

# 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

## Live Webinar Schedule

(Times listed in Central)

**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.

## 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

**Learning Objectives can be viewed at [pesikids.com/webcast/86282](https://pesikids.com/webcast/86282)**

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## "Break Through"

# Self-Regulation Interventions

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

## Live Interactive Webinar Friday, December 17, 2021

**BONUS!** – Registration includes FREE on-demand access for 3 months.



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Join us online, for this live training!

## "Break Through"

# Self-Regulation Interventions

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

Presenting **SHEETAL PARIKH OTD, OTR/L, CAS**

- 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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A NON-PROFIT ORGANIZATION CONNECTING KNOWLEDGE WITH NEED SINCE 1979

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# “Break Through” Self-Regulation Interventions

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

## Message from Your Presenter ...

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 twelve 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 took intensive courses on multi-sensory approaches, sensory integration, self-regulation, yoga, autism, ADHD and became a Certified Autism Specialist in 2016. I have extensive experience adapting these techniques to make them usable in a variety of settings while working closely with teachers, aides, child study professionals and parents.

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!**

## Target Audience:

Occupational Therapists • Occupational Therapy Assistants • Speech-Language Pathologists Teachers/School-Based Personnel • School Administrators • School Social Workers • Physicians School Counselors • School Psychologists • School Guidance Counselors • Psychologists Social Workers • Licensed Professional Counselors • Physical Therapists • Physical Therapist Assistants



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## Meet Your Speaker

**Sheetal Parikh OTD, OTR/L, CAS,** is an occupational therapist with 19 years of experience working, with children and adults in a variety of settings and with a variety of diagnoses. In the last 14 years, Dr. Parikh has primarily worked in the school setting with children and adolescents diagnosed with autism spectrum disorder (ASD), sensory processing disorder (SPD), attention-deficit hyperactivity disorder (ADHD), genetic disorders, neurological disorders, and developmental delays. Dr. Parikh has also worked in a pediatric medical day care, adult rehabilitation hospital, acute care hospitals, sub-acute rehabilitation facilities, skilled nursing facilities, and home care.

Dr. Parikh is the founder and owner of SPOT Therapy, LLC, a company that specializes in providing occupational therapy services in public and private schools. She provides evaluations, treatment interventions and education in the areas of sensory integration, self-regulation, autism, and developmental delays. Dr. Parikh is a certified autism specialist.

Dr. Parikh is also an adjunct professor in the masters and doctorate occupational therapy programs at the University of the Sciences (USciences) in Philadelphia, PA. She has been an adjunct at USciences since 2008, teaching in courses such as neuroscience, clinical skills, movement analysis, rehabilitation, and developmental interventions. She also teaches dance, yoga, and mindfulness to children with and without special needs.

Dr. Parikh earned her Doctorate degree in occupational therapy in 2014 from Chatham University in Pittsburgh, PA, with a focus on the multi-sensory approach to teaching handwriting. She earned her Master's degree in occupational therapy and her Bachelor's degree in health sciences in 2001 from the University of the Sciences in Philadelphia, PA.

### Speaker Disclosure:

Financial: Sheetal Parikh is the founder and owner of SPOT Therapy, LLC. She is an adjunct faculty at the University of the Sciences in Philadelphia. Dr. Parikh receives a speaking honorarium from PESI, Inc.

Non-financial: Sheetal Parikh has no relevant non-financial relationship to disclose.

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For specific credit approvals and details, visit [pesikids.com/webcast/86282](http://pesikids.com/webcast/86282)

### National CE Credit Approvals For Live Webinar

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). Please see schedule for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.



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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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**December 17, 2021** [PWZ86281]

**\$219.99** tuition

8am Central time

### Live Webinar Experience:

- Participate live in real-time while connecting and collaborating with peers
- Ask the presenter your questions
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*\*Live CE is only available when viewed live*

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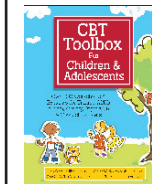
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## Recommended Reading:

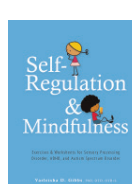


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