

Section 4: *Times of Challenge*

Tackling the Tough Topics





“The ultimate measure of a person is not where they stand in moments of comfort and convenience, but where they stand in times of challenge and controversy.”

Martin Luther King, Jr.

Manipulation

- Are you a manipulator?
- What is manipulation?
- Not a personal attack.
- Take a closer look.
- Get to the heart of the issue.
- Substitute negative coping skills with positive.

School Anxiety

- Anxiety like a blanket over all other symptoms.
- 2/3 have co-occurring diagnosis of anxiety disorder.
- How anxiety looks in the classroom.
- Reducing anxiety in a typical classroom.
- Engage the student.
- Alternate options.

Suicidal Talk

<http://www.yellowribbon.org/Cards.html>



- Recognize the signs of suicidal thinking.
 - Making suicidal statements.
 - Preoccupation with death in conversation, writing, or drawing.
 - Giving away belongings.
 - Withdrawal from friends and family.
 - Aggressive or hostile behavior.
 - Running away from home.
 - Risk-taking behavior, such as reckless driving or being sexually promiscuous.
 - Neglect of personal appearance.
 - A change in personality (such as from upbeat to quiet).
- Immediately report suicidal comments.
- Openly acknowledging thoughts of suicide does not increase suicide attempts but may save a life.

Psychosis

- What is Psychosis?
- What are Hallucinations?
- Is it apparent in the classroom?
- Stress triggers.
- Recognizing and reporting signs of psychosis.
- Dealing with psychosis in the classroom.

Fight or Flight

- When fight or flight response is appropriate.
- Amygdala response.
- Dealing with 'fight'
 - De-escalation – Low expressed emotion.
- Dealing with 'flight'
 - Safe place to flee
- After the fact – FBA and BIP, look for triggers.

Transitioning After a Crisis

- Time to recovery after an episode.
- Additional limitations.
- Plan ahead. Meeting with parents and instructions from doctor or hospital.
- Stigma in the classroom/ peer issues.

Teacher Burnout



- Good days – Bad days.
- When you are struggling with strong negative feelings about a student.
- Recharging your batteries.
- When to ask for help.
- Where is your limit?

Transitioning – Beyond High School

- Wide range of needs according to ability.
- Longer time to transition.
- Longer time to accomplish.
- Motivation – finding the gift.
- Try and try again.

Review on section 4:

Tackling the Tough Topics

Review: Can you Answer?

- What is Bipolar Disorder?
- What are the three sides to the Treatment Triangle?
- How can a teacher play a role in each side?
- How do brain abnormalities affect the student?
- What is an appropriate classroom environment?
- What accommodations can help?
- How can you avoid teacher burnout?

You can be the world of difference to a child with bipolar disorder!

What's Next....How do I apply this information to help my student today?

More Resources - Websites

- BPCchildren www.bpchildren.com
- School Behavior www.schoolbehavior.com
- STARFISH Advocacy Association www.starfishadvocacy.org
- School Behavior www.schoolbehavior.com
- Juvenile Bipolar Research Foundation www.jbrf.org
- The Child & Adolescent Bipolar Foundation www.bpkids.org
- National Alliance on Mental Illness www.nami.org

Books by Tracy Anglada

- Brandon and the Bipolar Bear: A Story for Children with Bipolar Disorder
- Turbo Max: A Story for Friends and Siblings of Children with Bipolar Disorder
- Intense Minds: Through the Eyes of Young People with Bipolar Disorder
- The Childhood Bipolar Disorder Answer Book: Practical Answers to the Top 300 Questions Parents Ask
- SWIVEL to Success – Bipolar Disorder in the Classroom: A Teacher's Guide to Helping Students Succeed

You Can Make a
Difference!!
