

Decrease Attention-Getting and Tantrum Behaviors: Practical Solutions (Preschool-Second Grade)



A Unique One-Day Seminar Presented by

Lisa Rogers

Outstanding Presenter and
Behavior Intervention Specialist

Specific, practical strategies to **reduce disruptive and often repeated, attention-getting behaviors** including tattling, screaming, roaming, blurting out, excessive talking, tantrums, and outright refusal to follow directions

Positive intervention strategies to address problem behaviors and make them teachable moments to develop self-regulation and problem-solving skills

Key components of **effective consequences that are instructive versus punitive** in order to teach and nurture confidence and resilience

Receive an extensive resource handbook filled with ready-to-use intervention and prevention strategies that work for preschool-second grade students

Connecticut

Hartford (Bristol) – February 26

Maine

Portland – February 25

Michigan

Detroit (Sterling Heights) – February 27

Grand Rapids – March 1

New Jersey

Cherry Hill (Mt. Laurel) – March 18

New York

Albany – March 21

Long Island (Plainview) – March 19

Newburgh (New Windsor) – March 20

Ohio

Toledo (Perrysburg) – February 28

Vermont

Burlington (South Burlington) – March 22

Ten Key Benefits of Attending

'Hands-on, real-life situations and examples. I came with a half-full toolbox and I'm leaving with an overflowing treasure chest! Very helpful strategies that I can start using tomorrow.'

– KATELYN CROSS,
PRESCHOOL TEACHER



Who Should Attend

Preschool Teachers,
Kindergarten Teachers,
First Grade Teachers,
Second Grade Teachers,
Multiage Teachers,
Counselors, Special
Education Staff,
Instructional Aides, Child
Care Providers, Specialists
who work with young
children, Title I Staff,
and Administrators

1. Practical and Doable Strategies to Reduce Repeated Attention-Getting Behaviors

Specific strategies to significantly decrease attention-getting behaviors that repeatedly disrupt class time and get in the way of learning ... Learn ways to teach your young students how to get what they need in more productive ways

2. Decrease Tantrum Behaviors that Frequently Turn into Episodes

Positive intervention strategies to address tantrum behaviors and make them teachable moments for developing self-regulation and problem-solving skills in your students

3. Analyze the Function of the Behavior to Develop a Meaningful and Strategic Plan of Action

It is imperative to strive to understand the “why” of the behavior before making decisions on how to best prevent the behavior in the future ... Tools you can use to better understand students’ behavior

4. How Traditional Management Systems May Exacerbate Problem Behaviors

Find new ways to address problem behaviors, especially those problem behaviors that continue to persist in spite of good intentions

5. Practical Strategies to Develop Young Children’s Self-Regulation Skills

Reduce behavior problems and increase learning with practical and doable strategies to develop children’s self-regulation skills ... Ideas you can use and adapt to meet the needs of your preschool-second grade students

6. Build the Necessary Skills that are Critical for Success in Social Environments

Ideas for planning actions and carrying them out, following directions, taking turns, and communicating verbally ... Ideas you can use immediately and adapt to meet the needs of your students

7. Increase Your Young Students’ Ability to Stay Engaged in Group Activities

Use strategies to help your students increase their attention, engagement and focus on thinking and learning while participating in small and large group activities, in the classroom or on the playground

8. Develop a Toolkit of Consequences that are Instructive and Teach Replacement Behaviors

Students with more persistent and challenging behaviors may respond negatively in a downward cycle to certain consequences ... Learn how to create more effective consequences that teach students the replacement behavior that gets them what they need

9. Help Students Generalize Positive Behaviors Across Settings

Discover how to use everyday experiences to teach students how to participate in school activities successfully ... Proactive strategies that will help students generalize positive behaviors in other social settings

10. Work Successfully with Students with Special Needs

How to apply all the strategies to the most difficult behaviors ... Implement a comprehensive plan for prevention that works for developing students, including those with special needs

Outstanding Strategies You Can Use Immediately

What You Will Learn ...

- **Specific strategies to significantly decrease attention-getting behaviors** that repeatedly disrupt class time and get in the way of students' learning and your teaching
- Teach your students to **develop skills that will help them be successful**, both socially and academically
- How to **help students learn appropriate behavior** through instruction, practice, feedback, and encouragement
- Develop a toolkit of **consequences that are instructive and teach replacement behaviors**
- **Make transition times fast and easy** using visual and auditory cues
- **Assess the function of behaviors** through different data collection tools
- Innovative ideas for **making minor adjustments** in your classroom structure for greater results
- Learn specific strategies to **teach students to regulate their thinking, emotions and behavior**
- **Scaffold for success** using visual tools that clarify expectations and provide reinforcement
- Increase your students' ability to **focus and stay engaged**
- Practical ways to **prevent conflict due to frustration**, compounded by a lack of self-regulation



"I feel so inspired! I can't wait to begin using the resources shared, especially the handbook. I love how engaging this seminar was - by far the best seminar I've attended!"

– KATHLEEN BALIGA, TEACHER

Practical Ideas and Strategies

Do you have students who present challenging behaviors that disrupt the flow of your classroom and the learning of others? Do some of these behaviors include tattling, screaming, roaming, blurting out, excessive talking, tantrums, and even outright refusal? Of course the answer is yes! While the percentage of students who engage in these types of disruptive behaviors may be small, the impact on the entire class can feel and be much more significant. **Lisa Rogers**, outstanding presenter and behavior intervention specialist, has designed this seminar to give you practical solutions to teach the skills that will help your students be successful, both socially and academically. You will learn dozens of strategies to use immediately to reach your students who lack the skills to follow directions, share, take turns, stay focused, and remain calm in stressful situations. Ideas for simple, yet highly effective visual cues, ways to talk about behavior and thinking and positive intervention strategies to use when you need to address problem behaviors, will all be given.



You won't want to miss this strategy-packed day filled with practical and developmentally appropriate ways to decrease behaviors that disrupt learning and increase the skills students need to be successful in school.

A Message From Your Seminar Leader, Lisa Rogers



Uniquely Qualified Instructor

LISA ROGERS is an acclaimed presenter and veteran educator who specializes in working with preschool–second grade students. She has over 20 years of experience in working with young children who exhibit difficult behaviors that prevent them from learning and socializing appropriately with others. Lisa's extensive experience provides a practical perspective for teaching students who have attention-seeking behaviors and self-regulation deficits including impulsivity, lack of focus and an inability to think and plan actions, which often lead to tantrums.

Lisa is a frequent presenter at local and state conferences and has developed inclusive education training modules with accompanying videos. She is the author of *Decrease Attention-Getting and Tantrum Behaviors: Practical Solutions (Preschool – Second Grade)*, the extensive resource handbook you will receive at the seminar that is filled with research-based ideas and strategies you will be able to immediately apply or adapt in your own classroom. You won't want to miss this seminar where Lisa will answer your questions and provide solutions to addressing your students' most challenging behaviors!

Dear Colleague:

Although we have probably never met, I'll bet I can make an educated guess about why you might be interested in spending a day together. I'll guess that you have a classroom full of beautiful young students who you care about deeply. I'll also bet that you are passionate about your life as a teacher and consider each day a gift of possibilities – and you have one, two or maybe more students that have rocked your world a bit. They might not sit when you tell them to sit, or they might even scream, run out of the room, talk incessantly, push others, or run around – and all the strategies you have used before don't seem to work.

During our day together, I will give you dozens of practical, doable strategies to stop the cycle of repeated attention-getting behaviors that get in the way of productive class activities and learning. We will explore specific ways to use visual and auditory cues, transition routines, strategies to teach students to regulate their thinking, emotions and behavior, as well as how to increase your young students' ability to focus and stay engaged. We will also look at what to do during and after a tantrum to defuse the situation and reduce re-occurrences.

I hope you will join me so that we can work together to build new strategies and help your students develop the skills and behaviors that you and I know they will need to be successful inside and outside your classroom. I promise you will leave with a toolkit of strategies that really work, along with a renewed energy to do the valuable work of teaching young children!

Sincerely,

Lisa Rogers

- P.S.** Be prepared to leave with **dozens of practical solutions** to develop social skills that help young children respond in more appropriate and acceptable ways in the classroom setting.

'I promise you will leave with a toolkit of strategies that really work, along with a renewed energy to do the valuable work of teaching young children!'

What Your Colleagues Say About Lisa Rogers

*"I have never left a seminar with **so many ideas and hands-on materials**. This has been the most beneficial seminar I've ever attended. I'm excited to share these resources with my teachers!"*

Shalee Myron, Speech Language Pathologist

*"Lisa's energy and manner of presentation made this one of my favorite seminars! The **strategies that were shared can be easily and quickly implemented**. This seminar made me think about my students and my classroom in fresh, new ways."*

Amanda Forbes, Preschool Teacher

*"My brain is so **full of ideas, plans and excitement!** I am eager to implement much of what Lisa shared."*

Sarah Kilfoil, Teacher



*"I felt like this seminar was a college course that I wish I had taken a long time ago. It was enlightening to learn how important visuals and schedules are. **Lisa Rogers is wonderful!**"*

Jessica Aronin, 2nd Grade Teacher

*"Loved this **opportunity to look at challenging behavior through a different lens**. Instead of simply reacting to a child's misbehavior, I now feel I have a better repertoire of strategies to give a child what they truly need."*

Denise Nolan, Kindergarten Teacher

*"Upbeat, informative and flexible format, with Lisa addressing our individual questions and concerns. I loved the **highly useable information, materials, tools, and positive ideas** for prevention. By far one of the **BEST** seminars I've attended!"*

Valentia Leanza, Teacher

*"Lisa did an excellent job of presenting both **research and practical, real-life ideas**. This seminar was a good mixture of discussion, sharing, and videos. I look forward to using the many resources immediately."*

Kris Andree, Kindergarten Teacher

Special Benefits of Attending



Online Learning

BER offers educators a wide range of online courses that are affordable, fun, fast, and convenient. BER is now offering On Demand Video-Based courses. You may earn optional graduate-level credits for most courses. See the catalog of available courses at www.ber.org/onlinelearning

On-Site Training

Most BER seminars can be brought to your school or district. See the options at www.ber.org/onsite or call 877-857-8964 to speak to one of our On-Site Training Consultants.

Extensive Resource Handbook

Each participant will receive an extensive resource handbook specifically designed for this seminar. The handbook includes:

- Visual strategies to prevent off-task and other behavioral challenges
- Goal setting and self-evaluation forms
- Choice boards and "I Can..." charts to increase focus, attention and motivation
- What to say and do when your students struggle to stay engaged
- Strategies to de-escalate anger and frustration
- Fun ways to transition and celebrate success

Meet Inservice Requirements / Earn State CEUs

Participants will receive a certificate of participation that may be used to verify continuing education hours.

CEUs Available:

Connecticut

CT Five (5) Contact Hours Available with Prior District Approval; For MA, Contact Hours Verification Available; RI Five (5) Contact Hours Available

Maine

5 Contact Hours Available with Prior Approval from your Local Certification Support System

Michigan

MI SCECH Available (5 Hours)

New Jersey

NJ Professional Development Hours Available with Prior District Approval; PA CPE Hours Verification Available with Prior District Approval

New York

5 NY CTLE Hours Available; CT Five (5) Contact Hours Available with Prior District Approval in Newburgh; NJ Professional Development Hours Available with Prior District Approval in Long Island and Newburgh

Ohio

OH CEUs Available with District Approval; MI SCECH Available (5 Hours)

Vermont

VT Inservice Credit Available with Prior District Approval; 5 NY CTLE Hours Available

Earn One to Four Graduate Semester Credits



Up to four graduate level professional development credits are available with an additional fee and completion of follow-up practicum activities. Details for direct enrollment with Brandman University, part of the Chapman University system, will be available at this program.

Can't Attend? Other Professional Development Options:

Related Online Course

A related On Demand Video-Based Online Learning course, *Discipline Strategies for Dealing with Challenging, Difficult Students*, for Grades K-2, is available for immediate registration. To enroll, visit www.ber.org/onlinelearning

Related Staff Development Audio Seminar

A related BER seminar, *Practical Discipline Strategies for the Difficult Young Child, Grades PK-2*, presented by another discipline expert, Gene Bedley, is available on CDs with a comprehensive resource handbook at a cost of \$99.00 plus \$9.00 shipping and handling. To order, call toll-free 1-800-735-3503 (**Stock #A-DPB-2106**) or use the order form on page 7.

Please visit www.berproducts.org/audio-seminars.html for more information.



Decrease Attention-Getting and Tantrum Behaviors: Practical Solutions (Preschool-Second Grade)

Registration (DCR9S1)

- 1. **Albany, NY** – March 21, 2019
- 2. **Burlington** (South Burlington), **VT** – March 22, 2019
- 3. **Cherry Hill** (Mt. Laurel), **NJ** – March 18, 2019
- 4. **Detroit** (Sterling Heights), **MI** – February 27, 2019
- 5. **Grand Rapids, MI** – March 1, 2019
- 6. **Hartford** (Bristol), **CT** – February 26, 2019
- 7. **Long Island** (Plainview), **NY** – March 19, 2019
- 8. **Newburgh** (New Windsor), **NY** – March 20, 2019
- 9. **Portland, ME** – February 25, 2019
- 10. **Toledo** (Perrysburg), **OH** – February 28, 2019

FIRST NAME _____	M.I. _____	LAST NAME _____
POSITION, SUBJECT TAUGHT _____		
GRADE LEVEL _____		
SEMINAR LOCATION NUMBER: _____ (Please see list above)		

List additional registrants on a copy of this form

SCHOOL NAME _____	
SCHOOL MAILING ADDRESS _____	
CITY & STATE _____	ZIP CODE _____
SCHOOL PHONE NUMBER _____	HOME PHONE NUMBER _____
()	()

**Registration confirmations are sent via e-mail.
If you would like a confirmation, please provide your e-mail address.**

E-MAIL ADDRESS _____	
HOME MAILING ADDRESS _____	
CITY & STATE _____	ZIP CODE _____

IMPORTANT: PRIORITY ID CODE: EDCR9S1

METHOD OF PAYMENT – Team Discount Available

The registration fee is \$269 per person,
for teams of three or more registering at the same time, the fee is \$249
per person. **Payment is due prior to the program.** No cash please.

- A check (payable to **Bureau of Education & Research**) is attached
- A purchase order is attached, P.O. # _____
(Be sure to include priority ID code on the P.O.)
- Charge my: MasterCard VISA Discover
- Account # _____ Exp. Date: _____ MO/YR
- Billing Zip Code: _____ 3 Digit CVV Code: _____
(Found on back of card)
- _____/_____/_____
- Please print name as it appears on card Signature (required for credit card purchases)

FOUR EASY WAYS TO REGISTER:

-  **REGISTER ONLINE** at: www.ber.org
-  **FAX this form to: 1-425-453-1134**
-  **PHONE toll-free: 1-800-735-3503** (Weekdays 6 am - 6 pm Pacific Time)
-  **MAIL this form to: Bureau of Education & Research**
915 118th Avenue SE * PO Box 96068
Bellevue, WA 98009-9668

Program Hours

All seminars are scheduled 8:30 a.m. - 3:15 p.m.
Check-in 8:00 a.m. - 8:30 a.m.

Fee

The registration fee is \$269 per person, \$249 per person for groups of three or more registering at the same time. Call us at 1-800-735-3503 for groups of ten or more. **Payment is due prior to the program.** No cash please. Fee includes seminar registration, morning coffee and tea, a personalized certificate of participation, and an extensive resource handbook.

Meeting Sites and Hotel Accommodations

Seminars will be held at the following sites:

- Albany: Hilton Garden Inn Medical Center, (518) 396-3500
- Burlington: Holiday Inn – South Burlington, (802) 863-6363
- Cherry Hill: Westin – Mt. Laurel, (856) 778-7300
- Detroit: Wyndham Garden – Sterling Heights, (586) 979-1400
- Grand Rapids: Crowne Plaza, (616) 957-1770
- Hartford: DoubleTree – Bristol, (860) 589-7766
- Long Island: Four Points by Sheraton – Plainview, (516) 694-6500
- Newburgh: Homewood Suites – Airport, (845) 567-2700
- Portland: Fireside Inn & Suites, (207) 774-5601
- Toledo: Holiday Inn – Perrysburg, (419) 874-3111

If needed, please make your own hotel reservations by calling the appropriate hotel listed above.

Cancellation/Substitutions:

100% of your paid registration fee will be refunded if you can't attend and notify us at least 10 days before the conference. Late cancellations will be refunded less a \$15 service fee. Substitutions may be made at any time without charge.

Program Guarantee

We stand behind the high quality of our programs by providing the following unconditional guarantee: If you are not satisfied with this program, we'll give you a 100% refund of your registration fee.

Can't Attend?

- I'd like to order the CD version of the related seminar, *Practical Discipline Strategies for the Difficult Young Child, Grades PK-2*, by Gene Bedley, \$99.00 plus \$9.00 shipping (**Stock #A-DPB-2106**).

Further Questions

Call the Bureau of Education & Research (800) 735-3503 or visit us online at www.ber.org

Decrease Attention-Getting and Tantrum Behaviors: Practical Solutions (Preschool-Second Grade)



BUREAU OF EDUCATION & RESEARCH

915 118th Avenue SE
PO Box 96068
Bellevue, WA 98009-9668
www.ber.org

Prsrt Std
U.S. Postage
PAID
Bureau of
Education &
Research

Decrease Attention-Getting and Tantrum Behaviors! (Preschool-Second Grade)



**Practical Solutions for Decreasing
Preschool-Second Grade Students'
Attention-Getting and Tantrum Behaviors**

A Unique One-Day Seminar

Coming to a Location Near You

DCR951



Bureau of Education & Research

Decrease Attention-Getting and Tantrum Behaviors: Practical Solutions (Preschool-Second Grade)



A Unique One-Day Seminar Coming to a Location Near You

Presented by

Lisa Rogers

Outstanding Presenter and Behavior Intervention Specialist

Specific, practical strategies to **reduce disruptive and often repeated, attention-getting behaviors** including tattling, screaming, roaming, blurting out, excessive talking, tantrums, and outright refusal to follow directions

Positive intervention strategies to address problem behaviors and make them teachable moments to develop self-regulation and problem-solving skills

Key components of **effective consequences that are instructive versus punitive** in order to teach and nurture confidence and resilience

Strategies to develop a positive classroom environment to **maximize learning time** – ideas for stations, transitions, visual and auditory cues, and more!