

## Know Your *Neuro*

### Prevention Program Implementation

by Crystal Collier, PhD, LPC-S

1

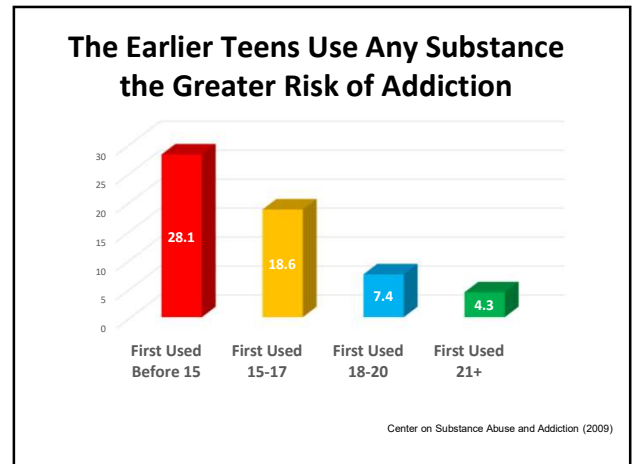
### Problem #1:

Increased access to a wider variety of high-risk behavior

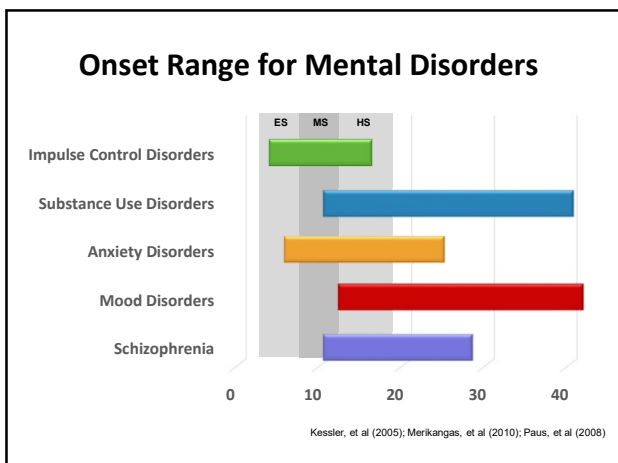
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### Tool #1: Teaching Proactively

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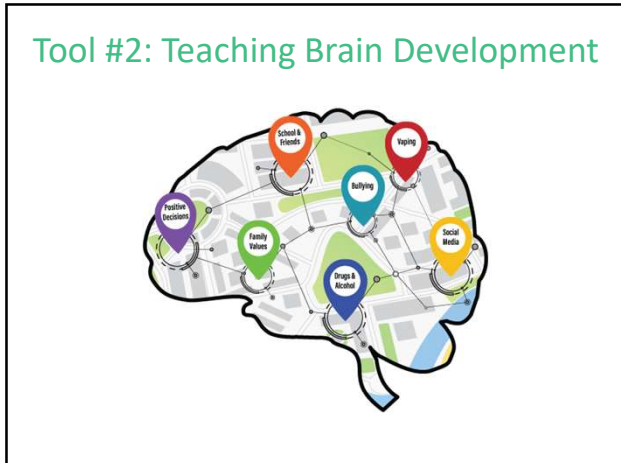


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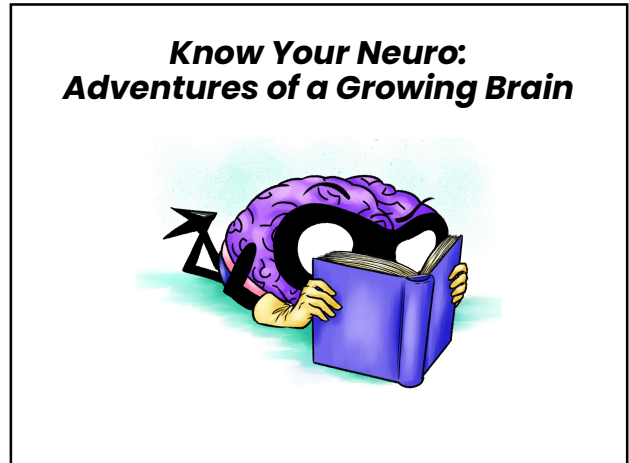
### Problem #2:

High-risk behavior arrests brain development

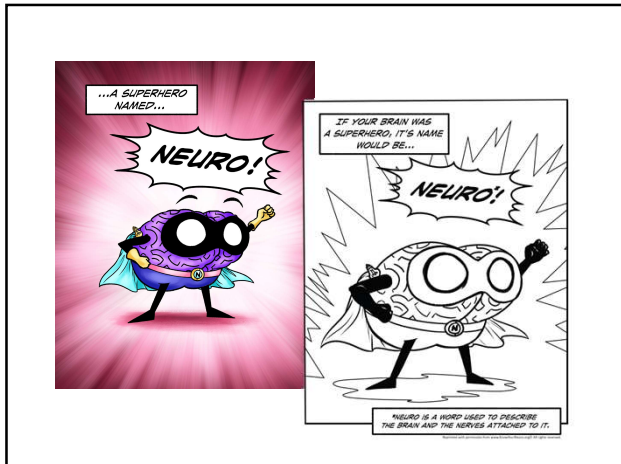
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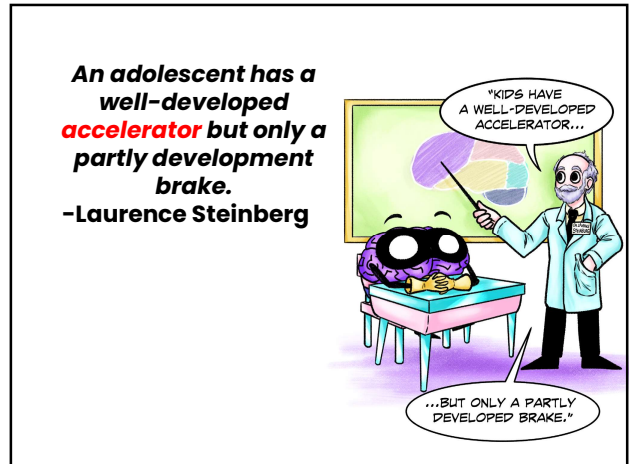
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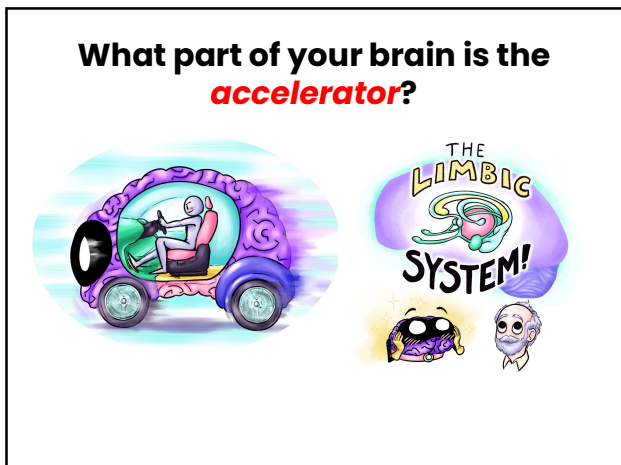
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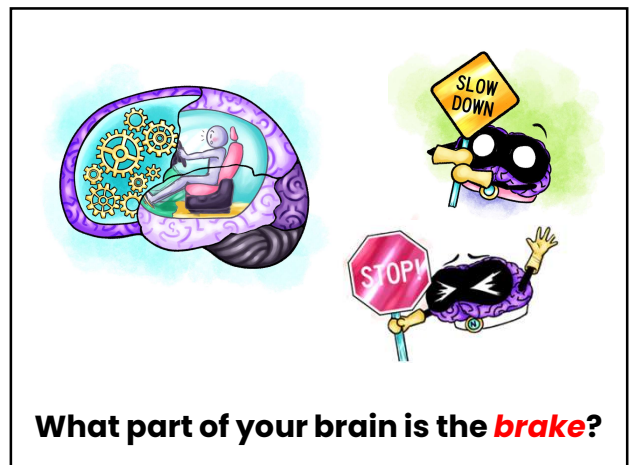
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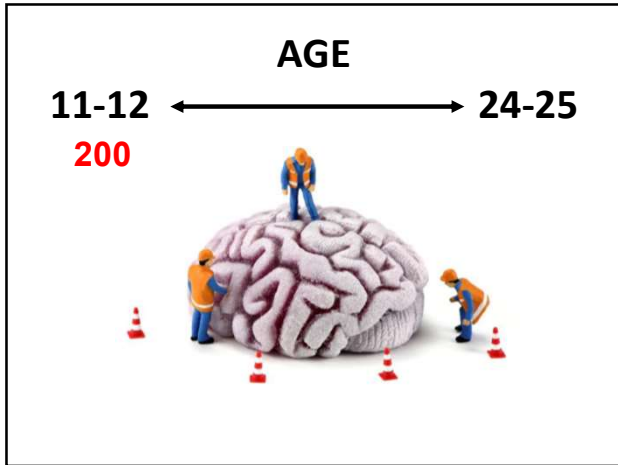
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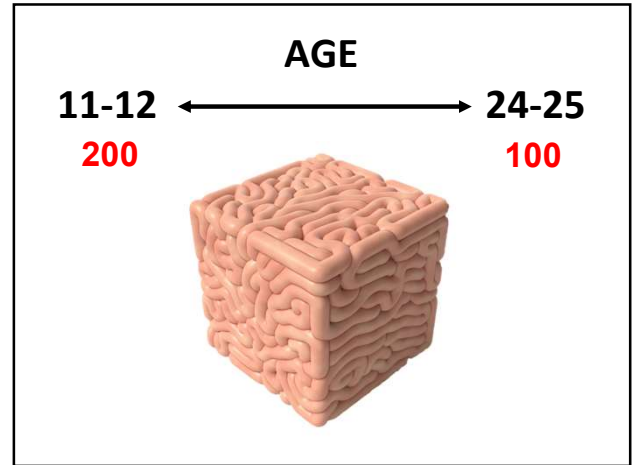
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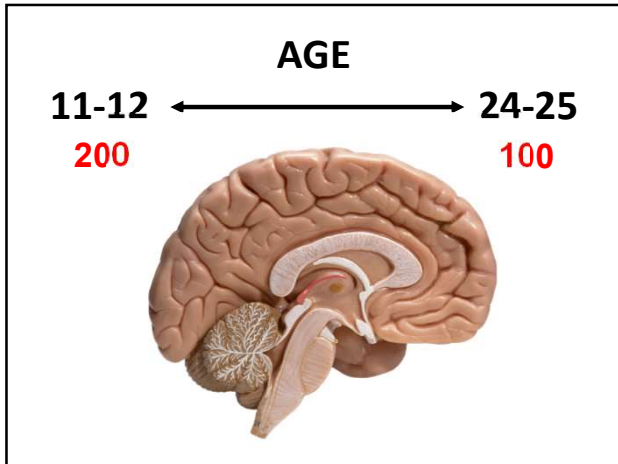
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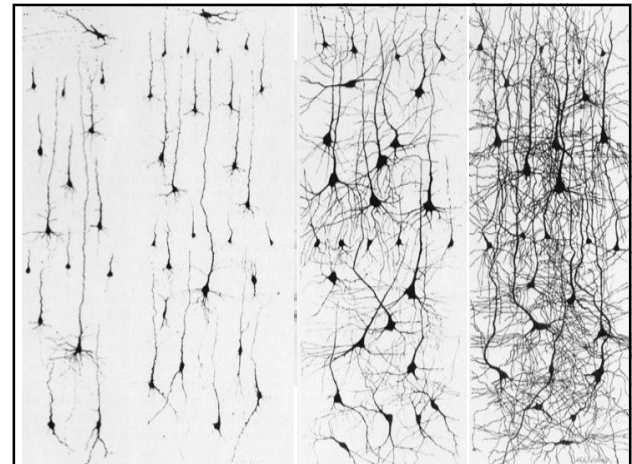
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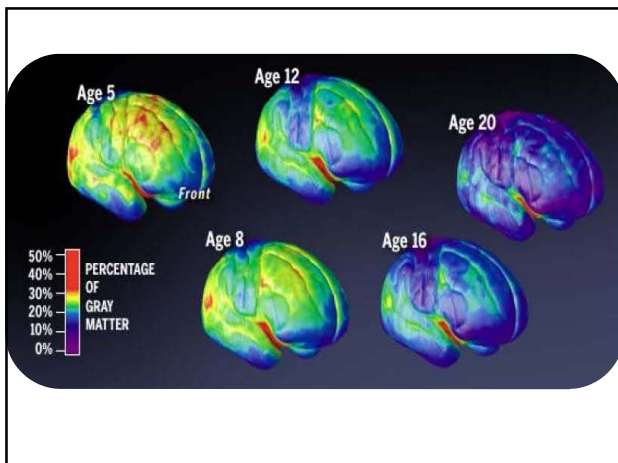
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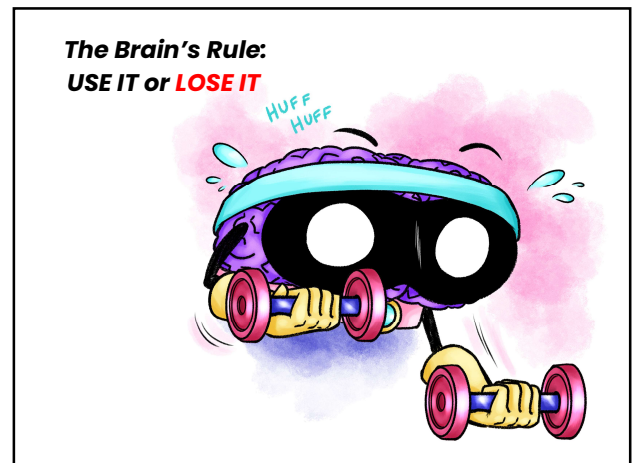
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18

## Executive Functioning Skills

<p><b>Birth to Age 11/12</b></p> <ul style="list-style-type: none"> <li>• Task Initiation</li> <li>• Flexible Thinking</li> <li>• Planning and Prioritizing</li> <li>• Organization</li> <li>• Working Memory</li> <li>• Self-Monitoring</li> <li>• Selective Attention</li> <li>• Coordination</li> </ul>	<p><b>Age 11/12 to 24/25</b></p> <ul style="list-style-type: none"> <li>• Abstract; conceptual understanding</li> <li>• Impulse Control</li> <li>• Problem-Solving</li> <li>• Decision-Making</li> <li>• Judgment</li> <li>• Emotion Regulation</li> <li>• Frustration Tolerance</li> <li>• Ability to Feel Empathy</li> </ul>
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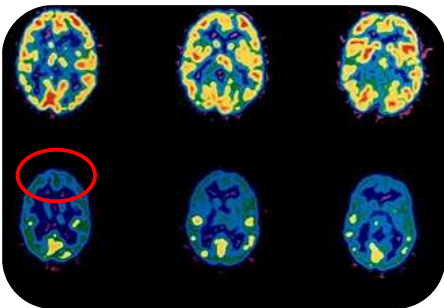
19

## Tool #3: Teaching Brain Effects



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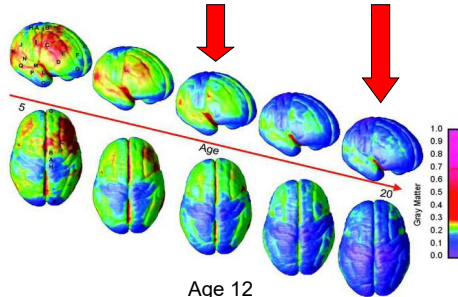
## HYPOFRONTALITY = PLEASURE OR FEAR



**BEFORE AGE 25 = ARREST DEVELOPMENT**

21

## If you arrest here but stop using here




Copyright © 2004 The National Academy of Sciences, USA  
 Giedd, N., Dicks, J.N., et al. (2004).  
 Dynamic mapping of human cortical development during childhood through early adulthood  
 Proceedings of the National Academy of Sciences, 101 (21), 8174 – 8179

22

## Problem #2:

Prevention programming is expensive, outdated, not comprehensive, or engaging



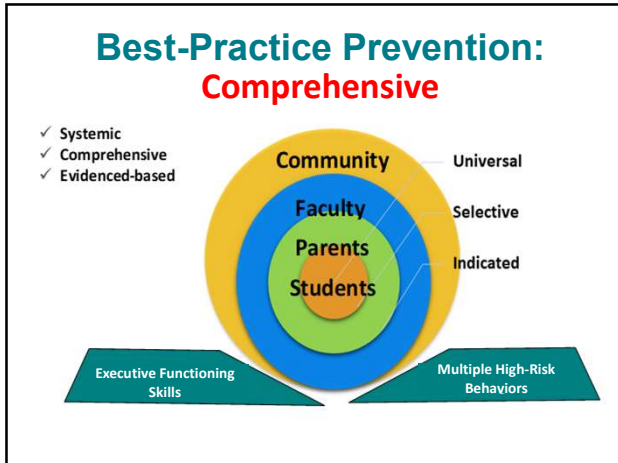
23

## Tool #4: Implement a Comprehensive Behavioral Health Transformation Strategy

<p><b>Birth -4</b></p> <ul style="list-style-type: none"> <li>Attunement</li> <li>Attachment</li> <li>Coregulation</li> <li>Phase I Brain Development</li> <li>Parenting Styles</li> </ul>	<p><b>Age 5-8</b></p> <ul style="list-style-type: none"> <li>Executive Skills Building</li> <li>Friendship Groups</li> <li>B-Mod</li> <li>Coping Skills</li> <li>Family Code</li> <li>Refusal Skills</li> </ul>	<p><b>Age 9-18</b></p> <ul style="list-style-type: none"> <li>Phase II Brain Development</li> <li>Prevention Talks</li> <li>Pro-socials</li> <li>Community Engagement</li> <li>Recovery Support</li> </ul>
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24

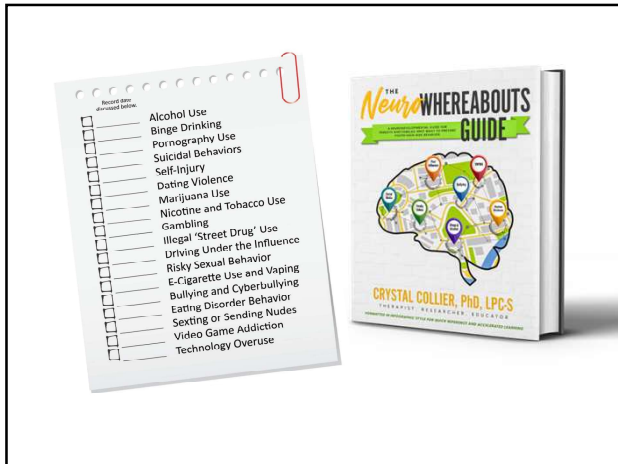




25

- ### KEY ELEMENTS OF EFFECTIVE PROGRAMMING
- ✓ interactive programming activities
    - ✓ emphasis on norm changing
  - ✓ universal or system-wide change programs
    - ✓ adequate delivery lengths
    - ✓ teacher training and support
      - ✓ skills training
  - ✓ active involvement of family and community
    - ✓ relationship building elements
      - ✓ cultural relevancy

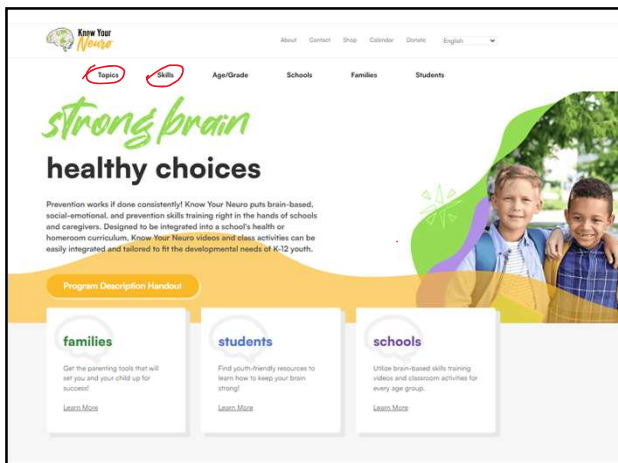
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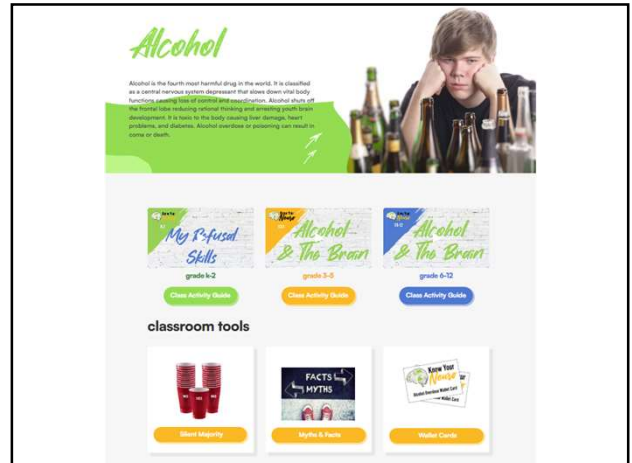
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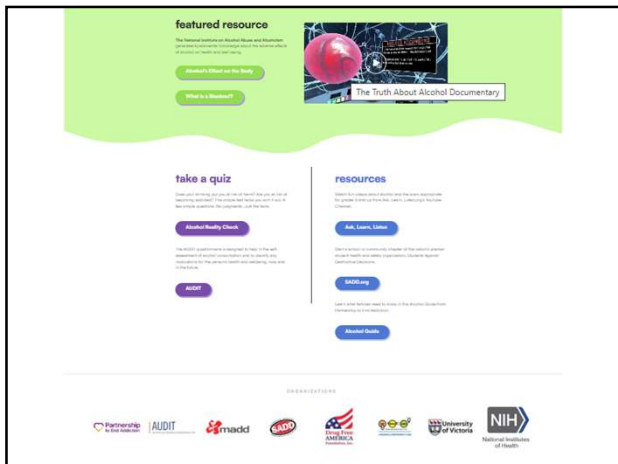
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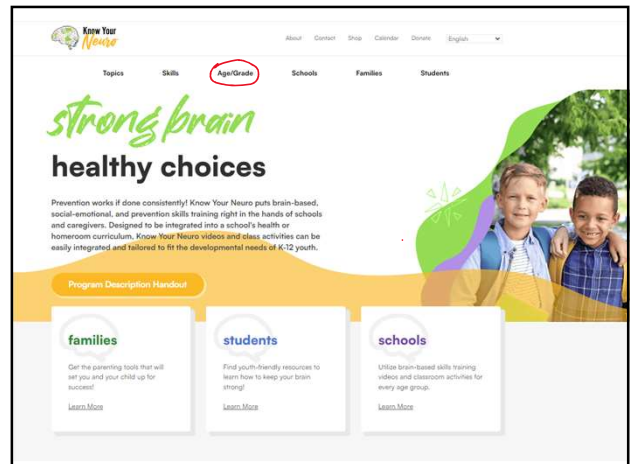
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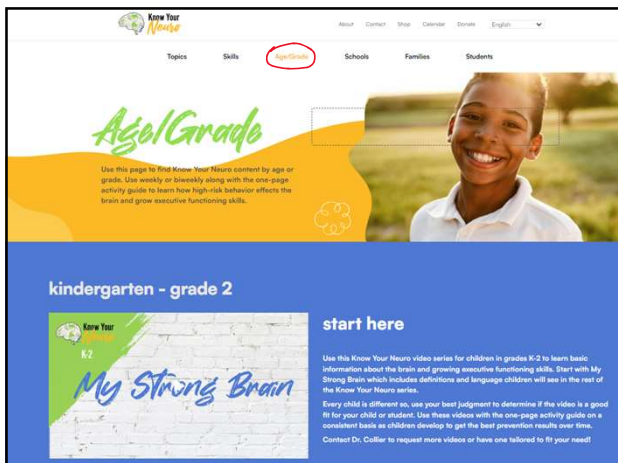
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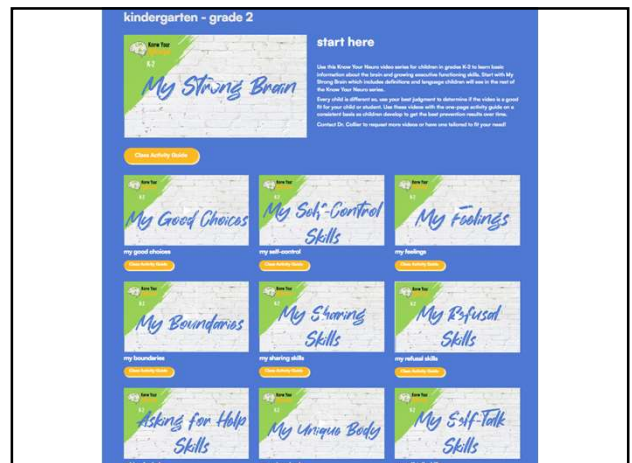
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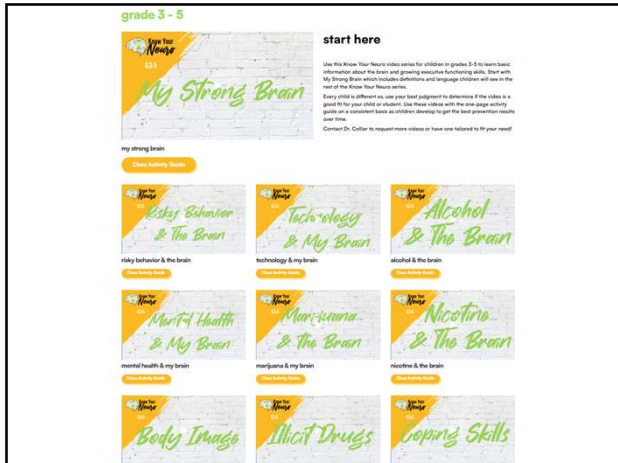
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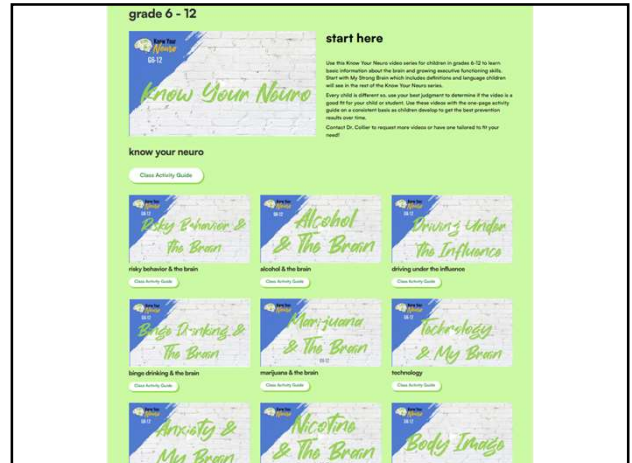
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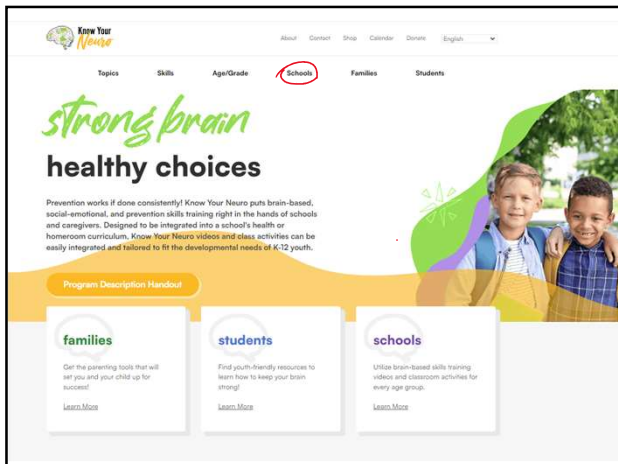
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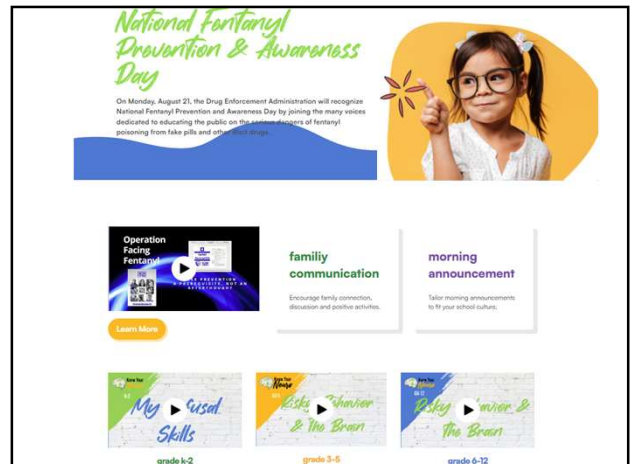
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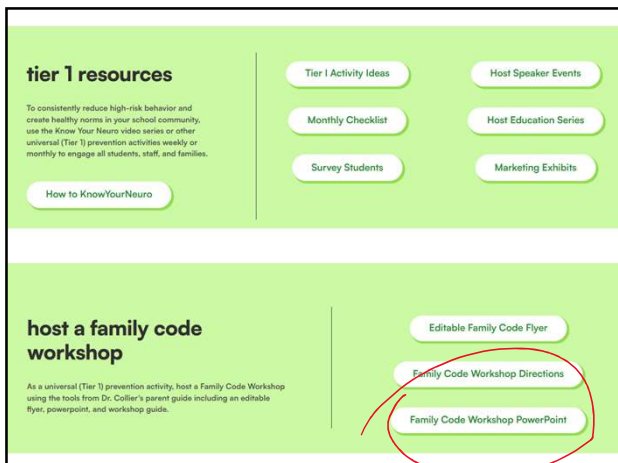
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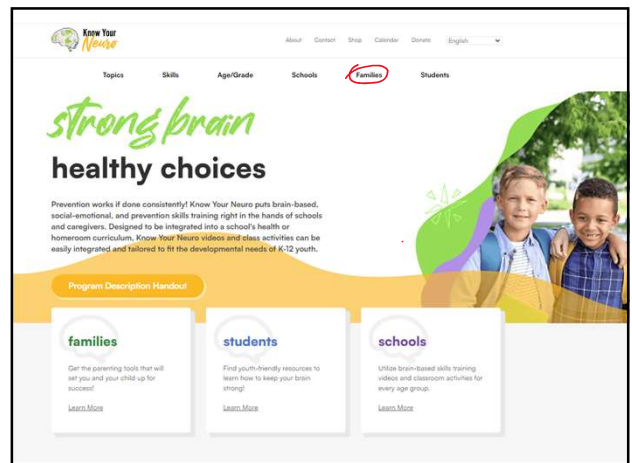
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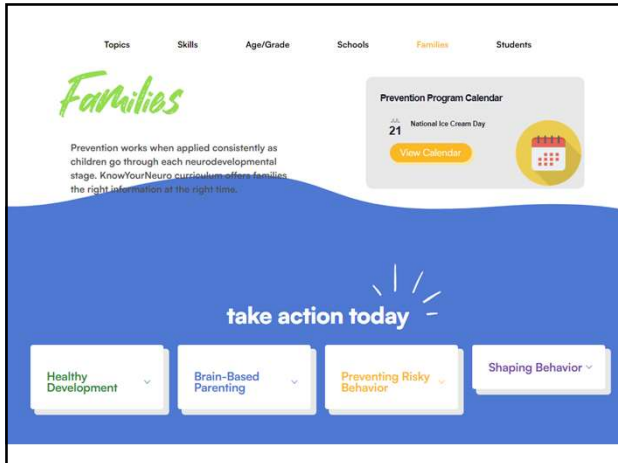
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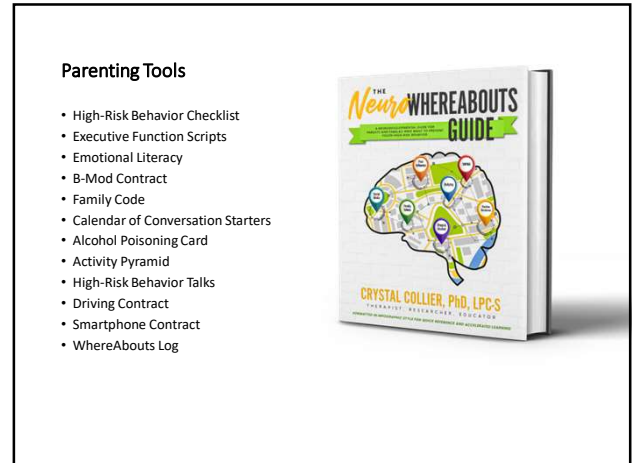
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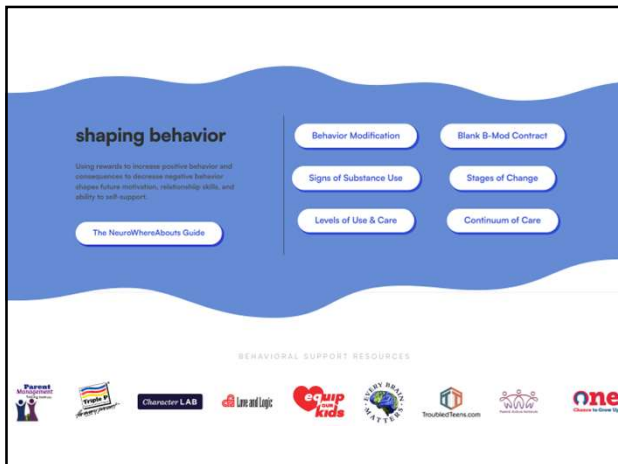
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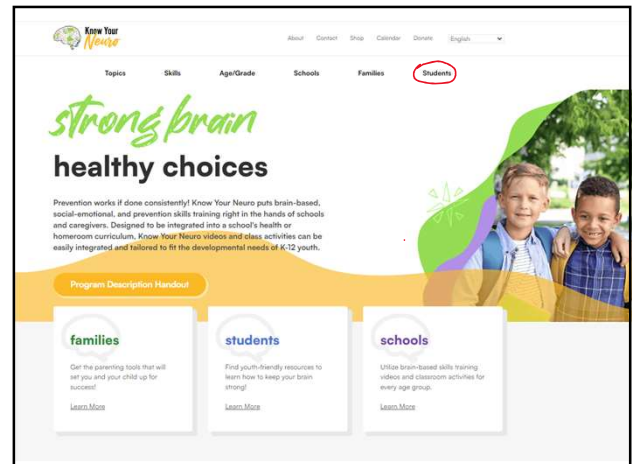
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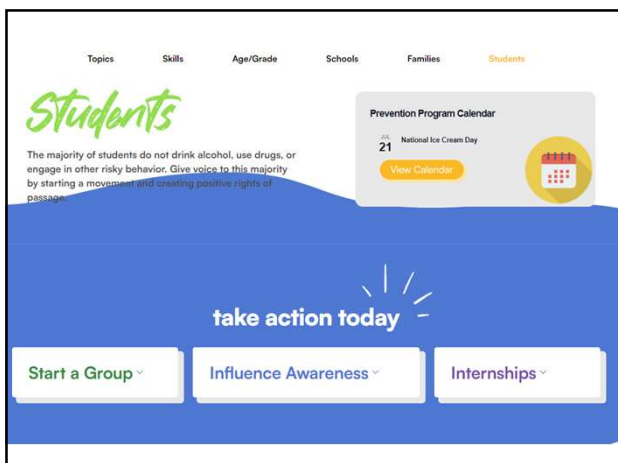
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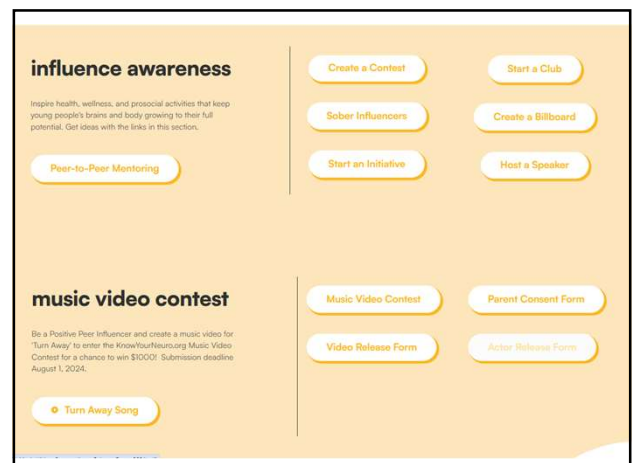
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46




47




48







**Refusal Skills Song: 'Turn Away'**

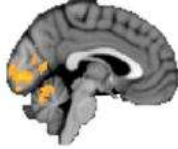
*I'll pass, no thanks, not now, I'm good.  
That helps your brain grow like it should.  
Use your brakes. Pick what you say.  
Then train your brain to turn away.  
Oh, I'm so cool without it. You can keep it yeah.  
Oh, I'm so lit without it.  
I got everything I need right here.  
Oh, you can keep it, cuz I don't need it.*





49



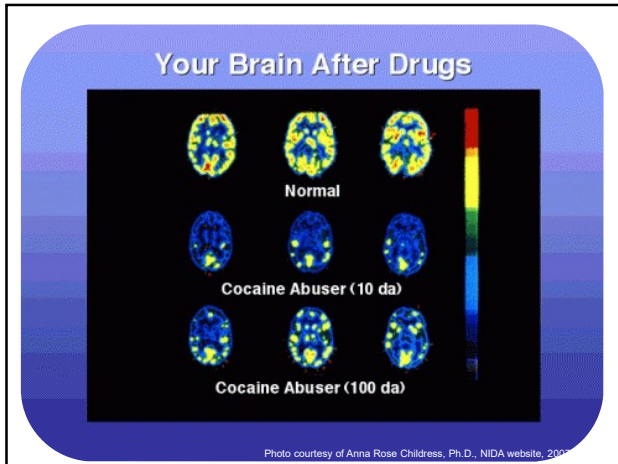
Like  6



Like  87




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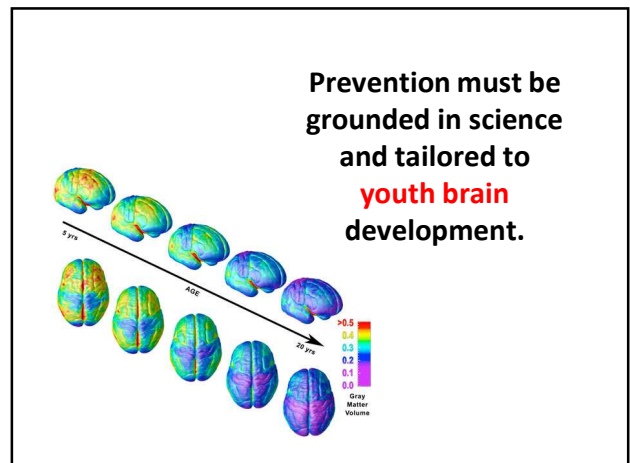
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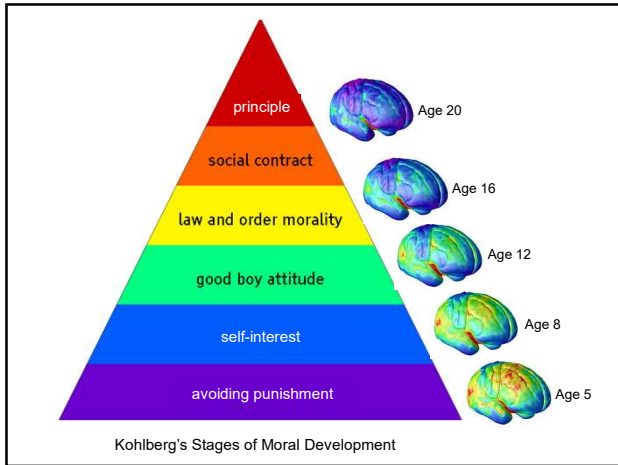
52

- ✓ Genetic Testing
  - ✓ Prosocial Activity
  - ✓ Regular Family Dinners
  - ✓ Create Family Code of Ethics
  - ✓ Give Consistent Consequences
  - ✓ Pro-active Community Action
  - ✓ Treat Problems Immediately
  - ✓ Consistent Education in Schools & Home
- Prevention*
- 

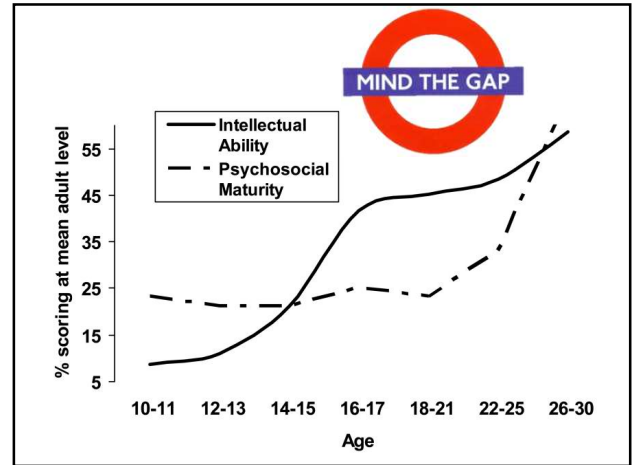
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54



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56

**Know Your Neuro**

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57