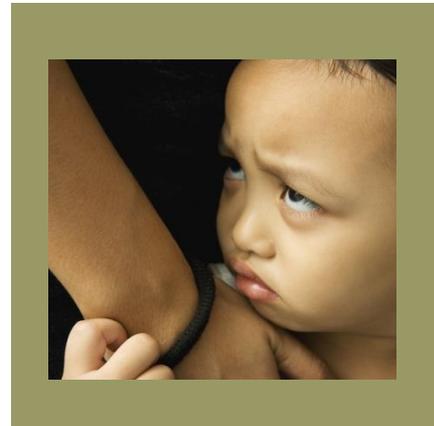
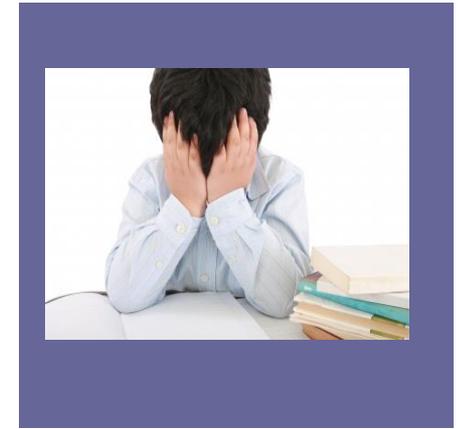
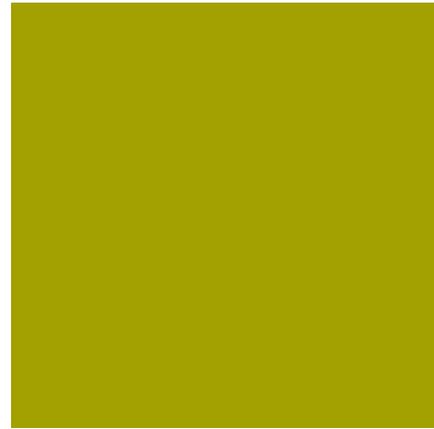


Managing Challenging Behaviors

Promoting more successful
parenting and resilient children



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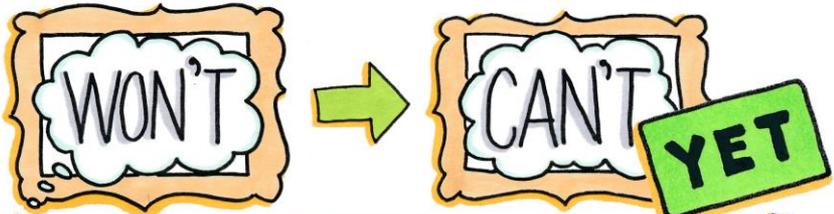
Believe that.....

- All children want to be good and it is our job to figure out what is getting in their way and structure their experiences so they can be successful.
- A parent's role is to understand the child and figure out how to best support them.
- Behavioral challenges are opportunities to teach, learn and better understand



REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"
~ROSS GREENE



"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"
~Dr. Stuart Shanker

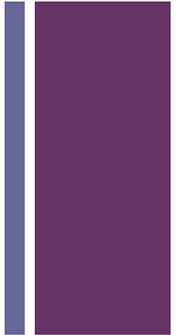
When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"... finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

@kwiens62



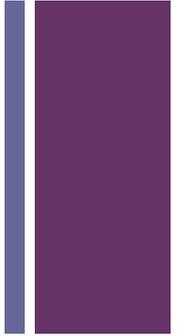
Goals of Parenting



- Teaching self-regulation
- Building a positive parent-child relationship
- Raising a child with self-esteem and feeling of efficacy
- Raising resilient children who can problem solve
- Nurture inner motivation
- Teaching skills
- Teaching values; caring for others, doing good, etc
- Becoming a social thinker



How to Teach and Model these Goals



- Be consistent/establish routines
- try making visual charts
- Be firm
- Be calm
- Believe in your child
- Listen to your child
- Love your child unconditionally
- Use Democratic principles

+ Continued...



- Model what you teach
- Talk about examples, read books and discuss themes
- Hold family meetings
- Remember MISTAKES are learning opportunities, allow your child to learn from mistakes
- Use consequences that are natural or reasonable
- Allow the child to problem solve and come up with solutions



Teach Optimism



- High achieving, stressful lifestyles
- Sometimes inappropriate expectations
- High emphasis on performance take away autonomy
- Ward off developing learned helplessness
- MASTERY is the key to optimism; failure is paralyzing
- Goals need to be realistic and we must build on success

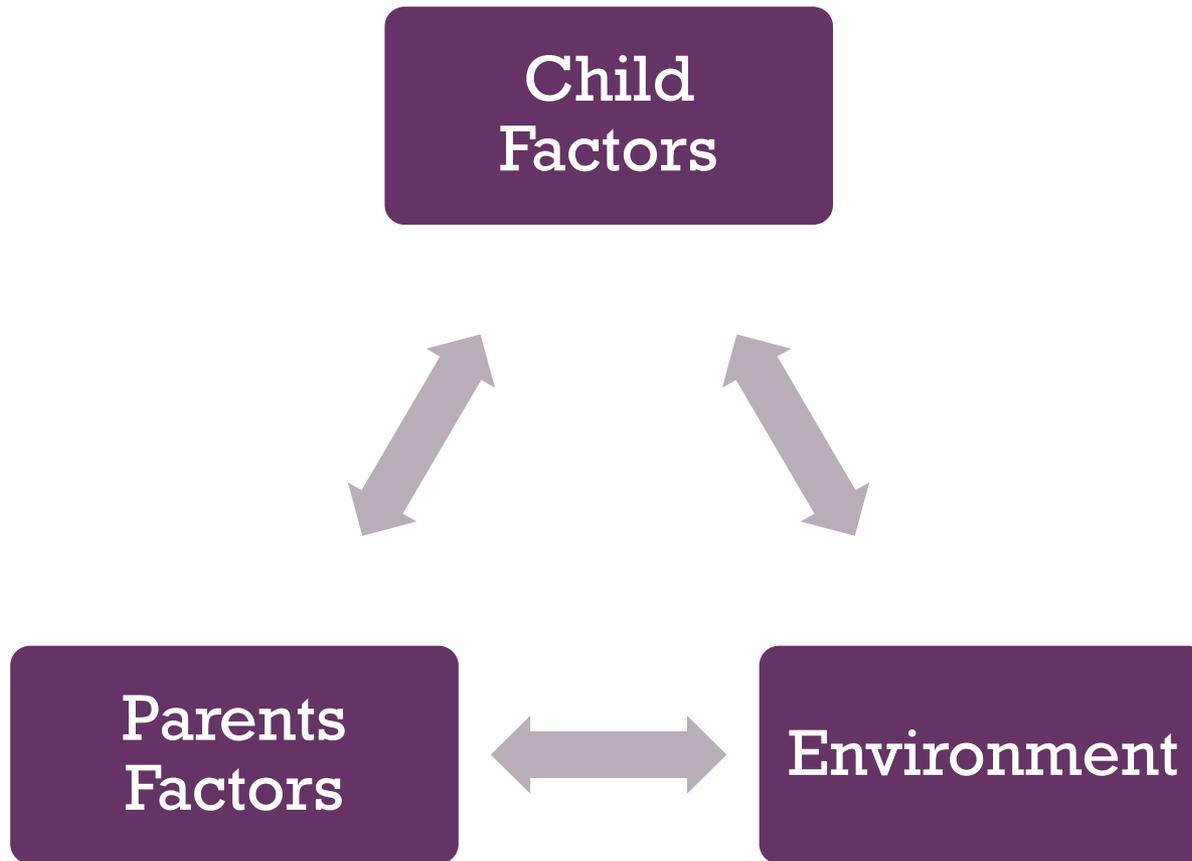


Punishment; the only skill that is taught



- Does not teach autonomy and mastery
- Doesn't teach new skills
- Doesn't strengthen your relationship
- Doesn't take into account why the behavior occurred
- Is only a short term solution
- Erodes your relationship
- Teaches the child that “might” is “right”

+ Why Do Problem Behaviors Occur?



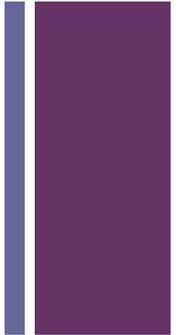


The Child



- Developmental challenges
- Developmental skills
- Temperament or the “HOW” of Behavior:
 - Activity level
 - Regularity
 - Approach
 - Adaptability
 - Sensory Threshold
 - Mood
 - Intensity
 - Distractibility

+ Examples



- Adjusting to a new school
- Access to exercise
- Ability to listen to your child's stories of injustice or conflict
- Choosing your child's activities
- Adapting the household environment
- Working through sleep or toileting issues
- Recognizing triggers and learning to adapt



Challenging Behaviors continue because:



- Child is seeking attention
- Child is attempting to avoid a demand
- Child is attempting to access something s/he wants
- Child has sensory needs

+ Understanding the meaning of challenging behaviors

A ntecedent : Understand the trigger, events or environment before the behavior, What does the child “get” out of the behavior?

B ehavior: describe the behavior, the associated circumstances (FINDS) and the “function”* of the behavior

Consequences: what happens after the behavior, what reinforces the behavior?

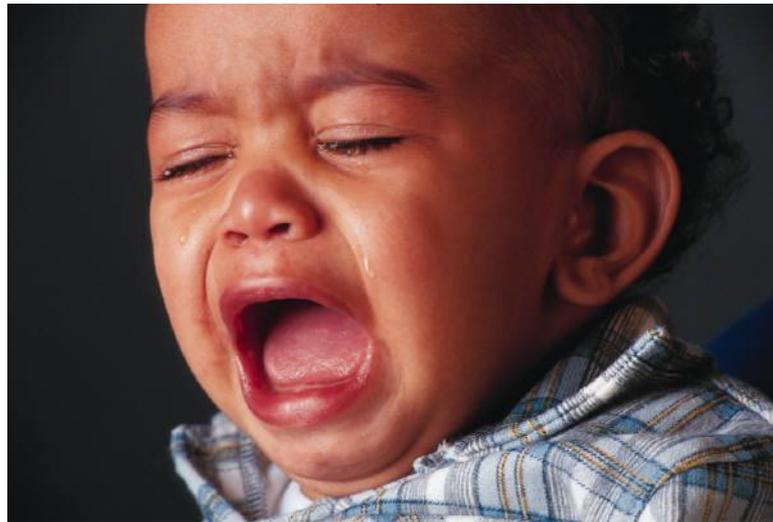




Persistent Challenging Behavior is a Red Flag for lagging skills*



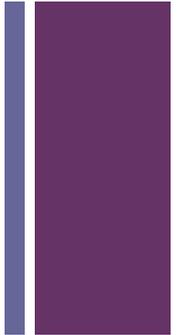
- Look for triggers
- These occur at times when skills are lacking and need to be taught



- See the Explosive Child by Ross Green



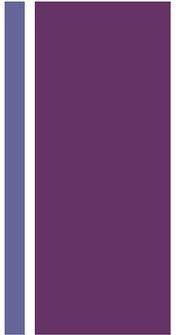
Difficult Children Lack Skills



- Executive Function Skills
- Language Processing
- Emotional Regulation
- Cognitive flexibility
- Social thinking



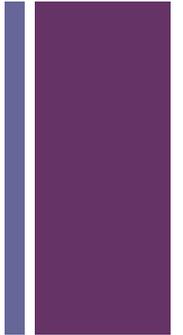
Tip the Balance of your focus with:



- time-in
- catch your child being good
- choose your battles
- use distractions
- create opportunities for compliance
- create goals together



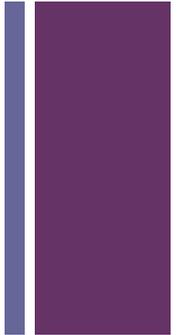
Practice compliance: catch your child on task



- Make frequent little requests when your child is available
- Praise often: “I like the way you did that!” “Thank you for listening!” use objective language, describe what you see
- Set a positive tone!!!
- How to make a request: refer them to their job list or use “JOB TALK” “how about if today you will be the table setter!” Give choices



Plan Ahead/ Anticipate Problems

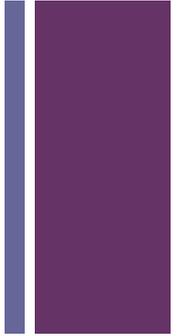


- Let your child know what the expectations are. Be specific:” I expect that you will stay at my side as we walk from the car to the door “
- Give him/her a picture schedule and remind him along the way what will happen and what you expect. Consider using a timer. Be consistent to your word!!
- Give him some choices of what he would like to do and allow him to choose some motivating activities to be handed out regularly as he meets the expectations.
- He may also earn points for a rewarding activity later.
- Build in rewarding activities: First we go down two aisles while you sit in the shopping cart looking at....then you can pick out two new cereals.



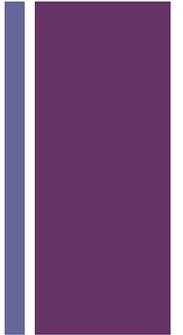
Learn strategies to dispel tension;

deal with emotions first



- Use empathy to validate your child's feelings
- Learn to listen
- Understand how he feels
- Teach to ask for help
- Avoid threats and power struggles
- Teach self awareness and calming strategies

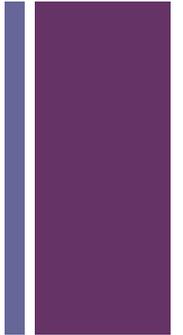
+ Teach New Skills



- Planning ahead, anticipate
- Developing a back-up plan
- Self calming
- Asking for help
- Advocating for yourself
- Emotional vocabulary
- Scripts
- Use visuals, social stories, timers as teaching tools and to promote autonomy



Conclusion



- Children want to be good; know your child, set reasonable expectations
- Most children will respond to calm, prioritized, firm, consistent limit setting with natural consequences
- If you have regular problem behaviors, you need to understand what are the lagging skills your child needs to be taught
- **Work on strengthening your relationship and teaching compliance**
- **Use empathy and reflective listening so you can understand why?**
- **Set goals collaboratively**
- Model what you are teaching
- Change your role from director to job distributor



Bibliography

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- The Explosive Child, Ross Greene and livesinthebalance.org
- Transforming the Difficult Child, Glasser and Easley
- The Defiant child, Russell Barkley
- How to Listen So Your Child Will Talk and How to Talk So Your Child Will Listen, Elaine Mazlish

