

# The Therapeutic Public School

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University of Nebraska-Lincoln

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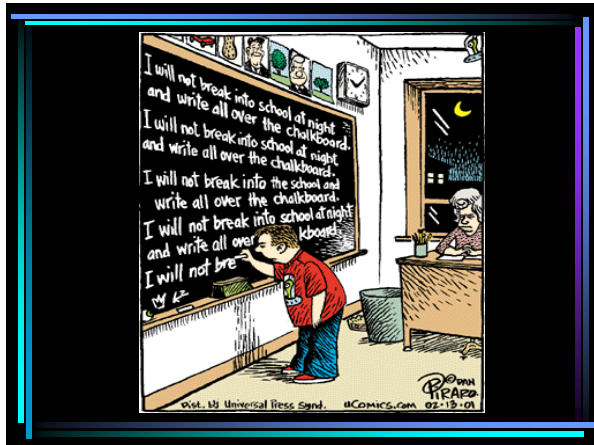
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## Therapeutic Public School?

- An array of support personnel and services that accommodate for the students emotional and behavioral limitations and build on their strengths

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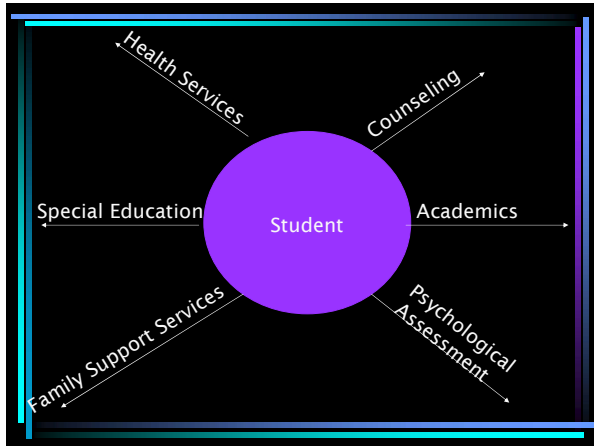
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### Why do public schools need to become therapeutic?

- The increased number of students with psychological problems
- Decreased and/or limited support from community organizations
- Difficulty obtaining community services
- Increased level of school failure
- Increase in school violence
- Increased students living in poverty

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### Facts and Statistics

- In 1994 3 million acts of violence and theft took place in our public schools
- 12% of students are diagnosed with a mental disorder
- 6 to 8 million children who are in need of mental health interventions receive no care, 50% of those in need of treatment, receive care that is inappropriate for their need
- 28% of all students fail to graduate from high school
- 20% of all children live in poverty

Hill, Colvin and Ramsey

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## Common Mental Health Diagnosis

- Anxiety Disorders
  - Panic Attacks
  - Separation Anxiety
  - Social Phobias
  - Post Traumatic Disorder
  - Obsessive-Compulsive Disorder
- Major Depression
- Oppositional Disorder
- Conduct Disorder
- Attention Deficit Disorder

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## Anxiety Disorders

- Characterized by frequent excessive anxiety and worry about a number of different events or activities
  - Restlessness or feeling on edge
  - Fatigue
  - Difficulty concentrating
  - Irritability
  - Muscle tension
  - Disturbed sleep

▶ Taken from *Diagnostic and Statistical Manual of Medical Disorders, fourth edition (DSM-IV)*. (1994). Washington, DC: American Psychiatric Association

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## Panic Attacks

- A discrete period of intense fear or terror that has a sudden onset and reaches a peak quickly - 10 minutes or less
  - Uncued attacks
  - Situationally bound (cued)
  - Situationally predisposed
- ▶ **Not diagnosed within the DSM system but are rather occur as part of an anxiety disorder**

▶ Taken from DSM-IV

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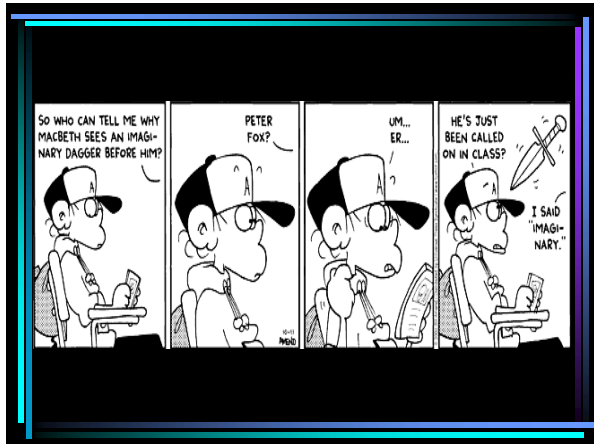
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### Obsessive-Compulsive Disorder

- **Obsessions:** Intrusive, persistent thoughts, impulses, or images that
  - Cause anxiety or distress
  - Are not simply excessive real-life worries
  - The persons attempt to ignore, suppress, or neutralize
  - Are recognized as products of one's own mind
- **Compulsions:** Repetitive behaviors or mental acts that
  - The person feels driven to perform
  - Are unrealistic attempts to prevent or reduce distress or dreaded situation

➤ Taken from DSM IV

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### Treatments

- **Self Monitoring** to increase a sense of self control
  - Self talk
- **Reinforcement schemes**
  - Provides an external motivation to the child in establishing a sense of control

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## Depression

- Depressed or irritable mood
- Loss of interest or pleasure
- Change in weight or appetite
- Sleep problems
- Motor agitation or retardation
- Fatigue or loss of energy
- Feelings of worthlessness or guilt
- Difficulty thinking, concentrating, or making decisions
- Thoughts of death or suicidal thoughts/behavior

➤ Taken from DSM IV

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## Treatment

- Self monitoring:
  - mood
  - Involvement or lack of involvement in activities
  - Stress triggers
- Use of self talk

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## TEST

- Yelled or lost your temper with child, spouse or Walmart checker?
- Started a fight on purpose with spouse, sibling?
- Received a ticket for speeding? Crossed the street against the light?
- Blame someone else for moving/hiding keys (insert item of choice)
- Ever feel angry and resentful that your spouse didn't pick up (item of choice) left the seat up or didn't get the right thing for your birthday?
- Ever do anything to get back at a sibling, spouse, college roommate or professor when you were angry?

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## Oppositional Defiant Disorder

- Losses temper
- Argues with adults actively defies or refuses to comply with adult requests or rules
- Deliberately annoys others
- Blames others for own mistakes or misbehavior
- Is touchy or easily annoyed
- Is angry and resentful
- Is spiteful or vindictive

> Taken from DSM IV

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## Conduct Disorder

- Aggression toward people and animals
- Destruction of property
- Deceitfulness or theft
- Serious violation of rules

> Taken from DSM IV

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## Treatment

- Reward or reinforcement systems
  - Token economy
  - Appropriate praise
  - Planned ignoring
  - Time out
- Social skill training

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## Attention Deficit Disorder

- Symptoms of inattention
    - Fails to attend to details or makes careless mistakes
    - Has difficulty sustaining attention
    - Does not seem to listen when spoken to
    - Does not follow on directions
    - Has difficulty organizing tasks or activities
    - Is distracted by extraneous stimuli
    - Is forgetful in daily activities
    - Avoids, dislikes tasks requiring sustained mental effort
- Taken from DSM IV

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## Attention Deficit Disorder Cont'

- Symptoms of hyperactivity
    - Fidgets with hands or feet, squirms
    - Leaves seat inappropriately
    - Runs about or climbs inappropriately
    - Has difficulty playing quietly or in quiet activities
    - Is often "on the go" as if "driven by a motor"
    - Talks incessantly
- Taken from DSM IV

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### Attention Deficit Disorder Cont'

- Symptoms of Impulsivity
  - Blurts out answers before questions completed
  - Has difficulty awaiting turn
  - Interrupts or intrudes on others

➤ Taken from DSM IV

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### Treatment

- Establishing predictable and structured routine - make visual
- Reinforcement and rewards
  - Reinforce reduction of behaviors
  - Planned ignoring
- Use of pressure
- Allow acceptable movement

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### Medication Management

- Cannot be required for school attendance
- Educate about the benefits of using medications
- Adherence to medical regimens
- Pills don't make skills

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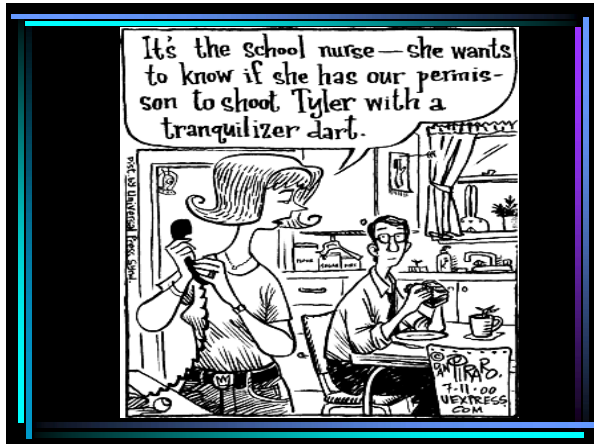
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### Academic Accommodations

- Emphasis on reading skills
- Nontraditional curricula
- Multimodal presentations
- Alternative test taking
- Contextually relevant lessons
- Curriculum-based assessments

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### Supports for Adaptive Behavior

- Anger management
- Social skills training
- Self-management training
- Service learning
- Adventure programming
- Self-advocacy

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## BD Teacher vs. Counselor Who am I?

- Developing rapport
- Listening skills
- Monitoring affect and behavior
- Providing feedback
- Formulate treatment goals

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## How to reach me....

- Suzanne Kemp at  
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