

THE BEHAVIOR CODE

April 24, 2015

8:30AM—4:00PM (registration 8:00-8:30)

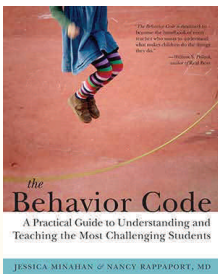
MSU Billings

College of Education, Building Room 122

FREE!
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Practical and Effective Strategies for Students with Anxiety

8:30AM-11:30AM



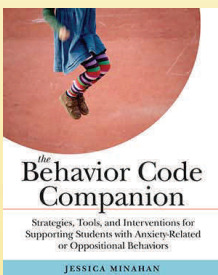
The National Institutes of Health (NIH) reports that one in four 13-18 year olds in the general population has had an anxiety disorder in their lifetime. Students with Autism are at greater risk than their typically developing peers for developing anxiety and anxiety disorders such as phobias, OCD, and social anxiety disorder. Without intervention, these children are at risk for poor performance, diminished learning, and social/behavior problems in school.

Understanding the role anxiety plays in a student's behavior is crucial and using preventive strategies are key to successful intervention. Effective behavior plans for these students must focus on the use of preventive strategies and on explicitly teaching coping skills, self-monitoring, and alternative responses.

Participants will learn to easily implement preventive tools, strategies, and interventions for reducing anxiety, increasing self-regulation, executive functioning, and self-monitoring.

Delving Deeper: New and Effective Interventions for Students with Anxiety-Related or Oppositional Behavior

1:00PM-4:00PM



Mental health challenges are prevalent among school-aged children in this country. An estimated 21 percent of American teenagers have struggled with a serious and debilitating mental health problem at some point during their school-age years. Teachers should not be expected to be therapists; nor should they be expected to understand effectively and teach students with mental health disorders or with challenging behavior without proper training. However, intervening effectively with these students requires a shift in how we typically understand behavior and in our traditional behavioral strategies—a shift that requires education and practice. Teachers need a new approach to understanding behavior as well as a toolbox of strategies that allows them to intervene successfully. With the additional tools and insights from the new book *The Behavior Code Companion*, easy to implement preventive tools, strategies, and interventions for reducing anxiety, increasing self-regulation, executive functioning, and self-monitoring will be discussed and practiced.

Participants will learn how to: identify anxiety in a student and intervene quickly enough to prevent escalation, create an effective behavior intervention plan for students with anxiety-related or oppositional behavior and how to assess whether a plan or strategy is working.

Jessica Minahan, MEd, BCBA

Jessica is a board certified behavior analyst and special educator and Director of Behavioral Services at Neuropsychology & Education Services for Children and Adolescents (NESCA)-Newton (MA), as well as a school consultant to clients nationwide. Jessica has over 16 years of experience supporting students who exhibit challenging behavior in urban public school systems. She is an adjunct professor at Boston University, a blogger on The Huffington Post, as well as the author of *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students*, with Nancy Rappaport (Harvard Education Press, 2012) and author of *The Behavior Code Companion: Strategies, Tools, and Interventions for Supporting Students with Anxiety-Related or Oppositional Behaviors* (Harvard Education Press, 2014).



For more information on Jessica Minahan or *The Behavior Code* visit Jessica's website, www.jessicaminahan.com.

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