

Outline

K-5 Students with Mental Health Issues

- When you know something's going on, but you don't know what it is
- Characteristics of at-risk students
- Why children are not small adults
- How skill deficits from mental health issues create behavioral difficulties
- The difference between "can't" and "won't"
- How maladaptive behavior serves as protection for the child
- Common myths and limitations about diagnoses

Oppositional Defiant Disorder (ODD)

- What adults should never say (but usually do)
- How behavior reveals a need
- Are you (unintentionally) rewarding misbehavior?
- Kids who don't feel bad
- Arguing with a defiant child – who is that about?
- De-escalation strategies that work

Attention Deficit/Hyperactivity Disorder (ADHD)

- The unique needs of children with ADHD
- More than a behavior problem: the neurobiology of ADHD
- How to increase confidence and leadership skills in kids with ADHD
- Decrease disruptions and impulsive behavior
- Improve transitions, social skills, and self-regulation
- ADHD medications: What do teachers need to know?

Anxiety

- What we know about kids who worry too much
- School anxiety – types, characteristics
- What to do about separation anxiety
- The perfectionistic student
- Drawing out the anxious student in a safe way

Depression & Mood Dysregulation

- How depression shows up in young children
- Helping students overcome helplessness
- When is it more than moodiness?
- Helping depressed kids change their inner self-talk

Trauma and Other Significant Life Events

- What the ACEs study has taught us about trauma
- The fight, flight, or freeze response in the classroom
- How to recognize and respond to traumatic stress
- What if you don't know the child's history?
- Incorporating trauma-informed practices into your day

Suicide, Self-Harm and Bullying

- How we talk about suicide is important
- Head banging, hitting, scratching, and other "self-punishment"
- Helping ostracized children feel connected
- Why traditional discipline doesn't work for bullies
- Making your classroom an emotionally safe space

Other School-Based Considerations

- Collaborating with student support staff and outside clinicians
- Working with non-cooperative/reluctant parents
- Identifying your own triggers, choosing your battles
- Discipline – IDEA, special education consideration
- Screen time in the classroom – why reward systems don't work
- Limitations of research and potential risks

Seminar Schedule

- 7:30 am** Registration/Morning Coffee & Tea
8:30 am Program begins
11:50 am - 1:00 pm Lunch (on your own)
3:15 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.

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.

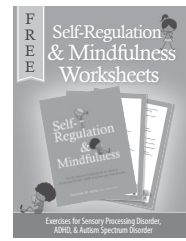


PESI, Inc. is proud to offer this seminar (at these locations only) *free* of charge (on live seminar tuition) for veterans and active duty military personnel. *Limited seats available; advance online registration required.*



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MENTAL HEALTH ISSUES

in the K-5 Classroom

DESIGNED FOR YOU!

K-5 Classroom Teachers • School Counselors, Social Workers, and Psychologists
 Instructional Specialists and Coaches • School Occupational Therapists
 School Speech-Language Pathologists • Special Education Staff
 Behavior Intervention Specialists • Instructional Assistants/Paraprofessionals
 Administrators Serving Grades K-5

TOWSON, MD
Wednesday, April 15, 2020

ELLCOTT CITY, MD
Thursday, April 16, 2020

ANNAPOLIS, MD
Friday, April 17, 2020



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MENTAL HEALTH ISSUES

in the K-5 Classroom

PRACTICAL STRATEGIES FOR
HELPING YOUNG STUDENTS
SUCCEED AT SCHOOL

- Easy to implement, "on the spot" strategies for challenging behaviors
- Differentiate between what's developmentally appropriate versus a bigger mental health issue
- Transform your perception of "behavior problems" so you can respond more effectively, sooner
- Create an emotionally safe environment for all your students

DESIGNED

FOR YOU

K-5 Classroom Teachers
 School Counselors, Social Workers,
 and Psychologists
 Instructional Specialists and Coaches
 School Occupational Therapists
 School Speech-Language Pathologists
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A NON-PROFIT ORGANIZATION CONNECTING KNOWLEDGE WITH NEED SINCE 1979

MENTAL HEALTH ISSUES IN THE K-5 CLASSROOM

PRACTICAL STRATEGIES FOR HELPING YOUNG STUDENTS SUCCEED AT SCHOOL

As the leader of a K-5 classroom, you know more about your students throughout the year than anyone in the building (and sometimes even the parents). Your careful eye is crucial to the academic, social, and emotional development of your students – and you know when something is “off”.

Students who are struggling with mental health issues are often first identified through their behavior, which, while developmentally appropriate, makes it hard to know how to respond effectively.

Join child/adolescent behavioral expert and former educator Cheryl Catron, M.Ed., LPCC-S, RPT-S, for this compelling one-day program that will transform your perception of and response to emotional and behavior problems in your classroom, including:

- Tantrums and meltdowns
- Impulsivity
- Running out of the room
- Perfectionism and rigidity
- Suicidal ideation and behavior
- Sensory issues
- Refusal to do work
- Difficulty with transitions
- Disrupting others
- Irritability, lashing out, aggressive behavior
- Overt self-harm (head banging, hitting self)
- School avoidance

Don't miss this unique training that's sure to have you furiously writing down notes, ideas, and plans to transform your approach with the students who need you the most.

Sign up today!

Meet Your Uniquely Qualified Instructor...

Cheryl Catron, M.Ed., LPCC-S, RPT-S, is a long-time educator and mental health clinician who has over 19 years serving students with a wide variety of academic and mental health needs. In her most recent role as a school-based mental health clinician, she provided therapy and support services for K-5 students with differing clinical issues including depression, anxiety, social skills, ADHD, and Oppositional Defiant Disorder. In addition to this, Ms. Catron also served as a consultant for and collaborator with teachers, paraprofessionals, and other school staff members. Drawing on her experience as a teacher, school counselor, and mental health clinician, Ms. Catron provided insightful guidance to develop and implement effective classroom-based strategies that facilitate improved behavioral and academic performance for students with a variety of needs including giftedness, learning disabilities, and emotional and behavioral disturbances.

Cheryl is licensed as both a Professional Clinical Counselor and Supervisor in the state of Ohio and a Registered Play Therapist and Supervisor through The Association for Play Therapy. She earned her Bachelor of Arts degree in English and Secondary Education and her Master of Education degree in School Counseling & Professional Counseling from Ohio University.

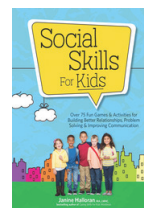
She and her husband have recently founded a nonprofit organization, Foothold International, that serves indigenous communities in Kenya, East Africa. Ms. Catron is collaborating with the local government to develop community mental health response systems as well as trauma sensitivity to their outreach programs. She provides mental health training to teachers, health workers, and law enforcement personnel.

Speaker Disclosures:
Financial: Cheryl Catron has an employment relationship with The Counseling Source. She receives a speaking honorarium from PESI, Inc.
Non-financial: Cheryl Catron has a family member who was diagnosed with juvenile bipolar disorder.

Objectives

1. Differentiate between developmentally appropriate behavior and that which may be in response to a mental health condition.
2. Apply de-escalation strategies with students who are behaving in an oppositional manner.
3. Implement school-based strategies to effectively respond to behavioral issues that arise from mental health conditions.
4. Develop skills to identify signs of anxiety and/or depression in young students.
5. Apply the knowledge gained from the ACEs study to recognize and respond to students who may be experiencing traumatic stress.
6. Utilize effective communication skills for discussing risk of suicide with students, staff and parents.

Include these products with your seminar registration and save!



Social Skills for Kids: Over 75 Fun Games & Activities for Building Better Relationships, Problem Solving & Improving Communication

By Janine Halloran, LMHC

This rich resource includes reproducible, step-by-step plans for how to play, alternatives to each activity, and debriefing questions to reinforce learning.



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.

Questions?

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

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 Kate Sample at ksample@pesi.com or call 715-855-5260.

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.

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EDUCATORS/TEACHERS: This activity qualifies for 305 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.

OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS: PESI, Inc. is an AOTA Approved Provider of continuing education. Provider #: 3322. Full attendance at this course qualifies for 5.0 contact hours or .5 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.

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 5.0 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.

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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 .5 ASHA CEUs (Intermediate level, Professional area).

SCHOOL 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 5.0 General 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 305 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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- *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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ADA NEEDS

We would be happy to accommodate your ADA needs; please email info@pesi.com or call 1-800-844-8260 at least two weeks prior to the seminar date.

SAME DAY REGISTRATION

Walk-ins are welcome but admission cannot be guaranteed. Contact us for space availability if registering within one week of seminar.

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Advance registration required. Cannot be combined with other discounts.

- **FREE Military Tuition:** PESI, Inc. is proud to offer this seminar 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, first come, first serve.
- **Discounted Student Rate:** As part of its mission to serve educational needs, PESI, Inc. offers a reduced rate of 50% off standard tuition for students (on live seminar and live video webcast tuition). **Advance online registration required.**

QUESTIONS

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