use the guidelines a set of rules to use in the home
b. Participants can use chalkboard, print out, etc. to display the rules
c. An example of rules for the home:

4: Session Wrap Up

a. Parents will be asked to take a picture of their rule chart and upload it to the chat section of the website
b. Parents will set goals for the upcoming week & their family rules and share them in the online chat forum on the website
Session 4: Schedules

Objective: Parents will create their own schedules and routines for the home

Materials: Sample schedules, paper, markers, laminator, dry erase markers

Assessment: Parents will be assessed on the simplicity and design of their schedule

Instructional Steps:

1. Presentation of Research on Importance of Schedules:
   a. Manage behaviors at home
   b. Help complete tasks independently
   c. Anticipation of what is coming next

2. Sample Schedules
   a. Presenter will show sample schedules (shown below)

3. Creation of Schedules
   a. Parents will be given the supplies to create schedules (paper, markers, the use of a laminator)
   b. Presenter will walk around the room & give feedback to parents as they create the schedules that would work best for them

4. Session Wrap Up
   a. Parents will be encouraged to share the schedules they created for their children at home
   b. Presenter will give feedback on the schedules in order to make them efficient
Sample Schedules

### My Weekday Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After Dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before Bed</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Evening Routine

<table>
<thead>
<tr>
<th>Before Bed I need to...</th>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**NAME:**

**Week of:**
# Personal Daily

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 AM</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 AM</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 PM</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00 PM</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Session 5: Token Economies

**Objective:** Parents will create their own token chart along with practice using the token chart

**Materials:** Sample token charts, laminator, Velcro, paper, markers, stickers

**Assessment:** Parents will engage in a role play of how to use a token chart. Presenter will assess knowledge on how they perform during role play

**Instructional Step**

1. **Token Charts Research**
   a. Presenter will show presentation slides on Token Economies: [http://prtl.uhcl.edu/portal/page/portal/HSH/HOME/CENTERS_INSTITUTES/Autism%20and%20Developmental%20Disabilities/Speaker_Series/Content/October%202011/Token%20Economy_handouts.ppt](http://prtl.uhcl.edu/portal/page/portal/HSH/HOME/CENTERS_INSTITUTES/Autism%20and%20Developmental%20Disabilities/Speaker_Series/Content/October%202011/Token%20Economy_handouts.ppt)

2. **Creation of Token Charts**
   a. Parents will be shown example token charts (shown below)
   b. Parents will be encouraged to create their own token charts
   c. Presenter will walk around & assist parents who need help making their charts

3. **Practicing with the Token Charts**
   a. Presenter will show short video of an example token chart: [http://www.youtube.com/watch?v=WvBaWdRzKQE](http://www.youtube.com/watch?v=WvBaWdRzKQE)
   b. Once the token charts are created and questions are answered, presenter will encourage participants to practice using them (one person acting as the child, one person acting as the parent)
   c. Presenter will walk around and give feedback on how the parents are using them

4. **Session Wrap Up**
   a. Parents will share how it felt to use them as well as what behaviors they hope to target
   b. Presenter will answer any questions parents may have about using incentive charts
### Sample Token Charts

#### Jaden’s Reward Chart

I am working toward: ________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake up happy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t talk back</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put toys away</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help set/clear table</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go potty all by myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a good day at Annie’s</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get ready for bed good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put my shoes on by myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Little Star Reward Chart

- **Name:**

- **To receive a ★ I must:**

  - Monday: [ ]
  - Tuesday: [ ]
  - Wednesday: [ ]
  - Thursday: [ ]
  - Friday: [ ]
  - Saturday: [ ]
  - Sunday: [ ]

- **Goals:**
  - My reward for collecting [ ] stars is:
    - [ ]
    - [ ]
    - [ ]

- [Website: www.thesunshinepublishing.com](http://www.thesunshinepublishing.com)
Session 6: Incentives (ONLINE)

Objective: Parents will make a list of incentives they have used with their children as well as those they wish to use in the future

Materials: Computer, online workshop, pencil, paper

Assessment: Parents will post their list of incentives in the chat section of our website

Instructional Steps:

1. Research on Incentives
   a. Presenter will highlight research about incentives with the use of article from Purdue University:
      
      http://www.extension.purdue.edu/providerparent/PDF%20Links/PositiveReinfRewards.pdf

2. Incentives used in the past
   - Music   - Computer Time   - Playing a game with friends
   - Food    - Candy           - Homework Passes
   - Time outside   - Time with preferred person

3. List Incentives
   a. Parents will be encouraged to make a list of incentives they plan to use

4. Session Wrap Up
   - Parents will be encouraged to share the types of incentives they will offer their child in the chat section of the website
   - Parents will also set goals for the upcoming week & share in the online chat forum
Session 7: Workshop Wrap Up & Reflection (ONLINE)

Objective: Parents will review the topics they covered as well as reflect on what they learned and also how they did with achieving their goals they set in the beginning of the workshop

Materials: Computer, online workshop

Assessment: Parents will be invited to share their reflection of the workshop as well as their goal attainment status

Instructional Steps:

1. Review of Topics Covered
   a. Presenter will go over the topics covered throughout the workshop
   b. Presenter will highlight the things that were made or created for the home

2. Self-Reflection
   a. Presenter will ask parents to go over the areas they feel comfortable with as well as those areas that they still feel less confident in
   b. Parents will also be asked to review the goals set in the first session & compare if they reached those goals with the workshop

3. Session Wrap Up
   a. Parents will be asked to share their reflection answers as well as what goals they might still have in the chat section of the website
   b. Presenter will ask parents to post in the chat forum any final questions
Chapter Five: Project Recommendations

In this project, the need to create workshops and online resources for behavior management at home was addressed. In order to address this problem, a seven-week parent workshop series was created including both face-to-face and online sessions. Each session addressed the various research and strategies in the field of behavior management supports. This chapter goes into the lessons learned, educational recommendations, implementation plans, limitations, and future research that occurred while creating the final product.

Lessons Learned

The first lesson I learned while creating this project was the importance of researching and including elements of effective adult learning techniques. Before creating this project, I had very little knowledge in the area of adult learning and how adults learn. After researching the topic for my literature review, I felt I had become more familiar with the topic.

The second lesson I learned was the importance of using “parent friendly” language when designing the directions for the online sessions and resources. All too often, education professionals use jargon when they are speaking with people who are unfamiliar with certain topics. Keeping this in mind, I learned that I need to write many of my directions and online sessions in language that any parent can understand. I had to remind myself that just because a parent has a child with special needs, does not mean they know all of the terms and supports that are available to their child. Therefore, it was important I gave simple, straightforward directions in order for them to be easy for parents to understand.
Educational Recommendations

There are five recommendations I would give to someone who wanted to implement a similar program. The first recommendation would be to research effective adult learning strategies. Adults are very different learners than children and should be treated that way. Adults are internally motivated, goal oriented, want to use their life experiences to gain relevant and practical knowledge and skills (Knowles, 1980). The second, recommendation would be to use positive and effective parenting, such as doing activities together and serving as a role model, in my workshops and online sessions (Forgatch, Bullock, & Patterson, 2004). Third, I recommend using positive behavior support such as token economies, schedules, and preferred activity time (Carr, 2002).

A fourth recommendation would be to leave room for some flexibility in scheduling. Parents are so busy juggling family, work, and other responsibilities, that providing a flexible schedule of workshops will be appreciated. Finally, a fifth recommendation would be to use visuals and demonstrations when introducing a topic that may be new to many parents. This will help the parents get an idea of what some pieces should look like, such as visual schedules and token charts. In closing, it is important that the needs of parents are kept in consideration when developing similar workshops.

Project Implementation Plans

The first step I plan to take when implementing this project is to create interest in my classroom as well as the other classrooms in the school. Although the project is developed with parents of younger children, I think there is valuable information for parents of older students as well. After I’ve received a response from the parents, I hope to schedule the workshops to
accommodate the group that has signed up, meaning scheduling the face-to-face meetings on a date and time that the majority of the parents in the group can attend. From this, I will be able to plan the rest of the 7-week parent workshops from this schedule. Also, after gauging the group of parents that will attend, I will decide the things that might help make the workshops successful, such as if childcare will be needed along with if dinner will be served at the face-to-face sessions.

With this project I hope to share what I created with my colleagues at school, many of who have parents that struggle with behavior management at home as well. I would recommend to them to look at the behavior support strategies in order to gauge if they are age-appropriate, as some may not work as well with older children. Also, I hope to speak with the director of our school to see if she would be open to implementing something like this in the future.

**Limitations of Project**

With this project, there are two limitations. The first limitation is that it was designed for parents of students with special needs. Although many of the supports can be modified, the workshops and online resources were designed specifically for students with special needs.

A second limitation is the limited time that the workshops take place in. If there had been more time and resources, I could have included a portion of home visits with the parents in order to help implement the behavior supports they learned in the workshops.
Future Research

For future research, I believe this workshop series could turn into a long-term study. I feel that someone could do a follow up with the parents and families to see if the supports they learned in the workshops have been effective. During the follow-up, researchers could get some feedback from the families to see if there was something they wished was reviewed in the workshops. This type of feedback could guide both the curriculum development and program instruction. I could see this project being extended for years by doing repeated follow-up interviews at certain intervals of time.

Conclusion

This project was created as a resource for parents to help with behavior management at home. It provided both face-to-face workshops and online sessions that went over various aspects of behavior management strategies.

The first chapter introduced the problem that parents have managing behaviors at home and the introduction of how parent workshops could address this problem. It also focused on previewing what would be included in this project. The second chapter reviewed the research covering the three main themes included in the chapter: benefits of parent workshops, effective parenting strategies, and positive behavior supports. Chapter three gave insight into the steps taken to create the project including design, procedures, and project evaluation. In chapter four, the 7-week parent workshop was presented in full along with links to the website. All seven sessions were described, including the lesson plans for each session. Finally, chapter five described the implications and recommendations given if someone would like to implement a similar project.
These workshops were created in order for parents to have another resource provided to them. Parenting is challenging, especially when caring for a child with special needs. I see the stress and challenges everyday with my job as a special education teacher. Parents are confused, tired, and needing assistance and resources for help with challenging behaviors. My wish is for these workshops are to help make their journey a little bit easier and for their children to become healthy, happy students and people of the community.
References


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