

REGISTRATION FORM

Saskatchewan Workshops | Fall 2017

▶ STEP 1 – CONTACT INFO

Name _____

Position _____ School / Organization _____

Address _____

City _____ Province _____ Postal Code _____

Work Phone [] _____ Work Fax [] _____

Email _____

▶ STEP 2 – SELECT WORKSHOP & APPLICABLE FEE Fees do not include tax (5% GST).

	INDIVIDUAL	GROUP 3-7	GROUP 8-14	GROUP 15+	FT STUDENT †
1 DAY WORKSHOP I Don't Want to Talk About It - Liana Lowenstein					
Early Bird (Before October 23)	<input type="checkbox"/> \$229	<input type="checkbox"/> \$214	<input type="checkbox"/> \$199	<input type="checkbox"/> \$179	\$179
Regular	<input type="checkbox"/> \$249	<input type="checkbox"/> \$234	<input type="checkbox"/> \$219	<input type="checkbox"/> \$199	\$199
1 DAY WORKSHOP Evidence-Based Interventions for Traumatized Children - Liana Lowenstein					
Early Bird (Before October 24)	<input type="checkbox"/> \$229	<input type="checkbox"/> \$214	<input type="checkbox"/> \$199	<input type="checkbox"/> \$179	\$179
Regular	<input type="checkbox"/> \$249	<input type="checkbox"/> \$234	<input type="checkbox"/> \$219	<input type="checkbox"/> \$199	\$199
* 2 DAY OPTION Attend Both Liana Lowenstein Workshops November 6 & 7, 2017					
Early Bird (Before October 26)	<input type="checkbox"/> \$399	<input type="checkbox"/> \$379	<input type="checkbox"/> \$359	<input type="checkbox"/> \$324	\$324
Regular	<input type="checkbox"/> \$419	<input type="checkbox"/> \$399	<input type="checkbox"/> \$379	<input type="checkbox"/> \$344	\$344
1 DAY WORKSHOP High Functioning Autism - Jay Berk					
Early Bird (Before November 8)	<input type="checkbox"/> \$229	<input type="checkbox"/> \$214	<input type="checkbox"/> \$199	<input type="checkbox"/> \$179	\$179
Regular	<input type="checkbox"/> \$249	<input type="checkbox"/> \$234	<input type="checkbox"/> \$219	<input type="checkbox"/> \$199	\$199

• Early bird deadline is 14 days prior to the workshop date

† Please contact registration@jackhirose.com for more information on our full-time student rates. Registrants must provide proof of full-time enrolment at a minimum of three courses (e.g., transcript or confirmation letter of enrolment)

▶ STEP 3 – PAYMENT





Visa MasterCard Cheque

Credit Card # _____ Expiry _____ / _____




Cardholder Name _____

Signature _____ Cheque # _____

4 WAYS TO REGISTER

 ONLINE registration.jackhirose.com	 EMAIL registration@jackhirose.com
 PHONE or FAX See numbers below right	 MAIL See address below right

3 WAYS TO SAVE

	ONLINE PROMO CODE: SKSAVE10 registration.jackhirose.com
	EARLY BIRD DISCOUNT <i>Deadline: See Step 2 for Deadlines.</i>
	GROUP DISCOUNTS (online only) <i>See Step 2 for Savings & Fees.</i>

DISCOUNT RATES

Groups registering by email, phone, fax or mail, must submit all registration forms at once. Please note, a \$10 manual registration fee will apply for groups not registering online. Full time students (3+ classes per semester) must provide proof of enrolment. Please contact: registration@jackhirose.com for more info.

EARLY BIRD DEADLINE

Registration and payment must be received by this date. Upon receipt of registration and payment, a confirmation email will be sent.

REGISTRATION FEE INCLUDES

Reference notes, certificate of completion, morning coffee, muffins and refreshment breaks. Lunches are not included.

WORKSHOP AIDE DISCOUNT

Save \$115 on a one-day workshop, \$190 on a two-day workshop and \$290 on a three-day workshop. By working as an assistant to the workshop coordinator, workshop aides will receive a discount for the workshop of their choice. Workshop aides must arrive by 7:00am on all days of the event and be willing to assist at all breaks, throughout the lunch break, and stay 30 minutes after the end of the workshop. Please keep in mind that we can accommodate a maximum of 3 workshop aides per workshop. To apply for the workshop aides program, please email registration@jackhirose.com

CONTINUING EDUCATION CREDITS

Canadian Psychological Association (recognized by the Alberta College of Social Workers), Canadian Counselling & Psychotherapy Association, Canadian Addiction Counsellors Certification Federation, Canadian Vocational Rehabilitation Association, Canadian Professional Counselling Association, Employee Assistance Certification Commission (EAPA), Indigenous Certification Board of Canada (ICBOC). **The number of course credits will vary for each event. See the event listing for specific workshop accreditation.**

HOTEL & ACCOMMODATIONS

Rates may fluctuate. Please request the Jack Hirose & Associates corporate rate – must be booked one month prior to the workshop date.

SASKATOON

Holiday Inn Saskatoon Downtown | 101 Pacific Ave | 306-986-5000
Hilton Garden Inn | 90-22nd St E | 306-244-2311

REGINA

Executive Royal Hotel Regina | 4025 Albert St | 306-586-6755

TERMS & CONDITIONS

Our liability is limited to refunds for workshop fees only. Jack Hirose & Associates Inc. reserves the right to cancel an event; please make hotel & travel arrangements with this in mind. In the event of a cancelled workshop, we will issue a full refund for **workshop fees only**. Jack Hirose & Associates Inc. is not responsible for any statements, acts, materials, or omissions by our presenters or participants. The use of audio and video taping devices, beepers, and cell phones by workshop participants is not permitted at any workshop. Children and unregistered guests are not permitted in the meeting rooms. Seats cannot be shared between individuals. The contact information provided during registration will be added to our mailing list. We will not sell our mailing list or grant access to third parties; you can unsubscribe at any time. To unsubscribe please visit our website.

CANCELLATION POLICY

All cancellations must be submitted by email at registration@jackhirose.com. Non-attendance at a workshop will not be grounds for any or partial refund / credit under any circumstances. **Refunds will be available minus a \$40 administration fee** for cancellations made fourteen business days or more prior to the event. **No refund or credit under any circumstances will be available for cancellations less than five full business days prior to the event.** Exceptions to this will not be granted.

CERTIFICATES


Provided for pre-registered attendees only. Those who register at the door, or want additional copies can download their certificate, free of charge, at certificates.jackhirose.com. Your name will appear exactly as provided during registration. Please double check your spelling and include your professional name.

RECEIPTS

Sent by email once you're registration has been processed. Please be aware spam filters can block email receipts. Participants who register at the door will be emailed their receipt once the payment has been processed (please allow up to two weeks for processing). Additional copies can be downloaded from certificates.jackhirose.com.

PLEASE REVIEW OUR PRIVACY POLICY: WWW.JACKHIROSE.COM

PLEASE COMPLETE & RETURN WITH YOUR PAYMENT TO:


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TF 1 800 456 5424
E registration@jackhirose.com


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& ASSOCIATES INC.
Quality workshops & community resources

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Fall 2017 | Saskatchewan

MENTAL HEALTH & EDUCATION WORKSHOPS

Register Online
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SAVE \$10
PROMO CODE
SKSAVE10

1 Day Child & Youth Focused Workshop

WORKING WITH HARD-TO-ENGAGE CHILDREN & ADOLESCENTS

I Don't Want to Talk About It

SASKATOON
NOVEMBER 6, 2017

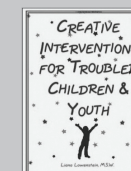
1 Day Child & Youth Focused Workshop

EVIDENCE-BASED INTERVENTIONS FOR TRAUMATIZED CHILDREN & ADOLESCENTS

SASKATOON
NOVEMBER 7, 2017

ATTEND BOTH &
SAVE
2 DAY OPTION

LIANA LOWENSTEIN
MSW, RSW



AUTHOR
Creative Interventions for Troubled Children & Youth

Liana Lowenstein, MSW, RSW, is a Registered Clinical Social Worker, Certified Play Therapist-Supervisor, and Certified TF-CBT Therapist who has been working with children and their families since 1988. She is known as a dynamic speaker and presents trainings across North America and abroad. She provides clinical supervision to mental health practitioners, runs a play-therapy internship program, and consults to several mental health agencies. She served on the Board of Directors of the Canadian Association for Child and Play Therapy for nine years and is the former Education Chair of the Canadian Play Therapy Certificate Program. She is winner of the Monica Herbert award for outstanding contribution to play therapy in Canada.

1 Day Child & Youth Focused Workshop

HIGH FUNCTIONING AUTISM

Proven and Extremely Practical Interventions for Challenging Behaviours in Children, Adolescents & Young Adults

REGINA
NOVEMBER 22, 2017

JAY BERK
PH.D.



Jay Berk, Ph.D., is a licensed clinical psychologist and an internationally recognized expert in the child/adolescent behavioural field who brings both a clinical and education perspective to his work with children, adolescents and their families. For over 25 years, Dr. Berk has been treating clients with ODD, ADHD, autism, anxiety and stress, depression, learning disabilities, Tourette's Syndrome and individuals who have Autism Spectrum Disorder. He conducts 15 social skills/mental health groups for children and adolescents and works daily with school and community professionals, families and parents. Dr. Berk continually consults for several school districts. In his private practice, in Beachwood, Ohio, he provides therapy for children, adolescents, families, testing and evaluation, school consultation as well as designed and facilitates alternative educational program.

EARLY BIRD DISCOUNT - SAVE \$20!

See Registration Page for Deadlines

WORKING WITH HARD-TO-ENGAGE CHILDREN & ADOLESCENTS

I Don't Want to Talk About It

SASKATOON | MONDAY, NOVEMBER 6, 2017 | 9AM – 4PM

TCU Place | 35 - 22nd Street East

Working with difficult to engage clients can be frustrating and challenging, even for seasoned clinicians. The challenge of working with younger clients in therapy can be further compounded by their fear of entering therapy, their lack of control over the decision to attend therapy, their feeling of being scapegoated for family problems, their lack of motivation for treatment, and their developmental capacity which can make it difficult for them to respond to traditional talk-therapy.

The first step in working with hard to engage clients is understanding the reasons underlying what has been called “resistance.” The second step involves engaging clients in the therapeutic process. Best-selling author and one of Canada’s foremost presenters on childhood trauma, Liana Lowenstein will outline the factors that underlie engaging hard-to-reach children and families. She will present tips, tricks, and techniques to engage children, adolescents, and parents in therapy and maximize potential for change. Emphasis will be on play-based, expressive arts techniques for use with preschool, school-aged, and adolescent clients. This will include therapeutic games, art, music, and stories. Strategies for engaging parents in therapy will be outlined, as well as activities for use in child-focused family therapy sessions.

The techniques will be applied to specific clinical examples to illustrate how they can build rapport, facilitate open communication, and help the client work through treatment goals. This training will combine PowerPoint presentation, activity demonstrations, videos of client sessions, and experiential exercises. ☎

LEARNING OBJECTIVES

1. Describe the factors underlying therapeutic resistance
2. Implement creative interventions to facilitate rapport-building with children of all ages
3. Utilize innovative strategies to engage resistant, hard to serve parents
4. Implement play-based and expressive arts techniques with clients who are reluctant to verbally articulate their thoughts and feelings
5. Utilize activities for child-focused family therapy sessions

WHO SHOULD ATTEND

- » K–12 Classroom Teachers
- » School Counsellors/Psychologists
- » Learning Assistance/Resource Teachers, School Administrators & Parents
- » School Paraprofessionals including Special Education Assistants, Classroom Assistants & Childcare Workers
- » All other professionals who support students with behavioural challenges and complex learning needs including but not limited to: Nurses, Social Workers, Psychologists, Clinical Counsellors, Family Therapists, Occupational Therapists, Speech Language Pathologists, Addiction Counsellors, Youth Workers, Mental Health Workers, Probation Officers and Community Police Officers.

EVIDENCE-BASED INTERVENTIONS FOR TRAUMATIZED CHILDREN & ADOLESCENTS

SASKATOON | TUESDAY, NOVEMBER 7, 2017 | 9AM – 4PM

TCU Place | 35 - 22nd Street East

There have been a number of treatments developed and tested in recent years specifically geared to treating traumatized children. These approaches share many of the same core components, as listed below (The National Child Traumatic Stress Network, 2013):

- » Engaging clients
- » Conducting a systemic assessment
- » Providing psychoeducation
- » Addressing children and families’ traumatic stress reactions
- » Completing and processing a trauma narrative
- » Enhancing emotional regulation and anxiety management
- » Facilitating adaptive coping
- » Strengthening parenting skills and behaviour management
- » Enhancing safety skills

The effectiveness of trauma-treatment with children and adolescents is enhanced by integrating playful, developmentally appropriate interventions so children will engage in treatment. Playful therapeutic techniques motivate children and adolescents to participate in sessions, facilitate skill building, and lead to a greater sense of enjoyment in the therapeutic process.

This workshop will cover the following three components:

- 1. Theoretical Overview:** A brief theoretical overview will be presented to provide a context for the assessment and treatment interventions. This will include a review of recent empirical findings on the impact of trauma on children, and a review of the benefits of integrating playful techniques into trauma treatment.
- 2. Assessment:** The instructor’s innovative trauma assessment model will be presented. Workshop attendees will receive a packet of trauma assessment activities so they can utilize it immediately in their clinical practice. Participants will learn how to use the assessment as a basis for formulating realistic, measurable treatment goals.
- 3. Treatment:** A variety of creative techniques will be presented to address the core components of trauma-treatment: Psychoeducation (e.g., educating children and parents about trauma and its treatment); parenting skills (use of effective parenting interventions such as praise, positive attention, and contingency reinforcement procedures); relaxation skills (focused breathing, progressive muscle relaxation, and other relaxation activities to reverse the physiologic manifestations of traumatic stress); affective modulation skills (feeling identification; recognizing and self-regulating negative affective states); cognitive coping (recognizing relations among thoughts, feelings, and behaviors; replacing unhelpful thoughts with more adaptive thoughts); trauma narrative (creating a narrative of the child’s traumatic experiences, correcting cognitive distortions about these experiences, and placing these experiences in the context of the child’s whole life); in vivo mastery of trauma reminders (graduated exposure to feared stimuli); conjoint child-parent sessions (joint sessions in which the child shares the trauma narrative with parents and other family issues are addressed); and enhancing future safety and development (addressing safety concerns related to prevention of future trauma, return to normal developmental trajectory).

Participants will come away with many new and creative interventions they can use with clients from preschoolers to teens. ☎

LEARNING OBJECTIVES

1. Describe the core components of evidence-based trauma treatment
2. Discuss the benefits of integrating playful approaches in trauma treatment
3. Apply at least three techniques to assess traumatized children and adolescents
4. Implement at least five new interventions to treat traumatized children and adolescents
5. Describe how to adapt the trauma narrative for use with complexly traumatized children and adolescents
6. Describe two techniques to strengthen parenting skills.

HIGH FUNCTIONING AUTISM

Proven and Extremely Practical Interventions for Challenging Behaviours in Children, Adolescents & Young Adults

REGINA | WEDNESDAY, NOVEMBER 22, 2017 | 9AM – 4PM

Executive Royal Hotel Regina | 4025 Albert Street

This intensive, full-day workshop provides proven intervention strategies, essential treatment tools, and behavioural techniques to help you analyze behaviors and actions, identify consequences for behaviours, and teach new skills to children, adolescents and young adults with high-functioning autism (HFA). Walk away with [practical intervention techniques](#) for social success, behaviour changes and overcoming challenging co-occurring behaviours that deliver success through adulthood. The challenging co-occurring issues to be addressed include:

- Social skills • Communication • Sensory • Anxiety/Rigidity • Depression • Meltdowns & tantrums • ADHD
- OCD • Psychotropic medications • Non-compliance

Gain valuable insight into common psychotropic medications, including both the helpful effects and potentially problematic side effects, that these individuals are prescribed. We will explore HFA and the new DSM-5[®] diagnosis of Social-Pragmatic Communication Disorder. You will receive the necessary tools to gain effective collaboration between clinicians, educators and parents. Don’t just manage these individuals; provide interventions that lead to successful independence into their adult years! ☎

To preview his work and outstanding track record, go to www.jayberkphd.com or youtube.

LEARNING OBJECTIVES

1. Utilize several social skill interventions to improve long-term success for children/adolescents with HFA
2. Employ specific coping and calming techniques for children/adolescents with HFA
3. Identify medication side effects that can mimic behavioural issues and may even cause behavioural issues
4. Design effective strategies for successful transitions for children/adolescents with HFA
5. Select specific behavioral interventions that target the most difficult behaviours in children/adolescents with HFA
6. Summarize the DSM-5[®] diagnosis of Social-Pragmatic Communication disorder and design treatment interventions for each

WORKSHOP AGENDA – KEY TOPICS COVERED

DSM-5[®] and ICD-10 Updates

- » Social-Pragmatic Communication Disorder
- » Impact on service delivery (school/community)
- » Successfully link home, school and therapy
- » Co-morbid disorders: Why the difference is important

Social Skills Interventions

- » Improve social skill deficits
- » “Kid Cop” behaviours and why other kids get angry
- » How to get peers to recognize them in positive ways
- » Group activities that have a proven track record
- » Early intervention programs that deliver long-term success

Communication Interventions

- » Conflict resolutions that are effective in multiple settings
- » Help peers, siblings and parents relate
- » Verbal interventions that overload processing
- » Pragmatic language and other abstract issues

Sensory Interventions

- » Self-stimulation (appropriate & inappropriate)

- » Sensory strategies to avoid
- » Coping/calming techniques that reduce meltdowns
- » Sensory Diet

Anxiety Interventions

- » Anxiety reducing activities
- » How anxiety impacts rigidity
- » Help them “self-regulate”
- » Successful transitions

ADHD Interventions

- » ADHD vs. hyper-focus
- » How medications are often prescribed wrong
- » Specific triggers and what fuels the rage
- » Reduce aggressive and disruptive behaviours
- » Mistakes that escalate defiant behaviours
- » Overcome refusals to comply with even simple requests

Depression Interventions

- » Low mood vs. irritability in youth
- » Impact on flexibility and change
- » Therapy that works for people with HFA
- » Emergence in adolescence
- » Solitude vs. loneliness



WEBINARS

With Specialists on Cutting Edge Topics

FOR MORE WEBINAR INFORMATION & REGISTRATION: JACKHIROSE.COM