

# Practicing Law with ADHD

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**OAAP**

*helping lawyers and judges  
since 1982*

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**Qualifies for 6 Personal Management  
Assistance MCLE Credits**

## MCLE FORM 1: Recordkeeping Form *(Do Not Return This Form to the Bar)*

### Instructions:

Pursuant to MCLE Rule 7.2, every active member shall maintain records of participation in **accredited** CLE activities. You may wish to use this form to record your CLE activities, attaching it to a copy of the program brochure or other information regarding the CLE activity.

**Do not return this form to the Oregon State Bar. This is to be retained in your own MCLE file.**

Name:		Bar Number:	
Sponsor of CLE Activity:			
Title of CLE Activity:			
Date:		Location:	
<input type="checkbox"/> <i>Activity has been accredited by the Oregon State Bar for the following credit:</i>  _____ <b>General</b> _____ <b>Prof Resp-Ethics</b> _____ <b>Access to Justice</b> _____ <b>Child Abuse Rep.</b> _____ <b>Practical Skills</b> _____ <b>Pers. Management Assistance</b>	<input type="checkbox"/> <b>Full Credit.</b> <i>I attended the entire program and the total of authorized credits are:</i>  _____ <b>General</b> _____ <b>Prof Resp-Ethics</b> _____ <b>Access to Justice</b> _____ <b>Child Abuse Rep.</b> _____ <b>Practical Skills</b> _____ <b>Pers. Management Assistance</b>	<input type="checkbox"/> <b>Partial Credit.</b> <i>I attended _____ hours of the program and am entitled to the following credits*:</i>  _____ <b>General</b> _____ <b>Prof Resp-Ethics</b> _____ <b>Access to Justice</b> _____ <b>Child Abuse Rep.</b> _____ <b>Practical Skills</b> _____ <b>Pers. Management Assistance</b>	

### \*Credit Calculation:

One (1) MCLE credit may be claimed for each sixty (60) minutes of actual participation. Do not include registration, introductions, business meetings and programs less than 30 minutes. MCLE credits may not be claimed for any activity that has not been accredited by the MCLE Administrator. If the program has not been accredited by the MCLE Administrator, you must submit a Group CLE Activity Accreditation application (See MCLE Form 2.)

### Caveat:

If the actual program length is less than the credit hours approved, Bar members are responsible for making the appropriate adjustments in their compliance reports. Adjustments must also be made for late arrival, early departure or other periods of absence or non-participation.

## Practicing Law with ADHD

Greg Crosby MA, LPC, CGP, FAGPA  
Mike Long JD, MSW

Sponsored by OAAP

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## Attention Variability Syndrome: High Interest /Low Interest

- ▶ Attention varies depending on whether an activity is high interest or low interest.
- ▶ High interest the attention is focused and sustainable.
- ▶ Low interest attention is weak and easily distractible .

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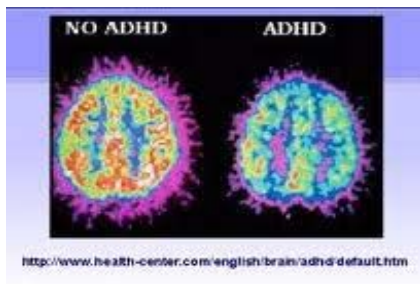
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## PET SCAN



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## ADHD/ADD Affects 5% of the Adult General Population.

- ▶ Prior to 1994 it was thought to be only a childhood disorder.
- ▶ Category change in DSM V from Disorders Usually First Diagnosed in Infancy, Childhood and Adolescence to Neurodevelopmental Disorder.
- ▶ DSM finally has Adult ADD diagnostic criteria with the DSM-V. Criteria changed from six to five symptoms for each type (age 17 and over).

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## ADHD/ADD

- ▶ Symptoms were present before age 7 in DSM IV R has changed to symptoms were present before age 12 in DSM V May 2013.
- ▶ Clear evidence that symptoms have persisted for at least six months that negatively impacts social, occupational and or academic activities in two or more settings.

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## ADHD Main Types

- ▶ Combined (both ADD/ADHD)
- ▶ Predominantly inattentive
- ▶ Predominantly hyperactive/impulsive
- ▶ Other Specified or Unspecified (does not meet full definition but symptoms exist but clinical distress or impairment needs to be significant)

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## Common Characteristics of ADD

- ▶ Significant difficulty in starting tasks, organizing, and planning related to low interest activities which significantly impair functioning.
- ▶ Being easily distracted by the environment and getting lost in one's internal thinking.
- ▶ Making decisions impulsively and searching for novelty to wake up the brain.
- ▶ Difficulty stopping activities or interest that are high interest.

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## Common Characteristics

- ▶ Poor impulse control
- ▶ Often beginning a project without planning or preparation and failing to sustain the activity.
- ▶ Significant difficulty following through with time deadlines in low interest activities such as paperwork, filing, phone calls, e-mails.
- ▶ Difficulty regulating emotions such as getting easily frustrated or overwhelmed to an extent that affect personal and work relationships.

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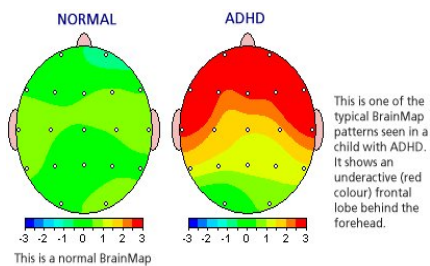
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## BrainMap



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## ADHD Neuroimaging Findings

Glucose metabolism and dopamine dramatically reduce in low interest activities

When presented with an interesting task glucose and dopamine increase dramatically

Global and regional reductions but dramatically in the pre frontal cortex

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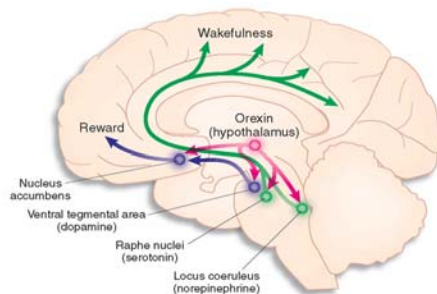
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## Dopamine Reward Pathway



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## Neurotransmitters and ADD

- ▶ Dopamine activates the pleasure and reward focusing centers in the brain.
- ▶ Norepinephrine plays apart in general alertness, learning , focusing and activity level.
- ▶ Neurotransmitters are affected by high and low interest activities .

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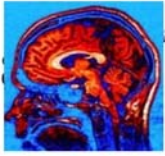
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## Dopamine



- Dopamine is both a neurotransmitter and a hormone.
- It is the precursor for adrenaline and noradrenaline production
- Dopamine increases arousal and decreases inhibition.
- Its effects would show up on a brainscan as increased cerebral activity

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## DRD4

### The “novelty-seeking” gene (DRD4)

- The “novelty-seeking” gene (DRD4) gene interacts with the “worrier” gene (COMT) to affect novelty seeking.
- People who have certain versions of each gene are much more likely than other people to seek out new situations and experiences, even if doing so involves taking some risks.

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## Mental Health and Addiction Disorders that Affect Attention

- ▶ Substance and Drug Abuse
- ▶ Depression, bipolar, depression, all anxiety disorders
- ▶ Autistic spectrum, psychotic disorders, and many others.

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## Medical conditions that can contribute to attention deficits

- › Sleep Disorders
- › Cancer
- › Chronic Pain
- › Heart disease
- › Allergies
- › Head Injuries
- › The medical list may be quite extensive.
- › Medication side effects may also affect attention.
- › Untreated medical conditions may affect attention and organization.

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## ADD Common Characteristics

- › Difficulty retaining instructions, staying on topic, and noticing cues to accurately read people.
- › Low self esteem due to poor motivation and difficulty getting tasks completed.

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## Gifts of ADHD

- › Creativity
- › Spontaneity
- › Imaginative
- › Inventive
- › Connecting to new situations
- › Hyper focusing

**Neurodiversity** by Thomas Armstrong PhD

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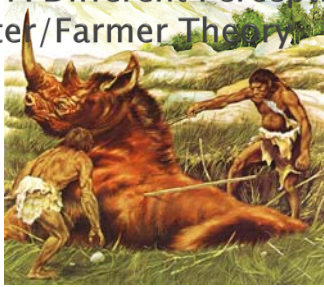
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Thom Hartmann's  
ADD A Different Perception  
Hunter/Farmer Theory



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Hunter/Farmer Theory



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Technology is Rewiring our Brain



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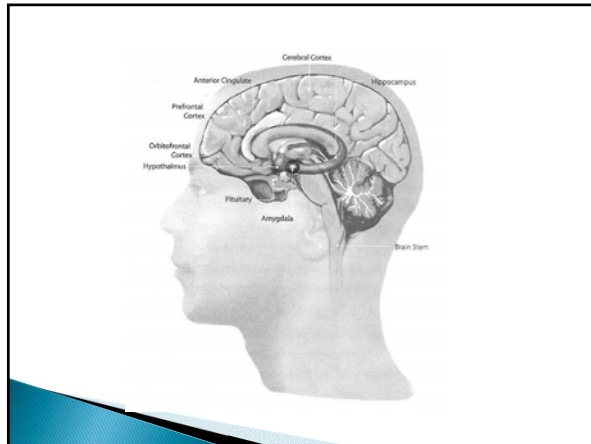
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## Pre-Frontal Cortex

Marked reduction in electrical activity in low interest activities

Difficult to formulate plans and strategies in low interest activities due to low electrical activity

Reward pathway that seeks novelty will try to wake up the pre-frontal cortex.

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## Limbic Region

- ▶ Regulates emotion (focused to detect Fear) Attachment styles affect the Amygdala regulation.
- ▶ Emotions believed to occur before thoughts but thoughts direct emotions.
- ▶ More emotional neuronal pathways than cognitive. **Emotional Brain** by Joseph LeDoux 1996.
- ▶ Emotions elicit memories. Hippocampus is state dependent.

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## The Brain in the Palm of Your Hand

- Your palm:**  
represent the Brain Stem
- Your thumb:**  
represents the Limbic area  
(the amygdala, hippocampus)
- Your fingers from middle of  
knuckles to bottom of finger  
nail:**  
represents the pre-frontal  
cortex

(From *Parenting from the Inside Out*, by Daniel Siegel and Mary Hartzell)

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## The Brain in the Palm of Your Hand

What happens to our brains when we  
have  
emotional dysregulation?  
We flip our lids!

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## Research on Hope

Pathway to hope is through goals that are:

- ▶ Simple
- ▶ Realistic
- ▶ Achievable

Adapted from CR Snyder PhD Handbook of Hope

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## Stages of Change

- Pre-contemplation : I do not have a problem or very limited awareness. I am ambivalent about changing.
- Contemplation: I do have a problem and want to change.
- Preparation: Commitment to a plan of simple, realistic and achievable goals.

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## Stages of Change

- Action : Tools and skills are used to face challenges.
- Maintenance: Maintaining gains and preventing major derailments.

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## Stages of Change



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## Common Planning Problems

- › Time– frequently late, takes longer than predicted to do projects
- › Space–disorganized desk, room, files.
- › Projects – haphazard approach, difficulty locating needed items.
- › Distracted or hyper focused– Either spends too much wasted time or too much time on a task area.

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## Common Planning Problems

- › Will do a project only as long as there is intense interest
- › May do many things 50–80 % done then stop
- › Slow or no starts in low interest activities
- › Problems stopping in high interest activities
- › Takes a crisis management approach to life

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## Daily Schedule and Planning Tips

- › Select a planner (Calendar, daily planner, phone, computer, etc.)
- › Identify a time to plan for each day (day before or morning of)
- › Check planner 2–5 times each day
- › Focus on start times not deadlines

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## Daily Schedule and Planning Tips

- › Insert behavioral activation activities such as pleasant activities, exercise, volunteering, activities with friends/family, healthy eating habits , etc. to better manage moods
- › Set start time to manage procrastination
- › Identify tasks with start times

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## Focus on Barriers to Use Planner

- › Not setting a time to get started
- › Making planner too complicated
- › Not adjusting or modifying the planner to your needs
- › Forgetting to check planner several times a day

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## Selected Planning Resources

Smart Gadgets: ADHD Tools for Work and Home: Living Well with Attention Deficit

Astrid taskmaster(updates tasks) . Free with for Android.

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## Planners



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## Planning and Color

- ▶ Color-code materials such as filing systems.
- ▶ Use different colored papers for important memos, each project

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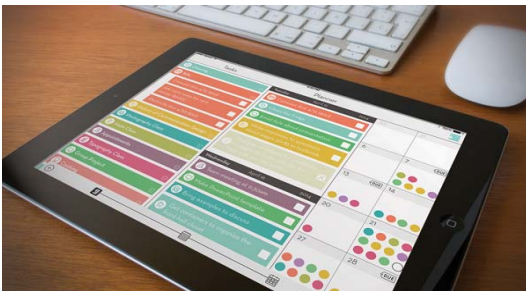
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## ADHD Planner



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## Multiple Intelligences

~ Howard Garner ~

- › Linguistic
- › Logical-Mathematical
- › Visual-Spatial
- › Bodily-Kinesthetic
- › Musical
- › Interpersonal
- › Intrapersonal
- › Naturalistic
- › Existential

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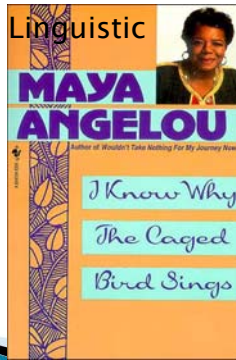
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## Linguistic: Oral /Written



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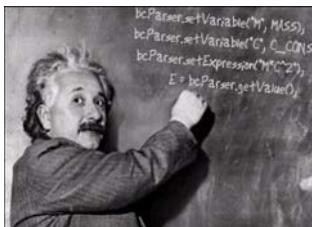
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## Multiple Intelligences

Logical-Mathematical



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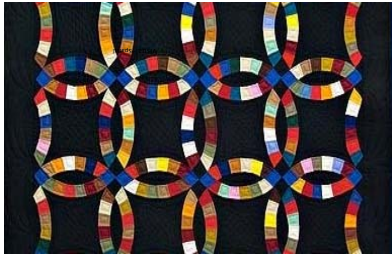
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## Multiple Intelligences Visual-Spatial



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## Multiple Intelligences

Bodily-Kinesthetic



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## Multiple Intelligences Musical



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## Multiple Intelligences

Interpersonal



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## Multiple Intelligences

Intrapersonal



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## Multiple Intelligences

Existential: Mindfulness /Transpersonal



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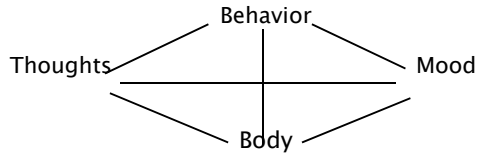
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Environment: Family of Origin,  
Ethnicity, Social Class



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## Core Cognitive Skills

- Gratitude's
- Identifying thinking distortions
- 3 by 5 card method
- Maintenance planning

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## Gratitudes

- Identify three gratitude's
- Tell story behind the gratitude
- Gratitude's decrease depression, anger, anxiety, cravings and increase low self-esteem.
- Source, How of Happiness by Lyubormirsky.

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## Thinking Styles

- Overgeneralization
- All or Nothing
- Focusing on the Negative/Mental Filter
- Jumping to Conclusions
- Discounting the Positive
- Magnification/Catastrophizing.

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## Thinking Styles

- Emotional Reasoning
- Should Statements
- Labeling and Mislabeled
- Personalization and Blame
- Minimization/Denial

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## 3by 5 Index Card

- On blank side write one persistent negative thought.
- In corner of blank side identify thinking error.
- On lined side identify three realistic thoughts that can counter the negative thought

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## Maintenance Planning

- Identify high interest/low interest activities that may lead to inattention or hyper focusing in next week.
- What planning steps will you take to manage high interest and low interest?
- Predict the biggest problem of the week problem solve how to break it down in simple, realistic and achievable steps.

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## Selected Behavioral Resources

- **Handbook of Group Psychotherapy** edited by Kleinberg. "Integrative Cognitive-Behavioral Group Therapy" by Crosby with Altman.
- **Feeling Good** by David Burns
- **Seeking Safety** by Lisa Najavits

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## Basic Behavioral Principles

- Behaviors change faster than thoughts.
- Behaviors can address biological/psychological and social concerns.
- Need to set simple and realistic goals.
- Problem solving behaviors can be enhanced by visual medium.
- Changing behaviors can change thoughts and schemas.

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## Core Behavioral-Activation Skills

- Daily Schedule and Planning
- Breathing
- Pleasant Activities
- Diet and Nutrition
- Exercise
- Managing Procrastination
- Social Network
- Sleep Hygiene

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## BELLY BREATHING



Belly Breathing  
Activates the  
Relaxation Response.

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## Belly Breathing

- Herbert Benson's Relaxation Response
- Put arms behind chair for three minutes for full response. Be flexible with time variations and arm positions.
- Lungs increase with air from 40–50 CC in chest breathing to 400–500 CC per breath
- Stomach lining stores 90 percent of bodies stored serotonin
- Stomach presses on Vagus nerve

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## Managing Procrastination

- Set simple, realistic and achievable goals
- Set start time and date not a deadline
- Motivation activates action
- Action activates motivation

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## Exercise

- Identify exercise: type and amount
- Set start date/start time
- Goals:
  - Simple
  - Realistic
  - Achievable

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## Healthy Eating Habits

Identify eating patterns and strategies

- Under eating patterns
- Over eating patterns
- Drugs and alcohol patterns
- Role of caffeine with depression/anxiety
- Identify: simple, realistic and achievable goals

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## Sleep Hygiene

- How much sleep do you need?
- How much sleep do you get?
- Factor of life style affecting sleep
- Medical factors to sleep
- Problem solving sleep issues

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## Social Network

- Too Loose
- Too Dense
- Red Flag for under 5 people
- Address how to utilize one's network

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## Key Communication Skills

- Writing down agreements in planner
- Listening Skills
- Reading Social Cues
- Patience
- Showing Consideration and Compassion
- Business Meeting

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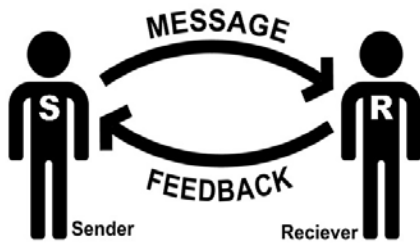
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## Communication



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## Listening Skills

- ▶ Parrott instructions
- ▶ I statements
- ▶ Paraphrase to verify message. "I heard you say\_\_\_\_\_. Is that true?" or "I want to make sure I got this correctly"
- ▶ Perception Check to check out feelings. "You seem anxious . Is that true"
- ▶ Gottman rule. Five positives to one negative increase problem solving.

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## Communication



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## Weekly Business Meeting

- › Set realistic time to start meeting
- › Problem Solve tasks if needed into small steps.
- › Get help if stuck
- › Insert into the planner.

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## Weekly Home Meeting

- › Have start time
- › Adjust meeting to needs of each week
- › Take notes
- › Go over basic tasks or events. Who will do what ,when.
- › Insert tasks into planner.

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## Sharing with others your learnings

- › Share with others how you responded to the challenges.
- › Share the tools and skills you used in responding to the difficulties.

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## Sharing Matters



"The last thing I remember is being thrown into the dryer."

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## Suggestions for Reasonable Accommodation's

- ▶ If appropriate work with HR Department or Student Services
- ▶ Extra time to complete tasks if possible
- ▶ Work coach or equivalent to go over basic tasks at least weekly if not daily.

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## Suggestions for Reasonable Accommodation's

- ▶ Adjustable desk. Consider exercising at breaks.
- ▶ Problem solve work space and reduce sound for less interruptions. Bose ear phones considered the best.
- ▶ Support groups are helpful in maintaining change.

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### Suggestions for Reasonable Accommodations

- ▶ Google: Smart Gadgets: ADHD Tools for Work and Home: Attitude: Living Well with Attention Deficit.
- ▶ Dragon Software/ Naturally Speaking or equivalent.
- ▶ Astrid taskmaster(updates tasks)Free for Android

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### Suggestions for Reasonable Accommodations

- ▶ My Bills(free for Blackberry and Android)
- ▶ Electronic Key finder
- ▶ Smart pen
- ▶ Electronic organizers or smart phone

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### Suggestions for Reasonable Accommodations

- ▶ Identify a daily planner to fit your needs(be patient).
- ▶ Have a set time to start daily planning each day.
- ▶ Designate times to review planner daily.
- ▶ Use a coach or designated person if needed.

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## Suggestions Continued

- Identify someone as a coach you can trust who can help you. This will take time.
- Set up a filing system. Color code it ,if needed, use dividers and get filling help if you need to.
- Respond to e-mails and use the internet at set times of day not at random.

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## Further Suggestions

- Use external alarms to help you remember time. Set an alarm to start a low interest activity and an alarm to stop a high interest activity.
- During staff meeting or class room sit near the front ,take notes, paraphrase and participate.

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## More Suggestions

- Reduce office environmental distractions. Try to minimize external noise by using head phones, earplugs, quite place. Especially important to implement a strategy to reduce external office distractions during low interest activities.
- During staff meetings active listen and take notes.

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## Pathway to Hope



Simple, Realistic and Achievable Goals = Hope.

CR Snyder PhD. **Handbook of Hope.**

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### The Rogers Indicator of Multiple Intelligences

QUESTIONS	Rarely 1	Occasionally 2	Sometimes 3	Usually 4	Almost Always 5
1. I am careful about the direct and implied meanings of the words I use in speaking and writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I appreciate a wide variety of music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. People come to me when they need help with math problems or any calculations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In my mind, I can visualize clear, precise, sharp images.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am physically well-coordinated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I understand why I believe and behave the way I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I understand the moods, temperaments, values, and intentions of others, even when they are hidden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I am intrigued by systems of classifying dinosaurs, plants, highways, birds, fishes, storms, or insects, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I confidently express myself well in words, written or spoken, privately or publicly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I understand the basic precepts of music such as rhythm, harmony, chords, and keys.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTIONS	Rarely 1	Occasionally 2	Sometimes 3	Usually 4	Almost Always 5
11. When I have a problem, I use a logical, analytical, step-by-step process to arrive at a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I have a good sense of direction for north, south, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I have skill in handling objects such as scissors, hammers, scalpels, paintbrushes, knitting needles, pliers, wrenches, toys, game pieces, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My self-understanding helps me to make wise decisions for my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I am able to influence other individuals to believe and/or behave in response to my own beliefs, preferences, and desires.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I am a "born naturalist" and have always had high interest in and interaction with the natural world whenever and wherever I could.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I am grammatically accurate and sensitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I like to compose or create music or rhythms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I am rigorous and skeptical in accepting facts, arguments, reasons, and principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



QUESTIONS	Rarely 1	Occasionally 2	Sometimes 3	Usually 4	Almost Always 5
20. I am good at putting together jigsaw puzzles, and reading instructions, patterns, or blueprints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I excel in physical activities such as sports, dance, orienteering, riding horses, games, climbing, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. My ability to understand my own emotions helps me to decide whether or how to be involved in various situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I would like to be involved in "helping" professions such as teaching, therapy, or counseling, or to do work such as political or religious leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I am very interested in things such as farming, gardening, hunting, fishing, bird-watching, forestry, and ranching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I am able to use spoken or written words to influence or persuade others effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I enjoy performing music, such as singing or playing a musical instrument for an audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I require scientific explanations of physical realities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I can use graphs and maps easily and accurately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTIONS	Rarely 1	Occasionally 2	Sometimes 3	Usually 4	Almost Always 5
29. I work well with my hands as would an electrician, seamstress, plumber, tailor, mechanic, carpenter, assembler, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I am aware of the complexity of my own feelings, emotions, and beliefs in various circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I am able to work as an effective intermediary in helping other individuals and groups to solve their problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I respect studies such as oceanography, botany, entomology, herpetology, ornithology, and zoology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I am sensitive to the sounds, rhythms, inflections, and meters of words, especially as found in poetry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I have a strong sense of musical rhythm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I would like to do the work of people such as chemists, engineers, physicists, astronomers, or mathematicians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I am able to produce graphic depictions of the spatial world as in drawing, painting, sculpting, drafting, or mapmaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I relieve stress or find fulfillment in physical activities such as hiking, canoeing, walking, sports, or cycling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTIONS	Rarely 1	Occasionally 2	Sometimes 3	Usually 4	Almost Always 5
38. My inner self is my ultimate source of strength, renewal, and motivation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I understand what motivates others even when they are trying to hide their motivations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. As a child, I was fascinated with the insects, plants, birds, trees, snakes, frogs, flowers, leaves, lizards, bugs, snails, etc., in my natural environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I enjoy reading frequently and widely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I have a strong sense of musical pitch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I find personal satisfaction in dealing with numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. In my mind, I can see patterns and relationships. I can remember, imagine, and invent what things look like or might look like in reality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I have quick and accurate physical reflexes and responses in recreation, games, dancing, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I am confident in my own opinions and am not easily swayed by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I am comfortable and confident with groups of people in most circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTIONS	Rarely 1	Occasionally 2	Sometimes 3	Usually 4	Almost Always 5
48. I have a "green thumb" and am often a resource to others who care about the natural environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. My "body language" is a vital method of communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. I am affected both emotionally and intellectually by music of various kinds at different times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. I prefer questions that have definite "right" and "wrong" answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. I can accurately estimate distances and other measurements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. I have accurate aim when throwing balls or in archery, shooting, golf, volleyball, tennis, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. My feelings, beliefs, attitudes, and emotions are my own responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. I have a large circle of close associates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. I have or would like to have expertise in the recognition and classification of flora and fauna (plants and animals) and other things in my natural environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Indicator Scores

**DIRECTIONS:** In the chart below, the numbers are the same as the statement numbers in the survey. You made a rating judgment for each statement. Now, place the numbers that correspond to your ratings (1-5, Rarely to Almost Always) in the spaces below. Then add down the columns and write the totals at the bottom to determine your score in each of the seven categories.

Linguistic	Musical	Logical- Math	Spatial	Bodily-Kinesthetic	Intrapersonal	Interpersonal	Naturalist
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56

TOTALS:

Score  $\leq 15$  - This intelligence is not one of your favorites. You will probably go out of your way to avoid situations where you must exercise this intelligence. Gaining expertise in this intelligence might be frustrating, and would require great effort.

Score  $> 15$  and  $< 27$  - You use this intelligence with some comfort and ease. You could take or leave the application or use of this intelligence. While you accept it, you do not embrace it. Gaining expertise in this intelligence would be satisfying, but would require considerable effort.

Score  $\geq 27$  - You prefer this intelligence, using it with comfort and ease. Given an opportunity, you will usually select it. Becoming an expert should be rewarding and fulfilling, and will require little effort.

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Multiple Intelligences  
Greg Crosby MA LPC CGP(gregc1112@aol.com)

**Linguistic:** The capacity to use words effectively either written or oral. Can include meanings, structure and function of words and use of foreign languages.

**Logical-Mathematical:** The capacity to use numbers effectively and to reason well. Demonstrates sensitivity to logical patterns, relationships and statements.

**Spatial:** The ability to perceive visual-spatial world accurately to perform sensitivity to colors, shape, form and space. Capacity to visualize, to graphically represent visual or spatial ideas.

**Bodily-Kinesthetic:** Expertise in using ones body to express and perform ideas and feelings. This includes coordination, balance, dexterity, strength, and speed.

**Musical:** Capacity to perceive, discriminate, transform and express musical forms. Intelligence includes rhythm, pitch, and melody tone of a musical piece.

**Interpersonal:** The ability to perceive and make distinctions in moods, intentions and motivations and feelings of others. Demonstrates sensitivity to interpersonal cues and an ability to influence others.

**Intrapersonal:** Self-knowledge and the ability to act adaptively on the basis of that knowledge. Insight, awareness of inner moods, and self-discipline.

**Naturalistic:** Expertise in recognition and identification of nature (plants, animals and general natural environment.

**Existential:** Focusing on the moment, ability to be present and in the here and now. The capacity to locate oneself with respect to the cosmos.

Adapted from Howard Gardner's Multiple Intelligence.

## Multiple Intelligence Based Learning Strategies

*Adapted from Howard Gardner's Multiple Intelligence by Greg Crosby, MA LPC*

**Linguistic intelligence:** The capacity to use words, either written or oral, effectively (Can include meanings, structure, and functions of words and use of foreign languages).

If you have strong linguistic intelligence you might learn better by:

- Reading and memorizing
- playing word games (Scrabble, Anagrams, Password)
- making up rhymes, puns
- using the internet

**Logical-Mathematical intelligence:** The capacity to use numbers effectively and to reason well; to demonstrate sensitivity to logical patterns, relationships and statements.

If you have strong logical-mathematical intelligence, you might learn better by:

- recording information systematically
- setting-up experiments ("What if...")
- playing strategy games (chess, checkers)
- analyzing data
- asking logical questions
- using the internet

**Spatial intelligence:** The ability to perceive the visual-spatial world accurately; to perform sensitivity to colors, shape, form and space; the capacity to visualize and graphically represent visual or spatial ideas.

If you have strong spatial intelligences, you might learn better by:

- studying pictures and watching videos
- using visual, tangible aids
- doing mazes, puzzles
- making predictions
- using the internet

**Bodily-Kinesthetic intelligence:** Expertise in using ones body to express and perform ideas and feelings. This includes coordination, balance, dexterity, strength and speed.

If you have strong bodily-kinesthetic intelligence, you might learn better by:

- Doing role plays, constructing physical examples and asking logical questions
- Exercising while reading, reviewing
- Visiting museums, institutions, parks
- Using the internet

**Musical intelligence:** The capacity to perceive, discriminate, transform and express musical forms, including the rhythm, pitch, melody and tone of a musical piece.

If you have strong musical intelligence, you might learn better by:

- Listening to recordings
- Talking to yourself
- Making up songs
- Mentally repeating information
- Reading aloud
- Changing tempo

**Interpersonal intelligence:** The capacity to perceive and make distinctions in the moods, intentions, motivations and feelings of others.

If you have strong interpersonal intelligence, you might learn better by:

- Studying in groups
- Comparing information with others
- Interviewing experts
- Relating personal experiences
- Being a team-player
- Doing cooperative projects

**Intrapersonal intelligence:** Self-knowledge and the ability to act adaptively on the basis of that knowledge; insight, awareness of inner moods, and self-discipline.

If you have strong intrapersonal intelligence, you might learn better by:

- Avoiding distractions
- Establishing personal goals
- Playing solitary games
- Setting own pace
- Working alone
- Relating personal experiences

**Naturalistic intelligence:** Expertise/aptitude in recognizing and identifying nature (plants, animals and the general natural environment).

If you have strong naturalistic intelligence, you might learn better by:

- Studying outside
- Learning in the presence of plants & pets
- Relating environmental issues to topics
- Smelling, seeing, touching and tasting
- Observing natural phenomenon



# WHAT IS INTELLIGENCE?

J. Keith Rogers, Ph.D., Box 127, Albion, Leah. 83311. Ph 208 573-5588

According to Howard Gardner, as presented in his book Frames of Mind: The Theory of Multiple Intelligences, human intelligence has these basic characteristics:

- A set of skills that enable a person to resolve genuine problems encountered in life.
- The ability to create an effective product or offer a service that is valued in a culture.
- The potential for recognizing or creating problems, thereby establishing the necessity for new knowledge.

## PRINCIPLES OF MULTIPLE INTELLIGENCES

1. Intelligence is not singular: intelligences are multiple; eight have been identified so far.
2. Every person is a unique blend of dynamic intelligences resulting from genetic heritage and a lifetime of nurturing and experiencing.
3. Intelligences vary in development, both within and among individuals. They can be well developed, moderately developed, still developing, or not yet developing.
4. Multiple Intelligences can be identified and described. A person's current status in each intelligence can be identified and described.
5. All intelligences can be developed, blighted, taught, learned, enhanced, impaired, improved, neglected, encouraged, discouraged throughout a lifetime. All intelligence's are dynamic, and will change because of learning, maturity, trauma, and motivation.
6. All intelligences provide alternative resources and potential capacities to learn, to communicate, to decide, to contribute, to appreciate, to achieve, to be enlightened, to broaden perspectives, to behave, to be skillful, to relate, to share, to develop, to become more human, during any age and all circumstances.
7. Every person deserves many opportunities to develop knowledge, beliefs, and skills in all intelligences, while each will mature individually in rate, extent, and intensity.
8. Personal background, experience, density, dispersion, and motivation are critical to the development of knowledge, beliefs, and skills in each of the intelligences.
9. A pure intelligence is rarely evident. Multiple intelligences usually work in combination, with one or more being dominant.
10. Every person has the capacity to use each of the multiple intelligences to enhance others of the multiple intelligences.
11. The responsible nurturing teacher or mentor provides to every learner multiple opportunities, at appropriate individual maturity levels, to fully develop each of the multiple intelligences.
12. The responsible nurturing teacher or mentor teaches about, teaches for, and teaches with multiple intelligences.
13. Developmental theory applies to theories of multiple intelligences.
14. Any list of intelligences is subject to change as we learn more about multiple intelligences.  
Note Gardner's change from seven to eight intelligences, adding "Naturalist."
15. In every human endeavor, multiple intelligences is a fruitful field for research.
16. Every intelligence can be used to enhance or to degrade humanity. For examples, observe the skillful use of linguistic intelligence by Adolph Hitler and Winston Churchill; the use of musical intelligence to enhance or degrade; the use of logical-mathematical intelligence to create poison gases and to send rovers to examine the surface of Mars; the use of interpersonal intelligence to persuade people to turn themselves into walking bombs or to win a Nobel Peace Prize.

## THINKING STYLES

1. **Overgeneralization**: You can take a single negative event and believe it is something that always or never happens. Example: "He didn't call me back, so I am unlovable."
2. **All or Nothing Thinking**: you see things in either black or white categories. Example: "My performance fell short of perfect, I am a total failure."
3. **Focusing on the Negative/Mental Filter**: you pick out a single negative detail and dwell on it exclusively, disregarding any positives. Example: You receive many positive comments about a project you did at work but one person says something mildly critical. You obsess about the negative reaction for days and ignore all the positive feedback.
4. **Jumping to Conclusions**: you interpret things negatively when there are no facts to support your conclusion. There are two examples of this thinking style: mind reading – without checking it out, you automatically think someone is reacting negatively to you, "that person is looking at their watch while I am talking, so they must not care about what I am saying"; and fortune telling – you predict that things will turn out badly, "it won't help to talk to my boss, she won't give a raise anyway."
5. **Discounting the Positive**: you reject positive experiences by insisting "they don't count" for some reason or another. This can take the joy out of life and make you feel inadequate and unrewarded. Example: "No one cares that I cleaned up all by myself after the meeting the other day, even though I wanted to go home as well."
6. **Magnification/Catastrophizing**: you exaggerate the importance of your problems and shortcomings, or you minimize the importance of your desired qualities. You expect the worst possible outcome. Example: "I forgot to pack a lunch for my child; the teachers will all think I am a horrible mother."
7. **Emotional Reasoning**: you assume that your negative emotions necessarily reflect the way things really are. Example: "I feel terrified about going on airplanes. It must be very dangerous to fly."
8. **Should Statements**: you tell yourself that things should be the way you hoped or expected them to be. Examples: *Should* statements directed at you create guilt, "I *should* be able to work full time, keep my house clean and take care of all of the kid's needs"; *should* statements directed at others create anger, frustration and resentment, "you *should* know to clean the kitchen without me asking you to."
9. **Labeling and Mislabeling**: this is an extreme form of all or nothing thinking which uses strong language and when directed toward someone else, can create hostility and leaves little room for constructive communication. Example: Instead of thinking "I made a mistake" you think "I am a loser." When someone does something that makes you mad, you think "he/she is a total jerk."
10. **Personalization and Blame**: you see yourself as the cause of a negative event that isn't entirely in your control or you blame someone for a negative situation that wasn't in their control. Example: "My child is sick, it is my fault because I have to work so much and put her in childcare."
11. **Minimization/Denial**: you insist that you don't feel hurt, angry or sad when you really do or you minimize the feelings you that you do have. Example: you are upset that your family forgot your birthday, but when asked you say "it's no big deal, I don't care."

## **Stress Management Skills for Mental Health**

### **By Greg Crosby MA LPC CGP FAGPA**

#### **1. Why do we have mental health problems?**

- A. All cultures throughout history have had mental health problems.
- B. We all have the same brain and the same body in every culture.
- C. To understand why we have mental health problems we need to understand two key parts of the brain.
  - Limbic area – this is your emotional brain. The brain is profoundly emotional. The limbic area responds primarily to fear. It responds to all negative emotions and positive emotions. In negative emotions, the limbic area heats up and rapid fires. When that happens the prefrontal cortex lowers its electrical activity because it is overpowered by the limbic area. So it is difficult to think through your feelings because you are being overwhelmed by your limbic area. This is what happens in depression, anxiety, distress, anger, overwhelmed and confused..
  - Prefrontal Cortex is located in your forehead area and this helps you with planning, remembering, problem-solving and organizing. When positive emotions happen, your limbic area cools off and does increase electrical activity in the prefrontal cortex. if you were stressed.
  - Your cognitive nerve pathways are outnumbered 100 to 1 by your emotional nerve pathways. So you have to rehearse constructive thoughts and plans.

Use the brain-in-the-palm-of-your-hand model. Put your thumb across the palm of your hand. This is your limbic area. Cover that thumb with your fingers and this is your cerebral cortex. From the top of the knuckles to the top of your fingernails, that is your prefrontal cortex..

#### **3. What is a mental health problem?**

Mental health problems are often considered to be on a continuum.

- A. A psychological dysfunction.  
Psychological dysfunction refers to a breakdown in cognitive, emotional, and behavioral functioning.
- B. Distress and impairment  
This focuses on the level of distress and the degree that your functioning is interfered with. This involves your functioning at work, school, relationships.
- C. Atypical response.  
Atypical response is a response that is not culturally expected. It is a response that occurs infrequently.

#### **4. Importance of Will and Effort.**

Will and effort work against the over aroused limbic activity by helping the prefrontal cortex get involved to manage one's struggle. It's a critical dimension in overcoming problems.

#### **5. Goals – Simple, Realistic and Achievable.**

Limbic activation is decreased when one's goals are simple, realistic and achievable. If goals are impractical, complex and unattainable, your limbic area activates. Simple, realistic and achievable goals take will and effort.

#### **6. Importance of Hope.**

Hope increases with simple, realistic and achievable goals. Hope decreases with complex, impractical, unattainable goals.

#### **7. Stages of Change**

- A. Precontemplative – Not aware you have a problem. Most people come to treatment due to observations and prodding by others. Precontemplative stage can occur for years. It takes ten years for people that have OCD to ask for help.
- B. Contemplative – This stage is a stage of awareness but it is a fragile state in which with stress you will go back into

precontemplative thinking. Many people go from precontemplative to contemplative and back again about their problems.

- C. Preparation – This stage involves talking to others about your problem, reading books about your problem, thinking about what you want to do to help resolve your problem.
- D. Action – In this stage you will use skills, tools and strategies. The action stage is the stage where you will break through with a solution to the problem. This is the stage in which you have will and effort to decrease your problems. If you have significant stress in this stage and you do not manage your stress, you can go back to the pre -contemplative stage.
- E. Maintenance – This is the stage in which you maintain your gains. This is the hardest stage of all and many of us move back to the Pre- contemplative stage when we get discouraged. The art of the maintenance stage is to understand your triggers and have a rebound strategy.

## **8. Prevention Skills**

American Medical Association prevention skills for health are very similar to the American Psychiatric Association prevention skills in mental health.

- A. Diaphragmatic Breathing.  
Ancient method found in every culture to help people calm themselves. Diaphragmatic breathing decreases limbic activity and cools limbic area down. A key way to practice diaphragmatic breathing is to put your arms behind your chair which stretches the intercostal muscles and expands the diaphragm. When the diaphragm expands, the serotonin in the stomach is released throughout the blood stream. Serotonin is your natural calmness chemical. Some other ways to diaphragmatically breathe are to put your hands behind your head or when you stand up, put your hands behind your back.

B. Noting pleasantness and pleasant activities.

Increasing noting pleasantness and pleasant activities improves mood. Peter Lewinsohn of University of Oregon discovered in 1967 that when Oregonians got depressed they stopped noting pleasantness and stopped doing pleasant activities. He then did a study to see if the impact of increasing pleasant activities improved mood. The results of the study were that increased pleasant activities do indeed improve mood.

C. Exercise.

Research indicates exercise improves moods. Simple, realistic and achievable goals about exercise are difficult to formulate but necessary to have so completion can occur. Research on procrastination indicates that if you start an activity within thirty to ninety seconds after starting the activity you get the motivation.

D. Healthy eating habits.

Eating habits affect your mood as well as concentration. The two main eating problems are under eating and overeating. How many people in the room under eat and what happens to your mood and concentration? How many people in the room overeat and what happens to your mood and concentration? Some individuals get into a style in which they under eat and then they overeat to make up for it by eating sugars and carbohydrates.

One of the ways that people deal with stress is to medicate themselves with drugs and alcohol. This can complicate one's mental health problems. Most people learn that they have a drug or alcohol problem from feedback from other people. Kaiser has an addiction medicine program that one can enter at any time.

Is anyone drinking more than 4 or 5 cups of coffee a day? Research from the University of San Francisco Psychiatric Women's Program indicates that 400-500 milligrams of caffeine per day may neutralize your antidepressants. In males figures indicate 500-600 milligrams of caffeine neutralize antidepressants. It is important to track how much caffeine you are consuming. Caffeine can come in cola, chocolate, coffee, tea, extra strength Excedrin. A little caffeine, one cup per day, according to the

American Psychiatric Association helps the mildly depressed and low-moderately depressed individual feel more alert.

E. Sleep Hygiene.

National Institute of Mental Health (NIMH) study on sleep patterns in America showed that the average adult is getting ninety minutes of sleep a night than what they need. The average child, ten through nineteen, is getting two hours less sleep a night than what they need. So the key question to ask is how much sleep do you get and how much sleep do you need. Americans are increasingly having sleep problems because there is not a down time before sleep starts. The general estimate from NIMH is that you need one hour of neutral time before you go to sleep, so you are not doing work right up until you go to sleep. Sleep may be more for the brain than for the body.

F. Adequate social networks.

Having friends and family members that you can talk to and have fun with, helps an individual deal with the struggles of everyday life. Sometimes when we get mental health problems we remove ourselves from the people who could support us. There are times that we surround ourselves with people that are negative influences on us and this affects our mental health. So research shows it is important to utilize your social network when you are experiencing difficulties.

G. Letting thoughts pass.

It is helpful to let a negative thought pass through you without reacting to it. Many people do this all the time. In mental health problems we learn how to hyper-focus on the negative thought or feeling however we can learn to not attend to it and then the feeling or thought will dissipate.

H. Getting a balanced view.

When we have mental health problems we often do all-or-nothing thinking, overgeneralization, catastrophizing, magical thinking, and focusing on the negative, instead of getting an alternative view or another way to see the situation. Balanced views can help the limbic area calm down.