Coping Power Program

Background Information and Purpose of This Program

Why does Coping Power target aggressive children?

- An important aspect of any intervention is that it targets key developmental risk factors for the specific problem of interest.
- Children’s aggressive behavior predicts later negative outcomes such as delinquency and substance abuse.

What is the course of aggressive behavior in childhood?

- Frequency of physical aggression steadily decreases from age 2 to 12 (Tremblay & LeMarquand, 2001).
Is aggressive behavior a stable behavior pattern?

- Subgroup of chronic aggressive children are at risk of most physical violence during adolescence (Nagin & Tremblay, 1999)

Does children’s aggressive behavior predict later negative outcomes?

- School problems and school failure
- Substance use
- Delinquency

Risk Factors on the Developmental Trajectory for Children’s Aggressive Behavior

(Cole & Dodge, 1998; Hawkins, Catalano & Miller, 1995; Loeber & Farrington, 2001; Pennington, 2002)

- Child Factors: biology and temperament
- Family Context
- Neighborhood Context
- Peer Context
- Later Emerging Child Factors: social cognitive processes and emotional regulation

Risk Factors on the Developmental Trajectory for Childhood Aggression

- Child Factors: biology and temperament
- Family Context
- Neighborhood Context
- Peer Context
- Later Emerging Child Factors: social cognitive processes and emotional regulation

Child Factors: Biology and Temperament

- Genetic Heritability (Rhee, Lichtenstein & Stevenson, 1999)
- Prenatal and Birth Complications (Arensman, Tremblay, Bouchard, & Sauveur, 2002; Brennan et al. 1999; Delaney-Black, 2000; Kelly et al., 2000; Raine, Brennan, & Mednick, 1997; Rasenam, Tatlow, Isbarn, Hodgins, Jonsson, & Frisman, 1999)
- Autonomic Arousal (Colder, Lochman, & Wells, 1997)
- Hormones (Dobbs & Mann, 1999)
- Neuropsychology (Spack, Bower, Kiewarghi, Romero, & Wilson, 1999)
- Neuropeptides (Caspi, McCay, Moffitt, Mill, Martin, Craig, Taylor, & Poulton, 2002)
- Temperament (Coon Casey, Conley, & Fuller, 1992)

Summary of Biological and Temperament Risk Factors

- Prenatal factors such as maternal substance use and severe nutritional deficiencies can contribute to child aggression
- Birth complications, certain genes, high cortisol reactivity, and difficult temperament all predict later child aggression, but only in interaction with environmental factors (e.g. harsh parenting, poverty)
Risk Factors on the Developmental Trajectory for Childhood Aggression

- Child Factors: biology and temperament
- Family Context
- Neighborhood Context
- Peer Context
- Later Emerging Child Factors: social cognitive processes and emotional regulation

Family Context

- There are a wide array of family factors that can affect child aggression and conduct problems
  - Low SES (Sampson & Laub, 1993)
  - Parent criminality (Loeber & Stouthamer-Loeber, 1998)
  - Substance use (Barnes, Dunlop, Coffman, Lochman, & Wells, 2003)
  - Parental depression (McCarty, McMahon, & Conduct Problems Prevention Research Group, 2003)
  - Marital conflict (Dadds & Powell, 1992)
  - Stressful life events (Barry et al., 2003; Guerra, Huesmann, Tolan, VanAcker, & Bron, 1993)
  - Parental physical aggression (spanking and more punitive discipline styles) (Weiss, Dodge, Bates, & Pettit, 1992)

Contextual Community and School Factors

- In addition to family interaction problems, peer rejection, and involvement in deviant peer groups, neighborhoods and school environments have also been found to be risk factors for aggression and delinquency over and above the variance accounted for by family characteristics (Kupersmidt, Griesler, DeRosier, Patterson, & Davis, 1995).
- Neighborhood crime rates and social cohesion can affect disruptive behavior in children (Colder, Mott, Levy & Flay, 2000; Guerra, Huesmann & Spindler, 2003; Majumder, Moss & Murrelle, 1998; Maughan, 2001) and begins to have heightened effects on the development of antisocial behavior during the middle childhood, preadolescent (Ingoldsby & Shaw, 2002).
- Schools can further exacerbate children’s conduct problems, as children experience frustration from academic demands and from peer influences (Barth, Dunlop, Dane, Lochman, & Wells, 2004; Kellam, Loe, Menasco, Brown, & Latang, 1998).

Peer Context

- Peer Rejection: By elementary school, aggressive behavior can lead to peer rejection, although the relation is bidirectional (Cole, Dodge & Kupersmidt, 1996)
  - Additive risk for aggression and rejection exists (Cole, Lochman, Tany & Hyman, 1992)
- Deviant Peers: Peer rejection from the broad peer group may set the stage for involvement with deviant peers, which is itself a critical peer risk factor by adolescence
Risk Factors on the Developmental Trajectory for Childhood Aggression

- Child Factors: biology and temperament
- Family Context
- Neighborhood Context
- Peer Context
- Later Emerging Child Factors: Social Cognitive Processes and Emotional Regulation

Later Emerging Child Factors: Social Cognitive Processes and Emotional Regulation

- Starting in the first year of life, 3 principal components of self regulation can begin to emerge, in part due to socialization (Keenan, 2002), and continue through childhood
  1. Development of behavioral control, involving inhibiting impulses, delay of gratification, and distraction
  2. Development of empathy, recognizing how one’s behavior affects others
  3. Management of negative emotions

Emotion Regulation: Socialization of Anger

- Children’s language skills can assist in fostering their self-regulation and social interaction
  1. Aggressive children’s weak verbal abilities can make it difficult for them to directly communicate their needs and ideas
  2. Among aggressive deaf children, poor communicative competence has been directly linked to their aggressive behavior ($r = .49$), and intervention focusing on anger management and problem solving has enhanced their communication competence (Lochman, FitzGerald, Gage, Kennedy, Whidby, Barry, Paradis, & McElroy, 2001)

Conceptual Model: Contextual Social-Cognitive Model of Prevention

- Influence by research supporting the six-stage model of social information processing (Lochman & Wells, 2002)
  1. Children encode relevant details in the environment
  2. Generate interpretations about the nature of the situation
  3. Formulate a social goal that will influence their response (avoid conflict, get revenge)
  4. Generate a list of possible responses
  5. Evaluate the quality of each response
  6. Enact the chosen response

Social Cognitive Processes in Aggressive Children

Appraisal Steps (Crick & Dodge, 1996; Lochman, Whidby & FitzGerald, 2000)

1. Cue encoding difficulties, by excessively recalling hostile social cues
2. Hostile attributional biases, and distorted perceptions of self and others in peer conflict situations
3. Dominance and revenge oriented social goals
4. Generate less competent problem solutions, with fewer verbal assertion, compromise and bargaining solutions
5. Expect that aggressive solutions will work, and value aggressive solutions more
6. Poor enactment of solutions, due to weak social skills

Social Cognitive Deficiency/Distortion | Coping Power Activities
--- | ---
Cue Encoding Difficulties | Perspective-Taking
Hostile Attribution Bias | Perspective-Taking
Non-Affiliative Social Goals | PICC Model – Choices
Less Competent Problem Solutions | PICC Model – Choices
Expect Aggressive Solutions to Work | PICC Model – Consequences
Reactive and Proactive Aggression
(Dodge & Coie, 1987; Dodge, Lochman, Harnish, Bates & Pettit, 1997; Lochman & Wells, 1999)

- **Reactive Aggression:**
  - Encoding errors
  - Hostile attributions
  - Lower perceived social and general competence
  - More sad and depressed
  - More harsh and non-involved parenting
  - Neighborhood violence

- **Proactive Aggression:**
  - Expectations that aggression will work
  - Low fearfulness
  - Cognitive dysregulation – little concern for long-term consequences or goals
  - Involved with peers who are approving of deviant behaviors

Automatic vs. deliberate processing, affecting selection of solutions to social problems

Effects of Deliberate vs Automatic Processing on Problem Solving
(Lochman, Lampron & Rabiner, 1989; Rabiner, Lochman & Lampron, 1990)

- When emotionally activated, children use more automatic processing
- Aggressive children use more impulsive automatic processing

Effects of Deliberate vs Automatic Processing on Problem Solving

- Both aggressive and nonaggressive boys who use automatic processing produce 50% fewer verbal assertion solutions and three times more direct action solutions than when they use deliberate processing (e.g., instructed to wait 20 seconds before responding)

Summary: Developmental Sequencing of Risk Factors

- As children move on escalating trajectories towards serious adolescent conduct problems, there is a developmental stacking of risk factors (e.g., community + temperament + parenting + peer rejection + social cognitive deficiencies + school failure + deviant peers) over time
- Later interventions must address multiple risk factors
- Thus, early interventions can impact children’s increasingly stable aggressive behavior before additional risk factors accumulate

Coping Power Intervention Effects
Coping Power Intervention Research

- 2 efficacy and effectiveness studies in Durham, NC
- Dissemination study in Tuscaloosa, AL (CDC funding)
- Dissemination study with aggressive deaf children in a residential school in NC
- Clinical trial with CD/ODD outpatients in a child psychiatry outpatient clinic at Utrecht University, the Netherlands
- Field trial in Birmingham area schools (NIDA funding)
- Group vs Individual formats (NIDA funding)

NIDA-funded study of Child Component only vs. Child and Parent Components
Lochman & Wells (2004), Journal of Consulting and Clinical Psychology, 72, 571-578

Sample
- 183 high risk boys, in the top 22% of teacher-rated aggression on a screening measure administered in the 4th and 5th grades of 11 schools, randomly assigned to 3 conditions: Child Component Only, Child + Parent Component, Control [73% assessed at the follow-up]
- 61% African American, mean income of $25,000
- No baseline differences across conditions in ethnic status, cognitive ability, or aggression screen score
- Normative Comparison: 63 non-risk boys: 47% African-American, mean income of $35,000 [87% assessed at follow-up]

Effect Sizes of Contrasts with Control Cell: Outcomes at 1 Year Follow-up

<table>
<thead>
<tr>
<th></th>
<th>Child Component Only</th>
<th>Child + Parent Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delinquency</td>
<td>-</td>
<td>.37*</td>
</tr>
<tr>
<td>Substance Use (Parent-rated)</td>
<td>-</td>
<td>.66*</td>
</tr>
<tr>
<td>School Behavioral Improvement</td>
<td>.42*</td>
<td>.34*</td>
</tr>
</tbody>
</table>

One-Year Follow-up Outcomes for the CSAP-funded Study
Lochman, J.E. & Wells, K.C. (2003), Behavior Therapy, 34, 493-513

Sample
- 245 moderate to high risk children , in the top 30% of teacher-rated aggression on a screening measure administered in the 4th grades of 17 schools
- 66% male
- 78% African American
- No baseline differences across conditions in sex, ethnic status, cognitive ability, or aggression screen score
- 84% assessed at one-year follow-up, 83% assessed at two-year follow-up
**Substance Use**
(youth self report of use of Tobacco, Alcohol, and Marijuana in the past month)

Coping Power vs Control: F(1,120)=10.8, p=.001

![Substance Use Graph](image)

**Delinquent Behavior**
(youth self report of theft, assault, property destruction, fraud, and drug selling in the past month)

Coping Power vs Control: F(1,129)=4.30, p=.04

![Delinquent Behavior Graph](image)

**Teacher-rated Peer Aggressive Behavior**
(fighting and harming others from the TOCA-R)

Coping Power vs Control: F(1,80)=4.18, p=.04

![Teacher-rated Peer Aggressive Behavior Graph](image)

**Conclusions**

- Across 2 studies, the Coping Power Program, a cognitive-behavioral preventive intervention, has outcome effects at a one-year follow-up, on children’s substance use, delinquent behavior, and teacher-rated aggressive and problem behaviors, and in the Dutch UCPP study, substance use outcome effects at a four-year follow-up for youths with clinical diagnoses.

- **Mediation**: 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.

**Coping Power Child Component**

- 34 sessions
- Weekly meetings, typically 45 – 60 minutes
- 4 to 6 children and 1 to 2 leaders per group recommended
- Periodic 1-to-1 sessions
  - Reinforce generalization of skills to other settings
  - Tailor goal setting and problem-solving
  - Enhance relationship with adult co-leaders
Coping Power Child Component

Group intervention offers important benefits:
- Allows therapist to directly observe social skill difficulties and improvements
- Permits role-playing, active practice of skills
- Social reinforcement for goal attainment and positive participation
- Positive peer models
- Can make treatment more efficient

Getting Started:
Behavior Management Strategies in CP
- Token economy (point system) for behavior in and out of sessions
- Leader provides frequent labeled praise for positive behavior during sessions
- Leader models problem-solving and emotion-management skills
- Students help generate “rules”
- Warning “strikes” given for rule violations
- Positive feedback time at end of session
- Incentive system (“prize box”)

Repeated Session Structure
- Opening Activities
  - Set agenda
  - Review goal sheets
  - Review main points from previous session
- New content lessons and activities
- Closing Activities
  - Positive Feedback
  - Prize Box
  - Optional Free Time

Foci for Coping Power Child Component
- Behavioral and personal goal setting
- Organizational and study skills
- Accurate awareness 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

Outline of Child Component Sessions
- Session 1: Structure and purpose of group
- Session 2-3: Long-term and short-term goals
  - Organizational and study skills
  - Physiological arousal and feelings
  - Anger management training
  - Relaxation and overcoming barriers to self-control
- Session 4: Perspective-taking
- Session 5-6: Perspective-taking and problem solving
- Session 7-10: Social problem solving training
- Session 11: Creation of PICC videotapes
- Session 12-14: End of Year Review

Goal Setting
- Discuss the concept of personal behavioral goals
- Explain short-term vs. long-term goals
- Introduce Goal Sheet
- Will utilize Goal Sheet throughout entire program
- Child will earn 1 point per day (up to 5 points/week at school or 7 points/week at home) that parent/teacher signs sheet indicating that child met the goal
### Outline of Child Component Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Structure and purpose of group</td>
</tr>
<tr>
<td>2-3</td>
<td>Long-term and short-term goals</td>
</tr>
<tr>
<td>4</td>
<td>Organizational and study skills</td>
</tr>
<tr>
<td>5-6</td>
<td>Physiological arousal and feelings</td>
</tr>
<tr>
<td>7-10</td>
<td>Anger management training</td>
</tr>
<tr>
<td>11</td>
<td>Relaxation and overcoming barriers to self-control</td>
</tr>
<tr>
<td>12-14</td>
<td>Perspective-taking</td>
</tr>
<tr>
<td>15</td>
<td>Perspective-taking and problem solving</td>
</tr>
<tr>
<td>16-19</td>
<td>Social problem solving training</td>
</tr>
<tr>
<td>20-22</td>
<td>Creation of PICC videotapes</td>
</tr>
<tr>
<td></td>
<td>End of Year Review</td>
</tr>
</tbody>
</table>

### Organization and Study Skills

- This is a game designed to help children learn more effective organizational skills.

- "We are giving each of you some words listed on these papers. What we want you to do is to take a few minutes and put these pieces of paper into some kind of order."

- "Now I am going to ask each of you to find three of the words from those papers you just put in order. We will see who can find the word I give them the quickest."
Anger Coping Training

Key points and activities during sessions:
• Easier to cope with problems if we don’t feel so angry
• How can we reduce our feelings of anger?
  o Distraction, focusing attention on something else (e.g. fun things to do later in the day)
  o Self instruction or self-statements
  o Deep breathing

Anger Coping – A Sequence of Activities

• Memory Game – using deck of playing cards
• Dominoes – build a tower using one hand
• Puppet Exercise – puppets tease each other
  • Self-control “taunting exercise” – leader and child take turns coping with real teasing (Goodwin & Mahoney, 1967)

Sample Coping Statements

• Stay calm. Just relax.
• As long as I keep my cool, I’m in control.
• What she says doesn’t matter.
• I’ll grow up, not blow up.
• It’s too bad he has to act like this.
• I don’t need to prove myself to any one

Outline of Child Component Sessions

• Session 1
  Structure and purpose of group
• Sessions 2-3
  Long-term and short-term goals
• Session 4
  Organizational and study skills
• Sessions 5-6
  Physiological arousal and feelings
• Sessions 7-10
  Anger management training
• Session 11
  Relaxation and overcoming barriers
to self-control
• Sessions 12-14
  Perspective-taking
• Session 15
  Perspective-taking and problem solving
• Sessions 16-19
  Social problem solving training
• Sessions 20-22
  Creation of PICC videotapes
  End of Year Review

Social Problem-Solving: The PICC Model

Problem
Identification
Choices
Consequences
Outline of Child Component Sessions
• Session 23  Review of year 1
  Organizational and study skills review
  Social skills: making friends and being a friend
• Session 24  Problem solving with teachers
• Session 25  Problem solving: group entry and peer negotiation
• Session 26  Problem solving: sibling conflict
• Session 27  Peer pressure and refusal skills
• Session 28  Coping with neighborhood problems
• Session 31  Joining positive peer groups
• Session 32-33  Review and termination
• Session 34

Making New Friends and Being a Friend
• Joining Activities and Making new Friends
• Positive Qualities of Self and Others
• Wanted: A Good Friend

Outline of Child Component Sessions
• Session 23  Review of year 1
• Session 24  Organizational and study skills review
• Session 25  Social skills: making friends and being a friend
• Session 26  Problem solving with teachers
• Session 27  Problem solving: group entry and peer negotiation
• Session 28  Problem solving: sibling conflict
• Session 31  Coping with neighborhood problems
• Session 32-33  Joining positive peer groups
• Session 34  Review and termination

Making New Friends and Being a Friend
• Joining Activities and Making new Friends
• Positive Qualities of Self and Others
• Wanted: A Good Friend

Outline of Child Component Sessions
• Session 23  Review of year 1
• Session 24  Organizational and study skills review
• Session 25  Social skills: making friends and being a friend
• Session 26  Problem solving with teachers
• Session 27  Problem solving: group entry and peer negotiation
• Session 28  Problem solving: sibling conflict
• Session 31  Coping with neighborhood problems
• Session 32-33  Joining positive peer groups
• Session 34  Review and termination

Making New Friends and Being a Friend
• Joining Activities and Making new Friends
• Positive Qualities of Self and Others
• Wanted: A Good Friend

Peer Pressure
Why Kids Might Give In
• Group Acceptance (to be accepted by the group)
• Approval (so that other kids will like you)
• Repetition (someone keeps bugging you until you give in)
• Being Threatened Physically/Socially (someone threatens to hurt them if they do not do it/threatens to tell everyone what a wimp you are)
• Being Put Down (kids do not want to be teased)
• Reassurance (other kids say that there is no way you can get caught)

Refusal Skills
What Can I Do?
• Say No Thanks
• Broken Record
• Make an Excuse
• Leave the Situation
• Change the Subject
• Make a Joke
• Try to Use Peer Mediation
• Act Shocked
• Flattery
• Suggest a Better Idea
• Return the Challenge
• Find Other Kids to Hang Out With

Peer Pressure
Why Kids Might Give In
• Group Acceptance (to be accepted by the group)
• Approval (so that other kids will like you)
• Repetition (someone keeps bugging you until you give in)
• Being Threatened Physically/Socially (someone threatens to hurt them if they do not do it/threatens to tell everyone what a wimp you are)
• Being Put Down (kids do not want to be teased)
• Reassurance (other kids say that there is no way you can get caught)
Coping Power Program
Completion Award

Coping Power Leader

Coping Power Parent Component

Group format with two co-leaders.
• 6 to 12 sets of parents in each parent group
• 16 sessions
• 60 – 90 minute meeting time

Parent Session Structure
• Set agenda and display in prominent location
• Start by “checking in” with families. Elicit positive reports on children’s behavior, attributes, successes.
• Share information about children’s groups. Provide specific examples, videos, demonstrations, etc.

Coping Power References
- Leader Guides and Workbooks available through Oxford Press

Parent Session Structure
• Ask parents if they have noticed children practicing their new skills at home.
• Review information covered in previous meetings. Emphasize importance of continuing to implement previously-learned skills.
• Always review homework and problem-solve if not completed.
• Ask parents to share successes and problems in implementing new skills.
Foci for Coping Power Parent Component

• Positive attention and rewards for appropriate child behavior
• Ignoring minor disruptive behavior
• Provision of clear commands, rules, and expectations
• Use of consistent consequences for negative child behavior (response cost, time-out, withdrawal of privileges)
• Monitoring of children’s behavior in the community

Foci for Coping Power Parent Component (cont.)

• 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) in their group, so parents can reinforce children’s use of these new skills
• Academic support at home

Outline of Parent Sessions

• Session 1 – Introductions, Overview, and Academic Support
• Session 2 – Academic Support in the Home
• Session 3 – Stress Management – Part 1
• Session 4 – Stress Management – Part 2
• Session 5 – Basic Social Learning Theory and Improving the Parent-Child Relationship
• Session 6 – Ignoring Minor Disruptive Behavior
• Session 7 – Giving Effective Instructions to Children
• Session 8 – Establishing Rules and Expectations

Outline of Parent Sessions (cont.)

• Session 9 – Discipline and Punishment – Part 1
• Session 10 – Discipline and Punishment – Part 2
• Session 11 – Getting Ready for Summer
• Session 12 – Academic Support In the Home – Review Session
• Session 13 – Building Family Cohesion
• Session 14 – Family Problem Solving
• Session 15 – Family Communication
• Session 16 – Long-Term Planning, Termination

Versions of the Program

• Standard Coping Power for 4th and 5th Graders
  □ Original 34 Session Program
  □ Abbreviated 15 Session Program
• Individual or Group Coping Power
• Early Adolescent Coping Power
• Internet Enhanced Coping Power
• Mindful Coping Power

Adaptations
Early Adolescent Coping Power

• 25 child sessions and 12 parent sessions
• Additional topics include
  o Assertive communication
  o Cyber bullying
  o Social media
  o Apologizing
  o Active listening
  o Romantic relationships

Internet Enhanced Coping Power

12 child sessions and 7 parent sessions

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Episode 1</td>
<td>Episode 4</td>
</tr>
<tr>
<td>Enter Team Judgment</td>
<td>Coping Power Quiz #1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
<tr>
<td>Part 1</td>
</tr>
</tbody>
</table>

Internet Enhanced Coping Power Program

<table>
<thead>
<tr>
<th>Description of Topics and Skills</th>
<th>Child</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertive Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyber Bullying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apologizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Romantic Relationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Internet Enhanced Coping Power
The Adventures of Captain Judgment

The Captain Judgment Video Series is a multimedia, interactive series of video vignettes specifically designed to enhance the educational aspects of the Coping Power Program. A brief 3 to 5 minute video has been developed for each of the child and parent sessions.

Mindful Coping Power

Integration of Yoga Strategies

Mindful Coping Power

Mindful Eating

• Another exercise added to the standard curriculum to teach the children in the group to be in the moment during everyday activities.

• The children are each given a chocolate chip cookie and the leader walks them through the process of eating the cookie using each of his/her senses.
  - “Look at the cookie and notice the color and any subtle differences”
  - “Feel the cookie and play close attention to the texture. Is it the same on both sides?”
  - “Now close your eyes and smell the cookie. What are the different smells that you notice?”
  - “Take a very small bite of the cookie. Pay attention and notice exactly how the cookie tastes”
  - “How does the taste change as you keep chewing? Does it get stronger? Weaker?”
  - “Can you hear any sound when you chew the cookie?”

References


