

Four Stages of Communication



Your Child's Stage of Communication

Based on:

1. What your child understands
2. How your child expresses himself



Discoverer

Do Zarina & Maverick communicate with a specific purpose in mind?



Discoverer

- o Doesn't communicate with a specific purpose in mind
- o Reacts to her environment and how she's feeling
- o Cries, looks, moves, makes sounds, reaches
- o Doesn't understand your words but responds to the sound of your voice
- o Starts to understand simple gestures and begins to anticipate steps in daily



Communicator

- How does Sean communicate?
- What does he understand?




Communicator

- o Makes the communication connection
- o Sends messages without using words
- o Reaches, points, makes sounds, gestures, looks, uses facial expression
- o Shifts focus from you to an object he's interested in
- o Understands familiar words




• • • | First Words User

- How does Tristan communicate?
- What does he understand?




• • • | First Words User

- o Uses one word/sign at a time
- o Imitates words/signs
- o Understands simple directions




• • • | Combiner

- How does Basil communicate?
- What does he understand?




• • • | Combiner



- o Combines two or three words/signs together
- o Understands simple questions and directions without gestures
- o Learns new concepts



• • • | Parent Roles




Think about an adult who coaches a child's sports team. What different roles will the coach need to play?

• • • | How does each parent role affect the child's opportunities to lead and take turns?

1. Entertainer
2. Tester
3. Watcher
4. Director
5. Mover
6. Helper
7. Tuned-In





GET FACE TO FACE

- To connect and share the moment together
- To see what your child is interested in
- To see when your child is trying to send you a message
- To help your child understand what you are saying



Mom I wish you wouldn't...



Let Your Child Lead

Observe

Wait

Listen



Observe

- What is your child interested in?
- What is your child telling you?



Wait

Why are you waiting?

- To give your child time to *start* an interaction with you
- To give your child time to respond

What are you waiting for?

What does waiting *expectantly* look like?

How long will you have to wait?



Listen

Why is listening important?

- To understand your child's message
- To let your child know her message is important


What might you hear?

What if you don't understand your child's message?



• • • OWL with Discoverers


- How does Mom OWL?
- What is the impact on Zarina?



• • • OWL with Discoverers

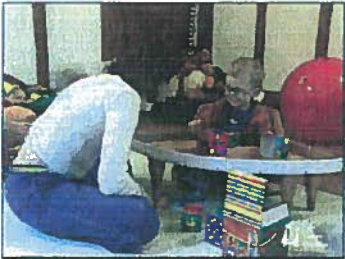
Your child may be ready to interact with you when she:

- Stops moving
- Looks at your face
- Reaches out to you
- Turns her eyes or head toward you
- Smiles
- Makes sounds
- Moves her arms and legs




• • • OWL with Communicators

- How does Mom OWL?
- What is the impact on Sasha?




• • • OWL with First Words Users

- How does Dad OWL?
- What is the impact on Tristan?



• • • OWL with Combiners

- How does Mom OWL?
- What is the impact on Basil?



Speak at a Level Just Above the Child

- Simplify adult speech so that the child has chance to imitate your target
 - If child uses single words—model two words phrases
 - If child uses CV combinations—model single words
 - If child uses vowels—model CV combinations
 - If child has no speech—model vowels
- Works best with communicators and first word users.
- Shape those word approximations into meaningful words. (ie. u becomes juice)
- Everybody uses the word approximation...this is the EXPECTED target!

Be Specific!

- General language stimulation versus a specific target or expected behavior.
- The more specific the plan and the directions are for the parent... the more likely the target will be obtained.

Choices, Choices, Choices

- Gestures
- Objects
- Pictures
- Words

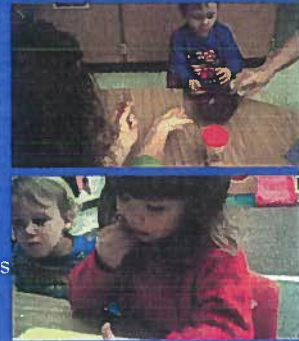
These are all ways to communicate!

Gestural Hierarchy

- 3-6 months: Cries, screams, hits
- 7-9 months: Gazes at item
- 7-9 months: Alternates gazes at the object and then at the adult to indicate needs
- 9-12 months: Uses adult's hand to indicate needs
- 12 months: Shows or exchanges object to indicate need
- 12-15 months: Points to the desired object
- 12-18 months: Points to express desire for recurrence
- 15-18 months: Uses environmental object as a tool to regain an item
- 15-18 months: Uses adult hand as a tool to regain an object or action
- 15-20 months: Seeks adult for assistance
- 15-20 months: Vocalizes and gestures to indicate needs

More Choices

- Objects
 - Object Exchange
- Pictures
 - Picture Exchange Communication System
- Words
 - Word approximations



Provide Multiple Opportunities to Respond

- The power of repetition
- Creating new pathways in the brain
- One opportunity=weak link
- Multiple Trials=STRONG AND LASTING PATHWAY

LET'S SEE WHAT THAT LOOKS LIKE!



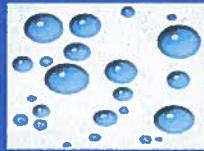
Using visual cues to support speech production



Using Open Ended Sentences

Cueing Hierarchy:

- > Sentence completion + the first two sounds of the word, vocalized
- > Sentence completion + vocalized first sound
- > Sentence completion + the silently articulated first phoneme (visual phonemic cue)
- > Sentence completion/Open ended sentences



The Art of Sabotage

Creating an opportunity for a child to use a word they have learned!



Engineering the Environment

Placing things in sight but out of reach

Make sure the child can see the item but place it so they must communicate with you to get it.



Blocking Areas/Giving Parts of a Whole

Make toys visible but inaccessible or only give a part of a toy to encourage the child to communicate with you.



Misunderstand what the child wants

Pretend like you understand the child but give them something they didn't ask for.



Broken Things

Generate communication opportunities by giving a child something that does not work right such as a car with a missing wheel; a pop up toy that doesn't pop; a broken crayon, etc!



Forgetting Step in an Activity

Purposefully forget a step in a routine activity to see if you can generate an interaction.

Example:

Tell the child to get in the tub without taking their clothes off.

Go outside and play without putting your shoes on.



Missing Objects in a Routine

Create communication opportunities by forgetting objects necessary for the routine.

(eg. sitting down to eat with no spoon or getting out the toothpaste and not the toothbrush)



Withhold Objects

➤ Act like you don't know you have an object and wait for the child to initiate an interaction with you to get it.



Do Something UNEXPECTED!

This strategy breaks up a routine or activity and opens up communication opportunities by doing something completely unexpected.

(eg. At snack when the child asks for a cup, give him a shoe!)



Build the Oral Musculature

- Blowing whistles (round mouth pieces are best) for low tone
- Blowing bubbles with a bubble wand that has a round mouth piece that goes in the child's mouth. (Alex Bubble Pals - Dog And Elephant)



- Biting on strips of foods with back molars to help strengthen the jaw and teach child to take bites of foods rather than stuffing. (Chicken fries, licorice strips, cheetos, veggie body, apple strips, etc...)

By Strengthening and....

- Ask your SLP how to use vibration to help increase oral awareness prior to practicing speech sounds or prior to eating. (Summer Infant Gentle Vibrations Massager And Toothbrush)



Marlene



Nuby



Sassy



Lead frog



- Vary the temperature of foods to help with oral awareness. (cold is more alerting)
- Allow child to chew on appropriate tools to increase jaw strength, Sassy need for oral input, and improve oral awareness.



Improving Coordination...

- Have child move a Dum-Dum sucker from one cheek pocket to the other using only their tongue.



- Have child lick peanut butter from upper and lower lip and corners of the mouth

Lets see what that looks like!



Lets see what that looks like!



UTILIZING YOUR SUPPORT SYSTEM



Get to Know Your Local Special Education Team!

- Ask them to share their guidelines for determining when a child is eligible for special education.
- Go and visit the program and/or ask to shadow a team member.

Establish QUALITY Communications with your SLP's.

- It is your responsibility as an interventionist to gather good information to have a discussion about the child with your SLP partner.

DATA DRIVEN!!!

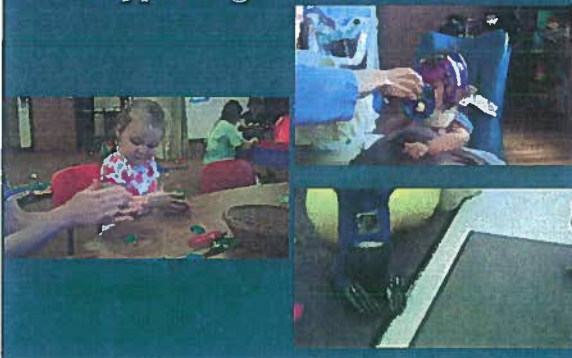
FOLLOW THE PLAN!

- If the child has speech goals.....then follow the plan.
- Very important when we have multiple agencies working with a family.

Ask the SLP to Teach You a Skill.

- Written information
- Demonstrate the technique
- Video tape of the SLP doing the technique.
- Show them a video clip of what you are doing with a child on your home visits.
- Ask them to come with you on a home visit.

Supporting Team Members



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Ionia County ISD

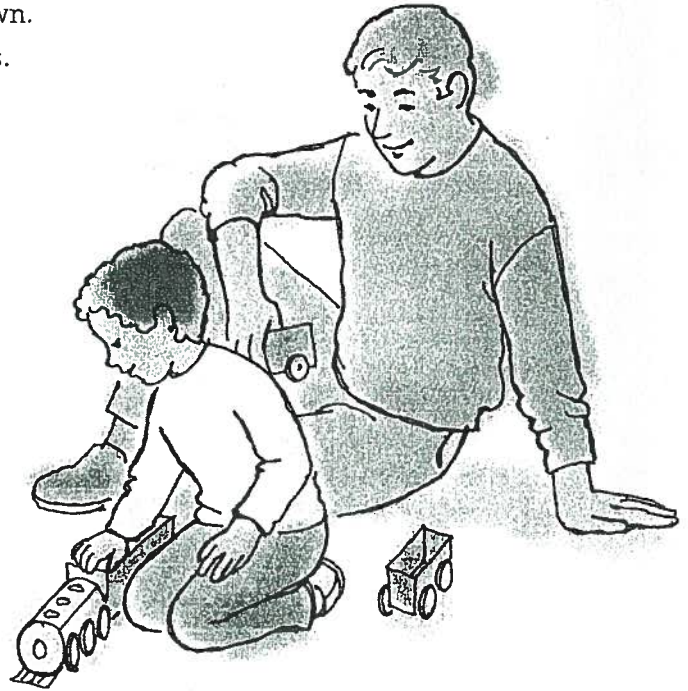
Partners in Building Full Potential

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Early Childhood Programs

Own Agenda Communication Style: A child with an Own Agenda communication style seems to tune others out and tends to play on her own. She seldom starts interactions with others. When she does, it's usually because she needs something. It can be hard to get a response from a child with this kind of communication style because she seems to be in her own world. She may play with one toy for long periods of time, or she may move quickly from one activity to the next, but she doesn't seem able to share her play with others.

Cameron has an Own Agenda communication style. Dad isn't sure how to get an interaction going with him because Cameron seems to prefer to play alone.



Take a moment to think about which communication style best describes your child *most of the time*. Children who have Passive, Reluctant or Own Agenda communication styles need extra support to get involved in an interaction. But even children with a Sociable communication style will benefit from your efforts to make interactions more successful, interesting and fun.

Parents' roles

Every day, as you and your child interact, you play a variety of roles. Many things influence these roles, such as your personality, your ideas about being a parent, your child's communication difficulties, her communication style and the challenges of a busy life. At one time or another, every parent takes on all of the roles described on the following pages, but playing certain roles too often can get in the way of your child's language learning.

Let's look at some typical parents' roles.

The Director Role: Parents direct their children's lives every day. They plan what their children will eat, what they will wear and when they will go to bed. But sometimes parents play the role of Director too often. They do most of the talking, telling their children what to do and how to do it. They may not realize that over-directing can get in the way of their child's learning. Children learn best when they lead interactions.



Robert wants to find the page with the monster, but his dad is playing the Director role, insisting that they read the book page by page.

What colour is the fire truck? Can you count the wheels?



When Brian's mom takes on the role of Tester, she's too busy asking questions to OWL and notice what has really captured his interest.

The Tester Role: Parents want their children to learn new skills. If a child isn't developing language as expected, her parents may think they need to work even harder to help her learn. So they take on the role of Tester, asking lots of questions to see what she's learned. But testing a child doesn't help her learn. A child learns best when she is having fun and her parents are tuned in to her interests.

The Entertainer Role: A parent in the Entertainer role is lots of fun and does whatever it takes to keep a child amused. The Entertainer tends to take the lead, doing most of the talking and playing. The problem is that the child doesn't have much opportunity to interact and be part of the fun. To learn language, children need to be actively involved in the interaction.

Look at Mr Elephant. He's going to eat some leaves from a big tree.



Scott enjoys watching his dad be the Entertainer but he doesn't have an opportunity to get involved.

The Helper Role: When a child has a hard time learning to communicate, her parents naturally want to make things easier for her. They tend to play the role of the Helper, doing everything for her and not expecting much communication. Parents of children with special needs may feel an even stronger need to play this role. But when parents are too quick to help, they may not find out how much their child can communicate and what really interests her.

Uh-oh, do you want Mommy to get it for you?



When Sofia drops her toy, her mother becomes the Helper, rushing in to help before Sofia has a chance to do anything herself.

It's six o'clock. We'd better hurry.

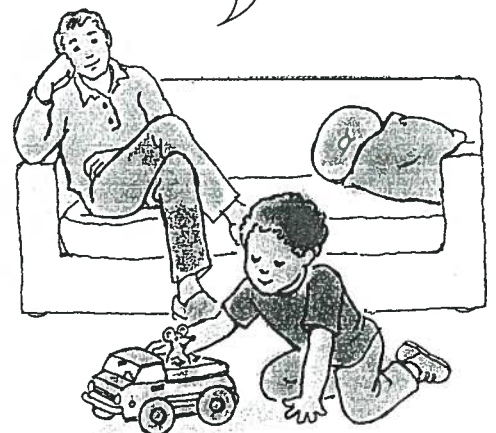


The Mover Role: Parents of young children are busy people, and their days are full of things to do. To stay on schedule, parents have to keep things moving fast. However, parents who play the Mover role too often may miss the chance to connect with their child and talk about things that interest her.

Megan's mom is in the Mover role because she is running late. She doesn't notice that Megan is trying to tell her something.

The Watcher Role: Sometimes parents would like to interact with their child but aren't sure how to join in. They may end up just watching her play or commenting on what she's doing from a distance. This is especially true if the child doesn't seem interested in interacting. Children do need some time to explore and learn on their own. But to learn language, they need to interact with their parents.

You've got a mouse in your truck. That's a nice mouse. He wants some cheese.



In his role as Watcher, Cameron's dad does a play-by-play commentary from the sidelines.

The Tuned-In Parent

When it comes to helping your child interact and learn language, the most important role for you to play is the role of the **Tuned-In Parent** – tuned in to your child's interests, needs and abilities. Tuned-In Parents give their children opportunities to start an interaction, and then they respond immediately with interest.

You can't be a Tuned-In Parent all the time. But to play the Tuned-In Parent role more often, think about whether you are talking too much, asking too many questions, helping your child too often or rushing more than you need to.

When Robert's dad thought about it, he realized there was no reason to be the Director and to insist on reading every page in the book. So, he followed Robert's lead and let him turn to his favourite page with the picture of a monster.



Dad realizes that Robert is making a monster sound and follows Robert's lead. Now that he's the Tuned-In Parent, the fun begins.



Session 1 Home Plan: Let Your Child Lead



Our daily routine:

This week, I will...

O **Observe** how my child reacts or sends messages, and what my child is interested in.

I might see:

W **Wait** to give my child a chance to start the interaction by saying or doing something.

I will remember to wait by:

L **Listen** for anything my child might say.

I might hear:

Once my child starts the interaction, I will respond **right away**.

I might say or do:

-
-





Report Back: Let Your Child Lead



When I...

O

Observed, I saw my child:

W

Waited, my child did or said:

L

Listened, I heard my child say:

My child started the interaction by:

So, I responded by doing and saying:

Questions I want to ask:



Getting in Tune

This checklist will help you learn how to use songs and rhymes to help your child communicate and learn language. Each statement in the list describes one way in which a child can participate in musical activities. As you read the statements, next to each one put the letter that shows how well it describes your child.

A = Always

O = Often

R = Rarely

N = Never

Discoverers:

- My child responds to music by becoming quiet.
- My child responds to music by increasing his activity (for instance, kicking his feet) or making sounds.
- My child watches my face when I sing to him.
- My child makes sounds when I sing to him.
- My child reacts in some way when I pause, look at him and wait after a song is over.

Communicators:

- My child performs song actions along with me such as clapping or falling down (in "Ring Around the Rosie").
- My child plays toy instruments – for instance, he bangs on a toy drum.
- My child sings along with me by making simple sounds like "ba," "ma" or "da."
- My child imitates sounds and sound patterns in songs and rhymes.
- My child moves his body to the music.
- My child uses a sound or an action to ask for a music routine to continue or to request the high point.
- My child takes a turn in a song or a rhyme by filling in a missing action or sound.

First Words Users:

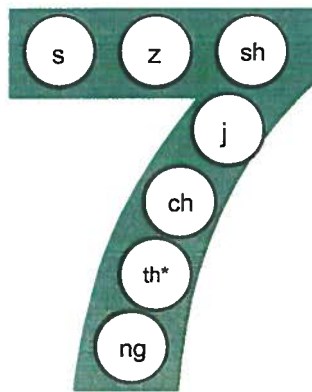
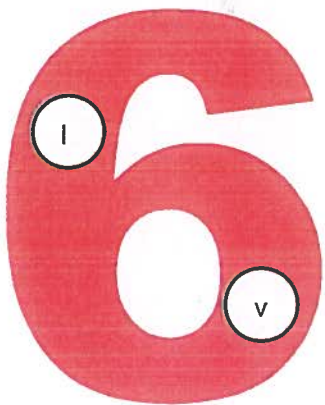
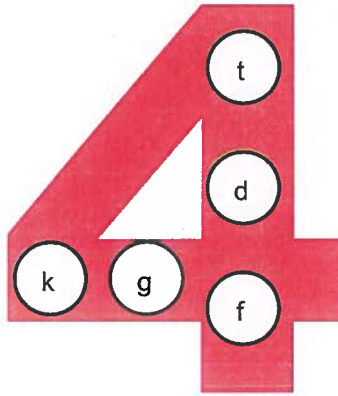
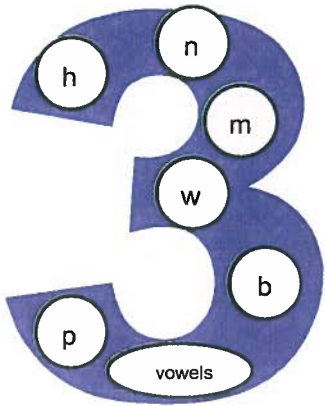
- ___ My child uses the word *more* or *again* to ask me to repeat a song.
- ___ My child names a song that he hears – with one word.
- ___ My child asks for a song or a rhyme using a specific word, such as “Bunny” for “Sleeping Bunnies.”
- ___ My child fills in a missing word or sign that comes at the end of a line in the song or rhyme.
- ___ My child plays toy instruments along with music.

Combiners:

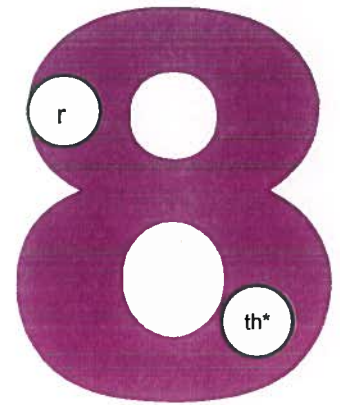
- ___ My child takes turns with two or more words in music activities. For example, he might say “More ‘Bus.’”
- ___ My child fills in two or three missing words at the end of a line in a song. For example, if I sing “Tip me over and ...,” my child will say “Pour me out.”)
- ___ My child has begun to carry a tune.
- ___ My child sings songs to himself with one or two recognizable words.
- ___ My child associates songs and rhymes with everyday activities and experiences. For example, if we see a spider on the ground he may say “Eensy Weensy Spider.”



Developmental Ages for Sound Mastery




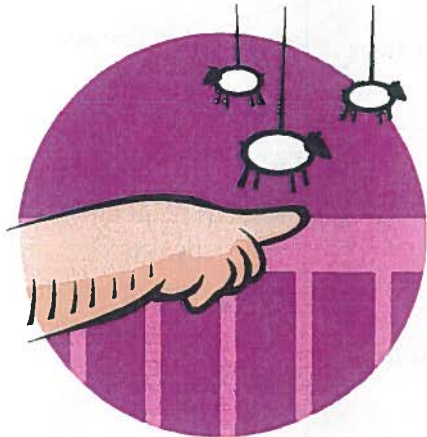


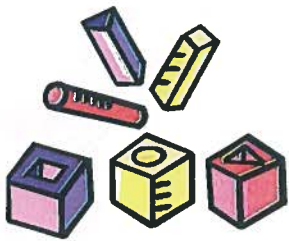

*voiced



*voiceless







To Read:

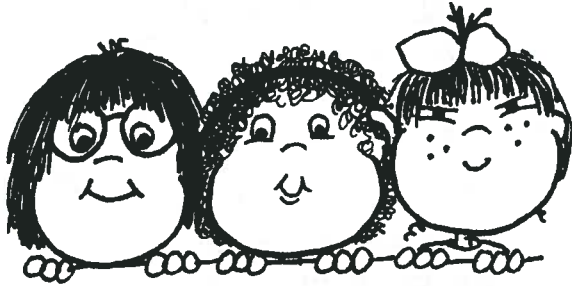
“By the age of _____, 90% of children have mastered the _____ sound(s) in conversation.”

	Receptive Language	Expressive Language	Social Communication
18 mos.	<ul style="list-style-type: none"> vocabulary growing (understands 50 different words) follows two directions with one object finds objects not in sight 	<ul style="list-style-type: none"> uses 15-20 meaningful words imitates words readily asks "What's that?" asks for "more" speech is 25% intelligible 2-word combinations (18-30months) <p>Nomination (that car) Recurrence (more juice) Negation-denial (no wee wee) Negation-rejection (no more) Negation-no-existence (birde go) Agent + Action (daddy kiss) Action + Object (push truck) Agent + Object (boy hat) Action + Location (go outside) Entity + Locative (bear car) Possessor + Object (daddy car) Entity + Attribute (water hot) Demonstrative + Entity (that train!)</p>	<ul style="list-style-type: none"> points, shows and gives objects to adults accompanied with vocalizations hands toy to adults for help 
24 mos.	<ul style="list-style-type: none"> understands 200-300 words follows novel commands points to named pictures in books follows two step commands understands my, mine, yours, I 	<ul style="list-style-type: none"> uses 50 different words word combinations begin to include more grammatical markers (ing, in, on, plural s) says own name pronouns me or my speech is 50% intelligible 	<ul style="list-style-type: none"> shows an interest in being around other children pretend play with caregiver can participate in a conversation by responding to "what" and "where" questions for 2-3 turns
30 mos.	<ul style="list-style-type: none"> understands the concept of one answers simple questions points to pictures in books vocabulary continuing to grow 	<ul style="list-style-type: none"> refers to self as me or I uses no, uses 3 word phrases more grammatical markers emerging: irregular past -ed (walked) articles -a, the possessive s (Doggy's food) 	<ul style="list-style-type: none"> relates experiences about remote events vocalizes for all needs (less whining/gestures) 
36 mos.	<ul style="list-style-type: none"> understands attributes of objects such as size and color identifies some objects by their function points to action words in pictures 	<ul style="list-style-type: none"> says first and last name uses simple sentences to relate ideas mastered the following sounds: h,n,m,w,b,p and all vowels grammatical marker: "is" responding to: "Who is eating?" "He <u>is</u>." "Dog big" becomes "Dog's <u>s</u> big." "Dog <u>is</u> barking." speech is 75% intelligible 	<ul style="list-style-type: none"> answers/asks wh-questions talks about interests and feelings enjoys pretend play (house, baby) 

COMMUNICATION MILESTONES

Birth To Three

	Receptive Language	Expressive Language	Social Communication
3 mos.	<ul style="list-style-type: none"> startles to sounds moves body in response to voice attends to speaker's mouth 	<ul style="list-style-type: none"> cries (becoming differentiated) vocalizes two different cooing sounds 	<ul style="list-style-type: none"> seeks to make eye contact with an adult smiles purposefully in response to caregivers face/voice shows interest in people not objects
6 mos.	<ul style="list-style-type: none"> turns head and searches for speaker recognizes own name stops crying/calms when spoken to 	<ul style="list-style-type: none"> vocalizes in response to vocalization/singing laughs coos frequently; oo, oh, ah.(back vowels); ee, eh, ay (front vowels) 	<ul style="list-style-type: none"> maintains eye contact smiles spontaneously to human contact imitates a facial expression tries to interact with an adult (directs vocalizations to people)
9 mos.	<ul style="list-style-type: none"> recognizes family member names stops when told "no" responds with gestures to common phrases: bye-bye, up, come looks at pictures stops when name is called 	<ul style="list-style-type: none"> protests with gestures and by vocalizing babbles duplicated syllables (mama, dada) imitates duplicated syllables variety of sounds (h,m,b,p,t,d,n,w,f,v,y,k,g) babbles in burst with varying pitch 	<ul style="list-style-type: none"> exchanges gestures with an adult shows a desire to be with people shouts to gain attention enjoys social games joint attention/gaze shift begin <p>Peek</p> 
12 mos.	<ul style="list-style-type: none"> gives objects upon request follows some routine directions understands (give me w/ gesture) looks at named objects understands simple questions (eat, nite-nite, bye-bye) points to two body parts vocabulary of 40-50 words 	<ul style="list-style-type: none"> says mama and dada meaningfully imitates: consonant-vowel combinations (ba, ga, da) -non-speech sounds (smacking lips, tongue clicking, cough) -names of familiar objects says one or two words 	<ul style="list-style-type: none"> participates in games like peek-a-boo waves hi and bye points to objects to indicate awareness extends arm to show object uses gestures to get needs met 



Communication: Missed
Behavior or Missed
Communication?
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Challenging behavior:

“Challenging behaviors (or problem behaviors) result in self-injury, injury to others, cause damage to the physical environment and/or interfere with the acquisition of new skills, and/or socially isolate the learner” (Doss & Reichle, 1991).

Communication: The way a learner lets you know he wants, needs or desires something.

Communication	Behavior
Form: Way to communicate	Form: Way to behave
Function: Reason	Function: Reason
Content: Something to communicate about	Content: Something that contributes to a specific behavior

What kinds of behaviors are considered a problem?

1. Destructive or disruptive behavior
 - Tearing up
 - Demanding
 - General attention getting
2. Non-Compliant Behavior -“I’m not gonna do it and you can’t make me!”
3. Aggressive Behavior -“I will hurt, maim and/or kill you!”
4. BUTA- Bizarre behavior unexplained and unrelated to anything in particular!

The Best Form of DISCIPLINE IS ALWAYS PREVENTATIVE



What is a functional assessment?

A functional assessment is the process of determining the relationship between events in a person's environment and the occurrence of challenging behaviors.

This process involves:

1. Identifying and defining the challenging behavior.
2. Identifying the events and circumstances regularly associated with the occurrence and the nonoccurrence of the challenging behavior.
3. Determining the social function or the purpose of the challenging behavior (Foster-Johnson & Dunlap, 1993; O'Neill, Horner, Albin, Storey, & Sprague, 1990).

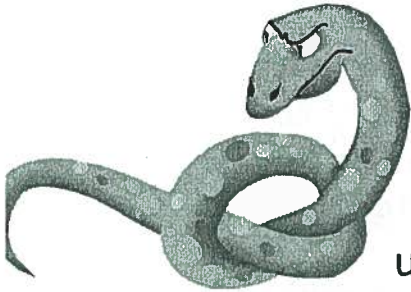
When assessing behavior it is critical to determine the **setting events** that relate to the behavior. Setting events are conditions that occur concurrent with problem behaviors or are more distant in time and increase the probability that challenging behavior will occur.

Keys to Success:



- Create a physical environment that promotes interaction
- Establish rules that guide behavior
- Provide materials that encourage persistence and attention
- Develop a routine that establishes transitions and routines.
- Be flexible!

Deciding When to Use a Communicative Replacement



When a teacher chooses to replace the challenging behavior with a communicative alternative, there must be general agreement that the function of the behavior was acceptable but the form used to achieve the outcome is unacceptable.

- **If the teacher chooses to teach a communicative replacement, he/she must ensure that the communicative replacement serves the same function as the challenging behavior.**
- **When replacing socially motivated challenging behaviors with communicative alternatives, the teacher must decide whether the child's communicative function will be reinforced.**

2. Request a work break

A request for a break is a communicative intervention in which the child completes a portion of an activity and then requests a break. Following the break, the child returns to the activity. A request for a break may be accomplished by using spoken, gestural, and/or graphic symbols.



Suggestions to make this strategy work:

- **Reinforce the absence of challenging behavior.**
- **Return to work from break time.**
- **Avoid chaining**

3. Request for assistance

A request for assistance is a communicative utterance produced by the child in order to indicate the desire to have an individual provide him/her with help while engaged in a task.



- **Access-motivated: Situations in which an individual requires assistance in order to gain access to a preferred item or an activity.**
- **Escape-motivated: Difficult task- Situations in which an individual requires assistance to speed escape from a difficult task is also excellent opportunities to request assistance.**

Steps to teaching this strategy:

Step 1. Reinforce the absence of challenging behavior.

Step 2. Systematically alter the presentation of the provoking item/activity so that it more closely resembles the original provoking condition.

Step 3. Prompt the child to engage in the request assistance response.

Who would benefit from using a pre-specified reinforcer strategy? Pre-specified reinforcers are useful for children who engage in challenging behavior to:

- escape or avoid a requested task
- obtain or maintain attention
- In these cases, pre-specifying the reinforcers is likely to increase the desired behaviors.

2. Choice Making

- Choice making occurs when a child selects an item or activity from among two or more options.
- Choice making offers control and empowerment to all individuals but may be particularly important for some individuals while engaged in socially motivated challenging behavior.
- Choices can be positive reinforcers or actual tasks to be performed.
- Having opportunities to make choices is beneficial for most children.
- Among children who are motivated to escape activities or have a need to demonstrate control over conditions of engagement in activities, some children choose between two options because they are reinforced by being allowed to choose. If so, allowing the child to choose which option he or she would like to do first may reduce escape-motivated challenging behavior.
- Limiting the number of choices available may help children who have a difficult time choosing from a large array of options or children who are withdrawn.
- Offering choices throughout the day honors children's individual differences.
- With some activities, choice of when the child will engage in a non-preferred task can be offered.
- When a non-preferred task can be broken down into smaller steps to completion, the child may be

reinforcement (i.e., release from the task, delivery of a preferred item, or attention).

Delay Cues may be time related or task related.

- ⇒ **Time related delay cue:** Communicates that reinforcement will be delivered contingent on refraining from engaging in challenging behavior for a period of time (e.g., 3 minutes).
- ⇒ **Task related delay cue:** Communicates that reinforcement will be delivered contingent on a certain amount of task engagement with no challenging behavior.



4. Collaboration

- ⇒ **Collaboration is a strategy in which the responsibilities of an activity are divided between a child and another individual (peer or adult).**

⇒ **The purpose of collaboration is to increase the probability of task completion and permit earlier escape while delivering attention (a potential positive reinforcer) during engagement.**

Why is collaboration effective?

Collaboration is effective in reducing challenging behavior and increasing engagement in tasks because it decreases the task demands placed on the child

Who benefits?

- ⇒ obtain attention when asked to perform an activity.
- ⇒ escape from an ongoing activity.
- ⇒ avoid the demands of an activity completely.

List of Related Reading

Dr. Clarissa Willis

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Van der Kolk, B., Perry, J. & Herman, J. (1991). *Childhood Origins of self-destructive behavior*. *American Journal of Psychiatry*, 148 (1665-1671).

