Problems In Preschool Children

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Attention Span and Focus

- Individual differences
- Attention varies with surroundings
- Need for self regulation
- Short attention, impulsivity, excessive focus
Attention Span

- Difficulty in shifting attention or changing activities
- Difficulty in changing sets
- Difficulty in fore-seeing, and in understanding others * social development
Inattentiveness

- High level of motor activity
- Seeking stimulation, or craving
- Difficulty to manage own body
- Low proprioception registration
Inattentiveness Interventions

- Behavioral and cognitive
- Parenting training, help to parent and to caretakers
- Other interventions> feedback, sensory integration, medication
Inattentiveness
Interventions

- Help to focus, activities, stimulation, more individual attention
- Help to control impulsivity and anger. Biofeedback, cognitive training, cognitive therapy
Inattentiveness Intervention

- Play. Psychodramatic technique with puppets, with parents
- Representing problem situations
- Help to problem solve, ahead of time.
- Positive reinforcement.
Inattentiveness Interventions

- Sensory integration
- Reduce level of stimulation
- Observe child’s level of excitement
- Help to cope with stimulation (massage, blanket, vest, breaks, etc.)
Inattentiveness
Interventions

- Parenting advice. Special child
- See strengths and challenges
- Positive parenting
- Tailor stimuli to child. support
Defiance

- Need for mastery and effectiveness
- Assess anger quality and reason for anger
- Assess situations that trigger defiance
- Assess quality of parent child rel.
Defiance Interventions

- Help child see the problem of defiance
- Help child to learn to go along with others
- Help child experience sense of control
- Support to child for compliance
Defiance Interventions

- Minimizing direct face to face confrontations
- Help child prepare
- Empathy in saying “no”
- Catch child doing the right thing
Defiance Interventions

- Cognitive and behavioral
- Play intervention. Sense of control, expression of anger
- Give suggestions for anger management promoting self control.
- Give suggestions to express anger
Feeding and Eating

- Excessive selectivity
- Difficulties with coordination, textures, flavors
- Problems with mealtime behavior: moving around, not focus, anger
Feeding Interventions

- Provide adequate no. calories
- Children do not naturally choose what is “good for them”
- Help child expand repertoire and empathize with sensitivities
- Provide exposure to flavors, odors
Feeding Interventions

- Positive behavior modification
- Help child focus, turn off TV, distractions
- Provide social exchange.
- Support ability to sit and eat.
Sleeping

- Problems with bedtime sleep problems
- Problems “waking up” during the night
- Nightmares
- Night terrors, sleepwalking
Sleep

- Fears at night. Including fear of separation and death. Assess.
- Difficulty putting himself back to sleep. Need for external assistance
- Stress in home, scary experiences, fears. Parent child relationship
Sleep Interventions

- Routine. Positive environment, reassuring actions, cuddlies, etc.
- Parental presence may be necessary
- Massage and other techniques to help child relax
- Reduce fears, occupy mind
Sleep Interventions

- Co-sleeping. Progression and regression
- Minimize scary experiences. Play to process these. Reassurance
- Reduce level of stress
- Other interventions
Language Disorder

- Child is not conversational. Hearing has been determined normal
- Child uses very brief responses, yes, no, I don’t know
- Child does not answer many questions
- Not close circles of communication
Language Disorder

- Difficulty in understanding others
- Difficulty with simple requests
- Word finding problems
- Cannot articulate answer
- Different from phonological problems
Language. Interventions

- Support communicational intent
- Simple to complex, presentation and reception
- Help parents to increase adequate “language diet” to child
- Language therapy
Relatedness Problems

- Difficulty in visual contact. Talking “at you”
- Difficulty in scanning of faces
- Not understanding facial expressions
- Not understanding metacommunications
Relatedness

- Problems with empathy
- Problems with misreading signals
- Problems with modulating behavior
- Conflicts with others.
Relatedness. Intervention

- Increase circles of communication
- Play time. Pretend play. Follow child’s lead
- Reciprocal games, back and forth
Anxiety or Trauma

- Rule out previous trauma, emotional, physical, sexual
- Acute or chronic
- One episode or many
- What child brought to trauma
Anxiety or Trauma

- “Freezing” behaviors
- Dissociation
- Difficulty in learning
- Emotional numbness
Trauma

- Reenactment
- Identification with aggressor
- Identification with victim
- Fearless, daredevil behavior
Trauma. Intervention

- Provide safety and sense of security
- Provide constant, predictable and supportive environment
- Routine, minimize surprises
- Consistency and calmness
Trauma. Intervention

- Play the traumatic situation
- Respect patient defenses
- Use appropriate tools
- Provide opportunity for self expression, art, play, etc.
Trauma. Intervention

- Soothing techniques
- Allow regression.
- Provide opportunities for coping
- Medication
Separation Anxiety

- Fears of separation, need for proximity
- Reality of separations, losses
- Intelligence of child, possible scenarios
- Shadowing the parent
- Clinging to parent
Separation Anxiety

- Who one separates from
- Who child will stay with
- Safety measures
- Transitional objects, attachment representations
Separation Anxiety

- Reassurance to child and parents
- No traumatic separations
- Help child to cope with separation
- Safety measures to help child separate
Separation Anxiety

- Object from the mother, pictures, pendant, key chain, etc.
- Photograph of parent
- Telephone contact with parent
- Medications, etc.
Parent/Preschooler Rel.

- Poor fit between parent and child
- Fantasmatic interactions
- Parent as individual
- Parent attachment to own parents.
- History of relationships
Parent Child Relationship

- Individual differences between children
- Point out strengths, reframing
- Expectations, psychodynamic issues
Parent Child Relationship

- Create a space of positive interaction
- Play time.
- Help parent play with this child
- Assess child’s preferences and parents’ preferences
- Mutual pleasure and enjoyment