

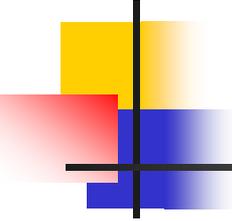
# Neuropsychiatry 1.0

## For Non-Medical Professionals

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Larry Fisher, Ph.D.

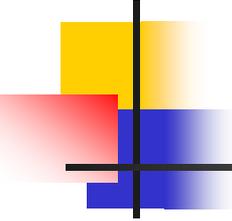
UHS Neurobehavioral Systems



# Contents of Training

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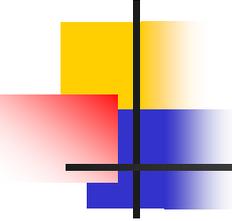
- What is Neuropsychiatry?
- Behavior Management – General Misbehaviors
- Behavior Management - Aggressive Behaviors
- Prevention vs. Management
- Crisis Management – Imminent Danger



# What is Neuropsychiatry?

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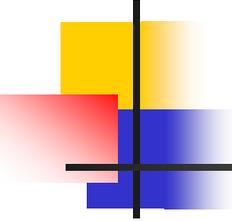
- Psychiatry & Neuropsychiatry both treat maladaptive behavior.
- Neuropsychiatry is for maladaptive behavior that is mostly impulsive, out of control, not planned or for a purpose.
- It assumes there are brain issues & cognitive deficits that require a somewhat different approach.



# How is treatment different?

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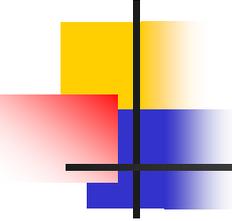
- There is less emphasis on treating the diagnosis and more on assessing and treating the brain issues.
- Emphasis is on building strengths rather than dealing with weaknesses.
- Also, a greater emphasis on building resilience and developing coping skills.



# What is different?

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- Assessment (of brain function)
- Medication (less sedating meds)
- Therapy (more skill based)
- Discipline (more positive discipline)
- Milieu (expect skill deficits)
  - Collaborative Problem-Solving
  - Bypass the cognitive limitations

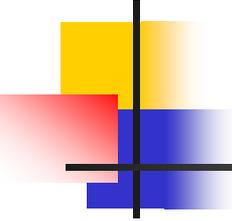


# For example: Neuropsychiatry

## Treatment of Aggression

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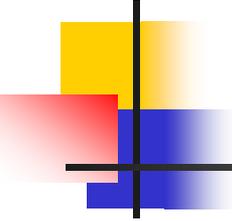
- Treatment of 'impulsive' aggression or 'explosive' aggression is a brain issue.
- Top down treatment: improve the frontal brain to control impulsivity.
- Bottom up treatment: improve the emotion brain to decrease irritability and mood swings.
- Positive Discipline: Use prevention!



# Classification of Aggressive Behavior (Hot vs. Cold)

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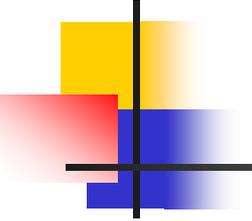
- Impulsive
- Hot tempered
- Reactive/No purpose
- No regard for safety
- Explosive
- No plan
- Highly emotional
- Hair triggered
- Premeditated
- Cold blooded
- Has a purpose
- Cautious
- Calculated
- Planned
- Unemotional
- In control



# Premeditated “Cold” Planned, Proactive

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- Bully: provokes, starts fights, threatens, predatory assaults, cruelty.
- Trash property: sets fires, deliberate vandalism, breaks windows.
- Anti-social: steals, lies, manipulates, shoplifting, cons people.
- Rule breaking: runaway, truancy, “rules don’t apply to me” attitude.



# Impulsive “Hot” Unplanned, Reactive

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- Short temper: impulsive, no plan, reckless, no concern for consequences.
- Irritable: bad days, reacts to any stress, attributes hostility to others.
- Moody: oppositional, uncooperative, disruptive, provocative, defiant.
- Explosive: poor frustration tolerance, no purpose, hair-trigger temper outburst.

# Characteristics – “Hot”

## Impulsive

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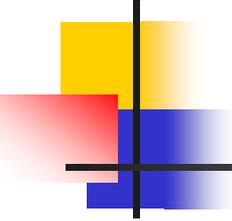
- Easily frustrated if wishes not granted
- Loses temper when one says “No”
- Aggression without provocation
- Can't be talked down, keeps escalating
- Irrational, cannot be reasoned with
- Explosive, threatening, very strong
- Often remorseful afterwards

# Characteristics – “Cold”

## Premeditated

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- Manipulative, and/or sneaky
- Quick to fight, but always in control
- Plans revenge, when can't be caught
- Cautious, won't fight bigger kids
- Purposeful, for social domination
- Irresponsible, always blames others
- No remorse, no guilt, feels entitled



# Prevention vs. Management

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- Can't punish away irritability
  - Don't wait for acting out, then intervene
- An ounce of PREVENTION
  - Worth a pound of cure
- Proactive parent: prevents problems
  - "Catches them being good", never ignore it
  - Lots of praise/attention for good behavior
  - Prevention is best

# Prevention: Impulsive

## “Neuro” Kids are Different

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- Low stimulation, more rest periods
- Don't get in their face, keep a distance
- Avoid confrontation with grouchy kids
- Getting tough with “neuro” is useless
- Positive, softer discipline works best
- Redirect, give choices, give incentives
- Tell them what to do, not what to stop

# Prevention:

## Neurobehavioral Setting

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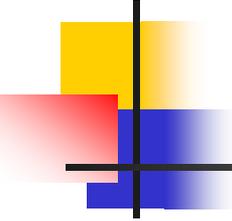
- Try to lower levels of stimulation
- Goal is a quiet, calm, peaceful home
  - If at all possible (kids are never quiet)
- Cool colors, uncluttered walls
- Slower pace, more time, no stress
- Frequent rest periods, wind down time
- Reduced demands, consistent discipline

# Prevention:

## Common Trouble Spots

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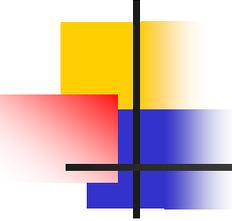
- Morning time, preparing for the day
- Change of activity, transitions
- Quiet time, some need more structure
- Visitors, telephone calls, noise
- Schedule change, weather change
- Bed time, winding down hard for some
- Any transition, give lots of warnings



# Prevention: “Neuro” Kids need more Structure & Schedules

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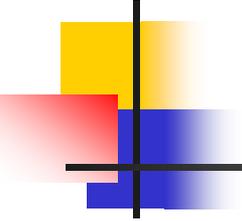
- Highly structured, well organized
- Very routine, set it stone, changes rare
- Every block of time has a purpose
- No unstructured free-time
- Smaller groups, shorter activity
- Plan for change: 30 min. warning, then 10 min., then 5 min., then 1 min.



# Prevention: Transitions

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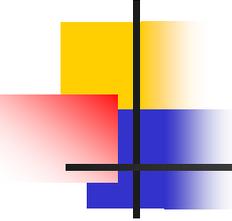
- Expect problems: plan for every change; “neuro” kids can’t stop fast.
- Warnings before each activity change
- Transition plan: for each change
  - Wind down the current activity
  - Prepare, warn, for change to new event
  - Review expectations with child
    - “First put stuff away, then we can go out”.



# Prevention: Supervision

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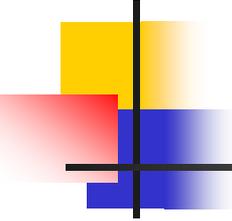
- Constant monitoring and checks
- Lots of external direction needed
  - “Neuro” kids can’t self-direct well
  - Give them one-step directives
  - They may forget multiple commands
  - Get eye-contact, have them repeat
  - “Neuro” kids are immature, need direction



# Prevention: Consistency

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- Both parents are on the same team
  - Don't let kids "split" parents ("Dad said...")
- Even if a parent is wrong
  - Parents must support each other
- Stick to daily routines
  - "Neuro" kids need structure
  - "Neuro" kids need predictability
  - Otherwise, chaos will ensue

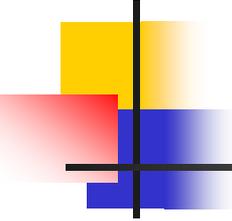


# Management: General Misbehaviors

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## METHODS:

- Use “natural consequences” if possible
  - Example: “You made the mess, you clean it.”
- Tell them what to do, not what to stop
- Redirect, give choices, use “contracts”
- Time-out (1 min. per each year of age)
- Grounding (one hour, up to 24 hours)
- Develop point system (no more free stuff)



# Management: Use of Punishment

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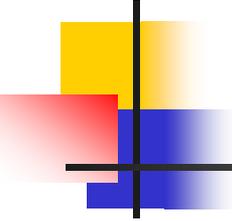
- Punishment is to be used sparingly,
  - Done cold, never in anger, for rule breaking
  - “Getting tough”, doesn’t work
- Punishment sets limits, teaches lessons
  - Use the mildest punishment possible
  - Goal: get kid back into the routine ASAP
  - Also: redirect/reward alternative behaviors
- **Never** use corporal punishments
  - Never spank, humiliate, or use work to punish

# Management:

## How to Redirect Misbehavior

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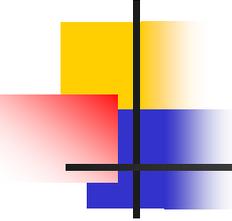
- Silly stuff? Is intervention really necessary?
  - Planned ignoring may be sufficient intervention
- Misbehavior? Briefly pull them out of setting
  - Tell them what you observed
    - Don't argue, just tell them what you saw
  - Tell them the expectation for this activity
- Let them try it again, back in setting
  - Praise/reward if you see improvement
  - Pull out again if no improvement
- Redirect, give choices, try again



# Management: Behavior Contracts

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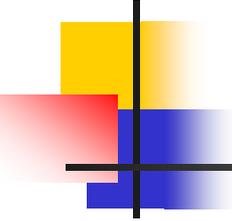
- “Contracts” are to motivate child
- If Child does ‘A’, parent promises ‘B’
  - Example: *“When you take your meds, you can go outside”*, or, *“When you finish your homework, you can watch TV”*
  - Encourages negotiation, avoids power struggle. Pairing wish-lists together.
  - Win-Win arrangement, for oppositional kid



# Management: Behavior Contracts Types

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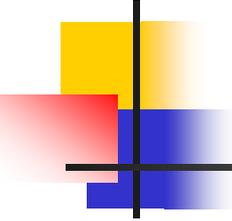
- Can be written or oral (keep it simple)
  - Written is better for forgetful kids
- Contracts are voluntary
  - Child is not forced to comply (voluntary)
  - But if he/she refuses 'A', then you refuse 'B'
- Behavior comes first, then wish granted:
  - Never allow a promise; only when child has done 'A' will parent give, or allow, 'B'



# Management: Non Compliance & Time-Out (T.O.)

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- Mild punishment for non-compliance
  - Issue directive, wait 5 seconds
  - If no response, give warning
  - If no response in 10 sec., give T.O.
  - T.O.= Time away from activity
  - T.O.= Any boring place (not a cell)
  - T.O. = 1 min./yr.of age; max 15 min.
  - If needed, physically escort to T.O.

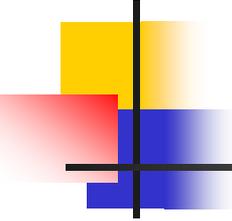


# Management:

## Levels of supervision

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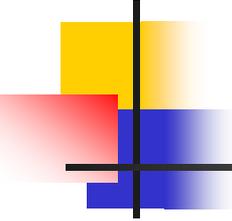
- **Freeze** – temporary stop activity
  - For agitation... resume activity when calm
- **Chill out** – sent to room (unlocked) to calm down or chill out (wind down)
  - For safety ...for the protection of others
- **Grounded** – stay in home
  - For serious misbehaviors



# Management: Behavior Techniques

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- Point System: Develop reward menu
  - Earn points for good behavior
    - List each behavior on menu
    - Show points earned for that behavior
  - Lose points misbehavior (response cost)
    - For adolescents: can earn or lose points
  - Trade points in using reward menu
  - Menu: “cost” in points of each reward



# Behavior Management: Aggressive Behaviors

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## ■ **Behavior Mgt.**

- No serious assault with injury to others
- Horseplay, push, shove, poke, spit
- Verbal threats of harm to others
- Screaming, cursing

## ■ **Crisis Mgt.**

- Dangerous behavior
- Assault, self abuse, punch, bite, kick
- Out of control
- Homicidal threats, suicidal gestures
- Potential for serious harm (self or others)

# Management:

## Non-crisis Aggression

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- Goal is to teach new behavior
  - Set limits – interrupt the misbehavior
  - Redirect, refocus, give choices
  - Impose logical consequences or T.O.
  - Tell them what to do instead
  - Teach alternatives to aggression
- Don't depend on punishment alone
  - Reward non-aggressive alternatives

# Management:

## Non-crisis Aggression

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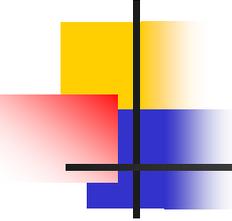
- People repeat behavior that succeeds
  - Don't let aggression become beneficial
- Provide alternatives to resolve conflict
  - Train in non-violent conflict resolution
- Discourage horseplay- mild punishment
  - Don't expect to punish it away
- People learn new behavior that works
  - Create opportunity for alternatives to work

# Management:

## Positive Behavior Principles

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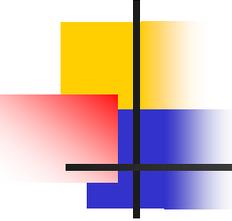
- **To increase** behavior – reward it.
  - Positive, positive, praise, praise, reward, reward
  - 80% of all interactions should be positive
- **To decrease** behavior – stop rewards
  - Eliminate its benefits, teach alternatives
  - Discourage misbehavior with mild punishment
  - Avoid harsh punishment of any kind
- **Shaping**– reward small steps of progress
  - Less frequent misbehavior? Praise and reward
  - Less violent misbehavior? Praise and reward
  - Using alternatives? Praise and reward



# Management: Reinforcement (rewards)

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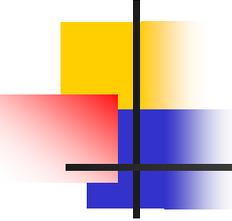
- What will this kid work for?
  - Obvious rewards?
    - Special activities, prizes, toys, games, etc.
  - Unique rewards?
    - More computer time; time with peers, etc.
  - Activities?
    - Swim, read, draw, basketball, computer, etc.



# Management: Rules for rewards

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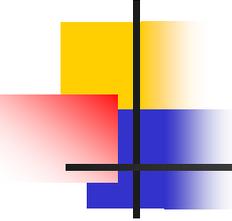
- Reinforce: (praise or reward)
  - Immediately after good behavior
  - Frequently (never ignore good behavior)
  - Enthusiastically (be sincere)
- Praise (good, but)
  - May not be strong enough
  - Consider concrete rewards



# Strategies

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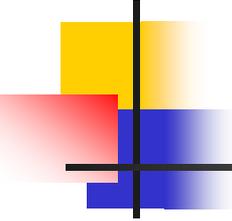
- **Redirect** – teach alternative behaviors
- **Reinforce** – reward alternatives
- **Prompt** – suggest alternatives
- **Ignore** – minor silly behavior
- **Praise** – “Thank you for being polite.”
- Don’t depend on punishment
  - Keep it mild, not harsh (e.g.: T.O.)



# CRISIS MANAGEMENT

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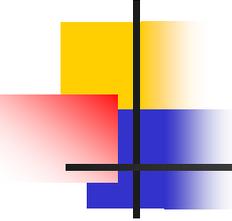
- Behavior management is to teach
- Crisis management is for safety
  - Used for dangerous behaviors
    - Threats with a weapon, violent assaults
  - Imminent harm to kid or others
  - Goal is to **protect**, not to teach
  - Treat rage like a seizure (out of control)
  - We don't *punish* seizures, just protect



# Crisis Phase and Response

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- Triggering:
  - Curse, scream
- Escalation:
  - Clench teeth
- Crisis:
  - Out of control
- Resolution
  - Calming down
- Proximity:
  - Calm, verbal prompt
- De-escalate:
  - Remove, chill-out
- Protect:
  - Physical intervention
- Debrief:
  - Problem solving



# Do's and Don'ts in Crisis

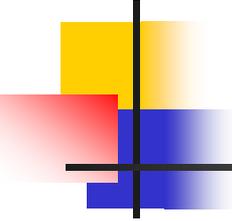
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## ■ DO

- Stay calm, it does not help for you to get excited too.
- Try to get kid to a safe place to chill.
- Otherwise, get other kids out safe.
- Have a back up and an exit plan.

## ■ DO NOT

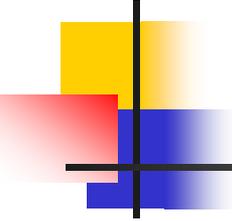
- Don't overreact, get into kid's face, panic.
- Don't threaten, argue, or touch kid  
Don't be in hurry
- Don't take it personally
- Don't get cornered



# Crisis Intervention

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- Keep distance: 4-6 feet away
- Posture: Non-threatening
- Move Slowing: no sudden moves
- Voice tone: calm, monotone
- Orientation: check for exits
- Assistance: have back up plan in advance (crisis team, neighbor, police)



# Summary

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- Neuropsychiatry is a new specialty.
- Emphasis is on brain function.
- Different assessments, treatments, medications, therapies, milieu.
- Different discipline (positive discipline)
  - Collaborative Problem-Solving
- Emphasis on prevention & resilience.