

3
DAYS

EARN UP TO
18 CEUs
FOR 3 DAY
ATTENDANCE



Educator's CONFERENCE

A PROFESSIONAL CONTINUING EDUCATION EVENT
PRE-KINDERGARTEN TO 12TH GRADE

BRAIN-BASED LEARNING, BEHAVIOURAL CHALLENGES & MENTAL HEALTH

OCT 31, NOV 1 & 2, 2018
(Wednesday, Thursday & Friday)

EDMONTON, ALBERTA
DoubleTree by Hilton Hotel
West Edmonton

TOPICS INCLUDE:

- ✓ Nurturing Motivation & Resilience in Students
- ✓ Neuropsychology of Reading & Written Language Disorders
- ✓ Mental Health Issues in the Classroom: Practical Strategies
- ✓ Managing Anxiety at School & at Home
- ✓ Rescuing the Dysregulated Child
- ✓ Improving Executive Functions Skills
- ✓ Teacher Stress, Disillusionment & Burnout
- ✓ Interventions, Techniques & Tips for Managing Challenging Students
- ✓ Using CBT in Dealing with Anxiety Disorders in School-Age Children
- ✓ High Functioning Autism: Proven & Practical Interventions
- ✓ Neuropsychology of Emotional Disorders

**9 INTERNATIONALLY
RENOWN EXPERTS**



**Dr. Robert
Brooks**
PH.D.



**Sarah
Ward**
MS, CCC-SLP



**Lynn
Lyons**
MSW, RSW

**9 WORKSHOPS
& KEYNOTES**



**Meghan
Barlow**
PH.D.



**Jay
Berk**
PH.D.



**Steven
G. Feifer**
D.ED., ABSNP



**Liana
Lowenstein**
MSW, RSW



**Lynn
Miller**
PH.D., R.PSYCH



**Eboni
Webb**
PSY.D.

PRESENTED BY

 **jack hirose**
& ASSOCIATES INC.
JACKHIROSE.COM

INFO & REGISTRATION: JACKHIROSE.COM | 1.800.456.5424 | 1, 2 & 3 Day Registration Options Available

A MESSAGE FROM JACK HIROSE

Dear Colleague,

I am pleased to announce the **Educator's Conference: Brain-Based Learning, Behavioural Challenges, & Mental Health** will be hosted in Edmonton, Alberta on October 31 – November 2, 2018. Over the past five years, our conferences for educators have trained over 5,000 education professionals. Whether you are attending for the first time or take part in this conference every year, all of us here at Jack Hirose and Associates would like to extend a warm welcome!

We have assembled your feedback and introduced a variety of new topics relevant to educators including: strategies to nurture motivation and resilience; neuropsychology of emotional disorders; mental health issues in the classroom; effective teaching of reading and written language disorders; cutting edge strategies to improve executive function skills; managing anxiety at school and at home; high functioning autism; teacher stress, rescuing the dysregulated child, disillusionment, and burnout.

We always strive to improve our training with the goal of our participants meeting or exceeding their personal learning objectives. This conference promises to offer you new skills, new techniques and new strategies to help keep you motivated and excel with your students. **We firmly believe that we have assembled one of our strongest guest speaker line-ups in our company's 20 year history.** Please mark this event on your calendar, and I look forward to seeing you at the conference!

Jack Hirose, M.A.
Conference Director

ABOUT JACK HIROSE & ASSOCIATES



Since 1998, Jack Hirose and Associates has provided quality training to more than 65,000 mental health and education professionals in Canada. Our mission is to offer effective and

stimulating training opportunities that respond to the ever changing needs of general education teachers K-12, school administrators, special education teachers, instructional/educational assistants, school counselors, behaviour specialists, curriculum specialists, speech-language specialists, autism specialists, school psychologists, social workers, occupational therapists, nurses, early childhood educators, addiction counselors, and all other mental health professionals.

WWW.JACKHIROSE.COM

DISTINGUISHED FACULTY



Robert Brooks, PH.D.

has lectured nationally and internationally and written extensively about working with or raising angry, at-risk youth from a strength-based approach that focuses on the development of self-dignity motivation, hope, and resilience. Among his books, he is the author of *The Self-Esteem Teacher*, and co-author of *Raising Resilient Children*; *Nurturing Resilience in Our Children: Answers to the Most Important Parenting Questions*; *The Power of Resilience: Achieving Balance, Confidence, and Personal Strength in Your Life*; and *Angry Children, Worried Parents: Seven Steps to Help Families Manage Anger*. Dr. Brooks is on the faculty of Harvard Medical School and is the former Director of the Department of Psychology at McLean Hospital.

“Very interesting to listen to. Made us laugh and cry. Inspiring, motivating, validating and encouraging. So glad I could be here to listen to what Dr. Brooks had to say.”



Sarah Ward, MS, CCC/SLP

has over 17 years of experience in diagnostic evaluations, treatment, and case management of children, adolescents, and adults with a wide range of brain based learning difficulties and behavioural problems. A popular speaker, Sarah regularly presents nationally and internationally on the topic of executive functions to a variety of professional and parent organizations. Her innovative and effective treatment approaches have been featured on National Public Radio and she is the recipient of multiple awards, including the Massachusetts General Hospital Expertise in Clinical Practice Award, 2005, and Faculty in Excellence Award, 2011.



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* and the companion book for kids *Playing with Anxiety: Casey’s Guide for Teens and Kids*. She is the author of *Using Hypnosis with Children: Creating and Delivering Effective Interventions* and has two DVD programs for parents and children. She maintains a private practice in Concord, New Hampshire where she sees families whenever she’s not on the road teaching.



Meghan Barlow, PH.D.

is a licensed pediatric psychologist specializing in the assessment and treatment of children, adolescents and young adults on the autism spectrum. She also has a wide range of experience working with children who have a variety of anxiety disorders, developmental disorders, attention deficit disorders, mood disorders, behavioural concerns, genetic and metabolic syndromes and acute or chronic medical conditions. Dr. Barlow is the owner of a private practice, Meghan Barlow and Associates, where she provides assessment, treatment and group therapy services for children, adolescents, and young adults. Dr. Barlow has developed trainings and workshops for parents, school professionals, and mental health providers on topics related to social skills, autism spectrum disorder, depression and anxiety. She speaks in a variety of settings offering education and practical strategies for managing children's behaviour, facilitating social skills and navigating developmental transitions. Dr. Barlow earned her Ph.D. from Kent State University



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.



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.



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 the author of *Creative Interventions for Troubled Children & Youth*; *Creative Interventions for Bereaved Children*; *Creative CBT Interventions for Children with Anxiety* and other acclaimed books on child and family therapy. She is winner of the Monica Herbert award for outstanding contribution to play therapy in Canada.



Lynn Miller, PH.D., R.PSYCH

started her career as a classroom teacher, and then worked as a school counselor K-12 in the US and Canada. As the Myrne Nevison Prevention Research Professor at the University of British Columbia, she investigated anxiety at the entry to school in kindergarten and grade one. A noted leader in mental health issues of school aged children, she recently completed her term as President of the Anxiety Disorders Assoc. of Canada, 2010-2014 and 2018, and served as the President of the International Association of Marriage and Family Counselors (2004-2006). Dr. Miller is known for her knowledge and clarity, sense of humor, compassion, and engaging speaking style.



Eboni Webb, PSY.D.

earned her doctorate of clinical psychology from the Minnesota school of Professional Psychology (Argosy University) and is the owner of Kairos Mental Health Cooperative, LLC, which offers diverse DBT programming to children and adults. She continues to serve as an advisor to the Dialectical Behavior Therapy National Certification and Accreditation Association (DBTNCAA) and a continuing education Dialectical Behavior Therapy trainer for PESI, inc.










“Eboni gave 2 fantastic sessions! She spoke clearly and it was very easy to follow. She gave many great examples and very useful tools I can take back to the classroom. I look forward to her future webinar.”

WHO SHOULD ATTEND

Education and 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.

“Loved that speakers in the morning were also in the afternoon so we could make an informed choice plus get a total of 4+ hours with that person for enhanced learning.”

AGENDA	DAY 1 Wednesday, October 31	DAY 2 Thursday, November 1	DAY 3 Friday, November 2
1ST KEYNOTE 8:30 AM – 9:45 AM	 Robert Brooks, PH.D. Can You Take Care of Your Students if You Don't Take Care of Yourself?	 Sarah Ward, MS, CCC/SLP Cutting Edge Strategies to Improve Executive Function Skills	 Lynn Miller, PH.D., R.PSYCH Worries & Woes: <i>Using CBT in Dealing with Anxiety Disorders in School-Age Children</i>
2ND KEYNOTE 9:45 AM – 10:45 AM	 Steven G. Feifer, D.ED., ABSNP The Neuropsychology of Emotional Disorders: <i>A Framework for Effective Interventions</i>	 Lynn Lyons, MSW, RSW Managing Anxiety at School & at Home	 Liana Lowenstein, MSW, RSW Effective Strategies for Managing Challenging Students
10:45 AM – 11:00 AM	Mid-Morning Break		
3RD KEYNOTE 11:00 AM – 12:00 PM	 Jay Berk, PH.D. Mental Health Issues in the Classroom: <i>Practical Strategies for Helping Children & Adolescents</i>	 Eboni Webb, PSY.D. Rescuing the Dysregulated Child: <i>Effective Interventions & Strategies with Children, Adolescents & Parents</i>	 Meghan Barlow, PH.D. High Functioning Autism: <i>Proven & Practical Interventions for Challenging Behaviours in Children & Adolescents</i>
12:00 NOON – 1:15 PM	Lunch Break		
AFTERNOON CONCURRENT SESSION 1:15 PM – 4:00 PM <i>Please Choose One Workshop to Attend</i>	A Robert Brooks, PH.D. The Power of Mindsets: <i>Strategies to Nurture Motivation & Resilience in Students</i> B Steven G. Feifer, D.ED., ABSNP Effective Teaching of Reading & Written Language Disorders: <i>A Framework for Effective Interventions</i> C Jay Berk, PH.D. Mental Health Issues in the Classroom: <i>Practical Strategies for Helping Children & Adolescents</i>	A Sarah Ward, MS, CCC/SLP Cutting Edge Strategies to Improve Executive Function Skills B Lynn Lyons, MSW, RSW Managing Anxiety at School & at Home C Eboni Webb, PSY.D. Rescuing the Dysregulated Child: <i>Effective Interventions & Strategies with Children, Adolescents & Parents</i>	A Lynn Miller, PH.D., R.PSYCH Worries & Woes: <i>Using CBT in Dealing with Anxiety Disorders in School-Age Children</i> B Liana Lowenstein, MSW, RSW Effective Strategies for Managing Challenging Students C Meghan Barlow, PH.D. High Functioning Autism: <i>Proven & Practical Interventions for Challenging Behaviours in Children & Adolescents</i>

“We are very happy with the information acquired during this conference! I gained many insights about my complex students and will return to my class with more empathy and understandings as to why they may behave the way they do. Excellent resources – loved when the powerpoints were provided to us. Great to follow along with.”

1ST KEYNOTE | 8:30 AM – 9:45 AM

Can You Take Care of Your Students if You Don't Take Care of Yourself?

- **Robert Brooks, PH.D.**

Stress, disillusionment, and burnout among educators and clinicians who work in schools are major problems, impacting on effective teaching and classroom management, and retention of staff. In his keynote Dr. Brooks will describe a framework with specific techniques for developing "stress hardness" and lessening burnout in school professionals. A basic premise of Dr. Brooks' keynote is that the more we can take care of ourselves, the more we can meet the educational needs of students and create a positive school climate in which learning, motivation, and purpose are nurtured.

MORE IN-DEPTH CONTENT WILL BE ADDRESSED IN THE AFTERNOON SESSION.

2ND KEYNOTE | 9:45 AM – 10:45 AM

The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions

- **Steven G. Feifer, D.ED., ABSNP**

This keynote will explore the neural architecture of emotional behaviour by examining various brain structures laying the foundation for higher level social skill functioning. Specific biological factors related to the development of social competence and emotional self-regulation will be explored. There will be a detailed discussion on behavioural self-regulation, anxiety disorders, and depression from a brain-based educational perspective. Particular focus will be on factors leading to emotional dysregulation and the neurobiological underpinnings of stress. Schools can enhance emotional wellness in children through early prevention efforts, appropriate assessment strategies, and an improved school climate to foster emotional growth for all children.

3RD KEYNOTE | 11:00 AM – 12:00 PM

Mental Health Issues in the Classroom: Practical Strategies for Helping Children & Adolescents

- **Jay Berk, PH.D.**

Learn how to best manage the students at your school diagnosed with Oppositional Defiant Disorder (ODD), Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), mood disorders, anxiety and depression.

MORE IN-DEPTH CONTENT WILL BE ADDRESSED IN THE AFTERNOON SESSION.

"Great approach/style by Jay – good mix of humour/serious material. Dynamic speaker."

AFTERNOON CONCURRENT SESSIONS | 1:15 PM – 4:00 PM

Please Choose One Workshop to Attend

A The Power of Mindsets: Strategies to Nurture Motivation & Resilience in Students

- **Robert Brooks, PH.D.**

In this workshop Dr. Brooks will highlight the concept of "mindsets," including the assumptions and expectations that guide the practices of educators. He will describe the mindset and accompanying practices of professionals who are effective in reaching youth at all ages. He will cover such topics as: (a) the importance of applying a strength-based approach in which each child or adolescent's "islands of competence" are identified and reinforced, (b) a framework for understanding the key components of intrinsic motivation, and (c) specific strategies for reinforcing motivation, responsibility, hope, and resilience in youth. Many case examples will be provided.

LEARNING OBJECTIVES

- ✓ The need to belong & feel connected (and let's add the word welcome): When students feel alienated in school, learning & achievement will be compromised & anger & resentment will become dominant features.
- ✓ The need for self-determination & autonomy
 - What kind of choices & decisions do we provide students?
 - Do our disciplinary practices promote self-discipline & self-control as well as nurturing a safe environment?
- ✓ The need to feel competent: to identify, reinforce, & display each youngster's 'islands of competence' – We must adopt a strength-based model.
 - Do we provide students with an opportunity to contribute to their school & home environments?
 - Do we help students believe that mistakes are experiences from which to learn?

B Effective Teaching of Reading & Written Language Disorders: A Framework for Effective Interventions

- **Steven G. Feifer, D.ED., ABSNP**

We will examine reading from a brain-based educational perspective. Steven will discuss the Feifer Assessment of Reading battery, a comprehensive and innovative new reading test designed to examine the underlying cognitive and linguistic processes that supports proficient reading skills. Steven will also explore the neuropsychological underpinnings of the writing process.

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.

C Mental Health Issues in the Classroom: Practical Strategies for Helping Children & Adolescents

- **Jay Berk, PH.D.**

You will walk away with concrete, yet practical, strategies to successfully intervene with their serious behavioural issues, such as: anger and outbursts, meltdowns and tantrums, cutting and self-injury, obsessive compulsive, defiance, truancy, impulsivity, rigidity, sensory issues, and electronic addiction.

Through case studies, video clips and dynamic class discussion you will learn:

- ✓ 30 second teacher strategies to manage challenging and disruptive behaviours.
- ✓ New ways to reduce the costs of out-of-district placements.
- ✓ How to engage students in class, increase productivity and reduce truancy.
- ✓ Behavioural assessments and strategies for the IEP team.
- ✓ Side-effects of common psychotropic medications.
- ✓ How skill deficits from mental health conditions create behavioural difficulties.
- ✓ Characteristics of at-risk students' mental health problems.
- ✓ Strategies to gain collaboration with clinicians.

LEARNING OBJECTIVES

- ✓ Strategies for challenging behaviours related to ODD, ADHD, ASD, Mood disorders, Anxiety, & Depression.
- ✓ Reduce the cost of out-of-district placements.
- ✓ 30 second teacher strategies.
- ✓ Functional behavioural assessment simplified.

1ST KEYNOTE | 8:30 AM – 9:45 AM

Cutting Edge Strategies to Improve Executive Function Skills

- Sarah Ward, MS, CCC/SLP

In this keynote, Sarah will be teaching hands-on practical strategies to improve Executive Function skills. Whether you've seen her before, or this is all new, you're sure to walk away with new ideas and strategies to help you better assist students as well as collaborate with classroom teachers.

Sarah will provide practical, hands-on activities for both beginners and advanced learners! From task initiation and execution to time management, practice using strategies such as 'Future Sketch', 'Get Ready, Do, Done', 'STOP and Read the Room', and seeing and sensing the passage of time.

2ND KEYNOTE | 9:45 AM – 10:45 AM

Managing Anxiety at School & at Home

- Lynn Lyons, MSW, RSW

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.

MORE IN-DEPTH CONTENT WILL BE ADDRESSED IN THE AFTERNOON SESSION.

3RD KEYNOTE | 11:00 AM – 12:00 PM

Rescuing the Dysregulated Child: Effective Interventions & Strategies with Children, Adolescents, & Parents

- Eboni Webb, PSY.D.

Working with emotionally dysregulated children is an often overwhelming and exhausting endeavour. Many teachers and counsellors feel the pull of being "saviours" for dysregulated children and their parents. How to intervene and steps that can be taken by teachers and administrators will be presented. This training will enable participants to employ strategies in which teachers and parents can experience success through learning to reestablish structure, create a validating and secure environment, and increase compassion for all family members and care providers.

MORE IN-DEPTH CONTENT WILL BE ADDRESSED IN THE AFTERNOON SESSION.

AFTERNOON CONCURRENT SESSIONS | 1:15 PM – 4:00 PM

Please Choose One Workshop to Attend

A Cutting Edge Strategies to Improve Executive Function Skills

- Sarah Ward, MS, CCC/SLP

Activities will focus on updating participants' knowledge, increasing their understanding of concepts and applications, and promoting evidence-based practice. For each strategy there will be examples for elementary, middle and high school aged students. Be sure to provide us with the grades that you teach or the ages of the children that you work with and we will provide you with that age level content for your hands on activities.

TOPICS TO BE COVERED

- ✓ A new view and understanding of what the Executive Function Skills are.
- ✓ A brief review and advanced implementation of the Get Ready * Do * Done Model.
- ✓ Applying executive function strategies in treatment settings and classrooms. Create a program that promotes independent executive function skills with less supervision and fewer prompts. Learn new ideas on how to organize the classroom/home/treatment environment to promote self-regulation.
- ✓ Improving self-regulation: He has done this task before! In fact he just did it an hour ago. Why can't he do it now? Understanding and treating the underlying executive control skills for task motivation, initiation and output.
- ✓ Helping students to create futuristic imagination and do a mental dress rehearsal.
- ✓ Fresh approaches to help students develop automaticity for class routines and transitions. New techniques for teaching students to independently manage nightly and long term assignments.

B Managing Anxiety at School & at Home

- Lynn Lyons, MSW, RSW

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.

LEARNING OBJECTIVES

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

C Rescuing the Dysregulated Child: Effective Interventions & Strategies with Children, Adolescents, & Parents

- Eboni Webb, PSY.D.

Dr. Webb will additionally address key childhood disorders that left untreated can lead to maladaptive coping behaviours in adulthood. Dr. Webb will teach participants how to apply and adapt various skills training to reflect the language of children and how to establish a safe and supportive classroom in which children can learn and generalize these skills. Working with emotionally-dysregulated children in your classroom can be overwhelming and exhausting. You probably feel the pull of being the "saviour" for dysregulated children and their worried parents. Learn how to implement the skills you need to be more effective in the classroom, avoid burnout and achieve positive outcomes.

LEARNING OBJECTIVES

- ✓ Describe the biosocial model of pervasive emotional dysregulation disorders found in innately sensitive children.
- ✓ Utilize behaviour modification strategies at the earliest stage of dysregulation.
- ✓ Summarize the importance of structure in both skills training and home environments and how to teach parents or care providers to implement these strategies.
- ✓ Explain how to adapt each skills module to reflect the language of the child.
- ✓ Explain the role of educators, care providers, and parents and how to reestablish a safe and loving structure that enables the child to learn and generalize skills.

1ST KEYNOTE | 8:30 AM – 9:45 AM

Worries & Woes: Using CBT in Dealing with Anxiety Disorders in School-Age Children

- Lynn Miller, PH.D., R.PSYCH

Anxiety disorders are the most common form of psychological distress reported by children and adolescents, and can interfere significantly in the lives of children. An anxiety disorder is a level of anxiety or worry that interferes with daily functioning, either with peer relationships, academic performance, or in family routines. Interference can range from reluctance to go to school, to withdrawing from sports and extra curricular activities, to being completely home bound. Youth with anxiety disorders are shy, inhibited, and avoidant; helping personnel are typically very good at identifying anxiety in children but may not use the most effective interventions to support children and youth. Anxiety disorders are highly responsive to psychological intervention, allowing children and youth to learn skills to manage their lives.

2ND KEYNOTE | 9:45 AM – 10:45 AM

Effective Strategies for Managing Challenging Students

- Liana Lowenstein, MSW, RSW

Being a teacher or school counsellor can be tremendously rewarding, but it can also be fraught with challenges. This workshop will outline innovative tips, tricks, and techniques to address common challenges faced by school personnel.

MORE IN-DEPTH CONTENT WILL BE ADDRESSED IN THE AFTERNOON SESSION.

“The speaker was wonderful and the material was excellent. I learned so much. It will be very helpful for work. Thank you!”

3RD KEYNOTE | 11:00 AM – 12:00 PM

High Functioning Autism: Proven & Practical Interventions for Challenging Behaviours in Children & Adolescents

- Meghan Barlow, PH.D.

This keynote provides proven intervention strategies, essential treatment tools, and behavioural techniques to help you analyze behaviours and actions, identify consequences for behaviours, and teach new skills to children, adolescents and young adults with high-functioning autism.

“Excellent speaker – engaging and able to differentiate teaching/information to suit the needs of a very diverse group (teachers, parents etc.)”

AFTERNOON CONCURRENT SESSIONS | 1:15 PM – 4:00 PM

Please Choose One Workshop to Attend

A Worries & Woes: Using CBT in Dealing with Anxiety Disorders in School-Age Children

- Lynn Miller, PH.D., R.PSYCH

The workshop provides the most current, evidence informed model for how anxiety develops in children and adolescents, and how therapists, health care providers and education professionals can engage kids and families in learning to manage anxiety. Practical diagnostic and treatment strategies can be applied immediately, using DSM-5 classification of anxiety. Emphasis will be placed on diagnosis and effective interventions for each anxiety disorder subtype. The following anxiety disorders will be addressed from a developmental approach: separation anxiety disorder (with school refusal), panic disorder with agoraphobia, generalized anxiety disorder (with perfectionism), obsessive-compulsive disorders including trichotillomania (hair pulling) and excoriation (skin picking), social anxiety disorder (including selective mutism), specific phobias, and post-traumatic stress disorders. Participants will have opportunities to present their own cases for feedback and treatment suggestions. Participants will learn the fundamentals of CBT in fun and effective ways, leaving with practical skills to use with children, teens and families.

LEARNING OBJECTIVES

- ✓ Components of cognitive behavioural interventions (CBT) and how to use immediately with children and youth.
- ✓ Understand how to support children and youth with various anxiety concerns in several environments, including home, school, and community.
- ✓ Practice techniques that are useful to implement immediately with an individual, small group, or large groups of children/youth.
- ✓ Become aware of resources in the community.

B Effective Strategies for Managing Challenging Students

- Liana Lowenstein, MSW, RSW

Through lecture, activity demonstrations, and experiential exercises, participants will be exposed to creative ideas for dealing with a multitude of challenges, including students who are anxious, unfocused, oppositional, or unmotivated. Participants will come away with a variety of new and innovative ideas they can immediately put into practice.

LEARNING OBJECTIVES

- ✓ Identify the diagnostic features of ADHD, ODD, and Anxiety.
- ✓ Implement interventions to manage disruptive behaviours.
- ✓ Utilize innovative techniques to address anxiety, anger management, impulse control, social skills, and other challenging issues.

“Very informative, tons of practical, useful, tried and true techniques for engaging clients. The techniques could easily be modified for using diverse settings.”

“Thanks so much for a very good day. Lots of variety in the presentation. The interventions are ‘spot on’ and so practical and fun for students.”

C High Functioning Autism: Proven & Practical Interventions for Challenging Behaviours in Children & Adolescents

- Meghan Barlow, PH.D.

Gain valuable insight into how information processing, communication, and social skills deficits lead to difficulty in the home, school, occupational, and social settings. Learn how to prioritize a plan for intervention and implement strategies in order to improve functioning across all areas. 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. Through case studies, video clips and class participation you will leave this workshop with an improved understanding of HFA and the confidence to develop and implement effective treatment plans. Don't just manage these individuals; provide interventions that lead to successful independence into their adult years!

LEARNING OBJECTIVES

- ✓ Explain how the DSM-5® updates impact service delivery.
- ✓ Utilize several social skill interventions to improve long-term success for children/ adolescents with HFA.
- ✓ Employ specific coping and calming techniques for children/adolescents with HFA.
- ✓ Identify medication side effects that can mimic behavioural issues and may even cause behavioural issues.
- ✓ Design effective strategies for successful transitions for children/adolescents with HFA.
- ✓ Select specific behavioural interventions that target the most difficult behaviours in children/ adolescents with HFA.

► STEP 1 – CONTACT INFO

Name		
Position	School / Organization	
Address		
City	Province	Postal Code
Work Phone []	Work Fax []	
Email		

► STEP 2 – SELECT ATTENDING DATE(S) | Please check off attending dates.

I WILL BE ATTENDING:	<input type="checkbox"/> DAY 1 - October 31	<input type="checkbox"/> DAY 2 - November 1	<input type="checkbox"/> DAY 3 - November 2
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► STEP 3 – SELECT APPLICABLE FEE | Fees do not include tax (5% GST).

INDIVIDUAL	1 DAY	2 DAYS	3 DAYS
Super Early-Bird Fee	NA	NA	<input type="checkbox"/> \$559
Early-Bird Fee	<input type="checkbox"/> \$229	<input type="checkbox"/> \$409	<input type="checkbox"/> \$599
Regular Fee	<input type="checkbox"/> \$249	<input type="checkbox"/> \$429	<input type="checkbox"/> \$619

GROUPS (3 DAYS)	3-7	8-14	15+	STUDENT (3 DAYS)
Early-Bird Fee	<input type="checkbox"/> \$579	<input type="checkbox"/> \$559	<input type="checkbox"/> \$539	Early-Bird Fee <input type="checkbox"/> \$539
Regular Fee	<input type="checkbox"/> \$599	<input type="checkbox"/> \$579	<input type="checkbox"/> \$559	Regular Fee <input type="checkbox"/> \$559

Super Early Bird Cutoff Date: June 15, 2018 - Registration and payment must be received by this date.

Early Bird Cutoff Date: October 17, 2018 - Registration and payment must be received by this date.

Group Rate: Online registration only and individuals must attend all 3 days to be eligible for group discounts.

Full-Time Student Rate: 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)

Please Note: Multi-day registrations can NOT be shared. All registration fees are per person. Different individuals cannot be sent on different days under one registration fee. Name badges will be checked at the door.

► STEP 4 – PAYMENT

<input type="checkbox"/> Visa	Credit Card #	Expiry	/
<input type="checkbox"/> MasterCard	Cardholder Name		
<input type="checkbox"/> 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

4 WAYS TO SAVE

 ONLINE PROMO CODE Enter: EDUCATOR10	 SUPER EARLY BIRD Deadline: June 15, 2018
 EARLY BIRD Deadline: Oct 17, 2018	 GROUP (online only) See Step 3 for Savings

HOTEL & ACCOMMODATIONS

Double Tree by Hilton West Edmonton

16615 109th Ave NW | 780.484.0821 or 1.800.661.9804

Booking Available:

October 30, 2018 – November 4, 2018

Rates Available:

Two Queen Beds: \$152 + tax
 King Bed Hospitality: \$302 + tax
 King Suite Non-Smoking: \$172 + tax
 King Bed Non-Smoking: \$152 + tax

HOW TO BOOK:

When booking hotel rooms, ask for the Jack Hirose and Associates corporate rate. To receive our corporate rate, rooms must be booked one month prior to the workshop date. Please keep in mind hotel rates may fluctuate. Please note, room reservations are subject to availability.

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.

SUPER EARLY BIRD & 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, coffee, muffins and refreshment breaks. Lunches are not included.

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).

TERMS & CONDITIONS

Our liability is limited to refunds for conference fees only.

Jack Hirose & Associates Inc. reserves the right to cancel a event; please make hotel & travel arrangements with this in mind. In the event of a cancelled conference, we will issue a full refund for **conference 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 conference participants is not permitted at any session. Children and unregistered guests are not permitted in the meeting rooms. Seats cannot be shared between individuals.

CANCELLATION POLICY: All cancellations must be submitted by email to registration@jackhirose.com. Non-attendance at a conference 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 14 days or more prior to the event. For cancellations less than 14 days prior to the event, **credit minus a \$40 administration fee** will be available. **No refund or credit under any circumstances will be available for cancellations less than one full business day prior to the event.** *Exceptions to this will not be granted.* If you are unable to attend, you are invited to send an alternate in your place at **no extra cost**. Please contact our office 14 days prior to the event, so we can provide the participant with an accurate name badge, certificate and to minimize confusion at check in. Please **notify us** of the alternate's full name and contact information, including their email address. Please double check your spelling.

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. Certificates are intended for continuing education credit purposes. 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



Complete & Return with Payment:

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 V7H 0A6

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 E registration@jackhirose.com