

Behavior: A Neurodevelopmental Perspective

A video presentation from the Duncan Seminar on Down syndrome by David S. Stein, PsyD

Dr. Stein is the Co-Director, The Down Syndrome Program; Pediatric Psychologist, Boston Children’s Hospital; Instructor, Harvard Medical School

Watch Dr. Stein’s video presentation:

<http://www.seattlechildrens.org/For-Healthcare-Professionals/Provider-and-Nursing-Grand-Rounds-Online-Videos/2015/Duncan-Seminar--Behavior-and-Down-Syndrome--A-Neurodevelopmental-Perspective/>

<p style="text-align: center;">Background</p> <ul style="list-style-type: none"> • Big Need for Services • Education and Background • Low Success Rate - Hard Work • Progress not Perfection: This is hard work and nobody has 100% Success. Our goal is NOT perfection, it is improvement. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Self-Care</p> <ul style="list-style-type: none"> • Long-Term Goals • Take Breaks: As parents and providers, we have to keep our keys on the long-term prize and remember to take care of ourselves. • Spend Time on Yourself 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Epidemiology</p> <ul style="list-style-type: none"> • 30% of kids with Down syndrome have diagnosable behavior condition vs. 10% of typically developing peers (3x more likely) • More minor behavior problems • Behavior problems in children are predictors for behavior problems in adults • Intervention is critical 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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<p>Etiology: Why do children with Ds have behavior problems?</p> <ul style="list-style-type: none"> • Brain Differences <ul style="list-style-type: none"> ○ Reduced Growth in Frontal Lobe ○ Smaller Brain Stem & Cerebellum ○ Problems in Temporal Lobe & Hippocampus 	<hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Brain Differences</p> <p>Consequences of Brain Differences in Ds</p> <ul style="list-style-type: none"> • Social <ul style="list-style-type: none"> ○ Hyper-aware & hyper-engaged ○ Hyper-aware can also mean hypersensitive • Language <ul style="list-style-type: none"> ○ Receptive vs. Expressive ○ Resulting Frustration • Information Processing & Memory <ul style="list-style-type: none"> ○ Strong Visual Learning ○ Storing and Understanding Information ○ The world has expectations about understanding/comprehension = scary! • Motivation <ul style="list-style-type: none"> ○ Lower Desire for Mastery ○ Gas in the Tank model ○ Great frustration can lead to avoidance • Executive Functioning <ul style="list-style-type: none"> ○ Impulsivity: may not see the stop signs ○ May struggle with planning behavior and considering consequences 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Big Picture</p> <ul style="list-style-type: none"> • Complex world = Perfect Storm for Frustration and Behavior <ul style="list-style-type: none"> ○ If not well supported and understood 	<hr/> <hr/> <hr/>

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<p>What can we do about behavior problems?</p> <p>Relationship is key: When you don't know what to do, consider what is best for your relationship</p>	<hr/> <hr/> <hr/>
<p>Behavior Basics</p> <ul style="list-style-type: none"> • Reinforce what you want to see more • Don't reinforce what you want to go away. 	<hr/> <hr/> <hr/>
<p>Reinforcing Good Behavior</p> <ul style="list-style-type: none"> • Use Attention • Notice Good Behavior and React • Praise Good Behavior • <u>Simple</u> Token Economy <ul style="list-style-type: none"> ○ Visuals, Repetition, Motivators, Attention for Positive Behavior 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Functions of Behavior Purpose</p> <ul style="list-style-type: none"> • ABCs of Behavior <ul style="list-style-type: none"> ○ <u>A</u>ntecedent: What's the situation? ○ <u>B</u>ehavior: What are they doing? ○ <u>C</u>onsequences: What happens afterwards? • 2 Most Common Functions are Attention and Avoidance/Escape <ul style="list-style-type: none"> ○ Lower Intrinsic Motivation = Escape ○ Hyper-Social + Reduced Impulse Control = Attention 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Positive Behavior Support Strategies</p> <ul style="list-style-type: none"> • Choices = control • Redirection <ul style="list-style-type: none"> ○ Providing positive feedback • Incentives or Providing the Carrot <ul style="list-style-type: none"> ○ First ____, then ____ • Boost motivation throughout the day 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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<p style="text-align: center;">Support/Resources</p> <ul style="list-style-type: none"> • Professionals • Schools • Community • Books 	<hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Review/Closing Thoughts</p> <ul style="list-style-type: none"> • Think about Situation from Child’s point of view • Focus on positives - and their strengths! • The goal is not perfection, it is improvement: Remember Where you Started <p>“The “endpoint” is not tomorrow or next month. It is the individual with Ds having a fulfilling adulthood and not being limited by behavior problems.”</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Q&A</p> <ul style="list-style-type: none"> • Extinction Burst • Ignoring and Siblings • Peer Modeling/Influence • Insurance Coverage • Toddlers • Dual Diagnosis 	<hr/> <hr/> <hr/> <hr/> <hr/>