

Age Appropriate Expectations for Early Childhood & Behavior Solutions

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Early Childhood Mental Health Coalition

- Was formed in 2005 by the Center for Mental Health.
- Mission is to work together with agencies to identify the needs of children in Great Falls & their families, specifically ages 0-5.
- Have spent last 3 years working on projects that support identification of children with behavioral challenges.
- Coalition was awarded \$6,000 to purchase the ASQ:SE and they began to educate community agencies on how to administer it.

What is the ASQ:SE

- The Ages and Stages Questionnaires: Social-Emotional is a system for assessing children's social-emotional development at 6, 12, 18, 24, 30, 36, 48 and 60 months.
- It helps us to recognize young children who may be at risk for social and emotional difficulties.

Facts about young children with challenging behaviors

- What is Significance of this issue?
- What are the costs of failing to address these challenging behaviors?
- What Positive outcomes can be expected from early intervention services that address these challenging behaviors?

Mental illness in early childhood

- Deprivation/Maltreatment Disorder (Attachment Issues)
- Posttraumatic Stress Disorder
- Anxiety Disorders of Infancy and Early Childhood
- Depression of Infancy and Early Childhood

Mental illness in early childhood

- Regulation Disorders of Sensory Processing
- Sensory Stimulation-Seeking/Impulsive
- Disorders of Relating and Communicating
- Difficulty with identification of disorders

Development -
What is normal/what's not

- Birth to One Year
– Trust vs. Mistrust
- One to Three Years
– Autonomy vs. Shame and Doubt
- Three to Five Years
– Initiative vs. Guilt

Birth to One Year - Trust vs. Mistrust
Developmental tasks

- To learn to trust others and be secure in the world
- To begin to unconsciously learn what to do to get needs met
- To learn to trust others and be secure in the world through the performance of learning special tasks such as up, down, near, far.
- Develop the nervous system and muscle coordination
- Learn mobility & manipulation of the environment through control of hands, legs, head, fingers, etc.
- Distinguish between pleasure and pain
- Adjust to short periods of separation from primary caregiver

Birth to One Year -
How do they accomplish development?

- Develops feeding/sleeping/elimination rhythm
- Learns through senses – see, touch, taste, hear, smell
- Learns through interaction with caregivers

Birth to One Year -
Indicators Related to Developmental Lag

- Feeding problems
- Developmental regression
- Inability to see or hear
- Passivity, withdrawal, lack of initiative, lack of response to stimuli
- All of these problems are interrelated

1 to 3 Years -Autonomy vs. Shame and Doubt
Developmental tasks

- Discover and establish a distinct self through continuous explorations of the world
- Develop communication skills
- Develop social responsiveness of others
- Use of memory and the rudiments of self-control
- To separate thinking from feeling through experiencing choices, limits and self-derived solutions to simple problems such as choice of foods, clothes and activities.

1 to 3 Years -
How do they accomplish development?

- Learns through senses
- Learns through exploration
- Learns through interaction with caregivers

1 to 3 Years -
Indicators Related to Developmental Lag

- Excessive adaptability such as withdrawal passivity, fearfulness
- Obsessive head banging, finger sucking, rocking
- Lack of interest in objects, environment, or play
- Over rebellious excessive temper tantrums, uncontrollable hitting, biting, and hyperventilating, excessive constipation or destructive smearing of feces as an expression of anger
- Excessive stubbornness
- Consistent over reaction to reasonable limits
- Weak sense of self such as not making own choices and accepting others' impositions.

3 to 5 Years - Initiative vs. Guilt
Developmental tasks

- To learn to distinguish between reality and fantasy
- To become comfortable with own gender identity
- To make connections and distinctions between feelings, thoughts and actions
- To solve problems by initiating & creating.
- Discovers cause-and-effect relationships
- Begin to develop sense of self/identity

3 to 5 Years -
How do they accomplish development?

- Learns through senses
- Leans through exploration
- Leans through interaction with caregivers / modeling
- Learn through social interactions w/ peers

3 to 5 Years - Indicators Related to Developmental Lag

- Extreme separation anxiety
- Excessive fear
- Bedwetting and toileting problems
- Shyness or inhibited play
- Threatening or bullying peers
- Ritualistic behaviors especially around food
- Persistent speech problems
- Excessive fear of strangers or lack of interest in others.

Behavioral solutions for common challenging behaviors

- Becoming a behavioral detective
- Observation
- Family/Social Situation/History
- Consistency

Common behavioral issues and solutions

- Biting
- Physical aggression (i.e. hitting/kicking)
- Defiance / Non-compliance
- Anger Issues / tantrums
- Separation Anxiety

Q & A



Resources

- Zero to Three
www.zerotothree.org
- Technical Assistance Center on Social Emotional Intervention for Young Children
www.challengingbehavior.org/do/resources/documents/facts_about_sheet.pdf
- Center for Mental Health
www.center4mh.org
