IT TAKES A WHOLE BRAIN TO FUNCTION

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A NEUROPSYCHOLOGICAL APPROACH TO BEHAVIORAL MANAGEMENT OF GIFTED CHILDREN:

Maintaining the Window of Control
Gifted Asynchronous Development

- What is asynchrony?
- Why is it present and how does it work?
- Frequently mis-diagnosed as:
  - ADHD
  - Sensory Deficit
  - Auditory Processing Deficit
  - OCD/Anx
  - Depression
  - Bipolar
  - ODD
INTERVENTION
NEUROPSYCHOLOGICAL PERSPECTIVES

- Brain Injury?
- Caretaker Training
- Management Techniques - disengage
- Soothing Techniques
- Discipline
- Child Psychotherapy
- Medication
INTERVENTION

- Caretaker Training—they are the frontal lobes
  - Knowledge is key
  - This problem can be fixed.
  - This problem can be managed.
    - Structure
    - Routine
    - Consistency
  - Work with the teachers – closely.
    - Develop a relationship between the parents and the school.
INTERVENTION

- Management Techniques – teach the school
- The environment has to function as the frontal lobes
  - Plan ahead – reduces the opportunity for failure.
  - Anticipate
  - Develop a bag of tricks
  - Preview events
  - Pre-empt
MANAGEMENT

- ROUTINE
- CONSISTENCY
- STRUCTURE
- PRE-EMPTIVE STRIKES
INTERVENTION

- PRIMING
- PREVIEWING
- PRE-EMPTYING
- DIS-ENGAGE
- RE-ENGAGE/RECTIFY
PRIMING

• Preparing a child:
  • for how you will discipline
  • with transitions

• Prevents:
  • Child assumptions – egocentricity
  • Agitation
  • Affective dysregulation
PREVIEWING

- Being in sync with the child
  - Being able to determine what their next logical move or behavior will be.
  - Knowing what situations trigger increased affect.
  - Making allowances for behavioral wiggle-room.
PRE-EMPTING

- Determining when the child is ‘perking’
- Determining when you must intervene
  - Interrupting behavior **before** it passes the point of no return
DISENGAGE

- Removing the child from a situation and engaging them in an intervention.
- Soothing
- Beans
- Sentences
- Discussion
- Breathing/Relaxation
RE-ENGAGE/RECTIFY

- Returning the child back to the situation they were removed from.
  - They have to rectify what they did to be removed in the first place.
    - If they cannot rectify, then they likely need more time in disengagement.

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Discipline

Discipline is more effective if administered frequently and in small chunks, as opposed to removing privileges or toys for excessive periods of time.
Separate the Beans

1. Combine uncooked Lima and Black beans into a coffee can.

2. For minor behavioral infractions, have the child separate the beans by color into two small cups.

3. When the cups are full, the discipline is over and the child can return to her activities or amend the behavior that warranted the discipline in the first place.
Separate the Beans

- This intervention is a viable alternative to traditional time out and can be administered numerous times during the day.

- This form of discipline is inherently soothing within the realms of touch, sound, sight, and limiting extraneous stimuli.

*privileges are suspended until the task is finished.*
Sentences

1. Dispense no more than 5 sentences at the time of a behavioral infraction.

2. The sentence should include what she is not to do and what behavior would have been appropriate.

3. Avoid power struggles in which she may challenge parents to give her more sentences.

   ➢ Remember: Discipline teaches without anger, therefore, it does not damage self-esteem.

   ➢ Suspend privileges until the sentences are completed at a proficient level.
INTERVENTION
NEUROPSYCHOLOGICAL PERSPECTIVES

• Discipline – say no to time out
  • But if you must....
    1. Redirection with warning – Don’t do that, do this.
    2. Non-compliance = time out
    3. State exactly:
      ✓ You are in time out.
      ✓ When you are quiet;
      ✓ I will let you know when you can get out.

*No timers!!!
INTERVENTION
NEUROPSYCHOLOGICAL PERSPECTIVES

- Short and Frequent – without anger
  - Separate the beans
  - Sentences
  - Do not give away leverage
  - Do not punish yourself - disengage
  - Discipline does not have to happen immediately
  - Role play
  - Corral Training
INTERVENTION
NEUROPSYCHOLOGICAL PERSPECTIVES

- Soothing Techniques
- Reduce External Stimulus
  - Indoor tent
  - Closet
  - Headphones
  - White noise
  - Deep hugs
  - Forced choice
  - Relaxation (parent initiated)
  - Hand massage
INTERVENTION
NEUROPSYCHOLOGICAL PERSPECTIVES

- Multi-modal approach
  - Parents
  - School
  - Psychologist
  - Physician
  - Cognitive Rehabilitation
  - PT/OT
  - Speech/Language
  - Reading Specialist
INTERVENTION
NEUROPSYCHOLOGICAL PERSPECTIVES

- Child Therapy (depending on level of impairment)
  - Role play
  - Relaxation
  - Repetition
  - Patience
  - Acceptance
  - Relationship/Reciprocal Empathy
INTERVENTION
NEUROPSYCHOLOGICAL PERSPECTIVES

- Medication
  - Stimulants if the problem is more frontal and pathway
    - Often when a stimulant won’t work, Slow Release stimulant will. (80% round I to 90% round II)
  - Anti-anxiety Medications
    - Work best for the sub-cortically involved, dysregulated child
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