

Outline

Perspective-Taking and Meaning to Improve Behavior
The intersection of sensory, cognitive, affect and motor systems
The "Set-up": Child's expectation + delayed development = failure
Develop appropriate expectations: Pitfalls and strengths of developmental models
Strategies for triggering triggers: Reinforcing desired behavior
De-escalation strategies and precursors to problem-solving

Sensory Deficits
Interdependence between sensory processing and perception
Strategies to reduce sensory triggers
Desensitize strategies to reset the "panic switch"
Manage the environment to reduce sensory overload
Experience your own dysregulation to sensory challenges

Language/Learning Deficits
Incorporate language processing into our understanding of behavior
Your emotional response to their language challenges
Recognize, validate and problem-solve common language deficit triggers
Social Pragmatics insight and behavior
Suggestions for accommodations and modifications for the classroom

Executive Functioning Deficits
Effective supports to overcoming EF roadblocks
Problem-solving strategies to improve organization, working memory and meta-cognitive deficits
Environments that manage fidgeting, restlessness and inattention and provide positive social-emotional regulation
Experience how we might set kids up to fail without realizing it

Objectives

- 1. Communicate how sensory, language, and executive skills impairments create fight/flight/freeze and defensive responses that lead to children's dysregulation and related behavioral issues.
- 2. Select the appropriate intervention strategies to improve student skills including self-control, social success, emotional regulation and task completion.
- 3. Employ behavior modification techniques and problem-solving strategies to diffuse student's escalated and oppositional behavior.
- 4. Implement environmental strategies to accommodate children's processing deficits and emotional regulation needs.
- 5. Utilize problem-solving strategies to develop appropriate behavioral expectations and coping mechanisms for improved self-regulation skills in students.
- 6. Apply cognitive restructuring strategies to reduce frequency, severity and duration of children's behavioral and emotional outbursts.

Behavioral Strategies
Empower children to make positive choices and take responsibility for their behavior
Create realistic expectations through better understanding of the child's process
Successful "resetting" through behavior modification and skills coaching
Environmental structures and nurturing words that regulate
Reduce tantrums and emotional dysregulation through cognitive restructuring

Problem-Solving Strategies
Teach flexibility, tolerance and decision-making
End power struggles and the blame game
Improve child's acceptance and personal responsibility for behavior
Create realistic expectations
Use language as a self-regulation tool

Brain Training
Increase task completion, social success and emotional control
Music and rhythm
Cerebellum Stimulation Training
Brain Gym®
Yoga & mindfulness
Neurotherapy models
Limitations of research and potential risks

Neuro-Biological Considerations
Diet/food
Supplements/vitamins
Sensitivities/toxins
Movement and exercise to regulate the brain

Live Seminar Schedule

7:30 Registration/Morning Coffee & Tea

8:00 Program begins

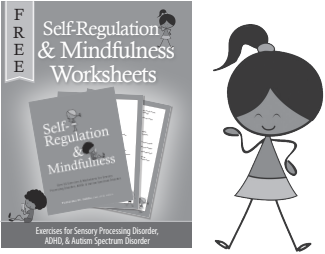
11:50-1:00 Lunch (*on your own*)

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.

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Self-Regulation Interventions for Children & Adolescents

Reduce Frustration, Emotional Outbursts & Oppositional Behaviors

- | | | |
|---|---|---|
| GRAND RAPIDS, MI
Monday, December 2, 2019 | LANSING, MI
Tuesday, December 3, 2019 | SAGINAW, MI
Wednesday, December 4, 2019 |
| STERLING HEIGHTS, MI
Thursday, December 5, 2019 | LIVONIA, MI
Friday, December 6, 2019 | |

Self-Regulation Interventions for Children & Adolescents

Reduce Frustration, Emotional Outbursts & Oppositional Behaviors

- Strategies to meet kids with ADHD, High-Functioning Autism, Learning disabilities or Sensory disorders "where they are at"
- Emotional and behavioral techniques to address the sensory, language and executive function processing deficits
- Brain training exercises that increase self-control, social success, emotional control and task completion

- | | | |
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Self-Regulation Interventions for Children and Adolescents

Reduce Frustration, Emotional Outbursts & Oppositional Behaviors

This seminar will help you to better intervene with the challenging child—the one who won't sit still; doesn't follow directions; often throws tantrums; or has difficulty waiting for their turn. They may "hit first and ask questions later". They react impulsively and have difficulty expressing what they need or what is frustrating them. We know this child is intelligent, caring and kind, but their behavior doesn't reflect these positive qualities. These are the children who can confuse and frustrate parents and who overwhelm teachers and peers. They struggle to meet basic expectations and are unable to succeed in school, with peers and at home.

Join clinical psychologist Dr. Ehler and learn to effectively intervene with the emotional and behavioral dysregulation of children with High-Functioning Autism, ADHD, Learning Disabilities and Sensory Processing Disorders. Through hands-on activities and dynamic discussion, you will learn techniques, behavioral strategies, problem-solving strategies and brain training exercises to:

- Address the sensory, language and executive functioning processing deficits that trigger them
- Increase their self-control, social success, emotional control and task completion
- Teach flexibility, tolerance, thinking it through and decision-making
- Reduce the frequency and duration of their tantrums and emotional outbursts

Walk away with proven emotional, behavioral and processing strategies that lead to social and academic success!

Speaker

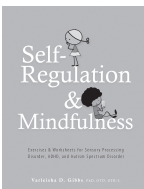
Laura Ehler, Psy.D., is a child clinical psychologist who has worked with children and adolescents with severe emotional/behavioral issues for over 25 years. She maintains a private practice in Burnsville, Minnesota, where she specializes in working with clients who struggle with information and sensory processing deficits and associated emotional, behavioral and mental health issues. Over the years, Dr. Ehler has worked with thousands of youth in a variety of settings including hospitals, residential treatment centers, partial hospital programs, school day treatment and outpatient mental health settings. She holds a doctorate degree in Clinical Psychology where her training focused on developmental issues of childhood, and child psychopathology issues. Professionals who have worked with Dr. Ehler in the past have often commented that interventions she offers succeeded where others have failed.

Speaker Disclosures:

Financial: Laura Ehler maintains a private practice. She receives a speaking honorarium from PESI, Inc.

Non-financial: Laura Ehler has no relevant non-financial relationship to disclose.

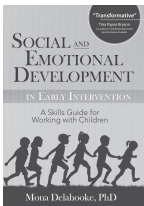
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Self-Regulation and Mindfulness

By Varleisha Gibbs, Ph.D., OTD, OTR/L

Nationally known OT, Dr. Varleisha Gibbs has created a must-have resource for addressing self-regulation in children. This workbook is filled with mindfulness techniques, hands-on activities, worksheets, assessments, exercises and coloring pages to engage the child in their own success. Step-by-step Dr. Gibbs provides you with clear, concise and evidence-based strategies for treating children with sensory processing disorder, autism spectrum disorder, ADHD and similar developmental challenges.



Social and Emotional Development in Early Intervention

By Mona M. Delahooke, PhD

A groundbreaking resource for the field of early intervention. Illustrated with worksheets, charts and handouts, this reader-friendly book will provide valuable tools to nurture relationships, measure progress, reduce child stress, address challenging behaviors and promote self-regulation.

Target Audience

Counselors • Social Workers • Psychologists • Psychotherapists • Psychiatrists • Therapists • Marriage and Family Therapists • Speech-Language Pathologists • Teachers • School Guidance Counselors
Case Managers • Nurses • School Administrators • Educational Paraprofessionals • Occupational Therapists and Occupational Therapy Assistants • Other Helping Professionals who Work with Children

Live Seminar Continuing Education Credit Information

Credits listed below are for full attendance at the live event only. After attendance 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 full 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 completion reflecting partial credit will be issued within 30 days (if your board allows). Please see "LIVE SEMINAR SCHEDULE" 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 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 ces@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 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 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.

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

Michigan School Personnel & Educators: An application has been submitted for State Board Continuing Education Units (SB-CEUs) for the face-to-face program only. Those seeking SB-CEUs must attend 100% of the face-to-face seminar in addition to completing an SB-CEU Participant Application Form (available at the seminar) and following sign-in/sign-out procedures as directed at the program. Additionally, participants will be required to complete the MDE evaluation in the Secure Central Registry. Specific instructions will be provided at the seminar.

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.

Nurses, Nurse Practitioners, and Clinical Nurse Specialists: PESI, Inc. is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.


Nurses in full attendance will earn 6.3 contact hours. Partial contact hours will be awarded for partial attendance.

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: This live 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 and the certificate of completion you receive from this live activity. Contact us for more information on your state board or organization specific filing requirements. American Psychological Association credits are not available.

Ohio Psychologists: PESI, Inc. is approved by the Ohio Psychological Association, Provider #263896894, to sponsor continuing education for psychologists. PESI, Inc. 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.

APPROVED PROVIDER

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., #1062, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. PESI, Inc. maintains responsibility for this course. ACE provider approval period: January 27, 2017 - January 27, 2020. Social Workers completing this course receive 6.25 Clinical Practice continuing education credits. Course Level: Intermediate. Full attendance is required; no partial credits will be offered for partial attendance. 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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We would be happy to accommodate your ADA needs; please call at least two weeks prior to the seminar date.

WALK-INS

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.

TUITION OPTIONS

• **FREE Military Tuition:** 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. *Limited seats available; advance online registration required.*

• **\$30 Tuition:** If you are interested in being our registration coordinator for the day, go to: www.pesi.com/coord for availability and job description, or call our Customer Service Dept. at 800-844-8260.

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___ Seminar on CD* (audio) \$219.99 (RNA053740)

___ **Self-Regulation and Mindfulness** book* \$26.99 (PUB085000)

___ **Social and Emotional Development in Early Intervention** book* \$24.99 (PUB084905)

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