

Over 30 Proven and Effective Brief Interventions for Student with Emotional and Behavioural Problems

Presented by:
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Dr. Steve Olivas

- Licensed Psychologist in Private Practice, Nashville, TN
- M.S. From The University of Wisconsin - Whitewater
 - Dual Emphases:
 - Chemical Dependency Counseling
 - Marriage & Family Counseling
- PhD, Counseling Psychology - The University of Oklahoma (1996)
- Treating Children and Teens since 1990
- Author, *Bad Kids... or Bad Behavior?* (2008)
- and *When Good Kids Go Bad* (2012)

Daily Outline

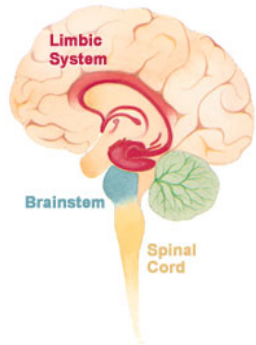
- Overview: Behavioral Problems - Diagnoses and Etiology
- Techniques for Helping Kids
 - In the office/learn to self-manage
 - Helping adults manage in the child's world
 - For parents/caregivers at home
 - For teachers and staff at school

Background

- Aristotle's Perspective
- Pavlov & Classical Conditioning
- Thorndike's "Law of Effect"
- B.F. Skinner & Operant Conditioning
 - Reinforcement
 - Positive
 - Negative
 - Punishment
 - Positive
 - Negative

Overview of Behavior Problems

- Etiology:
 - Nature vs. nurture
 - Genetics and brain physiology
 - Three levels of motivation (Hendrix, 2007):
 - Primal
 - Emotional
 - Behavioral



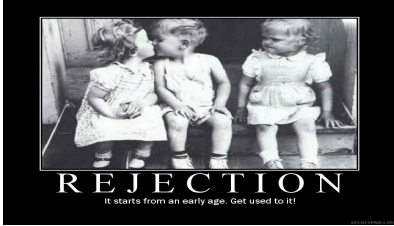
Etiology: Hormonal Issues

- Testosterone (ADHD/Aggression/ODD)
- Thyroid Hormone
 - Hyperthyroid (Anxiety or ADHD)
 - Hypothyroid (Depression)
- Menarche/Estrogen-Progesterone (Bi-Polar)

Etiology: Gender

• Gender differences

- Neural development (normal children)
- Coping mechanisms follow neural strengths/weaknesses
- "The Boy Code" (from *Raising Cain* by Dan Kindlon & Michael Thompson)



DSM-V Associated Diagnoses

Oppositional Defiant Disorder (ODD)

- Often loses temper
 - Argues with adults
 - Deliberately annoys others
 - Is touchy or easily annoyed
 - Is angry, resentful, spiteful, or vindictive
 - Blames others for his or her misbehaviors
 - Often actively defies or refuses to comply with rules or requests
- **Modulate Eye Contact**
 - **Grant Power or Control**
 - **Escalation Recreates Trauma**

Anger toward Compliments:

- **-Avoid using positive labels** (e.g., "You're so smart.", "You're a good boy.") because they will be rejected by a youngster who sees them as being incorrect (given his/her life experience).
- **FOCUS ON (+) BEHAVIOR**
- "Thanks for holding the door for us. That was a kind gesture on your part."
- **-Prepare the student for your positive feedback**
- **-Note writing**

DSM-V Associated Diagnoses

Conduct Disorder

- Aggression toward people and/or animals
- Destruction of property
- Deceitfulness or theft
- Serious violation of rules

Bi-Polar Disorder of Childhood

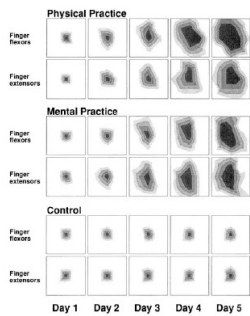
- Cycling faster than in adults
- High degree of irritability
- Mania and depression expressed similarly

DSM-V Associated Diagnoses

Disruptive Mood Dysregulation Disorder (DMDD)

- severe, persistent irritability
- frequent temper outbursts in response to frustration 3 or more times per week for at least one year
- grossly out of proportion in intensity or duration to the situation
- *A diagnosis requires the above symptoms to be present in at least two settings (at home, at school, or with peers) for 12 or more months.

Why Do What We Do



Harvard University "piano study" (Pascual-Leone, 1995) shows that visualization and mental imagery can create new neural pathways just as physical practice can.

Used Transcranial - Magnetic Stimulation (TMS) to assess neural activity

12/11/2010 - M&M Study

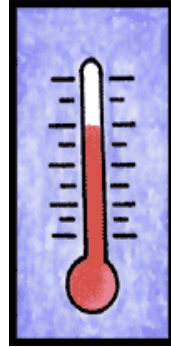
Tools for Helping Behavior Problem Children

• Quick Techniques to Manage Anger:

- Thermometer/Two
- Thermometers

Visualization

- Gives a common language to speak about "Anger"
- Makes abstract concept concrete
- Helps with goal-setting, progress
- Wicks on firecracker/bomb?



Tools for Helping Behavior Problem Children

- Quick Techniques to Manage Anger
- Standing 8 count (Minahan & Rappaport, 2012)



- Simple, tested technique
- "Thinking" part of the brain comes back and pushes out the "Emotional" part of the brain
- How this process works - "It doesn't matter" (build broader structure)
- Cooling off Period

Diffusing Anger/Crisis

Providing a dignified way out of situation:

1. "I have to check the parking lot (or store room, hallway). Would you like to walk along with me?"
2. "It looks like you might not be feeling too well. May I feel your forehead? It's a little warm. Would you like to lie down in the nurse's office?"
3. "Lets go talk somewhere private. There are too many people around here."

Diffusing Anger/Crisis

- Assess the situation & remain open-minded, maintain dignity for combatants
- Remove audience & one combatant OR
- Draw attention to self, gradually increase limits on aggressive behavior
- Let child vent, actively listen

Gaining Compliance

- 5 no-no's:
 - "Why" Questions
 - "Easy" instead of Relax or Calm Down
 - The Word "You"
 - Use I or statements
 - We statements (all of us; my students...)
 - The Words "no" and "don't"
 - Focus instead on what SHOULD be done
 - Lecturing/nagging/berating
- *www.behavioradvisor.com

After An Aggressive Act:

- (After s/he has "cooled down")
- **DEBRIEF HIM/HER:**
- - "Why were you willing to:
 - hurt another?"
 - fight?"
 - "What was your purpose in that situation?"
- - "How else could you have attained that goal?"

Monday Morning Quarterback

- -Where and when did it happen?
- Who was present?
- What event(s) preceded the action?
 - Interrupt the antecedent aftermath
 - Clicker?
- -What behavioral signals did the youngster show before the outburst?
- What actions were taken to prevent the crisis & were they effective?
- What factors influenced/supported this behavior?

Tools for Helping Behavior Problem Children



- Quick Techniques to Manage Anger:
 - The peace table
 - Goal: To build EMPATHY
 - Changes for older/younger kids
 - Opportunity for group interaction
 - Victim empathy?

Tools for Helping Behavior Problem Children

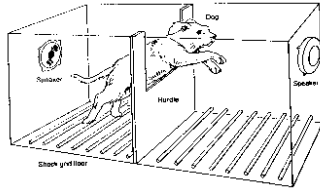
- Quick Techniques to Build Empathy & Manage Anger
 - Actor/Observer
 - Ross (1977)/Jones (1967) "Fundamental Attribution Error"
 - Dispositional vs. Situational Attribution



Tools for Helping Behavior Problem Children

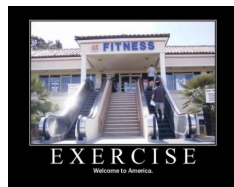
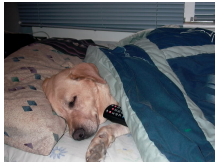
- 3 Quick Techniques for Short & Long Term:
 - 1. Time in!
 - Get active rather than passive
 - Find out true meanings/values of perceived threat
 - Hands down, eyes up
 - 2. Restitution
 - Teaches empathy skills
 - Makes good on transgressions
 - Teaches value

Learned Helplessness and Stress



Seligman's (1975) study of Learned Helplessness.
 Mitigating factors:
 (1) Control (real or perceived)
 (2) Dispositional "Optimism"

The "Trifecta" of Mental Health



Sleep... Eat... Exercise

Tools for Helping Behavior Problem Children

- Quick Techniques to Manage Depression
 - Journaling (Ullrich & Lutgendorf, 2002)
 - Write out feelings, thoughts, behaviors
 - Can share or not share in therapy
 - Give homework, topics
 - Structure:
 - 1. 10 minutes, directed or non
 - 2. **NOT** for ruminators!
 - Catharsis, analysis
 - Write a letter to unavailable?



Tools for Helping Behavior Problem Children

- Journaling:
 - Go with client's strength:
 - Draw, Music, YouTube
 - Photos
 - Draw a picture of (____) as something other than a person
 - Reality Show Confessional
- What about privacy/security?
 - Safe deposit box
 - shredder



Tools for Helping Behavior Problem Children (Grief)

- Gestalt Techniques
- Depersonalizing via second person
 - "Describe" rather than "Explain"
 - Locating the problem (non-verbal - visceral/physical)
 - Hi-light and emphasize to draw attention and create baseline
 - Progressive muscle or Parasympathetic response

More Verbal :

- 1. Counterconditioning
 - 2. Desensitize/Habituate
 - 3. Grant Power or Control
 - 4. Normalize to Avoid Panic
 - 5. Don't say self-deprecation out loud
- (Kerkhof, Vansteenwegen, Baeyens, & Hermans, 2011)

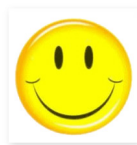
Tools for Helping Behavior Problem Children

- Quick Techniques to Manage Depression
- Cut n paste (Boyes, 2018)
 - Simple, Cognitive Behavioral Intervention
 - Identify (-) thoughts, replace with (+) or neutral
 - Applications:
 - Assertiveness
 - Friendships
 - Boundaries



Tools for Helping Behavior Problem Children

- Quick Techniques to Manage Depression
- The mirror effect
 - Research has shown that facial expressions can effect mood
 - Practice "positive" facial expressions
 - Can use an actual mirror to enhance experience



Tools for Helping Behavior Problem Children

- Quick Techniques to Manage Anxiety
- Ceiling fan breathing
 - Encourages Parasympathetic (vs. Sympathetic) Response
 - Concrete for younger kids
 - With older kids, work on this as a technique of relaxation
- Pal & Velkumary (2004)



Tools for Helping Behavior Problem Children

- Quick Techniques to Manage Depression
- Inside movie
 - Visualizations and Mental Imagery
 - Remember the piano experiment - relaxation and positive images can create new pathways
 - Need Positive scenarios (example)

Adults in the Child's World: Parents

- Concrete behavioral interventions in the home
- The Listening Jar
 - Works with warning system
 - Listen on the first try, 2 nuggets
 - Second try, 1... Third try - none AND T/O
 - Progressively larger
 - Jars
 - Prizes



Adults in the Child's World: Teachers

- Immediate relief in the classroom
 - Set-up
 - Similar to parents (demonstrate (+) expectations, "Catch" them being good)
 - Greet at the door
 - **USE TEACHER AS REINFORCER**
 - Remember empathy at school!
 - Functionalize Behavior
 - "The Parent Trap"



Adults in the Child's World: Teachers

- Immediate relief in the classroom:
 - Token Economies/Response Cost
 - Done in a variety of ways - most teachers have a pretty good handle on this one
 - Cautions:
 - Reward system only
 - Keep 'em in the black
 - 1/8 Sticky Notes
 - Caveats:
 - Lottery
 - Secret Student

*(Doll, McLaughlin, & Barretto, 2013)



Adults in the Child's World: Teachers

- Immediate relief in the classroom:
 - The Good Behavior Game
 - Thermometer example
 - Individual or class-wide
 - Two variables to ensure success: Time and Number
 - Caveat & Solution:
 - "Wonder Twins" Phenomenon



Intentional dialogue

- Harville Hendrix
- Meant to S-L-O-W dialogue, especially between angry parents & kids
- Create empathy
- Can create a different type of response when the other person is taken into account (especially for parents)

Intentional Dialogue



- Steps:
- 1. Mirror ("Let's see if I've got this right...")
 - 2. Validate ("You're not crazy for feeling...")
 - 3. Empathize ("I would feel the same way because...")
- can combine steps 2&3
- (Hendrix, 2007)

Tools for Helping Behavior Problem Children

- Quick Techniques to Manage Asperger's Syndrome
- Facial expressions and social cues
-



Tools for Helping Behavior Problem Children

- Quick Techniques to Manage Asperger's Syndrome:
- Practicing Social Cues and "Rules of Engagement"
 - Handshake example
 - Act "As if"
- Building a broader structure
 - Flowchart example on thinking
 - Create context for the "it"
 - Start at end, work backwards
-

Tools for Helping Behavior Problem Children

- Quick Techniques to Manage Asperger's Syndrome:



- The burrito
 - Based upon the work of Temple Grandin (Grandin & Panek, 2014)
 - "Hug Box" or "Squeeze Machine"

Tools for Helping Behavior Problem Children

- Jay Haley:
- Set the clock
 - (aka: "Prescribe the Symptom")
 - Temper Tantrums, Class clowns, e.g.
 - (Haley, 1991)



Limitations of Research and Potential Risks:

- 1. There is no "One Size Fits All" for any treatment modality
- 2. Please seek consultation or supervision if you experience unexpected difficulties when implementing strategies
- 3. Without appropriate training, use of interventions can pose risk of potential harm to clients

References

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References

- www.behavioradvisor.com for [sic] thousands of ideas for teachers & parents
- www.fbi.gov (search: "School Shootings") for profile and intervention information
- www.psychiatrictimes.com for hundreds of articles on behavior and treatment
- *The Behavior Survival Guide for Kids* by Tom McIntyre, PhD (Free Spirit Publishing)
 - Written [for kids w/Behavior Disorders!](#)

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