

REGISTRATION FORM

Alberta Workshops | Spring 2018

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)

- Autism Spectrum Disorder - Cara Daily | Calgary, April 18, 2018
- Proven & Effective Self-Regulation Skills - Kathleen Kryza | Edmonton, April 30 Calgary, May 1
- The Opiate Crisis - Cardwell Nuckols | Edmonton, May 9, 2018 Calgary, May 10, 2018
- Working with Oppositional, Defiant & Anger Issues - Jay Berk | Calgary, May 14, 2018
- Working with Stuck Kids - Gordon Neufeld | Edmonton, May 30, 2018

1 DAY WORKSHOP FEES	INDIVIDUAL	GROUP 3-7	GROUP 8-14	GROUP 15+	FT STUDENT †
Early Bird	<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

- Making Sense of Anxiety & Related Problems - Gordon Neufeld | Edmonton, May 28 & 29, 2018

2 DAY WORKSHOP FEES	INDIVIDUAL	GROUP 3-7	GROUP 8-14	GROUP 15+	FT STUDENT †
Early Bird	<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

- Attend Both Gordon Neufeld Workshops in Edmonton | Edmonton, May 28–30, 2018

3 DAY WORKSHOP FEES	INDIVIDUAL	GROUP 3-7	GROUP 8-14	GROUP 15+	FT STUDENT †
Early Bird	<input type="checkbox"/> \$579	<input type="checkbox"/> \$549	<input type="checkbox"/> \$519	<input type="checkbox"/> \$499	\$499
Regular	<input type="checkbox"/> \$599	<input type="checkbox"/> \$569	<input type="checkbox"/> \$539	<input type="checkbox"/> \$519	\$519

- 3 Day Intensive: The Science of Emotion - Gordon Neufeld | Banff, July 23–25, 2018

3 DAY INTENSIVE FEES	INDIVIDUAL	GROUP 3-7	GROUP 8-14	GROUP 15+	FT STUDENT †
Early Bird	<input type="checkbox"/> \$619	<input type="checkbox"/> \$599	<input type="checkbox"/> \$579	<input type="checkbox"/> \$559	\$559
Regular	<input type="checkbox"/> \$639	<input type="checkbox"/> \$619	<input type="checkbox"/> \$599	<input type="checkbox"/> \$579	\$579

* 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



\$10 OFF
ONLINE PROMO CODE: ABSAVE10
registration.jackhirose.com



\$20 OFF
EARLY BIRD DISCOUNT
Deadline: See Workshop Page for Deadlines.



UP TO \$80 OFF
GROUP DISCOUNTS (online only)
See Step 2 for Savings & Fees.

DISCOUNT RATES

Groups registering by email, phone, fax or mail, must submit all registration forms at once. Full time students (3+ classes per semester) must provide proof of enrolment. Please note, a \$10.00 administrative fee will apply **per person** for all manual registrations. 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.

CALGARY

EXECUTIVE ROYAL HOTEL CALGARY: 2828 - 23rd St N - 403-291-2003

EDMONTON

EXECUTIVE ROYAL INN EDMONTON: 10010-178th St - 780-484-6000
COAST EDMONTON PLAZA HOTEL: 10155 - 105th St - 780-423-4811

BANFF

BANFF PARK LODGE: 222 Lynx Street - 403-762-4433

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 for any workshop, intensive, or conference must be submitted by email at registration@jackhirose.com. Non-attendance at an event will not be grounds for any or partial refund /credit **under any circumstances.** We are sorry, exceptions to this will not be granted.

REFUND OPTIONS:

- 14 business days or more prior to the event: refund, minus a \$40 administration fee
- Less than 14 business days prior to the event: workshop credit, minus a \$40 administration fee
- Less than one full business day prior to the event: no refund or credit under any circumstances will be available.

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 your 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



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Quality workshops & community resources

JACKHIROSE.COM

Spring 2018 | Alberta

Mental Health & Education Workshops



1 Day Child & Youth Focused Workshop

AUTISM SPECTRUM DISORDER
Effective Strategies and Interventions with Children & Adolescents



CALGARY
APRIL 18, 2018

CARA DAILY, PH.D. P.2

1 Day Child & Youth Focused Workshop

PROVEN & EFFECTIVE SELF-REGULATION SKILLS
Mindset Plus Skill Set Equals Results



EDMONTON
APRIL 30, 2018

CALGARY
MAY 1, 2018

KATHLEEN KRYZA, M.A. P.3

1 Day Workshop for All Professionals

THE OPIATE CRISIS: HEROIN, FENTANYL AND ITS ANALOGUES:
Understanding and Treating the Emerging Epidemic



EDMONTON
MAY 9, 2018

CALGARY
MAY 10, 2018

CARDWELL NUCKOLS, PH.D. P.6

2 Day Child & Youth Focused Workshop

MAKING SENSE OF ANXIETY & RELATED PROBLEMS

EDMONTON | MAY 28 & 29, 2018

1 Day Child & Youth Focused Workshop

WORKING WITH STUCK KIDS

EDMONTON | MAY 30, 2018

GORDON NEUFELD, PH.D. P.4-5

3 Day Child & Youth Focused Workshop

3 DAY INTENSIVE: THE SCIENCE OF EMOTION

BANFF | JULY 23–25, 2018



1 Day Child & Youth Focused Workshop

WORKING WITH OPPOSITIONAL, DEFIANT & ANGER ISSUES
in Children and Adolescents



CALGARY
MAY 14, 2018

JAY BERK, PH.D. P.7

Who Should Attend?

K–12 Classroom Teachers, School Counsellors & Psychologists, Learning Assistance/Resource Teachers, School Administrators, School Paraprofessionals including Special Education Assistants, Classroom Assistants and Childcare Workers

All other professionals who support children and adolescents with behavioural challenges and complex learning needs including but not limited to: Social Workers, Psychologists, Clinical Counsellors, Family Therapists, Nurses, Occupational Therapists, Speech Language Pathologists, Addiction Counsellors, Youth Workers, Mental Health Workers, Probation Officers and Community Police Officers.

Early Bird Discount | Save \$20! Early bird deadline is 14 days prior to the workshop date.

AUTISM SPECTRUM DISORDER

Effective Strategies and Interventions with Children & Adolescents

CALGARY | WEDNESDAY, APRIL 18, 2018 | 9:00 AM – 4:00 PM

Executive Royal Inn Calgary | 2828 23rd Street NE

In this hands-on seminar you will discover what it is like to have a brain with autism. Once you experience the difference between a typical brain and a brain with autism, you will be able to design more effective and successful interventions that lead to successful independence into their adult years!

Join autism expert and author, Cara Daily, PhD, and learn how to integrate the latest research on brain development in your work with children with autism (0-19 years). You will walk away with **up-to-date behavioural strategies to teach new skills and behaviours** related to co-occurring deficits such as:

- Social-Communication
- Sensory

- Anxiety/Rigidity
- Oppositional Defiant Disorder
- Meltdowns Depression
- Psychotropic medications
- Social-Pragmatic Language Disorder
- ADHD/Executive Functions
- Obsessive-Compulsive Disorder
- Self-Help Skills

Through dynamic discussion using dozens of case studies, video examples and experiential exercises and activities you will learn new strategies for treating autism, **maintaining and generalizing positive behaviours**, the ins and out of **functional behavioural assessments** and how to **problem solve challenging behaviours** with this population.☎

WORKSHOP AGENDA – KEY TOPICS COVERED

Diagnostic Criteria

- » ICD-10 updates vs DSM-5*
- » Social (pragmatic) communication disorder
- » Comorbid disorders: Conceptual framework
- » Screening and assessment tools

Brain Function:

How the Brain with Autism Works

- » Latest research in ASD brain development
- » Enhanced versus impaired abilities
- » Information processing: Typical brain versus brain with autism
- » Key analogy to understanding autism
- » Activities: Experience what an individual with ASD might

Evidence-Based Interventions:

Video Demonstrations

- » Teach self-help skills: Hygiene, toileting, getting dressed, feeding
- » Decrease aggression, self-injury, perseveration and sexual behaviours
- » Functional behavioural assessments simplified

Social-Communication Interventions

- » Visual systems to improve communication
- » Programs to assist in generalizing social skills
- » Video modeling and role play to teach social rules
- » Teach pragmatic language and other abstract issues
- » Social stories™, social autopsies, power cards, and the hidden curriculum

Sensory Interventions

- » Appropriate self-stimulatory behaviours
- » Exposure therapy
- » Coping/calming techniques that reduce meltdowns
- » Sensory Diets

Anxiety, Depression and OCD Interventions

- » Cognitive-Behavioural Therapy
- » What to do when they become stuck on high interest areas
- » Self-regulation strategies
- » Tools to recognize emotions
- » Relaxation techniques for stress management

Interventions for ADHD, ODD and Other Challenging Behaviours

- » Staying on-task and motivation through schedules, time-lines, web diagramming
- » Noncompliance and oppositional behaviours
- » Reduce aggressive and disruptive behaviours by setting them up for success
- » Mistakes that escalate defiant behaviours
- » Overcome refusals to comply with even simple requests

Psychopharmacological Interventions

- » Commonly prescribed medications
- » Medication efficacy
- » Risks versus benefits

Ethical Challenges in Autism

- » Welfare of the individual
- » Informed consent
- » Use of restraints
- » Time-out vs. seclusion



CARA DAILY, PH.D.



AUTHOR
The Key to Autism: An Evidence-Based Workbook for Assessing and Treating Children and Adolescents

Cara Marker Daily, Ph.D., BCBA is a licensed psychologist and Board Certified Behavior Analyst with over 20 years of experience providing assessment and treatment for children, adolescents and young adults with autism in the home, school, hospital and community settings. She works directly with educators, speech/language pathologists, occupational therapists, BCBAs and other professionals. Dr. Daily is the president and training director of Daily Behavioral Health, a leading behavioural health provider in northeast Ohio specializing in assessment, consultation, and treatment of autism, anxiety and disruptive behaviour disorders. She is the founder and executive director of the Building Behaviors Autism Center, which has received numerous grants to provide free and reduced cost applied behavioural analysis services to individuals with autism. Dr. Daily received her Ph.D. in School Psychology at the University of South Carolina.

1 DAY | CHILD & YOUTH FOCUSED | 6 CEUs

Early Bird Deadline: April 4, 2018

LEARNING OBJECTIVES

1. Screen and diagnose autism spectrum disorders using DSM-5* and ICD-10 updates.
2. Differentiate between abilities that are intact versus impaired in the brain with autism.
3. Compare and evaluate empirically validated strategies for children with autism.
4. Identify the best time to teach a new behaviour.
5. Utilize appropriate social communication strategies to teach new behaviours.
6. Design effective strategies for treating autism spectrum disorders and challenging behaviours.
7. Establish a toolbox of strategies for treating autism.

WORKING WITH OPPOSITIONAL, DEFIANT & ANGER ISSUES

in Children & Adolescents

CALGARY | MONDAY, MAY 14, 2018 | 9:00 AM – 4:00 PM

Executive Royal Inn Calgary | 2828 23rd Street NE

Children diagnosed with Oppositional Defiant Disorder (ODD) can present a monumental challenge to therapists, teachers, parents and siblings. ODD and other conduct problems are the single greatest reasons for referrals to outpatient and inpatient mental health settings for children, accounting for at least half of all referrals. Complicating the success of therapeutic interventions is the high rate of comorbidity with anxiety and depressive disorders or ADHD.

Current research also correlates a variety of cognitive skill deficits including executive function, emotional regulation, language processing, and social processing. These complicating comorbidities and correlations mean that ODD often requires multidisciplinary assessment and components of mental health care, case management, and educational intervention for clients to improve.

This dynamic workshop will address a full range of behavioural disturbances, from mild to severe, in order to identify the therapeutic techniques

that have proven effective. Participants will review and discuss strategies which can be immediately applied across a variety of settings including home, community, social groups, classrooms, or therapeutic.

Participants will examine the intersection of ODD with a variety of issues such as trauma, ADD, learning disabilities, bipolar disorder, and depression and discuss how these affect and alter treatment decisions. Participants will leave this workshop with a much improved diagnostic and treatment approach to ODD and other behavioural disorders.

Benefits to Attending

- Beyond behaviour charts – Truly intervene with difficult behaviours
- Disruptive Mood Dysregulation Disorder & important DSM-5 updates
- The #1 reason families inadvertently fuel defiant behaviours
- How staff and clinicians may be fueling exactly what they are trying to stop
- Why child/adolescent “terrorist behaviours” work

WORKSHOP AGENDA – KEY TOPICS COVERED

Today's Impact on Behaviour in Children/ Adolescents

- » DSM-5 updates
- » Diagnosis of disruptive mood dysregulation disorder
- » Impact of technology on behaviours
- » Changes in schools systems and mental health delivery
- » Non-verbal problem solving

Why Children Become Oppositional & Defiant

- » Splitting issues
- » Problem solving errors
- » Rage cycles

The Diagnosis of Oppositional Defiant Disorder

- » Impact on service delivery
- » The important difference between ODD and conduct disorder

Related Issues/Disorders that Impact Oppositional Behaviours

- » ASD
- » Sensory processing disorder
- » ADHD OCD
- » Learning disabilities
- » Tourette's
- » Poverty and others

The Impact of Medications

- » Efficacy
- » Medication trends
- » Essential considerations regarding side effects
- » Is there a medication for oppositional behaviours?

Intervention Strategies to Reduce Passive Aggressive, Disruptive & Violent Behaviours

- » Individual/group/classroom
- » Create immediate changes in behaviour without restraints
- » Strategies for aggressive behaviours without restraints
- » Ways to recognize and recover

Intervention Strategies That Do Not Work & How to Fix Them

- » Pitfalls in behaviour plans and how to effectively revise
- » Effective strategies with minimal staff time

Intervention Options in a Variety of Settings

- » Creative problem solving techniques
- » Methods to reduce maladaptive problem solving

Strategies to Work with Parents & Staff Members

- » Resistant and non-disciplining parents
- » Keeping your team effective
- » Dealing with burned out staff members



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. In his private practice, in Beachwood, Ohio, he provides therapy for children, adolescents, families, testing and evaluation, school consultation as well as an alternative educational program. Dr. Berk presents nationally on the topics of autism, disruptive behaviour disorders, mental health issues in the classroom, ODD and social skills competency.

To preview his work, visit:

www.jayberkphd.com or [youtube](https://www.youtube.com/user/jayberkphd).

1 DAY | CHILD & YOUTH FOCUSED | 6 CEUs

Early Bird Deadline: April 30, 2018

LEARNING OBJECTIVES

1. Identify oppositional behaviour and causes.
2. Implement strategies with the child/adolescent who refuses to talk.
3. Describe why “regular” strategies (rewards, punishments) don't work and ways to improve.
4. Differentiate oppositional behaviours caused by ASD and ADHD.
5. Design and implement intervention strategies to reduce passive aggressive, disruptive and violent behaviours.
6. Write and implement effective behaviour plans for the classroom.
7. Reduce the disruptive impact and risk to other children or adolescents in the classroom, family or group.

THE OPIATE CRISIS: HEROIN, FENTANYL & ITS ANALOGUES

Understanding & Treating the Emerging Epidemic

EDMONTON | MAY 9, 2018 | 9AM – 4PM Executive Royal Inn Edmonton | 10010 – 178 St. NW
CALGARY | MAY 10, 2018 | 9AM – 4PM Executive Royal Inn Calgary | 2828 23rd St NE

No longer is the opioid crisis being driven by pharmaceutical pain medications. Heroin and fentanyl and its many analogues (example- carfentanil is 10,000 times stronger than morphine and has 100 times the potency of fentanyl) have taken over as the leading force behind opiate addiction, overdose, death and criminality. Treatment professionals, criminal justice, first responders and the community at large are deeply and negatively impacted by these powerful and deadly drugs.

The widespread use of prescription opioids is behind the rise of a new class of drug addicts, many of whom are turning to the black market to feed their habit. In British Columbia and Alberta, the two hardest-hit provinces, fatal overdoses linked to fentanyl soared from 42 in 2012 to 418 in 2015. According to the B.C. Coroners Service, illicit drug overdoses claimed the lives of 914 people in B.C. in 2016, making it the deadliest overdose year on

record and representing an increase of nearly 80 per cent from the year before.

This skills training event will introduce those in attendance to ways of understanding the opioid addicts experience as engagement and all attempts at intervention must start here. Both psychotherapeutic and pharmacological management will be discussed. The importance of discharge planning, “wrap arounds” and extended care (due to immaturity of the prefrontal cortex) is critical for many of the younger addicts as they may not be candidates for rehabilitation but for habilitation. More than fifty percent will have a history of early life developmental trauma.

This training will take an honest look at a difficult to manage population and offer approaches designed to increase retention and enhance the possibility of long term recovery.☎

WORKSHOP AGENDA – KEY TOPICS COVERED

“We are learning more and more about opioid addiction. Apply this knowledge to increase the addicts chances of recovery.”

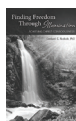
- » Understanding Genetic Risk
- » Opioids, Childhood Loss and Other Traumas
- » Why Opiates?
- » Heroin, Fentanyl and its Analogues
 - Carfentanil (100 times stronger than fentanyl and 10,000 times stronger than morphine)
- » Overdose and Narcan aerosol formulation
- » Progression of Opioid Addiction
- » Impairment in Reverse Learning and a New Approach to Patient Education
- » Glutamate and Drug Seeking-Unmanageability and Powerlessness
- » Opioid Withdrawal and Its Management (including pharmacotherapy-Methadone, Buprenorphine and Naltrexone)
- » Psychotherapeutic Treatment
 - Rehabilitation or Habilitation
 - Motivation for Change
 - Recovery Capital
 - Cognitive-Behavioural Techniques
- » Neuroplastic Development of the Prefrontal Cortex
- » Managing Negative Feeling States
- » What About Sleep?
- » Understanding and Treating Those That Struggle

LEARNING OBJECTIVES

1. Discuss the heroin and fentanyl crisis from multiple viewpoints including pharmacological, psychotherapeutic and criminal justice perspectives.
2. Discuss the subjective experience of the opiate addict and understand what “normal” means to them.
3. Describe the relationship between early life developmental trauma and opiate addiction including the inability to successfully manage negative feeling states.
4. Describe several psychotherapeutic techniques useful with opiate addicts.
5. Describe the use of pharmacological agents (examples-buprenorphine/naloxone for detoxification/maintenance and naloxone for overdose management) with the opiate addicted population.



CARDWELL NUCKOLS, PH.D.



AUTHOR
Finding Freedom Through Illumination

Cardwell C. Nuckols, Ph.D. is described as “one of the most influential clinical and spiritual teachers in North America.” Dr. Nuckols’ passion and mission is to assist in the integration of emerging scientific research with traditional spiritual and self-help knowledge. Dr. Nuckols’ formal educational background is diverse. He has undertaken formal studies in the areas of chemistry, pharmacology, neurobiology, education and psychology, as well as, a personal interest in the area of nonlinear physics. His personal spiritual path has involved studies into various spiritual traditions including Buddhism, Hinduism and early Christian contemplative practice. Dr. Nuckols is widely published, having authored more than 50 journal articles, 30 books and workbooks, 38 DVDs, CDs and videos, and 17 audiotape series. *The Ego-Less SELF: Achieving Peace and Tranquility Beyond All Understanding* was published in late 2010.

1 | **CLINICAL** | **6**
DAY | **FOCUS** | **CEUs**

Early Bird Deadline: April 25 & 26, 2018

“Excellent workshop. Very knowledgeable presenter. Very engaging. The whole workshop was very applicable to practice.”

WHO SHOULD ATTEND

Clinical Professionals: All mental health professionals including, but not limited to Clinical Counsellors, Psychologists, Psychotherapists, Social Workers, Nurses, Occupational Therapists, Hospice and Palliative Care Workers, Youth Workers, Mental Health Workers, Addiction Specialists, Probation Officers, Police Officers, Speech Language Pathologists, Vocational Rehabilitation Consultants and all professionals looking to enhance their therapeutic skills.

PROVEN & EFFECTIVE SELF-REGULATION SKILLS

Mindset Plus Skill Set Equals Results

EDMONTON | APRIL 30, 2018 | 9AM – 4PM Grant MacEwan University | 10700, 104th Ave NW
CALGARY | MAY 1, 2018 | 9AM – 4PM Executive Royal Inn Calgary | 2828 23rd St NE

Our goal as educators is to **empower our students** to “think smart”. One way to achieve this goal is to help students understand their own learning brains. The more they can **build the self-regulation skills** they need, the more effectively they will succeed in school and in life. We are at an exciting time in education where we understand so much more about how the brain learns and what we can do to support students’ developing minds and self-regulation skills. This “live it to learn it” workshop will help teachers blend brain-based theory with **doable classroom practices**.

The main goal of the workshop is to help classroom teachers grow elementary and secondary students who have ownership and responsibility for their own learning. You will leave this session with a better understanding of the learning brain and practical strategies you can use in your classroom and school.☎

WORKSHOP AGENDA – KEY TOPICS COVERED

Introduction

- » Who’s Here?
- » Who am I?
- » My WHY: Self-Regulation in myself and my students
 - How many are worried about all the enabled kids?
 - Stuck on the Escalator Video
- » Routines and Procedures for the Day
 - Live It to Learn It: Modeling how to set up a self-regulated classroom

What is Self-Regulation?

- » Explain and define. Where does it happen in the brain
- » Placemat Activity
- » Formula for Success: Mindsets Plus Skill Sets Equals results

Mindsets

- » What are Growth vs. Fixed Mindsets?
 - Dweck
 - Research
- » How to teach it and live it in the classroom (Strategies)
 - Feel It: Feel your mindset:
 - See It: The Power of Role Models
 - Talk it: Growth Mindset Talk and Teacher Praise
 - Own It: Self-Assessment
- » Skill Sets: (Strategies)
 - Metacognition
 - Explain and Define
 - Jack Naglieri research and results
 - How to teach students to be metacognitive

Conclusion

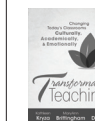
- » Next Steps
- » Q & A
- » Closing Message

LEARNING OBJECTIVES

1. Gain current research on the learning brain from the leading experts in the field.
2. Understand the connection between the brain and self-regulation.
3. Learn strategies to help students develop growth mindset thinking and diminish fixed mindset thinking.
4. See how metacognition is key to building self-regulation skills.
5. Learn how to teach students of all ages how to be metacognitive.
6. Leave with academic, behavioural and emotional and self-regulation strategies you can use in your classroom and/or school right away.
7. Develop ways to have students self assess their mindsets and their skill sets.
8. Experience examples from real teachers and students in real schools and classrooms.



KATHLEEN KRYZA, M.A.



CO-AUTHOR
Transformative Teaching: Changing Classroom Culturally, Emotionally and Academically

Kathleen Kryza is a life-long learner, world traveler, an experienced teacher and an outstanding international presenter/coach/consultant. Kathleen is passionate, informed and committed to bringing the best educational practices to schools and teachers, so that they can help ALL students succeed. She has taught general education, special education, and gifted and talented students. Kathleen has also worked with students of varying socio-economic and multi-cultural backgrounds. She has taught and co-taught a variety of content areas at both secondary and elementary levels. Kathleen is the co-author of *Transformative Teaching: Changing Classroom Culturally, Emotionally and Academically*. (Solution Tree Press, 2016). Workshops with Kathleen are highly practical, brain-based and inspirational. You will leave her workshops and seminars with dozens of ideas you can implement immediately.

1 | **CHILD & YOUTH** | **6**
DAY | **FOCUS** | **CEUs**

Early Bird Deadline: April 16 & 17, 2018

WHO SHOULD ATTEND

Education & Clinical Professionals: K-12 Classroom Teachers, School Counsellors/Psychologists, Learning Assistance/ Resource Teachers, School Administrators, School Paraprofessionals including Special Education Assistants, Classroom Assistants and Childcare Workers. All other professionals who support students 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, Police Officers, and Early Childhood Educators.

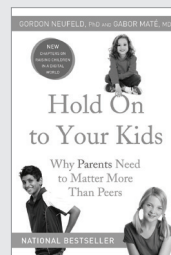
Parents, Caregiver, Foster Parents, Grandparents, and Extended Family raising a child.



GORDON NEUFELD, PH.D.

Gordon Neufeld, Ph.D. is a Vancouver-based developmental psychologist who consults with parents and professionals regarding children and their problems. He brings to us his unique synthesis of the developmental literature and his exceptional ability to make children understandable. He has a widespread reputation for being able to make sense of difficult and complex problems regardless of one's degree of exposure to the psychological

literature and for opening doors for change. Dr. Neufeld has a reputation for educating in a most engaging way, speaking with passion and compassion. His style is dynamic, his approach is refreshing and his effect is to affirm intuition. Dr. Neufeld has provided continuing education and in-service training to various professional groups including physicians, nurses, psychologists, clinical counselors, families and youth workers.



BEST SELLING AUTHOR

Hold On to Your Kids: Why Parents Need to Matter More Than Peers

- WHO SHOULD ATTEND**
- K-12 Classroom Teachers
 - School Counsellors/Psychologists
 - Learning Assistance/Resource Teachers
 - School Administrators
 - School Paraprofessionals including Special Education Assistants, Classroom Assistants and 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.

MAKING SENSE OF ANXIETY & RELATED PROBLEMS

EDMONTON | MAY 28 & 29, 2018 | 9AM – 4PM

Executive Royal Inn Edmonton | 10010 – 178 St. NW

EARLY BIRD DEADLINE
May 14, 2018

The escalating level of anxiety in our children begs for an explanation as well as a solution. Dr. Neufeld sheds light on this age-old problem, paving the way for natural interventions that can actually get to the root causes as opposed to just managing symptoms. This workshop brings a fresh and promising perspective to one of our most troubling and perplexing human problems. Although the focus is on children, this enlightening material will benefit anyone suffering from anxiety.

The time has finally come to be able to answer the problem of anxiety. What makes it possible now is that we currently have enough pieces of the puzzle to create a coherent picture: a mastery of attachment theory, an understanding of human vulnerability, a working knowledge of attention, and the discoveries of neuroscience. Possessing the pieces are not enough however. It takes a theorist's mind to put the pieces together and a seasoned therapist's wisdom to test this model against human experience. Dr. Neufeld has been uniquely positioned, not only to answer this question but also to understand the implications for our children. The resulting solutions are surprising, not in that they are counter intuitive but rather that they run counter to the prevailing practice. The focus of this workshop is the anxiety of our children and what we can do about this, both as a society and as the adults responsible for them. the dynamics and insights however apply to all ages.

LEARNING OBJECTIVES

1. The anatomy and working model of the human alarm system.
2. How to recognize anxiety in all its various manifestations.
3. An updated and insight-based working definition of anxiety.
4. Why anxiety is increasing in our children.
5. Why current discipline methods are alarming our children.

WORKSHOP AGENDA

Neuroscience of Anxiety

- » The key discovery here is of a complex and comprehensive human alarm system
- Anxiety, Attachment & Vulnerability**
- » To discover what alarms us, we need to go to the science of attachment and redefine our understanding of human threat – that of facing separation in all its various forms

Working Model of Anxiety

- » Understanding where obsessions and compulsions come from and outlining seven classical themes in our anxieties

Addressing Anxiety

- » Six surprising solutions are described for reducing the anxiety in our children



WORKING WITH STUCK KIDS

EDMONTON | MAY 30, 2018 | 9AM – 4PM

Executive Royal Inn Edmonton | 10010 – 178 St. NW

EARLY BIRD DEADLINE
May 15, 2018

Not everyone grows up as they get older. The construct of psychological immaturity has been with us as an intuitive concept for ages, but only recently has developmental science advanced to a state where it can now yield effective strategies and interventions to address learning and behavioural challenges.

Bestselling author of *Hold On To Your Kids*, Gordon Neufeld presents an integrated developmental approach to reaching troubled kids, using the constructs of attachment, vulnerability and maturation. In this workshop, Gordon takes the best that developmental science has to offer and delivers it in a usable form to the professionals who work with these children or those responsible for them.

His model has been honed from years of application in a wide range of settings: education, special behaviour programs, therapy, corrections, aboriginal communities, adoption, counseling, parenting, and the foster system. This material is applicable to children of all ages, from toddlers to teens. The insights and interventions apply to a wide range of presenting problems and syndromes including attention problems, bullying, impulsiveness, anxiety problems, learning disabilities, autism spectrum, oppositionality, drug abuse, aggression problems, boundary problems, alarming behaviour, boredom and much more.

LEARNING OBJECTIVES

1. How to uncover the relationship between psychological immaturity and the most common presenting problems and syndromes.
2. Three distinct processes that drive maturation and how to support them.
3. Maximize how emotional engagement warms the engine of maturation.
4. To identify the signs being defended against vulnerability.
5. Developmentally-supportive interventions for problems resulting from stuckness.
6. Why separation-based discipline for stuck kids doesn't work and how to provide alternatives.
7. Why consequence-based discipline fails to work with aggression problems and what does.

“I have no words to express my appreciation to Gordon Neufeld and to Hirose for bringing this valuable, life-changing information. The material taught resonates professionally and personally too. Thank you!”

3 DAY INTENSIVE: THE SCIENCE OF EMOTION



BANFF, ALBERTA | MONDAY, JULY 23 – WEDNESDAY, JULY 25, 2018 | 9:00 AM – 4:00 PM

Banff Park Lodge Resort & Conference Centre | 222 Lynx Street, Banff

EARLY BIRD DEADLINE
July 9, 2018

There is much focus today on emotion. Constructs like emotional intelligence, emotional self-regulation, emotional well-being and emotional social learning are being bandied about like never before. Emotion, long dismissed as a nuisance factor, is now confirmed to be at the core of development and well-being. Yet little is being taught about the nature of emotion or the implications for healing and treatment.

New revelations about the nature of emotion have shed fresh light on the pivotal role of emotion in brain development, maturation, mental health, anxiety problems, behaviour problems, attention problems, addiction problems, resilience, recovery, and much more. In fact, most if not all the major diagnosis are found to have significant roots in the limbic system or

emotional brain. When distilled to their essence, healing and adaptation are first and foremost emotional processes. In today's world, given the lack of supportive culture, an understanding of the nature of emotion is now foundational to finding our way through to personal health and well-being, whether this be for ourselves or to foster it in others.

This three day intensive is powerful in the insight it provides as well as the changes it inspires. To make sense of emotion is to make sense of us all. In providing a window to the inner workings of the emotional brain, we also become informed as to how to harness the power of emotion for healing and recovery.

WORKSHOP AGENDA – KEY TOPICS COVERED

Expression of Emotion

The first law of emotion is that emotion seeks expression. All emotions have a purpose that becomes thwarted when expression is denied or distorted. The two over-arching tasks of emotion are to bind us together and to grow us up. Although expression is spontaneous, impediments can be encountered.

Thwarted Expression

The adverse consequences of thwarted expression is discussed under five main topics: emotional dysfunction where emotion cannot do its work, distorted or displaced expression, depression as in flattened affect, failure to adapt to life circumstances, and troubling eruptions of emotion. The first challenge in dealing with problems rooted in emotion is to facilitate the expression of emotion without repercussion to a child's working attachments.

Feelings & Hurts

The second law of emotion is that emotion seeks consciousness. Feeling is the conscious tip of emotion. Major impediments to feeling include lack of emotional expression, lack of heart language, and emotional defendedness resulting from hurt feelings. Unfortunately many children lose their feelings with dire consequences for their functioning and development. Our challenge for such children is to help them get their feelings back.

Balance & Self-Control

The third law of emotion is that emotion seeks equilibrium, resulting in balance, stability and self-control. The mixing of emotions can only happen if emotion is first expressed and felt. The role of the prefrontal cortex is discussed as well as impediments to this spontaneous developmental process.

5 Steps to Emotional Health & Maturity

The five stages in emotional development are outlined, with the challenges for children and adults in each stage. The primary pitfall of well-meaning adults is to focus on the developmental outcome rather than the process by which children get there. When it comes to emotion, rewarding or focusing on the desired end result will actually backfire, often resulting in deeper emotional problems.

Viewing & Treating Troubling Behaviours as Emotional Problems

Emotion has been eclipsed by such constructs as learning, discipline, disorder and even disease. Emotion has also been eclipsed by our focus on behaviour, reason and self-regulation. Only when we begin to reframe problems in the language of emotion can we find a way through. Various problems are looked at to illustrate the issues involved, including attention problems, anxiety problems, bullying and aggression.

LEARNING OBJECTIVES

1. To cultivate an appreciation of the pivotal role of emotion in development, perception and behaviour.
2. To develop a language of emotion that can be used to reframe problems, lead to solutions, and provide access to intuition.
3. To understand how emotional development unfolds, so as not to get caught in a battle against symptoms or sabotage the process by pushing for results.
4. To be aware of the overall purpose of emotion as well as the purpose of individual emotions.
5. To build a working model of emotion that can be applied across situations.
6. To outline the five stages of emotional development so healthy maturation can be fostered.
7. To be able recognize and address the emotional roots of behaviour problems.

“Fantastic presentation, informative and valuable for me personally and professionally. Gordon is brilliant and engaging. Very happy to have attended today.”