by
Dakota Mazzeo

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Dedication

I dedicate this work to my father, Gerry Mazzeo, without you this world wouldn’t be the same.
You are my hero, my strength, and my drive.

Also, this thesis is dedicated to Ciahna, Annette, and Gianni, lots of love to you all.

Additionally, this thesis is dedicated to the family I made, Jesse, Eric, Yulun, and Carter. Cheers boys.

Lastly, this thesis is dedicated to who I once was, and to who I am now.
Abstract

In Canada, 43.1% of marriages would end in divorce before reaching their 50th anniversary in 2011 (Statistics Canada, 2011). The province of Ontario was above the national average with nearly 27% of separated or divorced parents having a minimum of one child at the age of 18 or younger (Statistics Canada, 2011). In the context of divorce, children are at a heightened risk to experience psychological, behavioural, emotional, or academic difficulties (Hopf, 2010; Amato & Keith, 1991; Kelly, 2000). The current thesis provides a description of the development and design of an intervention and the creation of a manual in which addresses the gaps found within the literature for treatment of children of divorce. The second iteration of the Restructuring After Divorce (RAD) program implements cognitive behavioural therapy (CBT), behavioural skills training (BST), behavioural rehearsal, and mindfulness activities that involve both the parents and the children. The aim of this manual is to increase coping skills, improve parent-child relationships for divorced or separated families, and decrease behavioural difficulties in children of divorce. The facilitator’s manual for this program has been developed for two different target populations, one for the child group, and another for the parent group. The creation of the child manual is outlined in the current thesis. The manual includes the following: weekly sessions, topics for discussion, handouts, child activities, overview of the behavioural skills training component, and the parent-child activity. Participants, setting, design, and measures of the second iteration of RAD are also discussed. Recommendations as well as future areas of study include the expansion and adaptation of the manuals for different populations of divorce and using a larger array of assessment measures.
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“It ain’t about how hard you hit. It’s about how hard you can get hit and keep moving forward”
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Chapter 1: Introduction

Divorce is the action or an instance of legally dissolving a marriage. In 2011, it was projected that 43.1% of marriages would end in divorce before reaching their 50th anniversary (Statistics Canada, 2011). Ontario was above the national average, with close to 27% of separated or divorced parents having at least one child at the age of 18 or younger (Statistics Canada, 2011). In the context of divorce, children are at a heightened risk to experience psychological, behavioural, emotional, or academic difficulties (Hopf, 2010; Amato & Keith, 1991; Kelly, 2000). Furthermore, research displays that although the associated stigma surrounding divorce has significantly decreased, the negative consequences associated with divorce remain the same (Sigle-Rushton, Hobcraft, & Kiernan, 2005).

Portes, Haas, and Brown (1991) conducted a factor-analysis and concluded that there were four critical factors that had a high correlation with adjusting after divorce: stability and family functioning before and after divorce, coping skills of the child, social support systems, and conditions after divorce such as parental adjustment. Of these four factors, the coping skills of the child was rated as the highest critical component of child adjustment (Portes, Haas, & Brown, 1991). Furthermore, the relationship between the parent and child post-divorce is often negatively affected by the onset of stress developed by the divorce (Dillman, Purswell, Lindo, Jayne, & Fernando, 2011). This may result in conflict and difficulties in communication augmented by the divorce among the child and parent (Dillman et. al., 2011). Conflict in the parent-child relationship caused by divorce can increase the challenges children of divorce experience (Dillman et. al., 2011). In the same way this is caused, a strong relationship between the parent and child can aid in many of the same difficulties (Dillman et. al., 2011). Lastly, Stadelmann, Perren, Groeben, and Klitzing (2010) stated the most substantial effects associated with child adjustment post-divorce are related to behavioural difficulties.

Cognitive behaviour therapy (CBT) is an evidence-based therapy approach that has been demonstrated as an effective treatment of children or adolescents who are impacted by divorce (Garber, 2015). CBT can be run on an individual basis or in group structure. CBT is a problem-focused and timely therapy, that involves cognitive as well as behavioural intervention (Sudhir, 2015). CBT includes coping skills training, cognitive restructuring, and a multitude of techniques to guide children’s behaviour resulting in improved adjustment and adaptation (Sudhir, 2015).

Behavioural skills training (BST) is a form of training that consists of giving an individual verbal or written instruction, modeling the behaviour for the individual, allowing them to rehearse the behaviour independently, and Lastly giving the individual feedback regarding the behaviour preformed (Featherston & Sturmey, 2014).

Behavioural rehearsal is a collaboration between the trainee and an individual, wherein the trainee and the individual simulate and practice appropriate behavioural responses in social situations (Beidas, Cross, & Dorsey, 2014). Literature regarding client training suggest clients who receive ongoing support after the initial session with a therapist increases the outcome of the training received (Edmunds et al., 2013).

Mindfulness is a mental state and therapeutic technique where an individual concentrates their awareness to the present, acknowledging and accepting their own body sensations, thoughts and feelings. Mindfulness has developed into an intervention with an evidence base that suggests a multitude of different applications (Weare, 2013). Mindfulness can be supplemental to behavioural interventions to aid in decreasing physical and psychological responses to stress, anxiety, depression, as well as maladaptive behaviour (Perry-Perrish, Copeland-Linder, Webb,
Sibinga, 2016). Facilitators can teach the mindfulness approach to children, adolescents, as well as their parents to increase self-regulatory behaviour (Perry-Perrish et al., 2016).

The second iteration of Restructuring After Divorce (RAD) group implements CBT, BST, behavioural rehearsal, and mindfulness activities that involve both the parents and the children. The second iteration of RAD intended to address the negative effects of divorce using a method that bridges the gaps in current services provided. The aim of this project is to use group cognitive behavioural therapy (GCBT) to increase coping skills, improve parent-child relationships for divorced families and decrease behavioural difficulties in children of divorce. RAD sought to bring happiness to the parent-child relationship using evidence-based assessment and intervention practices. First, to improve interpersonal communication skills through teaching empathetic and assertive responses as well as negotiation skills. Second, to increase rapport by positive scanning, and through the skills previously mentioned. Third, to teach forgiveness within the parent-child relationship. RAD further sought to decrease maladaptive thoughts and distressing emotions and behaviours by replacing distorted thinking with helpful thinking. Lastly, to decrease stress using cognitive coping cards, controlled breathing, mindfulness, daily expressions of gratitude, and reduce problem behaviours through the Premack principle. The program was designed for the parent and child groups to engage in separate sessions simultaneously, with similar curriculum outlines each session. Both the parent and child groups would then converge and engage in a parent-child activity in the latter half of each session to reinforce material taught in each separate group.

The present thesis compiles five chapters, the first chapter being the introduction (Chapter I). The next chapter is an extensive literature review (Chapter II), which presents subject matter regarding GCBT, including aspects within CBT such as psychoeducation, I-statements, empathy statements, assertive statements, cognitive distortions, controlled breathing, and cognitive coping cards. Behavioural principles are further discussed in Chapter II including BST, and behavioural rehearsal, the Premack principle and positive scanning, as well as paid practice. Mindfulness and forgiveness will also be discussed in this section (Chapter II). The methodology section (Chapter III) of the program is described. The methodology section includes a description of the participants, selection procedures, and intended program administrators based on the findings of the literature review. Chapter III further includes a thorough explanation detailing the creation of the manual, including the development of activities, psychoeducation, parent-child activities and assessment tools. The results section (Chapter IV) is the manual in its final form. The final chapter includes discussion, conclusions, and limitations (Chapter V) of the project and the contribution to the field of divorce therapies. Recommendations for future study will also be discussed in this section (Chapter V).
Chapter 2: Literature Review

Introduction

The objective of the literature review conducted by the thesis student was to enlighten the development of the second iteration of the RAD program, and to create an intervention that is empirically validated for children between grades three to seven whose parents have divorced or separated. Strathakos and Roehrle (2003) state a grave life event like divorce, effects children in the millions each year. The authors proceed to state divorce can have such an influence on children that something needs to be done for them (Strathakos & Roehrle, 2003). Divorced families seek out social services for their children so frequently, that this supports the use of intervention alone (Strathakos & Roehrle). Karami, Ghasemzadeh, Saadat, Mazaheri, and Zandipour (2012) state children can experience a plethora of different reactions associated with divorce. As stated in Chapter 1: Introduction, this includes academic, behavioural, psychological or emotional difficulties (Hopf, 2010; Amato & Keith, 1991; Kelly, 2000).

Effects of Divorce on Children

Substantial difficulties in life such as a divorce are a persistent subject for professionals in the mental health sector who work with children and their parents (Dillman, Purswell, Lindo, Jayne, & Fernando, 2011). Children of divorce are at an increased risk of a multitude of behavioural and emotional difficulties and these difficulties can present themselves even one year before the legal divorce of their parents (Strohschein, 2005). A meta-analysis conducted by Amato and Bruce (1991) found that over two thirds of the scholarly articles reviewed concluded children with parents of divorce experienced a decrease in well-being levels than that of children from two-parent families. Externalizing difficulties can present themselves in children of divorce such as disruptive conduct, delinquency, and aggression (Amato, 2001). In addition, Konstantinos, Bonotis, and Kandri (2015) conducted semi-structured interviews with two participants who experienced divorce when they were 12-years-old. The authors research provided examination on the participants views of parental divorce post-divorce and indicated divorce had negative effects for each participant (Konstantinos, Bonotis, & Kandri, 2015). The results of the study proposed the process after the parental divorce was long, and mothers, and peers had a critical role in the participants process of coping (Konstantinos, Bonotis, & Kandri, 2015). The results of their study further indicated the divorce and events surrounding the divorce impacted the participants emotions, identity, intimate relationships, and views on making their own family (Konstantinos, Bonotis, & Kandri, 2015).

Stadelmann, Perren, Groeben, Von Klitzing, (2010) found in their study that children experienced increased levels of conduct difficulties once their parents were divorced, and concluded this increased level was not associated to the level of conflict within their family. Internalizing difficulties may also be present in children of divorced families such as emotional disturbance, stress, depression, or anxiety (Strohschein, 2005; Amato, 2001). It has also been noted that children of divorce under the age of 13 have an increased risk of socially undesirable behavioural difficulties (Strohschein, 2005). Konstantinos, Bonotis, and Kandri (2015), state the ability to engage in coping strategies is central for children who have experienced parental divorce. Additionally, family environment including the structure of the family is a significant factor that can influence the coping ability of children of divorce (Konstantinos, Bonotis, & Kandri, 2015). The coping skills of the child in the context of divorce has been noted by Portes,
Haas, and Brown (1991), as the integral critical factor in the adjustment process after divorce. Most notably, Compas, Connor-Smith, Saltzman, Thompsen, and Wadsworth (2001), state the implementation of coping strategies are largely related to reductions in mental health difficulties, whereas the detachment of coping efforts is related to increased mental health difficulties.

Based on the literature provided, children of divorce can experience many a multitude of adverse effects such as behavioural difficulties which involve delinquency, disruptive conduct, and aggression; as well as internalizing difficulties such as emotional disturbances, stress, anxiety, and depression (Strohschein, 2005; Hopf, 2010; Amato & Keith, 1991; Kelly, 2000; Stadelmann, Perren, Groeben, Von Klitzing, 2015).

**Parent-Child Relationship**

Heckel, Clarke, Barry, McCarthy, & Selikowitz, (2013) state the quality of the relationship between the parents and the child after divorce have an vital role child adjustment post divorce. Furthermore, the relationship between the child of divorce and their parents can be improved by intervention (Boring, Sandler, Tein, Horan, & Velez, 2015). The stigma associated with divorce surrounds itself with the destruction of families, and literature surrounding divorce states children are left with negative long-term side effects (Zaharychuk, 2017). In Kalmijn (2013) study on divorce’s long-term effects on the parent-child relationship, it was found that when compared to children of two-parent families, children of divorce were less likely to have a positive relationship with their parents. Conflict between the child and either their mother or father is more likely in children of divorce than that of children in two-parent families (Kalmijn, 2013). Overall, children of divorce experience poorer relationships between both the mother and the father after divorce, this includes contact, perceived quality, and support (Kalmijn, 2013). This may be due to the lack of attention children receive after the divorce of their mother and father; or due to the children blaming both the mother and the father for the divorce, detaching the child’s attitude towards their parents (Kalmijn, 2013). Afifi, Huber, and Ohs (2006) state communication in the parent-child relationship following parental divorce is vital to the child’s coping capabilities. Furthermore, an important role within the parent-child relationship is forgiveness, as the child may feel a hurt that was unintentionally inflicted by the parent during the process of divorce (Freedman & Knupp, 2003).

**Cognitive Behavioural Therapy**

Cognitive behavioural therapy (CBT) is based on the evidence that changing an individual’s thought patterns, will change their emotions and behaviour (Clark & Beck, 2011). Major elements recognised by cognitive behavioural therapy include psychoeducation and behavioural rehearsal (Dorsey, Lyon, Pullmann, Jungbluth, Berliner, & Beidas, 2017) as well as cognitive restructuring and coping skills training (Sudhir, 2015). The author further states CBT is quickly developing into the prime intervention method for children and adolescents with a multitude of psychological and behavioural difficulties (Sudhir, 2015). CBT is a diversified method of intervention and includes a multitude of behavioural and cognitive practices with the aim to reduce symptoms and modify thoughts, feelings, and behaviours through the alteration of thoughts and skill building (Sudhir, 2015). Below are certain elements of CBT used within the program.
**Topic discussions.** During cognitive behavioural sessions, participants discuss their presenting problems that cause emotional distress. Using topic discussions during CBT sessions contributes to the efficacy of CBT as it generates trust, openness, and strengthens the client-therapist alliance. Such discussions further the participant’s awareness of their symptoms and maladaptive thought patterns (Rait, Monsen, & Squires, 2010).

**Cognitive restructuring.** Cognitive restructuring is an evidence-based technique used in CBT (Dombeck, 2006). Cognitive restructuring seeks to decrease psychological distress by learning to identify and challenge maladaptive thought patterns, also called cognitive distortions, such as catastrophizing, labelling, or all-or-nothing thinking. (Wolgast, Lundh, & Viborg, 2012). Catastrophizing is when an individual believes disaster is about to strike. Labelling is where an individual generalizes one or two qualities into a larger global judgement. All-or-nothing thinking is either black or white, it is either perfect or failure, there is no middle ground. Automatic thoughts are essentially brief beliefs or images an individual engages in that relate to a situation or event (Josefowitz, 2017). Ferrell, Hains, Davies, Smith, and Patron (2004) state the way the individual thinks, for example, through cognitive distortions, regarding events within their life course such as adverse feelings or emotions, may influence their behavioural choices. Ferrell et al., (2004) conducted a study on cognitive distortions and their impact on stress in individuals who were between the ages of 11 and 18-years-old. The results of the study indicated that increased levels of cognitive distortions within the participants led to increased levels of stress (Ferrell et. al., 2004). Thought records are a tool that aid clients in the identification of automatic thoughts that are negative, and then generate a cognitively restructured healthier way of thinking.

**Group Cognitive Behavioural Therapy**

Group cognitive behavioural therapy (GCBT) may improve parent-child relationships for divorced families. GCBT is an extension of cognitive behaviour therapy (CBT), which has exhibited to be a tremendously effective treatment for children and their parents (Silverman, Pina, & Viswesvaran, 2008). Spillane-Grieco, (2000) states the implementation of GCBT is reinforced by its ability to reduce high levels of conflict between parents and their children who have received CBT. Furthermore, the participant’s knowledge base is expanded due to exposure to other participants in the group (Taylor & Cooper, 2008; Haring, 2007).

**Mindfulness to Reduce Stress**

Mindfulness was first used in Buddhist practice, but has been adapted for clinical settings (Baum, 2010). The core of the mindfulness approach is to focus on the present moment, and on one thing, whether it be the breath one takes, each step one walks, or sights and sounds surrounding an individual (Baum, 2010). Grossman, Niemann, Schmidt, and Walach (2004) conducted a meta-analysis on using mindfulness-based techniques to reduce stress using 64 studies consisting of 1605 subjects. The authors findings concluded that mindfulness-based techniques can be used as an intervention for a multitude of enduring disorders and stress (Grossman, Niemann, Schmidt, & Walach, 2004). Additionally, due to the strong effect size across different samples, the authors concluded that mindfulness training could be effective in
enhancing general coping with stress in the aspect of everyday life (Grossman, Niemann, Schmidt, & Walach, 2004).

Weijer-Bergsma, Langenberg, Brandsma, Oort, and Bogels, (2014) reported it is achievable to incorporate low-intensity mindfulness into a classroom environment, and this will allow all children to benefit. The authors had found children who engaged in medium or low levels of meditation had higher increases in bodily awareness, and attending to others’ emotions (Weijer-Bergsma, et al., 2014). Furthermore, there was a decrease in aggression and anger using a mindfulness-based intervention (Weijer-Bergsma, et al., 2014).

Sharma and Rush (2014), conducted a meta-analysis examining if mindfulness-based stress reduction (MBSR) is an effective therapeutic technique to reduce stress in healthy individuals. Fifteen of the 17 studies examined in the meta-analysis had established MBSR as an effective therapeutic technique to decrease stress in healthy participants (Sharma & Rush, 2014). Additionally, the authors concluded stress is an impending public health concern, and one approach to address this problem is MBSR (Sharma & Rush, 2014). Further stating all experts who teach stress management must have MBSR included in stress reduction interventions (Sharma & Rush, 2014).

**Assertiveness for Establishing Appropriate Boundaries and Increasing Negotiation Skills**

Buell and Synder, (1981) conducted a study for assertiveness training with 48 children who were identified as having difficulties regarding classroom behaviour, performance within the school, and interpersonal skills. The authors concluded assertiveness training had an enhanced effect when responding to behavioural role-play test, with these effects continuing after treatment (Buell & Synder, 1981). Furthermore, Buell and Synder (1981) found assertiveness training to be effective regardless of age when the problematic behaviour occurred. The results of the study discovered assertiveness training reduced classroom behaviour difficulties, increased academic performance, and improved interpersonal skills (Buell & Synder, 1981).

Lin, Shiah, Chang, Lai, Wang, and Chou (2004), evaluated assertiveness training and interpersonal communication satisfaction program for 69 nursing students, 33 in the experimental group, and 36 in the comparison group. Participants who scored less than 50% on the Assertiveness Scale (Yang, 1997), were considered to have low assertiveness and were included in the study (Lin et al., 2004). The participants received eight, two-hour sessions, once per week of assertiveness training (Lin et al., 2004). The results of the study indicated the participants assertiveness in the experimental group was impacted by assertiveness training and was greater than that of the comparison group (Lin et al., 2004). Furthermore, the influence of the assertiveness training remained the same, and tended to increase until the follow-up measures (Lin et al., 2004). The authors hypothesize the increase in assertiveness was due to participant role-plays, where they could express thoughts and feelings that they would not express in previous real-life situations, receive feedback on their assertiveness, and learning assertive behaviour (Lin et al., 2004). Participants satisfaction with interpersonal communication was considered not to be influenced by assertiveness training as the experimental groups scores on the Interpersonal Communication Satisfaction Inventory (Hetch, 1978), were 0.01 to 2.36 points higher than that of the comparison group in the post-test (Lin et al., 2004). Although interpersonal communication satisfaction was not influenced by assertiveness training, the authors of the study hypothesize this to be due to the program focusing on assertiveness with
little on interpersonal communication (Lin et al., 2004). Participants did learn some interpersonal communication skills but were not given time to apply such skills (Lin et al., 2004). Teaching assertiveness training to children of divorce may have a positive effect on parent-child relationships after assertiveness training has occurred.

Forgiveness

According to Rohde-Brown and Rudestam (2011), forgiveness is replacing negative behaviours, thoughts, and emotions with more positive and helpful ones. Graham, Enright and Klatt (2012) conducted a literature review regarding forgiveness across spouse’s post-divorce and concluded that forgiveness has a critical role in divorced couples who are co-parenting. The literature further suggests that forgiveness may decrease the difficult and hurtful feelings children of divorce experience through the reduction of parental conflict (Graham, Enright & Klatt, 2012). Freedman and Knupp (2003) conducted a study on a forgiveness intervention with children of divorce. Five participants were in the forgiveness intervention experimental group, and five participants were in the control group. The authors found participants in the forgiveness intervention group displayed higher gains regarding hope, and larger reductions in stress and anxiety when compared to the control group (Freedman & Knupp, 2003).

Empathetic Responses

Malti, Chaparro, Zuffiano, and Colasante (2016), addressed interventions within the school environment, that promoted children to respond in empathy related ways. The authors state empathy is a central factor in both emotional and social functioning throughout development (Malti, Chaparro, Zuffiano, & Colasante, 2016). In Zhou et al., (2002) the author’s observed parental warmth and the tendency for the parent to express positive emotions to their child’s situational empathetic responses, externalizing difficulties, and social ability in 180 children. The authors discovered positive self-expressions mediated relations among the empathy of the child and the warmth of the parent (Zhou et al., 2002). Additionally, the child’s empathy mediated the relations among positive parental self-expression and the child’s social functioning (Zhou et al., 2002). Furthermore, consistencies across time were discovered in the measures of parenting, social functioning, and responding empathetically (Zhou et al., 2002).

Gratitude

Park and Peterson (2006), state there is a strong correlation between gratitude and life satisfaction for children over 7-years-old and adults. Wood, Maltby, Gillett, Linley, and Joesph (2007) conducted a study on the relationship between stress and gratitude. The study completed by Wood et al., (2007) discovered lower levels of stress were measured as a direct result of gratitude, essentially, as gratitude increased, stress decreased. Moreover, Wood et al., (2007) state gratitude appears to have direct protective factors for people who have stress. In their study, gratitude lead to lower stress levels over time, and that gratitude has a natural way of leading to lower levels of stress (Wood et al., 2007). Furthermore, it has been shown that participants who engage in increased levels of gratitude also display increased levels in positive relationships and life satisfaction and decreased levels of stress (Wood, Froh, & Geraghty, 2010).
Positive Scanning

Positive scanning is focusing attention on wanted or desirable behavior instead of looking for behavior that is undesirable. In positive scanning, desirable behaviors are reinforced, rather than negative behaviors. Rapport is defined as a harmonious relationship between two people or two groups who understand one another’s idea’s or feelings and can engage in positive communication. Research in the field of divorce has proved parental affection and warmth in mother-child relationships post-divorce can effectively moderate the association between stressors related to divorce and child adjustment (Wolchik et al., 2000). Rutter (1988, as cited in Afifi, Huber & Ohs, 2006) found having an empathetic, nurturing, supportive, and affectionate relationship with as little as one parent has demonstrated to be a protective factor against stress and maladaptive behaviour, for a child who has experienced parental divorce. Afifi, Huber, and Ohs, (2006) state divorce literature surrounding similar communication patterns in the parent-child relationship reinforces positive communication between the parent and child may aid in the coping process and help children adapt more effectively to their parent’s divorce. Afifi, Huber, and Ohs, (2006) conducted a study on parental and adolescent communication regarding stressors related to divorce and how this communication influences each others ability to cope effectively. The results of their study discovered the ways in which the child and parent communicated to each other about stress was interdependent, and positive associations were found between the child’s communication and their ability to positively cope with their parent’s divorce (Afifi, Huber, & Ohs, 2006).

Behavioural Skills Training

Behavioural Skills Training (BST) is a procedure which consists of instructions, modelling, behavioural rehearsal, and feedback which is used to teach new skills or behaviours (Miltenberger, 2011). For BST to be incorporated into a program there needs to be a trainer and trainee. The trainer provides instruction on a topic or behaviour, models the behaviour, directs the trainee to engage in the behaviour to rehearse, and finally provides feedback to the trainee after the rehearsal is complete. Parsons, Rollyson, and Reid (2012) conducted a study using BST for job training; during baseline, overall teaching components were 76% and during invention overall teaching components increased to 99%. Himle and Wright (2014) further provide support for the efficacy of BST. The authors incorporated BST to teach child participants the correct use of child passenger safety restraints and found participant errors in all aspects of the skill during baseline, but after BST every participant could engage in the skill correctly (Himle & Wright, 2014). Furthermore, BST’s efficacy does not only lie in its ability to increase skill acquisition, but also in its ability to generalize to routines that naturally occur and improve behaviour in participant’s following BST (Sawyer, Crosland, & Miltenberger, 2015).

Psycho-education. Slavkin (2000) conducted a study with 652 children of divorce, 326 males and 326 females, which resulted in notable improvements as correct responses increased nearly 50% from baseline to intervention. Slavkin (2000) concluded that the use of psychoeducation was supportive in teaching children and adolescents about the diverse and everchanging roles of family members and how to increase positive coping skills post parental separation or divorce. Cummings, Faircloth, Mitchell, Cummings, and Schernerhorn (2008) used a psychoeducational approach with both parents and children of divorce, wherein they
delivered a four-session psychoeducational program about marital conflict with families in the community. During their one-year follow up, the authors discovered more constructive and less destructive marital conflict for treatment groups, and such changes were linked with improvements in other family processes (Cummings et al., 2008). Cummings et al. (2008) study provided findings which support the use for brief psychoeducational programs for families of divorce.

**Behavioural rehearsal.** In behavioural rehearsal, the participant engages in a role-play where they are requested to demonstrate the technique they have been taught (Dorsey et. al., 2017). Edmunds, Kendall, Ringle, Read, Brodman, Pimentel, and Beidas (2013) state behavioural rehearsals contribute to positive training outcomes as well as provide ongoing support. Behavioural rehearsal involves practising desirable behaviour responses through images, role-play, rehearsal, and repetition (Munday, 2013). In a study conducted by McFall and Lillesand (1971), behavioral rehearsal was used with coaching and modeling in training assertiveness. The participants were 33 undergraduate students who were classified as nonassertive due to their Conflict Resolution Inventory (CRI) scores and were assigned to three different groups (McFall & Lillesand, 1971). Groups were classified as A, B, and C, where groups A and B received two training sessions in unreasonable request refusal (McFall & Lillesand, 1971). Standardized behavioural rehearsal training with overt and covert responses were practiced, as well as modeling and coaching were provided by the therapist (McFall and Lillesand, 1971). Group C was a control, as the group was instructed the behavioural training engaged in was the assessment procedure (McFall & Lillesand, 1971). The results of the study discovered dramatic improvement in groups A and B regarding their assertive behaviour regarding refusal in both self-report and behavioural measures when compared to the control group C (McFall & Lillesand, 1971). Moreover, McFall and Lillesand (1971) state participants who were classified as nonassertive and received only 40-minutes of training displayed dramatic improvement in assertive behaviour.

**Therapeutic Games**

Using games with children is effective as most children are familiar with them (Streng, 2008). Streng (2008) states games aid in the motivation and engagement of children to address and confront difficulties in life such as a family break up. Taking a game approach with children can aid them in learning new behaviours, increase problem-solving, and develop insight into their personal difficulties (Schaefer & Reid, 2001, as cited in Streng, 2008). Games such as the Divorced and Separated game (Searle & Streng, 1996), focus on emotional expression, memories, cognitive processes, behavioural responses, and relationships (Schaefer & Reid, 2001, as cited in Streng, 2008).

**Paid Practice**

Behaviour bucks are a secondary reinforcer and a form of paid practice. Behaviour bucks were used by Cook (1999), to engage students from grades one to four in the classroom. Behaviour bucks could be redeemed for more potent reinforcers such as decorated pencils or hockey cards (Cook 1999). Cook (1999), states that using behaviour bucks increased participant’s self-esteem, awareness for helping others, appropriate behaviour, and goal setting.
Controlled Breathing

Merwe and Parsotam, (2012) state there is minimal research regarding controlled breathing’s value on stress relief. The authors conducted a study on controlled breathing to reduce stress, with six primary school principals (Merwe and Parsotam, 2012). The participants in this study experienced high stress levels that hindered their self-efficacy. The participants completed a structured questionnaire regarding stress levels which were compared before attending the controlled breathing workshop and after attending the workshop (Merwe & Parson, 2012). The results of the study found controlled breathing caused decreased levels of stress the participants experienced, with improvements in energy levels, clarity of thought, and an improvement in interpersonal relationships (Merwe & Parsotam, 2012). Additionally, engaging in controlled breathing had direct results in calming the body and mind, which contributed to increase levels of effective functioning, focusing on the moment, and having higher levels of acceptance with people and situations (Merwe & Paesotam, 2012).

Coping Cards

Coping cards are a tool that can be written on an index card, used on a phone application, or written on keychains or bracelets. These coping cards are used to challenge negative thinking by replacing negative thought patterns with more positive ones. In a study conducted by Goldberg, Wheeler, Lubinsky, and Van Exan (2007), participants were introduced to coping cards and then were provided instruction in creating one. This consisted of writing down a personal stressful situation and the negative thought that accompanied it on one side of the card (Goldberg et al., 2007). On the other side of the card was a statement saying, “I can do this”. For example, negative thought: “I will be the worst presenter in class during show and tell today” I can do this statement: “making mistakes is how I learn, that’s what my soccer coach said, I think it is true for most things” (Goldberg et al., 2007). The participants were then taught they could bring these cards wherever they went and could take them out during stressful situations to remind themselves they could do it (Goldberg et al., 2007). During this study, Goldberg’s curriculum aided participants in the development of a tool kit of coping techniques (Goldberg et al., 2007). Further stating with any skills training program, it may be difficult to generalize material to outside the classroom setting into the community (Goldberg et al., 2007). Coping cards allowed for such generalization, and participants were found to not only be complacent with the technique but enjoyed completing the coping cards (Goldberg et al., 2007). Results of the study displayed significant improvement pre- and post-treatment on the Positive and Negative Syndrome Scale (PANSS) (Kay, Fiszbein, & Opler, 1987), with an effect size of (.66) in the positive symptom scale as well as an effect size of (.52) in the general symptom scale (Goldberg et al., 2007).

Differential reinforcement

According to Miltenberger (2011), differential reinforcement includes the basic principles of extinction and reinforcement. Differential reinforcement happens when a specific behaviour is reinforced above all others in a specific situation (Miltenberger, 2011). This results in higher occurrences of the reinforced behaviour, and all other behaviours that are not reinforced undergo extinction (Miltenberger, 2011).
Premack Principle

The Premack Principle is a scheduled positive reinforcer wherein the occurrence of a high-probability behaviour is contingent on the occurrence of a low-probability behaviour thereby increasing the frequency of the low-probability behaviour (Miltenberger, 2011). Wasik (1970) implemented the Premack Principle with 19 second grade children in the classroom environment. A “free time” activity was made contingent on the occurrence of desirable classroom behaviour before the participants could engage in the “free time” activity (Wasik, 1970). During the modification phase, the average percentage of desirable behaviour increased (Wasik, 1970).

Summary

The purpose of reviewing the research presented above is to determine an empirically sound and effective intervention for the improvement of the parent-child relationship post divorce and to decrease behavioural difficulties in children of divorce. As the empirical literature states, children of divorce are at a heightened risk for developing psychological, social, academic, and behavioural problems (Hopf, 2010; Amato & Keith, 2001; Kelly, 2000). Furthermore, children of divorce are more likely to experience poorer relationships between both parents after the divorce, this includes contact, perceived quality, and support (Kalmijn, 2013). Given such high rates of divorce and the potential negative effects that may arise, establishing and implementing effective prevention programs is highly important (Wolchik et al., 2000).

The research conducted in the literature review supports the hypothesis presented in Chapter 1. Through the development of a manual for the improvement of interpersonal communication skills and rapport by way of empathetic and assertive responses as well as through positive scanning. Secondly, by teaching forgiveness within the parent-child relationship. RAD further seeks to address thought distortions by replacing these thoughts with more helpful thinking. Furthermore, to reduce stress by using controlled breathing, mindfulness, cognitive coping cards, daily expressions of gratitude, and reduce problem behaviour by way of the Premack Principle and differential reinforcement.

Word Count: 4416
Chapter III: Method

Participants

The second iteration of the Restructuring After Divorce (RAD) program is to be conducted with children, both female and male, in grades three to seven. To be eligible, participants must be literate, children of separated or divorced parents, as well as parental consent and child assent, must be attained. However, all siblings from one family will have eligibility to take part in the RAD program but must meet the age criterion and all other inclusion criterion. Due to reasons which relate to confidentiality, as well as for safety reasons, only one of the child’s parents is permitted to attend sessions. Exceptions for participant inclusion in the study relate to the grade range of the participant, which may be flexible based on co-facilitator assessment.

Exclusion criteria for participant involvement in the study include children outside the grade range of three to seven unless approved by the co-facilitator, illiteracy, married parents that are not separated, and lack of consent or assent in sessions. Parents that are unable to designate one parent to attend the sessions will be excluded for reasons that relate to safety and confidentiality.

Recruitment of participants can be completed through local agencies which provide services to children and their families. These agencies include the Boys and Girls Club of Kingston, Kingston Mediation Services, Kingston Community Counselling Centre, the Archdiocese of Kingston, Addiction and Mental Health Services in the Family Services department, through psychologist, social worker, and psychiatrist's offices as well as through school boards surrounding the Kingston area such as Limestone District School Board, and Algonquin and Lakeshore Catholic District School Board. Referrals may be given by staff at these agencies, and final selection of participants will be completed by the co-facilitators. Mass-email and social media outlets can also be used for marketing the RAD program. The RAD flyer (Appendix A) is also recommended to be displayed in each of the agencies above, with the RAD email attached, in which case potential participants can self-refer. Parental consent forms specific to the RAD program include legal information regarding the RAD program as well as a child assent script was created (Appendix B).

Setting

The pre-treatment interview and assessment are to be implemented in an isolated classroom on the Kingston campus at St. Lawrence College. The chairs and desks need to be situated where each family can sit in their own group for the interview and assessment with either a co-facilitator or a Restructuring After Divorce (RAD) volunteer. Program sessions will be implemented at St. Lawrence College, Kingston campus, in two isolated classrooms, side-by-side, where the parent and child groups will be separated during the program for the first hour, and then rejoin in one classroom for the last 30-minutes of the program for the parent-child activity component. It is recommended that each classroom is bright and spacious so that desks can be moved for the parent-child activity component. It is recommended, but not necessary, that the RAD program be implemented at St. Lawrence College Kingston campus, but any classroom environment where two classrooms can be booked side-by-side will be sufficient to implement the program. A classroom setting was chosen by the facilitator as to achieve a school-like learning environment for the concepts discussed during the RAD program.
Material

The materials needed for each session during the Restructuring After Divorce (RAD) program include worksheets, refreshments, writing utensils, and name tags. These items will be provided by the co-facilitators. Materials needed by the co-facilitators are the RAD facilitators manual and any relevant items required for games or activities.

Design

The Restructuring After Divorce (RAD) facilitator manual was created in partial fulfilment of the applied thesis in the Honours Bachelor of Behavioural Psychology at St. Lawrence College, Kingston campus. The RAD facilitator manual focuses on empirical research and a review of best practices was conducted to develop the skills used in the RAD facilitator manual. The RAD facilitator manual was created with the intent for facilitators to use with families who are undergoing divorce or separation. The RAD facilitator manual provides in detail, descriptions of each of the 10-weekly sessions and how they are to be implemented, instruction on how to facilitate weekly psychoeducational lessons, session discussions, and activities using the behavioural skills training model. Using concepts and skills borrowed from the behavioural psychology field, the RAD facilitator manual includes: positive scanning, forgiveness through acting out salient and figurative analogy, cognitive distortions, cognitive restructuring, I-statements, controlled breathing, coping cards, mindfulness and relaxation techniques, Premack principle and behavioural skills training. The RAD facilitator manual provides an easy to read and upfront description of the techniques within the 10-weekly sessions. The idea behind this is to ensure the facilitators conduct each session as intended and the participants receive the full benefit of the RAD program. Session handouts, consent and assent forms, as well as activity sheets will be provided in the RAD facilitator manual, as well as how to implement the behavioural skills training model for each session. Content materials are also provided in the RAD facilitator manual.

Measures

The manual has yet to be empirically evaluated for effectiveness in the field, but there are a multitude of measures used for data collection with participants. During the pre-treatment interview and assessment session, the participants will complete the Functional Assessment Screening Tool (FAST) (Iwata & DeLeon, 2005). The FAST is to be used to measure and identify a multitude of factors that may influence the occurrence of maladaptive behaviours in the participants of the child group. This is to be completed in the during the pre-treatment interview and assessment session to collect baseline data and is to be completed again in the final session. Participants are also to fill out the Child of Divorce Questionnaire (CDQ) (Mazzeo, 2017) (Appendix C). The CDQ is made up of 21-questions regarding the participant's thoughts, feelings, and behaviours surrounding their parent's divorce or separation. The CDQ was constructed by interviewing three volunteers on their thoughts, feelings, and behaviours post-parental divorce. The 21-questions were then developed using statements from each of the three volunteers. Participants will complete the CDQ during the pre-treatment interview and assessment session to collect baseline data, and again in the final session. During the pre-treatment interview and assessment session, the participants will engage in a skills inventory (Appendix D), which includes all the skills outlined in the Restructuring After Divorce (RAD)
facilitator manual over the 10-weekly sessions. This will provide data on the participant's ability to engage in and successfully use the skills taught in the RAD program. The participants will complete the skills inventory during the pre-treatment interview and assessment session for baseline data, and again during the final session.

Procedures

**Part I: introduction.** Part I of the manual delivers an overview of the Restructuring After Divorce (RAD) program. Part I of the manual provides the facilitator with an introduction to the RAD program, a basic overview of the cognitive behavioural, psychoeducational, and behavioural methods used within the program.

**Part II: pre-treatment interview and assessment session.** Part II of the manual gives an overview of the pre-treatment interview and assessment session. This session is completed before the first session of the RAD program. Part II of the manual provides a description of how to run the session, an overview of the 10-weekly RAD sessions, consent and assent information, as well as how to collect data from the FAST (Iwata & DeLeon, 2005), CDQ (Mazzeo, 2017), and the Skills Inventory.

**Part III: program sessions.** The final section of the manual displays the 10-week session design. Each of the 10-weekly sessions within this chapter includes a session agenda, weekly discussion topics, lessons using the psychoeducational approach, child activities, and parent-child activities using the behavioural skills training approach.
Chapter IV: Results

Product

The completed version of the Restructuring After Divorce Facilitator’s Manual: Children Edition is in Appendix E. The facilitator’s manual children edition was developed for facilitators so that the second iteration of the Restructuring After Divorce program could be run. The manual provides facilitators with an overview of the second iteration of the Restructuring After Divorce program as well as provides instruction on how to run sessions, provides participant handouts and worksheets as well as materials necessary to effectively run sessions, activities are outlined and discussed within the manual.
Chapter V: Discussion

Summary

The current thesis addresses the gap discovered in the literature surrounding the relationship between the parent and child post-divorce. In response to the gap discovered in the literature, the purpose of the current thesis was to reformulate a 10-week program previously designed for this population as well as to develop a manual to facilitate Group Cognitive Behavioural Therapy (GCBT) sessions for children of divorce. Another thesis student had the task of developing a manual for the parent of divorce population which is designed to run concurrently with the child of divorce group (Medeiros, 2017).

The first objective of the current thesis was to alter a previously developed program for the parent-child of divorce population. The second iteration of the Restructuring After Divorce (RAD) program was designed to bring happiness to the parent-child relationship using evidence-based assessment and intervention practices from the Cognitive Behavioural Therapy (CBT) and Applied Behaviour Analysis (ABA) fields. The manual was designed and implemented positive scanning to increase rapport, increase interpersonal communication through I-statements, forgiveness through acting out relevant and symbolic analogy, and to decrease maladaptive thoughts, distressing emotions, and behaviours by replacing distorted thinking with more helpful thinking. The second iteration of RAD further sought to decrease stress using cognitive coping cards, controlled breathing, mindfulness, and reduce problem behaviours using the Premack Principle. The second objective of the second iteration of RAD was to develop a manual for the RAD facilitators to use during the 10-weekly sessions. The manual from the onset was designed for ease of use for any facilitator tasked with running the program to effectively execute the weekly sessions.

The result of the current thesis was the creation of the second iteration of the RAD program, with 10-weekly sessions to provide therapy to the parent-child of divorce population. The second iteration of the RAD program provides the facilitator with the knowledge and guidance to effectively execute the 10-week program using CBT and ABA techniques to increase healthy parent-child relationships post-divorce. The development of the RAD manual was in-part to implement the program over the course of 10-weeks for the Centre for Education, Behavioural Research and Intervention in the Community (CEBRIC), the research department at St. Lawrence College, Kingston campus but due to unforeseen events, the program could not be run with participants.

Strengths

The strengths and limitations of the current thesis will be discussed in two different areas, the manual and the second iteration of the RAD program.

Manual. The first strength is the manual is formatted in a simplistic and structured manner, and through this the facilitator can adapt program to specific needs of their participant population during program. The manual can be further customized and adapted to older an older client population who have experienced divorce outside of the grade range of 3 to 7. The manual is designed to be a guide for the facilitator, the activities can be changed to fit the facilitators desires, and the material can be easily adapted during programming.
One of the largest strengths of the manual is due to its simplicity, which was done through formatting the manual effectively. The development of the manual from the onset of the thesis was to create a manual that was easy to follow, read, and implement. Leaving little room for interpretation. The manual is formatted on a session by session basis. Each session is formatted identical to the last, and the materials necessary to implement each session are included in the manual as well as the Cognitive Behavioural Therapy (CBT) and Applied Behavioural Analysis (ABA) techniques are clearly outlined in each session. This is a key strength, as CEBRIC or any community agency has the potential to run this program with little preparation or background in the techniques provided in the manual. Although, an individual trained in CBT and ABA techniques could run this program with ease and effectiveness. The program provides an answer to the gaps discovered in the literature, and a potential support for the divorce population within the community.

To conclude, the manual provides evidence-based techniques backed by empirical evidence, and builds on the positives of the first iteration of RAD. The manual is independent from any extra resources needed. The facilitators run the program and all the participants are required to do is be present during sessions and engage in the discussion and activities outlined within the manual, decreasing any further stress on participants. There is no participant manual, it is an all-in-one program. Participants need not remember their participant booklet or become stressed by a large booklet given to them during their first session. The facilitator provides the participants with photocopies from the RAD manual which is a benefit as participants are not required to bring any materials to each session.

Program. The strengths of the second iteration of RAD were built on the limitations of the first iteration of RAD. The results of the pilot intervention program did not display an effective decrease in all measured psychological and behavioural difficulties and failed to display statistical significance. This could in part be due to the ineffective assessment measures used in the first iteration of RAD. Further attempts to promote generalization of skills learned in therapy to the home environment was noted as a limitation. The use of paid practice in the present thesis promotes such generalization of skills. Participants who would benefit from the use of a scribe will be provided one. In the second iteration of RAD, there is to be a volunteer for each participant within program, these volunteers can take on the role of scribe. This in theory, will aid in participant performance. Family size was also a limitation within the pilot study. As parents with more than one child enrolled in the program, would have to switch between children during the conjoint learning tasks. With the increase in volunteers in the second iteration of RAD, the volunteers can work with the children if needed during the conjoint learning tasks. According to Kozloff’s Checklist of Guidelines for Evaluating Research and Research Claims (2006), the pilot project had a small sample size non-representative of the overall population and may have had a small effect size. The pilot project also included a small literature review, which provided only support for the authors position, and this is ineffective (Kozloff, 2006). Additionally, the design of the research is questioned due to the ineffective use of data collection methods used for outcome variables (Kozloff, 2006). The research did use instruments and measures that were tested to ensure that they were both accurate and reliable, but the measurements used for the outcome variables are questioned (Kozloff, 2006). Furthermore, according to Kozloff (2006), the research must have comparison groups to be considered effective, the pilot project only had one group that received intervention. Lastly, Kozloff (2006) discusses the writer’s claim’s regarding research. In the pilot project it was recommended that
the research be continued, but the results of the study indicated no clinical significance as well as no evidence supporting an increase in the variables measured. The second iteration of the RAD program sought to provide answers to the limitations of the first iteration of RAD and build on an already strong program.

The Restructuring After Divorce program has many strengths, but its largest would be the simplicity and ease of use through the Cognitive Behavioural Therapy and Applied Behaviour Analysis techniques throughout the program. The current thesis focused on applying behavioural techniques and concepts through rehearsal over the psychoeducational component of the program. It is theorized participants need more time practicing the skills taught rather than learning about the skill, which is why there is a high frequency of rehearsal activities throughout the program. Furthermore, the nature of the program using behavioural skills training provides participants modeling and feedback on what skills they are learning and engaging in. This feedback allows for further mastery than if the participants were just to learn about each skill.

The skills taught in the program are regarded as a strength, the skills taught can be generalized throughout the real world, with the possibility of improving future relationships outside the family unit. The skills are functional and promote positive relationships, happiness, and decrease maladaptive behaviour.

The data collection measures are also considered to be a strength of the program. The variety of measurements used pre- and post-intervention as well as during the intervention will provide more data to support or deny the thesis statement.

Limitations

Manual. There are a multitude of limitations worth discussing in the second iteration of the Restructuring After Divorce child manual. The first, is not including a participant manual, this may be a limitation for both the facilitators and the participants, although this is considered a strength, some participants may benefit from a manual which may cause it to be a weakness of the program as well. The facilitators will need to photocopy all required handouts for the participants prior to the weekly sessions, adding further strain on an already busy facilitator. Not including the participant manual can also be a limitation for the participants as they may want a skill refresher after completion of program but will not have the full resources to do so.

Secondly, due to the nature of the program running concurrent therapy for both parents and children of divorce, there are two individual facilitators creating two separate manuals for a program that must run in conjunction with the other. If one facilitator decides to add additional resources the second facilitator will have to account for this and possibly change their programming as well. Also, due to the different writing styles of the two thesis students creating the manuals different interpretations may be made from future facilitators on concepts throughout the manual.

Lastly, the simplicity of the manual although a strength, can also be a limitation. If facilitators decide to add lessons, worksheets, or more rehearsals to the weekly sessions, further research will have to be conducted to add support to the additional resources. Additional resources will add additional strain to the facilitator.

Program. The largest limitation to note is the second iteration of RAD has not been implemented with participants. Although supported in the literature with evidence-based
practices this is still seen as a large limitation. The second iteration of RAD was intended to run during the fall of 2017 through the course of 10-weeks, but due to unforeseen events the thesis turned into the development of a manual instead.

Marketing is a large limitation to any program seeking participants. Kozloff (2006) states there must be a large sample size for any research study. It is recommended facilitators get in contact with community supports such as mental health agencies and churches at the onset of approval to run RAD. Finding participants to run RAD was the biggest hurdle to overcome when the thesis was intended as an intervention and not a manual.

Although Kozloff (2006) recommends a control group, if the program had a waitlist, this may be possible as this group could be provided the sessions after the study is completed.

**Multilevel Challenges**

There are various features of programming susceptible to a variety of challenges with four distinct areas attention is required. These are client, program, organization, and societal. Each level is unique and distinct from the others, but in totality create an all rounded picture of the difficulties and barriers existing within a program. That which proceeds is an analysis of the multilevel challenges impacting the current thesis.

**Client level.** Transportation is a possible challenge affecting the target population for the program. Although choosing a location that is accessible to all clients is imperative, there will be some who cannot easily access the location and will not benefit from treatment by default. This is a 10-week program, and the sessions are 90-minutes in length. This is a large commitment for any family and dedicating this much time out of the week may prove difficult for some parents and their children. Clients may also prove resistant to treatment, as it is possible that the child participants could have been coaxed into program by their parents which may have an impact on participant interaction during program.

**Program level.** At the program level, infrastructure for the conjoint sessions may prove difficult at certain facilities. Agencies would need two rooms directly beside one another, and large enough to hold all the participants during the parent-child activity sections of program. Additionally, with the sessions being held at St. Lawrence College, Kingston campus, external events at the college that are out of the facilitators control over the 10-week program may prove hinder program effectiveness. External noise from outside the classrooms may prove as a distractor during sessions, and hinder facilitation of the program. Or if the classrooms are booked for events at the college, finding two other classrooms side by side may be a difficult task for any facilitator if something like this occurs.

**Organizational level.** As the program is provided funding from the college research centre this may prove as a challenge. Other events may prove difficult at the organizational level as well, such as, obtaining approval from the research ethics board, ensuring the program has the all the components necessary prior to running program, and obtaining required supervision.

**Societal level.** At the societal level, there is the possibility of the associated stigma of entering therapy. Families may feel the need to fix their issues internally, without support or guidance from professionals. Families who are questioning entering the second iteration of the Restructuring After Divorce program may question the stability and resilience of their family. Furthermore, public opinion may agree that children should listen to their parents and trying to
fix the relationship between the parent and child is unnecessary as children should do what they are told.

Transportation, ideal infrastructure for therapy, timing, client commitment, and associated stigmas are different and diverse examples of challenges that may arise when running a program for families of divorce. Noting and addressing such challenges will increase the success of each participant during therapy.

Recommendations for Future Research

**Manual.** The first recommendation for future research is to run the second iteration of the Restructuring After Divorce program with future thesis students to further understand the results and effectiveness of the program for parents and children of divorce.

It is recommended that future facilitators record themselves engaging in each skill for the modeling component of the behavioural skills training portion of each session. This will ensure that the skill is modelled perfectly without error. This may also free up time during session to promote more behavioural rehearsal. This can then be easily added to the manual as well as weekly sessions.

Another recommendation for the manual is to add a participant portion that participants can keep after the program is completed. This will allow participants to refresh the skills taught over the course of the 10-week program.

Additionally, another recommendation is for each facilitator to be skilled in counselling. Although this is a behaviour-based program, the facilitator must have a highly developed skill for talking to people. There are discussion sections within each session, and the manual provides more of an outline than a script for the facilitator to follow. This means that the facilitator must be able to promote positive discussion from the participants during sessions.

**Program.** Marketing must be conducted as soon as possible. This will ensure the facilitators have the most time to find participants. In addition, the acquisition of volunteers should be completed at the onset of approval to run RAD. It is recommended that volunteers be acquired from programs outside of the Honours Bachelor of Behavioural Psychology program to ensure there are enough volunteers for participants in the program. Programs recommended are Behavioural Science Technology, Early Childhood Education, and Police Foundations. If ethically feasible, the program should follow Kozloff (2006) recommendations on adding a control group to the study.

Contributions to the Field of Behavioural Psychology

The second iteration of the Restructuring After Divorce (RAD) program both added growth to a previously tested theory as well as added aspects that have not been tested. To start, the second iteration of RAD added more behavioural techniques and rehearsal over a psychoeducational approach. There are no services in the community currently running concurrent sessions for both the parent and child of divorce. The present thesis fills this gap in both the literature and services provided. Once the manual is used within the field, there will be further discussion needed on its effectiveness, but due to its grounded approach supported in both the literature and evidence-based practices, there is full confidence that the program will improve happiness, reduce stress and maladaptive behaviours, as well as improve relationships.
between parents and children of divorce. Lastly, the program addresses specific areas within relationships such as communication and being mindful. This manual is used to promote positive relationships in families who are willing and would like to improve their relationships. Some of the material may be repetitive, but repetition is necessary in the acquisition of new skills. These skills could benefit any family, without assessing their level of need.

The second iteration of the Restructuring After Divorce program is currently in a hypothetical state and has not been implemented with participants. Its simple and hypothetically effective due to literature support. Its focus is that of a behavioural approach to improve parent-child relationships of divorced families. RAD seeks to positively impact families who are willing, to benefit them during program, and in the future with both their families and future relationships. The second iteration of RAD provides parents and their children with skills necessary to create a better, more positive relationship after such a difficult life event as divorce.
References


“Even a minor event in the life of a child is an event of that child’s world and thus a world event.”

If you have any questions about the program, or if you wish to participate, please contact the facilitators by emailing us at RADGroup@sl.on.ca

What is RAD?
The Restructuring After Divorce (RAD) program offers free 10-week cognitive behavioural group therapy for any divorced or separated parent and his/her children. The goal of the program is to help improve the relationships between parent and children, reduce the stress associated with being a divorced parent, and improve children’s coping and communication skills. Registration is currently open. Sessions begin October 11th 2017.
Appendix B
Consent Form

**Project Title:** Group Cognitive Behavioural Therapy to Improve Parent-Child Relationships for Divorced Families  
**Principal Investigator:** Dakota Mazzeo  
**Name of Supervisor:** Colleen Cairns  
**Name of Institution:** St. Lawrence College

**Invitation**
You and your child have been invited to take part in a research study. I am a fourth-year student in the Honours Bachelor of Behavioural Psychology at St. Lawrence College. I am currently on placement at St. Lawrence College. As part of this placement, I am completing a research project (called an applied thesis). I would like to ask you and your child for help in the completion of this project. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please read the following information carefully and ask us all the questions you might have if there is anything that is not clear or if you need more information.

**Why is this study being done?**
This project uses cognitive behavioural therapy to provide education to your child on what divorce is, how to cope with divorce, and what the child can do to continue to adapt and accept the new situation. Cognitive behavioural therapy involves challenging negative thought patterns about the self or world to alter unwanted behaviour patterns. This program is meant to help families during and after divorce to lessen the negative effects that can impact everyone involved. Through the use of group cognitive behavioural therapy the aim of the study is to improve the parent-child relationships for divorced families.

**What will your child need to do if s/he take part?**
If you choose to allow your child to take part in this study they will be asked to take part in 10 cognitive behavioural therapy sessions. You will also be asked to complete a questionnaire (Vineland Adaptive Behaviour Scale [Vineland-II]) two times. Once before the 10 sessions begin to collect data for a baseline level, and once after the 10 sessions have ended to see if there is a difference in scores following the program. You will answer questions about your child(ren) in five domains: Communication, Daily Living Skills, Socialization, Motor Skills, and Maladaptive Behaviour. The sessions will be held on Wednesday at 6:30 p.m. at St. Lawrence College and will last about an hour and a half. The session will be run by myself, and Colleen Cairns a clinical thesis supervisor, from St. Lawrence College. Your child will be asked to complete a questionnaire at the beginning of the program in session 1 and at the end of the program in session 10. Your child’s participation and attendance is required for completion of all activities during each of the 10 sessions.

**What are the potential direct benefits of taking part?**
Benefits for you and your child taking part in this project may include an improved understanding of divorce and the negative effects on your child. Your child may have an improved understanding of their emotions and improved parent-child relationships. You also may appreciate knowing you are helping me with my thesis research that will enable me to complete and further my education.
What are the potential benefits of this research study to others?
In the event that this study provides effective results; this program may become a cost-effective and practical way for other families experiencing divorce in the community to use as an intervention. Other potential benefits include the advancement of scientific knowledge for divorced families.

What are the potential disadvantages or risks of taking part?
There are minimal known risks to inform you about before taking part in this study, but minimal risks may include experiencing difficult emotions when engaging in some of the cognitive behavioural therapy sessions.

What happens if something goes wrong?
Every individual is different. A plan has been developed and put in place that will be implemented by either the behavioural psychology student or the college supervisor. This plan involves stopping the session immediately to help your child individually. If your child worsens one of the program leaders will find you to reunite you with your child so that you may comfort them in their distress.

Will the information you collect from me in this project be kept private?
We will make every attempt to keep any information that identifies you strictly confidential unless required by law. A fictional name will be assigned to you and your child and will be used in the report and on any worksheets or assessments to protect the privacy of you and your child. This consent form will be stored in a locked cabinet in a locked office at St. Lawrence College for 10 years after your child’s 18th birthday. All other research data will be stored securely at St. Lawrence College for 7 years, after which time the data will be destroyed. The results from the research are part of my thesis and will be made available at the St. Lawrence College library. They may also be published in professional journals or presented at professional conferences, but any such presentations will be of general findings and will never breach individual confidentiality.

Do you have to take part?
Taking part is voluntary. It is your decision whether to take part in this research project. If you decide to take part, you will be asked to sign this consent form. Your child will be delivered a verbal assent script to obtain child assent before beginning the sessions. You are still free to stop at any time, without giving any reason, and without impact on any other service that you are receiving at present or in the future. If you decide to stop, please speak to me or my supervisor. If you wish your child’s data to be removed from the data bank then this request will be honored.

Contact for further information
This research project has been reviewed by the Research Ethics Committee for Behavioural Psychology (REC-P) under the authority of the St. Lawrence College Research Ethics Board (SLC-REB). The project will be developed under the supervision of Colleen Cairns, my supervisor from St. Lawrence College. I appreciate your cooperation and if you have any additional questions, feel free to contact me, Dakota Mazzeo, (GMazzeo14@student.sl.on.ca). You can also contact my college supervisor, Colleen Cairns, (ccairns@sl.on.ca). If you have concerns about the way this research is being conducted or about your rights as a participant, you may contact the SLC-REB Chair at reb@sl.on.ca.
Consent
If you agree to allow your child to take part in this research project, please complete the following form and return it to me as soon as possible. A copy of the signed document will be given to you for your own records. The original will be retained at St. Lawrence College.

By signing this form, I agree that:

✓ The study has been explained to me.
✓ All my questions were answered.
✓ Possible harm and discomforts and possible benefits of this study have been explained to me.
✓ I understand that I have the right not to participate and the right to stop at any time.
✓ I am free now, and in the future, to ask any questions I have about the study.
✓ I have been told that my personal information will be kept confidential.
✓ I understand that no information that would identify me will be released or printed without asking me first.
✓ I understand that I will receive a signed copy of this consent form.
✓ I understand that the data from this study will be presented at the St. Lawrence College Behavioural Psychology Poster Gala, and may be reported at other conferences or published in a scientific journal. No identifying information will be included in these reports.

I hereby consent to take part.

Participant Name  Signature of Participant  Date

Student Printed Name  Signature of Student  Date
Child Assent Script

Hello, my name is Dakota and I am a student at St. Lawrence College. I am completing a project and I could use your help. The project I am working on tries to help families who are going through separation or divorce. If you want to help me with my project, the sessions we spend together will include talking about your thoughts, feelings and what you have experienced during your parent’s divorce or separation. We will also complete activities together with other children, as well as meet with your parents and complete an activity with them. If you agree to help me with this project I will ask you to complete some questions, this will not take long. I will then meet with you, and a group of other children who have experienced their parent’s divorce. This will happen once every week on Wednesday for about an hour and a half for 11 weeks. Every session we will talk about everyone’s thoughts and feelings towards divorce, play some board games, and then we will meet with everyone’s parents and play in a fun activity. On our last week together we’re going to fill out some more questions. Hopefully spending some time with others who have experienced their parents’ divorce or separation will help you feel a bit better about it.

If you have any questions or issues during our sessions let me, your parents, or another program leader know in private. It is your choice to take part or not. If you want to stop just let me or your parents know at any time. Do you have any questions for me? Do you want to start?
Appendix C
Child of Divorce Questionnaire

Circle the answer YES or NO

Thoughts

1. Are you confused by the situation after your parents divorced? Example: Why is this happening? YES NO
2. Do you think you were the cause of your parents’ divorce? YES NO
3. Are you worried about your relationship with your parent? YES NO
4. Do you think your parents’ divorce is for the better? YES NO
5. At some point do you think you would be okay with your parent dating another person? YES NO

Feelings

1. Do you still feel you are still part of a family? YES NO
2. Do you feel betrayed by your parents’ divorce? YES NO
3. Do you feel worried about your living situations? Example: Two houses, holidays, birthdays etc. YES NO
4. Do you feel differently about who your parent is as a person? YES NO
5. Do you feel negatively about yourself after being a child of divorce? YES NO
6. Do you feel angry with your parents about the divorce? YES NO
7. Do you feel sad about your parents’ divorce? YES NO
8. Do you feel torn between your parents? YES NO
9. Do you feel alone or neglected? YES NO

Behaviours

1. Do you and your parent argue a lot about the divorce? YES NO
2. Do you tend to isolate yourself? Example: Staying in your room all night YES NO
3. Do you hide your feelings from your parent? Example: Pretend to be happy, or okay with the divorce? YES NO
4. Do you find yourself more irritable after the divorce? Example: You get angry quickly YES OR NO
5. Do you cry more often then you used to? YES NO
6. Do you cry less often then you used to? YES NO
7. Do you act out to get attention from your parent? Example: Do you purposely not do your chores or fight with your sibling more after the divorce? YES NO
Appendix D
Skills Inventory

Provide an I-statement
Parent: You had a difficult day at work, your child(ren) was tasked with doing the dishes before you got home. The dishes were not done and now you are having a talk with the child. Provide an I-statement for this scenario.
Child: You and your parent were supposed to hang out for the day, and they cancel last minute because they were invited to their friends’ house. Provide an I-statement for this scenario.

Provide an empathetic response
Parent: Your child is crying because the other parent has just moved out of the house. The child asks you why the parent left. Provide an empathetic response for this scenario.
Child: Your parent is crying and they say they can’t talk to you right now, as they are busy. Provide an empathetic response to this scenario.

Act out positive scanning
Parent: You come home, your child(ren) did the dishes, but they did not fold their laundry after you stated this morning that both chores must be completed before you arrived home. Act out a positive scanning in this scenario.
Child: Your parent said they would take you to the park tonight; but they were called into work so they said they will take you to the park tomorrow. Act out positive scanning in this scenario.

Act out the Premack principle
Parent: Your child does not want to do their homework but would like to go out into the yard and play catch with their friend after school. Provide how would use the Premack principle in this scenario.
Child: Your parent is cleaning the kitchen, but promised you they would go outside and spend some time with you. Provide how you would use the Premack principle in this situation.

How would you use mindfulness in this scenario?
Parent: Your ex-partner said they would take the child(ren) this weekend but canceled last minute. Provide how you would use mindfulness in this scenario.
Child: Your parent who you have not seen in three-weeks said they would visit you this weekend but cancelled last minute. Provide how you would use mindfulness in this scenario.

Act out controlled breathing
Parent: Your child gets into a fight at school and is suspended for 3-days, and you are angry with them, as you must now take this time off work. Act out controlled breathing in this situation.
Child: Your friends at school are teasing you because your parents are no longer together. Act out controlled breathing in this scenario.

Coping Cards
Parent: Work cancels one of your shifts and you are stressed out about paying your bills. How would you use coping cards in this scenario.
Child: A bully at school keeps making fun of you because your parents are divorced. How would you use coping cards in this scenario.

Cognitive distortions
Parent: Act out “black or white thinking” from the scenario of your child coming home and slamming their bedroom door.
Child: Act out “black or white thinking” from the scenario of your parent coming home and slamming their bedroom door.

Behaviour-specific praise
Parent: Your child comes home and sets the table for dinner. Explain how you would use behaviour-specific praise in this situation.
Child: Your mom made you breakfast before leaving for work in the morning. Explain how you would use behaviour-specific praise in this situation.
I-statement
Participants must use this format when answering the scenario.
I feel ________ when you __________ because __________

Empathetic Response
Participants must:
  1. State an emotion
  2. Express understanding
  3. Ask question

Positive scanning
Participants must:
  1. Identify the positive behaviour
  2. Reinforce the positive behaviour
  3. Ignore the negative behaviour

Premack principle
Participants must:
  1. Participant must identify the high probability behaviour and low probability behaviour
  2. Participant must engage in low probability behaviour before high probability behaviour

Mindfulness
Participants must:
  1. Pay attention (listening, watching, or considering what naturally exists)
  2. On purpose (intentionally increasing awareness of experience)
  3. In the present moment (focusing on there here and now)
  4. Nonjudgmentally (being curious and objective about experience)

Controlled Breathing
Participants must:
  1. Sit upright
  2. Breath gently in and out
  3. State they are using their diaphragm to breath
  4. State they are relaxing their neck, shoulders, and upper chest when they breathe

Coping Cards
Participants must:
  1. Know what their stressor is
  2. Identify it on their coping card
  3. Evidence for the stress
  4. Evidence against the stress
  5. Identify on how to cope with the stress

Black and white thinking
Participants must:
  1. Why this is black and white thinking
  2. Explain a healthier way of thinking about this situation

Behaviour-specific praise
Participants must:
  1. Identify the behaviour
  2. Praise the behaviour
Appendix E
The Manual
Restructuring After Divorce

Developed by: Dakota Mazzeo, 2018
Bachelor of Behavioural Psychology Honours, BBPH
In Partnership with: St. Lawrence College & Centre for Behavioural Studies

*This manual is to not be published, distributed, or shared without the permission of the author.*
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Part I

Introduction to RAD

“Even a minor event in the life of a child is an event of that child's world and thus a world event.”
Restructuring After Divorce Program

This manual is created for facilitation of the Restructuring After Divorce Program (RAD). This program is accompanied by two manuals: the child edition, the current manual, and secondly the parent’s facilitator’s manual, Restructuring After Divorce Program Manual: Parent Edition (Medeiros, 2017). This is the second iteration of the program and was rebuilt since the first program was developed. The RAD program runs a total of 10-weeks, and each session is 90-minutes in length. The session is divided into two major parts: the first 45-minutes are done as a child group only, then the second half of the session is devoted to bringing parents and children together to work through an activity related to the psychoeducation topic, discussion, and activities taught and engaged in during the session. Each session begins with a discussion surrounding the topic to facilitate participation and ideas surrounding the topics. Psychoeducation is taught and offers a period of rehearsal for children to participate in an activity on their own. Lastly, children and their parent come together to work on the skills taught in session and work on developing or increasing a parent-child relationship. It should be noted that for RAD to run effectively, there should be a 1:1 ratio of RAD staff to participants.

The program was established in response to the gap in services offered to the divorced family population who are experiencing increased stress and difficulty managing the interpersonal relationships specifically within the parent-child relationship. The program is uniquely delivered in a concurrent curriculum for both the children and their parents, in a method that is age-appropriate and ensure both groups learn, practice and apply the same skills during the parent-child activity, thereby increasing the probability of mastery over the skills taught, continuing the use with children outside the session, and lasting positive outcomes.

As a facilitator running this program remember the treatment goals are to increase parent-child relationship and decrease child stress associated with being a child of divorce, maintain skills taught during program, as well as decrease maladaptive behaviour, all of which will be measured through data collection. However, never underestimate the evidence of treatment success which is not as easily collected and presented, such as participant feedback. Positive feedback from participants is just as important if not more important than the data. Research is important however within the helping profession, we are concerned with people. We want to know our participants are comfortable, enjoying the experience, and are learning
useful skills. Lastly, as the facilitator enjoy the program, pour yourself into it, and have fun with your participants. We know when we are dedicated to the education that we teach we can make authentic connections with our groups as they are making those connections too.
Part II

Pre-Treatment Intake Session
Pre-treatment Interview and Assessment

This is the first session of the Restructuring After Divorce Program.

Agenda

➢ Welcome
➢ Facilitator Introductions
➢ Overview of Program
➢ Parental Consent and Child Assent
➢ Participant Pre-Treatment Assessments
➢ Questions

Materials

➢ Writing Utensils (Pens/Pencils)
➢ Refreshments
➢ Parental Consent Forms
➢ Child Assent Script
➢ Functional Assessment Screening Tool (FAST)
➢ Child of Divorce Questionnaire (CDQ)
➢ Skills Inventory (Task Analysis)

Setting

The pre-treatment interview and assessment must take place in a quiet and secluded classroom at St. Lawrence College, Kingston campus. The pre-treatment interview and assessment conducted with both the parental participants and child participants will be completed in the same room. Have the room beside the current room booked for concurrent sessions for the duration of the program. Provide the participants with the following information:

➢ Location of the bathrooms
➢ Location of the fire exits
➢ Location of the water fountains, and food/drink vending machines
➢ Location of the designated smoking areas
➢ Location of parking, and parking details
Session Description

1. Welcome participants to the first session of the Restructuring After Divorce (RAD) and thank them for their attendance and participation in the program.
   a. Optional: Provide participants with refreshments at the start of the session
2. An introduction of the facilitators of the RAD program as well as any volunteers who are part of the program.
3. Provide praise to the participants for taking a step towards improving their family bond, communication, and mental health as well as reducing the stress associated with divorce or separation by participating in the RAD program.
4. Provide a brief overview of the RAD program including the goal, mission, and reason for existence.
   a. Provide the participants with an outline of the 10-week RAD program. See Figure 1.
5. Provide the participants with the consent forms for the RAD program, as well as obtain child assent. It is imperative that the participants understand the contents of the RAD program as they need enough time to read it over carefully and are given the opportunity to ask any questions they may have.
   a. One RAD facilitator must go photocopy the consent forms and distribute them to each family once they have been signed and completed.
6. Provide the child participants enough time to complete the Child of Divorce Questionnaire as well as the task analysis to obtain their current knowledge on Cognitive Behavioural Therapy and Applied Behaviour Analysis techniques. Parents will complete the Functional Assessment Screening Tool on their child’s behaviour.
7. Once the assessments have been completed, and any questions have been answered, ensure the participants have the RAD program contact information, and confirmation of the next scheduled program session.
8. Provide time for any further questions the participants have and thank them for their participation in the program.
Weekly Session Outline

Week One
➢ Positive Scanning

Week Two
➢ Coping Strategies

Week Three
➢ Introduction to Cognitive Behavioural Therapy

Week Four
➢ Cognitive Distortions

Week Five
➢ Dealing with Emotions

Week Six
➢ Relaxation and Mindfulness

Week Seven
➢ Premack Principle

Week Eight
➢ Forgiveness and Moving On

Week Nine
➢ Problem-Solving

Week Ten
➢ Termination and Evaluation

Figure 1. Session Breakdown
Consent Form

Project Title: Group Cognitive Behavioural Therapy to Improve Parent-Child Relationships for Divorced Families
Principal Investigator: Dakota Mazzeo
Name of Supervisor: Colleen Cairns
Name of Institution: St. Lawrence College

Invitation
You and your child have been invited to take part in a research study. I am a fourth-year student in the Honours Bachelor of Behavioural Psychology at St. Lawrence College. I am currently on placement at St. Lawrence College. As part of this placement, I am completing a research project (called an applied thesis). I would like to ask you and your child for help in the completion of this project. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please read the following information carefully and ask us all the questions you might have if there is anything that is not clear or if you need more information.

Why is this study being done?
This project uses cognitive behavioural therapy to provide education to your child on what divorce is, how to cope with divorce, and what the child can do to continue to adapt and accept the new situation. Cognitive behavioural therapy involves challenging negative thought patterns about the self or world to alter unwanted behaviour patterns. This program is meant to help families during and after divorce to lessen the negative effects that can impact everyone involved. Through the use of group cognitive behavioural therapy the aim of the study is to improve the parent-child relationships for divorced families.

What will your child need to do if s/he take part?
If you choose to allow your child to take part in this study they will be asked to take part in 10 cognitive behavioural therapy sessions. You will also be asked to complete a questionnaire (Vineland Adaptive Behaviour Scale [Vineland-II]) two times. Once before the 10 sessions begin to collect data for a baseline level, and once after the 10 sessions have ended to see if there is a difference in scores following the program. You will answer questions about your child(ren) in five domains: Communication, Daily Living Skills, Socialization, Motor Skills, and Maladaptive Behaviour. The sessions will be held on Wednesday at 6:30 p.m. at St. Lawrence College and will last about an hour and a half. The session will be run by myself, and Colleen Cairns a clinical thesis supervisor, from St. Lawrence College. Your child will be asked to complete a questionnaire at the beginning of the program in session 1 and at the end of the program in session 10. Your child’s participation and attendance is required for completion of all activities during each of the 10 sessions.

What are the potential direct benefits of taking part?
Benefits for you and your child taking part in this project may include an improved understanding of divorce and the negative effects on your child. Your child may have an improved understanding of their emotions and improved parent-child relationships. You also may appreciate knowing you are helping me with my thesis research that will enable me to complete and further my education.
What are the potential benefits of this research study to others?
In the event that this study provides effective results; this program may become a cost-effective and practical way for other families experiencing divorce in the community to use as an intervention. Other potential benefits include the advancement of scientific knowledge for divorced families.

What are the potential disadvantages or risks of taking part?
There are minimal known risks to inform you about before taking part in this study, but minimal risks may include experiencing difficult emotions when engaging in some of the cognitive behavioural therapy sessions.

What happens if something goes wrong?
Every individual is different. A plan has been developed and put in place that will be implemented by either the behavioural psychology student or the college supervisor. This plan involves stopping the session immediately to help your child individually. If your child worsens one of the program leaders will find you to reunite you with your child so that you may comfort them in their distress.

Will the information you collect from me in this project be kept private?
We will make every attempt to keep any information that identifies you strictly confidential unless required by law. A fictional name will be assigned to you and your child and will be used in the report and on any worksheets or assessments to protect the privacy of you and your child. This consent form will be stored in a locked cabinet in a locked office at St. Lawrence College for 10 years after your child’s 18th birthday. All other research data will be stored securely at St. Lawrence College for 7 years, after which time the data will be destroyed. The results from the research are part of my thesis and will be made available at the St. Lawrence College library. They may also be published in professional journals or presented at professional conferences, but any such presentations will be of general findings and will never breach individual confidentiality.

Do you have to take part?
Taking part is voluntary. It is your decision whether to take part in this research project. If you decide to take part, you will be asked to sign this consent form. Your child will be delivered a verbal assent script to obtain child assent before beginning the sessions. You are still free to stop at any time, without giving any reason, and without impact on any other service that you are receiving at present or in the future. If you decide to stop, please speak to me or my supervisor. If you wish your child’s data to be removed from the data bank then this request will be honored.

Contact for further information
This research project has been reviewed by the Research Ethics Committee for Behavioural Psychology (REC-P) under the authority of the St. Lawrence College Research Ethics Board (SLC-REB). The project will be developed under the supervision of Colleen Cairns, my supervisor from St. Lawrence College. I appreciate your cooperation and if you have any additional questions, feel free to contact me, Dakota Mazzeo, (GMazzeo14@student.sl.on.ca). You can also contact my college supervisor, Colleen Cairns, (ccairns@sl.on.ca). If you have concerns about the way this research is being conducted or about your rights as a participant, you may contact the SLC-REB Chair at reb@sl.on.ca.
Consent
If you agree to allow your child to take part in this research project, please complete the following form and return it to me as soon as possible. A copy of the signed document will be given to you for your own records. The original will be retained at St. Lawrence College.

By signing this form, I agree that:

✓ The study has been explained to me.
✓ All my questions were answered.
✓ Possible harm and discomforts and possible benefits of this study have been explained to me.
✓ I understand that I have the right not to participate and the right to stop at any time.
✓ I am free now, and in the future, to ask any questions I have about the study.
✓ I have been told that my personal information will be kept confidential.
✓ I understand that no information that would identify me will be released or printed without asking me first.
✓ I understand that I will receive a signed copy of this consent form.
✓ I understand that the data from this study will be presented at the St. Lawrence College Behavioural Psychology Poster Gala, and may be reported at other conferences or published in a scientific journal. No identifying information will be included in these reports.

I hereby consent to take part.

Participant Name

Signature of Participant

Date

Student Printed Name

Signature of Student

Date
Child Assent Script

Hello, my name is Dakota and I am a student at St. Lawrence College. I am completing a project and I could use your help. The project I am working on tries to help families who are going through separation or divorce. If you want to help me with my project, the sessions we spend together will include talking about your thoughts, feelings and what you have experienced during your parent’s divorce or separation. We will also complete activities together with other children, as well as meet with your parents and complete an activity with them. If you agree to help me with this project I will ask you to complete some questions, this will not take long. I will then meet with you, and a group of other children who have experienced their parent’s divorce. This will happen once every week on Wednesday for about an hour and a half for 11 weeks. Every session we will talk about everyone’s thoughts and feelings towards divorce, play some board games, and then we will meet with everyone’s parents and play in a fun activity. On our last week together, we’re going to fill out some more questions. Hopefully spending some time with others who have experienced their parents’ divorce or separation will help you feel a bit better about it.

If you have any questions or issues during our sessions let me, your parents, or another program leader know in private. It is your choice to take part or not. If you want to stop just let me or your parents know at any time. Do you have any questions for me?
Do you want to start?
Part III

Weekly Sessions
Session One: Positive Scanning

Agenda
- Welcome
- Ice Breaker
- Paid Practice Explanation
- Positive Scanning Discussion
- Positive Scanning Psychoeducation
- Child Activity
- Parent-Child Activity

Materials
- Writing Utensils (Pens/Pencils)
- Refreshments
- M&M's for Icebreaker
- Photocopies of the Parent-Child Activity for the participants
- White board
- Dry erase marker
- Lined paper
- Behavior Bucks and treasure box

Setting
The session must take place in a quiet and secluded classroom at St. Lawrence College, Kingston campus. Next to the parent group's classroom.

Session Description
1. Welcome participants to the first session of the Restructuring After Divorce (RAD) and thank them for their attendance and participation in the program.
   a. Provide the participants with their name tags.
   b. Optional: Provide participants with refreshments at the start of the session
2. Complete the ice breaker activity. The facilitator is to setup the activity while participants arrange themselves into a circle.
3. Inform the participants of the purpose of Paid Practice and the treasure box. Provide an example how participants engage in Paid Practice, what rewards they can earn with them, and how the earn money through Paid Practice
4. Discussion surrounding Positive Scanning.
5. Inform the participants using the psychoeducational approach on what positive scanning is using a standard definition, the purpose of positive scanning, and the benefits of engaging in the technique.
6. Child activity and discussion. Provide the participants with a quick activity and discussion before the group moves to the parent classroom to ensure the program material was understood by the participants.
7. Provide time for any further questions the participants have and thank them for their participation in the program.

**Ice Breaker M&M Game (10-Minutes)**

Step 1: Facilitator fills a bowl with M&M’s

Step 2: Pass the bowl around the room and ensure each participant takes one M&M

Step 3: Tell each participant not to eat the M&M

Step 4: Once the bowl of M&M’s has been passed around, explain the meaning behind each M&M colour

   a) Red: Favourite superhero
   b) Orange: Favourite outdoor activity
   c) Blue: Favourite food
   d) Green: Favourite sport
   e) Brown: Favourite TV show
   f) Yellow: Favourite thing about your mother or father

Step 5: Ensure each participant has a chance to tell the facilitator and other participants about their favourite item/activity corresponding to the colour they picked.

**Paid Practice**

Paid Practice is an integral part of the Restructuring After Divorce program. The child(ren) are taught that they must engage in the skill taught in each session to receive one dollar. Parents will be given seven dollars each session to be given out to their children for the week. If the child has engaged in the appropriate skill during that week they will receive a one dollar. If the child(ren) has earned seven dollars over the course of the week they will provide the facilitator with what item they would like to buy. The facilitator will then purchase the desired item with the seven dollars received from each participant and provide them with the item the next
Facilitators can also use a treasure box and use a reinforcer survey to identify desired items that are reinforcing to each participant. The facilitator is to then fill the treasure box with the desired items, and each participant can then purchase an item from the treasure box each week. Cook (1999), states using behaviour bucks increased participant’s self-esteem, awareness for helping others, appropriate behaviour, and goal setting.

**Positive Scanning Lesson: 15 Minutes**

**Discussion (5-Minutes)**

The facilitator will begin the discussion by asking the participants what they believe positive scanning is and provide hints if needed. The goal is to get the participants engaged in discussion and comfortable with both the facilitator and other participants. Provide positive reinforcement in the form of praise during the discussion for participants who are engaged. If the participants are having difficulty in providing an explanation, give hints to what positive scanning is. Next, discuss why positive scanning may be beneficial to use over negative scanning.

**Psychoeducation (5-Minutes)**

Positive Scanning Handout (See Figure 2).

**Activity (5-Minutes)**

Pre-record a 3-minute video of a “Parent-Child” interaction. Provide participants with lined paper to record as many positive behaviours they see.

**Discussion (5-Minutes)**

Engage in a short discussion surrounding positive scanning, ask the participants if they see their parent engage in any of the behaviours outlined in the video, and why it is more beneficial to look at positive behaviours over negative ones.

**Parent-Child Activity (30-Minutes)**

Move the participants over to the parent-group classroom to engage in the parent-child activity. Facilitators are to provide the activity using the behavioural skills training method using instruction, modelling, rehearsal, and feedback.
*Instruction:* Both the parent and the child will pick an example from the table and act it out for the other participant, the participant will then implement positive scanning to highlight the positive behaviour outlined in the example.

*Model:* The facilitators will assume roles of parent and child and engage in the activity.

*Rehearsal:* Participants engage in the activity.

*Feedback:* Facilitators and volunteers will go around the room and watch each team engage in activity and give positive feedback and some positive criticism.

Both the parent and child participants will be given three distinct situations and will be asked to develop a personal situation. See below for the three previously developed situations. The facilitators are to photocopy the handout for the participants and cut it in half, so the parents will receive half the examples, and the children will receive the other half. Each participant will have a positive and negative behaviour provided. Each participant will then engage in both examples and the other will have to decide which behaviour is positive and which is negative. Once the examples have been run through, the participants will be directed to develop their own.

Remind the participants of the Paid Practice and how they can earn them during the week, as well as the treasure chest they can pick rewards from if they earn money from the Paid Practice over the course of the following week. Thank the participants for coming.
Handout Session One: Positive Scanning

*Parent Situations (Child Identifies)*

Positive Behaviour: Smile and say something nice about your child’s appearance

Negative Behaviour: Say your child did not complete a task and say they are a bad kid.

Positive Behaviour: Child got a good grade on test, so you ask to take them out for ice cream.

Negative Behaviour: Say you better be good in the ice cream store rudely.

Positive Behaviour: “Great work folding the laundry.”

Negative Behaviour: “But you never put it away” frowning.

*Child Situations (Parent Identifies)*

Positive Behaviour: You put your dishes in the dishwasher.

Negative Behaviour: But you didn’t start it.

Positive Behaviour: You made your parent a nice craft.

Negative Behaviour: But you left the mess on the kitchen table.

Positive Behaviour: You apologized to your sibling for fighting with them.

Negative Behaviour: You got into a fight with your sibling.
**Positive Scanning**

"Look for something positive in each person, even if somedays you have to look a little harder."

**Definition:**

Focusing your attention on a desirable behaviour, rather than an unwanted behaviour.

A person who is positive scanning tends to notice and reinforce positive behaviours over negative behaviours.

(Miltenberger, 2011)

**Parent Examples:**

One: You told your son to be in by 8:30 PM to clean his room, but he came inside from playing with his friends at 8:55 PM and went straight up to his room to clean it.

Positive Scan: Thank you so much for cleaning in and going right upstairs to clean your room.

Two: You told your daughter to come over and clean up her room. Your daughter frustrated comes over and still cleans the room.

Positive Scan: Thank you for coming over and cleaning your crafts, really do appreciate it.

**Child Examples:**

One: Your mom comes home and looks a little angry but she made your favourite dinner.

Positive Scan: Hey mom, looks like you had a rough day at work, but I really appreciate you still coming home and making my favourite meal.

Two: Your dad said he would go out and play catch in an hour, but now he has been called into work. He said he would play catch tomorrow night.

Positive Scan: Hey dad! I know you didn’t know you’d be called into work tonight, but I am really excited to play catch with you tomorrow night.

Figure 2. Positive Scanning
Session Two: Coping Strategies

Agenda

➢ Welcome Back
➢ Weekly Refresher – Paid Practice
➢ Coping Discussion
➢ Psychoeducation on Coping
➢ Child Activity
➢ Controlled Breathing Activity
➢ Parent-Child Activity

Materials

➢ Writing Utensils (Pens/Pencils)
➢ Refreshments
➢ Photocopies of the Parent-Child Activity for the participants
➢ White board
➢ Dry erase markers
➢ Lined paper
➢ Scissors
➢ Behavior Bucks and Treasure box

Setting

Session Two must take place in a quiet and secluded classroom beside the parent group classroom at St. Lawrence College, Kingston campus.

Session Description

1. Welcome the participants back to the second session and thank them for their attendance and participation in the program.
   a. Provide the participants with their name tags.
   b. Optional: Provide participants with refreshments at the start of the session
2. Reintroduce the facilitators and volunteers of the RAD program.
3. The facilitator will ask the participants for a weekly update. This includes how their week went since last session, if they incorporated any of the skills taught in session with their parent, as well as positives and negatives experienced throughout the week.
4. The facilitator is to ask if the participants earned any behavior bucks over the past week. This includes how many they received, for what skill, if they continue to enjoy or dislike the system, and if they enjoyed engaging in the skills taught to earn the behavior bucks.
5. The facilitator must provide a review of the previous session and remind the participants what they learned, discussed, and practiced in last week’s session using the Behavioural Games. This provides the participants the opportunity to reinforce what was learned last week and will get them more comfortable for the session ahead.

6. Discussion on what coping is, and ways participants have coped in the past and present.

7. Provide a psychoeducation lesson on coping, provide a definition, and what strategies the session will focus on.

8. Child Activity on what coping strategies to engage in.

9. Parent-Child Activity, facilitators are to use the BST method to instruct the activity.

10. Provide time for any questions, concerns, and remind the participants about the Paid Practice system and thank them for their attendance.

Weekly Refresher/ Paid Practice Update (5-Minutes)

The facilitator should use this time to continue to gain rapport with the participants, review last week’s lesson on what the participant’s learned and practiced, as well as discuss what instances the participant received Paid Practice during the previous week. Facilitators are free to use examples from the previous weeks handout or provide their own examples to test the skill level and knowledge of participants on last week’s information. This is conducted through the Behavioural Games exercise.

Behavioural Games Exercise (5-Minutes)

The exercise involves splitting the classroom in half and making the right side of the room the “positive scanning side” and the left side of the room the “negative scanning side”. The facilitator will then present a statement and ask the participants to critically think and decide if the statement is positive or negative, and then proceed to the corresponding side of the classroom. The participants will have 10-seconds to decide if the statement is positive or negative. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom.
Coping Strategies Lesson (35-Minutes)

Discussion (5-minutes)

To begin the discussion, the facilitator is to discover what the participants know about coping, and what strategies they may use. Find out if the participants understand what coping is, and what strategies they may use to cope in aversive situations. Remember to provide reinforcement in the form of praise to participants who are engaged in the activity.

Psychoeducation (5-Minutes)

Provide the participants with the Cognitive Coping Card Handout. See Figure 3.

Child Activity (25-Minutes)

Provide the participants with four card-sized pieces of lined paper and provide 10-minutes for the participants to create cognitive coping cards. If they have any questions, remind them that the facilitator or their assigned volunteer can aid them in any questions they have.

Begin the activity with asking the participants the question “What is something you want to tell your parents you are currently feeling or experiencing”. Instruct the participants to write the feeling or experience on the front of the card, and on the back to write statements or ideas on how they can cope following the example provided in Figure 3. Once this exercise is completed, the participants must then identify other experiences or feelings which evoke anxiety. With these experiences or feelings identified, the participants must then create cognitive coping cards to combat these feelings or experiences with the help of the facilitator or assigned volunteer.

The facilitator will then begin the second half of the Child Activity, controlled breathing. The facilitator will read out the Controlled Breathing Handout (See next page). Once the controlled breathing exercise is complete ask the participants their thoughts on the activity.
Relaxed Breathing

When we are anxious or threatened our breathing speeds up in order to get our body ready for danger. Relaxed breathing (sometimes called abdominal or diaphragmatic breathing) signals the body that it is safe to relax. Relaxed breathing is slower and deeper than normal breathing, and it happens lower in the body (the belly rather than the chest).

<table>
<thead>
<tr>
<th>In-breath</th>
<th>Pause</th>
<th>Out-breath</th>
<th>Pause</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ... 2 ... 3 ... 4</td>
<td>1 ...</td>
<td>1 ... 2 ... 3 ... 4</td>
<td>1 ...</td>
</tr>
</tbody>
</table>

How to do relaxed breathing

• To practice make sure you are sitting or lying comfortably
• Close your eyes if you are comfortable doing so
• Try to breathe through your nose rather than your mouth
• Deliberately slow your breathing down. Breathe in to a count of 4, pause for a moment, then breathe out to a count of four
• Make sure that your breaths are smooth, steady, and continuous - not jerky
• Pay particular attention to your out-breath - make sure it is smooth and steady

Am I doing it right? What should I be paying attention to?

• Relaxed breathing should be low down in the abdomen (belly), and not high in the chest. You can check this by putting one hand on your stomach and one on your chest. Try to keep the top hand still, your breathing should only move the bottom hand
• Focus your attention on your breath - some people find it helpful to count in their head to begin with (“in ... two ... three ... four ... pause ... Out ... two ... three ... four ... pause ...”)

How long and how often?

• Try breathing in a relaxed way for at least a few minutes at a time - it might take a few minutes for you to notice an effect. If you are comfortable, aim for 5-10 minutes
• Try to practice regularly - perhaps three times a day

Variations and troubleshooting

• Find a slow breathing rhythm that is comfortable for you. Counting to 4 isn’t an absolute rule. Try 3 or 5. The important thing is that the breathing is slow and steady
• Some people find the sensation of relaxing to be unusual or uncomfortable at first but this normally passes with practice. Do persist and keep practising
Parent-Child Activity (45-Minutes)

The facilitator will instruct the participants to move to the parent classroom next door. Ensure that all the participants arrive and join their parents. The parent-child activity will be conducted using behavioural skills training, this involves instruction, modelling, rehearsal, and feedback.

*Instruction:* Develop four different Cognitive Coping Cards as a parent-child team on events/feelings/stressors you need to deal with in the week ahead. These could be how you feel when you are sad or mad, while doing homework, an event you must go to, or just day to day things you find difficult. Provide the stressor/anxious feeling or event on the front of the card and provide the coping strategies on the back following the example in Figure 3.

*Model:* The facilitators will then provide an example on how to engage in the activity as the parent and the child.

*Rehearsal:* Participants are then to engage in the activity together.

*Feedback:* Facilitators and volunteers will go around the room and view each parent-child team engage in the activity and provide each team with positive feedback and some positive criticism.

Each participant in the parent and child group will have the objective of creating six Cognitive Coping Cards together as a team. These Cognitive Coping Cards will revolve around feelings or events that must be dealt with or engaged in during the upcoming week, and the parent-child team must brainstorm together how to create strategies to deal with the feelings or events.

The session will be completed with a controlled breathing exercise as a group. The facilitator will ensure each parent-child team has a Controlled Breathing Handout to take home. Remind the participants of the Paid Practice and how they can earn them during the week, as well as the treasure chest they can pick rewards from if they earn Paid Practice over the course of the following week. Thank the participants for coming.
COPING

Quote of the day

You are OK

Definition

The struggle you’re in today, is developing the strength you need for tomorrow.

To face and deal with responsibilities, problems, or difficulties, especially successfully, or in a calm or adequate manner.

Cognitive Coping Cards

Going to Hockey

What will happen?

FIRST, I will get all my equipment on.

THEN, I will find my position on the bench - Coach will help me out if I can’t tell where I should be in the lineup.

NEXT, Coach will signal when it is time for me to hit the ice. I won’t go on until I see this signal.

FINALLY, When the game is over I can talk with my family about how the game went.

How I might feel

I may feel nervous and scared about my performance, but if I feel this way I can talk to coach, or tell myself that it is just a game and we are here to have fun and enjoy the sport of hockey.

I should not try and get up and jump on the ice before it is my turn to go on.

Figure 3. Cognitive Coping Card
Session Three: CBT Overview

Agenda

➢ Welcome the participants back
➢ Weekly Refresher – Paid Practice
➢ Topic Discussion on I-Statements
➢ Psychoeducation on Cognitive Behavioural Therapy
➢ Child Activity
➢ Parent-Child Activity

Materials

➢ Writing Utensils (Pens/Pencils)
➢ Refreshments
➢ Photocopies of the Child Activity Handout
➢ Photocopies of the Parent-Child Activity
➢ White board with Dry-Erase Markers
➢ Paid Practice and Treasure Box

Setting

The session will occur in a quiet secluded classroom at St. Lawrence College, Kingston Campus, beside the parent group classroom.

Session Description

1. Welcome the participants back to the third week of RAD and thank them for attending
   a. An optional step is to offer participants refreshments
2. The facilitator will ask the participants for a weekly update. This includes how their week went since last session, if they incorporated any of the skills taught in session with their parent, as well as positives and negatives experienced throughout the week.
3. The facilitator is to ask if the participants earned any behavior bucks over the past week. This includes how many they received, for what skill, if they continue to enjoy or dislike the system, and if they enjoyed engaging in the skills taught to earn the behavior bucks.
4. The facilitator must provide a review of the previous session and remind the participants what they learned, discussed, and practiced in last week’s session using the Behavioural Games. This provides the participants the opportunity to reinforce what was learned last week and will get them more comfortable for the session ahead.
5. Discussion on what I-Statements are, how they work, and what makes them helpful.
6. Psychoeducation on I-Statements formula, and brief overview of CBT.
8. Parent-Child Activity, facilitators must use the BST method to instruct participants on activity.
9. Provide time for any questions, or concerns, remind participants about the Paid Practice system and thank participants for coming.

**Weekly Refresher/ Paid Practice Update (5-Minutes)**

The facilitator should use this time to continue to gain rapport with the participants, review last week’s lesson on what the participant’s learned and practiced, as well as discuss what instances the participant received Paid Practice during the previous week. Facilitators are free to use examples from the previous weeks handout or provide their own examples to test the skill level and knowledge of participants on last week’s information. This is conducted through the Behavioural Games exercise.

**Behavioural Games Exercise (5-Minutes)**

The first exercise involves splitting the classroom in half and making the right side of the room the “positive scanning side” and the left side of the room the “negative scanning side”. The facilitator will then present a statement and then ask the participants to critically think and decide if the statement is positive or negative, and then go to the corresponding side of the classroom. The facilitator is free to use the examples from the week’s handout or come up with new ones. The participants will have 10-seconds to decide if the statement is positive or negative. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.

The second exercise involves the facilitator engaging in controlled breathing. Participants will again have 10-seconds to decide if the facilitator is engaging in the true form of controlled breathing. The right side of the room will be labeled as the correct form for controlled breathing and the left side as the incorrect form of controlled breathing. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if
their assigned participant chose the correct side of the classroom for the exercise.

For the third exercise, the facilitator will create a Cognitive Coping Card on the white board using dry-erase markers. The participants will then have 10-seconds to decide if the Cognitive Coping Card was done correctly. The right side of the room will be labeled as correct, and the left side as incorrect. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

Note: The facilitator is free to change the order of each behavioural game exercise to ensure participant is successful in understanding each skill.

**Cognitive Behavioural Therapy Lesson (35-Minutes)**

**Discussion (10-Minutes)**

The facilitator is to begin the discussion with I-statements, ask the participants if they know what I-statements are, and if they do, why they are useful. Provide positive reinforcement in the form of praise to participants engaged in the activity.

**Psychoeducation (20-Minutes)**

Provide psychoeducation on CBT using the handout located on the next page. The goal of the facilitator is to provide a summary of what CBT is, and how our thoughts, feelings, and behaviours are all interconnected and can influence each other.

The facilitator will provide the participants with the formula for I-Statements as follows:

“**I feel _____ when you _____ because _____**”
Overview Of CBT
What we think, feel, and do in the present is influenced by what happened to us earlier in our lives.

Your early experiences

The development of your beliefs about:
- Your self
- The world
- Other people
- Your future

which affect how your perceive

Situations In The Here-And-Now

Thoughts
what was going through your mind?

Emotions
what were you feeling?

Behaviors
what did you do? how did you react?

Bodily Sensations
what was going on in your body?
Child Activity (15-Minutes)

Provide the participants with the I-Statement worksheet and allow the participants some time to look over the examples provided using the handout provided below. During this exercise the facilitator’s goal is to aid the participants in identifying emotions, and how to appropriately and effectively communicate them verbally. Although the facilitator and RAD volunteers should be available to aid the participants during the exercise, allow the participants to complete the exercise independently and be available if questions or concerns arise.

Parent-Child Activity (15-Minutes)

The facilitator will instruct the participants to move to the parent classroom next door. Ensure that all the participants arrive and join their parents. The parent-child activity will be conducted using behavioural skills training, this involves instruction, modelling, rehearsal, and feedback.

*Instruction:* The facilitator will ask the participants to use the three scenarios provided and both the parent and child participants must develop an appropriate I-Statement. Once all three I-Statements have been developed using the examples provided, both the parent and child as a team must develop an example that is relevant to them and create an appropriate I-Statement for the parent and child to use.

*Model:* The facilitators will model both the parent and the child and engage in the I-Statement activity.

*Rehearsal:* Participants are to engage in the activity together.

*Feedback:* Facilitators and volunteers will go around the room and view each parent-child team engage in the activity and provide each team with positive feedback and some positive criticism.

Both the parent and child participants will have a total of eight I-Statements developed from four different scenarios (three examples provided by the facilitators and one personal example relevant to the parent and child).

The session will be finished with a reminder of the Paid Practice system, and how the child participants can earn rewards through using the skills acquired during the RAD program. Such as using an I-Statement during the week ahead. Thank the participants for coming, and ensure any questions or concerns are answered.
I-Statement Worksheet

Name:______________                                       Date:______________

Example: Dad said he would cook your favorite dinner tonight but then were busy and made salad instead.

I-Statement:

I feel____sad____________________________.

When you didn’t make my favorite meal____.

Because____I was looking forward to it_____.

Regular: “You never text me. You don’t love me.

I-Statement:

I feel__hurt______________________________.

When you never text me______________.

Because it seems like you don’t love me___.

Practice

Example: Mom forgot to bring you to your hockey practice this week. Now you won’t be able to play in the game.

I feel______________________________.

When you____________________________.

Because____________________________.
Example: Dad said he would bring you to get your nails done this week with them but got busy with work.

I feel______________________________.

When you__________________________.

Because____________________________.

Example: One of your friends said they would play volleyball with you at recess but played on the play structure instead.

I feel______________________________.

When you__________________________.

Because____________________________.
Hand out Session Three: Parent-Child Activity

Scenario One: Child goes first
Your parent has promised to take you to the library to pick out a new book, however when they come home they have gone right up to their room. You go to the door and knock, using an I-statement what would you say to your parent. As the parent, answer your child with your own I-statement based off their response.

Scenario Two: Parent goes first
You come home from work to find your child crying in their room, when you ask what’s wrong, your child tells you to come back in 5-minutes after being calmed down. You attend your child’s room in the 5-minutes, using an I-statement what would you say? As a child, respond to your parent’s response with an I-statement.

Scenario Three: Either can go first
Waiting in line and someone cuts right in front of you. Using an I-statement tell the person how you are feeling.
Session Four: Cognitive Distortions

Agenda

- Welcome the participants back
- Weekly Refresher – Paid Practice
- Topic Discussion on Cognitive Distortions
- Psychoeducation on Cognitive Distortions
- Child Activity
- Parent-Child Activity

Materials

- Writing Utensils (Pens/Pencils)
- Refreshments
- Photocopies of the Child Activity Handout
- Photocopies of the Parent-Child Activity for Participants
- White board with Dry-Erase Markers
- Paid Practice and Treasure Box

Setting

The session will occur in a quiet secluded classroom at St. Lawrence College, Kingston Campus, beside the parent group classroom.

Session Description

1. Welcome the participants back to the fourth week of RAD and thank them for attending.
   a. An optional step is to offer participants refreshments
2. The facilitator will ask the participants for a weekly update. This includes how their week went since last session, if they incorporated any of the skills taught in session with their parent, as well as positives and negatives experienced throughout the week.
3. The facilitator is to ask if the participants earned any behavior bucks over the past week. This includes how many they received, for what skill, if they continue to enjoy or dislike the system, and if they enjoyed engaging in the skills taught to earn the behavior bucks.
4. The facilitator must provide a review of the previous session and remind the participants what they learned, discussed, and practiced in last week’s session using the Behavioural Games. This provides the participants the opportunity to reinforce what was learned last week and will get them more comfortable for the session ahead.
5. Cognitive Distortions discussion
6. Psychoeducation on Cognitive Distortions
7. Child Activity
8. Parent-Child Activity, facilitators must use the BST method to instruct participants on activity.
9. Provide time for any questions, or concerns, remind participants about the Paid Practice system and thank participants for coming.

**Weekly Refresher/ Paid Practice Update (5-Minutes)**

The facilitator should use this time to continue to gain rapport with the participants, review last week’s lesson on what the participant’s learned and practiced, as well as discuss what instances the participant received Paid Practice during the previous week. Facilitators are free to use examples from the previous weeks handout or provide their own examples to test the skill level and knowledge of participants on last week’s information. This is conducted through the Behavioural Games exercise.

**Behavioural Games Exercise (5-Minutes)**

The first exercise involves splitting the classroom in half and making the right side of the room the “positive scanning side” and the left side of the room the “negative scanning side”. The facilitator will then present a statement and then ask the participants to critically think and decide if the statement is positive or negative, and then go to the corresponding side of the classroom. The facilitator is free to use the examples from the week’s handout or come up with new ones. The participants will have 10-seconds to decide if the statement is positive or negative. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.

The second exercise involves the facilitator engaging in controlled breathing. Participants will again have 10-seconds to decide if the facilitator is engaging in the true form of controlled breathing. The right side of the room will be labeled as the correct form for controlled breathing and the left side as the incorrect form of controlled breathing. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.

For the third exercise, the facilitator will create a Cognitive Coping Card on the white board using dry-erase markers. The participants will then
have 10-seconds to decide if the Cognitive Coping Card was done correctly. The right side of the room will be labeled as correct, and the left side as incorrect. Participants will then be asked to go to the side of the room which corresponds with their answer. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

   The fourth exercise will involve the facilitator verbally expressing the I-Statement formula. The participants will then be asked if the formula is correct or incorrect and to move to the side of the classroom that corresponds to their answer. The volunteers of the RAD program will use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

Note: The facilitator is free to change the order of each behavioural game exercise to ensure participant is successful in understanding each skill

**Thinking Traps Lesson (35-Minutes)**

**Discussion (10-Minutes)**

The facilitator should encourage discussion surrounding thinking traps, how they are unhelpful, and what some more helpful and healthy ways of thinking are. The facilitator should provide an opportunity for participants to share their own examples of distorted thinking if they feel comfortable. Provide positive reinforcement in the form of praise for participants engaged in the discussion.

**Psychoeducation on Thinking Traps (10-Minutes)**

The facilitator is to provide the participants with the psychoeducational handout on Thinking Traps (Figure 4).

**Child Activity (15-Minutes)**

The facilitator will hand out the Thinking Traps worksheet to each participant. The participants will be given time to work through the handout. The facilitator and RAD volunteers will be there to answer any questions or concerns with the worksheet but allow the participants to work through each example on their own. Provide time to go over the worksheet and discuss each example.
Parent-Child Activity (45-Minutes)

The facilitator will instruct the participants to move to the parent classroom next door. Ensure that all the participants arrive and joined their parents. The parent-child activity will be conducted using behavioural skills training this involves instruction, modelling, rehearsal, and feedback.

**Instruction:** The facilitator will ask the participants to use the five scenarios provided and the parent and child will both take turns engaging in each scenario, the other must guess which distortion it is, and provide a challenging or more helpful and healthy thought.

**Model:** The facilitators will model both the parent and the child and engage in the cognitive distortion activity.

**Rehearsal:** Participants are then to engage in the activity together.

**Feedback:** Facilitators and volunteers will go around the room and view each parent-child team engage in the activity and provide each team with positive feedback and some positive criticism.

Both the parent and child participants will have five scenarios (located below) describing five common cognitive distortions, one participant will act out the scenario and the other participant will guess the Thinking Trap, together as a team the parent and child will then develop a more helpful and healthy thought to use in each scenario.

The session will be finished with a reminder of the Paid Practice system, and how the child participants can earn rewards through using the skills acquired during the RAD program. Such as challenging cognitive distortions and coming up with more helpful and healthy thoughts during the week ahead. Thank the participants for coming, and ensure any questions or concerns are answered.
Thinking Trap Worksheet

Name:_______________          Date:______________

Please circle which Thinking Trap you believe each example is. Then provide a replacement thought to combat the Cognitive Distortion

Examples:

“Dad moved out of the house. I will never see him again.”

Catastrophizing  |  Black or White Thinking  |  Labelling

Replacement Thought:

“I have to always make mom happy, or she won’t love me.”

Catastrophizing  |  Black or White Thinking  |  Labelling

Replacement Thought:

“I’m a loser because all my friends parents are still together and mine are not.”

Catastrophizing  |  Black or White Thinking  |  Labelling

Replacement Thought:
Handout Session Four

Scenario One: A son asks his father to play baseball with him in the backyard, his father declines due to work calling him in. The son concludes that his dad will never have time for him. Name that distortion and create a more helpful replacement thought.

Distortion:

Replacement Thought:

Scenario Two: A girl does poorly on her science test, she feels when she tells her mother she will call her a failure and tell her to leave the house. Name that distortion and create a more helpful thought.

Distortion:

Replacement Thought:

Scenario Three: A parent loses their temper with their child after a rough day. After the fight they think their child is going to hate them.

Distortion:

Replacement Thought:

Scenario Four: A child waits for their parent while playing basketball, their parent doesn’t show up. He thinks “they are always missing my activities.”

Distortion:

Replacement Thought:
Scenario Five: A mother gets a call that their child’s father did not pick her up. She thinks to herself he is useless and never helps her out.

Distortion:

Replacement Thought:
Cognitive Distortions

Our minds have the ability to trick us into unhelpful ways of thinking.

Cognitive Distortions are ways that our brains trick us into thinking things that are untrue or twisted in ways to keep us from thinking about the situation or ourselves in a clear manner.

Examples

**Catastrophizing**

Catastrophizing is a type of thinking that means taking a situation and making it bigger than it actually is, and usually the worst case scenario. Example: “I didn’t do as well as I wanted on the test, I am a complete failure and will now fail school.”

**Black or White Thinking**

Black and White Thinking is a type of thinking that means we see a person, situation or ourselves in one spectrum or the complete opposite. Never in between. Example: “My friends couldn’t hang out tonight, so they obviously hate me.”

**Labelling**

Labelling is the type of thinking that means taking a characteristic (usually a negative one) and applies it to the entire person. Example: “You were late today, you are always late, everytime.”

Figure 4. Cognitive Distortions
Session Five: Dealing with Emotions

Agenda
- Welcome the participants back
- Weekly Refresher – Paid Practice
- Topic Discussion on Emotions
- Psychoeducation on Emotions

Materials
- Writing Utensils (Pens/Pencils)
- Refreshments
- Lined Paper
- White board with Dry-Erase Markers
- Paid Practice and Treasure Box

Setting
The session will occur in a quiet secluded classroom at St. Lawrence College, Kingston Campus, beside the parent group classroom.

Session Description:

1. Welcome the participants back to the fifth week of RAD and thank them for attending
   a. An optional step is to offer participants refreshments
2. The facilitator will ask the participants for a weekly update. This includes how their week went since last session, if they incorporated any of the skills taught in session with their parent, as well as positives and negatives experienced throughout the week.
3. The facilitator is to ask if the participants earned any behavior bucks over the past week. This includes how many they received, for what skill, if they continue to enjoy or dislike the system, and if they enjoyed engaging in the skills taught to earn the behavior bucks.
4. The facilitator must provide a review of the previous session and remind the participants what they learned, discussed, and practiced in last week’s session using the Behavioural Games. This provides the participants the opportunity to reinforce what was learned last week and will get them more comfortable for the session ahead.
5. Topic discussion around divorce, and the emotions the participants are experiencing as being a child of divorce or separation.
6. The facilitator will provide psychoeducation surrounding emotions experienced by children of divorce. Provide evidence supported by the literature.
7. End the session with any positives the participants have experienced since the divorce. If this is difficult, ask the participants to name one positive thing about the other participants.
8. Provide time for any questions, or concerns, remind participants about the Paid Practice system and thank participants for coming.

**Weekly Refresher/ Paid Practice Update (5-Minutes)**

The facilitator should use this time to continue to gain rapport with the participants, review last week’s lesson on what the participant’s learned and practiced, as well as discuss what instances the participant received Paid Practice during the previous week. Facilitators are free to use examples from the previous weeks handout or provide their own examples to test the skill level and knowledge of participants on last week’s information. This is conducted through the Behavioural Games exercise.

**Behavioural Games Exercise (5-Minutes)**

The first exercise involves splitting the classroom in half and making the right side of the room the “positive scanning side” and the left side of the room the “negative scanning side”. The facilitator will then present a statement and then ask the participants to critically think and decide if the statement is positive or negative, and then go to the corresponding side of the classroom. The facilitator is free to use the examples from the week’s handout or come up with new ones. The participants will have 10-seconds to decide if the statement is positive or negative. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.

The second exercise involves the facilitator engaging in controlled breathing. Participants will again have 10-seconds to decide if the facilitator is engaging in the true form of controlled breathing. The right side of the room will be labeled as the correct form for controlled breathing and the left side as the incorrect form of controlled breathing. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.
For the third exercise, the facilitator will create a Cognitive Coping Card on the white board using dry-erase markers. The participants will then have 10-seconds to decide if the Cognitive Coping Card was done correctly. The right side of the room will be labeled as correct, and the left side as incorrect. Participants will then be asked to go to the side of the room which corresponds with their answer. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The fourth exercise will involve the facilitator verbally expressing the I-Statement formula. The participants will then be asked if the formula is correct or incorrect and to move to the side of the classroom that corresponds to their answer. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The fifth exercise involves the facilitator providing an example of one of the three cognitive distortions outlined in week four. The facilitator is free to use an example provided on the week four worksheet or to come up with their own. The room will be divided into three different cognitive distortion sections: Black or White Thinking, Catastrophizing, and Labelling. The participants will then have 10-seconds to decide which distortion the facilitator provided and go to the section of the classroom designated at the cognitive distortion they believe it is. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

Note: The facilitator is free to change the order of each behavioural game exercise to ensure participant is successful in understanding each skill.

Dealing with Emotions Lesson (45-Minutes)

Discussion (25-Minutes)

Week five is different than the other 9-weeks in the Restructuring After Divorce program. The session is guided more at discussions around divorce than that of skill acquisition. It provides the participants to identify with each other, see strengths, areas of improvement, and to see that they are not alone. There is no parent-child activity this week. The facilitator does not lead this discussion but guides it. It is important that the
participants know that if the discussion becomes difficult we can stop immediately, and they can be reunited with their parent.

During this discussion the facilitator and the RAD volunteers are to practice empathy as well as active listening. During the discussion, validate the participants for their participation with support through the literature with what they are experiencing, as well as rewards from the treasure box for engaging in the activity.

Discuss the participants’ emotions, how they felt when the divorce first happened, and how they are currently feeling. Take note of feelings expressed by each participant and at the end, write them on the white board. If participants do not feel comfortable with sharing the feelings they are experiencing publicly, provide them with a pen and lined paper so that they can write them down.

Ensure the participants stay engaged and that the topic is focused around divorce and the experiences they are feeling. If it begins to go off-track, remind them on why we are discussing these emotions and ensure the group rears back to talking about divorce.

Psychoeducation (10-Minutes)

Validate and support the participants’ feelings with a short lesson on what the literature concludes. Display to them that they are not alone.

Child Activity (15-Minutes)

It is important the facilitator end this week’s session on a positive note. The facilitator must encourage discussion on positive experiences the participants have had since the divorce has occurred. If this is difficult for the participants to discuss, ask the participants to name one positive thing about the other participants in the program.

The session will be finished with a reminder of the Paid Practice System, and how the child participants can earn rewards through using the skills acquired during the RAD program. Thank the participants for coming, and ensure any questions or concerns are answered.
Session Six: Relaxation and Mindfulness

Agenda

➢ Welcome the participants back
➢ Weekly Refresher – Paid Practice
➢ Topic Discussion on Mindfulness
➢ Psychoeducation on Relaxation Techniques and Mindfulness
➢ Child Activity
➢ Progressive Muscle Relaxation (PMR) Parent-Child Activity

Materials

➢ Writing Utensils (Pens/Pencils)
➢ Refreshments
➢ Photocopies of the Child Activity Handout
➢ Photocopies of the Parent-Child Activities for participants
➢ White board with Dry-Erase Markers
➢ Paid Practice and Treasure Box

Setting

The session will occur in a quiet secluded classroom at St. Lawrence College, Kingston Campus, beside the parent group classroom.

Session Description

1. Welcome the participants back to the fifth week of RAD and thank them for attending
   a. An optional step is to offer participants refreshments
2. The facilitator will ask the participants for a weekly update. This includes how their week went since last session, if they incorporated any of the skills taught in session with their parent, as well as positives and negatives experienced throughout the week.
3. The facilitator is to ask if the participants earned any behavior bucks over the past week. This includes how many they received, for what skill, if they continue to enjoy or dislike the system, and if they enjoyed engaging in the skills taught to earn the behavior bucks.
4. The facilitator must provide a review of the previous session and remind the participants what they learned, discussed, and practiced in last week’s session using the Behavioural Games. This provides the participants the opportunity to reinforce what was learned last week and will get them more comfortable for the session ahead.
5. Topic discussion on mindfulness.
6. Psychoeducation on mindfulness and relaxation.
7. Child Activity
8. Parents and children come together for the parent-child activity. Facilitators will conduct the activity using the BST method.
9. Provide time for any questions, or concerns, remind participants about the Paid Practice system and thank participants for coming.

**Weekly Refresher/ Paid Practice Update (5-Minutes)**

The facilitator should use this time to continue to gain rapport with the participants, review last week’s lesson on what the participant’s learned and practiced, as well as discuss what instances the participant received Paid Practice during the previous week. Facilitators are free to use examples from the previous weeks handout or provide their own examples to test the skill level and knowledge of participants on last week’s information. This is conducted through the Behavioural Games exercise.

**Behavioural Games Exercise**

The first exercise involves splitting the classroom in half and making the right side of the room the “positive scanning side” and the left side of the room the “negative scanning side”. The facilitator will then present a statement and then ask the participants to critically think and decide if the statement is positive or negative, and then go to the corresponding side of the classroom. The facilitator is free to use the examples from the week’s handout or come up with new ones. The participants will have 10-seconds to decide if the statement is positive or negative. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.

The second exercise involves the facilitator engaging in controlled breathing. Participants will again have 10-seconds to decide if the facilitator is engaging in the true form of controlled breathing. The right side of the room will be labeled as the correct form for controlled breathing and the left side as the incorrect form of controlled breathing. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.

For the third exercise, the facilitator will create a Cognitive Coping Card on the white board using dry-erase markers. The participants will then
have 10 seconds to decide if the Cognitive Coping Card was done correctly. The right side of the room will be labeled as correct, and the left side as incorrect. Participants will then be asked to go to the side of the room which corresponds with their answer. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The fourth exercise will involve the facilitator verbally expressing the I-Statement formula. The participants will then be asked if the formula is correct or incorrect and to move to the side of the classroom that corresponds to their answer. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The fifth exercise involves the facilitator providing an example of one of the three cognitive distortions outlined in week four. The facilitator is free to use an example provided on the week four worksheet or to come up with their own. The room will be divided into three different cognitive distortion sections: Black or White Thinking, Catastrophizing, and Labelling. The participants will then have 10 seconds to decide which distortion the facilitator gave and go to the section of the classroom designated at the cognitive distortion they believe it is. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

Note: The facilitator is free to change the order of each behavioural game exercise to ensure participant is successful in understanding each skill.

**Relaxation and Mindfulness Lesson (35-Minutes)**

**Discussion (5-Minutes)**

Begin the discussion with asking the participants what they believe mindfulness is, how they may use it to relax when they feel stressed, and why it is important to be mindful. The facilitator will ask what the participants do when they want to relax when they feel adverse emotions or experiences. The goal of this discussion is to gain insight on the participants knowledge of mindfulness. Provide positive reinforcement in the form of praise for participants engaged in the activity.
Psychoeducation (10-Minutes)

Provide information to the participants on what mindfulness and relaxation are. Mindfulness is the act of being present while calmly accepting and acknowledging one’s thoughts, feelings and bodily sensations. Relaxation is being free from uncomfortable sensations and tension in the body and mind. During this discussion present the difference between Mindful and Mind FULL.

Child-Activity (15-Minutes)

Before starting this activity, the facilitator must give the participants the Mindfulness Handout (Figure 5). During this activity the facilitator and RAD volunteers are to allow participants time to develop a list of ways they can be mindful at school, during recess, afterschool, and while with friends or at home using the techniques provided on the handout.

Parent-Child Activity (45-Minutes)

The facilitator will instruct the participants to move to the parent classroom next door. Ensure that all the participants arrive and join their parents. The parent-child activity will be conducted using behavioural skills training this involves instruction, modelling, rehearsal, and feedback.

Instruction: The facilitator will ask the participants to assume a comfortable, relaxed, seated position. As the exercise today is progressive muscle relaxation.

Model: The facilitators will model the roles of the facilitator and the participant in this activity and engage in the exercise.

Rehearsal: Participants engage in activity. Facilitators will go through the progressive muscle relaxation exercise as outlined on the next page.

Feedback: RAD volunteers will go around the room and watch each participant engage in activity and give positive feedback and some positive criticism after the activity is complete.

Each participant will engage in the progressive muscle relaxation activity guided by the verbal instruction of the facilitator.

The session will be completed with a reminder of the Paid Practice system, and how the child participants can earn rewards through using the skills
acquired during the RAD program. Thank the participants for coming, and ensure any questions or concerns are answered.
**Progressive Muscle Relaxation**

Our bodies respond automatically to stressful situations and thoughts by becoming tense. The opposite relationship also works: a good way of relaxing the mind is to deliberately relax the body.

In a progressive muscle relaxation each muscle group is tensed in turn, and the tension is then released. This relaxes the muscles and allows you to notice the contrast between tension and relaxation.

Relaxation should be enjoyable so if any part of the exercise is too difficult skip it for the moment. If you have any injuries you may wish to leave out that part of the exercise.

**Preparation**

Lie down flat on your back, on a firm bed, a couch, or on the floor. Support your head and neck with a pillow or cushion. Alternatively sit in a comfortable chair with your head well-supported. Close your eyes if you are comfortable doing so.

**Instructions**

Focus your attention on different parts of your body in sequence. Go through the sequence three times:

1) *Tense & release:* Tense that body part, hold it for a few moments, then relax

2) *Lightly tense & release:* Tense that body part with just enough tension to notice, then relax

3) *Release only:* Just pay attention to each muscle group and decide to relax it

**Recommended sequence**

1. Right hand & arm  
   (clench the fist & tighten the muscles in the arm)
2. Left hand & arm
3. Right leg  
   (tense the leg, lifting the knee slightly)
4. Left leg
5. Stomach & chest
6. Back muscles  
   (pull the shoulders back slightly)
7. Neck & throat  
   (push the head back slightly into the pillow/surface)
8. Face  
   (scrunch up the muscles in your face)
Figure 5. Mindfulness

MINDFULNESS

Mindful
- Calm and nice, like eating warm chocolate chip cookie
- Mindfulness lets you enjoy one moment, task, or event at a time

Mind FULL
- Messy, sad overwhelming, unproductive, not good.
- Mind FULL is future focused

WAYS TO BE MINDFUL

- Stretch first thing in the morning
- Chew your food slowly
- Listen to music
- Write down your top three priorities for the day first thing in the morning!
- Breathe deeply
- Slow Down!
- Drink water all day
- Notice what time frame your mind is in
- Stretch and move often
- Go outside!
- Get a goodnight sleep
- Put your phone in the drawer for at least a couple hours each night
- Question your assumptions
- Take time each day to reflect on why you’re here.
- Tell someone how much you appreciate them
- Ask yourself: “What’s working right now?”

Figure 5. Mindfulness
Session Seven: Premack Principle

Agenda

- Welcome the participants back
- Weekly Refresher – Paid Practice
- Topic Discussion on Premack Principle
- Psychoeducation on Premack Principle
- Child Activity
- Premack Principle Parent-Child Activity

Materials

- Writing Utensils (Pens/Pencils)
- Refreshments
- Photocopies of the Child Activity Handout
- Photocopies of the Parent-Child Activity for participants
- White board with Dry-Erase Markers
- Paid Practice and Treasure Box

Setting

The session will occur in a quiet secluded classroom at St. Lawrence College, Kingston Campus, beside the parent group classroom.

Session Description

1. Welcome the participants back to the seventh week of RAD and thank them for attending
   a. An optional step is to offer participants refreshments

2. The facilitator will ask the participants for a weekly update. This includes how their week went since last session, if they incorporated any of the skills taught in session with their parent, as well as positives and negatives experienced throughout the week.

3. The facilitator is to ask if the participants earned any behavior bucks over the past week. This includes how many they received, for what skill, if they continue to enjoy or dislike the system, and if they enjoyed engaging in the skills taught to earn the behavior bucks.

4. The facilitator must provide a review of the previous session and remind the participants what they learned, discussed, and practiced in last week’s session using the Behavioural Games. This provides the participants the opportunity to reinforce what was learned last week and will get them more comfortable for the session ahead.
5. Topic discussion on the Premack Principle
6. Psychoeducational lesson on the Premack Principle
7. Participants engage in the T-Chart activity
8. Parent-Child Activity, facilitators must use the BST method to instruct participants on activity.
9. Provide time for any questions, or concerns, remind participants about the Paid Practice system and thank participants for coming.

Weekly Refresher/ Paid Practice Update (5-Minutes)

The facilitator should use this time to continue to gain rapport with the participants, review last week’s lesson on what the participant’s learned and practiced, as well as discuss what instances the participant received Paid Practice during the previous week. Facilitators are free to use examples from the previous weeks handout or provide their own examples to test the skill level and knowledge of participants on last week’s information. This is conducted through the Behavioural Games exercise.

Behavioural Games Exercise (5-Minutes)

The first exercise involves splitting the classroom in half and making the right side of the room the “positive scanning side” and the left side of the room the “negative scanning side”. The facilitator will then present a statement and then ask the participants to critically think and decide if the statement is positive or negative, and then go to the corresponding side of the classroom. The facilitator is free to use the examples from the week’s handout or come up with new ones. The participants will have 10-seconds to decide if the statement is positive or negative. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.

The second exercise involves the facilitator engaging in controlled breathing. Participants will again have 10-seconds to decide if the facilitator is engaging in the true form of controlled breathing. The right side of the room will be labeled as the correct form for controlled breathing and the left side as the incorrect form of controlled breathing. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.
For the third exercise, the facilitator will create a Cognitive Coping Card on the white board using dry-erase markers. The participants will then have 10-seconds to decide if the Cognitive Coping Card was done correctly. The right side of the room will be labeled as correct, and the left side as incorrect. Participants will then be asked to go to the side of the room which corresponds with their answer. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The fourth exercise will involve the facilitator verbally expressing the I-Statement formula. The participants will then be asked if the formula is correct or incorrect and to move to the side of the classroom that corresponds to their answer. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The fifth exercise involves the facilitator providing an example of one of the three cognitive distortions outlined in week four. The facilitator is free to use an example provided on the week four worksheet or to come up with their own. The room will be divided into three different cognitive distortion sections: Black or White Thinking, Catastrophizing, and Labelling. The participants will then have 10-seconds to decide which distortion the facilitator gave and go to the section of the classroom designated at the cognitive distortion they believe it is. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The sixth exercise involves the facilitator providing a true or false example of if you are to engage in PMR while lying down or standing up. One side of the room will be labeled true and the other false. Participants will have 10-seconds to determine their answer and proceed to the corresponding side of the room. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

Note: The facilitator is free to change the order of each behavioural game exercise to ensure participant is successful in understanding each skill.
**Premack Principle Lesson (45-Minutes)**

**Discussion (10-Minutes)**

The facilitator will discuss with the participants how they get their parents to engage in activities that they enjoy, such as playing basketball outside. The facilitator will discuss with the participants what the Premack Principal is, and then ask the participants how they could use this with their parents for activities they would like their parents to engage in. The facilitator is to make a list on the white board for future prompts for the child activity.

**Psychoeducation (15-Minutes)**

The facilitator is to provide the participants with the Premack Principle Handout. See Figure 6.

**Child Activity (20-Minutes)**

Provide the participants with a photocopy of the created T-Chart displayed below. Instruct the participants to develop a list of high (+) probability behaviours (behaviours their parents always engage in) and low (-) probability behaviours (behaviours their parents rarely engage in). The completed T-Chart will be used in the parent-child activity. After the T-Chart is completed, have the participants fill out another T-Chart with behaviours they engage in.

**T-Chart**

<table>
<thead>
<tr>
<th>Behaviours Your Parent Always Does (+)</th>
<th>Behaviours Your Parent Doesn't Really Do (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Parent-Child Activity (45-Minutes)**

The facilitator will instruct the participants to move to the parent classroom next door. Ensure that all the participants arrive and join their parents. The
parent-child activity will be conducted using behavioural skills training this involves instruction, modelling, rehearsal, and feedback.

**Instruction:** The facilitator will ask the participants to take the T-Chart they created for their parent’s behaviours, and role-play and get your parent to engage in the low-probability behaviours. Once complete, the parent will take the other T-Chart that has the child’s behaviours on it, and role-play to get the child to engage in the low-probability behaviours.

**Model:** The facilitators will provide an example on how to engage in the activity as the parent and the child.

**Rehearsal:** Participants are then to engage in the activity together.

**Feedback:** Facilitators and volunteers will go around the room and view each parent-child team engage in the activity and provide each team with positive feedback and some positive criticism.

Both the parent and child participants will engage in a role-play using the Premack Principle. Each child participant will role-play with their parent and get them to engage in low-probability behaviours, and then the parent participants will have the opportunity to get their children to engage in their low-probability behaviours.

The session will be completed with a reminder of the Paid Practice system, and how the child participants can earn rewards through using the skills acquired during the RAD program. Thank the participants for coming, and ensure any questions or concerns are answered.
PREMACK PRINCIPLE

Quote of the day
Do the hard thing first

Definition
If one behaviour has a higher probability than another, the engagement in the higher probable behaviour should be made contingent on engaging in the less likely behaviour first.

Examples
Completing your homework first then going outside to play

Clean the house then go out to bowling with your friends

Figure 6. Premack Principle
Session Eight: Forgiveness and Moving On

Agenda

➢ Welcome the participants back
➢ Weekly Refresher – Paid Practice
➢ Forgiveness and Moving on Discussion
➢ Kitsugi Parent-Child Activity

Materials

➢ Writing Utensils (Pens/Pencils)
➢ Refreshments
➢ Kitsugi Materials: Glass bowls, bag for breaking the bowls, yellow crayons, spoon, hair dryer, glue, popsicle sticks, and paint brushes.
➢ White board with dry-erase markers
➢ Paid Practice and Treasure Box

Setting

The session will occur in a quiet secluded classroom at St. Lawrence College, Kingston Campus, beside the parent group classroom.

Session Description

1. Welcome the participants back to the seventh week of RAD and thank them for attending
   a. An optional step is to offer participants refreshments
2. The facilitator will ask the participants for a weekly update. This includes how their week went since last session, if they incorporated any of the skills taught in session with their parent, as well as positives and negatives experienced throughout the week.
3. The facilitator is to ask if the participants earned any behavior bucks over the past week. This includes how many they received, for what skill, if they continue to enjoy or dislike the system, and if they enjoyed engaging in the skills taught to earn the behavior bucks.
4. The facilitator must provide a review of the previous session and remind the participants what they learned, discussed, and practiced in last week’s session using the Behavioural Games. This provides the participants the opportunity to reinforce what was learned last week and will get them more comfortable for the session ahead.
5. Topic discussion on forgiveness and moving on.
6. The facilitator is to provide a background and instructions on the Kitsugi activity.
7. Participants engage in the Kitsugi activity
8. Provide time for any questions, or concerns, remind participants about the Paid Practice system and thank participants for coming.

Weekly Refresher/ Paid Practice Update (5-Minutes)

The facilitator should use this time to continue to gain rapport with the participants, review last week’s lesson on what the participant’s learned and practiced, as well as discuss what instances the participant received Paid Practice during the previous week. Facilitators are free to use examples from the previous weeks handout or provide their own examples to test the skill level and knowledge of participants on last week’s information. This is conducted through the Behavioural Games exercise.

Behavioural Games Exercise (5-Minutes)

The first exercise involves splitting the classroom in half and making the right side of the room the “positive scanning side” and the left side of the room the “negative scanning side”. The facilitator will then present a statement and then ask the participants to critically think and decide if the statement is positive or negative, and then go to the corresponding side of the classroom. The facilitator is free to use the examples from the week’s handout or come up with new ones. The participants will have 10-seconds to decide if the statement is positive or negative. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.

The second exercise involves the facilitator engaging in controlled breathing. Participants will again have 10-seconds to decide if the facilitator is engaging in the true form of controlled breathing. The right side of the room will be labeled as the correct form for controlled breathing and the left side as the incorrect form of controlled breathing. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.

For the third exercise, the facilitator will create a Cognitive Coping Card on the white board using dry-erase markers. The participants will then have 10-seconds to decide if the Cognitive Coping Card was done
correctly. The right side of the room will be labeled as correct, and the left side as incorrect. Participants will then be asked to go to the side of the room which corresponds with their answer. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The fourth exercise will involve the facilitator verbally expressing the I-Statement formula. The participants will then be asked if the formula is correct or incorrect and to move to the side of the classroom that corresponds to their answer. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The fifth exercise involves the facilitator providing an example of one of the three cognitive distortions outlined in week four. The facilitator is free to use an example provided on the week four worksheet or to come up with their own. The room will be divided into three different cognitive distortion sections: Black or White Thinking, Catastrophizing, and Labelling. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The sixth exercise involves the facilitator providing a true or false example of if you are to engage in PMR while lying down or standing up. One side of the room will be labeled true and the other false. Participants will have 10-seconds to determine their answer and proceed to the corresponding side of the room. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The seventh exercise involves the facilitator providing an example of the Premack Principle. It is recommended the facilitator provide an incorrect version of the Premack Principle, where the facilitator is to provide a high-probability behaviour first and then a low-probability behaviour. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.
Note: The facilitator is free to change the order of each behavioural game exercise to ensure participant is successful in understanding each skill.

Forgiveness Lesson (90-Minutes)

Forgiveness and Moving on Discussion (15-Minutes)

This discussion is different from the previous sessions in the program. Allow the participants to discuss forgiveness and moving on. Provide reinforcement for participants who continue to be on-task during the discussion and provide guidance if the topic begins to drift from forgiveness and moving on.

Kitsugi Activity (75-Minutes)

The facilitator is to provide the required materials for the participants.

Instructions for Kitsugi Activity

1. The facilitator and RAD volunteers will break the bowls for each participant.
2. Provide the participants with the broken bowl pieces.
3. Using a hairdryer melt down the yellow crayons and mix in transparent glue.
4. Using the yellow crayons and glue to represent the gold the participants are to use the small paint brush to fill in the broken pieces on the bowl to put it back together.

Below is a video to provide the participants some context on the activity. The facilitator is to play this video before the participants engage in the activity.

Kitsugi Video

https://www.youtube.com/watch?v=NqBI7RcsKAc
Session Nine: Problem-Solving

Agenda

➢ Welcome the participants back
➢ Weekly Refresher – Paid Practice
➢ Topic discussion on Problem-Solving
➢ Psychoeducation on techniques for Problem-Solving
➢ Child Activity
➢ Parent-Child Activity

Materials

➢ Writing Utensils (Pens/Pencils)
➢ Refreshments
➢ Photocopies of the Child Activity Handout
➢ White board and Dry Erase markers
➢ Paid Practice and Treasure Box

Setting

The session will occur in a quiet secluded classroom at St. Lawrence College, Kingston Campus, beside the parent group classroom.

Session Description

1. Welcome the participants back to the seventh week of RAD and thank them for attending
   a. An optional step is to offer participants refreshments
2. The facilitator will ask the participants for a weekly update. This includes how their week went since last session, if they incorporated any of the skills taught in session with their parent, as well as positives and negatives experienced throughout the week.
3. The facilitator is to ask if the participants earned any behavior bucks over the past week. This includes how many they received, for what skill, if they continue to enjoy or dislike the system, and if they enjoyed engaging in the skills taught to earn the behavior bucks.
4. The facilitator must provide a review of the previous session and remind the participants what they learned, discussed, and practiced in last week’s session using the Behavioural Games. This provides the participants the opportunity to reinforce what was learned last week and will get them more comfortable for the session ahead.
5. Topic discussion on Problem-Solving.
6. Psychoeducation on Problem-Solving.
7. Child Activity
8. Parent-Child Activity, facilitators must use the BST method to instruct participants on activity.
9. Provide time for any questions, or concerns, remind participants about the Paid Practice system and thank participants for coming.

Weekly Refresher/ Paid Practice Update (5-Minutes)

The facilitator should use this time to continue to gain rapport with the participants, review last week’s lesson on what the participant’s learned and practiced, as well as discuss what instances the participant received Paid Practice during the previous week. Facilitators are free to use examples from the previous weeks handout or provide their own examples to test the skill level and knowledge of participants on last week’s information. This is conducted through the Behavioural Games exercise.

Behavioural Games Exercise (5-Minutes)

The first exercise involves splitting the classroom in half and making the right side of the room the “positive scanning side” and the left side of the room the “negative scanning side”. The facilitator will then present a statement and then ask the participants to critically think and decide if the statement is positive or negative, and then go to the corresponding side of the classroom. The facilitator is free to use the examples from the week’s handout or come up with new ones. The participants will have 10-seconds to decide if the statement is positive or negative. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.

The second exercise involves the facilitator engaging in controlled breathing. Participants will again have 10-seconds to decide if the facilitator is engaging in the true form of controlled breathing. The right side of the room will be labeled as the correct form for controlled breathing and the left side as the incorrect form of controlled breathing. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.

For the third exercise, the facilitator will create a Cognitive Coping Card on the white board using dry-erase markers. The participants will then have 10-seconds to decide if the Cognitive Coping Card was done
correctly. The right side of the room will be labeled as correct, and the left side as incorrect. Participants will then be asked to go to the side of the room which corresponds with their answer. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The fourth exercise will involve the facilitator verbally expressing the I-Statement formula. The participants will then be asked if the formula is correct or incorrect and to move to the side of the classroom that corresponds to their answer. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The fifth exercise involves the facilitator providing an example of one of the three cognitive distortions outlined in week four. The facilitator is free to use an example provided on the week four worksheet or to come up with their own. The room will be divided into three different cognitive distortion sections: Black or White Thinking, Catastrophizing, and Labelling. The participants will then have 10-seconds to decide which distortion the facilitator gave and go to the section of the classroom designated at the cognitive distortion they believe it is. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The sixth exercise involves the facilitator providing a true or false example of if you are to engage in PMR while lying down or standing up. One side of the room will be labeled true and the other false. Participants will have 10-seconds to determine their answer and proceed to the corresponding side of the room. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The seventh exercise involves the facilitator providing an example of the Premack Principle. It is recommended the facilitator provide an incorrect version of the Premack Principle, where the facilitator is to provide a high-probability behaviour first and then a low-probability behaviour. The participants are then to identify if this is the correct Premack Principle by moving to the corresponding side of the room marked correct or incorrect. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.
Note: The facilitator is free to change the order of each behavioural game exercise to ensure participant is successful in understanding each skill.

**Problem-Solving Lesson (35-Minutes)**

**Discussion (10-Minutes)**

The facilitator is to begin the discussion with how the participants currently problem-solve, and how they would define problem-solving.

**Psychoeducation (10-Minutes)**

Provide each participant with a thought record, show them how to use it, and how they can problem solve with it, by making the child aware of their negative thinking, challenging the negative thinking.

**Child Activity (15-Minutes)**

The facilitator is to instruct the participants to use a current problem they are facing and to use the thought record to work through the problem to find a solution.
CBT Child Thought Record

<table>
<thead>
<tr>
<th>Name: ______________</th>
<th>Date: ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was going on around me?</td>
<td>How was I feeling?</td>
</tr>
<tr>
<td>What was I thinking?</td>
<td>What did I do?</td>
</tr>
<tr>
<td>Did it work?</td>
<td>What else could I have done?</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Parent-Child Activity (45-Minutes)

The facilitator will instruct the participants to move to the parent classroom next door. Ensure that all the participants arrive and join their parents. The parent-child activity will be conducted using behavioural skills training this involves instruction, modelling, rehearsal, and feedback.

**Instruction:** The facilitator is to provide a situation surrounding divorce or separation and allow time for parents and their children to work together through the thought record.

**Model:** The facilitators will provide an example on how to engage in the activity as the parent and the child.

**Rehearsal:** Participants are then to engage in the activity together.

**Feedback:** Facilitators and volunteers will go around the room and view each parent-child team engage in the activity and provide each team with positive feedback and some positive criticism.

The parent and child participants will follow the facilitators instructions for engaging in the thought record as well as the provided scenario. The facilitators and RAD volunteers will walk around the classroom and provide feedback and positive criticism to each participant during the activity.

The session will be completed with a reminder of the Paid Practice system, and how the child participants can earn rewards through using the skills acquired during the RAD program. Thank the participants for coming, and ensure any questions or concerns are answered.
Session Ten: Termination, Evaluation & Assessments

Agenda
➢ Welcome
➢ Weekly Refresher – Paid Practice
➢ Program Discussion
➢ Assessments
➢ Parent-Child Balloon Activity

Materials
➢ Writing Utensils (Pens/Pencils)
➢ Refreshments
➢ Balloon tied to a string for each participant
➢ White board with Dry Erase markers
➢ Paid Practice and Treasure Box

Setting
The session will occur in a quiet secluded classroom at St. Lawrence College, Kingston Campus, beside the parent group classroom.

Session Description
1. Welcome the participants back to the seventh week of RAD and thank them for attending
   a. An optional step is to offer participants refreshments
2. The facilitator will ask the participants for a weekly update. This includes how their week went since last session, if they incorporated any of the skills taught in session with their parent, as well as positives and negatives experienced throughout the week.
3. The facilitator is to ask if the participants earned any behavior bucks over the past week. This includes how many they received, for what skill, if they continue to enjoy or dislike the system, and if they enjoyed engaging in the skills taught to earn the behavior bucks.
4. The facilitator must provide a review of the previous session and remind the participants what they learned, discussed, and practiced in last week’s session using the Behavioural Games. This provides the participants the opportunity to reinforce what was learned last week and will get them more comfortable for the session ahead.
5. Provide time to ask the participants about the program, what they thought the strengths were, and what the limitations were.
6. Provide time for any questions, or concerns.
7. Participants fill out the assessment package.
8. Parent and child participants unite for the parent-child activity. Each participant will blow up a balloon and tie it to a string, and release the balloon with all the emotions, stress, and difficult times that have come with being a parent and child of divorce.
9. Celebrate the accomplishments each participant has made during program and thank them for being a part of the program.

Weekly Refresher/ Paid Practice Update (5-Minutes)

The facilitator should use this time to continue to gain rapport with the participants, review last week’s lesson on what the participant’s learned and practiced, as well as discuss what instances the participant received Paid Practice during the previous week. Facilitators are free to use examples from the previous weeks handout or provide their own examples to test the skill level and knowledge of participants on last week’s information. This is conducted through the Behavioural Games exercise.

Behavioural Games Exercise (5-Minutes)

The first exercise involves splitting the classroom in half and making the right side of the room the “positive scanning side” and the left side of the room the “negative scanning side”. The facilitator will then present a statement and then ask the participants to critically think and decide if the statement is positive or negative, and then go to the corresponding side of the classroom. The facilitator is free to use the examples from the week’s handout or come up with new ones. The participants will have 10-seconds to decide if the statement is positive or negative. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.

The second exercise involves the facilitator engaging in controlled breathing. Participants will again have 10-seconds to decide if the facilitator is engaging in the true form of controlled breathing. The right side of the room will be labeled as the correct form for controlled breathing and the left side as the incorrect form of controlled breathing. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for the exercise.
For the third exercise, the facilitator will create a Cognitive Coping Card on the white board using dry-erase markers. The participants will then have 10-seconds to decide if the Cognitive Coping Card was done correctly. The right side of the room will be labeled as correct, and the left side as incorrect. Participants will then be asked to go to the side of the room which corresponds with their answer. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The fourth exercise will involve the facilitator verbally expressing the I-Statement formula. The participants will then be asked if the formula is correct or incorrect and to move to the side of the classroom that corresponds to their answer. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The fifth exercise involves the facilitator providing an example of one of the three cognitive distortions outlined in week four. The facilitator is free to use an example provided on the week four worksheet or to come up with their own. The room will be divided into three different cognitive distortion sections: Black or White Thinking, Catastrophizing, and Labelling. The participants will then have 10-seconds to decide which distortion the facilitator gave and go to the section of the classroom designated at the cognitive distortion they believe it is. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The sixth exercise involves the facilitator providing a true or false example of if you are to engage in PMR while lying down or standing up. One side of the room will be labeled true and the other false. Participants will have 10-seconds to determine their answer and proceed to the corresponding side of the room. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The seventh exercise involves the facilitator providing an example of the Premack Principle. It is recommended the facilitator provide an incorrect version of the Premack Principle, where the facilitator is to provide a high-probability behaviour first and then a low-probability behaviour. The participants are then to identify if this is the correct Premack Principle by moving to the corresponding side of the room marked correct or incorrect.
The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

The eighth exercise involves the facilitator asking a question related to the though record. The participants will then move to the side of the room marked correct or incorrect corresponding to their decision. The participants will have 10-seconds to do so. The volunteers of the RAD program will then use the PLAYCHECK recording sheet to record if their assigned participant chose the correct side of the classroom for this exercise.

Note: The facilitator is free to change the order of each behavioural game exercise to ensure participant is successful in understanding each skill.

Assessments to be Completed

1. FAST
2. CDQ
3. Skills Inventory

Parent-Child Activity

Ensure each participant has the materials required for the balloon activity. Engage in the balloon activity and celebrate the completion of the RAD program with each participant. Outline their strengths, something you learned from each participant, and how delighted you were to meet each one of them.

Well Done! You have successfully facilitated the Restructuring After Divorce Program.