

**NAMI NJ Annual Conference
December 8, 2012**

**Helping Youth with Mental Health Disorders
Strategies and Resources
Handouts**

NAMI NJ “EDUCATING THE EDUCATORS” (ETE) PROGRAM © (Revised 2012)
ACCOMMODATIONS AND STRATEGIES

SOCIAL SKILLS Feeling safe and supported at school	Accommodation/Strategy	Your Comments/ Strategies
Unsure of appropriate social behaviors	1. Talk about how eye contact, posture and facial expression can indicate attention. 2. Model appropriate voice volume, tone and inflection. 3. Role-play conversations with students. 4. Use social stories to talk through a situation. 5. Help student show kindness and empathy. 6. Foster friendships and increased self-esteem through structured classroom activities.	
Unaware of “personal space”	Increase distance between desks. Be pro-active and discuss respect for other’s personal space and/or belongings before incidences occur.	
Not respected by peers	Assign special responsibilities in presence of peers. Call on student when you know he/she will answer correctly.	
Appears lonely	Plan teacher-directed group activities. Create activities whereby each student can contribute something they can do successfully.	
Is easily angered	Encourage student to walk away from a situation that will cause him/ her to get angry. Involve counselor to work on Anger Management. Acknowledge student’s feelings, use active listening (let them know you “hear” them and value their concerns). Practice PBIS (1) Teach “stop and breathe” a de-escalation method in advance.	
Is restless in class	Have student run errands; stand; stretch. Create hands on activities involving everyone. Break up lengthy tasks into several short ones.	
Interrupts or blurts out answers	Reinforce appropriate procedures by calling on only when hand is raised. Praise/recognize students when answering appropriately.	
Needs positive reinforcement	Send home daily or weekly reports. Call parent and compliment student when doing something well.	
Overall difficulty behaving appropriately	1. Praise the student when behaving appropriately. 2. “Catch” the student doing something good. 3. Deliver 12 positive statements for every negative statement.	
Completing work/assignments	1. Allow extra time to complete work and an extra 5 minutes to check work. 2. Break up long assignments. 3. Provide written and oral instructions. 4. Show a sample or demo assignment. 5. Weekly progress report: homework completion. 6. Provide time management/study skills classes.	
Feeling overwhelmed	Establish a safe person or place where student can go to calm down. Ask them to describe what is bothering them. Often when they put their thoughts into words it will help calm them.	

Issue DEFIANCE/ODD	Accommodation/Strategy	Your Comments/ Strategies
Student rages when frustrated Student has a short fuse, goes from being calm to angry over even minor issues	Do not become angry, threaten, embarrass, or berate student. Offer cool down time, talk slower, softer, remain physically relaxed, practice emotional neutrality, STAY CALM , ask for help if needed, work with team to find what works best for student.	
Student fails to start doing what you ask, refuses to do what you ask	Do not insist on rapid compliance with low priority issues, avoid arguing, have patience and watch your words. Offer concern and assistance. Speak with “I” statements (2) Create a behavior contract clearly explaining what the student will earn if they do what you ask. The contract should contain: 1.The behavior that needs changing. 2. Privileges they can earn 3. How long the agreement is in effect.	
Student fails to finish what he/she has started, says she/he will not do any more	Use statements of empathy, understanding, concern, spend more time telling student what he/she is doing right. Break assignment into small “chunks” that can be easily accomplished.	
Student violates rules of conduct already taught	Use positive corrections. Use contracts including: 1.behavior that needs changing, 2.privileges that can be gained, 3.how long agreement will be in effect.	
Student initiates a power struggle with you, students wants control	Use behaviors that diminish power struggles: listening, brief comments, simple directives and choice, give the student privacy (I hear what you’re saying .let’s discuss this later after class), use humor but never at the expense of the student.	
Student exhibits argumentative, belligerent behavior	1. Use a feeling focused response: ”I can see you’re angry.” 2. Clarify what the student is saying: “You think teacher is unfair”3.Ask open ended question: “Explain to me what happened 4. Practice Collaborative Problem Solving (3)	
What are some classroom accommodations that can contribute to success for a student with ODD?	1. Seat near teacher or good role models 2. Avoid distracting stimuli. 3. Establish clear & observable class rules. 4. Reinforce positive behavior, use incentives. 5. Be consistent, follow up with appropriate consequences in an unemotional manner. 6. Actively involve student in the lesson, create lessons for all modalities: visual, kinesthetic, and linguistic to get the student interested. 7. Communicate with parents often and in a positive manner; they are your best allies. Teach Toward Solutions by L. Metcalfe	
Student deliberately provokes a confrontation	Try to avoid getting pulled into an argument. Respond in a manner that facilitates communication or resolution. Don’t say: “Don’t you dare talk that way.” Do say: “I can’t talk to you when you are yelling. If you calm down a bit, then I can.” “It sounds like you’re angry. I would like to hear about it & help. Let’s talk after class” “I know we can work this out. Let’s meet next period and talk about alternatives.” “I would like to hear what you have to say. I can’t do it now, but I will set a special time for us to meet.”	
Ten Techniques to Help You Succeed with Angry and Aggressive Students	1.Smile 2.Have fun. 3. Add humor 4. Laugh at yourself 5. Show empathy 6.Praise them 7. Be warm and friendly 8. Be kind 9. Listen to them. 10. Discover their strengths and use them to the fullest.	

ETE Successful Strategies for Challenging Behaviors Explained

(1) Positive Behavior Interventions and Support

Positive Behavior Interventions and Support are a framework of practices that focus on creating and cultivating a positive classroom and/school environment. They provide the support for positive social, emotional, behavioral and academic performance.

PBIS is based on creating caring, supportive relationships between the adults and students. For at-risk youth, a supportive relationship with a competent adult creates a feeling of safety and security that motivates students to work harder and do things for people they trust who care for their success. Research shows positive school climate is the biggest deterrent to bullying. The most resilient victims of bullying are the kids who know there is someone who will listen to their concerns, cares about them, and will act to help them.

Affirm the students who are doing what they are supposed to be doing.

“I notice (student) is (behavior). Thank you for (expectation met). “Good job on that project.” Catch them “doing good” and reward them.

(2) “I” Statements

“I” statements are simply turning around a statement to express your feelings. They are a positive way of giving negative feedback. They are most effective when there is some trust and connection. **“You” statement:** “You are always late for class.” **“I” statement:** “I feel concerned & frustrated when you’re late because I want you to succeed in class.” Disguised “You” statement: I am upset when you are late”

Differences between “I” statements and “You” statements:

“You” statements blame, attack, don’t identify feelings or say why. “You” statements don’t attack, try not to blame, identify feelings, say why, objectify. (*Adapted from NAMI NJ Family to Family Education Program, NAMI BASICS*)

(3) Collaborative Problem Solving

Dr. Ross Greene, author of *The Explosive Child* and *Lost at School*, offers a practical approach for helping behaviorally challenged children. Of the three approaches adults use, Collaborative Problem Solving (Plan B) provides examples/methods which offer both student and teacher success.

Plan A. Impose your will - “You must” heightens the likelihood of a meltdown. By confronting the child, you will not succeed.

Plan B. Collaborative Problem Solving – “Let’s work it out” or “We will work it out” helps you to become a surrogate for the frontal lobe. You and the child will come up with a process in which you develop a mutually satisfying solution. Helps a child to become more flexible.

Plan C. Reduces expectations – “Okay” or “I didn’t bring it up” Teacher decides issue is not worth pursuing at this time. You will not succeed.

Steps of Collaborative Problem Solving (Plan B)

1. Empathy(& reassurance): through reflective listening
2. Problem definition: identify adult’s and child’s concerns.
3. Invitation: Invite child to collaboratively work toward a mutually satisfying solution.

Example: 1a. “I hear you, “you don’t want to take this test right now.” Proactive CPS looks like this. “ I’ve noticed you’re absent or go to nurse on test days. I want to help.”

2a. “What’s up? I really want to understand.” (fact finding part to figure out what is the child’s concern or what skill deficits are getting in the way.) This gets easier each time and builds mutual respect.

3a. Now is time for your concern. “My concern is that I won’t get an accurate idea of what you are learning or how well I’m teaching.

4a. “Let’s think how we can work this out in order to address both of our concerns. Do you have any ideas?” Brainstorm solutions, giving the child equal chance and first shot at solutions that address both concerns and be realistic.

Collaborative Problem Solving: 1. Allows adults to pursue expectations. 2. Reduces challenging behavior. 3. Teaches respectful and effective communication and problem-solving skills. 4. Improves adult-child relationship. (*Adapted from “The Explosive Child and Lost at School*)

ETE/EMM Books on Mental Health and Mental Illness for K-12

How Are You Peeling: Foods with Moods by Saxton Freymann and Joost Elffers, Scholastic. This is a wonderful picture book that describes different feelings that kids may have. By using “expressive” fruit and vegetable pictures, it helps children identify different emotions. (Recommended ages 4-10)

I am Not Alone: A Teen Guide to Living with a Parent who has a Mental Illness by Michelle D. Sherman and DeAnne Sherman. . This is a three part book that honestly and gently addresses key issues in dealing with a parent who has a mental illness. It is a great resource for anyone working with teens. It is interactive and provides opportunities for self expression. It helps teens understand mental illness, learn coping skills, deal with friends, identify and find hope. ((Ages 13 and up)

Putting on the Brakes Activity Book for Young People with ADHD by Patricia Quinn. This book helps with children ADHD understand the disorders, learn coping skills. (Grades5-9))

Sad days. Glad Days...A Story about Depression by DeWitt Hamilton. This book is for children who have a loved one, possibly a mother or father , who suffers from depression. Often children who have a parent that suffers from depression feel they are the cause of what happens around them. This book provides information about depression to reduce children’s feelings of helplessness or guilt and helps them proceed with their own development. (Ages 4-10)

Sometimes My Mommy Gets Angry, Bebe Moore Campbell. This is a children’s book about a young girl who learns to cope with difficult moments in her mother’s struggle with bipolar disorder. It is helpful in talking with children about people living with mental illness. The book is narrated from a child’s prospective presenting symptoms and coping strategies. (Ages 4-8)

Stop Pretending by Sonya Sone. This is a short collection of poems that Ms Sones wrote after her sister suffered her first episode of bipolar disorder. The poems tell the disbelief and denial about her sister’s disorder to Sonya’s acceptance and healing. It is a short book, but it is excellent to use with teens to help them understand how mental illness can affect loved ones of the person who has a mental illness. (Recommended Ages 13-19)

Stress Can Really Get on Your Nerves by Trevor Romain and Elizabeth Verdick. This short paperback includes facts about stress in young people, different stress relievers, relaxation activities, and a chapter for parents and teachers. It is written on a middle school level, but the ideas can be used at any grade level. (K-12)

Stress Relief: The Ultimate Teens Guide by Mark Powell. This a clear guide that is also playful and energetic in its voice, but also challenging and inspiring. It addresses specific life issues that trigger stress in teens, It offers practical ideas for handling stress. It includes breathing exercises, mediation, affirmation and creative visualization. (Recommended grades 7-12)

There and Back Again, Too by Emily Grossman. This is a second book written by Emily Grossman explaining what it is like to have mental illness and how to help your self. Emily has bipolar II and has written two books to help others understand mental illness The first book is for adults and is called There and Back Again. This second book is for teens. Emily is an experienced middle school teacher and currently works in the mental health field. (Recommended grades 7-12)

The Survival Guide for Kids with ADD or ADHD by John Taylor. Activities in this book can be adapted for any age level.. It explains what ADD and ADHD are, describes ways to make things go better at home, at school, and with friends and how to deal with strong feelings such as anger, worry or sadness. It discusses medicine and different foods. It also has some fun quizzes to help kids remember what they are learning. (Grades 3 and up)

**Wishing Wellness by Lisa Anne Clarke* This is a workbook for children who have a parent/parents with mental illness. It is meant to be used by children under the supervision of a therapist, mental health professional or adult caregiver.

The Face in the Window by Regina Hanson . Although this book has a longer text than most, includes some dialect, and is set in Jamaica, many children will relate to the story. Dora is frightened walking to school past Miss Nella's house because the old woman seems to see things that aren't there and behaves in strange ways. When Dora's parents find out how afraid she is, they take her to meet Miss Nellie and understand that she is mentally ill but will not harm her. Created with pastels and warm colors, the artwork helps convey the story's narrative and emotional content. Teachers will find this a way to begin discussions on mental illness. (Recommended ages 6-10)

The Goodnight Caterpillar by Lori Lite. This is a book to help lower stress levels in young children. It helps children unwind and relax with easy gentle muscle relaxation exercises. It focuses on awareness of different muscle groups to create a complete resting of the mind and body. It can have appositive impact on a child's mental and physical health and immune system. (Recommended ages 4-8)

**Understanding Mental Illness for Teens who Care About Someone with a Mental Illness by Julie Tallard Johnson. .* This book is written for teens who have a loved one with a mental illness.. It includes information on where teens can find help. It answers questions that many teens may have; written in an easy to understand format. (Recommended, grades 7-12)

What's Wrong with Timmy? By Maria Shriver, Little, Brown and Co. Often when children see other children who look, talk, or act differently, their first question is usually "What's wrong with them?" Maria Shriver has written this book to help children understand that kids with disabilities are not to be feared, ridiculed or bullied, but are to be embraced, challenged and included. This book can help educators, counselors, and parents talk about difference and emphasize things that everyone has in common. (Recommended ages 4-10)

When Sophie Gets Angry-Really Really Angry by Molly Bang, Scholastic. This is an excellent book to help children who are experiencing anger problems. Although it is written for ages 4-8, the messages are ageless and can be used at any level. It can even be used to begin an assignment asking older students to create their own books for young children to help them learn what to do to control anger. Everyone gets angry and in this Caldecott Honor book, children will learn positive coping strategies that Sophie uses when she gets angry. (Ages 4-10)

**Views From Our Shoes Edited by Donald Meyer* This is a book for children growing up with a brother or sister with special needs. The author is a sibling support counselor at Children's Hospital in Seattle. It is a series of essays by children ages 4-18.

*The * books are for children who have a parent, brother or sister with a mental illness or other disability

Every Mind Matters Relaxation Collage

In Every Mind Matters, we have learned that relaxation and exercise help relieve stress and boost our mental health. Your assignment is to cut out pictures of places from magazines that you will go to or imagine in your mind to put yourself at ease. You will also cut out pictures of activities such as walking, exercising etc. that will help you to relieve stress.

You are then to take the pictures and create a relaxation collage for yourself. Use different shapes and many colors to create an interesting visual effect. You may also create your collage electronically, but it must be on 8.5 X 11 inch paper.

This is an assignment, but it is also a valuable tool for providing yourself with sources of stress relief.

Rubric	20 pts	Neat, Colorful, Size 8.5 X 11 inches
	20 pts	Examples of places are appropriate
	20 pts	Examples of activities are appropriate
	20 pts	Collage is well designed and shows good research
	20 pts	Creative and interesting, shows effort must include at least 8 examples

