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Section B

Developmental Approach to
Social/Emotional/Behavioral Dysfunction

Developmental Approach to Disorders of Conduct

- Oppositional defiant disorder
- Conduct disorder
- Antisocial personality disorder

Developmental Trajectory

- Early and late starters

- Early starters
 - Preschool to primary grade onset
 - 6% of the population (Offord, Boyle, and Racine, 1991)
 - A single early starter costs society \$1.3 million (Cohen, 1998)

- Late starters
 - Adolescent to adulthood
 - Desist by adulthood

Multiple Risk Factors to Address

- Early starters face ...
 - Greater environment stressors (poverty, abuse, lack of positive parenting, and discipline)
 - Lower school readiness (cognitive, social, and emotional developmental delays)
 - Parent role models with poor self-regulation skills

Late Starters

- Disordered behavior emerges in adolescence
- Do not have poor genetic predisposition or the degree of environmental stressors
- Lack environmental supports to stay in school
- The trajectory can be changed
- Single most important factor: connection to one positive adult
- Other factors: improved parenting, direct training, remaining in school

Poor Self-Regulation Predicts Failure

- Cohort: 1,000 subjects from birth to age 32
- Degree of childhood self-control predicts the degree of ...
 - Health
 - Financial success
 - Substance dependence
 - Criminal offending
- Not as predictive as self-regulation skills ...
 - IQ
 - Social class
 - Minor infractions in adolescence
 - Family environment

Developmental Outcomes of Poor Self-Regulation

- Early starters must focus on their own self-regulation to avoid punishment
- Over focus on their own egocentric needs delays skills to focus sociocentrically
- Outcome is delayed developmental growth
- Early starters seek others in the same lower stages
- Through collective momentum of the lower stage reasoners, early starters are at greater risk for negative outcomes such as criminal activity, failed relationships, inability to conform to adult demands

Universal and Targeted Interventions

- Early interventions aim to create an equal developmental stage playing field

Interventions

- Intervention must start early and address multiple domains
 - Emotional and behavior regulation
 - Social and academic skills
 - Social supports in the child's community
- Intervention should be sustained
- Intervention should address the needs at each developmental stage
- Interventions should be culturally sensitive

Interventions

- Early interventions discussed previously
 - Incredible Years
 - PATHS to PAX
 - Good Behavior Game (GBG)
- Two exemplary programs
 - Early Head Start—intervention as early as 3 years
 - Seattle Social Development Project

Early Head Start (EHS)

- Train parents in parenting, discipline, and cognitive stimulation
- Children engage in stimulation activities
- Children receive self-regulation training through positive discipline
- Studies indicate improvements in parent nurturance, discipline, and children's improvement in language and pre-academic readiness in diverse racial and ethnic groups

The Seattle Social Development Project

- Grades kindergarten to middle school program
- School community adopts ...
 - Discipline approach
 - Social skills training through groups and instruction
 - Parenting training
- Study of 21-year-olds: significantly less likely to experience ...
 - Mental health problems
 - Criminal activity
 - Substance abuse

School Interventions

- Community service (Epstein et al., 2002)
- Cooperative learning groups (Johnson and Johnson, 2008)

Summary

- Cognitive development
 - Piaget's and Vygotsky's theories
 - Social emotional development
 - Theory of mind and Selman's theories
 - Parenting factors
 - Moral development
 - Kohlberg's and Gilligan's theories
 - Abnormal social emotional development
 - Interventions