

Between a Rock and a Calm Place: Effective Strategies to Reduce Anxiety in Children



PRESENTER

Jessica Minahan, MEd, BCBA

Author of **The Behavior Code Companion: Strategies, Tools, and Interventions for Supporting Students with Anxiety-Related or Oppositional Behaviors**



WHEN

Monday, December 5, 2022

8:30 AM—3:30 PM EST

TARGET AUDIENCE: OTs, SLPs, special educators, social workers, psychologists

INSTRUCTION METHODS: Lecture and case studies

LEVEL: Intermediate



WHERE

Live Web Conference

In the comfort of your office/home/school



FEES

\$209 Before October 17, 2022

\$229 After October 17, 2022

Group of 3+ 10% Savings

Please list group members and use coupon code **Team3Save10** at checkout

Coupon code for 7+ 15% savings contact Theramoves

Please contact Theramoves with any special needs' requests.



ACCREDITATION

6.0 Contact Hours

0.6 ASHA CEUs

0.6 AOTA CEUs

7.5 NBCOT PDUs

7.2 NY PT CEUs

6.0 CTLE credit hours/ CEUs

Certificates will be Awarded

Credits listed are offered by Theramoves for full day attendance.

Learning outcomes will be completed on the computer via an online survey. A score of 70% or more is required to receive the certificate of completion.

CE Broker
Tracking # 50-31070



Saint John's University is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This program is offered for 0.6 ASHA CEUs (Intermediate level, professional area).

DESCRIPTION

With up to one in three children struggling with anxiety in this country, overwhelmed adults require a new approach as well as a practical and easy-to-implement toolkit of strategies that work. In the time of COVID19, and the subsequent societal changes, anxiety has become ever-present in students of all ages. It is probable that during a pandemic that heavily impacts everyday life, levels of anxiety in children and teens are even higher, and the possibility of subsequent trauma greater. Through the use of case studies, humorous stories, and examples of everyday challenging situations, participants will learn easy-to-implement preventive tools, strategies, and interventions for reducing anxiety, reducing negative thinking toward writing, increasing self-regulation, accurate thinking, and self-monitoring in students.

LEARNING OBJECTIVES

At the end of this seminar the participant will be able to:

1. Describe the relationship between anxiety and working memory
2. Describe why traditional breaks might not be effective for students with anxiety or trauma histories
3. Identify why common interventions may not always work for students with anxiety-related behavior
4. Enumerate strategies for reducing negative thinking toward writing
5. Participants will be able to enumerate strategies to promote initiation, persistence, and help-seeking skills, in students with work avoidance

REFUNDS & CANCELLATIONS: A full refund less \$75 dollars administrative fee per course will be given for cancellations received up to week prior to the course. After that, no refunds will be given for cancellations. We reserve the right to cancel any course due to extenuating circumstances. Please do not make non-refundable arrangements until you contact us &/or receive confirmation that the course will be held. We are not responsible for any expenses incurred by participants if the course must be cancelled. relationships to disclose.

Disclosure: Financial: Jessica Minahan, MEd, BCBA will receive a speaker's honorarium from TheraMoves Services for the presentation. the speaker receives royalties from Harvard Education Press for her publications. **Non-Financial:** She has no non-financial relationships to disclose.



--TheraMoves is an AOTA Approved Provider of continuing education. The assignment of AOTA CEUs does not imply endorsement of specific course, content, products, or clinical procedures by AOTA.* (APP # 11168) Approved by AOTA for 0.6 CEU, 6.0 contact hours, intermediate domain of OT performance skills
-- Approved by NYSED for Continuing Teacher and Leader Education (CTLE hours) (CTLE approval 23490)
-- Approved for 6.0 contact hours by NYSED's State Board for speech-language pathologists
-- TheraMoves Services, LLC is recognized by the NYSED's State Board for PT as an approved provider of PT & PTAs CEUS (7.2 contact hours)
-- Approved for Social Workers by the NY State ED Dept. #SW-0499

AGENDA

8:30-9:15	Background information, Anxiety and Working Memory, Principals of Behavior, Behavioral Symptoms of Anxiety, Underdeveloped skills associated with anxiety
9:15-9:50	Introduction of the FAIR plan, Interaction Strategies and Relationship Building, responding to and supporting students with pandemic-related anxiety
9:50-10:00	10-minute BREAK
10:00-10:40	Consultation Protocol – 10-questions activity
10:40-11:15	Why breaks may not be helpful and how to change that, Use of Biofeedback
11:15-12:15	Dissecting Transitions to reduce oppositional behavior and case study practice
12:15-12:55	Lunch BREAK
12:50-1:20	Neurobiology of work avoidance
1:20-1:40	Accommodations/Preventative strategies for students with underdeveloped initiation, persistence, and help-seeking skills
1:40-2:20	Teaching persistence skills to increase work engagement and independence, Teaching help-seeking skills to increase work engagement and independence, Teaching initiation skills to increase work engagement and independence
2:20-2:30	10-minute BREAK
2:30-3:00	Teaching self-regulation skills
3:00-3:10	How to reduce negative thinking towards writing
3:10-3:25	Tips on Giving Directions to Reduce Oppositional Responses, Effective Responses to Oppositional Behavior
3:25-3:30	How to shift reinforcement systems to increase skill development

PRESENTER'S BIO

Jessica Minahan, MEd, BCBA, is a licensed and board-certified behavior analyst, special educator, as well as a consultant to schools internationally (www.jessicaminahan.com). Jessica has over seventeen years of experience supporting students who exhibit challenging behavior in urban public-school systems. She is the co-author of *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students* (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).