



Common  
Conditions in  
Children and  
Families in Pediatric  
Primary Care

Amelia McClelland, PhD


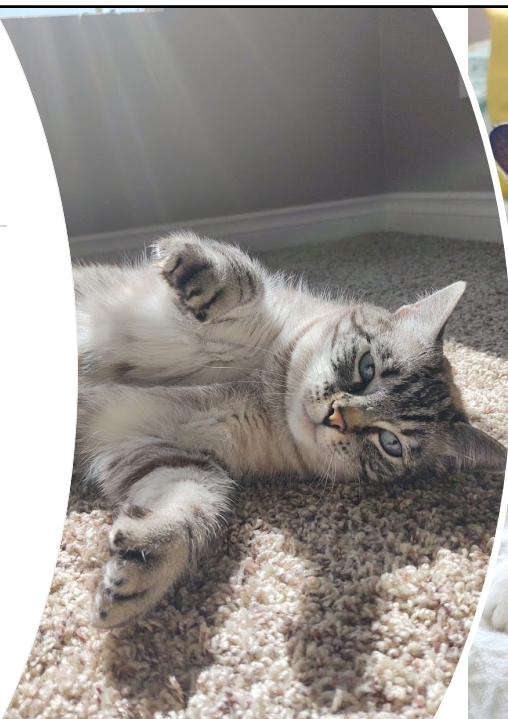
This photo, by Unknown Author is licensed under [CC BY-NC-ND](#)

## My Background

Behavioral Health Consultant  
for Community Health of  
Central Washington

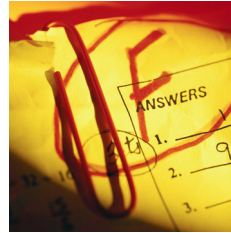
Passions: Pediatrics, school-  
based health, supporting the  
LGBTQIA+ community,  
teaching, theater

Hx: School Psychologist,  
psych tech, outdoor  
environmental education,  
theater



## Common referrals

- ADHD
- Behaviors (defiance, tantrums, hitting, disrespect)
- Depression
- Anxiety
- Stress
- School failure/struggle
- Anticipatory guidance (potty training, weaning off the bottle, online safety)



## Age-Appropriate Expectations

### 0-3 months

- Crying is how they communicate
  - 1-3 hrs/day
- Cannot self soothe
- Sight is still developing
  - Black and white or contrast best

### 4-6 months

- Can start to understand expressions
- Beginning to make more sounds (ooh, ahh; 0-4mo)
- May start sitting, crawling (5-11 mo)
- Ready to sleep through the night

### 6-9 mo

- Imitate during play (8-12 mo)
- Looks to others for reactions (8-15 mo)
- Cruising (8-11 mo)
- Responds to stop (7-17 mo)



## Age-Appropriate Expectations

### 9-11 mo

- Walks alone (9-17 mo)
- Pointing (8-11 mo)
- Points to things when asked (10-18 mo)



### 12-23 mo

- Nervous when leaving caregiver
- Play alone 18+ mo
- Responds to praise (18 mo)
- Pretend play (16-24 mo)
- Possible interest in potty training (16-24 mo)
- First words (12-19 mo)
- ~200 words (16-24mo)



### 2-3 yrs

- Tantrums are normal
- Potty training
- Can follow 1 step directions
- Learning how to wait



## Age-Appropriate Expectations

### Preschool

- 1 step tasks
- Chores with cues
- Basic inhibition

### Kinder-2<sup>nd</sup> Grade

- 2-3 step tasks/directions
- 20–30-minute assignments
- Follow rules/inhibit/no grabbing

### 3<sup>rd</sup>-5<sup>th</sup> grade

- Simple shopping list
- Keep track of variable daily schedule
- Inhibit and regulate even without teacher present
- Simple delayed gratification (phone)



## Age-appropriate expectations

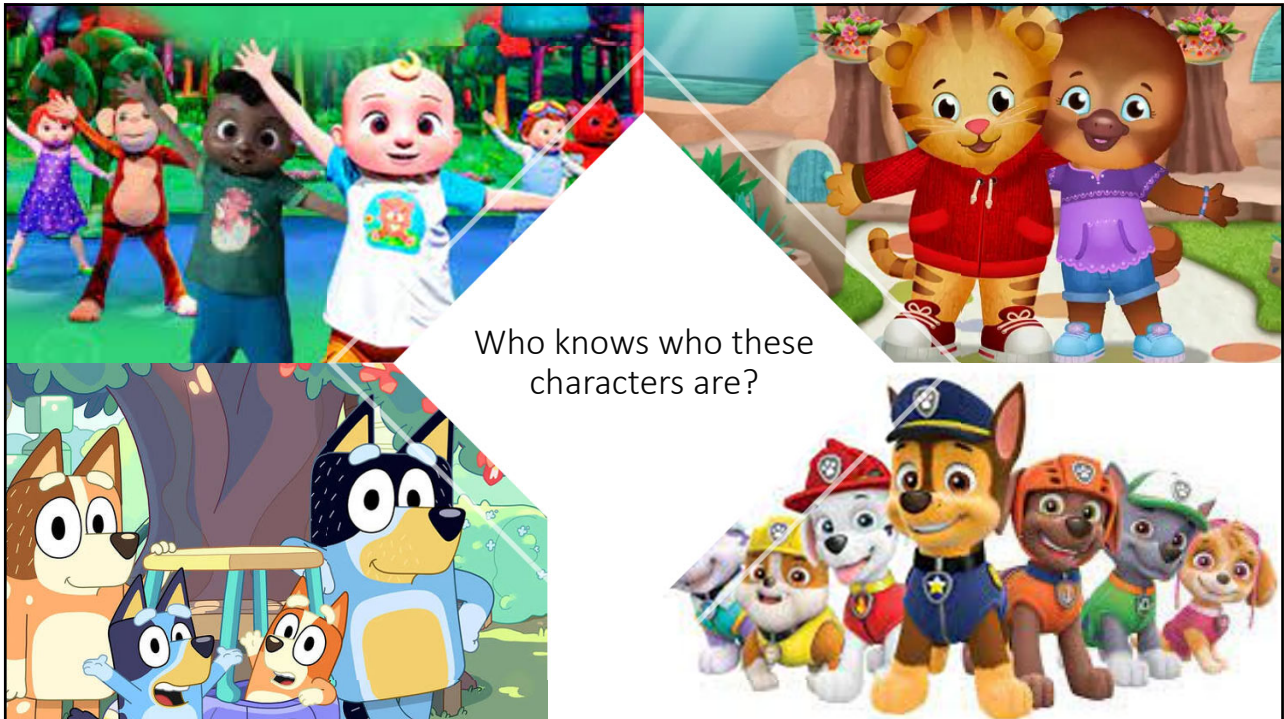
### 6<sup>th</sup>-8<sup>th</sup> grade

- Complex chores
- Organizing system
- Time management
- Self-soothe
- Manage conflict



### Teenage-mid 20's

- Independent with assignments
- Make adjustments based on feedback
- Inhibit reckless behavior
- Say "no" to fun activity if other plans already made
- Take others' perspective



## Behavior Concerns

- Defining Characteristics:
  - The child often feels anger and irritability
  - Caregiver often feels frustration, anger, hopelessness.
- Thoughts:
  - Youth: It's not fair, she's out to get me, people are picking on me, no one gives me credit, he's the one who caused it.
  - Caregiver: My child is being disrespectful on purpose, something's wrong with my child,
- Covid-19: amplified many behaviors



## Behavior Concerns

- Behavior: Refusal to comply with instructions, talking back, verbal and physical aggression, throwing temper tantrums, acting out, breaking rules, destroying property.
- Function of Behavior
  - Almost all behavior serves a function
  - To change most child behavior, it is essential to change the environment (e.g., parent, teacher, other responses to behavior)

**Authoritarian**

**Authoritative**

**Permissive**

## Parenting Strategies

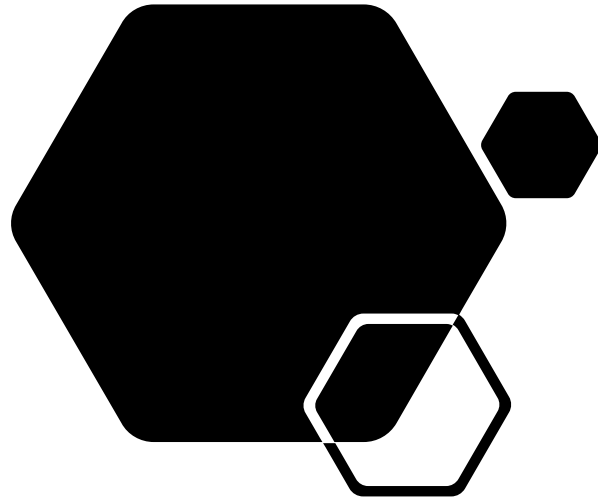
- Brief interventions of parent management training include:
  - Positive one on one time (special time)
  - Positive praise
  - Active ignore or planned ignoring
  - Time-out (not in bedroom)
  - Time-in
  - Structure, home rules, consequences, and routines
  - Rewards/Incentives
  - Giving clear directions

## Positive one on one time

- Caregiver spends 5 to 15 minutes a day with the child or adolescent, doing something the child finds enjoyable
- This is not a reward or a consequence
- Create a menu of pre-approved options
- Limit questions
  - Sportscasting
  - Narrating

Positive one  
on one time  
(Special Time)

<https://youtu.be/ZG3Wlwi5y6k>



Who are they?

## Keys to Healthy Development

- Positive adult-child relationships
- Back and forth interactions
- Learning life skills that promote executive functioning
  - Focus
  - Self-control
  - Problem-solving
  - Taking on challenges



Mount  
Sinai

Parenting Center



<https://www.youtube.com/watch?v=PB1Uo9nbIVU>

## Positive Praise

- **Attend**
  - Always attend to the behavior that you want to increase.
- **Specify**
  - Be specific when using praise so that the child knows the positive behavior she or he did.
- **Connect**
  - Make eye contact and smile when attending to a behavior.
- **Tone**
  - Use a pleasant voice when attending to a behavior.





## House Rules/Expectations

- 3-5 Rules
- DMOPS
  - Descriptive
  - Measurable
  - Observable
  - Positively Stated
    - Not a question
  - Specific
- Post rules and explain them when everyone is calm
- House Rule Violation should have an Immediate consequence (e.g., Time Out)

## HOUSE RULES

☺ Say "Please" and "Thank You!"

⚙️ NO: fighting, biting, scratching or Spitting.

⚙️ NO Shouting indoors.

⚙️ NO hateful Words.

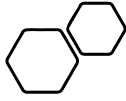
⚙️ Listen and Respond.

☺ Take turns to talk.

♥ Remember we Love each other!

## Active Ignore (Planned Ignoring)

1. Never ignore a dangerous behavior (harming themselves or others)
2. Ignore the same behavior consistently.
3. To ignore the behavior, actively avoid eye contact and turn away from the child.
4. The behavior may initially get worse, which is common.
5. Remember why you are ignoring, so that you won't feel guilty and stop prematurely.



## Giving Clear Directions

- [https://www.youtube.com/watch?feature=player\\_detailpage&v=zUSosdCjefo](https://www.youtube.com/watch?feature=player_detailpage&v=zUSosdCjefo)



What's this from?



What are these?



ADHD

- Occur in more than one setting
- Symptoms before age 12
- Persistent for at least 6 months
- Impair function in academic or social settings
- Be excessive for developmental level of the child
- Not be better explained by other mental health conditions

This Photo by Unknown Author is licensed under CC BY-ND

## ADHD Subtypes

- **Predominately inattentive:** 6 + symptoms of inattention under 17yo and < 6 hyperactive-impulsive symptoms
- **Predominately hyperactive:** 6+ symptoms under 17yo and < 6 from inattention
- **Combined:** 6+ of inattention and 6+ hyperactive/impulsive for under 17yo



## ADHD

- Brief hx of dx
- Common Symptoms
- Home organization, time management
- School: academic progress, behavioral concerns, learning disorders
- Behavior management strategies
- Screeners



## Mild Impairment

- Behavioral support
  - Parenting skills (timeouts, positive reinforcement)
  - Organizational supports (visual schedules, 1-2 step directions, reminders/timers)
- Social skills training
  - Zones of regulation/feelings thermometers/emotion recognition
- Concrete expectations
  - Reward system (tokens, stickers), School/home tracker, anticipate problem times
- School/classroom support
  - Home school communication, fidget objects, breaks



## Antecedent Interventions



Make goals SMART:

P-Positively stated

S-Specific

M-Measurable

A-Achievable

R-Relevant

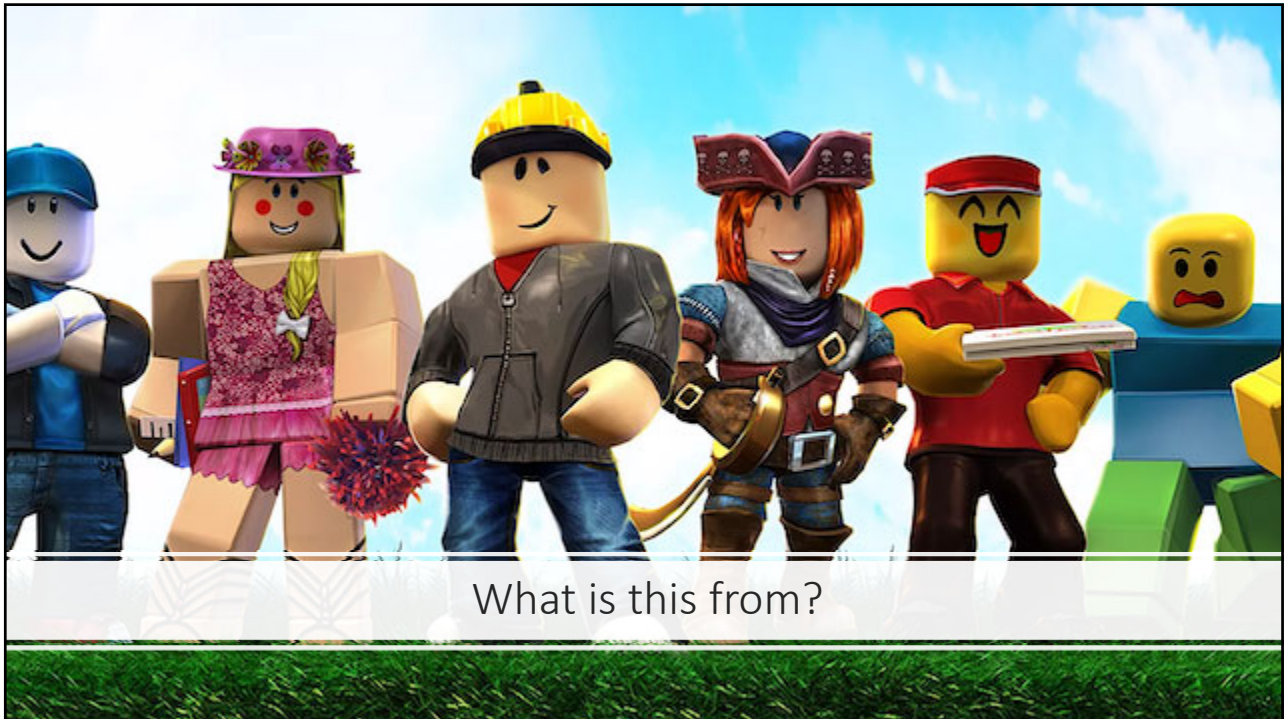
T-Timely

\*\*get eye contact, statement not question, check for understanding



## Behavioral Support

- Set them up for success
- If it's harder than a "3" find some way to make it easier
- Clear storage
- Shower coach
  - Timer for shower
- Fidget supports
- Instant study carrel
- Reduce demands due to increased cognitive load related to Covid-19 quarantine and family stressors



What is this from?

## Movement

- Exercise is KEY
- Sports/Dance/Martial Arts
- Outdoor ideas:
  - Family walk, walk pets, throw the ball, go to the park, hike, bikes/scooters/skateboards
- Indoor ideas:
  - GoNoodle, youtube exercise videos, Yoga, Wii sports/Wii fit, Just Dance, obstacle courses



## Nutrition Essentials



Emphasize

Emphasize protein at every snack and meal



Eat

Eat fewer processed foods



Choose

Choose colorful



Pay

Pay close attention to patterns between food and focus/mood





## Sleep

- Consistent bedtime with routine
- Use bed only for sleep
- No caffeine after mid-afternoon
- Restrictions on screen time before bed
- Limiting blue light



## More Behavioral Supports

### Timers

- Time Timer
- Time Tracker Mini
- Pomodoro Technique

### Memory Interventions

- Sticky Notes

### Sequence Interventions

- AM routine/Routine/predictability/Brili apps
- Powerpoint Storyboard
  - Picture you have already met goal or pretend you are giving a talk on it, let's come up with slides ..1<sup>st</sup> step, etc.
- Visual schedules

### Motivation Interventions

- Dots for Motivation
- Pick "carrot" that is rewarding for patient and developmentally appropriate




Lengthen the time from impulse to action

- Ways to stop and think!
- Grounding tools
- Practice
- Self-regulation tools



What are these logos?



## ADHD & Technology

- Technology and self regulation
  - Limit screen time
  - Schedule social media time
  - Turn off notifications – especially during school hours
  - Move icons off home page
  - Take some apps off your phone

## Significant Impairment

- Behavioral strategies along with medication management
- We can also support psychoeducation on:
  - Side effects of meds
  - Home organization
  - Behavior management
  - Home school communication
  - IEP/504 supports





## Other ADHD Resources

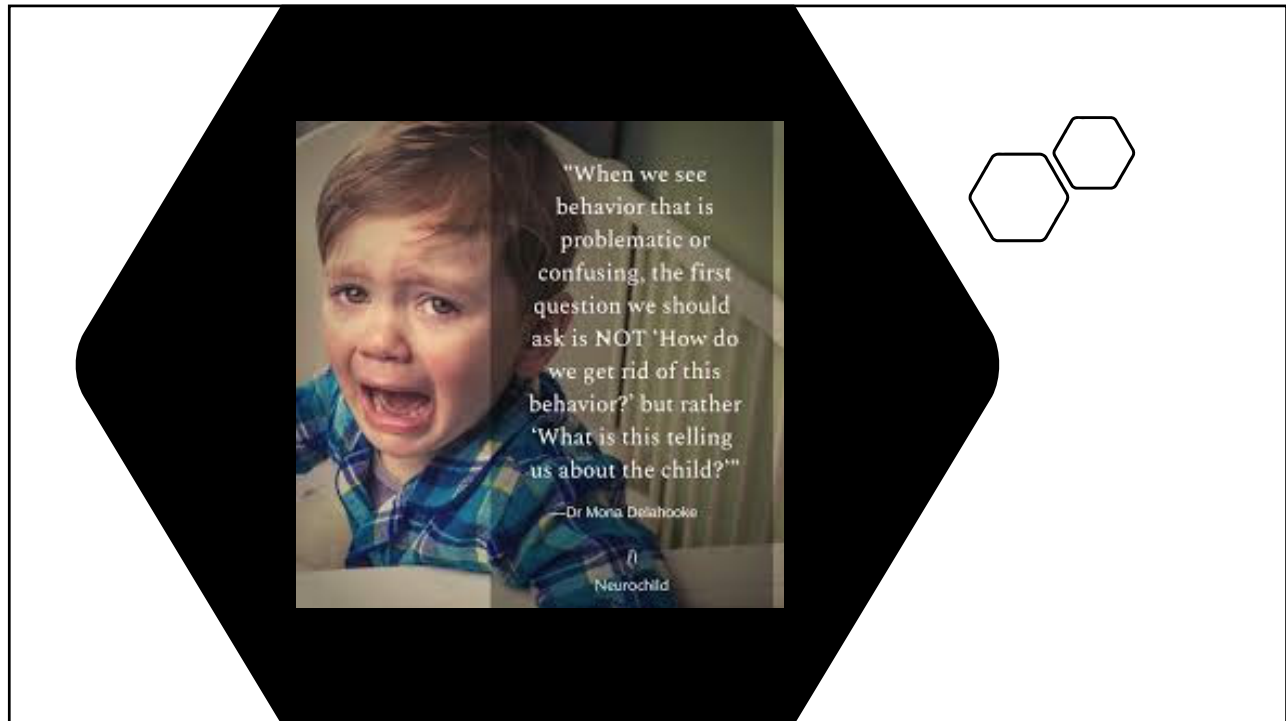
- CHADD.org
- Teachadhd.org
- PBISWorld.com
- The Child Mind Institute
- Understood.org
- Interventioncentral.org

### ADHD or Complex Trauma

<p><b>ADHD</b></p> <ul style="list-style-type: none"> <li>• Impulsive/hyperactivity/fidget</li> <li>• Inattention</li> <li>• Trouble staying focused</li> <li>• Easily distracted</li> <li>• Difficulty with memory</li> <li>• Difficulty following instructions</li> <li>• Trouble planning ahead and finishing projects</li> </ul>	<p><b>Complex Trauma</b></p> <ul style="list-style-type: none"> <li>• Impulsive</li> <li>• Difficulty focusing</li> <li>• Anxious and fearful</li> <li>• Memory problems</li> <li>• Poor skill development</li> <li>• Act out in school situations</li> <li>• Act withdrawn</li> <li>• Develop learning disabilities</li> </ul>
--	---

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).

CDC 2020



Think!- "Too often we react to a child's behavior and decide on a response before we understand the basis of the behavior. Instead, we need to pause and ask- Is this a developmental challenge, a stress response or a conscious intentional action?"



What game is this?



---

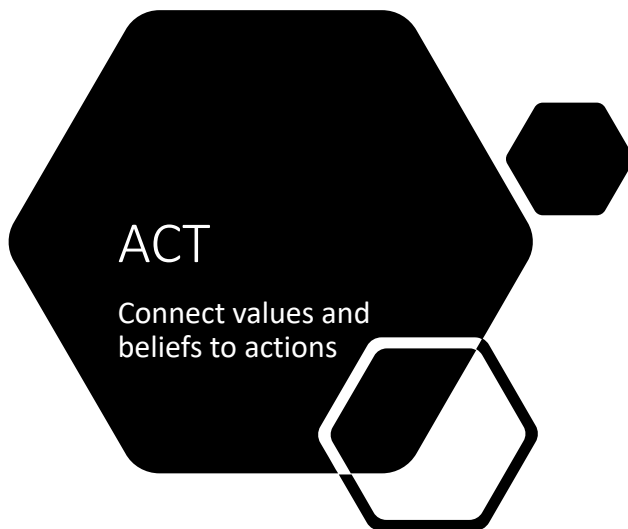
## Depression- what's going on?

- Somatic complaints
- School refusal
- Sleeping too much, too little, social isolation
- Emotional outbursts, changes in mood and affect
- Weeds vs. soil?

---

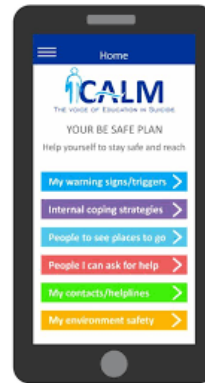
## Depression management in primary care

- Behavioral activation
- Sleep stability
- Social engagement
- Physical activity
- Grief, loss, and ambiguous loss
- How has Covid-19 impacted this?
- ACT and CBT+



## Crisis plan and prevention

- Discuss triggers
- Identify early warning signs
- List interventions for patient and family- friends, calming activities, safety protocols including locking up medications, sharp objects, firearms
- Identify other supports- Aunt Trish, best friend
- If patient cannot safety plan, call DCR notify patient will be coming in to be assessed
- Crisis numbers, local and <https://www.crisistextline.org>



*Be safe app*

A Safety Plan app for the person thinking suicide.



What are these examples of?



## Anxiety

- Defining Characteristics:
  - Feelings: Fear, anxiety, tension, irritability, panic, worry, nervousness, somatization.
  - Thoughts: Unhelpful/unrealistic or inaccurate/untrue fears or worries (can be extreme or irrational).
  - Behavior: Avoidance, withdrawal, clinginess, separation refusal, regression, rituals, self-harm.
  - Is this anxiety or adjustment disorder with anxiety due to current world stressors (COVID-19, war, school safety)?




## Anxiety

- Often presents similarly to ADHD, trauma, and adjustment disorder
- Impacts school performance
- Separation Anxiety: Impacts ability of child to attend school

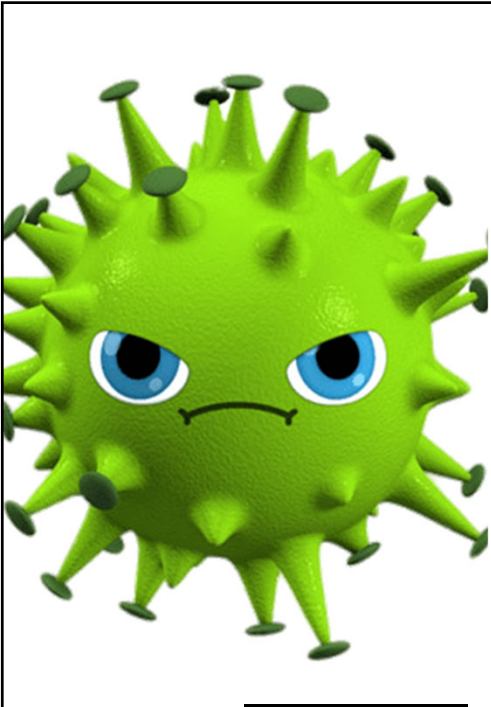


This photo by Unknown Author is licensed under [CC BY-SA](#)



## Anxiety

- Emotion Regulation:
  - Feelings Thermometer
  - Calming Kit
  - Relaxation Techniques
    - Controlled breathing
      - Blowfish breathing
      - Belly breathing
    - Progressive Muscle Relaxation
      - Script for younger children
  - Distraction
- Normalize
- Validate



## Impact of COVID-19

---

According to the American Academy of Pediatrics:

- Infants and toddlers:
  - Sleep, toileting, feeding, separation anxiety, regression in skills, irritability, impairment in socialization
- Preschool:
  - Anxiety, obsessive thoughts, agoraphobia
- School aged children:
  - Withdrawal, fearfulness, irritability, oppositionality, aggression, somatic symptoms
- Adolescents:
  - Irritability, concentration difficulties, issues at school, substance use, fear or shame related to distress

This Photo by Unknown Author is licensed under CC BY

## Creating Structure

- [https://www.youtube.com/watch?feature=player\\_detailpage&v=JPem7khwoKk](https://www.youtube.com/watch?feature=player_detailpage&v=JPem7khwoKk)
- [https://www.youtube.com/watch?v=98c9MWER080&feature=player\\_detailpage](https://www.youtube.com/watch?v=98c9MWER080&feature=player_detailpage)

