


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

Beyond Behaviour Management: The Keys to Success

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Overview


- Building connection
- Family cohesion & compatibility
- Effective communication patterns
- Positive parenting practices
- Handling adult misbehaviour
- Therapeutic supports and interventions
- Medications
- Comorbidities & what to do
- What to do when crisis hits



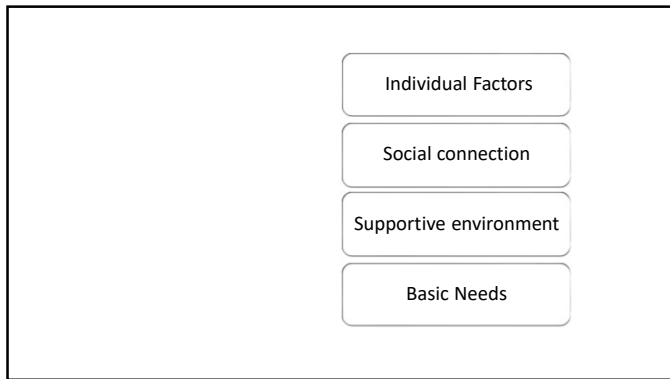
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Multiple Systems

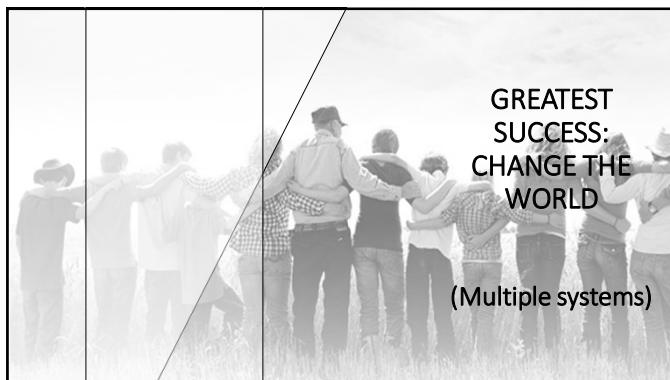
Not always only the child's problem or behaviour that needs to be solved



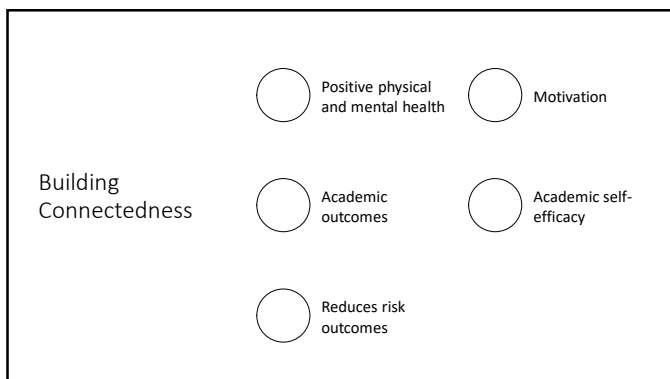
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They will challenge!

○

ACCEPTING AND
NON-THREATENING

○

DISARMING

○

JOINING

○

POSITIVE
INFORMATION

○

VALIDATE AND
EMPATHIZE

○

MOTIVATIONAL
INTERVIEWING

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Even if they challenge, we still have to work hard

○

RESPECTFUL

○

POSITIVE

○

ASSERTIVE


○

NON-
AGGRESSIVE

○

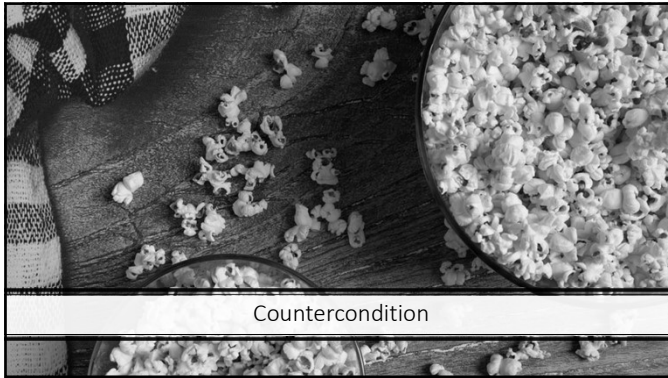
CARING

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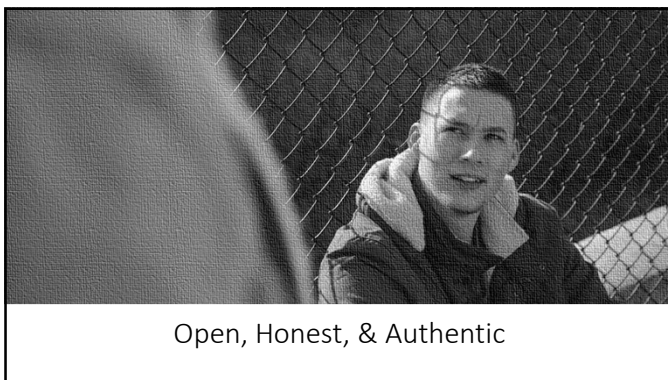


Enter their Quality world

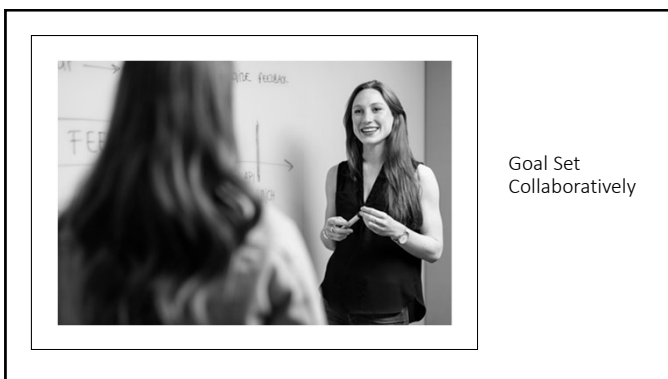
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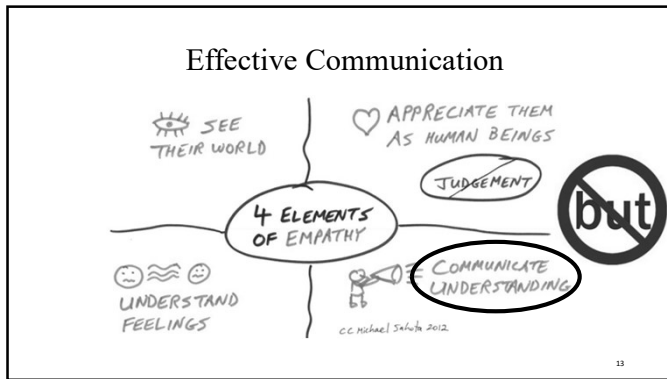
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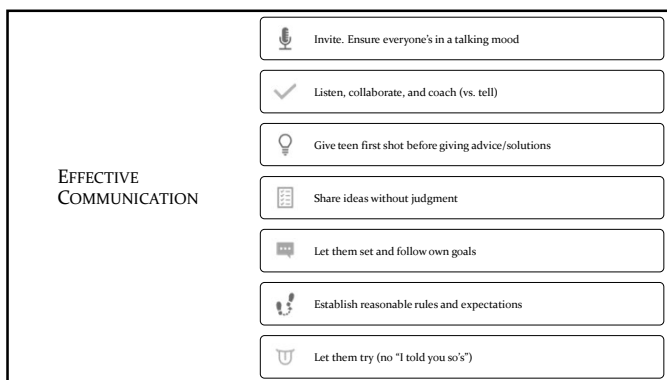
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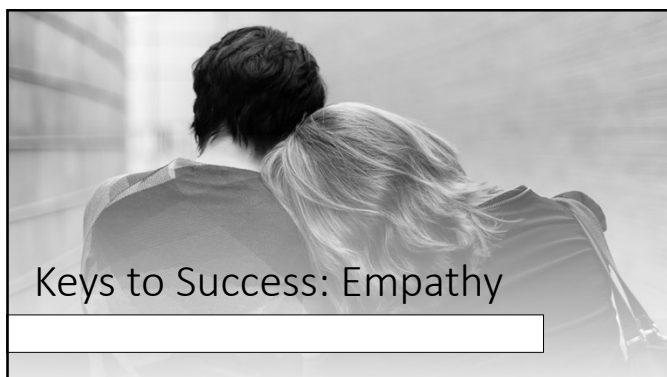
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Validation	
Show interest	Eye level, full attention Lean in & nonverbals Ask questions
Reflect content	Paraphrase Clarify
Reflect feelings	Be hesitant! Acknowledge nonverbals
Validate the situation	Makes sense, given this situation

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Effective Communication

- Be prepared.
- Be an active listener
- Respectful communication
- Avoid knee jerk "no's"
- Limit non-negotiables
- Be on their side
- Mutual partnership



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Avoid	Insults	State facts	More
	Interrupting	Take turns	
	Criticizing	Note good and challenges	
	Nagging/lecturing	Say less	
	Sarcasm	Talk in normal tone	
	Yelling	Accept responsibility	
	Silence	Say what you feel	
	Swearing	Use empathetic and respectful language	
	Defending	Calmly disagree	
	Blaming		


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Family cohesion

- Get involved
- Nurture relationship
 - Nonjudgmental
 - 1:1 time
- Minimize conflict
 - Clear expectations
 - Positive environment
- Allow them to contribute in meaningful ways



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Teacher Relationship

- Promotes emotional well-being
- Reduces problem behaviours
- Improves school liking and engagement
- Provides a sense of belonging



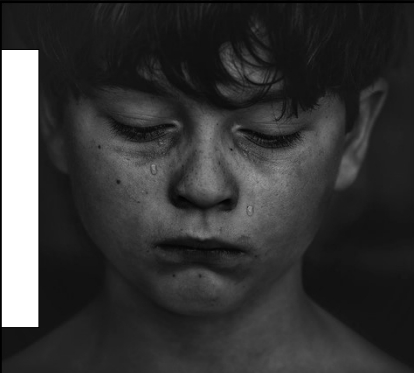
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Peer relationships

- Promotes emotional well-being
- Improves behaviours
- Provides important development opportunities
- Sense of belonging
- Improved emotion regulation
- Better communication

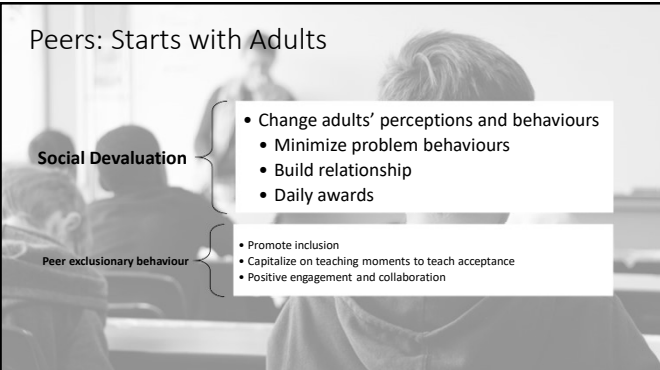
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WARNING!!!!

- Social devaluation
- Peer exclusion
- Reputational bias
- Cognitive bias

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Peers: Starts with Adults

Social Devaluation

- Change adults' perceptions and behaviours
- Minimize problem behaviours
- Build relationship
- Daily awards

Peer exclusionary behaviour

- Promote inclusion
- Capitalize on teaching moments to teach acceptance
- Positive engagement and collaboration

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Peers: Starts with Adults

Social Devaluation

- Change adults' perceptions and behaviours
- Minimize problem behaviours
- Build relationship

Peer exclusionary behaviour

- Promote inclusion
- Capitalize on teaching moments to teach acceptance
- Positive engagement and collaboration
- Lunch buddy mentoring


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Fill emotional bank

- Positive reinforcement
- Strengths based s. criticism
- Problem solving
- Consistent communication

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Strengths-based



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Capitalizing on strengths and resources

- Explore
 - Times could resolve conflicts
 - Coped with challenges
 - Behaved in generous ways
- Family supports
- Community resources
 - Clubs
 - Teams
 - Volunteer or job opportunities



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Remember!

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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Promoting Compatibility

- Visual learners watch others
- Auditory learners listen
- Kinesthetic learners do



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Parent training

- Education
 - Buy-in for proactive strategies (vs. punitive)
- Child's capacities and needs
 - Reasonable expectations
- How they construct meanings for and perceive behaviours
 - De-pathologizing
- Workability
 - Interact and react in different ways

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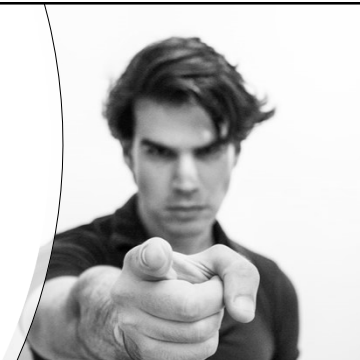
Parent training

- Parent-child relationships
 - Responsive
 - Reliable
 - Nurturing
 - Consistent
 - Caring
 - Predictable

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Seven deadly habits


- Criticize
- Blame
- Complain
- Nag
- Threaten
- Punish
- Bribe



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Communication patterns

- Highlight strengths, resources, and what is going good
- Use what already doing
- Small interaction changes
- Asset flooding
- Build on successes
- Build off those who are motivated
 - Educate
 - Motivate
- Address any barriers




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Reframe & Externalize

"I _____ when I feel sad and lonely."

"You _____ and then what you do _____ and then _____"


"And the more you _____ the more you _____ and then you _____"



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Change patterns

- I yell because I feel abandoned because I need to feel loved.
- I walk away because I feel rejected and need safety.



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Change patterns



When I am upset/something happens, I feel _____.

Then I _____ because _____, but when I do this, I feel _____.

These behaviours do not work and keep me stuck.

When I am upset, I feel irritated and hopeless.

Then I eat peanut butter because I long for nurturance. But when I do this, I feel shame, guilt, and disconnection.

These behaviours do not work and keep me stuck.

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New ways

- When I am upset, I feel _____
- What if, if _____ happened, I can _____



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Strengthening relationships

- Understanding perceptions and needs
 - Early development
- Engaging in new and effective ways
 - Creating opportunities
 - Responding differently
- Using past successes, affection, and warmth to strengthen current relationship



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Strengthening relationships

- Collaborative plans to improve interactions
 - Random acts of love & appreciation
 - Relaxed child-focused time
- Effective communication
 - Validation and reflect vs. criticism and commands



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Effective communication

Effective

- Empathy & validation
- Acknowledge the other person's perspective and feelings
- Respectful
- Open body language
- Authentic

Ineffective

- Insisting you are right
- Blaming
- Defensiveness
- Claiming innocence
- Criticize
- Sarcasm
- Counterattack
- Change topics
- Self-criticize
- Hopeless
- Demanding
- Advice giving
- EPS
- Cold shoulder

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Family problem solving

1. Counter-condition
2. Review the concern
 - Perspective take
 - Personal goals
3. Identify choices
4. Brainstorm consequences
5. Solutionize



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Look forward

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Managing interactions: Do no harm!

- Separate parent meeting
- Remain in charge
- Be prepared
 - Agenda
 - Response plan
- Model appropriate behaviours
 - Taking a break/leaving and returning to problem solve



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
Maintaining Control

STRENGTHS, POSITIVES,
WHAT IS GOING GOOD

CHALLENGES AND
AREAS TO WORK ON

PROBLEM-SOLVING,
USING STRENGTHS TO
MANAGE CHALLENGES

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Skill building

- Cognitive, social, and emotional deficits
 - Emotion regulation
 - Active coping
 - Labelling emotions
 - Articulating triggers
 - Problem solving & flexibility
 - Delayed gratification
 - Social skills
 - Mindfulness

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Therapeutic support

- Brief, focused, non-intrusive sessions
 - Open doors to conversations
 - Their goals& solutions
 - Non-pathologizing/de-pathologizing
 - Strengths to overcome challenges
 - Counter condition
 - Safety and security paramount
 - Connection – eating
 - Titles don't matter

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Early Memories

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Working with Emotions

IDENTIFYING FEELINGS

- I get angriest when
- The person I have been angriest with is
- The person angriest with me is
- The think I worry about the most is
- The person who scares me the most is
- I feel sad when:
- The saddest time of my life was
- The person I have made the saddest is
- The person who made the saddest is
- I feel happiest when
- The person I feel happiest around is

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Working with Emotions

COPING

- The best thing for me to do when I am:
 - Happy
 - Sad
 - Angry
 - Excited
 - Confused
 - Bored
 - Scared

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Story of their lives

Chapter 1

Event
Event

Chapter 2

Event
Event

Chapter 3

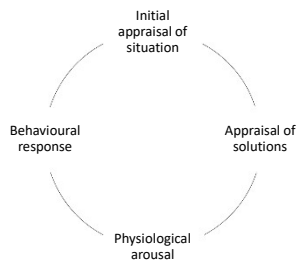
Event
Event

Chapter 4

Event
Event

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Social information processing



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Social information processing

Misinterpret incoming information	<ul style="list-style-type: none"> Past bias Hostility bias
Low quality solutions	<ul style="list-style-type: none"> Dominant and revenge focused goals Rigid
Faulty evaluation of consequences	<ul style="list-style-type: none"> Evaluate aggressive behaviours positively More useful More confidence
Behavioural response	


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Role of schemas




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Relapse prevention




Individualize termination most appropriate for the family

Mastery of skills
Community resources
Plan for potential problems



Family/child toolbox of strategies

Create a response plan



Long-term planning

Local resources (e.g., peer mediated, sports, counselling, tutors, after-school)

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Medications



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Comorbidities



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ADHD



- Active learning
- Short work chunks
- Frequent breaks
- Strengths focused
- Set them up for success (vs. nag)
- Opportunities to be part of teaching
- Develop own systems for success
- Practice skills

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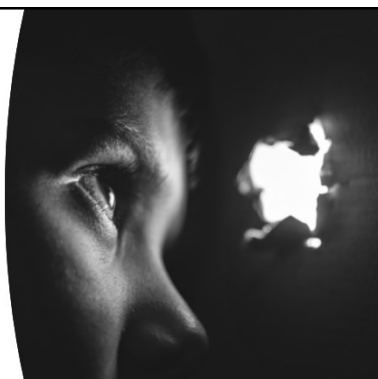


Anxiety

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Anxiety

- Behaviours communicate what is happening
 - Fight and/or flight
 - Teach!
- Minimize verbals and maximize nonverbals
- Normalize



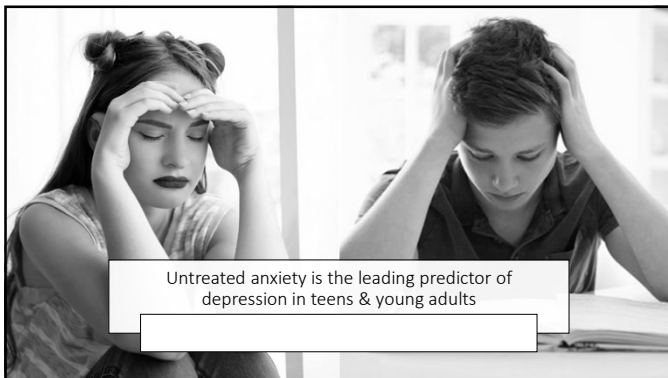
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Anxiety

- Thoughts are not trustworthy!
 - Scaling & problem solving
 - Self-talk through coaching
- Externalize it!
- Expect anxiety
- Experience through exposure
 - Buy-in
 - Flip vulnerability to positive
 - Start with past successes



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Untreated anxiety is the leading predictor of depression in teens & young adults

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Depression

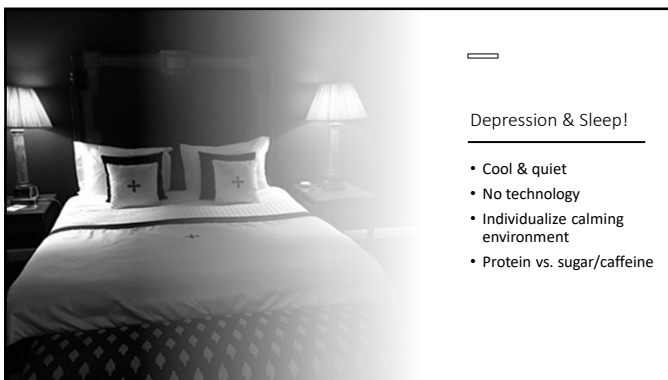
- Monitor suicidal ideation
- Exercise!
- Nurturing
- Supports
- Frequent feedback
- Support mastery & ensure success
- Reinforcement
- Problem solving
- Skill building



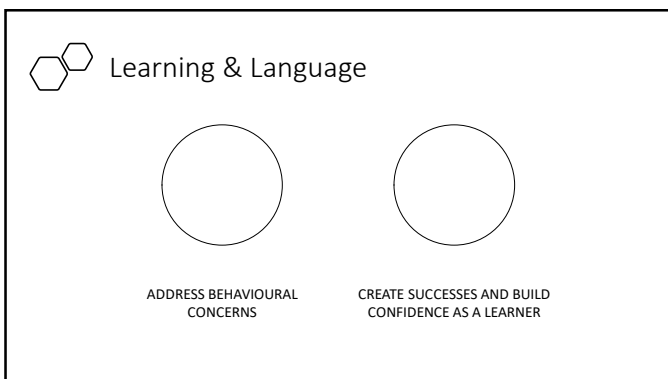
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Attachment



Get creative! Typical approaches not helpful



Reframe




Set them up for success

Safe environments

Mini-schedules

Choices

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ASD

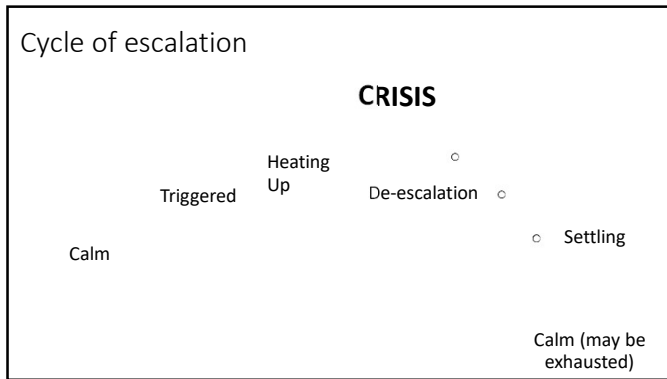
- Identify and understand ASD and accompanying needs
 - Social skills training
 - Sensory needs
 - Coping skills
 - Bullying
- Safe environment

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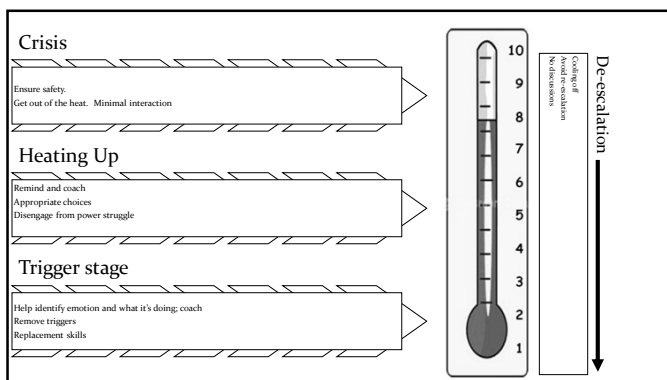


When crisis hits

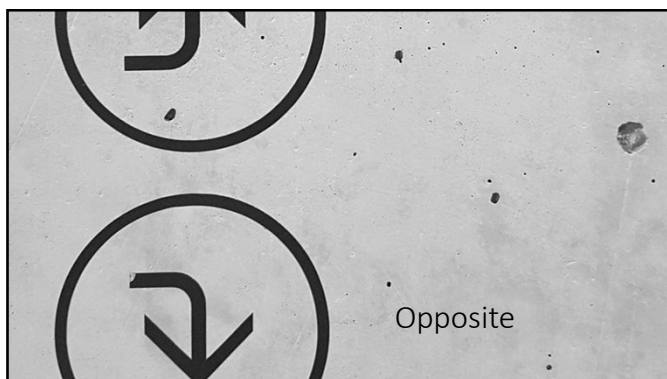
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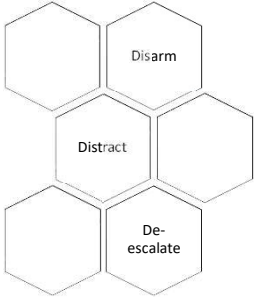
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When in crisis




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Escape behaviours

- Teach skills
- Break cards
- Modify environment
- Proactive breaks



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Escape behaviours

Wait it out

- Run down the hall
- Run to the yard/playground
- Ran to a room in the house
- Hid under a table

Engage!

- Hanging out the window
- Ran down the street
- Left school grounds
- Hid under cars



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Physical aggression

 Dignity & respect

 Framework

 De-escalation strategies

 Create safety

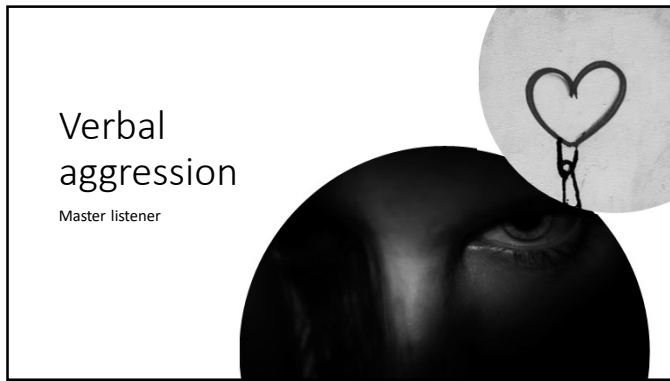

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Verbal aggression

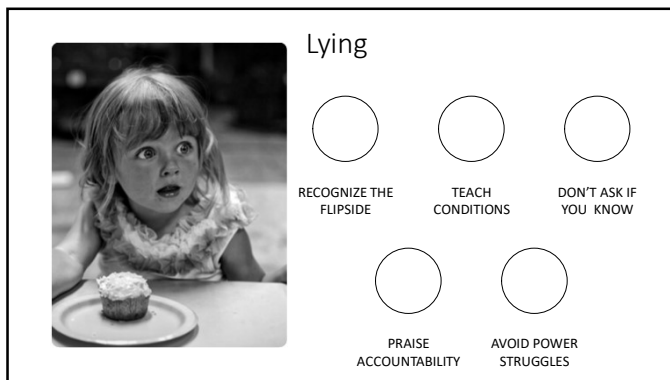
• Threats

- Doable & targeted to someone
- Doable but not targeted at anyone specific
- Specific or not but not doable in the moment
- Yell or swear at someone specific without threats
- Yell or swear without threats to no one in particular

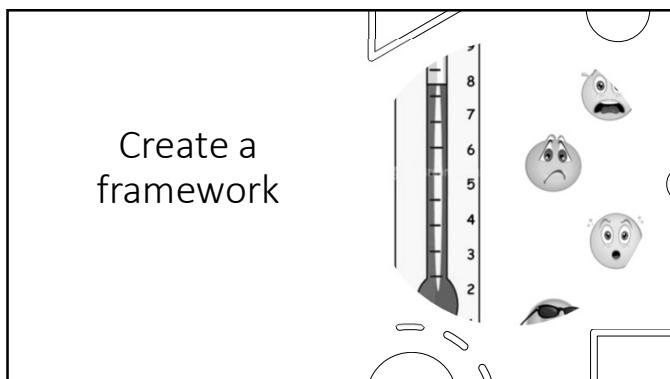
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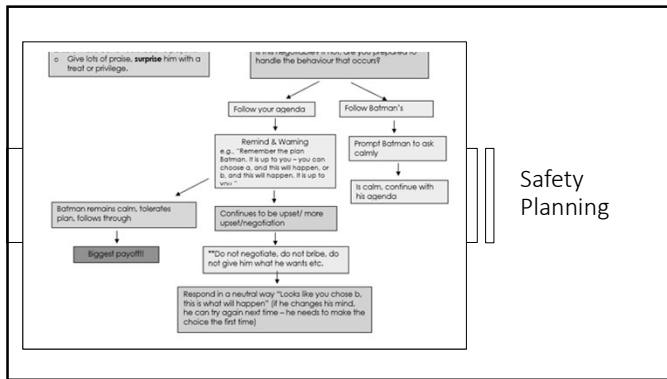
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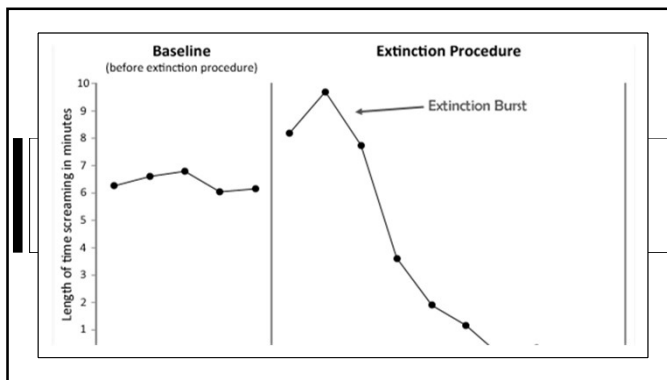
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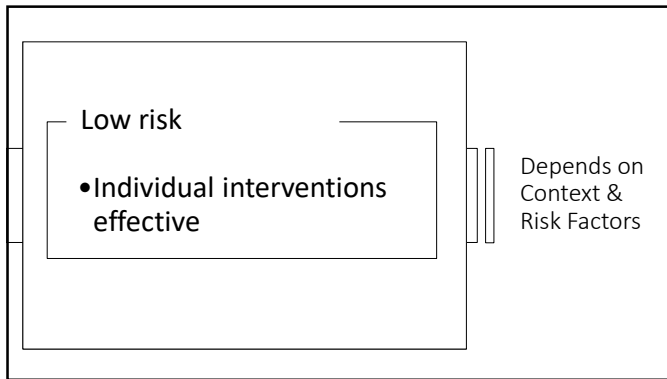
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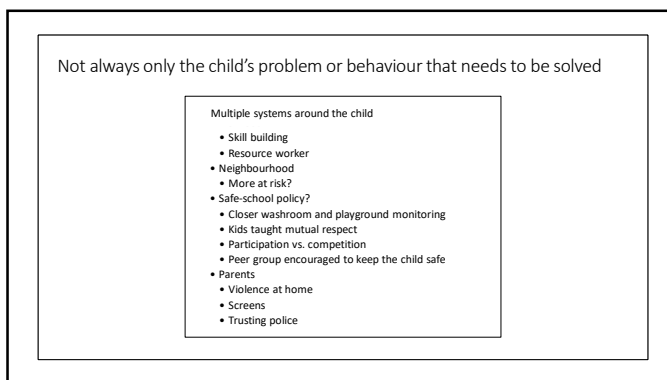
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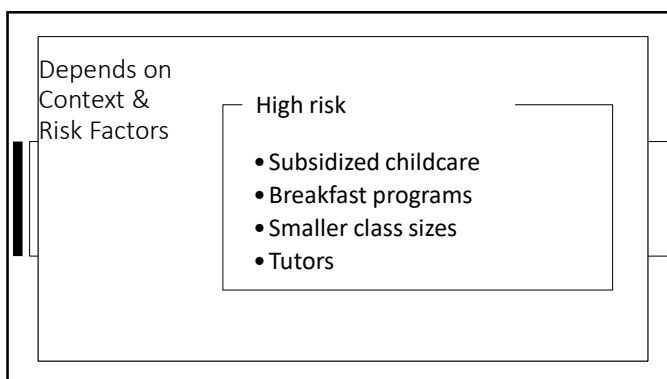
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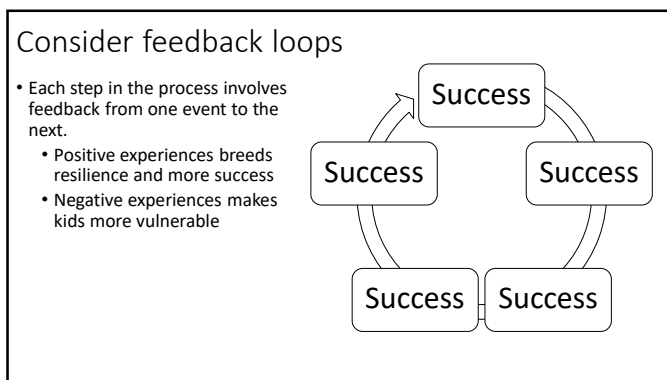
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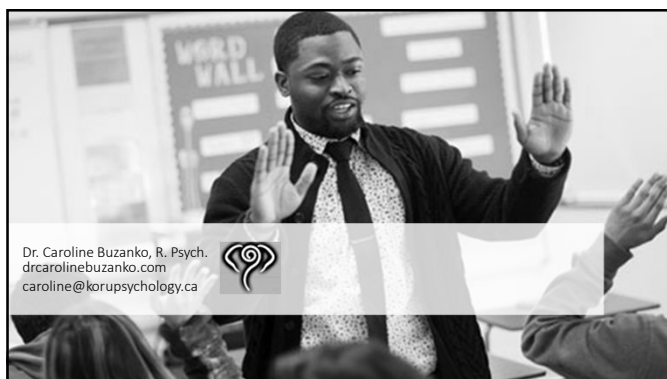
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Enhance existing protective factors	<ul style="list-style-type: none"> Strengthen relationships – attachment and networks
Introduce new protective factors	<ul style="list-style-type: none"> Strengthen relationships – improve communication Emotion regulation
Provide resources and experiences for success	<ul style="list-style-type: none"> Educate Opportunities for independence & autonomy
Build individual attributes	<ul style="list-style-type: none"> Opportunities for personal challenge – problem solving and critical thinking Build relationships – social skills

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