

Parenting, Discipline and the Oppositional Child

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Parenting & Discipline

Disclosures:

I have nothing to disclose

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□ Goals of Parenting:

- 1) Happy Childhood
- 2) Successful Academic Experience
- 3) Independence in Adulthood



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□ Basic Ground Rules:

- We are not here to raise children
- Children do not need us to be their friends
- If you are worried about whether your child “likes” you or not you have a conflict of interest

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□ Atul Gawande

■ *"The Checklist Manifesto"*

□ Anesthesia-

- took < 2month to be in every national capital

□ Antiseptic Practices took several decades

- - See the results immediately
- - Wait extended time to see the results

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□ Atul Gawande

(my extrapolation)

- Behavior should be considered a Public Health issue
- Have to do the difficult work of delayed gratification- not the short term work of immediate fix

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□ Discipline:

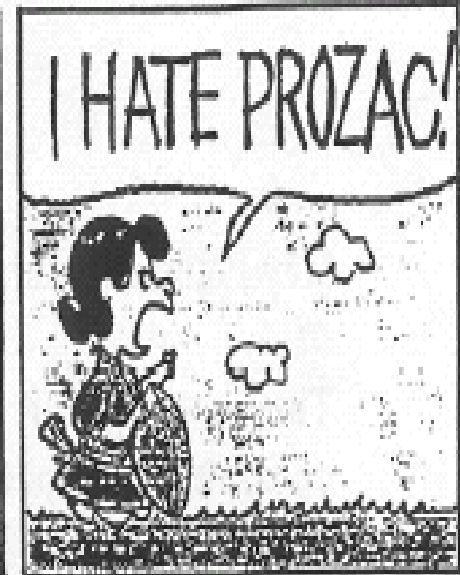
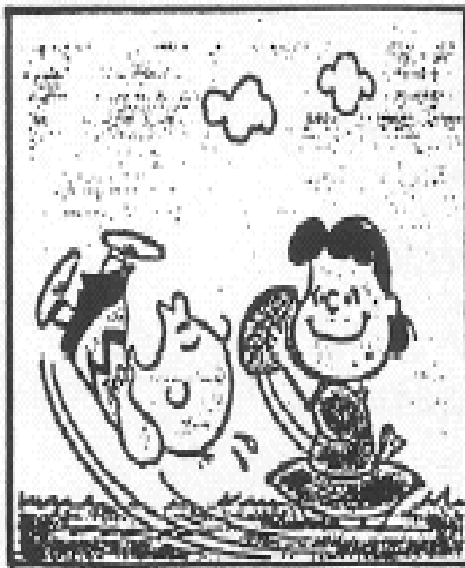
- Does NOT mean “to punish”
- It means “to teach”
- We are here to teach our children to be competent member of adult society

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- There is NO medication to “make a child behave”

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PEANUTS



BESSIE-- I
CAN'T BELIEVE
YOU ACTUALLY
DID IT!!

Hey! I
GOTTA BE
ME!

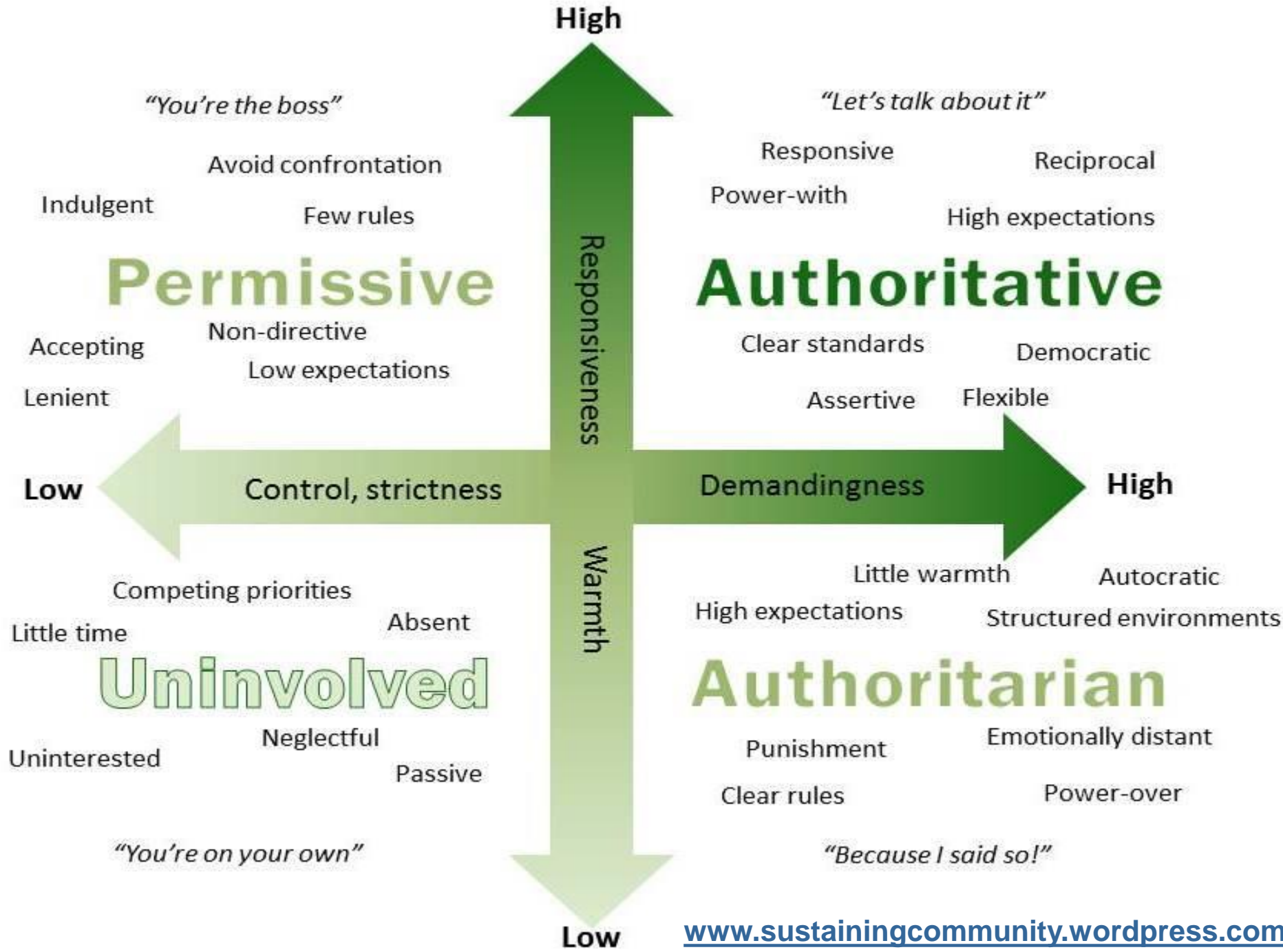


NICKEL

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□ Parenting and Leadership

- Not an innate ability
- Skills and Tools



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	Supportive Parent is accepting and child-centered	Unsupportive Parent is rejecting and parent-centered
Demanding Parent expects much of child	Authoritative Parenting Relationship is reciprocal, responsive; high in bidirectional communication	Authoritarian Parenting Relationship is controlling, power-assertive; high in unidirectional communication
Undemanding Parent expects little of child	Permissive Parenting Relationship is indulgent; low in control attempts	Rejecting-Neglecting Parenting Relationship is rejecting or neglecting; uninvolved



"CAN YOU GIVE HIM SOMETHING FOR MY
NERVES?"



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AGE	Freud	Piaget	Erickson
0-1yo	Oral	Sensomotor	Trust/Mistrust
1-2½-3 yo	Anal	Pre-operational	Autonomy vs. Shame
3- 5-7 yo	Phallic	Pre-operational	Initiative vs. Guilt
6-12 yo	Latency	Concrete	Industry vs. Inferiority

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AGE	Freud (5 stages)	
0-1	Oral	Oral exploration, Thumb sucking, biting, breastfeeding
1-3	Anal	Toileting, Stool withholding, CONTROL
3-6	Phallic	Conflict between erotic attractions, resentment, rivalry, jealousy Tied to identification with same sex parent
6-12	Latency	Libido is dormant: energy channeled into developing new skills/acquiring new knowledge

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AGE **Piaget- Cognitive Development (4 stages)**

0-2	Sensomotor	Object permanence and mobility
2-3	Pre-operational	Think symbolically, egocentric
3-7	Pre-operational	
7-11	Concrete	Operational Thought (work things out internally- numbers, mass, weight, conservation)

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AGE	Erickson - Psychosocial Stages (8 stages)	
0-1	Trust/Mistrust	Hope, is the world safe?
1-3	Autonomy vs. Shame	Will, Independence, ambulation (away from mother)
3-6	Initiative vs. Guilt	Purpose, asserting self, social interaction
6-12	Industry vs. Inferiority	Competency, academics, athletics

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□ Developmental Concepts

- Developmental Rates

- Receptive versus Expressive Language

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- Behavior:
 - Parenting issue?
 - Language Delay?
- Internal Monologue

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Behavior = Language Delay?

Internal Monologue

- Behavior
- Attention Span (DSM)
- Judgement/Common Sense
- Socialization
- Transitions (cueing)
- Self-Control vs Tantrums

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- 1's Happen at 1
- 2's Happen at 2
- 3's Happen at 3

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Gross Motor

Visual-Fine Motor

- | | | |
|--------|----------------------------------------|------------------------------------------|
| □ 1 yo | Take 1-2 steps | Use 1 utensil |
| □ 2yo | Up/down 2 steps
2 feet/step | Use 2 utensils
Imitate 2 lines |
| □ 3yo | Up/Down 3 steps
Pedal 3 wheel trike | Copy 360° circle
Build 3 block bridge |
| □ 4yo | "4" clog (unipedal hop) | Copy 4 sided square |

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	<u>Expressive</u>	<u>Receptive</u>
□ 1 yo	"mama/dada" 1-2 word vocabulary "1" finger point	gestured "give" (1 step)
□ 2yo	2 word syntax 1/2 understood (50 word vocabulary)	2 step commands 2 person (parallel) play

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	<u>Expressive</u>	<u>Receptive</u>
□ 3yo	300-500 word vocabulary "WH" 1° (3) colors 3-5 word syntax, 3 person pronouns 3/4 understood	answer "WH" 1° (3) colors "2 to 3" from a group
□ 4yo	4/4 (100%) understood 3-4 connected syntax	"4" from a group

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□ Family Issues:

The individual (with disabilities) is best understood within the context of his/her family



BIRATAN

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Family Issues:

SES

Cultural background

Family support

Marriage

Siblings

Transitions

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□ Family Issues:

Every family has stressors;

The family including the child with disabilities will have additional difficulties and frustrations

18/20/14



23 April 2024

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- Oppositional Defiant Disorder (DSM-IV)
 - often loses temper
 - often actively refuses to comply
 - often deliberately annoys
 - often touchy or easily annoyed
 - often argues with adults
 - often spiteful and vindictive
 - often angry and resentful
 - often blames others

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□ Oppositional Defiant Disorder (mine)

■ 3 things about ODD

□ 1st

□ 2nd

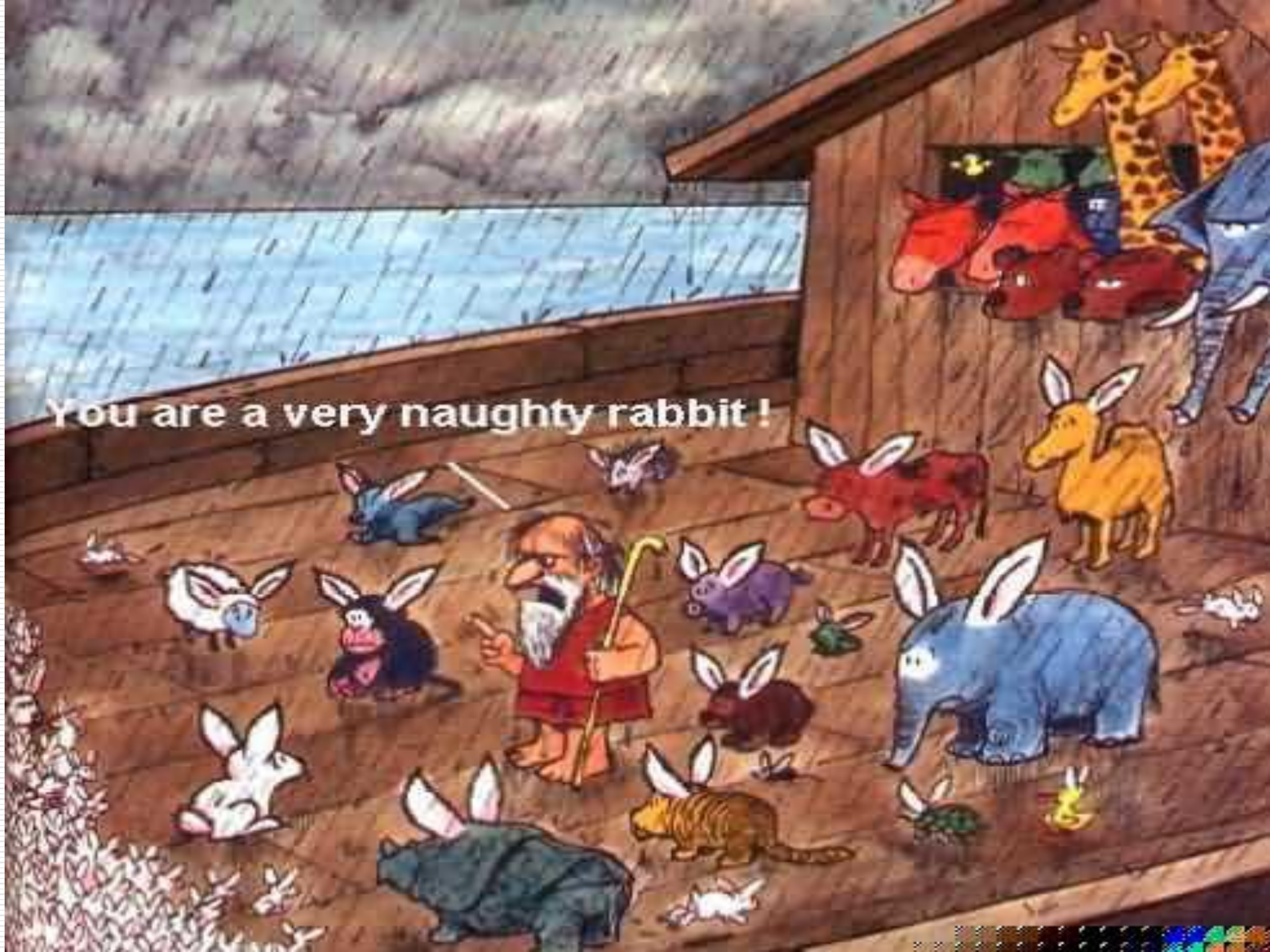
□ 3rd

Parenting During CoVID

- There is no such thing as a 3 year old with self-control.

- They are ALL walking “ID’s”
 - Mine, Mine, Mine
 - Gimme, Gimme, Gimme
 - Now, Now, Now

You are a very naughty rabbit !



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□ Children crave structure,

AND limits

(they just don't know it)

(yet)

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Slot Machines

(intermittent variable reinforcement)

(video games)

(rats and mazes)

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- Most children know a thing or two about intermittent reinforcement. When a parent says "no" to a fabulous new toy the child will often keep asking until they are sure that "no" really means "no".

<http://outofthefog.website/what-not-to-do-1/2015/12/3/intermittent-reinforcement>

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- They have learned that sometimes "no" means "not yet" and that if they nag enough, clean their room enough or throw a big enough tantrum, they will get what they want. In this case, the random event is the parent's decision and the intermittently reinforced event is the asking.

<http://outofthefog.website/what-not-to-do-1/2015/12/3/intermittent-reinforcement>

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- Most experienced parents learn that once they say "no" they have to stick with it, even if they change their mind later, because if they change their mind under pressure, what the child will learn is that nagging works and they will nag even more next time.

[http://outofthefog.website/what-not-to-do-](http://outofthefog.website/what-not-to-do-1/2015/12/3/intermittent-reinforcement)

[1/2015/12/3/intermittent-reinforcement](http://outofthefog.website/what-not-to-do-1/2015/12/3/intermittent-reinforcement)

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- When we see a child who will not take "no" for an answer from a parent, we often say "that child is spoiled" but we should really say:

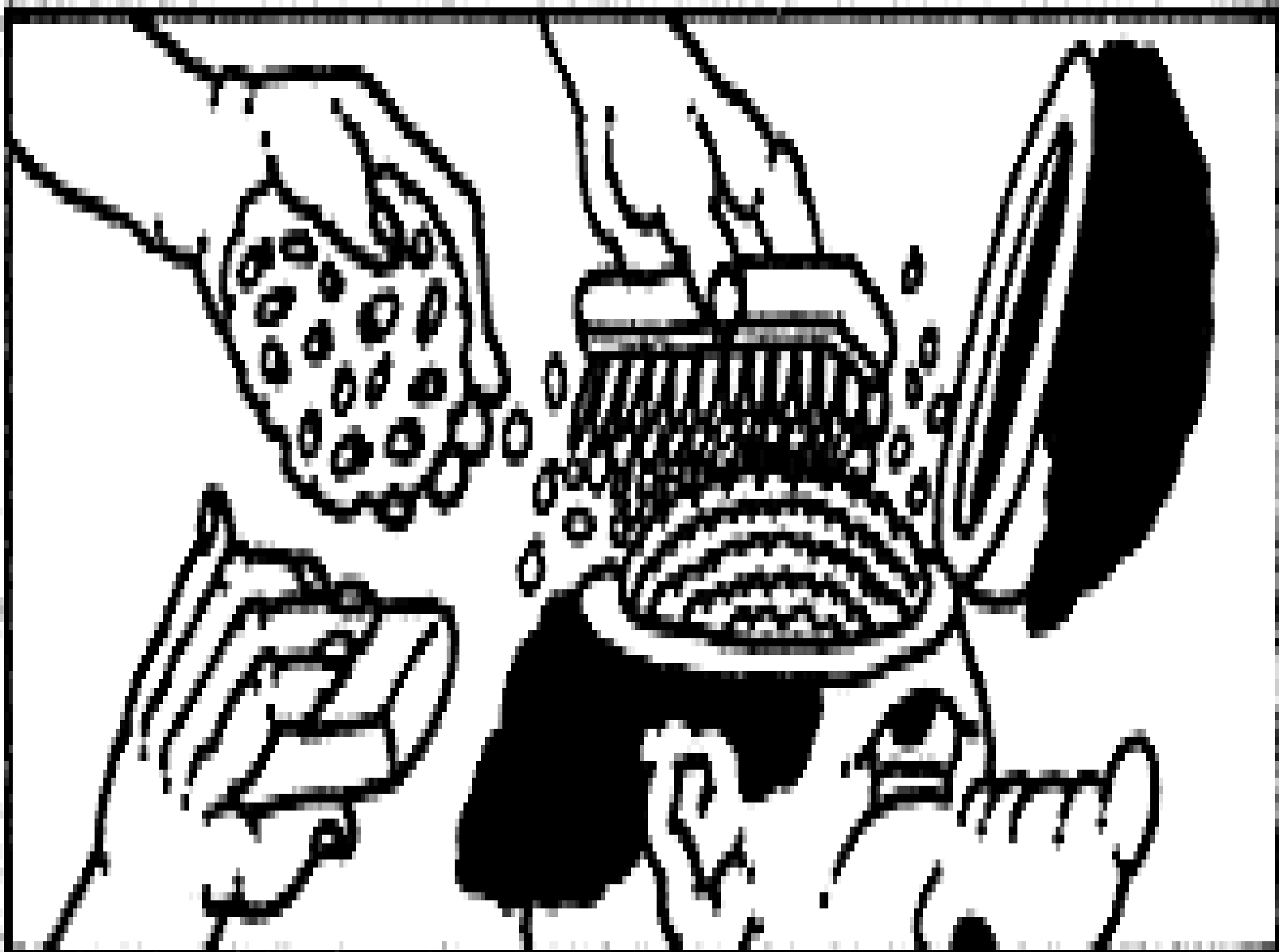
"That child has been intermittently reinforced!"

<http://outofthefog.website/what-not-to-do-1/2015/12/3/intermittent-reinforcement>

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□ Stockholm Effect

- Framework
- Push out to grow
- Need to maintain vs broken nose
- Expand over time



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□ Positive

90-95%

AND

□ Negative Components

5-10%

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	<u>Rewarding</u> (pleasant) stimulus	<u>Aversive</u> (unpleasant) stimulus
Adding/Presenting	Positive Reinforcement	Positive Punishment
Removing/Taking Away	Negative Punishment	Negative Reinforcement

Have a seat Kermit. What I'm about to tell you might come as big shock...



paishelocos.com

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- Frontload the Mutual Fund

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- ❑ Negative Punishment:

- ❑ Consistency

- ❑ Instantaneous

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POSITIVE Punishment:

Consistency

Instantaneous

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11-20



KNOWING THAT THEIR TEENAGERS THINK EVERYTHING THEY DO IS DORKY, THE MULNERS FLAUNTED THEIR NEW FAKE PIERCINGS AND TATTOOS.

McPherson

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- FOUR Targets to Extinguish (4 “no-no’s”)
 - 1) Can’t say “no”
 - 2) Can’t be disrespectful/“blow-off parent
 - 3) Can’t argue
 - 4) No aggression

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Positive Punishment

(not 'negative reinforcement')

- Not corporal punishment

- Time out

- Not bedroom

- Toys

- Wal-Mart

- 'Cave'

- Nose on corner

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- Positive Punishment
 - (not 'negative reinforcement')
 - Not corporal punishment
 - Time out
 - Who decides if child goes to timeout?



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- Positive Reinforcement
 - Rights versus Privileges
 - Token Economies
 - Privileges earned
 - Consistency

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□ Token Economies

- Smiley Faces → Dollar Store
- Job (time tokens) → Privileges

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- Complete every task =
full privilege time until bedtime

- Time out several times =
bedtime before spending all
privileges (zero bank account each
evening)

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- Time out several times =
bedtime before spending all
privileges (zero bank account each
evening)
- Who decide if child is allowed to
watch TV?

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	Mon	Tue	Wed	Thu	Fri	Sat	Sun
AM home							
AM							
PM							
PM home							
Eve							14






















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	Mon	Tue	Wed	Thu	Fri	Sat	Sun
AM home							
AM							
PM					14		
PM home							
Eve							



Parenting & Discipline

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
AM home							
AM							
PM					14		
PM home							
Eve							

27 June 2009

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Difficult TemperamentBAD.

xxxx is manifesting a very difficult temperament which manifests as aggression with frustration or tasking.

Xxxx's social interactions are also best understood at the level of her Receptive Language (frfr).

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Xxxx appears have developed a pathologic behavioral pattern to attempt to control adults in order to gain desired objects. These behavioral issues are becoming severe, and resulting in significant social disruption.

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These behaviors are in spite of a developmental evaluation indicating cognitive/developmental abilities in a typical range.

OR

These behaviors are more significant than the developmental language age of

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Xxxx has not mastered the ability to access hisher internal monologue modulate hisher behaviors when frustrated. Heshhe appears to be utilizing behavioral outbursts to control hisher environment and obtain hisher desires.

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As a result, heshe is requiring a more restricted environment than might be anticipated for hisher abilities.

Consistency in parenting is considered absolutely essential in developing stable behavioral outcomes.

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It is important that a dedicated effort to assist xxxx with use of hisher internal monologue to modulate hisher behaviors be a priority.

Xxxx's social interactions are also best understood at the level of her Receptive Language (frfr).

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Time Out:

Is not to punish what the child just did.

It is so they won't do it again tomorrow.

We are attempting to help the child use hisher internal monologue to modulate behaviors TOMORROW.

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- ❑ The patient is never the child.
- ❑ It is the entire family.
- ❑ Every relationship is impacted by a child's negative behaviors.

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Parental Issues.

Issues of parental dating in the face of neurodevelopmental disability should be considered important within the family setting. It is critical to recognize the high rate of spousal disagreement in areas such as this. Maintenance of the spousal relationship should be one of the interventional strategies employed.

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Sibling Issues. In the face of a child with a neurodevelopmental disability, it is important to remember that the other children in the home require increased parental attention, also.

Care must be taken to insure that sssss othersiblings aren't asked to become too independent too soon.

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Maternal Mental Health Supports.

While this may be difficult to coordinate, it absolutely essential that the family coordinate time for mmmmm to have respite and recharging.

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Behavioral Interventions.

As with attention, behavior should be anticipated at the level of the receptive language age (frfr), and not that of the chronologic age (caca).

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D/C TVs & all electronics in Bedroom.

The exposures to TV should only be in a family room setting. Parental observation of all TV shows should be part of the family routine of TV watching. Additionally, aggressive/violent video games should be removed from hisher exposures.

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D/C TVs & all electronics in Bedroom.

Computers in the home should only be in a family room setting to permit observation of the screen from multiple locations.

Computers and TVs should not be in the bedroom. Maximum screen time (TV, video games, computer time) should not exceed 2 hours in order to facilitate social interactions.

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<https://www.thisamericanlife.org/317/unconditional-love>

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- “You will function in society at the level of your (RECEPTIVE) Language.”

Arnold Capute, MD



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Jacksonville