

## Outline

### The Many Challenges of Self-Regulation

Balancing the needs of the body, brain, senses, emotions and the social self  
Emotional regulation and sensory regulation  
Neurotypical children v. atypical children  
Differences with ASD, ADHD, and other challenges  
How well are we doing the research?

### A Little Bit of Neuroanatomy

Cerebellum: The prediction machine  
The ASD, ADHD, sensory connection  
Mapping emotions  
The vagal nerve's job in all this

### Let's Talk about Infants and Toddlers

Early predictors of ASD, ADHD and sensory challenges  
Infants, temperament, crying and social attention  
Facial expressions and emotions in ASD  
Parent video feedback with infants makes a difference!

### Self-Regulation for All Age-Groups and Behavior Types

Calming and gradual exposure and desensitization  
Rethinking the classroom, office, and/or home environment  
Strategies for pre-school and the kindergarten classroom  
Play, play, play! Inside/outside the classroom  
Classroom aerobics and other activities  
Heavy work, exercise, deep pressure and play

### Eating and Sleeping Can Co-opt Good Effort

Effect of poor sleep on repetitive behaviors and negative affect in ASD  
Effects of sensory processing on sleep  
Bedtime Fading with Response Cost (BFRC) Intervention  
Melatonin, elimination diets and supplements for ASD and ADHD  
Sensory intervention at mealtime

## Objectives

1. Utilize effective calming, sensory, motor or behavioral techniques and activities for a given type of behavior in the classroom, clinic and home.
2. Demonstrate early predictors of ASD, ADHD and sensory challenges in infants and toddlers to design appropriate interventions.
3. Implement interventions for repetitive and restrictive behaviors for a child with stereotypy.
4. Integrate peer-to-peer video feedback into social interventions for children and teens with ASD to increase social ease.
5. Utilize the "Bedtime Fading with Response Cost" sleep intervention for children with erratic sleep schedules.
6. Design innovative grounding activities and organizational strategies effective for teens with ADHD for at home and school.
7. Integrate "team-based" self-regulation interventions for the classroom, clinic and home.

### Autism Spectrum Disorder: Techniques You Should Absolutely be Using

Engaging lists, stories and transitions (Make them fun!)  
J. Shauls's Conversation Train (and more!)  
Making consistency as your modus operandi  
Play engagement, DIR, ABA, Discrete Trials and more  
Restrictive, Repetitive Behaviors (RRBs) Interventions  
High order v. low order  
Exercise and aquatic movement  
Ayer's Sensory Therapy®  
Mixed method interventions  
Help kids with ASD handle peer rejection  
Video feedback for social scenarios: Do's and don'ts

### ADHD: Effectively Intervene with This "Moving Target"

How imaging studies have challenged our ideas of ADHD  
A new look at combined ADHD and Concentration Deficit Disorder  
Innovative organization techniques  
Creating simple habits and keeping it simple  
Grounding activities: Mindfulness, karate, HIIT  
Self-management intervention and "getting to center"  
Check impulsivity meta-cognitive group games  
Revisiting feedback and timing in the cerebellum

### Special Interventions for Teens and Tweens

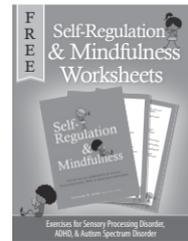
Video feedback: Create appropriate expressions, reactions and interactions  
Social skills programs to develop real-life empathy  
Regulation techniques for social situations and avoiding peer rejection  
Sensorimotor Therapy to cut through trauma

### It's a Team—Going for the Championship

Partnership of teachers, therapists and specialists  
Interlace the team's self-regulation goals to make them effective  
How to include parents: Highly effective at-home interventions

FREE Worksheets

## Self-Regulation & Mindfulness



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"Break Through"

# Self-Regulation Interventions

for Children and Adolescents with  
Autism, ADHD, Sensory or Emotional Challenges

**CINCINNATI, OH**  
Tuesday, March 10, 2020

**COLUMBUS, OH**  
Wednesday, March 11, 2020

**MAUMEE, OH**  
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"Break Through"

# Self-Regulation Interventions

for Children and Adolescents with  
Autism, ADHD, Sensory or Emotional Challenges

Presenting **TERESA GARLAND, MOT, OTR/L**, expert and author of award-winning book, *Self-Regulation Interventions and Strategies: Keeping the Body, Mind & Emotions on Task in Children with Autism, ADHD or Sensory Disorders*

- Give children the skills they need to be their best at school, home and play
- Must-use calming, sensory, self-regulation and behavioral techniques that are effective in any setting
- Team-based behavioral/regulation interventions for the classroom, clinic and home
- New, effective approaches to Repetitive and Restrictive Behaviors (RRBs)
- Social regulation interventions to help children and teens get past peer rejection

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“Break Through”

# Self-Regulation Interventions

for Children and Adolescents with Autism, ADHD, Sensory or Emotional Challenges

Message from Your Presenter **Teresa Garland, MOT, OTR/L...**

No one ever said that working with children with autism, ADHD or sensory disorders is easy. Theo will only eat white foods, tends to be buried in his own world and melts when he is transitioned too quickly. Steven, in 6th grade, has ADHD, poor organization skills and an attitude that is hard to break through. But, how do we help a child break through the self-regulation issues that limit their achievements?

That was the question I posed to myself fifteen years ago. I set out to learn as much as I could about theories, techniques, and research that could help make the lives of these young people much more manageable and promising. I received certification in sensory integration therapy, and additional training in DIR (play therapy), ADHD interventions, oral motor therapy, auditory therapies, timing therapies, mindfulness, exercise therapies, sensory diets and more. I adapted techniques to make them usable in the clinic and at school, working close with my team to get things right.

Join me as I guide you through a broad set of self-regulation interventions culled from my years of research and practice along with strategies for adapting them to your setting. You will leave my program with the essential skills, interventions and strategies to help children find harmony with themselves, their families and the world around them!

You will learn:

- The most effective calming, sensory, motor or behavioral techniques for a given type of behavior
- Peer-to-peer video feedback as a social intervention for children and teens with ASD
- Sleep interventions for children with erratic sleep schedules
- Interventions for Repetitive and Restrictive Behaviors for a child with stereotypy
- Organization strategies for home and school for teenagers with ADHD
- And more!

I look forward to seeing you there! **Register today!**

Teresa Garland, MOT, OTR/L

## Speaker

**Teresa Garland, MOT, OTR/L**, is an occupational therapist and author specializing in self-regulation and sensory and modulation issues. She has worked in schools, sensory clinics and medical settings treating children, adolescents and adults with Sensory Processing Disorders, Autism Spectrum Disorder and ADHD. Ms. Garland works closely with other mental health and allied rehab professionals, teachers and doctors to understand and treat underlying sensory, timing, and coordination/motor planning issues as well as overlying socio/emotional behaviors and the symptoms of autism. She is trained/certified in the SIPT, Interactive Metronome®, Integrated Listening Systems (iLS), Therapeutic Listening, Wilbarger's Sensory Defensiveness, the Natural Heart Approach, Mindfulness Training, and Food Chaining.

Ms. Garland is the author of the award-winning book, *Self-Regulation Interventions and Strategies: Keeping the Body, Mind and Emotions on Task in Children with Autism, ADHD and Sensory Disorders* (PESI Publishing & Media). Her workbook, *Hands-on Activities for Children with Autism & Sensory Disorders*, on regulating children with autism and/or sensory disorders was published in April of 2016 (PESI Publishing & Media).

As an author and international presenter, Ms. Garland has trained over 10,000 therapists and teachers in the art of using self-regulation interventions with the children they work with in clinics and classrooms. She also trains on working with children and adults with ADHD and children with autism. Ms. Garland has a master's in occupational therapy from the University of New Mexico. She writes a blog at <http://otselfregulation.blogspot.com>.

Speaker Disclosures:

Financial: Teresa Garland is an author for PESI Publishing & Media and receives royalties. She receives a speaking honorarium from PESI, Inc.

Non-financial: Teresa Garland has written case studies for Interactive Metronome®. She writes a blog on self-regulation ([otselfregulation.blogspot.com](http://otselfregulation.blogspot.com)).



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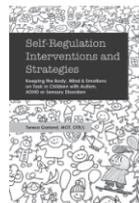


**SAVE by including these products with your seminar registration!**

## Hands-on Activities for Children with Autism & Sensory Disorders

By Teresa Garland, MOT, OTR/L - Seminar Presenter!

Innovative, practical and fun activities for children with autism and sensory disorders. Following a step-by-step recipe format, Teresa Garland, MOT, OTR/L provides nearly 200 activities and interventions to help children with their sensory needs. This highly detailed, illustrated and accessible guide is a rich resource for any therapist, teacher or parent.



## Self-Regulation Interventions and Strategies:

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

By Teresa Garland, MOT, OTR/L - Seminar Presenter!

More than 200 practical and proven interventions, strategies and adaptations for helping children gain more control over their lives. Highlights include methods to calm, prevent out-bursts and meltdowns, and interventions for attention problems. Step-by-step illustrated guide.

### 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.

**Questions:** Visit our FAQ page at [www.pesi.com/faq](http://www.pesi.com/faq) or contact us at [www.pesi.com/info](http://www.pesi.com/info)

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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 [cepesi@pesi.com](mailto: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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**KENTUCKY COUNSELORS:** For the most up-to-date credit information, please go to: [www.pesi.com/events/detail/78079](http://www.pesi.com/events/detail/78079).

**OHIO COUNSELORS:** PESI, Inc. is an approved provider with the State of Ohio Counselor, Social Worker and Marriage & Family Therapist Board. Provider approval #RCST071001. Full attendance at this course meets the qualifications for 6.25 clock hours of continuing education credit. 20-752684

**EDUCATORS/TEACHERS:** This activity qualifies for 380 minutes of instructional content as required by many national and state 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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**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.

**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.

**KENTUCKY PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS:** This course has been submitted to the Kentucky Physical Therapy Association for review.

**OHIO PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS:** This course has been submitted to the Ohio Physical Therapy Association for review. Credit is pending.

**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.

**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**

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).

\*\* Please note that Speech-Language Pathologists must complete the post-test and evaluation within two weeks of attending the live event if they would like their participation submitted to the ASHA CE Registry. Detailed instructions will be provided the day of the program under the Handouts section of the online program.

**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.

**OHIO SOCIAL WORKERS:** PESI, Inc. is an approved provider with the State of Ohio Counselor, Social Worker and Marriage & Family Therapist Board. Provider approval #RCST071001. Full attendance at this course meets the qualifications for 6.25 clock hours of continuing education credit. 20-752684

**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

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The self-directed option for this program has not been approved for NASW CE.