

## Outline

### Functions of a Meltdown

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

### Strategies for the Meltdown Cycle: Intervention, Prevention and Postvention

#### Sensory Issues

Optimal learning environments  
Easy-to-use sensory tools  
Overstimulation and sensory breakdowns  
Incorporate a sensory lifestyle throughout the day

#### Executive Function

Increase attention and focus  
Strengthen motivation and engagement  
On-task and task completion skills  
Visual reminders for routines and predictability  
Visual structure for organization

#### Self-Regulation

Develop self-control and self-monitoring skills  
Tools for self-feedback  
Use high focus and interest areas as powerful incentives to change behavior

#### Social/Emotional Communication

Communication for positive social interaction  
Appropriate interactions with their peers  
First-person stories for positive behavior changes and affirmations

#### Explosive Behaviors

Recognize the triggers  
Reduce symptoms of anxiety  
Modeling appropriate behavior

Defuse explosive behaviors  
Decrease maladaptive behaviors  
Increase appropriate behaviors

#### Special Considerations

Collaboration with parents/caregivers  
Strategies for helping the parent/caregiver with grief

#### Techniques for After the Meltdown

Strategies for instructional consequences  
Chart appropriate/inappropriate behaviors  
Activities for reviewing behaviors when calm  
Use cartooning to facilitate feedback  
Strategies for providing systematic feedback  
Reinforcement for communication strategies  
Identify feelings and review behavior

#### Hands-on and Small Group Activities

Demonstration video  
Small group exercises: Brainstorm appropriate and meaningful replacement behaviors

#### 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.

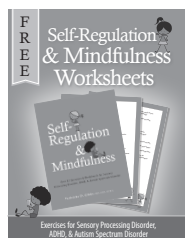
**TARGET AUDIENCE:** Speech-Language Pathologists & Speech-Language Pathology Assistants • Occupational Therapists & Occupational Therapy Assistants • Special & General Educators • School Guidance Counselors • School Administrators • Educational Paraprofessionals • Counselors • Social Workers • Psychologists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

## Objectives

1. Analyze functions of behavior to determine if a child with autism is having a tantrum or meltdown to inform intervention strategies.
2. Implement intervention strategies to target social-communication skills deficits and subsequent behavior difficulties in children with autism.
3. Utilize a "breathe card" and emotions chart as intervention strategies to develop self-control and self-management skills in children with autism.
4. Design optimal therapy/classroom environment to manage overstimulation and sensory breakdowns in children with autism.
5. Determine specific intervention strategies to defuse explosive behaviors and de-escalate meltdowns in children with autism.
6. Integrate change of schedule cues and transition markers in therapy/classroom to reduce symptoms of anxiety in children with autism.

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# Autism Meltdowns in Children and Adolescents

Practical Strategies for Prevention, Intervention and Postvention

**WILMINGTON, DE**  
Wednesday, December 4, 2019

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Thursday, December 5, 2019

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# Autism Meltdowns in Children and Adolescents

Practical Strategies for Prevention, Intervention and Postvention

- Techniques to develop self-control and self-management skills
- Skills to defuse explosive behaviors and de-escalate meltdowns
- Incentives to change inappropriate behaviors
- Activities for reviewing behaviors when calm
- Case examples with dozens of strategies you can use immediately

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Do you work with children and adolescents with autism who exhibit 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 meltdown. And, you feel frustrated, powerless and helpless after each meltdown.

Drawing on over 40 years of professional and personal experience, Timothy will lead you through dynamic discussion, video case examples and demonstrations providing dozens of strategies you can implement immediately with these children/adolescents—in any setting. Walk away with an array of practical strategies for:

- Preventing and de-escalating meltdowns
- Teaching and promoting appropriate behaviors
- Providing instructional consequences/replacement behaviors
- Developing self-control and self-management skills
- ... and more!

“Teach them in the way they learn” will be a mantra throughout the seminar.

## Speaker

**Timothy P. Kowalski, M.A., CCC-SLP**, is a licensed speech-language pathologist specializing in social-pragmatic communication deficits and internationally known expert on Asperger Syndrome. His Orlando practice has seen clients from Europe, South America and throughout the USA. Mr. Kowalski regularly consults to schools on best practices for students identified or suspected of having Asperger’s syndrome and provides school-wide district inservices.

Mr. Kowalski presents internationally on a wide variety of issues relative to Asperger’s, is a guest lecturer at universities and colleges and is a consultant for forensic cases involving Asperger’s syndrome. He has worked in a variety of psychiatric healthcare delivery systems including in-patient and outpatient psychiatric hospitals, sex-offender units, and school-based settings. Mr. Kowalski is the author of six books on Asperger syndrome: *Asperger Syndrome Explained; Social-Pragmatic Success for Asperger Syndrome and Other Related Disorders; Are You In The Zone?; The Source for Asperger’s Syndrome; Me, Myself, and You; Understanding Emotions: A Guide for Adults*; and an article *Assessing Social Communication in Asperger Syndrome*.

He previously held the position of vice president of professional practices in speech-language pathology for the Florida Speech-Language-Hearing Association and is also a member of the American Speech-Language-Hearing Association, Autism Society of America, Council for Behavior Disorders, and the Council for Exceptional Children. Mr. Kowalski is the recipient of the “2010 Clinician of the Year Award” offered by the Florida Association of Speech-Language Pathologists and Audiologists and the 2011 FLASHA nominee for the ASHA Louis M. di Carlo Award for Recent Clinical Achievement. He holds the “TEAMS 2000 Speech-Language Pathologist of the Year” award for his work with Autism in the four-countywide greater Orlando, Florida metropolitan area and has served on the board of directors for the Greater Orlando Chapter of the Autism Society of America.

### Speaker Disclosures:

Financial: Timothy Kowalski is president of Professional Communication Services, Inc. He receives a speaking honorarium from PESI, Inc.  
Non-financial: Timothy Kowalski is a member of the American Speech-Language-Hearing Association, the Autism Society of America and the Florida Association for Speech-Language Pathologists and Audiologists.



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# Autism Meltdowns in Children and Adolescents

## Save by including these PRODUCTS with seminar registration!

***Social Skills for Kids: Over 75 Fun Games & Activities for Building Better Relationships, Problem Solving & Improving Communication***

**By Janine Halloran, LMHC**

This rich resource includes reproducible, step-by-step plans for how to play, alternatives to each activity, and debriefing questions to reinforce learning.

***The Key to Autism: An Evidence-based Workbook for Assessing and Treating Children & Adolescents***

**By Cara Marker Daily, PhD**

The Key to Autism is an invaluable and comprehensive resource for any professional assessing and treating autism in children and adolescents. Filled with dozens of case examples, exercises to understand how the brain with autism works, the latest tools for screening and assessment, and “how-to” sections for applied behavior analysis (ABA), this workbook is the key to understanding the minds of children and adolescents with autism.

***Self-Regulation and Mindfulness***

**By Varleisha Gibbs, Ph.D., OTD, OTR/L**

Nationally known OT, Dr. Varleisha Gibbs has created a must-have resource for addressing self-regulation in children. This workbook is filled with mindfulness techniques, hands-on activities, worksheets, assessments, exercises and coloring pages to engage the child in their own success. Step-by-step Dr. Gibbs provides you with clear, concise and evidence-based strategies for treating children with sensory processing disorder, autism spectrum disorder, ADHD and similar developmental challenges.

## 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” 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 [cepsi@pesi.com](mailto:cepsi@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 law as beyond the boundaries of practice in accordance with and in compliance with your profession’s standards.*

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**PENNSYLVANIA COUNSELORS:** The Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors accepts many national association CE approvals, several of which PESI offers. For a full list, please see your State Board regulations at <https://www.dos.pa.gov/ProfessionalLicensing/Boards/Commissions/>. This intermediate activity consists of 6.25 clock hours of continuing education instruction.

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

**NEW JERSEY EDUCATORS, ADMINISTRATORS & EDUCATION SERVICES PERSONNEL:** This activity will offer 6.0 Actual Professional Development Hours. PESI, Inc. powered by MEDS-PDN, is a registered New Jersey Professional Development Provider with the NJ Dept. of Education.

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**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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**PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS:** This activity consists of 6.25 clock hours of instruction that is applicable for physical therapists. CE requirements for physical therapists vary per state/jurisdiction. Please retain the certificate of completion that you receive and use as proof of completion when required.

**DELAWARE PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS:** The Delaware Examining Board of Physical Therapists and Athletic Trainers accepts CEUs approved by a national governing body (e.g., APTA, BOC) or a fellow state licensing board during the current licensing period. This activity consists of 6.25 clock hours of instruction applicable for physical therapists.

**MARYLAND PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS:** This course has been submitted to the Maryland Board of Physical Therapy Examiners for review.

**NEW JERSEY PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS:** This course has been submitted to the New Jersey State Board of Physical Therapy for review.

**PENNSYLVANIA PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS:** The Pennsylvania State Board of Physical Therapy recognizes approval by all other state boards. This activity consists of 6.25 clock hours of instruction that is applicable for physical therapists.

**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.

**PSYCHOLOGISTS/SCHOOL PSYCHOLOGISTS:** PESI, Inc. is approved by the National Association of School Psychologists to offer professional development for school psychologists. PESI maintains responsibility for the program. Provider #1140. PESI is offering this activity for 6.25 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.

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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.

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

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**NEW JERSEY SOCIAL WORKERS:** Autism Meltdowns in Children and Adolescents: Practical Strategies for Prevention, Intervention and Postvention. Course #2754. 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. Individual courses, 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: 11/15/2019 - 11/15/2019. 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:** The Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors accepts many national association CE approvals, several of which PESI offers. For a full list, please see your State Board regulations at <https://www.dos.pa.gov/ProfessionalLicensing/Boards/Commissions/>. This intermediate activity consists of 6.25 clock hours of continuing education instruction.

**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.

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Autism Meltdowns in Children and Adolescents: Practical Strategies for Prevention, Intervention and Postvention

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