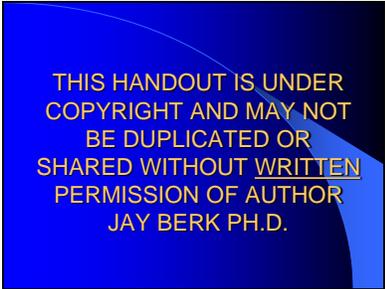


Slide 1



Slide 2



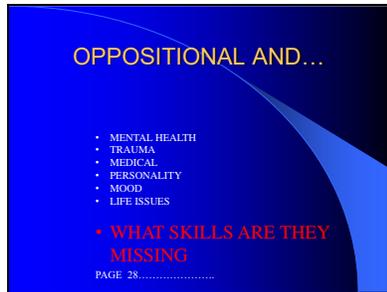
Slide 3



Slide 4



Slide 5



Slide 6



Slide 7

NEW DIAGNOSIS

DMDD: DISRUPTIVE MOOD
DISREGULATION DISORDER

SOCIAL COMMUNICATION
DISORDER

BYE BYE ASPERGERS
SYNDROME

NEW: REJECTION SENSITIVE
DYSPHORIA

Slide 8

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.

Slide 9

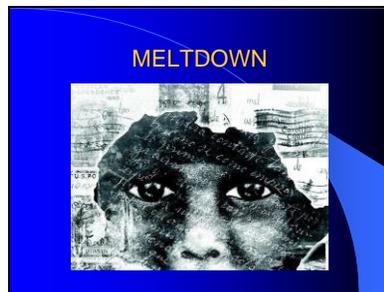
**TEMPER TANTRUM
VS.
MELTDOWN**



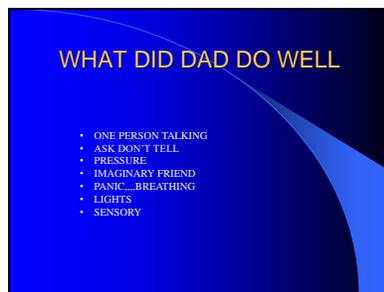
Slide 10



Slide 11



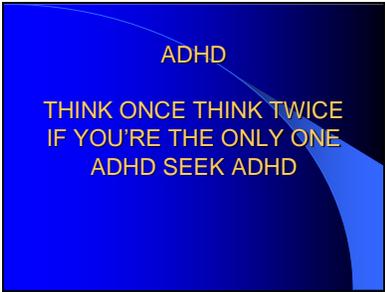
Slide 12



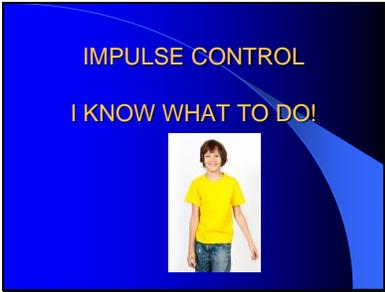
Slide 16



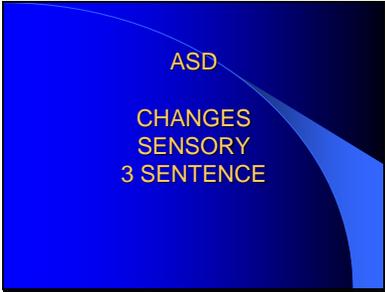
Slide 17



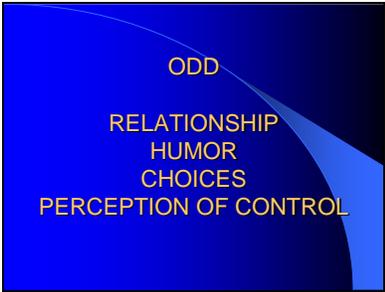
Slide 18



Slide 19



Slide 20



Slide 21



Slide 22

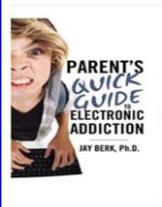
**HURTS PEOPLE/ANIMALS
STARTS FIRES
BREAKS THE LAW**

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



Slide 23

ELECTRONICS



Slide 24

JAY H. BERK, PH.D.

- PRIVATE PRACTICE
- GOOD NEWS
- HELP EACH OTHER ON GOAL
- ACTIVITY
- PERSON OF THE DAY
- TRIVIA
- RED CROSS
- TYPES OF TRAUMA
- TRAUMA TRUMPS ALL
- TRAUMA INFORMED SCHOOLS



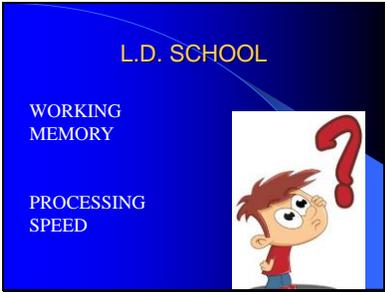
Slide 25



Slide 26



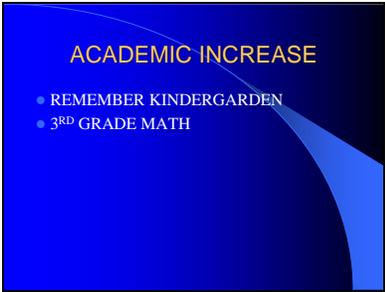
Slide 27



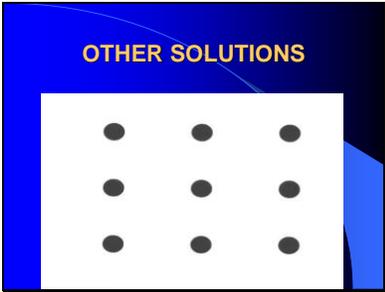
Slide 28



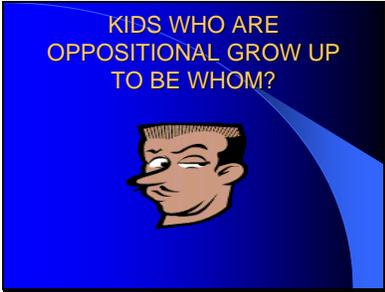
Slide 29



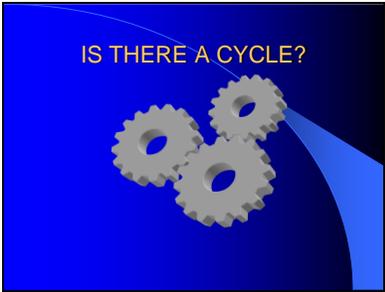
Slide 30



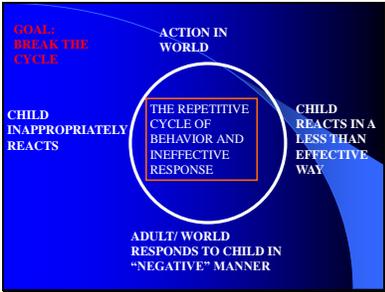
Slide 31



Slide 32



Slide 33



Slide 37

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.



Slide 38

RATHER THAN JUST A BEHAVIOR PLAN



Slide 39

BEHAVIOR PLANS THE MOST COMMON PITFALLS

<ul style="list-style-type: none"> • REWARDS • WHEN ERIC GETS 7 DAYS IN A ROW • HE WILL GET X REWARD • HE WILL GO BY HIMSELF • HE CAN GO NEXT WEEK • HE MUST DO X... 	<ul style="list-style-type: none"> • CORRECTIONS • WHEN ERIC COMPLETES 7 DAYS (OR PART OF HIS DAYS) • MENU OF REWARDS • PICK A FRIEND TO GO WITH HIM • HE CAN GO TODAY • HE HAS A CHOICE OF CONSEQUENCES
---	---

Slide 40

BEHAVIOR PLANS

- **INITIAL**
- WRITTEN WITHOUT THE PARENT
- PLAN IS FOR SCHOOL ONLY
- NO WARNING/ TOO MANY WARNINGS
- ONLY VERBAL CUES
- WRITTEN FOR THE CHILD
- ADULT ALWAYS CHARTS
- **CONNECTION**
- WRITTEN WITH THE PARENT
- HOME AND SCHOOL LINK
- ONE CLEAR WARNING
- BODY CUES AND TOUCH
- WRITTEN WITH THE CHILD
- CHILD AND ADULT CHART

Slide 41

STUDENT WEEKLY RATING

NAME: *Ben*

DATE: *11/11/11*

Diligence _____

Honesty _____

Respect _____

Positive Attitude _____

Class Prep. _____

Homework _____

Goal for next week
much more responsible

Excellent, 3=Good, 2=Satisfactory, 1=Needs Improvement

TEACHER WEEKLY RATING

Diligence _____

Honesty _____

Respect _____

Positive Attitude _____

Class Prep. _____

Homework _____

Comments
Ben is great on hand and doing great every day. He is a student who is very responsible.

Slide 42

BEHAVIOR PLANS

- **INITIAL**
- 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
- **CONNECTION**
- START MIDZONE 50%
- PRIVILEGES ARE EARNED
- SEAMLESS
- PARENT AGREES THIS IS THE ONLY WAY
- PROMISES GO BOTH WAYS
- LONG TERM VIEW

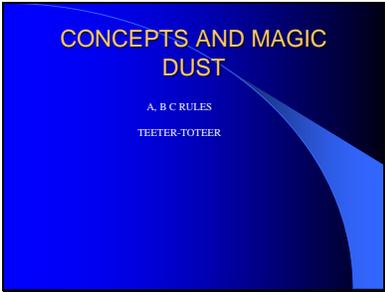
Slide 43



Slide 44



Slide 45



Slide 46



Slide 47

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

Slide 48

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"

Slide 49

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?

Slide 50

ADD ON TO LIST

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

Slide 51

CHARACTERISTICS OF A VIOLENT CHILD

Slide 52

CHARACTERISTICS



- NARCISSISTIC
- SOCIALLY ISOLATED

Slide 53

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

Slide 54

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

Slide 55

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

Slide 56

WHAT AGE DO CHILDREN FIRST BECOME AGGRESSIVE?

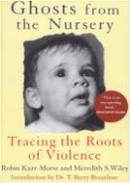


Slide 57

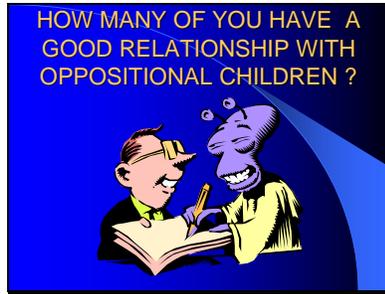
GHOSTS FROM THE NURSERY

• BY ROBIN KARR-MORSE

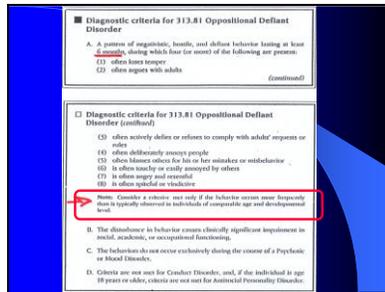
- AN EXPECTANT MOTHER'S STRESS LEVEL, NUTRITIONAL HABITS, USE OF DRUGS AND ALCOHOL AND EXPOSURE TO ENVIRONMENTAL TOXINS MAY HARDWIRE THE FETAL BRAIN TO A STATE OF HYPER-VIGILANCE OR AGGRESSION



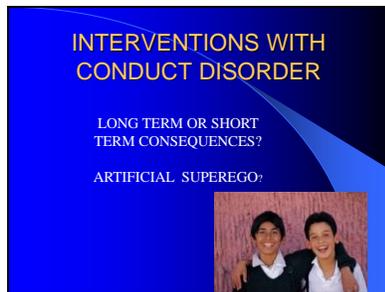
Slide 58



Slide 59



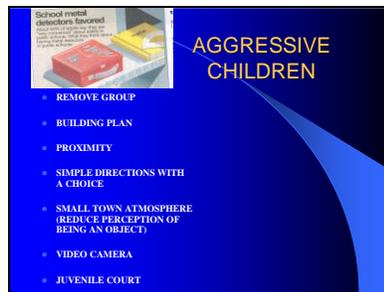
Slide 60



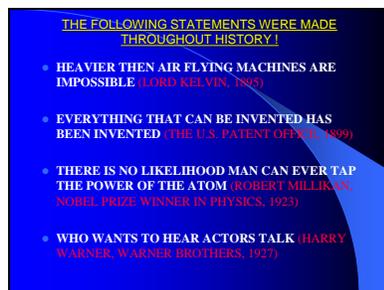
Slide 61



Slide 62



Slide 63



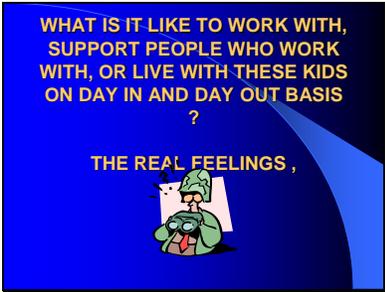
Slide 64



Slide 65



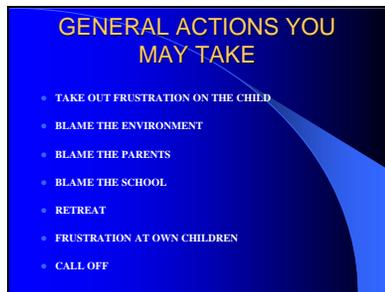
Slide 66



Slide 67



Slide 68



Slide 69



Slide 70

ACTIONS TO WATCH OUT FOR...

- LOSS OF BOUNDARY
- NUMBING YOURSELF
- SELF MEDICATION



Slide 71

PEOPLE YOU WORK WITH...

Slide 72

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



Slide 73

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



Slide 74

WHAT CAN BE DONE TO STAY HEALTHY AND EFFECTIVE

- WHAT REALLY WORKS FOR YOU ?



Slide 75

IS THERE A JOB ?



Slide 76



Slide 77

