The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central text is set against a white background that is framed by these green shapes.

PSYCHO SOCIAL ASPECTS OF JUVENILE DELINQUENCY

JUVENILE DELINQUENTS

- ▶ **Juvenile** delinquents are minors, usually defined as being between the ages of 10 and 18, who have committed some act that violates the law. These acts aren't called “crimes” as they would be for adults. Rather, crimes committed by minors are called “delinquent acts.”



Stages In the Life Span

- ▶ Prenatal Period: Conception to Birth
- ▶ Infancy: Birth to the end of the second week
- ▶ Babyhood: end of the second week to end of the second year
- ▶ Early Childhood: two to six years
- ▶ **LATE CHILDHOOD: SIX TO TEN OR TWELVE YEARS**
- ▶ **PUBERTY OR PREADOLESCENCE: TEN OR TWELVE TO THIRTEEN OR FOURTEEN YEARS**
- ▶ **ADOLESCENCE: THIRTEEN OR FOURTEEN TO EIGHTEEN YEARS**
- ▶ Early adulthood: eighteen to forty years
- ▶ Middle Age: forty to sixty years
- ▶ Old age or senescence: sixty years to death

- ▶ Development Follows A Definite Pattern Unless Environment Prevents It.
- ▶ Each Individual Follow A Definite Path.
- ▶ Each Phase Of Life Is Having A Different Characters
- ▶ Development Is Aided By Stimulation
It Is Effected By Cultural Changes
- ▶ In Every Phase Of Development **THREE A'S**
 - ▶ **ACCEPTANCE;**
 - ▶ **ACHEIVEMENT; And**
 - ▶ **AFFECTION.**

Are Important

Late Childhood

- ▶ AGE (6-14)
- ▶ CALLED AS GANG AGE OR AGE OF CONFORMITY
- ▶ PEERS INFLUENCE IS MORE THAN PARENTS
- ▶ IT IS ALSO A PERIOD OF ACHIEVEMENTS.
- ▶ AND CREATIVITY



Characteristics

- ▶ Physical Attributes: Height And Weight Increases.
- ▶ Skills: Self Help Skills, social Skills, Play Skills, School Skills Improve
- ▶ Speech: Pronunciation, Speech And Vocabulary Develops.
- ▶ Emotions: **Period** Of Heightened Emotions, Learn To Control Pent Up Emotions.
- ▶ Play Interests In Late Childhood: Play Activities Decreases And Depends On The Conformity Of The Gang, Gender Appropriate Along With Amusements In Television ,Video Games, Social Media. Constructive Play Comes In Like Singing, Drawing, Clay Making But They Are More Sensitive Towards Criticism.
- ▶ **Exploring**: They Are More Into Exploring With Their Gang Members Rather Than Alone. They Go Beyond Their Immediate Surroundings.

- ▶ Games And Sports : They Play More Competitive Games.
- ▶ Amusements: They Start Reading Adventure Books,
- ▶ Adventure Movies, Daydreaming And Fantasising Becomes A Part Of Life Concepts Like Life And Death, Bodily Functions, Space, Numbers, Social Roles
- ▶ Moral Standard Become More Standardised And According To Group Conformity, The Moral Code Become Akin With Their Parents.
- ▶ Discipline Is Important In Development Of Moral Codes.
- ▶ Discipline Should Aid In Building Of Moral Character With Rewards And Punishments And It Should Be Consistent.
- ▶ Development Of Conscience Takes Place In Late Childhood Age.

- ▶ Common Misdemeanours:
- ▶ Fighting With Siblings
- ▶ Breaking Possession Of Other Family Members
- ▶ Lying, Being Rude, Stealing, Using Vulgar And Obscene Language, Being Truant, Use Of Drugs, Cheating, Teasing, Bullying, Whispering and Clowning.
- ▶ Gender Stereo Typing Rules Is According To The Conformity Of The Gangs To Which They Belong

Common Conditions Contributing To Deterioration In Family Relationships

- ▶ Attitude Of Parents
- ▶ Parental Expectations
- ▶ Authoritarians And Permissive Disciplinary Practices.
- ▶ Low Socio Economic Status
- ▶ Comparison Of Parents With Their Friends Parents.
- ▶ Sibling Friction

Personality Changes

- ▶ Their Self Concept Changes As Their Horizon widens.
- ▶ Developing Of Ideal Self Concepts.
- ▶ Search For Identity Begins.

Psychological Hazards Leading to Maladjustment



Puberty

- ▶ It's A Time Of Rapid Growth And Change. It Is A Short Between A Late Childhood And Adolescence.
- ▶ It Is Caused By Hormonal Changes 13 Years For Girls And 14 For Boys.
- ▶ The Major Changes In Puberty Are Body Size Proportion And Sexual Characters
- ▶ The Psychological Hazard Is A Tendency To Develop Unfavourable Self Concepts, Unwillingness To Accept Change Bodies Or Socially Accrued Gender Roles.
- ▶ It Is One Of The Most Difficult Period Of Life Span.



Adolescence

- ▶ Age: 13 To 18 Years
- ▶ It Is An Important Period Along With Physical Rapid Mental Development Affairs.
- ▶ A New Pattern Of Behaviour Sets In.
- ▶ There Is Confusion About The Roles Is Expected To Play.
- ▶ There Is Heightened Emotionality, Strong Feeling Of Emotionality, Changes In The Bodies Their Interest In The Roles They Need To Play.
- ▶ Their Value Systems Also Change.
- ▶ They Are Not Confident Of Their Responsibilities.



- ▶ Emotionality During Adolescence Due To The Period Of Strong And Stress.
- ▶ A Time Of Heightened Emotion Because Of Hormonal Changes.
- ▶ This May Be Because Of New Social Expectations.
- ▶ The Emotional Pattern Of Adolescence Changes By Sulking Refusing To Speak, Loudly Criticizing, But These Boys And Girls Become Emotionally Mature By The End Of The Period.
- ▶ They Have Increased Peer Group Influences.
- ▶ Their Social Insight And Participation Increased.
- ▶ They Become Choosy In Selection Of Associates And Friends.
- ▶ They Start Having 2 Or 3 Close Friends Breaking The Gang Culture.
- ▶ The Common Social Interest Are Partying, Drinking, Substance Abuse, Wordily Affairs.
- ▶ There Is Change In Religious Interest.

- ▶ There Is Change In Moral Conduct Also.
- ▶ It Becomes More Abstract And Less Conflict.
- ▶ Moral Judgement Becomes Increasingly Cognitive With Becoming Less Ego-centric.
- ▶ This Is The Toughest Face Of Adolescence.
- ▶ A New Moral Hope On The Basis Of Concepts Of Right And Wrong Develop.
- ▶ **BUILDING A MORAL CODE IS DIFFICULT FOR ADOLESCENCE FOR THE INCONSISTENCIES THEY ENCOUNTER IN DAILY LIFE.**
- ▶ **INNER CONTROL OF BEHAVIOUR TAKES OVER BY DEVELOPMENT OF CONSCIENCE.**
- ▶ They Start Behaving Social Expectations Where Both Guilt And Shame Are Present.

Common Causes Of Family Friction During Adolescence

- ▶ Standards Of Behaviour
- ▶ Methods Of Discipline
- ▶ Relationships With Siblings.
- ▶ Feeling Victimized
- ▶ Hypercritical Attitudes
- ▶ Family Size
- ▶ Immature Behaviour
- ▶ Rebellion Against Relatives
- ▶ Latchkey Problems

RESILIENCE IN ADOLESCENCE

Domain	Factors
Family factors	Absence of early separation or losses Secure attachment Authoritative parenting Father involvement
Community factors	Positive educational experience Good social support network (including good peer relationships, and involvement in organised religious activity) High socioeconomic status
Psychological traits	High ability level Easy temperament
Self-evaluative beliefs	High self-esteem Internal locus of control Task-related self-efficacy
Coping skills	Planning skills Skill in seeking social support Sense of humour Empathy skills

- ▶ Personality Changes

- ▶ While Most Adolescence Are Anxious To Improve Their Personality In The Hope Of Advancing Their Social Group May Of The Conditions Influencing Their Self Concepts Are Beyond Their Self Control.

- ▶ Self Concept

- ▶ Self Concept Is Influenced By Appearance , Ideal Self Concept, Peer Group, Creativity, Then Level Of Aspiration.

- ▶ Psychological Hazards

- ▶ Poor Foundation During Childhood, Late Maturity, Prolong Treatment As Children And Prolong Dependency.

Common Danger signals of adolescence of maladjustment

- ▶ Irresponsibility has shown in neglect of studies for bringing social approval
- ▶ Aggressive attitude.
- ▶ Feeling of insecurity.
- ▶ Excessive daydreaming.
- ▶ Regression to earlier levels of behaviour in an attempt to win favour and recognition.

TEMPERAMENT

Temperament refers to the set of inborn characteristics that distinguish one person from another in the behavior style. It Manifest with age personality becomes more coherent.

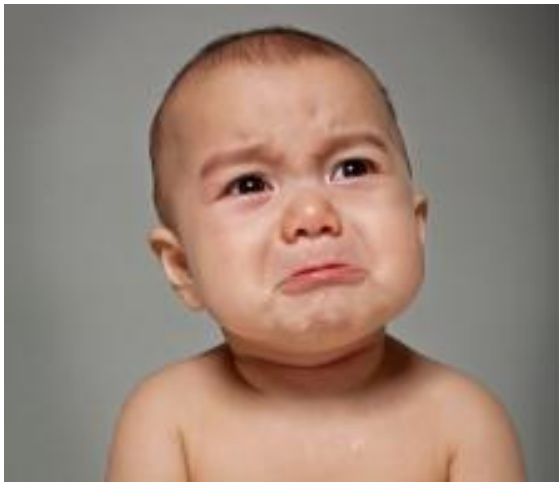
At birth the child is divided into Easy, difficult and slow to warm up child.

Three schemes for classifying temperament

- Thomas & Chess (1977)
 - Easy: Highly adaptable, positive and moderate in mood; accept frustration with little fuss



- ▶ Difficult: Lacking adaptability, moods intense and often negative



- Slow to warm up: Wary and shy in new situations; becoming increasingly positive and adaptable



Social-Cultural Influences: esp. Parents, also peers, teachers, etc.,

Caregiver-
infant
interaction

Feedback

Modelling
Reinforcement

Emotional
Discourse

Genes

Temperamental
emotionality

Learned Skills
for emotional
response

Self-aware
emotional
regulation

FRAMING OF PERSONALITY

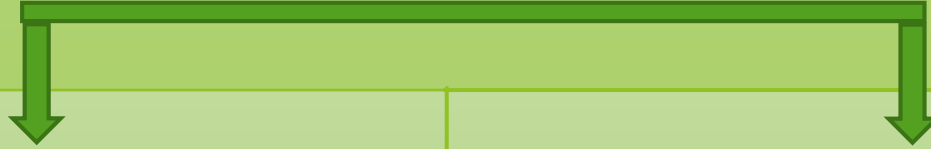
BECOMING A PERSONALITY

- ▶ Personality Antecedents
 - ▶ Traits
 - ▶ Endocrine and Nervous System
 - ▶ Body Shape and Physical Ability
 - ▶ Intelligence
- ▶ Environmental Factors
 - ▶ Organic Factor
 - ▶ Socio Cultural Factor
 - ▶ Socio Economic Factor
 - ▶ Family Composition
 - ▶ Family Size
 - ▶ Marital Adjustment - Stable & Unstable
 - ▶ Attachment Style
 - ▶ Parental Styles
 - ▶ Authoritative
 - ▶ Permissive
 - ▶ Neglected
 - ▶ Parental Communication
 - ▶ Level Of Education

GENERAL SELF CONCEPT

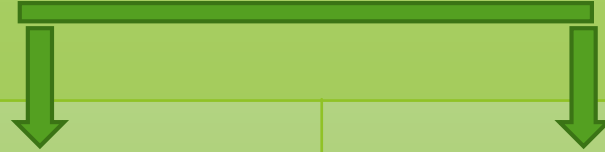
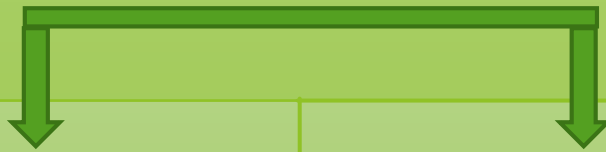


GENERAL SOCIAL SELF CONCEPT



SCHOOL SOCIAL SELF CONCEPT

FAMILY SOCIAL SELF CONCEPT

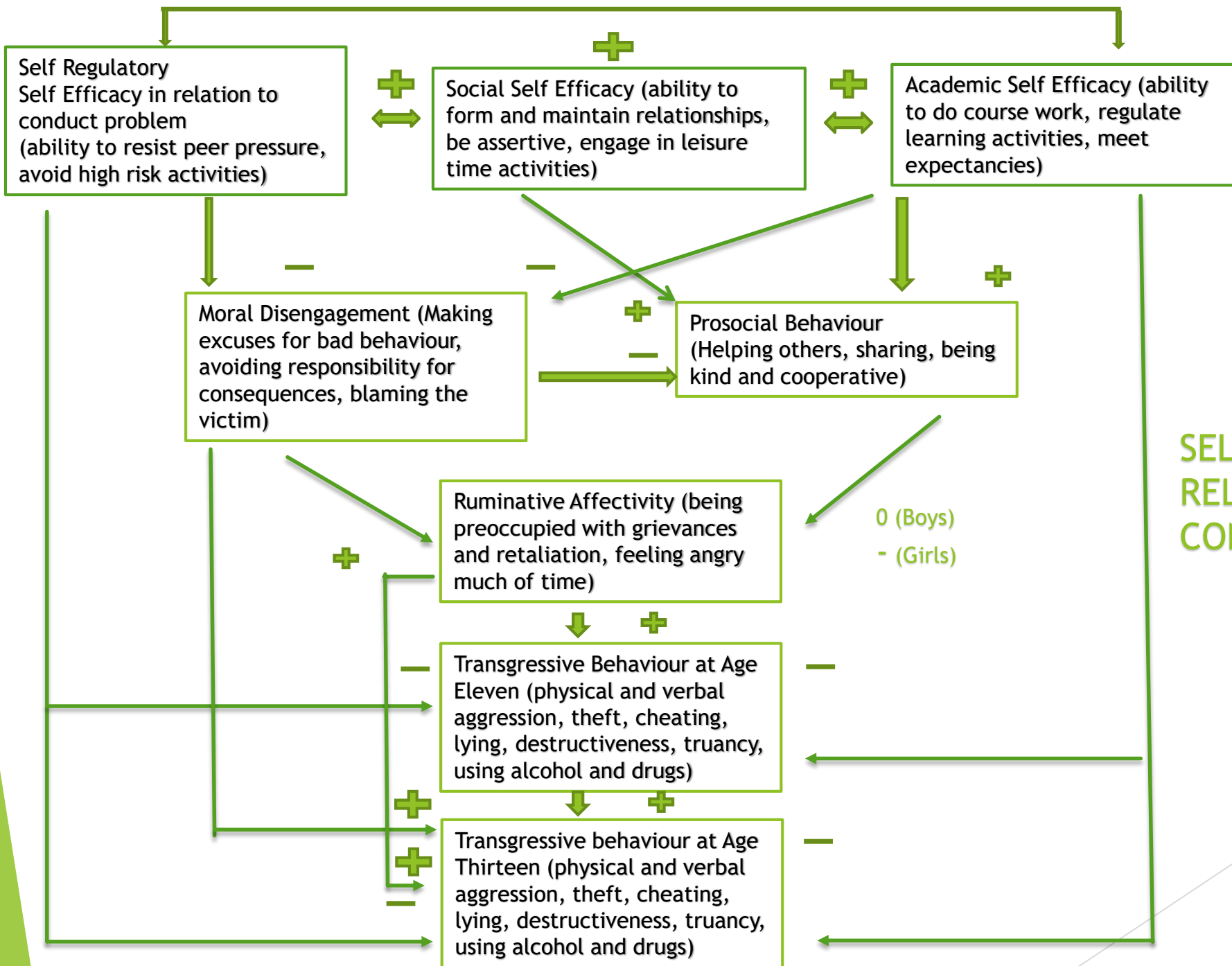


**CLASSMATES
SOCIAL SCHOOL
SELF CONCEPT**

**TEACHERS
SOCIAL SCHOOL
SELF CONCEPT**

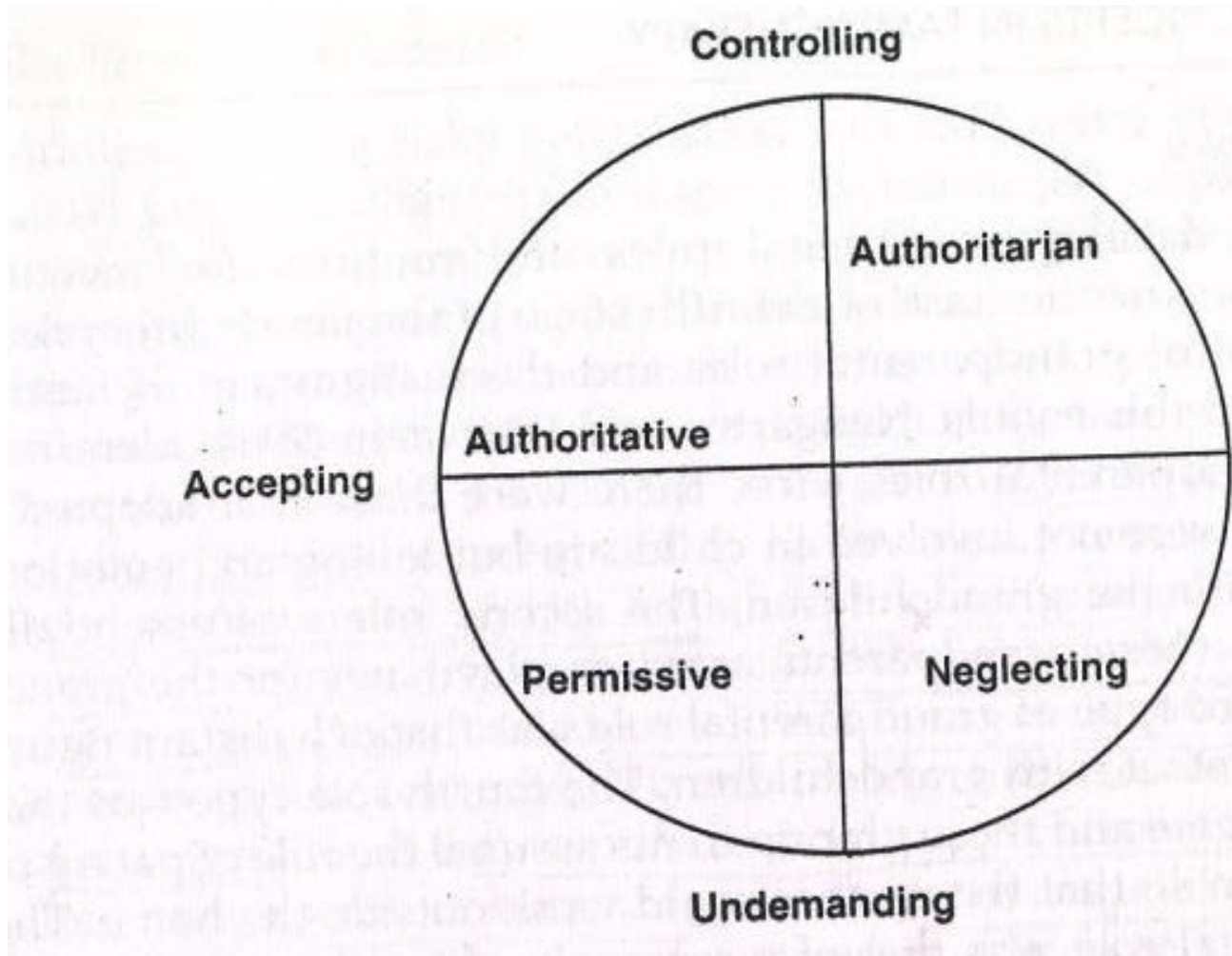
**SIBLINGS FAMILY
SOCIAL SELF
CONCEPT**

**PARENTS
FAMILY SOCIAL
SELF CONCEPT**



SELF EFFICACY IN RELATION TO CONDUCT PROBLEM

0 (Boys)
- (Girls)



PATTERNS OF PARENTING

PARENTAL AND ATTACHMENT STYLE

	Low Positive	Anxiety Model Of Self	High Negative
Low Positive	<p>Secure - Child Secure - Adult</p>	<p>Anxious Ambivalent - Child Preoccupied - Adult</p>	
Avoidance Model Of Self	<p>Secure Child is Autonomous Adult is Autonomous Parenting is Responsive Family Style is Adaptable Style B</p>	<p>Insecure Child is angry/Clingy Adult is Preoccupied Parenting is intermittently available Family style is enmeshed Style C</p>	
High Negative	<p>Avoidant - Child Dismissing - Adult</p> <p>Insecure Child is avoidant Adult is distant Parenting is rejecting Family Style is disengaged Style A</p>	<p>Disorganised - Child Fearful - Adult</p> <p>Insecure Child is clingy/avoidant Adult approach - avoidance conflicts Parenting is abusive or absent Family style is disoriented Style D or A/C</p>	

ATTACHMENT STYLE OF MOTHER TO CHILD

The Early Social Development Of The Child Is Given By Attachment Theory By John Bowlby (1980). Attachment Is A Long Enduring Emotional Tie To A Specific Individual.

- ▶ Attachment
 - ▶ Selective
 - ▶ Physical Proximity Seeking
 - ▶ Comfort And Security

Seeking Attachment Is A Highly Complex Task And It Requires First Year Of The Child.

Phases Of Attachment Development

Pre Attachment - 0 - 2

Attachment In The Making - 2 - 7

Clear Cut Attachment - 7 -24

Goal Directed - 2 Year Afterwards Partnership

- ▶ The Previous Attachment Were External Responses Activated While The Goal Directed Partnership Attachment Is Internally Demanding.
- ▶ The Attachment Patterns Have Been Divided Into
 - ▶ Securely Attached
 - ▶ Insecurely Attached
 - ▶ Avoidant
 - ▶ Anxious
 - ▶ Disorganized

The Relationships Are Framed Apart From The Family In The Peer Relationship.

▶ Both Vertical → Greater Knowledge

Horizontal → By Ladd (1992)

▶ If The Parents Are More Intrusive Then There Is Socially Unskilled Child

▶ If The Parent Are Cold And Rejecting Children Are Highly Aggressive

▶ Parents Who Are Warm And Supportive, Highly Authoritative Social Skills Development Is Lacking

PERSONALITY CHARACTERISTICS OF POPULAR, REJECTED AND NEGLECTED CHILDREN

- ▶ Popular Children
 - ▶ Positive, Happy Disposition
 - ▶ Physically Attractive
 - ▶ Lots Of Dyadic Interaction
 - ▶ High Levels Of Cooperative Play
 - ▶ Willing To Share
 - ▶ Able To Sustain An Interaction
 - ▶ Seen As Good Leaders
 - ▶ Little Aggression

▶ Rejected children

- ▶ Much disruptive behavior
- ▶ Argumentative and antisocial
- ▶ Extremely active
- ▶ Talkative
- ▶ Frequent attempts at social approaches
- ▶ Little cooperative play, unwilling to share
- ▶ Much solitary activity
- ▶ Inappropriate behavior

▶ Neglected children

- ▶ Shy
- ▶ Rarely aggressive; withdraw in face of others aggression
- ▶ Little antisocial behavior
- ▶ Not assertive
- ▶ Lots of solitary activity
- ▶ Avoid dyadic interaction, more time with larger groups

Theories Of Personality

- ▶ Psycho - Analytical Theory - Freud
- ▶ Learning Theory - Pavlov
- ▶ Humanistic Theory - Carl Rogers & Maslow

The behaviour pattern of personality is manifested by

- **Motor**
- **Thinking**
- **Emotions**

Theories of Personality Development

ERIK ERIKSON's → Identity CRISIS

Approximate age	Development
0-1 ½ years	Trust vs. mistrust Developing confidence in others dependability
1 ½ - 3 years	Autonomy vs. shame Developing self-assertiveness and self-control
3-6 years	Initiative vs. guilt Developing a sense of purpose in independent action
6-11 years	Industry vs. inferiority Developing motivation to learn and acquire skills
Adolescence	Identity vs. role confusion: Developing a sense of self as a unique individual
Young adulthood	Intimacy vs. isolation: Developing a sense of self as a unique individual
Middle age	Generativity vs. stagnation: Developing a sense of commitment to work
Old age	Integrity vs. despair. Acceptance of life and death

Emotional Development




For the child it is important to be




- ▶ Aware of one's own emotional state.
- ▶ Controlling the overt expression of one's emotion.
- ▶ Recognizing emotions in other people.

This is called an Emotional Competence. Emotion is the subjective reaction to a salient phenomenon characterized by physiological, experimental and overt behavioral changes.

Children need not to be taught emotions

Six basic emotions and their expression

Emotion	Facial expression	Physiological reaction	Adaptive function	
Anger	Brows lowered and pulled together; mouth open and square or lips pressed together	Increased heart rate and skin temperature; facial flushing	Overcome obstacle; attain goal	
Fear	Brows raised; eyes wide and tense, rigidly fixated on stimulus	High, stable heart rate; low skin temperature; gasping respiration	Learn about threatening agent; avoid danger	
Disgust	Brows lowered; nose wrinkled; raised cheeks and upper lip	Low heart rate and skin temperature; increased skin resistance	Avoid harmful source	

Sadness	Inner corners of brows up; corners of mouth pulled down and middle of chin pulled up	Low heart rate; Low skin temperature; low skin conductance	Encourage others to give comfort	
Joy	Corners of mouth up and back; cheeks raised; eyes narrow	Increased heart rate; irregular breathing; elevated skin conductance	Signals readiness for friendly interaction	
Surprise	Eyes wide, eyebrows raised; mouth open; continuing orienting to stimulus	Heart rate slowed; breathing briefly suspended; general loss of muscle tone	Prepare to assimilate a new experience; enlarge visual field	

In course of time emotions change as a result of motivation and socialization. New emotions child not only experience emotions as they grow old but increasingly think about them as well.

The child of three and above can label the emotion correctly.

Theory of mind

The realization that others have an internal world and ability to depict that world as distinctive to each individual.

This develops in preschool years [Paul Harris] 1989

Ex: One thing which brings happiness to one can't bring happiness to other

Display Rules of emotions

It refers to the cultural norms for the overt expression of emotion in both the emotions to be displayed and the circumstances to be displayed.

The Child first learns to display the emotions from the family.

The display of emotions is strongly influenced by the attachment of the child.

Cognitive Development

Piaget didn't regard cognitive development as a quantitative accreditation of knowledge but it was followed by a series of steps.

- ▶ Sensorimotor
- ▶ Preoperational
- ▶ Concrete operations
- ▶ Formal operations
- ▶ He concentrated on how the child acquires knowledge. He did not believe that child who has arrived in the world is an empty vessel passively to be filled by experience, but is rather a being already equipped with a certain psychological organization.

Piaget's stages of Cognitive development

Stage	Distinguishing features
Sensorimotor (birth to 2 years)	Babies depend on sensory motor means of learning about and understanding their environment. Cognitive structures are action based, becoming increasingly complex and coordinated. Only in the latter parts of this period will actions be internalized to form the first representational symbols.
Preoperational (2-7 years)	Children are capable of using symbols (words, mental images) in their efforts to understand the world. Imaginative play becomes possible, while children able clearly to distinguish fantasy from reality. Thinking is primarily egocentric, and not until the latter part of this period will children become capable of thinking into account the view point of others

Concrete operations (7-11 years)

Children acquire a variety of mental operations such as multiple classification, reversibility, seriation and conservation whereby they can mentally manipulate symbols in different ways. Logical thought appears, but problem solving is still mainly tied to concrete events rather than abstract concepts.

Formal Operations (11 years on)

Children are now capable of mental operations involving abstractions and logical reasoning. They can consider a variety of possible solutions to a problem without having to act them out, in that they are able to deal with entirely hypothetical situations. Thinking is increasingly about ideas rather than objects

Term	Definition
Intelligence	According to Piaget, intelligence is a particular instance of biological adaptation. It refers to the mental processes whereby such adaptation is brought about and not to the differences between individuals in their cognitive competence
Adaptation	The inborn tendency found in all biological organisms to adjust to be demands of the environment.
Schema	The basic cognitive structure founded on sensorimotor action or thought which individuals choose to make sense of their experience

Assimilation

The mental process whereby an individual incorporates new experiences into existing schemas, thus transforming incoming information to fit previous ways of thinking.

Accommodation

The mental process whereby the individual modifies existing schemas to fit new experiences, thus adapting previous modes of thought to incoming information.

Equilibrium

The state of affairs when the individual's schemas are in balance with the environment. When there is disequilibrium, a restructuring of schemas needs to occur.

KNOWLEDGE IS CONSTRUCTED THROUGH CHILD-ENVIRONMENT INTERACTION.

It Is Neither Innately Organized Nor Supplied By Experience Alone, But Arises From The Child's Active **Exploration Of Things And (Later) Of Ideas**. Acquiring Knowledge Is Thus Action Based, And Never A Process Of Passively Accumulating Information. This Applies To All Ages: Just As The Baby Has To Act Upon The Doll To Discover Its Properties, So The School - Age Child Has To Act Upon And Manipulate Mental Ideas In Order To Find Out Their Possibilities.

Conduct Disorder

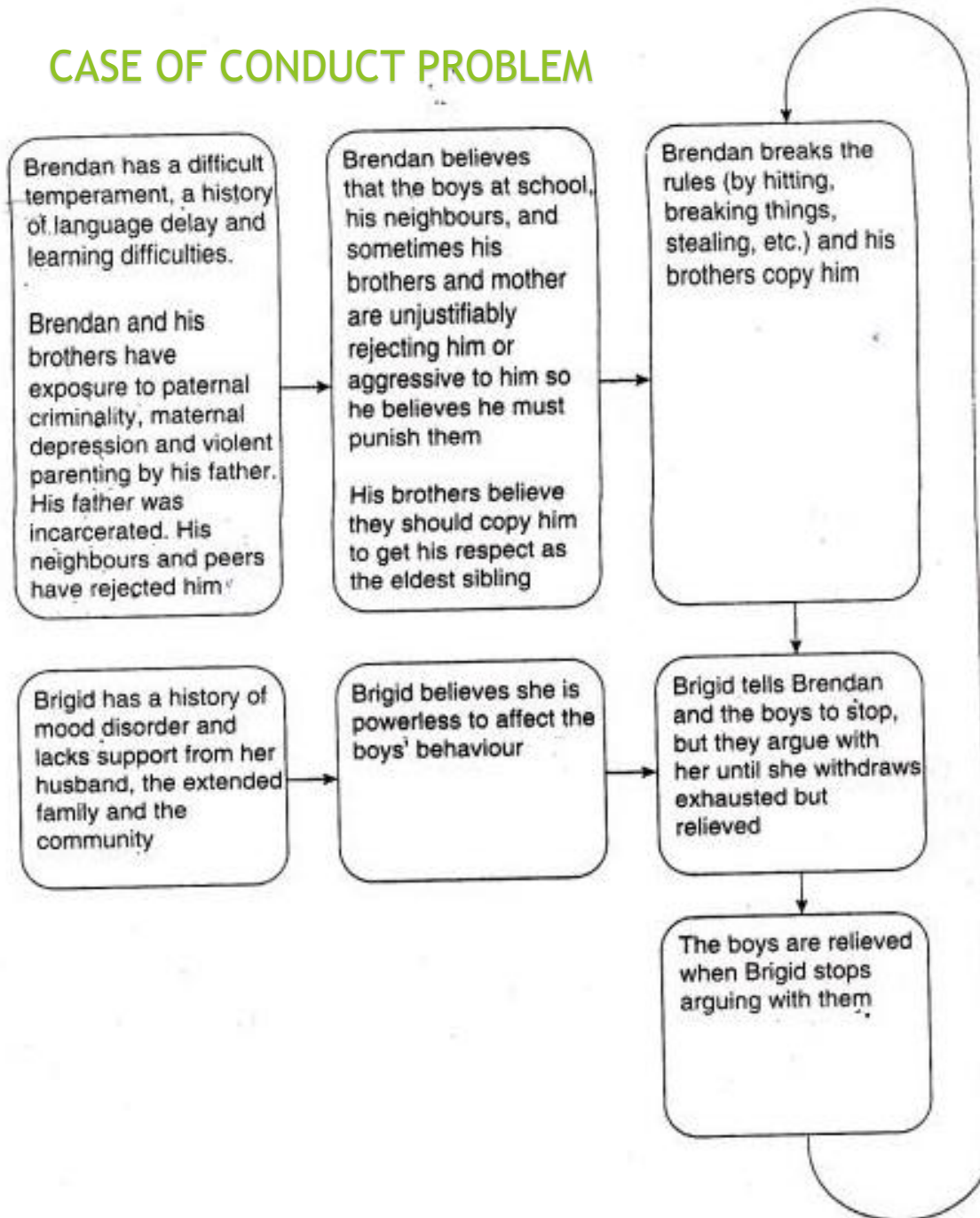
- ▶ Bio-psycho Social Disorder
- ▶ Due To Harsh Authoritative And Permissive Parenting Styles
- ▶ Chaotic Home Conditions
- ▶ Then Parental Psychopathology
- ▶ Child Abuse And Neglect
- ▶ Low Socio Economic Status
- ▶ Low Education
- ▶ Unemployed Parents
- ▶ Lack Of Social Support
- ▶ Poor Control Of Emotions
- ▶ Poor Modelling Of Impulse

- ▶ It Doesn't Develop Overnight Externalising Behaviours Like Aggression, Impulsivity And Anger Is Common Along With Truancy Lying, Stealing And Substance Abuse.

Psychological Features

- ▶ Temperamental Issue
- ▶ Lack Of Pro Social Behaviour
- ▶ Poor Self Esteem
- ▶ Lack Of Social Adjustment
- ▶ Aggression
- ▶ Impulsivity
- ▶ Psycho - Pathology

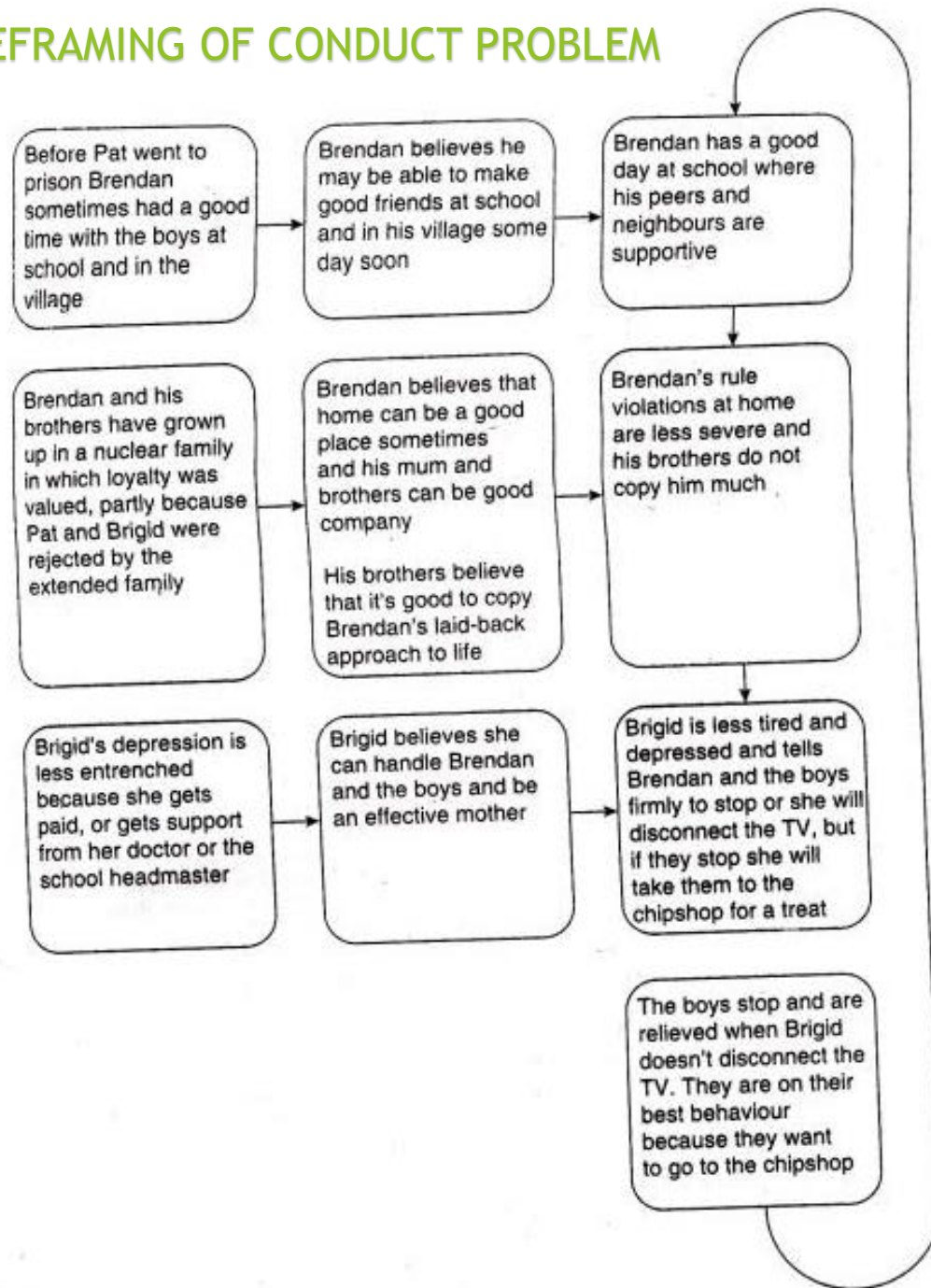
CASE OF CONDUCT PROBLEM



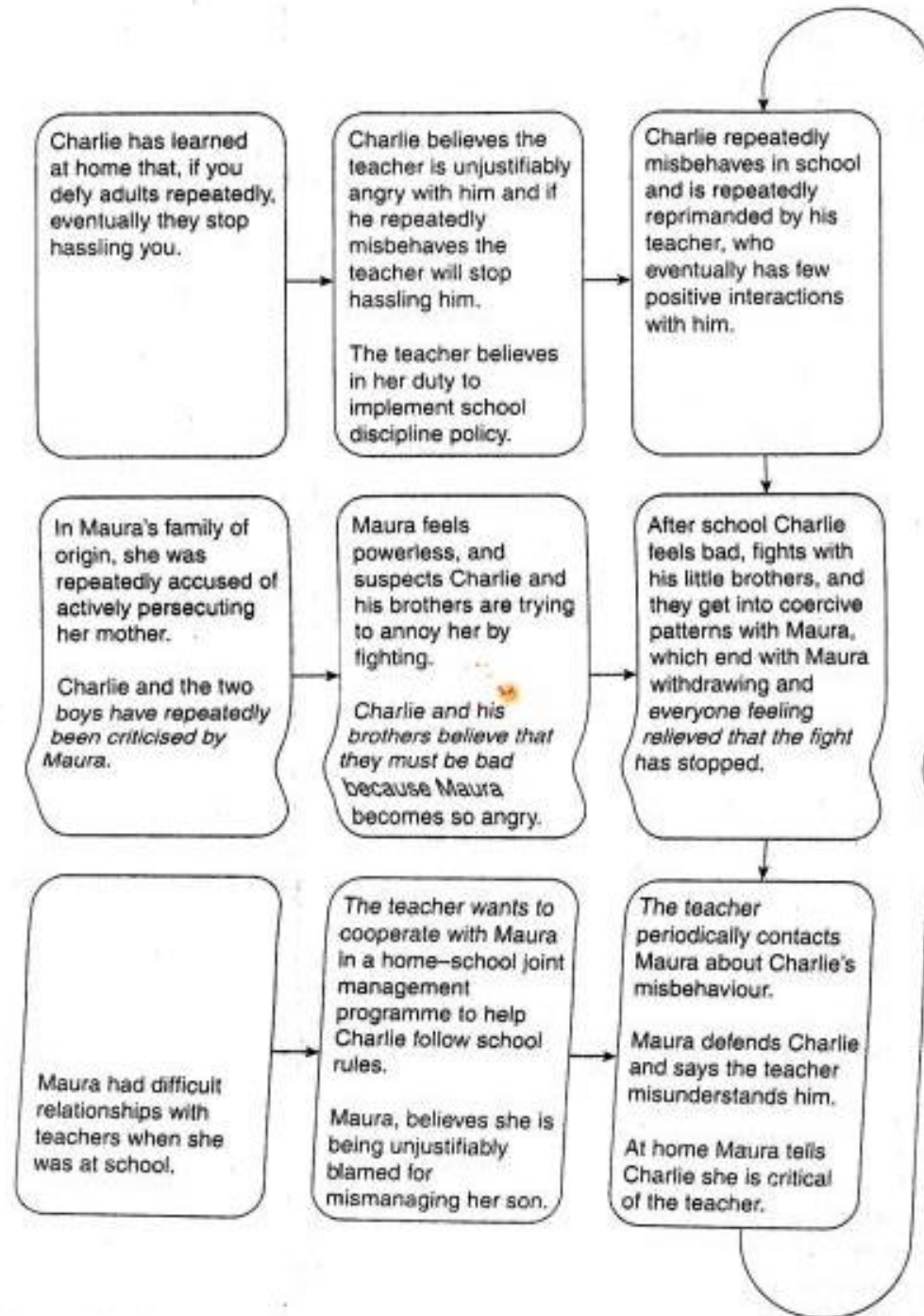
Treatment

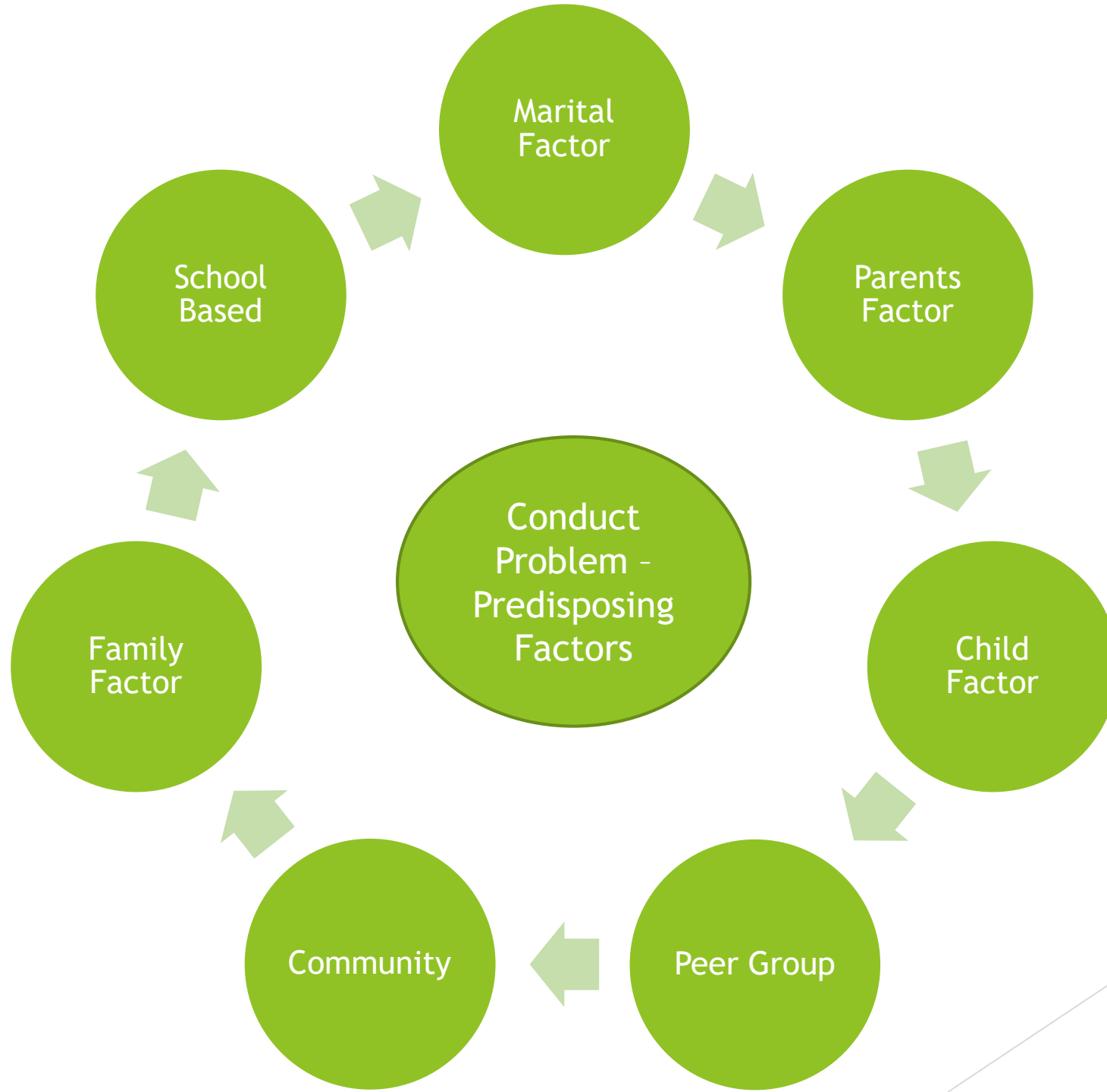
- ▶ Social Skills Training
- ▶ Problem Solving Training
- ▶ Self Control Training
- ▶ Anger Management
- ▶ Improvement Of Inter-personal Behaviour.

REFRAMING OF CONDUCT PROBLEM



EXAMPLE FOR CONDUCT disorder





FORMULATION OF CASE STUDY

Contexts	Belief systems	Behaviour patterns
<i>Historical</i>	Denial of the problem	The problem person's symptoms and problem behaviour
Major family-of-origin stresses	Rejection of a systemic framing of the problem in favour of an individualistic framing	The sequence of events that typically precede and follow an episode of the symptoms or problem behaviour
1. Bereavements	Constraining beliefs and narratives about personal competence to solve the problem	The feelings and emotions that accompany these behaviours, particularly positive feelings or pay-offs
2. Separations		
3. Child abuse		
4. Social disadvantage		
5. Institutional upbringing		
Family-of-origin parent-child problems	Constraining beliefs about problems and solutions relevant to the presenting problem	Patterns involving ineffective attempted solutions
1. Insecure attachment	Constraining beliefs and narratives about the negative consequences of change and the negative events that may be avoided by maintaining the status quo	Patterns involving confused communication
2. Authoritarian parenting		
3. Permissive parenting		
4. Neglectful parenting		
5. Inconsistent parental discipline		
6. Lack of stimulation		
7. Scapegoating		
8. Triangulation		
Family of origin parental problems	Constraining beliefs and narratives about marital, parental and other family relationships	Symmetrical and complementary behaviour patterns
1. Parental psychological problems	Constraining beliefs and narratives about the characteristics or intentions of other family members or network members	Enmeshed and disengaged behaviour patterns
2. Parental drug or alcohol abuse		
3. Parental criminality		
4. Marital discord or violence		
5. Family disorganisation		
<i>Contextual</i>	Constraining cultural norms and values	Rigid and chaotic behaviour patterns
Current lifecycle transitions	Constraining attributional style (internal, global, stable, attributions for problem behaviour)	Authoritarian and permissive parenting patterns
Home-work role strain		
Lack of social support		
Recent loss experiences		
Bereavement		
Parental separation		
Recent illness or injury		
Unemployment		
Moving house or schools		
Recent bullying		
Recent child abuse	Inconsistent parenting patterns	
		Coercive interaction patterns

Contexts	Belief systems	Behaviour patterns
Poverty Secret romantic affairs	Constraining cognitive distortions	Patterns involving inadvertent reinforcement
<i>Constitutional</i> Genetic vulnerabilities Debilitating somatic states Early illness or injury Learning difficulty Difficult temperament	<ol style="list-style-type: none"> 1. Maximising negatives 2. Minimising positives 	Pathological triangles and triangulation Patterns involving lack of marital intimacy
	Constraining defence mechanisms <ol style="list-style-type: none"> 1. Denial 2. Passive aggression 3. Rationalisation 4. Reaction formation 5. Displacement 6. Splitting 7. Projection 	Patterns involving a significant marital power imbalance Patterns including lack of coordination among involved professionals and family members

TREATMENT PATTERN

Contexts	Belief systems	Behaviour patterns
<i>Historical</i>	Acceptance of the problem	The sequence of events that occurs in those exceptional circumstances where the problem does not occur
Positive family-of-origin experiences	Acceptance of a systemic framing of the problem	
Positive family-of-origin parent-child relationships	Commitment to resolving the problem	
Secure attachment	Empowering beliefs and narratives about personal competence to solve the problem	The feelings and emotions that accompany these behaviours, particularly positive feelings or pay-offs
Authoritative parenting		
Clear communication		
Flexible family organisation	Empowering beliefs and narratives about problems and solutions relevant to the presenting problem	Patterns involving effective solutions and good problem-solving skills
Good parental adjustment		
Parents had good marital relationship	Beliefs and narratives about the advantages of problem resolution outweigh beliefs about the negative consequences of change and the negative events that may be avoided by maintaining the status quo	Patterns involving clear communication
Successful experiences of coping with problems		Emotionally connected behaviour patterns involving family loyalty
<i>Contextual</i>		
Empowering cultural norms and values		Flexible behaviour patterns
Good social support network		
Low family stress	Empowering beliefs and narratives about marital, parental and other family relationships, particularly loyalty	Authoritative, consistent, cooperative parenting patterns
Positive educational placement		
Balanced home and work roles		Intimate, egalitarian marital interaction patterns
High socioeconomic status	Benign beliefs and narratives about the characteristics or intentions of other family members or network members	Patterns including good coordination among involved professionals and family members
<i>Constitutional</i>		
Physical health		
High IQ		
Easy temperament	Optimistic attributional style (internal, global, stable, attributions for productive behaviour and situational attributions for problem behaviour)	

(Continued on next page)

TREATMENT PATTERN

Contexts	Belief systems	Behaviour patterns
<p><i>Addressing family-of-origin issues</i></p> <ul style="list-style-type: none"> Facilitating exploration of transgenerational patterns, scripts myths and relationship habits Facilitating re-experiencing, expressing and integrating emotions from family-of-origin experiences that underpin destructive relationship habits Coaching clients to reconnect with cut-off parental figures 	<p><i>Addressing ambivalence</i></p> <ul style="list-style-type: none"> Exploring ambivalence, beliefs about pros and cons of change, and the dilemma of change Exploring beliefs about catastrophes associated with change Exploring beliefs about powerlessness and change <p><i>Highlighting strengths</i></p> <ul style="list-style-type: none"> Relabelling individual actions and attributes in positive non-blaming terms Pinpointing frequently used but unacknowledged individual and family strengths 	<p><i>Creating a therapeutic context</i></p> <ul style="list-style-type: none"> Contracting Laying ground rules Facilitating turn taking Managing time and space <p><i>Changing behaviour patterns in sessions</i></p> <ul style="list-style-type: none"> Enactment Coaching Unbalancing Boundary marking
<p><i>Addressing contextual issues</i></p> <ul style="list-style-type: none"> Changing roles Building support Rituals for mourning losses Home-school liaison meetings Network meetings Child protection Advocacy Exploring secrets 	<p><i>Reframing problems</i></p> <ul style="list-style-type: none"> Framing problems in interactional terms Framing problems in solvable terms Framing intentions in positive terms <p><i>Presenting multiple perspectives</i></p> <ul style="list-style-type: none"> Split messages Reflecting team practice 	<p><i>Tasks to change behaviour patterns between sessions</i></p> <ul style="list-style-type: none"> Symptom monitoring Encouraging restraint Practicing symptoms Graded challenges
<p><i>Addressing constitutional factors</i></p> <ul style="list-style-type: none"> Psychoeducation about condition Facilitating adherence to medication regime Referral for medical consultation Supporting appropriate educational placement if required for individuals with learning difficulties 	<p><i>Externalising problems and building on exceptions</i></p> <ul style="list-style-type: none"> Separate the problem from the person Identify and amplify exceptions including pre-therapy improvements Involve network members Link the current life exceptions to the past and future 	<p><i>Skills training</i></p> <ul style="list-style-type: none"> Communication skills training Problem-solving skills training <p><i>Changing behavioural consequences</i></p> <ul style="list-style-type: none"> Reward systems Behaviour control

COMMUNICATION PATTERNS

Specific guidelines

Listening skills

Listen without interruption

Summarise key points

Check that you have understood accurately

Reply

Communication skills

Decide on specific key points

Organise them logically

Say them clearly

Check you have been understood

Allow space for a reply

General guidelines

Make a time and place for clear communication

Remove distractions and turn off the TV

Discuss one problem at a time

Try to listen with the intention of accurately remembering what was said

Try to listen without judging what is being said

Avoid negative mind-reading

State your points without attacking the other person

Avoid blaming, sulking or abusing

Avoid interruptions

Take turns fairly

Be brief

Make congruent 'I statements'

PROBLEM SOLVING SKILLS

Specific guidelines

Define the problem
Brainstorm options
Explore pros and cons
Agree on a joint action plan
Implement the plan
Review progress
Revise the original plan

General guidelines

Make a time and place for clear communication
Remove distractions and turn off the TV
Discuss one problem at a time
Divide one big problem into a few small problems
Tackle problems one at a time
Avoid vague problem definitions
Define problems briefly
Show that the problem (not the person) makes you feel bad
Acknowledge your share of the responsibility in causing the problem
Do not explore pros and cons until you have finished brainstorming
Celebrate success

BEHAVIOUR MANAGEMENT

Specific guidelines	General guidelines
Define the target behaviour clearly	Present the reward system to your child as a way of helping him or her learn grown-up habits
Decide when and where the monitoring will occur	All parental figures in the child's network should understand and agree to using the system
Make a smiling-face chart or points chart	Use a chart that is age-appropriate. Smiling faces or stars are good for children and points may be used for adolescents
Explain to the child that they can win points or smiling faces by carrying out the target behaviour	The sooner points are given after completing the target behaviour, the quicker the child will learn
Ask the child to list a set of prizes that they would like to be able to buy with their points or smiling faces	Highly valued prizes lead to faster learning
Agree on how many points or faces are necessary to buy each prize	Try to fine tune the system so that successes are maximised
Follow through on the plan and review it for effectiveness	If prizes are not being won, make the target behaviour smaller and clearer, or the cost of prizes lower, and make sure that all parent figures understand and are committed to using the system
	If the system is not working, do not criticise the child
	Always keep the number of target behaviours below five

THANK YOU

Dr. M. ANURADHA

Ph.D. - Neuro - Psychology

CLINICAL PSYCHOLOGIST

PSYCHIATRY DEPARTMENT - Consultant - CARE HOSPITALS