

Outline

Treatment Approaches Using Processing Perspectives

Improve self-regulation in children through our own paradigm shifts
Ping + Ping + Ping = Frustration and dysregulation
De-escalation strategies and precursors to problem-solving
Behavioral and mindful intervention for dysregulation triggers

Sensory Deficits

Integration, meaning and perception
Experience your own dysregulation to sensory challenges
Reduce sensory triggers
Desensitize strategies to reset the “panic switch”
Manage the environment to reduce sensory overload

Language/Learning Deficits

Incorporate language processing into our understanding of behavior
Meaning = perception = reality = response
Your emotional response to their language challenges
Recognize, validate and problem-solve common language deficit triggers
Social Pragmatics insight and behavior

Executive Functioning Deficits

Impact of processing inconsistencies on daily functioning
Experience how we might set kids up to fail without realizing it
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
Roadblocks created by executive skills deficits

Perspective-Taking and Meaning

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 using Nurtured Heart Approach

Behavioral Strategies

Create realistic expectations through better understanding of the child’s process
Behavior modification and skills coaching: Resetting and choices to improve self-regulation
Environmental structures that regulate
Empower children to improve self-regulation
Cognitive restructuring to reduce tantrums and emotional dysregulation

Problem-Solving Strategies

Reduce stressors
Improve child’s acceptance and personal responsibility for behavior
Create realistic expectations
Learning/teaching flexibility
Use language to self-regulate

Neuro-Biological Considerations

Diet/food
Supplements/vitamins
Sensitivities/toxins
Movement and exercise to regulate the brain



Objectives

- 1. Describe the role that sensory processing, language processing, and executive processing play in self-regulation.
- 2. Demonstrate experiential activities that shift your understanding and perception of these children.
- 3. Explain how sensory, language, and executive skills impairments create fight/flight/fear and defensive responses that lead to dysregulation and behavior issues through negative conditioning.
- 4. Practice and apply the “6 Steps Model” to help children self-regulate.
- 5. Tailor sensory, language/learning and executive functioning strategies to minimize processing triggers.
- 6. Employ behavior modification and problem-solving strategies to diffuse escalations and refusals.
- 7. Implement positive environments and accommodations for dysregulated kids using insights gained about processing deficits, emotional triggers and problem-solving.

Target Audience

Counselors • Social Workers • Psychologists • Psychotherapists • Therapists • Marriage and Family Therapists
Speech-Language Pathologists • Teachers • School Guidance Counselors • Case Managers • Nurses
School Administrators • Educational Paraprofessionals • Occupational Therapists and Occupational Therapy Assistants • Other Helping Professionals who Work with Children

Live Webcast Details

Join us on August 11, 2017, for this live, interactive webcast!

Invite your entire office and, like a live seminar, “attend” the webcast at its scheduled time. It’s easy and convenient! Webcasts provide everything you need for a premier educational experience including real-time video and audio of the speaker. See and hear the speaker and watch the slides all on your computer screen. Seminar materials are available for download. One CE Certificate is included. Only \$19.99 per CE Certificate for each additional participant.

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Self-Regulation

Proven Strategies for Children with
ADHD, High-Functioning Autism,
Learning Disabilities or Sensory Disorders

FREDERICK, MD
Wednesday
August 9, 2017

FAIRFAX, VA
Friday
August 11, 2017

COLLEGE PARK, MD
Thursday
August 10, 2017

LIVE VIDEO WEBCAST
Friday
August 11, 2017

Self-Regulation

Proven Strategies for Children with
ADHD, High-Functioning Autism,
Learning Disabilities or Sensory Disorders

- Improve processing deficits in sensory, language and executive functions
- Over 50% of the workshop focuses on effective interventions to increase self-regulation in any setting
- Increase self-control, social success, emotional control and task completion
- Brain training exercises to increase self-regulation

“I appreciate your willingness to share your professional and personal journey with us in your seminar. It has changed my perspective and has helped me to help children struggling with self-regulation. I rate this workshop with you as one of the top two I have attended since I began doing so in 1984.”
~ Licensed Clinical Social Worker

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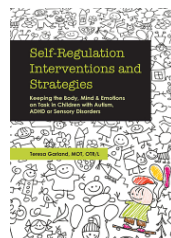
Self-Regulation

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 dysregulated and unable to succeed in school, with peers, and at home.

Through discussion and hands-on experience you will discover how language, executive function and sensory processing deficits lead to misperceptions about the causes of emotional and behavioral dysregulation in these children. You will learn strategies for changing your perception and creating expectations and environments that will help them to succeed at home, school and with peers!

- Recognize the signs of underlying processing deficits that lead to dysregulation
- Strategies to improve self-control, social success, emotional control and task completion
- Strategies to reduce frequency and duration of tantrums and emotional outbursts
- Problem-solving strategies to create positive structure and expectations, positive coping and self-regulation
- Interventions to deescalate and brain training exercises that will increase self-regulation

***Include these products with your seminar registration and save!**



Self-Regulation Interventions and Strategies: Keeping the Body, Mind and Emotions on Task in Children with Autism, ADHD or Sensory Disorders

By Teresa Garland, MOT, OTR/L

Keeping children bodies, minds and emotions on task just got easier with this new book from self-regulation expert Teresa Garland. Featuring more than 200 practical and proven interventions, strategies and adaptation for helping children gain more control over their lives. Each chapter provides rich background and theoretical material to help the reader better understand the issues our children face.



Hands-on Activities for Children with Autism & Sensory Disorders

By Teresa Garland, MOT, OTR/L

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.

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Cyndi Postlewaite at cpostlewaite@pesi.com or call **715-855-5253**.

Speaker

Laura Ehler, Psy.D., is a child clinical psychologist who has worked with children and adolescents with severe emotional/behavioral issues for over 25 years. She holds a doctorate degree in Clinical Psychology where her training focused on developmental issues of childhood, and child psychopathology issues. Over the years, she 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. Dr. Ehler 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. Professionals who have worked with Dr. Ehler in the past have often commented that interventions she offers succeeded where others have failed.

Speaker Disclosures:

Financial: Laura Ehler maintains a private practice. She receives a speaking honorarium from PESI, Inc.

Non-financial: Laura Ehler has no relevant non-financial relationship to disclose.

Questions? Call customer service at **800-844-8260**

Live Seminar & Webcast Schedule (Times listed in Eastern)

7:30 Registration/Morning Coffee & Tea

8:00 Program begins

11:50-1:00 Lunch (*on your own*)

4:00 Program ends

For locations and maps, go to www.pesi.com, find your event, and click on the seminar title.

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Credits listed below are for full attendance at the live event only. Certificates of Completion are distributed at the conclusion of the live seminar for those who register prior to the event date and attend the full day. A letter of attendance will be issued to participants who register at the event, arrive late, or leave early. For those who registered day of (walk-ins), and are in full attendance, a certificate of completion for full CE credit will be sent within 30 days following the event. For those in partial attendance (arrived late or left early), an adjusted certificate of completion reflecting partial credit will be issued within 30 days (if your board allows). Please see "live seminar schedule" 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 professions standards.

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DISTRICT OF COLUMBIA COUNSELORS: This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The District of Columbia Municipal Regulations for Professional Counseling recognizes courses and providers that are approved by the American Psychological Association. A certificate of attendance will be awarded at the end of the program to counselors who complete the program evaluation, to submit to their state board.

MARYLAND COUNSELORS: This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The Maryland Board of Professional Counselors recognizes courses and providers that are approved by the NAADAC. A certificate of attendance will be awarded at the end of the program to counselors who complete the program evaluation, to submit to their state board.

VIRGINIA COUNSELORS: This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The Virginia Board of Counseling recognizes courses and providers that are approved by the American Psychological Association or NAADAC. A certificate of attendance will be awarded at the end of the program to counselors who complete the program evaluation, to submit to their state board.

WEST VIRGINIA COUNSELORS: PESI, Inc. has been approved as a continuing education provider through the West Virginia Board of Examiners in Counseling. Provider #: WVREC-558. This course qualifies for 6.25 continuing education credits.

EDUCATORS/TEACHERS: This course is designed to qualify toward your professional development requirement. The program is 6.25 clock hours in length.

WEST VIRGINIA EDUCATORS: This course has been submitted to West Virginia University Extended Learning.

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

** Please note that Speech-Language Pathologists who participate in the live webcast will be required to complete additional steps if they want their participation submitted to the ASHA CE Registry. Detailed instructions will be provided the day of the program under the Handouts Section of the webcast.

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WEST VIRGINIA SOCIAL WORKERS: The West Virginia Board of Social Work Examiners can only approve programs held in the state of West Virginia. This course does not qualify for West Virginia social work credits. You will still receive a certificate of completion at the end of the seminar to retain for your records.

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SELF-REGULATION: PROVEN STRATEGIES FOR CHILDREN WITH ADHD, HIGH-FUNCTIONING AUTISM, LEARNING DISABILITIES OR SENSORY DISORDERS

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