

PROGRAM UPDATES

Keeping up with the S.E.L.F. -Regulation Lab



Center for Children and Families



We are continuing to provide our early intervention services via the Children's Trust and a National Institute of Mental Health (NIMH) grant: The AHEAD Project.

⇒ To date we have served **over 500 families** in our community via our Summer Programs (STP-Prek, School Readiness Camp) as well as our parenting services (PCIT).

We are very excited to announce that we just received a **5-year grant** from the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK) to examine what factors predict children's physical health development.



National Institute of Diabetes and Digestive and Kidney Diseases



National Institute of Mental Health



By: Dr. Graziano

Volume 1, Issue 3

12/19/18

Special points of interest

- ☺ In this newsletter, we wanted to share with you some of our findings from the research you have helped create in the last year
- ☺ AHEAD families, see you for your 1 year follow-up in February!
- ☺ Teachers see pg. 5 for a training Dr. Graziano conducted on strategies to manage disruptive behavior in the classroom
- ☺ We are starting to take calls for STP-PreK 2019

Reminders/Upcoming Events

We are currently completing our school readiness 1 year follow-ups. So if you came to see us earlier in the year for a school readiness evaluation, please come back to see us!

Remember, if you are in the AHEAD grant and complete your 1-year follow-up, you are eligible to receive our summer camp tuition FREE!!

As part of the new grant, if you have not completed your 24-hr dietary recalls, keep in mind that a nutritionist will be calling you in January. You must complete these assessments to be eligible for the tuition free summer camp.



Inside this issue:

ADHD and Sleep	2
Emotion Regulation	3
Emotional Awareness and Development	4
ADHD and Disruptive Behavior in the Classroom—	5
Current studies	6

ADHD and Sleep



Quality sleep is a crucial factor for children's healthy development.

Children who do not get quality sleep:

- ◆ Experience more behavior and attention problems at school
- ◆ Experience worse mood and crankiness
- ◆ Experience worse physical health outcomes



How much sleep is enough?

- ◆ 1-2 years: 11-14 hours
- ◆ 3-5 years: 10-13 hours
- ◆ 6-12 years: 9-12 hours

We also know that children with Attention deficit/ hyperactivity disorder (ADHD) are significantly more likely to have sleep problems.

Thanks to you, we did recently completed a study on children's sleep and found that after completing the STP-PreK and our School Readiness Parenting Program:

FAST FACTS

- * Children experienced a **35% improvement in their overall sleep!**

Your kids had less problems falling asleep & were waking up less in the middle of the night

Not surprisingly such improvements is largely due to parenting :)

- * Adults who use more positive parenting (like using praise, reinforcement, and limit setting) have kids who sleep better.
- * Adults who use more negative parenting (like inconsistent discipline and harsh punishment) have kids who don't sleep as well.



What is good quality sleep?

- ◆ Being able to fall asleep on their own
- ◆ Sleeping alone in their own bed
- ◆ Sleeping through the night—no more crawling in to bed with you in the middle of the night!

Parent tips

- 1) Make sure your kid's bedroom is set up for success—cool, quiet, and dark (no TV).
- 2) Have a consistent bedtime routine—going to sleep and waking up at the same time every day (even weekends), brushing teeth and reading a story together before bedtime (remember those dialogic reading skills!)
- 3) Encourage your children's healthy sleep habits—use rewards for sleeping alone, or staying in their bed all night
- 4) We know that having kids sleep in their own bed can be hard for you too, so just remember to maintain a special time to play with your child (outside of bed time) where you can use lots of positive reinforcement and reflective listening skills to continue to strengthen your warm, loving relationship!

CITATION

Landis, T., Coto, J., Hart, K., & Graziano, P. (2018). The effects of a School Readiness Parenting Program on Preschoolers' Sleep Problems. In LaCount, P. & Hartung, C. (co-chairs), Healthy Lifestyles Interventions for ADHD Across the Lifespan. Paper presented to the ADHD special interest group at the Association for Behavioral and Cognitive Therapies Annual Convention, Washington D.C.



Parenting is a constant balancing act.

When children have behavioral or emotional difficulties, it is common to hear that parents feel as though they are losing control of their own emotions.



Emotion regulation, or the ability to monitor and alter one's emotions to meet a goal, is a critical skill that allows individuals to succeed in stressful situations.

Parents of children with ADHD have been shown to have high levels of stress and poor emotion regulation skills, compared to children without ADHD.

Behavioral parent training has been shown to improve children's behavior problems and increase positive parenting practices.

Our study of 60 mothers of children with ADHD sought to examine if our STP-PreK School Readiness Parenting Program could improve mothers' emotion regulation skills. Here's what we found:

- 1) Mothers with poor emotion regulation skills engaged in poorer parenting practices and reported feeling greater levels of parenting stress.
- 2) The STP-PreK School Readiness Parenting Program was able to significantly improve mothers' emotion regulation skills.

Parent tips

- 1) Ignore annoying or upsetting behaviors and praise the good things your child does. This will increase the chances of your child doing the right thing. Remember negative attention is still attention so don't do it :)
- 2) Take a "timeout" for yourself. When you notice you are about to reach your "breaking point", try one of these: controlled breathing, self-encouragement, splash cold water on your face. These steps can help you control your emotions and calmly interact with your child.
- 3) Much like they on an airplane emergency, you must first be able to take care of yourself prior to helping your child.



CITATION

Garcia, A., & Graziano, P. (2018) The Role of Parental Psychopathology on Behavioral Parent Training: An Examination of Parental ADHD & Parental Emotion Dysregulation. In *A. Garcia (Chair), As If Parenting Wasn't Hard Enough: The Attenuating Role of Parental Psychopathology on Behavioral Parent Training. Paper presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Washington D.C.



Emotional awareness and developmental outcomes

A key process that contributes to an individual's ability to control their emotions is their emotion recognition/understanding (ERU).

What is emotion recognition/understanding?

- ♦ Ability to identify basic emotions like sad, happy, scared, and angry in yourself and others
- ♦ Understanding and expressing when you feel these emotions



We know that children with ADHD have more difficulty with ERU and such difficulties are related to more social-emotional problems.

The current study focused on the extent to which children's initial levels of ERU impacted their response to the STP-PreK.

FAST FACTS

Our results showed that kids with better ERU responded better to the STP-PreK in terms of:

- * Greater academic improvements in math, reading, and writing
- * Greater improvements in cognitive skills associated with self-control
- * Greater improvements in social-emotional functioning, after the program ended!

Parent tips

- 1) Promote good social skills with your children by modeling things like sharing, using kind words, and empathy
- 2) Help your child practice talking about their feelings by sharing your feelings with them too - Remember, it's important to talk about things that make us feel good and bad
- 3) Point out and ask your child about different emotions when watching movies and reading books together!
- 4) Act it out! Take turns acting out and guessing different emotions

CITATION

Graziano, P., Ros, R., Hart, K., & Slavec, J. (in press). Summer Treatment Program for Preschoolers with Externalizing Behavior Problems: An examination of Parenting Outcomes. *Journal of Abnormal Child Psychology*.

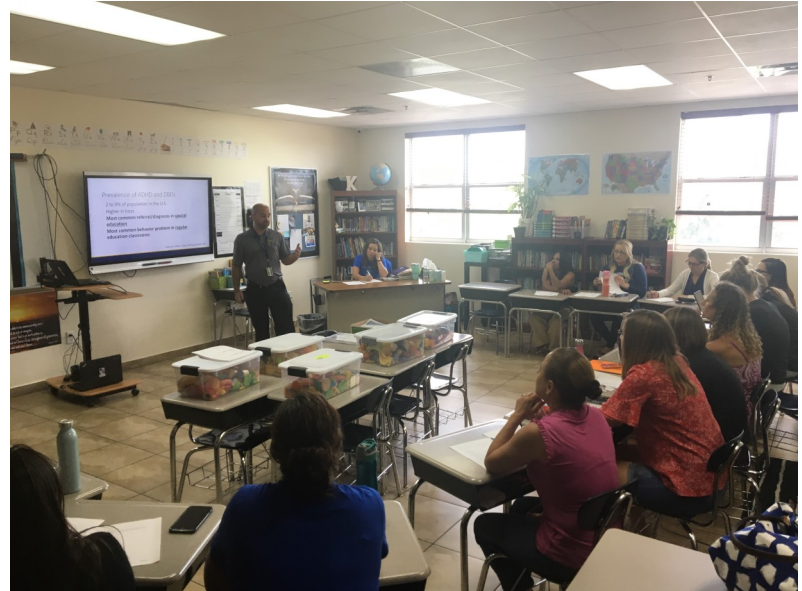
ADHD and Disruptive Behavior in the Classroom

-Disruptive behavior problems and ADHD represent the most common referral/diagnosis in regular and special education classrooms

-Yet, teachers in regular classrooms receive limited training on evidence-based strategies to manage such disruptive behavior problems in the classroom.

Dr. Graziano provided a **4-hour in-service** training at Divine Savior Academy for 50 teachers ranging from prek-3 to 5th grade.

- * Strategies taught included teacher-child interaction therapy (TCIT) which adapts strategies used in Parent-Child Interaction Therapy (PCIT).
- * TCIT strategies focus on enhancing the teacher-child relationship, increasing teacher attention to positive behaviors and decreasing attention to negative attention seeking behaviors
- * Other classroom behavioral strategies taught included setting the classroom for success as well as the use of classroom wide contingency systems
- * Dr. Graziano also helped teachers learn how to set up effective daily report cards as home-school communication is critical towards helping improve children's classroom functioning.



FAST FACTS

- **100%** of teachers agreed or strongly agreed that they improved their knowledge of ADHD and disruptive behaviors
- **93%** of teachers agreed or strongly agreed that they would implement the positive behavior strategies learned
- **72%** of teachers agreed or strongly agreed that they would implement new classroom behavior management strategies
- **87%** of teachers agreed or strongly agreed that after the workshop they felt more prepared to handle disruptive behaviors
- **100%** of teachers agreed or strongly agreed to recommend this workshop to other educators



CITATION

Graziano, P. (2018, August). ADHD and Disruptive Behavior in the Classroom. Two day in-service training provided to teachers at Divine Savior Academy, Miami, FL.

Future Workshops

Feel free to contact us if you are interested in Dr. Graziano doing a workshop for your school

Free Gifted/ School Readiness Assessments and Summer Camp



Compensation/Benefits

- You get a brief academic feedback on your child 3 times within the first year to track their progress. If your child qualifies for gifted we will include a **free** psychoeducational report worth \$1,000!!!
- You will receive a cool framed picture of your child's brain in the mail (see picture above)
- Your child's teacher gets \$50 for filling out questionnaires
- You will be compensated **up to \$300** for completing all the initial assessments plus more compensation for the follow-up visits about once a year.
- Finally, the most amazing benefit is that your child will be eligible to participate in one of our summer camps for **the next 3 years tuition FREE saving you up to \$3,000 in summer care every year**. Depending on the assessment results, your child will be able to participate in a 4 or 8 week camp which focuses on school readiness and enriching your child's attention and social skills.

The primary investigators, Dr. Graziano and Dr. Dick, currently have a 4-year NIH Grant (R01 MH112588-01): Assessing Heterogeneity in children's Emotional and Attentional Development (AHEAD).

-The goal of this grant is to better understand what contributes to children's individual differences in emotion regulation and attention.

More recently, we just received a 5-year grant from NIDDK (R01DK119814): Early childhood behavioral and neurobiological profiles in the prediction of obesity: The role of self-regulation and the caregiving environment.

-The goal of this grant is to better understand what contributes to children's healthy development.

To accomplish both of these grants, we are recruiting children who are emotionally and physically healthy (not experiencing any difficulties with behavior, attention and/or hyperactivity) who are between the ages of 4.5-6 years old (Pre-K-1st grade) as well as children diagnosed or suspected of having Attention-Deficit/Hyperactivity Disorder (ADHD).

Project Entails:

- Initial assessment completed in 2-3 visits at Florida International University-MMC. These assessments measure your child's academic, attentional, behavioral, and social-emotional functioning.
- A series of questionnaires from the participant's parents and teacher.
- We repeat these same assessments and questionnaires 6-months and 1 year later to see how your child has progressed.
- 30-45 minutes MRI brain scan- No sedation, No radiation. (One time only)
- Yearly nutritional assessments up to 3 years that include:
 - ⇒ A home visit to observe dinner time
 - ⇒ Having your child wear an activity belt for one week
 - ⇒ 3 phone calls to assess your child's nutrition intake
 - ⇒ As a final measure of your child's eating habits, we will invite your child to come to our summer camp twice where we can monitor their food choices.



Message from the Director

Dear Families,

The important work you have been reading about in this newsletter would not be possible without you and your family. But we also can't forget to thank the incredible team of students and trainees who have come to train with us over the last several years, as well as your children's teachers and schools. Working with and getting to know you all has been a true blessing and joy to us!

We are currently conducting our **1-year follow-up** for all the families participating in our AHEAD project. We know you all have very busy schedules and it is hard to find time to come back out to FIU, but your feedback and participation in our program and our research studies is vital to our program's continued success. You matter to us and to all the future families who will benefit from the work we are doing at FIU. If coming out to FIU is too much of a burden on your family, we can come to your home or your child's school. Please call us, if you haven't already, to schedule your appointment. Hope to hear from you soon!

Also, please remind your teachers to complete their questionnaires as we want to know how your children are doing in school.

With our new grant, we are excited to be able to follow our AHEAD participants for an additional 2 years! Not only will we be able to monitor your child's health development, but as an incentive for participating you will also be eligible to continue to receive our summer camp for 2 more years FREE!!!!

These additional summer sessions are often helpful for families to help their children get off to a great school year.

Finally, we hope that you know we are here for you. All of our phone numbers are listed below. If you have a question at any time, we are happy to do our best to problem-solve and connect you with the resources you, your child, and your family needs to be healthy and well.

Warmest Regards & Happy Holidays!

Dr. Graziano

S.E.L.F.-Regulation Lab

Paulo Graziano, Ph.D.
Director, S.E.L.F.-Regulation Lab
Program Director, STP Pre-K, HIP

E-mail: pgrazian@fiu.edu
selfreg@fiu.edu

Lab website: <http://self-regulationlab.fiu.edu>



Center for Children and Families
11200 S.W. 8th Street
AHC-1, Room 140
Miami, FL 33199

Main Office: 305-348-0477

Fax: 305-348-3646

ccf@fiu.edu | Center's Website:
<http://ccf.fiu.edu>

Melissa Hernandez, M.S.
Grant Coordinator
305-348-1833
mlhernan@fiu.edu

Carina Alvarez, B.S.
Assistant Grant Coordinator
305-348-9506
carialva@fiu.edu