

# Telehealth **ROCKS**

Regional Outreach for Communities, Kids and Schools

**Thanks for joining us!**  
**The session will start**  
**at 9 AM.**

Telehealth  
**ROCKS**

**Better Behavior  
Together ECHO**

Oct. 8

Nov. 12

Dec. 10



*This ECHO was made possible by grant number 1 U3IRH43512-01-00 from the Office for the Advancement of Telehealth, HRSA, DHHS.*

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## Better Behavior Together Session 1

### Welcome!

- This session is being recorded and we'll share it with you afterwards.
- Your microphone has been muted. You can use the chat or unmute to ask questions.
- Make sure your first and last name are visible on your Zoom screen.



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# Project Disclosure Statement

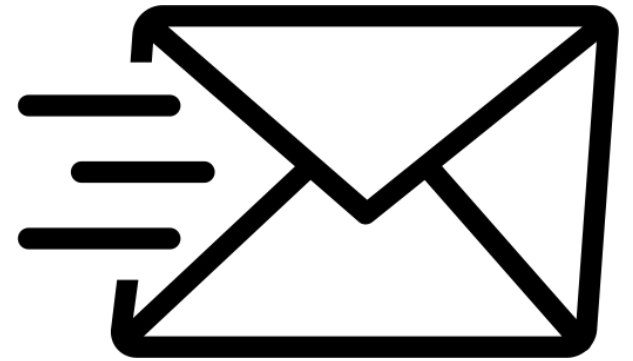
- We have no relevant financial relationships with the manufacturers of any commercial products and/or provider of commercial services discussed in this continuing education activity.
- We do not intend to discuss an unapproved/investigative use of a commercial product/device in our presentation.

## Mitigating Potential Bias

- The session information and general recommendations are based on current evidence and best practices within the field.

# After the Session

- The slides and recording will be sent to you as soon as they are processed.
- Certificates of attendance will be sent after the series concludes.
- If you have questions that didn't get answered during the session, send them to [telehealthrocks@kumc.edu](mailto:telehealthrocks@kumc.edu)



# Presenter

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Clinical Child Psychologist

Clinical Director, Division of Developmental and Behavioral Sciences

University of Kansas Medical Center

# Objectives

- Understand current trends in child mental and behavioral health
- Understand the role of trauma in mental health
- Identify underlying principles of behavior management strategies

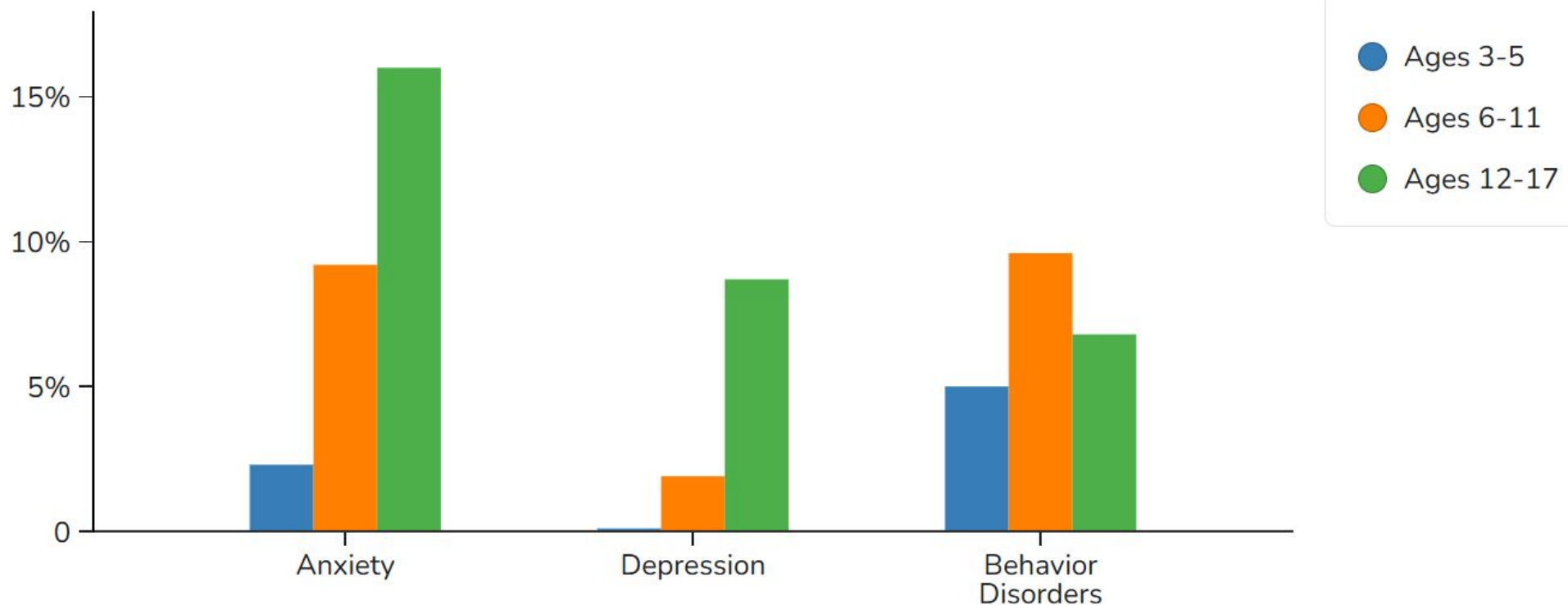


# Poll: Let us know what you want to learn

- Let us know what your top needs are.
- You will see a poll on your screen.
- Please select 2 options.

# This series will focus on young children

## Mental and Behavioral Health Conditions by Age



CDC, 2025

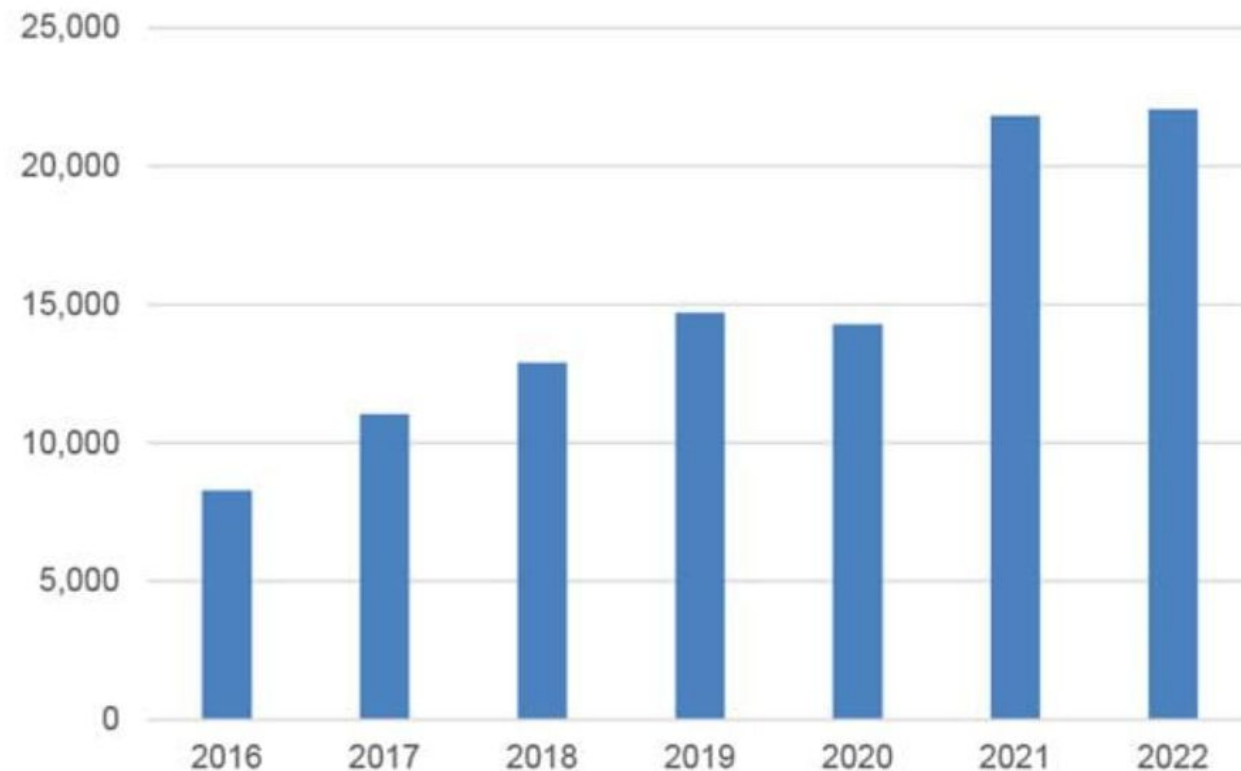


# Trajectories of pediatric mental health

Prior to COVID, mental health professionals were seeing an increase in behavioral health needs and demand for services

This escalated post-pandemic

**Children's hospital suicide-self injury ED cases by year**

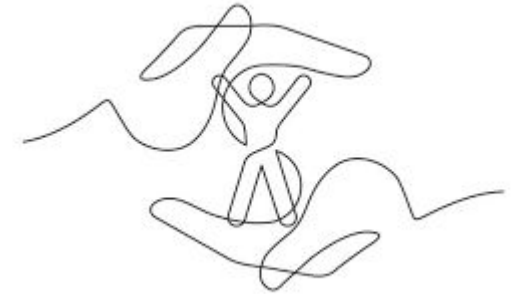


# COVID impacted child mental health

De Boer et al., 2022; Feinberg et al., 2022; Samji et al., 2022; Zima et al., 2022

Increase in:

- Parent depression (2.4x)
- Child externalizing problems (2.5x)
- Child Internalizing problems (4x)
- Hospitalizations for suicide and self injury increased by 40% for children



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# COVID and pediatric mental health

Feinberg et al., 2022; Samji et al., 2022; Zima et al., 2022

Buffered by parent-child relationships

Layers of stressors:

- Higher ACEs, more negative mental health impacts from COVID

- Parent emotion regulation

- Parent-child relationship

- Neurodiversity



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# COVID and behavior at school

National Center for Educational  
Statistics

87% of schools report COVID led to poorer social-emotional health

- classroom disruptions from student misconduct (56 percent)
- rowdiness outside of the classroom (49 percent)
- acts of disrespect towards teachers and staff (48 percent)
- prohibited use of electronic devices (42 percent)

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# COVID increased trauma exposure

## COVID-19 Related Impacts

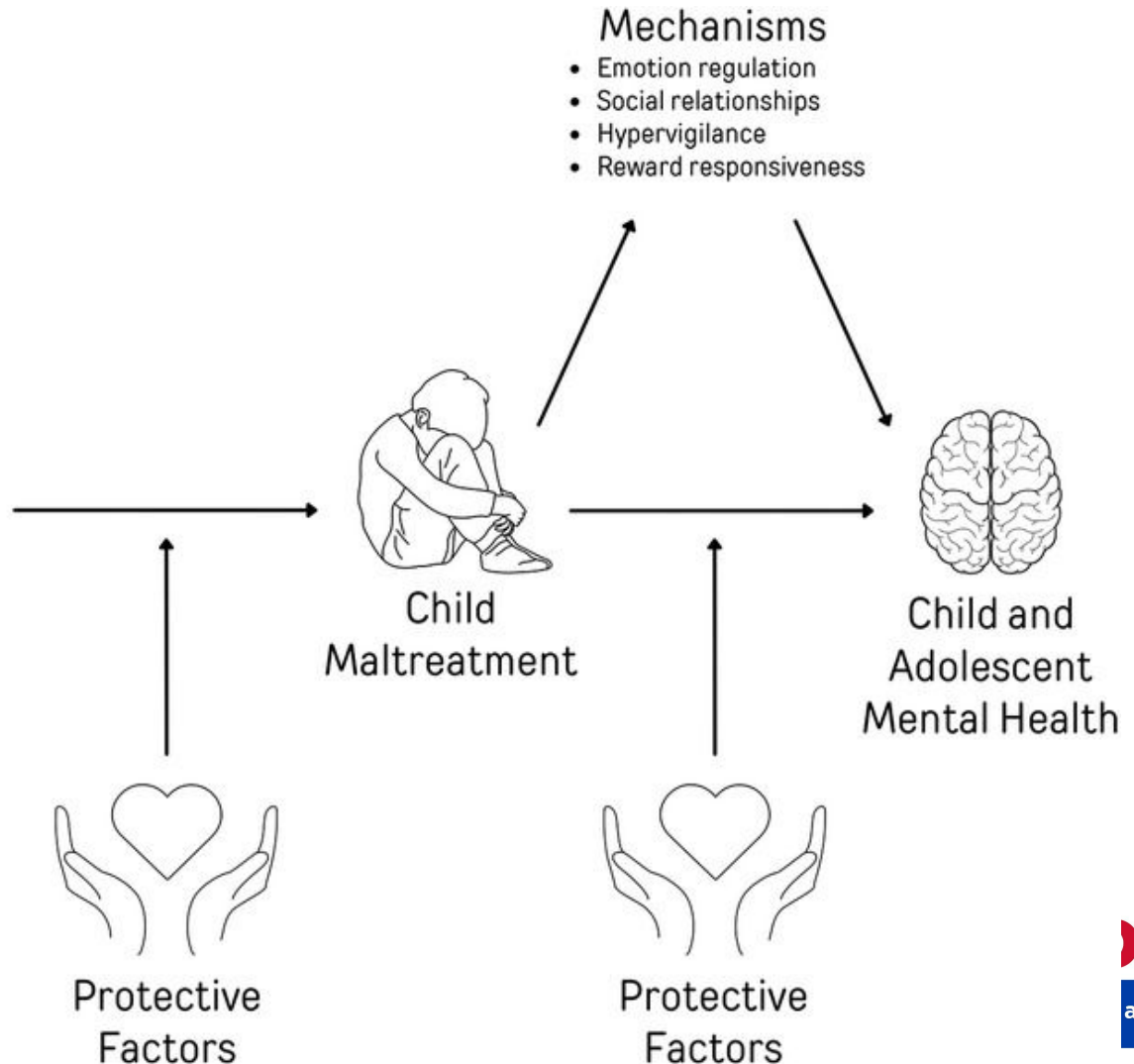
- Financial/income loss
- Confinement
- Decreased social support

## Risk Factors for Child Maltreatment during COVID-19

- Parent/caregiver mental health difficulties
- Parent/caregiver stress
- Parent/caregiver substance use
- Increased family conflicts

## Predisposing Factors

- Socioeconomic status
- Intergenerational trauma/abuse
- Biological factors



# Behavior interventions from a trauma informed lens

Exposure to high level of stress shown to alter size and neuronal architecture of *amygdala*, *hippocampus* and *pre-frontal cortex resulting in:*

- ▶ *Impaired Mood Control/ Extreme Fight or Flight*
- ▶ *Impaired Memory*
- ▶ *Loss of executive functioning/ impulse control*

Also impacts the hypothalamic-pituitary-adrenal (HPA) axis function

- ▶ Long term ability to manage stress response
- ▶ Worsened by early neglect, early foster care, multiple placements

# COVID and Mental Health

- Negative feelings can turn inward or outward
  - Internalizing problems
  - Externalizing problems
- Big behaviors don't require big interventions- they require doing the basics with more consistency
- *Takeaway: Use known mental health strategies in a more global manner*



# Impacting a behavior



Relationships first



Address the underlying skill development



Consistent adult responses that avoid reinforcing the behavior



# Relationships First

Which boss or coach inspired you to work the hardest?

Modeled the desired behavior

Seemed to genuinely believe in you

Noticed when you did things right

Spend time with you- in the trenches

# Relationships First



# How to build relationships first?

Proactively spend time 1:1 time

Engage in a shared, positive activity

Follow the child's lead



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# How to build relationships first?

Avoid commands, questions, and negative correctives

Instead,

Labeled praise

Paraphrase, reflect

Comment on child's actions

**Labelled Praise** CENTRAL HEALTH  
Child Development Team

**What is a Labelled Praise?**  
Labelled praises specifically tell your child exactly which of their behaviours you like.  
Labelled praises are specific to an action or behaviour.

**What is a Unlabelled Praise?**  
Unlabelled praises are nonspecific praises such as "Nice job" or "well done".  
Although positive they are not specific to your child's current behaviour.

**The Importance of Labelled Praise**

- Increases the rate of praised behaviour
- Shows approval of your child's behaviour
- Improves child's self-esteem
- Allows parents to control wanted and unwanted behaviour without using negative language

**Examples of Labelled Praises**

Labelled Praise Starters	Behaviours to praise
That's a great way to...	Playing gently
You're doing a great job of...	Stacking the toys
I like it when you...	Sharing the blocks
What a wonderful way to...	Asking politely
Thank you for...	Drawing a picture
Nice job...	Making one for me too
How sweet of you to...	Telling me
I'm proud of you for...	Moving the cars
You're so smart to...	Fixing it all by yourself
I'm so happy with you for...	Using all the toys
Good...	Passing me the toy
I like it when you...	Saying Thank you
It's nice that you...	Listening
I love it when you...	Waiting your turn

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# Address underlying skill development



5	I AM GOING TO EXPLODE!!!
4	I AM GETTING ANGRY
3	I AM A LITTLE NERVOUS
2	FEELING OK
1	CALM AND RELAXED



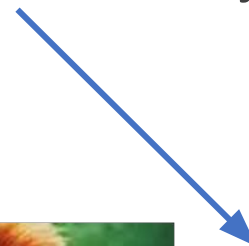
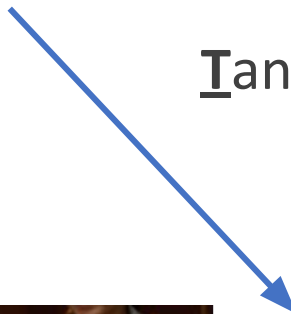
# Consistent Adult Responses: consider function

Sensory (may include biologic discomfort/comfort, automatic responses)

Escape (avoid demands)

Attention

Tangible (get preferred object)



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# Questions?

- Any questions?
- Any pearls of wisdom to share?
- Unmute to share or type in the chat.



# Key Takeaways

- 1 There's been an increase in childhood behavioral problems and mental health diagnoses which started before the pandemic, but was exacerbated by the pandemic.
- 2 Go back to the basics for behavior interventions with kids: relationship building, underlying skill development,
- 3 Adults need to respond in a consistent way that's addressing the underlying function of the behavior



# Share your takeaways and goals

Let us know in the chat something you'll take from this session.



## Examples:

- did you learn something new?
- is there a tool you'll try?
- is there a strategy you'll put in action?
- is there information you'll share with others?

# Thank you for attending

- **Next Session:** November 12 at 9 AM
- **Resources:** Slides and materials will be sent to your email. They'll also be on the [Telehealth ROCKS website](#) and [Facebook page](#).
- **Questions:** Contact us at [telehealthROCKS@kumc.edu](mailto:telehealthROCKS@kumc.edu).



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