



Professional Presentation Topics

Maleita Olson, LCSW, BSL

Social Skills in the Everyday classroom: The role of teachers and/or paraprofessionals in implementing "social thinking" and everyday decision making in their general interactions with their students children are presented. The workshop gives background as to how and why certain students struggle socially. Practical strategies for professionals to give parents to continue their interventions at home are also discussed.

Creating collaboration: This session suggests strategies for strengthening the home-school-community collaboration to affect the best outcomes for the child/student. A focus on the way in which stress tends to impact families affected by disabilities is presented as well as strategies for engaging challenging families. In addition, an overview of community resources and understanding "the system" is presented to help educators recognize when other home supports may support the student's overall well-being and educational outcomes. Can be targeted to specific age groups (e.g., young children, transition).

Many Faces of Anxiety: This presentation focusses on current research on the relationship of anxiety and ADHD and ASD as well as its impact on academic and social functioning for all students. Educators and/or paraprofessionals are provided with specifics regarding the various ways students may express anxiety in the classroom, as well as distinguishing between the "imploder" and "exploder". The connection between high anxiety and its effect on executive functioning are discussed.

Healthy Relationships & Sexuality for Individuals with Disabilities: This presentation focusses on current evidence-based resources for teaching and guiding students in developing both a knowledge and skill base that allows them freedom of expression of their sexuality. as well as ways to stay safe.

Current Trends in Research

An overview the latest research into the neurological basis for various disabilities. Participants will gain:

- An overview of how a student's neurology or "wiring" affects the ability to perform specific tasks
- A basic concept of what is "in" and "out" of a student's direct control
- The phenomenon of students being held accountable for things that they did not intend.

Zones of Regulation

An overview of this evidence-based program that assists students in their ability to increase emotional regulation is presented. Participants will leave with the following:

- Knowledge of the four “zones of regulation”
- Basic understanding of the neurological reasons that student struggle with self-regulation
- Practical strategies for coaching students when they observe students with behavioral challenges escalating through the zones.

Effective Classroom Discipline (based on 123 Magic)

Most teachers receive little or no formal training in classroom management. Based on the extremely popular and best-selling 1-2-3 Magic book, 1-2-3 Magic for Teachers explains in straightforward language exactly how teachers can establish reasonable control in their classrooms.

Finding Focus

The many benefits of staff in supporting the acquisition of executive function skills is presented. The following will be reviewed:

- Latest research on executive function
- Connection of executive function skills to social skills acquisition
- Guides to understanding how students with executive function deficits are “wired”
- Link between anxiety and performance of executive function skills
- Evidenced-based interventions

Participants will leave with concrete strategies that they can integrate into their everyday interactions with the students they support.

In-person Trainings utilizing the CPI (Crisis Prevention Institute) Model



Helping Educators Defuse Difficult Conversations

Make tough conversations easier. When staff deliver difficult news to students and parents, they need strategies for making sure the people they're talking to feel respected. Use this session to help staff develop plans of action and engage in scenario-based practice.

Proactive Strategies for Facing Escalating Situations Alone

Help staff stay safe when they're alone. Interacting on your own with an agitated student or parent can be scary, but there are ways to manage solo interventions. Use this session to help staff plan ahead and maximize safety.

Promoting Positive Behavior Using Person-Centered Supports — Module 1

Build a foundation for promoting and supporting positive behavior. With a better understanding of what challenging behavior is and why it occurs, staff can choose positive interventions. Use this session to teach staff how to help students replace challenging behaviors with more positive behaviors.

Promoting Positive Behavior Using Person-Centered Supports — Module 2

Expand and apply learning from Module 1. Module 2 explores positive, supportive approaches staff can use when challenging behavior occurs. Participants explore the concept of person-centered support and learn to apply this knowledge to workplace realities. Facilitate these modules together or separately, depending on staff's knowledge level.

Effective Limit Setting for Educators

Setting limits is one of the most powerful tools that educators have for promoting positive behavior changes in their students. This pamphlet provides an overview of CPI's five-step approach to limit setting. It also explains the purpose of limits as a teaching tool, how setting a limit is different from giving an ultimatum, and the key role of listening in the limit-setting process. It's a perfect tool for reviewing some key concepts of the *Nonviolent Crisis Intervention*® training program.

ASD: Supportive Strategies for Crisis Prevention (CPI Certified Instructor)

Due to the complex nature of ASD, there is no "magic formula" or simple solution that will work to assist all students with autism spectrum disorders. Every plan must be personalized and based on an assessment of a student's unique skill set, preferences, interests, dreams, needs, and learning styles. Every student with ASD is as unique as every student who does not have ASD. This workshop presents strategies that will help educators interact with students with ASD more effectively. They are rooted in a spirit of empathy, dignity, and respect, and will help you further develop a school environment of *Care, Welfare, Safety, and Security*™.

Non-Violent Crisis Intervention

- **One-Day Introductory Seminar:** On the first day of *Nonviolent Crisis Intervention*® training, the emphasis is on early intervention and nonphysical methods for preventing or managing disruptive behavior. CPI's *Personal Safety Techniques*™ for staff are also demonstrated and practiced in this seminar to prepare staff to safely remove themselves and others from a dangerous situation
- **Two-Day Seminar:** The second day of training expands on crisis intervention methods to include the study and practice of nonharmful *Nonviolent Physical Crisis Intervention*™. These techniques are taught to be used as a last resort when an individual becomes an immediate danger to self or others.
- **One-Day Hybrid Seminar:** Participants take 8 hours of the course on-line followed by an 8 hour workshop. The Hybrid format provides certification in Non-Violent Crisis Intervention.

Maleita Olson, LCSW, BSL

Maleita Olson, LCSW, is co-founder and Clinical Director of Spectra Support Services, LLC. She is a licensed clinical social worker and licensed behavior specialist in Pennsylvania and a licensed social worker in New Jersey. During Maleita's twenty-plus year career, she has worked for Wyomissing Behavior Analysts, Ltd., the Hamburg Center, and the Arc of Gloucester County, New Jersey, as well as consulting with various area nonprofit and educational programs.

Maleita has a master of social work degree from Boston College Graduate School of Social Work. She also has a certificate in child and adolescent psychotherapy from Bryn Mawr College and a certificate in sexuality education for persons with Asperger Syndrome from the Penn Autism Network continuing education division. She earned a certificate in Advanced Child Development from the Family Play Therapy Center in June 2012. Maleita is nearing completion of a graduate certificate in autism spectrum disorders from Drexel University. In addition, she is a trained Sibshop facilitator and certified CPI Instructor.

She is the president of ASCEND: the Asperger and Autism Alliance for Greater Philadelphia and a member of the National Association of Social Workers, the Arc of Delaware County, the American Association on Intellectual and Developmental Disabilities and the Autism Society of America.

Spectra Support Services, LLC

Spectra Support Services, LLC is an agency that offers therapy, counseling, vocation, social skills, music therapy and educational programs to children, teens, and adults with developmental disabilities and their family members. The staff specializes in services for individuals on the autistic spectrum.

The agency is located at **475 Lawrence Road** in Broomall. For more information, call **484-450-6476** or send an e-mail to **info@spectrapa.com**.

Fees:

Half-Day workshop- \$300.00

Full-Day workshop- \$500.00

Please note: in addition, CPI Workshops also include a per participant fee for program materials. Please contact us for more details, as the cost varies depending on the program.