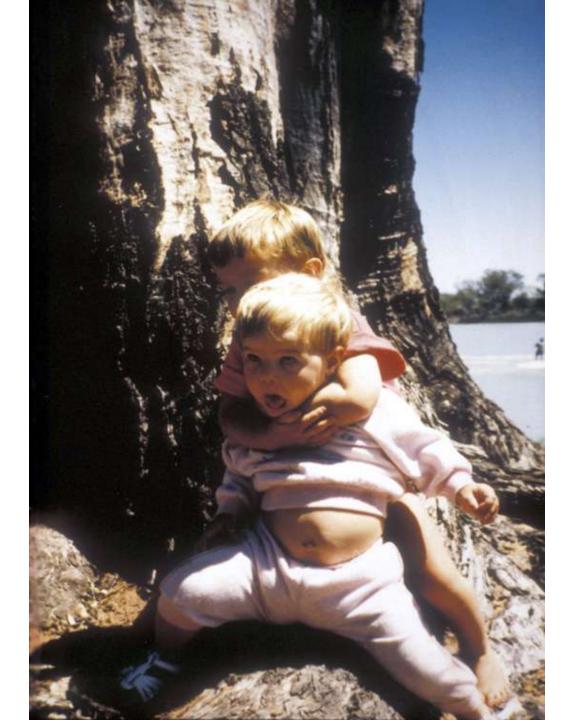


# Behaviour problems in toddlers and preschoolers

Rick Jarman Royal Children's Hospital Melbourne

George Abbott Symposium Christchurch New Zealand 19-20 August 2011





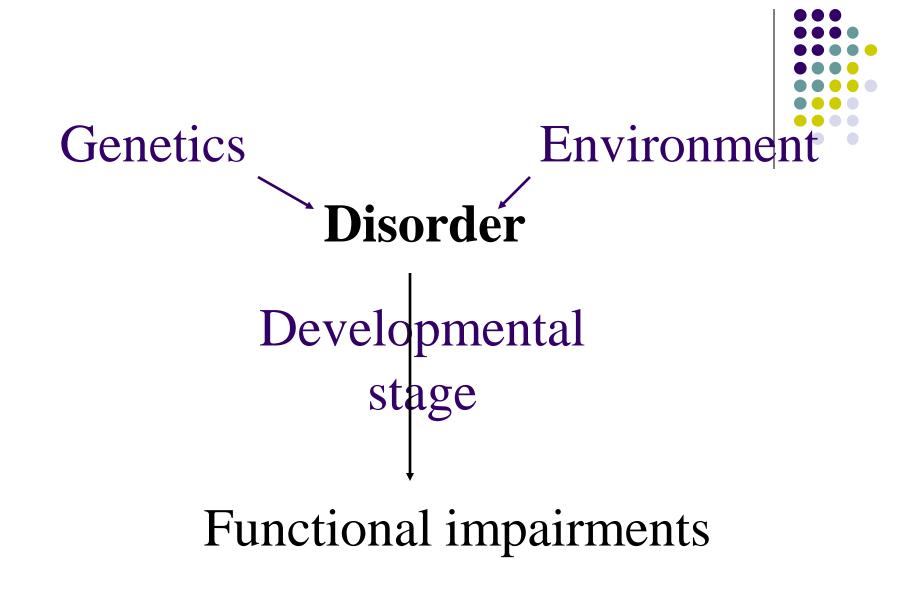




### What causes difficult behaviour



- Transactional model of child development suggests that behaviours are the result of the ongoing interaction between qualities within the child and qualities within the environment
- Behaviour problems in young children can mask underlying developmental problems.
- Normal vs abnormal



#### WHAT IS NORMAL?

BEHAVIOUR	AGE 2 %	AGE 3 %	AGE 4 %
Eats too little	50	26	37
Resists going to bed	70	46	56
Night-time waking	52	52	56
Wets bed at night	82	49	26
Hits others or takes things	68	52	46
Stubborn	95	92	85
Disobedient	82	76	78
Constantly seeks attention	94	48	42
Whines and nags	83	65	85
Active, hardly ever still	100	48	40



- n = 572, 5 mths to  $3\frac{1}{2}$  yrs
  - Little / no aggression 28%
  - Mod / rising aggression 58%
  - High / rising aggression 14%
- Predictors
  - Young sibs, young maternal age, maternal antisocial behaviour, low income, smoking during pregnancy, coercive parenting, family dysfunction



- 1000 boys followed to age 15
- Peak age of aggression 2-4 years
  "Humans seem to learn to regulate the use of physical aggression during the preschool years"
- Persistent aggression predicted:
  decreased chance of completing high school
  Increasing chance of serious delinquency

*"The aggressive child needs to be educated into a state of pro-social adjustment"* (Hans Steiner, Stanford)



### **Principles of behaviour management**

- Stabilise routines
- Provide special time
- Praise and reward positive behaviours
- Prioritise difficult behaviour
- Ignore minor difficult behaviours
- Immediate consequences for major difficult behaviours
- Minimise talking at time of misbehaviour

# Praise

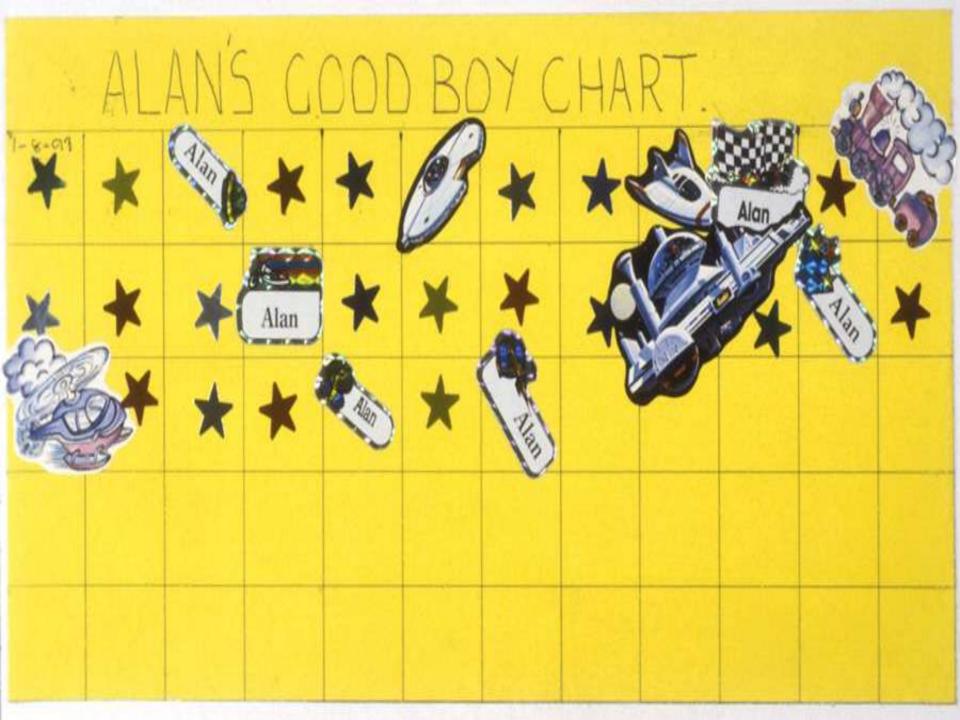


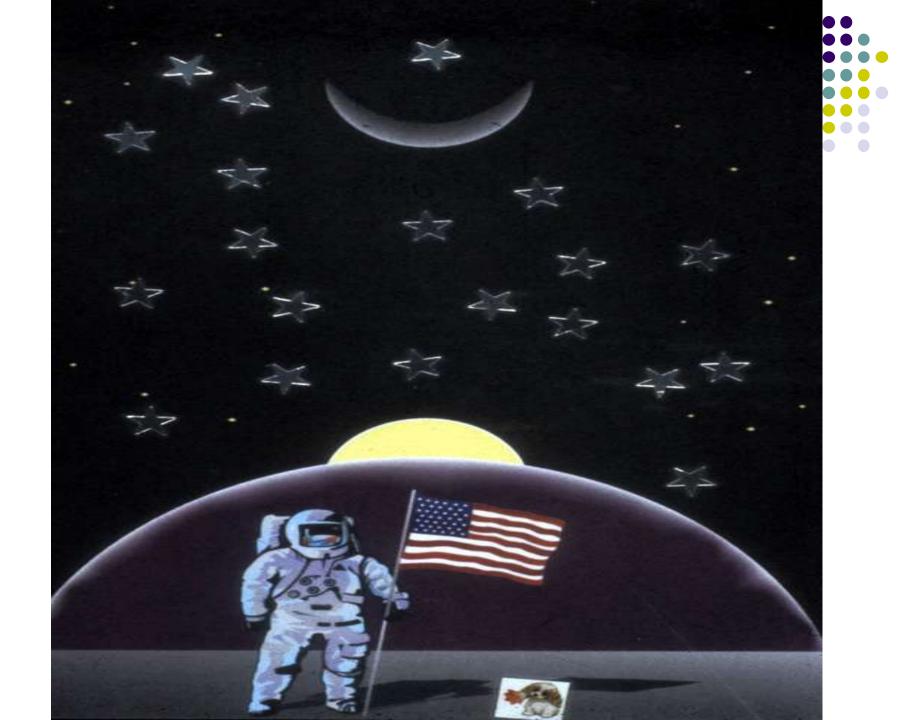
- Eye contact
- Get close physically
- Touch
- Make praise immediate
- Praise the behaviour not the child

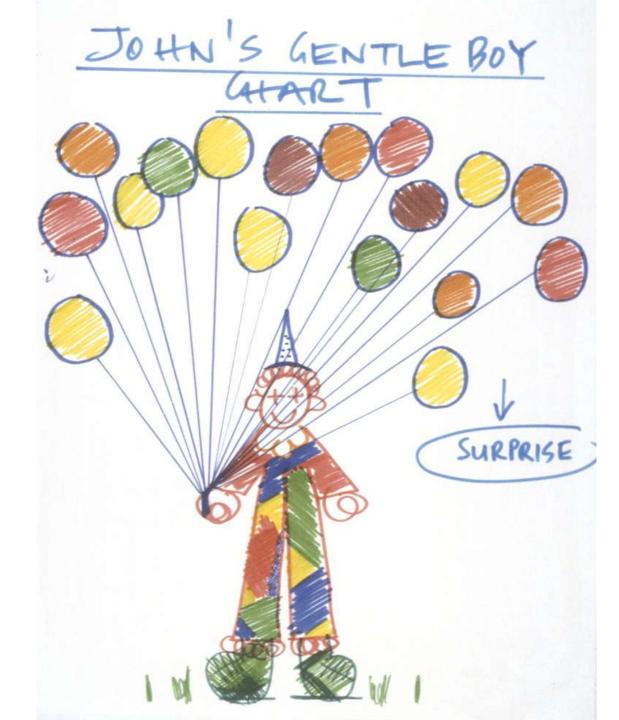
# Rewards



- Rewards should be used in brief intense bursts, not continued infrequently for long periods of time
- Keep rewards and consequences separate
- Reward not bribe
- Options:
  - Green marks
  - Stickers or stamps on hand
  - Sticker charts
  - Points charts
  - Random rewards













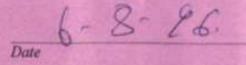




#### ENCOURAGEMENT AWARD KARATE 1996



# **BEST PUNCH**



Y Management

ANGHOOMORA.

Signatu

# Ignoring

- Look away
- Walk away
- Go into another room and busy yourself with something else
- Pay attention and praise the child the second the misbehaviour stops



### **Talking to children**



- Keep discussion to a mininum (if any) at time of misbehaviour
- Single logical explanation
- Empathy statement
- Act, ignore vs consequence
- Save the discussion until later

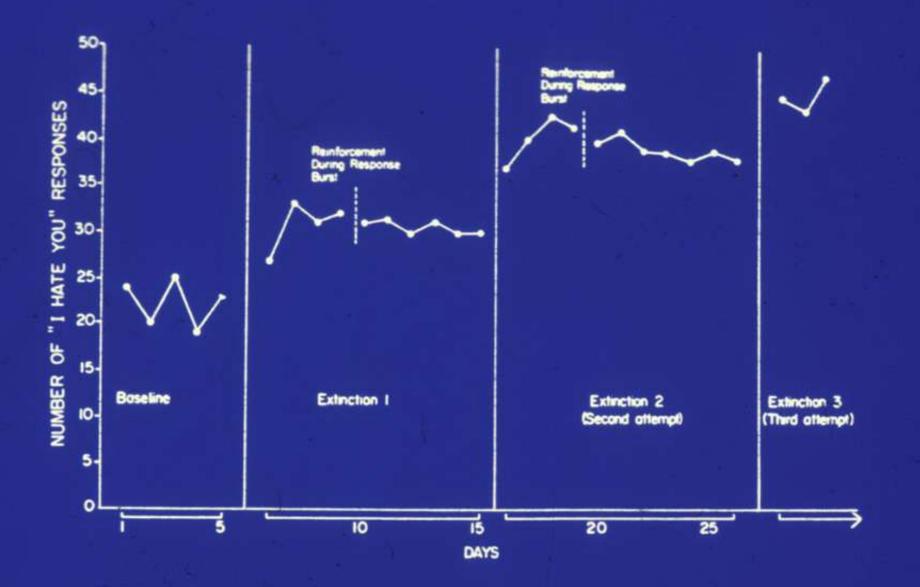


FIG. 2. Number of "I hate you" responses across days observed. The extinction procedure which was unsuccessful is reintroduced. However, the response burst is again reinforced, beginning a chain reaction.

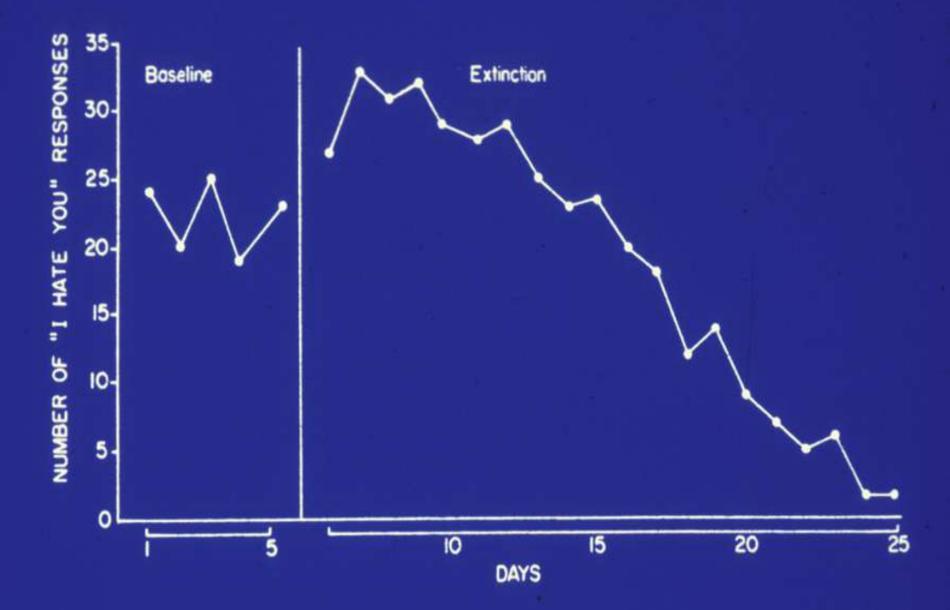
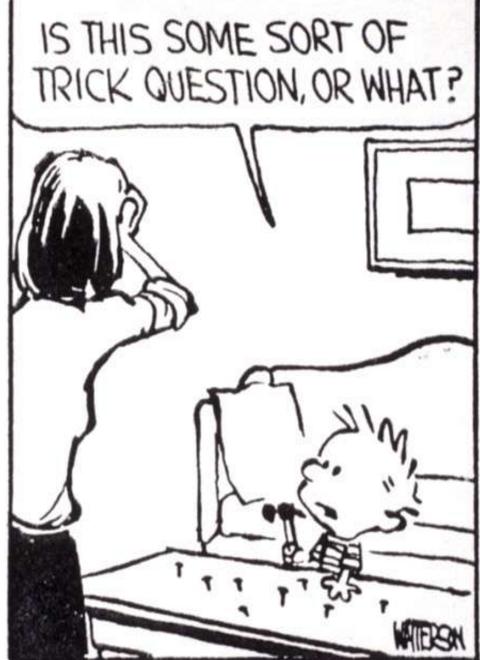


FIG. 1. Number of "I hate you" responses across days observed in baseline and extinction phases. Extinction procedure is carried out correctly.











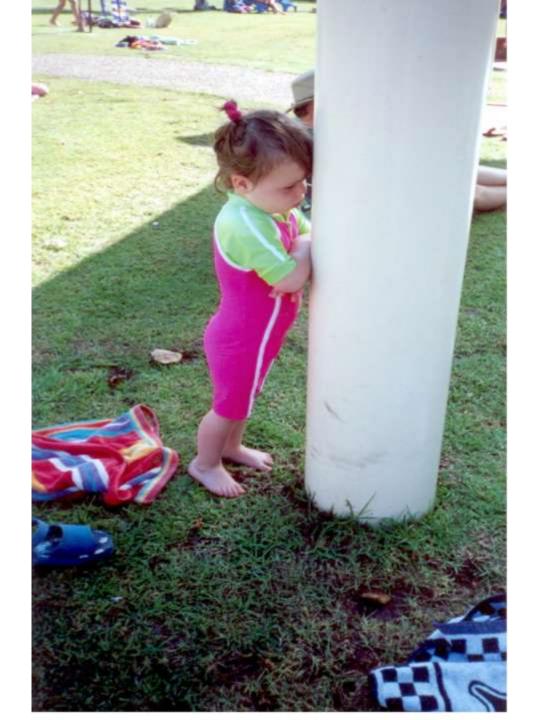
## • Time out

# Withdrawal of privileges

# Time out



- Playpen vs chair vs bedroom vs laundry vs outside the back door
- Act immediately, 321 countdown, consequence
- At home, time out should involve isolation
- Outside the home, parent should stand aside with child, restraining him if necessary, but otherwise avoiding eye contact and not talking
- Maximum 1 min per year of age









# Withdrawal of privileges

- For example, loss of toy, missing out on treat, no TV
- Act immediately, 321 countdown, consequence
- Withdraw without delay, over within 2-24 hours
- Vary the item being withdrawn
- Consequences are about symbolism, not about making the child suffer. Don't worry if the child doesn't care or seem to be upset.



# Summary



- Some children are more difficult to parent than others
- Even extreme behaviour in toddlers and preschoolers usually has a good prognosis
- Children crave routine and sameness
- Increase praise and rewards when things are bad
- Keep rewards short and sharp
- Speak quietly and avoid reasoning at the time of misbehaviour
- Ignore minor irritating behaviours
- Impose consequences calmly, quickly, and firmly
- "Only take kids on over things that are important". "If you are going to give in give in straight away" "If you take them on you must win" (JGH)







