



Developmental Approach to Behavioral Challenges

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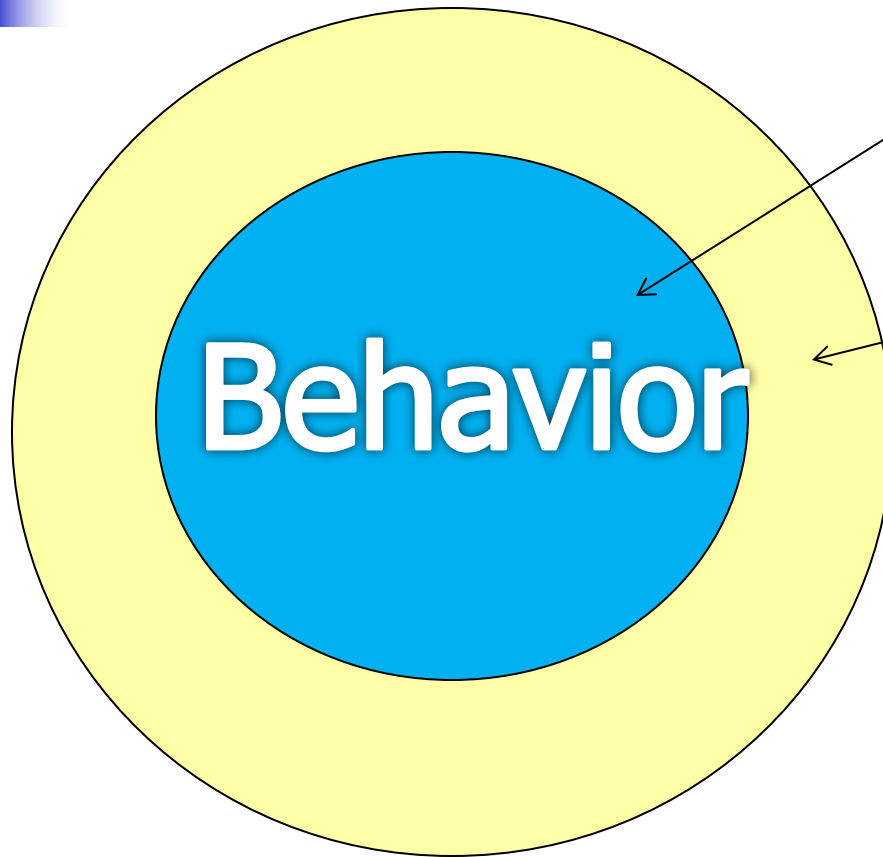
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Developmental approach



- Behavior is observed
- Thoughts and feelings are only inferred

Relationships, empathy

- Self regulation comes from interactive regulation patterns and expectations





Reframe thinking:

| | |
|--|--|
| Attention seeking | <p>More complex understanding of child's abilities and what they do not yet know;</p> <p>Consider potential for learning through a trusting relationship</p> |
| Manipulative | |
| He doesn't want friends, is happy by himself | |
| He likes to hurt me | |
| He doesn't like to work/obey | |



In the moment

1. Attune and organize

The adult attunes to the child's emotion and helps to organize the cognitive and affective experience

2. Help

The adult helps the child to move up the developmental ladder in thinking, coping, and communicating

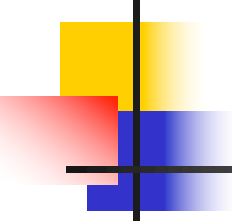
3. Recover

The adult helps the child to recover from their distress.



1. Identify and organize the emotional experience

- Use attunement
- Take clues from the situation
- Don't assume the child is organized beyond 'distress'
- Respect the child's experience

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- Help the child to identify, organize, and express how they are feeling and what they are thinking, to the maximum of their capacity
 - Build trust in the relationship
 - Create shared understanding as the first step to higher level problem solving



D: Functional Emotional Developmental Milestones

- I. Shared Attention and Regulation
- II. Engagement
- III. Two-way communication
- IV. Sustained co-regulated interactions
- V. Creative use of ideas
- VI. Logical bridging of ideas



Step 2. Help - goal

- The goal is to help the child learn that she can get help from other people when she is upset, and to learn how to get help.
- Healthy dependence leads to independence, security and confidence



Help

- Help them to manage their feelings- which may be feelings of disappointment or anger or sadness or fear or joy
- This does not mean that you help them to get what they want!



Maximum level of help (physical)

- “I am going to hold your arms because hitting is not safe.”
- “I am going to help you calm down.”
- “I am going to hold you until you are ready.”
- “Let me know when you are ready.”



Helping- moderate level

- Suggest a solution
 - Do you want tape or glue?
 - Here or there?
- Give instructions/ coaching
 - Try this one
 - Put it right here



Helping- minimal level

- Encouragement
 - Keep trying, you can do it
 - You almost have it
- Offer help
 - You can ask for help
 - Do you want help?
 - I can help you if you want
 - How can I help?



Making a plan together

- Consider possible outcomes
- Take time; don't rush to resolve the problem
- Help child try their idea even if doesn't work
- Help them discover their own solutions



Encourage child to think and evaluate

- Can you think of a different way to solve the problem?
- Is that a good idea or not a good idea?



Using symbolic ideas

- What do you wish he would do?
- What do you think about that?
- How do you think he felt?
- Are you as mad as the Bear in the story?
- Write it, draw it, act it out



Logical thinking

- Do you think that is fair?
- What should the rule be? Why?
- Why do you think he said that?
- What do you think he would do if you said that?
- How do you think he will feel if you do that?
- Negotiate, compromise

Step 3:

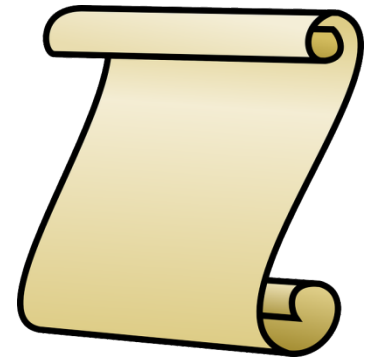
- Recover
- Review
- Rehearse
- Repair





Make a long-term plan

- Create a plan to practice the challenging interaction in graded steps, pick priorities
- Small steps for both child and caregiver
- Help to anticipate
- Floortime play
- Read books, or reference real life situations
- Social stories, role-play
- Involve all caregivers
- Agree and be consistent





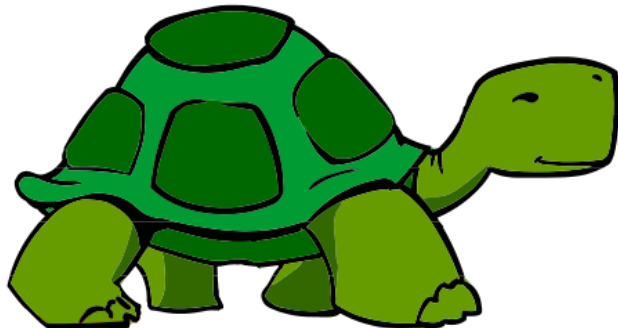
Goals



- To be creative, flexible, loving, compassionate
- To be reflective about self and values
- To understand perspective of others
- To think logically about motivations and consequences of their behavior and other's behaviors

Behavioral Change

- Change is slow for them and for us
- It takes time to process emotional experiences together
- Children give us lots of chances!



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