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

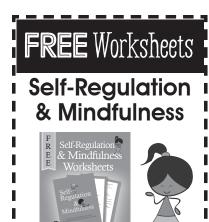
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Live Seminar Schedule

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

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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MENTAL HEALTH ISSUES

in the Classroom

PRACTICAL STRATEGIES
FOR HELPING CHILDREN AND
ADOLESCENTS SUCCEED

SAN DIEGO, CA Tuesday, January 14, 2020

RIVERSIDE, CA Thursday, January 16, 2020 TEMECULA, CA Wednesday, January 15, 2020

IRVINE, CA Friday, January 17, 2020



MENTAL HEALTH ISSUES

in the Classroom

PRACTICAL STRATEGIES
FOR HELPING CHILDREN AND
ADOLESCENTS SUCCEED

Featuring

R. Nicolle Carr, Ph.D

- 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

SAN DIEGO, CA Tuesday, January 14, 2020

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MENTAL HEALTH ISSUES IN THE CLASSROOM

PRACTICAL STRATEGIES FOR HELPING CHILDREN AND ADOLESCENTS SUCCEED

Join child/adolescent behavioral expert, R. Nicolle Carr, Ph.D, 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

R. Nicolle Carr, Ph.D., has served as the assistant clinical director at a residential program outside of Boston and as a consultant for school districts regarding classroom management and individual student needs. She also consults on in-home behavior programs and teaches online courses on psychology, development, neuroscience/cognition, learning, and motivation for a variety of colleges and universities across the United States. Dr. Carr earned her Ph.D. in behavioral neuroscience/psychology from the University of Texas, Austin in 2001 and is a Board Certified Behavior Analyst. Dr. Carr serves as the secretary of the Society for Behavioral Neuroscience and Comparative Psychology of the American Psychological Association and the Ethics Special Interest Group for the Association for Behavioral Analysis International.

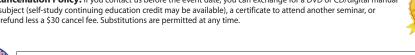
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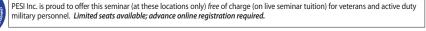
Financial: R. Nicolle Carr has an employment relationship with the Norman School District. She receives a speaking honorarium from PESI. Inc. Non-financial: R. Nicolle Carr is a member of the American Psychological Association; and the Southwestern Psychological Association.

Objectives

- · Articulate how behavioral-driven choices differ from mental health-driven behaviors and characterize how these differences inform your choice of intervention.
- 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.

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.





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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.



Calm & Alert

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

By Helene McGlauflin, 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 McGlauflin, Calm & Alert is filled with unique mindfulness exercises, yoga poses and lesson plans to help both typically developing and special needs children.

Occupational Therapists & Occupational Therapy

Assistants: PESI, Inc. is an AOTA Approved Provider of

continuing education, Provider #: 3322, Full attendance at

products, or clinical procedures by AOTA. Course Level: Intermediate

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,

Psychologists: This live activity consists of 6.25 clock hours of continuing education

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.

instruction. Credit requirements and approvals vary per state board regulations. Please

California Psychologists: PESI, Inc. is approved by the CPA OPD to sponsor continuing

education for psychologists. Provider #PES010. PESI maintains responsibility for this program and its contents. PESI is offering this activity for 6.25 hours of continuing

education credit. Full attendance is required; no partial credits will be offered for

Psychologists/School Psychologists: PESI, Inc. is approved by the National Association of School Psychologists to offer professional development for school

required; no partial credits will be offered for partial attendance.

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nformation for number of ASHA CEUs, instructional level and content

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Speech-Language Pathologists: This course is offered for <u>.6</u> ASHA CEUs

California Speech-Language Pathologists and Audiologists: PESI, Inc. is an

required by the California Speech-Language Pathology and Audiology Board.

Other Professions: This activity qualifies for 380 minutes of instructional content

as required by many national, state and local licensing boards and professional

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professional development credit for Speech-Language Pathologists or Audiologists, as

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Board, #PDP 319. This course meets the qualifications for 6.0 hours of continuing

course content, specific products or clinical procedures

PESI. Inc. is approved by

Board of the American

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in speech-language pathology

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 ttendance (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 n 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

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

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.

California Alcoholism & Drug Abuse Counselors: PESI, Inc. is an approved provider by the CCAPP-EI, Provider #: OS-03-036-1019. This activity meets the qualifications for 6.0 CEH's (continuing education hours)

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

California Counselors: The California Board of Behavioral Sciences accepts CE programs that are approved by other approval agencies, including several that approve PESI and its programs. A full list of approval agencies accepted by the BBS can be found at www bbs ca gov/licensees/cont_ed html under "Where to find CF Courses" This Intermediate level activity consists of 6.0 clock hours of continuing education

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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 eive from the activity and contact your state board or organization to det specific filing requirements

California Marriage & Family Therapists: The California Board of Behavioral Sciences accepts CE programs that are approved by other approval agencies, including several that approve PESI and its programs. A full list of approval agencies accepted by the BBS can be found at www bbs ca gov/licensees/cont_ed btml under "Where to find CE Courses." This Intermediate level activity consists of 6.0 clock hours of continuing education instruction

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