Outline

Behaviors that Make Us Crazv

Tantrums Running out/away Noncompliance Nagging Refusing to work/help Yelling/screaming Bullying Panic/anxiety reactions Lack of follow through Not following directions

Disorders

Oppositional Defiant Disorder ADHD Mood disorders Anxiety disorders Attachment issues/disorder, conduct disorder, autism spectrum disorders

Assessment

The Functions of Behavior Fear-based (Fight, Flight, Freeze or Submit) Escape Attention Sensory Pain Control

Mental Health Disorder or Behavior Problem

The power of skilled observations The interview Comparison to the group The FBA-Incredibly powerful assessment tool The art of choosing a diagnosis (if you have to at

Limitations of the Research and Potential Risks

Objectives

- **1.** Utilize clinical strategies to reduce the frequency, duration and severity of behavioral episodes that challenge therapists, educators, professionals and parents.
- 2. Implement both proactive and reactive strategies for oppositional, defiant and disruptive behavior in children and youth.
- 3. Discriminate between the clinical presentation of behavioral episodes and psychiatric symptoms to inform treatment.
- 4. Communicate how a skilled observation of behavior informs your treatment approach.
- 5. Develop clinical skills for establishing a therapeutic rapport to overcome treatment resistance in children and adolescents.
- **6.** Effectively develop a behavior intervention plan and safety plan across all settings including home and school.

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The nation's top speakers and authors contact us first. If you are interested in becoming a speaker or have a new topic idea, please contact Marnie Sullivan at msullivan@pesi.com or call 715-855-8226.

Treatment Strategies Part I

Proactive Behavior plans Motivational incentives Set the stage for success Remember the initial goal Appropriately address the functions of the behavior Reactive Corrective measures

It's like playing chess in a tornado

Treatment Strategies Part II Specific Strategies for the Following Behavioral Challenges:

Tantrums Running out/away Noncompliance Nagging Refusing to work/help Yelling/screaming Bullying Panic/anxiety reactions Lack of follow through Not following directions

Treatment Strategies Part III

Specific Strategies for the Following Disorders: ODD ADHD Mood disorders Anxiety disorders Working with unsafe behaviors

Treatment Strategies Part IV

Special Populations & Circumstances Asperger's disorder Divorce, separation Abuse and neglect Parent misbehavior Foster care



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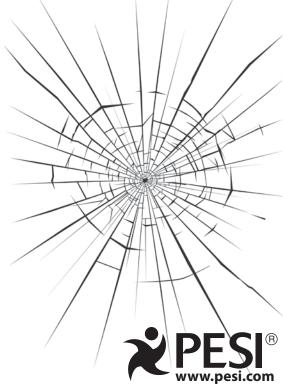
• Effective strategies for ODD, ADHD, anxiety, autism, attachment and mood disorders

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• Take away specific, strategy-driven techniques

 Improve treatment with better assessment of the look-alike disorders

 Positive alternatives for your most challenging kids



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Children and adolescents with ODD, ADHD, Asperger's, anxiety, mood and disruptive disorders provide constant clinical and parenting challenges. Attend this seminar and learn new, effective non-medication strategies for your client's most challenging behaviors including:

- Tantrums •Running out/away Noncompliance Nagging
- •Refusing to work/help Yelling/screaming •Bullying
- Panic/anxiety reactions Lack of follow through Not following directions

You will walk away with immediate strategies for out-of-control behaviors and techniques for emotional regulation along with long-term treatment strategies to help kids at home and school. Robert Marino is a clinical expert and has worked with the most challenging kids both in clinical and school settings. Through the use of case studies and action-oriented handouts, you will leave this seminar with solutions to turn your most challenging kids around.

Speaker

Robert J. Marino, M.S., NCSP, ABSNP, is a nationally certified school

psychologist with an advanced certificate in school neuropsychology. He has been working as a school Psychologist for over 30 years and has experience in the assessment and programming for children from infant through high school age. Robert specializes in cross battery assessment and the assessment of children with emotional regulation difficulties.

Robert divides his time between assessment and consultation with preschool programs and his role as school psychologist in an elementary school setting. He conducts assessments, consults with school staff and parents, and develops specialized programs for children with a broad range of identified needs. In 2002, Robert was given the "Outstanding School Psychologist" award by the Maryland School Psychologist Association, primarily for his extensive work with traumatized children in the Romanian orphanage system.

Robert developed the mentor program for new psychologists in one of the largest school districts in the nation, and has also supervised numerous interns from graduate programs throughout the country. Robert has served as an adjunct professor for the University of Missouri where he developed and instructed several units for graduate level coursework on "Learning and the Brain."

Speaker Disclosures:

Financial: Robert Marino has an employment relationship with the Prince George's County Public Schools. He receives a speaking honorarium from PESI, Inc

Non-financial: Robert Marino has no relevant non-financial relationship to disclose.

Questions? Call customer service at 800-844-8260

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

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Behavior Management Skills Guide: Practical Activities & Interventions for Ages 3-18

By Scott D. Walls, MA, LIPC, CCMHC & Deb Rauner, M.Ed



8:00 Program begins

4:00 Program ends

With decades of clinical and classroom behavior management success, authors Scott Walls and Deb Rauner have written a comprehensive manual featuring the best methods for effective change. The authors have identified 3 levels of negative behavior components and have paired with interventions proven to increase positive behaviors and skills. Filled with strategies for individuals or groups, this guide also includes downloadable and ready-to-use assessments, exercises, tools and forms

Coping Skills for Kids Workbook

Live Seminar Continuing Education Credit Information

Over 75 Coping Strategies to Help Kids Deal with Stress, Anxiety and Anger Janine Halloran, LMHC

Dealing with stress, anxiety and anger are important skills to learn, but not all kids learn those strategies naturally. The Coping Skills for Kids Workbook can help teach children to calm down, balance their energy and emotions, and process challenging feelings. Author Janine Halloran, LMHC, shares over 75 innovative, fun and engaging activities developed from her experience n schools, outpatient mental health clinics and as a mother. Loved by counselors, educators and parents alike!!



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PSYCHOLOGISTS: This live activity consists of 6.25 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

PSYCHOLOGISTS/SCHOOL PSYCHOLOGISTS: PESL 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 6.25 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.

NEW YORK PSYCHOLOGISTS: This live activity consists of 380 minutes of continuing education instruction and is related to the practice of psychology.



SPEECH-LANGUAGE PATHOLOGISTS: This course is offered for .6 ASHA CEUs (Intermediate level, Professional area)

** Please note that Speech-Language Pathologists & Audiologists must complete the post-test and evaluation within two weeks of attending the live webcast 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

SOCIAL WORKERS: PESI, Inc., #1062, is approved to offer social work continuing OACE education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. PESI, Inc. maintains responsibility for the course. ACE provider approval period: January 27, 2017 - January 27, 2020. Social Workers completing this course receive 6.25 Clinical Practice continuing educati credits for completing this course. Course Level: Intermediate. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation. Full attendance is required; no partial credits will be offered for partial attendance.

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VERMONT SOCIAL WORKERS: Please contact our customer service department for the most current information

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(Times listed in Eastern)

There will be two 15-min breaks (mid-morning & mid-afternoon).

Actual lunch and break start times are at the discretion of the speaker.

Credits listed below are for full attendance at the live event only. After attendance has been verified, pre-registered attended

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

na dustale croit me parameters and and a second of the compared of the compared of the compared of the mean 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.

7:30 Registration/Morning Coffee & Tea

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

A more detailed schedule is available upon request.

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