

Evidence-Based Interventions to Improve Behavior, Build Self-Esteem and Foster Academic & Social Success

Behavior charts, social skills training, positive reinforcement, behavior contracts, rewards and consequences...you've tried everything to make progress with a child or adolescent diagnosed with ADHD with little persistent success. Gains made in therapy or the classroom seem to be short-lived, leaving you feeling frustrated and ineffective.

You need a new approach – one that gets to the root of the problem to create meaningful change!

Join ADHD expert Dr. Sharon Saline in this intensive 2-day seminar packed with practical tools and techniques you can use immediately with children, adolescents and their families to **improve behavior**, gain cooperation and repair relationships. Using a strength-based, collaborative approach that synthesizes neurobiology, behavior and emotion, you can create effective, powerful interventions for kids and families that go far beyond medication and crisis management.

Your toolbox will be overflowing with concrete, practical strategies that:

- Reduce meltdowns and conflicts at home and school
- Improve kids' personal insight, judgment, impulse control and organization
- Create a family-centered plan that the client will buy into
- Address the shame, stress and anxiety that often accompany ADHD
- Empower parents and other caregivers to be a part of the solution

Don't miss this unique opportunity to transform your perspective and everyday approach with children and adolescents with ADHD!

Sign up today!

Target Audience:

Counselors • Social Workers • Psychologists • Marriage and Family Therapists Speech-Language Pathologists • Teachers • School Administrators Occupational Therapists • Occupational Therapy Assistants • Nurses Other Helping Professionals Who Work with Children

Speaker

Sharon Saline, Psy.D., a licensed clinical psychologist in private practice, is a top expert in how ADHD, learning disabilities and mental health issues affect children, teens and families. Dr. Saline has worked extensively with schools on mental health issues in the classroom, interpreting psychological evaluations and improving teacher/parent communication. Dr. Saline funnels this expertise into her forthcoming book, What Your ADHD Child Wishes You Knew: Working Together to Empower Kids for Success in School and Life. Heralded as an invaluable resource, she addresses hot topics and offers effective tools designed to improve communication and reduce conflict. She is also a monthly contributor the Dear Parent Teen Coach column for ADDitudemag.com.

As an internationally sought-after lecturer and workshop facilitator known for combining her expertise in psychology with a background in theater, she addresses a variety of topics such as understanding ADHD and executive functioning, making sense of the teen brain and working with different kinds of learners. Dr. Saline is also a part-time lecturer in the continuing education program at the Smith School for Social Work and the founder and co-facilitator of "Got kids? Let's talk!" a monthly parenting series in Western Massachusetts. A graduate of Brown University, she received her master's degree in psychology from New College of California and her doctorate in psychology from the California School of Professional Psychology at Alliant University. Sharon lives with her family in Northampton, MA. More information is available at www.drsharonsaline.com, Facebook and Twitter: @DrSharonSaline

Speaker Disclosure:

Financial: Sharon Saline maintains a private practice. She is a lecturer at Smith College School for Social Work. Dr. Saline receives a speaking honorarium from PESI, Inc.

Non-financial: Sharon Saline is a member of the American Psychological Association; the Massachusetts Psychological Association; Children and Adults with ADHD (CHADD); and Attention Deficit Disorder Association (ADDA).

*SAVE BY INCLUDING THESE PRODUCTS WITH SEMINAR REGISTRATION!



What Your ADHD Child Wishes You Knew

Working Together to Empower Kids for Success in School and Life

By Sharon Saline, Psy.D. and Laura Markham, Ph.D.

In this insightful and practical book, veteran psychologist Sharon Saline shares the words and inner struggles of children and teens living with ADHD-and a blueprint for achieving lasting success by working together. Based on more than 25 years of experience counseling young people and their families, Dr. Saline's advice and real-world examples reveal how parents can shift the dynamic and truly help kids succeed.

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2,4,6,8 This Is How We Regulate:

75 Play Therapy Activities to Increase Mindfulness in Children

By Tracy Turner-Bumberry, LPC, RPT-S, CAS

Learning mindfulness strategies can be difficult for children and adolescents, let alone when kids have autism, anxiety, ADHD or other emotional regulation issues. That's why play therapist and counselor, Tracy Turner-Bumberry, LPC, RPT-S, CAS, has created 75 simple, playful and on-point interventions that combines mindfulness, expressive arts and play to help kids achieve greater self-regulation, focus more and stress less.











Thursday & Friday May 16 & 17, 2019

XPESI

Register now! pesi.com/express/70716

2-DAY CERTIFICATE COURSE

in Children and **Adolescents**

Evidence-Based Interventions to Improve Behavior, Build Self-Esteem and Foster Academic & Social Success

FFATURING Sharon Saline, Psy.D., ADHD-CCSP

- Go beyond medication and crisis management to elicit meaningful change
- Reduce emotional outbursts, meltdowns and conflict at home and school
- Improve kids' personal insight, judgment, impulse control and organization
- Empower parents and other caregivers to be a part of the solution

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Become ADHD-CCSP Certified **Details Inside**

Earn your

CERTIFICATE

Today!

Outline

Why an Integrative, Collaborative Approach to ADHD?

Includes the client in the process of change to improve success rates

Builds self-esteem through strength-based thinking and acquisition of skills

Normalizes challenges related to living with ADHD – for kids and parents

Fosters self-acceptance through biology-based information

Assessment and Treatment Planning

How to obtain an accurate diagnosis

The neurobiology of ADHD, including the impact of trauma

Co-Occurring disorders: Is it ADHD and/or something else?

ODD, anxiety, OCD, learning disability, autism

Factors to consider:

Environmental influences, quality of sleep, video games/social media

Current population trends in co-existing disorders

Techniques for differential diagnosis

Individual vs. group therapy

How to engage the family in treatment

Limitations of the research and potential risks

The Critical Role of Executive Functioning (EF) in ADHD Treatment

What are executive functioning skills? How to identify EF strengths and weaknesses Effective methods for improving EF skills Tools for uncovering family patterns related to EF skills

The Medication Debate: What Every **Professional Needs to Know**

Pros and cons of using medication to treat ADHD How medications work: Stimulants and

non-stimulants

Provide effective psychoeducation to clients about medication

Non-compliance: How to respond

Efficacy of common medication alternatives



This course counts toward the educational hours required for certification as an ADHD Certified Clinical Services Provider (ADHD-CCSP).

Visit adhdcert.com for the full certification requirements.

The 5C's Approach: Empower Kids for Success in School and Life

Teaching Self-Control for parents and kids When <u>Compassion</u> is more than empathy How Collaboration fosters essential buy-in <u>C</u>onsistency means steadiness, not perfection Celebration encourages effort

ADHD at Home: Help Families Reduce Conflict and Stay Connected

Effective strategies to:

- Avoid homework hassles
- Manage emotional outbursts
- Reduce meltdowns
- Improve sibling relationships

Create routines and lists that help things run smoother

Getting things done: Improve motivation Techniques for working with tired, dispirited adults

ADHD at School: Boost Academic and Social Success

Why school is the hardest domain of functioning

Classroom interventions that facilitate learning and self-confidence

Parent advocacy vs. interference (and what to do about it)

Create effective parent-school alliances

Strategies for teaching executive functioning skills related to academics

Tools to improve peer relationships

Techniques to help kids handle frustration and failure

ADHD in Therapy: Build Trust, Increase **Awareness and Bolster Self-Esteem**

Tools for developing self-acceptance

Strategies to address underlying shame, anxiety and low-self-esteem

Help kids accept their ADHD brains-strengths and challenges

Tips to navigate setbacks and refusal to participate

The ADHD Teen: Risky Behaviors and **Special Considerations**

Identify risk factors unique to teens with ADHD

Why nicotine, vaping and marijuana are so appealing and how to curb their use

Early and active sexuality: Help teens make healthy, safe choices

Vulnerability to bullying: Generate appropriate clinical, parental and school responses

Technology and ADHD

How today's technology impacts the developing ADHD brain

The effect of social media on distractibility, self-esteem and peer relationships

Tips for fostering safe online practices

Gaming: Fun or an addiction?

Objectives

- 1. Identify the biological, behavioral and emotional factors related to ADHD symptoms and executive functioning skills.
- 2. Summarize current research on ADHD and executive functioning including medical and non-medical treatment options and socioeconomic and cultural factors affecting young people with ADHD.
- 3. Explain how the ADHD brain develops through childhood and adolescence and the effect of drugs, alcohol and trauma.
- 4. Ascertain how ADHD, learning disabilities and mental health issues impact social and familial relationships.
- 5. Assess for a range of executive skills in children and adolescents as it relates to treatment planning.
- 6. Develop effective strategies and collaborative interventions for improving executive functioning skills that increase kids' participation in treatment and promote lasting change.
- Recognize how co-existing disorders and learning disabilities impact and interact with ADHD and executive functioning skills.
- 8. Implement practical treatment interventions that increase motivation and cooperation at home and school for children diagnosed with ADHD.
- 9. Design an effective treatment plan that integrates CBT, family systems and psychodynamic approaches to engage clients and improve symptomology.
- 10. Advocate successfully on your client's behalf with teachers, administrators, other school personnel or health professionals.
- 11. Recognize warning signs of risky behavior among adolescents diagnosed with ADHD and gain effective tools for addressing them.
- 12. Investigate the relationship between ADHD and technology and formulate appropriate interventions to help families struggling with screens.

Course Schedule Both Days

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

There will be two 15-min breaks (mid-morning & mid-afternoon) Actual lunch and break start times are at the discretion of the speaker. A more detailed schedule is available upon request.



PESI Inc. is proud to offer this seminar (at these locations only) free of charge (on live seminar tuition) for veterans and active duty military personnel. Advanced online registration required.

MARRIAGE & FAMILY THERAPISTS: This activity consists of 760 minutes of continuing education instruction. Credit requirement 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.

NURSES/NURSE PRACTITIONER/CLINICAL NURSE **SPECIALISTS:** PESI, Inc. is accredited as a provider of continuing nursing education by the American lurses Credentialing Center's Commission on Accreditation. Nurses in full attendance will earn 12.6 contact hours. PARTIAL CONTACT HOURS WILL BE AWARDED FOR PARTIAL ATTENDANCE



LIVE COUSE CONTINUING EDUCATION CREDIT INFORMATION

Credits listed below are for full attendance at the live event only. After ndance has been verified, pre-registered attendees will receive an email from PESI Customer Service with the subject line. "Evaluation and Certificate" within one week. This email will contain a link to complete the seminar evaluation and allow attendees to print, email or download a certificate of completion if in ful attendance. For those in partial attendance (arrived late or left early), a letter of attendance is available through that link and an adjusted certificate of compl reflecting partial credit will be issued within 30 days (if your board allows). Please see "I IVE SEMINAR SCHEDUI F" on this brochure 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 you nuing education requirements and check for reciprocal approval. For other credit inquiries not specified below, or questions on home study credit availability please contact cepesi@pesi.com or 800-844-8260 before the event.

Materials that are included in this course may include interventions and modalitie that are beyond the authorized practice of mental health professionals. As a license 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 profession's standards.

PESI, Inc. offers continuing education programs and products under the brand names PESI, PESI Healthcare, PESI Rehab and Psychotherapy Networker.

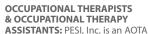
COUNSELORS: This intermediate activity consists of 12.5 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

WISCONSIN COUNSELORS: This intermediate activity consists of 12.5 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations Please contact your licensing board to determine if they accept programs or providers approved by other national or state licensing boards. A certificate of attendance will be awarded at the end of the program to participants who are in full attendance and who complete the program evaluation.

EDUCATORS/TEACHERS: This course is designed to qualify toward your professional development requirement. The program is 12.5 clock hours in length.

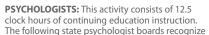
WISCONSIN EDUCATORS: This course may be used toward your Professional Development Plan if it meets your individual goals. Please contact DPI with questions regarding individual PDP's. This course is 12.5 clock hours.

WISCONSIN MARRIAGE & FAMILY THERAPISTS: This course has been submitted to the Wisconsin Association for Marriage and Family Therapy for review. Credit is pending.



Approved Provider of continuing education, Provider #: 3322

Full attendance at this course qualifies for 12.5 contact hours o 1.25 CEUs in the Category of Domain of OT and Occupational herapy 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



activities sponsored by PESI, Inc. as an approved ACCME provider: Alaska, Arkansas, California, Colorado, Georgia Illinois, Indiana, Kentucky, Maine, Maryland, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, Oklahoma, Pennsylvania, South Carolina and Wisconsin, Certificates of

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PESI, Inc. is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education PESI, Inc. designates this live activity for a maximum of 12.5 AMA PRA Category 1 Credit(s)™. Physicians should only claim credit commensurate with the extent of their participation in the activity.



e the Continuing Education Board of the American peech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course

area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

SPEECH-LANGUAGE PATHOLOGISTS: This course is offered or 1.25 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. naintains responsibility for the program. ASWB Approval Period: January 27, 2017 - January 27, 2020. Social workers should contact their regulatory board to determine course approval or continuing education credits. Social workers participating in this course will receive 12.5 (Clinical Practice) 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. Full attendance is required; no partial credits will be offered for partial attendance.

OTHER PROFESSIONS: This activity qualifies for 760 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.

Questions? Call customer service at 800-844-8260

Hassle-Free Cancellation Policy:

If you contact us before the event date, you can exchange for a certificate to attend another seminar, or receive a tuition refund less a \$60 cancel fee. Substitutions are permitted at any time.

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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 Kate Sample at ksample@pesi.com or call 715-855-5260.

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