# Behavior Management: Coaching Parents in Medical Practices

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## Disclosures

**Karen J. Miller**  
- No conflicts of interest  
- Commercial Products  
  - Commercial products will be discussed; options offered  
- Medications-Off-label medications will not be discussed  
- Gratitude-On the shoulders of giants-Other people's ideas may be mentioned but I don't know who said them first;

**Sharon K. Weiss**  
- Financial disclosure –  
  - Author of books on behavior  
  - Commercial Products  
  - Commercial products will be discussed; options offered  
- Medications: N/A

## Why we are here - Karen's story

- Child development/DBP fellowship  
- Primary care practice  
- DBP private practice  
- DBP academic practice  
- Work with primary care docs on ADHD, behavior and DBP issues  
- Clinical Professor of Pediatrics  
Center for Children with Special Needs, The Floating Hospital for Children, Tufts Medical Center, Boston, MA
Why we are here - Sharon's story

- Behavioral consultant in private practice in McLean, VA
- Work with families
- Work with individuals
- Work with schools
- Work with physicians
- Work with CHADD, National organization supporting scientific approach to ADHD for parents, adults and professionals;

What it is like having ADHD by Mitch (17)

Why YOU are here - YOUR story

- 11% to 20% of children in the United States have a behavioral or emotional disorder at any given time
- Percentage of children with an ADHD diagnosis continues to increase (CDC)
  - 7.8% in 2003
  - 9.5% in 2007
  - 11.0% in 2011
- <50% receiving behavioral treatments
- Realities of practice

Mitch - Maby we could try medication for a little while

www.cdc.gov/ncbddd/adhd

Learning Objectives
After attending this session participants will be able to:

- Assess your “practice readiness” strategies to address behavioral health needs of children with ADHD in your community
- Provide “bumper sticker” behavioral recommendations for common behavior issues associated with ADHD but work for everyone
- Collaborate with mental health professionals to improve behavioral health in primary care settings
Overview of the session

- Basic principles and examples
- ADHD as prototype
- KJM-Pediatrician’s response
- SKW-Behavior therapist consult
- Q&A
- Resources in handout
  - Additional case vignettes in breakout
  - Different ages
  - Different co-morbidities
- Audience Participation
  - Questions
  - “What I do” cards - “what I find useful in my office is…”
  - Your email so you can receive follow-up email survey - what did you try and how did it work?
  - When survey is completed you can see what others suggested and some additional resources
  - Project email: KJMillerDBP@gmail.com

Who are YOU?

- Behavioral expectation
  - Raise hand when your group is called
  - Or don’t if you don’t want to
- Member of a family?
  - General pediatrician
  - Family practice
  - Pediatric sub-specialist
  - Mental health professionals
  - Nurses, NP, Phys. Assistant
  - Other professionals
  - Collaborative care setting
  - Parents

Behavior Bumper Stickers

- Compact Key Concepts - short and sticky
- Use with parents, kids, trainees and yourself
- 3x5 cards or paper notes
- Sticky notes to remind yourself
Practice makes better AUTOMATIC

- Take out 3x5 cards
- Write:
  - Demonstrated: Bumper Sticker
  - Demonstrated: Positive Practice

Sharon K. Weiss

“Practice behavior BEFORE you need it”

Philip’s 6 year old well-child visit

- Routine visit until…
- You ask about school
  - Litany of complaints
- You ask about home
  - Litany of complaints
- Now what?

Where do you start?

Set ‘em up to get it right
Primary Care Preparedness

Office Work Flow
- Routine behavioral screening
- Scheduling options
- ADHD rating scales
- School packets
- ADHD champion
- Local Resource list

Practice behavior BEFORE you need it

Resources
- Weitzman C, Wegner L - article on behavioral/emotional screening
- AAP Mental Health Toolkit
- AAP ADHD Toolkit, 2nd Edition
- New screening tool - Survey of Well Being of Young Children
  www.theSWYC.org
- Strengths and Difficulties Questionnaire
  www.sdqinfo.com; Multiple languages

Build a Team - Collaborating with Professionals

- Collaboration with mental health professionals
  - In your community
  - In your office (co-location)
- Know your community
  - Cultures and languages
  - Outreach to local schools
- Private specialists
- Resource lists save time

Teams work together

Phillip - Second visit - Now what?

- Diagnosis – ADHD "simplex"
  - Meets DSM 5 criteria
  - Performance impaired 2+ settings
  - No significant comorbidities
- Importance of beginning of the journey
- Developmental disability perspective

Empathy is the key; People can’t listen until they feel heard

Start with empathy, Finish with hope
ADHD - Framing the Treatment Plan

**BEAM Framework**
- Behavior
- Emotional
- Academic
- Medical / Medication

**Resources for parents**
- AAP's Healthychildren.org
- AAP ADHD toolkit handout
- AACAP ADHD resource center
- www.Help4ADHD.org

**Begin with the end (Long-term VISION)**

**What is the game plan for NOW? (Narrow the focus)**

Understanding ADHD - behavioral perspective

- DSM checklist ≠ understanding ADHD

**BEHAVIORAL PERSPECTIVE OF ADHD:**
1. An inability to organize time and space
2. A disorder of performance, not skill - an inability to do what you know (Barkley)
3. An inability to delay responding
4. Driven by what’s on their radar at the moment

Parenting Perspective

- Parenting that is responsive and planful, not reactive or punitive
- Children with ADHD benefit from structure and predictability, who wouldn’t?

- If you treat a non-ADHD child as if he has ADHD, it can only be beneficial.
- If you treat an ADHD child as if he is not, it can be a disaster.

—Sharon K. Weiss
### Office ADHD Behavior Basics — Starter kit

- Help parents learn about ADHD
- Recognize ADHD is highly familial
- Key principle: **Warm and Firm**
  - **Warm**: Increase positive connections
    - Time-in before Time-out
  - **Firm**: Positive and clear structures

<table>
<thead>
<tr>
<th>Warm and Firm</th>
<th>Time-in before Time-out</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources for parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• AAP ADHD toolkit or booklet</td>
</tr>
<tr>
<td>• Refer to reliable websites</td>
</tr>
<tr>
<td>- <a href="http://www.HealthyChildren.org">www.HealthyChildren.org</a></td>
</tr>
<tr>
<td>- <a href="http://www.CHADD.org">www.CHADD.org</a></td>
</tr>
<tr>
<td>- <a href="http://www.Understood.org">www.Understood.org</a></td>
</tr>
</tbody>
</table>

### Unhelpful Parent Directives

- “Behave”
- “Be careful”
- “Don’t ____”

### Positive Procedure: Giving Directions

1. Get on their radar
2. Use child’s name — PAUSE
3. EMPATHY e.g. “I understand it may be hard to stop what you are doing”
4. State simply and clearly what you want them **TO DO INSTEAD** of what they are doing
   (If it is not a choice, don’t phrase as a question)
5. Check for understanding
6. Reinforce movement in the right direction
Practice –
Model positive directives and clear choices

<table>
<thead>
<tr>
<th>Don’t you want to clean up your toys now?</th>
<th>Toys in the backpack.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you want to see how much you weigh?</td>
<td>Take off your shoes.</td>
</tr>
<tr>
<td>On the scale please.</td>
<td></td>
</tr>
<tr>
<td>Can I look in your ear?</td>
<td>Time to look at your ears.</td>
</tr>
<tr>
<td></td>
<td>Which one first?</td>
</tr>
</tbody>
</table>

What TO DO Real choices

Improving: a step in the right direction

- Narrow the focus – TARGET outcome
- Progress is made in steps
- What skills does child have NOW?
- What might be next step towards improvement?
- How can we set CHILD up to GET IT RIGHT?
- How can we set it up so PARENT notices?

Behavior Map: 3 steps in the right direction

1. What do you want the child TO DO INSTEAD of what she’s doing.
2. How can I make it VISUAL?
3. How can I REINFORCE the behavior I want?

What TO DO INSTEAD What is your GAME PLAN now?
**VISUAL reminders — other than your face**

- Tools depersonalize the expectations, specify guidelines and clarify limits so you don’t have to.
- Timers + Checklists + Schedules
  - Predictability
  - Fewer Meltdowns

**VISUALS to consider**

- Timers
- Clocks on walls
- Sticky notes
- Checklists
- Schedules
- Calendars
- Before/After pictures
- Baskets by the door
- Red paper stop signs
- Phone alerts (child’s or parent’s)

**Reinforcing Better Behaviors**

- What will make it worth his while?
- ADHD brains require more
  - More social reinforcement (praise)
  - More external reinforcers (rewards)

Keeping it up--Make it into a ROUTINE

- What are your expectations?
- Morning, Evenings, Mealtime
  - Positively framed
  - Collaborate with child
- Post it
- Practice it
- Praise progress

Prompts at the Point of Performance

The power of modeling

Become a LIST-making family

Carmen - age 6 - problem-focused visit

- Parent requested consult for “bad behavior”
- Staff had sent packets before appointment
- History
  - Always been a “difficult child”
  - Active, impulsive, loud, easily bored
  - Happy when things are going her way
  - “drama queen”, “demanding” “sassy”
  - “Taken everything away and still does it”
- Older sister had “no problems”
Carmen - review of packet data

- Review of parent and school packet; Vanderbilt scales
- School - average skills but variable report cards
- School - reporting issues with compliance and self-control;
- Conclusion: ADHD, combined, "oppositional" behaviors impacting multiple domains

<table>
<thead>
<tr>
<th>Vanderbilt ADHD</th>
<th>Mother</th>
<th>Father</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inattention:</td>
<td>7/9</td>
<td>4/9</td>
<td>5/9</td>
</tr>
<tr>
<td>Hitmo:</td>
<td>8/9</td>
<td>6/9 *</td>
<td>7/9</td>
</tr>
</tbody>
</table>

Performance:

- Directions, Organization
- Problems with Peers, Task completion

Behavior Counseling – what can I say?

- What to say to the PARENT
- Empathy: "That sounds very tough"
- MAGIC WORDS
  - "What I hear you saying is..."
  - What do I do when she says she hates me?
    - Don't argue or reassure; validate feeling
    - Matter of fact or sad tone
    - Repeat brief "stock phrases"
    - Try "Thanks for letting me know how you are feeling right now"
    - Try "How sad"

ASK: How do people in YOUR family handle behavior like that?

Shift focus to system-based view

- Biopsychosocial perspective
- Family-focus (Coleman, 2011)
- Triple P programs
  - Community, provider, primary care, parent
  - www.triplep.net
- To change behavior, change the system
Focus on the Family Mission

- Who are we as a family?
- What is important to us?
  - "In our family, we treat each other with respect".
  - "In our family, we are problem-solvers".
- Useful when talking with fragmented families

Teams work together

Okay we have a vision, NOW what?

Notice the pattern of behaviors

- Don’t take behavior personally
- Don’t assume negative motive
- Observe for patterns
  - What happens JUST BEFORE?
  - What EXACTLY do they DO?
  - What happens NEXT?
  - ALSO When do we get it RIGHT?
- Have expectations
  * ADHD is not excuse for bad behavior

Don’t take behavior personally
**ABC chart - the pattern of behaviors**

<table>
<thead>
<tr>
<th>Date/ Time</th>
<th>Before (Antecedent)</th>
<th>What happened (Behavior)</th>
<th>Afterwards (Consequence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, 6 pm</td>
<td>Told him to do homework</td>
<td>Screaming hateful words</td>
<td>Took away X-Box for 2 days</td>
</tr>
<tr>
<td>Wed, 4 pm</td>
<td>Reminded to check his list</td>
<td>Did spelling with only one prompt</td>
<td>Had time for extra book at bedtime</td>
</tr>
</tbody>
</table>

**Punishment and Consequences**

- Problem with punishment
  - Doesn’t teach a better behavior
  - Just interrupts (may be good thing)
  - May be preferred to task demanded
- Consequences to consider
  - Problem with natural consequences in ADHD
  - Logical consequences – link the action/effect
  - “When-Then”
  - Alternatives to time-outs –
    - Positive Practice - Over-correction

**Realistic expectations**

Realistic expectations is that negative behavior occurs:
- Less often
- Lower intensity
- Shorter duration

Progress is Success
What if she has a meltdown?

The Frustration Continuum - Fuss

The Fuss
- Upset/angry
- Not always goal-oriented, cranky
- Still has language
- Limited perspective
- Lost higher order prefrontal skills

Management:
- Empathy
- Calm voice
- Real choices
- Silly choices

The Frustration Continuum – Tantrum

The Tantrum
- Upset/angry
- Goal-oriented
- Has some control
- Often without tears
- “Verbal debris” language
- Goal-focus but lost higher order reasoning and higher language skills
- Ends quickly

Management:
- Empathy
- Don’t argue or try to reason
- Don’t discuss choices
- Change scene if you can
The Frustration Continuum - Meltdown

The Meltdown:
- Overwhelmed with distress
- Minimal language
- Loss of control
- Often with tears
- Lost reasoning and language skills
- Primitive, can be rageful
- Longer and slower recovery

Management:
- Low voice
- Slow movements
- May need space
- Safety is the priority
- Defer “teaching”

Manage upsets before they happen
- Upsets happen
- Notice the pattern
- What signals/situations precede
- Manage their expectations
- Teach to taking a break
- What “secret signal” can use?
- If they’ve “lost it”—Stop talking

Managing Power Struggles

Power Struggles-if you think you are in one, you are
- Make the child part of the solution
- Discussion in advance and LISTEN HARD
- Choices and collaboration
- Agree to disagree
- Model staying calm and taking a break
- DISSOLVE
- Let them be upset if they need to be
- Stick with game plan for two weeks
Carmen - Relationships Repair

- Celebrate small victories
- Schedule connections -- short SPECIAL TIME
  - 10 minutes with timer
- Involve her in planning Family FUN
- Guide thinking about other family members’ preferences
- Gossip to others about her kindness and cooperativeness

So what can you try in your office next week?

Which Bumper Sticker will you try?

- Start with empathy, finish with hope
- Begin with the end (Long-term vision)
- Warm and firm
- What TO DO INSTEAD
- Real choices
- ROUTINES-Set ‘em up to get it right
- Practice behavior BEFORE you need it
- OVER-Practice the BETTER behavior
- VISUALS-Prompts at the Point of Performance

- Don’t take behavior personally
- People can’t listen until they feel heard
- What I hear you saying is…
- Don’t talk to brainstems
- Teams work together
- Progress is Success
- What is our next GAME PLAN?
Practice Changes to consider

- Meet with office team to update "practice readiness" strategies to meet behavioral health needs of children with ADHD
- Look up community mental health providers and local parent support group to start building your resource list
- Model starting with empathy statement, giving a clear direction and nurturing a "sprout" of the better behavior.

Questions and comments

Useful Websites about ADHD for Parents

- CHADD (Children and Adults with Attention Deficit Disorders, http://chadd.org) - Scientifically based information for parents and adults, parent support and resource for professionals, magazine published quarterly, National conference, local chapters and web-based training “Parent to Parent: Family Training on ADHD” (English and Spanish)
- www.help4adhd.org The National Resource Center on ADHD (NRC); clearinghouse for the latest evidence-based information on ADHD, funded by the Centers for Disease Control and Prevention (CDC), National Center on Birth Defects and Developmental Disabilities
- www.cdc.gov/parents/essentials - Free online resource developed by the Centers for Disease Control and Prevention (CDC). Guidance for parenting toddlers and preschoolers. Include video clips.
- www.UNDERSTOOD.org - new website combined effort of 15 non-profits. Information on learning, attention, executive function and special education issues. Very user-friendly; in English and Spanish and will read text to you;
### AAP Electronic resources
- Healthychildren.org AAP website and mobile app has good basic resources on ADHD and behavior management. English and Spanish.
- DBPeds.org (www2.aap.org/sections/dbpeds/) AAP Section on Developmental and Behavioral Pediatrics; handouts to download.
- www.medicalhomeinfo.org – information on collaboration between professionals including mental health.
- ADHDTracker 1.0, free app enables completing and submitting a behavioral assessment using the Vanderbilt Scales; published by the American Academy of Pediatrics.

### Interested in ADHD? Organizations to join
- AAP Section on Developmental and Behavioral Pediatrics (SODBP) DBPeds.org (www2.aap.org/sections/dbpeds/); also affiliate memberships for non-AAP members such as nurses.
- www.sdbp.org – Society for Developmental and Behavioral Pediatrics; for pediatricians and other professionals (e.g. psychologists).
- CHADD (Children and Adults with Attention Deficit Disorders, http://chadd.org); professional membership available; National conference presents cutting edge research.
- American Academy of Child and Adolescent Psychiatry (AACAP)-affiliate membership.
- www.aacap.org/aacap/Member_Resources/Membership_Information Available to physicians who have not completed child and adolescent psychiatry training but are making contributions to the field of child and adolescent psychiatry.

### Behavioral Resources
- Triple P – Positive Parenting Program – evidence-based parenting programs; programs at community, provider, primary care and parent level; global as well as USA; www.triplep.net
- American Academy of Child and Adolescent Psychiatry ADHD Resource Center www.aacap.org/aacap/Families_and_Youth/Resource_Centers/ADHD_Resource_Center
- Locator apsi.org Psychologist Locator, a service of the American Psychological Association Practice Organization. find practicing psychologists in your area.
- www-findcst-org Association for Cognitive and Behavioral Therapies
- www.addwarehouse.com ADDWarehouse has wide variety of materials relating to ADD for parents and professionals.
- www.addrc.org ADD Resource Center website. Information for and about people with ADHD and the people who live or work with them.
AAP Resources

- Addressing Mental Health Concerns in Primary Care: A Clinician’s Toolkit; (2010) American Academy of Pediatrics;
- ADHD: What every parent needs to know (2011) Edited by Reiff MI, Elk Grove Village, Ill; American Academy of Pediatrics
- Coleman, WL; Family-Focused Pediatrics: Interviewing Techniques and Other Strategies to Help Families Resolve Their Interactive and Emotional Problems; A clinical and teaching manual for all pediatric care professionals; American Academy of Pediatrics; 2nd Edition (June 15, 2011)
- Connected Kids: Safe, Strong, Secure (2004) for 0-21 years; behavior brochures series
- Other AAP brochures on behavior, mental health and discipline (e.g. tantrums)

Books

- Prescriptions for Parenting, Meeks, CA; 1990, Time Warner. Out of print but used copies available on Amazon. By a pediatrician, concise advice to write on prescription pad.

References

- Williford AP, Shelton TL; Management for preschool-aged children; Child and Adolescent Psychiatric Clinics of North America, 2014; 23:717-730
Want additional resources?

- email: kmmillerDBP@gmail.com (project’s email)
- Complete short survey
  - Indicate whether attended session or reviewed handout
  - Provide feedback
  - Provide outcome
  - Did you try any of the suggestions?
- Receive list of suggestions from other pediatric providers
- Receive additional resources such as
  - Behavior chart templates
  - Helping parents cope with media and technology
  - Other resources