Behavioural treatment of hyperactive children

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SUMMARY This study reports the value of behavioural treatment of hyperactive children. Twelve children with multiple behavioural problems, including concentration difficulties, were identified and treated during a 3-month period. Six of the children began treatment immediately; the other 6 children received similar treatment but after a delay of between 4 and 6 weeks. Children were seen at the clinic or in the home, depending upon the individual difficulties and geographical distances. Initially the families were seen weekly, but the frequency later was determined by the severity of the problems and the response to treatment. There was a significant improvement in the children's behaviour as reported by the parents, the home visitor, and videotaped recordings. During the initial period of between 4 and 6 weeks the treated children improved significantly, whereas the others, as yet untreated, showed no change. As soon as the treatment was introduced to the second group these children's behaviour also improved and to about same extent in 6 weeks as the treated children had in up to 12 weeks' treatment. This interesting observation suggests that a short period of treatment, only 6 weeks, may be sufficient for most children with hyperactivity. This is more feasible with the present-day resources of many departments.

Hyperactive children are not only troublesome to their parents, siblings, and friends, but their behaviour prejudices their own personal integration into life, their education, and that of others with whom they come into intimate contact. They constitute a problem which is severe in terms of its numerical prevalence and effect upon society (Shepherd et al., 1971). It has been suggested that hyperactivity lessens or even disappears as the child grows older, but some investigations (Menkes et al., 1967) have shown that the problems move into other areas—such as difficult social relationships, personal disintegration, and education failure.

It is difficult to give a precise definition of hyperactivity in terms of measures of children's activity because there are no norms. The diagnosis usually depends upon the parents' accounts and complaints together with descriptions by professionals after observations. The difficulties in making a diagnosis are made more difficult because abnormal neurological signs and aetiological factors are often absent, although certain clinical features and abnormal neurological signs may be present from birth which link with difficult behaviour later (Minde et al., 1968; Werry, 1968; Kenny et al., 1971; Rie, 1975; Dubey, 1976; Rutter, 1977).

Drugs often produce only a partial and temporary improvement (Barcai, 1971; Satterfield et al., 1973; Rie, 1975; Stores, 1975; Barkley, 1977), or may lead to adverse side effects. Environmental management is reported to be of considerable importance but it has been little studied (Cantwell, 1975; Pond, 1960, 1961). Observations on older children have shown that they improved after behavioural treatments (Anderson and Plymate, 1962; Patterson, 1964; Allen et al., 1967; O'Leary and O'Leary, 1972; Kauffman and Hallahan, 1973; Aylott et al., 1975; Wulbert and Dries, 1977), but there has been very little systematic research on the preschool child in the home.

The purpose of this study was to evaluate the benefit of behavioural treatment of young hyperactive children. The treatment was aimed at improving the child's behaviour and enabling the family to perceive that the child was easier to manage. It was given to pre-school children so that their development and learning should not be hampered by behavioural difficulties.

Materials and methods

This study was on 12 hyperactive children, including one pair of twins. The children were referred by health visitors, general practitioners, and paediatricians because they were restless and unable

Received 19 December 1977
to concentrate and their behaviour consequently was
difficult and disruptive. These features led us to
describe them as hyperactive. Their hyperactivity
was demonstrated by the fact that they were unable
to remain at tasks of their own choosing for longer
than 5 minutes and the shortness of their attention
also affected their behaviour in everyday situations.
Hyperactivity of this degree is almost invariably
associated with other behavioural disorders. The
problems which troubled the parents were: con-
centration difficulties (10 children), poor sleep (7
children), biting/hitting (8 children), variable moods
(8 children); outdoor difficulties, visiting/shopping
e tc. (7 children), climbing and escaping (6 children);
habit difficulties, use of wc, dressing, eating (8
children). The parents complained of 5 or 6 major
difficulties with each child; they sought help because
of these features associated with the hyperactivity.
Each case manifested some form of restlessness.
In the treatment of some, effort was concentrated on
the treatment of the hyperactivity itself, and the
associated problems were treated later if necessary.
In others it was thought appropriate to concentrate
on the difficult behaviour first in order to make it
possible for the child to settle.

The experimental design of the evaluation was a
time-series model in which the cases acted as their
own controls. The families were admitted to the
investigation in pairs. After the initial assessments
the treatment of one of each pair was delayed for a
period of between 4 and 6 weeks; these children
formed the control group (group C). The child from
the other family was given treatment immediately
(group T). The allocation of families to the control
or treatment groups was random. It was hoped that
in this way two groups would be matched according
to the child's development, age, length and severity
of problems, and social class.

Visits were made to each child's home to assess
the family's concern about the abnormal behaviour,
the nature and frequency of this behaviour (Appendix
A), and to introduce the treatment plan. Families
were given an opportunity to opt out of the study if
they wished.

Some of the evaluation was conducted by the
home visitor, a trained social worker, employed for
the investigation and instructed by one of us
(R.T.B.). Her duties were to conduct the detailed
interview, assess the child using items from the
language and eye/hand co-ordination scales of the
Griffiths test (Griffiths, 1954, 1970), use a rating
scale, and to videotape the child's play. The mother
was asked to record whether the child's behaviour
had improved, remained the same, or had worsened
in 24 respects during the preceding 4 to 6 weeks
(Appendix B).

The treatment programme was undertaken by one
of us (R.T.B.), a clinical psychologist. In addition,
two nursery nurses who were trained and supervised
by R.T.B helped some mothers to carry out the
programme in the home. The treatment methods
included teaching the parents, mainly the mother,
how to handle the child in a way that would eliminate
or alter unacceptable behaviour (Berkowitz and
Graziano, 1972; Foxx and Azrin, 1972; Foxx, 1973;
Watson, 1973; Gelfand and Hartmann, 1975). For
example, to deal with the hyperactivity the mother
was taught to sit the child at a table to do a task.
The child was made to sit more often and for
slightly longer than he would do normally in the
first week, longer again in the second week, and so
forth, until he could sit for a reasonable length of
time for his age and ability. Tasks were chosen
which were both interesting and developmentally
appropriate. Physical arrangements were designed to
keep the child at the task and make it difficult for
him to opt out.

The technique was discussed in detail with the
mother and a procedure was agreed. The mother
was given charts to complete each week to demon-
strate the progress. The forms were discussed at the
next visit and the task was reset, modified, or
abandoned as necessary. Table 5 gives examples of
the behaviour in each case, the time taken for
improvement, and the extent of improvement.

Two families in each group lived some distance
away and so were seen in the clinic and received
fewer treatment sessions. The number of times the
other families were seen varied depending on
progress. In some cases the home was visited twice
a week and about 1 or 2 hours were spent with the
mother and child to teach the mother how to control
the child. In other cases the child's management was
discussed with the parent during the weekly visits.
The 2 randomised groups were reasonably well
matched for sex, chronological age, and develop-
ment of the child (Tables 1 and 2).

There were 6 boys in group T and 4 in group C; the
2 girls were both in group C. Those allocated to group
T were assessed initially at time 0 (assessment no. 0),
then they were treated for between 4 and 6 weeks. After
this period assessment no. 1 was performed, and active
treatment was continued for a further 6 to 12 weeks;
at the end of this period a second assessment was

<table>
<thead>
<tr>
<th>Age</th>
<th>Group T</th>
<th>Group C (controls)</th>
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<tbody>
<tr>
<td>0-2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2-4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4-5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4-7</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
performed. Children allocated to group C were assessed initially at time 0, then behavioural treatment was withheld for 4 to 6 weeks; at the end of this period assessment no. 1 was carried out, and after the next 6 to 12 weeks, during which they were given treatment, assessment no. 2 was performed. The parents were given the rating scale, and asked to indicate whether each behavioural difficulty was better, the same, or worse than it had been initially. Copies of the rating scale were completed independently by the home visitor at each of the two subsequent assessments.

Results

Tables 3a and 3b give the results of the parents' and home visitors' assessments for 10 children. The maximum possible range of scores was −24 to +24. Table 3a shows that the child with poorest improvement in group T during the first period scored 7, 11 of the 24 behavioural difficulties had become better, 9 were unchanged, and 4 were worse since the study began. The average score at assessment no. 1 was 13·6, with SD 8·8. This shows a significant improvement after treatment (one-sample t = 3·46, P < 0·05). At assessment no. 2 the mean score was 16·8 with SD 4·9, again showing a significant improvement over the initial assessment (t = 8·72, P < 0·005), but not a statistically significant advance on assessment no. 1 (paired t = 1·06, NS).

In the controls (group C) the mean adjective score after the period of observation at assessment no. 1 was 1·8 with SD 3·1; this does not represent a significant improvement. At assessment no. 2 after six weeks' treatment, a score of 9·2 ± 5·0 had been achieved, a significant improvement over time 0 (t = 4·14, P < 0·02). Assessments by the home visitor showed even greater benefits from treatment. Videotape recordings of 9 children at play were made at assessments no. 0 and 2 (Table 4). The first 7 minutes of each videotape were assessed 'blindly'. The observer viewed the tapes in groups in random order and noted the number of each tape and the durations of co-operative and uncooperative play. The results are presented as the duration of co-operative play expressed as a percentage of the total time. All 9 children in both groups improved significantly from time 0 to time assessment no. 2, by a very primitive binomial test, this is significant at a 2-tailed level of 0·004.

Discussion

This investigation was designed to determine whether behaviour modification treatment is of

| Table 2 Distribution of mental development of treated and control cases |
|---|---|---|
| Developmental level | Group T | Group C (controls) |
| Below average | 3 | 3 |
| Average | 2 | 2 |
| Above average | 1 | 1 |

| Table 3a Parents' assessments taken from the rating scales |
|---|---|---|---|---|---|---|
| Group | Assessment | N | Best score | Worst score | Mean | SD |
| T | 1 | 5 | 24 (24:0:0) | 7 (11:9:4) | 13·6 | 8·8 |
| C | 1 | 5 | 24 (24:0:0) | 12 (12:12:0) | 16·8 | 4·9 |
| 2 | 5 | 5 | (5:19:0) | 1 (1:19:4) | 1·8 | 3·1 |
| 2 | 5 | 15 (14:10:0) | 1 (1:23:0) | 9·2 | 5·0 |

| Table 3b Home visitors' assessments taken from the rating scales |
|---|---|---|---|---|---|---|
| Group | Assessment | N | Best score | Worst score | Mean | SD |
| T | 1 | 5 | 17 (18:5:1) | 8 (10:12:2) | 10·4 | 3·8 |
| C | 1 | 5 | 17 (17:7:0) | 8 (10:12:2) | 12·6 | 3·7 |
| 2 | 5 | 18 (6:18:0) | 8 (10:12:2) | 12·6 | 3·7 |
| 2 | 5 | 18 (19:4:1) | 8 (10:12:2) | 12·6 | 3·7 |
value in the management of hyperactive children. The results demonstrate clearly that treatment is of value. Group T showed considerable improvement after only 6 weeks, whereas the group C which did not receive treatment during this period showed no significant change. However, once treatment was given, group C also showed a considerable improvement confirmed by the parents' assessment of the children's behaviour. It may be suggested that the improvement which was measured from the parents' records was purely subjective. However, the parents' records are supported both by the home visitors' records and the independent analysis of the videotapes of the child's behaviour. We believe therefore that this form of treatment is of proved value. One surprising and interesting finding is that there is little difference in the improvement between the 6- and 12-week course of treatment. This suggests that a brief course of treatment—acute intervention—may be sufficient for many cases, and that a more general use of this form of treatment by other therapists would be practicable. What this investigation does not answer is the length of time that the improvement lasts, nor whether less frequent support thereafter is needed. These questions await another inquiry.

This inquiry did not compare environmental management with drug treatment; our experience with drugs suggests that improvement is limited in its effectiveness and is confined to the period of its administration. Drugs are unlikely to increase skills that are not being used.

Our experience so far suggests that the effects of behavioural treatment extend beyond the period it is given and may extend to other spheres of behaviour.

The behaviour analyses (Table 5) show that specific behaviours—for example use of wc,
feeding—improved quickly whereas less defined behaviour characteristics—for example concentration—took longer. Other improvements were noted, such as increased sociability, but these were not measured and therefore cannot be documented.

We thank the Welsh Scheme for the Development of Health and Social Research (Welsh Office) for financial assistance; the staff of the South Glamorgan AHA Community Section for help in the study; Mr R. Blunden, Director, Mental Handicap in Wales—Applied Research Unit for helpful comments; Mrs A. Woolfe, home visitor, Mrs J. Williams and Mrs A. Tilley, nursery nurses, for their part on the home advice; and Mrs C. Rogers and Mrs Y. Lewis for the preparation of this manuscript.

Appendix A

Problem check list

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<th>Name</th>
<th>Date</th>
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| General description | Specific problems |
| Setting (time, place, etc.) |

| Behaviour | Frequency/intensity/duration |

Appendix B

Rating scale

Try to evaluate the child
How is he now in his behaviour compared with how he used to be?

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Better</th>
<th>Same</th>
<th>Worse</th>
</tr>
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</table>

1. Active
2. Difficult to manage
3. Co-operative
4. Aggressive
5. General behaviour
6. Anxious
7. Noisy
8. Happy
9. Wanting attention
10. Calm
11. Sociable
12. Generous
13. Discontented
14. Affectionate
15. Dependent
16. Worries me
17. Nervous
18. Sleeps better
19. Plays better
20. Restless
21. Obedient
22. Concentration
23. Behaviour at meal times
24. Tantrums

References


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