

2 Day Child & Youth Focused Workshop

MANAGING ANXIETY AT HOME & AT SCHOOL

CALGARY | OCTOBER 30 & 31, 2018

LYNN LYONS, MSW, RSW



Lynn Lyons, MSW, RSW,

is an internationally recognized psychotherapist, author, and speaker with a special interest in interrupting the generational patterns of anxiety in families. Her skill-based approach to anxiety focuses on the need to teach families about HOW anxiety works and what families can do to pull members out of the powerful "anxiety cult" that demands obedience to its need for certainty and comfort. Lynn's approach uses humor, playful connection, and a constant focus on DOING, an umbrella strategy she has taught to thousands of professionals and families. Lynn is the co-author with Reid Wilson of *Anxious Kids, Anxious Parents*.

2 Day Child & Youth Focused Workshop

THE NEUROPSYCHOLOGY OF LEARNING DISABILITIES

Developing Evidenced-Based Reading, Writing and Math Interventions

CALGARY | NOVEMBER 1 & 2, 2018

STEVEN G. FEIFER, D.ED., ABSNP



Steven G. Feifer, D.Ed., ABSNP,

is an internationally renowned speaker and author in the field of learning disabilities, and has authored **seven** books on learning and emotional disorders in children. He was voted the *Maryland School Psychologist of the Year* in 2008, and awarded the 2009 *National School Psychologist of the Year*. Dr. Feifer is a licensed psychologist currently employed at the Monocacy Neurodevelopmental Center in Frederick, MD, and also teaches in the ABSNP neuropsychology training program, as well as consults with numerous school districts. Dr. Feifer has authored two tests on diagnosing learning disabilities in children.

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.

MANAGING ANXIETY AT HOME & AT SCHOOL

CALGARY | TUESDAY, OCTOBER 30 & WEDNESDAY, OCTOBER 31, 2018 | 9AM – 4PM

Executive Royal Inn Calgary | 2828 23rd Street NE

Anxiety is a persistent master. When it moves in, it takes over daily routines, learning, recreation, and social connection. To make matters worse, the things adults (including many therapists and school systems) do to help anxious children can actually make the anxiety stronger. All these children put a palpable strain on frustrated, helpless parents and teachers. And there is no escaping the problem: one in every five kids suffer from a diagnosable anxiety disorder.

What we teach children about risk, danger, uncertainty, and problem-solving makes a huge difference in whether they go on to become

anxious or depressed teens and adults. In this workshop, you will explore concrete and often counter-intuitive strategies that educate children and adults about anxiety and provide an “umbrella approach” that is applicable to all the anxiety disorders and OCD. This workshop will demonstrate HOW to interrupt anxiety’s cognitive patterns with simple, process-based strategies that offer an alternative to techniques that inadvertently support avoidance of anxious symptoms. Lynn will offer counsellors, teachers and parents proven strategies that help children push through anxiety, worry, fears and phobias so that they can move forward, learn and reach their full potential. 🌱

WORKSHOP AGENDA – KEY TOPICS COVERED

DAY 1 - OCTOBER 30

A Process-Based Approach to Anxiety

- » Three Critical Concepts
- » Patterns of Worried Families
- » Don't Do the Disorder

How to Intervene: Using the Puzzle Pieces

- » Getting Out of the Anxiety Cult
- » The Importance of Frontloading
- » Cognitive Patterns: The GCP's
- » Anxiety and Depression: Prevention and Connection
- » Experiential Learning and Homework

Schools, Accommodations, and Parents

- » Creating Effective Behavioral Plans
- » Case Studies and Common Issues

DAY 2 - OCTOBER 31

The Three Frames for Treatment and Prevention

- » Experience is Variable
- » The Value of Parts
- » Action Counts
- » The Challenge of Somatic Symptoms

Obsessive Compulsive Disorder: The Importance of Process

- » Myths and Current Research
- » Diagnosis and Misdiagnosis
- » Creating a Family Plan
- » Anxiety, ASD, OCD: A Tangled Web
- » More Ideas and Interventions: Ways to Teach the Skills
- » Current research on medications
- » Final Questions

LEARNING OBJECTIVES

1. Create three interventions for anxious children that increase the amount of time spent in the classroom.
2. Illustrate the benefits of a process-based intervention versus a content-based intervention.
3. List three common mistakes made by school staff, parents and outside providers that strengthen anxiety.
4. Explain the pros and cons of relaxation and breathing skills when intervening with an anxious child.
5. Explain the potential limits of focusing on symptom elimination when working with anxious and depressed children.

“This workshop will be helpful to me both as a teacher and a parent. There are numerous strategies that I will implement in my classroom as well as my home to empower my own children. I even believe this will help me deal with anxiety issues that I have been experiencing in adult years.”



LYNN LYONS, MSW, RSW

WEBINAR PREVIEW

3 Sessions (2 hrs per) | 6 CEU's
Fall 2018 Dates TBA

TEENS, ANXIETY & DEPRESSION: ACTIVE STRATEGIES TO MOVE TEENS FORWARD

Both anxiety and depression are on the rise in teens, and anxiety is currently the top reason why a parent brings a child to a mental health professional. Because an untreated anxiety disorder is one of the top predictors of developing depression as an adolescent or young adult, the need for prevention and more effective treatment of anxiety has become a critical focus of those that work with children and teens in many settings.

The most frequent complaint I hear from anxious families about unsuccessful treatment is that no one “told them what to DO.” Or that after a multi-session assessment or months of appointments, they didn't have a plan or a clear understanding of HOW to respond when anxiety shows up.

This webinar will teach attendees HOW to give families immediate and effective tasks that weaken anxiety's grip, move teens into an active approach to their anxiety and depression, and are likely different than what they have been taught previously. This intensive online course will focus on HOW to interrupt anxiety's cognitive patterns and thus head off depression with simple, process-based strategies that challenge the use of techniques that often inadvertently support the avoidance of anxious and depressive symptoms.

“Lynn is an excellent speaker and did a wonderful job of clarifying anxiety and worry. The way she personifies anxiety and worry makes so much sense, and I'm hopeful I can use this new lens in my classes and life.”

For Updated Info Visit JACKHIROSE.COM

THE NEUROPSYCHOLOGY OF LEARNING DISABILITIES

Developing Evidenced-Based Reading, Writing & Math Interventions

CALGARY | THURSDAY, NOVEMBER 1 & FRIDAY, NOVEMBER 2, 2018 | 9AM – 4PM

Executive Royal Inn Calgary | 2828 23rd Street NE

The fundamental aim of this course is to utilize cognitive neuroscience to better understand learning disorders in children. This workshop has been designed to examine reading, writing, and math disorders from a brain-based educational perspective. The primary learning objectives will be to classify learning disabilities into distinct subtypes based upon neural pathways in the brain. There will be a detailed discussion linking each learning disability subtype with scores of evidenced based interventions.

READING

The Neuropsychology of Reading lectures will examine reading from a brain-based educational perspective, and classify developmental reading disorders into four distinct subtypes. There will be a focus on multiple cognitive constructs involved with reading including phonological processing, working memory, executive functioning, and orthographical processing skills. A brief review of the Feifer Assessment of Reading (FAR) battery will be shared, as well as other key instruments used to screen and diagnose children with reading disorders and dyslexia.

WRITING

The Neuropsychology of Written Language lectures will examine the cognitive underpinnings

inherent within the writing process. There will be a discussion on national trends in written language, as well as gender differences in achieving proficient writing skills. In addition, three specific subtypes of writing disorders, with particular emphasis on how “frontal lobe” processes such as working memory and executive functioning impact each subtype, will be discussed as well. Lastly, five essential steps for effective written language instruction will be shared, as well as key assessment tools to evaluate written language disorders.

MATHEMATICS

The Neuropsychology of Mathematics lecture will explore how young children learn and acquire basic mathematical skills from a brain-based educational perspective. Specific pedagogical styles, the role of anxiety, and cultural differences in mathematics will be shared. There will be a discussion on three primary ways in which numbers are formatted in the brain, as well as the central role of language to expand upon conceptually ordered number sets. In addition, the role of working memory, visual-spatial reasoning, and executive functioning will be featured as core cognitive attributes to develop number sense in young children. Lastly, a brief review of the Feifer Assessment of Mathematics (FAM) battery will be discussed as well. ☺

WORKSHOP AGENDA – KEY TOPICS COVERED

The Neuropsychology of Reading Disorders

- » Defining developmental dyslexia
- » Four universal truths of reading
- » Establishing the main neurodevelopmental pathways for reading
- » Subtypes of reading disorders

Diagnosing & Remediating Reading Disorders

- » Interventions for dyslexia subtypes
- » Interventions for reading comprehension difficulties
- » General recommendations to increase reading fluency
- » Introduction to the Feifer Assessment of Reading

The Neuropsychology of Written Language Disorders

- » Prevalence of written language disabilities
- » Why do boys struggle more than girls in written language?
- » Eight core cognitive constructs underscoring written language

Diagnosing & Remediating Written Language Disorders

- » Is handwriting a lost art?
- » Five essential components to develop written language proficiency
- » Research based strategies to improve written language production

The Neuropsychology of Mathematics

- » Where does Canada and the U.S. rank among mathematical performance compared to 72 industrialized nations?
- » What is developmental dyscalculia?
- » Four steps toward developing a math brain

Diagnosing & Remediating Math Disorders

- » Subtypes of mathematical learning disabilities
- » Interventions for math disorders
- » Websites and Apps to develop mathematical problem solving skills



STEVEN G. FEIFER, D.ED., ABSNP

WEBINAR PREVIEW

3 Sessions (2 hrs per) | 6 CEU's
Fall 2018 Dates TBA

THE NEUROPSYCHOLOGY OF STRESS, TRAUMA, & EMOTIONAL DISORDERS: ACTIVE STRATEGIES TO MOVE TEENS FORWARD

This course will explore the role of stress, trauma, and emotional dysregulation on academic and behavioral functioning in school. Specific biological factors related to mood, anxiety, depression, and trauma will be discussed from a brain-based or neuropsychological perspective. Particular focus will be on factors leading to poor emotional self-control and the neurobiological underpinnings of stress. There will be a detailed discussion on how parents and teachers can work with students who have difficulty in the physiological regulation of emotion and stress. In summary, effective school performance requires, in part, successful social and emotional management through a milieu of interpersonal encounters and challenges, where frustration and anger must be tempered for the pursuit of goal attainment.

For Updated Info Visit JACKHIROSE.COM

LEARNING OBJECTIVES

1. Differentiate “developmental dyslexia, dysgraphia, and dyscalculia” from other learning disorders, and discuss how schools can best screen for early learning pitfalls in children.
2. Introduce a brain-based educational model of reading, math, and written language disorders by classifying each disability into basic subtypes, with specific remediation strategies linked to each subtype.
3. Discuss the weaknesses in using an “aptitude-achievement” discrepancy model to identify learning disorders in children. Instead, a processing strengths and weaknesses model featuring eight core constructs associated with learning disorders in children will be featured.
4. Present case studies to help differentiate weaker learners from students with actual learning disabilities, and discuss targeted interventions for all students with academic learning issues.

“As a mental health therapist and social worker, Lynn Lyons is the reason I attended. She was incredible. Beyond being a captivating presenter, I left with practical and tangible tools to integrate into my practice. More importantly, she changed my approach.”

“Congratulations Dr. Feifer on being one of the first American presenters I have heard who took the time to do research and make slides with Canadian info and statistics, when presenting in Canada!”

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 †
Managing Anxiety at Home & at School - Lynn Lyons Calgary, October 30 & 31, 2018					
Early Bird (Before October 16)	<input type="checkbox"/> \$409	<input type="checkbox"/> \$389	<input type="checkbox"/> \$369	<input type="checkbox"/> \$349	\$349
Regular	<input type="checkbox"/> \$429	<input type="checkbox"/> \$409	<input type="checkbox"/> \$389	<input type="checkbox"/> \$369	\$369
The Neuropsychology of Learning Disabilities - Steven Feifer Calgary, November 1 & 2, 2018					
Early Bird (Before October 18)	<input type="checkbox"/> \$409	<input type="checkbox"/> \$389	<input type="checkbox"/> \$369	<input type="checkbox"/> \$349	\$349
Regular	<input type="checkbox"/> \$429	<input type="checkbox"/> \$409	<input type="checkbox"/> \$389	<input type="checkbox"/> \$369	\$369

• 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 Credit Card # _____ Expiry _____ / _____

MasterCard Cardholder Name _____

Cheque 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: ABSAVE10
registration.jackhirose.com



EARLY BIRD DISCOUNT
Deadline: See Step 2 for Deadlines.



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.

EXECUTIVE ROYAL INN CALGARY

2828 23rd Street N
888.388.3932

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 registration.jackhirose.com/certificates. 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.

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