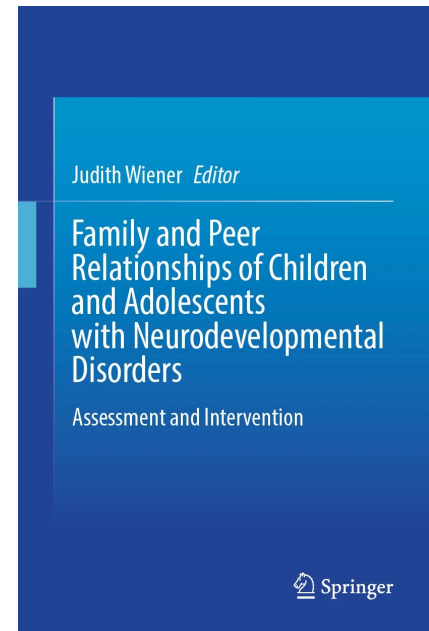


Family and Peer Relationships of Children and Adolescents with Neurodevelopmental Disorders (ND): A Transdiagnostic Approach

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<https://discover.research.utoronto.ca/57550-judith-wiener>



1

Outline

Transdiagnostic approach

Theoretical Framework

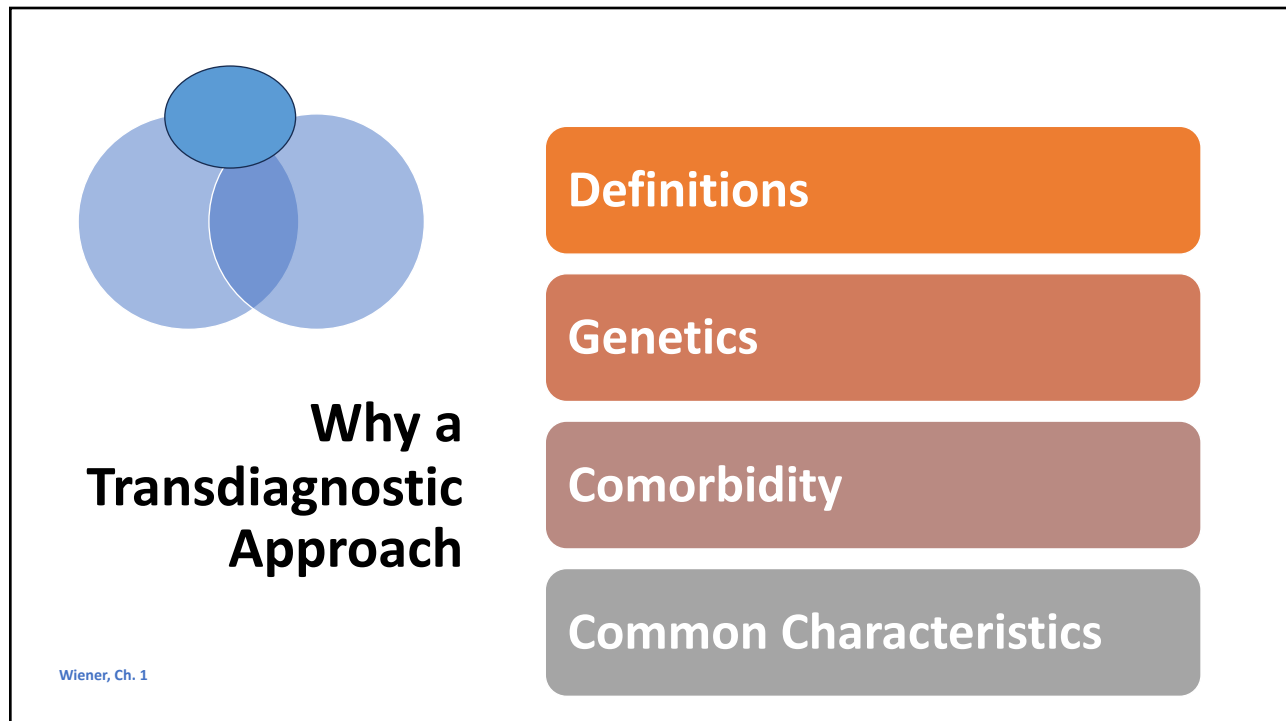
Parenting & Family Relationships

Peer Relationships

Implications for Assessment

Implications for Intervention

2



3

Definitions: Lumping, Splitting & Changing			
ND = Neurodevelopmental Disorders, Neurodivergent, Neurodiverse			
ADHD	LD	ASD	IDD
• Hyperkinetic Disorder • Attention Deficit Disorder • Attention-Deficit Hyperactivity Disorder • Subtypes versus Presentations	• Learning Disabilities • Perceptual Handicap • Language Disability • Language Disorders • Specific Learning Difficulties • Specific Learning Disorder • Reading, writing, and math disorders • Dyslexia	• Autism • Asperger • Autism Spectrum Disorder • Neurodivergent	• Stigmatized labels • Intellectual Disability • Intellectual & Developmental Disorder • Relative importance of IQ & Adaptive Skills • Severity versus support levels

DSM, ICD, Disability-Specific Organizations, Wiener, Ch. 1

4

Genetics – They're Just Like their Dad or Mom

- Meta-analysis: 296 Independent studies, > 4 million participants
- Participants diagnosed with ADHD, SLD, ASD, IDD, Communication Disorders & Motor Disorders
- Family-Based Heritability Estimate = .66 (range = .62 - .86)
- Single Nucleotide Polymorphism Heritability Estimate = .19
- Genetic Overlap Between NDs (r_A) = .36 (s.e. = .12)

Gidziela et al., 2023

5

Prevalence & Comorbidity

	Prevalence	Comorbidity			
		ADHD	LD	ASD	IDD
ADHD	> 5%		30 - 40%	35%	25%
LD	> 5%	30 - 40%		20– 25%	
ASD	3%				7 – 19%
IDD	1 – 2%			20 – 25%	

Dupaul et al., 2013; Frances et al., 2022; Neece et al., 2013; Pliska, 2015; Stevens et al., 2016; Khachadourian et al., 2023; Wiener Ch. 1

6



Common ND Characteristics

- Self-Regulation
 - Executive functioning
 - Emotion regulation
- Social Skills
 - Social cognition
 - Social communication
 - Social performance
- Adaptive Skills
- Academic Achievement
- Physical & Mental Health

Wiener, Ch. 1

7

Physical Health (mainly IDD)

Co-occurring medical conditions	Down syndrome (%)	General child population (%)
Hearing problems	75	0.1-0.3
Vision problems	60-80	3
Obstructive sleep apnea	50-79	1-5
Otitis media with effusion (chronic)	50-70	5-30
Congenital heart disease	40-50	1.3
Difficulty feeding	31-80	25
Congenital hypothyroidism	2-7	0.025-0.05
Seizures	1-13	.6
Autoimmune disease		
Hashimoto thyroiditis	13-39	1-2
Celiac disease	1-5	.33
Alopecia	5	.1
Autism	7-19	2.78

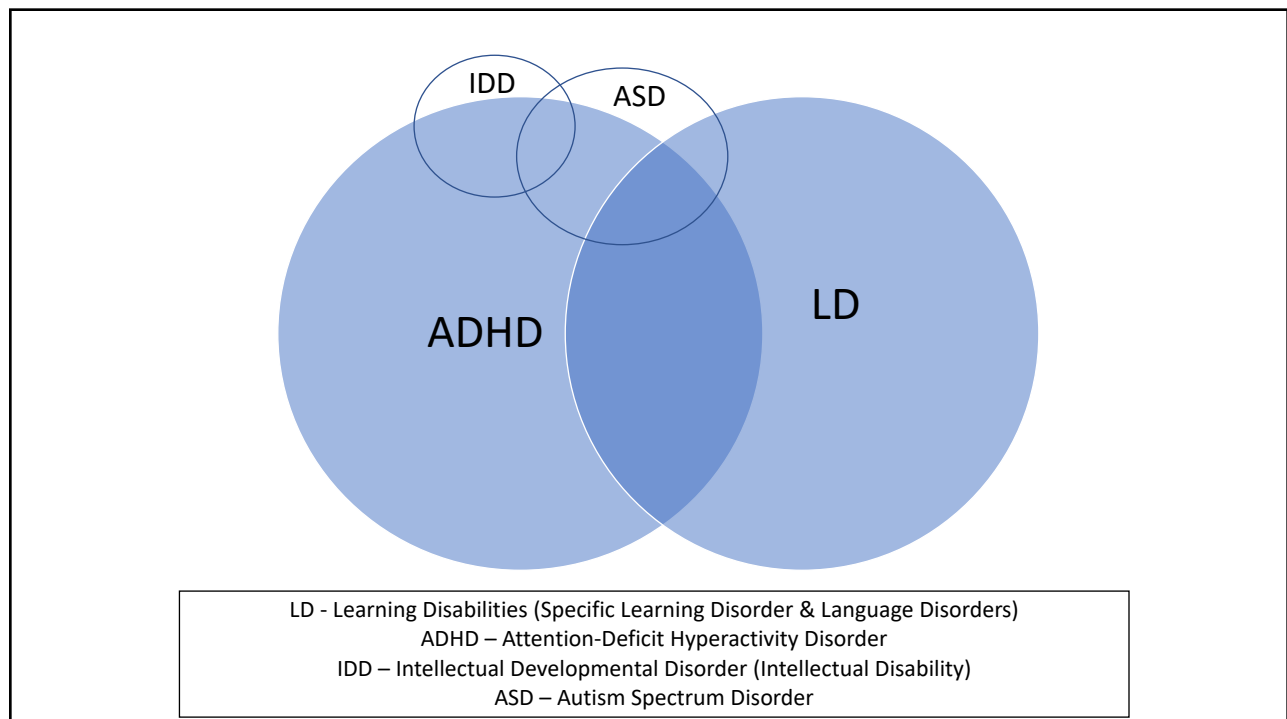
Hodapp & Rossi, Ch. 7

8

Core Symptoms & Other Markers

ADHD	• Inattention, Hyperactivity, Impulsivity • Self-Regulation, Social Skills, Academic Achievement, Internalizing, Externalizing, Substance use, Sleep & Eating Disorders, Screen Addiction
LD	• Academic Achievement • Oral Language, Social skills, Adaptive Skills, Executive Functioning, Anxiety, Depression
ASD	• Social Skills, Fixed & Repetitive Behaviors and Interests • Oral Language, Self-Regulation, Internalizing, Externalizing & Eating Disorders, Adaptive Skills, Academic achievement
IDD	• Intellectual Ability & Adaptive skills • Oral Language, Academic Achievement, Self Regulation, Social Skills, Physical Health, Internalizing & Externalizing Disorders, Pica

9



10

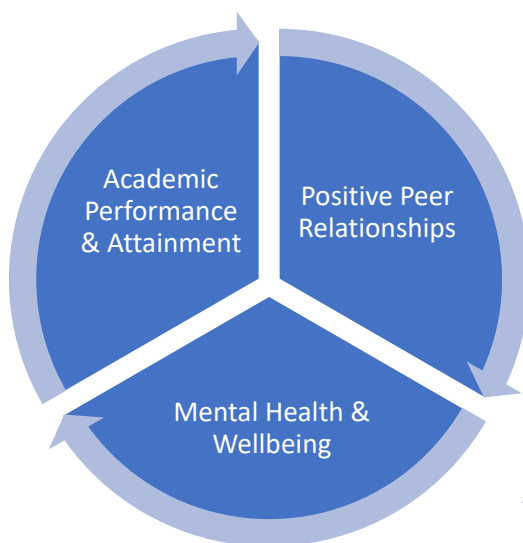
Theoretical Framework

Resilience

Differential Susceptibility

11

Resilience/Resilient (used > 150 times)

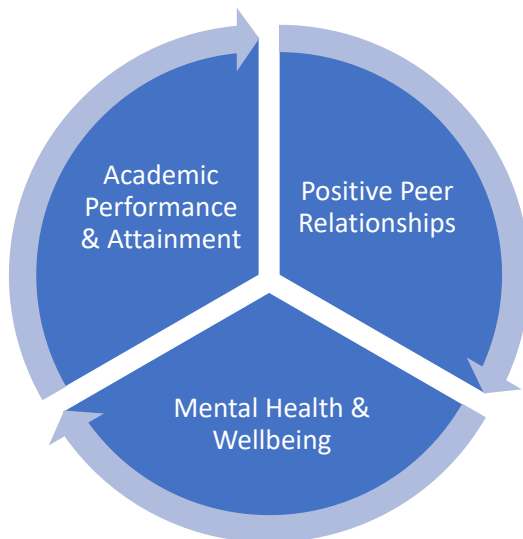


Resilience entails more than managing stressful conditions, shouldering a burden, or surviving an ordeal. It involves the potential for personal and relational transformation and positive growth that can be forged out of adversity.

Al-Yagon & Margalit, Ch. 5; Sloss, Eschenwecker & Browne, Ch. 3

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Characteristics of Resilient ND Youth



Youth

- **Secure Attachment**
- Social Skills
- Cognitive Ability
- Persistence
- Sense of Humour
- Talent valued by peer group and family & engaging in those activities (e.g., sports, music, drama)

Al-Yagon & Margalit, ch. 5; Wiener, ch. 1; Wiener, Ch. 9

13

Family Resilience

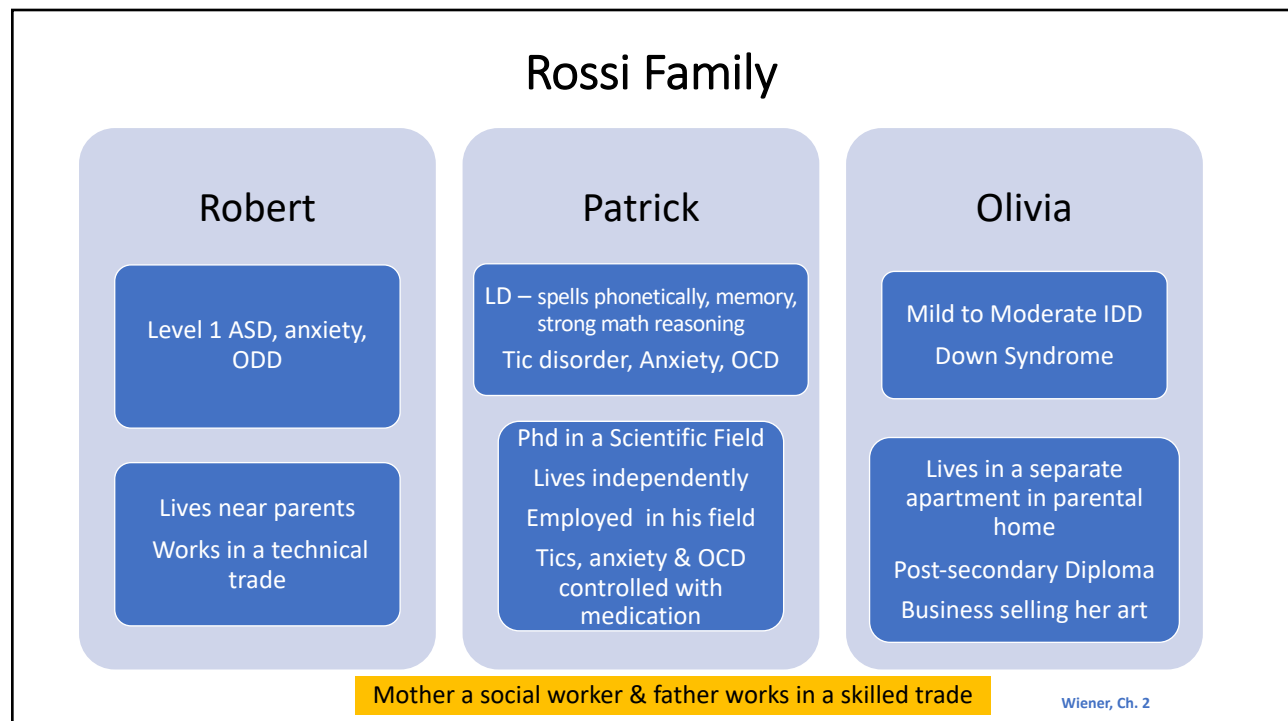
The capacity of the family, as a functional system, to withstand and rebound from stressful life challenges – emerging strengthened and more resourceful

Key Processes

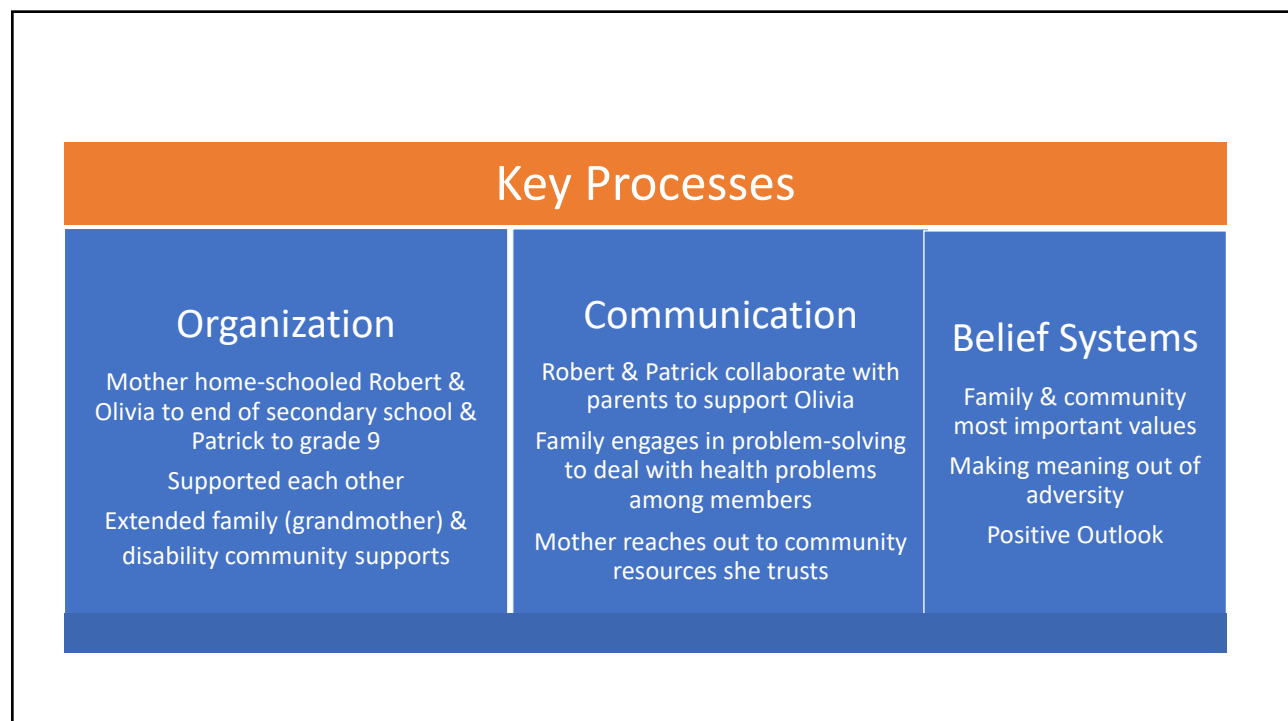
Organization	Communication	Belief Systems
Flexibility	Clarity	Making meaning out of adversity
Connectedness	Open Emotional Expression	Positive Outlook
Social & Economic Resources	Collaborative Problem Solving	Transcendence & Spirituality

Sloss, Eschenwecker & Browne, Ch. 3; Walsh, 2016

14

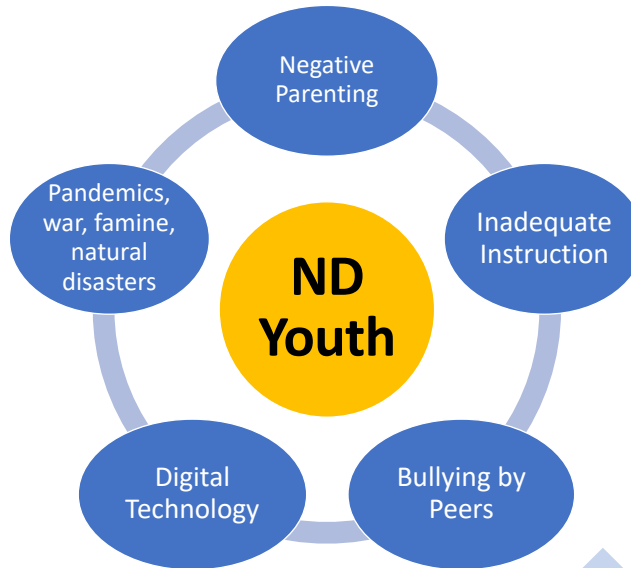


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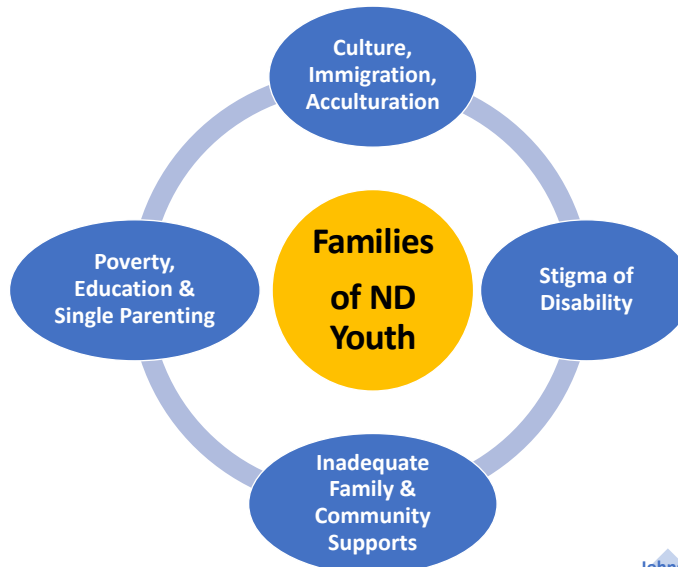
Differential Susceptibility — Belsky et al., 2022



Johnson, Finegold, Page & Wade, Ch. 16; Sloss, Eschenwecker & Browne; Wiener Ch. 1, 2, 9

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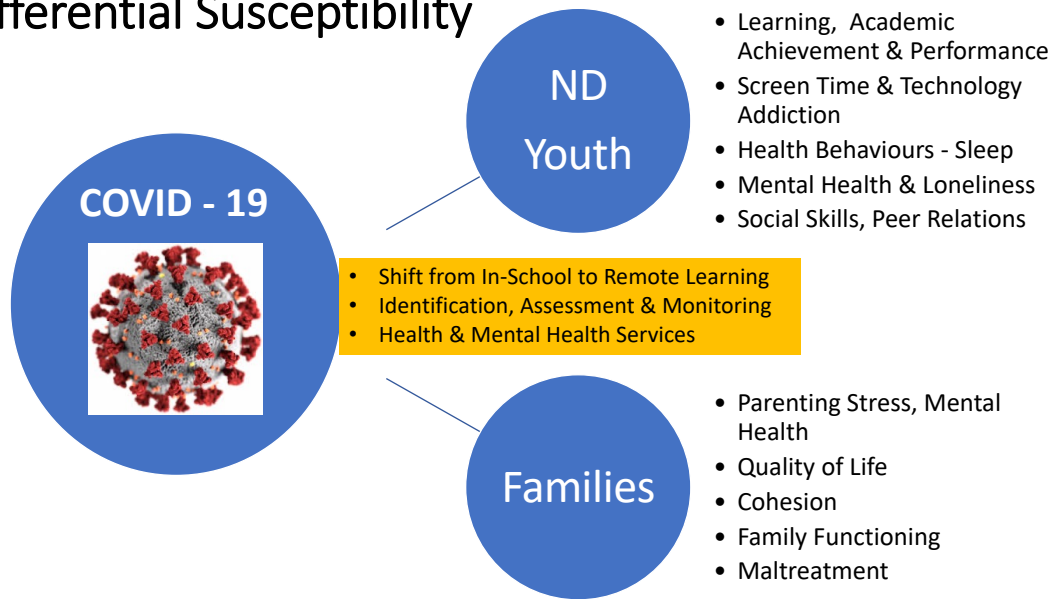
Differential Susceptibility



Johnson, Finegold, Page & Wade. Ch. 16
Sloss, Eschenwecker, & Browne, ch. 3; Wiener, Ch. 2

18

Differential Susceptibility



Johnson, Finegold, Page, & Wade, ch. 16

19



Parenting & Family Dynamics

Parenting Stress

Parent ND & Mental Health

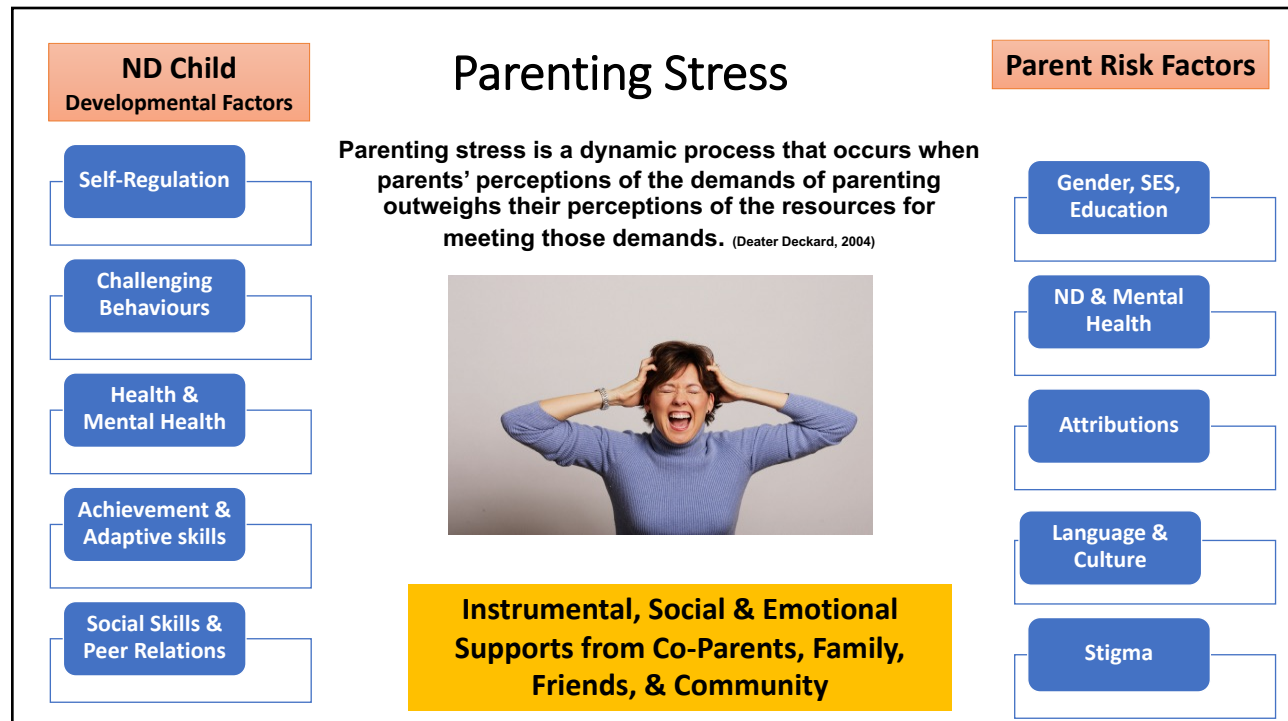
Parent Attributions, Culture, Stigma

Parenting Behaviour

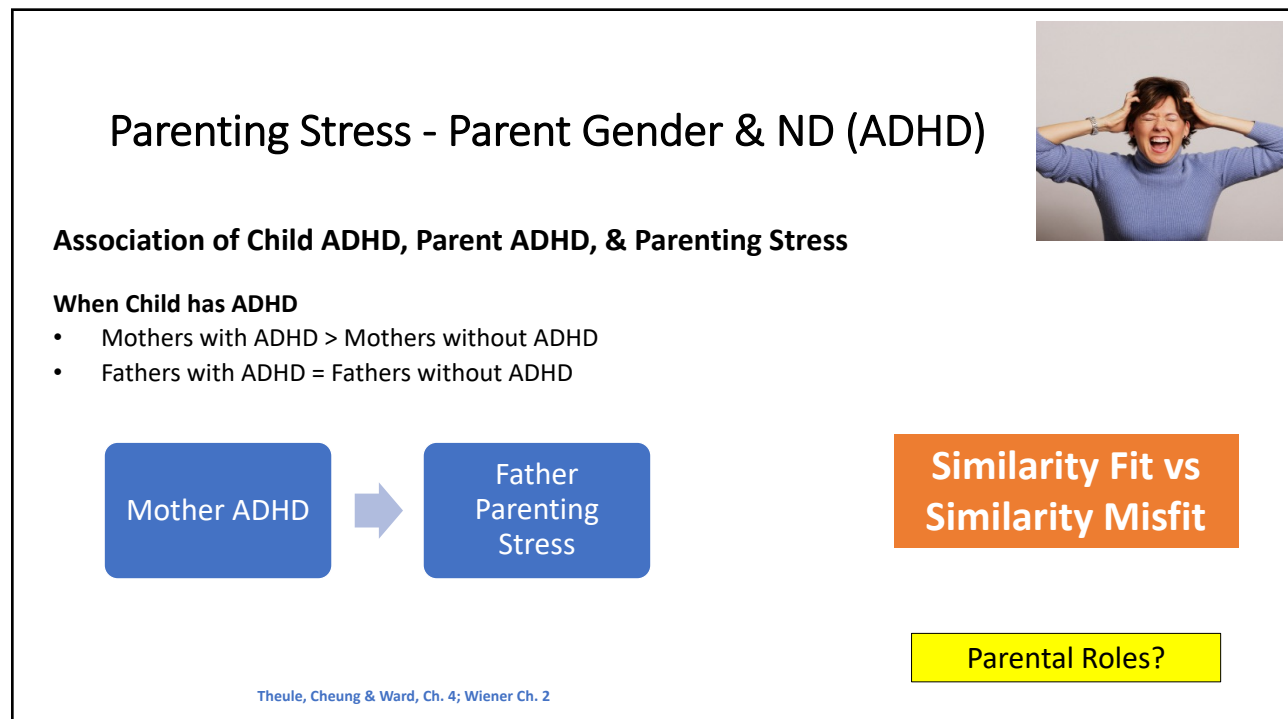
Relationships

Wiener, Ch. 2

20

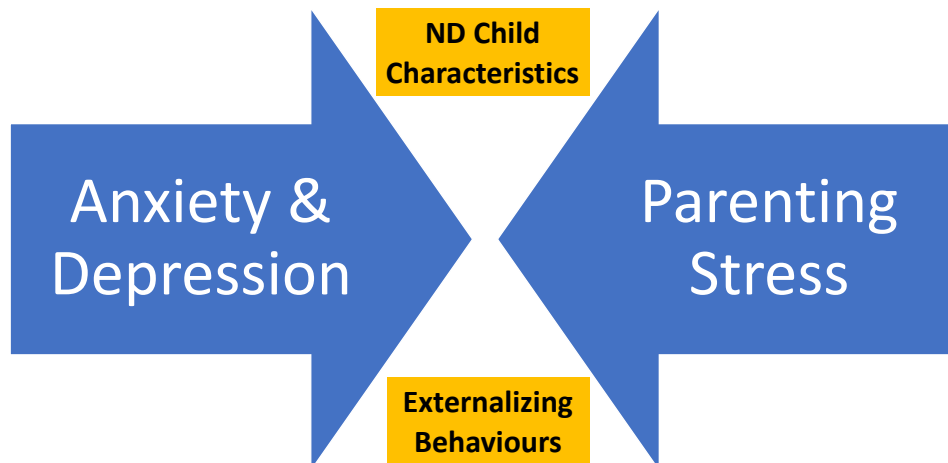


21



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Parental Mental Health



Al-Yagon & Margalit, Ch. 5; Anderson, Symons, Fuhrmann-Knowles, Leaf, & Olive, Ch. 6; Hodapp & Rossi, Ch. 7; Sloss, Eschenwecker, & Browne, Ch. 3; Theule, Cheung & Ward, Ch. 4; Wiener, Ch. 2

23

Parenting Practices/Behaviours

Positive Parenting

- Warmth & Caring
- Responsiveness
- Knowledge & Monitoring
- Consistency
- Encouragement/ Support for Learning
- Screen Time & Social Media Limits

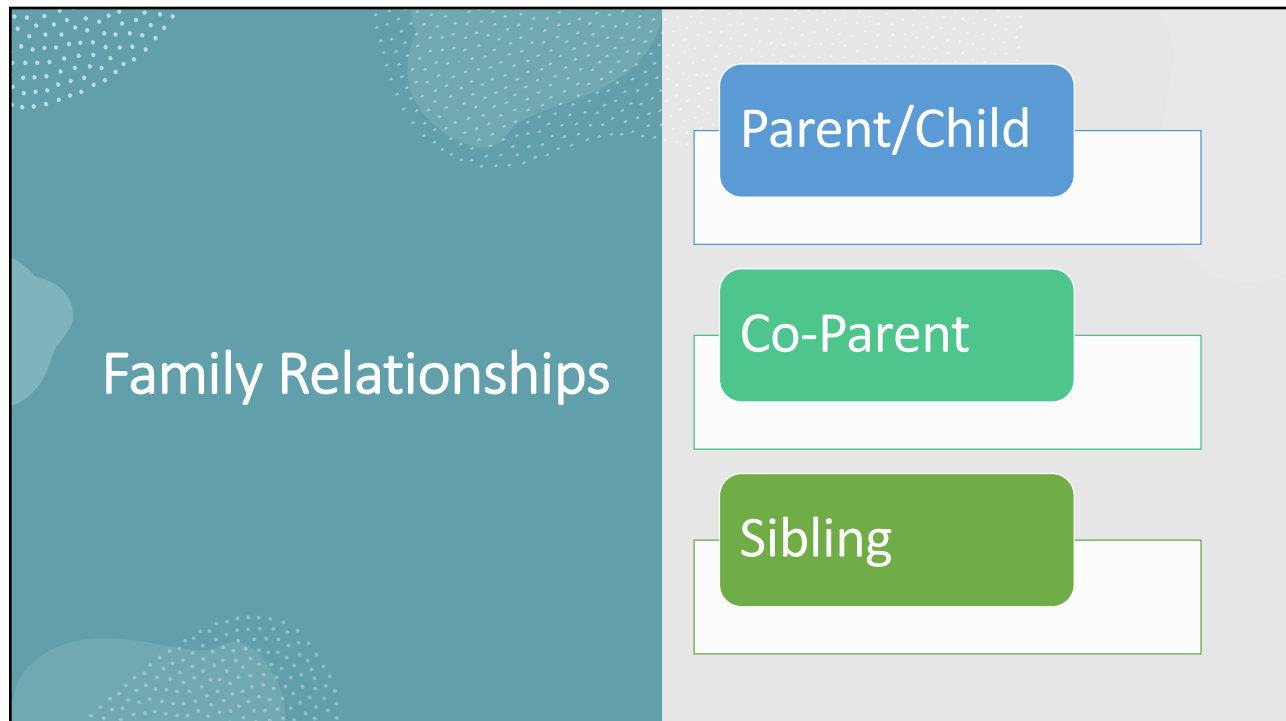
Negative Parenting

- Rejection & Criticism
- Unresponsive to child's needs
- Inadequate Knowledge & Monitoring
- Coercive Discipline/Abuse
- Pressure to achieve
- Inadequate Screen Time Limits
- Parental Excessive Screen Time

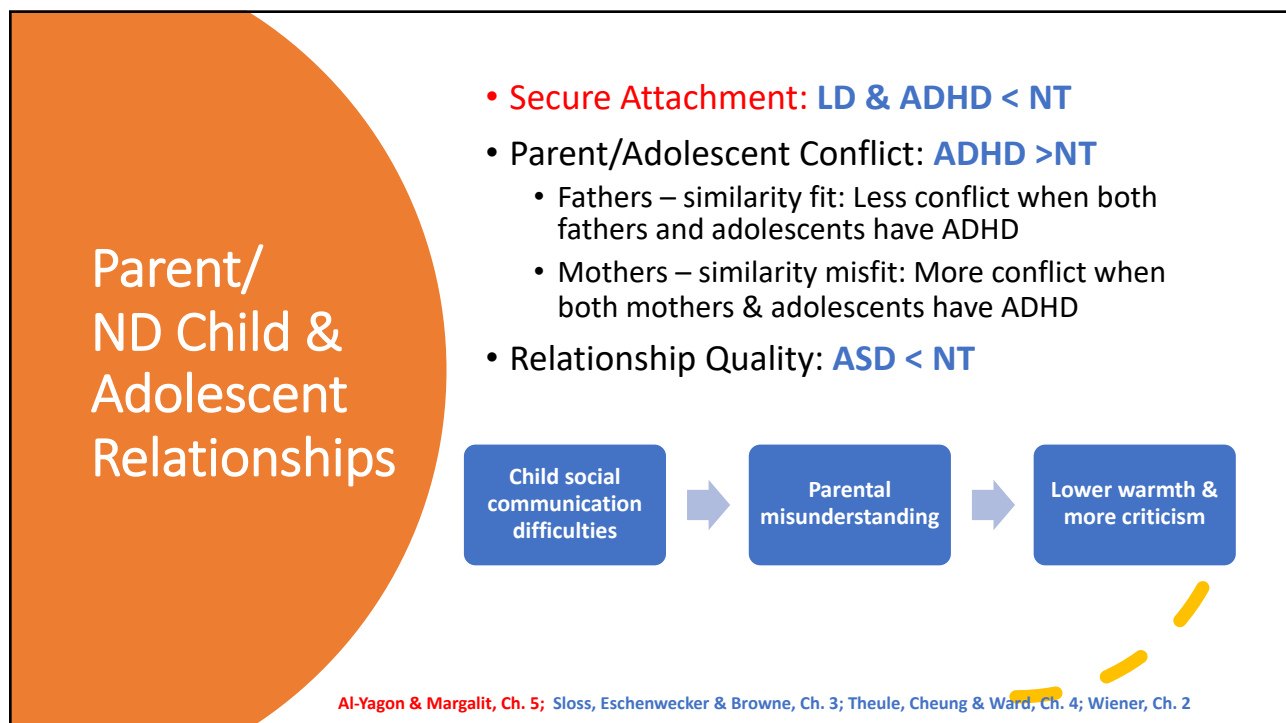
Differential Susceptibility to Negative Parenting

Sloss, Eschenwecker, & Browne, Ch. 3; Theule, Cheung & Ward, Ch. 4; Wiener, Ch. 2

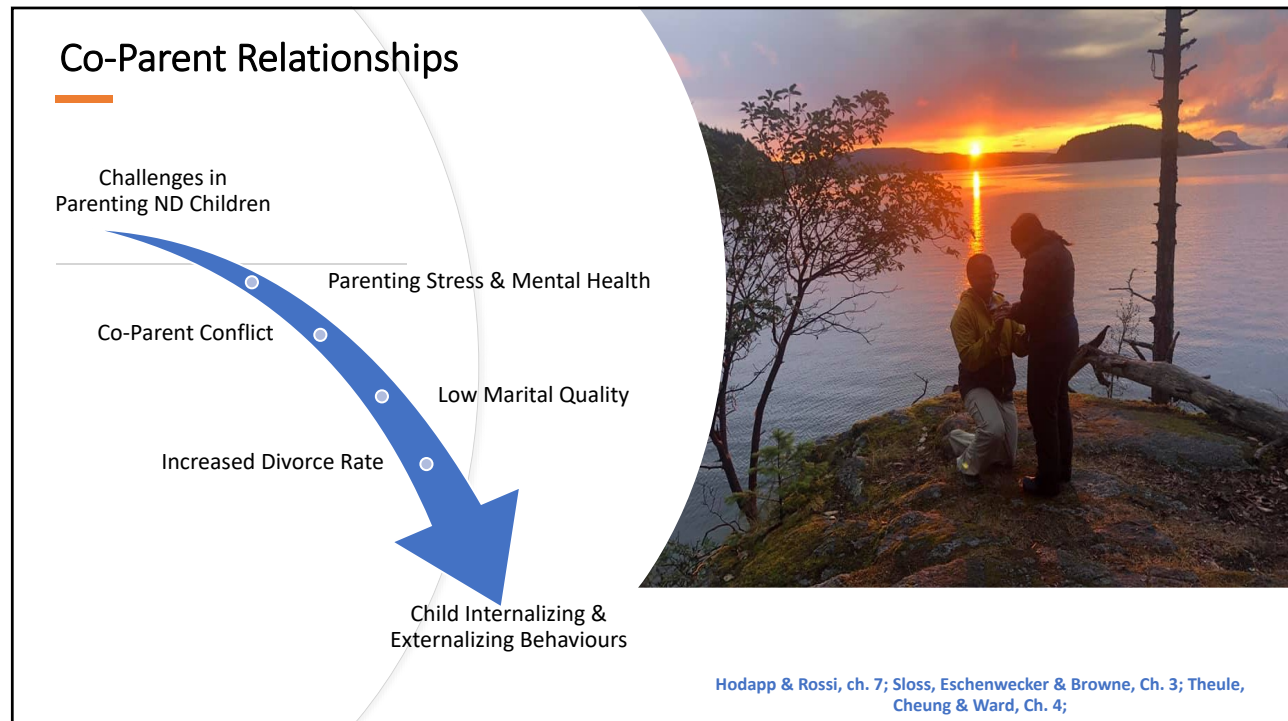
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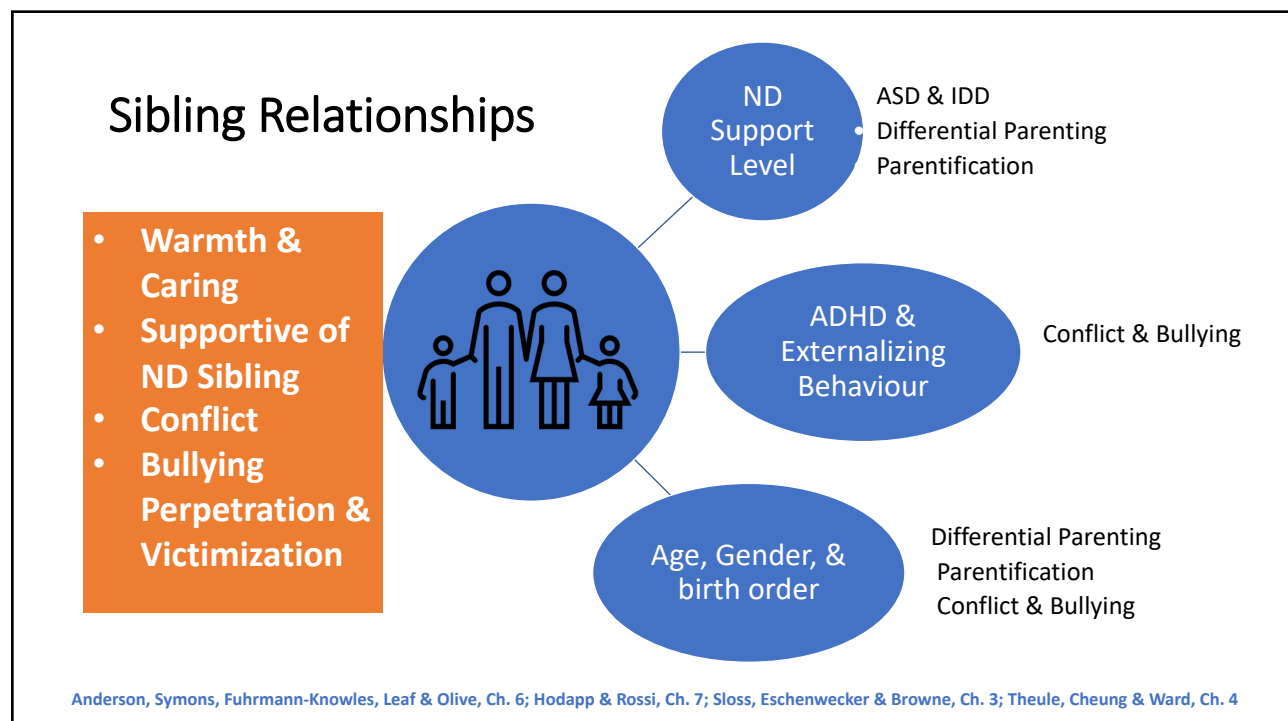
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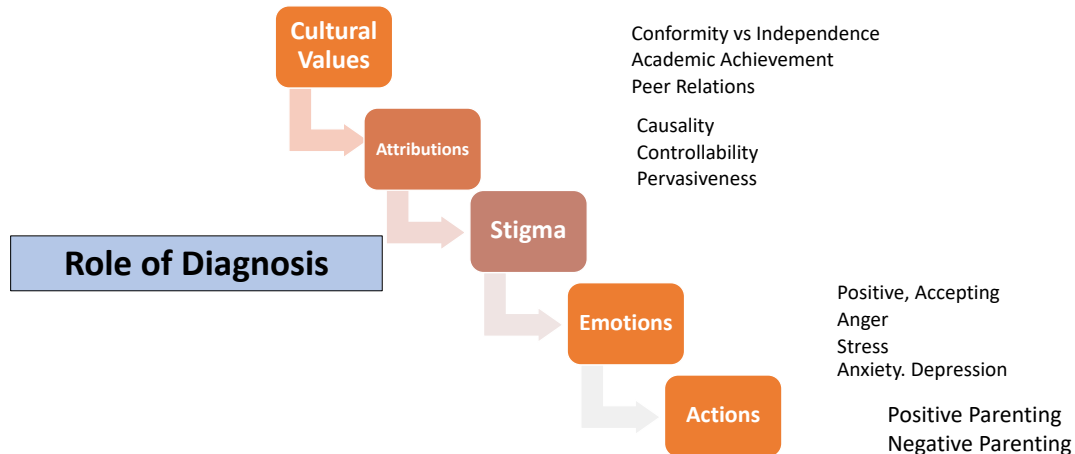


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Culture, Attributions & Stigma



Al-Yagon & Margalit, Ch. 5; Andrade, Sawrikar, Kil, & Brodtkin, Ch. 8; Sloss, Eschenwecker & Browne, Ch. 3; Wiener Ch. 2

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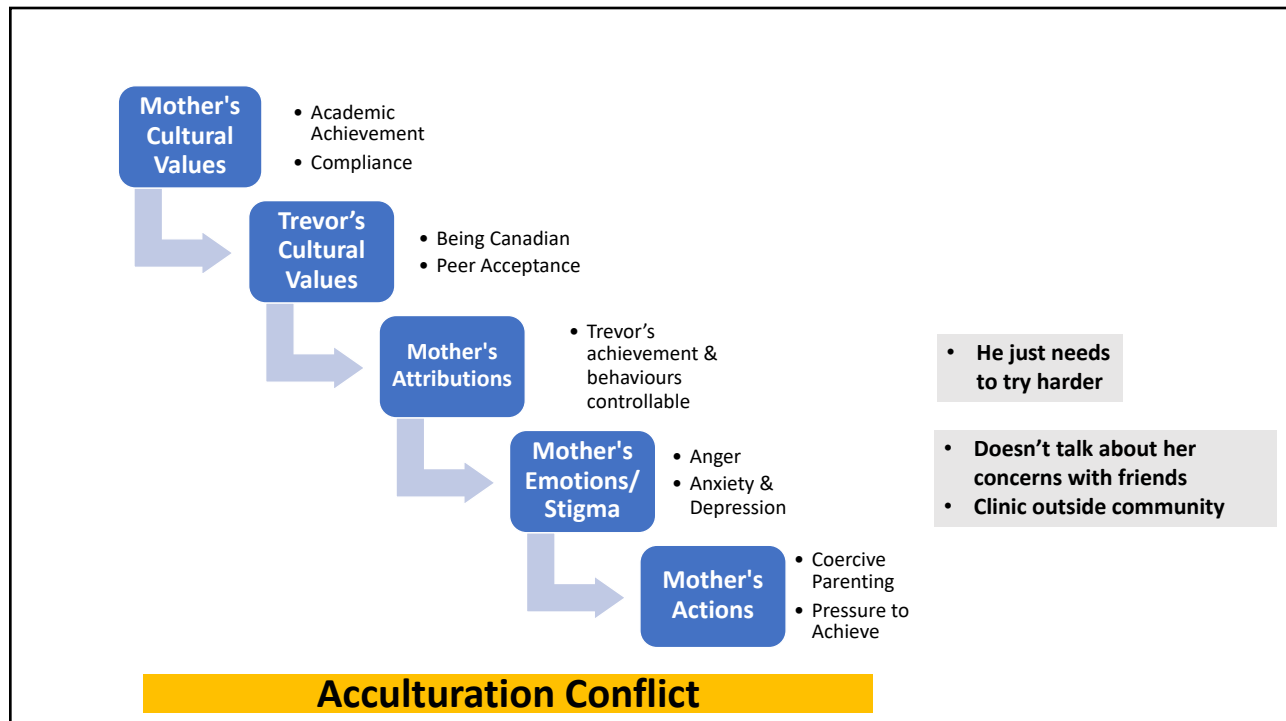
Chin Leung
(Trevor)
Age 15

Mother concerned about low school grades (mainly Bs) & noncompliance

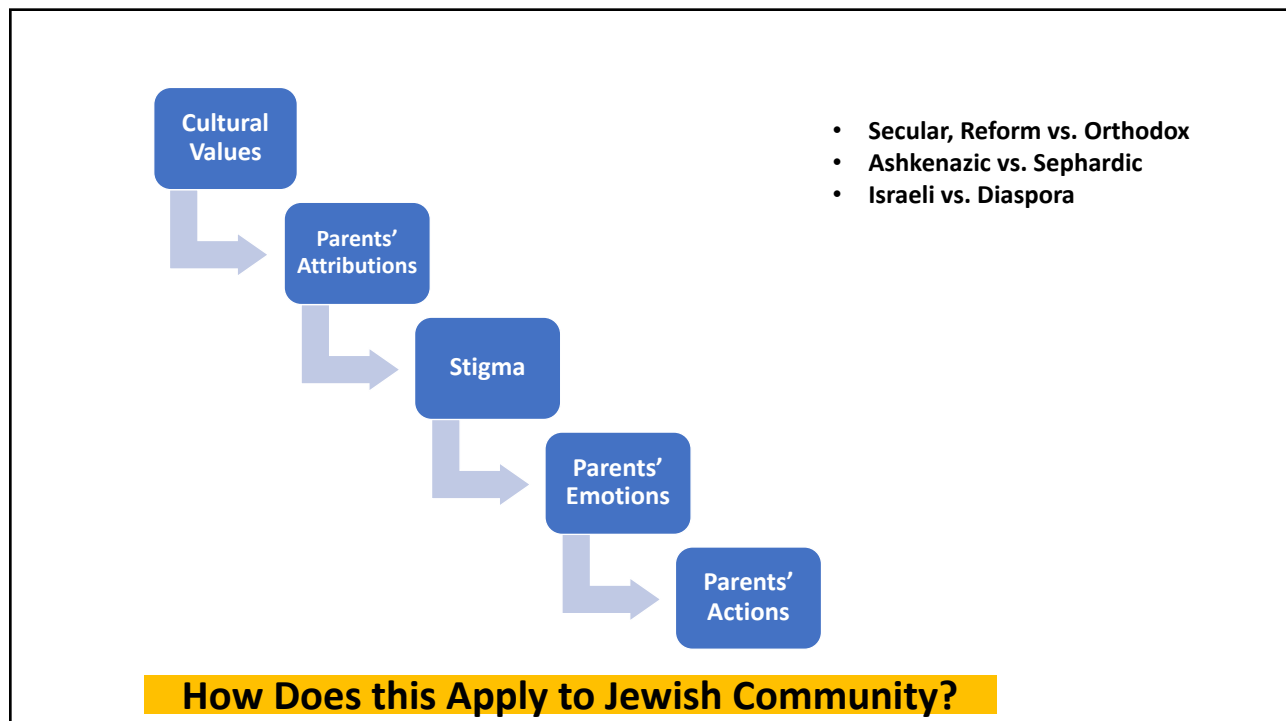
- Trevor
 - Mild ADHD - emotion regulation & OTP
 - Born in Canada - parents immigrated from Hong Kong
- Parents separated (age 10)
- Father
 - Moved back to Hong & Communicates with Trevor virtually
 - Trevor visits father 1 month of summer
- Mother -
 - highly educated with corporate position
 - high anxiety and mild depressive symptoms
- Conflict between Trevor and mother, who used corporal punishment with Trevor until he became stronger than her

Wiener, Ch. 2

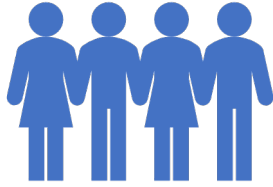
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Peer Relationships: The 4th R

Peer Status

Friendship

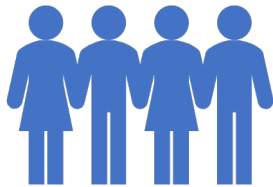
Bullying

Social Skills

Peer Environment

Inclusion

33



Greg

Assessed in grade 5, age 11

LD – reading, writing & math

ADHD inattentive presentation, OTP challenges

Grade 1 grade retention

Lower SES than most of his school peers

Victim of physical and verbal bullying by peers

Depression

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Greg – Classroom Risk & Protective Factors



Grade 5

- Teacher
 - Concerned about his disorganization
 - Criticized him in front of class
 - Required oral reading to whole class
- Peers
 - Peers called him CN Tower, referring to height & grade retention
 - Groups of boys ganged up on him outside of school yard

Grade 6

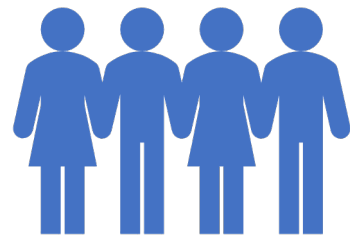
- Teacher
 - Focused on Greg's strengths
 - Asked Greg to respond when he was sure Greg knew the answer
 - Encouraged Greg to join basketball team & coached him
- Peers
 - Made one friend on basketball team
 - No longer overtly victimized
 - GO GO CN TOWER

Due to reputation effects went to a middle school outside of his school area

35

Peer Status & Friendship

- | | |
|---------------------------|-------------------|
| • Peer acceptance: | ND < NT |
| • Peer Rejection: | ND > NT |
| • Peer Neglect : | ND > NT |
| | |
| • Number of Friends | ND < NT |
| • Stability of Friendship | ND < NT |
| • Friendship Quality | ND < NT |



Biggs, Turner, & Cole; Ch. 14; Diaz-Silvat, Cream & Leaf, Ch. 13; Miller, Montiel & Mikami, Ch. 11; Schneider, Ch. 10; Wiener, Ch. 9, 12

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Characteristics of Friends

Age	• ND > NT: Friends more than one year older or younger
School Friends	• ND < NT: Higher proportion of friends of ND children not in their classroom or school
Learning &/or Behaviour Problems	• ND > NT: LD & ADHD (parent and/or teacher ratings)

Biggs, Turner, & Cole; Ch. 14; Diaz-Silvat, Cream & Leaf, Ch. 13;
Miller, Montiel & Mikami, Ch. 11; Wiener, Ch. 9, 12

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Bullying

Interviewer	How does it make you feel when kids bully you?
Alan	Lonely. Makes me feel embarrassed, sad, angry
Interviewer	What do you do?
Alan	I just walk away.
Interviewer	What do you do with all that anger & sadness?
Alan	I let it out when I get home... or I just deny. I go upstairs to my room, close the door, & start screaming & shouting at the top of my lungs.
Interviewer	Does that help?
Alan	NO

Shea & Wiener, 2003

Victimization
ND > NT

Perpetration
ADHD > NT, LD
LD, ASD, IDD: comorbid ADHD predicts perpetration

Biggs, Turner, & Cole; Ch. 14; Diaz-Silvat, Cream & Leaf, Ch. 13; Miller, Montiel & Mikami, Ch. 11; Wiener, Ch. 9, 12

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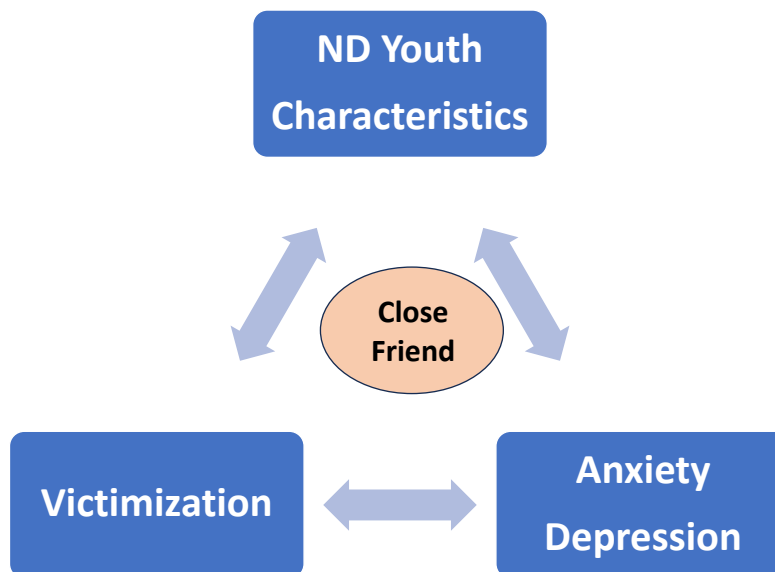
Cyber Bullying in Adolescence

- **LD (GE): General education & no comorbid disorders**
 - **LD (GE) = NT:** Time Online, Cyber Victimization, Cyber Perpetration
- **LD (Con): Congregated class & comorbid language disorder, ADHD, CD**
 - Time Online: **LD (Con) = LD GE = NT**
 - Cyber Victimization: **LD (Con) > LD GE, NT**
 - Cyber Perpetration: **LD (Con) > LD GE, NT**
- **Strategies when Victimized**
 - **LD (Con) > LD (GE), NT:** Maladaptive (e.g., attacking back, laughing about it)
 - **LD (Con) < LD (GE), NT:** Adaptive (e.g., stop using internet, report problem to responsible adult, report they feel anxious or sad)



Heiman & Oleg-Shemesh, 2015; Wiener, Ch. 12

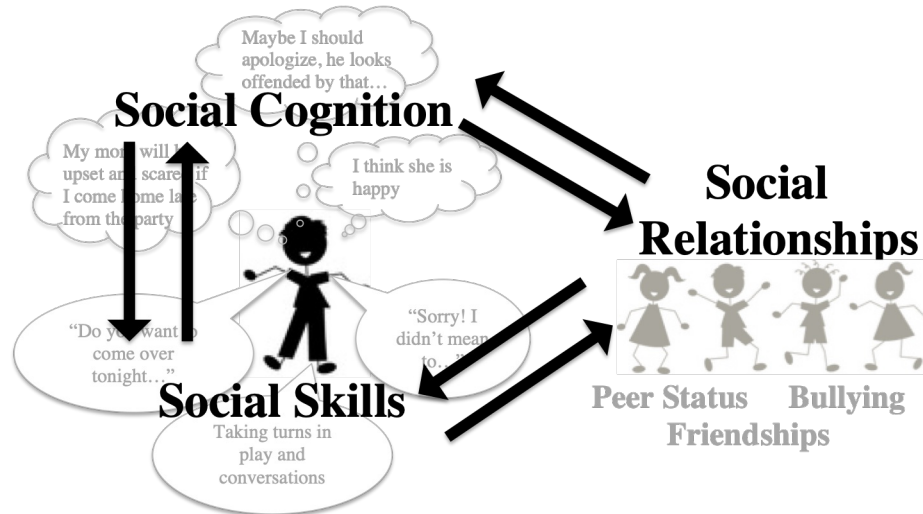
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Biggs, Turner, & Cole; Ch. 14; Diaz-Silvat, Cream & Leaf, Ch. 13; Miller, Montiel & Mikami, Ch. 11; Wiener, Ch. 9, 12

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ND Child Characteristics Predicting Peer Relations



Timmermanis, 2015

41

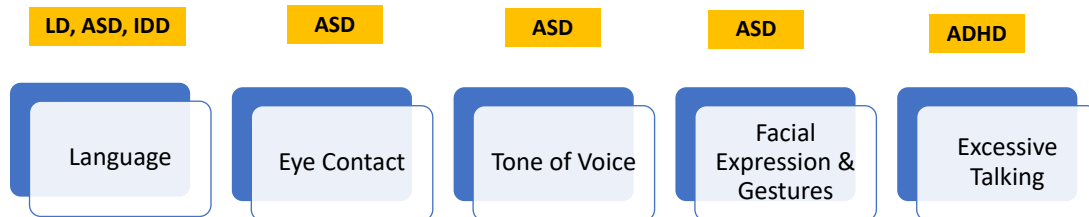
Peer Pressure to Engage in Misconduct (LD Adolescents)

- Challenges determining whether peers are deceiving them
- More likely when peer is a friend
- More likely if peers provide a rationale (e.g., everyone does it)

Wiener, Ch. 12

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Language & Social Communication



Teacher: "Use your words."
 Child: "I don't know what words to use."

ADHD Adolescent: "Every time I tried to make a friend with someone, I failed epically... I did not know how to start it – what to do to initiate, let's say, a conversation even ... I thought that to make friends, you have to annoy the person enough that they'd pay attention to you ... I didn't really understand what it took to be friends with someone."

Cummins, 1979; Granieri et al., 2020; Maya Beristain & Wiener, 2020

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ADHD – The Elephant in the Room

ADHD Symptoms & externalizing behaviours exacerbate peer relationship difficulties of LD, ASD, & IDD youth

- Social Knowledge?
- Social Performance?

Miller, Montiel & Mikami, Ch. 11 Wiener, Ch. 9, 15

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Peer Environment



SCHOOL/CLASSROOM



HOME/FAMILY

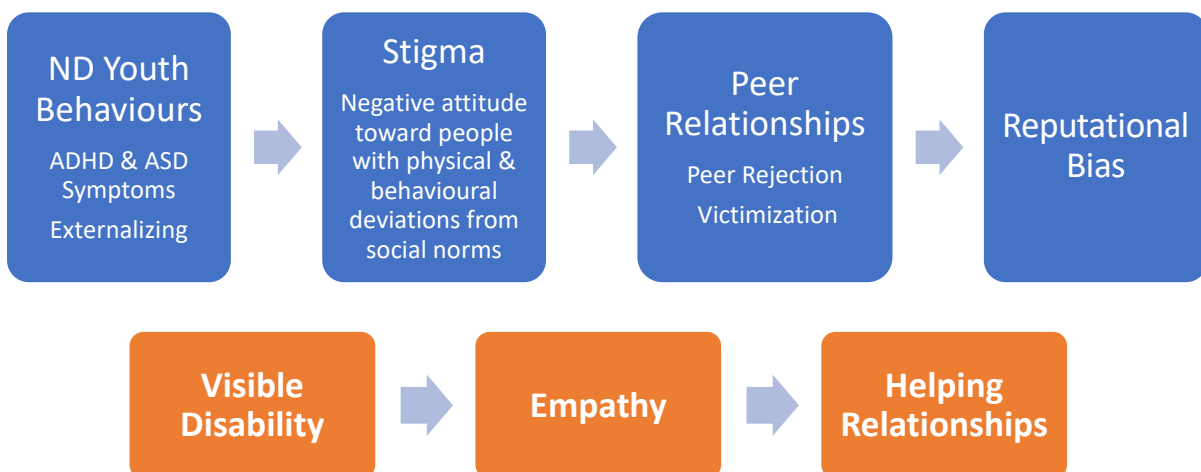


COMMUNITY

Biggs, Turner, & Cole; Ch. 14;; Miller, Montiel & Mikami, Ch. 11; Wiener, Ch. 9, 12

45

School & Community: Peer Group Attitudes



Biggs, Turner, & Cole; Ch. 14;; Miller, Montiel & Mikami, Ch. 11; Wiener, Ch. 9, 12

46

Inclusion

Students in inclusive classrooms more accepted & have more friends

BUT

Children not randomly assigned to placements

Children in less inclusive placements might need more supports

Teacher attitudes not measured

Externalizing behaviours not considered

Wiener, Ch. 12

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Implications for Assessment & Intervention

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Assessment:

In addition to child, what should psychologists assess?

Parents and Parenting

Family Relationships

Peer Relationships

Family & Peer Environment

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Strategies for Assessment of Family & Peer Relationships

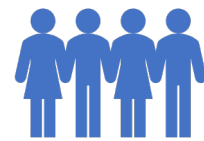
Screening & Diagnosis

- Parent, teacher & self-report standardized rating scales
- Achenbach System of Empirically Based Assessment (ASEBA)
- Adaptive Behavior Rating System (ABAS-3)
- Behavior Assessment System in Children (BASC-3)
- Strengths & Difficulties Questionnaire (SDQ)



Probing

- Parent, teacher & self-report standardized rating scales
- Interviews with ND youth, parents & teachers
- Kinetic Family Drawing
- Friendship Interview – child, parent, teacher
- Classroom observation



Wiener, Ch. 15

50

Friendship Interview

	Friends' Names				
1. Tell me the names of your close friends. You can tell me about close friends who are or are not at your school.					
2. Is ___ male, female, or other?					
3. How old is ___?					
4. When did you first meet ___?					
5. When did you and ___ become close friends?					
6. Where did you first meet ___?					
6a. Have you and ___ ever met in person?					
6b. Is ___ a student in your school now?					
6c. Do you have classes with ___?					
7. About how often do you and ___ communicate online (e.g. chat, social networking sites, email)?					
8. About how often do you and ___ talk on the phone or send text messages?					
9a. About how often do you spend time with ___ outside school?					
9b. Where do you get together with ___?					
10. Did ___ or his/her parents immigrate from the same country as you did?					
11. Does ___ speak (indicate language)?					
12. Is ___ a member of your family?					

Wiener, ch. 15

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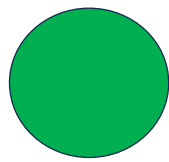


Friendship Interview Additional Questions

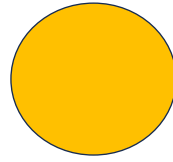
- You said that (name friends) are your close friends. Who do you feel closest to?
- Would you say he/she is your best friend? Yes ____ No _____. If yes, why?
- Describe your friendship with _____ (name closest/best friend)?
- Probes
 - Do you and _____ help each other out? Yes ____ No _____. Give me an example if you can.
 - Do you and _____ tell each other secrets or share how you feel about things? Yes ____ No ____.
 - Do you and _____ have the same interests? Yes ____ No _____. What are they?
 - Are you and _____ happy for each other when something good happens to either of you? Yes ____ No ____.
 - How often do you and _____ argue?
 - When you argue, is it easy to make up?

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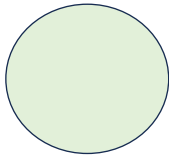
Evidence-Based Interventions Quality of Research & Resources Required



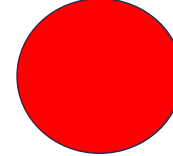
Clinically significant gains shown in RCTs or several multiple baseline time series design studies



Benefits shown in pre-post studies or qualitative research or minimal gains shown in an RCT. Resource Intensive.



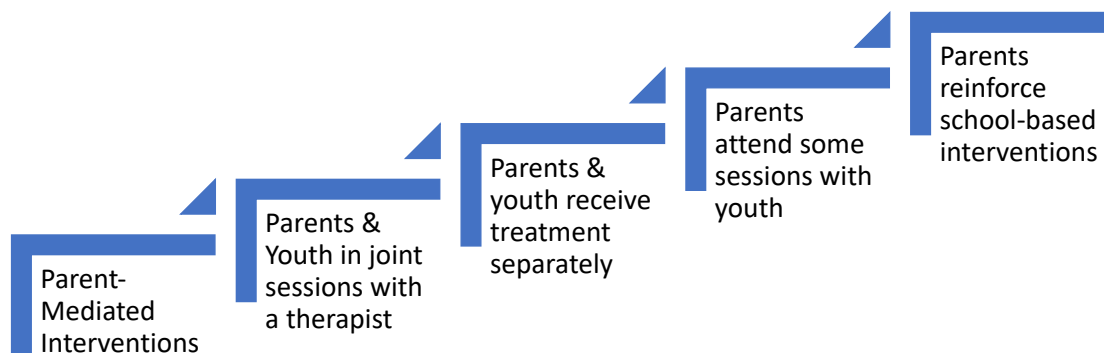
Gains shown in an RCT, studies with quasi-experimental designs or mixed methods studies.



Research evidence shows no gains or suggests harms.

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Parent Involvement in Interventions



Parent Psychotherapy for their Mental Health Challenges

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Behavioural Parent Training (BPT)	Component	General technique	Operationalization
	Psychoeducation (PE)		Psychoeducation on child development & condition & parent-child interaction
	Behavioral management (BM)	Positive reinforcement	Praise
			Rewards
		Nonviolent disciplining	Time-out
			Ignore
			Natural/logical consequences
		Proactive parenting	Direct and positive commands
	Relationship enhancement (RE)		Rule setting
			Monitoring
		Special time one-one	Parent-child play
	Self-management (SM)		Parental empathy and warmth
		Active listening	
		Stress management and self-care	Coping strategies for parents
	Parent-mediated skill acquisition (PMSA)	Skills for parents themselves	Emotion regulation skills
			Problem-solving skills
			Partner support
		Skills parents teach their children	Emotion regulation skills
			Problem-solving skills
			Social skills
			Communication skills
			Daily living skills

Andrade, Sawrikar,
Kil, & Brodtkin, ch. 8

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BPT
Programs for
Externalizing
Disorders

Triple P Parenting

The Incredible Years

Parent Management Training - Oregon

Andrade, Sawrikar,
Kil, & Brodtkin, ch. 8

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Adapted BPT Programs for ND Children

Andrade, Sawrikar, Kil, & Brodtkin, ch. 8

Stepping-Stones Triple P (IDD, ASD)

New Forest Parenting Program (ADHD)

Parent Friendship Coaching (ADHD)

Signposts for Better Behavior (IDD)

Coaching our Acting Out Children (COACHES) (ADHD fathers)

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Functional Communication, Adaptive Skills & Social Skills

Applied Behaviour Analysis for Children with ASD



Behavioural observation to determine skills that should be taught



Task analysis



Prompting, Shaping & Modelling



Positive Reinforcement



Behavioural observation to assess learning & generalization

- Functional Communication Training
- Discrete trial teaching
- Video-based instruction
- Teaching interaction procedure
- Behavioural skills training

Anderson, Symons, Fuhrmann-Knowles, Leaf, & Olive, ch. 6;
Diaz-Silva, Creem & Leaf, ch. 13

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Mindfulness
CBT for
ADHD

MyMind

ADHD symptoms, Internalizing Behaviour, Externalizing Behaviour, Parenting Stress, Parent/Adolescent Conflict



Format

- 8 small group sessions
- Parents & Adolescents in separate rooms with different therapists

Components

- Psychoeducation for mindfulness & ADHD
- Meditation Practice
- CBT

Theule, Cheung & Ward, Ch. 4

59

Parent
Support &
Advocacy
Groups

Parent Knowledge & Wellbeing, Child Access to Treatment

Components	Examples	Qualitative Research
• Support families by providing information & emotional support • Facilitate creation of supports & services • Advocacy • Fund research	• Inclusion Canada • Learning Disabilities Association of Canada (LDAC) • Children and Adults with Attention Deficit Disorder (CHADD) • Autism Canada	• Parents feel a sense of control • Enhances hope – light at the end of the tunnel • Enhances a sense of community • Psychological growth - assertion

“When you have a child with special needs, you don’t know the best services, the best care, etc. You get that information from the group” (Solomon et al., 2001, p. 121)

Hodapp & Rossi, ch. 7

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ADHD Symptoms, Executive Functioning, Academic Performance, Externalizing Behaviour



School-
Based
Programs
with Parent
Involvement

Supporting Teens Autonomy Daily (STAND)

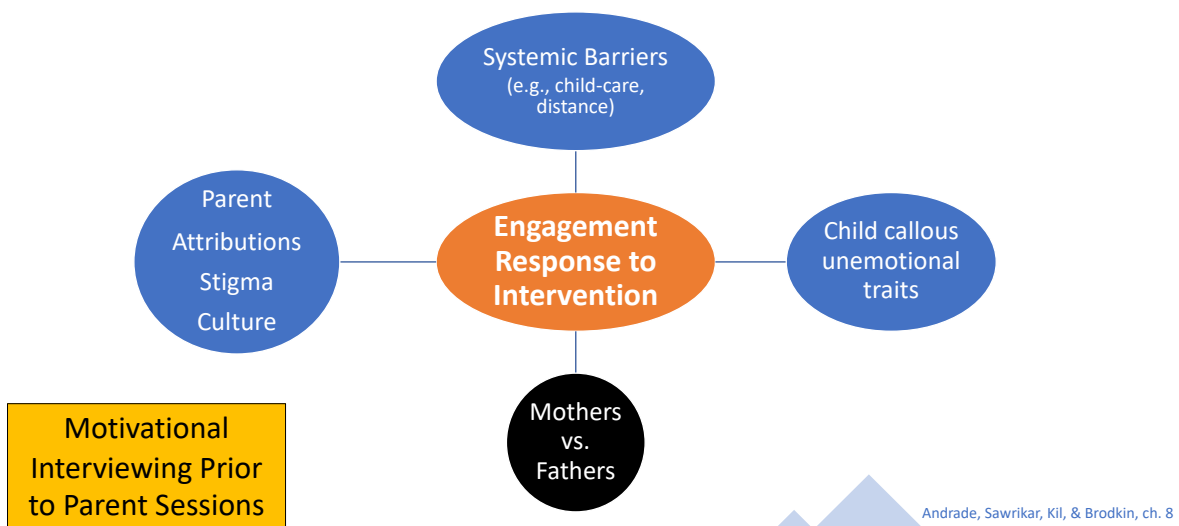
Challenging Horizons

Daily Report Card

Theule, Cheung & Müller, ch. 4

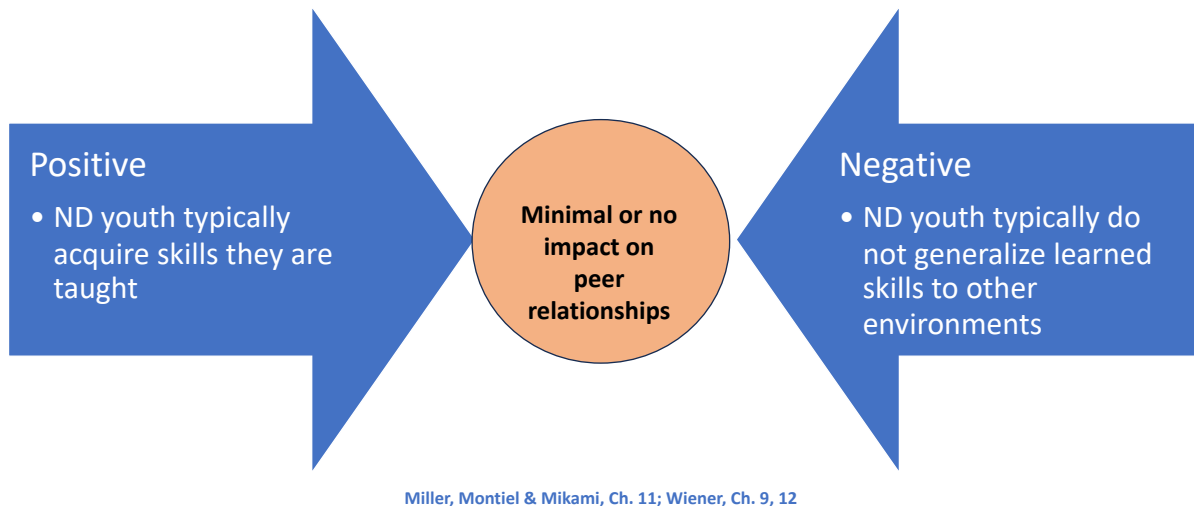
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Factors Predicting Parent Engagement - Parent & Child Response to Intervention



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Evidence for Clinic-Based Social Skills Training



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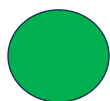
Enhancing Peer Relationships & Academic Achievement – LD and ADHD



Tier 1 & 2 School-Based Programs

Peer & Cross-Age Tutoring

- Academic Achievement
- Peer Acceptance
- NT & LD



Cooperative Learning

- Academic Achievement
- Positive Peer Interactions
- NT & LD



Anti-Bullying Conflict Mediation

- Reductions in bullying perpetration & victimization
- NT & ADHD



Social-Emotional Learning

- Increase in positive social interactions
- No research evidence for children with "disabilities"



Wiener, Ch. 15

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Social Participation –IDD & ASD



Tier 2 School- Based Programs

Biggs & Rossi, ch. 14.

Recess-Based

- Elementary-school children
- Encouraging peers to play with students with IDD
- Video-based instruction
- Increase in interactive play, joint attention, social initiation, social communication

Peer Support & Partner Arrangements

- Adolescents
- Training students without disabilities to provide academic & social supports to students with IDD or ASD
- Buddy Programs
- Positive impact on peer acceptance and student engagement

Peer Network Approaches

- Adolescents
- 2 to 6 students engage in activities of mutual interest with a student with IDD or ASD
- Meet 2 to 3 times per week
- Adult support faded over time

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If you would
like to learn
more....

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Judith Wiener

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Assessment and Intervention

Addresses challenges with social skills, education, and self-regulation for youth with neurodevelopmental disorders

Describes interventions for youth with neurodevelopmental disorders to facilitate positive peer and family relationships

Examines family and peer relationships as risk and protective factors for youth mental health and well-being



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