

OUTLINE

How Self-Regulation Affects a Child's Physical, Mental and Emotional Wellbeing

Overlay of systems
Overlap with sensory processing disorder, ADHD, autism, giftedness, anxiety and related conditions

Sensory Processing Disorder (SPD)

Vestibular, proprioceptive, and sensory modulation characteristics

What can go wrong

Making it right: case studies and videos

The big therapies: Interactive Metronome® (IM), brushing, sensory diets, MeMoves™, and more!

Create a Sensory Lifestyle

Strategies for over-responsivity, under-responsivity, cravings

Develop sensory boxes, sensory schedules and spaces

Bedtime tips and strategies

ADHD Strategies

Parker's guidelines for giving meds

Greenspan's strategies for avoiding meds

Cognitive strategies, attention strategies and mindfulness meditation

Self-Management Strategies

As a powerful behavior program for ADHD

Address challenging behaviors and habits through sensory-based activities

Mindfulness and meditation techniques

Utilize Video

Role play and video modeling

Teach functional skills

Catch child "being good"

Art and music activities for emotions

iPad® Apps

Visual schedules

Social stories

Visual timers

Autism Strategies

Layers of autism

Working with emotions

Communication strategies that provide control

Match-and-repeat technique for social engagement

Deal with picky eating and poor sleep habits

Behavioral strategies for eliminating difficult behavior

Strategies for First-Person Stories

What, why and how

Case studies of why we see certain behaviors

Case study example reflecting successful intervention

Making Transitions Uneventful

Strategies for smooth transitions

Using objects to assist in transitions

Environmental strategies

Calming Strategies

Music, Me-Moves™

Deep pressure

Ease™

Other Approaches

Music therapy

Alternative therapy

Qi massage

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.

OBJECTIVES

1. Differentiate between symptoms of sensory modulation disorder, ADHD and autism to determine appropriate self-regulation interventions.
2. Modify clinical treatments for Sensory Processing Disorder (SPD) to be utilized in school or home settings.
3. Design a sensory lifestyle program using readily-found items to improve self-regulation skills in your young clients.
4. Incorporate elements of first-person stories and transitional activities into your SPD intervention plan.
5. Recommend cognitive strategies to address symptoms of ADHD, including hyperactivity and impulsivity.
6. Implement role plays and video modeling interventions to target appropriate self-management skills.

Hassle-Free Cancellation Policy: If you contact us before the event date, you can exchange for a self-study package on the subject (CE credits 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.

Seminar on DVD or Digital Format: You can purchase a self-study package on the subject and you and your colleagues can receive CE hours for a nominal fee. To determine if homestudy credits are available for your profession go to www.pesi.com or call 800-844-8260. Check with your licensing board to verify acceptance of self-study credits for license renewal. If purchasing the digital format, you will receive an emailed order confirmation which contains your login instructions to access the recorded seminar, electronic handouts and online post-test. Order today by using the order form on this brochure or by calling 800-844-8260.



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Self-Regulation in Children

Keeping the Body, Mind & Emotions
on Task in Children with Autism,
ADHD or Sensory Disorders

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ALBUQUERQUE, NM
Thursday, February 20, 2020

EL PASO, TX
Friday, February 21, 2020

REGISTER NOW:
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Self-Regulation in Children

Keeping the Body, Mind & Emotions
on Task in Children with Autism,
ADHD or Sensory Disorders

- Role play and video modeling techniques to target appropriate self-management skills
- Communication strategies that provide emotional control for children with ASD
- Cognitive strategies to address symptoms of ADHD, including hyperactivity and impulsivity
- First-person stories and transitional activities for SPD intervention

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Children with Sensory Processing Disorders, ADHD or autism have much in common. They are challenged with physical problems that affect their ability to focus and can also cause them to be emotionally reactive. Children who have trouble self-regulating throughout the day are missing out on typical childhood experiences in school, on the playground and with their families. They have difficulty making and keeping friends.

This workshop looks at the underlying factors of poor self-regulation and how they affect the child. The course emphasizes practical interventions! You will walk away with effective strategies for creating simple but effective programs in clinical, school and home settings:

- Sensory therapy techniques
- Simple self-management and video modeling programs
- Sensory lifestyle programs
- First-person stories
- Energy regulation techniques
- Communication methods
- Transition strategies
- Behavioral strategies

Clinical programs such as Interactive Metronome® (IM), brushing, sensory diets, and MeMoves™ will be discussed, as will timely topics such as medication vs. non-medication for ADHD and new insights from research into biomedical aspects of autism. You will receive written handouts and a list of resources. Don't miss this opportunity - register today!

SPEAKER

Gwen Wild, MOT, OTR/L, is an occupational therapist with over 25 years of experience specializing in the treatment of children and adolescents diagnosed with Autism Spectrum Disorder, Sensory Processing Disorders, neurological disorders and a wide variety of developmental disorders in numerous settings. She is the owner of Sensational Brain, LLC, and creator of the popular BrainWorks™ tools, a system for creating effective sensory diets that empowers kids to take charge of their sensory needs.

Gwen is steadfast in helping children learn to self-regulate to manage their behaviors and emotions effectively. She works directly with educators, speech-language pathologists, occupational therapists, BCBAs and other professionals in her roles as an educator, consultant to two school districts and provider of private pediatric occupational therapy services in homes.

Gwen presents worldwide on topics related to sensory modulation and self-regulation teaching practitioners, parents, and teachers who work with children and adolescents practical treatments and interventions. She has been invited to speak at numerous state and local conferences and has been featured on podcasts. Gwen has led and co-authored two research studies on the implementation of sensory strategies for the purpose of enhancing self-regulation, the most recent of which was published in a peer reviewed journal. She is an active member of the American Occupational Therapy Association and at the state level, she is a member of the Michigan Occupational Therapy Association.

Speaker Disclosures:
Financial: Gwen Wild is the owner of Sensational Brain LLC. She receives a speaking honorarium from PESI, Inc.
Non-financial: Gwen Wild has no relevant non-financial relationship to disclose.

Target Audience: Occupational Therapists • Occupational Therapy Assistants • Educators
Speech-Language Pathologists • Counselors • Psychologists • Social Workers
Marriage & Family Therapists • Physical Therapists • Physical Therapist Assistants

Have a seminar idea? A manuscript to publish? 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 **Cyndi Postlewaite** at **cpostlewaite@pesi.com** or call **(715) 855-5253**.

Self-Regulation in Children

Keeping the Body, Mind & Emotions on Task in Children with Autism, ADHD or Sensory Disorders

SAVE BY INCLUDING THESE PRODUCTS WITH SEMINAR REGISTRATION!

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.

Self-Regulation and Mindfulness
By Varleisha Gibbs, PhD, OTD, OTR/L
Nationally known OT, Dr. Varleisha Gibbs, OTD, OTR/L, has created a ground-breaking 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.

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.**

Questions? Visit our FAQ page at www.pesi.com/faq or contact us at www.pesi.com/info.

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.

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.

NEW MEXICO COUNSELORS: For the most up-to-date credit information, please go to: www.pesi.com/events/detail/77209.

TEXAS COUNSELORS: This activity consists of 6.0 clock hours of continuing education instruction. Texas State Board of Examiners of Professional Counselors no longer approves programs or providers. PESI activities meet the continuing education requirements as listed in Title 22 Texas Administrative Code, Chapter 681, Subchapter J, Section 681.142 Acceptable Continuing Education. Please retain the certificate of completion that you receive and use as proof of completion when required.

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

New Mexico Educators and Administrators: For the most up-to-date credit information, please go to: www.pesi.com/events/detail/77209.

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.

TEXAS MARRIAGE & FAMILY THERAPISTS: This activity consists of 6.0 clock hours of continuing education instruction. Texas State Board of Examiners of Marriage and Family Therapists no longer approves programs or providers. PESI activities meet the continuing education requirements as listed in Title 22 of the Texas Administrative Code, Chapter 801, Subchapter K, Section 801.264 Types of Acceptable Continuing Education. Please retain the certificate of completion that you receive and use as proof of completion when required.

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.

NEW MEXICO OCCUPATIONAL THERAPISTS: This course has been submitted to the State of New Mexico Board of Examiners for Occupational Therapists for review. Credit is pending.

PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS: This activity consists of 6.25 clock hours of instruction that is applicable for physical therapists. CE requirements for physical therapists vary per state/jurisdiction.

Please retain the certificate of completion that you receive and use as proof of completion when required.

NEW MEXICO PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS: This course has been submitted to The New Mexico Chapter of the American Physical Therapy Association for review.

TEXAS PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS: This activity is provided by the Texas Board of Physical Therapy Examiners Accredited Provider #2106032TX and meets continuing competence requirements for physical therapist and physical therapist assistant licensure renewal in Texas. This activity will provide 6.25 CCUs. The assignment of Texas PT CCUs does not imply endorsement of specific course content, products, or clinical procedures by TPTA or TBPTE. Full attendance is required; no partial credits will be offered 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.

APPROVED PROVIDER

ASHA CONTINUING EDUCATION
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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REGISTRATION FORM

SELF-REGULATION IN CHILDREN: KEEPING THE BODY, MIND & EMOTIONS ON TASK IN CHILDREN WITH AUTISM, ADHD OR SENSORY DISORDERS

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Select Tuition

TUITION including seminar manual
\$219.99 – (+tax in NM) choose one of the options below:
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☐ **\$249.99** (+tax in NM) standard

ADD-ON PRODUCTS — Save on Shipping! — Products Distributed at Seminar

☐ **\$24.99*** *2,4,6,8 This Is How We Regulate* book (PUB085710)
☐ **\$26.99*** *Self-Regulation and Mindfulness* book (PUB085000)

*Attendees add applicable state and local taxes except in AK, DE, MT, NH, OR

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All registrations must be prepaid.

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Self-Regulation in Children: Keeping the Body, Mind & Emotions on Task in Children with Autism, ADHD or Sensory Disorders

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