

Outline

Today's Mental Health Issues in our Classrooms

- Prevalence of depression, self-harm and suicide
- The first line of defense: Role of teacher & school
- Confidentiality & sharing of information
- A collaborative approach
- Limitations of the research and potential risks

Depression: Identify and Reach At-Risk Students

- Telltale and hidden warning signs
- Key factors determining susceptibility, vulnerability and recovery
 - Emotional reserve
 - Emotional resiliency
- Creative strategies to reach at-risk students
 - Sorry 7 & Super 7
 - Activities to enhance connection
 - Techniques to increase engagement
- Classroom & school-wide accommodations

Self-Harm: Develop a Protocol for Handling the Silent School Epidemic

- Modes of self-harm: Similarities and differences
- Understanding the "why" of self-harm
- Protective factors & risk factors
- The interconnected role of addiction, self-harm & suicide
- Approaching and connecting with the student
- Strategies to support the at-risk student
 - Techniques to engage the disengaged
 - Methods to build coping skills
- Notifying and engaging the parents

Objectives

1. Integrate techniques to build students' social/emotional skills, thus increasing the likelihood to establish positive relationships.
2. Recommend effective methods to detect the hidden signs of depression, self-harm & suicide and put to practical use in the schools.
3. Implement techniques that promote resiliency among all students thus improving their social and academic success.
4. Explore a collaborative approach to integrate SEL into the curriculum.
5. Ascertain the underlying reasons for self-harm & suicide in order to improve your connection with the student.
6. Provide guidelines for notifying and engaging parents.
7. Specify a suicide intervention team and delineate the role of each member.
8. Establish best practices for postvention plans in the aftermath of a suicide.

Questions? Call customer service at 800-844-8260

Create a Suicide Crisis Team: Guidelines to Recognize and Respond to Suicidal Behaviors

- Recognizing the underlying reasons
- Risk factors: Low/medium/high level of risk
- Imminent warning signs - the strongest predictors
- What to do when you suspect or hear of ideation
- Approaching and connecting with the student
- Strategies to:
 - Address and respond to ideation
 - Cope with a suicide attempt
 - Mobilize staff
- Notifying and engaging the parents
- Is suicide contagious?

Prevention Toolkit: A Guide to help Prevent Depression, Self-Harm and Suicide

- The role of Social/Emotional Learning (SEL) in preventing depression, self-harm and suicide
- A collaborative, strategic approach to integrate SEL into the curriculum
 - Empower students
 - Promote connection
- Case example: Effective K-12 SEL approach to prevention

After Suicide: Postvention Plans for Schools

- Short-term strategies
- Long-term, school-wide interventions
- Minimizing risk of self-harm & suicide contagion
- Case example: Successful postvention plans


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Self-Harm, Suicide and Depression in Schools

An Identification, Prevention & Postvention Guide for Educators and All School-Based Professionals

NEW ROCHELLE, NY
Wednesday, January 22, 2020

MANHATTAN, NY
Thursday, January 23, 2020

BROOKLYN, NY
Friday, January 24, 2020



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Self-Harm, Suicide and Depression in Schools

An Identification, Prevention & Postvention Guide for Educators and All School-Based Professionals

- Identify the indirect, easy to miss signs of depression, self-harm & suicide
- Positively engage troubled, withdrawn youth
- Enhance students' self-esteem, self-acceptance and interpersonal effectiveness
- Build students' coping skills and strengthen resilience
- Effectively collaborate with family, peers and therapists to have the greatest impact

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Self-Harm, Suicide and Depression in Schools

An Identification, Prevention & Postvention Guide for Educators and All School-Based Professionals

The school years are fraught with turmoil and strife for kids. In addition to the usual unrest, many of your students will be affected by emotional and/or mental health issues. They may present with dropping grades, decreased class participation and negative acting-out behavior. For some students, these issues escalate into more severe and complex behaviors that cause harm to both themselves and others. These students often become emotionally withdrawn, exhibit extreme mood swings, become severely depressed and may even resort to self-harm and/or suicide. These issues pose a serious challenge to you and your school.

As an educator, you are in the unique position to identify, help and support these struggling students. This seminar will examine **the best strategies for identification, prevention and postvention among students with depression, self-harm and suicidal ideation.** Emphasis will be placed on understanding how to detect and respond to at-risk students at the individual level, classroom level and school-wide level. You will learn strategies, techniques and interventions to provide the appropriate support and effectively help students cope. Whether you are a classroom teacher, school counselor/psychologist/social worker, administrator or support staff, you will leave this seminar armed with tools you need to connect with and help students who most need your help.

Speaker

Dr. Margery J. Shupe, LPCC-S, has extensive experience providing direct consultation to assist school mental health teams in identifying and treating mental health problems in children in public and private school settings. She has developed professional programming presentations for school mental health teams, school personnel, teachers and administrators. Dr. Shupe has extensive consultation experience in working with discipline in the schools as well as providing strategies for the IEP Team. The clinical director of her own private practice, Dr. Shupe specializes in assessing and treating children and adolescents with behavioral and emotional disorders. She has 25 years of clinical experience in the counseling psychology field. She has worked in an adolescent behavioral medicine clinic as a counseling psychologist and served as a supervisor and clinical therapist of a residential/ outpatient children's/adolescent facility. Dr. Shupe has presented regionally, nationally and internationally on a broad range of topics, primarily focused on clinical treatment of children/adolescents, parent training, family counseling, treating children/teens with chronic illness, and assessment and diagnosis of emotional/behavioral and learning disabilities. Dr. Shupe has published extensively in professional journals, research manuals and book chapters. Dr. Shupe has been teaching in graduate counseling programs for 17 years, and is a contributing faculty member in the Walden University College of Social and Behavior Sciences' Mental Health Counseling Program. She earned her Ed.D. from the University of Cincinnati and her M.A. in counseling psychology from Western Michigan University.

Speaker Disclosures:

Financial: Margery J Shupe maintains a private practice. She is a professor at Walden University. She receives a speaking honorarium from PESI, Inc.

Non-financial: Margery J Shupe is a member of the American Counseling Association



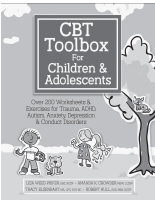
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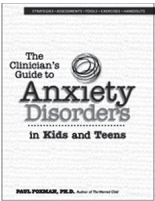
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CBT Toolbox for Children and Adolescents
Over 200 Worksheets & Exercises for Trauma, ADHD, Autism, Anxiety, Depression & Conduct Disorders

By Robert Hull, Lisa Phifer, Amanda Crowder, Tracy Elsenraat

The CBT Toolbox for Children and Adolescents gives you the resources to help the children in your life handle their daily obstacles with ease. Written by clinicians and teachers with decades of experience working with kids, these practical and easy-to-use therapy tools are vital to teaching children how to cope with and overcome their deepest struggles. Step-by-step, you'll see how the best strategies from cognitive behavioral therapy are adapted for children.



The Clinician's Guide to Anxiety Disorders in Kids & Teens

By Paul Foxman, Ph.D.

International anxiety expert and bestselling author Paul Foxman, PhD, utilizes his four decades of clinical experience to make the most comprehensive, hands-on guidebook available. This resource provides all the tools needed to assess and treat even the most severe cases of anxiety in today's generation.

Live In-Person 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.

Target Audience:

Classroom Teachers • Special Education Personnel
Principals • School Administrators
School Psychologists • School Counselors
Social Workers • School Nurses • School Safety Specialists
School Resource Officers • Educational Paraprofessionals
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 cepesi@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.

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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.

New Jersey Counselors: This intermediate activity consists of 6.25 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.

New York Counselors: PESI, Inc. is recognized by the New York State Education Department's (NYSED) State Board for Mental Health Practitioners as an approved provider of continuing education for Licensed Mental Health Counselors. #MHC-0033. This activity will qualify for 7.5 contact hours. Full attendance is required; no partial credits will be offered for partial attendance.

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

New Jersey Educators, Administrators & Education Services Personnel: This activity will offer 6.0 Actual Professional Development Hours. PESI, Inc., powered by MEDS-PDN, is a registered New Jersey Professional Development Provider with the NJ Dept. of Education.

New York Educators: PESI, Inc. is an approved sponsor of CTLE with the New York State Education Department's (NYSED) Office of Teaching Initiatives. Provider #23567. This activity will qualify for 6.25 Approved Continuing Teacher and Leader Education (CTLE) Hour(s), in the area of Pedagogy. Hours are based on full attendance. Board required certificates will be sent after the program.

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.

Psychologists/School Psychologists: PESI, Inc. is approved by the National Association of School Psychologists to offer professional development for school psychologists. PESI maintains responsibility for the program. Provider #1140. 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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New Jersey Social Workers: For the most up-to-date credit information, please go to: www.pesi.com/events/detail/76211.

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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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- **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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