

Outline

Perspective-Taking and Meaning to Improve Behavior

The intersection of sensory, cognitive, affect and motor systems

The "Set-up": Child's expectation + delayed development = failure

Develop appropriate expectations: Pitfalls and strengths of developmental models

Strategies for triggering triggers: Reinforcing desired behavior

De-escalation strategies and precursors to problem-solving

Sensory Deficits

Interdependence between sensory processing and perception

Strategies to reduce sensory triggers

Desensitize strategies to reset the "panic switch"

Manage the environment to reduce sensory overload

Experience your own dysregulation to sensory challenges

Language/Learning Deficits

Incorporate language processing into our understanding of behavior

Your emotional response to their language challenges

Recognize, validate and problem-solve common language deficit triggers

Social Pragmatics insight and behavior

Suggestions for accommodations and modifications for the classroom

Executive Functioning Deficits

Effective supports to overcoming EF roadblocks

Problem-solving strategies to improve organization, working memory and meta-cognitive deficits

Environments that manage fidgeting, restlessness and inattention and provide positive social-emotional regulation

Experience how we might set kids up to fail without realizing it

Objectives

- 1. Communicate how sensory, language, and executive skills impairments create fight/flight/freeze and defensive responses that lead to children's dysregulation and related behavioral issues.
- 2. Choose the appropriate intervention strategies to improve student skills including self-control, social success, emotional regulation and task completion.
- 3. Employ behavior modification techniques and problem-solving strategies to diffuse student's escalated and oppositional behavior.
- 4. Implement environmental strategies to accommodate children's processing deficits and emotional regulation needs.
- 5. Utilize problem-solving strategies to develop appropriate behavioral expectations and coping mechanisms for improved self-regulation skills in students.
- 6. Apply cognitive restructuring strategies to reduce frequency, severity and duration of children's behavioral and emotional outbursts.

Behavioral Strategies

Empower children to make positive choices and take responsibility for their behavior

Create realistic expectations through better understanding of the child's process

Successful "resetting" through behavior modification and skills coaching

Environmental structures and nurturing words that regulate

Reduce tantrums and emotional dysregulation through cognitive restructuring

Problem-Solving Strategies

Teach flexibility, tolerance and decision-making

End power struggles and the blame game

Improve child's acceptance and personal responsibility for behavior

Create realistic expectations

Use language as a self-regulation tool

Brain Training

Increase task completion, social success and emotional control

Music and rhythm

Cerebellum Stimulation Training

Brain Gym®

Yoga & mindfulness

Neurotherapy models

Limitations of research and potential risks

Neuro-Biological Considerations

Diet/food

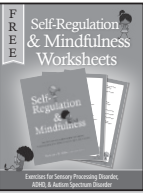
Supplements/vitamins

Sensitivities/toxins

Movement and exercise to regulate the brain

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Self-Regulation Interventions for Children & Adolescents

Reduce Frustration, Emotional Outbursts & Oppositional Behaviors

LIVE Interactive Webinar Friday, January 13, 2023

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Self-Regulation Interventions for Children & Adolescents

Reduce Frustration, Emotional Outbursts & Oppositional Behaviors

- Strategies to meet kids with ADHD, High-Functioning Autism, Learning disabilities or Sensory disorders "where they are at"
- Emotional and behavioral techniques to address the sensory, language and executive function processing deficits
- Brain training exercises that increase self-control, social success, emotional control and task completion

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Self-Regulation Interventions for Children & Adolescents

Reduce Frustration, Emotional Outbursts & Oppositional Behaviors

This seminar will help you to better intervene with the challenging child—the one who won’t sit still; doesn’t follow directions; often throws tantrums; or has difficulty waiting for their turn. They may “hit first and ask questions later”. They react impulsively and have difficulty expressing what they need or what is frustrating them. We know this child is intelligent, caring and kind, but their behavior doesn’t reflect these positive qualities. These are the children who confuse and frustrate parents and who overwhelm teachers and peers. They struggle to meet basic expectations and are unable to succeed in school, with peers and at home.

Join clinical psychologist Dr. Ehler and learn to effectively intervene with the emotional and behavioral dysregulation of children with High-Functioning Autism, ADHD, Learning Disabilities and Sensory Processing Disorders. Through hands-on activities and dynamic discussion, you will learn techniques, behavioral strategies, problem-solving strategies and brain training exercises to:

- Address the sensory, language and executive functioning processing deficits that trigger them
- Increase their self-control, social success, emotional control and task completion
- Teach flexibility, tolerance, thinking it through and decision-making
- Reduce the frequency and duration of their tantrums and emotional outbursts

Walk away with proven emotional, behavioral and processing strategies that lead to social and academic success!

Target Audience:

Counselors • Social Workers • Psychologists • Psychotherapists • Psychiatrists • Therapists
Marriage and Family Therapists • Speech-Language Pathologists • Teachers • Physicians
School Guidance Counselors • Case Managers • Nurses • School Administrators
Educational Paraprofessionals • Occupational Therapists • Occupational Therapy Assistants
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Meet Your Speaker

Laura Ehler, PsyD, is a child clinical psychologist who has worked with children and adolescents with severe emotional/behavioral issues for over 25 years. She maintains a private practice in Burnsville, Minnesota, where she specializes in working with clients who struggle with information and sensory processing deficits and associated emotional, behavioral and mental health issues. Over the years, Dr. Ehler has worked with thousands of youth in a variety of settings including hospitals, residential treatment centers, partial hospital programs, school day treatment and outpatient mental health settings. She holds a doctorate degree in Clinical Psychology where her training focused on developmental issues of childhood, and child psychopathology issues. Professionals who have worked with Dr. Ehler in the past have often commented that interventions she offers succeeded where others have failed.

Speaker Disclosure:
Financial: Laura Ehler maintains a private practice. She receives a speaking honorarium from PESI, Inc. Laura has no relevant financial relationships with ineligible organizations.
Non-financial: Laura Ehler has no relevant non-financial relationship to disclose.

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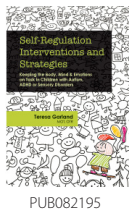
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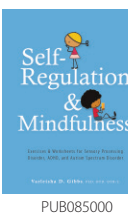
- Self-study CE certificate available

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Keeping the Body, Mind & Emotions on Task in Children with Autism, ADHD or Sensory Disorders
Teresa Garland, MOT, OTR/L
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