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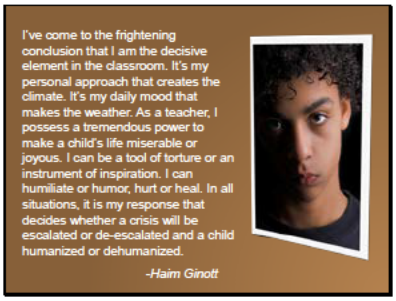

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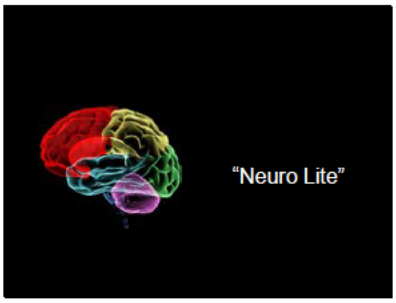

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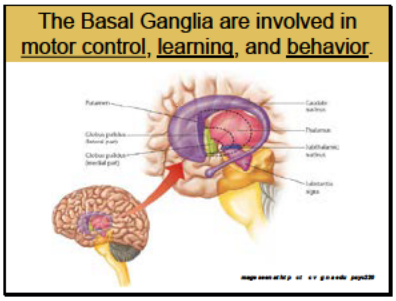

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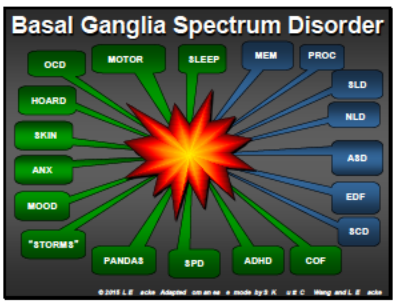

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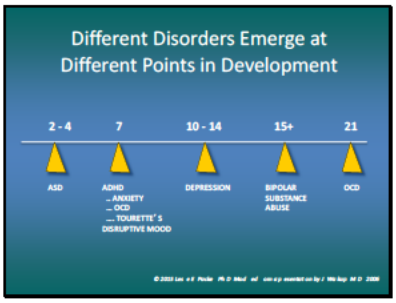

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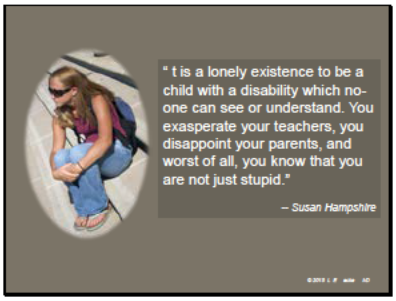

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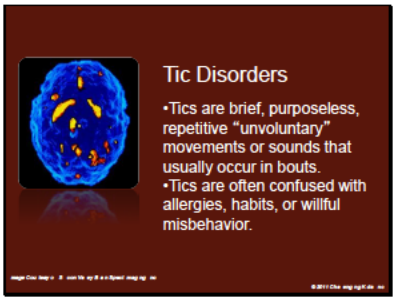

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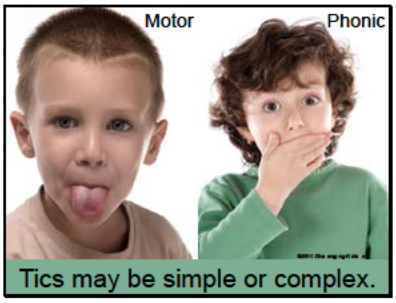

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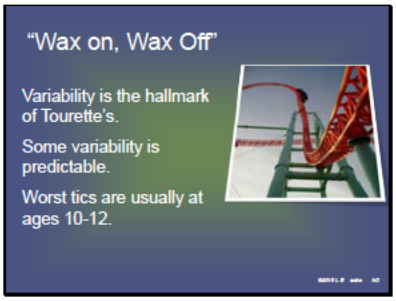

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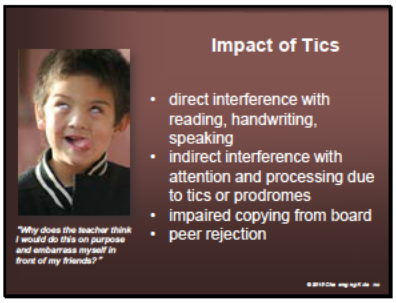

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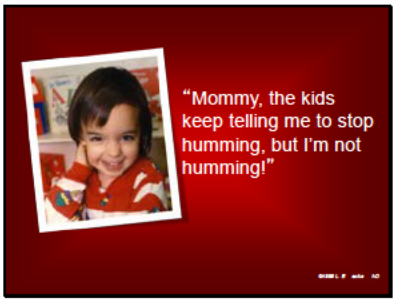

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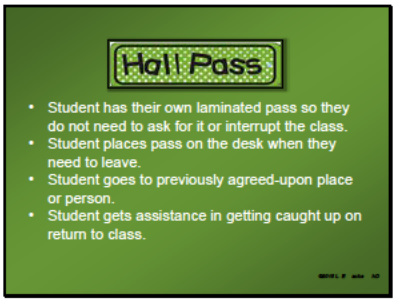

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Common Obsessions

- Doubting
- Dirt, germs, cleanliness, contamination
- Perfectionism
- Worrying about harm to loved ones or self
- Symmetry and order
- "Just Right" or "Just So"
- Need to experience sensations (burn, cuts)
- Aggressive thoughts or images (including sexual)
- Religious or moral scrupulosity
- "Moral policeman"

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Common Compulsions

He couldn't stop long enough to go swimming with his friends.

- Checking
- Hand washing/hygiene rituals
- Re writing
- Ordering/symmetry
- Evening up
- Making things "just right"
- Repeating
- Doing the forbidden
- Excessive praying
- Tattling
- Having to finish task
- Counting
- Seeking reassurance
- Slowness

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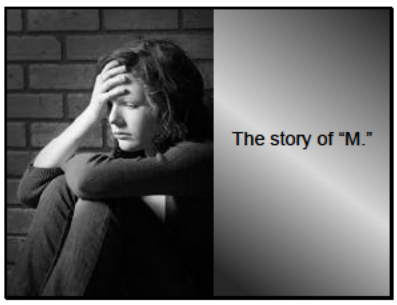

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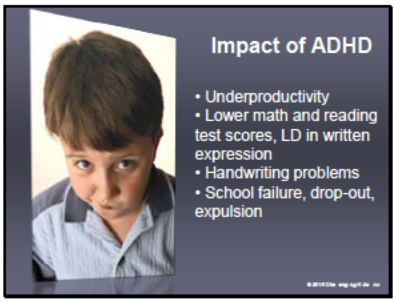

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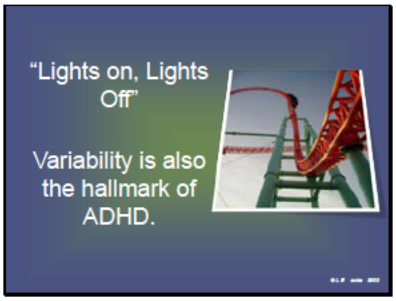

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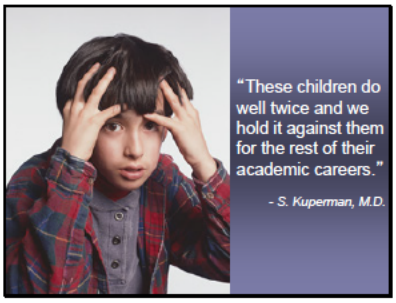

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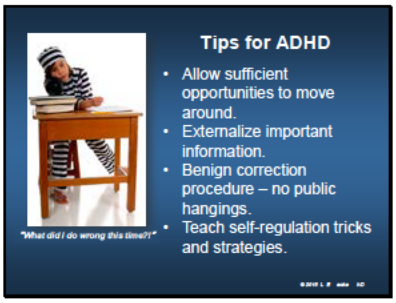

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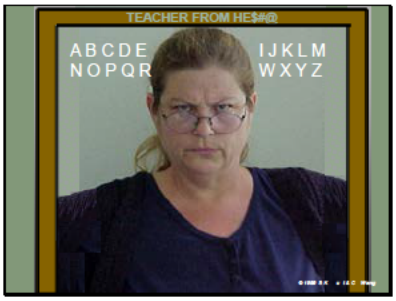

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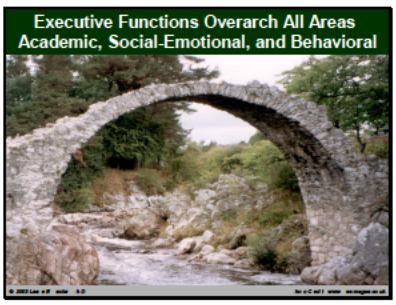

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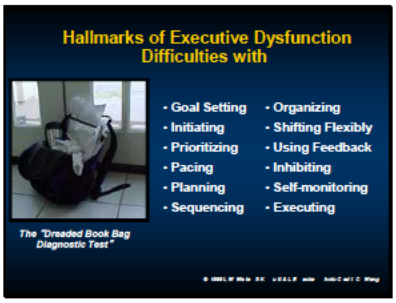

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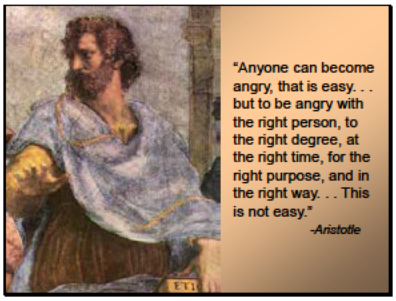

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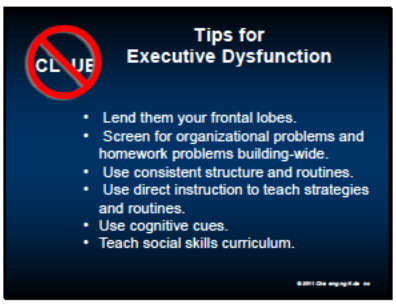

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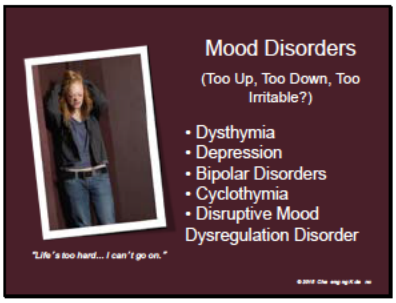

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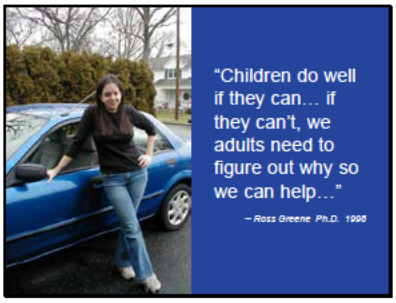

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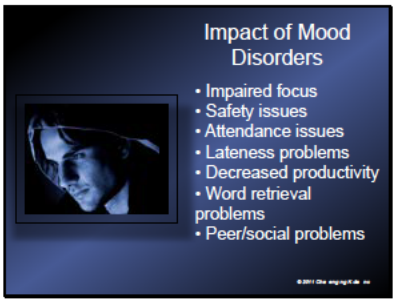

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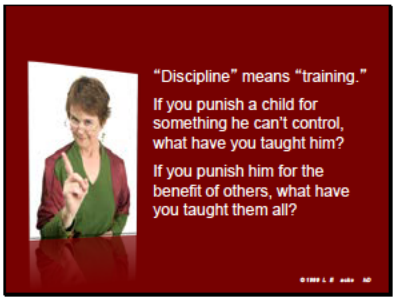

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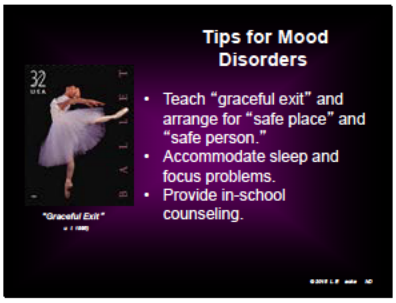

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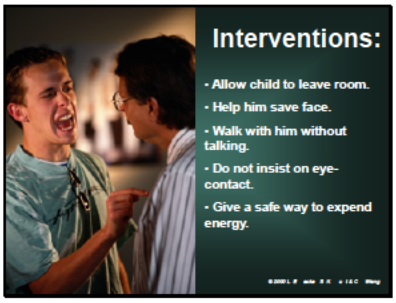

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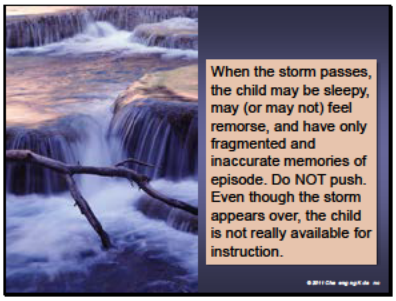

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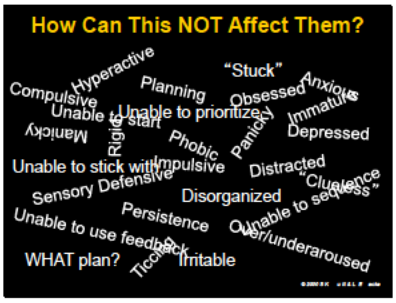

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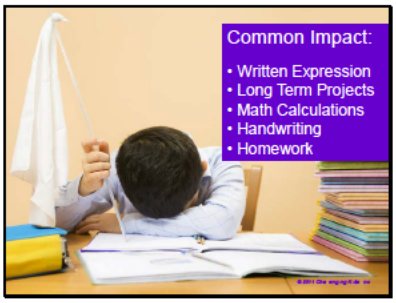

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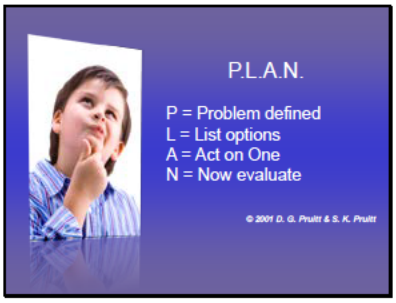

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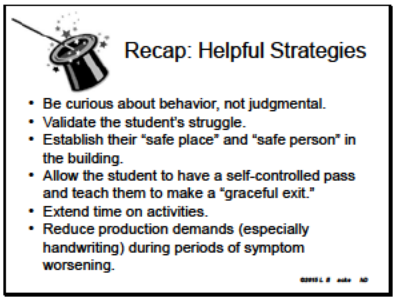

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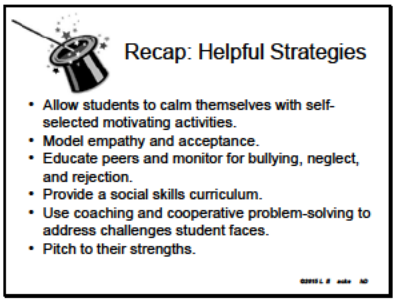

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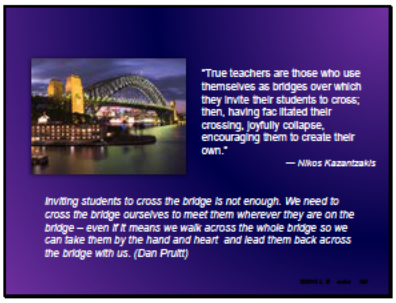

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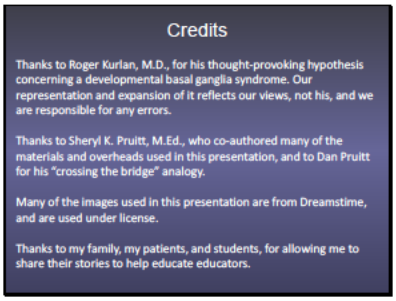
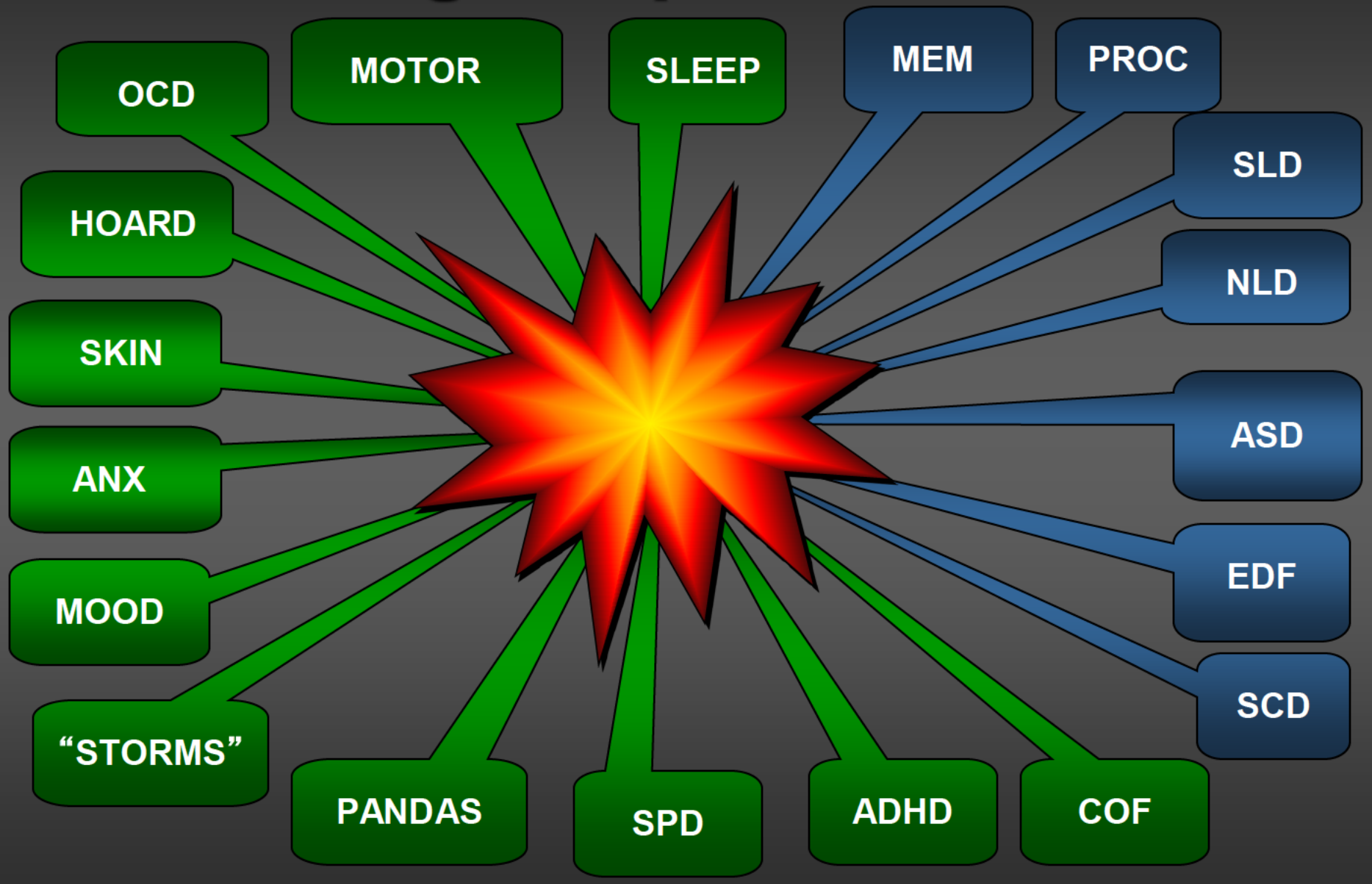


Basal Ganglia Spectrum Disorder



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KEY TO BASAL GANGLIA SPECTRUM DISORDER OVERHEAD

KEY

SLEEP = sleep disorders

MOTOR = motor control disorders -Developmental Coordination Disorder, tic disorders (including Tourette's), stereotypic movement disorder

OCD= Obsessive-Compulsive Disorder

HOARD = hoarding

SKIN = skin-picking disorder

ANX = non-OCD anxiety disorders (including Generalized Anxiety Disorder, Panic, Phobias, Separation Anxiety Anxiety, Selective Mutism, School Refusal)

MOOD = mood disorders (cyclothymia, dysthymia, depression, Bipolar Disorder, Disruptive Mood Dysregulation Disorder)

"STORMS" (not a DSM-5 recognized diagnosis)

PANDAS = Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal infections (not a DSM-5 recognized diagnosis)

SPD = Sensory Processing Disorder (not a DSM-5 recognized diagnosis)

ADHD = Attention Deficit Hyperactivity Disorder

COF = Childhood-Onset Fluency Disorder (formerly called Stuttering)

SCD = Social (Pragmatic) Communication Disorder

EDF = Executive Dysfunction (not a DSM-5 recognized diagnosis)

ASD = Autism Spectrum Disorders

NLD = Nonverbal Learning Disability (not a DSM-5 recognized diagnosis)

SLD = Specific Learning Disability

PROC = Processing Speed Deficits (not a DSM-5 recognized diagnosis)

MEM = Memory Problems (Short-term, long-term, or working memory) (not a DSM-5 recognized diagnosis)

Table 4.1. Tics of Tourette's Syndrome*

Type of Tic	Motor	Vocal/Phonic
Simple	Eye Blinking Eye Rolling Shoulder Shrugs Head Jerks Brushing or Tossing Hair Out of Eyes Mouth Opening Arm Extending Facial Grimaces Nose Twitching Lip-licking Squinting Tongue Thrusting Arm Jerks Lip Pouting Foot Tapping or Finger Tapping Rubbing Nose With Hand	Throat Clearing Grunting Yelling or Screaming Sniffing Blowing Sounds Barking Snorting Coughing Spitting Squeaking Humming Sucking Sounds Whistling Honking Laughing Lip Smacking Simple Whistling Sounds
Complex	Pulling at Clothes Touching People or Objects Smelling Fingers or Objects Jumping or Skipping Poking or Jabbing Punching or Hitting Kicking Hopping Kissing Self or Others Flapping Arms Squatting or Deep Knee Bends Twirling Around Tensing Muscle Groups Thrusting Movements of Groin or Torso Twirling Hair Toe Walking Copropraxia: Sexually Touching Self Sexually Touching Others Obscene Gestures Echo Phenomena: Echopraxia: Repeating others' actions Palipraxia: Repeating one's own actions Self-Injurious Behaviors (e.g., biting, hitting)	Making Animal-Like Sounds Unusual Changes In Pitch or Volume of Voice Stuttering Repeating Phrases (e.g., "hoo boy," "shut up," "uh," "hey hey") Echo Phenomena: Palilalia: Repeating one's own words or sounds Echolalia: Repeating others' words or sounds Coprolalia: Uttering obscenities or socially taboo phrases in bouts or single instances

* Adapted from *Educating children with Tourette Syndrome: Understanding and educating children with a neurobiological disorder. I: Psychoeducational implications of Tourette Syndrome and its associated disorders* (Packer 1995).

Table 4.2. Factors That Influence Tic Severity and Frequency

Factors that Increase Tics	Factors that Decrease Tics
■ Stress (including positive events) ■ Arousal ■ Before and after performing skilled tasks ■ Starting to relax ■ Fatigue ■ Waxing cycles ■ Illness (infections) ■ Allergies ■ Caffeine (coffee, coke, tea), preserving agents, refined sugar, and sweeteners ■ Asked to suppress tics (delayed) ■ Premenstrual and menstrual ■ Talking about tics ■ Being observed	■ Distraction ■ Being nonanxiously engrossed ■ During skilled tasks ■ Exercise (some exceptions) ■ Relaxing (delayed) ■ During sleep ■ Summer vacation ■ Waning cycles ■ Nicotine ■ Asked to suppress tics (initial) ■ Talking to friends ■ Novel situation ■ Doctor visits ■ Reading for pleasure ■ Informed and supportive school environment ■ Presence and use of special talents or gifts

The Animals Inside Me*

I have a spider inside me.
It makes my lips smack.
I have a spider inside me
and it makes me feel black.
His name is Tourette's.

I have a kangaroo inside me.
It makes me jump up and down.
I have a kangaroo inside me
and it makes me feel brown.
His name is Tourette's.

I have a frog inside me.
It makes me warty and mean.
I have a frog inside me
and it turns me green.
His name is Tourette's.

I have an eel inside me
and it makes me slither.
I have an eel inside me
and it makes me shiver.
His name is Tourette's.

I have a wild horse inside me.
It makes me feel like prancing.
I have a wild horse inside me
and it's always dancing.
His name is Tourette's.

I have a tiger inside me
and it makes me growl.
I have a tiger inside me
and when I get mad, I go "r-o-w-l!"
His name is Tourette's.

I'm going to shoot those animals.
I'm going to bring a banana.
I'm going to shoot those animals.
I'm going to wear a bandanna.

And then the puppy inside me
will make me happy and play.
And then the puppy inside me
won't ever run away.
His name is Justin.

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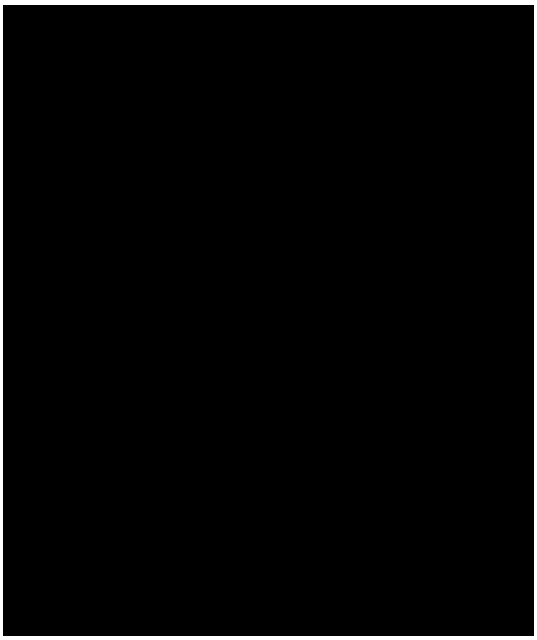
The Battle of My Life

I had been diagnosed with OCD,
It was the worst thing that ever could happen to me.
My medication wasn't right, I became very depressed,
My whole life changed, I was so worried, so stressed.
I was distant thinking no one would ever understand about this,
My old life I had loved, there was so much to miss.
One day as I sat there in my room,
It filled with darkness, scaredness, and gloom.
I saw my life flash before my eyes,
No one could help me or hear my cries.
I heard two voices as I reached for the knife,
One said "Don't do it", the other said "Die."
As I listened to the second voice, I slit my wrist making no noise.
I looked down and I started to cry,
Because that's when I realized I wanted to die.
I told my friend everything that next day,
She took me to the counselor, said it'd be OK.
They had me call my mom, told her I wanted to die,
I got so scared when I heard her cry.
She took me to the emergency room,
I was admitted to a psychiatric hospital, "Sarah is crazy",
my schoolmates would assume.
I was released within a week,
Coming home, comfort I did seek.
But instead when I returned to school,
No one talked to me, I felt like a fool.
Being so open with my friends, I thought they'd still stay,
Instead it just scared them and pushed them away.
I made a mistake by telling a certain friend,
I thought that she'd keep my secret 'till the end.
But she had told everyone, I had come to realize,
When I walked into school, seeing so many pairs of intense,
staring eyes.
So I threatened her in an aggressive way,
She had done this to me, now she would pay.
But as I thought some more, I decided enough is enough,
I would take away that barrier and not be so tough.
We listened to each other, talked things out,
There was no more conflict, no more doubt.
Since my 7th grade year I've come so far,
And when things get hard I just remember that times can get better,
as bad as they are.
For all the people who ask about this I won't admit,
What I did, I just sit,
and think about what would have happened if I died,
I think of all the things I would've missed out on, and again, I cried.

By: Sarah J.

From: Teen OCD web site at http://www.angelfire.com/il/TeenOCD/morepoems.html



A Mother's Thoughts

- B. D. Warner

There is a child in him, an innocent boy ~
& when that sweet boy peeks through his eyes,
It melts my heart - and I cry.

It's hard to remember how young, how sweet he is ~
During a tantrum, yelling the ugly words he says.

When every day is exhausting - there isn't a moment to spare,
But I remind myself, that is exactly why I am there.

To cherish my baby, like no one else ever could,
To build a foundation at home where he is understood.

Giving him the confidence that he is beautiful and unique,
Letting him know it doesn't always matter what other people may think.

His 'word' we say is just a silly thing his mind does,
To him it's like our punishments - he says he does it out of love ~

He doesn't like to be reprimanded but he knows it's because we care,
His word we don't like - but when it must come out, he tells us love is there.

So bright for five - to see beyond a word,
To know there is something more than what may be heard.

Isn't it funny that I learned that from him
to ignore the words, and really 'listen'.

To see beyond the tantrums, the rages of just being mad ~
To remember - he's just our 'baby', needing love from Mom & Dad.

Coaching, Cooperative Problem-Solving, and Instant Replay:
Interventions to Promote Social and Academic Skills

Coaching

Just as a sports coach tells the player what to do to be successful, a student can be instructed in what to do to experience success. All faculty, family, and adults in the student's life can be trained to become coaches. Coaching is done without strong emotions or criticism and is informative in tone. In the following example, a student with Executive Dysfunction (EDF) has encountered social difficulty with his peers during recess because he joined their game and then insisted on going next even though others were waiting their turn. The next day, before recess, the teacher talks privately with the student, as illustrated below:

"You remember yesterday when you tried to join the game with the other students? You joined them and wanted to go next, but other kids were waiting for their turn, and they got mad that you were trying to go ahead of them. So here's how we can fix this problem: Today when you go to join the game, you ask them who's the last one waiting for a turn, and then you say, "OK, I'll go after him."

In the preceding example, the coach told the student what happened, how his action affected others emotionally, and what to do now to be successful. This is a nonjudgmental, helpful way of explaining and correcting social mistakes without making the student feel bad about themselves. The student with EDF often requires such coaching.

If a student requires coaching, provide it at the point of performance and do not assume that lessons or behaviors rehearsed in one setting will generalize to another setting. Providing coaching across a variety of settings will foster greater acquisition and generalization.

After the game, the coach will again talk privately with the student to do an "Instant Replay, "as described in the next section.

Cooperative Problem-Solving (PLAN)

If the student is capable of recognizing problems and identifying options, you can engage them in cooperative problem-solving. In this program, either the student initiates the interaction by coming to you with a problem, or you initiate the interaction by identifying a problem and asking the student to work with you on solving it. There are four steps to the program:

Problem defined
List options
Act on one
Now evaluate

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When listing options, it is preferable to have the student generate the ideas. What do they think will work for them? Only suggest ideas if the student asks you to or seems unable to generate any ideas after you give them time to think about it. If reinforcers are to be used as part of the plan, ask the students what they think would be good reinforcers to support the plan. Also ask them what supports they think they need to comply with the plan, e.g, "Do you want any reminders? Do you think it would be helpful if….?" After the plan is implemented, evaluate it with the student using the "Instant Replay" technique.

Instant Replay

We have all heard sportscasters say "Let's go to the videotape" so that what happened can be reviewed. The "Instant Replay" technique is similar in meaning and usage. It is used to as a quick review of what happened so that we can point out what worked or what needs to change in the future. As with coaching, this technique is used <u>without</u> strong emotion and is informative in tone.

For the previous example, an Instant Replay would occur after the student had attempted to join the game at recess. The coach might say, "OK, your plan was to ask who was last and then say that you'd go after him or her. How did it work out for you?" After the student reports on their success or failure, the coach and the student decide whether the student will use that strategy again in the future or if it will be revised in light of what happened that time.

An "Instant Replay" can also be used to address and correct social blunders where there had been no plan, i.e., where the student impulsively does something in class that creates social difficulties.

Excerpted from Chapter 31, Challenging Kids, Challenged Teachers (2010)

Quotes

“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

-- Haim Ginott

“It is a lonely existence to be a child with a disability which no-one can see or understand. You exasperate your teachers, you disappoint your parents, and worst of all, you know that you are not just stupid.”

-- Susan Hampshire

“These children do well twice and we hold it against them for the rest of their academic careers.”

-- S. Kuperman, M.D

“Anyone can become angry, that is easy. . . but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way. . . This is not easy.”

-- Aristotle

“Children do well if they can… if they can’t, we adults need to figure out why so we can help…”

-- Ross Greene, Ph.D., 1998

“True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own.”

— Nikos Kazantzakis

“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.”

-- Carl Jung