



THERAPEUTIC SERVICES FOR

CHILDREN & ADOLESCENTS



Dr. Adam Berman is a licensed clinical psychologist. Dr. Berman received his Psy.D. in clinical psychology from the Philadelphia College of Osteopathic Medicine. Throughout Dr. Berman's training and post-doctorate work, he has provided therapy for children and adolescents. He completed his predoctoral internship while working within the Rose Tree Media School District providing therapeutic services at Penncrest High School, Springton Lake Middle School, and Rose Tree Elementary School. In his post-doctorate work, Dr. Berman provided therapeutic services for the Hatboro-Horsham School District. Dr. Berman continues to provide both individual and group therapy sessions for children throughout the Philadelphia Metropolitan area. Dr. Berman takes pride in his flexibility to accommodate the needs of students in public, charter, or private schools.

ADDRESSING ACADEMIC UNDERACHIEVEMENT

Dr. Berman has a clear understanding of the struggles, issues, and challenges of children and adolescents attending competitive schools in the Philadelphia Metropolitan area. His dissertation was entitled *The Relationship Between Attributional Style and Cognitive Distortions in Underachieving Students*. The purpose of this study was to identify characteristics of expectancies of underachieving students at a Philadelphia high school. Based upon his research, Dr. Berman has been focusing on the development of new support programs for students at risk of academic failure. He has worked with parents who have become frustrated with their children with regard to the lack of interest and focus in completing academic responsibilities. Dr. Berman provides services for children and adolescents, so they can work on key issues which may be stifling academic progress. He also provides counseling for parents who have become distressed based upon troublesome behaviors which may be reoccurring in the home environment.



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ADDRESSING DIFFERING MENTAL HEALTH ISSUES

Dr. Berman works with children and adolescents on issues related to the most common mental disorders impacting those particular students. These disorders may include ADHD, Oppositional Defiant Disorder, Conduct Disorder, Anxiety, and Depression. Various interventions are used based upon the particular child's needs. Dr. Berman scrutinizes personal and interpersonal resources and risk factors that are impacting the student. Children and adolescents are provided therapeutic services so they can function better academically, may have opportunities to have increased level of comfort within social environments, and strengthen relationships with friends and family. Dr. Berman believes in empowering children and adolescents, so that each student can ultimately overcome problems and strengthen innate talents. Dr. Berman works with the child's own values, opinions, and beliefs in order to recognize each individual's personal experiences, and points out possible obstacles to academic success and self satisfaction.



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PEER PRESSURE

As children and adolescents become more independent, their peers typically play a greater role in their everyday life. Based upon academic responsibilities and after-school activities, students may be spending more time with peers relative to the amount of time spent with their family. Youth are influenced by peers because they want to fit in with a group, be like others that they admire, do what their friends are doing, or have what their friends have. Responding to peer pressure is a part of human nature which may impact children and adolescents at varying times throughout their lives. However, some children and adolescents are more likely to give in to negative behaviors, and others are better able to resist those negative influences. The pressure to conform to peer's behaviors can be powerful and hard to resist. Children and adolescents who have low confidence and those who tend to follow others could be more susceptible to seek their peers' approval by giving in to a negative suggestion. Students who are unsure of themselves, new to a peer group, or inexperienced with peer pressure may also be more susceptible to negative influences. Dr. Berman provides therapeutic services for students and their families related to peer pressure at multiple grade levels, and also provides feedback for teachers, school staff, and administration.

GROUP THERAPY

In group therapy, children provide feedback to one another by expressing their thoughts and feelings about the comments or behaviors of peers. The interaction between peers provides fellow group members the chance to try new ways of behaving or an opportunity to have increased perspective on their interactions with peers. As the group progresses, members establish a level of trust which facilitates honest communication. With an increased level of trust, children show more empathy and

concern for one another. Group therapy can be helpful due to the interactions with peers, which typically are reflective of behaviors which have caused children and adolescents difficulty outside of group. Alternatives to negative behaviors are offered in the group context and support is provided for each of the members. The child has an opportunity to enhance social skills with new ways which they can better relate to people. In the group format, children and adolescents are able to see that they are not the only one with a particular problematic issue. Members do not feel alone or unique based upon particular issues, because they are able to listen to fellow peers who are experiencing similar difficulties.

CONSULTING WITH THE SCHOOLS, ADMINISTRATION, AND STAFF

Dr. Berman has experience and collegial relationships in working with school administrators, school psychologists, on-site school social workers, guidance counselors, regular education teachers, and special education teachers throughout the Philadelphia Metropolitan area. He has consulted with administration and staff with regard to mental health and academic issues. Various recommendations by Dr. Berman have ultimately become utilized by teachers in order to improve upon the student's experience in the academic environment. Meetings are conducted, taking into account the needs of the student, concerns and interests voiced from parents, as well as feedback from the student's teachers.