

Captain Judgment: Video Enhancement of Coping Power Program

John E. Lochman, W. Michael Nelson, Caroline
Boxmeyer, David Roskos-Ewoldsen, & Adam
Schwartz

The University of Alabama, Xavier University, The Ohio State University
LochNels Corporation www.lochnels.com



Box 870348, Department of Psychology, The University of Alabama
Tuscaloosa, AL 35487
205-348-7678; jlochman@ua.edu

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Agenda

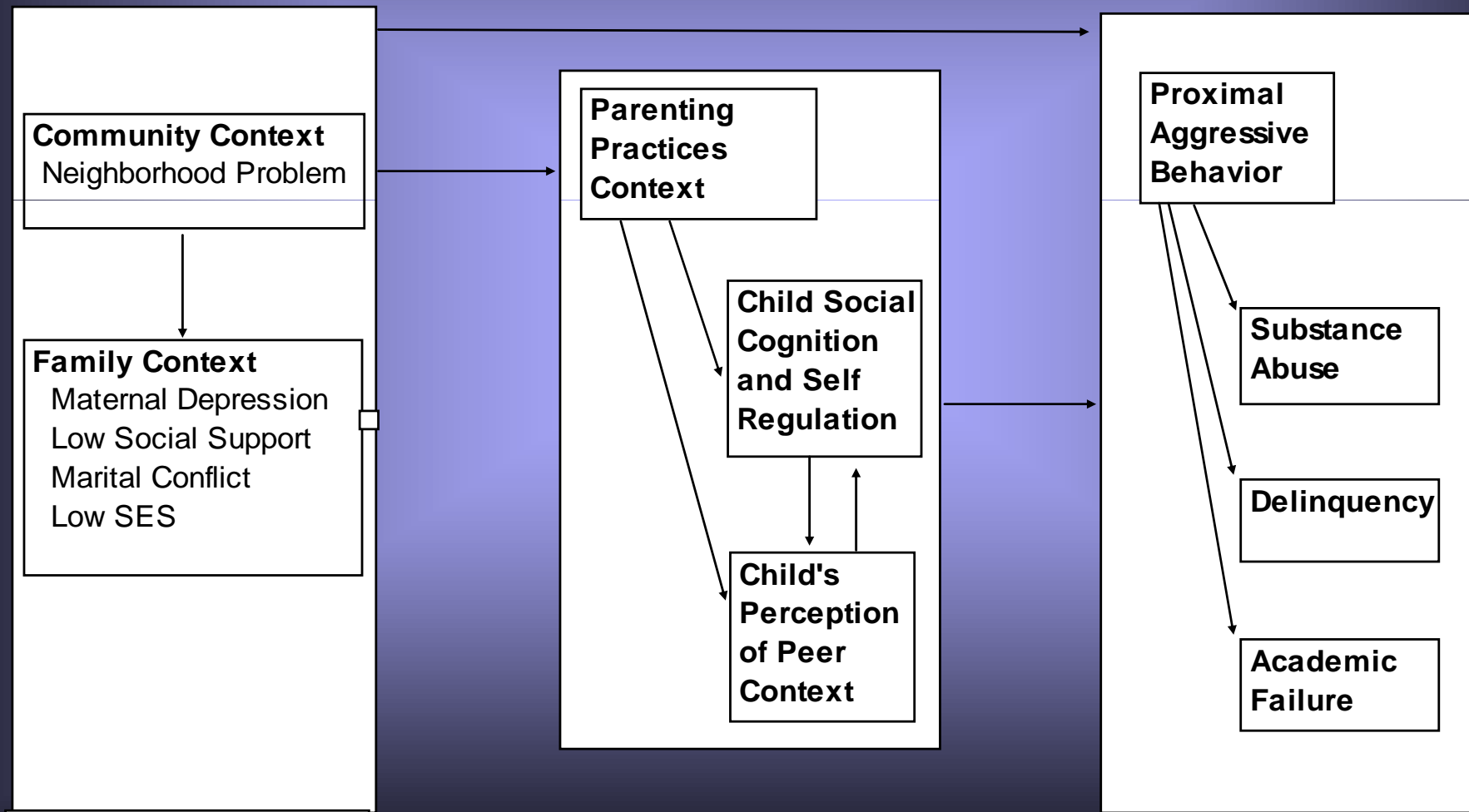
- Brief summary of the efficacy, effectiveness and dissemination research on Coping Power
- Use of media to enhance participants' motivation and retention of information
- Example of Captain Judgment video
- Work-in-progress: Results of focus groups and plan for next stage of research

Contextual Social-Cognitive Model

Background Context

Mediational Processes

Outcomes



Foci for Coping Power *Child* Component

- Behavioral and personal goal setting
- Organizational and study skills
- Accurate awareness of feelings related to anger and vulnerability
- Anger management training, including methods for self-instruction, distraction, and relaxation
- Perspective-taking and attribution retraining
- Social problem-solving in a variety of situations (peer, teacher, family)
- Resistance to peer pressure, and focus on involvement with non-deviant peer groups

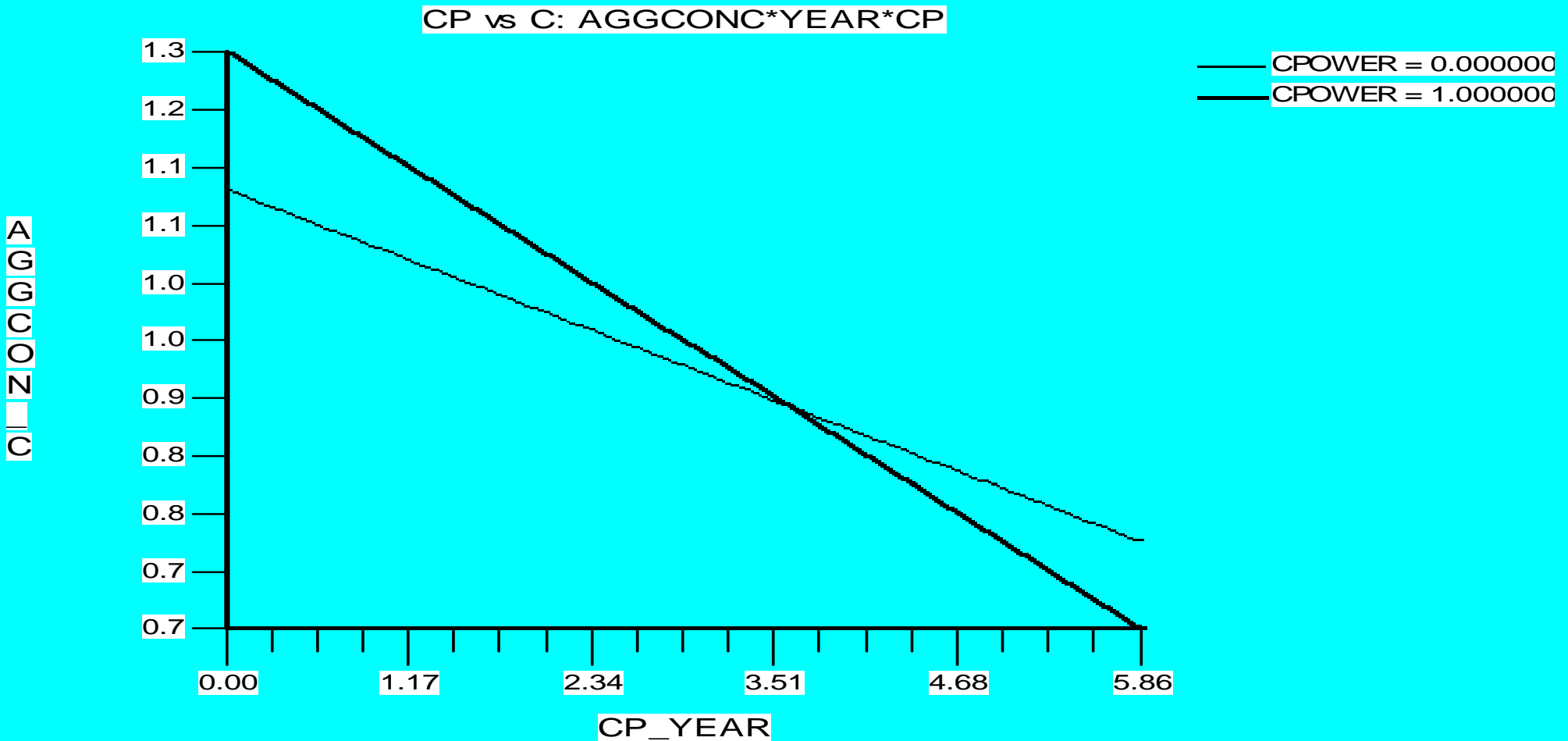
Foci for Coping Power *Parent* Component

- Positive attention, rewards for appropriate child behavior.
- Ignoring minor disruptive behavior.
- Provision of clear commands, rules, and expectations.
- Use of consistent consequences for negative child behavior (work chores, withdrawal of privileges, time-out).
- Monitoring of children's behavior in the community.
- Improvement of family communication and increasing family activities.
- Improvement of parents' own stress management.
- Informing parents of children's current work on social-cognitive skills (e.g., problem-solving skills) so parents can reinforce children's use of these new skills.
- Academic support at home.

Coping Power Outcome Research

- Across several studies, the Coping Power Program, a cognitive-behavioral preventive intervention, has outcome effects at one year follow-up, on children's substance use, delinquent behavior, and teacher-rated aggressive and problem behaviors *(R01 DA08453)*
- Growth curve analyses indicate that these intervention effects can be seen 3 years after the end of intervention

Longer – Term 3 Year Follow-up: TOCA Aggression: Coping Power vs Control



Coping Power Outcome Research

- Intervention produced improvements are mediated, in part, by improvements in children's attributions and anger, expectations about the utility of aggression, locus of control, and parenting behaviors
- With intensive training, program can be disseminated to “real-world” counselors (**R01 DA016135**)
- Relevant publications
 - Lochman & Wells (2002). *Psychology of Addictive Behaviors*
 - Lochman & Wells (2002). *Development and Psychopathology*
 - Lochman & Wells (2003). *Behavior Therapy*
 - Lochman & Wells (2004). *Journal of Consulting and Clinical Psychology*
 - Zonnyville, Matthys, van de Wiel & Lochman (2007). *Journal of the American Academy of Child and Adolescent Psychology*
 - Lochman, Boxmeyer, Powell, Qu, Wells, & Windle (2009). *Journal of Consulting and Clinical Psychology*
 - Lochman, Powell, Boxmeyer, Qu, Wells, & Windle (2009). *Professional Psychology: Research and Practice*
- Despite positive results, effect sizes are moderate, and not all children benefit – so need to consider further ways to augment effects

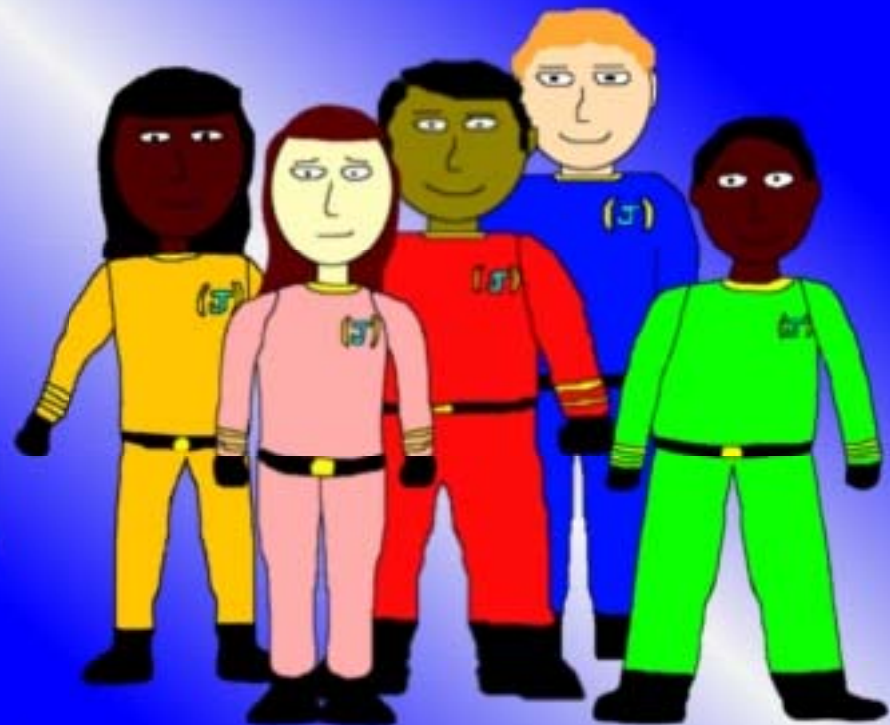
Benefits of Media Delivery of Information

- Multimedia presentation enhances participants' *attention* (Eveland et al 2002)
- Media presentations can stimulate deeper-level cognitive processing, and produce more effortful and deliberate *cognitive processing* (Amodio et al 2003)
 - ❖ Entertaining media presentations can aid individuals' comprehension of abstract principles by making them concrete and demonstrating how they work (Schank & Berman, 2002)
- Multimedia learning tools can foster greater interest, enhanced *motivation* for learning (Kennedy 2004) and increases people's engagement with learning materials (McKee et al, 2004)

Media can Augment Interventions

- Adding video materials to existing structured interventions has enhanced outcome effects in some areas such as autism (e.g. Lowy-Apple, 2005), but this has been rarely researched in the areas of youth violence and substance use

**THE ADVENTURES OF
CAPTAIN
JUDGMENT**



Creation of Captain Judgment cartoons for Coping Power *(R41 DA022184)*

- Planned to develop 2-5 minute cartoons for each of the 34 child sessions and 16 parent sessions (episodes were longer for review sessions and for parent sessions)
- Each segment was tied into the content for that day's Coping Power session, and illustrated key concepts
 - Started by preparing one paragraph "treatments" describing the characters, action and purpose of each episode
 - Then storyboards were created for each episode illustrating how the video would proceed
 - Draft animated cartoons were created by the video developer (AS) and the team discussed whether alterations needed to be made in the content, format or visual details of the video to enhance the learning purpose of the video
 - Final videos were created with sound

Bronze Telly Award winner 2009 – low budget video category



Example of Captain Judgment Episode

- Accompanies 16th child session that begins a set of sessions on social problem-solving training using the PICC model

Implementation Guide – 16th episode

- ***Suggested questions to use after the video clip:***
- How did Sarah feel? What were the cues that indicated how she felt? *[anger: eyebrows, red face, anger thermometer went up]*
- Captain Judgment advises Sarah to use the PICC method. What does PICC stand for? *[Problem Identification, Choices, Consequences]*
- Before figuring out what to do, what should you first consider? *[goal]* What was Sarah's goal in this situation? *[to get my Frisbee back and get out of here without fighting more]*

Implementation Issue with Children and Parents

- Will animated cartoon videos help to generate greater interest and readiness to change among children and parents?

Child Focus Group Data

N=8 (75% boys; 6 African American 2 Caucasian; 13.9 years)

Feedback survey (Kennedy [2004] constructs rated with 1-7 Likert scale)

Engagement (interest in clip) : **5.6 (SD=2.2)**

Elaborations (deep-level cognitive processing) : **6.5 (SD=0.5)**

Motivation: **5.6 (SD=1.7)**

Comprehension: **5.6 (SD=1.5)**

Clips worked well as “series” = **6.4 (SD=1.0)**

Target age for clips = **5 to 14 (Range 4 to 18)**

Child Focus Group Data

Liked Best

1) Helps teach social-emotional skills:

“It helps teach you to control your anger”

“It helps you have self control”

“It helps you forget about what people say”

“They stop and think out their consequences”

2) Problems and characters are relatable:

“They get angry and frustrated like we do”

“They have realistic problems and realistic solutions”

“I liked that there were lots of different kids with different problems”

“Everybody probably has a character they can relate to”

Parent Focus Group Data

N=14 (12 Mothers, 1 Father, 1 Aunt)

	Overall
Clip helped learn parenting skill	6.3
Clip motivated to use parenting skill	5.7
Clip helped learn child topic/skill	6.1
Clip increased interest in session	6.4
Liked video series overall	6.2

Each item had Likert scale with range of 1 to 7, with higher scores reflecting more positive perceptions

Parent Focus Group Data

- Perceived benefits of video clips
 - Parents particularly liked seeing the child clips. It helped them get a better sense for what their children were learning
 - Parent clips seen as useful “starting off point” to foster parental participation and discussion.
 - However, parent clips were felt to reflect only the “tip of the iceberg,” and need to be followed up with discussion, including challenges of utilizing parenting strategies

Implementation Issue with Counselors

- Will the animated cartoon videos likely lead to wider interest, implementation with greater integrity, and greater sustained use of the Coping Power program?

Counselor Focus Group Data

N=10 (all female; 6 African American, 4 Caucasian; 14 years of experience)

	Overall
Level of expected child interest in clip	5.8
Demonstrates Coping Power skill	5.9
Help foster discussions	6.3
Feasible to incorporate clip into the session	6.4
Motivate children to utilize skill	5.3
Clips work well together as a series	6.0
Impressions of appropriate age range	Ages 4 to 12

Each item had Likert scale with range of 1 to 7, with higher scores reflecting more positive perceptions

Counselor Focus Group Data

- Perceived benefits of video clips
 - Potential for enhancing child engagement and learning through the introduction of a new teaching modality
 - “Allows for a visual application/demonstration of core principles”
 - “Video clips would enhance and add ‘flavor’ to the Coping Power lessons”
 - Brevity of clips highlighted as strength
 - Counselors indicated that the clips are long enough to model key skill lessons, while leaving ample time for discussion and personalization
 - Use of video clips as “starting off point” for discussion
 - Counselors felt strongly that follow-up discussion and personal application of skills are essential for producing behavior change

Next Research Steps with Captain Judgment

- Planning for randomized trial comparing traditional Coping Power (CP) to Coping Power plus Captain Judgment (CPCJ) to test if:
 - ❖ CPCJ children and parents, in comparison to CP children and parents, will have better *comprehension and retention* of session content, and will be more *positively involved* in the program.
 - ❖ Children in the CPCJ condition will have significant reductions in aggressive and conduct problem behaviors, and lower rates of delinquent behaviors and substance use than children in the CP condition.