

ANXIETY DISORDERS

Divorce, family breakdown, violence in society and the media, has produced a “shell shocked” generation of kids suffering from anxiety!

Join anxiety expert, Janine E. Oliver, LCSW, MSW, who will demonstrate how you can “connect” with anxious children and inspire them to practice new self-regulation skills. You will learn how to help parents (“bulldozers,” “helicopters” and “snowplows”) and schools gain confidence, gratification and success in helping their most anxious kids.

To increase your effectiveness with the various manifestations of child anxiety, **Dr. Sarkis will address each of the following disorders with case examples and clinical vignettes:**

- Separation Anxiety Disorder
- Panic Disorder
- Generalized Anxiety Disorder
- Obsessive-compulsive disorders (including skin picking and hair pulling)
- Social Anxiety Disorder/Selective Mutism
- Specific phobias
- Trauma- and Stressor-related disorders

Emphasis will be on creative psychotherapy involving insight-oriented, cognitive-behavioral, biological, mindfulness, and family systems interventions.

OBJECTIVES

1. Incorporate motivational therapeutic activities into your practice to improve client engagement in treatment.
2. Implement structured clinical interviewing strategies to aid in developing comprehensive treatment plans.
3. Summarize the “3 ingredient framework” of how anxiety develops in children to assist with assessment and treatment planning.
4. Analyze the efficacy of prescription drugs as compared to complementary medicine for treatment of anxiety symptoms in children.
5. Implement a three-step skill building model for stress management among young clients.
6. Evaluate exposure therapy interventions for effective treatment of OCD, separation anxiety, social anxiety and phobias.
7. Design effective strategies to decrease the stress response in kids with learning disabilities to improve information processing, listening skills, and comprehension.
8. Implement calming techniques to reduce overall anxiety, such as mindfulness and yoga, to reduce fight or flight response and simultaneously engage the relaxation response.
9. Evaluate the impact deep breathing exercises have on anxiety to enable task completion in children with ADHD.
10. Utilize specific anxiety techniques to minimize the ruminative nature of obsessive thoughts that often precede dysfunctional compulsive behaviors.
11. Teach clients to engage the parasympathetic nervous system to create new neuropsychological pathways to reduce hyper arousal and decrease maladaptive behaviors.
12. Implement clinical strategies to decrease symptoms of pervasive separation anxiety in children and adolescents.

JANINE E. OLIVER, LCSW, MSW, is a licensed clinical social worker, and psychology professor. Janine has over 15 years of experience working with children with anxiety in outpatient and therapeutic foster care settings. She has worked with children, as well as their foster families, to implement self-regulation and mindfulness interventions with an at-risk population that have suffered abuse, neglect and trauma.

Presently, Janine is a psychotherapist working at a dynamic outpatient agency, adjunct psychology professor, and part-time yoga / meditation instructor. Janine is a doctoral candidate currently researching the cognitive and instruction focus areas in the field of psychology. In addition to serving as a psychology professor since 2010, Janine has trained foster parents in a therapeutic foster care agency to be eligible for licensure, and ultimately become and maintain their licensure status as therapeutic foster parents.

Speaker Disclosure:

Financial: Janine Oliver has an employment relationship with Psychology and Counseling Associations, PC. She receives a speaking honorarium from PESI, Inc.

Non-financial: Janine Oliver has no relevant non-financial relationships to disclose.

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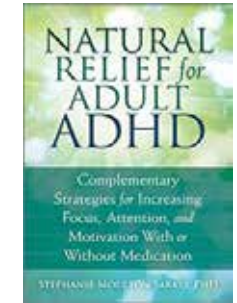


Executive Function Difficulties in Adults *100 Ways to Help Your Clients Live Productive and Happy Lives*

By Stephanie Moulton Sarkis

Executive function difficulties may not go away with age-and inside you'll find 52 worksheets, 40 handouts, and dozens of tips to make day-to-day living easier and more productive for adults.

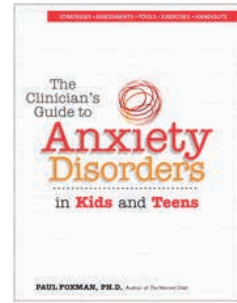
Written by executive function and ADHD expert, Dr. Stephanie Sarkis, this unique resource includes: Proven cognitive-behavioral strategies, Exercises to improve short-term memory, organization and focus, Techniques to enhance communication and social skills, Easy-to-follow instructions for mindfulness meditation, Effective accommodations for the workplace and college.



Natural Relief for Adult ADHD *Complementary Strategies for Increasing Focus, Attention, and Motivation With or Without Medication*

By Stephanie Sarkis, Ph.D. NCC LMHC

In the book, you'll find a ton of information on how to manage your ADHD, such as body awareness techniques to prevent sensory overstimulation common in ADHD; working memory training; massage, acupuncture, acupressure, chiropractic treatment; how food additives can affect ADHD symptoms, particularly certain pesticides; how to incorporate organic food into the diet while on a budget; and much, much more.



The Clinician's Guide to Anxiety Disorders in Kids & Teens

By Paul Foxman, Ph.D.

International anxiety expert and bestselling author Paul Foxman, PhD, utilizes his four decades of clinical experience to make the most comprehensive, hands-on guidebook available. This resource provides all the tools needed to assess and treat even the most severe cases of anxiety in today's generation.



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Details Inside

DAY ONE

Sources of Anxiety and Treatment Overview

- What research tells us about therapy effectiveness applied to children
- How anxiety develops in children: the “Three Ingredients Framework”
- Biological sensitivity
- Anxiety personality style
- Stress overload
- Treatment goals, strategies and recommendations
- The baseball analogy for behavior change and symptom reduction
- Behavioral health recommendations

Interventions: Stress Management and Anxiety-Regulation Skills

- The 1st intervention: “3-S” process for stress management
- Symptoms
- Sources
- Solutions
- The 2nd intervention: anxiety regulation skills
- “Relaxation Response”
- Breathing practices
- Mindfulness practices for children
- Flow activities
- Yoga games
- Martial arts
- “Baby Buddhas” meditation for preschoolers
- Other approaches to self-regulation

School Recommendations, Medication, DSM-5® Classification, and Interventions for Separation Anxiety Disorder

- Recommendations for schools
- Pros and cons of medication
- Nature’s remedies
- Herbal treatments
- Homeopathy
- DSM-5® anxiety disorders: current updates
- Separation anxiety
- Normal separation process
- Therapeutic exposure
- “Helicopter,” “bulldozer” and “snowplow” parenting
- Strategies to help parents let go

Interventions for Generalized Anxiety and Panic Disorder

- Generalized anxiety
- Why we worry
- Introducing language for new thought patterns
- 9 strategies for replacing worry with alternative cognitive habits
- Panic disorder
- Diagnosis and treatment success rates
- Agoraphobia component
- Treatment metaphors
- “Floating Technique”
- “LifeSkills” Self Help Program

DAY TWO

Interventions for Obsessive-Compulsive Disorders

- Obsessive-compulsive disorders: expanded classification
- Relationship between obsessions and compulsions
- Trichotillomania (hair pulling)
- Excoriation (skin picking)
- Body dysmorphia
- PANDAS (medically induced OCD: Pediatric Autoimmune Disorder Associated with Streptococcus Infection)

Interventions for Social Anxiety Disorder and Selective Mutism

- Social Anxiety Disorder
- Selective mutism
- Self-esteem issues and treatment
- Social communication skills
- Group therapy

Interventions for Phobias and Stressor- and Trauma-Related Disorders

- Specific Phobias
- Diagnosis and examples
- Virtual reality exposure
- Stressor and Trauma-related disorders
- Expanded diagnostic classification
- Attachment disorders
- Adjustment disorders
- Acute stress disorders
- Trauma-related disorders
- New frontiers in trauma treatment

Wrap Up

- Therapy progress measures
- Case consultations

SEMINAR SCHEDULE FOR 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.

Target Audience

Social Workers • Psychologists • Counselors • Teachers • School Administrators
Occupational Therapists • Speech-Language Pathologists • Marriage and Family Therapists
Other Helping Professionals who Work with Children



BECOME CERTIFIED!

This seminar meets ALL the education hours when applying for Certification as a certified Clinical Child and Adolescent Anxiety Treatment Professional CCATP-CA).

Visit icatp.com for the full certification requirements.

Live Seminar Continuing Education Credit Information for Workshop

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 Networker.

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.

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

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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.

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PSYCHOLOGISTS: PESI, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. PESI maintains responsibility for this program and its content. PESI is offering this activity for 12.5 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.



PSYCHOLOGISTS/SCHOOL PSYCHOLOGISTS: PESI, Inc. is approved by the National Association of School Psychologists to offer professional development for school psychologists. PESI maintains responsibility for the program. Provider #1140. PESI is offering this activity for 12.5 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.

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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.

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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.



ILLINOIS SOCIAL WORKERS: PESI, Inc. is an approved provider with the State of Illinois, Department of Professional Regulation. License #: 159-000154. Full attendance at this course qualifies for 125 contact hours.

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

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