

Devereux
ADVANCED BEHAVIORAL HEALTH

UNLOCKING
HUMAN POTENTIAL™

OVERVIEW OF CHILDREN'S MENTAL HEALTH DISORDERS

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DEVEREUX ADVANCED BEHAVIORAL HEALTH

Our Mission

Devereux Advanced Behavioral Health changes lives by unlocking and nurturing human potential in people living with emotional, behavioral or cognitive differences

DEVEREUX ADVANCED BEHAVIORAL HEALTH

Our Programs

- Our programs are offered in hospital and residential, community, and school-based settings. They include:
 - Comprehensive assessment, diagnostics and measurement to support data-driven care
 - Evidence-based treatment and special education
 - Transition and independent life services
 - Family education and professional training
 - Research and innovation to advance the field
 - Advocacy, public awareness and prevention

- We embrace four significant essentials of treatment: family engagement, functional behavior assessment, trauma-informed care and positive behavior support

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Objectives

- Understand the commonly diagnosed mental health disorders in childhood and adolescence
- Recognize the symptoms of commonly diagnosed mental health disorders
- Identify effective skills for adults and parents for positive engagement
- Identify encouragement opportunities for **ALL** children and adolescents in acceptance and understanding mental health disorders

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Current Narrative of Mental Health



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Positive Behavioral Supports

A

ANTECEDENT

Anything and everything that happens before a behavior occurs

B

BEHAVIOR

What the action looks like

C

CONSEQUENCE

Anything and everything that happens after a behavior occurs

Positive Behavior Supports: a behavior management system that looks toward determining and understanding what motivates behavior and making changes in reinforcement

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Attention-Deficit Hyperactivity Disorder



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Attention-Deficit Hyperactivity Disorder

Difficulty organizing activities and tasks

Fails to give close attention to detail; makes frequent mistakes

Difficulty following instructions

Often does not listen when spoken to directly

Inattention

Difficulty maintaining attention during activities

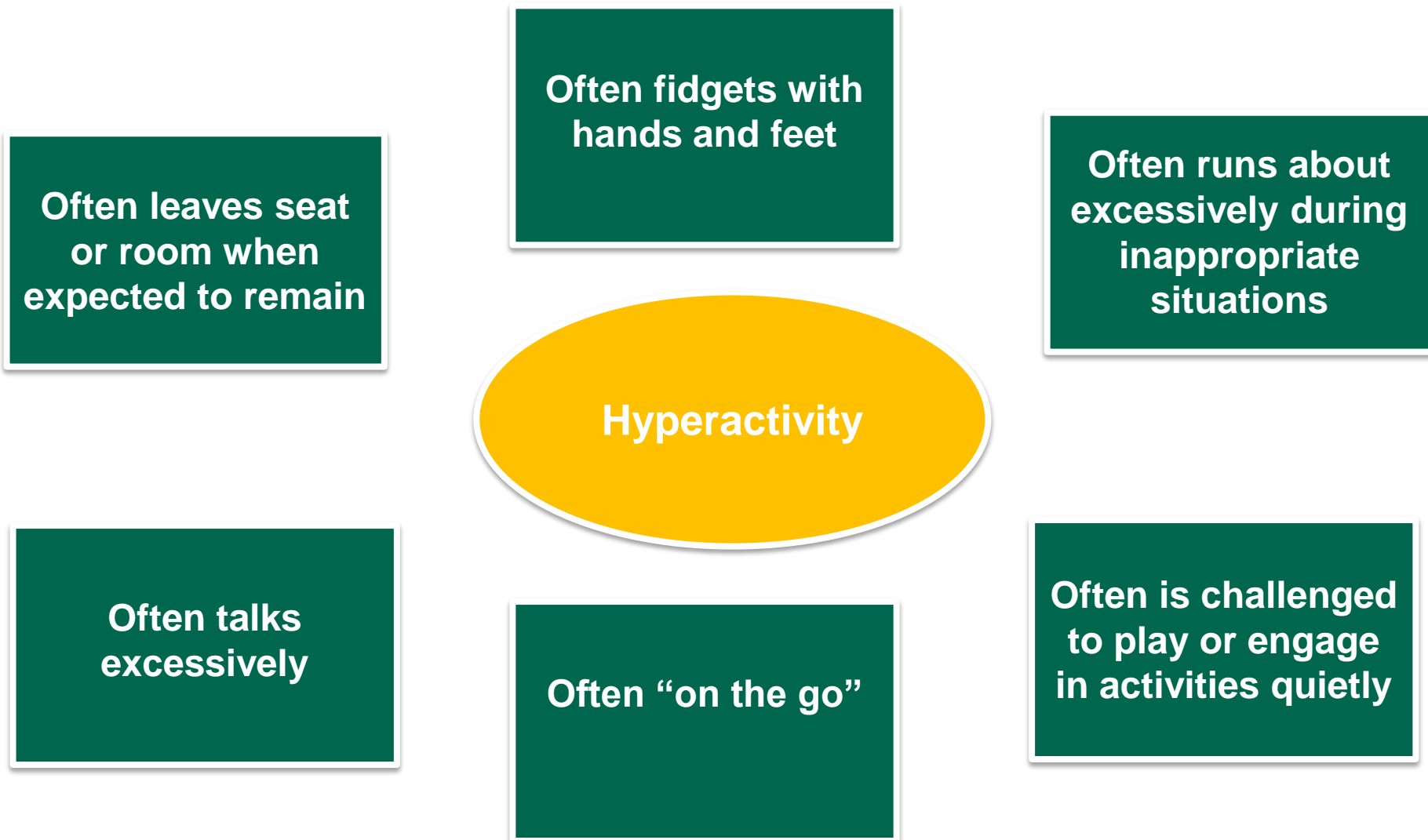
Avoids activities with details and require sustained attention

Forgetfulness in daily activities

Often distracted by other things: people, noises, conversations, etc.

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Attention-Deficit Hyperactivity Disorder



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Attention-Deficit Hyperactivity Disorder

**Often blurts out
answers and
questions**

Impulsivity

Often “on the go”

**Often interrupts
and intrudes with
others**

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Positive Practices with Attention-Deficit Hyperactivity Disorder

- Clear rules and expectations
- Be aware of change in environment
- Prompt transition
- Change up activities for the group i.e. movement activities
- Establish trust in the relationship i.e. influential relationships
- Be fair and consistent
- Encourage being a helper in an activity
- Speak with a calm and even tone and clear
- Avoid power struggles, concede control, and allow choice
- Ask “What could work better in this situation?”
- Avoid lectures
- Active listening
- **NOTICE GOOD BEHAVIOR**
- **PRAISE, PRAISE, PRAISE**

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Oppositional Defiant Disorder

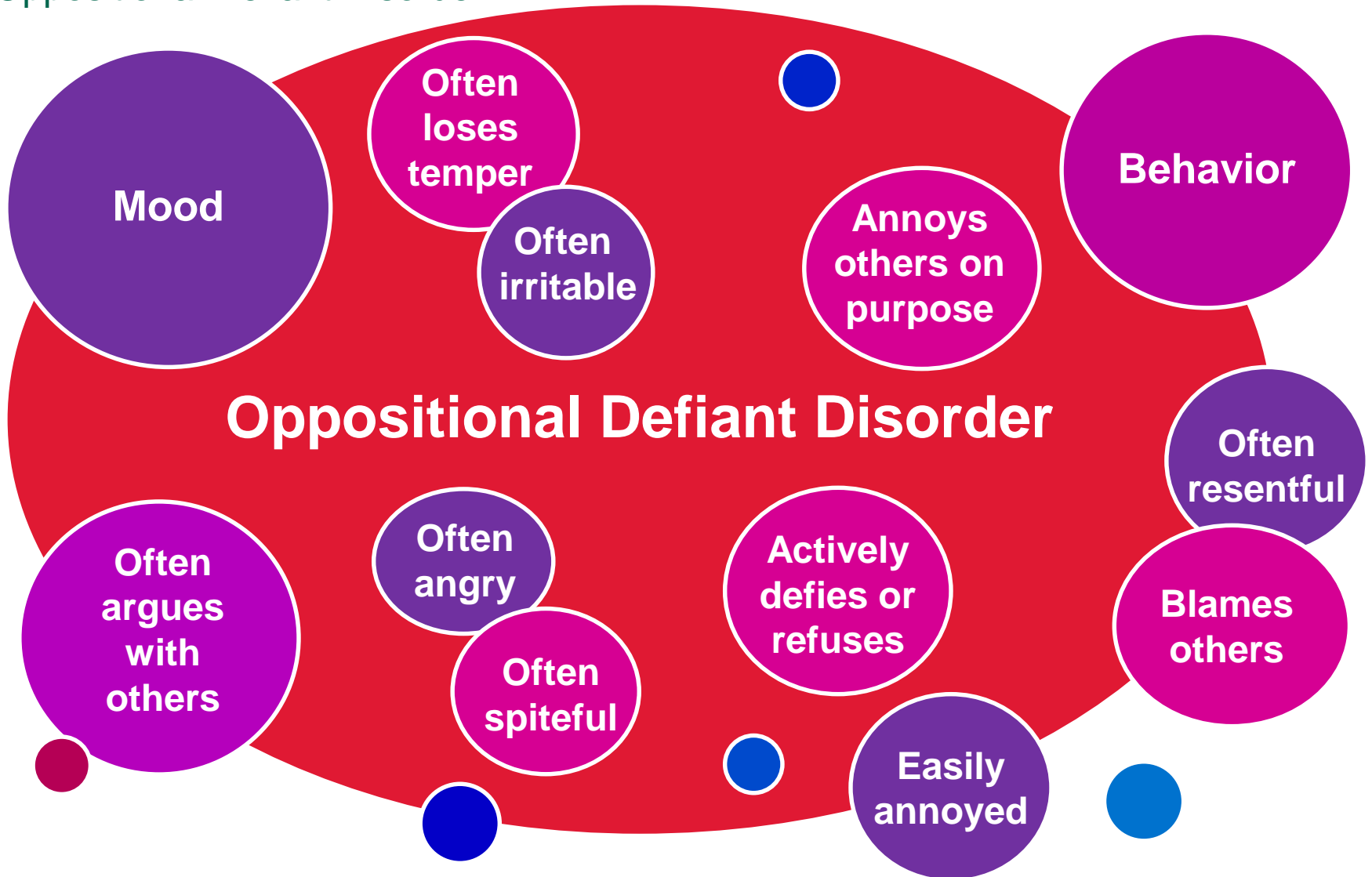


Opposition & Defiance



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Oppositional Defiant Disorder



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Positive Practices for Oppositional Defiant Disorder

- Clear rules and expectations
- Be aware of change in environment
- Establish trust in the relationship i.e. influential relationships
- Be fair
- Be consistent
- Speak clearly in a calm and even tone
- Pick and choose battles: what are minor and major behaviors
- Avoid power struggles and concede control
- Allow choice and encourage decision making
- Ask “What could work better in this situation?”
- Avoid lectures
- Active listening
- **NOTICE GOOD BEHAVIOR**
- **PRAISE, PRAISE, PRAISE**

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Major Depressive Disorder and Persistent Depressive Disorder

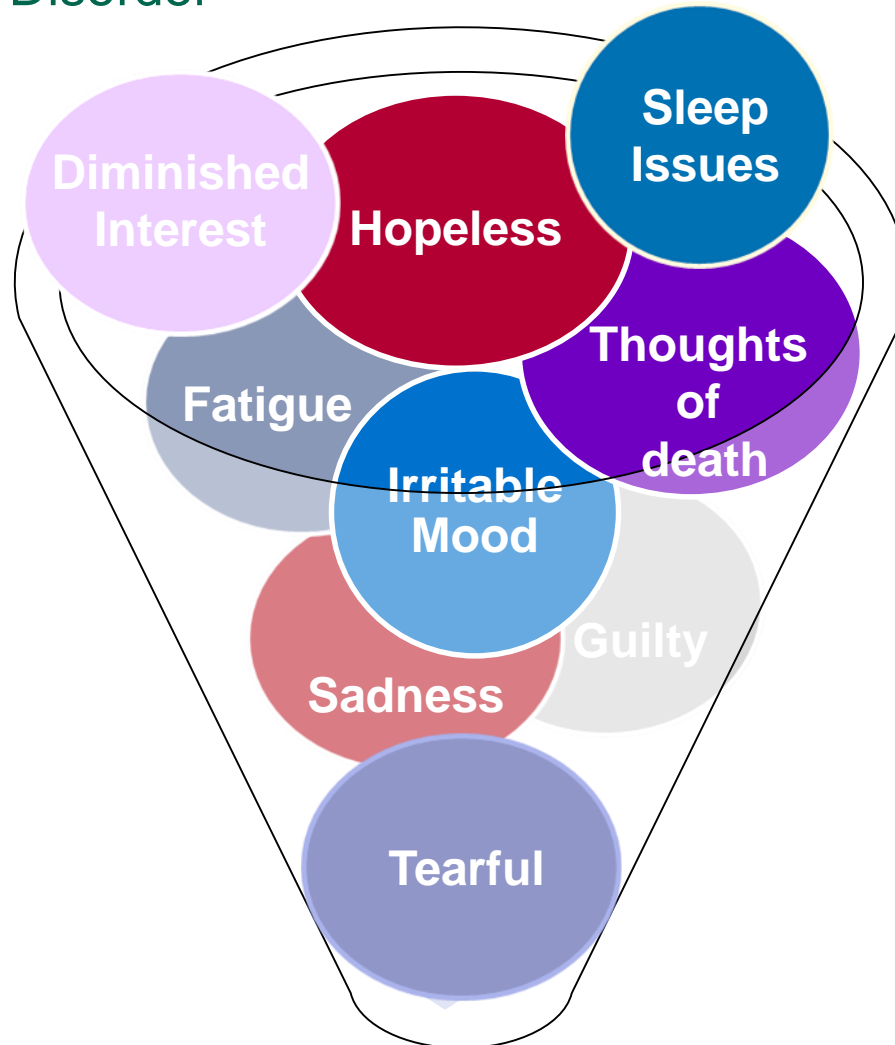


DEPRESSION



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Major Depressive Disorder



DEPRESSED MOOD

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Positive Practices for Depression

- Encourage attendance with activities
- Praise and encourage interaction with peers and adults
- Remain positive
- Active listening
- Encourage positive self talk
- Establish trust in the relationship i.e. influential relationships
- Open communication with parents, guardians, and family members about any changes in behavior or mood
- **PRAISE, PRAISE, PRAISE**

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Anxiety Disorders



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Anxiety Disorders



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Positive Practices for Anxiety

- Demonstrate empathy
- Establish trust in the relationship i.e. influential relationships
- Speak empathically
- Praise accomplishments
- Speak calmly and clear
- Be flexible when possible
- Prepare for transitions i.e. “We will be meeting next week in the gym instead of a small room.”
- Active listening
- **PRAISE, PRAISE, PRAISE**

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Autism Spectrum Disorder



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Autism Spectrum Disorder

Aspergers
Syndrome

**Social
Communication
Deficits**

**Restricted and
Repetitive
Behaviors**

Autism

**Social
Interactions
Deficits**

**Limited range of
activities and
interests**

Pervasive
Development
Disorder NOS

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Positive Practices for Autism Spectrum Disorder

- Working with parents/guardians to know what works and what doesn't work with the child or youth
- Ask parents/guardians if there are formal interventions that may help with scouting activities i.e. functional communication, sensory items
- Establish trust in a relationship i.e. influential relationships
- Attempt to have routines and schedules
- Prepare for transitions by giving cues
- Avoid sarcasm
- Explain social interactions i.e. puns when needed
- Use visual icons if necessary
- **NOTICE GOOD BEHAVIOR**
- **PRAISE, PRAISE, PRAISE**

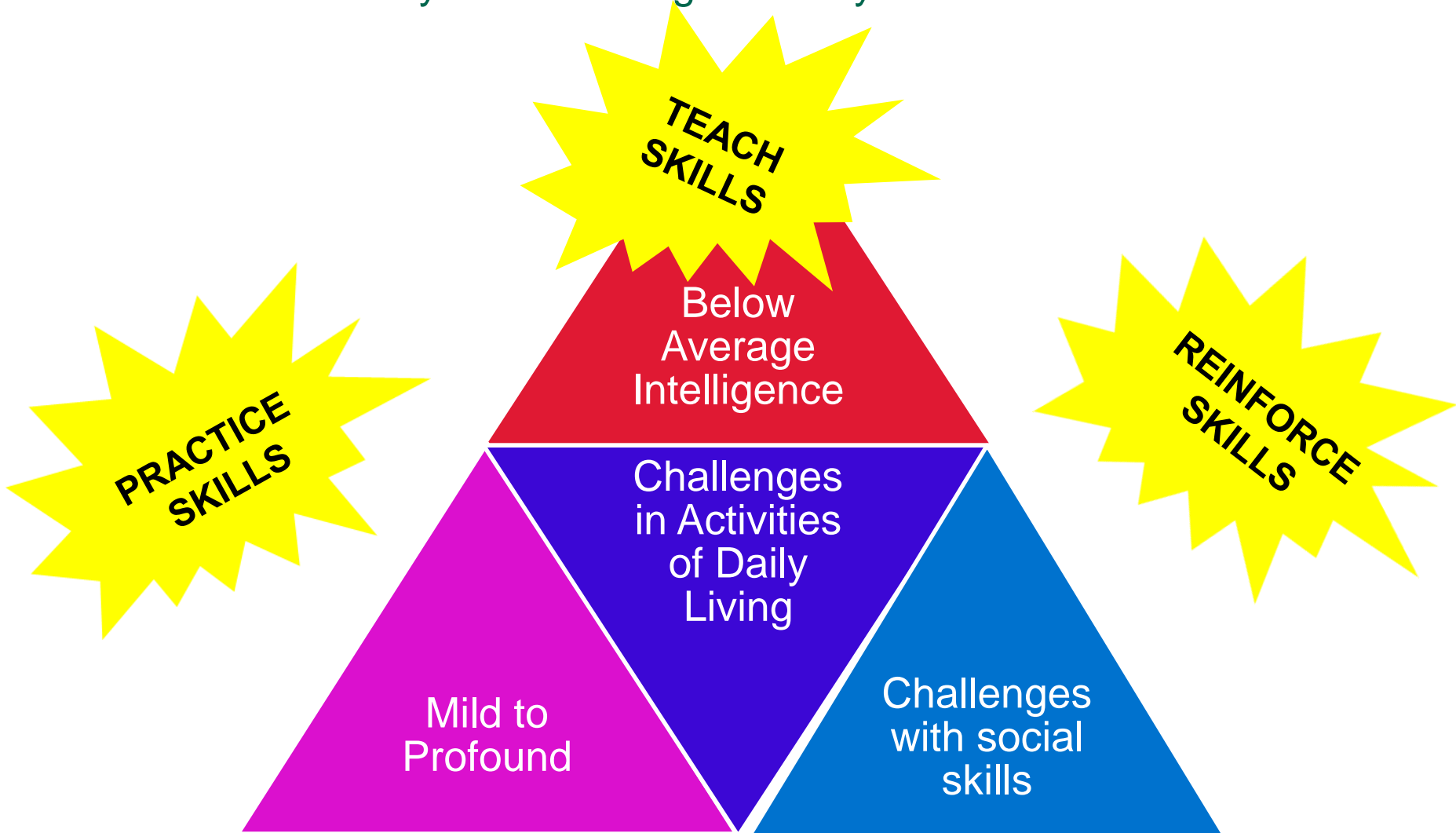
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Intellectual Disability and Learning Disability



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Intellectual Disability and Learning Disability



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Positive Practices for Intellectual Disabilities

- Work with parents/guardians to know the learning challenges specific to child/youth
- Establish trust in a relationship i.e. influential relationships
- Develop activities that have different instructional methods i.e. pictures, small words, one at a time, reading instructions aloud
- Teach, practice, and reinforce
- Speak calmly and clearly
- Ask if the child/youth understand
- Ask the child what helps them, they will not tell you
- **PRAISE, PRAISE, PRAISE**

Questions?

*If you have questions about this presentation, please contact
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