

Demystifying Aggression:

Understanding Aggressive Behavior from Multiple Perspectives with Effective Strategies for Promoting Safety and Self Regulation



9th Annual NY Conference

February 2, 2020

UJA-Federation of NY
130 E 59th St, New York, NY

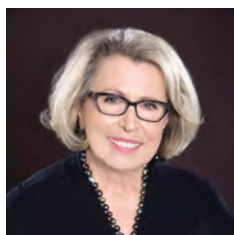
FEATURING



**Reframing Aggression:
Safety, Regulation, and
Relationships**

Arietta Slade, PhD

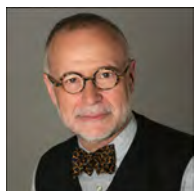
Professor of Clinical Child Psychology at the Yale Child Study Center, and Professor Emerita, Clinical Psychology, The City University of New York



Aggression: The Failure of Symbolization

Serena Wieder, PhD

Profectum Foundation Clinical Director

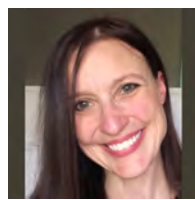
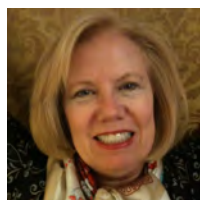


**What's Between Aggression, Threat, and Anxiety:
When is Aggression Really Aggression: Hidden
Triggers and Latent Meanings**

Tal Baz, MS, OTR/L and Gilbert Foley, EdD

Panel Presentation

From "Boys to Teens" - An Already Difficult Developmental Transition Made More Challenging When Fraught with Aggression: What it Communicates; What it Means, and What to Do **Lori Jeanne Peloquin, PhD; Ruby Salazar, LCSW, BCD; Stacy Sue Rosello, MA, OTR/L; Lauren Blaszak, BA**



**Attend In-person or Virtually
CEs for OTs, COTAs and
NY Social Workers**

Demystifying Aggression:

Understanding Aggressive Behavior from Multiple Perspectives with Effective Strategies for Promoting Safety and Self-Regulation



This year the Profectum Conference will **focus on children and adolescents with challenges in emotional and behavioral regulation** and the essential role of relationships in effective interventions leading to self-awareness, self-regulation, and better choices.

Aggressive behavior is challenging and distressing for parents, teachers, clinicians and the children or teens themselves. Feeling unsafe and unable to regulate strong emotions frequently cause or contribute to aggressive behavior in all children, and not only in those with ASD or other developmental and mental health challenges.

Examine the **underlying meanings and hidden triggers of aggression** from multiple perspectives and learn both **immediate strategies and long-term interventions to help children and teens** develop capacities for self-monitoring and regulation, communicating feelings and fears, binding aggression in meaningful activity, and containing and processing their own and others' emotions and anxiety.

As a result of this conference, participants will be able to:

- ✓ Identify the role that individual differences, developmental capacities, relationships, family dynamics, school challenges, and trauma have on triggering aggressive behavior.
- ✓ Identify effective, in-the-moment, strategies and long-term interventions from case presentations of young children and teens.
- ✓ Recognize how play affords a means to safely symbolize aggression, "cool" and regulate intense emotions, and promote reality testing.
- ✓ Recognize our part as therapists, teachers and parents in the cycle of dysregulation and how reflective practice can serve to transform reaction to strategy.

Who should attend?

We welcome **parents and professionals** including:

Physicians | Clinical Psychologists | Social Workers | Marriage and Family Therapists | Occupational Therapists
Occupational Therapy Assistants | Physical Therapists | Speech-language Pathologists | Developmental Optometrists
School Psychologists | Inclusion Specialists | Educators | Special Educators | Para-professionals | Early Interventionists
Music Therapists | Behavioral Specialists ... and more!

Whether you are the parent of or a professional working with children, adolescents and young adults with Autism and other Social and Mental Health Challenges, **THIS CONFERENCE IS FOR YOU!**

Conference Program

9:00 - 9:15 am

Welcome

Serena Wieder, PhD

Clinical Director of Profectum Foundation and Co-creator of the DIR® Model

9:15 – 10:45 am



Reframing Aggression: Safety, Regulation, and Relationships

Arietta Slade, PhD

Professor of Clinical Child Psychology at the Yale Child Study Center, and Professor Emerita, Clinical Psychology, The City University of New York

Professionals working with children often struggle with how to respond to and understand aggressive behavior. It is distressing for everyone in the child's life: parents, teachers, clinicians, and health care providers. Often, those concerned find themselves focused on the child's behavior and how to control it. When the child's development has been atypical, this is even more the case. In this presentation, we will argue that making sense of the child's aggression requires us to think in a complex way about

- 1) individual differences in the capacity to self-regulate and process their own and others' emotion,
- 2) the quality of the child's primary relationships, and
- 3) the impact of trauma and loss on their sense of the world.

It also requires us to think in a complex way about "why." Processing difficulties can make it hard to achieve even a basic sense of safety in the world. Regulation can be tenuous at best and hard won. Caregivers are essential for regulation and safety of all kinds. Trauma and loss register like earthquakes. Children are left few recourses but fight, flight, and freezing, all of which can be overwhelming to parents and professionals. How can we promote safety, regulation, and meaningful relationships? How can we help parents be less overwhelmed by and more understanding of their children's aggressive or fearful behavior? And how can we help DIR® and other therapists and teachers make sense of and address these aspects of the child's emotional life, for themselves, as well as the parents?

As a result of this presentation, participants will be able to:

- Describe the challenges to safety and regulation that underlie aggressive behavior in children.
- Identify ways of using this framework as the basis for clinical intervention with both children and parents.
- Recognize awareness of how children's negative emotionality, particularly fear and anger, can trigger professionals and disrupt otherwise good clinical work.

10:45 - 11:00 am

Break

11:00 - 12:30 pm

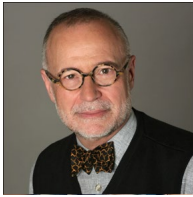
What's Between Aggression, Threat, and Anxiety; When is Aggression Really Aggression: Hidden Triggers and Latent Meanings

Tal Baz, MS, OTR/L

Founder, In-Tune; Profectum Sr. Faculty

Gilbert Foley, EdD

Consulting Clinical Director at The New York Center for Child Development (NYCCD); Profectum Sr. Faculty



Exploring the ways in which the behavior of aggression can be understood and responded to as a symptom expression of emotion dysregulation, perception of threat, the experience of anxiety, and a bid for help. When asked, “Why?”, he said, “...whoever attacks me I attack it. I am just defending myself, it’s my only chance of escaping” In this case-based presentation, we will describe the clinical reasoning and therapeutic process of a group of young boys, all with ASD, and manifesting different levels and different expressions of the behavior we usually refer to as Aggression.

Through this descriptive analysis, we will aim to unearth and illuminate the underlying mechanisms which can trigger aggressive behavior, while paying special attention to contributing Individual differences and developmental capacities of each child, as well as the intricate dynamics among the children. In addition, we will articulate therapeutic strategies to be used both in the moment and as part of a general longer-term therapeutic intervention aimed to modulate regulation of arousal and perception of safety, while decreasing anxiety and, with it, the tendency for aggressive behavior.

As a result of this presentation, participants will be able to:

- Identify factors both external and internal that may contribute to the expression of aggressive behavior.
- Formulate competing hypotheses to explain aggressive behavior.
- Formulate both immediate and long-term strategies to regulate aggressive behaviors.

12:30 - 1:15 pm

Lunch

Lunch is available for purchase with your registration to the Conference and consists of a Tuna Salad, Egg Salad, Roasted Vegetables, Hummus and Tamari Tofu Sandwiches plus a Chef’s Side Salad, a Cookie and Cold Beverage (Water, Assorted Sodas) **The UJA Federation of NY has a strict policy that absolutely no outside food/beverage may be brought in.** Attendees who did not purchase lunch will need to dine at a location outside of the venue during lunch. Lunch cannot be purchased onsite, it must be purchased ahead.

1:15 - 3:15 pm

Panel Presentation: From “Boys to Teens”- An Already Difficult Developmental Transition Made More Challenging When Fraught with Aggression: What it Communicates, What it Means and What to Do

Lori Jeanne Peloquin, PhD - Clinical Psychologist; Profectum Sr. Faculty

Ruby Salazar, LCSW, BCD - Founder and Director of Pennsylvania Lifespan Services; Profectum Sr. Faculty

Stacy Sue Rosello, MA, OTR/L - Director/Founder of Embrace the Child, Ltd; Profectum Asst. Faculty

Lauren Blaszak - Co-founder/Executive Director, Celebrate the Children School



This panel will share the stories of two boys with different developmental profiles and trajectories whose shared desire for friendships and “fitting-in” _came into sharp focus as they moved into adolescence. Their frustrations and emotional conflicts were expressed through aggressive behavior, enveloping their families and schools in a web of anxiety, confusion and dysregulation.

The first story shares the lens of school and educator, illuminating the importance of school, parent and mental health collaboration to “see” _through the aggression to the student’s inner suffering, distress and frustration in expressing his emotional experience, complex trauma and inability to find success in his world. School staff also needed support to manage their own feelings of threat, anxiety, and helplessness as they worried about this boy being hurt or hurting others. Creating safety by embracing a developmental perspective proved the turning point towards helping this boy better self-regulate and communicate his desires, hopes and frustrations.

The second story, in which acute anxiety and stress were expressed more in aggressive words and threats than action, will be shared through the lens of an occupational therapist. The focus of the OT intervention was on the erupting developmental upheaval occurring as this boy moved into puberty and the tendency to embody his conflicting emotions. Embracing a developmental perspective, understanding his individual differences, and supporting family interactions helped to unite the team, integrate the interventions and foster meaningful therapeutic and family cohesion.

The panel moderator and discussant, both mental health professionals, will share reflections and compare and contrast these two complex cases, highlighting their common themes, uniqueness, coordinated cross-disciplinary interventions, and the crucial importance of understanding development to understand and therapeutically address aggression.

As a result of this presentation, participants will be able to:

- Recognize effective strategies for use with children and families when developmental upheaval is expressed through aggression.
- Understand the value of dynamic DIR® clinical formulation to spawn principles and guide practice in the treatment of cases with histories of trauma, developmental constrictions, and the impact of puberty on development.
- List two important reasons to practice reflective supervision as a parallel process to help professionals work with complex behavioral challenges that impact schools and families.

3:15 - 3:30 pm

Break

3:30 – 4:30 pm



Aggression: The Failure of Symbolization—Understanding the Emotional Hierarchy of Early Symbolic Development and Reality Testing Promotes the Safe Expression of Aggressive Threats and Impulses

Serena Wieder, PhD

Clinical Director of Profectum Foundation and Co-creator of the DIR® Model

The capacity for symbolic pretense is a developmental marker of the child’s readiness to engage in her or his emotional life; it encompasses the child’s ability to invent imaginary situations and solutions in play and tell a story that reveals the child’s inner thoughts and feelings. As children discover the wide range of emotions and behavior in themselves and others, fantasies of magic, power and victory create a condition of “happily ever after” reassurance. But when experience is fraught with failure, anger, anxiety, fear, or trauma, made even more intense by sudden sensations and movement, reassurances are at-risk of failing and may throw the child into alarm, avoidance, flight, or aggressive defense and symbolic solutions are apt to escape the child. When aggression prevails and symbolization fails, the child is at risk of inflicting his feelings, fears and anxiety directly upon the environment or another, unable to use language, images, or symbolic play to communicate, displace or neutralize the feelings and impulses. When developmental competence falters, reality testing may be episodic at best, and the child’s ability to anticipate the impact or consequences of such aggressive behavior is beyond reach. Intervention that does not include play experiences that engage emotions and nurture the development of symbolic capacities within the safety of “holding” relationships, can leave the child vulnerable to uncertainty, despair and aggression.

As a result of the presentation, participants will be able to:

- Recognize the vital importance of symbolic play in developmental intervention.
- Describe the emotional hierarchy of early symbolic development and reality testing.
- Identify sensory and movement challenges that create hurdles to developing symbolic solutions.

Profectum Foundation reserves the right to make changes to the program and/or schedule at any time.

REGISTRATION

	Early Bird <i>Now thru Dec 27th</i>	Member Dec 28 – Feb 2	Non-Member Dec 28 – Feb 2	Group of 3+ Dec 28 – Feb 2
In Person w/Lunch	\$195	\$205	\$235	\$205
In Person w/OUT Lunch	\$185	\$195	\$225	\$195
In Person w/Lunch & CE Fee	\$225	\$235	\$265	\$235
In Person w/OUT Lunch & CE Fee	\$215	\$225	\$255	\$225
Virtual Registration	\$185	\$195	\$225	\$195

IMPORTANT NOTE FOR VIRTUAL REGISTRANTS

Only the purchaser of the Virtual Registration may watch the LIVE ZOOM Session.

Due to copyrights and the sensitive and private nature of the materials being presented, recording of the session and still photography is PROHIBITED.

By purchasing a Virtual Registration, you understand and accept the terms of the registration noted above.

Virtual Registrants will attend the conference live (real time) via Zoom from their location using their computer, tablet or phone. There are a limited number of virtual registrations available. Detailed instructions on how to attend the conference virtually will be closer to the date of the conference.

Registration and Cancellation

Registrations and payments must be received no later than Friday, January 17, 2020. Confirmations and receipts are furnished by email. Any registration received after Friday, January 17, 2020 will be considered, providing space is available. We DO NOT invoice for our events. All attendees or groups must have a paid registration prior to the event. Written cancellation or change notifications must be received no later than Friday, January 17, 2020 via email to emily.mohr@profectum.org. A cancellation/change processing fee of \$25 will be charged. After Friday, January 17, 2020, no refunds or credit for future events will be given. Substitute attendees are welcome, but we must be notified with their name and contact information. Please understand that if you do not attend you are still liable for full payment. In the unlikely event that this program is cancelled, you will be notified immediately via email and a credit will be issued toward a rescheduled conference, or the entire submitted registration fee will be refunded without further liability on the part of the organizer

Accommodations for Persons with Disabilities & Special Needs Request

If you require ADA accommodations or have a special needs request, please email emily.mohr@profectum.org at least 1-week prior to the conference date so that arrangements can be made.

Continuing Education

A general certificate of attendance will be issued to all conference participants via email. The certificate will cover the number of hours for the conference. Participants are required to attend the entire program and complete an evaluation in order to receive their certificate. Specific approved continuing education boards certificates of attendance will be sent to participants who are registered and complete the course requirements for continuing education credits. The certificate will note the number of instructional hours for the day in attendance. Registration opens at 8:00 am.

Check-in at the CE registration desk to receive your name badge and day of schedule. Sessions will start promptly at 9:00 am. See course completion requirements below.

Course Completion Requirements:

For those learners that have signed up for Continuing Education credit, you are required to complete the following course requirements:

In Person CE registrants:

- Sign in & out at the start and end of the day
- Submit an evaluation format the end of the day
- Submit Learner Identification Information
- Please visit the CE registration desk upon arrival
- *NY Social Work*: Learners must attend the entire Conference day to receive credit, no partial credit can be issued.
- *AOTA*: For presentations that are CEU approved, learners must attend the presentation for the full scheduled time. Credit will be awarded for those CEU approved presentations that were attended fully.

Virtual CE registrants:

- Send “private chat” in Zoom with Full Name to check in at the start of each presentation and at the end of the conference.
- Complete post Conference Quiz with 80% or better score.
- Submit Learner Identification Information
- *NY Social Work*: Learners must attend the entire Conference day to receive credit, no partial credit can be issued.
- *AOTA*: For presentations that are CEU approved, learners must attend the presentation for the full scheduled time. Credit will be awarded for those CEU approved presentations that were attended fully.

Occupational Therapists/Certified Occupational Therapy Assistants

Profectum Foundation is an AOTA Approved Provider of continuing education. Provider #9365. This Conference is offered for up to .6 AOTA CEUs / 6 Contact Hours (Intermediate Education Level)



The assignment of AOTA CEs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. See course complete requirements section above. AOTA Classification Codes that apply to this Conference: Domain of OT – Performance Skills | Occupational Therapy Process – Evaluation | Occupational Therapy Process – Intervention

If a learner is in need of their participant record from this Course, send an email with the request to the AOTA CE Administrator at liza.kali@profectum.org

New York Licensed Master Social Workers & Licensed Clinical Social Workers

Profectum Foundation is recognized by the New York State Education Department’s State Board for Social Work as an approved provider of continuing education for licensed social workers #SW-0413. This Conference is approved for up to 6 contact hours. Registrants must attend the entire Conference day to receive credit, no partial credit can be issued.