

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

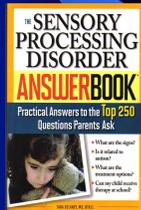
• WHAT SKILLS ARE THEY
MISSING

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.

Dysmorphic Features of FAS

include:

- Microcephaly (small head circumference below 5%)
- Small palpebral fissures (eye slits)
- Flat nasal bridge
- Smooth or indistinct philtrum (ridge above upper lip)
- Thinned upper lip
- Flattening of mid-face



OCCUPATIONAL THERAPY SERVICES

SENSORY REGULATION SEEKING

EMOTIONAL 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

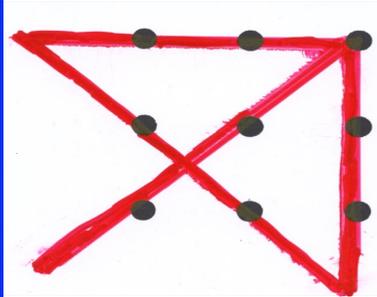
SENSORY FOODS, CLOTHES, SOUNDS, SMELLS, TOUCH

Name: _____
The purpose of a sensory diet for _____ is to assist him to maintain his optimum alert level throughout the school day, so that he can participate in and learn from the educational material being presented to him. This sensory diet is an attempt to address the continuum of sensory skills over the _____ during the school day going from low arousal to the over stimulated. _____ can move from one level to another through out the day. Start spaces that they cannot identify behaviors associated with underarousal; therefore, levels 1 and 2 will be left blank. If behaviors appropriate for one or both of these levels are observed, the blank spaces will be filled in at that time.

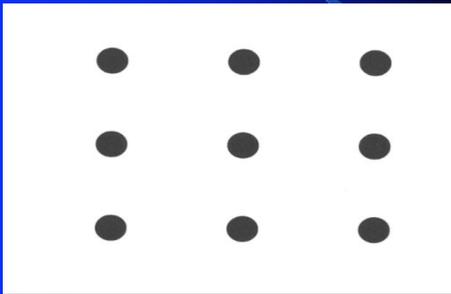
LEVELS YOU MAY SEE	WHAT TO DO
Level 1	_____
Level 2	_____
Level 3	_____
Level 4	_____

PAGE

THE SOLUTION



OTHER SOLUTIONS



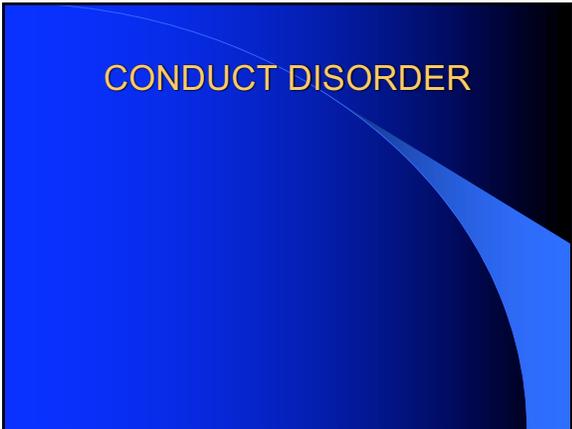
ADHD

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

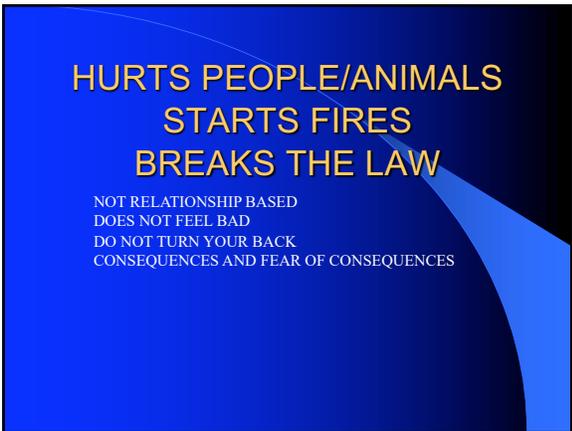
IMPULSE CONTROL
I KNOW WHAT TO DO!

ASD
CHANGES
SENSORY
3 SENTENCE

ODD
RELATIONSHIP
HUMOR
CHOICES
PERCEPTION OF CONTROL



CONDUCT DISORDER



HURTS PEOPLE/ANIMALS STARTS FIRES BREAKS THE LAW

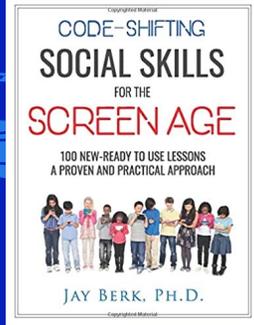
NOT RELATIONSHIP BASED
DOES NOT FEEL BAD
DO NOT TURN YOUR BACK
CONSEQUENCES AND FEAR OF CONSEQUENCES



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

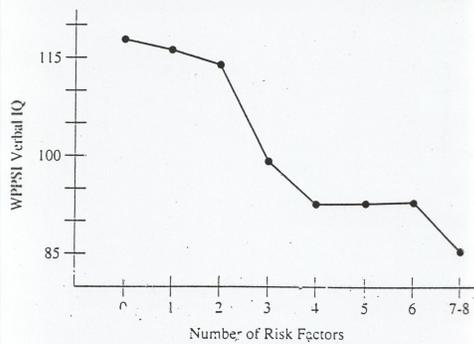
- EVERY CLOUD...
- GETTING WORK DONE
- VIDEO
- POWERPOINT
- PICTURE
- SHOW AND TELL

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

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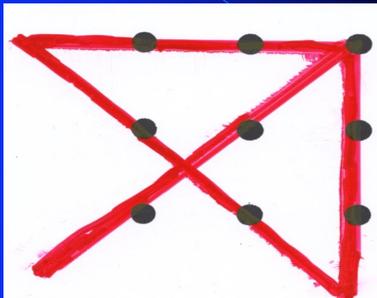
- RESIDENTIAL TREATMENT
- PSYCHIATRIC HOSPITALS
- ENGLAND, NORWAY, BOSNIA (UNICEF)
- SCREEN ACTORS GUILD (SAG) / THE DISNEY CHANNEL

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

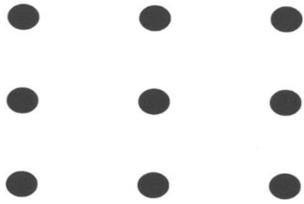
ACADEMIC INCREASE

- REMEMBER KINDERGARDEN
- 3RD GRADE MATH

THE SOLUTION

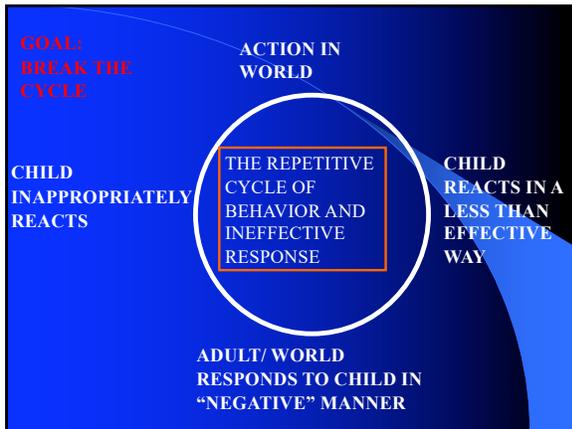


OTHER SOLUTIONS



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

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

BEHAVIOR PLANS THE MOST COMMON PITFALLS

- MISTAKE
- HE CAN GO NEXT WEEK
- HE MUST DO X...
- CORRECTING
- HE CAN GO TODAY
- HE HAS A CHOICE OF CONSEQUENCES

BEHAVIOR PLANS

<ul style="list-style-type: none"> • <u>MISTAKE</u> • WRITTEN WITHOUT THE PARENT • PLAN IS FOR SCHOOL ONLY • NO WARNING/ TOO MANY WARNINGS • ONLY VERBAL CUES • WRITTEN FOR THE CHILD • ADULT ALWAYS CHARTS 	<ul style="list-style-type: none"> • <u>CORRECTION</u> • WRITTEN WITH THE PARENT • HOME AND SCHOOL LINK • ONE CLEAR WARNING • BODY CUES AND TOUCH • WRITTEN WITH THE CHILD • CHILD AND ADULT CHART
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BEHAVIOR PLANS

<ul style="list-style-type: none"> • <u>MISTAKE</u> • START WHERE IT IS HARD TO MAKE THE GOAL • PRIVILEGES ARE NORMALLY GIVEN • ADULTS TRY TO WORK TOGETHER • PARENT FEELS BAD AND GIVES IN • PROMISES GOING ONE WAY • SHORT TERM PERSPECTIVE 	<ul style="list-style-type: none"> • <u>CORRECTION</u> • START MIDZONE 50% • PRIVILEGES ARE EARNED • SEAMLESS • PARENT AGREES THIS IS THE ONLY WAY • PROMISES GO BOTH WAYS • LONG TERM VIEW
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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?**



HOW MANY OF YOU HAVE A GOOD RELATIONSHIP WITH OPPOSITIONAL CHILDREN ?

■ 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 ?

THANK YOU FOR
ATTENDING TODAY AND
HAVE A SAFE DRIVE HOME

IN-SERVICE TRAINING

- CUSTOM MADE TO
FIT YOUR NEEDS
- CALL OUR OFFICE
AT 216-292-7170
