

## Outline

### Students with Mental Health Issues

- Characteristics of at-risk students' mental health problems
- Mental health issues vs. intentionally disruptive behaviors
- How skill deficits from mental health issues create behavioral difficulties

### Strategies for ODD and Conduct Disorder Behaviors

- Choices everyone can live with
- What adults should never say, but usually do
- Arguments with defiant kids
- Getting to the core issues of ODD
- Kids who don't feel bad
- School-wide management program

### Strategies for ADHD

- Decrease impulsive behaviors with what YOU do
- Drawing out the behaviors you want
- Decrease disruption to other students
- Know the accompanying behaviors
- Techniques to self-regulate

### Strategies for ASD

- It's all about social skills growth
- Sensory solutions
- Self-regulation techniques for ASD
- Most misinterpreted behaviors
- Manage high interest areas
- Move them past "kid cop" behaviors

### Strategies for Anxiety

- What to do about separation anxiety
- Help their panic attack pass quickly
- School phobia...not always a fear of school
- Compromises that work
- Deep breathing and relaxation techniques

### Strategies for Depression

- School-wide program to promote compassion and a supportive culture
- Getting them past their sense of helplessness
- When they think they have nothing to live for
- Goal oriented plans for schoolwork and school day

### Strategies for Other Challenging Behaviors

- Cutting and self-injury: What you really need to know to effectively intervene
- Electronic addiction: Which kids are most susceptible and why
- Psychotropic medication side-effects vs. behavioral issues
- Electronic bullying: What adults tell kids that fuels the problem

### Pandemic Recovery Interventions

- Re-entering successfully
- Social issues...lost skills
- Dealing with electronics/gaming issues

### Disciplining the Special Needs Child/Adolescent

- How IDEA relates to discipline
- Rules for disciplining special education students
- Techniques for positive behavior support
- "Pro-social" punishments

### Strategies for the IEP Team

- Facts and data to make tactical decisions
- What most administrators do that burn out their staff
- What to do about non cooperative/reluctant parents

### Live Seminar & Webinar Schedule

(Times listed in Eastern)

**7:30** Registration/Morning Coffee & Tea

**8:00** Program begins

**11:50-1:00** Lunch (on your own)

**4:00** Program ends

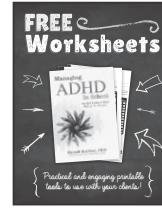
There will be two 15-min breaks (mid-morning & mid-afternoon). Actual lunch and break start times are at the discretion of the speaker. A more detailed schedule is available upon request.

## Objectives

1. Articulate how behavioral-driven choices differ from mental health-driven behaviors and characterize how these differences inform your choice of intervention.
- Communicate the effective uses of medications and potential side effects that can appear as misbehaviors.
- Implement various school-based strategies, used in collaboration with community clinicians, to intervene when behavioral issues arise from mental health conditions.
- Determine effective positive behavior support strategies to successfully discipline the special needs child.
- Discriminate how IDEA relates to mental health issues and discipline.
- Apply communication techniques that create a climate for success inside and outside the classroom.

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# MENTAL HEALTH ISSUES

*in the Classroom*

PRACTICAL STRATEGIES  
FOR HELPING CHILDREN AND  
ADOLESCENTS SUCCEED

Independence, OH

Friday  
March 11, 2022

Live Interactive Webinar

Friday  
March 11, 2022



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# MENTAL HEALTH ISSUES

*in the Classroom*

PRACTICAL STRATEGIES  
FOR HELPING CHILDREN AND  
ADOLESCENTS SUCCEED

Join child and adolescent behavioral expert

**JAY BERK, PhD**

- Pandemic recovery interventions for successful re-entry
- Strategies for challenging behaviors related to ODD, ADHD, ASD, mood disorders, anxiety and depression
- Reduce the costs of out-of-district placements
- 30 second teacher strategies
- Don't mistake mental health issues for intentionally disruptive behaviors

*"Dr. Berk is very ENGAGING! A lot of useful information was presented!"*

— Sherri Matkovich, School Psychologist

Independence, OH

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# MENTAL HEALTH ISSUES IN THE CLASSROOM

PRACTICAL STRATEGIES FOR HELPING CHILDREN AND ADOLESCENTS SUCCEED

Join child/adolescent behavioral expert, Jay Berk, PhD, and learn how to best manage the students at your school diagnosed with Oppositional Defiant Disorder (ODD), Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), mood disorders, anxiety and depression. You will walk away with concrete, yet practical, strategies to successfully intervene with their serious behavioral issues, such as:

- Anger and outbursts
- Cutting and self-injury
- Defiance
- Impulsivity
- Sensory issues
- Meltdowns and tantrums
- Obsessive compulsive
- Truancy
- Rigidity
- Electronic addiction

Through case studies, video clips and dynamic class discussion you will learn:

- Pandemic recovery interventions for successful re-entry
- 30 second teacher strategies to manage challenging and disruptive behaviors
- New ways to reduce the costs of out-of-district placements
- How to engage students in class, increase productivity and reduce truancy
- Behavioral assessments and strategies for the IEP team
- Side-effects of common psychotropic medications
- How skill deficits from mental health conditions create behavioral difficulties
- Strategies to gain collaboration with clinicians

Leave the day with the “magic dust” you have been looking for to expedite rapid and effective changes in these children and adolescents!

## Target Audience:

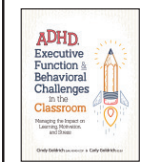
Speech-Language Pathologists • Speech-Language Pathology Assistants • Teachers & Paraprofessionals  
School Counselors • School Psychologists • School Administrators • School Social Workers  
Marriage & Family Therapists • Nurses • Occupational Therapists • Occupational Therapy Assistants  
Addiction Professionals • Probation Officers  
All professionals working in child care settings, therapy settings, treatment programs, hospitals, juvenile justice facilities, foster care, and more.



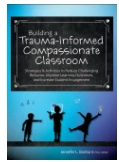
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# Meet Your Speaker

**JAY BERK, PhD**, is a licensed clinical psychologist and an internationally recognized expert in the child/adolescent behavioral field who brings both a clinical and education perspective to his work with children, adolescents and their families. For over 25 years, Dr. Berk has been treating clients with ODD, ADHD, autism, anxiety and stress, depression, learning disabilities, Tourette's Syndrome and individuals who have multiple impairments. He conducts 15 social skills/mental health groups for children and adolescents and works daily with school and community professionals, families and parents. Dr. Berk continually consults for several school districts. In his private practice, in Beachwood, Ohio, he provides therapy for children, adolescents, families, testing and evaluation, school consultation as well as an alternative educational program.

Dr. Berk presents nationally on the topics of autism, disruptive behavior disorders, mental health issues in the classroom, ODD and social skills competency. In his workshops, he teaches professionals who work with children and adolescents, practical treatment and intervention strategies. He has been invited to present at hundreds of schools and conferences including being a repeated consultant to the Department of Education in Hawaii. As a past consultant to the United Nations, Dr. Berk authored a manual for UNICEF that was used by teachers working with children throughout Bosnia during the war. He has also worked in London, England with defiant teenagers; Kristiansand, Norway with traumatized youth; and the American Red Cross with trauma response.

### Speaker Disclosure:

Financial: Dr. Jay Berk maintains a private practice. He receives a speaking honorarium from PESI, Inc.  
Non-financial: Dr. Jay Berk is a member of the American Psychological Association.

## Live Seminar Continuing Education Credit Information

Credits listed below are for full attendance at the live event only. After attendance has been verified, pre-registered attendees will receive an email from PESI Customer Service with the subject line, "Evaluation and Certificate" within one week. This email will contain a link to complete the seminar evaluation and allow attendees to print, email or download a certificate of completion if in full attendance. For those in partial attendance (arrived late or left early), a letter of attendance is available through that link and an adjusted certificate of completion reflecting partial credit will be issued within 30 days (if your board allows). Please see "live seminar schedule" for full attendance start and end times. The CE certificate for the live, Webinar can be downloaded after completing the Webinar and passing the online post-test evaluation (80% passing score). NOTE: Boards do not allow credit for breaks or lunch. If your profession is not listed, please contact your licensing board to determine your continuing education requirements and check for reciprocal approval. For other credit inquiries not specified below, or questions on home study credit availability, please contact [cepsi@pesi.com](mailto:cepsi@pesi.com) or 800-726-3888 before the event. Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals. 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 professions standards. The planning committee and staff who controlled the content of this activity have no relevant financial relationships to disclose. For speaker disclosures, please see speaker bios. PESI, Inc. offers continuing education programs and products under the brand names PESI, PESI Healthcare, PESI Rehab, PESI Kids, and Psychotherapy Networker.

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**Ohio Chemical Dependency Professionals:** PESI, Inc. is an approved provider with the Ohio Chemical Dependency Professionals Board. Provider Number 50-399. This course qualifies for a total of 6.25 ceus in the area(s) of .

**Counselors:** This intermediate activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

**Ohio Counselors:** CE credit is available. PESI, Inc. is an approved provider with the State of Ohio Counselor, Social Worker and Marriage & Family Therapist Board. Provider approval #:RCS071001. Full attendance at this course meets the qualifications for 6.25 clock hours of continuing education credit. Tracking number: 20-

**Educators/Teachers:** This activity qualifies for 380 minutes of instructional content as required by many national and state licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your own board or organization for specific requirements.

**Marriage & Family Therapists:** This activity consists of 380 minutes of continuing education instruction. Credit requirements and approvals vary per state board regulations. You should save this course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

**Nurses, Nurse Practitioners, and Clinical Nurse Specialists:** PESI, Inc. is accredited as a provider of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation. Nurses in full attendance will earn 6.25 contact hours. Partial contact hours will be awarded for partial attendance.

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### Speech-Language Pathologists:



Intermediate Level  
.6 ASHA CEUs

\*\* Please note that Speech-Language Pathologists and/or Audiologists 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.

**Social Workers:** 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 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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# Mental Health Issues in the Classroom

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### 4 Recommended Reading

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 **\$19.99 \$14.99\*\* Building a Trauma-Informed, Compassionate Classroom** book [PUB086300]

\*\*Discount included with purchase of this training. Attendees add applicable state and local taxes except in AK, DE, MT, NH, OR and \$6.95 shipping

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