

## Outline

### Functions of a Meltdown

Tantrum vs. meltdown  
Stages of a meltdown  
Sensory issues vs. behavior issues  
Meltdown intervention video

### Identify Triggers that Drive Challenging Behaviors Related to:

Attention Deficit Hyperactivity Disorder (ADHD)  
Oppositional Defiant Disorder (ODD)  
Autism Spectrum Disorder (ASD)  
Learning disabilities  
Executive functioning deficits  
Anxiety disorder  
Depression

### Sensory Strategies

Easy-to-use sensory tools and apps to calm  
Overstimulation and sensory breakdowns  
Classroom structure for optimal learning

### Executive Functioning Strategies

Visual cues, music and software designed to  
increase attention and focus  
High interest areas to strengthen motivation and  
engagement  
Visual reminders for routines and predictability  
Visual structures to promote organization

### Self-Regulation Strategies

Video modeling, t-charts, social stories, social  
scripts, emotions charts to develop self-control  
Tools that promote self-monitoring of behavior  
Power cards and visual checklists as powerful  
incentives to change behavior

### Social/Emotional Communication Strategies

Social scripts and social stories to develop social  
interaction  
Video modeling and role playing to demonstrate  
appropriate interactions  
First person stories for positive behavior changes  
and affirmations

### Explosive Behavior Strategies

Recognize the warning signs of a meltdown to  
prevent it  
Surprise cards, change of schedule cues and  
transition markers to alleviate anxiety  
Visual cues to depict expected behavior  
Converting the verbal to a visual

### Techniques for After the Meltdown

Strategies for instructional consequences  
Chart appropriate/inappropriate behaviors  
Activities for reviewing behaviors when calm  
Cartooning to facilitate feedback  
Strategies for providing systematic feedback  
Reinforcement for communication strategies  
Identify feelings and review behavior

### Hands-on Activities

Demonstration video of child having a meltdown  
Appropriate and meaningful replacement  
behaviors for physical aggression  
Instructional consequences for a meltdown

### Live Seminar & Webcast Schedule (Times listed in Eastern)

**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.



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.**

## Objectives

1. Discriminate functions of behavior during a tantrum vs. meltdown.
2. Illustrate the connections and breakdowns between communication, social skills and behaviors.
3. Employ a breathe card and emotions chart to develop self-control and self-management skills.
4. Design optimal classroom structure to prevent overstimulation and sensory breakdowns.
5. Employ SOCCSS, keychain rules and t-charts to prevent, intervene or consequence targeted behaviors.
6. Utilize surprise cards, change of schedule cues and transition markers to alleviate anxiety.

### TARGET AUDIENCE

Educators • School Administrators • Educational Paraprofessionals • School Counselors • School Social Workers • School Psychologists  
School Guidance Counselors • Speech-Language Pathologists • Speech-Language Pathology Assistants • Occupational Therapists  
Occupational Therapy Assistants • Counselors • Social Workers • Psychologists • Marriage and Family Therapists • Physical Therapists  
Physical Therapist Assistants • Other Helping Professionals who Work with Children

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# Oppositional, Explosive and Disruptive Behaviors in the Classroom

## Effective Strategies for Intervening Before, During and After a Meltdown

**Towson, MD**  
Monday, February 24, 2020

**Bowie, MD**  
Wednesday, February 26, 2020

**Ellicott City, MD**  
Tuesday, February 25, 2020

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Wednesday, February 26, 2020

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# Oppositional, Explosive and Disruptive Behaviors in the Classroom

## Effective Strategies for Intervening Before, During and After a Meltdown

### Easy to implement classroom solutions to:

- Identify triggers and patterns that drive challenging behaviors
- Help students learn better ways to express powerful emotions
- Teach self-control and self-management skills for overwhelming situations
- Alleviate anxiety, overstimulation and sensory breakdowns

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## Oppositional, Explosive and Disruptive Behaviors in the Classroom Effective Strategies for Intervening Before, During and After a Meltdown

Do you work with students who exhibit explosive behaviors that interfere with their ability to effectively and efficiently navigate their environment? They appear willful, obnoxious, over reactive, and unfeeling. They lose control of their ability to cope or regulate their behavior, which can send them spiraling into a gut wrenching meltdown.

Join expert Kathy Morris, M.Ed, B.S., and learn proven strategies and techniques to help students with ADHD, ODD, autism, executive functioning, learning disabilities, anxiety and depression de-escalate before a full blown meltdown ensues, develop self-control and self-management skills to prevent future meltdowns and learn appropriate/replacement behaviors. Dozens of strategies will be taught through dynamic video case examples and demonstrations. "Teach them in the way they learn" will be a mantra throughout the seminar.

### Walk away with these interventions and more:

- Breathe card and emotions chart to develop self-control and self-management skills
- Surprise cards, change of schedule cues and transition markers to alleviate anxiety
- Video modeling and role playing to improve social/emotional communication
- First person stories and visual cues to promote positive behavior
- Visual cues, music and software designed to increase attention and focus
- Social stories, social scripts and emotions charts to develop self-regulation
- SOCCSS, keychain rules and t-charts to target challenging behaviors

## Speaker

**Kathy Morris, M.Ed., B.S.**, has over 42 years of experience working with children and adolescents with severe behavioral difficulties, autism, ADHD, executive dysfunction, and cerebral palsy. She has been a speech therapist, teacher for self-contained programs, resource teacher and first grade teacher. Kathy's business, IgivuWings, has reached families, educators, counselors, speech pathologists, occupational therapists and medical professionals throughout the world.

She was a diagnostician/supervisor for all grade levels and a LIFE Skills/autism/behavior/assistive technology consultant at a Texas education service center before leaving to start her own business. A prolific speaker, Kathy has keynoted many national/international conferences. She provides technical assistance in classrooms across the U.S., Canada, and several international countries. Kathy is a frequent guest on a local news program promoting research-based techniques for working with children and adolescents with executive functioning deficits, ADHD, and Autism Spectrum Disorder.

Kathy was honored as Outstanding Educator for Children with Disabilities (1997) and a delegate for the President's Commission on Special Education (2002).

### Speaker Disclosures:

Financial: Kathy Morris maintains a private practice. She has authored an audio product and a DVD product which are published by the Bureau of Education & Research. She receives a speaking honorarium from PESI, Inc.

Non-financial: Kathy Morris is the mother of adult children with autism spectrum disorders.

### Live Webcast Details and Live Webcast Continuing Education Credit Information

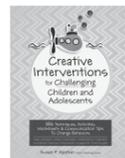
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### \*SAVE BY INCLUDING THESE PRODUCTS WITH SEMINAR REGISTRATION!

#### Creative Interventions for Challenging Children & Adolescents

186 Techniques, Activities, Worksheets & Communication Tips To Change Behaviors

By Susan P. Epstein, LCSW, Parent Coach

Working on behavioral changes can be fun and successful for children and teens -- if you have the right tools and approach. Experienced therapist and sought-after parent coach Susan Epstein brings her signature style of innovation and fun in her latest book, providing proven and ready-to-use ideas to improve behaviors.



#### ADHD, Executive Function, & Behavioral Challenges in the Classroom

Managing the Impact on Learning, Motivation, and Stress

By Cindy Goldrich, M.ED., ACAC & Carly Goldrich, BS, ED

Take advantage of the latest brain research and evidence-based best practices to get kids motivated, focused, organized, and performing closer to their real potential. ADHD and executive function expert Cindy Goldrich and Special Education teacher Carly Goldrich combined efforts to create this powerful resource to help teachers and professionals understand and connect with students. These practical tools and worksheets are designed to help students become resourceful, accountable, optimistic, and perseverant.

Questions? Visit our FAQ page at [www.pesi.com/faq](http://www.pesi.com/faq) or contact us at [www.pesi.com/info](http://www.pesi.com/info).

### 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 [cepsi@pesi.com](mailto:cepsi@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.

**MARYLAND COUNSELORS:** This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The Maryland Board of Professional Counselors recognizes courses and providers that are approved by the ASWB. A certificate of attendance will be awarded at the end of the program to counselors who complete the program evaluation, to submit to their state board.

**EDUCATORS/TEACHERS:** This course is designed to qualify toward your professional development requirement. The program is 6.25 clock hours in length.

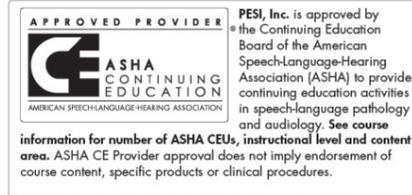
**MARRIAGE & FAMILY THERAPISTS:** This activity consists of 380 minutes of continuing education instruction. Credit requirements and approvals vary per state board regulations. You should save this course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

**OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS:** PESI, Inc. is an AOTA Approved Provider of continuing education. Provider #: 3322. Full attendance at this course qualifies for 6.0 contact hours or .6 CEUs in the Category of Domain of OT and Occupational Therapy Process. Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Course Level: Intermediate.

**PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS:** This activity consists of 6.25 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.

**MARYLAND PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS:** This course has been submitted to the Maryland Board of Physical Therapy Examiners for review.

**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.



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

\*\* Please note that Speech-Language Pathologists must complete the post-test and evaluation within two weeks of attending the live event 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 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 6.25 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 380 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.



## REGISTRATION FORM

### OPPOSITIONAL, EXPLOSIVE AND DISRUPTIVE BEHAVIORS IN THE CLASSROOM EFFECTIVE STRATEGIES FOR INTERVENING BEFORE, DURING AND AFTER A MELTDOWN

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