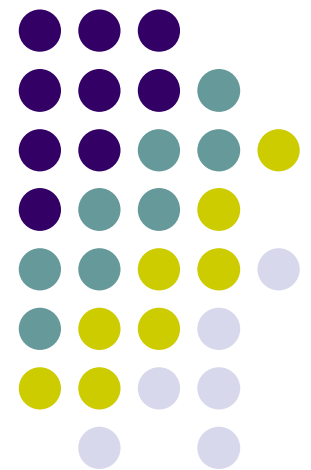


Behaviour problems in toddlers and preschoolers

4th National ECIC Sibu Malaysia
7-9 June 2012

Rick Jarman
Royal Children's Hospital Melbourne Australia







Assessment

- Transactional model of child development
- Quantify severity and pattern of behaviour
- Normal vs pathological
- Make diagnosis and develop formulation
- Decide on options for management and move forward with treatment
 - What we can do
 - When to refer to others

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

Preps among hundreds of violent school kids suspended

LITTLE TERRORS



EXCLUSIVE
Peter Mickelborough

HUNDREDS of primary school terrors are being suspended as violent and dangerous behaviour disrupts classes as young as prep level.

About 2600 suspensions were ordered in primary schools last year, including 370 prep, grade 1 and grade 2 pupils aged four to seven.

They were among 25,000 suspensions across the state system.

About 200 students were expelled, figures obtained by the *Herald Sun* under Freedom of Information laws show.

They include three grade 4 boys, two of whom were banished from their schools for violence, threatening the safety of others, degrading and humiliating other students and refusing to obey teachers.

Principals Association president Gabrielle Leigh said there was growing violence among students at younger ages. "It's a really drastic situation," she said.

Continued Page 10

CADEL'S BABY JOY
GREATEST GIFT OF ALL
PAGE 3

MARC MURPHY
INSIDE

SOUVENIR SERIES
FOOTY STAR POSTER



TAMING A WILD CHILD

TOUGH LOVE

- 1 Lock them in their bedroom if they've been naughty.
- 2 Tell them to go away and entertain themselves.
- 3 Don't try to rationalise with children. They are not adults.
- 4 Don't give in to tantrums. Parents are not their children's servants.

Source: New Zealand TV parenting expert Nigel Latta

GENTLE TOUCH

- 1 Help them work out what they are feeling and how to label and manage those feelings.
- 2 Teach them to empathise. Ask them how they would feel if someone did that to them.
- 3 Brainstorm solutions. Work out how they can resolve it without fists and feet flying.
- 4 Practise what to say. Offer them verbal alternatives to rage.

Source: Supremanny.co.uk

KIDS BEHAVING BADLY

February 1, 2011 – August 5, 2011

SUSPENSIONS

Year	Boys	Girls
Prep	27	1
Year 1	58	7
Year 2	110	10
Year 3	176	19
Year 4	266	30
Year 5	321	41
Year 6	409	59
Year 7	1651	412
Year 8	2238	928
Year 9	2142	889
Year 10	1709	684
Year 11	940	362
Year 12	405	168
Unknown	161	31

TOTAL 10,613 3641
(25,000 - full year equivalent)

EXPULSIONS

	Boys	Girls
Total	97	21

(210 - full year equivalent)

WHY THEY WERE EXPELLED

- Endangered the safety or wellbeing of others **101**
- Failed to comply with a reasonable instruction **78**
- Consistently interfered with the wellbeing, safety or educational opportunities of any other student **64**
- Committed significant violence against a person or caused significant damage to property or knowingly involved in theft **54**
- Consistently vilified or humiliated another person **37**
- Drug possession, use **34**

* Most students were expelled for multiple reasons. Source: DoEd

Preps suspended for violence

"(Suspensions and expulsions) are not a positive step at any level but, in terms of safety for other students and drawing a line in the sand saying that behaviour is not acceptable... they are necessary."

Ms Leigh said early support was vital to stop problems festering throughout a student's education. She urged the Government to fund welfare officers for every primary school.

Education Minister Martin Dixon acknowledged more had to be done to identify problems early.

From Page 1

Mr Dixon said poor behaviour often started at home before a child ever entered a classroom and parents had to share responsibility for teaching.

"It's sad that we've got a growing number of children exhibiting those very antisocial behaviours that only add to the burden of the schools," he said.

"We've got to create opportunities for parents to actually intervene with these families, whether it's through

health professionals when mothers are pregnant, or contact they may have with other government agencies, such as DHS.

"There's a really strong consensus that the earlier that we intervene, that is the best investment we can make."

The documents, seen by the *Herald Sun*, reveal the Education Department only collates suspension data for part of the year, meaning previous reports have understated the issue.

The department has no

central record of why students are suspended, and refused to release data for individual schools, saying it would breach privacy laws.

The limited records show that from February 1 to August 5 last year, 14,254 students were suspended — the equivalent of up to 25,000 suspensions in the full school year.

The 121 expulsions between February and August equate to about 210 for the full year.

The Baillieu Government has made it easier to suspend or expel students.





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 punishments separate
- Reward not bribe
- Options:
 - Green marks
 - Stickers or stamps on hand
 - Sticker charts
 - Points charts
 - Random rewards

ALAN'S GOOD BOY CHART.

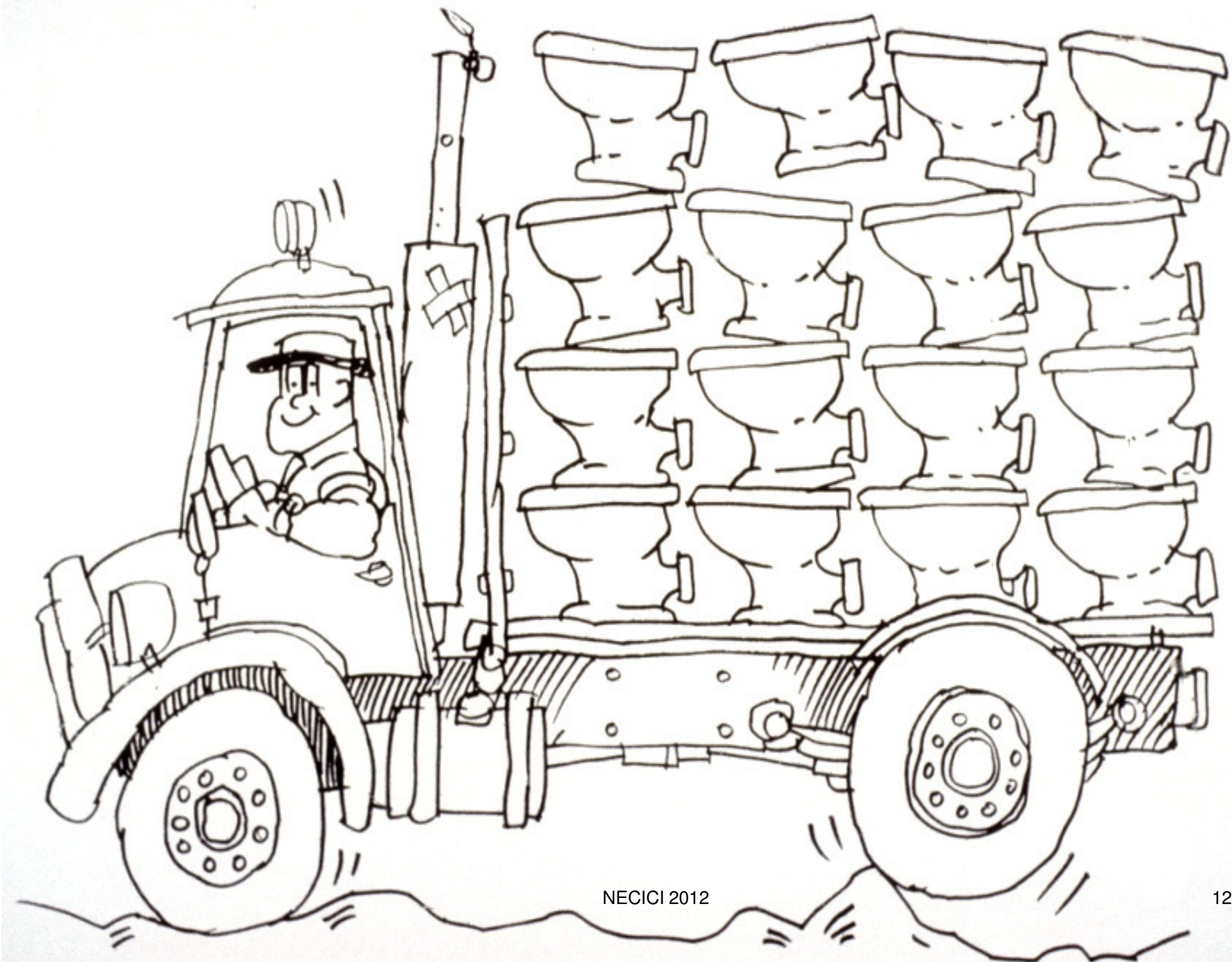


JOHN'S GENTLE BOY CHART



NECICI 2012







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

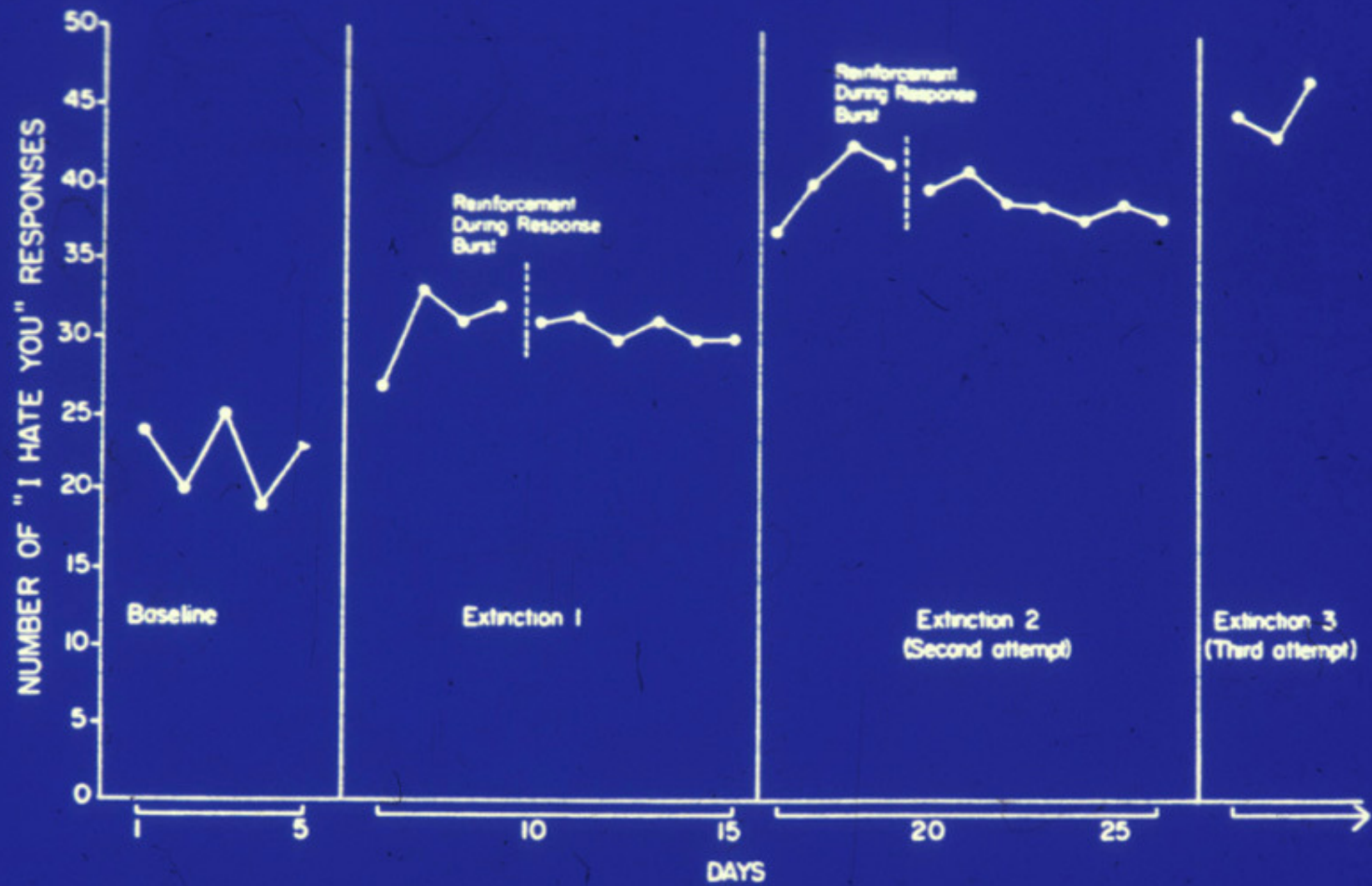


FIG. 2. Number of "I hate you" responses across days observed. The extinction procedure which was unsuccessful is reintroduced. However, the response burst is again reinforced, beginning a chain reaction.

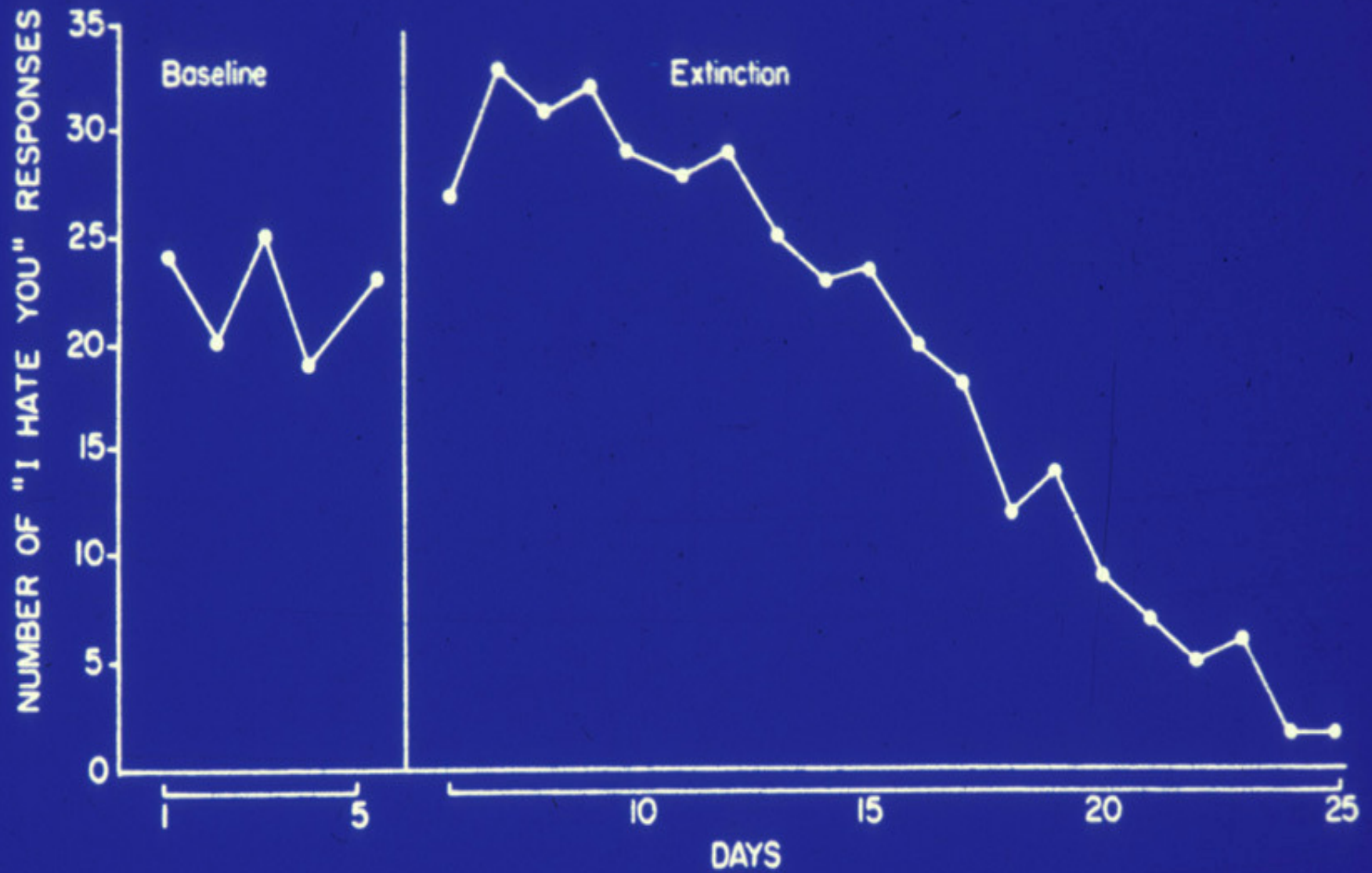


FIG. 1. Number of "I hate you" responses across days observed in baseline and extinction phases. Extinction procedure is carried out correctly.

Don't waste a tantrum if no one is watching



- http://www.youtube.com/watch?v=KpSfThUv_pc

Consequences



- Time out
- Withdrawal of privileges



Time out

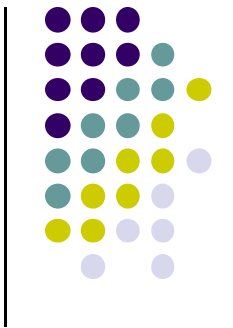


- At home time out should involve isolation.
- Playpen vs chair vs bedroom vs laundry vs outside the back door
- Act immediately, 321 countdown, consequence
- Outside the home, parent should stand aside with child, restraining him if necessary, but otherwise avoiding eye contact and not talking
- Traditionally, 1 min per year of age (Too long, 30s-2min better)



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Withdrawal of privileges



- For example, loss of toy, missing out on treat, early to bed, grounding, no TV/playstation etc
- Act immediately, 321 countdown, consequence
- Withdraw without delay, over within 24 hours
- Vary the item being withdrawn
- Punishment is 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 preschoolers usually has a good prognosis
- Children crave routine and sameness
- Increase praise and rewards when things are bad
- Keep rewards short and sharp
- Walk away more when things are bad
- 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)