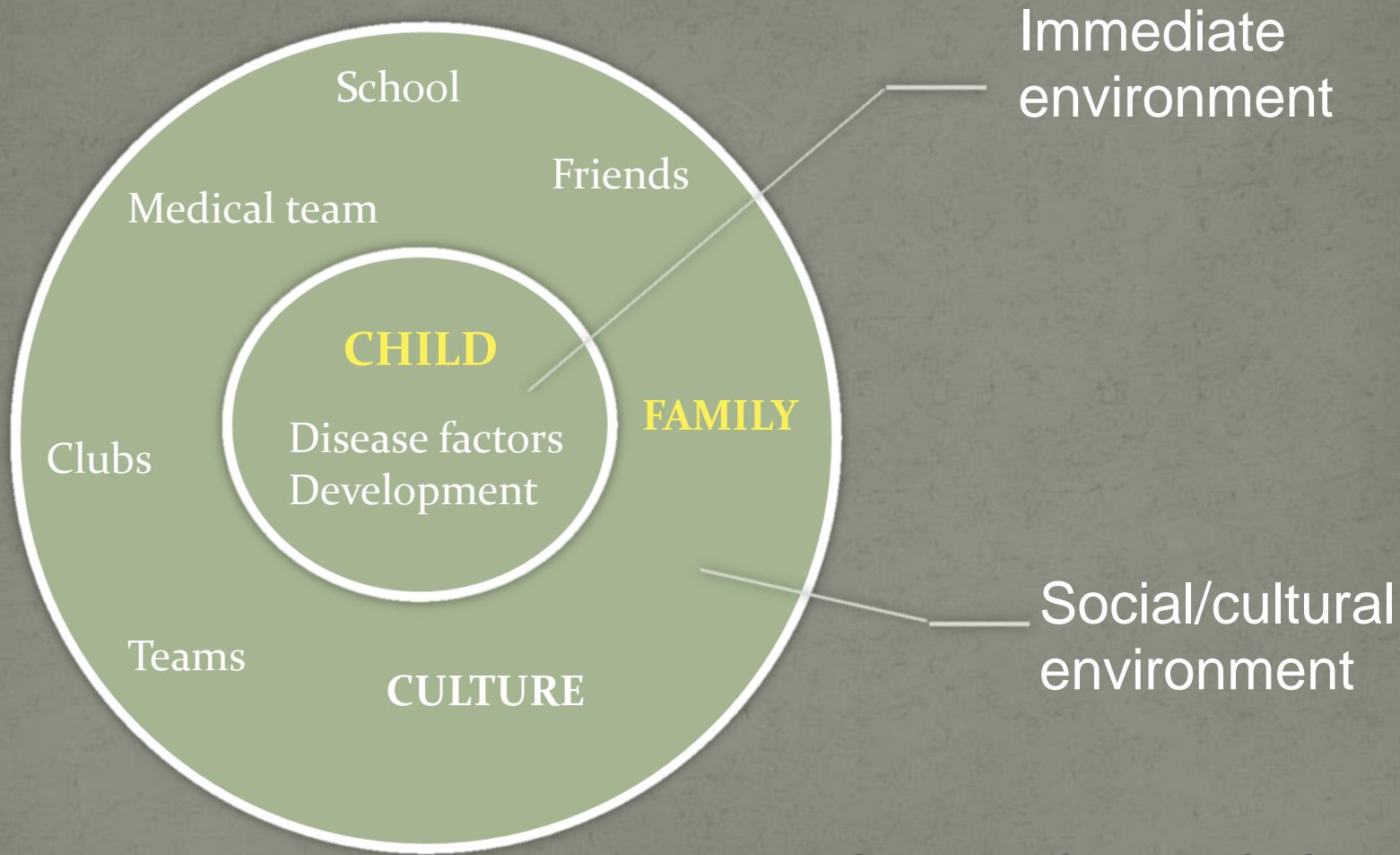


OMS: Caring for the Whole Child

Wendi Lopez, Psy.D.
Pediatric Psychologist
Cincinnati Children's Medical Center



Ecological model

Bronfenbrenner, 1986

Key areas

- Assessment
 - Psychological vs neuropsychological vs educational
- School Interventions
 - IEP vs 504 B plan
- Behavioral
 - Home behavior/parenting
 - School and social behavior
- Emotional
 - Anxiety/mood concerns
 - Emotional regulation

Assessment: Psychological

- Assess basic cognitive functioning and/or behavior and emotional functioning
 - IQ (WISC)
 - Global Behavioral Checklists (CBCL, BASC)
 - ADHD checklists (Conners, Vanderbilt)
 - Mood/anxiety checklists (SCARED, CDI, Beck)

Assessment: Neuropsychological

- Assessment of cognitive skills and functioning
 - Cognitive abilities (IQ)
 - Psychomotor speed and information processing
 - Academic or pre-academic skills
 - Visuo-motor integration
 - Executive Functioning: working memory, affect regulation, higher level planning/management
 - Behavioral functioning
 - Emotional functioning
 - Adaptive functioning (Vineland, ABAS)

Assessment: Educational

- Assess academic functioning
 - Typically done by school psychologist
 - Cognitive abilities (may use WISC)
 - Academic skills (variability in how these are assessed)
 - Emotional/Behavioral functioning
 - May involve classroom observation
 - Focus is what happens in school setting

IEP vs 504B Plan

- IEP: individualized education plan
 - Requires a condition as well as a documented area of educational weakness
 - Generally requires assessments by school psychologist, speech/language therapist, and OT/PT (if applicable)
 - Provides accommodations based on areas of weakness
 - Can include medical needs, emotional/behavioral interventions, therapies, and educational services

IEP vs 504B Plan

- 504B: Accommodation plan for medical needs
 - Requires medical diagnosis
 - Usually incorporate recommendations from medical provider(s)
 - Does not require full team assessment
 - Can accommodate for medical needs, emotional/behavioral interventions, and protection for absences
 - Typically will not cover therapies and special education services

Academic Interventions

- *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention* by Dawson and Guare
- *Teaching the Tiger* by Marilyn Dornbush and Sheryll Pruitt
- *Executive Function in Education: From Theory to Practice* by Lynn Meltzer
- *Promoting Executive Function in the Classroom (What Works for Special-Needs Learners)* by Lynn Meltzer

Individual

- Physical development
 - Independence
 - Functional abilities
- Cognitive development
 - Understanding of illness
 - Presentation of cognitive weaknesses over time
- Psychological development
 - Feeling “different”
 - Anxiety/depression
- Disease factors
 - Acute vs chronic
 - Medicine
 - Limitations/Safety issues

Family

- Marital status
- Support/understanding within family
- Siblings
 - Number, ages, and needs
- Financial/employment issues
- Parental/family health
- Parental anxiety/overprotection

Social

- School: private/public/home
- Groups/activities
- Independence from parents
- Social scrutiny/support
- Religious/faith groups
- Medical team support/relationships

What is NOT helpful

- Smothering (not giving independence)
- Asking about pain, discomfort (status checks)
- Over-nurturing (doing too much)
- Expressing excessive worry/doubt in front of the child
- Expressing doubt in treatments/medical providers in front of the child

What is helpful

- Allowing child to make choices/give input
- Encourage independence & communication
- Respect privacy
- Be an advocate with school and medical staff
- Allow the child to come to you for help
- Encourage child to manage his/her condition
- LISTEN! Don't assume you know/understand
- Focus on positive: improvements, talents, etc.

Emotional Self-Regulation

- Emotional language/identification
 - Can be helped by psychologist and/or speech
- Emotional expression
- Self-soothing
 - Sleeping independently, calming self
- Delaying gratification (aspect of impulse control)
 - Stop, Think, Act
- Cooperating with others
 - Understanding needs and feelings of others

Keys to coping

- Child:
 - Explore talents
 - Ask questions
 - Express feelings
 - Seek independence
 - Ask for help/support
 - *Externalize illness*

Keys to coping

- Parents/caregivers
 - Take care of self
 - Express feelings
 - Ask for help/support
 - See illness as separate from child

Parenting

- Know your child's strengths and weaknesses
 - Set up appropriate expectations
 - Maximize natural/logical consequences
 - Immediate reinforcement/consequences are best
 - Minimize distractions/reduce sensory input
- Know your own strengths and weaknesses
 - Know what and when to defer to others
 - Engage in purposeful self-care
 - Take breaks/ Chill-outs before you lose it
 - Pick your battles (keep your eye on the prize)

Interventions

- Attention/Concentration and Hyperactivity
 - ADHD resources are often helpful
 - Taking Charge of ADHD (several Barkley books)
- Executive Functioning
 - Smart But Scattered (Dawson)
- Parenting/General Behavioral Concerns
 - *SOS Help for Parents* by Lynn Clark
 - *The Power of Positive Parenting: A Wonderful Way to Raise Children* by Glen Latham
 - Positive Parenting Program (Triple P)
 - <http://www.triplep-parenting.net/glo-en/home/>
 - Parent Child Interaction Therapy (PCIT)
 - pcit.international@gmail.com

When to seek help...

- ANY TIME YOU NEED IT!!!
- New diagnosis
- Change in medical status
- Developmental changes
- Emotional changes
- Behavioral changes
- Just feeling lost, stuck, confused...