

Outline

Functions of a Meltdown

Tantrum vs. meltdown
Stages of a meltdown
Sensory issues vs. behavior issues
Meltdown intervention video

Sensory Strategies

Easy-to-use sensory tools and apps to calm
Overstimulation and sensory breakdowns
Therapy session and classroom structure for optimal learning

Executive Functioning Strategies

Visual cues, music and software designed to increase attention and focus
High interest areas to strengthen motivation and engagement
Visual reminders for routines and predictability
Visual structures to promote organization

Self-Regulation Strategies

Video modeling, t-charts, social stories, social scripts, emotions charts to develop self-control
Tools that promote self-monitoring of behavior
Power cards and visual checklists as powerful incentives to change behavior

Social/Emotional Communication Strategies

Social scripts and social stories to develop social interaction
Video modeling and role playing to demonstrate appropriate interactions
First person stories for positive behavior changes and affirmations

Explosive Behavior Strategies

Recognize the warning signs of a meltdown in order to prevent it
Surprise cards, change of schedule cues and transition markers to alleviate anxiety
Visual cues to depict expected behavior
Converting the verbal to a visual

Techniques for After the Meltdown

Strategies for instructional consequences
Chart appropriate/inappropriate behaviors
Activities for reviewing behaviors when calm
Cartooning to facilitate feedback
Strategies for providing systematic feedback
Reinforcement for communication strategies
Identify feelings and review behavior

Hands-on Activities

Demonstration video of child having a meltdown
Appropriate and meaningful replacement behaviors for physical aggression
Instructional consequences for a meltdown

Live Webcast Schedule (Times listed in Eastern)

8:00 Program begins

11:50-1:00 Lunch Break

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. Discriminate functions of behavior during a tantrum vs. meltdown.
2. Illustrate the connections and breakdowns between communication, social skills and behaviors.
3. Employ a breathe card and emotions chart to develop self-control and self-management skills.
4. Design optimal therapy/classroom structure to prevent overstimulation and sensory breakdowns.
5. Employ SOCCSS, keychain rules and t-charts to prevent, intervene or consequence targeted behaviors.
6. Utilize surprise cards, change of schedule cues and transition markers to alleviate anxiety.
7. Implement a "system" rather than a person dependent intervention.

TARGET AUDIENCE Speech-Language Pathologists & Speech-Language Pathology Assistants • Occupational Therapists & Occupational Therapy Assistants • Special & General Educators • School Guidance Counselors • School Administrators • Educational Paraprofessionals • Counselors • Social Workers • Psychologists School Psychologists • Marriage and Family Therapists • Physical Therapists & Physical Therapist Assistants • Physicians • Other Helping Professionals that Work with Children

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AUTISM

De-Escalate Meltdowns and Diffuse Explosive Behaviors in Children and Adolescents

LIVE Interactive Webcast

Monday, November 9, 2020

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AUTISM

De-Escalate Meltdowns and Diffuse Explosive Behaviors in Children and Adolescents

- Breathe card and emotions chart to develop self-control and self-management skills
- Surprise cards, change of schedule cues and transition markers to alleviate anxiety
- Video modeling and role playing to improve social/emotional communication
- First person stories and visual cues to promote positive behavior

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AUTISM De-Escalate Meltdowns and Diffuse Explosive Behaviors in Children and Adolescents

Do you work with children and adolescents with autism who exhibit explosive behaviors that interfere with their ability to effectively and efficiently navigate their environment? They appear willful, obnoxious, over reactive, and unfeeling. They lose control of their ability to cope or regulate their behavior, which can send them spiraling into a gut wrenching meltdown.

Join autism expert Joe'l Farrar, M.Ed., CCC-SLP, BCBA, and learn proven strategies and techniques to help children and adolescence with autism **de-escalate before a full blown meltdown ensues, develop self-control and self-management skills to prevent future meltdowns and learn appropriate/replacement behaviors.** Dozens of strategies will be taught through dynamic video case examples and demonstrations. "Teach them in the way they learn" will be a mantra throughout the seminar.

Walk away with these interventions and more:

- Breathe card and emotions chart to develop self-control and self-management skills
- Surprise cards, change of schedule cues and transition markers to alleviate anxiety
- Video modeling and role playing to improve social/emotional communication
- First person stories and visual cues to promote positive behavior
- Visual cues, music and software designed to increase attention and focus
- Social stories, social scripts and emotions charts to develop self-regulation
- SOCCSS, keychain rules and t-charts to target challenging behaviors

Speaker

Joe'l Farrar, M.Ed., CCC-SLP, BCBA, is an American Speech-Language-Hearing Association Certified Speech Language Pathologist, Board Certified Behavior Analyst, and certified special education teacher. She has specialized training from the Institute of Special Education Advocacy at the College of William and Mary School of Law. Ms. Farrar has worked with children and adults with developmental disabilities for over 20 years. During the past 10 years, she has focused her combined knowledge of speech and language disorders and behavioral deficits on providing support and direct services to individuals with autism, FASD and adults with developmental disabilities specifically addressing behaviors related to these diagnoses. Ms. Farrar has worked in a variety of settings including hospitals, intermediate care facilities, group homes, Community Integrated Living Arrangements (CILA's) home-based programs, and outpatient clinics. In these settings, she has worked with and developed transdisciplinary teams and collaboration with other professions which include occupational therapists, physical therapists, teachers, and psychologists. Ms. Farrar has developed curriculum for training staff and families in supporting individuals with significant behavioral needs related to their disabilities. She has presented trainings at American Speech-Language-Hearing Association national conference, Minnesota Fetal Alcohol Syndrome Association (MOFAS) conference, State level developmental disabilities conferences, and Oklahoma Speech Language Hearing Association conference. Ms. Farrar developed training for military families and providers to support individuals with developmental disabilities and advocates for individuals and their families with schools and support agencies.

Speaker Disclosures:

Financial: Joe'L Farrar has an employment relationship with Visions, LLC. She receives a speaking honorarium from PESI, Inc.

Non-financial: Joe'L Farrar has no relevant non-financial relationships to disclose.

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



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Speech Language Pathologists – All States


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To inquire about credit in other states or home study credit, please contact cepesi@pesi.com or 800-844-8260 before the event.

National Approvals

Credits listed are for full attendance at the live webcast only. The CE certificate can be downloaded/printed after completing the webcast and passing the online post-test evaluation (80% passing score). Additional participants can receive a CE certificate by adding a post-test evaluation to their account for \$49.99 USD. Please see schedule for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.

 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.



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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.

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

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.**



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