

Outline

<p>Neurological Development</p> <p>Latest research on neurological differences associated with:</p> <ul style="list-style-type: none">Motor skills, sensory processing, language development, self-regulation and learning <p>Hindrances to typical brain development</p> <p>Structural brain differences and neurochemistry in common diagnoses and symptoms</p> <p>A bottoms-up model for brain-based intervention</p> <p>Video labs and hands-on brain models</p>	<p>Neurochemistry’s Impact on Behavior, Emotions, Motor Skills and Learning</p> <p>Primary role of major neurotransmitters</p> <p>Signs and symptoms of neurotransmitter imbalance</p> <p>Correlation between neurotransmitters, sensory processing and emotions</p> <p>Evidence-based strategies for neurotransmitter deficits/excesses</p> <p>Case Study: 12 year old girl, trauma history, extreme tactile sensitivities, atypical social behaviors</p> <p>Lab: Change your own neurochemistry now!</p>
<p>Assessment of Neurological Functioning</p> <p>SPD vs ADHD</p> <p>Sensory vs behavior</p> <p>Behavior disorders</p> <p>Standardized assessment tools</p> <p>Behavior analysis</p> <p>Easily accessible checklists and questionnaires</p>	<p>Targeting Higher Level Brain Centers</p> <p>CBT to identify triggers and manage emotions</p> <p>Behavior mapping to improve self-awareness</p> <p>Social stories and video modeling to target mirror neurons and teach appropriate responses</p> <p>Programs to improve social skills and manage physiological response to conflict and stress</p> <p>Token economy to address self-regulation</p> <p>Case Study: 6-year-old boy, off-task and fidgety behaviors</p> <p>Lab: 1) Binaural beats to impact brain waves</p> <p>2) Mindfulness activity to balance neurotransmitters</p>
<p>Build a Strong Neurological Foundation</p> <p>Sensory-motor activities to build strong neural connections between key brain regions</p> <p>Strengthen the insular cortex to improve emotional awareness</p> <p>Strategies to stimulate the vagal nerve to power up the parasympathetic nervous system</p> <p>Integrate primitive reflexes to enhance posture, motor control, and emotional responses</p> <p>Case study: 16-year-old boy with HFA, SPD and EF challenges</p> <p>Lab: 1) Acupoint tapping 2) Vagal stimulation activity</p>	<p>The Role of Medication</p> <p>Perspectives on medication</p> <p>Commonly prescribed medications for childhood diagnoses</p> <p>Supplements to consider</p> <p>Case study: 11-year-old boy, difficulty with attention, differentiating symptoms of ADHD vs. SPD</p>
<p>Using Neuroplasticity to Repair/Rebuild Affected Brain Structures</p> <p>Restore balance between the frontal cortex and the amygdala to decrease sensory sensitivities, anxiety and aggression</p> <p>Auditory stimulation to facilitate a calm and focused state</p> <p>Yoga and mindfulness strategies to reduce an overactive fight-or-flight response</p> <p>Proprioceptive, vestibular and tactile input to regulate emotional responses, reduce self-stimming, self-injury and anxiety</p> <p>Lab: 1) Joint compressions 2) Rhythmic movements</p>	<p>Brain Health</p> <p>Nutrients for neurotransmitter production</p> <p>Sleep hygiene</p> <p>Nature</p> <p>Physical health</p> <p>Use of electronics and video games</p> <p>Case study: 21-year-old with autism, severe sleep disorder, obesity</p>
	<p>Clinical Considerations</p> <p>Goal-writing</p> <p>Data-tracking</p> <p>Limitations of research and potential risks</p>

Objectives

1. Identify the major neurological differences associated with common diagnoses to inform choice of treatment interventions.
2. Articulate the primary roles of at least five major neurotransmitters and their clinical implications.
3. Select therapeutic strategies based on the desired neurological changes needed as indicated by behaviors and emotional affect to improve child’s level of functioning.
4. Differentiate assessment tools available to determine neurological functioning in children to improve treatment outcomes.
5. Analyze the efficacy of current brain-based intervention strategies available for use in the school and home environments.
6. Summarize the scientific research related to available programs and strategies to enhance academic learning, sensory processing, emotional regulation, social-communication, and response to trauma and stress.
7. Implement an effective sensory program based on assessment results to immediately impact sensory processing and behavior.
8. Develop appropriate programs for use in homes and schools to ensure carry-over of recommended intervention techniques to improve child’s level of functioning.
9. Use mindfulness, yoga, meditation, proprioceptive and vestibular input, sensory rooms, exercise, music, and nutrients to impact neurological change.
10. Select cognitive-behavioral therapy techniques based on desired neurological changes needed to improve treatment outcomes.
11. Determine activity and environmental adaptations and modifications to impact the central nervous system.

Gwen Wild, MOT, OTR/L, is an occupational therapist with over 25 years of experience specializing in the treatment of children and adolescents diagnosed with Autism Spectrum Disorder, Sensory Processing Disorders, neurological disorders and a wide variety of developmental disorders in numerous settings. She is the owner of Sensational Brain, LLC, and creator of the popular BrainWorks™ tools, a system for creating effective sensory diets that empowers kids to take charge of their sensory needs.

Gwen is steadfast in helping children learn to self-regulate to manage their behaviors and emotions effectively. She works directly with educators, speech-language pathologists, occupational therapists, BCBA’s and other professionals in her roles as an educator, consultant to two school districts and provider of private pediatric occupational therapy services in homes.

Gwen presents worldwide on topics related to sensory modulation and self-regulation teaching practitioners, parents, and teachers who work with children and adolescents practical treatments and interventions. She has been invited to speak at numerous state and local conferences and has been featured on podcasts. Gwen has led and co-authored two research studies on the implementation of sensory strategies for the purpose of enhancing self-regulation, the most recent of which was published in a peer reviewed journal.

She is an active member of the American Occupational Therapy Association and at the state level, she is a member of the Michigan Occupational Therapy Association.


Speaker Disclosure:

Financial: Gwen Wild is the owner of Sensational Brain LLC. She receives a speaking honorarium from PESI, Inc.

Non-financial: Gwen Wild has no relevant non-financial relationship to disclose.

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creator of Sensational Brain, LLC and BrainWorks™

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Knowing the underlying brain connections will help you better select and develop appropriate interventions for challenging behaviors, such as hyper-activity, aggression, frequent meltdowns, outbursts, extreme sensory sensitivities, self-stimulation, inattentiveness and more.

Attend this intensive 2-day course to become a leader in your field and elevate your work with children and adolescents with over 100 brain-based strategies to implement in your clinic or classroom immediately! You will leave the course being able to:

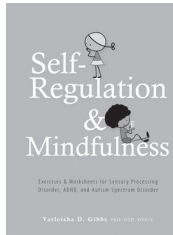
- Identify signs and symptoms of neurological differences such as neurotransmitter imbalance, hyperactivity in the insular cortex and amygdala, impaired sensory processing, and poor communication between different regions of the brain
- Form newer and stronger neural connections in key brain areas to enhance social communication, learning, sensory processing, and response to trauma or stress
- Immediately alter neurotransmitter levels to enhance focus, improve mood, and regulate emotions
- Change brain waves to facilitate a calm and organized state
- Facilitate development in certain brain structures responsible for processing sensory input, enhancing emotional awareness and regulation, and decreasing anxiety
- Simplify home programs to empower parents and teachers and ensure carry-over into the home and school settings
- Apply the science behind meditation, mindfulness, Ayres Sensory Integration™, therapeutic listening programs, and “brain breaks”

By using a bottom-up approach you can strategically select intervention strategies that strengthen the neurological foundation needed for higher skills to emerge in the children and adolescents you work with!

BONUS MATERIAL! Register today and receive FREE...

- Readily available resources including screening and assessment tools, brain-based strategies, relevant research, and helpful forms; and
- Membership to BrainWorks™ Online to simplify the process of creating home programs!

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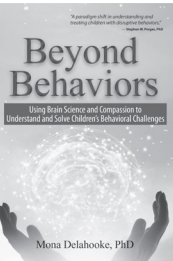


Self-Regulation and Mindfulness

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.

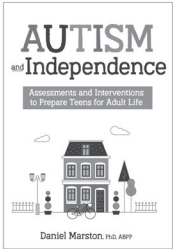
Step-by-step Dr. Gibbs provides you with clear, concise and evidence-based strategies for treating children with sensory processing disorder, autism spectrum disorder, ADHD and similar developmental challenges.



Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges

By Mona M. Delahooke, PhD

In *Beyond Behaviors*, internationally known pediatric psychologist, Dr. Mona Delahooke describes behaviors as the tip of the iceberg, important signals that we should address by seeking to understand a child's individual differences in the context of relational safety. Featuring impactful worksheets and charts, this accessible book offers professionals, educators and parents tools and techniques to reduce behavioral challenges and promote psychological resilience and satisfying, secure relationships.



Autism and Independence

Assessments and Interventions to Prepare Teens for Adult Life

By Daniel C. Marston, Ph.D., ABPP

Autism & Independence is a new clinical resource to help teens and young adults with autism become their own person. Focusing on a population often overlooked, autism expert Dr. Daniel Marston wrote this game-changing guide, filled with strategies and skill building exercises.

Live Webcast Details and Live Webcast Continuing Education Credit Information

Join us on December 9-10, 2019, for this live, interactive webcast!

Invite your entire office and, like a live seminar, “attend” the webcast at its scheduled time. It's easy and convenient! Webcasts provide everything you need for a premier educational experience including real-time video and audio of the speaker. See and hear the speaker, ask questions via email and have them answered during the webcast, and watch the slides all on your computer screen. Seminar materials are available for download. One CE Certificate is included. Certificates of Completion can be printed after completing and passing the on-line post-test evaluation. Additional certificates are available for \$79.99 USD per participant. Please see “live seminar schedule” for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch. For CE information for the live webcast, please visit: www.pesi.com/webcast/75976

TARGET AUDIENCE:

Occupational Therapists • Occupational Therapy Assistants
Speech-Language Pathologists • Counselors • Social Workers
SPED Teachers & Staff • GEN ED Teachers & Staff
Psychologists • Marriage & Family Therapists
Physical Therapists • Physical Therapist Assistants



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.**

Live Seminar & Webcast Schedule (both days, times listed in Central)

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.

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. **Limited seats available; advance online registration 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.

• **Groups of 5 or more:** Call 800-844-8260 for discounts.

• **Discounted Student Rate:** As part of its mission to serve educational needs, PESI, Inc. offers a reduced rate of 50% off standard tuition for students. Enclose a current student schedule with registration form. Go to www.pesirehab.com/students or call 800-844-8260 for details.

Advance registration required. Cannot be combined with other discounts.

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You can purchase a self-study package on the subject. You will receive a set of CDs or DVDs that include a digital copy of the seminar manual and post-test/evaluation. You and your colleagues can receive CE hours for a nominal fee. To determine if homestudy credits are available for your profession go to www.pesirehab.com or call 800-844-8260. Check with your licensing board to verify acceptance of self-study credits for license renewal. Order today by using the order form on this brochure or by calling 800-844-8260.

Hassle-Free Cancellation Policy:

If you contact us before the event date, you can exchange for a DVD or CD/digital manual package on the subject (self-study continuing education credit may be available), a certificate to attend another seminar, or receive a tuition refund less a \$60 cancel fee. Substitutions are permitted at any time.

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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 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.

ILLINOIS COUNSELORS: This intermediate activity consists of 12.5 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.

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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ILLINOIS MARRIAGE & FAMILY THERAPISTS: PESI, Inc. has been approved as a provider of continuing education by the State of Illinois, Department of Professional Regulation. Provider #: 168-000156. Full attendance at this course qualifies for 12.5 credits.

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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.

ILLINOIS PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS: PESI, Inc. is a Registered Physical Therapy Continuing Education Sponsor through the State of Illinois Department of Financial and Professional Regulation, Division of Professional Regulation. License #: 216.000270. This course qualifies for 12.5 CE Credit Hours.

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ILLINOIS PSYCHOLOGISTS: PESI, Inc. is an approved provider with the State of Illinois, Department of Professional Regulation. License #: 268.000102. Full attendance at this course qualifies for 12.5 contact hours.

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

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.

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 12.5 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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