Disinhibited Social Engagement Disorder

A. A pattern of behavior in which the child actively approaches and interacts with unfamiliar adults by exhibiting at least 2 of the following:

- Reduced or absent reticence to approach and interact with unfamiliar adults
- Overly familiar behavior (verbal or physical violation of culturally sanctioned social boundaries)
- Diminished or absent checking back with adult caregiver after venturing away, even in unfamiliar settings
- Willingness to go off with an unfamiliar adult with minimal or no hesitation

B. The behavior in A. is not limited to impulsivity as in ADHD but includes socially disinhibited behavior

C. Child has experienced a pattern of extremes of insufficient care (pathogenic care) as evidenced by at least one of the following:

- Persistent failure to meet the child's basic emotional needs for comfort, stimulation, and affection (i.e., neglect)
- Repeated changes of primary caregiver that limit opportunities to form stable attachments (e.g., frequent changes in foster care)
- Rearing in unusual settings that limit opportunities to form selective attachments (e.g., institutions with high child to caregiver ratios)

D. The care in Criterion C is presumed to be responsible for the disturbed behavior in Criterion A

E. The child has a developmental age of at least 9 months

(Source: DSM-5)

Posttraumatic Stress Disorder

Posttraumatic stress disorder symptoms are generally grouped into three types: intrusive memories, avoidance, and alterations in cognitions and mood.

Symptoms of avoidance and emotional numbing may include (one or both):

- Trying to avoid memories, thoughts, or feelings related to event(s)
- Avoidance of external reminders (people, places, conversations, activities, objects, situations) associated with the event(s)

Posttraumatic Stress Disorder (continued)

Symptoms of intrusive memories may include one or more of following:

- Recurrent, involuntary, and intrusive distressing memories of event(s)
- Recurrent, distressing dreams about the traumatic event(s)
- Dissociative reactions (e.g. flashbacks)
- Intense, prolonged psychological distress when exposed to cues associated with the traumatic event(s)
- Marked physiological reactions to internal or external cues that symbolize or resemble an aspect of the traumatic event(s)

Symptoms of alterations in cognitions and mood include (two or more):

- Inability to remember important aspects of the event(s)
- Negative beliefs about oneself, others, or world
- Distorted cognitions about cause or consequences of the event, leading to the individual blaming self or others
- Persistent negative emotional state (e.g., fear, anger, shame, guilt)
- Markedly diminished interest or participation in activities
- Feelings of detachment ore estrangement from others
- Persistent inability to experience positive emotions (e.g., happiness, satisfaction, love)

(Source: DSM-5)

Sensory Processing Disorder

Sensory Processing Disorder is a condition that exists when sensory signals *don't* get organized into appropriate responses. It has been described as a neurological "traffic jam" that prevents certain parts of the brain from receiving the information needed to interpret sensory information correctly. A person with SPD finds it difficult to process and act upon information received through the senses (sight, sound, taste, smell, touch, body movement in space), which creates challenges in performing countless everyday tasks. Motor clumsiness, behavioral problems, anxiety, depression, school failure, and other impacts may result if the disorder is not treated effectively through Occupational Therapy.
(Source: Adapted from the Sensory Processing Foundation)

ADHD

Attention-deficit/hyperactivity disorder (ADHD) has been called attention-deficit disorder (ADD) in the past. But ADHD is now the preferred term because it describes both of the primary features of this condition: inattention and hyperactive-impulsive behavior. In some children, signs of ADHD are noticeable as early as 2 or 3 years of age.

Signs and symptoms of ADHD may include:

- Difficulty paying attention
- Frequently daydreaming
- Difficulty following through on instructions and apparently not listening
- Frequently has problems organizing tasks or activities
- Frequently forgetful and loses needed items, such as books, pencils or toys
- Frequently fails to finish schoolwork, chores or other tasks
- Easily distracted
- Frequently fidgets or squirms
- Difficulty remaining seated and seemly in constant motion
- Excessively talkative
- Frequently interrupts or intrudes on others' conversations or games
- Frequently has trouble waiting for his or her turn

(Source: Mayo Clinic)