

## Outline

### Students with Mental Health Issues

- Characteristics of at-risk students' mental health problems
- Mental health issues vs. intentionally disruptive behaviors
- How skill deficits from mental health issues create behavioral difficulties

### Strategies for ODD and Conduct Disorder Behaviors

- Choices everyone can live with
- What adults should never say, but usually do
- Arguments with defiant kids
- Getting to the core issues of ODD
- Kids who don't feel bad
- School-wide management program

### Strategies for ADHD

- Decrease impulsive behaviors with what YOU do
- Drawing out the behaviors you want
- Decrease disruption to other students
- Know the accompanying behaviors
- Techniques to self-regulate

### Strategies for ASD

- It's all about social skills growth
- Sensory solutions
- Self-regulation techniques for ASD
- Most misinterpreted behaviors
- Manage high interest areas
- Move them past "kid cop" behaviors

### Strategies for Anxiety

- What to do about separation anxiety
- Help their panic attack pass quickly
- School phobia...not always a fear of school
- Compromises that work
- Deep breathing and relaxation techniques

### Strategies for Depression

- School-wide program to promote compassions and a supportive culture
- Getting them past their sense of helplessness
- When they think they have nothing to live for
- Goal oriented plans for schoolwork and school day

### Strategies for Other Challenging Behaviors

- Cutting and self-injury: What you really need to know to effectively intervene
- Electronic addiction: Which kids are most susceptible and why
- Psychotropic medication side-effects vs. behavioral issues
- Electronic bullying: What adults tell kids that fuels the problem

### Disciplining the Special Needs Child/Adolescent

- How IDEA relates to discipline
- Rules for disciplining special education students
- Techniques for positive behavior support
- "Pro-social" punishments

### Strategies for the IEP Team

- Functional behavioral assessment simplified
- Facts and data to make tactical decisions
- Effective collaboration among educators and clinicians
- What most administrators do that burn out their staff
- What to do about non cooperative/reluctant parents

**Seminar on CD or DVD Package:** You can purchase a self-study package on the subject. You will receive a set of CDs or DVDs that include a digital copy of the seminar manual and post-test/evaluation. You and your colleagues can receive CE hours for a nominal fee. To determine if homestudy credits are available for your profession go to [www.pesi.com](http://www.pesi.com) or call 800-844-8260. Check with your licensing board to verify acceptance of self-study credits for license renewal. Order today by using the order form on this brochure or by calling 800-844-8260.

### Live Seminar Schedule

- 7:30 am** Registration/Morning Coffee & Tea
- 8:00 am** Program begins
- 11:50 am - 1:00 pm** Lunch (*on your own*)
- 4:00 pm** Program ends

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# MENTAL HEALTH ISSUES

*in the Classroom*

PRACTICAL STRATEGIES FOR HELPING CHILDREN AND ADOLESCENTS SUCCEED

**HAGERSTOWN, MD**  
Wednesday, October 25, 2017

**BETHESDA, MD**  
Thursday, October 26, 2017

**FAIRFAX, VA**  
Friday, October 27, 2017

# MENTAL HEALTH ISSUES

*in the Classroom*

PRACTICAL STRATEGIES FOR HELPING CHILDREN AND ADOLESCENTS SUCCEED

Join child and adolescent behavioral expert  
**Jason Mathison, PsyD, NCSP, ABSNP**

- Strategies for challenging behaviors related to ODD, ADHD, ASD, mood disorders, anxiety and depression
- Reduce the costs of out-of-district placements
- 30 second teacher strategies
- Functional behavioral assessment simplified
- Don't mistake mental health issues for intentionally disruptive behaviors

**HAGERSTOWN, MD**  
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Questions? Call customer service at **800-844-8260**



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# MENTAL HEALTH ISSUES IN THE CLASSROOM

PRACTICAL STRATEGIES FOR HELPING CHILDREN AND ADOLESCENTS SUCCEED

Join child/adolescent behavioral expert, Jason Mathison, PsyD, NCSP, ABSNP, and learn how to best manage the students at your school diagnosed with Oppositional Defiant Disorder (ODD), Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), mood disorders, anxiety and depression. You will walk away with concrete, yet practical, strategies to successfully intervene with their serious behavioral issues, such as:

- Anger and outbursts
- Cutting and self-injury
- Defiance
- Impulsivity
- Sensory issues
- Meltdowns and tantrums
- Obsessive compulsive
- Truancy
- Rigidity
- Electronic addiction

Through case studies, video clips and dynamic class discussion you will learn:

- 30 second teacher strategies to manage challenging and disruptive behaviors
- New ways to reduce the costs of out-of-district placements
- How to engage students in class, increase productivity and reduce truancy
- Behavioral assessments and strategies for the IEP team
- Side-effects of common psychotropic medications
- How skill deficits from mental health conditions create behavioral difficulties
- Characteristics of at-risk students' mental health problems
- Strategies to gain collaboration with clinicians

Leave the day with the "magic dust" you have been looking for to expedite rapid and effective changes in these children and adolescents!

## Speaker

**Jason Mathison, PsyD, NCSP, ABSNP**, is a licensed psychologist and certified school neuropsychologist in Maryland and Virginia who has worked with children and adolescents for over 15 years in both school and clinical settings. Dr. Mathison is the owner and director of Psychoeducational Consultants where he provides neuropsychological testing and conducts workshops on brain-behavior relationships for educational staff, mental health professionals, and families. Dr. Mathison spends much of his time providing cognitive behavioral therapy, executive functioning coaching, and strategies for oppositional behavior in children and adolescents.

Currently, he maintains adjunct appointments at both Loyola University in Baltimore and the Chicago Professional School of Psychology. In addition to multiple publications on assessment, interventions, and cognitive development, he more recently served on an expert panel at National Institute of Mental Health (NIMH) on the teenage brain and a PBS segment in collaboration with Howard University on mental health issues in school. He earned his doctorate in School Psychology from the Philadelphia College of Osteopathic Medicine, where he published with faculty and served as an adjunct professor before graduating.

### Speaker Disclosures:

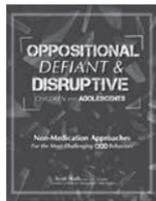
Financial: Jason Mathison maintains a private practice. He is an adjunct professor for The Chicago School of Professional Psychology and Loyola University. Dr. Mathison receives a speaking honorarium from PESI, Inc. Non-financial: Jason Mathison has no relevant non-financial relationship to disclose.

## Objectives

- Differentiate between behavioral-driven choices and mental health-driven behaviors.
- Communicate the effective uses of medications and potential side effects that can appear as misbehaviors.
- Implement various school-based strategies, used in collaboration with community clinicians, to intervene when behavioral issues arise from mental health conditions.
- Determine effective positive behavior support strategies to successfully discipline the special needs child.
- Discriminate how IDEA relates to mental health issues and discipline.
- Apply communication techniques that create a climate for success inside and outside the classroom.

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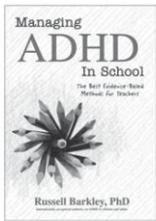


### Oppositional, Defiant & Disruptive Children and Adolescents

Non-Medication Approaches for the Most Challenging ODD Behaviors

By Scott D. Walls, MA, LIPC, CCMHC

Written for therapists, educators, parents and caretakers, this workbook will give you the tools to reduce problematic behaviors and increase positive behaviors. Including exercises, assessments, guidelines and case studies this book is full of tools and strategies for noncompliance, nagging, yelling/screaming, bullying, panic/anxiety reactions, lack of follow through, and running away.



### Managing ADHD in School

The Best Evidence-Based Methods for Teachers

By Russell A. Barkley, Ph.D.

Dr. Russell Barkley, internationally respected expert on ADHD, draws on his 40 years of clinical work with thousands of students, teachers and schools to create a definitive resource for the most effective methods in overcoming impairments for children and teens with ADHD. Managing ADHD in Schools details more than 100 evidence-based recommendations to help teachers and clinicians increase the success of children and teens with ADHD. This manual goes beyond the "what" to explain "why" the problems are likely occurring, followed up with the most effective interventions.

**Have a seminar idea? A manuscript to publish?** The nation's top speakers and authors contact PESI first. If you are interested in becoming a speaker or have a new topic idea, please contact Ryan Bartholomew at rbartholomew@pesi.com or call 715-855-8225.

**Hassle-Free Cancellation Policy:** If you contact us before the event date, you can exchange for a DVD or CD/digital manual package on the subject (self-study continuing education credit may be available), a certificate to attend another seminar, or receive a tuition refund less a \$30 cancel fee. Substitutions are permitted at any time.

### Live Seminar Continuing Education Credit Information

**Credits listed below are for full attendance at the live event only.** Certificates of Completion are distributed at the conclusion of the live seminar for those who register prior to the event date and attend the full day. A letter of attendance will be issued to participants who register at the event, arrive late, or leave early. For those who registered day of (walk-ins), and are in full attendance, a certificate of completion for full CE credit will be sent within 30 days following the event. For those in partial attendance (arrived late or left early), an adjusted certificate of completion reflecting partial credit will be issued within 30 days (if your board allows). Please see "live seminar schedule" for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.

If your profession is not listed, please contact your licensing board to determine your continuing education requirements and check for reciprocal approval. For other credit inquiries not specified below, or questions on home study credit availability, please contact cpepsi@pesi.com or 800-844-8260 before the event.

Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your professions standards.

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**ADDICTION COUNSELORS:** This course has been approved by PESI, Inc., as a NAADAC Approved Education Provider, for 6.0 CE in the counseling services skill group. NAADAC Provider #77553. PESI, Inc. is responsible for all aspects of their programming. Full attendance is required; no partial credit will be awarded for partial attendance.

**COUNSELORS:** This intermediate activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

**DISTRICT OF COLUMBIA COUNSELORS:** This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The District of Columbia Municipal Regulations for Professional Counseling recognizes courses and providers that are approved by the American Psychological Association. A certificate of attendance will be awarded at the end of the program to counselors who complete the program evaluation, to submit to their state board.

**MARYLAND COUNSELORS:** This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The Maryland Board of Professional Counselors recognizes courses and providers that are approved by the NAADAC. A certificate of attendance will be awarded at the end of the program to counselors who complete the program evaluation, to submit to their state board.

**WEST VIRGINIA COUNSELORS:** PESI, Inc. has been approved as a continuing education provider through the West Virginia Board of Examiners in Counseling. Provider #: WVBE-558. This course qualifies for 6.25 continuing education credits.

**EDUCATORS/TEACHERS:** This course is designed to qualify toward your professional development requirement. The program is 6.25 clock hours in length.

**WEST VIRGINIA EDUCATORS:** This course has been submitted to West Virginia University Extended Learning.

**MARRIAGE & FAMILY THERAPISTS:** This activity consists of 380 minutes of continuing education instruction. Credit requirements and approvals vary per state board regulations. You should save this course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

### Target Audience

Speech-Language Pathologists  
Speech-Language Pathology Assistants  
Teachers & Paraprofessionals  
School Counselors  
School Psychologists

School Administrators  
School Social Workers  
Marriage & Family Therapists  
Nurses  
Occupational Therapists  
Occupational Therapy Assistants

Addiction Professionals  
Probation Officers  
All professionals working in child care settings, therapy settings, treatment programs, hospitals, juvenile justice facilities, foster care, and more.

**NURSE/NURSE PRACTITIONERS/CLINICAL NURSE SPECIALISTS:** This activity meets the criteria for a American Nurses Credentialing Center (ANCC) Activity PESI, Inc. is an approved provider by the American Psychological Association, which is recognized by the ANCC for behavioral health related activities.

This activity qualifies for 6.25 contact hours.

**OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS:** PESI, Inc. is an AOTA Approved Provider of continuing education. Provider #: 3322. Full attendance at this course qualifies for 6.0 contact hours or .6 CEUs in the Category of Domain of OT and Occupational Therapy Process. Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Course Level: Intermediate.

**PSYCHOLOGISTS:** PESI, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. PESI maintains responsibility for this program and its content. PESI is offering this activity for 6.25 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.

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AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

PESI, Inc. is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

**SPEECH-LANGUAGE PATHOLOGISTS:** This course is offered for 6 ASHA CEUs (Intermediate level, Professional area).

**SOCIAL WORKERS:** PESI, Inc. Provider #:1062, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB), www.aswb.org through the Approved Continuing Education (ACE) Program. PESI, Inc. maintains responsibility for the program. ASWB Approval Period: January 27, 2017 - January 27, 2020. Social workers should contact their regulatory board to determine course approval for continuing education credits. Social workers participating in this course will receive 6.25 (Clinical) continuing education clock hours for this intermediate course. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

**OTHER PROFESSIONS:** This activity qualifies for 380 minutes of instructional content as required by many national, state and local licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your own board or organization for specific requirements.

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Walk-ins are welcome but admission cannot be guaranteed. Call M-F 7:00-6:00 Central Time for space availability if registering within one week of seminar.

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 **\$24.99\* Managing ADHD in School** book

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