Using Neurocounseling to work with the Twice-Exceptional (2e) Person

Missouri Mental Health Counseling Association

October 8, 2021

Jim Russell Ph.D., L.L.C

For the power point go to: http://www.jimrussellphd.com

For the power point go to:
http://www.jimrussellphd.com

Learning Objectives

- Neurocounseling
- Psychoeducational Theory
- Description of the twice-exceptional person (2e): i.e., being Gifted/Dyslexic
- The tools used in Neurocounseling
- To understand: Strengths, …then weaknesses & The Average Person Standard
- Asynchronous Development

2e
TEDx
GatewayArch

TEDx Talk

https://www.youtube.com/watch?v=H-THZbFEmWU

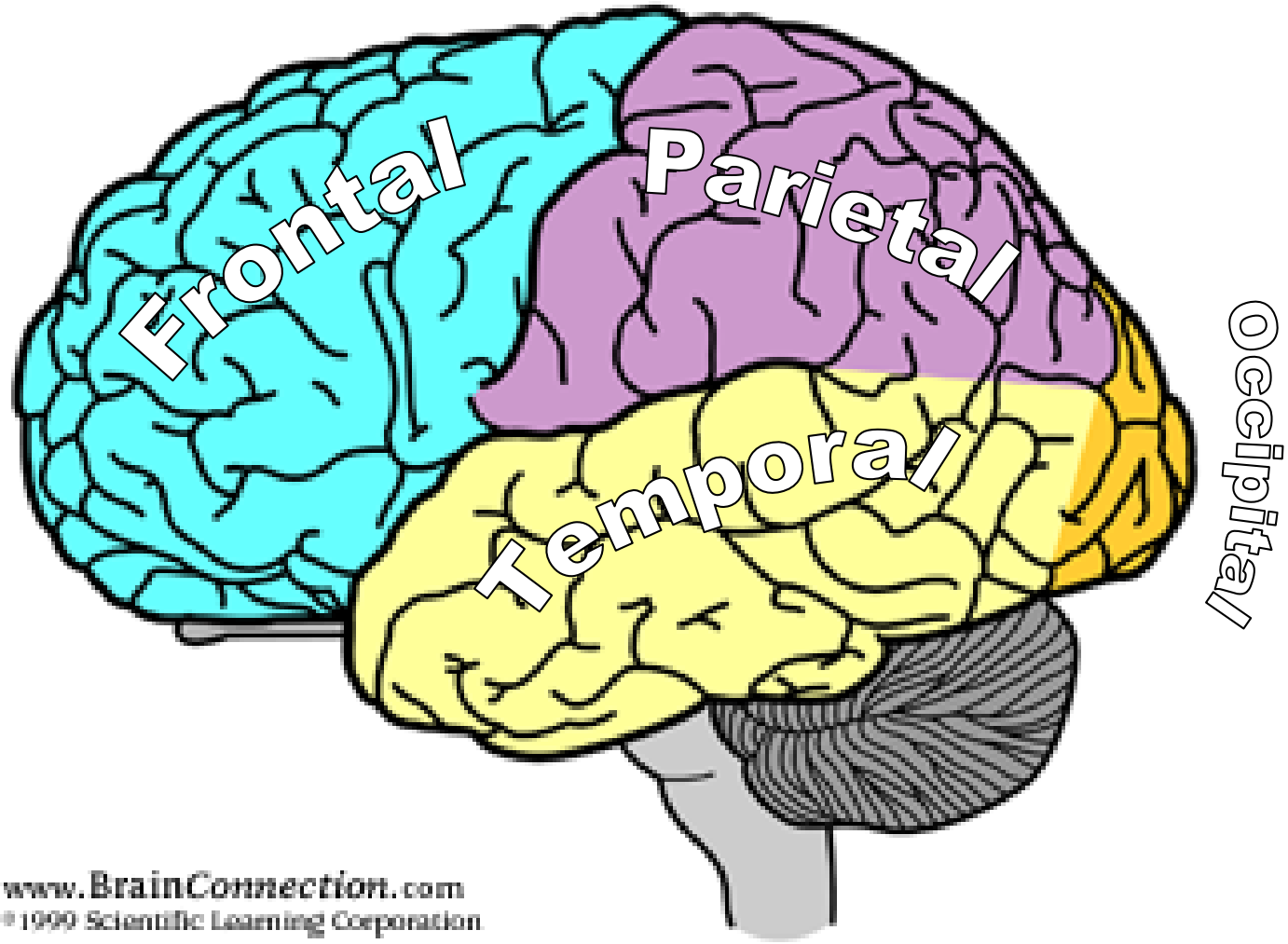
Twice Exceptional Leaners (2e) Jim Russell…

YouTube

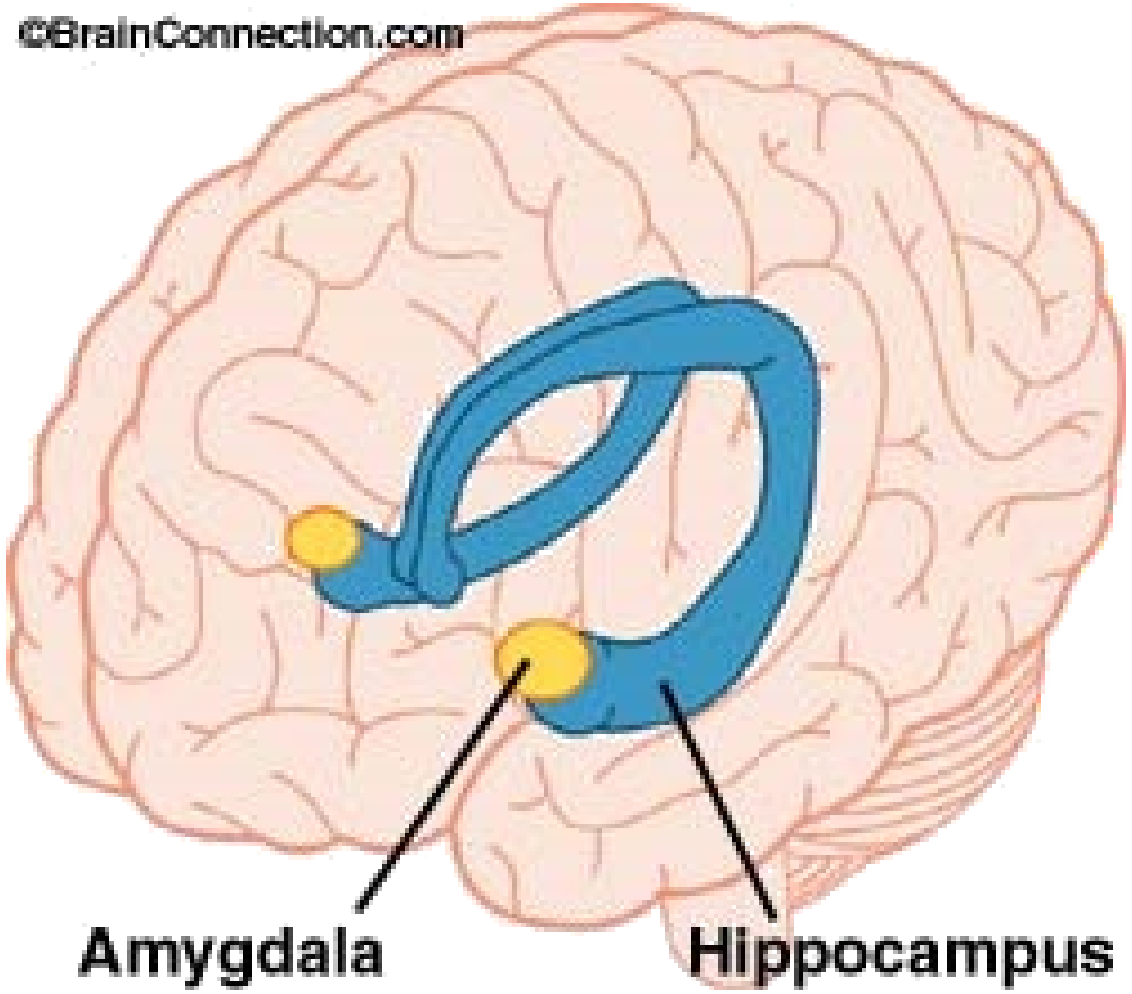
2e

Statistics

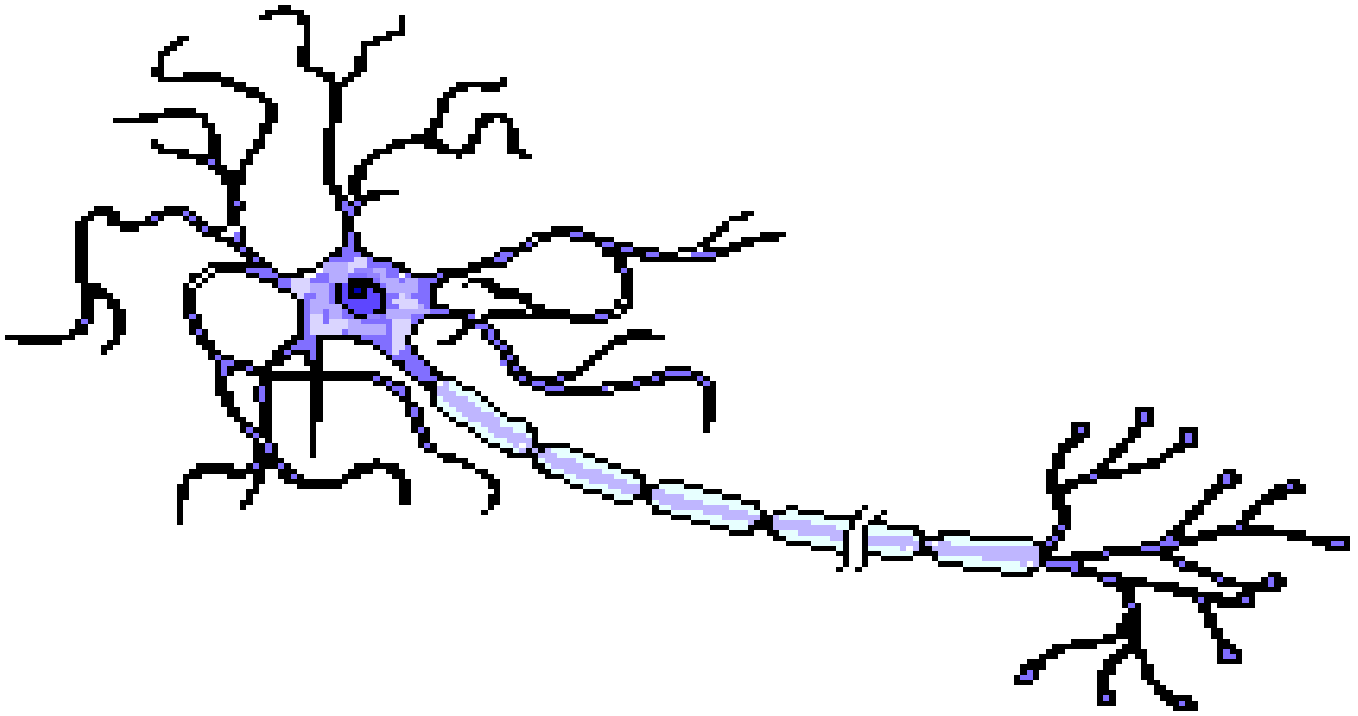
Lateral Brain



Amygdala & Hippocampus

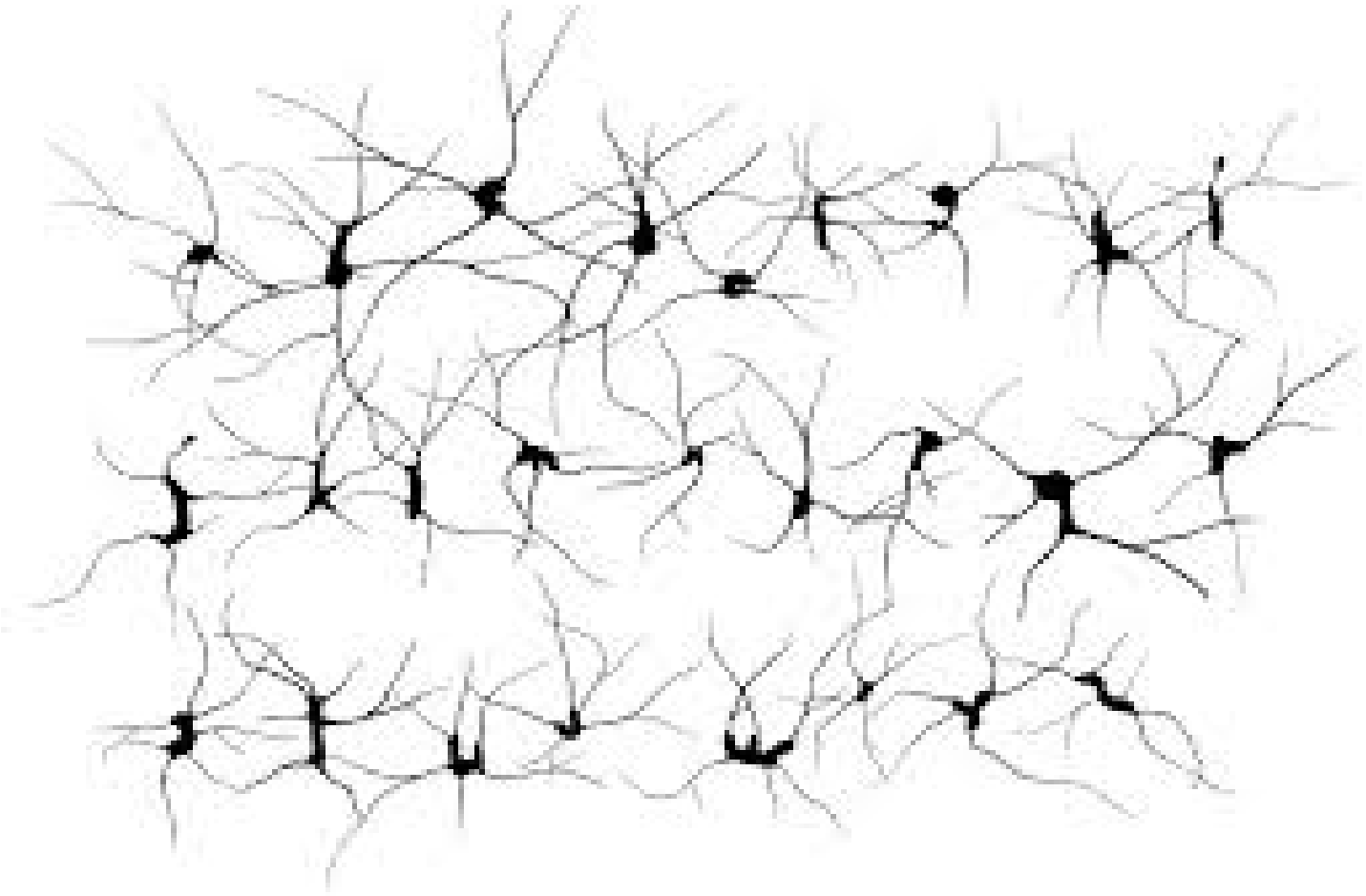


Neuron



http://www.bishops.org.za/

Networks

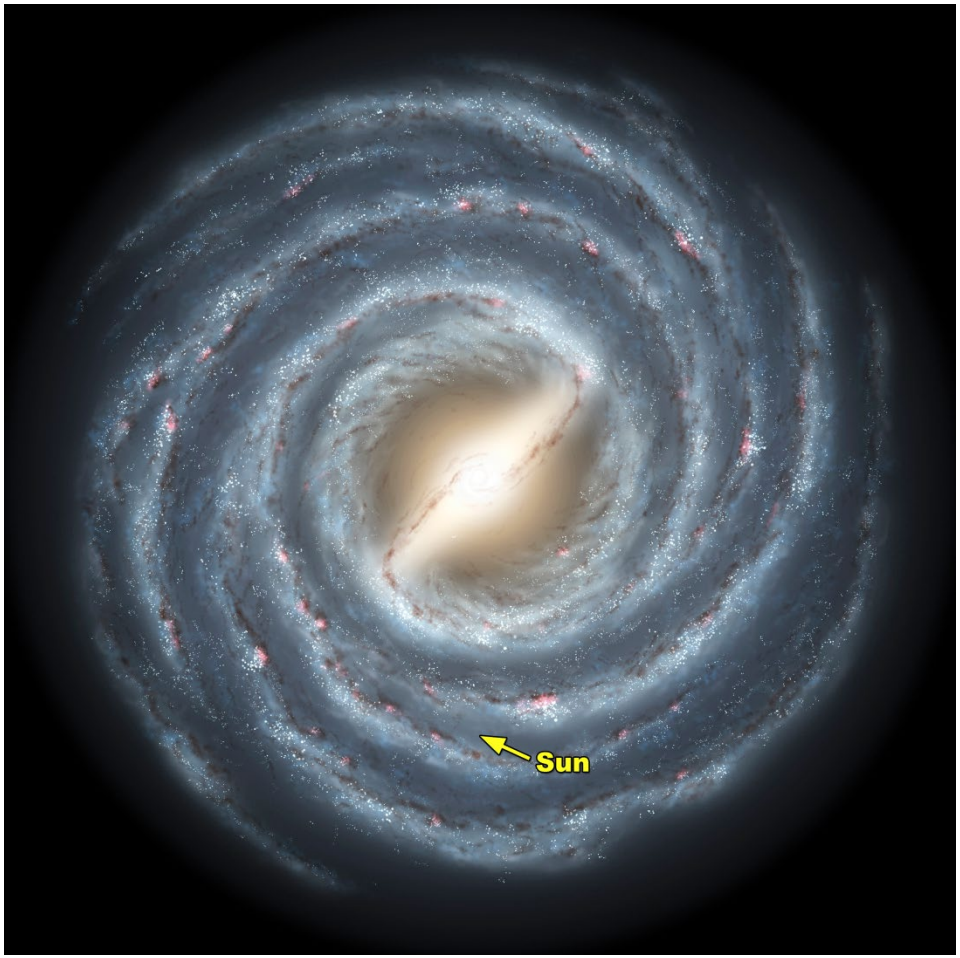


http://www.alanturing.net/

Connections

10^{79}

Milky Way Galaxy



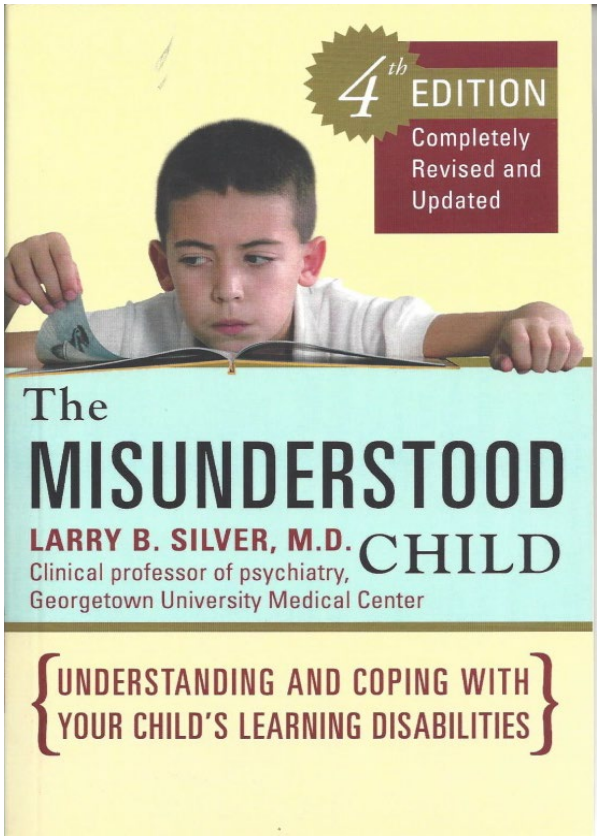
NASA/JPL-Caltech/R. Hurt (SSC/Caltech)

Flow chart for LD:

- Input
- Integration
- Memory
- Output

Adapted from
Dr. Larry Silver's book,
The Misunderstood Child

ISBN # 978-0-307-33863-1



http://www.sciencekids.co.nz/images/pictures/math/tallymarks.jpg

What is Neurocounseling?

- Neurocounseling has been defined as "the integration of neuroscience into the practice of counseling…

(Russell-Chapin 2016, Preface p. IX)

Russell-Chapin. L.A. (2016). Integrating neurocounseling into the counseling profession: An introduction. *Journal of Mental Health Counseling*, 38, 93-102. http://dx.doi.org/10.17744/mehc.38.2.01

What is Neurocounseling?

…by teaching and illustrating the physiological underpinnings of many of our mental health concerns."

(Russell-Chapin 2016, Preface p. IX)

Russell-Chapin. L.A. (2016). Integrating neurocounseling into the counseling profession: An introduction. *Journal of Mental Health Counseling*, 38, 93-102. http://dx.doi.org/10.17744/mehc.38.2.01

Neurocounseling

…helps to see how psychotherapy changes the brain (rewiring the circuits)

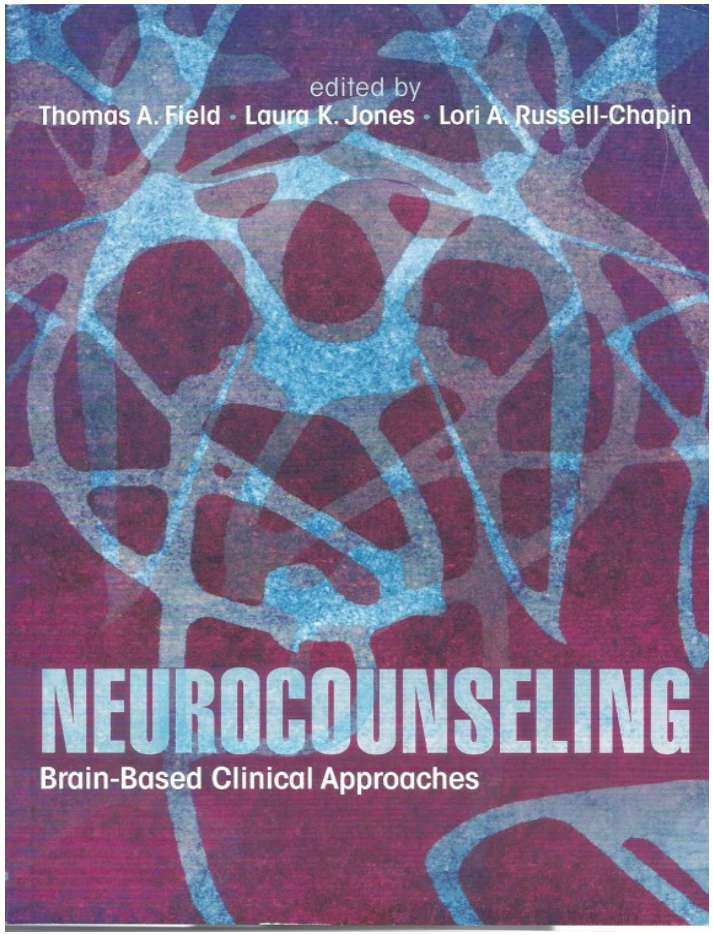
…uses a brain based perspective

…is from a psychoeducational model,

via a comprehensive evaluation (testing)

…(other models use biofeedback or neurofeedback)

Field-Jones-Russell
ISBN # 978-1-55620-364-0



Neurocounseling using Psychoeducation

- Is an evidence-based therapeutic intervention
- Focused on the present and future
- Based in neurobiological research

Psychoeducation

- At its core it is a Humanistic approach
  (N of 1)
- Looking at ecological environments
  (Home-school-work)
- The cognitive evaluation can guide ADA accommodations to level the playing field
- Referral to expert clinicians

Psychoeducation

Psychoeducation can be considered a theory of service delivery where the practitioner:

- Gathers information via a comprehensive psychosocial history, history, and more history
- Does an assessment of cognitive and emotional issues
- Delivers the information to the client in a safe environment

What is Twice exceptionality 2e ?

Intellectually Gifted

Some form of a disability

Disability = Disorder

What is Twice Exceptional ? (2e)

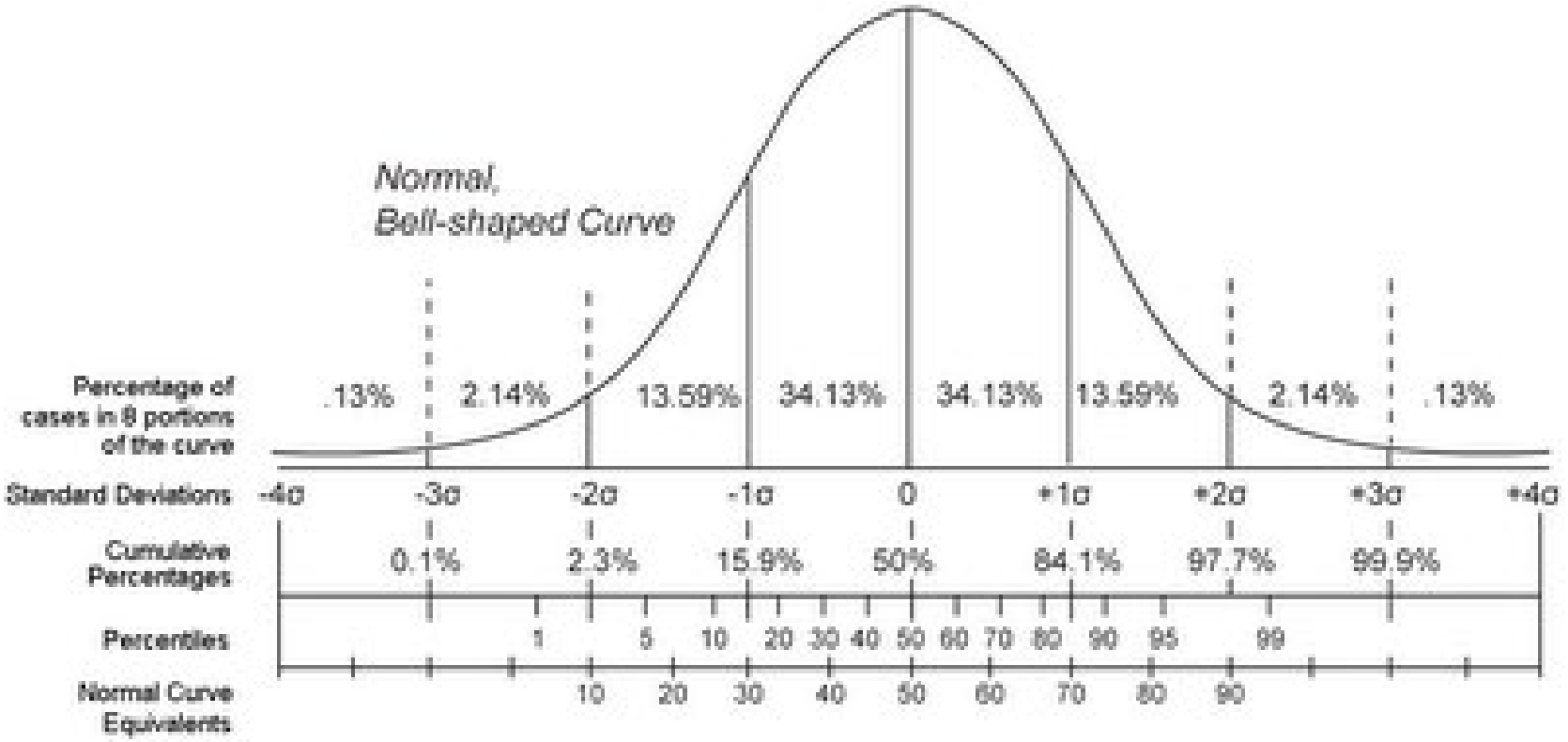
Gifted-Deficits

Top 2%

Bottom 21%

N = 1

Bell Curve


Normal,
Bell-shaped Curve
Percentage of cases in 8 portions of the curve
.13%
2.14%
13.59%
34.13%
34.13%
13.59%
2.14%
.13%
Standard Deviations
-4σ
-3σ
-2σ
-1σ
0
+1σ
+2σ
+3σ
+4σ
Cumulative Percentages
0.1%
2.3%
15.9%
50%
84.1%
97.7%
99.9%
Percentiles
1
5
10
20
30
40
50
60
70
80
90
95
99
Normal Curve Equivalents
10
20
30
40
50
60
70
80
90

Characteristics of Gifted/LD:

- Ability to express emotions
- Ability to improvise with commonplace materials
- Articulateness in role
- playing and storytelling
- Enjoyment of and ability in a specific area
- Expressive speech
- Fluency and flexibility in nonverbal media
- Enjoyment of and ability in small group activities
- Problem solving
- Humor
- Originality of ideas in problem solving
  - (Adapted from Torrence)

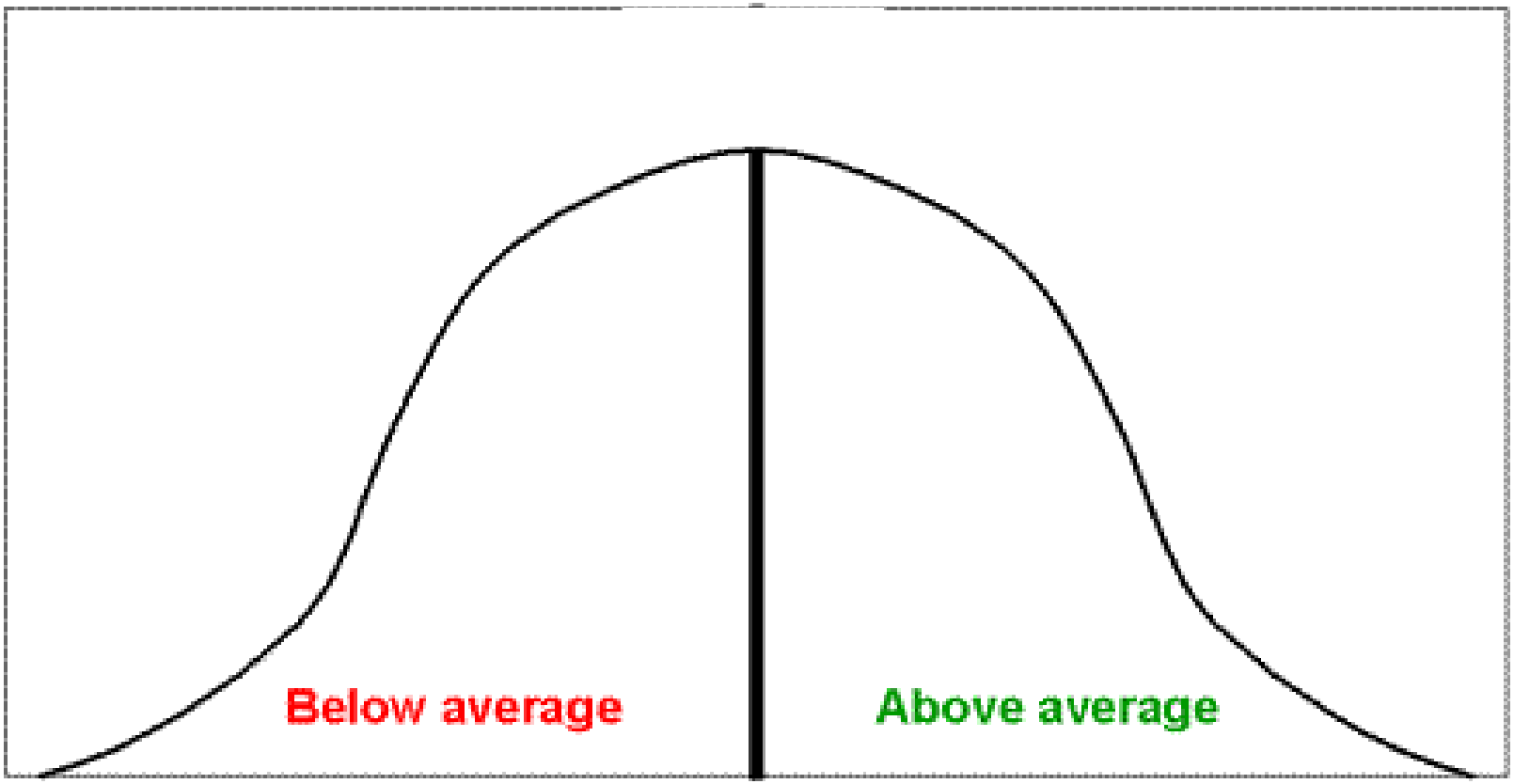
Linda Kreger Silverman (1989, p.37) describes the characteristic behaviors of this group as:

- Perfectionism
- Supersensitive
- Lacks social skills
- Has unrealistic self-expectation
- Socially isolated
- Hyperactive
- Low self esteem
- Distractible
- Has psychomotor inefficiency
- Chronically inattentive
- Frustrated by demands of the classroom

- Fails to complete assignments
- Excessively critical of others
- Rebellious against drill and excessive repetition
- Become "an expert" in one area and dominates discussion with their expertise
- Disparaging of the work they are required to do

The **most** important thing for Neurocounselors to do when working with (2E) clients:

Describe the person's strengths!!!!!!!!!

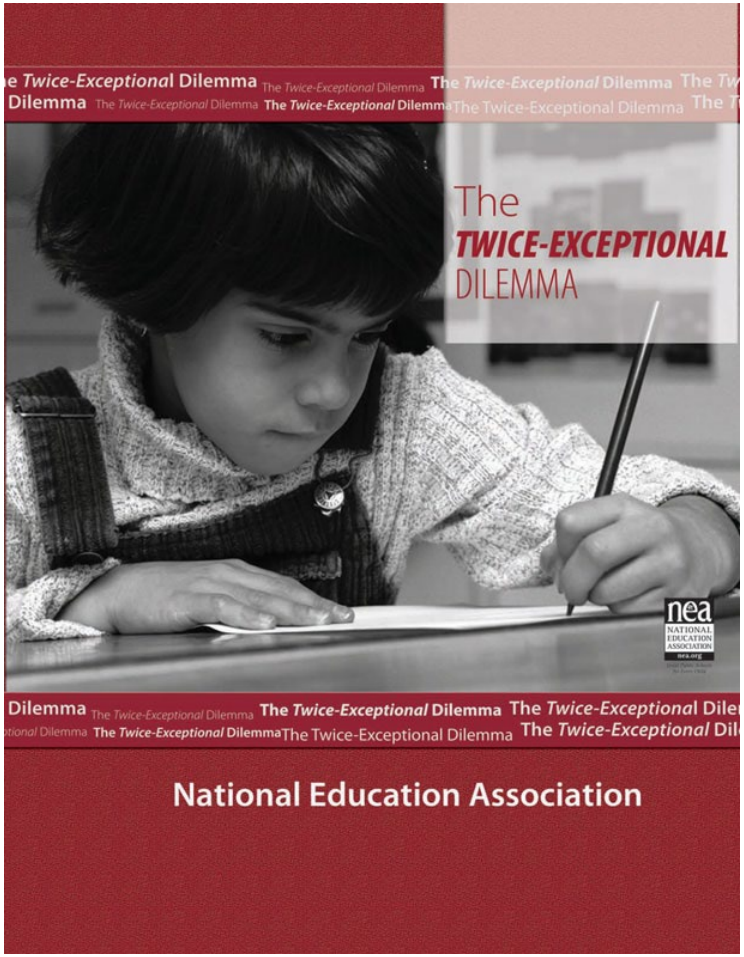


Prime Directive

No two (2e) humans are like

N=1

http://www.nea.org/assets/docs/twiceexceptional.pdf



National Education Association (NEA)

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Looking at the "big picture," twice-exceptional students are important to the future of our communities.

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Their unrealized potential can mean immeasurable societal costs:

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inspiring community leaders who are never elected,

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cures for diseases that are never discovered,

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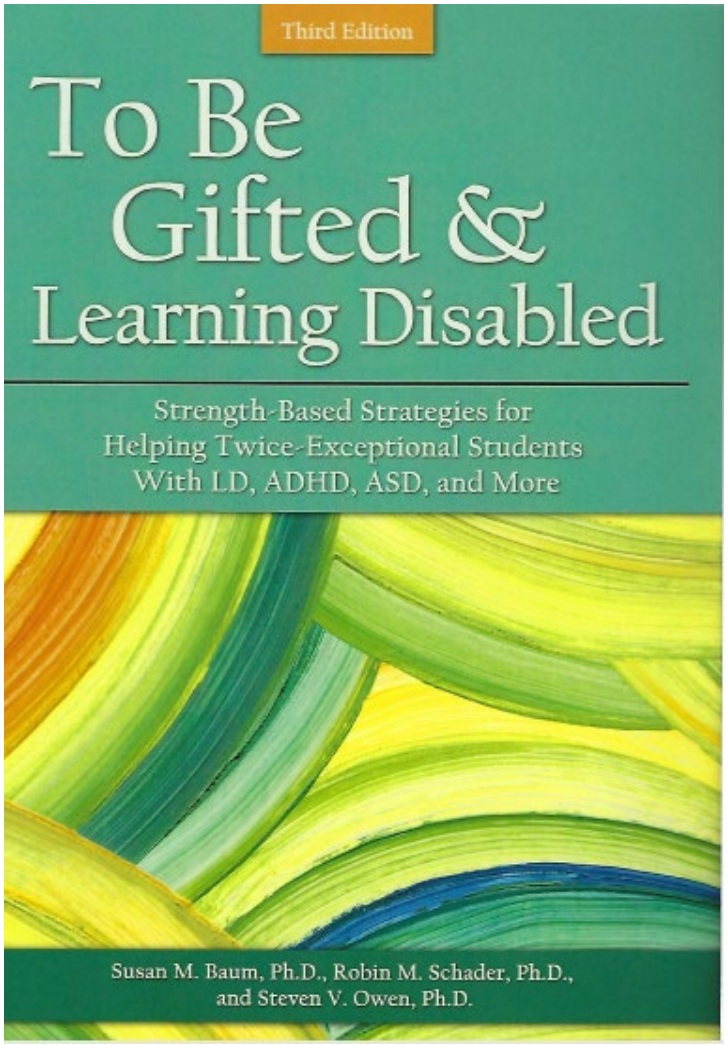
revolutionary inventions that are never patented;

Good Resource

ISBN # -13: 978-1-61821-644-1



To Be Gifted& Learning Disabled (2017), Baum, Schader, & Owens, on page 18, ISBN- 13 978-1-61821-644-1.

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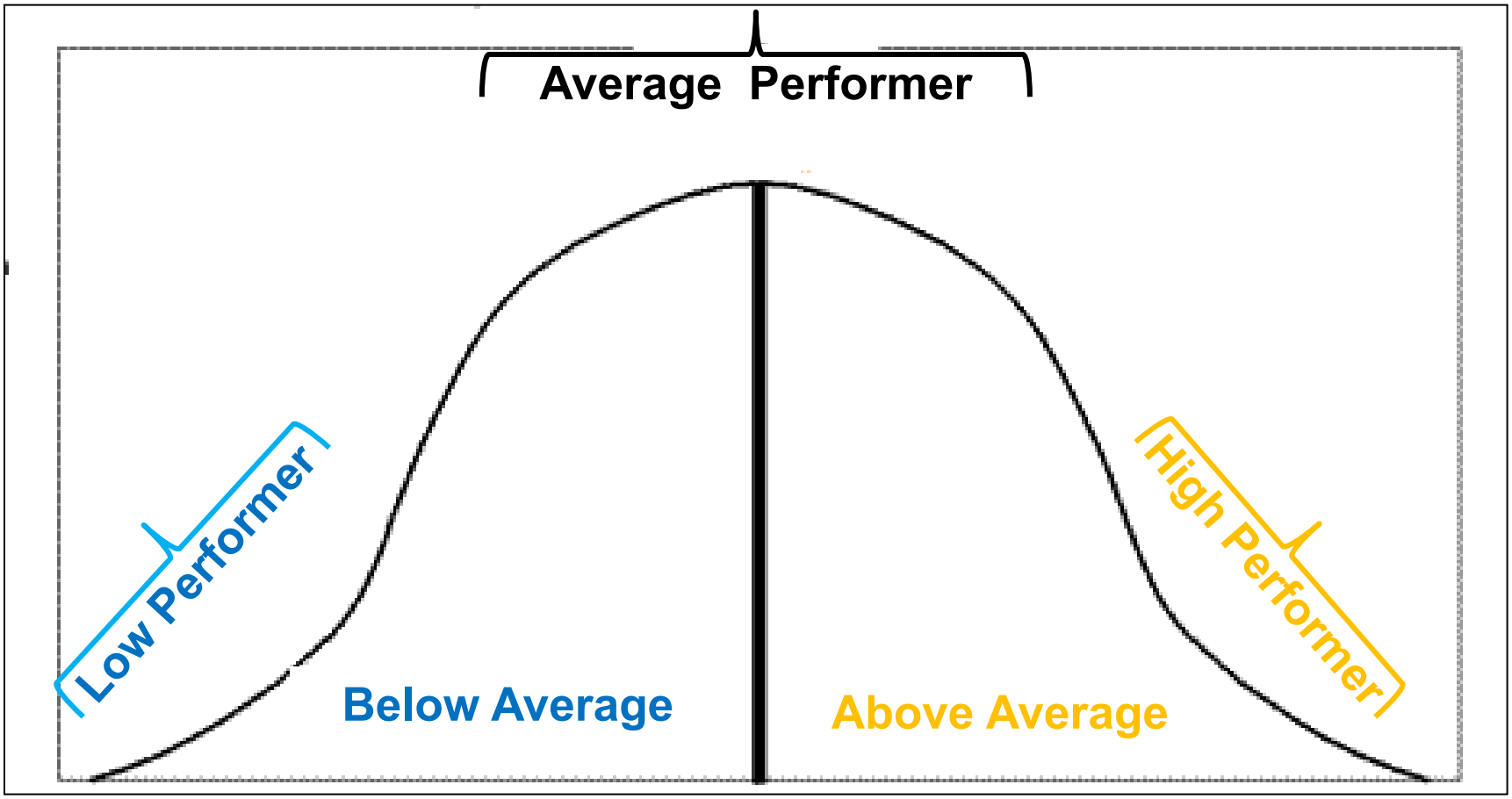

Average Performer
Low Performer
Below Average
Above Average
High Performer

The Identification process:

Tools

Assessments

- C.I.T.E. Learning Styles Instrument
- Conners' Adult ADHD Rating Scales (CAARS)
- Conners Early Childhood Parent
- Conners Early Childhood Teacher/Childcare Provider
- Conners 3rd Edition Self
- Conners 3rd Edition Parent
- Conners 3rd Edition Teacher

Assessments

- NICHQ Vanderbilt Assessment Scale: Parent Informant
- NICHQ Vanderbilt Assessment Scale: Teacher Informant
- Beck Depression Inventory-II
- Beck Anxiety Inventory
- Beck Youth Inventories, Combination Booklet

Tests

- Connors' Continuous Performance Test II (CPT II V. 5)
- Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III)
- Wechsler Intelligence Scales for Children-Fifth Edition (WISC-V)
- Wechsler Adult Intelligence Scales-Fourth Edition (WAIS-IV)

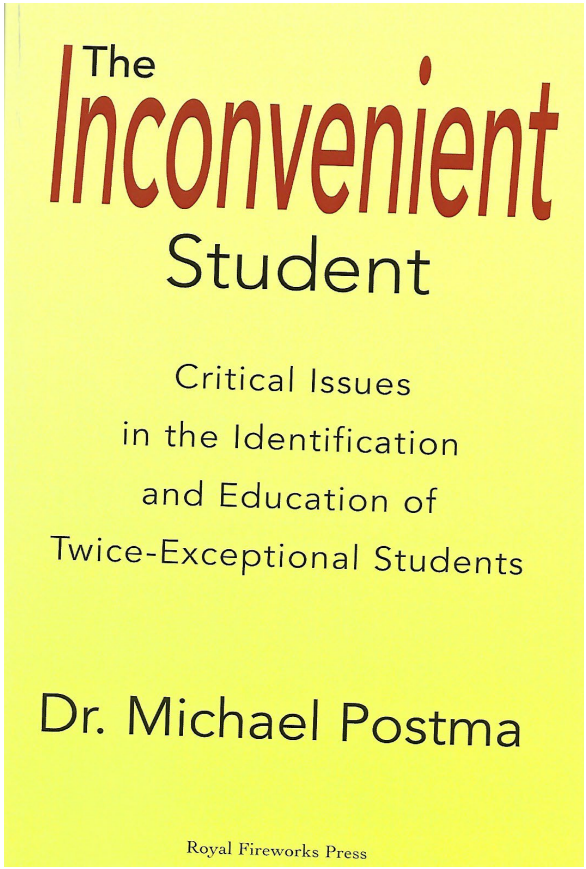
Tests

- Wechsler Abbreviated Scales Of Intelligence (WASI)
- Wechsler Memory Scales-Third Edition (WMS-III)
- Scholastic Abilities Test for Adults (SATA)
- Nelson-Denny Reading Test-Form G
- Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)

Tests

- Woodcock-Johnson Tests of Cognitive Abilities
- Woodcock-Johnson Tests of Achievement (WJ-IV COG. & WJ-IV ACH.)
- Comprehensive Test of Phonological Processing Second Edition (CTOPP 2)
- Minnesota Multiphasic Personality Inventory-2-Restructured Form® (MMPI-2-RF®)

ISBN 978-0-88092-233-3



Use of Wechsler Subtests to evaluate for exceptionality:

Subtests	Mean	STD
Similarities	10	3
Comprehension	10	3

Similarities score of 16 and above is a good sign of exceptionality

Use of Wechsler (WISC-V) Index scores to evaluate for exceptionality:

- Verbal Comprehension (VCI)
- Visual Spatial (VSI)
- Fluid Reasoning (FRI)
- Working Memory (WMI)
- Processing Speed (PSI)
- Full Scale IQ (FSIQ)
- General Ability (GAI)

Use 120 as Superior IQ—Susan Baum et al.

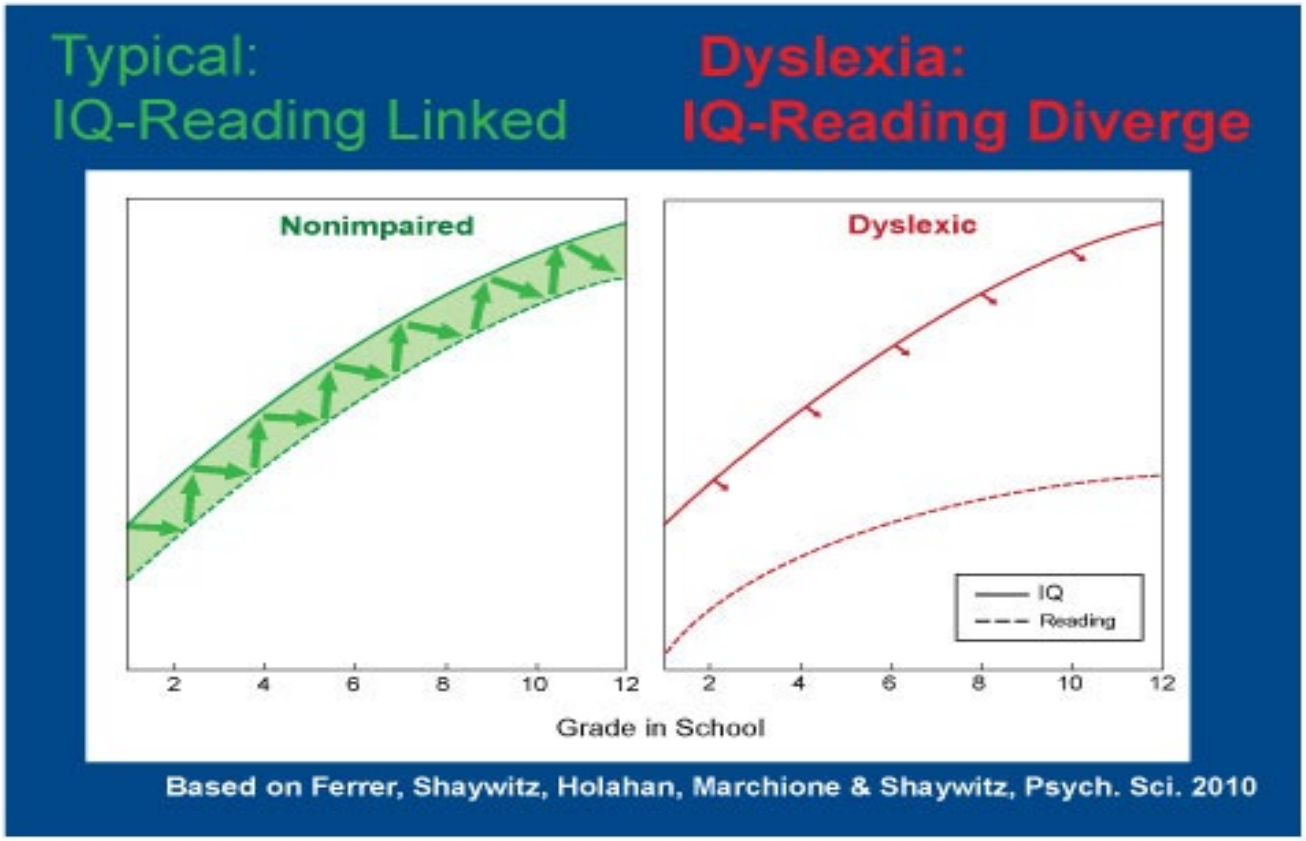
Hot Tip!

- IQ tests are not great predictors of later issues with reading

E. Ferrer, B.A. Shaywitz, J.M. Holahan, K. Marchione, and S.E. Shaywitz, Psychological Science 2010

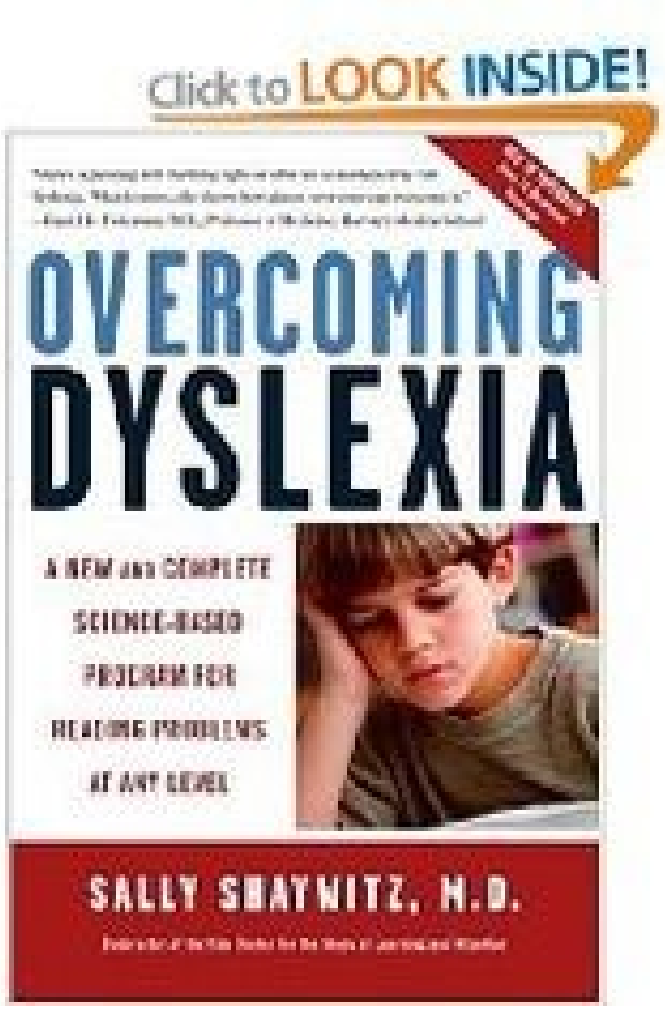
Dyslexia Study Uncouples Reading and IQ

E. Ferrer, B.A. Shaywitz, J.M. Holahan, K. Marchione, and S.E. Shaywitz
Psychological Science 2010



Good Resource

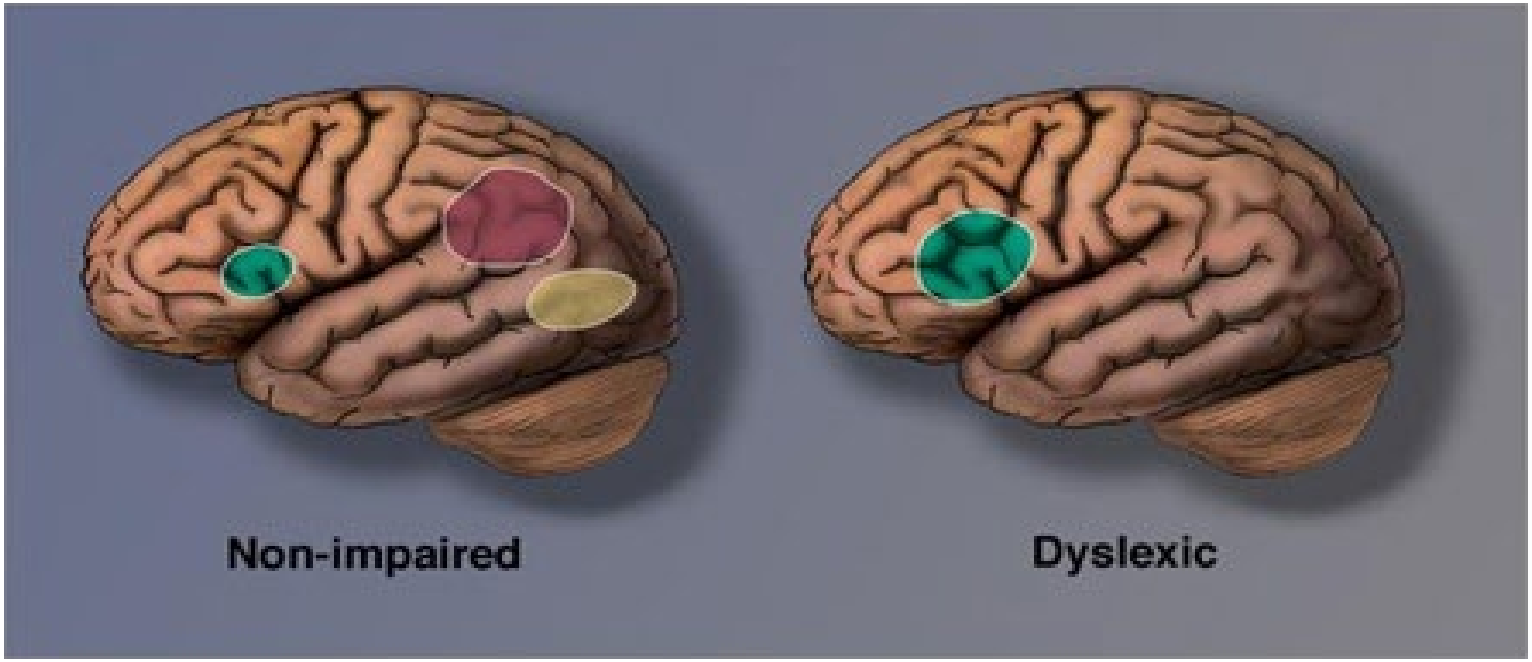
ISBN-13: 978-0679781592



Dyslexic brain

Neural Signature for Dyslexia:

Disruption of Posterior Reading Systems

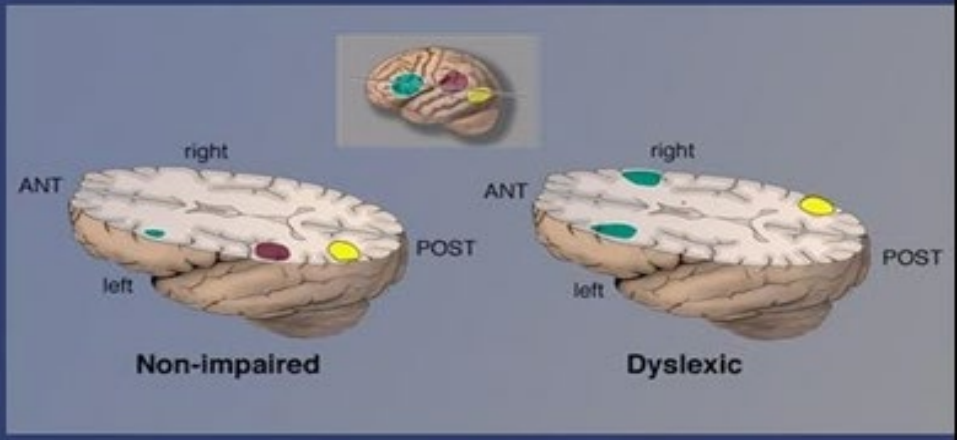


© Sally Shaywitz, *Overcoming Dyslexia*, 2003

Overcoming Dyslexia, Sally Shaywtiz MD, (p. 82)

Accommodations:
Neurobiological evidence for requirement of extra time

- Word form area fails to form
- Reliance on ancillary systems
- Partial compensation for accuracy, not for automaticity



Reading not automatic, effortful, even with extra time feels rushed

© S&B Shaywitz, 2008

http://www.bing.com/images

Hot Tip!

Dr. Sally Shaywitz, M.D., in Overcoming Dyslexia, On page 149:

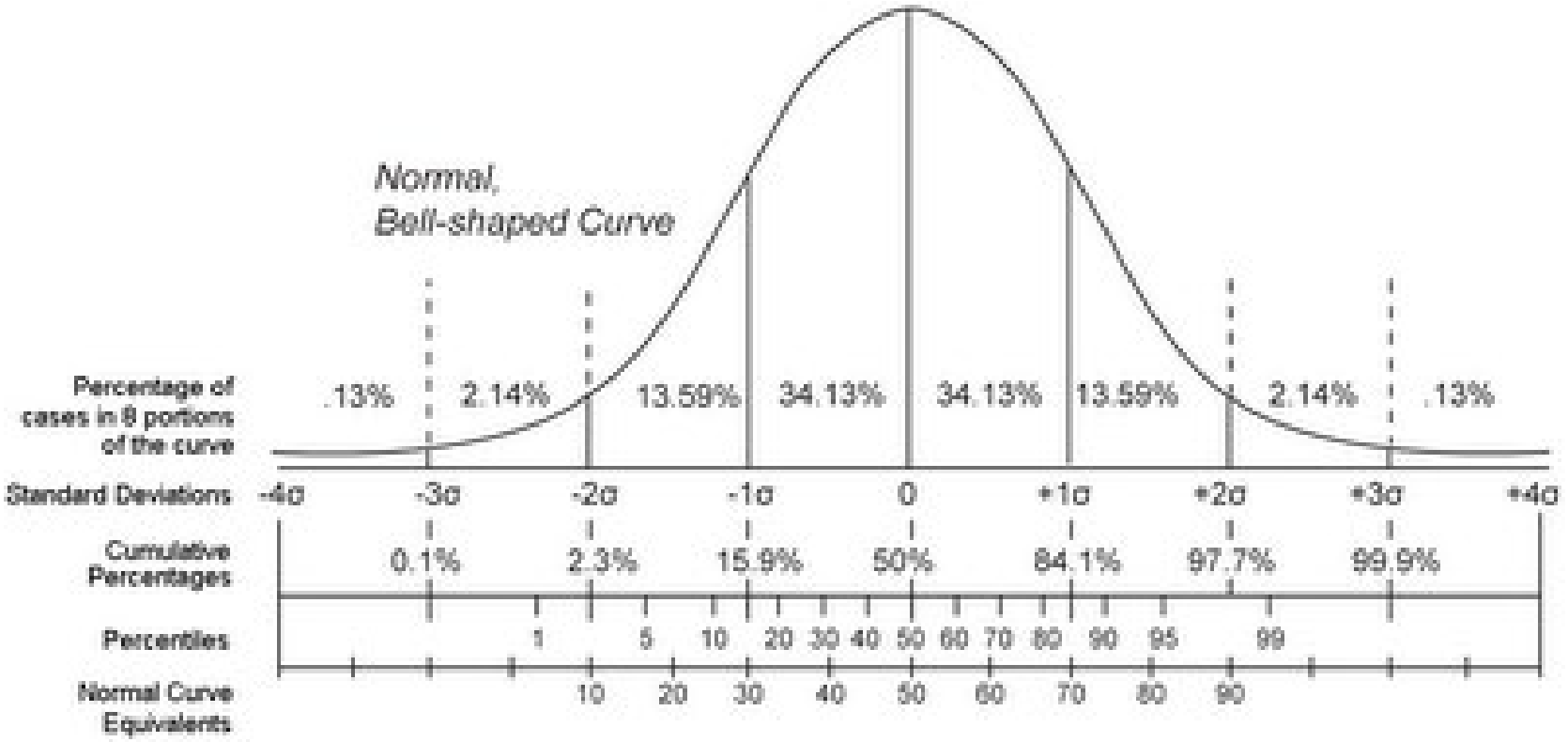
- “I strongly recommend not delaying kindergarten entry; this will only delay needed help.”

- “Delaying a child’s entry into school does not help him become a better reader.”

Average Person Standard

- Most colleges use the “average person standard”
- Your child is compared to “Most people”
- Standard scores of 85, at the 16th percentile

Bell Curve



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Twice Exceptional (2e) Humans

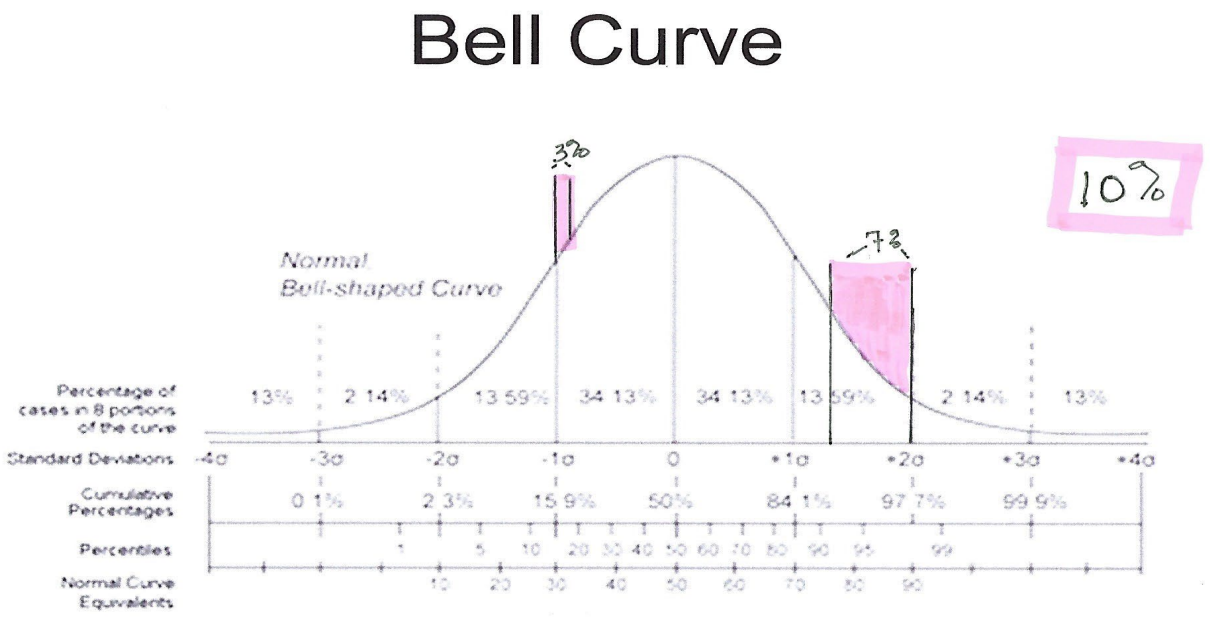
Gifted-Deficits

Top 2%

Bottom 21%

N = 1

2e students missed



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Statistics

Peter Senge (The Fifth Discipline),
inspired by Arie De Geus and Ray Sata, page 349.

The rate at which you learn will become the only sustainable competitive advantage you'll have in your life.

Susan Baum et al., Gt/LD (2e)

- Gifted students who are then identified as having LD
- LD students who are then identified as being Gifted
- Average student who is usually not identified—until later

Higgins & Neilsen (2000) list *Strengths*:

- wide range of interests not related to school
- penetrating insight into complex issues
- specific talent or consuming interest area
- sophisticated sense of humor

Higgins & Neilsen (2000) list *Strengths*:

- superior vocabulary
- advanced ideas and opinions

- high levels of creativity and problem-solving ability
- extremely curious, imaginative, & questioning

bing.com/images

Dr. Jim

Gifted is as Gifted does

Weaknesses

Higgins & Neilsen (2000) list *Weaknesses*:

- poor social skills
- high sensitivity to criticism
- lack of organizational and study skills
- discrepant verbal and performance abilities

Higgins & Neilsen (2000) list *Weaknesses*:

- poor performance in one or more academic areas
- difficulty in written self expression
- stubborn, opinionated demeanor
- high impulsivity

Why are learning problems so complicated?

Time Magazine, March 26, 2001, Blame it on the Written Word
by Unmesh Kher

- English has 1120 different spellings for ~44 phonemes

- Italian has 33 different spelling for 25 phonemes
- English is notoriously illogical

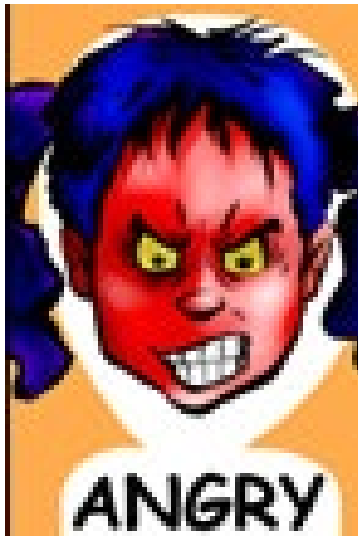
Emphasis

I did not say he took my pencil.

I did not say **he** took my pencil.

I did not say he took my **pencil**.

Twice-Exceptional (2e)



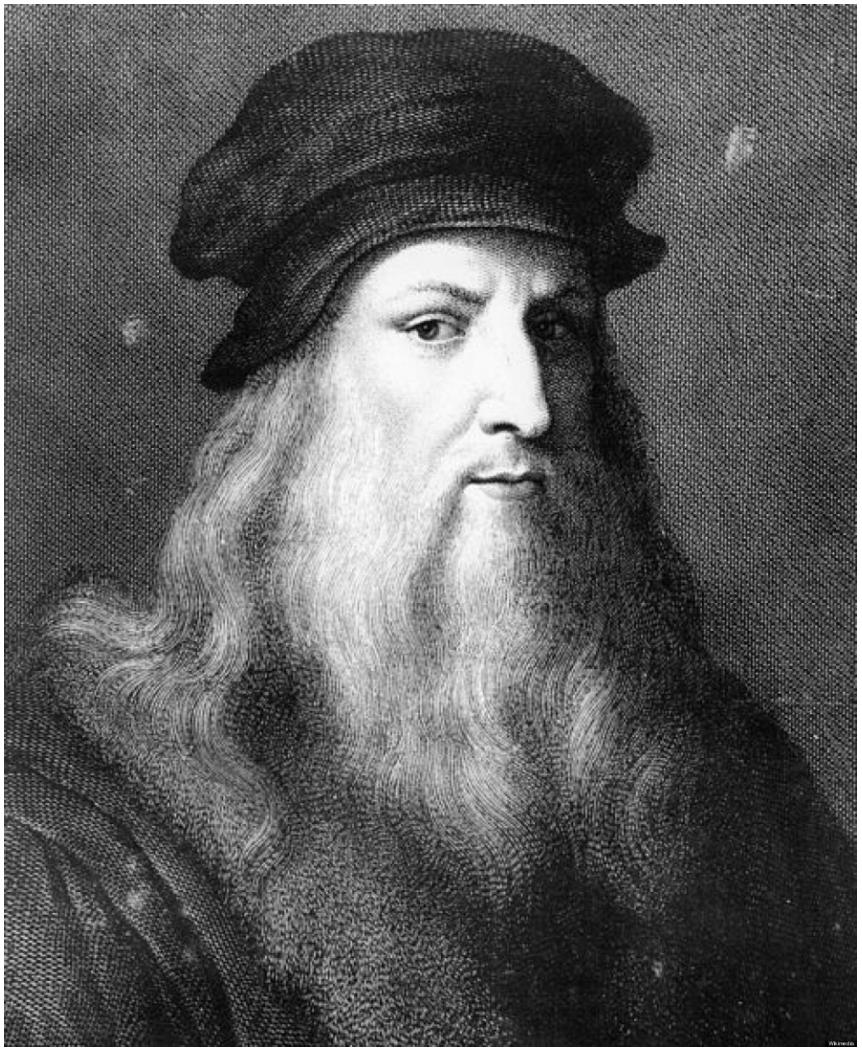
www.feelingfacescards.com/

Jon

- Top 1 % intelligence
- Handsome
- Health nut
- Electronics genius
- 2 problems ……Times table & Severe mental issues

7
CAJUN FOODS
CANNED TOMATOES
ITALIAN FOODS
KOSHER FOODS
MACARONI PRODUCTS
SPAGHETTI SAUCES
How much have you
food bill today?
Price
KOSHER FOODS
HISPANIC FOODS

Leonardo da Vinci



http://www.themanaissance.com/2015/03/10/leonardo-da-vinci-perspective/

http://www.artinthepicture.com/blog/?p=127

No Asperger's Disorder in DSM-5:

Autism Spectrum Disorder, 299.00

aka Spectrum issues

Social (Pragmatic) Communication Disorder, 315.39

Social (Pragmatic) Communication Disorder, 315.39

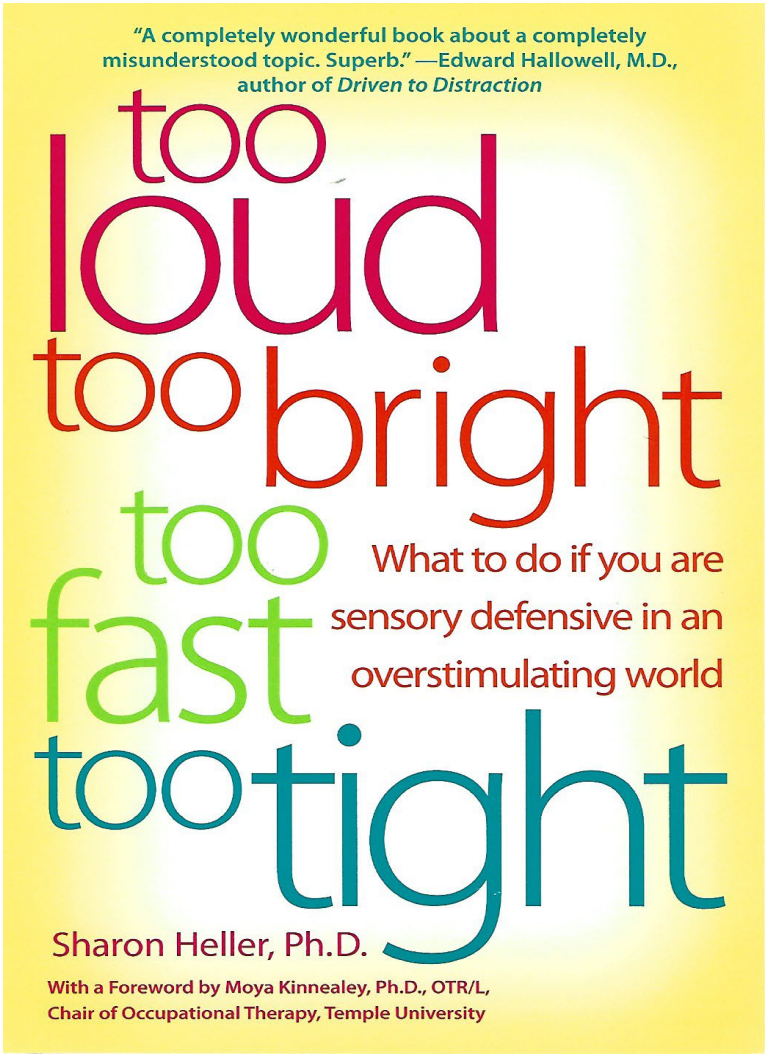
- Deficits in using communication for social purposes
- Inability to change communication to match context
- Difficulties with following rules for conversations and storytelling
- Difficulties with understanding what is not explicitly stated

Sensory integration disorder

"These sensory systems are responsible for detecting **sights, sounds, smells, tastes, temperature, pain**, and the position and movements of the body."

http://www.healthline.com/galecontent/sensory-integration-disorder?ask_return=Sensory+Integration+Disorder#1

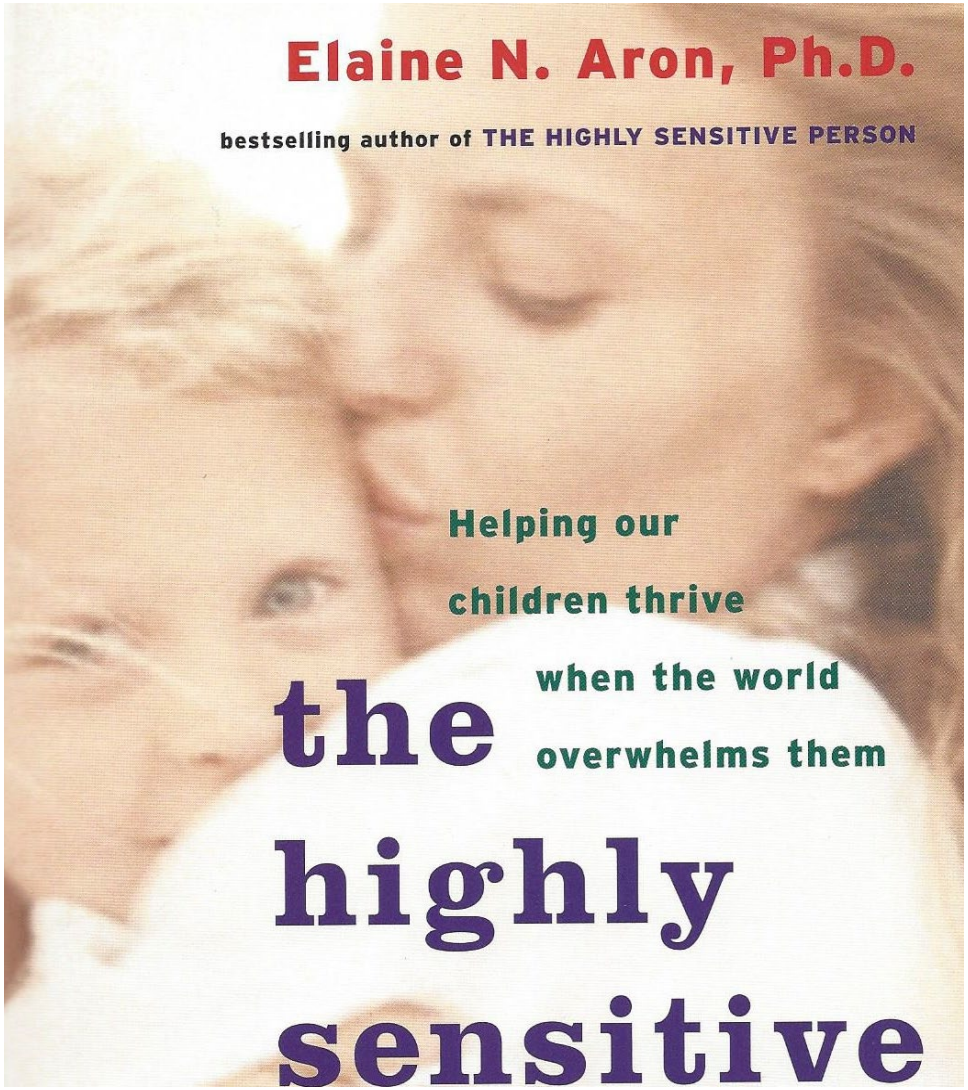
ISBN 978-0-06-093292-3



Sensory Integration Disorder

- Wool
- Tight clothing
- Seams in socks
- Tags
- Colicky infants
- Cry a lot as infants
- Lactose intolerance
- Sensitive skin
- Avoid hot or cold weather
- Texture of food
- Clumsy

ISBN 13: 9780767908726



The Highly Sensitive Child by Elaine N. Aron, PH.D.

- Stronger feelings
- Deeper thoughts
- Suffer when others suffer
- Will melt down when overwhelmed
- Want to known the “meaning” of life
- Afraid of social judgments
- Scientists-theologians- historians- lawyers-doctors-nurses-teachers-artists

http://www.totalcommunication.uk.com/what-is-total-communication/

Joseph LeDoux

- The Emotional Brain
- ISBN 0-684-83659-9 (pbk.)

- High road to sensory cortex

- Low road to the Amygdala

Sensory Information
2 Pathways

- Eyes
- Optic Nerve
- Optic Chiasm
- Thalamus
- Cortex

Slower

Eyes
Optic Nerve
Optic Chiasm
Thalamus
Amygdala

Faster

Adapted from Healing Emotions, Edited by Daniel Goleman, Ch.4. The Brain and Emotions by Cliff Saron & Richard J. Davidson, pp-68-88.

Fear

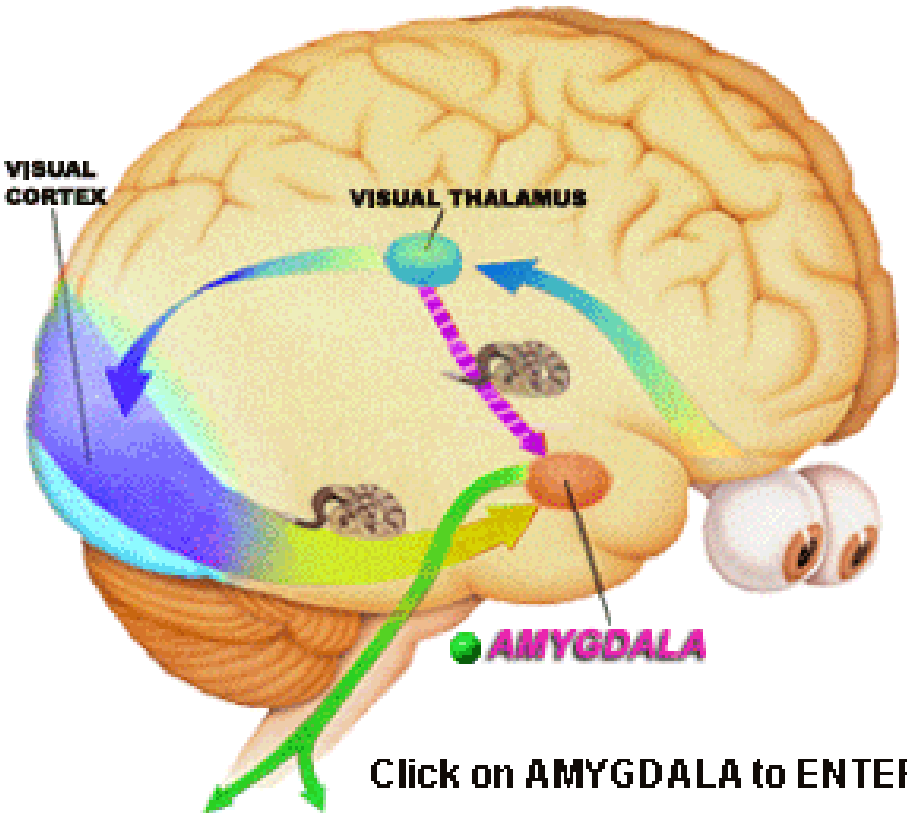
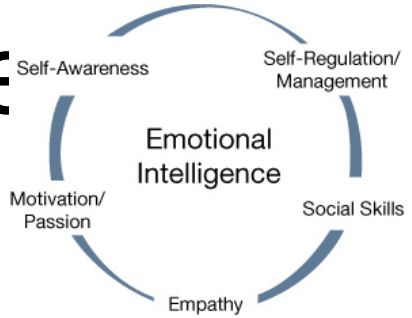


Illustration based on LeDoux JE (1994) Emotion, Memory, and the Brain. Scientific American.

http://www.cns.nyu.edu/home/ledoux/

Emotional Intelligence



- Shame vs Guilt
- Dr. Russell—Motivation to keep a human on task.
- Dr. Russell – Feelings are related to Learning.

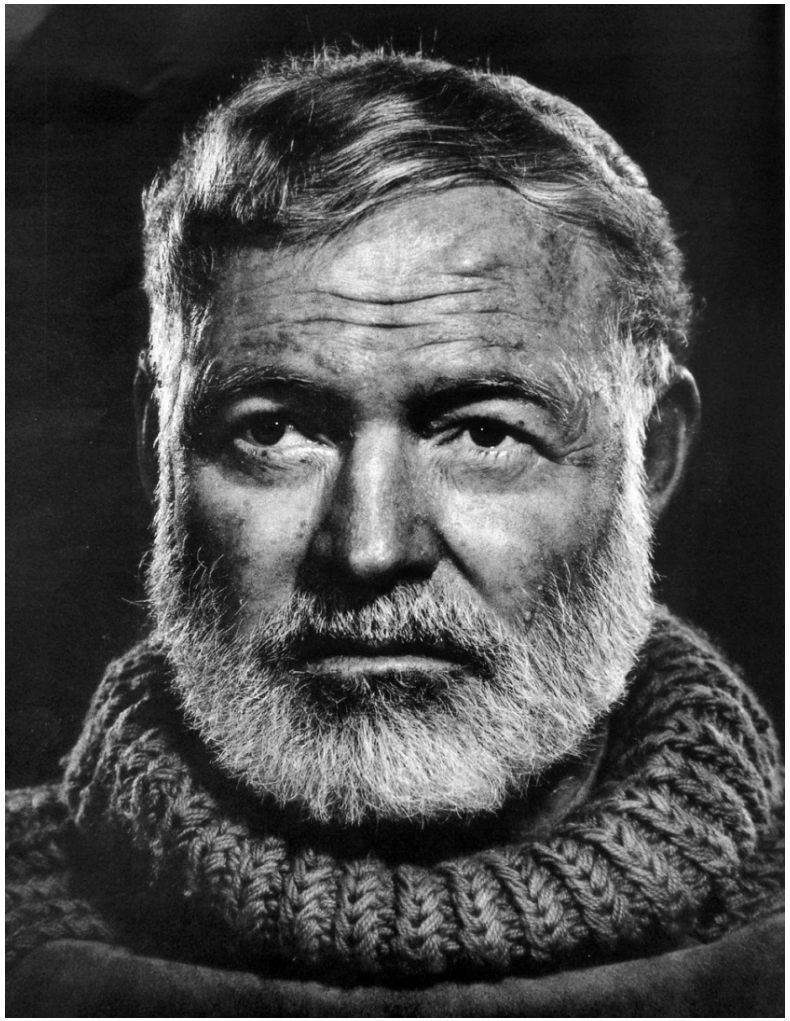
The Art of War, Sun Tzu

Know yourself and know others----------100% Success

Know yourself but do not know others----50% Success

Unknown self and do not know others------0% Success

Ernest Hemingway



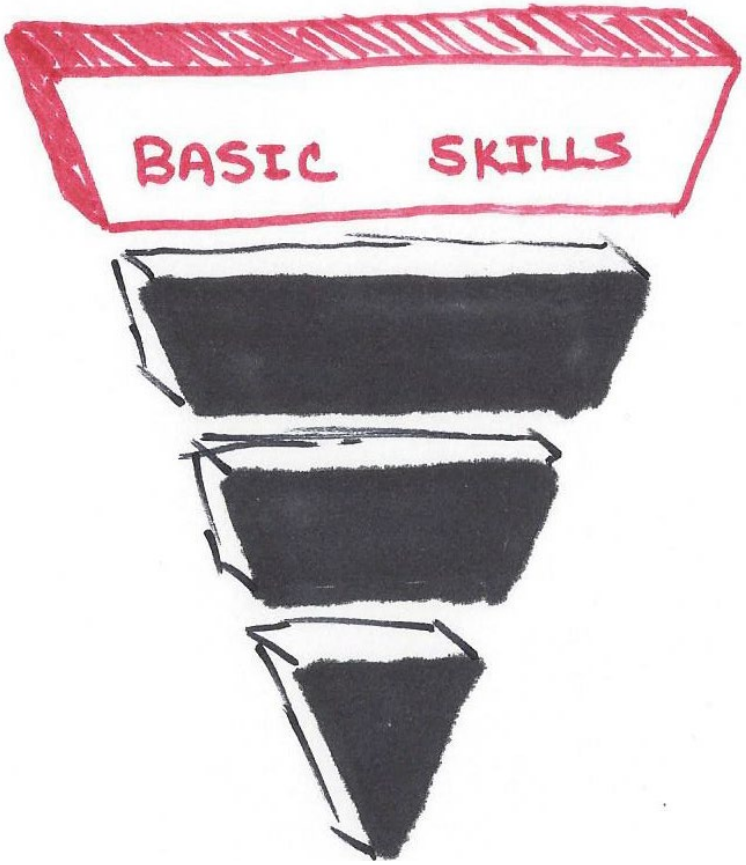
http://throughaforestofideas.blogspot.com/2012/03/ernest-hemingway-on-writing.html

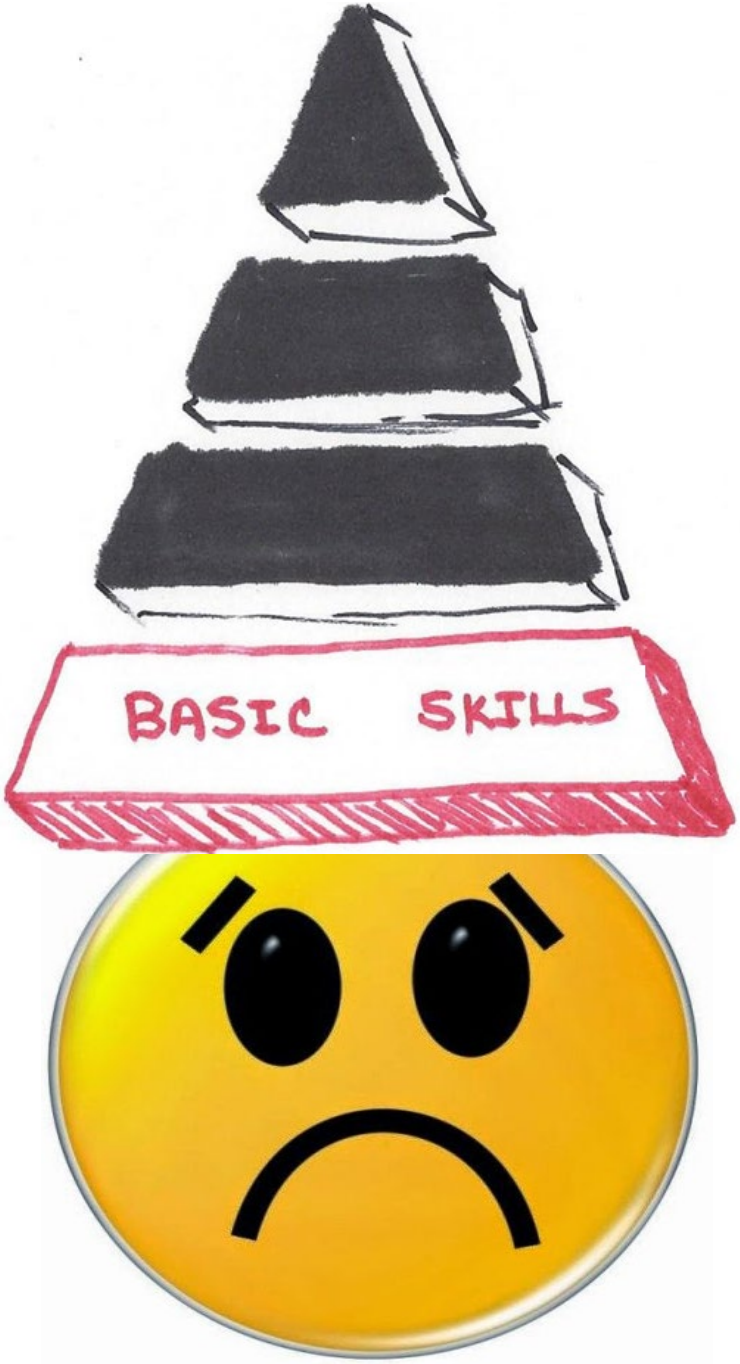
Dan Quayle

http://today.com/news/93

The Trentonian
Quayle comes to Trenton
Dan can't spell 'potato'
He may be the vice president, but 'He's an idiot.'
– William Figueroa, 12, Mott School 6th grader
PAGE 3

UPSIDE DOWN ABILITIES




BASIC SKILLS

https://flagshipapostolic.files.wordpress.com/2012/06/driveway-gate1.jpg

http://www.bing.com/images/search?q=pictures+of+open+gates&view

Dr. Theodore J. Naysayer

10,000

ADD=ADHD

2013 Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5)

ADHD is ADD:
DSM-5 categories:

- 314.01 Attention-Deficit/Hyperactivity Disorder, Combined Presentation

- 314.00 Attention-Deficit/hyperactivity Disorder, Predominantly Inattentive Presentation

- 314.01 Attention-Deficit/hyperactivity Disorder, Predominantly Hyperactive-Impulsive Presentation

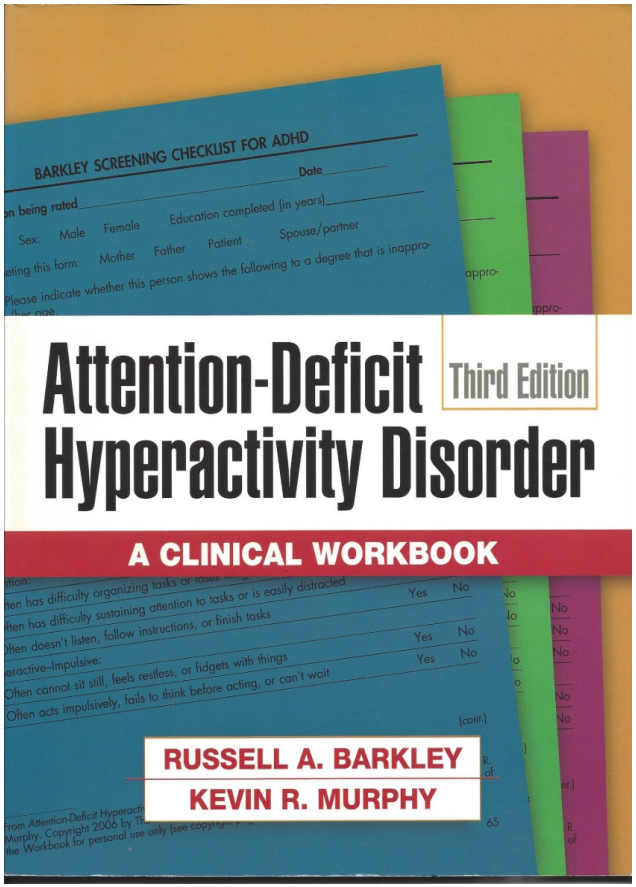
ADHD is ADD:
DSM-5 categories:

- 314.01 Other Specified Attention-Deficit/Hyperactivity Disorder

- 314.01 Unspecified Attention-Deficit/Hyperactivity Disorder

Screening tools for ADHD

ISBN 1-59385-227-4



Major characteristic

A major characteristic of all gifted children is asynchronous development. These children (persons) are uneven in abilities. According to Singer (2000) their mental age, chronological age, and emotional age may be extremely different.

Asynchronous development becomes even greater when the person has special needs, such as a Twice-exceptional person who is gifted and who also has special needs.

Asynchronous Development

- Chronological age = 12
- Intellectual age = 16
- Emotional age = 9

http://adhdvideosandinfo.blogspot.com/p/blog-page.html
Results of Untreated ADHD
B) The 30% Rule, 4 Components for Effective Treatment 6:58

Dr. Russell Barkley

30% rule for self regulatory age
(The ability to self organize)

Executive functioning age

Rejection Sensitive Dysphoria (RSD)

- (RSD) is extreme emotional sensitivity and pain triggered by the perception that a person has been rejected or criticized by important people in their life.

Rejection Sensitive Dysphoria (RSD)

- It may also be triggered by a sense of falling short—failing to meet their own high standards or others' expectations.

Rejection Sensitive Dysphoria (RSD)

- No one likes to be rejected, but for (ADHD) human beings it's described as being:

  unbearable,

  restricting,

  and highly impairing.

Cool 0 to 10 Hot

Deficient Emotional Self-Regulation (DESR)

- Not in the DSM-5

- Two components:

  (1) Impulsive Emotions (IE)

  (2) Coupled with emotional self-regulation difficulties

Deficient Emotional Self-Regulation (DESR)

- Impulsive Emotions (IE) has 4 components:

(1) Inability to inhibit behavior

(2) Inability to self-soothe

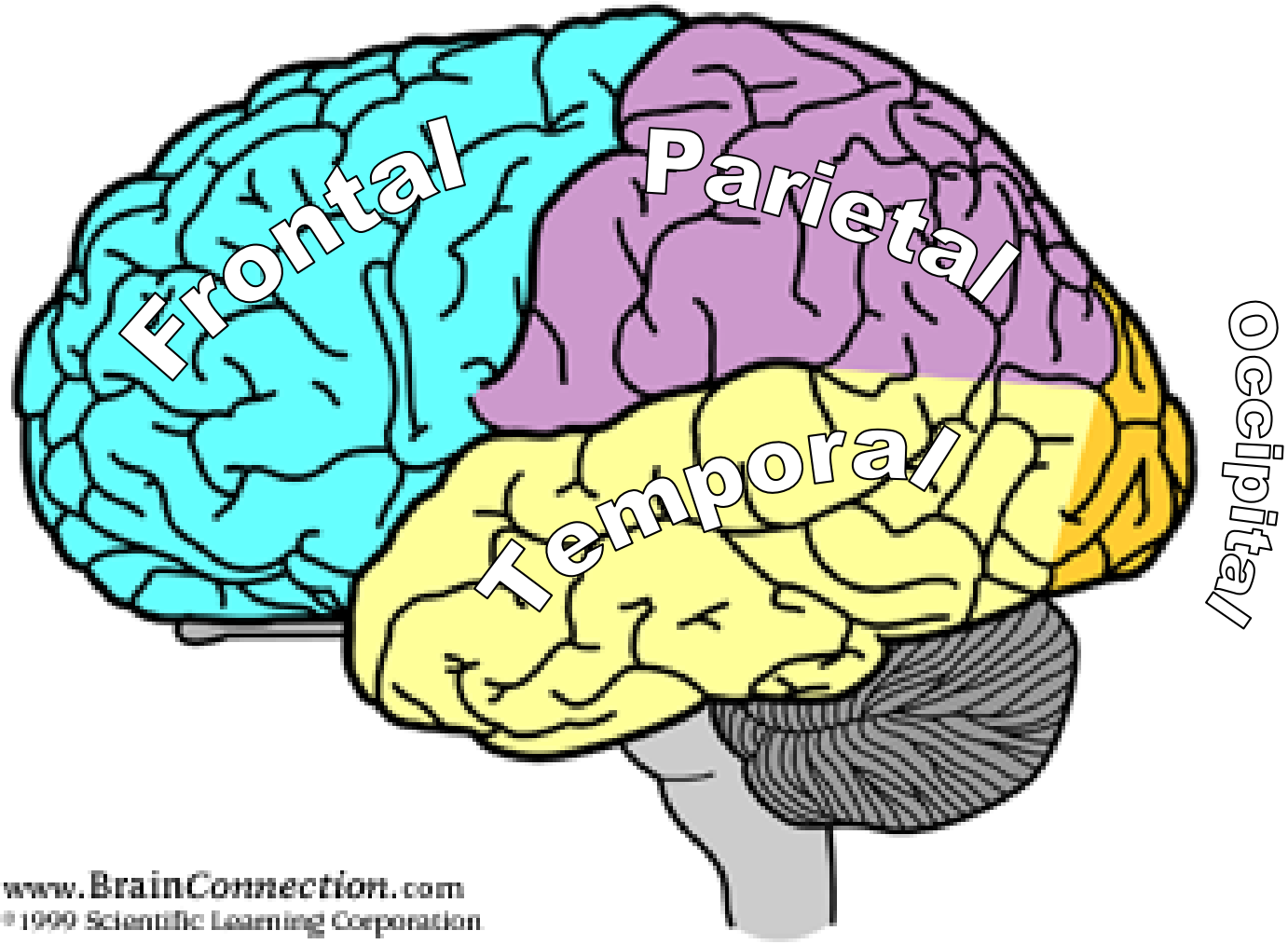
(3) Inability to refocus

(4) Inability to organize or substitute a healthier emotion

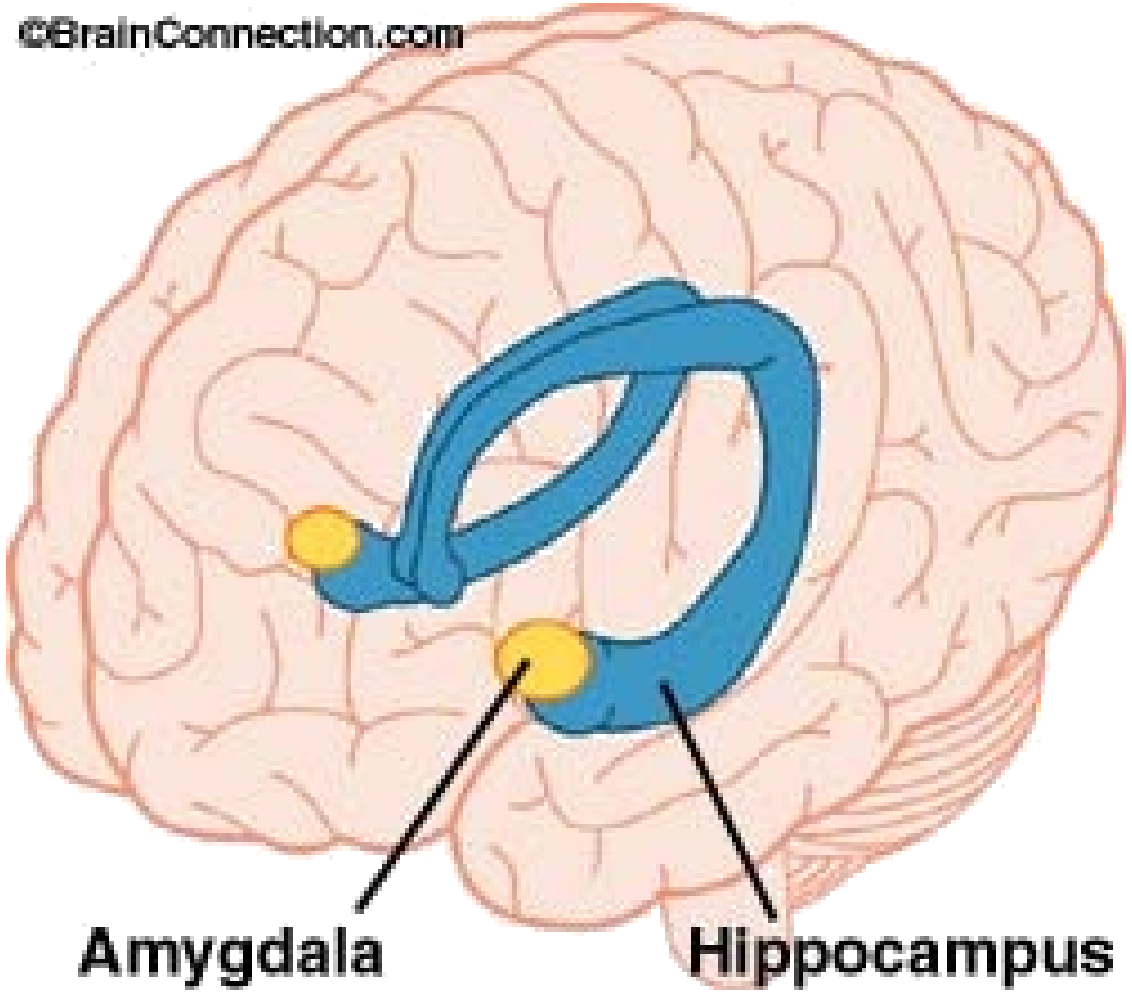
The frontal-limbic circuit

- Associated with having ADHD
- Emotional (dys)control
- Motivational deficits (Disorder of doing)
- Hyperactivity
- Impulsivity
- Aggressive tendencies

Lateral Brain



Amygdala & Hippocampus



ADHD EI-DESR

- Likely to have Low frustration tolerance
- Be angry
- Show poor inhibition of emotions
- Emotional excitability
- Look for shorter duration of symptoms
- Symptoms are due to some rational issue

  the trigger makes sense

ADHD EI-DESR in preschoolers

These three issues are a strong predictor of prodromal ADHD in preschoolers:

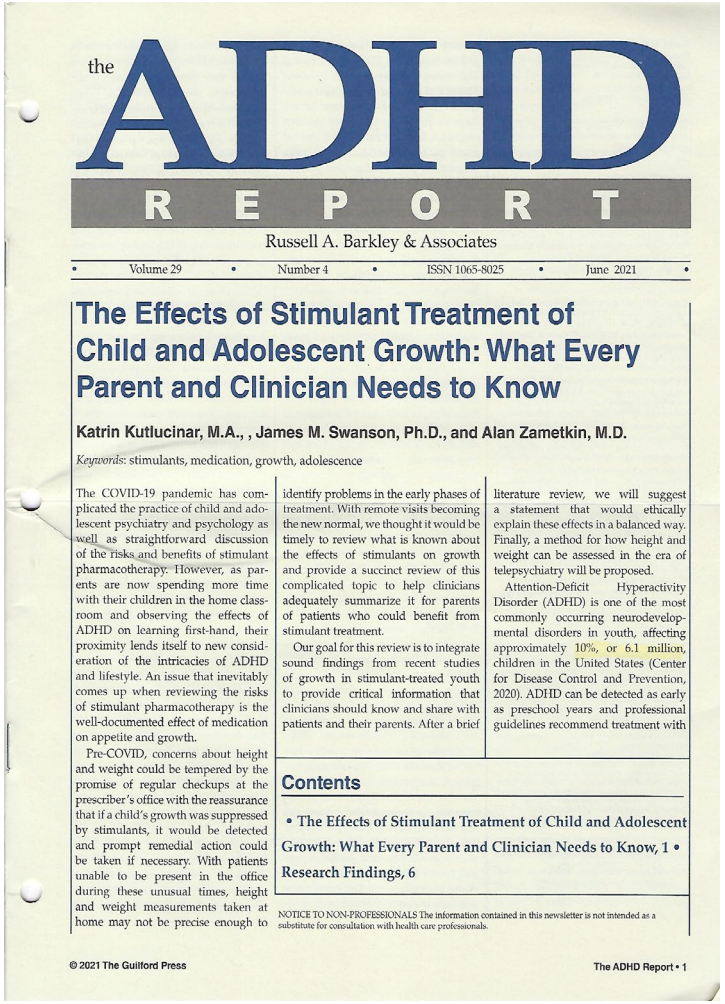
- Negative temperament
- Irritability
- Poor emotional regulation

ADHD Vs Mood issue

- Shorter durations
- Setting Specific
- Rational
- Provoked

- Longer duration
- Cross situational
- Irrational (Unreasonable)
- Unprovoked

The Guilford Press



the ADHD REPORT

Russell A. Barkley & Associates

• Volume 29 • Number 4 • ISSN 1065-8025 • June 2021 •

The Effects of Stimulant Treatment of Child and Adolescent Growth: What Every Parent and Clinician Needs to Know

Katrin Kutlucinar, M.A., , James M. Swanson, Ph.D., and Alan Zametkin, M.D.

Keywords: stimulants, medication, growth, adolescence

The COVID-19 pandemic has complicated the practice of child and adolescent psychiatry and psychology as well as straightforward discussion of the risks and benefits of stimulant pharmacotherapy. However, as parents are now spending more time with their children in the home classroom and observing the effects of ADHD on learning first-hand, their proximity lends itself to new consideration of the intricacies of ADHD and lifestyle. An issue that inevitably comes up when reviewing the risks of stimulant pharmacotherapy is the well-documented effect of medication on appetite and growth.

Pre-COVID, concerns about height and weight could be tempered by the promise of regular checkups at the prescriber's office with the reassurance that if a child's growth was suppressed by stimulants, it would be detected and prompt remedial action could be taken if necessary. With patients unable to be present in the office during these unusual times, height and weight measurements taken at home may not be precise enough to identify problems in the early phases of treatment. With remote visits becoming the new normal, we thought it would be timely to review what is known about the effects of stimulants on growth and provide a succinct review of this complicated topic to help clinicians adequately summarize it for parents of patients who could benefit from stimulant treatment.

Our goal for this review is to integrate sound findings from recent studies of growth in stimulant-treated youth to provide critical information that clinicians should know and share with patients and their parents. After a brief literature review, we will suggest a statement that would ethically explain these effects in a balanced way. Finally, a method for how height and weight can be assessed in the era of telepsychiatry will be proposed.

Attention-Deficit Hyperactivity Disorder (ADHD) is one of the most commonly occurring neurodevelopmental disorders in youth, affecting approximately 10%, or 6.1 million, children in the United States (Center for Disease Control and Prevention, 2020). ADHD can be detected as early as preschool years and professional guidelines recommend treatment with

Contents

• The Effects of Stimulant Treatment of Child and Adolescent Growth: What Every Parent and Clinician Needs to Know, 1 • Research Findings, 6

NOTICE TO NON-PROFESSIONALS The information contained in this newsletter is not intended as a substitute for consultation with health care professionals.

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Learning...

- Disabilities—require accommodations to level the playing field
- Difficulties— may need enrichment in an area of weakness
- Differences—need to understand strengths and weaknesses

Accommodations

- Academic plan at school IEP or 504 Plan
- Distraction-reduced test environment
- Use of VAKT method of learning

  VAKT = visual-auditory-kinesthetic-tactile

- Visual-auditory learner (she needs both visual and auditory input simultaneously in order to process information effectively)

Accommodations

- Extended time on examinations (50% more the allotted time) including all standardized testing
- Untimed testing/test in alternative setting
- Multiple testing sessions over different days for all examinations and standardized testing

Accommodations

- Allowed to write in test book for Scantron® tests (i.e., no bubble style answer sheets)
- Allowance for test answers to be recorded directly onto test
- Allowance for option of paper test when computer-based test is the standard format

Accommodations

- Tests read to him
- Use of CD or DVD (i.e., audio) versions of tests and examinations
- Fewest number of hours for full-time enrollment
- Study skills enhancement, and/or tutoring for deficits
- Study skills course/coaching

Accommodations

- Break up steps during instructions
- Homework assignments e-mailed to parents
- Homework checked in each morning with school staff
- Homework checked with him at the end of each school day
- Preferential seating near teacher (i.e., within the T-zone)

Strategies – Work from the Person's areas Strengths & Remediate Weaknesses:

- Extended time on examinations (2.0 double the allotted time)
- Distraction reduced test environment
- Scribe
- Tape record lectures
- Class notes or note takers
- Use of Spell checker
- Use of fact sheets
- Test reader
- Visit the writing center to have material edited
- Use of calculator for math course work
- Use of computer, voice recognition software
- Books on tape
- Computer software that reads the text
- Alternative test format
- Fewest number of hours for full-time enrollment
- Study skills course
- Medical consultation for medication for ADHD
- Bibliotherapy for gifted/learning disabled

Accommodations

- Bibliotherapy

  for being Twice Exceptional (2e)

Clinical Judgment:

- The clinician/diagnostician needs to be very specific in describing the student's or client's behavior and symptoms. Using standardized test scores (percentile ranks) so support the identification of a disability.

- The clinician must show that the person experiences a substantial limitation for a major life activity.

Major Life Activities

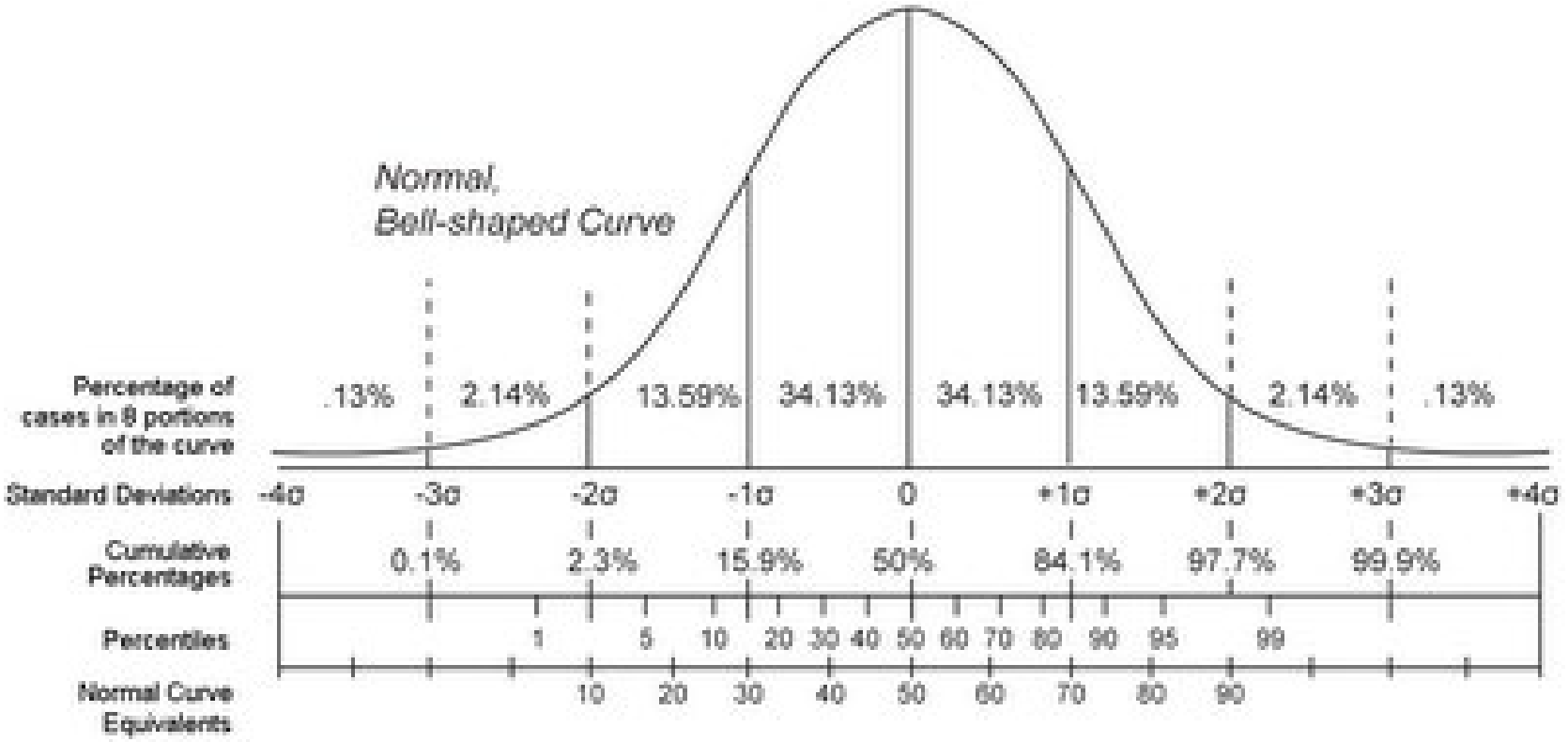
- seeing,
- hearing,
- eating,
- sleeping,
- walking,
- standing,
- lifting,
- bending,
- **speaking,**
- breathing,
- **learning,**
- **reading,**
- **writing,**
- **concentrating,**
- **thinking,**
- **communicating,**
- and working.

This is not an exhaustive list

Major Life Activities

Something that "substantially limits" no longer means significantly or severely restricted.

Bell Curve


Normal,
Bell-shaped Curve
Percentage of cases in 8 portions of the curve
.13%
2.14%
13.59%
34.13%
34.13%
13.59%
2.14%
.13%
Standard Deviations
-4σ
-3σ
-2σ
-1σ
0
+1σ
+2σ
+3σ
+4σ
Cumulative Percentages
0.1%
2.3%
15.9%
50%
84.1%
97.7%
99.9%
Percentiles
1
5
10
20
30
40
50
60
70
80
90
95
99
Normal Curve Equivalents
10
20
30
40
50
60
70
80
90

Treatment

Dr. Jim Russell

1. Emotional skills:

- Identifying and labeling feelings
- Expressing feelings
- Assessing the intensity of feelings
- Managing feelings
- Delaying gratification
- Controlling impulses
- Reducing stress
- Knowing the difference between feelings and actions.

Daniel Goleman —- Emotional Intelligence, pp 301-302.

2. Cognitive Skills

- Self talk
- Reading and interpreting social cues
- Problem solving strategies
- Understanding the perspective of others
- Understanding behavioral norms
- A positive attitude
- Self-awareness.

Daniel Goleman —- Emotional Intelligence, pp 301-302.

3. Behavioral Skills

- Nonverbal communication:

  eye contact, facial expressions, tone of voice, gestures.

- Verbal communication:

  making clear requests, responding correctly to criticism, resisting negative influences, listening to others, helping others, participating in positive peer groups.

Daniel Goleman —- Emotional Intelligence, pp 301-302.

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Their unrealized potential can mean immeasurable societal costs:

Jason

Poet

Rapper

Graphic novelist

College instructor

Black belt

Starbucks employee when we met

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inspiring community leaders who are never elected

Anthony

Georgetown Graduate

Brilliant writer- one paragraph per day

Socially gifted
Owner of a startup company
Media quiz kid
Boundless energy

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cures for diseases that are never discovered

Dr. Bobby

Medical Doctor 1st in class

ADHD

SI issues---he still hates to be interrupted

Oprah Winfrey was the key note at his graduation

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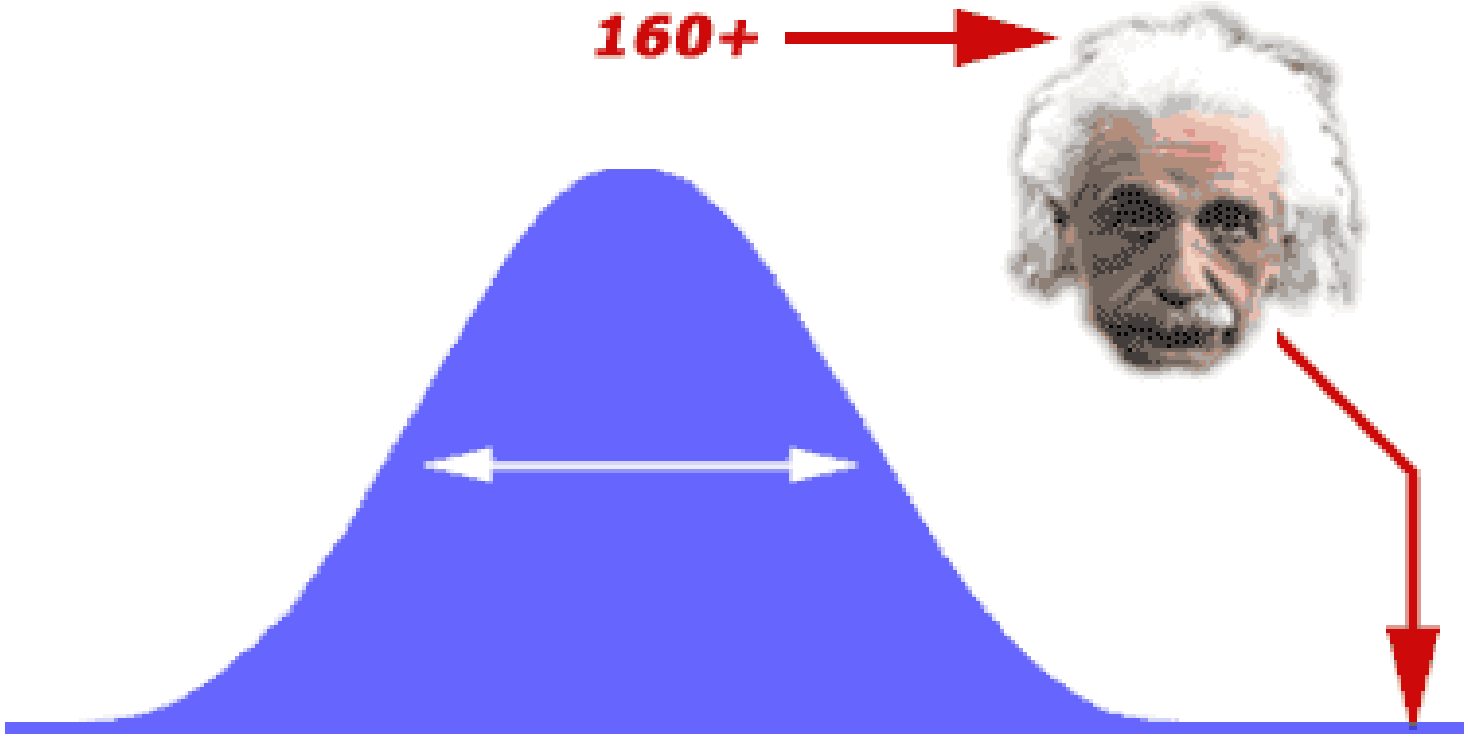
revolutionary inventions that are never patented

VJ

- President of a Company
- Presented over 400 workshops
- Master degree
- Board Certified Disability Analyst
- Authored several books
- Raised 2 children with (2E)
- Developed a theory of Bipolar---DSM is reviewing


160+

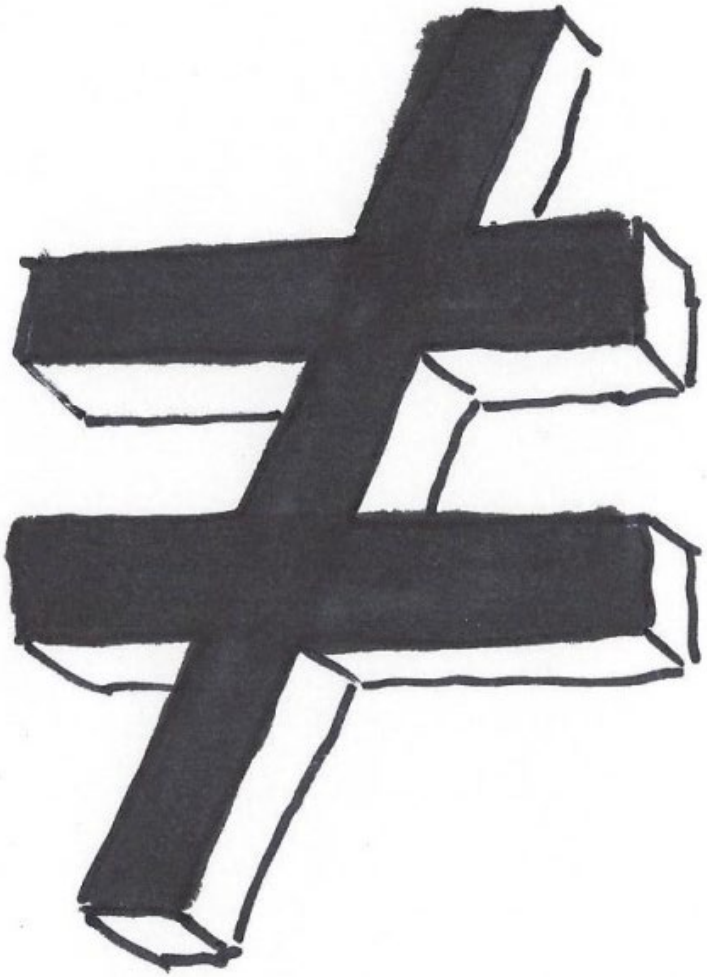
Jimmy

- 8 Years old
- He gave me the double headache-------But I knew that I was in the presence of greatness
- 152 IQ
- 178 Math
- College students cannot do what Jimmy was doing
- Social issues & he struggles to make friends

Fairness

- Conservative ---Moderate ---Liberal
- Young or senior citizen
- Think back to when you were children. It is not fair…
- Equal access

http://www.hotnick.com/wp-content/uploads/2012/10/Round-Dining-Room-Table-2.jpg



ABC Test

Hot Tip

12 hours

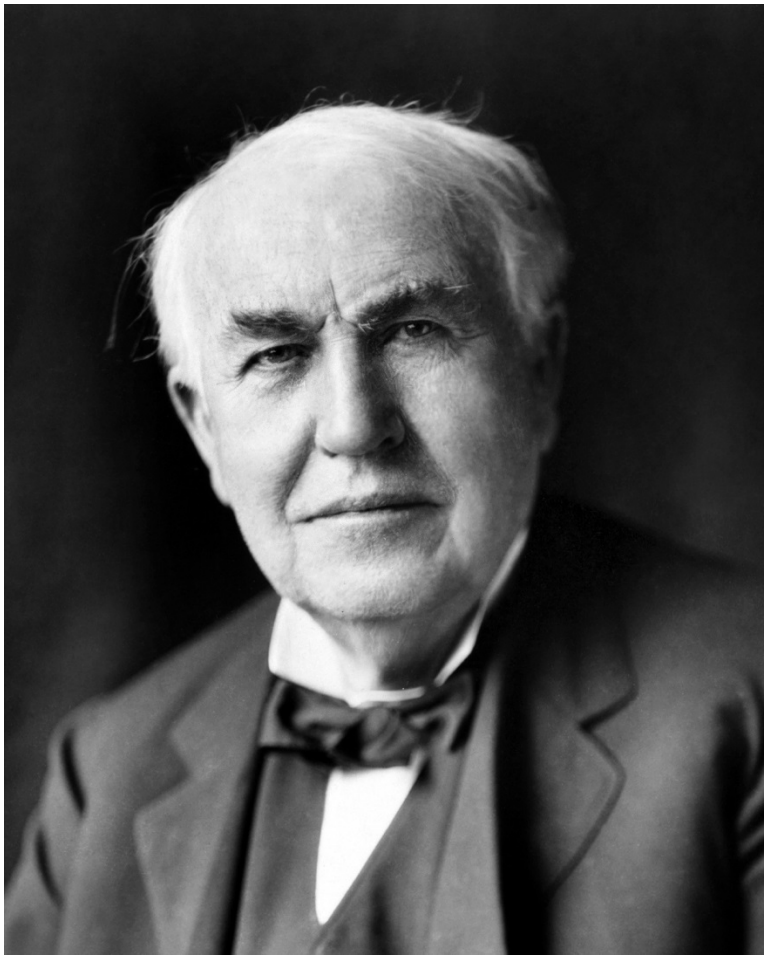
Fast

Slow

Endurance

Thomas Edison

en.wikipedia.org/wiki/Thomas_Edison#/media/File:Thomas_Edison2.jpg



99% perspiration

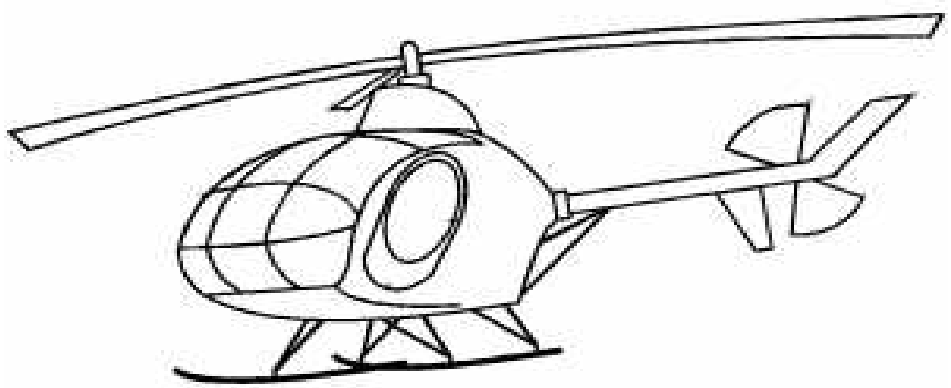
1% inspiration

If

http://www.thefotoartist.com/aha-moment.html

Park the helicopter

www.freeprintablecoloringpages.net



Founder of TiLT Parenting
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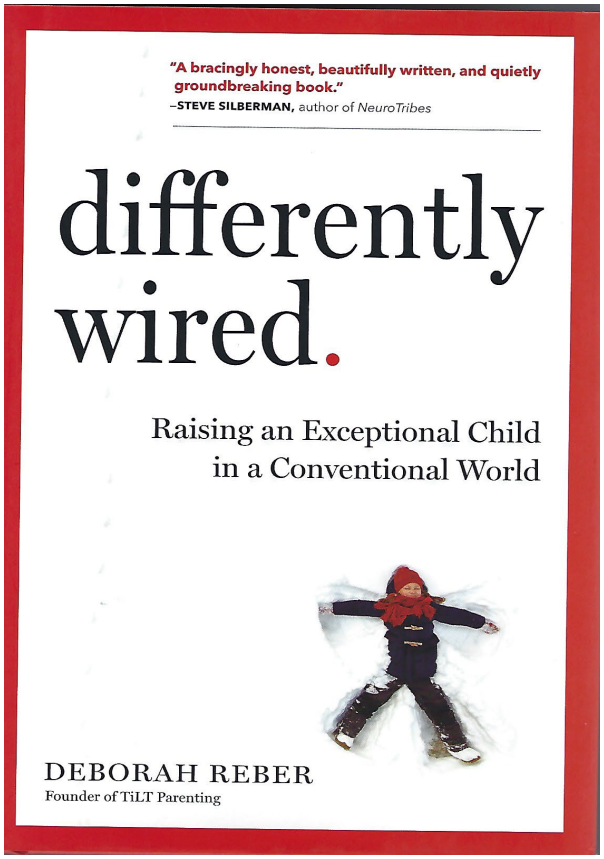

Arthur Schopenhauer (1788-1860)

The Philosopher Arthur Schopenhauer : All truth passes through 3 stages:

- It is ridiculed
- It is violently opposed
- It is accepted as being self evident

Bibliotherapy

Talk to me about specific books listed.

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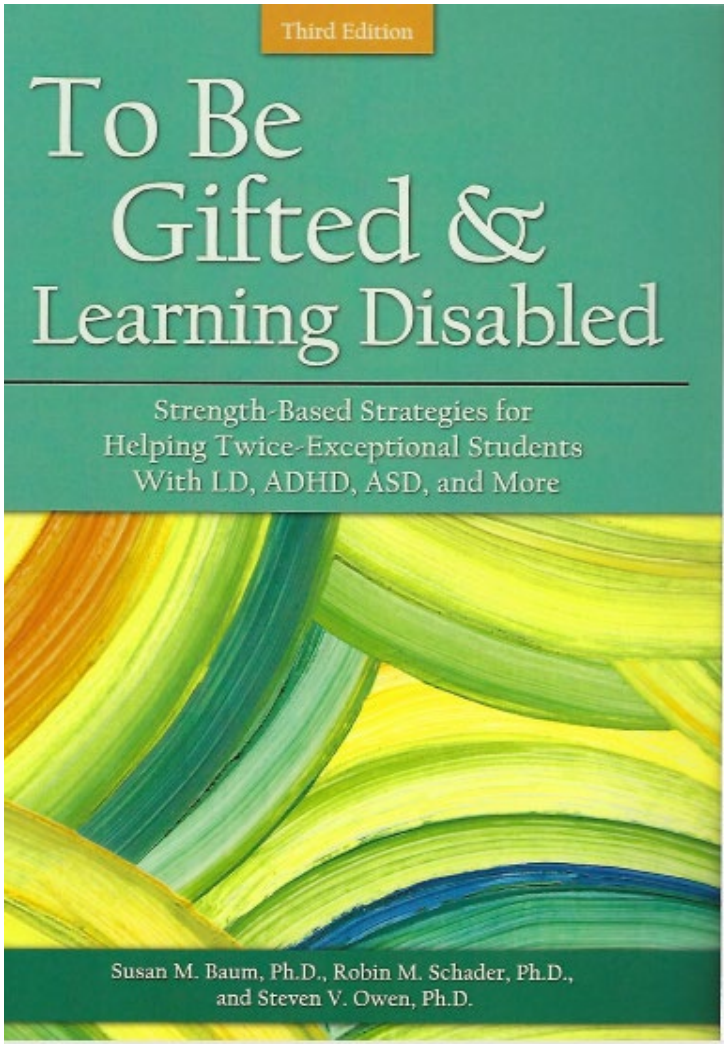
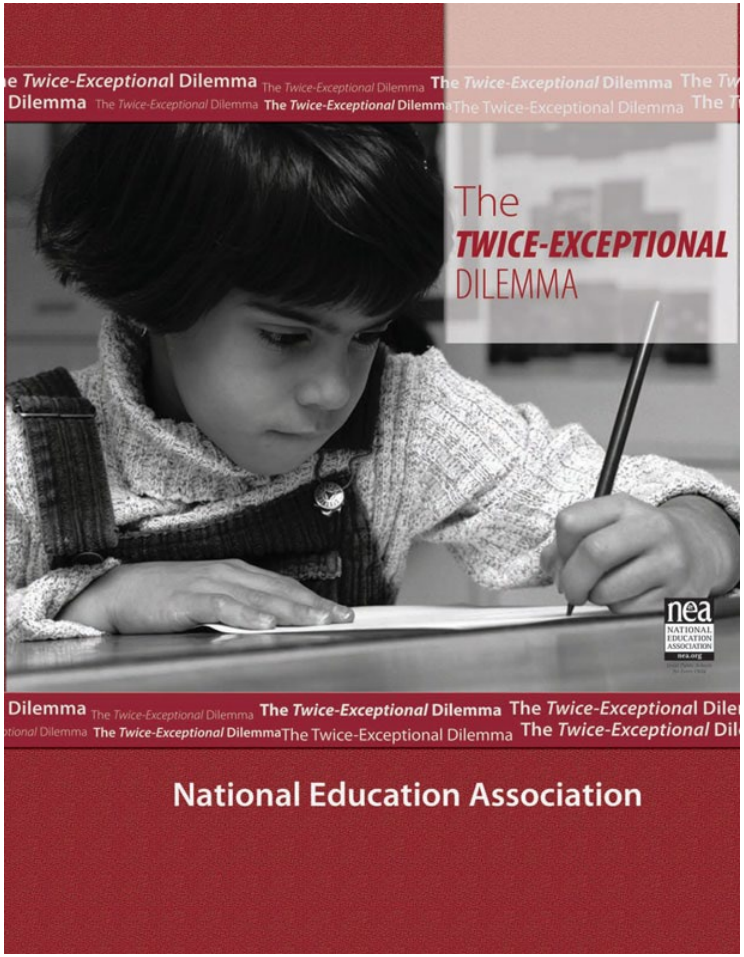


http://www.nea.org/assets/docs/twiceexceptional.pdf



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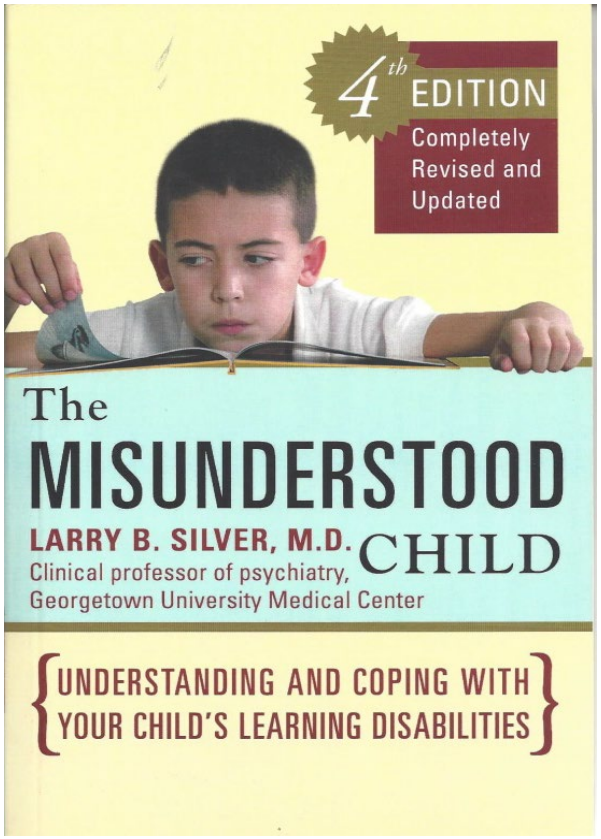

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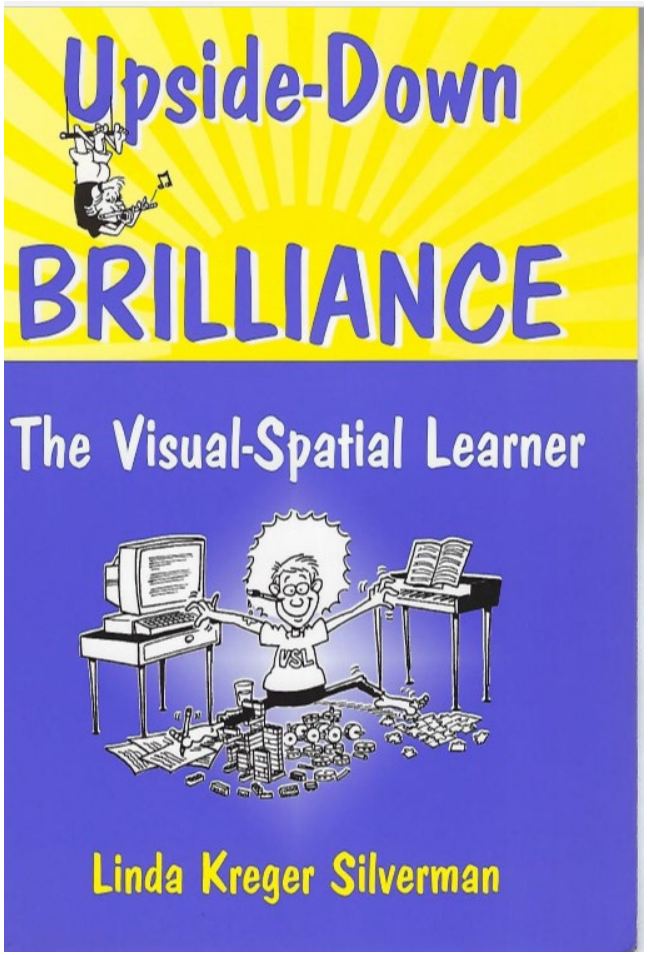

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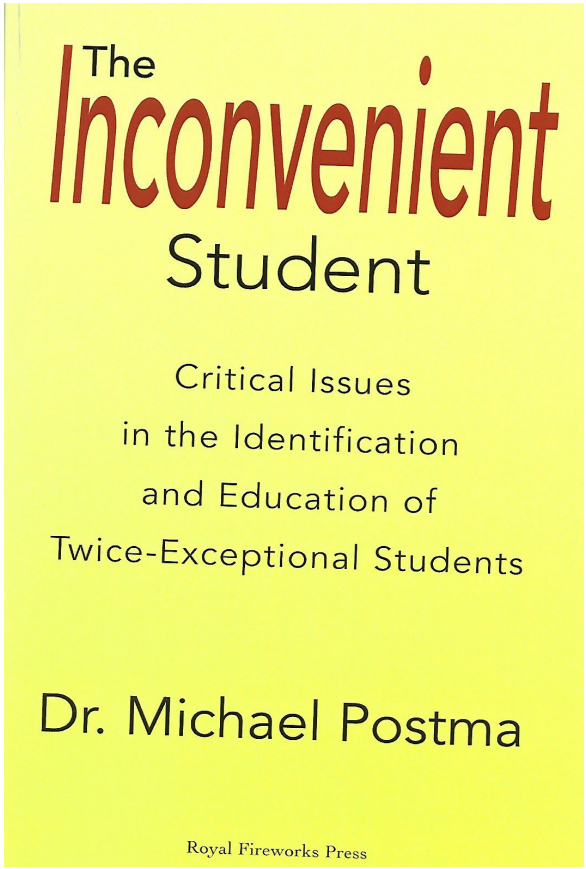

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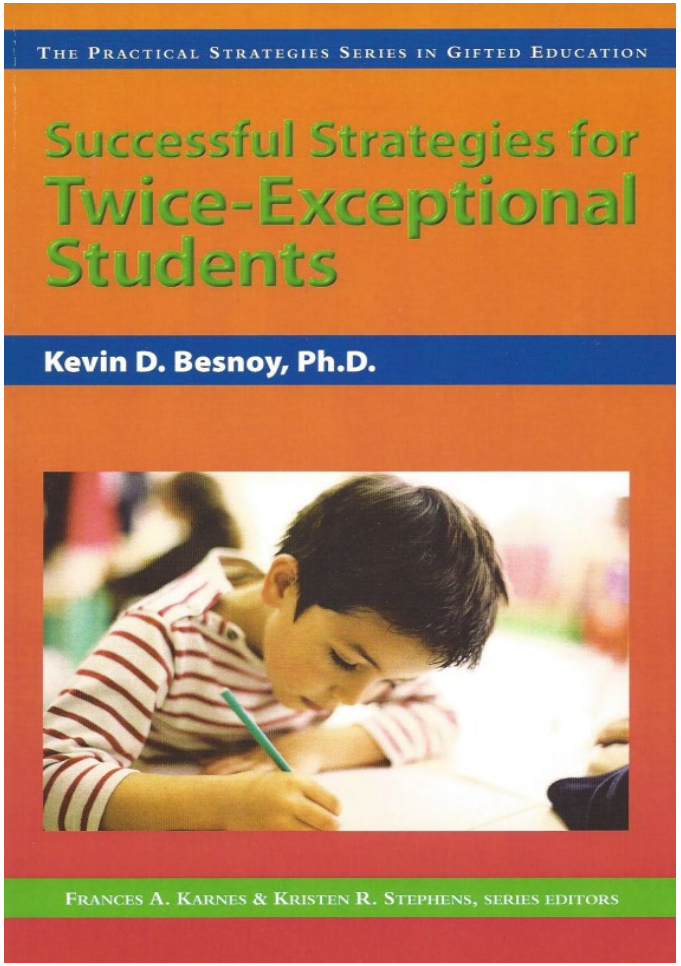

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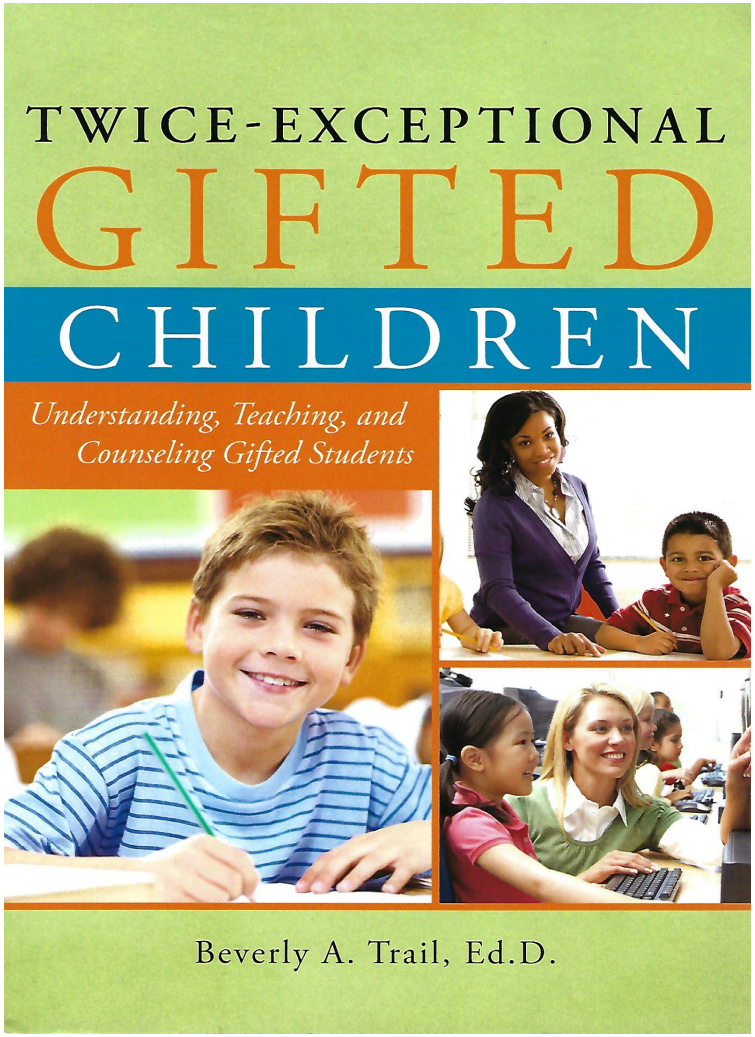

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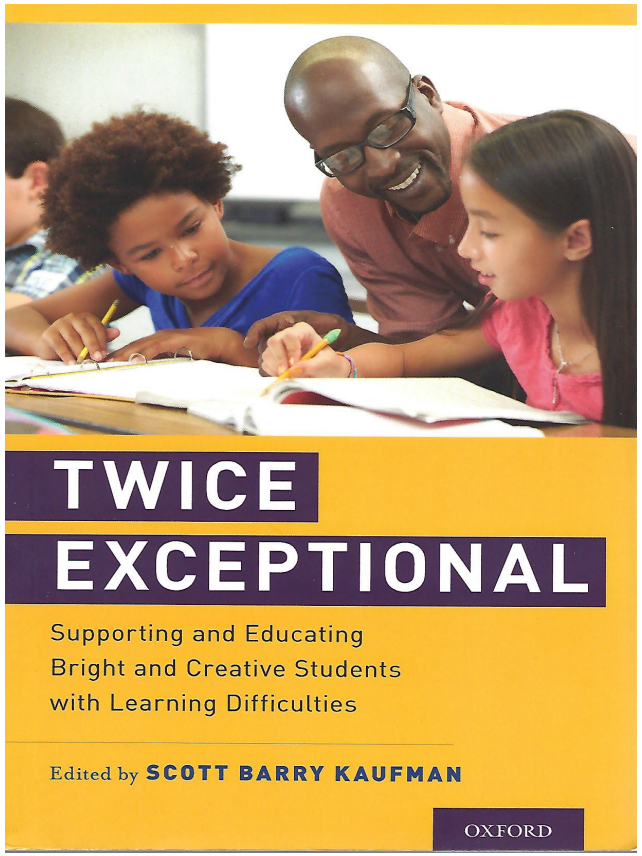

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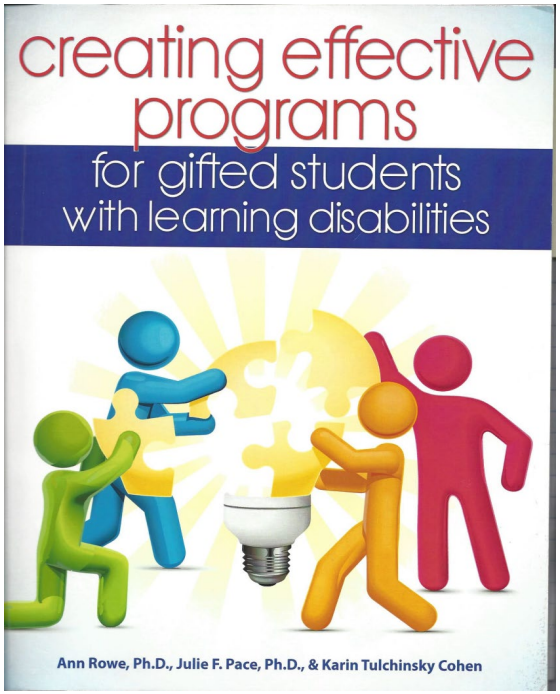

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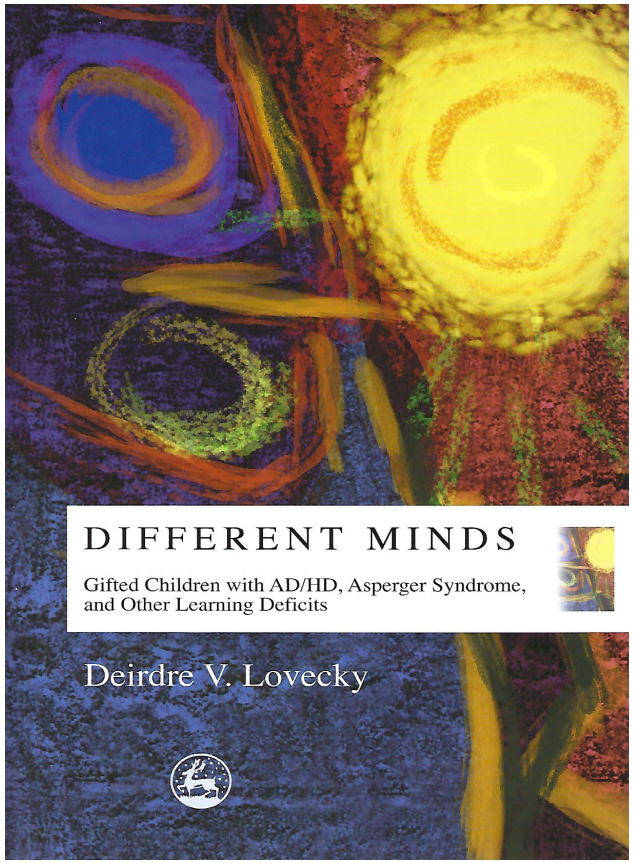

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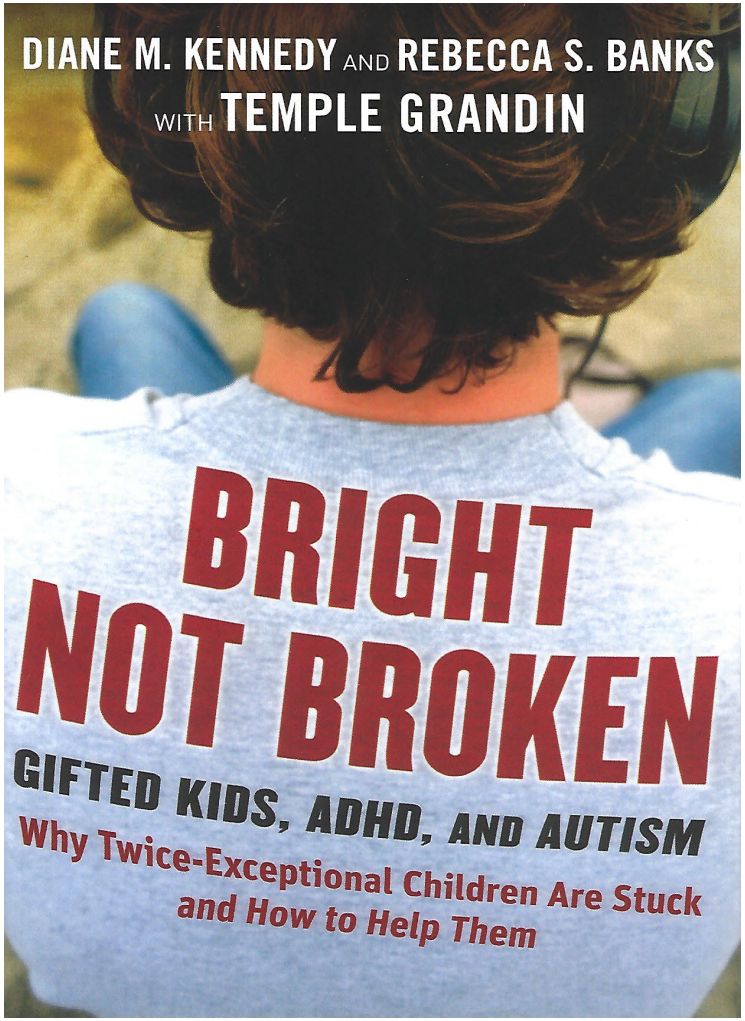

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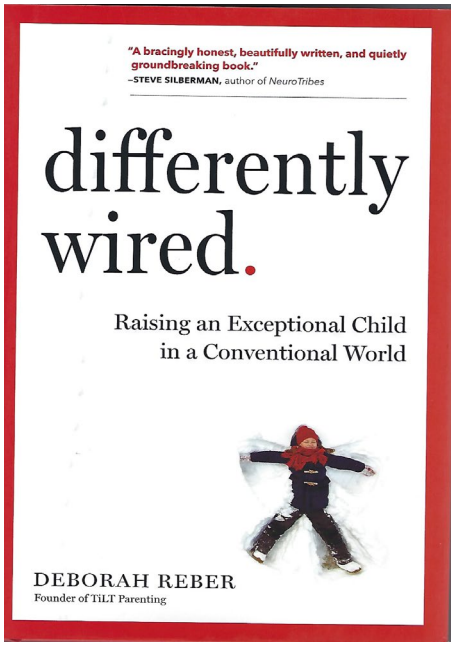

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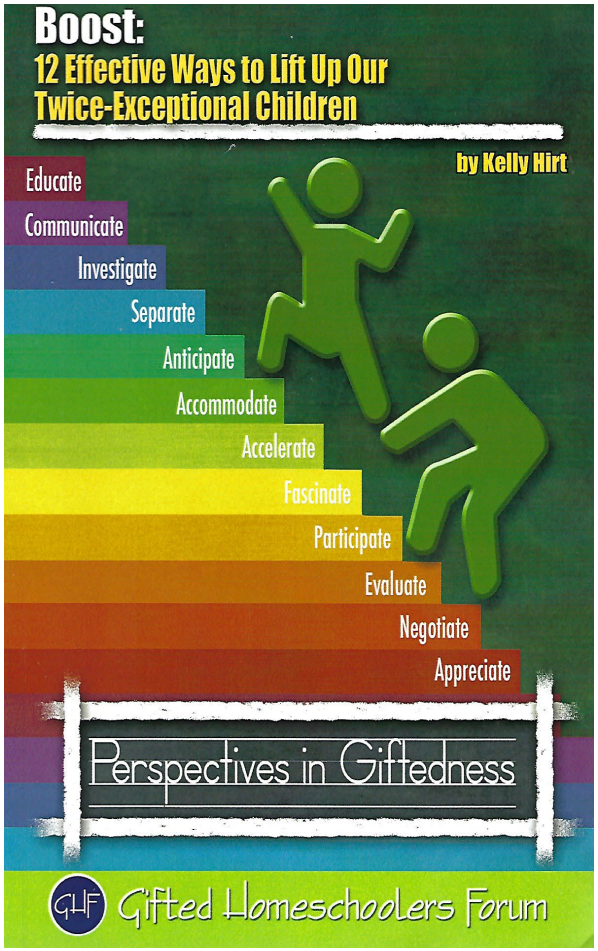

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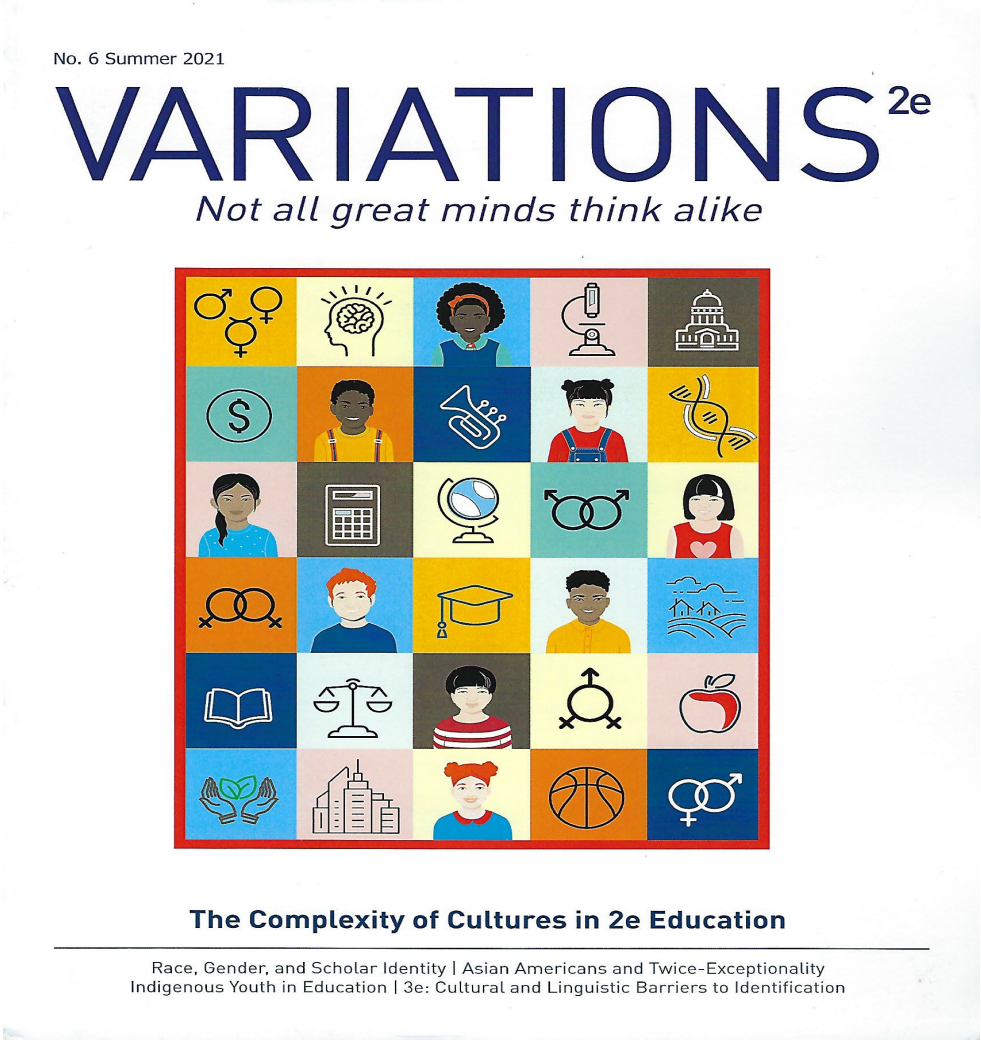

Thank you!

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Fax: (314) 918-8943

Web site: Jimrussellphd.com

E-mail jimrussell3@juno.com

Anyway, by Kent M. Keith
Paradoxical Commandments

People are illogical, unreasonable, and self-centered.

- Love them anyway

If you do good, people will accuse you of selfish ulterior motives.

- Do good anyway

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If you are successful, you will win false friends and true enemies.

- Succeed anyway

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Paradoxical Commandments

The good you do today will be forgotten tomorrow.

- Do good anyway

Honesty and frankness make you vulnerable.

- Be honest and frank anyway

Anyway, by Kent M. Keith
Paradoxical Commandments

The biggest men and woman with the biggest ideas can be shot down by the smallest men and woman with the smallest minds.

- Think Big anyway

People Favor underdogs but follow only the top dogs.

- Fight for a few underdogs anyway

Anyway, by Kent M. Keith
Paradoxical Commandments

What you spend years building may be destroyed overnight

– Build anyway

People really need help but may attack you if you do help them.

-Help people anyway

Anyway, by Kent M. Keith
Paradoxical Commandments

- Give the world the best you have and you'll get kicked in the teeth.

  -Give the world the best you have anyway