

## Outline

### Functions of a Meltdown

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

### Sensory Strategies

Easy-to-use sensory tools and apps to calm  
Overstimulation and sensory breakdowns  
Therapy session and 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 in order 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 Webcast Schedule

(Times listed in Eastern)

**8:00** Program begins

**11:50-1:00** Lunch Break

**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.

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)

## 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 therapy/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.
7. Implement a "system" rather than a person dependent intervention.

### TARGET AUDIENCE

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



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# AUTISM

## De-Escalate Meltdowns and Diffuse Explosive Behaviors in Children and Adolescents

### LIVE Interactive Webcast

**Monday, December 14, 2020**

**BONUS!** – Registration includes FREE on-demand access for 3 months.



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Join us online, for this live training!

# AUTISM

## De-Escalate Meltdowns and Diffuse Explosive Behaviors in Children and Adolescents

- Teach self-control and self-management skills with breathe cards and emotions chart
- Alleviate anxiety through surprise cards, change of schedule cues and transition markers
- Improve social/emotional communication skills with video modeling and role playing
- Promote positive behavior through first person stories and visual cues

*"I HIGHLY recommend this workshop. Kathy provides a wide array of visual tools and take-home resources that I was able to implement right away to support emotional regulation with students on my caseload!"*

**Megan Weisbrode, MS, OTR/L**

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Do you work with children and adolescents with autism 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 autism expert Kathy Morris, M.Ed, B.S., and learn proven strategies and techniques to help children and adolescence with autism **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.

# AUTISM

## De-Escalate Meltdowns and Diffuse Explosive Behaviors in Children and Adolescents

### 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 had over 42 years of experience working with children and adolescents with severe behavioral difficulties including those with autism, ADHD and executive dysfunction. Her consulting firm, *igivuWings*, specializes in autism and behavioral issues. Kathy works directly with families, educators, counselors, speech pathologists, occupational therapists and medical professionals throughout the world.

She has been a speech therapist, teacher for self-contained programs, resource teacher and first grade teacher. Kathy was also a diagnostician/supervisor for all grade levels. She was a LIFE Skills/autism/behavior/assistive technology consultant at a Texas education service center before leaving to start her own business in 1999.

A prolific speaker, Kathy has keynoted many national/international conferences. She is a frequent guest on a local news program promoting research-based techniques for working with children and adolescents with ADHD, autism spectrum disorders, and executive functioning differences.

Her video, *Facilitating the Classroom Learning of Students with Asperger Syndrome and High-Functioning Autism, Grades K-6*, has been a popular addition for campus and district staff developments as well as for those in clinical practices. In addition, she has an audio CD, *Practical Strategies for Working with Students with Social Cognitive Differences in the General Education Classroom*.

### 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.



**Hassle-Free Cancellation Policy:** If you contact us before the event date, you can exchange for a self-study package on the subject (CE credits may be available), a certificate to attend another live webinar, or receive a tuition refund less a \$30 cancel fee. Substitutions are permitted at any time.

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**Marriage and Family Therapists:** AK, AL, AR, AZ, CA, CO, FL, IA, IL, IN, KS, ME, MI, MO, MT, NC, NH, NJ, NM, NV, NY, OH, PA, RI, SC, SD, TN, TX, UT, WY

**Educators:** AZ, IL, IN, MT, NJ, NY, TX

**Psychologists:** AK, AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, MD, ME, MI, MO, MS, MT, NC (Category B), NE, NJ, NM, NV, NY, OH, OK, OR, PA, SC (Category B), SD, TN, TX, UT, VA, WA, WI, WV

**Physicians:** All States

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### National Approvals

Credits listed are for full attendance at the live webcast only. The CE certificate can be downloaded/printed after completing the webcast and passing the online post-test evaluation (80% passing score). Additional participants can receive a CE certificate by adding a post-test evaluation to their account for \$49.99 USD. Please see schedule for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.



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.



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\*Content and materials in this course may include interventions and modalities that are beyond the authorized practice of your profession. 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.

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To inquire about credit in other states or home study credit, please contact [cepesi@pesi.com](mailto:cepesi@pesi.com) or 800-844-8260 before or after the event.



PESI, Inc. 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 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.



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, 2020 - January 27, 2023. 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.

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## REGISTRATION FORM

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We would be happy to accommodate your ADA needs; please call at least two weeks prior to the seminar date.

### QUESTIONS

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