

## Outline

### Students with Mental Health Issues

- Characteristics of at-risk students' mental health problems
- Mental health issues vs. intentionally disruptive behaviors
- How skill deficits from mental health issues create behavioral difficulties

### Strategies for ODD and Conduct Disorder Behaviors

- Choices everyone can live with
- What adults should never say, but usually do
- Arguments with defiant kids
- Getting to the core issues of ODD
- Kids who don't feel bad
- School-wide management program

### Strategies for ADHD

- Decrease impulsive behaviors with what YOU do
- Drawing out the behaviors you want
- Decrease disruption to other students
- Know the accompanying behaviors
- Techniques to self-regulate

### Strategies for ASD

- It's all about social skills growth
- Sensory solutions
- Self-regulation techniques for ASD
- Most misinterpreted behaviors
- Manage high interest areas
- Move them past "kid cop" behaviors

### Strategies for Anxiety

- What to do about separation anxiety
- Help their panic attack pass quickly
- School phobia...not always a fear of school
- Compromises that work
- Deep breathing and relaxation techniques

### Strategies for Depression

- School-wide program to promote compassions and a supportive culture
- Getting them past their sense of helplessness
- When they think they have nothing to live for
- Goal oriented plans for schoolwork and school day

### Strategies for Other Challenging Behaviors

- Cutting and self-injury: What you really need to know to effectively intervene
- Electronic addiction: Which kids are most susceptible and why
- Psychotropic medication side-effects vs. behavioral issues
- Electronic bullying: What adults tell kids that fuels the problem

### Disciplining the Special Needs Child/Adolescent

- How IDEA relates to discipline
- Rules for disciplining special education students
- Techniques for positive behavior support
- "Pro-social" punishments

### Strategies for the IEP Team

- Functional behavioral assessment simplified
- Facts and data to make tactical decisions
- Effective collaboration among educators and clinicians
- What most administrators do that burn out their staff
- What to do about non cooperative/reluctant parents

**Seminar on CD or DVD Package:** 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.pesi.com](http://www.pesi.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.

### Live Seminar Schedule

- 7:30 am** Registration/Morning Coffee & Tea  
**8:00 am** Program begins  
**11:50 am - 1:00 pm** Lunch (*on your own*)  
**4:00 pm** Program ends

For locations and maps, go to [www.pesi.com](http://www.pesi.com), find your event, and click on the seminar title.

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# MENTAL HEALTH ISSUES

*in the Classroom*

## PRACTICAL STRATEGIES FOR HELPING CHILDREN AND ADOLESCENTS SUCCEED

**ALBANY, NY**  
Monday, July 17, 2017

**SPRINGFIELD, MA**  
Tuesday, July 18, 2017

**POUGHKEEPSIE, NY**  
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# MENTAL HEALTH ISSUES

*in the Classroom*

## PRACTICAL STRATEGIES FOR HELPING CHILDREN AND ADOLESCENTS SUCCEED

Join child and adolescent behavioral expert  
**JAY BERK, PhD**

- Strategies for challenging behaviors related to ODD, ADHD, ASD, Mood disorders, Anxiety and Depression
- Reduce the costs of out-of-district placements
- 30 second teacher strategies
- Functional behavioral assessment simplified
- Don't mistake mental health issues for intentionally disruptive behaviors

*"Dr. Berk is very ENGAGING! A lot of useful information was presented!"*  
— Sherri Matkovich, School Psychologist

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# MENTAL HEALTH ISSUES IN THE CLASSROOM

PRACTICAL STRATEGIES FOR HELPING CHILDREN AND ADOLESCENTS SUCCEED

Join child/adolescent behavioral expert, Jay Berk, PhD, and learn how to best manage the students at your school diagnosed with Oppositional Defiant Disorder (ODD), Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), mood disorders, anxiety and depression. You will walk away with concrete, yet practical, strategies to successfully intervene with their serious behavioral issues, such as:

- Anger and outbursts
- Cutting and self-injury
- Defiance
- Impulsivity
- Sensory issues
- Meltdowns and tantrums
- Obsessive compulsive
- Truancy
- Rigidity
- Electronic addiction

Through case studies, video clips and dynamic class discussion you will learn:

- 30 second teacher strategies to manage challenging and disruptive behaviors
- New ways to reduce the costs of out-of-district placements
- How to engage students in class, increase productivity and reduce truancy
- Behavioral assessments and strategies for the IEP team
- Side-effects of common psychotropic medications
- How skill deficits from mental health conditions create behavioral difficulties
- Characteristics of at-risk students' mental health problems
- Strategies to gain collaboration with clinicians

Leave the day with the "magic dust" you have been looking for to expedite rapid and effective changes in these children and adolescents!

## Speaker

**JAY BERK, PhD**, is a licensed clinical psychologist and an internationally recognized expert in the child/adolescent behavioral field who brings both a clinical and education perspective to his work with children, adolescents and their families. For over 25 years, Dr. Berk has been treating clients with ODD, ADHD, autism, anxiety and stress, depression, learning disabilities, Tourette's Syndrome and individuals who have multiple impairments. He conducts 15 social skills/mental health groups for children and adolescents and works daily with school and community professionals, families and parents. Dr. Berk continually consults for several school districts. In his private practice, in Beachwood, Ohio, he provides therapy for children, adolescents, families, testing and evaluation, school consultation as well as an alternative educational program.

Dr. Berk presents nationally on the topics of autism, disruptive behavior disorders, mental health issues in the classroom, ODD and social skills competency. In his workshops, he teaches professionals who work with children and adolescents, practical treatment and intervention strategies. He has been invited to present at hundreds of schools and conferences including being a repeated consultant to the Department of Education in Hawaii. As a past consultant to the United Nations, Dr. Berk authored a manual for UNICEF that was used by teachers working with children throughout Bosnia during the war. He has also worked in London, England with defiant teenagers; Kristiansand, Norway with traumatized youth; and the American Red Cross with trauma response.

Speaker Disclosures:

Financial: Dr. Jay Berk maintains a private practice. He receives a speaking honorarium from PESI, Inc.

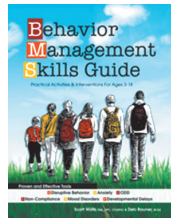
Non-financial: Dr. Jay Berk is a member of the American Psychological Association.

## Objectives

- Differentiate behavioral choices and mental health-driven behaviors.
- Explain the effective uses of medications and potential side effects that can appear as misbehaviors.
- Describe how to implement various school-based strategies, used in collaboration with community clinicians, to intervene when behavioral issues arise from mental health conditions.
- Discuss how the multidisciplinary team can successfully discipline the special needs child using positive behavior support.
- Describe how IDEA relates to mental health issues and discipline.
- List communication techniques that create a climate for success inside and outside the classroom.

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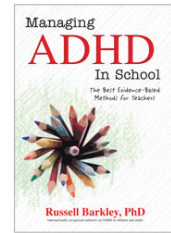


### Behavior Management Skills Guide

Practical Activities & Interventions for Ages 3-18

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

A comprehensive manual featuring the best methods for effective change. Filled with strategies for individuals or groups, identifying 3 levels of negative behavior components and paired with interventions proven to increase positive behavior and skills.



### Managing ADHD in School

The Best Evidence-Based Methods for Teachers

By Russell A. Barkley, Ph.D.

Dr. Russell Barkley, internationally respected expert on ADHD, draws on his 40 years of clinical work with thousands of students, teachers and schools to create a definitive resource for the most effective methods in overcoming impairments for children and teens with ADHD. Managing ADHD in Schools details more than 100 evidence-based recommendations to help teachers and clinicians increase the success of children and teens with ADHD. This manual goes beyond the "what" to explain "why" the problems are likely occurring, followed up with the most effective interventions.

**Have a seminar idea? A manuscript to publish?** The nation's top speakers and authors contact PESI first. If you are interested in becoming a speaker or have a new topic idea, please contact Cyndi Postlewaite at [cpostlewaite@pesi.com](mailto:cpostlewaite@pesi.com) or call 715-855-5253.

**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 \$30 cancel fee. Substitutions are permitted at any time.

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**Credits listed below are for full attendance at the live event only.** Certificates of Completion are distributed at the conclusion of the live seminar for those who register prior to the event date and attend the full day. A letter of attendance will be issued to participants who register at the event, arrive late, or leave early. For those who registered day of (walk-ins), and are in full attendance, a certificate of completion for full CE credit will be sent within 30 days following the event. For those in partial attendance (arrived late or left early), 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.**

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.

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**CONNECTICUT ADDICTION COUNSELORS:** Provider #120924. This course has been approved as a CCB approved training and has been awarded 6.25 hours by the Connecticut Certification Board.

**NEW YORK ADDICTION PROFESSIONALS:** This course has been approved by OASAS for 6.25 clock hours toward Initial Credentialing for CPP Section 1 or CPS Section 1 or Renewal for CASAC, CPP or CFS. Board required certificates will be sent after the program.

**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.

**CONNECTICUT COUNSELORS:** This intermediate activity is approved for 6.25 clock hours of continuing education instruction. The Connecticut Department of Public Health recognizes courses and providers that are approved by the APA or 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.

**MASSACHUSETTS COUNSELORS:** Application for MaMHCA/MMCEP continuing education credits has been submitted. Please contact us at 800-844-8260 or [info@pesi.com](mailto:info@pesi.com) for the status of LMHC CE certification.

**NEW YORK COUNSELORS:** PESI, Inc. is recognized by the New York State Education Department's (NYSED) State Board for Mental Health Practitioners as an approved provider of continuing education for Licensed Mental Health Counselors. #MHC-0033. This activity will qualify for 7.5 contact hours. Full attendance is required; no partial credits will be offered for partial attendance.

**VERMONT COUNSELORS:** This activity is approved by the Board of Allied Mental Health Practitioners (BAMHP) for 6.25 continuing education credits.

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

**CONNECTICUT EDUCATORS; CONNECTICUT EDUCATORS, ADMINISTRATORS, SCHOOL PSYCHOLOGISTS & SCHOOL SOCIAL WORKERS:** 6.0 CEUs. PESI, Inc. is an approved provider of Continuing Education by the Connecticut State Department of Education Provider #930; Activity ID #930-17-059-058 for seminar on 07/17/17, #930-17-059-059 for seminar on 07/18/17 and #930-17-029-060 for seminar on 07/19/17.

**MASSACHUSETTS SCHOOL PERSONNEL:** This course may be applicable for 6.25 Professional Development Points toward your Professional Development Plan per the Massachusetts Department of Education certification guidelines; check with your licensing authority for more information.

**MARRIAGE & FAMILY THERAPISTS:** This activity consists of 380 minutes of continuing education instruction. Credit requirements and approvals vary per state board regulations. You must 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.

### Target Audience

Speech-Language Pathologists  
Speech-Language Pathology Assistants  
Teachers & Paraprofessionals  
School Counselors  
School Psychologists  
School Administrators

School Social Workers  
Marriage & Family Therapists  
Nurses  
Occupational Therapists  
Occupational Therapy Assistants  
Addiction Professionals

Probation Officers  
All professionals working in child care settings, therapy settings, treatment programs, hospitals, juvenile justice facilities, foster care, and more.

**MASSACHUSETTS MARRIAGE & FAMILY THERAPISTS:** This course has been submitted for review for continuing education approval. Credit is pending.

**NURSE/NURSE PRACTITIONERS/CLINICAL NURSE SPECIALISTS:** This activity meets the criteria for an American Nurses Credentialing Center (ANCC) Activity PESI, Inc. is an approved provider by the American Psychological Association, which is recognized by the ANCC for behavioral health related activities. Full attendance is required; no partial credit will be awarded for partial attendance.

This activity qualifies for 6.25 contact hours.

**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.

**PSYCHOLOGISTS:** PESI, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. PESI maintains responsibility for this program and its content. 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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**SPEECH-LANGUAGE PATHOLOGISTS:** This course is offered for 6 ASHA CEUs (Intermediate level, Professional area).

**SOCIAL WORKERS:** PESI, Inc. Provider #:1062, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB), [www.aswb.org](http://www.aswb.org) through the Approved Continuing Education (ACE) Program. PESI, Inc. maintains responsibility for the program. ASWB Approval Period: January 27, 2017 - January 27, 2020. Social workers should contact their regulatory board to determine course approval for continuing education credits. Social workers participating in this course will receive 6.25 (Clinical) continuing education clock hours for this intermediate course. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

**NEW YORK SOCIAL WORKERS:** PESI, Inc. is recognized by the New York State Education Department's (NYSED) State Board for Social Work as an approved provider of continuing education for licensed social workers #008. This activity will qualify for 7.5 contact hours. Full attendance is required; no partial credits will be offered for partial attendance.

**VERMONT SOCIAL WORKERS:** This program has been approved for 6.0 Continuing Education Credit Hours by the National Association of Social Workers, Vermont Chapter and meets the continuing education criteria for Social Work Licensure renewal.

**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.

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**\$24.99\*** Managing ADHD in School book

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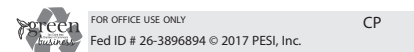
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