

UNDERSTANDING THE COMMON BEHAVIOUR PATTERNS IN CHILDREN

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ABSTRACT

Children's behaviour is shaped by a complex interplay of biological, environmental, and psychological factors. This paper provides an overview of the basics of common behaviour patterns in children, including: Normal developmental milestones and expectations, Common behavioural challenges, such as tantrums, aggression, and anxiety, Influential factors, including temperament, parenting styles, and socio-cultural context by understanding these fundamental principles, parents, caregivers, and professionals can better recognize, respond to, and support children's unique behavioural needs. **Aim and Objectives** - To promote healthy child development, positive relationships, and effective behavioural interventions. **Material and Methods** - literatures available through textbooks, journals and digital media. **Conclusion:** By synthesizing the existing literature, this review provides a foundation for promoting a deeper understanding of common behaviour patterns in children. Ultimately, this knowledge can inform the development of effective strategies and interventions that support the well-being and development of children worldwide.

INTRODUCTION

Behaviour problems are among the most common presenting complaints that parents and caregivers have when seeking paediatric medical Core, as up to 20-25% of the paediatric population may experience behavioural or emotional problems. Behaviour problems can range from mild actions with minimal consequences to more significant behaviour problems in children must take into account normal child development, temperament, parenting Styles, and environmental circumstances.

Temperament: - Temperament refers to the inborn, biologically based behavioural style with which an individual interacts with his or her environment. Nine behaviour characteristics of Temperaments.

1. Activity -The level and extent of motor activity.
2. Rhythmicity -The degree of regularity of functions such as eating, elimination, and the cycle of sleeping and wakefulness.

3. Approach or withdrawal -The response to a new object or person. In terms of whether the child accepts the new experience or withdraws, from it.
4. Adaptability -The adaptability of behaviour to changes in the environment.
5. Threshold of Responsiveness -Sensitivity to stimulus.
6. Intensity of Reaction -The energy level of responses.
7. Quality of mood -The child's general mood or "disposition" whether cheerful or given to crying, plea out or cranky, friendly or unfriendly.
8. Distractibility: The degree of the child's distracted, from what he is doing.
9. Attention span: or persistence -The span of the child's attention and his persistence in an activity.

These nine characteristics divided into 3 category-

Easy	Difficult	Slow to warm up
40% children are described as having biological rhythms.eg. eating, sleeping, toileting. Adapt easily to change environments. Are generally in pleasant mood. These children do not become extremely agitated when they do not get their own way or their expectations are not met.	10% of children. May be challenging for their parents to manage. Their biological rhythms are unpredictable, and they may not sleep, eat or toilet at desired times. They have an irritable mood and react negatively to unexpected changes in their routines or when their expectations are not met.	15% children are described as shy. These children tend to adapt slowly to new people and new environment. When given time, they will gradually join the group of children playing once they comfortable.

Parenting styles - parenting styles refer to the manner in which a parent interacts and provides guidance to the child. Four most common parenting styles Authoritarian, passive, neglectful, authoritative.

Authoritarian -

- Strict parenting style.
- The parent tends to be demanding and does not respond to the individual needs of their children.
- There is little negotiation and dialogue between parent and child.
- Authoritarian parents do not offer warmth and nurturing to their children.
- The authoritarian parenting style is more likely to produce children who have low self-esteem, are insecure, are inappropriately shy, and have difficulty in social situations.

Passive

- Characterized by parents who are permissive toward their children.
- Rules & expectations are not clear, and there is often blurring of roles between the parent & child.
- The permissive parenting style can produce children who are insecure, have conflict with authority figures, centred have poor social skills, and are self-centred.

Neglectful

- Characterized by a parent who fails to meet the child's physical, emotional, and or developmental needs.
- This is the most harmful parenting style.
- Children reared by neglectful parents are likely to have significant difficulty establishing appropriate trusting relationships with peers and others.
- This parenting styles needs immediate intervention with mental health professionals and possibly child Welfare authorities.

Authoritative parenting

- This Parenting style is considered to be the healthiest parenting style.
- Authoritative parents tend to be flexible and nurturing toward their children.
- They offer rules and boundaries and discuss their expectations with their children.
- Authoritative parents are more willing to negotiate with their children when appropriate
- The authoritative parenting style is more likely to produce confident, well-adjusted children.

Principles of Behaviour management

Requires a systematic evaluation of

I) The description of Behaviour's) Temperament & goodness of fit. III) The developmental level of the child. VI) parental expectations and whether there are appropriate for the child's developmental abilities. V) parenting styles. Vi) Appropriate interventions to redirect

the undesired behaviours. Vii) Anticipatory guidance. viii) parent education about normal child development and behaviour are important aspect.

Evaluation of child behaviour – there are three Types of behaviours. Internalizing behaviour, Externalizing behaviour Disruptive behaviour.

1. Internalizing Behaviour.: -Refer to behaviour that may not be immediately noted by the parent but are experienced by the child. This may include feeling. Nervous or anxious, overwhelmed, or saddened. These behaviour's may be exhibited in a variety of ways, such as resisting suggestions or directions from an adult, running away from an overwhelming situation, or isolating oneself from others.

2. Externalizing Behaviours-Are easily observed by the parent or caregiver common externalizing behaviours include -Hyperactivity, Poor impulse control, Failure to follow directions, and becoming easily distracted.

3. Disruptive behaviours - Behaviours that may be potentially harmful or dangerous and more significantly interfere with how the Child functions. Disruptive behaviours include -Aggression, self-injurious behaviours, Excessive tantrums.

Purpose of behaviour patterns

Behaviour patterns are the form of communication.

- To avoid a strong or painful experience for E g. exam time – illness - avoiding the test.
- To escape strong stimulus. -in this case, a child may engage in a behaviour to get out of an unpleasant situation. for e.g. fight & sibling & disobey family rules.
- Some children misbehave in order to gain attention by engaging in positive behaviours e.g. following instructions, completing an assignment.
- Some children only gain attention by engaging inappropriate behaviours, such as throwing tantrums or breaking family rules.

In general, children seek the attention of the adults around them, whether good or bad and parents need to make an effort to provide positive attention to desired behaviours and to ignore undesired,

Evaluation of Behaviours

To assess the ABCs of behaviour

- A- Antecedents.
- B- Behaviour
- C- Consequences.

A -Antecedents - Refer to the circumstances in the environment that occurred just before the child engaged in the behaviour being observed. Antecedents can be triggers for undesirable behaviours.

B -Behaviour -are the specific actions that the child displays that are undesirable to the parent. Behaviour

should describe in detail including I) verbal responses-crying, screaming, name calling, threatening. ii) physical actions - hitting, kicking, falling on the floor, self-injurious behaviours, running away. iii) what the child does with objects breaking toys, throwing objects, slamming doors. These determine the frequency duration and Location of the behaviour.

C -consequences- these are the circumstances that occur as a result of or reaction to the child's behaviour. may include any combination of reinforcers or a punishment and can be natural or logical. Natural consequence - occurs as an automatic result of the child's behaviour e.g. if a child pulls a cat's tail and the scratches the child. most natural consequences allow a child learn from his own experiences. Logical consequences are those that logically follow an undesired behavior. e.g. If a student has a major temper tantrum at school that includes destroying school property, verbal aggression, and physical aggression, the other students in the class may obstruct the child and refuse to play with her because of her disruptive behaviour.

Behaviour rating scales

for better understanding of child's Behaviour can be administered to parent /Caregiver or teacher. ADHD scale, Autism scales.

Behaviour Management

3 principles

- 1) Behaviour has meaning and is a form of communication.
- 2) Learned behaviours can be unlearned.
- 3) People do what they do as long as it works.

1. Behaviour Has Meaning -

Many times, children engage in undesired behaviour as a way of communicating a thought or need to their parent/caregiver or teacher. Sometimes children may engage in inappropriate behaviour when they desire the attention of an adult. At other times, a behaviour may reveal the child is distressed or overwhelmed. Behaviour could also demonstrate that a child has difficulty regulating himself. It is important to note when inappropriate behaviour is a sign of more significant underlying psychopathology or psychosocial stress, such as abuse, anxiety disorders, mood disorders, neglect, or emerging psychoses.

2. People Do What They Do as Long as It Works-

It is common for people to engage in behaviour that meet their own needs. In most cases, these behaviours are appropriate. In some cases, this behaviour may be maladaptive and interfere with healthy interpersonal relationships. When children frequently engage in undesirable behaviour, they may continue to do so because a particular desire or need is being met by this negative behaviour. As long as an undesired behaviour is being rewarded or reinforced, the behaviour is likely to continue. However, once the undesired behaviour is no

longer rewarded, it is likely to reduce in frequency and intensity. When the child learns that their inappropriate behaviour is no longer effective in meeting their desires or needs, the child will need to learn a more appropriate way of behaving to meet their own needs. Therefore, people do what they do as long as it works; when it stops working, the behaviour fades.

Principles for Behaviour Management

Children often function best when there is structure and routine, clear rules and expectations, and predictability and consistency in the home. Chaotic home environments can produce chaotic behaviour in children. Clinicians can encourage parents to develop structure in the home to include a basic routine and schedule, so the child can know what to expect and what his role is in the family. It is crucial that parents be consistent in how they establish rules and boundaries in the home. When parents are inconsistent in the way that discipline is applied in the home, the child is more likely to display inappropriate behaviours. Clinicians can encourage parents to sit down with their children to establish a few (3-5 maximum) basic, non-negotiable family rules (e.g. Use your words, don't hit others. Sit on furniture; do not jump on it.). The family rules may need to be clearly displayed in the family home and reviewed on a regular basis in order to maintain family behaviours expectations. Parents and children can establish agreed-upon rewards for following the rules and consequences for breaking the rules. When parents remove something from a child, it should be replaced with something else the parent prefers. For example, if the parent wants to reduce a child's TV time, replace it with outdoor play time. Parents should be encouraged to catch children being good by rewarding and reinforcing desired behaviours with praise, smiles, high-fives, hugs, and special attention. They should also be encouraged to ignore undesired attention-seeking behaviours, so as not to reinforce them. Consequences and punishments should be appropriate for undesired behaviours that is potentially harmful and should encourage the child to learn self-control and self-regulation. A consequence of punishment should not injure a child's self-esteem or self-worth.

CONCLUSION

This comprehensive review of literature highlights the complexities and implicitly of common behaviours patterns in children. The findings underscore the importance of considering the interplay between biological, environmental, and psychological factors that shape children's behaviours. The review emphasizes the need for parents, caregivers, and professionals to adopt a holistic and developmental perspective when understanding and addressing children's behavioural challenges. By recognizing the significance of factors such as temperament, parenting styles, and socio-cultural context, adults can provide supportive and responsive environments that foster healthy child development. The implications of this review are far-reaching, suggesting

that Early identification and intervention are critical in addressing behavioural challenges, Parenting programs and interventions should prioritize promoting positive parent-child relationships and parenting practices., cultural sensitivity and awareness are essential in understanding and addressing behavioural differences. By synthesizing the existing literature, this review provides a foundation for promoting a deeper understanding of common behaviours patterns in children. Ultimately, this knowledge can inform the development of effective strategies and interventions that support the well- and development of children worldwide.

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