Region II CSPD coordinates personnel development to meet the diverse needs of all children and youth in our unique region.

Our presenter:
Jessica Minahan is a board certified behavior analyst and special educator and Director of Behavioral Services at NESCA-Newton (MA), as well as a school consultant to client’s nationwide. Jessica has over sixteen years experience supporting students who exhibit challenging behavior in urban public school systems. She is an adjunct professor at Boston University, a blogger on Huffington Post and an author.

Jessica is the author of The Behavior Code And The Behavior Code Companion: Strategies, Tools and Interventions for Supporting Students with Anxiety-Related or Oppositional Behaviors

For more information on these publications go to: jessicaminahan.com

REGION II CSPD
Presents:
Accepting the Challenge: Practical & Effective Strategies for Students with Anxiety
Jessica Minahan, M. Ed, BCBA

FREE
TRAINING FOR:
General and Special Educators, Paraprofessionals, Agency Personnel, Parents and others who work with children

August 2, 2017
Hampton Inn
Great Falls, MT

August 3, 2017
Fifth Avenue Christian Church
Havre, MT
Practical Strategies for Students with Anxiety

The National Institutes of Health (NIH) reports that one in four thirteen-eighteen year olds has had an anxiety disorder in their lifetime. 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 avoid the reward and punishment-based consequences from traditional behavior plans and focus instead on the use of preventive strategies and on explicitly teaching coping skills, self-monitoring, and alternative responses. As a result of this workshop participants will be able to easily implement preventive tools, strategies, and interventions for reducing anxiety, increasing self-regulation, executive functioning and self-monitoring.