

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

Thursday

February 8, 2024

8:00 AM—3:00 PM EST

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

INSTRUCTION METHODS: Lecture and case studies

LEVEL: Introductory



WHERE

Live Web Conference

In the comfort of your office/home/school



FEES

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ACCREDITATION

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6.0 CTLE credit /clock hours

6.0 CEUs for NY social workers

0.6 NY SLPs CEUs

Certificates will be Awarded

- Credits listed are offered by Theramoves for full attendance, ASHA partial credits will **not be** awarded for this webinar. Please contact Theramoves for extenuating circumstances.
- Course evaluation, attendance, learning assessment, and post course quiz will be completed online. Passing a multiple choice with 70% accuracy within 1 week is required to receive your certificate of completion.

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. Relate 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. List strategies for reducing negative thinking toward writing
5. Articulate 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 3 days 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. If this event is canceled, you will be refunded the cost of registration within 10 days. 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.



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- Approved by NYSED for Continuing Teacher and Leader Education (CTLE hours) Provider # 23490. This webinar will qualify for 6 approved (CTLE) Hour(s)
- 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
- Approved for 6 contact hours by NYSED's State Board for speech-language pathologists.



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INTRODUCTORY
0.6 ASHA CEUs

AGENDA

8:00-8:45	Background information, Anxiety and Working Memory, Principals of Behavior, Behavioral Symptoms of Anxiety, Underdeveloped skills associated with anxiety
8:45-9:20	Introduction of the FAIR plan, Interaction Strategies and Relationship Building, responding to and supporting students with pandemic-related anxiety
9:20-9:30	10-minute BREAK
9:30-10:10	Consultation Protocol – 10-questions activity
10:10-10:45	Why breaks may not be helpful and how to change that, Use of Biofeedback
10:45-11:45	Dissecting Transitions to reduce oppositional behavior and case study practice
11:45-12:25	Lunch BREAK
12:25-12:50	Neurobiology of work avoidance
12:50-1:10	Accommodations/Preventative strategies for students with underdeveloped initiation, persistence, and help-seeking skills
1:10-1:50	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
1:50-2:00	10-minute BREAK
2:00-2:30	Teaching self-regulation skills
2:30-2:40	How to reduce negative thinking towards writing
2:40-2:55	Tips on Giving Directions to Reduce Oppositional Responses, Effective Responses to Oppositional Behavior
2:55-3:00	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).

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