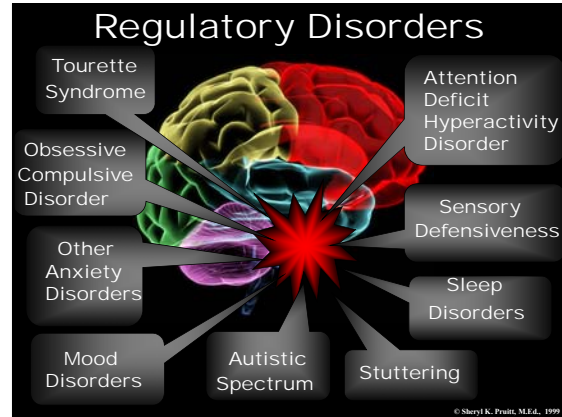


Challenging Kids, Challenged Parents

Breaking Down Barriers
June 4, 2016

Sheryl K. Pruitt, M.Ed., ET/P

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Tourette Syndrome

- Tics are brief, purposeless, repetitive, involuntary movements or sounds that usually occur in bouts.
- Tics may be simple or complex and are often confused with allergies, habits, or misbehavior.

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Tips for Tourette Syndrome

- Let student leave the room to discharge tics in private place.
- Reduce production demands when tics interfere with performance during times of tic worsening.
- Allow student to engage in highly motivating tasks.

"Why does the teacher think I would do this on purpose and embarrass myself in front of my friends?"

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Obsessive-Compulsive Disorder (OCD):

- Intrusive, repetitive unwanted thoughts (obsessions), and/or
- Repetitive or ritualized behaviors (compulsions)
- Some compulsions may not be observable (such as counting) and will have less compulsions if any comorbid disorders such as ADHD, TS or mood disorders are also present.
- Prevalence – 2%*

Image: www.ceescanimging.com/

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Tips and Strategies for OCD

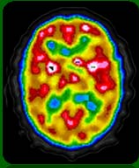
- Reduce handwriting.
- Do not give more than student can finish in allotted time.
- Remove triggers for compulsive behavior if possible, e.g., use of a word processor instead of handwriting.

"I can't go to school because I can't keep the people from touching my stuff!"

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Some of the Non-OCD Anxiety Disorders

Anxiety may cause a "fight or flight" response and lead to school avoidance or refusal.



- Generalized Anxiety Disorder
- Panic Disorder
- Specific Phobias
- Separation Anxiety
- Post-Traumatic Stress
- Social Anxiety Disorder

Image courtesy of Silicon Valley Brain Spect Imaging, Inc.

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Tips for OCD and Anxiety Disorders

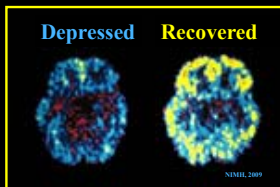


"I can't go to school because I am worried something will happen to my mother while I am gone."

- Do not give more work than student can finish in allotted time.
- Assist with social/peer issues.
- Allow the student to leave the anxiety-provoking situation for a designated "safe place."

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Some of the Mood Disorders



"When I am depressed, I feel so blue!"

- Major Depressive Disorder
- Bipolar Disorder

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Tips for Mood Disorders



"Life's too hard... I can't go on."

- Accommodate impaired focus, memory, and concentration.
- Allow for "graceful exits" and permanent passes, as needed.
- Assist with social/peer issues.

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Hallmarks of ADHD

Who turned out the Lights?!

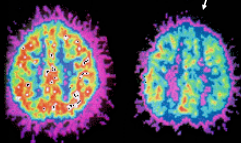


Photo Source: Zametkin et al., 1990

This is what your brain looks like "ON" ADHD.

- Dysregulation of attention
- Distractibility
- Impulsivity
- Hyperactivity (optional)
- Arousal difficulties, especially in the frontal lobes.

© 1999 Leslie E. Packer, Ph.D.

© Sheryl K. Pruitt, M.Ed., Warren Walter, Ph.D., 1992

Tips for ADHD



"What did I do wrong this time?!"

- Externalize motivation.
- Alternate quiet activities with opportunities to move around.
- Externalize instructions.
- Pause or use fillers to allow sufficient time to process.

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Sensory Defensiveness



"Make the fire alarm bell stop!"

- Smelling
- Seeing
- Tasting
- Hearing
- Touching
- Pain
- Proprioceptive
- Vestibular

Photo Credit C. Wang

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Tips for Sensory Defensiveness



"Make the firm alarm bell stop!"

- Screen for occupational therapy.
- Do not touch the child lightly, wear heavy perfumes or seat student near noise or distraction.
- Avoid sensory overload settings; allow child to leave.

* Photo credit C. Wang

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Sleep Problems



"Just 5 more minutes!"

- Increased attention, hyperactivity and impulsivity
- Increase in depression and impaired memory
- Bullying and bad behaviors
- More accidents - 18 hours of sleep deprivation produces cognitive impairment equal to 0.05 blood alcohol level.

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Tips for Sleep Problems



"Just 5 more minutes!"

- Screen for sleep problems.
- Allow student to start day later.
- Provide parents with sleep hygiene handout.
- Open the blinds to allow as much natural light as possible.

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Autism Spectrum Disorder



"They walk away from me when I start talking about trains."

- Poor social communication and reciprocity
- Restricted, repetitive patterns of behavior
- Inflexible
- Communication deficits
- Motor skills deficits

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Tips for Autism Spectrum Disorder



"They walk away from me when I start talking about trains."

- Refer for speech and language evaluation.
- Cue transitions.
- Assist with cause and effect.
- Provide social skills curriculum.

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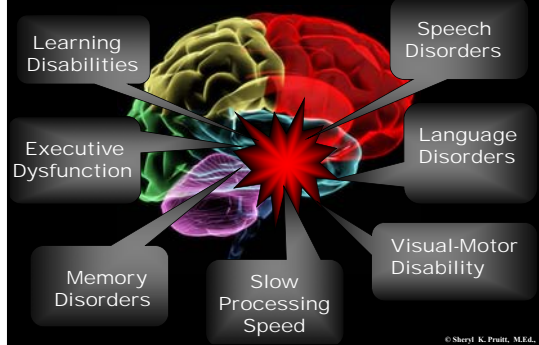
PANS, PITANDS, and PANDAS, Oh My!

P ediatric	P ediatric	P ediatric
A cute-onset	I nfection	A utoimmune
N europsychiatric	T riggered	N europsychiatric
S yndrome	A utoimmune	D isorder
	N europsychiatric	A ssociated with
	D isorder	S trep

Title: Raymond A. Cattaneo, 2011

© modified from L.E. Packer, 1999 by Sheryl K. Pruitt, MEd., ET/P, 2012

Non-Regulatory Disorders



© Sheryl K. Pruitt, MEd., 1999

The Executive Functions Are
the Cuing of the Executive Skills!



© Sheryl K. Pruitt, MEd., ET/P, 1995

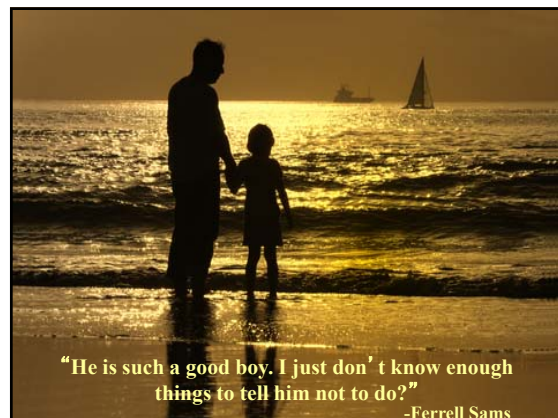
The "Dreaded Book Bag
Diagnostic Test"



Photo credit, Colleen Wang

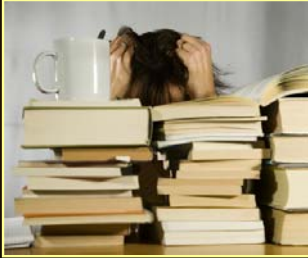


© Sheryl K. Pruitt, M. Ed., 1995



"He is such a good boy. I just don't know enough
things to tell him not to do?"
-Ferrell Sams

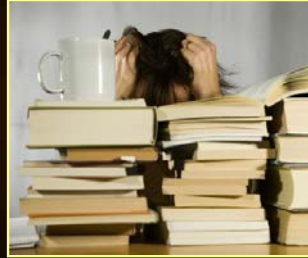
EXECUTIVE FUNCTION SKILLS



- Set Goals
- Initiate
- Prioritize
- Pace
- Plan
- Sequence
- Organize

© D.G. Pruitt, S. K. Pruitt, L.W. Waller, M.P. Dombush, L.E. Packer, 2008

EXECUTIVE FUNCTION SKILLS



- Shift
- Use Feedback
- Inhibit
- Self-Monitor
- Problem Solve
- Execute

© D.G. Pruitt, S. K. Pruitt, L.W. Waller, M.P. Dombush, L.E. Packer, 2008



**Now!
Or
Not Now!**

© Sheryl K. Pruitt, M.Ed., ET/P, 2001



**Teach them to do
it now - not later!**

Later is a lie!

© Sheryl K. Pruitt, M.Ed., 2000

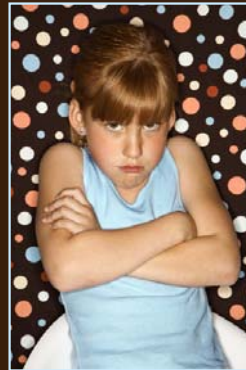
Two-Step Process



Plan Your Work and
Work Your Plan
+
P.L.A.N.

Problem defined!
Lay out options!
Act on one!
Now evaluate!

© Sheryl K. Pruitt, M.Ed., ET/P, 1999



**You announced a
change in plans.
She's handling it
quite well, isn't
she?**

**Prewarn!
Prewarn!
Prewarn!**

© Leslie E. Packer, Ph.D., 2002



Tips for Executive Dysfunction

- Lend them your frontal lobes.
- Screen for organizational problems.
- Use consistent structure.
- Teach strategies and routines.
- Teach social skills curriculum.

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Memory Functioning



- Spared Memory
- Short-Term Memory
- Immediate Memory
- Long-Term Memory
- Declarative Memory
- Semantic Memory
- Episodic Memory

© Sheryl K. Pruitt, M.Ed., ET/P, L. Warren Walter, Ph.D., 1997

Memory Functioning



- Impaired Memory
- Short-Term Memory
- Working Memory
- Long-Term Memory
- Procedural Memory
- Prospective Memory
- Metamemory
- Strategic Memory

© Sheryl K. Pruitt, M.Ed., ET/P, L. Warren Walter, Ph.D., 1997

Tips for Memory Problems



Too much at one time?

- Reduce amount and complexity of material presented.
- Hook new concepts to previous learning.
- Teach, "Do it now, not later."
- Teach, "Record it or regret it."
- Externalize your working memory.

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Slow Processing Speed



Slow processing speed is reported by researchers to exist in one-fourth to one-half of students with ADHD-Inattentive Type.

Processing Speed Influences:

- Sustained Attention
- Executive Functions
- Memory
- Academic Achievement
- Behavior
- Social Competence

Carlson, Mann, 2002; Goodyear, Hynd, 1992; Nigg, Blaskey, Huang, Pollock, Roggeby, 2002; Weller, Bernstein, Bollinger, Waber, 2000; Barkley, 2006

©Tigers, Too, 2009

Tips for Slow Processing Speed



- Reduce length of assignments.
- Repeat, rephrase, summarize.
- Cue questions ahead of time.
- Allow extra time for everything!
- The Fast ForWord® Program

©Tigers, Too, 2009

©Dorabush, M.P. and Pruitt, S. K., 2009



Hey, you forgot
Oppositional
Defiant
Disorder!!

Did Not!!!!




Curiosity
vs
Judgment!



© Sheryl K. Pruitt, M.Ed., 1999

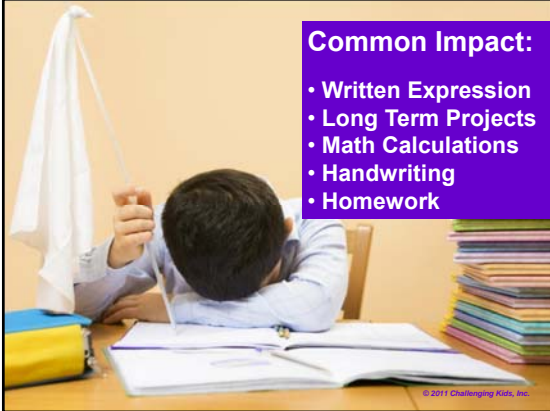
Social Difficulties



One of the leading causes of teenage depression is social failure.

The impact of social failure can be deadly!

© Daniel G. Pruitt, PCC, SCAC, Sheryl K. Pruitt, M.Ed., 2004




Common Impact:

- Written Expression
- Long Term Projects
- Math Calculations
- Handwriting
- Homework

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Tips for Written Expression & Long-Term Projects




"He's just not motivated."

- Break tasks into chunks with intermediate deadlines.
- Use consistent graphic organizer.
- Treat editing as separate activity.
- Use electronics to offset deficits and increase motivation.
- Use visual editing strips and mnemonics.

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Tips for Math Calculations



- Teach cognitive cues to preserve sequence.
- Turn lined paper sideways or use graph paper.
- Color highlight operational symbols and directions.
- Use editing strips.

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Tips for Handwriting

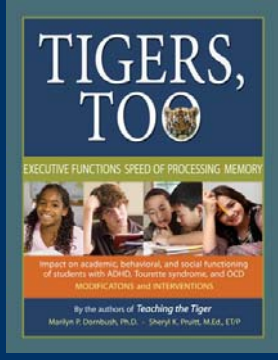


- Reduce copying from the board and amount to be written at any one time.
- Do not even THINK about grading for neatness.
- Encourage use of electronics.
- Turn lined paper sideways for math calculations if written.
- Extend time for handwriting and tests.



Just Try Harder!

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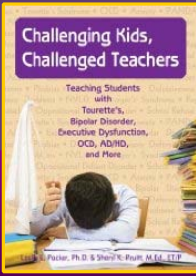


Tigers, Too

Tigers, Too Supplements

1. Checklists and Objectives for the Classroom and
2. Assessment

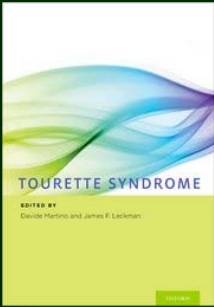
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Leslie E. Packer, Ph.D., Sheryl K. Pruitt, M.Ed., ETP
Woodbine House



Tourette Syndrome

Oxford Press

© Edited by James F. Leckman, MD and Davide Martino, MD, 2013

Credits...

Thanks go to Leslie Packer, Ph. D. for her constant support and contributions for several of the power point slides used here today.

Thanks also to Marilyn Dornbush, Ph.D. and Warren Walter, Ph.D. for their contributions and support to several power point slides today.

Thanks especially to my husband, Daniel G. Pruitt, PCC, SCAC, who has been my supporter, partner in our clinic, my publisher, and a contributor to this presentation.

© Sheryl K. Pruitt, M.Ed., 2009



© Shari Zellars Photography, 2009

Dedication

This program is cheerfully dedicated to the author's family, who have cleverly managed to have almost every problem described. Any problem my husband and I did not have I gave birth to. They are my first, and best, teachers.

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THE END

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