



The Traumatic Triad

Sleep!



Homework!

Storms!

Breaking Down the Barriers 2016
Sheryl K. Pruitt, M.Ed., ET/P

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Homework





Inability to Shift Flexibly!

You announced it is time for homework. She is handling it quite well, isn't she?

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Executive Dysfunction Difficulties cuing:



The "Dreaded Book Bag Diagnostic Test"

- Goal Setting
- Initiating
- Prioritizing
- Pacing
- Planning
- Sequencing
- Organizing
- Shifting Flexibly
- Using Feedback
- Inhibiting
- Self-monitoring
- Executing
- Attention to the Future

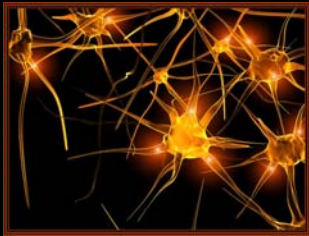
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CLUE

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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

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Cognitive Strategies

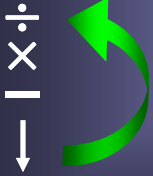


Cognitive strategies are particularly helpful to children and teens with executive dysfunction, as they enable them to retain the **sequence** as well as the substance of the information. A simple strategy allows the student to easily retrieve the concept that was taught.

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Sequence of Long Division

Visual/Symbolic Cue




Verbal Cue
Daddy, Mommy, Sister, Brother

Cognitive Cue
Dirty Marvin Smells Bad
(Divide) (Multiply) (Subtract) (Bring Down)

© 1992 Parkaire Consultants, in Teaching the Tiger (1995)


HOMEWORK



- Set time and place
- Prepare materials
- Have a workspace
- Start, finish, put up
- Parents check completion
- Pack it up and put it by the door.


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How To Read A Chapter



1. Set up clear objectives.
2. Define vocabulary.
3. Watch video tape or TV program.
4. Overview the chapter or book prior to reading.
5. Look at pictures and graphs.
6. Read questions at end of the section.
7. **Read the chapter.**

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Now! Or Not Now!

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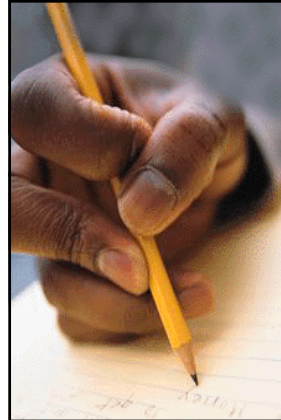
LONG TERM PROJECTS AND REPORTS



1. Divide the assignment into small homework assignments.
2. Write individual assignments in your planner.
3. Have parents and teachers monitor progress.

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Accommodations for Handwriting

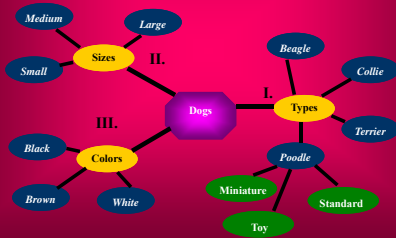


- Reduce the amount to be written at any one time.
- Use a computer for most written work.
- Use grid paper/graph paper for lining up math problems.
- Go to tape recording or a scribe if arm or hand tics.

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INSPIRATION.COM

FROM MINDMAP TO OUTLINE
WITH A PUSH OF A BUTTON



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PICTORIAL EDITING STRIP



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Math Tricks



$$7 \times 8 = 56$$

Think of the two numbers before 7 and 8. The 5 and 6 give you the answer (56)

Chant, "5... 6...7... 8. 56 is 7 times 8."

$$56 = 7 \times 8$$

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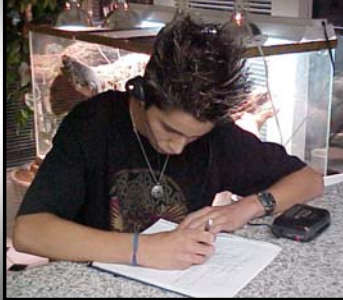
The Dreaded Book Bag



Photo credit: Collin Wang

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What Do You Mean You Can Study Better Listening To Music?!



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TOURETTE SYNDROME



- More than 50% of subjects with TS have a sleep disturbance.
- More sleep disturbances than normal are reported in TS families.
- Increase in night terrors in TS.
- Increase in sleep walking in TS.

J. Jankovic et al, 1987

Ronald E. Dahl
Principles and Practices of
Sleep Medicine in the Child

ATTENTION DEFICIT HYPERACTIVITY DISORDER



Sleep loss in children frequently results in symptoms of:

- Inattention
- Irritability
- Distractibility
- Impulsivity

Controlled studies in 1999 by Dahl and associates, showed an improvement of an ADHD and LD student's performance in school by treating the sleep disorder.

Ronald E. Dahl
Principles and Practices of
Sleep Medicine in the Child

MAJOR DEPRESSIVE DISORDER (MDD)



- 75% insomnia
- 25% hypersomnia (not get up), more prevalent after puberty.
- Children and adolescents with sleep disorders need screening for depression and vice versa.
- Depression needs treatment before the sleep disorder, improving depression with sleep hygiene can eliminate the sleep disorder
- Some evidence in adults suggests that sleep disturbance precedes major depression

Ronald E. Dahl, Principles and Practices of Sleep Medicine in the Child

Bipolar has very short sleep periods due to hyperarousal.



Dick Ferber
Boston Children's Hospital


Sleep Deprivation



- 18 hours of sleep deprivation produces cognitive impairment equal to 0.05 blood alcohol level
- After 24 hours of sleep deprivation versus 8 hours of sleep
 - Performed worse on a cognitive task
 - Rated concentration and effort higher
 - Overestimated performance

© Keida Walsh, M.D. & Susan Ball, Ph.D.


Sleep Hygiene




- No electronics 1 hour before bed.
- A bath and story can ease transition (routines!). Do not be sucked into "one more story."
- Do not take child out of bed if awakens during night.
- Wait five minutes before going to comfort, leave soon even if cries, next wait ten minutes, then fifteen.
- Wake up at the same time everyday, including weekends, but before 9 A.M.

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Utilize the "Four Alarm Clock System."



or




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Brain Storm

May be able to control symptoms for seconds to hours (depending on severity of the case)

Severely exacerbated by stress

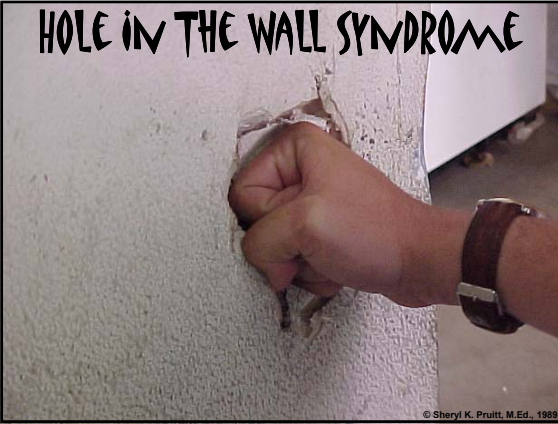
Extensive control can lead to explosive build-up or storm




Stress → Overarousal → Explosive Build-up → Storm

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HOLE IN THE WALL SYNDROME



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Naughty or Neurology?

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Curiosity vs Judgement


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Pick and Choose Your Battles Wisely, Grasshopper!

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Who Owns the Problem?



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Storm Prevention



- ☛ Allow the child a "graceful exit."
- ☛ Let child go to someone they trust.
- ☛ Develop a good relationship with child.
- ☛ Create an appropriate behavior management plan that takes into account medical information.

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Pre-Storm Warnings



- ☛ Overreacts to touch, noise, etc.
- ☛ Becomes loud
- ☛ Increase in activity
- ☛ Shows low frustration tolerance
- ☛ Wants things now
- ☛ Gets stuck
- ☛ Is agitated
- ☛ Seems anxious

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Family Meeting



Graceful Exit



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“Cool Down”

- ☛ Use graceful exit to safe place or person.
- ☛ Help student save face.
- ☛ Walk with student without talking.
- ☛ Provide a safe way to expend energy.
- ☛ Allow them to do a calming activity.

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CREATE A STORM

- ☛ Power struggle
- ☛ Touch
- ☛ Become angry
- ☛ Act scared of student
- ☛ Embarrass student
- ☛ Talk excessively to student
- ☛ Just Say “NO!”

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When a storm is coming at you, you do not try to reason with it. Protect the safety of child, family members, and property.

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STORM

Once a storm begins, it can not be stopped. If you interrupt the storm you can get hurt. Avoid sensory input and the storm will decrease.

Do not take storms Personally!

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Storm Clean-Up

After the storm the child may:

- ☛ have no memory of the storm.
- ☛ be tired and unable to talk.
- ☛ need to be left alone or given a very self-motivated task.
- ☛ have defensive behavior due to embarrassment.

If the child's behavior escalates, it is too early to intervene. When a child is able to talk calmly about what happened, then it is safe and time for a talk about reparations.

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Reparations

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