



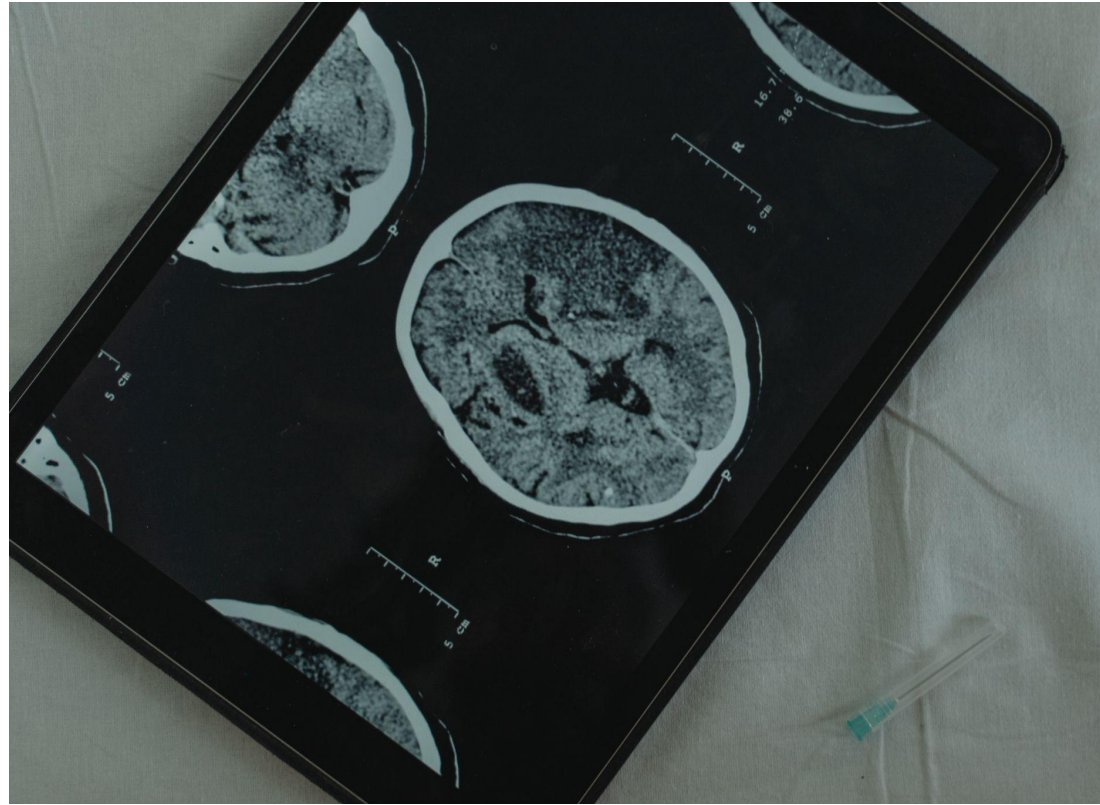
# How do we learn?

Engaging individuals with a variety  
of needs across the lifespan



# Learner Objectives


- 1) Learners will examine different learning environments and explore their own preferences.
- 2) Learners will identify 5 areas of the brain with their respective symptoms when the brain is not functioning optimally.
- 3) Learners will identify 2 ways which they can support individuals with ADD or high anxiety in their treatment sessions.
- 4) Learners will experience a learning environment which is trauma-informed and seeks to understand their own needs as they learn about how to engage others.




PC: Pexels

# Outline

- 1) Introduction of Topic and Presenter: Regulate and Engage (15 minutes)
- 2) Overview of Learning: Engage (10 minutes)
- 3) Rest Attention
- 4) Explore Brain Areas: Teach (40 minutes)
- 5) Explore ADD: Teach (15 minutes)
- 6) Rest Attention
- 7) Review Research and Resources (5 minutes)
- 8) Q&A – Collaboration (5 minutes)



Introduction of Topic and  
Presenter:  
Regulate and Reach



# Presenter Intro

Ruth Freidel, M.A. CCC-SLP

Speech Language Pathologist

Relevant Financial Relationship: Ruth is employed at Mountain West Speech Services, a private outpatient pediatric clinic in Wyoming as well as the Center at Rock Creek (Veritas Management) in Colorado. Receiving stipend for this presentation.

Relevant Non-Financial Relationship: Ruth has no relevant non-financial relationships to disclose.

# Bio

- Speech Language Pathologist for 8 yrs with experience in a variety of settings
- Focusing in pediatrics
- Completed an additional year of Mental Health Counseling graduate courses to better support her clients and their families
- Enjoys treating individuals of all disorders and has a special interest in the area of AAC, ADD, and Autism
- Her passion is to see individuals learn in a way that is respectful of them and their unique style and gifts, as people
- Enjoys seeing their personalities shine through

# Put in the comments...

- What is your profession?
- What setting do you work in?
  
- Mentally note, what is your goal in this presentation? What do you want to get out of it?

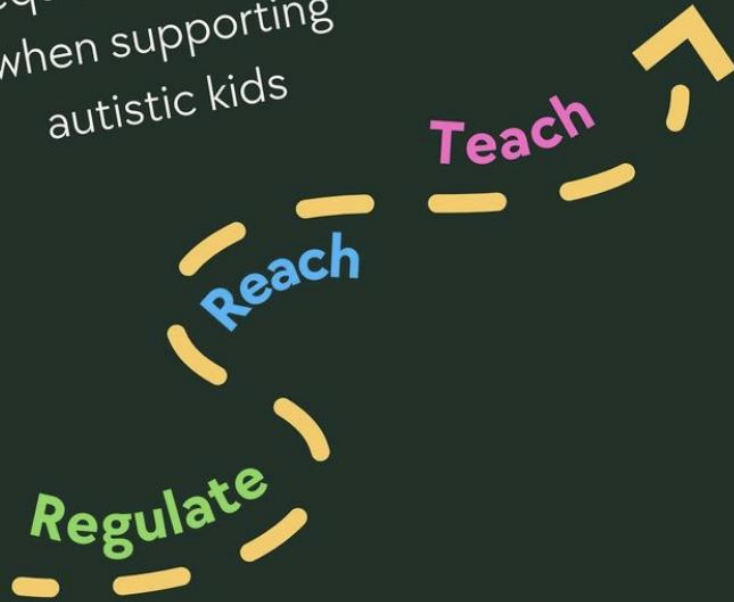
E.g. SLP, pediatrics in CO/WY



cari.ebert.seminars



Sequence of steps  
when supporting  
autistic kids



Start here

Cari Ebert  
SEMINARS





# Presenter Intro

- A little bit about me...

# Regulate

- Try out introspection
- Regulating yourself - you can start now!
- Let's all take a minute - check in with ourselves
  - How is your body feeling? Mind? Emotions?

# Feelings Chart



## List of Emotions



Amazed

Angry

Annoyed

Anxious

Ashamed

Bitter

Bored

Comfortable

Confused

Content

Depressed

Determined

Disdain

Disgusted

Eager

Embarrassed

Energetic

Envious

Excited

Foolish

Frustrated

Furious

Grieving

Happy

Hopeful

Hurt

Inadequate

Insecure

Inspired

Irritated

Jealous

Joy

Lonely

Lost

Loving

Miserable

Motivated

Nervous

Overwhelmed

Peaceful

Proud

Relieved

Resentful

Sad

Satisfied

Scared

Self-conscious

Shocked

Silly

Stupid

Suspicious

Tense

Terrified

Trapped

Uncomfortable

Worried

Worthless



# Regulate

If you're feeling tired, groggy, low energy, anxious:

- Try standing up and moving your arms up over your head

If you're feeling jittery, anxious, like you can't sit still or focus:

- Try taking 5 deep breaths or standing up and walking side to side if you are able in your place you are watching

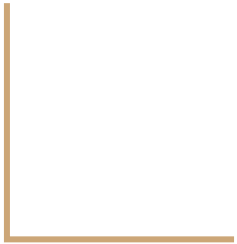
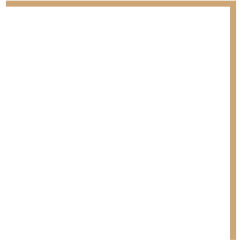
If you're feeling angry, mad:

- Try taking 5 deep breaths, giving yourself a hug, make a frustrated/angry noise

5-4-3-2-1 Grounding Method

- See, Touch, Hear, Smell, Taste

# Overview of Learning



# Reach

- What causes change?
- Think about your own life: What motivates you? What is your fire? What makes you want to be a better therapist, a better parent, a better partner, a better human?
- Often there are many things that come to mind
- Here are mine...

# Reach

- Often as therapists we come in with an agenda
- You are going to learn \_\_\_ today
- Or You are going to work on \_\_\_\_\_ today.
- What does it mean to walk into a therapy session with an open willing mind, and an open heart?
- Think of your own life: who has made the most impact on you?
  - In the last week?
  - yesterday?

# Gratefulness

Think about 5 people in your life who have made a difference  
(sometimes it will be positive people that come to mind, other times negative)

Write them out: act of writing helps solidify them in your brain

Gratitude	Fear
Healthier More optimistic Make progress towards goals Greater sense of well-being More helpful to others	Decreased cerebellum activity Decreased left temporal lobe

(p. 121-122, Amen 2015)



Listen to the child

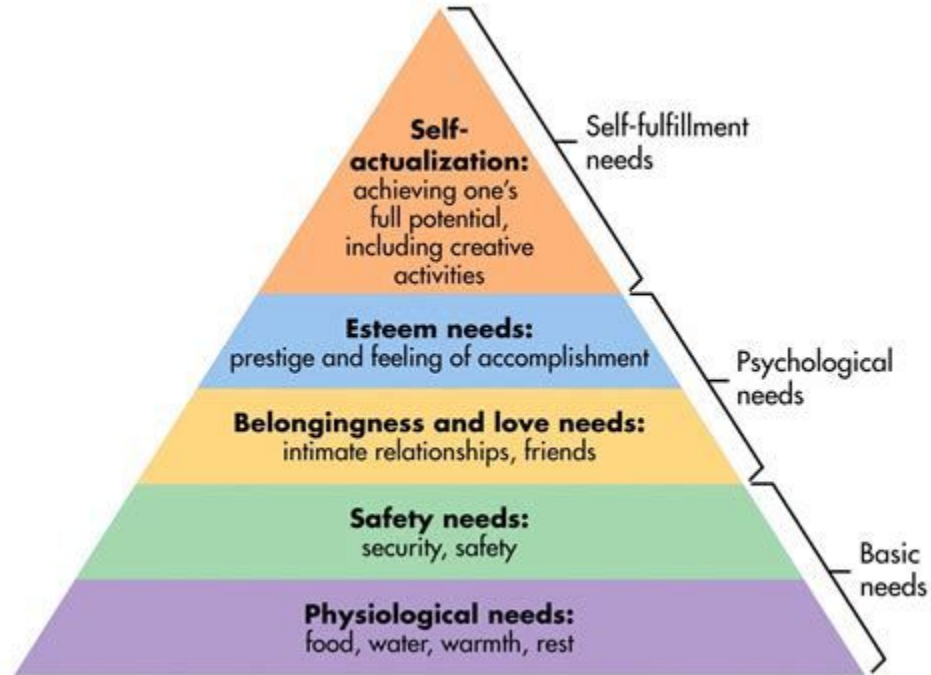


PC:  
Pexels

# Humanity

Humanity of individuals, their needs; starts with you first

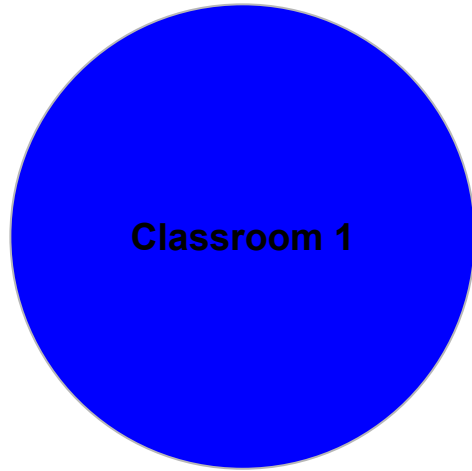
# Maslow's Hierarchy of Needs



# Holistic Approach - We're all humans

- Basic needs - being hungry, tired, sad
  - If you're feeling really hungry, how many of you can sit down and focus on a task?
  - If you're tired...
  - If you're sad...
- Remember kids are the same way - so sometimes you might have to observe, ask questions, be a problem solver and be willing to explore ideas for a child's behavior or actions

# 2 Classrooms - think of yourself as an elementary student - SURVEY



# Rest

PC: Pexels

Daniel Jurin



REVISED AND EXPANDED

**CHANGE**  
YOUR  
**BRAIN**  
CHANGE YOUR  
**life**

New York  
Times  
Bestseller

THE BREAKTHROUGH PROGRAMME FOR  
CONQUERING ANXIETY, DEPRESSION, ANGER  
AND OBSESSIVENESS

**Dr DANIEL G. AMEN**

**DANIEL G. AMEN, M.D.**

*New York Times Bestselling Author of  
Change Your Brain, Change Your Life*

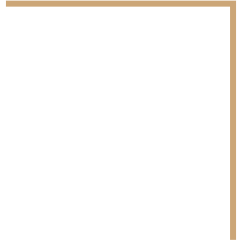
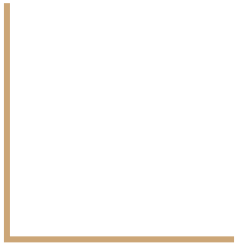
ALL-NEW REVISED EDITION

**HEALING  
ADD**

THE BREAKTHROUGH  
PROGRAM THAT ALLOWS  
YOU TO SEE AND HEAL  
THE 7 TYPES  
OF ADD

"REVOLUTIONARY...I strongly urge  
anyone with a family member who  
suffers with ADD to read this book."  
—Barry Sears, author of *Enter The Zone*

# 5 Brain Areas





REVISED AND EXPANDED

CHANGE  
YOUR

*New York  
Times  
Bestseller*

BRAIN  
CHANGE YOUR

life

THE BREAKTHROUGH PROGRAMME FOR  
CONQUERING ANXIETY, DEPRESSION, ANGER  
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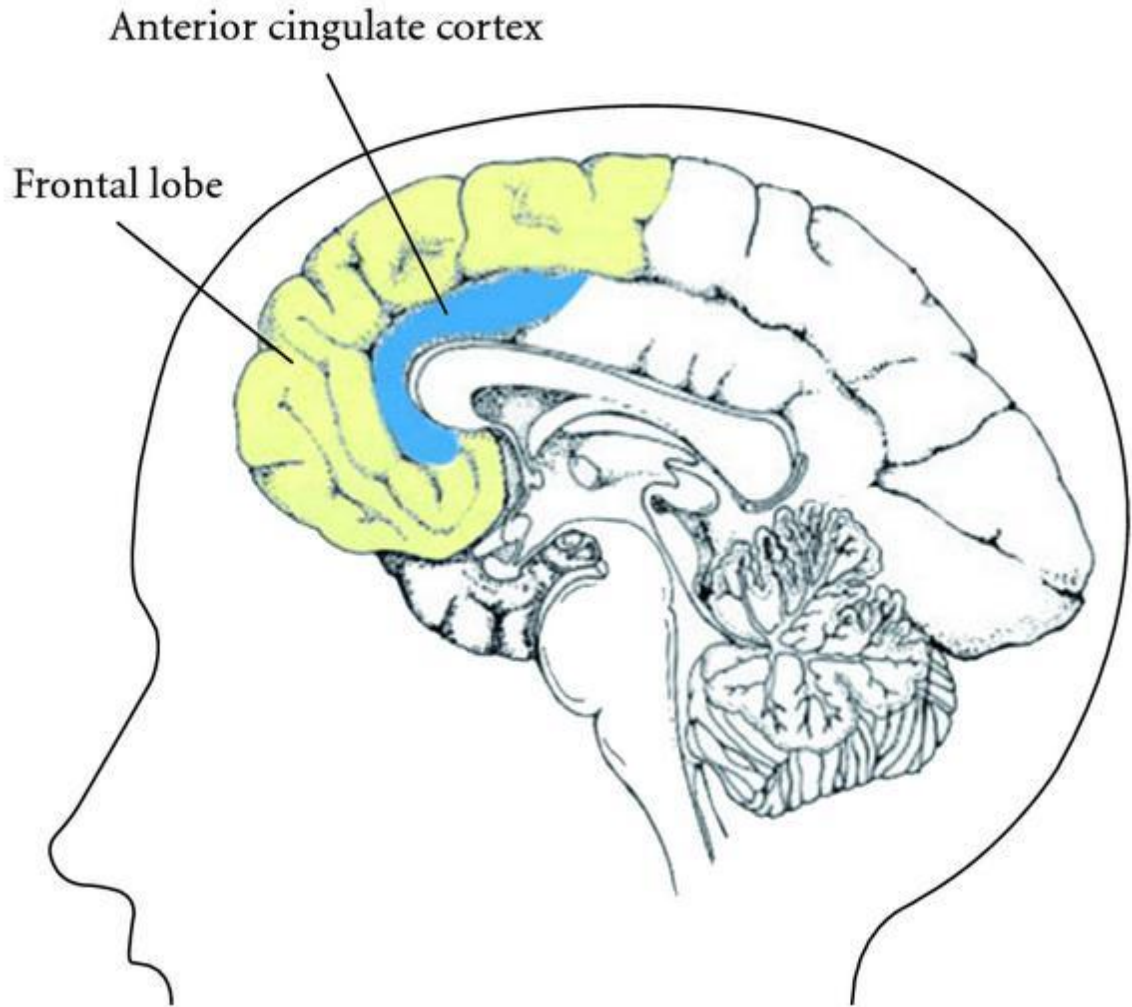
Dr DANIEL G. AMEN

# The 5 Brain Areas

- Limbic System
- Basal Ganglia
- Prefrontal Cortex
- Anterior Cingulate Gyrus
- Temporal Lobes

\*relevant with increase of neurodivergence awareness

# Anterior Cingulate Gyrus

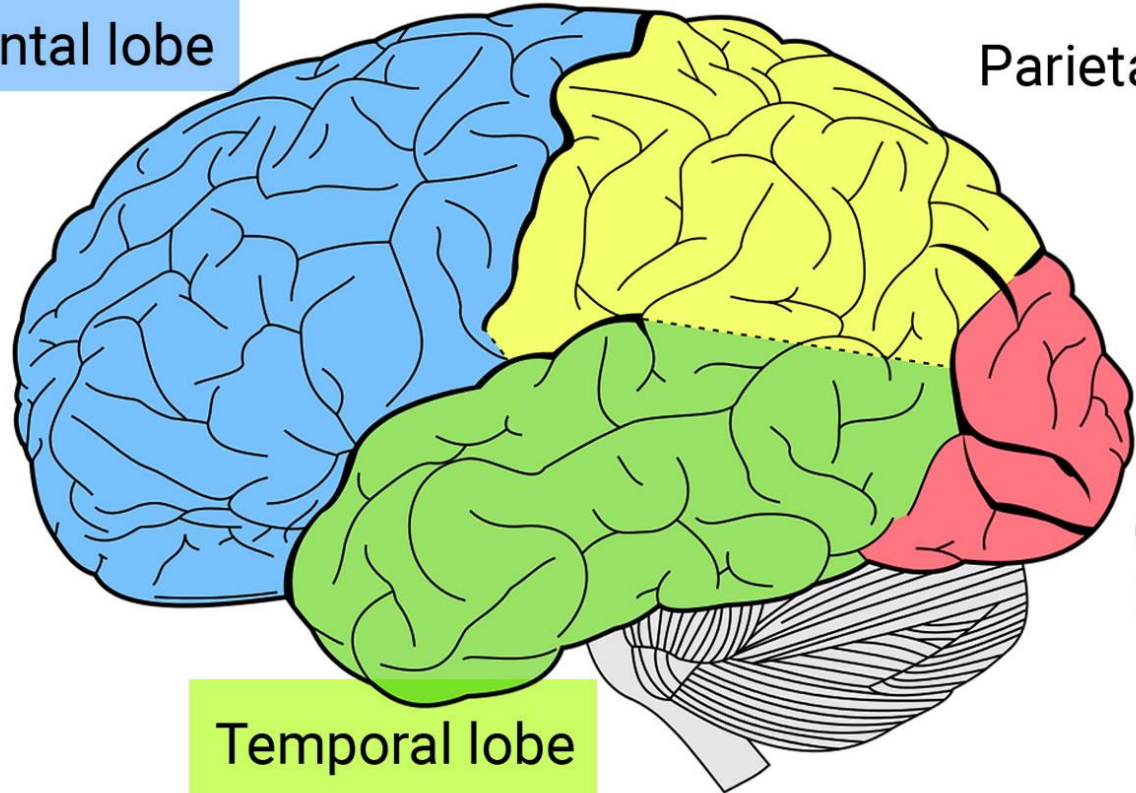




# Prefrontal Cortex

Frontal lobe

Parietal lobe



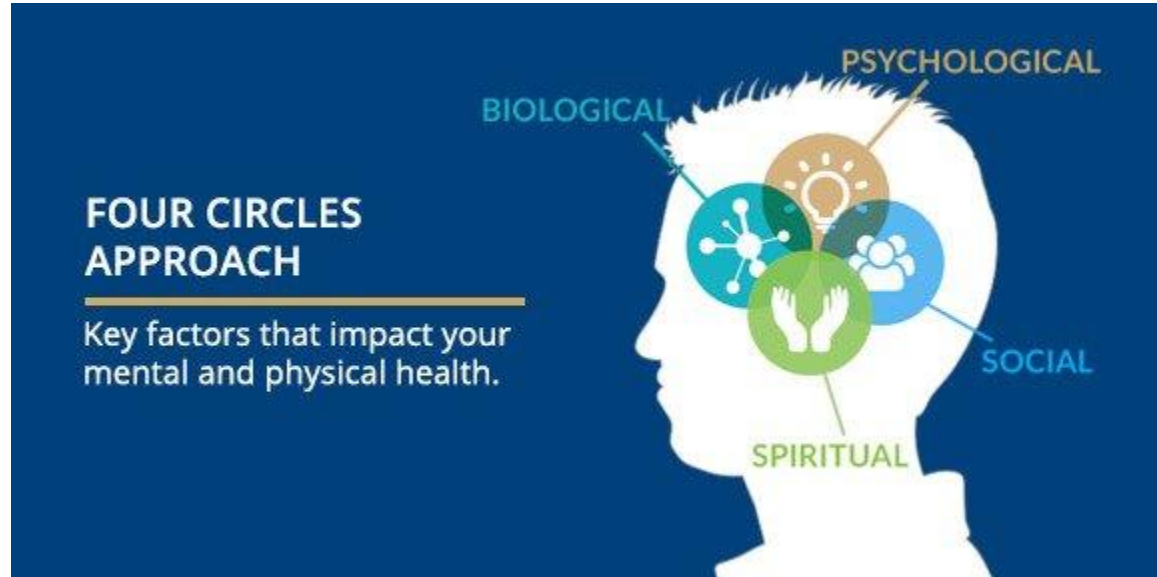
Occipital lobe

Temporal lobe

# How to remember the brain areas...

- Limbic System - like a C in the center of your brain Calms and is the heart (command center) → mood
- Basal Ganglia - connected to limbic system → movements, learning, habits
- Prefrontal Cortex - facepalm → whenever you want to do a face palm 🙄 it's because you did something impulsively with less frontal lobe functioning
- Anterior Cingulate Gyrus - close to the center/heart but also close to the PFC (focus) → gets stuck/fixated (hyperfocus)
- Temporal Lobes - cover your ears (brain areas around and close to your hands) → frustration, difficulty decoding information

# 4 Circles - Amen Clinics



# Limbic System

See handout



# ASHA Scope of Practice (2016)

## COUNSELING

SLPs counsel by providing education, guidance, and support. Individuals, their families and their caregivers are counseled regarding acceptance, adaptation, and decision making about **communication**, feeding and swallowing, and related **disorders**. The role of the SLP in the counseling process includes **interactions related to emotional reactions, thoughts, feelings**, and behaviors that result from living with the communication disorder, feeding and swallowing disorder, or related disorders.

# ASHA Scope of Practice

SLPs engage in the following activities in counseling persons with communication and feeding and swallowing disorders and their families:

- empower the individual and family to make informed decisions related to communication or feeding and swallowing issues.
- educate the individual, family, and related community members about communication or feeding and swallowing disorders.

# ASHA Scope of Practice

- provide support and/or peer-to-peer groups for individuals with disorders and their families.
- **provide individuals and families with skills that enable them to become self-advocates.**
- **discuss, evaluate, and address negative emotions and thoughts related to communication or feeding and swallowing disorders.**
- **refer** individuals with disorders to other professionals when counseling needs fall outside of those related to (a) communication and (b) feeding and swallowing.

# Automatic Negative Thoughts

## **ANT (automatic negative thoughts) Therapy**

“Did you know every time you have a thought, your brain releases chemicals?”  
Our bodies physically react to each thought we have.  
You don’t have to believe every thought that goes through your head.

You can train your thoughts to be positive and hopeful!  
(p. 110-117, Amen, 2015)

# ANT Types (Amen, 2015)

1. All or Nothing - thoughts that things are all good or all bad
2. Always - thinking in words like *always, never, no one, every one/time/thing*
3. **red ant**: Focusing on the negative - only seeing the bad in a situation
4. **red ant**: Fortune Telling - predicting the worst possible outcome to a situation with little or no evidence for it, predicting the future
5. **red ant**: Mind Reading - believing you know what another person is thinking even though they haven't told you, predicting people's thoughts
6. Thinking with your feelings - believing negative feelings without ever questioning them
7. Guilt Beatings - thinking in words like *should, must, ought to, have to*
8. Labeling - attaching a negative label to yourself or someone else - negative labels like jerk, clown, stupid, etc.
9. **poisonous red ant** - Blaming - blaming someone else for the problems you have

# 4 Questions

1. Is it true? (Is the stressful or negative thought true?)
2. Can I absolutely know that it's true?
3. How to do react when I believe that thought?
4. Who would I be without the thought? Or, how would I feel if I didn't have the thought?
  - Turning the thought around: What is the opposite of the thought? Which is probably more true?

(p. 118-119, Amen 2015)

# Basal Ganglia

See handout

# Diaphragmatic Breathing

Breathe slow and deep mostly with your belly, 5 seconds in, hold for 2, 5 seconds out, hold for 2. Repeat for 10 breaths

- Great especially for panic disorders
- Helps to relax
- When angry, our breathing patterns deteriorate (shallow breathing)

(p. 151-152, Amen 2015)



# Other Things to Try

- Relaxation
- Meditation
- Tapping

# Anterior Cingulate Gyrus

See handout

# If you want cooperation...

It is best to have it be their idea. Ask for their input. Get their feedback.

Paradoxical requests. Can try this one. Personally it feels a bit sticky to me. But it does work with kids who get really stuck (e.g. try and say this one really SLOOOWWW - for fast)

(p. 238-239, Amen 2015)

# PTSD

Amen study of over 1000 patients with PTSD showed:

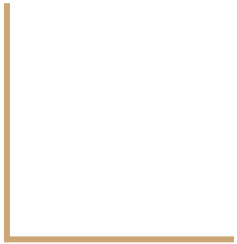
- Increased limbic system, basal ganglia, anterior cingulate gyrus (ACG) activity
- Diamond pattern on brain scans

Common PTSD Symptoms

- **Recurrent upsetting thoughts** or dreams of past traumatic event
- Panicked or fearful response to experiences that resemble past event
- Efforts to avoid **thoughts or feelings** associated with a past trauma
- Feeling that your future is shortened
- Being easily startled
- Constant anxiety or fear of future bad events

(p. 142, Amen 2015)

# Rest Attention



# Temporal Lobes

See handout

# Temper/Anger Management


1. Know and focus on your goals (did my actions in \_\_\_\_\_ line up with my goals)
2. Keep track of when you get angry
3. 5 x 2 = 10 breaths
4. Make a list of what you can do when you get upset
5. Play it out (what will happen to those I care about if I ... immediate and long-term effects)

(p. 269, Amen 2015)

# Prefrontal Cortex

See handout





“The harder you try,  
the worse it gets”

(p.174, Amen 2015)



# One-Page Miracle Exercise (for adults/older students)

- Goal setting exercise
- Helps to stay focused and guide thoughts/behavior
- Sense of personal responsibility and clear goals

*What do I want for my life?*

(p. 194-197, Amen 2015)

# Head Injury!

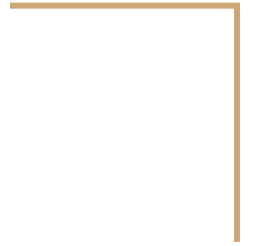
- Trauma to the brain - physical or emotional/psychological/mental trauma can cause symptoms or increase symptoms
- Research suggests PFC involved in 91% of brain injuries
  - Even minor injuries which do not involve loss of consciousness (LOC) can alter character and ability to learn
- Many people forget they've had significant head injuries in their life

(p. 183, Amen 2015)

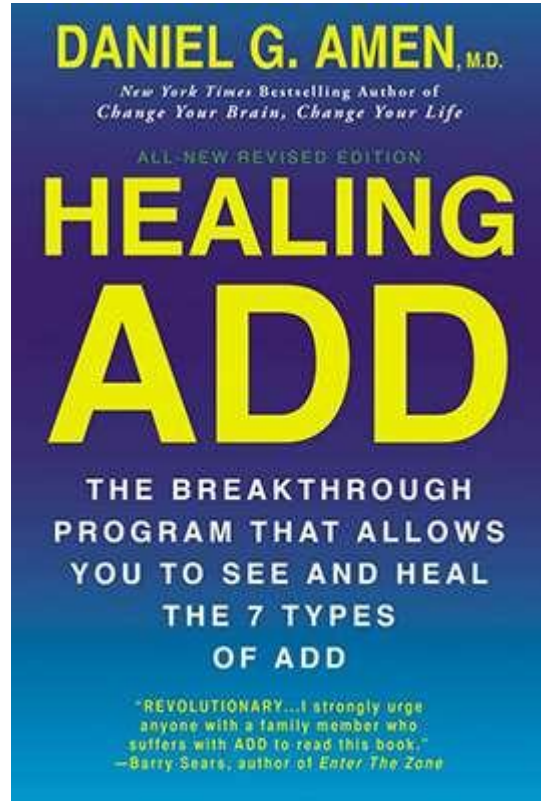
# This is NOT to diagnose

This is meant as a guide to give you ideas on what to try with your clients to help them learn. Best possible scenario is to get a diagnosis and brain scan.

Q & A



ADD



# Core ADD Symptoms

- Short attention span for routine, everyday tasks
- Distrability
- Organizational problems (for spaces and time)
- Difficulty with follow-through
- Poor internal supervision or judgment

Exist over a long period of time, present from an early age - might not show up until the child is **pushed to concentrate** or to organize their life

“Can’t sit still”

(p. xiv, Amen 2013)

# How many have worked with someone like this?

- Short attention span for routine, everyday tasks
- Distrability
- Organizational problems (for spaces and time)
- Difficulty with follow-through
- Poor internal supervision or judgment



# Different Types of ADD

1. Classic ADD
2. Inattentive ADD
3. Overfocused ADD
4. Temporal Lobe ADD
5. Limbic ADD
6. Ring of Fire ADD
7. Anxious ADD

# ADD Types/Symptoms

See handout

# Different Types of ADD

1. Classic ADD
  - a. Decreased BG
  - b. Decreased PFC
2. Inattentive ADD
  - a. Whole brain decreased activity, especially PFC
3. Overfocused ADD
  - a. Increased ACG
  - b. Decreased PFC, BG

\*of note there is also decreased activity for most types in the cerebellum which is responsible for motor movement, coordination, impulse control, slowed speech/thinking

# Different Types of ADD

## 4. Temporal Lobe ADD

- a. Decreased temporal lobe
  - i. Right temporal lobe - internally directed discomfort (anxiety and fearfulness) as well as social skill difficulties, especially reading and recognizing facial expressions, recognizing voice intonations
  - ii. Left temporal lobe - externally directed discomfort (anger, irritability, aggressiveness)
  - iii. Both - abnormal perceptions (sensory illusions), memory problems, déjà vu, periods of panic and fear for no particular reason, periods of spaciness or confusion, preoccupation with religious and moral issues
- b. Decreased PFC, BG

# Different Types of ADD

## 5. Limbic ADD

- a. Increased limbic system
- b. Decreased PFC, BG

## 6. Ring of Fire ADD

- c. Overall hyperactive brain - especially acg, parietal lobes, temporal lobes, PFC

## 7. Anxious ADD

- d. Increased BG
- e. Decreased PFC

\*of note there is also decreased activity for most types in the cerebellum which is responsible for motor movement, coordination, impulse control, slowed speech/thinking

# Functional Word List Ideas - Artic

- Names of friends, family, parents, favorite characters (usually this one is a big thing for kids)
- Actions - most artic cards are nouns, noun based; usually actions are more motivating for kids
- Play - what do you want to say, what do they want to say....

# Functional Word List Ideas

- F - fun, free, feet, fight, fit, food, five, find, found, foot
- SH - show, shoe, she, shop, shark
- S - see, some, so, sit
- S final - yes, ice (cream), mess, race
- ST - stop, stay, start, stand
- SP - spot, spy

“Thanks for letting us play. Kids love to play”



# It starts with you

What areas do you have strengths in?

What are your areas you want to grow in?

See **Brain Areas Table**

Start with yourself; then move to your kids

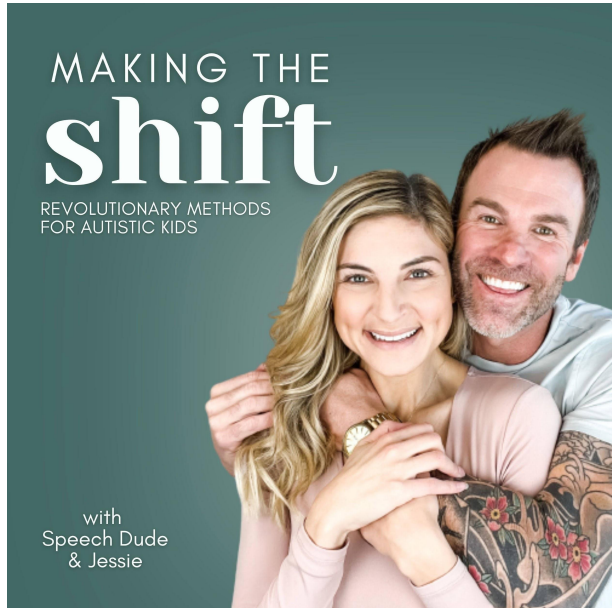


# Other Info & Resources



# Sensory

- This is HUGELY impactful; Something to keep in mind to help your kids learn - won't focus on this but wanted to share a resource



# Sensory



# What did you need?

Higher level reflective question, may take some soul searching

- What did you need as a little child?
- Can help you move forward to be the kind of person you want to be for your clients/kids
- Sometimes reflecting on what you strive to give your kids/clients, can give you a window into what you need/needed

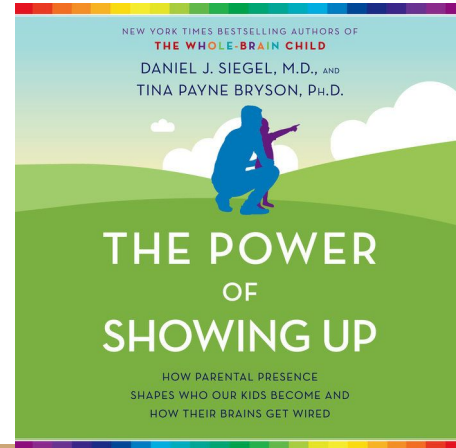
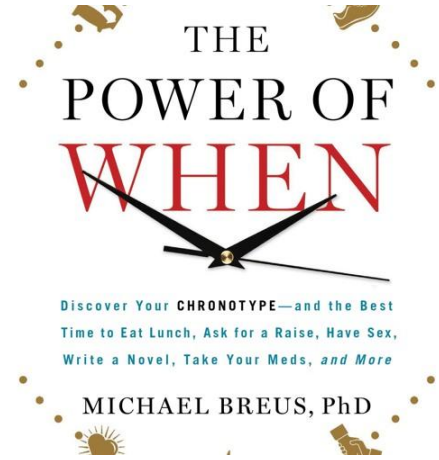
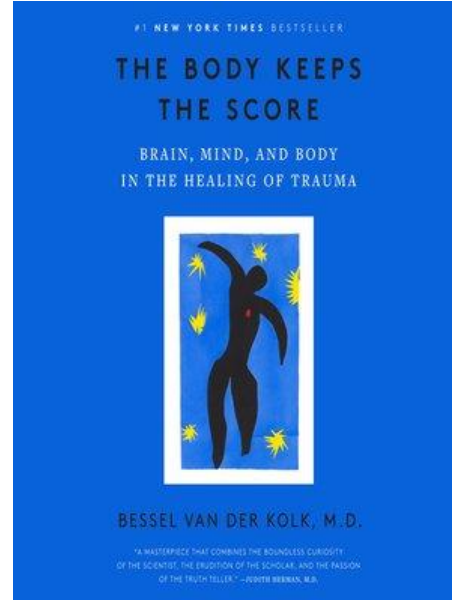
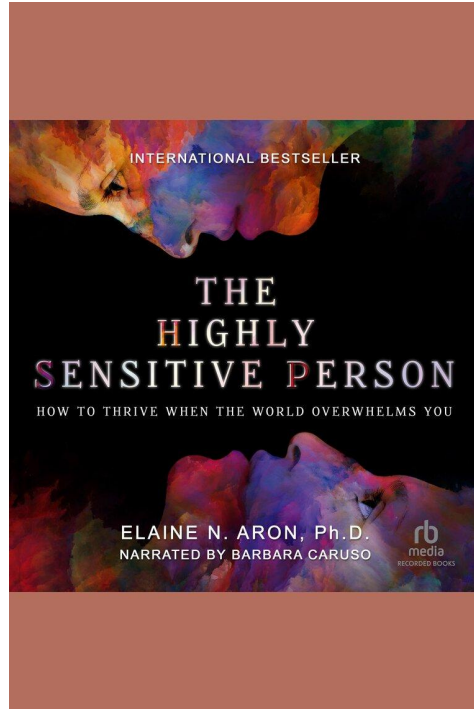
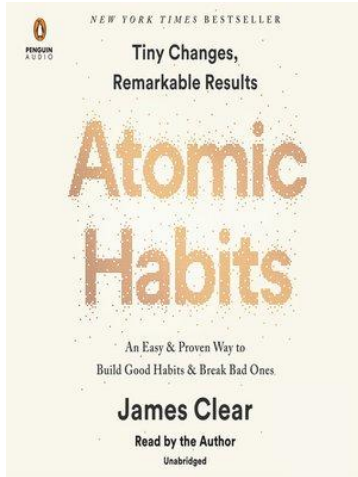
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# Resources: Podcasts

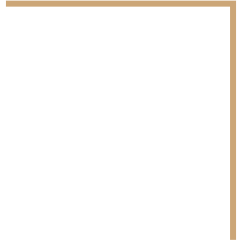


# Books





Q & A



# Contact Info

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Feel free to reach out with any questions or comments!

# References

Amen, D. G. (2015). *Change your brain, change your life: The breakthrough program for conquering anxiety, depression, obsessiveness, lack of focus, anger, and memory problems*. Harmony Books.

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*Image of Maslow's Hierachy of Needs.* Image on duckduckgo. (n.d.).

<https://external-content.duckduckgo.com/iu/?u=https%3A%2F%2Ftse1.mm.bing.net%2Fth%3Fid%3DOIP.3BykqG8AUntMNIvpFiPg1gHaFg%26pid%3DApi&f=1&ipt=483e79594cbc133f643d68936088e2034a3aeda06d3e8c306ecb0e78b502bafd&ipo=image>

*Image of The four circles of brain health and Illness.* Amen Clinics The Four Circles of Brain Health and Illness Comments. (n.d.).

<https://www.amenclinics.com/wp-content/themes/amen-clinics/front-page/images/four-circles-approach.jpg>

# ADD Types/Symptoms

## 1. **Classic ADD**

Short attention span for routine, everyday tasks, Distractibility, Organizational problems (for spaces and time), Difficulty with follow-through, Poor internal supervision or judgment

- a. [Prefrontal Cortex Handout](#)

## 2. **Inattentive ADD**

quiet and distracted

- a. [Prefrontal Cortex Handout](#)
- b. [Activities which help increase blood flow to brain in general, movement, etc.](#)

## 3. **Overfocused ADD**

Short attention span for routine, everyday tasks, Distractibility, Organizational problems (for spaces and time), Difficulty with follow-through, Poor internal supervision or judgment **PLUS** trouble shifting attention and tendency to get stuck or locked into negative thought patterns or behaviors

- a. [Anterior Cingulate Gyrus Handout](#)
- b. [Prefrontal Cortex Handout](#)

## 4. **Temporal Lobe ADD**

Short attention span for routine, everyday tasks, Distractibility, Organizational problems (for spaces and time), Difficulty with follow-through, Poor internal supervision or judgment **PLUS** Commonly associated with learning and behavioral problems; mood instability, irritability, dyslexia, memory

- a. [Temporal Lobes Handout](#)
- b. [Prefrontal Cortex Handout](#)

## 5. **Limbic ADD**

Short attention span for routine, everyday tasks, Distractibility, Organizational problems (for spaces and time), Difficulty with follow-through, Poor internal supervision or judgment **PLUS** negativity, moodiness, sadness, low energy, decreased interest in life

- a. [Limbic System Handout](#)
- b. [Prefrontal Cortex Handout](#)

## 6. **Ring of Fire ADD**

Behavior tends to be volcanic in nature

- a. [Seek professional help](#)

## 7. **Anxious ADD**

Short attention span for routine, everyday tasks, Distractibility, Organizational problems (for spaces and time), Difficulty with follow-through, Poor internal supervision or judgment **PLUS** fear of being judged, predicting the worst, being conflict avoidant, and having physical stress symptoms like headaches and stomachaches

- a. [Basal Ganglia Handout](#)
- b. [Prefrontal Cortex Handout](#)

*Combine ideas from the suggestions/tips*

Amen, D. G. (2013). *Healing ADD: The breakthrough program that allows you to see and heal the seven types of attention deficit disorder*. Berkley Books.

\*for informational purposes only – not for diagnostic purposes; seek a medical professional for diagnosis

# BASAL GANGLIA

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## Brain Area Functions

(Amen, 2015)

Integrates feeling and movement  
Shifts and steadies fine motor movements  
Suppresses unwanted motor behaviors  
Helps to set the body's anxiety level  
Involved in forming habits  
Modulates motivation and drive  
Mediates pleasure

## Checklist of Symptoms\*

(Amen, 2015)

Feelings of nervousness or anxiety  
Symptoms of heightened muscle tension  
(headaches, sore muscles, hand tremor)  
Feeling keyed-up or on edge  
Quick to startle  
Tendency to freeze in anxiety-provoking  
situations  
Excessive fear of being judged or scrutinized by  
others  
Conflict avoidance  
Sensitive to criticism  
Biting fingernails or picking at skin  
Always watching for bad things to happen  
Excessive motivation  
Tics  
Poor handwriting

## General Treatment Recommendations

(Amen, 2015)

**Breathe**

**Don't Leave**

**Write down your thoughts**

**Calming supplements or medications** (see your  
healthcare professional)

**Biological:** Diaphragmatic breathing

Eating small meals so they don't get hungry

**Psychological:** ANT therapy; guided imagery;  
meditation; progressive muscle  
relaxation/relaxation response

**Social:** learning how to deal with conflict (e.g.  
social thinking)

**Spiritual:** finding your purpose and passion

## Therapy Specific Recommendations

(Based on Amen 2015 and my own work)

- Note: if overactive, people are more likely to freeze in stressful situations or become overwhelmed
- Incorporate deep breathing (diaphragmatic)
- Incorporate positive thinking and "finding the ants"
- Schedule; limited items that you can **redirect** them back to, often they thrive with use of a schedule and knowing exactly what the plan is – that doesn't mean they don't need some spontaneity but it will make them feel safe to know what the schedule is
- Only bring what you know they can complete in a session, not more – can cause more anxiety – it's not finished
- Help the child stay in the activity if they are anxious and talk them through it – may need to do thought work first or other grounding to help

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# TEMPORAL LOBES

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## Brain Area Functions

(Amen, 2015)

*Dominant – usually Left*

Understanding and processing language

Intermediate-term memory

Long-term memory

Auditory learning

Retrieval of words

Complex memories

Visual and auditory processing

Emotional stability

*Nondominant – usually Right*

Recognizing facial expressions

Decoding vocal intonation

Rhythm

Music

Visual learning

Spiritual Experience

## Checklist of Symptoms\*

(Amen, 2015)

Short fuse or periods of extreme irritability

Periods of rage with little provocation

Frequent misinterpretation of comments as negative when they are not

Irritability that tends to build, then explodes, then recedes; a person often feels tired after a rage

Periods of spaciness or confusion

Periods of panic and/or fear for no specific reason

Visual or auditory changes, such as seeing shadows or hearing muffled sounds

Frequent periods of déjà vu (feeling like you've been somewhere you never have) or jamais vu (not recalling a familiar place or person)

Sensitivity or mild paranoia

Headaches or abdominal pain of uncertain origin

Dark thoughts, such as suicidal or homicidal thoughts

Periods of forgetfulness

Memory problems

Reading comprehension problems

Preoccupation with moral or religious ideas

## General Treatment Recommendations

(Amen, 2015)

**Biological:** Rhythmic movements, Nutritional interventions, Listening to classical music, Humming or toning to tune up brain, EEG feedback, Supplements/medications

**Psychological:** Creating a library of wonderful experiences

**Social:** conflict resolution

**Spiritual:** singing whenever you can

## Therapy Specific Recommendations

(Based on Amen 2015 and my own work)

- Incorporate movements and rhythm into work
- Start out a session with a dance song
- Make a tune/song to your targets
- Thinking about good experiences a child/adult has and come up with a list
- Encourage parents/clients to consider nutrition impact
- Deep breathing
- Encourage them to sing
- Teach breathing for when they feel angry
- Help them make and stick to their goals – do their actions line up?

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# ANTERIOR CINGULATE GYRUS

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## Brain Area Functions

(Amen, 2015)

Ability to shift attention

Cognitive flexibility

Adaptability

Movement from idea to idea

Ability to see options

Ability to “go with the flow”

Ability to cooperate

Error detection

## Checklist of Symptoms\*

(Amen, 2015)

Excessive or senseless worrying

Being upset when things do not go your way

Being upset when things are out of place

Tendency to be oppositional or argumentative

Tendency to have repetitive negative thoughts

Tendency towards compulsive behaviors

Intense dislike of change

Tendency to hold grudges

Trouble shifting attention from subject to subject

Trouble shifting behavior from task to task

Difficulties seeing options in situations

Tendency to hold on to own opinion and not listen to others

Being very upset unless things are done a certain way

Perception by others that you worry too much

Tendency to say no without first thinking about the question

Unhealthy perfectionism

## General Treatment Recommendations

(Amen, 2015)

**Biological:** Nutrition (foods that increase serotonin levels)

Supplements/medications

Exercise (movement)

**Psychological:** Thought stopping

If stuck, notice the stuck thought, distract and come back to the problem later

Teach to think through question before answering

Write out options (e.g. social problem solving)

**Social:** Seek counsel of others

Don't try to convince a stuck person, take a break, and come back later

Paradoxical requests (e.g. reverse psychology)

**Spiritual:** positive rituals

## Therapy Specific Recommendations

(Based on Amen 2015 and my own work)

- Think about these kids as ones who get stuck on certain things – e.g. stuck on the schedule, stuck on “no”, stuck on ...
- Use distractions to cause their brain to change gears or even use songs to transition (e.g. sing a favorite song)
- Incorporate movement into session
- Don't try to convince someone who is stuck on something
- Take a break and come back to it later
- Give options – choices for schedule is often very helpful with these kids
- Bring out the activity instead of asking questions

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# PRE-FRONTAL CORTEX

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## Brain Area Functions

(Amen, 2015)

Focus  
Forethought  
Judgment  
Impulse control  
Organization  
Planning  
Problem-solving  
Learning from experience  
Ability to feel and express emotions  
Empathy

## Checklist of Symptoms\*

(Amen, 2015)

Inability to give close attention to details or avoid careless mistakes  
Trouble sustaining attention in routine situations (homework, chores, paperwork, etc.)  
Trouble listening  
Inability to finish things, poor follow-through  
Poor organization of time or space  
Distractibility  
Poor planning skills  
Difficulty expressing feelings and emotions  
Difficulty expressing empathy for others  
Excessive daydreaming  
Boredom  
Conflict seeking  
Difficulty awaiting turn  
Impulsivity (saying or doing without thinking first)

## General Treatment Recommendations

(Amen, 2015)

**Biological:** Nutritional interventions

Mozart for focus  
Neurofeedback  
Exercise

**Psychological:** One-Page Miracle exercise

“then what” exercise  
Meditation

**Social:** Focusing on the positive

Getting organized  
Learning to ask for help  
Learning how to not be conflict seeking or another person’s stimulant

**Spiritual:** Finding meaning, purpose, excitement, and stimulation in your life

## Therapy Specific Recommendations

(Based on Amen 2015 and my own work)

- Keep it interesting
- Make it meaningful to them – this will take some time and learning on your part, learning about who they are as an individual
- Incorporate movement into sessions (running to look at pictures, hide N seek, jumping jacks while saying words, playing outside, etc.)
- Don’t tell them to “focus”; instead figure out what they might need in the moment
- Make your goals mutual
- Keep the environment simple to decrease distractions
- Consider a protein rich snack
- Visuals can help
- Tapping or touching to redirect instead of language
- Teach them to advocate for their needs: movement, prize chart, etc.

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# LIMBIC SYSTEM

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## Brain Area Functions

(Amen, 2015)

Sets the emotional tone of the mind  
Filters external events through internal states  
(creates emotional coloring) \*think *Inside Out*  
Tags events as internally important  
Stores highly charged emotional memories  
Modulates motivation  
Controls appetite and sleep cycles  
Promotes bonding  
Directly processes sense of smell

## Checklist of Symptoms\*

(Amen, 2015)

Feelings of sadness  
Moodiness  
Low energy  
Excessive guilt  
Crying spells  
Lowered interest in things usually considered fun  
Low self-esteem  
Negative sensitivity to smells/odors  
Forgetfulness  
Poor concentration  
Feelings are often or easily hurt  
Feeling overwhelmed by the tasks of daily living  
Sensitive to criticism  
Lacking confidence in own abilities

## General Treatment Recommendations

(Amen, 2015)

**Biological:** Supplements/medication

Aromatherapy  
Neurofeedback  
Physical exercise  
Nutrition

**Psychological:** ANT therapy/4 questions

Practicing gratitude and appreciation

**Social:** People who provide positive bonding

Building people skills

Healthy physical contact (connection)

**Spiritual:** Finding purpose and passion

Random acts of kindness

## Therapy Specific Recommendations

(Based on Amen 2015 and my own work)

- Use of pleasant/calming smells in therapy room or on yourself (be aware of allergies) – lavender is a great scent
- Incorporate 4 questions/ANT therapy when a client/kid has really big feelings or is refusing to do something – help them get to the heart of it
- Incorporate positive bonding – e.g. hugs when you see them for therapy, sitting on their level on the floor with them
- Do random acts of kindness together – incorporate speech, social skills
- Train on people skills/emotional tagging
- Practice gratitude

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<p><b>Anterior Cingulate Gyrus</b></p> <ul style="list-style-type: none"> <li>Excessive or senseless worrying</li> <li>Being upset when things do not go your way</li> <li>Being upset when things are out of place</li> <li>Tendency to be oppositional or argumentative</li> <li>Tendency to have repetitive negative thoughts</li> <li>Tendency towards compulsive behaviors</li> <li>Intense dislike of change</li> <li>Tendency to hold grudges</li> <li>Trouble shifting attention from subject to subject</li> <li>Trouble shifting behavior from task to task</li> <li>Difficulties seeing options in situations</li> <li>Tendency to hold on to own opinion and not listen to others</li> <li>Being very upset unless things are done a certain way</li> <li>Perception by others that you worry too much</li> <li>Tendency to say no without first thinking about the question</li> <li>Unhealthy perfectionism</li> </ul>	<p style="text-align: center;"><b>Characteristics of Differing Activity in a Brain Area</b></p>	<p><b>Temporal Lobes</b></p> <ul style="list-style-type: none"> <li>Short fuse or periods of extreme irritability</li> <li>Periods of rage with little provocation</li> <li>Frequent misinterpretation of comments as negative when they are not</li> <li>Irritability that tends to build, then explodes, then recedes; a person often feels tired after a rage</li> <li>Periods of spaciness or confusion</li> <li>Periods of panic and/or fear for no specific reason</li> <li>Visual or auditory changes, such as seeing shadows or hearing muffled sounds</li> <li>Frequent periods of déjà vu (feeling like you've been somewhere you never have) or jamais vu (not recalling a familiar place or person)</li> <li>Sensitivity or mild paranoia</li> <li>Headaches or abdominal pain of uncertain origin</li> <li>Dark thoughts, such as suicidal or homicidal thoughts</li> <li>Periods of forgetfulness</li> <li>Memory problems</li> <li>Reading comprehension problems</li> <li>Preoccupation with moral or religious idea</li> </ul>
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