


Promoting long-term success for children & youth with oppositional, defiant, and explosive behaviours

Laying the Foundation

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Overview

Normal vs. atypical behaviours	Developmental progression
Reshaping our thinking of behaviours	Michelangelo Self-regulation Role of emotions
Risk factors in developing problem behaviours	
Understanding behaviours	Purpose of behaviour ABCs and Beyond Discovery process
Laying the foundation for positive behaviours	

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Normal Development

Preschoolers	Grade school	Early Adolescence	Teens
<ul style="list-style-type: none"> • Argue • Demanding • Independence • Say "No!" • Test limits • Act babyish • Some tantrums • Minor aggression • Jealousy, worries • Know-it-alls 	<ul style="list-style-type: none"> • Want more freedom but need help • Struggle with failure • Support to manage big emotions • Poor verbal impulse control • Test limits • Tantrums • Dramatic and complaining 	<ul style="list-style-type: none"> • Attitude • Mild opposition and argumentativeness • Social skills, trouble • Don't think about consequences of their actions • Argumentative • Push against/argue about rules • Disrespectful • Blame others 	<ul style="list-style-type: none"> • Experimenting • Minor rebellion • Control for autonomy • Resistance to authority • Moody • Noncompliant • Defiant • Emotionally distant • Impulsive and risk taking • Dismissive • Misread social cues

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Oppositional, Defiant, Explosive Behaviours

- Most common reason for referrals to mental health clinics
- Associated with low self-esteem, mood lability, frustration tolerance
- Poorest prognosis for adult adjustment
- Associated with other serious problems
- Affects all areas of functioning



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The Costs



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Perceptions
of the child

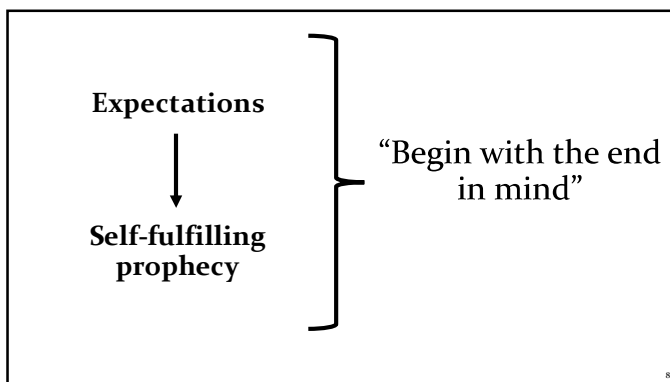
Adult
stress

Interactions

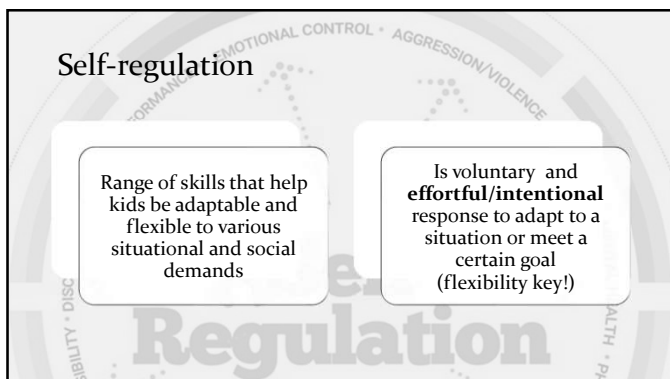
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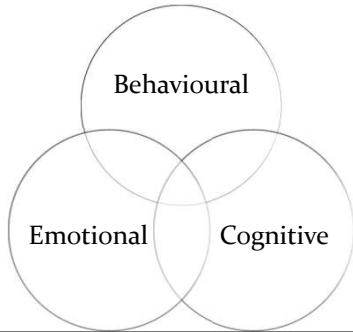


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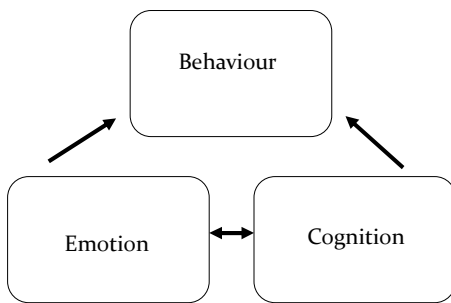
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Interconnected domains



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Behaviour



Foundation: Emotional and cognitive regulation

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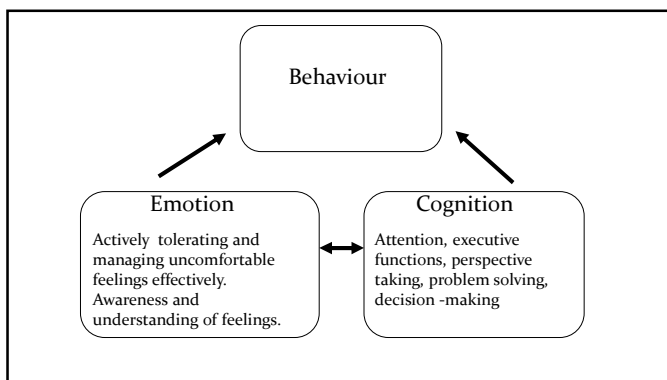
- Plan
- Prioritize
- Time management
- Break tasks down
- Remember goal (vs. going to friend's house)
- Knowing what to do when
- Knowing what strategies work best
- Knowing how one learns best

Cognitive

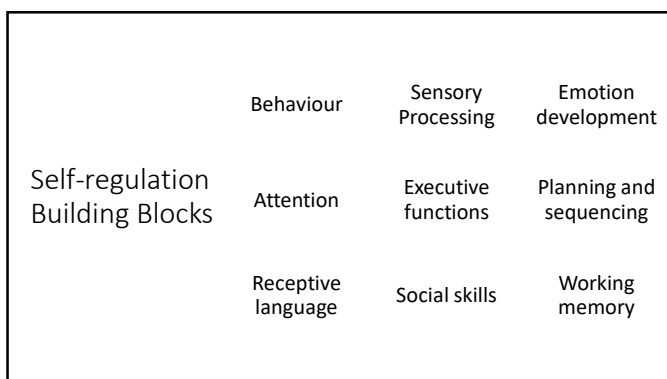
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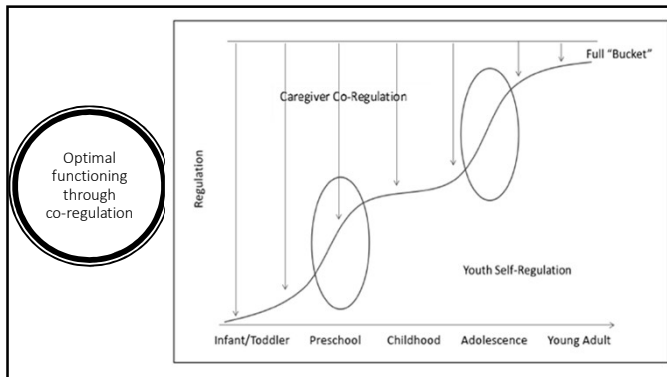
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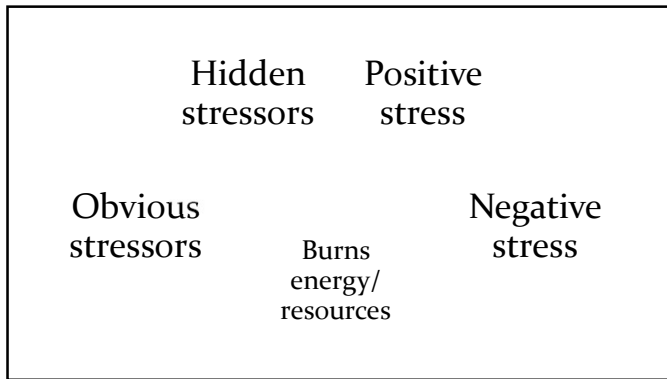
Self-regulation Difficulties

- Subjective reactions to events
- Difficulty covertly emoting and motivating themselves
- Difficulty with delayed gratification
- Difficulty with perseverance
- Sensory sensitivities
- Day dreaming
- Tired easily
- Poor attention and easily distracted
- Poor motor skills
- Poor sleep
- Picky eater
- Hygiene tasks distressing
- Seek movement/pressure
- Poor social communication
- Rigidities
- Immature & social difficulties
- Emotional roller coaster

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98% experience **significant** stress levels

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Misbehaviour

- Aware of behaviour and rules
- Within their capacity to act differently

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Stress behaviour

- None of these capacities

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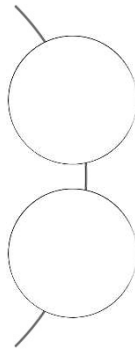
Signs of stress

- | | | |
|---|--|---|
| <input type="radio"/> Low mood, anxiety, pessimistic | <input type="radio"/> Bored | <input type="radio"/> Easily irritated and moody; overreact |
| <input type="radio"/> Low self-esteem | <input type="radio"/> Poor sleep, overly tired | <input type="radio"/> Avoid responsibility, avoid social situations |
| <input type="radio"/> Physiological symptoms (e.g., stomach-aches, headaches) | | |

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Signs of stress

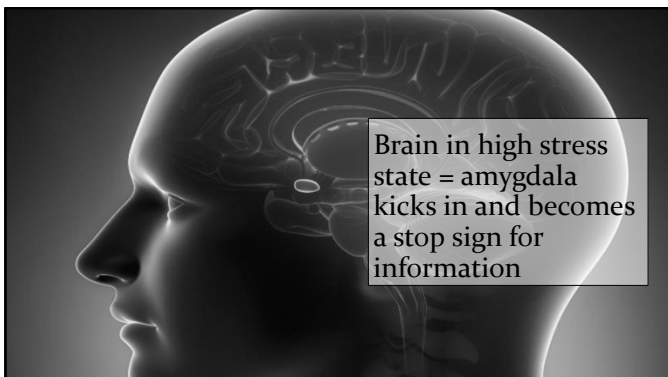
- Low mood, anxiety, pessimistic
- Bored
- Easily irritated and moody; overreact
- Low self-esteem
- Poor sleep
- Avoid responsibility
- Overly tired
- Nervous habits (e.g., picking)
- Frequent headaches/stomach-aches
- Clingy or social avoidance



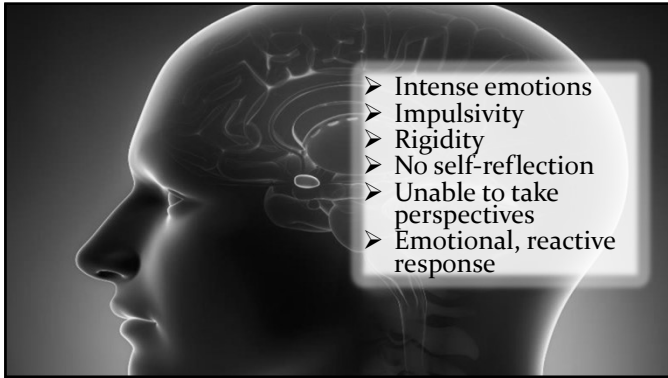
Internalizers
(increase their own distress)

Externalizers
(increase others' distress)

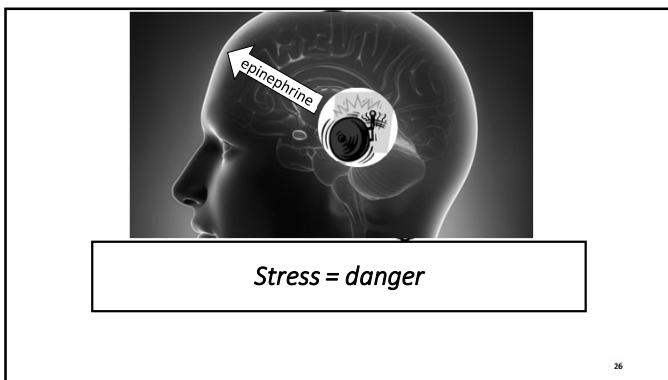
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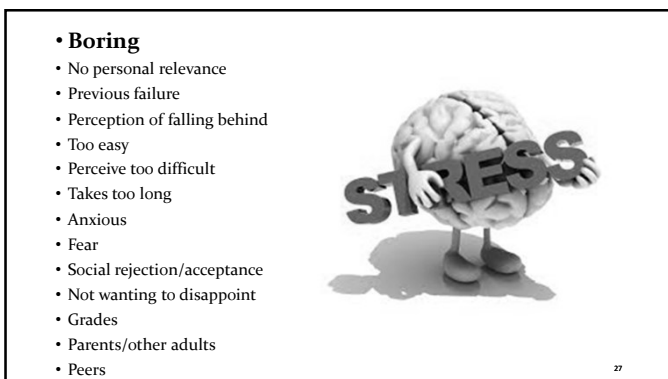
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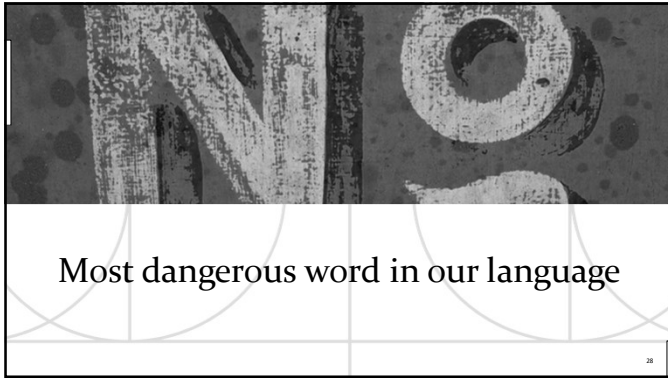
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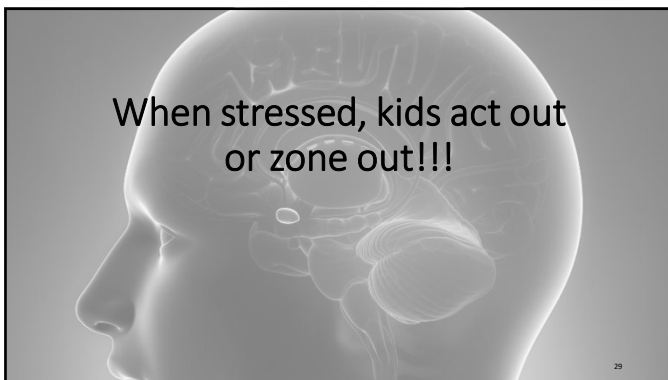
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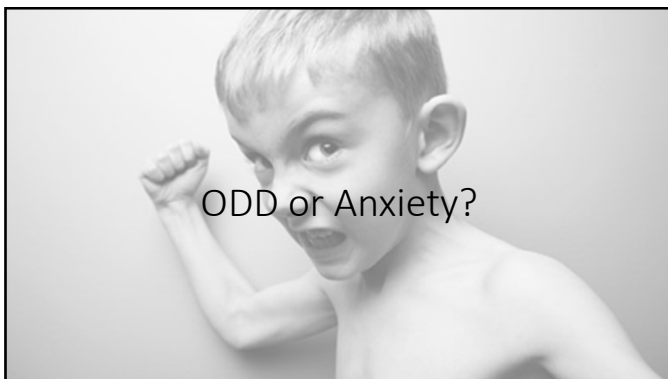
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Emotions

- Emotion area adaptive
- Emotions guide behaviour
- Strong emotions limit flexibility and perspective taking



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Emotions Lead to Behavioural responses



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Trigger
situation

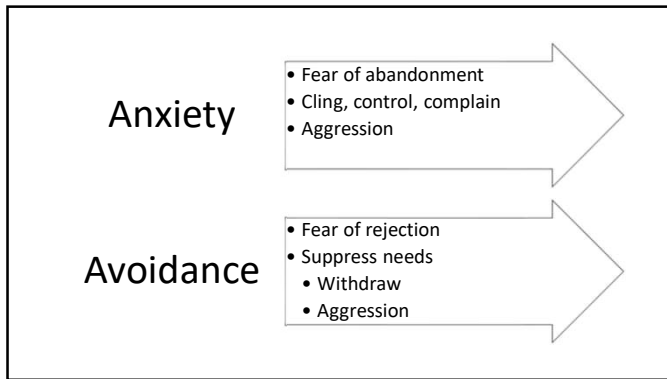
Core painful
emotions

Hopelessness

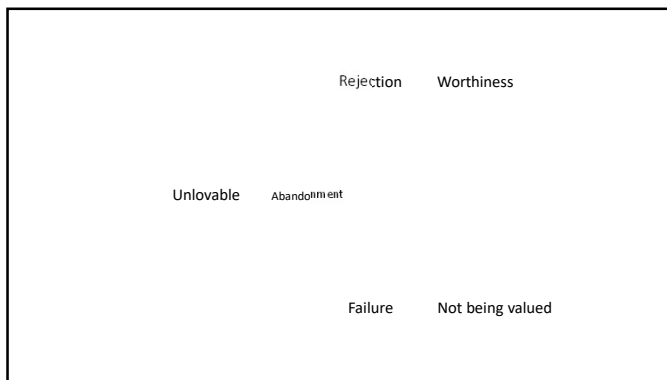
Fear of triggers
& potential
pain

Emotional &
behavioural
reactions

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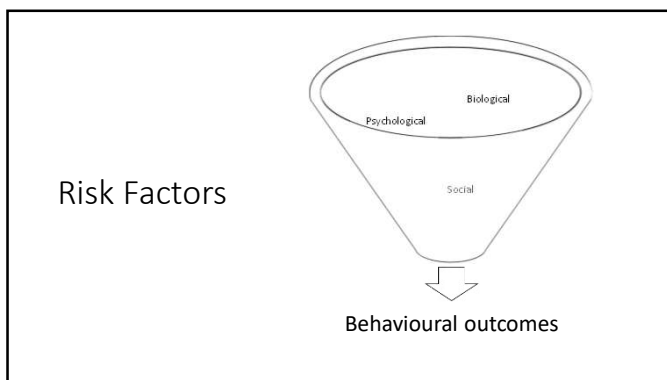
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Core emotional pain	Responses (internal/external situations)	Behavioural patterns	Stories	Needs
Shame-based experiences	Rejection, judgement, humiliation, negative self-treatment	Hide, disappear, shrink away, act out	I am flawed, worthless, don't deserve good things	To be valued, appreciated, recognized, accepted, validated
Loneliness-based experiences SADNESS	Isolation, loss of connection/loved one	Grieve or act out	I am on my own, lonely	Closeness, support, love, connection, cared for, inclusion
Fear-based experiences	Fear, lack of control	Escape or act out	Not safe	Safety, stability, protection, control, personal strength

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What I do	What I feel	My body feels	How I interact
I yell/blame	I feel disappointed	Chest pain, headache	Get in their face, swear, punch
I retreat	I feel disconnected	Nausea	I avoid talking to others about what is going on
I self-soothe	I feel unloved	Heart burn	I am silent and withdrawn

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Behavioural Disorders

Protective Factors

- Secure attachment & stable family
- Positive parents
- Responsive
- Supportive
- Reliable
- Non-punitive
- Emotion regulation
- Effective communication
- Positive relationship with non-family adult
- Supportive relationships with prosocial peers
- Social development (empathy, perspective taking, problem solving)
- Limited exposure to violent media/games

Risk Factors

- Punitive parenting
- Neglect
- Victimization
- Peer rejection
- Poor social skills

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Compatibility

Child

- Proactive/reactive aggression
- Self-regulation
- Problem solving
- Attention
- Impulse control
- Affective modulation
- Language development
- Emotion regulation
- Working memory
- Perceived peer context/pressure
- Cognitive distortions

Parent

- Expectations
- Vague directions
- Discipline practices
- Inconsistency
- Emotional well-being/stress
- Poor problem solving
- Responses and interactions
- Executive skills
- Understanding kids' needs
- Lack of involvement
- Family discord
- Marital conflict

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Parent emotion-related behaviours

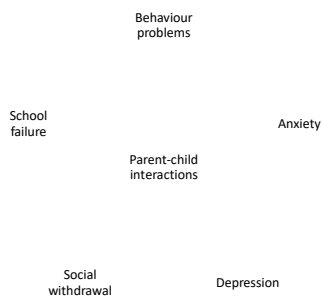
Adaptive child emotion outcomes

Safe environment
Supports
Validates
Perspective taking
Own emotion regulation

Criticizing
Minimizing
Punishing
Own emotion dysregulation

Child emotion dysregulation

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Compatibility

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Broader context

- Neighbourhood
- Peer rejection
- Antisocial cliques
- School problems
- Low SES

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Risk Factors: Environment

Neighbourhood

School

Home

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Understanding Behaviours

Kids want to be
and do good!

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Functional Behaviour Analysis

- When kids are doing good!!!!
- Triggers
 - People
 - Place
 - Time
 - Other conditions?
- Anecdote of behaviour
- What are the consequences of the behaviour
 - How do others react?
 - Do others reinforce the behaviour?
 - Do others punish the behaviour?



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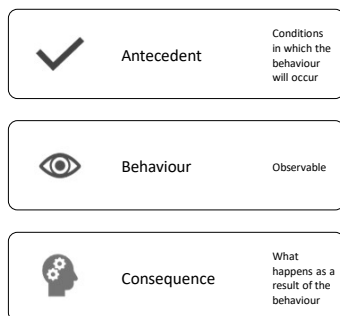
Functional Behaviour Analysis

- Hypotheses re: antecedents
 - Conditions to change
 - Skills to be taught
 - Replacement behaviours
- Interventions needed
- Strategies
 - Preventive vs. reactive

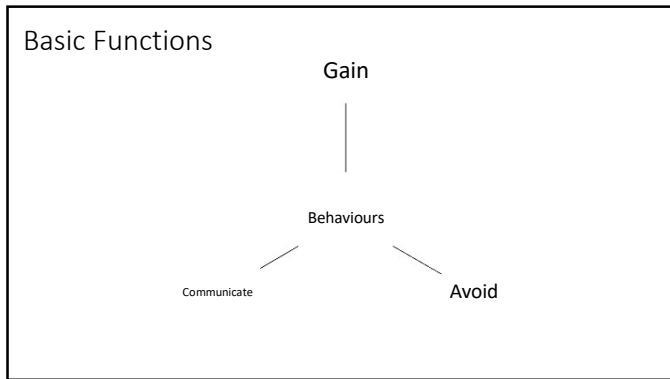


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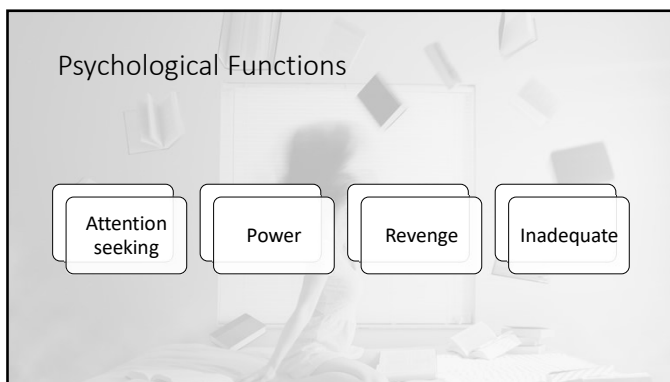
ABC of Behaviours



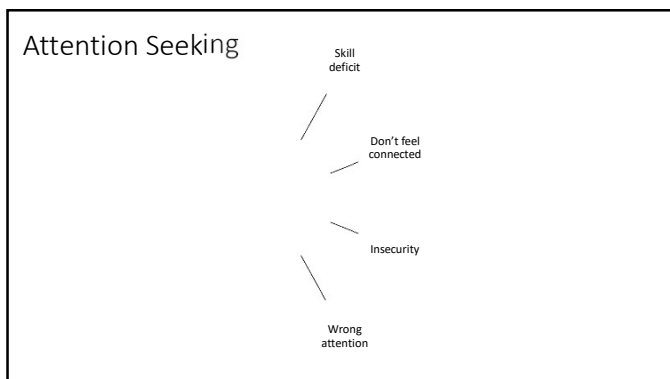
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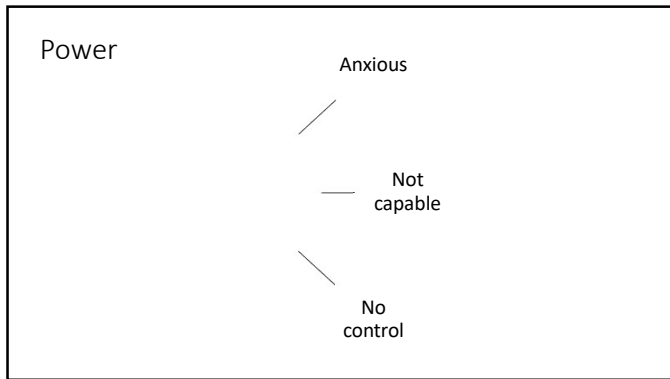
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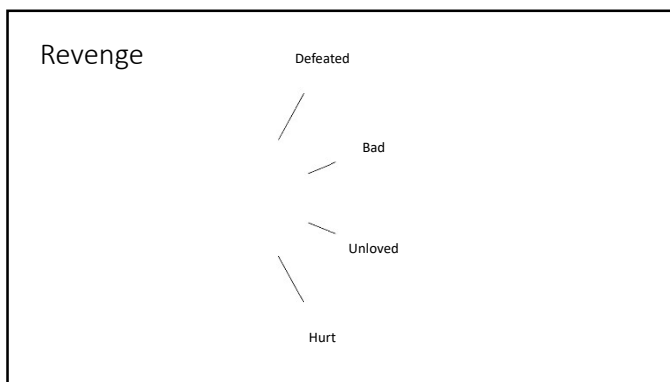
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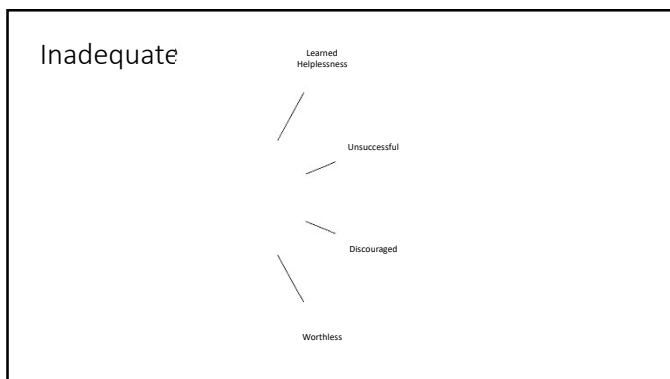
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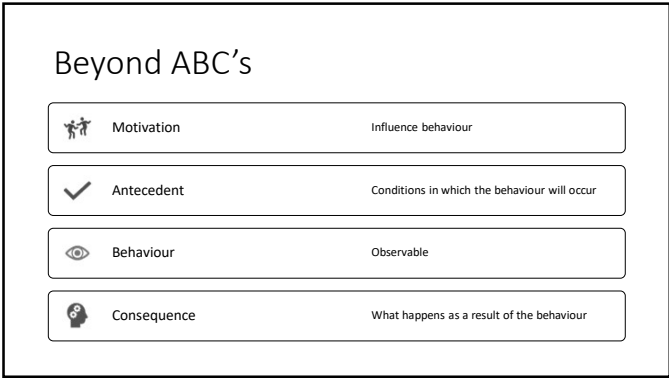
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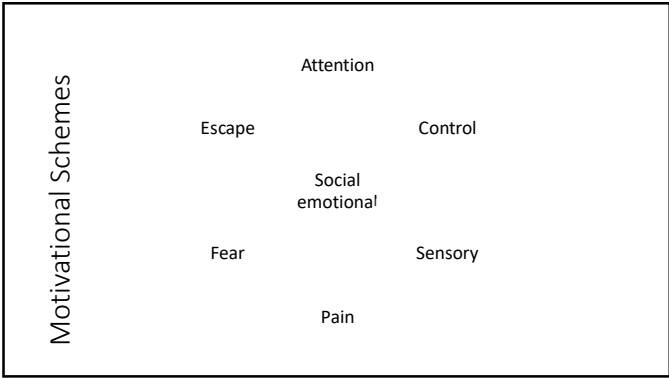
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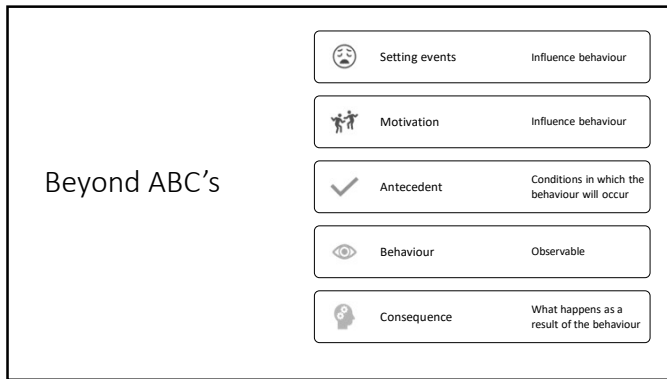
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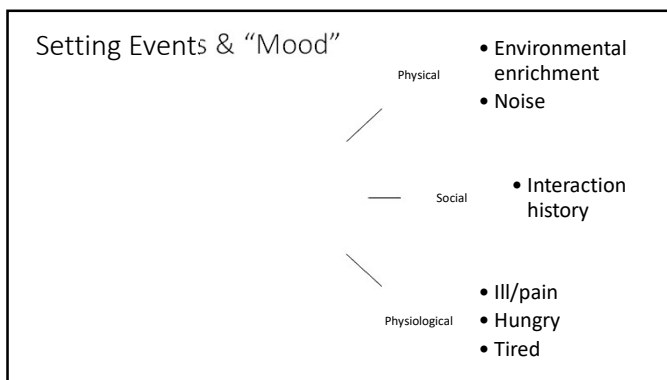
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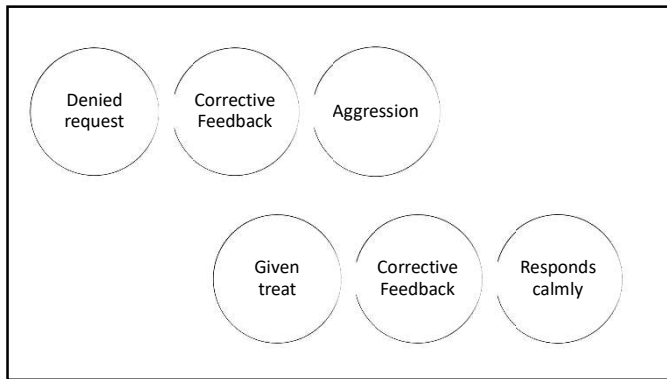
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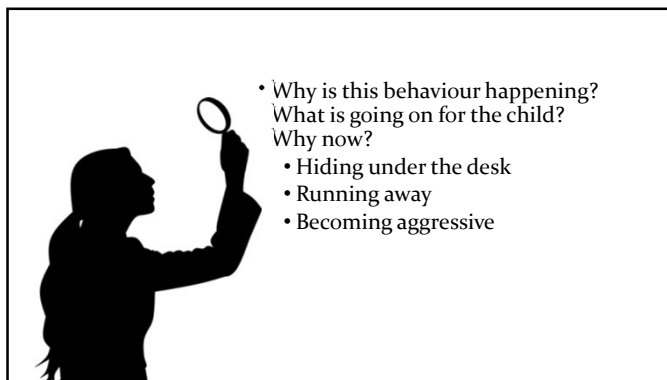
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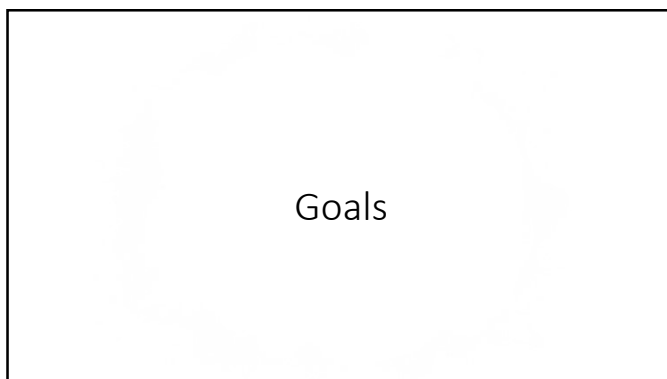
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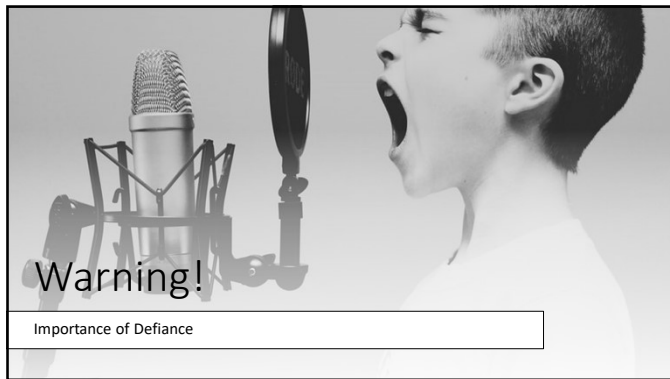
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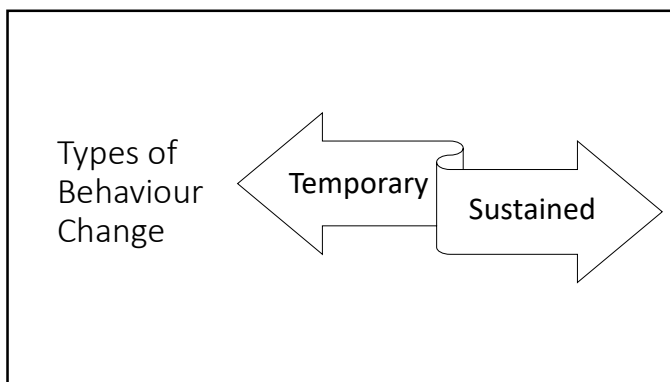
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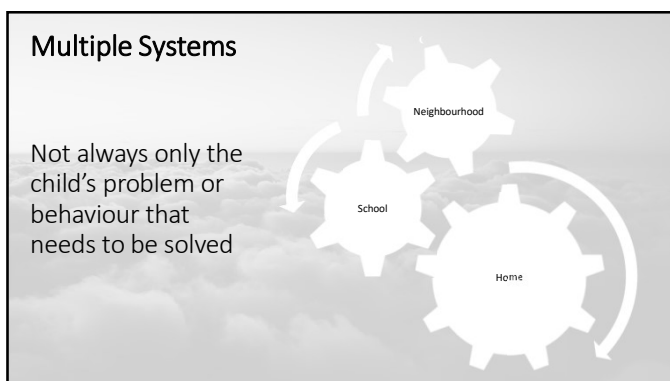
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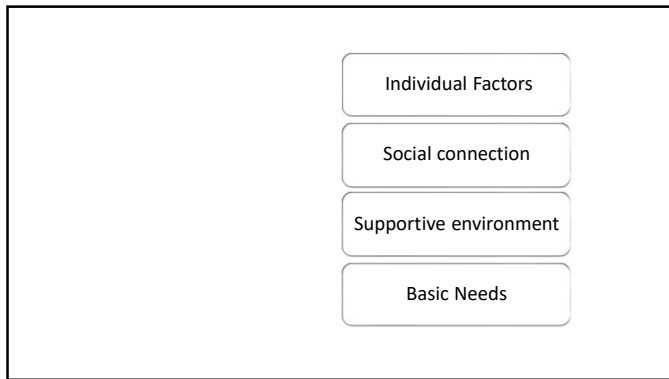
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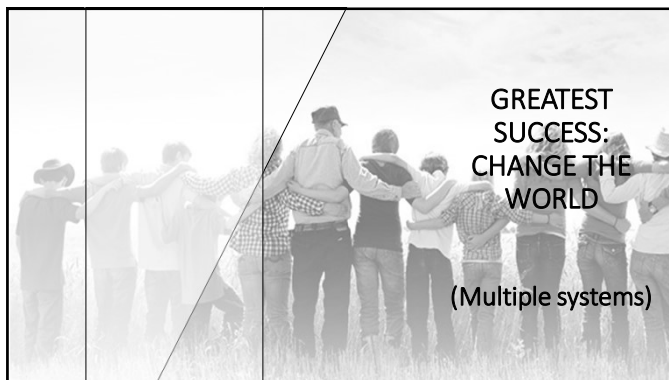
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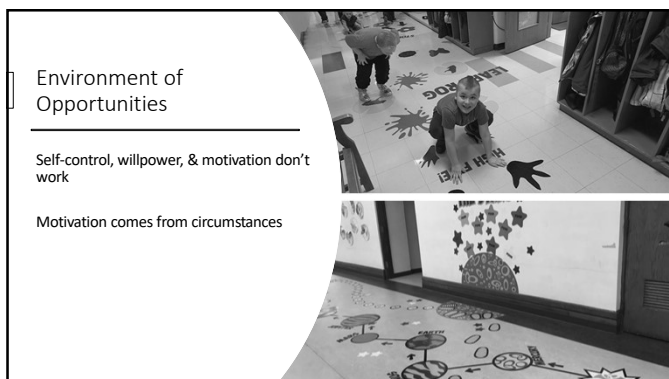
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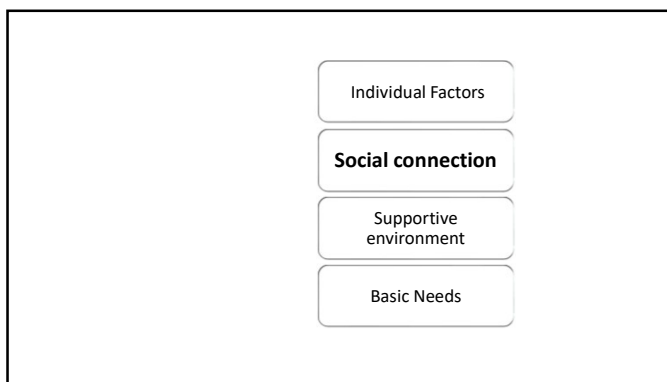
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- Critical difference in outcomes for kids with behaviour difficulties
- Greatest predictor of long-term happiness



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Protector from:

- Violent behaviour
- School failure
- Substance abuse
- Depression
- Suicidal ideation
- Unwanted pregnancy

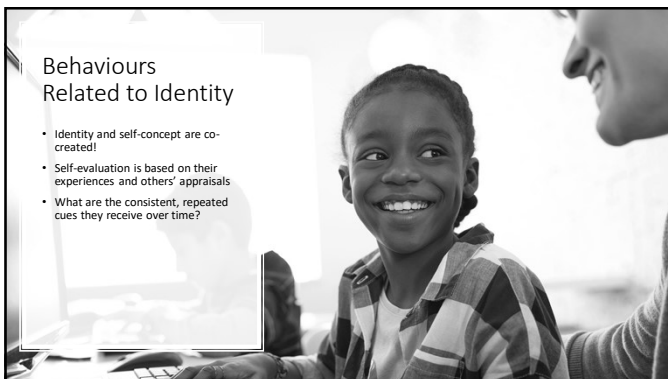


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Behaviours Related to Identity

- Identity and self-concept are co-created!
- Self-evaluation is based on their experiences and others' appraisals
- What are the consistent, repeated cues they receive over time?



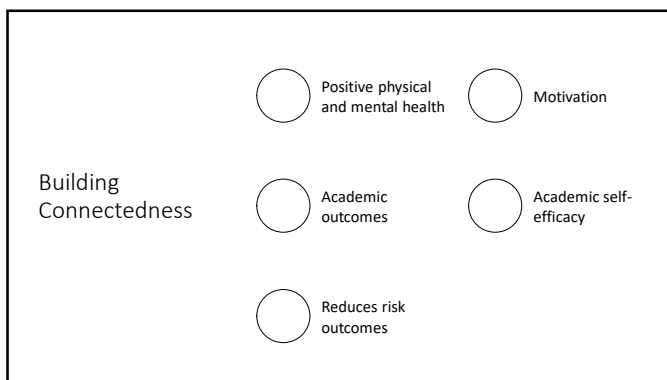
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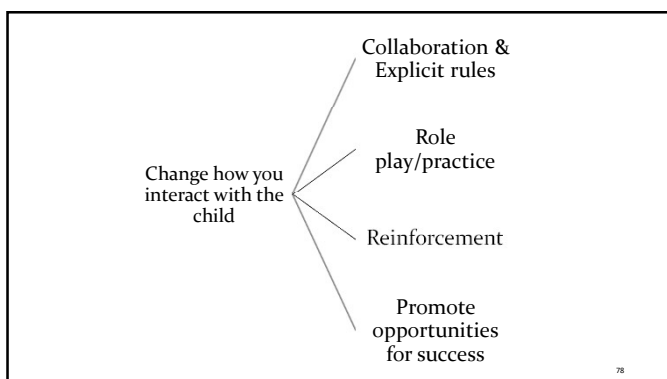
Shame Epidemic

- Avoid failure
- Avoid criticism
- Avoid punishment
- Leads to:
 - Acting out behaviours
 - Perfectionism
 - Procrastination
 - Blame & failure to take accountability

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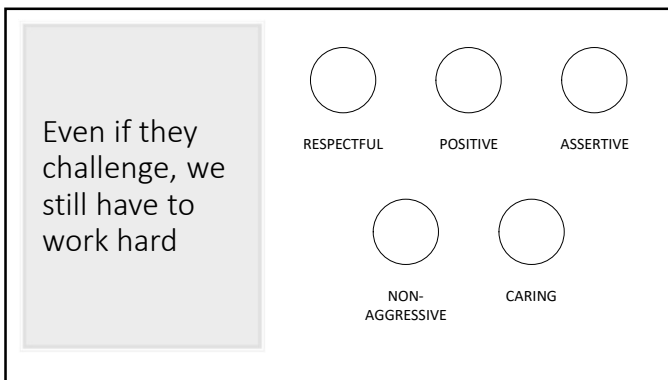
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