



WIRED **DIFFERENTLY™** **Training Program**



**Discover the 5 Keys
to Working with
Students with
Mental Wellness
Challenges**

WIRED DIFFERENTLY

Approximately 20 percent of students in today's classrooms are diagnosable for a mental health issue according to the National Institute of Mental Health. And there is evidence to suggest that beyond this number, another 16 percent are borderline for meeting criteria for a mental health label. That means as many as one in three students in any teacher's class may have mental health issues leading to emotional and behavioral challenges.

These issues run the gamut from "Acting In" disorders like anxiety, mood disorders and Asperger's Syndrome to "Acting Out" disorders like oppositional defiant disorder. Teachers, counselors, administrators and other school personnel must be given tools to get the most out of this high-potential, neurodiverse group of students. Unfortunately, these issues can be undiagnosed and are easily misunderstood – and may be treated as simple discipline issues.

With the current emphasis on inclusive classrooms, general education teachers play a primary role in teaching students with mental wellness challenges. Yet, according to recent studies, many

feel unprepared to take on this role. The success of inclusion can only be realized if both university educators and staff development programs help to train and continue to educate general education teachers on the various disorders and how these students learn best.

The Wired Differently Training Program provides five keys to working with students who struggle to handle the normal pressures, stresses, conflicts and expectations of everyday life. Your staff will discover why traditional methods of dealing with these behaviors are not beneficial and why a consistent, teamwork approach to students who are wired differently is a must.



Acting In Disorders



Students with “Acting In” Disorders are usually more self-destructive than outwardly-destructive. The most common of these disorders in schools are anxiety disorders, bipolar disorder, Asperger’s syndrome and trauma (including post-traumatic stress syndrome). Because these challenges are inwardly focused, students who experience these issues are less likely to be identified for help.

Anxiety Disorders

Everyone experiences occasional anxiety, but for students with anxiety disorders, anxiety is always present but not in response to a specific danger or threat. These disorders can include separation anxiety, phobias, generalized anxiety and social anxiety. An educator might see:

- Frequent erasing or starting over
- Refusing to get started
- Worry about a test
- Resisting getting involved
- Avoiding participation in class discussions

Mood Disorders

Students with mood disorders experience dramatic shifts in mood and energy levels. In students, these moods often shift rapidly and a student may experience both extremes at the same time. These students are often precocious, bright and creative. Symptoms might include:

- Severe separation anxiety
- Raging
- Tantrums

- Oppositional behaviors
- Sensitivity to stimuli
- Inflexibility

Asperger’s Syndrome

Asperger’s is a disorder at the highly functional end of the autism spectrum. An educator might see:

- Persistent challenges in social interaction
- High sensitivity to changes in environment
- Confusion with complex assignments
- Disorganization
- Difficulty prioritizing tasks
- Aversion to certain motor activities

Trauma

Trauma is the emotional, social, behavioral or physical response to an upsetting event. In school, students dealing with trauma may exhibit the following:

- Distraction and difficulty concentrating
- Irritability
- Negative mood
- Anger
- Aggression

“This program provided a terrific overview of the most common disorders among students and how they manifest themselves in school. The insight into why students behave in certain ways was helpful. And the practical, specific interventions for students who are neurodiverse were invaluable.”

– Principal, Sacramento, CA



Acting Out Disorders

Students with “Acting Out” disorders behave in ways that are destructive or disruptive to those around them. The most common of these disorders in schools are attention-deficit/hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), borderline personality disorder and conduct disorder. The behaviors exhibited by students with these disorders can be the most disruptive and frustrating for teachers to deal with.

ADHD

Currently, 9.5% of children between the ages of 4 and 17 have ADHD. These children tend to be impulsive, inattentive and disorganized. On the other hand, these students can be very bright and creative. Teachers may encounter the following behaviors from kids living with ADHD:

- Distracting and disruptive behaviors
- Disorganization
- Unfinished assignments
- Lack of focus or hyper focus

Oppositional Defiant Disorder

Signs and symptoms of ODD generally begin during preschool years and are almost always developed before the early teen years. The symptoms cause significant impairment with family, social activities and school.

For a student to be diagnosed with ODD, he or she must exhibit four of these eight characteristics:

- Often loses temper
- Often argues with adults

- Actively defies and refuses to comply
- Deliberately annoys others
- Blames others
- Is touchy or easily annoyed
- Often angry or resentful
- Often spiteful or vindictive

Borderline Personality Disorder and Conduct Disorder

Other acting out disorders may include borderline personality disorder and conduct disorder. Both issues often include excessive anger which is troubling and disruptive for parents and teachers. The child’s intense anger may erupt quickly and intensely in reaction to limit-setting by adults, as well as to teasing and seemingly minor criticism by peers or adults. Some underlying causes may be:

- Attachment problems or disassociation
- Anxiety or fear
- Retaliation to ongoing hurt and unfairness
- A lack of control
- Being disconnected from peers
- Frustration over school

“I found this training to be very informative regarding multiple disorders that affect many students in my class.”

– Special Education Teacher, Indianapolis, IN

Training Agenda

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This training event will help **teachers, counselors, administrators** and **other professionals** understand how to support and teach this high-potential portion of the student population – while avoiding an unmanageable classroom environment.

DAY ONE

» **Critical Insights and Recommended Approaches**

- Overview of disorders in young people DSM
- “Acting In” vs. “Acting Out” disorders
- Mental illness, mental health and mental wellness
- Significant factors impacting mental wellness
- Common misunderstandings
- Nature and nurture
- Why traditional policies and practices often fail

» **The Five Keys: Core Beliefs When Working with Students**

Key #1: Owning Who You Are

Key #2: Reasonable Accommodations

Key #3: Prevention

Key #4: No Stigma Zone

Key #5: A Positive and Welcoming Climate

» **Overview of Positive Behavior Supports**

- A 3-tiered approach for supporting positive school climate and effective student behavior
- Tier 1 supports for all students
 - 8 foundations of effective classrooms

» **Acting In Disorders**

• **Anxiety disorders**

- The origins of anxiety
- The challenges of anxiety in school
- Successful strategies and accommodations
- Review cases and practical applications

• **Trauma (including PTSD)**

• **Reactive attachment disorder**

• **Mood disorders**

- Depressive disorders
 - Disruptive mood dysregulation disorder
 - Major depressive disorder
- Bipolar disorder
- The origins of mood disorders
- The challenges of mood disorders in school
- Successful strategies and accommodations
- Review cases and practical applications

• **Asperger’s syndrome**

- The issues and challenges of Asperger’s syndrome
- The challenges of Asperger’s in school
- Successful strategies and accommodations
- Review cases and practical applications

The Wired Differently Program will make the greatest impact on school climate and academic achievement when delivered in a two-day format. However the one-day format provides an excellent overview and delivers powerful, practical strategies for helping students with “acting in” and “acting out” disorders.

Training Agenda

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DAY TWO

» Brief Review of Day One

- The Five Keys
- Positive behavior supports

» Acting Out Disorders

- Attention-deficit/hyperactivity disorder (ADHD)
 - The issues and challenges of ADHD
 - The challenges of ADHD in school
- Successful strategies and accommodations
- Related issues
- Borderline personality disorder
- Oppositional defiant disorder
- Conduct disorder

» Skills for Preventing Disruptive Behaviors

- Pre-correcting
- Cuing
- Teaching and re-teaching

- Positive behavior reinforcement
- Unique strategies to minimize escalation
- The importance of professional boundaries
- Anger and acting out disorders

» Strengths and Assets: Building a Community of Courage to Support Neuro-Diverse Students

» Parents and Staff

- Family collaboration
- Trust and involvement
- Empathic listening
- How to encourage more parent/family involvement

» Tying it All Together: Putting The Five Keys to Work

- Creating and supporting a school-wide strategic approach

“Managing my classroom with students who are ‘wired differently’ feels more doable after this terrific training program. This is so necessary for every educator!” – Teacher, Salt Lake City, UT





Students who are “wired differently” must overcome unique challenges that can “lock the door” to academic achievement.

Discover the **5 Keys** to working with students with “Acting Out” and “Acting In” disorders:



Owning Who You Are

- Know yourself – temperament, personality, unique cognitive and emotional needs
- Monitor yourself by recognizing early warning signs



Reasonable Accommodations

- Specific to cognitive and emotional needs
- Address many natural challenges



Prevention

- Teaching
- Re-teaching
- Cuing
- Pre-correcting



No Stigma Zone

- Respond to inappropriate remarks
- Non-judgmental language
- A culture of understanding and inclusion



A Positive and Welcoming Climate

- Respect given and received, no embarrassing or putting down
- Most effective school for all is positive and preventive, has mental health on site and encourages family collaboration
- Strength building

The Wired Differently Training Program Will Help Educators Learn to:

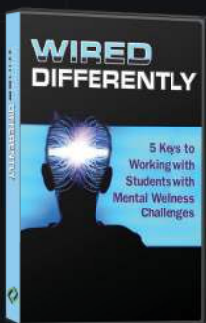
- » Recognize common misunderstandings educators may have about these students
- » Restructure traditional policies and practices that often fail with these students
- » Implement do's and don'ts for supporting these students with dignity and respect
- » Create a climate that strikes a balance between challenge and support – helping smooth social interactions
- » Develop practical ways to prevent students from riding the mental health escalator.



The Wired Differently Training Program was developed by AccuTrain, with expert guidance from nationally recognized trainer and school success consultant Mike Paget. Mike works with schools throughout North America on creative techniques for crisis intervention and managing classroom behavior. As a state education department consultant for students with severe emotional and behavioral problems, Mike spent 20 years working extensively with ODD, CD and other special needs. He is co-author of *Defying the Defiance: 131 Insights, Strategies, Lessons and*

Activities for Helping Students with ODD and Aggressive and Violent Students. His newest book is *High on the Spectrum: Asperger's, High-Functioning Autism & Related Personalities.*

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Also available: Wired Differently: 5 Keys to Working with Students with Mental Wellness Challenges e-learning course.

This interactive online training course employs real-life scenarios to introduce educators to concepts that are critical to success when working with students who are diagnosable with various disorders.