

Strategies

Planning Interventions

Type of Program	Theoretical Orientation	Nature of Intervention	Target of Intervention	Format
Problem Solving Skills Training (PSST)	Cognitive-behavioural	Cognitive-behavioural child and parenting program	<ul style="list-style-type: none"> Parents of anti-social children and adolescents Anti-social children and adolescents 	Individual child and parents
Applied Behavioural Analysis*	Behavioural	<ul style="list-style-type: none"> Use of operant conditioning to increase adaptive behaviour and decrease stereotypic behaviour and aggression Behaviours broken down into small steps; each step taught with a consistent cue that is faded out as soon as possible 	<ul style="list-style-type: none"> Children with autism 	Individual child and parents
Teaching Children to Mind-Read	Behavioural and Social learning	<ul style="list-style-type: none"> Deals with deficits in socialization by teaching specific mental concepts Learning in 3 areas: <ul style="list-style-type: none"> - recognition of emotions and how one would feel from facial expressions - perspective taking; how others see and know things differently - pretend play at increasingly complex levels 	<ul style="list-style-type: none"> Children with autism 	Individual child
Infant Massage	Physical and social	<ul style="list-style-type: none"> Individualized touching and massage of infants 	<ul style="list-style-type: none"> High-risk infants, e.g., preterm, low birth weight, cocaine exposed Mothers who are depressed Fathers needing more involvement and responsiveness to infants 	Individual child and parents
Watch, Wait & Wonder*	Psychodynamic and systems	<ul style="list-style-type: none"> Child-led play while parent observes Therapeutic debrief for observations and how parent experienced the play 	<ul style="list-style-type: none"> Parents who are somewhat avoidant with their infants Parents with a relationship issue in the area of sleeping, feeding, separation, etc. 	Individual child and parents

Adapted from Ramona Alaggia (2001), IMPrint, Vol. 31.

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Modified Interaction Guidance*	Psychodynamic and behavioural	<ul style="list-style-type: none"> Videotape viewing of parent-child interaction Focus on maternal empathy toward child's behaviour Elimination of "frightening" behaviours 	<ul style="list-style-type: none"> Parents with histories of unresolved trauma and loss Parents exhibiting frightened, frightening, dissociated or disorganized behaviours 	Individual parent and child
Floor Time/ Interactional Coaching	Psychodynamic and behavioural	<ul style="list-style-type: none"> Parents learn to adjust their behaviour in response to the child's cues Forming a partnership with the child Tuning into mood, individual style of relating Fostering communication that is purposeful Following child's lead and expanding play themes 	<ul style="list-style-type: none"> Children who have difficult temperaments or regulatory difficulties Children who are unresponsive or hard to engage Parents unable to interact with their children in a sensitive manner 	Individual parent and child
Guided Videotaped viewing	Psychodynamic and Behavioural	<ul style="list-style-type: none"> Fosters perspective taking and sensitivity Encourages reciprocity and forming a partnership Promotes behavioural adjustments through reframing 	<ul style="list-style-type: none"> Parents who have difficulty empathizing with child and/or understanding child's cues Primary approach to child is intrusive, negative 	Individual parent and child
Right From the Start*	Psychodynamic and Behavioural	<ul style="list-style-type: none"> Interpretation of and response to infant cues via video vignettes Identification of parent-child interaction challenges, consequences and alternative behaviours 	<ul style="list-style-type: none"> Parents with infants at developmental risk Concern with attachment 	Parent groups

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Keys to Caregiving Program* (NCAST)	Psychodynamic and Behavioural	<ul style="list-style-type: none"> Promotes understanding of infant cues, state modulation and behaviours Fosters more responsive and sensitive interactions positive aspects of parent-child relationship pointed out 	<ul style="list-style-type: none"> Parents who have difficulty empathizing with child and/or understanding child's cues Primary approach to child is intrusive, negative 	Individual parent and child
Incredible Years Series* (Webster-Stratton)	Social learning and cognitive-behavioural	<ul style="list-style-type: none"> Managing child's behaviour and increase child's problem solving capacity Increase praise and positive feedback while reducing criticism, spanking and other negative behaviours Increase ability to play with child Improve limit-setting skills Increase use of redirection, logical consequences, problem solving and empathy 	<ul style="list-style-type: none"> Parents with anger management and problem solving difficulties Parents with negative attributions of their child 	Parent groups
It Takes Two to Talk: A Parents Guide to Helping Children Communicate*	Behavioural	<ul style="list-style-type: none"> Parents trained in interaction promoting strategies Child-oriented strategies (following lead and responding) 	<ul style="list-style-type: none"> Children with speech and language delays; problems in communication Parents with poor skills in interaction techniques 	Parenting groups and individual parent and child sessions
Parent-Child Mother Goose	Social Learning and Behavioural	<ul style="list-style-type: none"> affect regulation strengthening 1:1 interaction through rhythm, rhyme, music and touch 	<ul style="list-style-type: none"> parents not connecting with their young children parents with poor understanding of linguistic and social-emotional needs of infants/toddlers 	Parent and child groups

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Family Support Programs for Improving Maternal Psychosocial Being	Behavioural and cognitive-behavioural; Humanistic and rational-emotive	<ul style="list-style-type: none">• Group therapy that focuses on parent's sense of social and parenting competence; deficits in problem solving, self-reflection and perspective-taking• Group interchange and support system	<ul style="list-style-type: none">• Mothers who are socially isolated and/or experiencing mental illness• Fathers, when they can be included	Mothers' groups

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* Denotes specialized training is required