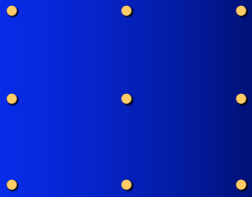


WHILE YOU ARE WAITING FOR US TO BEGIN, I WOULD APPRECIATE IF YOU WOULD TRY TO SOLVE THIS PUZZLE. IT IS THE FIRST PART OF THE SEMINAR TODAY!
PLEASE DRAW FOUR STRAIGHT LINES THROUGH THESE NINE DOTS WITHOUT RETRACING AND WITHOUT LIFTING YOUR PEN OR PENCIL FROM THE PAPER----

NOW...IF YOU CAN SOLVE IT WITH FOUR STRAIGHT LINES, THE TRICK IS TO SOLVE IT IN ONE STRAIGHT LINE THROUGH ALL NINE DOTS.



WELCOME

LET'S GET RIGHT TO THE
POINT
"BEHAVIOR HAS PURPOSE"

WHAT HAVE KIDS MISSED
OUT ON

LACK OF SKILLS
DEVELOPMENT

FROZEN

FOR YEARS
LACK SKILLS
LACK EXPERIENCES
LACK COPING
NEW "NORMAL"

STARTING WITH

TIPS

YOU MET ONE..YOU MET
ONE
THEY'RE DOING THE BEST
THEY CAN
ALL BEHAVIORS HAVE A
PURPOSE
WHAT SKILLS ARE THEY
MISSING
RELATIONSHIP IS THE KEY

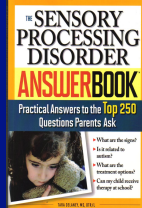
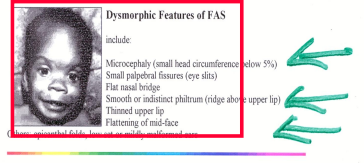
WHAT MAKES KIDS
OPPOSITIONAL?

OPPOSITIONAL AND...

- MENTAL HEALTH
- TRAUMA
- MEDICAL
- PERSONALITY
- MOOD
- LIFE ISSUES

• WHAT SKILLS ARE THEY
MISSING

is important. The best time to diagnosis an FAS child is at birth. Facial malformations tend to resolve as the child grows, making diagnosis much more difficult. Many of these children are diagnosed with Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Pervasive Developmental Disorder or Conduct Disorder. It is important that people understand the dysfunction is related to alcohol exposure in utero that has caused damage to their brain. Proper diagnosis aids in treatment planning, understanding, and protected self-concept for the child.



OCCUPATIONAL THERAPY SERVICES

SENSORY REGULATION SEEKING

EMTIONAL REGULATION

MEDICATION ISSUES

NEW DIAGNOSIS

DMDD DISRUPTIVE MOOD
DISREGULATION DISORDER

SOCIAL COMMUNICATION
DISORDER

BYE BYEASPERGERS
SYNDROME

NEW: REJECTION SENSITIVE
DYSPHORIA

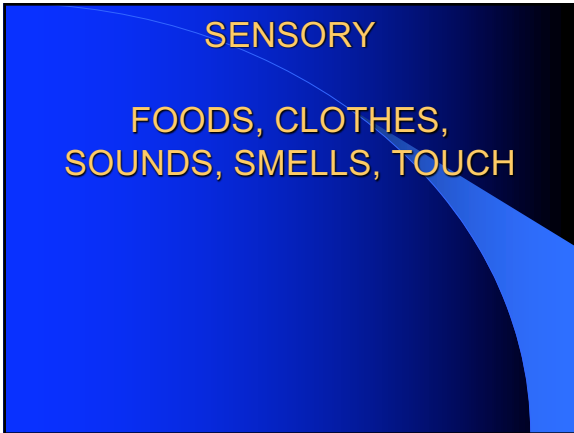
Rejection sensitive dysphoria is an extreme emotional sensitivity and emotional pain triggered by the perception — not necessarily the reality — that a person has been rejected, teased, or criticized by important people in their life.

Rejection sensitive dysphoria (RSD) may also be triggered by a sense of failure, or falling short — failing to meet either their own high standards or others' expectations.

TEMPER TANTRUM VS. MELTDOWN



MELTDOWN



SENSORY

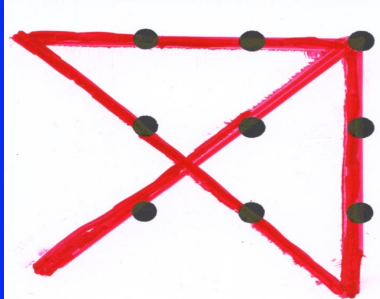
FOODS, CLOTHES,
SOUNDS, SMELLS, TOUCH

[illegible]

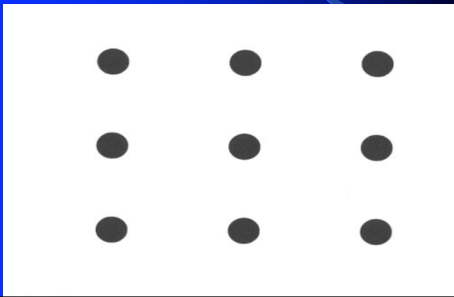
BEHAVIORS YOU WANT TO SEE		WHAT TO DO
Level 1	is critical, standing to discuss an offensively without difficulty. This is a halfway fully matured social behavior.	Behavioral work continues through the school day, starting as soon as they get to school. A social story can be prepared, using relevant pictures or programs – but the idea is to use the pictures as a starting point for discussion, not as a crutch for suggestions.
Level 2	is a social skill, being a conversation. This is a low level conversation that is a social skill.	Use the social skill as a starting point for discussion. This is a low level conversation that is a social skill. Use the social skill as a starting point for discussion. This is a low level conversation that is a social skill.
Level 3	is a social skill, being a conversation. This is a low level conversation that is a social skill.	Use the social skill as a starting point for discussion. This is a low level conversation that is a social skill. Use the social skill as a starting point for discussion. This is a low level conversation that is a social skill.
Level 4	is a social skill, being a conversation. This is a low level conversation that is a social skill.	Use the social skill as a starting point for discussion. This is a low level conversation that is a social skill. Use the social skill as a starting point for discussion. This is a low level conversation that is a social skill.

[illegible]

THE SOLUTION



OTHER SOLUTIONS



ADHD

THINK ONCE THINK TWICE
IF YOU'RE THE ONLY ONE
ADHD SEEK ADHD

IMPULSE CONTROL
I KNOW WHAT TO DO!

ASD
CHANGES
SENSORY
3 SENTENCE

ODD
RELATIONSHIP
HUMOR
CHOICES
PERCEPTION OF CONTROL

CONDUCT DISORDER

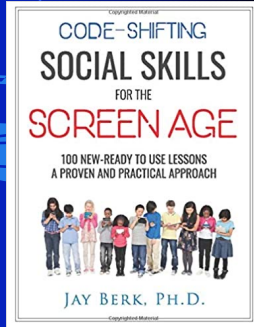
HURTS PEOPLE/ANIMALS STARTS FIRES BREAKS THE LAW

NOT RELATIONSHIP BASED
DOES NOT FEEL BAD
DO NOT TURN YOUR BACK
CONSEQUENCES AND FEAR OF CONSEQUENCES

MORE DUST

- IMMEDIATE PUNISHMENT
- HOLD OVER
- TRAUMA HISTORY
- COURT
- EARLIER IS BETTER

ELECTRONICS



JAY H. BERK, PH.D.

■ PRIVATE PRACTICE

- GOOD NEWS
- HELP EACH OTHER ON GOAL
- ACTIVITY
- PERSON OF THE DAY
- TRIVIA

ON LINE IDEAS

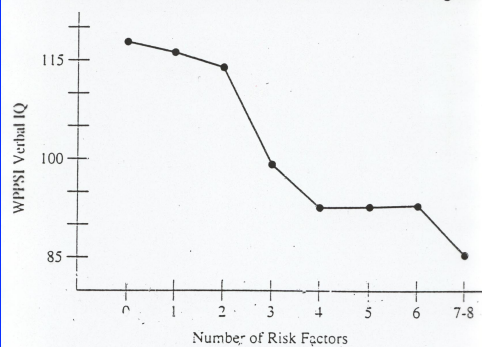
- EVERY CLOUD...
- GETTING WORK DONE
- VIDEO
- POWERPOINT
- PICTURE
- SHOW AND TELL

JAY H. BERK, PH.D.

- RED CROSS
- TYPES OF TRAUMA
- TRAUMA TRUMPS ALL
- TRAUMA INFORMED SCHOOLS

The Meaning of Danger

Figure 1. Effects of Multiple Risks on Preschool Intelligence.



EMOTIONAL SUPPORT ANIMALS

L.D. SCHOOL

WORKING
MEMORY

PROCESSING
SPEED

JAY H. BERK, PH.D.

- CLEVELAND PUBLIC SCHOOLS /
AKRON CITY SCHOOLS

JAY H. BERK, PH.D.

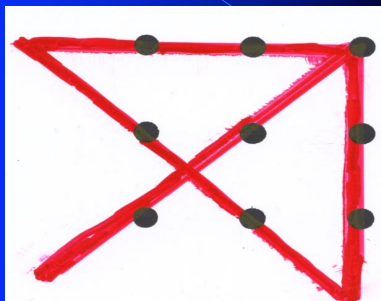
- RESIDENTIAL TREATMENT
- PSYCHIATRIC HOSPITALS
- ENGLAND, NORWAY, BOSNIA (UNICEF)
- SCREEN ACTORS GUILD (SAG) /THE
DISNEY CHANNEL

WHERE WERE ALL THE
CHILDREN/ADOLESCENTS
WITH MENTAL HEALTH ISSUES
YEARS AGO? ⁽¹⁾

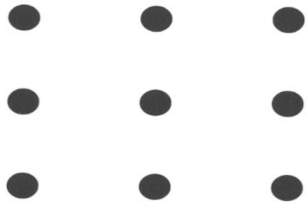
ACADEMIC INCREASE

- REMEMBER KINDERGARDEN
- 3RD GRADE MATH

THE SOLUTION

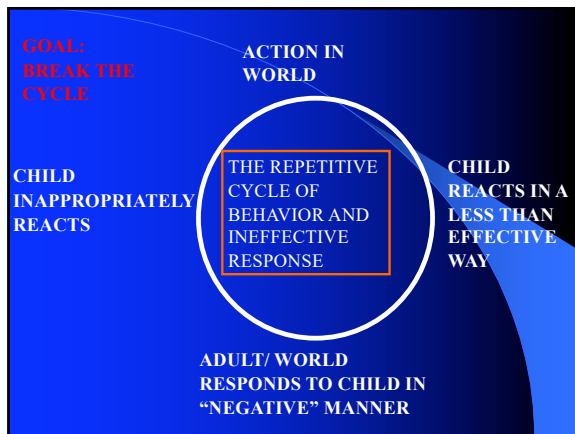


OTHER SOLUTIONS



KIDS WHO ARE
OPPOSITIONAL GROW UP
TO BE WHOM?

IS THERE A CYCLE?



WHAT PERCENT OF AN ICEBERG IS UNDERWATER?

The "tip of the iceberg" expression can be explained as follows: Icebergs float because the density of ice (around 900 kg per cubic meter) is lower than that of seawater (around 1025 kg per cubic meter). The ratio of these densities tells us that 7/8 of the iceberg's mass must be below water. Usually icebergs are 20% to 30% longer under the water than above and not quite as deep as they are long at the waterline.

RATHER THAN JUST A BEHAVIOR PLAN

BEHAVIOR PLANS THE MOST COMMON PITFALLS

- | <u>MISTAKE</u> | <u>CORRECTION</u> |
|----------------------------------|--|
| • WHEN ERIC GETS 7 DAYS IN A ROW | • WHEN ERIC COMPLETES 7 DAYS (OR PART OF HIS DAYS) |
| • HE WILL GET X REWARD | • MENU OF REWARDS |
| • HE WILL GO BY HIMSELF | • PICK A FRIEND TO GO WITH HIM |

BEHAVIOR PLANS THE MOST COMMON PITFALLS

- | <u>MISTAKE</u> | <u>CORRECTION</u> |
|-----------------------|-----------------------------------|
| • HE CAN GO NEXT WEEK | • HE CAN GO TODAY |
| • HE MUST DO X... | • HE HAS A CHOICE OF CONSEQUENCES |

BEHAVIOR PLANS

<u>MISTAKE</u>	<u>CORRECTION</u>
• WRITTEN WITHOUT THE PARENT	• WRITTEN WITH THE PARENT
• PLAN IS FOR SCHOOL ONLY	• HOME AND SCHOOL LINK
• NO WARNING/ TOO MANY WARNINGS	• ONE CLEAR WARNING
• ONLY VERBAL CUES	• BODY CUES AND TOUCH
• WRITTEN FOR THE CHILD	• WRITTEN WITH THE CHILD
• ADULT ALWAYS CHARTS	• CHILD AND ADULT CHART

BEHAVIOR PLANS

<u>MISTAKE</u>	<u>CORRECTION</u>
• START WHERE IT IS HARD TO MAKE THE GOAL	• START MIDZONE 50%
• PRIVILEGES ARE NORMALLY GIVEN	• PRIVILEGES ARE EARNED
• ADULTS TRY TO WORK TOGETHER	• SEAMLESS
• PARENT FEELS BAD AND GIVES IN	• PARENT AGREES THIS IS THE ONLY WAY
• PROMISES GOING ONE WAY	• PROMISES GO BOTH WAYS
• SHORT TERM PERSPECTIVE	• LONG TERM VIEW

WHAT PERCENT OF OPPOSITIONAL CHILDREN HAVE OPPOSITIONAL PARENTS ??

DIFFERENT KIDS?
DIFFERENT
PERSONALITIES?

CONCEPTS AND MAGIC
DUST

A, B C RULES
TEETER-TOTTER

SPLITTING

SPLITTING:

The rules are:

- Identified bad guy and they are the innocent victim
- If it was not for x, I would not have this problem
- Talk about splitting BEFORE they split
- Have a plan that includes communication
- Get the plan signed by all parties

IF YOU DO THE SAME THINGS YOU
HAVE ALWAYS DONE, YOU GET
THE SAME THING YOU ALWAYS
GOT"

"BEFORE THEY SHOW YOU WHAT
THEY KNOW, YOU HAVE TO SHOW
THEM THAT YOU CARE"

WHAT THE TEACHER DOES NOW

- TEACH
- GUIDE
- MODEL
- SUPPORT
- TEACH NORMS
- TEACH MORALITY
- PROVIDE SUPERVISION
- GUIDE PARENTS
- TUTOR
- DEVELOP CURRICULUM
- IDENTIFY AT RISK CHILDREN
- ADVOCATE
- SURROGATE PARENT
- PROVIDE STRUCTURE
- PARTICIPATE IN THE TEAM
- MENTOR
- COORDINATE ACTIVITIES
- GUARD THE HALLS
- DISCIPLINE
- FIGHT DRUGS
- SUPERVISE FREE LUNCH PROGRAMS
- PROVIDE NURTURING
- AND DANCE VERY VERY FAST
- PLUS TAKE CARE OF THEIR OWN LIFE

CAN YOU
SUSPEND
THEM?

ADD ON TO LIST

- TEACH SOCIAL SKILLS
- TEACH DIGITAL CITIZENSHIP
- PROSOCIAL PUNISHMENT
 - NOTEBOOK BABIES
 - STICKMAN STRUGGLES WITH ANGER
 - BEST COMMERCIAL EVER

IT IS A DIFFERENT WORLD NOW !

WHAT IT IS LIKE TO WORK WITH THESE KIDS

CHARACTERISTICS OF A VIOLENT CHILD

CHARACTERISTICS

- NARCISSISTIC
- SOCIALLY ISOLATED

THESE VIOLENT ADOLESCENTS

- INJURE MULTIPLE VICTIMS
- NO SECONDARY CRIMINAL INTENT
- YOUNGER
- HISTORY OF SOCIAL PROBLEMS
- EXTREME NARCISSISM
 - HIGH OPINION OF SELF
 - COMPETITIVE IN GAMES
 - DON'T JUST WANT TO WIN
 - WANT TO PUNISH THE LOSER

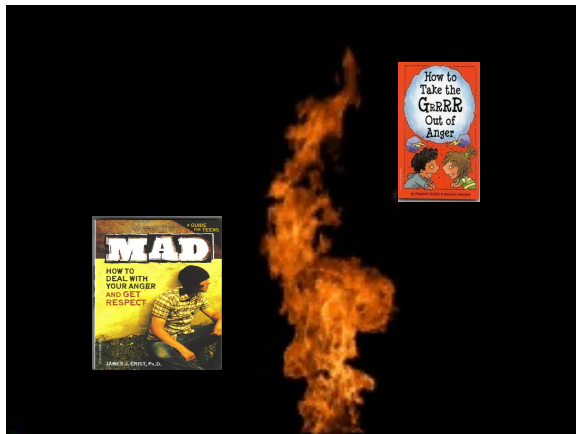
THEY SAY CHILDREN'S ODDS OF COMMITTING MURDER ARE DOUBLED

- COME FROM A CRIMINALLY VIOLENT FAMILY
- HAVE A HISTORY OF BEING ABUSED
- BELONG TO GANGS
- ABUSE ALCOHOL OR DRUGS

ODDS OF COMMITTING MURDER ARE TRIPLED WHEN ALONG WITH THE PREVIOUS FACTORS

- USE WEAPONS OR HAVE PRIOR ARRESTS
- SKIP SCHOOL OR HAVE OTHER SCHOOL RELATED PROBLEMS
- NEUROLOGICAL DISORDERS INCLUDING EPILEPSY AND HYPERACTIVITY

WHAT AGE DO CHILDREN FIRST BECOME AGGRESSIVE?





■ **Diagnostic criteria for 313.81 Oppositional Defiant Disorder**

A. A pattern of negativistic, hostile, and defiant behavior lasting at least 6 months, during which four (or more) of the following are present:

- (1) often loses temper
- (2) often argues with adults

(continued)

□ **Diagnostic criteria for 313.81 Oppositional Defiant Disorder (continued)**

- (3) often actively defies or refuses to comply with adults' requests or rules
- (4) often deliberately annoys people
- (5) often blames others for his or her mistakes or misbehavior
- (6) is often touchy or easily annoyed by others
- (7) is often angry and resentful
- (8) is often spiteful or vindictive

Note: Consider a criterion met only if the behavior occurs more frequently than is typically observed in individuals of comparable age and developmental level.

B. The disturbance in behavior causes clinically significant impairment in social, academic, or occupational functioning.

C. The behaviors do not occur exclusively during the course of a Psychotic or Mood Disorder.

D. Criteria are not met for Conduct Disorder, and, if the individual is age 18 years or older, criteria are not met for Antisocial Personality Disorder.

THEY KNOW HOW TO PUSH YOUR BUTTONS !

Diagnostic criteria for 312.8 Conduct Disorder

A. A repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate societal norms or rules are violated, as manifested by the presence of three (or more) of the following criteria in the past 12 months, with at least one criterion present in the past 6 months:

Aggression to people and animals

- (1) often bullies, threatens, or intimidates others
- (2) often initiates physical fights
- (3) has used a weapon that can cause serious physical harm to others (e.g., a bat, brick, broken bottle, knife, gun)
- (4) has been physically cruel to people
- (5) has been physically cruel to animals
- (6) has stolen while confronting a victim (e.g., mugging, purse snatching, extortion, armed robbery)
- (7) has forced someone into sexual activity

Destruction of property

- (8) has deliberately engaged in fire setting with the intention of causing serious damage
- (9) has deliberately destroyed others' property (other than by fire setting)

Deceitfulness or theft

- (10) has broken into someone else's house, building, or car
- (11) often lies to obtain goods or favors or to avoid obligations (i.e., "con" others)
- (12) has stolen items of nontrivial value without confronting a victim (e.g., shoplifting, but without breaking and entering; forgery)

Serious violations of rules

- (13) **often stays out at night** despite parental prohibitions, beginning before age 13 years
- (14) has run away from home overnight at least twice while living in parental or parental surrogate home (or once without returning for a lengthy period)
- (15) is often truant from school, beginning before age 13 years

B. The disturbance in behavior causes clinically significant impairment in social, academic, or occupational functioning.

C. If the individual is age 18 years or older, criteria are not met for Antisocial Personality Disorder.

INTERVENTIONS WITH CONDUCT DISORDER

LONG TERM OR SHORT TERM CONSEQUENCES?

ARTIFICIAL SUPEREGO?

ADDITIONAL IDEAS

- ENTER THROUGH THE CHILD'S WORLD

AGGRESSIVE CHILDREN

- REMOVE GROUP
- BUILDING PLAN
- PROXIMITY
- SIMPLE DIRECTIONS WITH A CHOICE
- SMALL TOWN ATMOSPHERE (REDUCE PERCEPTION OF BEING AN OBJECT)
- VIDEO CAMERA
- JUVENILE COURT

THE FOLLOWING STATEMENTS WERE MADE THROUGHOUT HISTORY !

- HEAVIER THEN AIR FLYING MACHINES ARE IMPOSSIBLE (LORD KELVIN, 1895)
- EVERYTHING THAT CAN BE INVENTED HAS BEEN INVENTED (THE U.S. PATENT OFFICE, 1899)
- THERE IS NO LIKELIHOOD MAN CAN EVER TAP THE POWER OF THE ATOM (ROBERT MILLIKAN, NOBEL PRIZE WINNER IN PHYSICS, 1923)
- WHO WANTS TO HEAR ACTORS TALK (HARRY WARNER, WARNER BROTHERS, 1927)

- TALK ABOUT
“WHEN WE
WERE KIDS”

A PANTOMIME

WHAT IS IT LIKE TO WORK WITH,
SUPPORT PEOPLE WHO WORK
WITH, OR LIVE WITH THESE KIDS
ON DAY IN AND DAY OUT BASIS
?

THE REAL FEELINGS ,

STRESS REACTIONS

- LACK OF FULFILLMENT
- ANGER
- RESENTMENT
- SENSE OF INADEQUACY
- QUESTIONING YOUR TRAINING
- ANXIETY
- SLEEP PROBLEMS
- AGITATION
- DEPRESSION
- DREAD
- SHAME

GENERAL ACTIONS YOU MAY TAKE

- TAKE OUT FRUSTRATION ON THE CHILD
- BLAME THE ENVIRONMENT
- BLAME THE PARENTS
- BLAME THE SCHOOL
- RETREAT
- FRUSTRATION AT OWN CHILDREN
- CALL OFF

PLEASURE WHEN THE CHILD IS NOT THERE

ACTIONS TO WATCH OUT FOR...

- LOSS OF BOUNDARY
- NUMBING YOURSELF
- SELF MEDICATION

PEOPLE YOU WORK WITH...

SUPER HELPER

- OVER-INVOLVED
- TOO MUCH "ME TOO"
- ROLE BOUNDARY PROBLEMS
- EXCESSIVE ADVOCACY
- SEE CHILD AS A SURVIVOR (TOO MUCH)
- BELIEF THAT YOU ARE THE ONLY ONE THAT CAN SAVE THEM
- EXCESSIVE FOCUS ON THE PROBLEM

CRISPY CRITTER

- DISTANCING
- DETACHMENT
- DENIAL OF PROBLEMS THE CHILD EXHIBITS
- SEEKS A QUICK RECOVERY
- BLAMES THE CHILD
- ANGER AT THE CHILD
- REFER CHILD TO "GET RID OF THEM" RATHER THAN HELP
- SEE MEDICATION AS **THE** SOLUTION
- MINIMIZE THE IMPACT OF THE PROBLEMS

WHAT CAN BE DONE TO STAY HEALTHY AND EFFECTIVE

- WHAT REALLY WORKS FOR YOU ?

IS THERE A JOB ?

