

# How to Handle Challenging Behaviors at Home:

STRATEGIES FOR CHILDREN AND ADOLESCENTS WITH ADHD AND  
OTHER PROBLEMATIC BEHAVIORS

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# Center for Children and Families at FIU

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- ❖ Established at SUNY, Buffalo by Dr. William Pelham in 1996
- ❖ Moved to FIU in 2010
- ❖ More than 40 affiliated faculty in 2014-2015
- ❖ Collaborations across departments: College of Medicine, College of Arts and Sciences, College of Public Health and Social Work, and College of Education
- ❖ Top Researchers in Child and Adolescent typical development and mental health problems

# Center for Children and Families at FIU

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- ❖ Advance evidence based knowledge of causes, mechanisms, outcomes, and interventions for mental health in youth
- ❖ Promote development of effective treatments and prevention
- ❖ Provide state of the art intervention to children
- ❖ Share findings with and train students and community professionals
- ❖ [effectivechildtherapy.org](http://effectivechildtherapy.org)
- ❖ [ccf.fiu.edu](http://ccf.fiu.edu)

- ❑ What causes challenging behaviors?
- ❑ What can parents do about challenging behaviors at home? What about during homework time?
- ❑ How can parents work with teachers to address challenging behaviors at school?
- ❑ What types of programs are available for families at the Center for Children and Families?

# Challenging Behaviors

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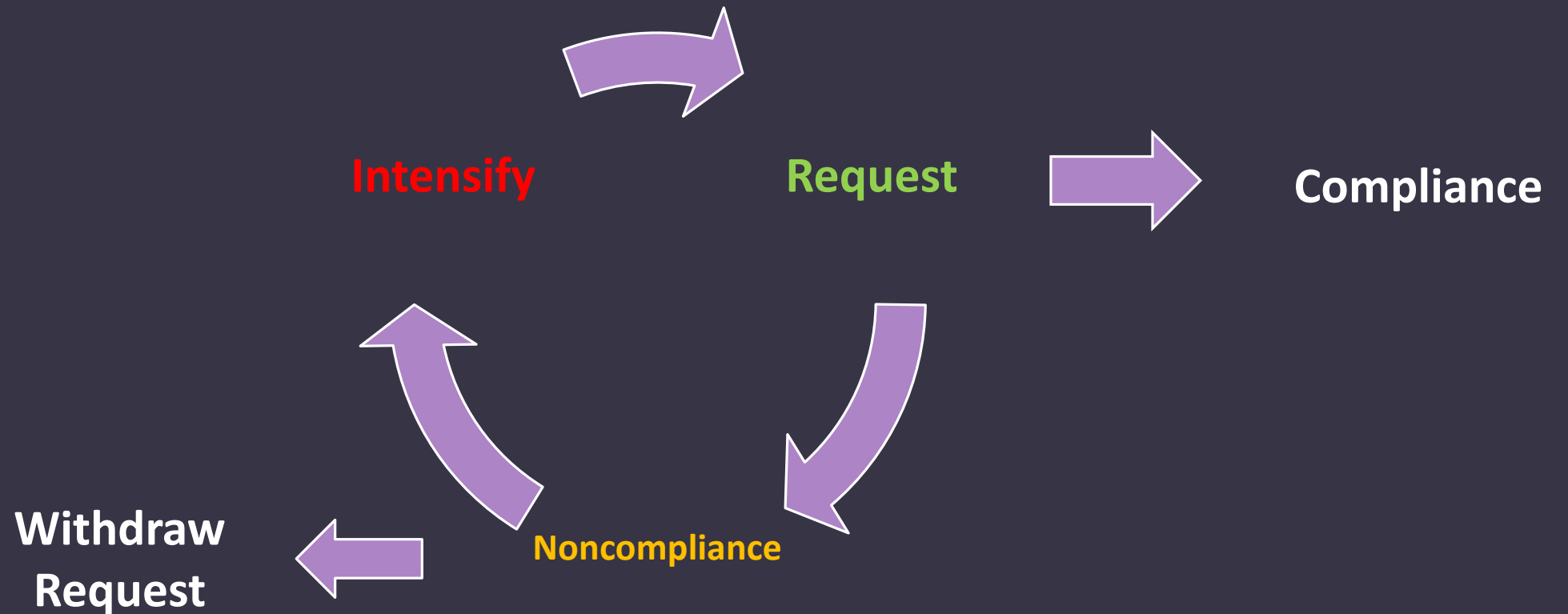
# Types of Challenging Behaviors

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- Arguing – Talking Back
- Breaking Rules
- Not doing what parents/teachers/other adults ask
- Fighting with siblings
- Forgetfulness
- Taking too long to finish things
- Homework difficulties
- Impulsivity
- Hyperactivity

# Coercive Cycle

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# Attention-Deficit/Hyperactivity Disorder

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## Core Features

- Inattention
- Hyperactivity
- Impulsivity

## Subtypes

## Childhood Onset

## Cross-situational Impairment



# ADHD and Impairment

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## Children

- Academic
- Social
- Home
- Comorbid Conditions

## Adolescents and Young Adults

- Driving
- Workplace
- Risky Behaviors
- Romantic Relationships

## Adults

- Parenting
- Marriage

# ADHD: Evidence-Based Treatments

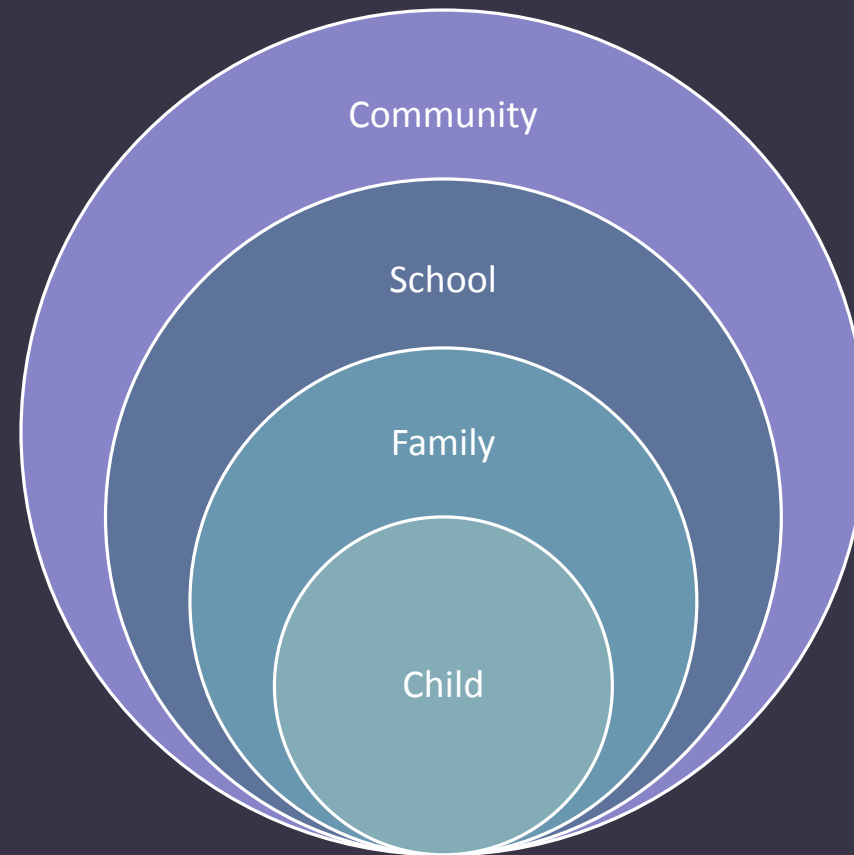
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Behavioral Treatment

Stimulant Medication

# What influences children's behaviors?

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Child Characteristics

Parent Characteristics

Child Behavior

Family Stress

Parenting Style

# ABCs of Shaping Behaviors

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# ~~Let sleeping dogs lie.~~ Catch kids being good

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- Most of the things adults say to children and teens are questions or commands
- Benefits of positive feedback
  - Increases compliance
  - Improves parent-child relationship
  - Parents get better at noticing children's strengths
- Types of positive feedback
  - Good job!
  - Hugs
  - Smiles
  - High fives
- 3 to 1**

# Ignoring Minor Misbehavior

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- ❑ Can be a powerful tool to reduce frequency of misbehaviors
- ❑ Good for minor irritating/annoying behaviors
  - ❑ Fidgeting, Whining, Begging, etc.
- ❑ Reduces negative parent/child interactions
- ❑ Extinction burst
- ❑ Praise appropriate behavior as soon as possible

# Giving good commands

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- ❑ Short
- ❑ Specific
- ❑ Get their attention
- ❑ Positive not negative
- ❑ Watch out for “Let’s”
- ❑ Phrased as a command, not as a question
- ❑ Large tasks broken into smaller pieces
- ❑ Follow-up with appropriate consequence for compliance or noncompliance



# When-Then

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**When you** [ INSERT THING CHILD NEEDS TO DO ],  
**then you may** [ INSERT THING CHILD WANTS TO DO ].

# Time-Outs and Grounding

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- Time out from reinforcement
- Children vs. Adolescents
- Time-out Tips
  - Location - away from reinforcement
  - Explain why
  - Duration – approximately 1 minute per year of age
  - Ending time out
- Grounding
  - Must be enforceable
  - Must make an impact
- Back up consequences
- Explain to kids ahead of time

# Homework Time

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# Set kids up for homework success

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Establish a routine:

- Where – avoid noisy, busy, distracting places
- When

Catch them being good

Planned ignoring

Plan for breaks

Break large assignments into manageable pieces

Use when/then

# Challenging Behaviors at School

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Child's Name: Johnny S.

Date: 9/18/2006

**Daily Report Card**

	<u>Special</u>		<u>Language Arts</u>		<u>Math</u>		<u>Reading</u>		<u>SS/Science</u>		<u>Special</u>	
1. Follows class rules with no more than 3 rule violations per period.	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N
2. Completes assignments within the designated time.	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N
3. Completes assignments at 80% accuracy.	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N
4. Complies with teacher requests. (no more than 3 instances of noncompliance per period)	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N

OTHER

1. Follows recess rules with no more than 3 violations.      Y       N

Total Number of Yeses 20      Total Number of Nos 5      Percentage of Yeses 80 (20 yes/25 total)

Comments: Johnny was daydreaming a lot and did not finish his work. Argued with another student at recess and was sent to the principal's office for fighting.

Please list any out-of-classroom disciplinary actions taken with this child today.

*Johnny was sent to the principal's office for 15 minutes.*

Parent: Please record reward provided \_\_\_\_\_

# Benefits of a Daily Report Card

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- ❑ Many studies have shown that DRCs are effective in changing children's behavior at school
- ❑ DRCs cost very little and take little teacher time
- ❑ Provide daily parent/teacher communication
- ❑ Reduce need for notes and phone calls home to parents
- ❑ Once established, they reduce the amount of time teachers spend dealing with problematic behaviors
- ❑ Provide a tool for monitoring child's progress
- ❑ Detailed description of how to set up a DRC at [ccf.fiu.edu](http://ccf.fiu.edu)

# DRCs work for a wide range of behaviors

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- ❑ Academic Productivity – “Completes at least 80% of math assignments within the specified time.”
- ❑ Following Classroom Rules – “Interrupts class less than 2 times per period.”
- ❑ Peer Relationships – “Keeps hands to self with fewer than 2 reminders per period.”
- ❑ Teacher Relationship – “Maintains appropriate eye contact when speaking with teacher with fewer than 3 reminders.
- ❑ Time Out Behavior – “Serves time outs appropriately (i.e., follows posted time out rules).”
- ❑ Responsibility for Belongings – “Has materials necessary for class.”
- ❑ Homework – “Writes homework in assignment book with no more than 1 reminder.”



# Programs for Youth at the CCF

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# ATLAS Program

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- ❑ Adolescents (ages 12 – 16) with ADHD
- ❑ All teens receive 5 free counseling sessions aimed at reducing impairment
- ❑ Some teens and their parents may receive additional sessions, if needed
- ❑ Part of a study looking at strategies to reduce problems with alcohol and other drugs

If interested, please call: 305-348-3891

# Adherence Program

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**Purpose:** Teach teens with ADHD about medications for ADHD and how the medication may be helpful for them.

- Adolescents (ages 12-16) with ADHD
- Taking medicine for ADHD currently or in the past
- Families learn to track teen compliance with medication
- Some families receive counseling sessions to learn about medication and problem-solve medication use

If interested, please call: 305-348-8166

# THANK YOU!

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