

Outline

TRUANTS OR REFUSERS  
Assess WHY They Aren't in School

The dynamic difference between refusers and truants  
Common characteristics of refusers  
Completing a functional analysis of refusers  
    Categorical-dimensional approach  
    Reinforcement contingencies  
Co-morbid DSM-5® disorders  
    Anxiety disorders  
    Depressive disorders  
    Phobias  
    Conduct disorders  
    Learning disorders  
Factors to consider when assessing for school refusal  
Standardized assessment measures to employ  
Critical questions to ask refusers and their parents

INDIVIDUALIZED STRATEGIC INTERVENTIONS  
Help Refusers Return to School, and Stay There

Factors that increase the likelihood of success  
Individual intervention/therapy  
    Systematic Desensitization  
    Exposure therapy  
    Modeling  
    Cognitive therapy  
    Educational/supportive therapy  
Family intervention/therapy  
    Parent training  
    Structured family therapy  
    Systemic family therapy  
    Dialectical Behavior Therapy-School Refusal

Questions? Call customer service at 800-844-8260

Objectives

1. Appraise the behavioral and clinical features of school refusers to better inform clinical decision making.

2. Analyze the functional purpose of school refusal to determine appropriate treatment strategies.

3. Assess co-morbid psychological disorders associated with school refusal to improve treatment outcomes.
4. Evaluate individual, family, behavioral, and pharmacological approaches to the treatment of school refusers.

5. Design strategic school refusal plans that target the underlying motivation and reinforcement systems.

6. Demonstrate to families and school personnel how to work together effectively to remedy school refusal.

"Dr. Haarman was extremely engaging all day long and very informative. Typically, after the lunch break it is hard for me to stay focused. I found myself still engaged on the last slide of the presentation!"

"I really enjoyed the presenter and how he was able to bring in his life's experience via his clinical settings into our real world of today, classroom management."

"Dr. George Haarman, was a FANTASTIC and ENGAGING speaker. I would go to any of his other presentations!!"

**Target Audience:** Counselors • Social Workers • Marriage and Family Therapists • School Counselors • School Psychologists  
School Social Workers • School Administrators • Teachers & Paraprofessionals • Occupational Therapists & Occupational Therapy Assistants • Speech-Language Pathologists • Case Managers • Nurses • Other Helping Professionals Who Work With Students

Pharmacological intervention  
    Tricyclics  
    SSRI's  
    Beta Blockers  
    Benzodiazepines  
Interventions for refusers seeking to:  
    Avoid negative effect  
    Escape from aversive social and evaluative aspects of school  
    Get attention  
    Receive tangible reinforcers  
Craft an individualized intervention plan  
    "School Makes Me Want to Throw Up"  
    "Everybody There Hates Me"  
    "Can't I Stay at Home and Have You Teach Me?"  
    "The School of Hard Knocks"

GET SCHOOL PERSONNEL AND FAMILIES INVOLVED  
Promote a Long-Term, Collaborative Approach

Forced school attendance  
Using school escorts  
35 concrete tips for parents  
Suggestions for teachers and school counselors

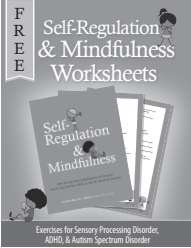
Live Seminar Schedule

**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).  
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School Refusal Assessment & Intervention



**Palo Alto, CA**  
Wednesday, January 22, 2020

**San Jose, CA**  
Thursday, January 23, 2020

**Oakland, CA**  
Friday, January 24, 2020

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School Refusal Assessment & Intervention

Help Refusers Overcome Serious Emotional Barriers to School Attendance and Success

- Dig deep into the motivation behind this behavior - and how it's reinforced
- Uncover co-morbid psychological disorders that may be exacerbating the problem
- Gain concrete strategies for getting school personnel and parents involved
- Leave ready to write and implement strategic, individualized intervention plans



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# School Refusal Assessment & Intervention

## Help Refusers Overcome Serious Emotional Barriers to School Attendance and Success

To those on the outside, school refusal can seem trivial and even comedic, conjuring up images of the rebellious child who simply doesn't like school and doesn't want to go. As a clinician on the front lines with families and school personnel, you know it to be a much more serious and destructive force that has far-reaching consequences. You've probably felt just as frustrated as those you are trying to help by the difficulties associated with proper diagnosis, determining the reasons for behavioral manifestations such as temper tantrums and nightmares, and dealing with the acrimony that can arise between families and school systems.

In this unique slant on an often-misunderstood phenomenon, Dr. George Haarman will show you how to simultaneously meet attendance expectations set by the schools while also digging deeper to uncover and treat underlying problems. You will be able to more quickly differentiate school refusal from common phobic reactions by recognizing and addressing the presence of anxiety, depressive, and other co-morbid disorders. Armed with a better understanding of motivation and reinforcement systems, you can then offer strategic, individualized intervention plans that are more effective.

Get families and school personnel all working together toward the same goal—returning refusers to school and toward academic success.

## Speaker

**GEORGE B. HAARMAN, PsyD, LMFT**, is a Licensed Clinical Psychologist and a Licensed Marriage and Family Therapist with over 40 years of experience. A member of the American Psychological Association and Kentucky Psychological Association, Dr. Haarman is in private practice in Louisville, Kentucky and serves as a consultant to several school systems regarding the assessment of children. For 24 years, Dr. Haarman worked in the Department of Human Services in Louisville, serving as the deputy director for the last 12 years of his tenure there. His prior experience with DHS included working with youth detention centers, juvenile group homes, child protective services, and juvenile probation. Dr. Haarman received his doctorate in clinical psychology from Spalding University and has been an instructor at Jefferson Community College, Bellarmine University, and Spalding University. He has presented seminars regionally and nationally on psychopathology, depression, and emotional disorders in children and adolescents. He is also the author of three books: *School Refusal: Children Who Can't or Won't Go to School*, *Mastering DSM-5®*, and *Clinical Supervision: Legal, Ethical, and Risk Management Issues*.

### Speaker Disclosure

Financial: George Haarman is in private practice. He receives a speaking honorarium from PESI, Inc.

Non-financial: George Haarman is a member of the American Psychological Association; and the Kentucky Psychological Association.

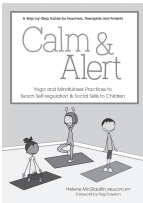


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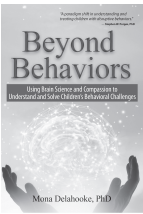


### Calm & Alert

*Yoga and Mindfulness Practices to Teach Self-regulation and Social Skills to Children*

By Helene McGlaufflin, MED, LCPC, KYT

Calm and Alert gives classroom teachers, special needs teachers, therapists, yoga teachers and parents an innovative, step-by-step approach to teaching self-regulation and social skills to children by utilizing their body, mind and breath. Developed by an experienced counselor, educator, and yoga teacher, Helene McGlaufflin, *Calm & Alert* is filled with unique mindfulness exercises, yoga poses and lesson plans to help both typically developing and special needs children.



**Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges**

By Mona M. Delahooke, PhD

In *Beyond Behaviors*, internationally known pediatric psychologist, Dr. Mona Delahooke describes behaviors as the tip of the iceberg, important signals that we should address by seeking to understand a child's individual differences in the context of relational safety. Featuring impactful worksheets and charts, this accessible book offers professionals, educators and parents tools and techniques to reduce behavioral challenges and promote psychological resilience and satisfying, secure relationships.



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.*

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*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 [cepsi@pesi.com](mailto:cepsi@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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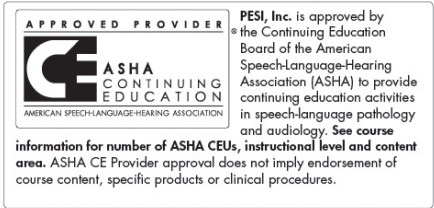
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