

Outline

**Truants or Refusers**  
*The importance of Assessing WHY They Aren't in School*  
The dynamic difference between school refusers and truants  
Common characteristics of school refusers  
Completing a functional analysis of school refusers  
    Categorical-dimensional approach  
    Reinforcement contingencies  
Co-morbid DSM-5® disorders  
    Anxiety disorders  
    Oppositional Defiant Disorder  
    PostTraumatic Stress Disorder  
    Depressive disorders  
    Phobias  
    Conduct disorders  
    Learning disorders

Factors to consider when assessing for school refusal  
Standardized assessment measures to employ  
Critical questions to ask refusers and their parents

**Strategic Interventions that Get Refusers Back in School, and Keep Them There**  
Factors that increase the likelihood of success  
Individual intervention/therapy  
    Systematic Desensitization  
    Exposure therapy  
    Modeling  
    Cognitive therapy  
    Educational/supportive therapy  
Family intervention/therapy  
    Parent training  
    Structured family therapy  
    Systemic family therapy  
    Dialectical Behavior Therapy-School Refusal

Objectives

1. Recognize the behavioral and clinical features of school refusers to better inform clinical decision making.

2. Analyze the functional purpose of school refusal behavior to determine appropriate treatment strategies.

3. Identify co-morbid psychological disorders associated with school refusal to improve treatment outcomes.
4. Evaluate individual, family, behavioral, and pharmacological approaches to the treatment of school refusers.

5. Design strategic school refusal plans that target the underlying motivation and reinforcement systems.

6. Explain to parents and school personnel how to incorporate numerous tips designed to remedy school refusal behavior.

Pharmacological intervention  
    Tricyclics  
    SSRI's  
    Beta Blockers  
    Benzodiazepines  
Interventions for refusers seeking to:  
    Avoid negative effect  
    Escape from aversive social and evaluative aspects of school  
    Get attention  
    Receive tangible reinforcers  
Craft an individualized intervention plan  
    "School Makes Me Want to Throw Up"  
    "Everybody There Hates Me"  
    "Can't I Stay at Home and Have You Teach Me?"  
    "The School of Hard Knocks"

**Getting School Personnel and Parents Involved**  
Forced school attendance  
Using school escorts  
35 concrete tips for parents  
Suggestions for teachers and school counselors

Live Seminar Schedule

**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.

**Target Audience**  
Counselors • Social Workers • Psychologists • Teachers  
School Guidance Counselors • Marriage and Family Therapists  
School Administrators • Educational Paraprofessionals  
Occupational Therapists & Occupational Therapy Assistants  
Speech Language Pathologists • Case Managers • Nurses  
Other Helping Professionals Who Work with Children

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Identifying Anxiety-Igniting Thoughts

By Catherine Pittman, Ph.D. HSPP

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Effective Techniques for School Refusal Behavior

Real Help for Children and Adolescents Who Can't or Won't Go to School

Lancaster, PA  
Wednesday, May 1, 2019

King of Prussia, PA  
Thursday, May 2, 2019

Cherry Hill, NJ  
Friday, May 3, 2019

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Effective Techniques for School Refusal Behavior

Real Help for Children and Adolescents Who Can't or Won't Go to School

- Dig deep into the motivation behind this behavior-and how it's reinforced
- Uncover co-morbid psychological disorders that may be exacerbating the problem
- Gain concrete strategies for getting school personnel and parents involved
- Leave ready to write and implement strategic, individualized intervention plans

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# Effective Techniques for School Refusal Behavior

## Real Help for Children and Adolescents Who Can't or Won't Go to School

"I don't want to go to school!" Who hasn't heard that phrase before? While we may chuckle remembering the lengths we might have taken to avoid school, there are many children and adolescents whose struggles with school are much deeper and demand more urgent attention. They are exhibiting school refusal behavior, and their actions signal that something is very wrong. School refusal behavior is often associated with co-morbid disorders such as anxiety or depression and has far-reaching and long-term consequences. School refusers may have serious problems with nightmares, temper outbursts, poor academic performance, stunted social skill development, and even physical ailments.

In this unique slant on an often-misunderstood phenomenon, Dr. George Haarman will show you how to simultaneously address two competing demands when treating school refusal—immediately meeting attendance expectations set by the schools while also digging deeper to uncover and treat underlying problems. You will be able to more quickly differentiate school refusal from common phobic reactions by recognizing and addressing the presence of anxiety, depressive, and other disorders that may be co-morbid or causing school refusal. Armed with a better understanding of the particular motivation and reinforcement systems related to the school refusal behavior, you can then offer strategic, individualized intervention plans that have a much greater chance of success.

### Speaker

**GEORGE B. HAARMAN, PsyD, LMFT**, is a Licensed Clinical Psychologist and a Licensed Marriage and Family Therapist with over 30 years of experience. A member of the American Psychological Association and Kentucky Psychological Association, Dr. Haarman is in private practice in Louisville, Kentucky and serves as a consultant to several school systems regarding the assessment of children. For 24 years, Dr. Haarman worked in the Department of Human Services in Louisville, serving as the deputy director for the last 12 years of his tenure there. His prior experience with DHS included working with youth detention centers, juvenile group homes, child protective services, and juvenile probation. Dr. Haarman received his doctorate in clinical psychology from Spalding University and has been an instructor at Jefferson Community College, Bellarmine University, and Spalding University. He has presented seminars regionally and nationally on psychopathology, depression, and emotional disorders in children and adolescents. He is also the author of three books: *School Refusal: Children Who Can't or Won't Go to School*, *Mastering DSM-5®*, and *Clinical Supervision: Legal, Ethical, and Risk Management Issues*.

**Speaker Disclosure**  
Financial: George Haarman is in private practice. He receives a speaking honorarium from PESI, Inc.  
Non-financial: George Haarman is a member of the American Psychological Association; and the Kentucky Psychological Association



**Hassle-Free Cancellation Policy:** If you contact us before the event date, you can exchange for a DVD or CD/digital manual package on the subject (self-study continuing education credit may be available), a certificate to attend another seminar, or receive a tuition refund less a \$30 cancel fee. Substitutions are permitted at any time.

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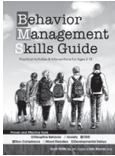
**The Whole-Brain Child Workbook:**  
*Practical Exercises, Worksheets and Activities to Nurture Developing Minds*  
By Daniel Siegel, M.D. & Tina Payne Bryson, Ph.D.

The Whole Brain Child Workbook has a unique, interactive approach that allows readers not only to think more deeply about how the ideas fit their own parenting approach, but also develop specific and practical ways to implement the concepts. Including dozens of clear, practical and age specific exercises and activities to assist in brain development. Applications for clinicians, parents, educators, grandparents and care givers to raise calmer, happy children.



**Peaceful Parent, Happy Kids Workbook**  
*Using Mindfulness and Connection to Raise Resilient, Joyful Children and Rediscover Your Love of Parenting*  
By Laura Markham, Ph.D.

Experience a happier family life, with a lot less drama and a lot more love! In her groundbreaking guide Peaceful Parent, Happy Kids, Dr. Laura Markham helped millions of parents better understand their children and their own emotions, so they could parent in a more empathetic and emotionally connected way. Now, parents can take Dr. Markham's simple yet transformative approach even deeper—with this personalized, interactive and practice-filled companion workbook.



**Behavior Management Skills Guide:**  
*Practical Activities & Interventions for Ages 3-18*  
By Scott Walls, MA, LIPC, CCMHC & Deb Rauner, M.Ed.  
A comprehensive manual featuring the best methods for effective change. Filled with strategies for individuals or groups, identifying 3 levels of negative behavior components and paired with interventions proven to increase positive behavior and skills.



PESI Inc. is proud to offer this seminar (at these locations only) *free* of charge (on live seminar tuition) for veterans and active duty military personnel. **Advanced online registration required.**

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**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" on this brochure for full attendance start and end times. 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 [cepesi@pesi.com](mailto:cepesi@pesi.com) or 800-844-8260 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 laws as beyond the boundaries of practice in accordance with and in compliance with your profession's standards.

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**EDUCATORS/TEACHERS:** This course is designed to qualify toward your professional development requirement. The program is 6.25 clock hours in length.

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**PENNSYLVANIA SCHOOL PERSONNEL:** 6.5 ACT 48 Hours will be made available through Capital Area Intermediate Unit (CAIU) in Lancaster, PA on 5/1/19, King of Prussia, PA on 5/2/19, and Cherry Hill, NJ on 5/3/19. Those requesting ACT 48 Hours will be required to sign in and provide their Pennsylvania Certification Number and will receive instructions at the seminar on how to create a free online account with CAIU; only those individuals who have a CAIU online account are eligible to receive ACT 48 Hours.

**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.

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**PENNSYLVANIA PSYCHOLOGISTS:** PESI, Inc. is approved by the Pennsylvania State Board of Psychology to offer continuing education for psychologists. PESI maintains responsibility for the program(s). This program qualifies for 6.25 continuing education hours.

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**SPEECH-LANGUAGE PATHOLOGISTS:** This course is offered for .6 ASHA CEUs (Intermediate level, Professional area).

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**NEW JERSEY SOCIAL WORKERS:** Effective Techniques for School Refusal Behavior: Real Help for Children & Adolescents Who Can't or Won't Go to School, Course #2441, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by PESI, Inc. as an individual course, not providers, are approved at the course level. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. ACE course approval period: 04/09/2019 - 04/09/2021. Social workers completing this course receive 6.25 Clinical Practice continuing education credits. Full attendance is required; no partial credits will be offered for partial attendance.

**PENNSYLVANIA SOCIAL WORKERS, MARRIAGE & FAMILY THERAPISTS AND PROFESSIONAL COUNSELORS:** This intermediate activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please contact your licensing board to determine if they accept programs or providers approved by other national or state licensing boards. A certificate of attendance will be awarded at the end of the program to participants who are in full attendance and who complete the program evaluation. Full attendance is required; no partial credits will be offered for partial attendance.

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

## How to Register

EFFECTIVE TECHNIQUES FOR SCHOOL REFUSAL BEHAVIOR  
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#### TUITION OPTIONS

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- \$30 Tuition:** If you are interested in being our registration coordinator for the day, go to: [www.pesi.com/coord](http://www.pesi.com/coord) for availability and job description, or call our Customer Service Dept. at 800-844-8260.
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