Table 10-4	Primary Care Counseling Roles
Allow ventilation	
Facilitate clarification	
Support patient problem solving	
Provide specific reassurance	
Provide education	
Provide specific parenting advice	
Suggest environmental interventions	
Provide follow-up	
Facilitate appropriate referrals	
Coordinate care and interpret reports after referrals	

Interview techniques may facilitate clarification of the problem for the family and for the clinician. The family's ideas about the causes of the problem and attempts at coping can provide a basis for developing strategies for problem management that are much more likely to be implemented successfully because they emanate, in part, from the family. The clinician shows respect by endorsing the parent's ideas when appropriate; this can increase self-esteem and sense of competency.

Educating parents about normal and aberrant development and behavior may prevent problems through early detection and anticipatory guidance and communicates the physician's interest in hearing parental concerns. Early detection allows intervention before the problem becomes entrenched and associated problems develop.

The severity of developmental and behavioral problems ranges from variations of normal to problematic responses to stressful situations to frank disorders. The clinician must try to establish the severity and scope of the patient's symptoms so that appropriate intervention can be planned.

Counseling Principles

For the child, behavioral change must be learned, not simply imposed. It is easiest to learn when the lesson is simple, clear, and consistent and presented in an atmosphere free of fear or intimidation. Parents often try to impose behavioral change in an emotionally charged atmosphere, most often at the time of a behavioral *violation*. Similarly clinicians may try to *teach* parents with hastily presented advice when the parents are distracted by other concerns or not engaged in the suggested behavioral change.

Apart from management strategies directed specifically at the problem behavior, regular times for positive parent-child interaction should be instituted. Frequent, brief, affectionate physical contact over the day provides opportunities for positive reinforcement of desirable child behaviors and for building a sense of competence in the child and the parent.

Most parents feel guilty when their children have a developmental/behavioral problem. Guilt may be caused by the fear that the problem was caused by inadequate parenting or by previous angry responses to the child's behavior. If possible and appropriate, the clinician should find ways to alleviate guilt, which may be a serious impediment to problem solving.

Interdisciplinary Team Intervention

In many cases, a team of professionals is required to provide the breadth and quality of services needed to appropriately serve the child who has SHCN. The primary care physician should monitor the progress of the child and continually reassess that the requisite therapy is being accomplished.

Educational intervention for a young child begins as home-based infant stimulation, often with an early childhood specialist (e.g., nurse/therapist), providing direct stimulation for the child and training the family to provide the stimulation. As the child matures, a center-based nursery program may be indicated. For the school-age child, special services may range from extra attention in the classroom to a self-contained special education classroom.

Psychological intervention may be directed to the parent or family or, with an older child, primarily child-directed. Examples of therapeutic approaches are guidance therapies, such as directive advice giving, counseling to create their own solutions to problems, psychotherapy, behavioral management techniques, psychopharmacologic methods (from a psychiatrist), and cognitive therapy.

Motor intervention may be performed by a physical or occupational therapist. *Neurodevelopmental therapy* (NDT), the most commonly used method, is based on the concept that nervous system development is hierarchical and subject to some plasticity. The focus of NDT is on gait training and motor development, including daily living skills; perceptual abilities, such as eye-hand coordination; and spatial relationships. *Sensory integration therapy* is also used by occupational therapists to structure sensory experience from the tactile, proprioceptive, and vestibular systems to allow for adaptive motor responses.

Speech-language intervention by a speech and language therapist/pathologist (oral-motor therapist) is usually part of the overall educational program and is based on the tested language strengths and weaknesses of the child. Children needing this type of intervention may show difficulties in reading and other academic areas and develop social and behavioral problems because of their difficulties in being understood and in understanding others. **Hearing intervention**, performed by an audiologist (or an otolaryngologist), includes monitoring hearing acuity and providing amplification when necessary via hearing aids.

Social and environmental intervention generally includes nursing or social work involvement with the family. Frequently the task of coordinating services falls to these specialists. Case managers may be in the private sector, from the child's insurance or Medicaid plan, or part of a child protection agency.

Medical intervention for a child with a developmental disability involves providing primary care as well as specific treatment of conditions associated with the disability. Although curative treatment often is not possible, functional impairment can be minimized through thoughtful medical management. Certain general medical problems are found more frequently in delayed and developmentally disabled people (Table 10-5), especially if the delay is part of a known syndrome. Some children may have a limited life expectancy. Supporting the family through palliative care, hospice, and bereavement is another important role of the primary care pediatrician.