

## **When Interventions Fail**

Improving Outcomes with  
Resistant Clients

***AET, June 21, 2016***

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Founder, Association of Educational Therapists

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## ***OUR CULTURE TODAY***



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**Our UNIQUE approach:**

**The "*THERAPY PIECE*" of  
what we do.**

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***"No human being can exist for long without some sense of his own significance. Power means being able, and it is always interpersonal."***

**Rollo May**

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**Three types of power issues**

- 1. Those who feel and act powerless**
- 2. Those who make others feel powerless**
- 3. Those who manage to maintain personal power in spite of severe disabilities**

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**The "third ears" of the educational world**

The way in which one mind speaks to another beyond words, sensing what other people think but may not say.



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### ***My three biases.....***

- *...we can help children to learn...we can inspire them to learn, but we CANNOT make them learn.*
- *...we must learn the difference between the unwilling and the unable.*
- *...human beings are not their IEPs!*

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### **Richard's IEP**

- **READING**
  - 1. Work on word attack skills.
  - 2. Work on phonetic skills.
  - 3. Work on reading comprehension skills.
- **VOCABULARY**
  - 1. Increase vocabulary skills with the use of pictures.
- **SPELLING**
  - 1. Keep a list of reading and vocabulary words.
  - 2. Work on word attack skills.
  - 3. Work on phonetic skills.
- **ARITHMETIC**
  - 1. Work on place value, number sentences, decimal points, and rounding.
  - 2. Work on 3-digit, 3-number addition with carrying, 3-digit, 3 number subtraction with borrowing.
  - 3. Work on 1-digit 1 number multiplication
  - 4. Work on fractions, geometry, division and story problems.
- **PROCESSING AREAS--**work on visual and auditory memory skills

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**Just 9 months left.....**



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***The Organic Curriculum***

- **Personalized to what each client wishes to learn at that initial moment in time.** They choose. They are in charge.

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***The Organic Curriculum***

- **Evolves “organically”** using the “roots” of the client’s prior knowledge upon which to build mastery of unknowns that surface in each lesson.

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***The Organic Curriculum***

- **Acknowledges that learning depends on willingness, motivation, and trust.**

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## ***The Organic Curriculum***

- Addresses **psychological needs for independence, personal power & caring interactions.**

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## **Initial Interview**

*...what they know they do well, in or out of school, and what they **WISH** they could do better: the blueprint for the first stage of the Organic Curriculum.*

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**PAUL**



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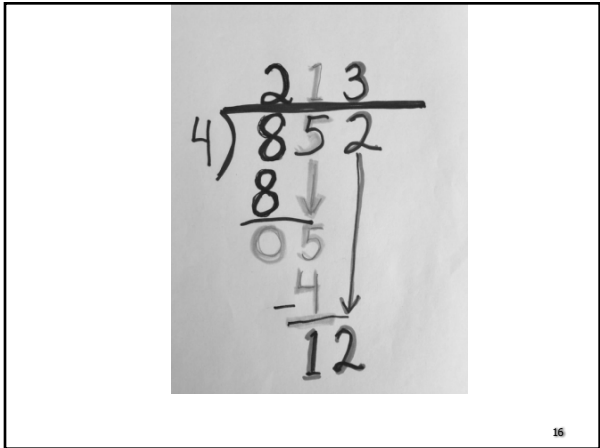
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**SEEING MY TIME:** Visual Tools for  
Executive Functioning Success  
By Marydee Sklar

- Planning ahead by planning backwards
- Seeing my future
- Nothing changes if nothing changes
- The mess outside your body creates a mess inside your mind.

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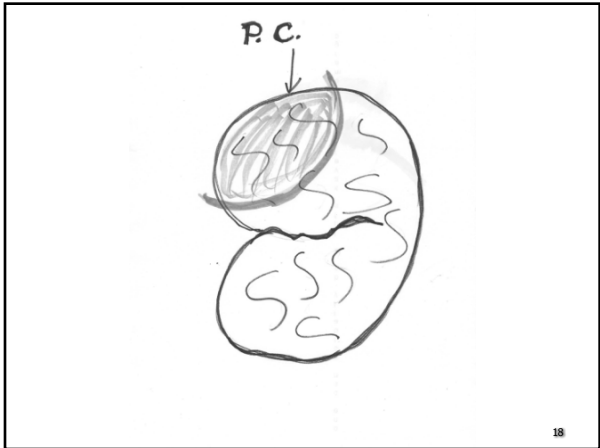
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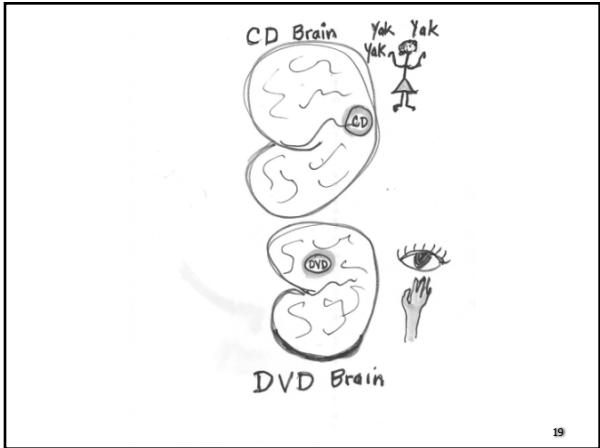
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**"Broad knowledge of technical sales of a new source of induction power generators, proven ability to lead sales teams and project management to achieve revenue goals, offer an in-depth understanding of the sales cycle process, remain focused on customer satisfaction and lead development projects from concept to implementation."**

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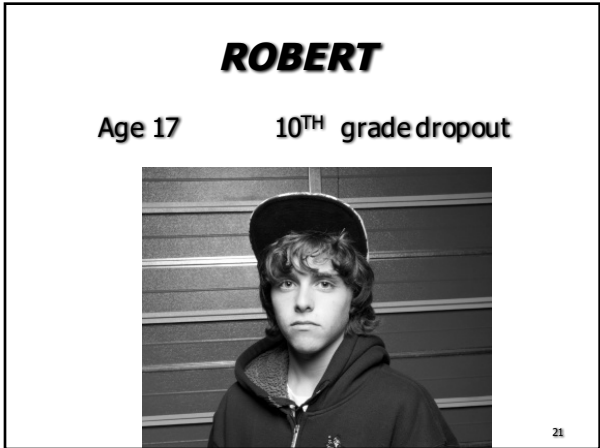
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## Risk factors

1. Totally illiterate at 17
2. Passive-aggressive defense patterns
3. Dysfunctional family all had intrinsic learning disabilities: mother, LD; father, abusive alcoholic; one sister compulsive hand washer; other sister thrown out of family

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## Protective factors

1. Positive interpersonal skills with skateboard friends.

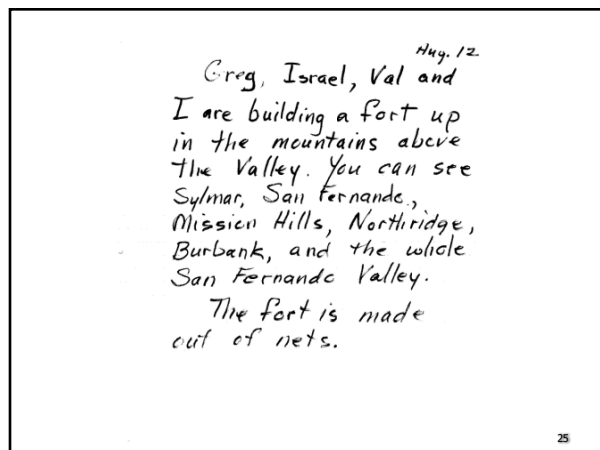
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Robert

EASY	HARD
Skateboarding	Reading
Dirt Bike Riding	Writing
Fishing	
Fixing things - when people show him how	
Building things	
- ramps	
- hangouts for friends	
Taking chances in skateboarding	
TV - <u>Ally</u>	
Comedies	
Action movies	
Stand up (the banks)	
Classical	
(Married w/Chilbey)	
Chores - mowing	Dreams:
Trash	Carpenter
Making friends	
Math	

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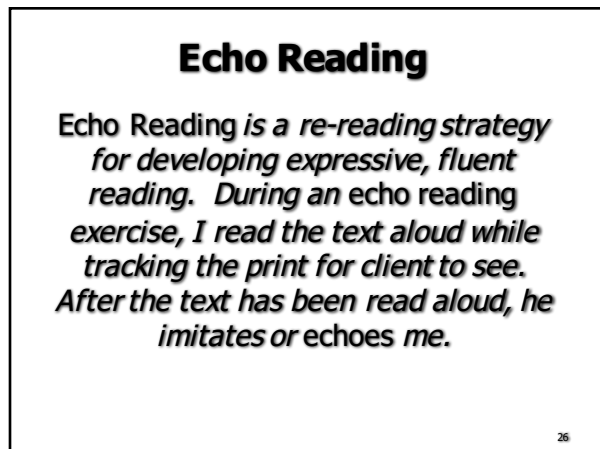
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## ***Christmas!!!***



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## **Great Wall of China**



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## **The WHY of Laws**

- Veto
- Override
- Executive
- Legislative
- Judicial
- Campaign
- Mayoral election

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### Mosaics and Inlaid Furniture



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### Questions to ask for Dept. of Forestry

1. I want to know the requirements to become a forest ranger.
2. Can you send me the information?  
(If they say NO, ask: )
3. Where can I get it?

(simple cues for Robert's phone inquiry)

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### SKILLS NEEDED for a COLD CALL

1. Find the number and make the call.
2. State his questions and write down the answers given to him.
3. Know how to write and spell quickly as the person is speaking to him.
4. Ask for help! (Something he would never do!)

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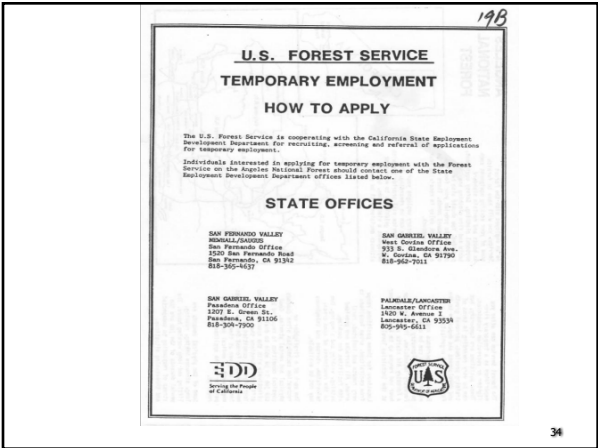
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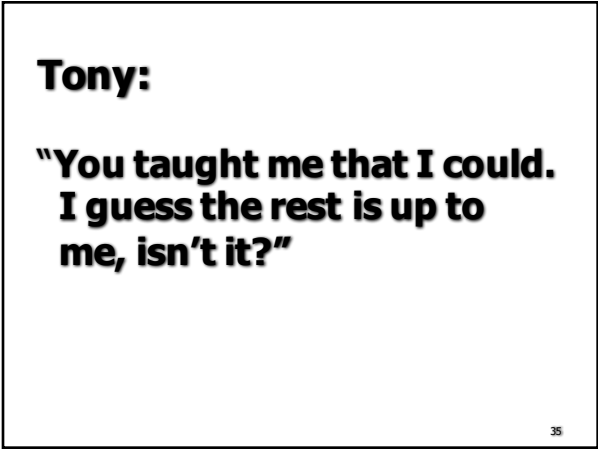
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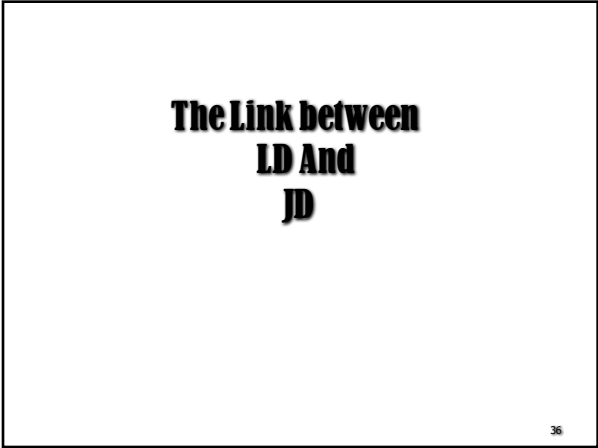
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## Hypotheses for causes of link

1. **School failure hypothesis**
2. **Susceptibility hypothesis**
3. **Differential arrest hypothesis**
4. **Differential adjudication hypothesis**
5. **Differential disposition hypothesis**

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*Why do high risk youth become  
alienated from the learning  
process ????*

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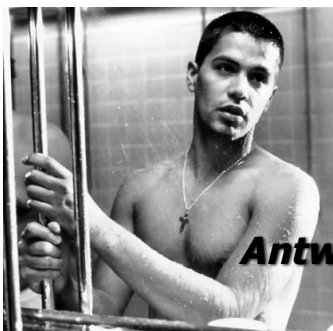
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**Antwon**

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### ***Compassionate Partnering***

How can remedial services be  
more palatable through  
partnering for goal setting?

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### **The Real Meaning of Advocacy Services**

- Teach your clients to self-advocate
- Have them really understand their  
strengths and skills
- Have them write what they plan to  
say, and do verbal rehearsal!!!
- When anything is too hard for them,  
we must advocate for them.

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Reuven Feuerstein:

***“The critical period for  
meaningful intervention  
is...  
The Lifespan.”***

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