

Outline

The Neuroscience Behind Self-Regulation

A look at sensory-motor pathways

Brain dissection video: The emotional brain and its connection to executive functioning

Neurological dysfunction: Hyper-activity, hypo-activity, aggressiveness, self-stimulatory, and inattentiveness

Neuro and Sensory Integration: Linking to Behaviors

Breaking down self-regulation: Sensory, cognition and emotions

Self-regulation effects on behavior: Flapping, inflexibility, rigidity, lack of inhibition, poor social skills, risk taking

The power of the autonomic nervous system and its connection to behavior (ie. stress, fear and primitive reflexes)

The power of primitive reflexes and how they impede on function

Tools and strategies for assessing primitive reflexes

Video Case Study Analyzation: Aligning Symptoms and Characteristics with Appropriate Interventions

ADHD: Diagnosis and current treatment strategies

Autism: Diagnosis and DSM-5® updates

Sensory Processing Disorder (SPD):

Sensory modulation disorder

Sensory-based motor disorder

Sensory discrimination disorder

Self-Regulation Techniques and the Vagus Nerve Connection

Communication strategies that provide control: Symbolic and non-verbal

Self-management and behavioral strategies: Behavioral contracts, checklist for tracking behaviors, video modeling

Addressing picky eating and poor sleep habits: Desensitizing and non-threatening activities

Music as a technique to initiate sensorial stimuli, calming and attentiveness

New interventions for vestibular, proprioceptive, auditory, smell and vision work

Apply Neuroscience to Interventions: Hands-on Activities

Neurological connection of current programs such as Brain Gym®, sensory diets, and MeMoves™, just to name a few!

Integrate a mindfulness program for self-regulation

Address primitive reflexes and improve social participation and age appropriate behaviors

Tool to assess child's arousal levels to be used for daily schedules and to organize daily interventions

Treatment Planning: Video Case Examples of Children Displaying Challenging Social, Eating and Sleeping Behaviors

Perform a virtual evaluation

Develop a treatment plan

Goal development

Re-assessment: When is it needed and when to discharge

Psychoeducation for Client and Parents

Evidence-based intervention and techniques to address challenges with self-regulation

Address psychosocial concerns and experiences of caregivers of children with self-regulation challenges

Communicate methods to address reciprocal regulation between the child and caregiver to address the influences and interaction each have

Live Seminar Schedule - both days

7:30 Registration/Morning Coffee & Tea

8:00 Program begins

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

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. Summarize the neuroscientific research related to self-regulation and sensory processing in kids diagnosed with Autism, Sensory Processing Disorder, and ADHD.
2. Differentiate between the characteristics of sensory processing disorder, ADHD and autism and articulate how the neurological processes of each disorder coincide with one another.
3. Apply neurological approaches that tap into the central, autonomic, and enteric nervous systems to improve clinical intervention techniques.
4. Examine the role of primitive reflexes and how they support or impede client functioning.
5. Evaluate the relationship between the autonomic nervous system and behavior in clients.
6. Determine the neurological responses aligned with intervention techniques to further enhance treatment planning.
7. Develop appropriate clinical interventions for challenging behaviors in clients, such as hyper-activity, hypoactivity, aggressiveness, self-stimulation and inattentiveness.
8. Implement music as a technique to initiate sensorial stimuli, calming and attentiveness in clients.
9. Integrate a comprehensive mindfulness program to improve self-regulation in clients.
10. Utilize role play activities to assess levels of arousal among clients.
11. Develop a comprehensive treatment plan that addresses a variety of clinical concerns, including social skills deficits, picky eating and sleeping issues.
12. Implement strategies to address reciprocal regulation between the child and caregiver in order to improve clinical outcomes.

Maria Slavin, MS, OTR/L, has over 15 years of experience as an occupational therapist providing social skills therapy and individual sensory processing/fine motor therapy to children and adults with behavioral health diagnoses such as autism, ADHD and anxiety disorders. She spent the last eight years specializing in social skills and self-regulation. Ms. Slavin has worked with children and families across a variety of OT settings including early intervention, hospital, school and private practice. She is the founder and president of In-Sync and Social, LLC, an occupational therapy-based social skills program for children and adults with behavioral health diagnoses who often exhibit sensory systems that are imbalanced or not 'in-sync'.

Ms. Slavin presents nationally to a wide range of audiences including special education attorneys, teachers, parents and occupational therapy students on various OT related topics. She served on multi-disciplinary diagnostic and IEP teams and is an adjunct instructor at University of the Sciences in Philadelphia. She served as the director of COLLAGE Occupational Therapy Programs, a well-respected social skills program in the Philadelphia area. During her time with COLLAGE, Ms. Slavin formed partnerships with well-known organizations such as the YMCA and Please Touch Museum to make social skills therapy more accessible to the community.

In 2013 her private practice was voted best services for kids with special needs by Main Line Parent magazine which has a large audience in and around the suburbs of Philadelphia and the Main Line. In-Sync and Social continues to expand with great success and in addition to outpatient services is an OT provider and consultant to public and private schools. Ms. Slavin is involved in ongoing research on self-regulation and social skills in conjunction with University of the Sciences in Philadelphia.

Speaker Disclosures:

Financial: Maria Slavin is the founder and president of In-Sync and Social, LLC. She receives a speaking honorarium from PESI, Inc.

Non-financial: Maria Slavin has no relevant non-financial relationship to disclose.

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January 31 & February 1, 2019



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- Neurologically tailored sensory strategies and sensory equipment strategies for challenging behaviors
- New interventions for vestibular, proprioceptive, auditory, smell and vision work
- Music as a technique to initiate sensorial stimuli, calming and attentiveness
- Desensitizing activities for picky eating and poor sleep habits
- Mindfulness, social skill programs and respiratory-based techniques for self-regulation

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Join Maria Slavin, MS, OTR/L, self-regulation expert for this intensive 2-day certificate training and learn clinically proven neurological approaches to addressing self-regulation in children and adolescents diagnosed with Autism, Sensory Processing Disorder, and ADHD. Knowing the underlying brain connections will help you better select and develop appropriate interventions for challenging behaviors, such as hyper-activity, hypo-activity, aggressiveness, self-stimulatory and inattentiveness.

You will walk away with neurologically tailored sensory strategies, cutting-edge treatment techniques, and sensory equipment strategies, including, mindfulness, social skill programs, music and movement, and respiratory-based techniques.

On day one, you will learn the underlying neurological components to connect the brain to clinical practice through:

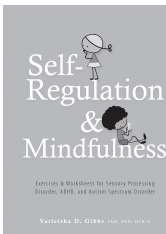
- Brain dissection video wet labs, neuroanatomy, pathways, and function
- Autonomic nervous system and its connection to stress, fear, and primitive reflexes
- Video examples of children in a sensory clinic demonstrating positive outcomes when equipment is used appropriately

The second day, you will learn how to analyze and apply treatment techniques, such as:

- Activating the vagus nerve and the nervous system for regulation
- Addressing primitive reflexes and improve social skills and age appropriate behaviors
- Incorporating a mindfulness program for self-regulation
- Applying your knowledge through the use of video case studies to examine the evaluation process, treatment planning, goal development, and re-assessment of children displaying challenging social, eating, and sleeping behaviors

Whether you are an expert on the brain or new to this science, Ms. Slavin makes it easy to understand and easy to implement. You will leave ignited by revelations exposed in Ms. Slavin's presentation!

SAVE BY INCLUDING THESE PRODUCTS WITH SEMINAR REGISTRATION!

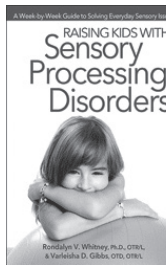


Self-Regulation and Mindfulness

Varleisha Gibbs, PhD, OTD, OTR/L

Nationally known OT, Dr. Varleisha Gibbs has created a ground-breaking resource for addressing self-regulation in children. This workbook is filled with mindfulness techniques, hands-on activities, worksheets, assessments, exercises and coloring pages to engage the child in their own success.

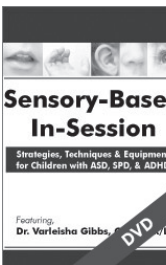
Step-by-step Dr. Gibbs provides you with clear, concise and evidence-based strategies for treating children with sensory processing disorder, autism spectrum disorder, ADHD and similar developmental challenges.



Raising Kids With Sensory Processing Disorders A Week-by-Week Guide to Solving Everyday Sensory Issues

Rondalyn Varney Whitney, PhD, OTR/L, FAOTA
Varleisha Gibbs, PhD, OTD, OTR/L

Whether it's having to remove tags from clothing or using special dimmed lighting when they study, kids with sensory disorders or special sensory needs often need adaptations in their everyday lives in order to find success in school and beyond. Taking a look at the most common sensory issues kids face, Raising Kids with Sensory Processing Disorders offers a compilation of unique, proven strategies parents can implement to help their children move beyond their sensory needs and increase their performance on tasks like homework, field trips, transitions between activities, bedtime, holidays, and interactions with friends. Written by a parent of two children with very different sensory needs, the book shows parents how to characterize their child's sensory issues into one of several profiles that they can then use to find the best adaptations and changes to their everyday routines.



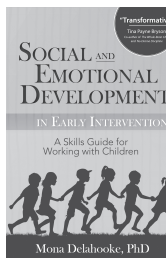
Sensory-Based In-Session: Strategies, Techniques and Equipment for Children with ASD, SPD, and ADHD

Varleisha Gibbs, PhD, OTD, OTR/L

Join sensory and self-regulation expert, Varleisha Gibbs, OTD, OTR/L, and discover various sensory strategies, techniques, and equipment to use when working with children with ASD, SPD, and ADHD. The underlying neurological components will be reviewed to connect neuroanatomy to practice.

Through live demonstrations at a sensory clinic, you will learn what types of equipment you should purchase for your clinic as well as their appropriate use, when to use them, and for how long. Video examples of children in a sensory clinic will be used to demonstrate correct versus incorrect methods including how to maneuver the equipment for the sought response as well as what happens when equipment is used incorrectly.

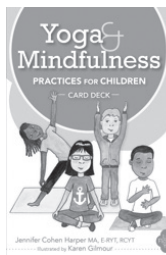
A unique emphasis will be given to the neurological background, in relation to specific treatment techniques. Evidence-based practice will be an integral part of reviewing theories and current treatment techniques. Treatment techniques to be analyzed include: sound-based, movement, and vision-based therapies.



Social and Emotional Development in Early Intervention

By Mona M. Delahooke, PhD

A groundbreaking resource for the field of early intervention. Illustrated with worksheets, charts and handouts, this reader-friendly book will provide valuable tools to nurture relationships, measure progress, reduce child stress, address challenging behaviors and promote self-regulation.



Yoga and Mindfulness Practices for Children Card Deck

By Jennifer Cohen Harper, MA, E-RYT, RCYT

Yoga and Mindfulness Practices for Children Card Deck offers over 50 activities to support health, well-being, empowerment and an improved capacity to navigate the many stressors of life without becoming overwhelmed. Beautifully illustrated by children's yoga teacher, Karen Gilmour, coupled with easy-to-read instructions.



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. *Advance registration by phone required.*

TARGET AUDIENCE:

Occupational Therapists • Occupational Therapy Assistants • Speech-Language Pathologists • Counselors
Social Workers • Educators • Marriage & Family Therapists • Physical Therapists • Physical Therapist Assistants • Psychologists

ADA NEEDS

We would be happy to accommodate your ADA needs; please call at least two weeks prior to the seminar date.

WALK-INS

Walk-ins are welcome but admission cannot be guaranteed. Call M-F 7:00-6:00 Central Time for space availability if registering within one week of seminar.

TUITION OPTIONS

- **FREE Military tuition:** 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. *Advance registration by phone required.*
- **\$60 Tuition:** If you are interested in being our registration coordinator for both days, go to: www.pesirehab.com/coord for availability and job description, or call our Customer Service Dept. at 800-844-8260.

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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" 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. PESI, Inc. offers continuing education programs and products under the brand names PESI, PESI Healthcare, PESI Rehab and Psychotherapy Network.

COUNSELORS: This intermediate activity consists of 12.5 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

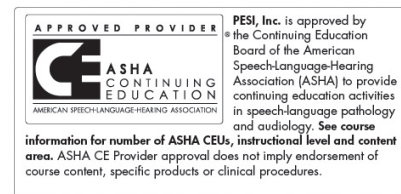
EDUCATORS/TEACHERS: This course is designed to qualify toward your professional development requirement. The program is 12.5 clock hours in length.

MARRIAGE & FAMILY THERAPISTS: This activity consists of 760 minutes of continuing education instruction. Credit requirements and approvals vary per state board regulations. You should save this course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing 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 12.5 contact hours or 1.25 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 content, products, or clinical procedures by AOTA. Course Level: Intermediate.

PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS: This activity consists of 12.5 clock hours of instruction that is applicable for physical therapists. CE requirements for physical therapists vary per state/jurisdiction. Please retain the certificate of completion that you receive and use as proof of completion when required.

PSYCHOLOGISTS: This live activity consists of 12.5 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline and the certificate of completion you receive from this live activity. Contact us for more information on your state board or organization specific filing requirements. American Psychological Association credits are not available.



SPEECH-LANGUAGE PATHOLOGISTS: This course is offered for 1.25 ASHA CEUs (Intermediate level, Professional area).

SOCIAL WORKERS: PESI, Inc. Provider #:1062, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB), www.aswb.org through the Approved Continuing Education (ACE) Program. PESI, Inc. maintains responsibility for the program. ASWB Approval Period: January 27, 2017 - January 27, 2020. Social workers should contact their regulatory board to determine course approval for continuing education credits. Social workers participating in this course will receive 12.5 (Clinical) continuing education clock hours for this intermediate course. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

COLORADO SOCIAL WORKERS: PESI, Inc. is an approved provider with the Colorado Chapter of the National Association of Social Workers. Provider #1413. This course has been approved for 12.6 continuing education hours. Please make sure to bring your license number to the seminar so that we can report your attendance NASWCO.

OTHER PROFESSIONS: This activity qualifies for 760 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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