The Challenging Child
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Other Disclosure Information
- We have no relevant financial relationships with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services discussed in this CME activity.
- We do not intend to discuss an unapproved/investigative use of a commercial product/device in my presentation.

Objectives
- Explain the multifactorial etiology of disruptive behavior in young children
- Describe the trajectory for the development of disruptive behavior problems in children
- Explain the central features of evidence based parent management training
- Promote, model and teach positive behavior management strategies in the clinic setting
- Identify and explain core features of evidence based parent behavior management programs
The Case for Early Behavioral Intervention for Challenging Children

Why should we be concerned?
- Many kids have significant behavioral problems
  - 12% of preschoolers
  - Up to 30% in low-income settings
- Childhood behavioral problems increase likelihood for
  - Delinquency
  - Substance abuse
  - Academic failure
  - Violent behavior
  - Depression

Risk factors
- Toddler
  - Family
  - Parenting styles
  - Child Temperament
- Preschool/Early School
  - Child
  - Home
  - School
  - Peers
Parenting Behavior Contributory to Conduct Problems

- Insensitivity/Unresponsiveness
- Unavailability
- Limited Social and or Cognitive Stimulation
- Lack of Warmth and Engagement
- Harsh, Inflexible Control Strategies
- Strict Physical Punishment
- Overly Lax Control Strategies
- Inappropriate Developmental Expectations

Negative Cycle

- Parent Gives a Direction
- Child Does Not Comply
- Parent Changes Direction

  - Outcome
    - Negative Behavior Reinforced
    - Parent Reinforced by Reduced Conflict

Negative Cycle 2

- Parent Re-states Command
- Child Does Not Comply – Escalates Conflict
- Parent Intensifies Command – Further Escalation

  - Outcome
    - Child Complies
    - Parent Behavior Reinforced
“Committed Compliance“

- Improved Relationship
- Increased Cooperation
- Increased Motivation
- Improved Self-Esteem
- Improved Self-Efficacy
- Decreased Defiance/Aggression

Play and Positive Attention

- Value of Adult-Child Play
  - Opportunity for Undivided Positive Attention
  - Child Feels in Control
  - Builds Self-Esteem
  - Stimulates Creativity and Imagination
  - Teaches Problem Solving Skills
  - Fosters Vocabulary and Value Development
  - Fosters Development of Motor Skills
How to Play With Your Child

- Follow Child's Lead
- Use Descriptive Comments
- Emphasize Positive Behavior

- DO NOT
  - Ask questions
  - Give Commands
  - Teach or Direct

Praise and Social Rewards

- Catch Child Being Good
- Don't Save Praise for Perfection
- Praise Immediately and with Specifics
- Praise with Smiles, Eye-contact and Enthusiasm, Pats, Hugs, High-Fives
- Increase Praise for Difficult Tasks

Ignoring

- Attention Seeking Behaviors
- Not Aggressive or Destructive Behaviors
- Don't Look
- Don't Talk
- Don't Touch

- Always in Conjunction with Praise and Positive Attention
Attention Table

<table>
<thead>
<tr>
<th>Attention</th>
<th>OK Behavior</th>
<th>NOT OK Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSITIVE ATTENTION</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Positive behavior increases</td>
<td>Negative behavior increases</td>
<td></td>
</tr>
<tr>
<td>IGNORE</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Positive behavior decreases</td>
<td>Negative behavior decreases</td>
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</tr>
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Parenting Practices and Disruptive Behavior Disorders in Young Children
Pediatricians can model and teach positive behavior management strategies in the office setting.

You can do it! Now!
- Play
- Praise, social reward
- Teach parent how to do these activities in clinic

Evidence Based Parent Management Programs
Mental Health Tools on the Web

- http://www.aap.org/mentalhealth/
  - "Key AAP Resources"
  - Evidence Based Practices matched to behavior
  - Explanation of Evidence Based Practices
  - "Mental Health Links"
FYI

Click on the link: "Mental Health Links"

Access to nearly 100 separate links to organizations related to Mental Health.
- International
- Federal
- Professional
- Private

The Incredible Years

by Webster-Stratton

- For Children 3-12 years old
- 3 sets of curriculums promote emotional and Social competence
  - Parents
  - Teachers
  - Children
- Strengthens Competence in Communication

References for More Information:

Parent-Child Interaction Therapy

- Targets children aged 2 to 8 years at risk of or presenting conduct problems and their parents.
- Targets social skills and home-based family therapy aimed at improving parent-child interaction.
- Outcomes include improved parenting skills, decreased child behavior problems, improved quality of parent-child relationship, and improved parental self-efficacy and personal resilience.
- Consists of 12 sessions, 6 devoted to relationship enhancement and 6 to disciplinary practices.
Triple P Positive Parenting Program
By University of Queensland in Australia
- Incorporates 3 known theories:
  - Social Learning Theory
  - Cognitive-Behavioral Theory
  - Developmental Theory
- Tailors Information, Advice and Professional Support to the individual family's needs
- Utilizes brief targeted interventions

Parent-Child Interaction Therapy
By Eyberg
- Targets Children 2-8 y/o with conduct problems
- 12 sessions in clinic or home
  - 6 sessions devoted to relationship enhancement
  - 6 sessions devoted to disciplinary practices
- Series of assigned tasks are used:
  - Child directed play session
  - Parent leads play session
  - Child cleans up without help

Promoting First Relationships
By Jean Kelly
- Designed for birth to 3 programs and homeless families
- Targets service providers promoting secure and healthy parent-child relationships
- Videotaping interactions
  - Focusing on positive behaviors
  - Soliciting reflective comments from caregiver
- Can be used in families and daycare settings