

OVER 30 PROVEN AND EFFECTIVE BRIEF INTERVENTIONS FOR CHILDREN AND ADOLESCENTS WITH EMOTIONAL AND BEHAVIOURAL PROBLEMS

Presented by:
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 - Chemical Dependency Counseling
 - Marriage & Family Counseling
- ▣ PhD, Counseling Psychology - The University of Oklahoma (1996)
- ▣ Treating individuals, couples, and families since 1990
- ▣ Author, *Bad Kids... or Bad Behavior?* (2008)
- ▣ and *When Good Kids Go Bad* (2012)

Background

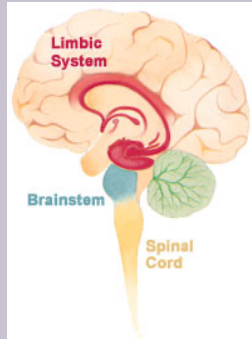
- ▣ -Aristotle's Perspective
- ▣ -**ALL Behavior is Reinforced!
- ▣ -B.F. Skinner & Operant Conditioning
 - Reinforcement
 - ▣ Positive
 - ▣ Negative
 - Punishment
 - ▣ Positive
 - ▣ Negative

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



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 (running into the word "No")**
- **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

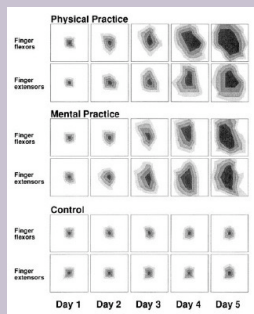
Disruptive Mood Dysregulation Disorder (DMDD)

- 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.

Etiology: Hormonal Issues

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

Why Do What We Do



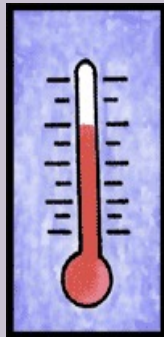
Harvard University "piano study" (Pascual-Leone, 1995) shows that visualization and mental imagery can create new neural pathways just as physical practice can.

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. "Let's 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

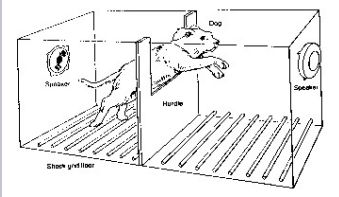
- ▣ Quick Techniques to Build Empathy & Manage Anger
- ▣ Actor/Observer
 - ▣ Ross (1977)/Jones (1967) "Fundamental Attribution Error"
 - ▣ Dispositional vs. Situational Attribution



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

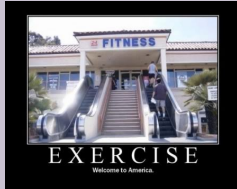
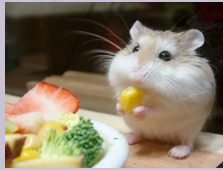
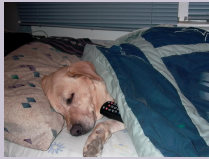
Learned Helplessness and Stress



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

Canadian Bullying Statistics:

- ▣ » 64 per cent of kids had been bullied at school.
- ▣ » 12 per cent were bullied regularly (once or more a week).
- ▣ » 13 per cent bullied other students regularly (once or more a week).
- ▣ » 72 per cent **observed** bullying at school at least once in a while.
- ▣ » **40 per cent** tried to intervene.

Canadian Bullying Statistics:

- ▣ » 64 per cent considered bullying a normal part of school life.
- ▣ » 20-50 per cent said bullying can be a good thing (makes people tougher, is a good way to solve problems, etc.).
- ▣ » 25-33 per cent said bullying is sometimes OK and/or that it is OK to pick on losers.
- ▣ » 61-80 per cent said bullies are often popular and enjoy high status among their peers.

▣ Source: Centre For Youth Social Development, UBC Faculty of Education

Canadian Cyber-Bullying Statistics:

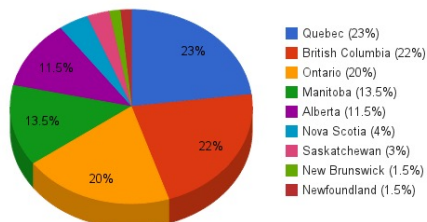
- ▣ * 2 in 5 parents report their child has been involved in a cyberbullying incident; 1 in 4 educators have been cyber-harassment victims.
- ▣ * Educators consider cyberbullying (76%) as big an issue as smoking (75%) and drugs (75%).
- * The most commonly experienced form of cyberbullying is when someone takes a private email, IM, or text message and forwards it to someone else or posts the communication publicly
- * 38% of girls online report being bullied, compared with 26% of online boys.

Source: Microsoft's Truthworthy Computing division

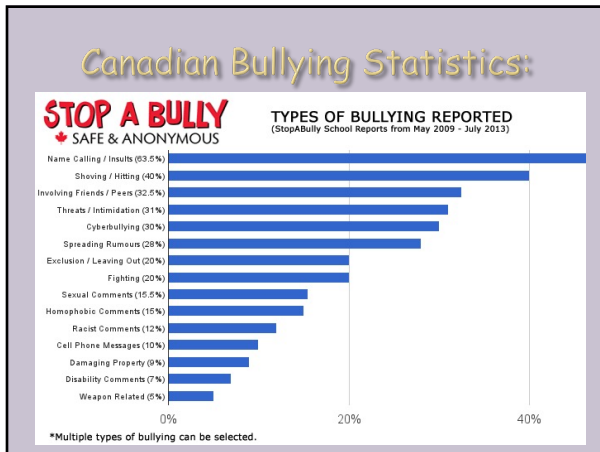
Canadian Bullying Statistics:

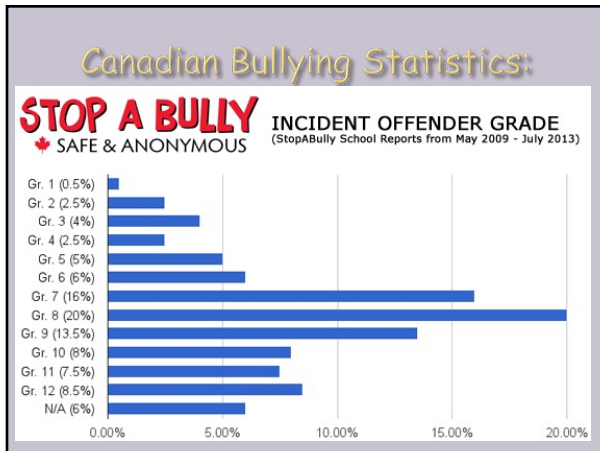
STOP A BULLY
SAFE & ANONYMOUS

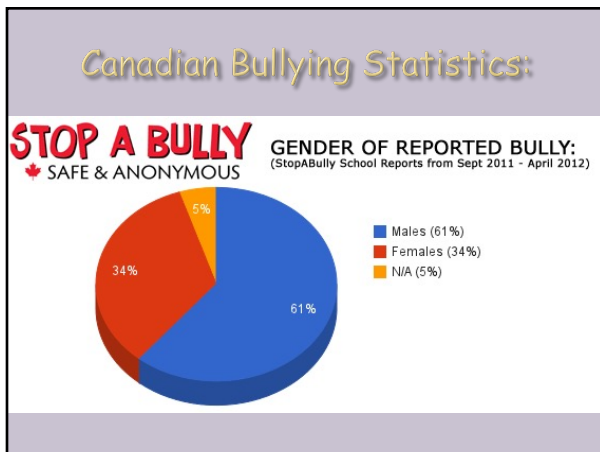
INCIDENT REPORTS BY PROVINCE
(StopABully School Reports from May 2009 - July 2013)

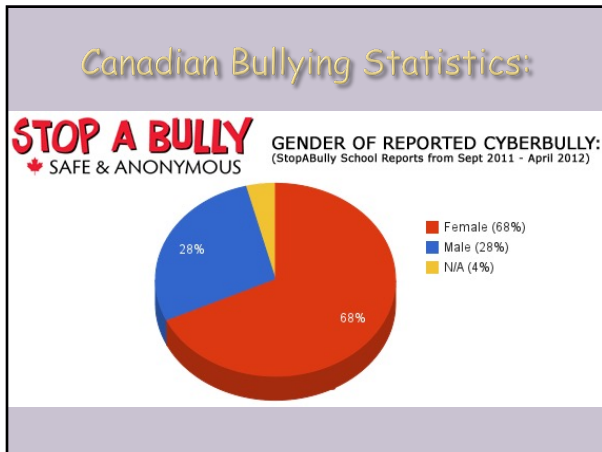


* Stop A Bully receives more Incident Reports from Provinces which have more Member Schools.









**Aggression:
Nature/Nurture**

- ▣ Etiology
 - Brain-based differences (frontal lobe)
 - Anterior Cingulate Cortex (aggression, empathy)
 - Amygdala (mood regulation)
 - Parenting/Environment
 - TV, video games pre-age 2?
 - Addictions/Drugs
 - Esp. marijuana before age thirteen
 - Meth, Ecstasy, hyper-amygdala stimulants

**Aggression:
Nature/Nurture**

- ▣ Anger/Frustration = Self-Protection
- ▣ Parenting:
 - Impulsive children bring out punishing parenting
 - These children tend to be strong-willed, socially dominant
 - Poor behaviors and anger escalate as coping mechanism in the child

Why Bully?

- ▣ It's used as a **coping mechanism** and response to something stressful going on in their lives
- ▣ Because they are **insecure** and are trying to detract away from themselves by focusing on somebody else

Why Bully?

- ▣ They are **jealous** or **feel like you are in some way superior to them** - instead of competitive behaviour, they have become abusive
- ▣ Because they are **worried they won't be accepted** by their peers if they don't do it

Talking to a Bully

- ▣ 1. Understand
- ▣ The thing to remember about bullying is the fact that the **people who are doing it are often incredibly vulnerable** and it usually highlights that there is a bigger issue. It is therefore important to try and understand their reasoning and headspace.
- ▣ 2. Evaluate
- ▣ Sometimes it may be unsafe, particularly if you **feel it will put you or somebody else in immediate risk of harm**

Talking to a Bully

- ▣ 3. Don't shout
- ▣ No issue is ever resolved through arguing. If you feel your anger levels increasing, take some time out and deep breaths. It is normal to get angry and to want to shout, but right now it isn't going to benefit you.
- ▣ 4. Don't retaliate to shouting
- ▣ It is possible that the other person will start shouting. If they do, stop talking and let them shout whatever they want to. Once they have finished, talk normally and calmly. They will gradually start to lower their voice and you will maintain complete control over the situation.

Talking to a Bully

- ▣ 5. Build an agenda
- ▣ Write up an agenda of the things you want/need to talk about before going into the meeting. This helps guide the meeting in the right direction and also means that you very rarely forget things that were meant to talk about.

Talking to a Bully

- ▣ 6. What is the end goal?
- ▣ **Building a broader structure**
- ▣ .It may also be an idea to not accuse them of bullying, instead tell them how their behaviour is having an impact on the other person. **We all have a different definition of bullying** and what it means to bully somebody and it's likely they will become defensive if you start to call them a bully.

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)

For Victims of Bullying:

- ▣ 1. Tell someone. **Do not feel embarrassed**, ashamed, afraid to tell someone that you are being hurt or teased, or that your lunch is being stolen. Don't be silent.
- ▣ 2. Ask the bully to stop. **Someone might not know that their behavior is hurting you.**
- ▣ 3. Avoid being alone with the bully. Try to make friends and **hang out as a group**. Bullies are more likely to trouble you if you are alone.

Victim Empathy Work:

- ▣ Possible questions for the Bully to emphasize Empathy:
- ▣ 1. What is a victim?
- ▣ 2. List all the **signs that would tell you that you had hurt or upset someone (Tronick).**
- ▣ 3. How do you think your behaviour has practically affected your victims? (e.g., homework, fixing damages, medical attention, financial expense, etc)

Victim Empathy Work:

- ▣ 4. How do you think your victim's behaviour may have changed since you hurt them?
- ▣ 5. How do you think your behaviour has emotionally affected your victim? (e.g., tearful, fear of being alone, upset, angry, unable to trust other people, etc)
- ▣ 6. Think back over your life to the times when someone tried to hurt you.

Dealing with an Actively Aggressive Child:

- ▣ First, calm yourself before interacting with the person.
 - If you're upset, it's only going to escalate the situation. Calm down and then begin to look at the situation and how you can intervene safely.
 - Take a deep breath.
 - Use a low, dull tone of voice and don't get defensive even if the insults are directed at you.

Dealing with an Actively Aggressive Child:

- ▣ Becoming aware of your situation is also critically important. This can include:
 - Other people in the room,
 - Objects; such as chairs, tables, items on a table,
 - and the space around you, like exits or openings, and if you are blocking the person so that they are made to feel trapped.

Dealing with an Actively Aggressive Child:

- ▣ Try to **look as non-threatening** as possible.
 - Appear calm and self-assured even if you don't feel it.
 - Maintain **limited eye contact** and be at the same eye level. **Encourage the child to be seated**, but if he/she needs to stand, stand up also.
 - Maintain a neutral facial expression.
 - Place your hands in front of your body in an open and relaxed position.
 - Avoid excessive gesturing, pacing, fidgeting, or weight shifting.
 - Maintain a public space distance, which is 12 feet or more.

Dealing with an Actively Aggressive Child:

- ▣ Make a personal connection. Something as simple as asking, "What's your name?" can diffuse a situation quickly.
 - **People respond positively to their own name** and can make the dialogue more personal.
 - Ask if they're okay
 - Can I get you anything?

Dealing with an Actively Aggressive Child:

- ▣ Listening to the person's concerns. - Acknowledge the other person's feelings without passing judgment on them.
 - Empathy needs to be shown during conflict situations. **Even if you do not agree** with the person's position, expressing an understanding why that person feels a particular way will help resolve the conflict.
 - Clarifying, paraphrasing and open-ended questions all help to ensure that the person is aware you have understood their frustrations completely.
 - **Ask for their ideas or solutions.**

Dealing with an Actively Aggressive Child:

- ▣ Shift the conversation to the future, create hope, and you make yourself less threatening.
 - Using "what" and "we" helps include the person in those future plans.
- ▣ **Get them to say yes.**
 - **It is very hard for someone to stay angry towards you if they are agreeing with you.**

Dealing with an Actively Aggressive Child:

- ▣ No person, group, or set of conditions can guarantee that a conflict will proceed constructively.
- ▣ If de-escalation is not working, stop!
- ▣ If the situation feels unsafe, leave and call for help.

Home Consequences/In the Aftermath:

- ▣ **Time-out:** When used appropriately, time-out teaches children how to calm down.
- ▣ **Restitution:** Restitution may involve loaning his favorite toy to the victim or doing extra chores to pay for the damage. Restitution can give your child an opportunity to make amends.

Home Consequences/In the Aftermath

- ▣ **Loss of privileges:** Take away your child's favorite possession or activity for **24 hours**. Losing electronics or a chance to go to a friend's house can be an effective reminder not to hurt anyone else.
- ▣ **Natural consequences:** If your child destroys his own property, a natural consequence may be the most effective. If your teenager throws his phone and breaks it, don't buy a new one. **Going without a phone and then buying his/her own replacement can serve as a valuable life lesson.**

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)

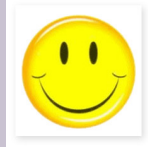
Tools for Helping Behavior Problem Children

- ▣ 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)



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)

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"

Managing Teacher Burnout

- ▣ Symptoms of Burnout:
 - Feeling like not going to work or actually missing days
 - Difficulty concentrating on tasks
 - Feeling overwhelmed by the workload, with a related sense of inadequacy
 - Withdrawing from colleagues, or maintaining conflict with co-workers

Managing Teacher Burnout

- ▣ Symptoms of Burnout:
 - Having a general feeling of irritation regarding students/parents/colleagues
 - Experiencing insomnia, digestive disorders, headaches, etc.
 - Incapacitation or inability to function professionally in stressful situations

Managing Teacher Burnout

- ▣ Symptom Resolution
 - Personal Therapy, Medication evaluation
 - "Downshifting"
 - Seek outside interests - become less focused on entire identity being a teacher
 - Relocation (geographic OR within an school/organization)
 - Re-evaluate the goals and ideals which led you to become a teacher

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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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