

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.



**Varleisha D. Gibbs, PhD, OTD, OTR/L,** is an occupational therapist and author with 17 years of experience working with children and adolescents diagnosed with Autism Spectrum Disorder, Sensory Processing disorders and Neurological disorders. Dr. Gibbs is the Scientific Programs Officer for the American Occupational Therapy Foundation. She is the inaugural chair and director of the master’s programs in occupational therapy and full time associate professor at Wesley College in Dover, DE. Prior to joining Wesley, she worked at the University of the Sciences in Philadelphia, PA, where she served as the director of the doctoral programs in occupational therapy.

Dr. Gibbs is steadfast and an expert in the field of neurology, cognition, and pediatric therapeutic intervention. She continues to lecture, and provide training, on sensory processing strategies and self-regulation to practitioners, parents, and teachers throughout the country and internationally. Dr. Gibbs is the developer of the Self-Regulation and Mindfulness program, and her new book, *Self-Regulation and Mindfulness: Exercises and Worksheets for Sensory Processing Disorder, ADHD, and Autism Spectrum Disorder*, was published in 2017 (PESI Publishing & Media). As co-author of *Raising Kids with Sensory Processing Disorders*, she has provided families with strategies to understand and care for their children.

In 2003, Dr. Gibbs founded Universal Progressive Therapy, Inc., a company that provides interdisciplinary and quality therapeutic services to families. As founding president, she provided treatment interventions and education in the areas of sensory integration, autism as well as family-centered care. Dr. Gibbs co-authored the publication, “Family-Centered Occupational Therapy and Telerehabilitation for Children with Autism Spectrum Disorders”, found in the journal of *Occupational Therapy in Healthcare*. She received her PhD at Seton Hall University with a dissertation focusing on the Autism Spectrum diagnosis. Dr. Gibbs earned her doctorate in occupational therapy at Thomas Jefferson University.

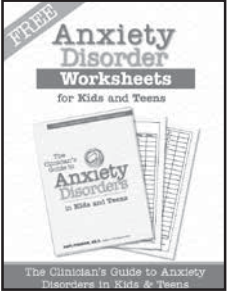
Speaker Disclosure:

Financial: Dr. Varleisha Gibbs is the founder/ president of Universal Progressive Therapy, Inc. She is a faculty member at the University of the Sciences Philadelphia and receives compensation. She is a speaker who receives an honorarium for PESI, Inc.

Non-financial: Dr. Varleisha Gibbs has been published in a peer-reviewed journal Occupational Therapy and Healthcare.

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Renowned Self-Regulation Expert and Author



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Details Inside



## 2-Day Intensive Certificate Training!

# Neuroscience and Self-Regulation Techniques for Kids with Autism, ADHD & Sensory Disorders

Join Varleisha Gibbs, PhD, OTD, OTR/L, renowned self-regulation expert and author 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, Dr. Gibbs makes it easy to understand and easy to implement. You will leave ignited by revelations exposed in Dr. Gibbs' presentation!

## TARGET AUDIENCE:

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

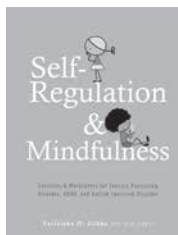


## BECOME CERTIFIED!

This course counts toward the educational hours required for certification as an ADHD Certified Clinical Services Provider (ADHD-CCSP).

Visit [adhdcert.com](http://adhdcert.com) for the full certification requirements.

## SAVE BY INCLUDING THESE PRODUCTS WITH SEMINAR REGISTRATION!



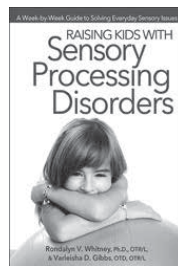
### Self-Regulation and Mindfulness

By 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.

**Your Speaker!**



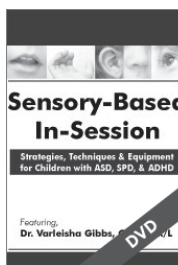
### Raising Kids With Sensory Processing Disorders

#### A Week-by-Week Guide to Solving Everyday Sensory Issues

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

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.

**Your Speaker!**



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

By 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. Treatment techniques to be analyzed include: sound-based, movement, and vision-based therapies.

**Your Speaker!**



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. **Limited seats available; advance online registration required.**

### 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.

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

## 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" on this brochure 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](mailto: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 profession's standards.*

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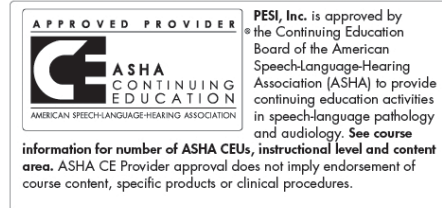
**PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS:** This activity consists of 12.5 clock hours of instruction that is applicable for physical therapists. CE requirements for physical therapists vary per state/jurisdiction. Please retain the certificate of completion that you receive and use as proof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

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**PSYCHOLOGISTS:** This activity consists of 12.5 clock hours of continuing education instruction. The following state psychology boards recognize activities sponsored by PESI, Inc. as an approved ACCME provider: Alaska, Arkansas, California, Colorado, Georgia, Illinois, Indiana, Kentucky, Maine, Maryland, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, Oklahoma, Pennsylvania, South Carolina and Wisconsin. Certificates of attendance will be issued for you to submit to your state licensing board to recognize for continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.

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**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.



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

**SPEECH-LANGUAGE PATHOLOGISTS ONLY:** To be reported to ASHA, while completing the online post-test/evaluation, please answer YES to the question: "Are you a Speech-Language Pathologist and/or Audiologist requesting to have your credit hours reported to the ASHA CE Registry to earn ASHA CEUs?" and include your ASHA number. After completing and passing the online post-test/evaluation, your information will automatically be sent to [cepesi@pesi.com](mailto:cepesi@pesi.com) to be reported. If you forget to answer yes, please send an email to [cepesi@pesi.com](mailto:cepesi@pesi.com) with the following information: full title of the activity, speaker name, date of live broadcast, date you completed the post-test, and your name and your license number.

**SOCIAL WORKERS:** PESI, Inc., #1062, is approved to offer social work continuing 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 this course. ACE provider approval period: January 27, 2017 - January 27, 2020. Social Workers completing this course receive 12.5 Clinical Practice continuing education credits. Course Level: Intermediate. Full attendance is required; no partial credits will be offered for partial attendance. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

**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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\*Attendees add applicable state and local taxes except in AK, DE, MT, NH, OR

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