

Outline

Today's Mental Health Issues in our Classrooms

- Prevalence of depression, self-harm and suicide
- The first line of defense: Role of teacher & school
- Confidentiality & sharing of information
- A collaborative approach
- Limitations of the research and potential risks

Depression: Identify and Reach At-Risk Students

- Telltale and hidden warning signs
- Key factors determining susceptibility, vulnerability and recovery
 - Emotional reserve
 - Emotional resiliency
- Creative strategies to reach at-risk students
 - Sorry 7 & Super 7
 - Activities to enhance connection
 - Techniques to increase engagement
- Classroom & school-wide accommodations

Self-Harm: Develop a Protocol for Handling the Silent School Epidemic

- Modes of self-harm: Similarities and differences
- Understanding the "why" of self-harm
- Protective factors & risk factors
- The interconnected role of addiction, self-harm & suicide
- Approaching and connecting with the student
- Strategies to support the at-risk student
 - Techniques to engage the disengaged
 - Methods to build coping skills
- Notifying and engaging the parents

Objectives

1. Integrate techniques to build students' social/emotional skills, thus increasing the likelihood to establish positive relationships.
2. Recommend effective methods to detect the hidden signs of depression, self-harm & suicide and put to practical use in the schools.
3. Implement techniques that promote resiliency among all students thus improving their social and academic success.
4. Explore a collaborative approach to integrate SEL into the curriculum.
5. Ascertain the underlying reasons for self-harm & suicide in order to improve your connection with the student.
6. Provide guidelines for notifying and engaging parents.
7. Specify a suicide intervention team and delineate the role of each member.
8. Establish best practices for postvention plans in the aftermath of a suicide.

Create a Suicide Crisis Team: Guidelines to Recognize and Respond to Suicidal Behaviors

- Recognizing the underlying reasons
- Risk factors: Low/medium/high level of risk
- Imminent warning signs - the strongest predictors
- What to do when you suspect or hear of ideation
- Approaching and connecting with the student
- Strategies to:
 - Address and respond to ideation
 - Cope with a suicide attempt
 - Mobilize staff
- Notifying and engaging the parents
- Is suicide contagious?

Prevention Toolkit: A Guide to help Prevent Depression, Self-Harm and Suicide

- The role of Social/Emotional Learning (SEL) in preventing depression, self-harm and suicide
- A collaborative, strategic approach to integrate SEL into the curriculum
 - Empower students
 - Promote connection
- Case example: Effective K-12 SEL approach to prevention

After Suicide: Postvention Plans for Schools

- Short-term strategies
- Long-term, school-wide interventions
- Minimizing risk of self-harm & suicide contagion
- Case example: Successful postvention plans

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Self-Harm, Suicide and Depression in the Schools

An Identification, Prevention & Postvention Guide for Educators and All School-Based Professionals

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Self-Harm, Suicide and Depression in the Schools

An Identification, Prevention & Postvention Guide for Educators and All School-Based Professionals

- Identify the indirect, easy to miss signs of depression, self-harm & suicide
- Positively engage troubled, withdrawn youth
- Enhance students' self-esteem, self-acceptance and interpersonal effectiveness
- Build students' coping skills and strengthen resilience
- Effectively collaborate with family, peers and therapists to have the greatest impact

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Self-Harm, Suicide and Depression in the Schools

An Identification, Prevention & Postvention Guide for Educators and All School-Based Professionals

The school years are fraught with turmoil and strife for kids. In addition to the usual unrest, many of your students will be affected by emotional and/or mental health issues. They may present with dropping grades, decreased class participation and negative acting-out behavior. For some students, these issues escalate into more severe and complex behaviors that cause harm to both themselves and others. These students often become emotionally withdrawn, exhibit extreme mood swings, become severely depressed and may even resort to self-harm and/or suicide. These issues pose a serious challenge to you and your school.

As an educator, you are in the unique position to identify, help and support these struggling students. This seminar will examine **the best strategies for identification, prevention and postvention among students with depression, self-harm and suicidal ideation.** Emphasis will be placed on understanding how to detect and respond to at-risk students at the individual level, classroom level and school-wide level. You will learn strategies, techniques and interventions to provide the appropriate support and effectively help students cope. Whether you are a classroom teacher, school counselor/psychologist/social worker, administrator or support staff, you will leave this seminar armed with tools you need to connect with and help students who most need your help.

Speaker

John Bearoff, PhD, has over 40 years of experience in a wide variety of settings including as a classroom teacher, substitute teacher, school psychologist, and private practitioner. This diverse background allows John to speak from a unique perspective of understanding - on all levels. John is a certified school psychologist and clinical psychologist.

Dr. Bearoff has conducted more than 300 in-service programs to school districts around the country. Topics for educators include grief/loss intervention, stress management with students and staff, crisis intervention, depression and suicide intervention and creating safe schools. John has been responsible for initiating and developing district wide programs on grief/loss intervention/postvention, student assistance programs for drug and alcohol intervention. He also created suicide prevention and anti-bullying programs for several large school districts. In addition, John has been the chairperson for school district committees created to establish district-wide safe schools plans. He has also been the chairperson for multicultural awareness committees, which established school district policies relating to diversity and tolerance.

Speaker Disclosures:

Financial: John Bearoff is in private practice. He receives a speaking honorarium from PESI, Inc.
Non-financial: John Bearoff has no relevant non-financial relationship to disclose.



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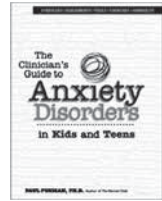
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CBT Toolbox for Children and Adolescents

Over 200 Worksheets & Exercises for Trauma, ADHD, Autism, Anxiety, Depression & Conduct Disorders

By Robert Hull, Lisa Phifer, Amanda Crowder, Tracy Elsenraat

The CBT Toolbox for Children and Adolescents gives you the resources to help the children in your life handle their daily obstacles with ease. Written by clinicians and teachers with decades of experience working with kids, these practical and easy-to-use therapy tools are vital to teaching children how to cope with and overcome their deepest struggles. Step-by-step, you'll see how the best strategies from cognitive behavioral therapy are adapted for children.



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

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.

Live Seminar & Webcast Schedule

(Time listed in Mountain)

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:

Classroom Teachers • Special Education Personnel
Principals • School Administrators
School Psychologists • School Counselors
Social Workers • School Nurses • School Safety Specialists
School Resource Officers • Educational Paraprofessionals •
Other Helping Professionals Who Work with Children

Live Webcast Details and Live Webcast Continuing Education Credit Information

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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 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.

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 6.25 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.

Arizona Counselors: This intermediate activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please contact your licensing board to determine if they accept programs or providers approved by other national or state licensing boards. A certificate of attendance will be awarded at the end of the program to participants who are in full attendance and who complete the program evaluation.

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Arizona Teachers: This course is designed to qualify for 6.25 clock hours of Professional Development. This certificate is proof of your attendance. Please retain it in your records or use for submission as proof of completion when required.

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Nurses in full attendance will earn 6.3 contact hours. Partial contact hours will be awarded 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 6.25 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.

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• **\$30 Tuition:** If you are interested in being our registration coordinator for the day, 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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