

REGISTRATION

Educator’s Conference | Toronto 2019

► STEP 1 – CONTACT INFO

Name

Position

Address

City

Province

Postal Code

Work Phone [ ]

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Email

► STEP 2 – SELECT ATTENDING DATE(S) & WORKSHOPS

I WILL BE ATTENDING:	<input type="checkbox"/> DAY 1 - April 30	<input type="checkbox"/> DAY 2 - May 1	<input type="checkbox"/> DAY 3 - May 2
Please select one workshop per day. Each presentation is a full day workshop.	<input type="checkbox"/> Workshop #1	<input type="checkbox"/> Workshop #6	<input type="checkbox"/> Workshop #11
	<input type="checkbox"/> Workshop #2	<input type="checkbox"/> Workshop #7	<input type="checkbox"/> Workshop #12
	<input type="checkbox"/> Workshop #3	<input type="checkbox"/> Workshop #8	<input type="checkbox"/> Workshop #13
	<input type="checkbox"/> Workshop #4	<input type="checkbox"/> Workshop #9	<input type="checkbox"/> Workshop #14
	<input type="checkbox"/> Workshop #5	<input type="checkbox"/> Workshop #10	<input type="checkbox"/> Workshop #15

► STEP 3 – SELECT APPLICABLE FEE | Fees do not include tax (13% HST).

👤 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: January 19, 2019** - Registration and payment must be received by this date.

**Early Bird Cutoff Date: April 16, 2019** - 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](mailto: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

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☐ MasterCard

☐ Cheque

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4 WAYS TO REGISTER



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4 WAYS TO SAVE

\$10 OFF

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Enter: EDUCATOR10

\$50 OFF

SUPER EARLY BIRD  
Deadline: Jan 19, 2019

\$20 OFF

EARLY BIRD  
Deadline: April 16, 2019

UP TO \$60 OFF

GROUP (online only)  
See Step 3 for Savings

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**SHERATON TORONTO AIRPORT HOTEL | 801 Dixon Rd**

**RATES:**  
Single Rate: \$199  
Double Rate: \$199  
Triple Rate: \$219  
Quad Rate: \$239

**HOW TO BOOK**  
• To book online use the group booking URL:  
[www.starwoodmeeting.com/Book/JD29AA](http://www.starwoodmeeting.com/Book/JD29AA)  
• To book by phone call: 1.866.932.7058  
Ask for the “Jack Hirose & Associates” room block.

**GROUP RATE AVAILABLE UNTIL:**  
March 29, 2019

**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](mailto: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).

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3 DAYS

EARN UP TO 18 CEUs FOR 3 DAY ATTENDANCE



# Educator's CONFERENCE

A PROFESSIONAL CONTINUING EDUCATION EVENT  
PRE-KINDERGARTEN TO 12<sup>TH</sup> GRADE

APRIL 30, MAY 1 & 2, 2019  
Tuesday, Wednesday & Thursday  
9:00am – 4:00pm

TORONTO  
Sheraton Toronto Airport Hotel  
801 Dixon Road

TOPICS INCLUDE:

- ✓ Neuropsychology of Reading & Written Language Disorders
- ✓ Is it Disability Behaviour or Just Disruptive Behaviour
- ✓ Practical Classroom Management Strategies
- ✓ Captivate, Activate & Invigorate the Student Brain in Science & Math
- ✓ Over 30 Proven & Effective Brief Interventions for Students with Emotional & Behavioural Problems
- ✓ Reaching & Teaching Students with Emotional Disturbance
- ✓ Life Skills: Practical Strategies That Work with Students

- ✓ What To Do After the Meltdown: Strategies for Prevention, Intervention & Instructional Consequences
- ✓ Rescuing the the Dysregulated Student
- ✓ Strengthening Executive Skills in Children & Adolescence
- ✓ Using CBT in Dealing with Anxiety Disorders in School-Age Children
- ✓ High Functioning Autism: Proven & Practical Interventions
- ✓ Neuropsychology of Emotional Disorders
- ✓ Dyslexia: Building New Neuropathways to Master Visual and Auditory Memory, Visual Perceptual Skills, Visual Motor Skill Development and More!

INFO & REGISTRATION: [JACKHIROSE.COM](http://JACKHIROSE.COM) | 1.800.456.5424 | 1, 2 & 3 Day Registration Options Available

11 INTERNATIONALLY RENOWN EXPERTS



**John T. Almarode**  
PH.D.



**Meghan Barlow**  
PH.D.



**Martha S. Burns**  
PH.D.



**Peg Dawson**  
ED.D., NCSP



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

15 WORKSHOPS  
CHOOSE FROM 5 PER DAY



**George McCloskey**  
PH.D.



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



**Kathy Morris**  
M.ED.



**Rebecca A. Moyes**  
M.ED.



**Steven T. Olivas**  
PH.D., HSP



**Eboni Webb**  
PSY.D.

PRESENTED BY



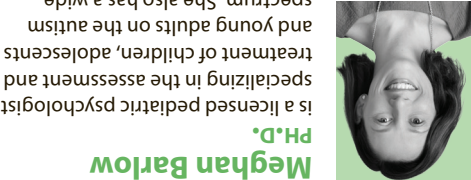
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**\$10 OFF** | PROMO CODE: EDUCATOR10





**John T. Almarode**  
**Ph.D.**  
has presented nationally, and internationally. He has worked with thousands of teachers, dozens of school districts, and countless organizations.



**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.



**Martha S. Burns**  
**Ph.D.**  
has been a practicing speech language pathologist in the Chicago area for over 40 years. She serves on the Faculty of Northwestern University, department of communication sciences and disorders, and has been a consultant to The Rehabilitation Institute of Chicago for 35 years. Dr. Burns is a fellow of the American Speech-Language-Hearing Association and has received honours from Northwestern University, Evanston Hospital Corporation and the American Speech Language Hearing Foundation. She has authored 3 books and over 100 book chapters and articles.

John actively pursues his research interests and measurement of classroom environments that promote student engagement, interest and engagement in STEM disciplines, specialized STEM high schools, interventions for low socioeconomic populations, college and university laboratory schools, and the translation of American education pedagogy in international schools.



**Peg Dawson**  
**Ed.D., NCSPP**  
received her doctorate in school/child clinical psychology from the University of Virginia. She worked as a school psychologist for 16 years in Maine and New Hampshire, and since 1992 has worked at the Center for Learning and Attention Disorders in Portsmouth, New Hampshire, where she specializes in the assessment of children and adults with learning and attention disorders. Along with her colleague, Dr. Richard Gare, she has written several books for parents and professionals on the topic of executive skills. Peg is the 2006 recipient of the National Association of School Psychologists' Lifetime Achievement Award.



**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. Dr. Feifer has authored two tests on diagnosing learning disabilities in children.



**George McCloskey**  
**Ph.D.**  
is a Professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine and holds Diplomat status with the American Academy of Pediatric Neuropsychology. He frequently presents at international and national meetings on cognitive and neuropsychological assessment and intervention topics. Based on 20 years of research and experience working with children, adolescents and adults exhibiting executive function difficulties, Dr. McCloskey has developed a comprehensive model of executive functions.

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

- ✓ Social Skills Deficits
- ✓ Communication Deficits
- ✓ Sensory
- ✓ Anxiety/Rigidity
- ✓ Depression
- ✓ Meltdowns, Outbursts, and Non-Compliance
- ✓ ADHD & OCD
- ✓ Psychotropic Medications

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 why an agenda/schedule is important for persons on the spectrum
- ✓ Explain how to use a Surprise Card or Change of Schedule Card in a clinical or classroom setting
- ✓ Differentiate between a meltdown and a tantrum observed in students with an ASD or another developmental disorder
- ✓ Demonstrate the ability to role-play a Social Script Adequately describe how to apply a Video Model
- ✓ Accurately identify examples of over-stimulation when presented with videotaped examples of student behaviours

Discuss how to implement Power Cards and Social Stories in classroom or therapy settings- ✓ 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

#### LEARNING OBJECTIVES

- ✓ Summarize the new DSM-5® diagnosis of Social-Pragmatic Communication Disorder and design treatment interventions
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#### WORKSHOP #13

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

**- Meghan Barlow, Ph.D.**

**- Kathy Morris, M.Ed.**

#### WORKSHOP #14

### What To Do After The Meltdown: Practical Strategies for Prevention, Intervention & Instructional Consequences

When working with a child or adolescent with an Autism Spectrum Disorder, ADHD, or another developmental disorder, meltdowns may occur that may be a result of sensory overload or due to inability to self-regulate emotions. This workshop will provide many practical hands-on strategies to: increase positive and acceptable behaviour while decreasing tantrums, rages; provide suggestions for instructional techniques for social success, behaviour changes and overcoming challenging co-occurring behaviours that deliver success through adulthood. The challenging co-occurring issues to be addressed are:

#### LEARNING OBJECTIVES

- ✓ Explain why an agenda/schedule is important for persons on the spectrum
- ✓ Explain how to use a Surprise Card or Change of Schedule Card in a clinical or classroom setting
- ✓ Differentiate between a meltdown and a tantrum observed in students with an ASD or another developmental disorder
- ✓ Demonstrate the ability to role-play a Social Script Adequately describe how to apply a Video Model
- ✓ Accurately identify examples of over-stimulation when presented with videotaped examples of student behaviours

Discuss how to implement Power Cards and Social Stories in classroom or therapy settings- ✓ 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

#### TARGET AGE RANGE

Pre-kindergarten through 21 years

#### WORKSHOP #15

### Neuroscience of Technology to Enhance Learning

**- Martha S. Burns, Ph.D.**

As Educators, we chose this career because we love teaching and work diligently to increase the effectiveness of our classroom instruction. But, at every level we encounter students who struggle to benefit from the best instruction and master the content. Educational Neuroscience has recently been able to begin to clarify why some students struggle to learn. Whether because of environmental stressors like poverty or adverse childhood experiences (ACEs), specific genetic brain maturational differences, perceptual variations, or other maturational brain differences, new research has shown that students who struggle academically have underlying differences in learning capacities like memory or attentional skills, that undermine their ability to sit and learn on demand. But the good news is that these learning capacities can be trained through scientifically designed education technology.

#### LEARNING OBJECTIVES

- ✓ Apply new educational neuroscience research to improve classroom instructional methodology of Schedule Cards
- ✓ Apply neuroscience research to select well designed and evidence-based technological approaches to enhance learning among students struggling to achieve
- ✓ Determine which technological approach is most appropriate for each student

#### OUTLINE

- » Brain organization and maturation – how the brain sets itself up to learn and changes with experience
- » Effects of experience on brain maturation
- » Neuroscience of Education

#### TARGET AGE RANGE

Pre-kindergarten through 12th Grade



**Steven T. Olivas**  
**Ph.D., HSP**

is a licensed Psychologist in Private Practice in Middle Tennessee. He began his practice career in 1991 when ADHD was exploding onto the scene, and has enjoyed working with the energy and spontaneous creativity of children ever since. Throughout his career, he has taught courses at nine colleges and universities, been a national public speaker, a regular columnist for a local newspaper, and co-host of a popular radio show. He is also the author of the acclaimed book, *Bad Kids... or Bad Behavior?* For nearly twenty years, he has been helping parents, clinicians, and school systems.



**Eboni Webb, Psy.D.**

earned her doctorate of Clinical Psychology from the Minnesota school of Professional Psychology. Dr. Webb began her clinical work as assistant clinical director and program director at Mental Health Systems in Minnesota, a large clinic specializing in Dialectical Behavior Therapy (DBT). She has extensively practiced DBT development two special treatment programs for clients with developmental disabilities and borderline-intellectual functioning. She continues to serve as an advisor to the Dialectical Behavior Therapy National Certification and Accreditation Association (DBTNCAA), and has conducted DBT trainings internationally.

member of the PA SAFE Project for Verbal Behaviour. She is the author of six books for educators who teach students with special needs. She holds a master's in teaching and curriculum with an emphasis on special needs children. She also holds an autism certificate in PA and advanced training in applied behaviour analysis. She now serves as consultant to four school districts in the Pittsburgh area for students with emotional disturbance.

**Rebecca Moyes**  
**M.Ed.**



is a former general education teacher in public and private schools. She has served on Task Force for Autism and was a Pennsylvania Governor Ridge's member of the PA SAFE Project for Verbal Behaviour. She is the author of six books for educators who teach students with special needs. She holds a master's in teaching and curriculum with an emphasis on special needs children. She also holds an autism certificate in PA and advanced training in applied behaviour analysis. She now serves as consultant to four school districts in the Pittsburgh area for students with emotional disturbance.

**Kathy Morris**  
**M.Ed.**



has been a speech therapist, programs (including students with autism, severe behavioural difficulties, and cerebral palsy), resource teacher and first grade teacher. She was also a diagnostician/supervisor for all grade levels. She was a LIFE Skills/autism/behaviour/assistive technology consultant at a Texas education service center before leaving to start her own business in 1999. Her business, IgiVivWings, has reached families and educators throughout the world. Kathy has had over 42 years of experience working with children and adolescents with severe behavioural difficulties. Counselors (2004-2006).

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).



WORKSHOP #10

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.

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.

OUTLINE

- » Description of emotional disturbance and IDEA; symptoms exhibited by students with emotional disturbance
  - Biosocial Model
  - Attachment style
  - Impact of trauma
- » Adapt Dialectical Behaviour Skills Training to Key Childhood and Adolescent Disorders
  - ADHD
  - Attachment Disorder
  - Oppositional Defiant Disorder (ODD)/Conduct Disorder (CD)

Choose One Workshop to Attend

WORKSHOP #11

The Neuropsychology of Reading & Written Language Disorders: A Framework for Effective Interventions

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

This workshop will examine reading and written language disorders from a brain-based educational perspective, and classify both dyslexia and dysgraphia into distinct subtypes. There will be a detailed discussion linking each learning disorder’s subtype with scores of evidence-based interventions. Four universal truths when teaching reading will be shared, in addition to five essential steps for effective written language instruction. The use of neuropsychological assessment addressing multiple cognitive constructs that underscore literacy will be featured. For instance, the role of phonological processing, orthographic processing, working memory, language and motor skill development, and executive functioning will be discussed as being crucial for effective literacy skills to emerge. Lastly, the “90-minute” learning disorders evaluation highlighting the Feifer Assessment of Reading (FAR) battery will be introduced as a more effective means to both identify and remediate language-based learning disabilities in children.

LEARNING OBJECTIVES

- ✓ Discuss current literacy rates in Canada and trends in reading achievement
- ✓ Differentiate “developmental dyslexia” from other learning disorders, and discuss how schools can best screen for early reading pitfalls in children
- ✓ Discuss four universal truths with respect to teaching reading based upon brain-behavioural principles
- ✓ Describe a brain-based educational model of reading and written language disorders by classifying each disability into basic subtypes, with specific remediation strategies linked to each subtype
- ✓ Discuss five essential steps for effective written language instruction
- ✓ Describe the 90 minute LD evaluation measuring eight core constructs associated with learning disorders in children, including the Feifer Assessment of Reading (FAR) battery

OUTLINE

- » Discuss national trends in reading and literacy
- » Define “dyslexia” and main pitfalls of using solely IQ testing or RtI to identify this condition
- » Four universal truths with respect to reading
- » Subtypes of reading disordered and interventions
- » An introduction to the FAR
- » Discuss national trends in written language and gender differences in writing achievement
- » Discuss eight core cognitive constructs involved with written language development
- » Four main subtypes of written language disorders

WORKSHOP #12

Smart But Scattered: Strengthening Executive Skills in Children and Adolescents

- Peg Dawson, D.ED.

Executive function is a neuropsychological concept referring to the cognitive processes required to plan and direct activities. Skills include task initiation and follow through, working memory, sustained attention, performance monitoring, inhibition of impulses, and goal-directed persistence. While the ground-work for development of these skills occurs before birth, they develop gradually through the first two decades of life. But from the moment that children begin to interact with their environment, adults have expectations for how they will use executive skills to negotiate many of the demands of childhood – from the self-regulation of behaviour required to act responsibly, to the planning and initiation skills required to complete chores and homework. Parents and teachers expect children to use executive skills even though they may little understand what these skills are and how they impact behaviour and school performance.

The importance of executive skills to overall cognitive functioning first became apparent in work with children and teenagers who had sustained traumatic brain injuries. Problems involving planning and organization, time management, and memory, as well as weaknesses with inhibition and regulation of emotions, have long described a significant component of traumatic brain injury. Executive skills have also assumed an important role in the explanation of Attention Deficit/Hyperactivity Disorder.

This workshop will begin by providing an overview of executive skills, including definitions and a description of the developmental progression of these skills in the first two decades of life. The approach to understanding executive skills presented in this workshop is structured around two key concepts: 1) that most individuals have an executive skills profile that includes both strengths and weaknesses; and 2) by defining executive skills discretely rather than grouping them in broader categories, it is possible to design interventions to address specific deficits that lend themselves to data-based decision making. Workshop participants will gain a deeper understanding both of the model being presented and of their own executive skills profile.

The heart of the workshop will address how to assess executive skills and develop interventions designed to address specific executive skill weaknesses.

LEARNING OBJECTIVES

- ✓ Define executive skills and identify how executive skills impact school performance and daily living
- ✓ Use assessment tools to identify executive dysfunction
- ✓ Access a repertoire of strategies to improve executive skills in students
- ✓ Design your own intervention strategies tailored to the needs of individual students

Choose One Workshop to Attend

WORKSHOP #1

Captivate, Activate & Invigorate the Student Brain in Science & Math

- John T. Almarode, PH.D.

Recent brain research confirms what we as teachers have believed for years— we don’t pay attention to boring things. This exciting, out of your seat workshop examines the “must have” ingredients for maximum engagement in middle and secondary science classrooms. Participants start with captivating students and discovering what grabs the brain’s attention, making it thirsty for new learning. Then, they experience the necessary steps to activating the brain so that it’s “rocking and rolling” in the classroom. Finally, keeping the brain engaged requires an invigorating experience that keeps students coming back for more. This workshop uses the most recent research on keeping the brain engaged in science and math content. Participants will walk away with instant ideas and strategies that will have every student captivated, activated, and invigorated!

LEARNING OBJECTIVES

- ✓ Explore ways to engage your students so that the learning process can begin
- ✓ Identify key principles from the science of learning that support instructional decisions
- ✓ Understand the relationship between surface and deep level learning
- ✓ Apply promising principles from research to classroom practice
- ✓ Incorporate instructional practices that promote rigor in all content areas
- ✓ Explain the role of formative evaluation and feedback on teaching and learning
- ✓ Discover strategies for the classroom that will captivate, activate and invigorate your students

TARGET AGE RANGE

Pre-kindergarden to Grade 10

“John presented his Engaging Thinking Brains just the way we as teachers should be engaging our students’ brains. It was an active, enthusiastic presentation which has me trying to implement the workshop strategies in my classroom. Well done, Mr. Almarode!”

“Excellent! Very motivational, current, and immediately applicable. I appreciated both the factual research and the educational application. I would highly recommend this presentation to any of my colleagues.”

WORKSHOP #2

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. Unfortunately, the most effective therapeutic intervention skills are not used or taught, leading to more distress. The stresses in children’s lives continue to mount, including bullying, excessive homework, premature sexuality, family financial stress, and competition of all sorts, leading to more anxiety.

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. Learn how to discriminate anxiety disorders from other mental health problems, and apply useful tools and techniques in a variety of settings.

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.

WORKSHOP #3

Over 30 Proven & Effective Brief Interventions for Students with Emotional & Behavioural Problems

- Steven Olivas, PH.D., HSP

Leaving nothing to the abstract, *75 Quick, “On-the-Spot” Techniques for Children with Emotional and Behavioral Problems* will guide you through focused, clear, and successful methods for treating children. Every teacher who seeks to fill their toolbox with tested methods will leave with a wealth of fresh ideas.

If you do not have a lot of experience working with children and teens, you will leave with a defined strategy for success. If you are a seasoned professional, you will learn new tricks and techniques to re-energize and vitalize yourself as a teacher!

With over 25 years of clinical experience and a background in improvisational comedy, Dr. Steve is a strong proponent of “Edu-tainment.” Namely, he uses charm, wit and humor to enhance the workshop experience, thus improving the retention and utilization of the specific skills covered. We change the world when we touch a child’s life!

LEARNING OBJECTIVES

- ✓ Utilize effective, proven techniques for individually treating children with behaviour problems
- ✓ Learn simple, teachable tools specific for parents and teachers
- ✓ Hone skills for building a therapeutic relationship with difficult children and teens

OUTLINE

Behavioural Overview

- » Etiology
  - nature v. nurture
  - gender differences
  - hormonal influence
- » Medical Interventions/Medications
  - ADHD
  - Oppositional Defiant Disorder
  - Conduct Disorder
  - Bi-Polar Disorder

Tools for Helping Behaviour Problem Children

- » Quick Techniques to Manage Anger
  - Time in!
  - Restitution
- » Quick Techniques to Manage Depression
  - Cut n paste
- » Quick Techniques to Manage Anxiety
  - Ceiling fan breathing
  - Set the clock
- » Quick Techniques to Manage Autism Spectrum
  - Facial expressions and social cues
  - Building a broader structure

Techniques to help the Client’s World

- » Parents/Caregivers
  - Concrete behavioural interventions in the home
  - The Listening Jar
  - Red Light/Green Light
- » Teachers/School Systems
  - Immediate relief in the classroom
  - Token Economies/Response Cost



WORKSHOP #4

**Life Skills:** Practical Strategies that Work for Students with Severe Cognitive/Developmental Disorders, Autism, CP, & Syndromes

**- Kathy Morris, M.Ed.**

Students labeled as having moderate to significant cognitive/developmental disabilities may appear to have such challenging deficits that their educational needs are perceived as far exceeding their abilities.

Their needs may appear so basic (e.g., simple communication skills, appropriate manipulation of objects, delayed cognitive abilities) that teaching these students in typical classrooms that are highly academic seems impossible or, at the least, impractical. Yet these are the very students who can benefit considerably from the learning opportunities that typically occur in general education classrooms (Downing and Eichinger, 2006). Special educators, stressors, criminal activity, trauma, and poverty). no matter how highly motivated or skilled, cannot provide the ongoing stimulation in self-contained classrooms. This interactive, informative workshop targets those students who may have been "relegated" to a Life Skills program for the rest of their school career. Instead, a system is presented so that the critical components necessary for success for learning are created in a general education setting. The participants will leave with many "keys" for reaching their students' potential.

**LEARNING OBJECTIVES**

- ✓ Identify individual educational objectives that could be successfully met in the general education classroom
- ✓ Describe how to determine individual abilities and how to support students
- ✓ Demonstrate the ability to implement instructional supports starting with the most challenging inclusive strategies for middle school and high school students

- ✓ Identify critical program components at the middle school and high school levels
- ✓ Describe how to analyze a learning environment to accommodate students with severe and multiple impairments
- ✓ Describe how to implement strategies in an elementary school setting

- ✓ Create multi-level instruction which can be provided in the general education setting that incorporates state standards
- ✓ Determine in a systematic way which individual educational goals can be met in a general education classroom or may need to be implemented in a more restrictive environment.

**TARGET AUDIENCE**

Special Education Teachers, Resource Room Teachers, Speech-Language Pathologists, Behaviour Specialists, Autism Specialists, Instructional Assistants and Paraprofessionals

**TARGET AGE RANGE**

4th Grade through 21 years

WORKSHOP #5

**Reaching & Teaching Students with Emotional Disturbance**

**- Rebecca Moyes, M.Ed.**

Students with emotional disturbance provide many challenges for educators. Knowing when to qualify a student for special education, as well as what goals and interventions to put in place, are often areas of concern. In cases where students have aggressive behaviours, special considerations are often necessary for their peers to feel safe in the classroom, as well as the adults that work with these students. Many students with emotional disturbance also struggle academically; in fact, sometimes the root of their disturbance stems from not having their academic needs met. Kids today are dealing with challenges within their families 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.

This workshop 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 ensure their full participation in efforts to help them. Special emphasis will be placed on how to orient students to intervention efforts and help them move from being externally controlled to internally self-regulated through the use of bridging strategies. Case study examples of assessment and intervention efforts and outcomes with children and adolescents will be discussed throughout the presentation. Participants will leave this workshop energized and with a renewed sense of purpose, a greater knowledge of how to improve executive functions, and a greater realization of how they can have a positive effect on the children, parents and professionals with whom they work.

**- Steven G. Feller, D.Ed., ABSNP**

**LEARNING OBJECTIVES**

- ✓ Discuss the relationship between emotional disorders and poor self-regulation skills, bullying behaviour, and limited academic success in school
- ✓ Discuss the neural architecture of emotional functioning by examining six key brain regions responsible for behavioural self-regulation and explore the neurobiological correlates and treatment options for psychopathy and emotional dysregulation, depression, and anxiety disorders in children
- ✓ Present a treatment algorithm utilizing counseling, cognitive-behavioural therapy, parent training, and neurofeedback to promote emotional wellness in children

- ✓ Explore effective classroom interventions, treatment options, and assessment strategies for children with emotional self-regulation and conduct disorders
- ✓ The coding continuum for children with emotional disorders
- ✓ Curbing bullying behaviour in our schools
- ✓ Neural architecture of emotional regulation and self-regulation disorders
- ✓ Emotional disorders, behaviour and academic success
- ✓ De-escalating behaviour and promoting social-emotional learning
- ✓ Assessment of social-emotional disorders

**OUTLINE**

- » Description of emotional disturbance and IDEA; symptoms exhibited by students with emotional disturbance
- » Underlying factors that may contribute to a student's disturbance in the school setting
- » Functions of behaviour
- » Related services and specially designed instruction for students with emotional disturbance
- » Interventions to address defiance, anger and stress management, and aggression
- » Writing the IEP and Positive Behaviour Support Plan
- » Case study – Ideas for implementation

**TARGET AUDIENCE**

Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, Principals/ Administrators, Speech-Language Pathologists, Occupational Therapists, Autism Specialists, Case Managers, Social Workers and Behaviour Specialists

**TARGET AGE RANGE**

Pre-kindergarten through 12th Grade

WORKSHOP #6

**The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions**

**- Steven G. Feller, D.Ed., ABSNP**

This course will help participants gain a deeper understanding of executive functions and how executive functions deficits impact the behaviour and academic production of children and adolescents. Participants will gain state-of-the-art knowledge of how to identify executive function strengths and weaknesses and the most effective ways to help children and adolescents improve their use of executive functions. Ways to discuss executive functions with children, parents and other school staff will be offered or on purpose) is likely to continue or escalate. Children with disabilities often exhibit problems with motivation, transitions, task avoidance, sensory processing, social skills, anger, defiance, impulsiveness, and behavioural inhibition, among others. Many children with autism, Asperger's, ADHD, emotional disturbance, oppositional defiant disorder, Down's Syndrome, and learning disability exhibit these challenging behaviours. Behind every problem behaviour is something to teach to address a skill deficit and interventions that can help to stop the cycle of difficult behaviour. This full-day workshop will empower educators with practical and evidence-based strategies to feel competent to appropriately address difficult behaviours associated with disabilities.

**- George McCloskey, Ph.D.**

**Interventions for Executive Function Difficulties: Changing the Brain to Change Behaviour**

WORKSHOP #7

This course will help participants gain a deeper understanding of executive functions and how executive functions deficits impact the behaviour and academic production of children and adolescents. Participants will gain state-of-the-art knowledge of how to identify executive function strengths and weaknesses and the most effective ways to help children and adolescents improve their use of executive functions. Ways to discuss executive functions with children, parents and other school staff will be offered or on purpose) is likely to continue or escalate. Children with disabilities often exhibit problems with motivation, transitions, task avoidance, sensory processing, social skills, anger, defiance, impulsiveness, and behavioural inhibition, among others. Many children with autism, Asperger's, ADHD, emotional disturbance, oppositional defiant disorder, Down's Syndrome, and learning disability exhibit these challenging behaviours. Behind every problem behaviour is something to teach to address a skill deficit and interventions that can help to stop the cycle of difficult behaviour. This full-day workshop will empower educators with practical and evidence-based strategies to feel competent to appropriately address difficult behaviours associated with disabilities.

**LEARNING OBJECTIVES**

- ✓ Adequately describe a comprehensive model of executive functions
- ✓ Explain how executive function difficulties are manifested in individuals diagnosed with various psychological disorders and/or enrolled in special education programs
- ✓ Describe and apply strategies that use external control to help a student function more effectively in school settings
- ✓ Describe and apply strategies that enable students to improve their use internally self-regulated capacities to improve their functioning in school settings
- ✓ Write positive behaviour support plans to teach IEP goals to address them
- ✓ Describe the use of positive vs. negative reinforcement and positive vs. negative punishment when given behavioural scenarios
- ✓ Identify the use of positive vs. negative reinforcement and positive vs. negative punishment when given behavioural scenarios
- ✓ List particular antecedent strategies to support difficult behaviour, including strategies for students with emotional disturbance and oppositional defiant disorder
- ✓ Initiate the use of appropriate data collection tools to study behaviour objectively and learn what is reinforcing it

**- Rebecca Moyes, M.Ed.**

**Is It Disability Behaviour or Just Disruptive Behaviour?**

WORKSHOP #8

Both educators and parents struggle with what to do with difficult behaviour in the classroom and home. Quality indicators for an effective classroom include: teacher behaviour (tone of voice, volume, cadence, verbal and nonverbal communication, paraverbals), environment (physical structure, schedules, routines, expectations), instruction (boring vs. stimulating, age appropriate vs. non-age appropriate, hands-on), and student behaviour (function of behaviour-related to his/her disability. In school settings, there are certain behaviours that are not permitted, and others that impede the child's or the other students' ability to learn. Knowing how to appropriately address behaviours is important because any behaviour that is reinforced (either accidentally or on purpose) is likely to continue or escalate. Children with disabilities often exhibit problems with motivation, transitions, task avoidance, sensory processing, social skills, anger, defiance, impulsiveness, and behavioural inhibition, among others. Many children with autism, Asperger's, ADHD, emotional disturbance, oppositional defiant disorder, Down's Syndrome, and learning disability exhibit these challenging behaviours. Behind every problem behaviour is something to teach to address a skill deficit and interventions that can help to stop the cycle of difficult behaviour. This full-day workshop will empower educators with practical and evidence-based strategies to feel competent to appropriately address difficult behaviours associated with disabilities.

**LEARNING OBJECTIVES**

- ✓ Adequately describe a comprehensive model of executive functions
- ✓ Explain how executive function difficulties are manifested in individuals diagnosed with various psychological disorders and/or enrolled in special education programs
- ✓ Describe and apply strategies that use external control to help a student function more effectively in school settings
- ✓ Describe and apply strategies that enable students to improve their use internally self-regulated capacities to improve their functioning in school settings
- ✓ Write positive behaviour support plans to teach IEP goals to address them
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- ✓ List particular antecedent strategies to support difficult behaviour, including strategies for students with emotional disturbance and oppositional defiant disorder
- ✓ Initiate the use of appropriate data collection tools to study behaviour objectively and learn what is reinforcing it

**TARGET AUDIENCE**

Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, Principals/ Administrators, Speech-Language Pathologists, Occupational Therapists, Autism Specialists, Case Managers, Social Workers, Behaviour Specialists, Instructional Assistants and Paraprofessionals

**TARGET AGE RANGE**

Pre-kindergarten to Grade 10

WORKSHOP #9

**What Is It About Me You Don't Like? Practical Classroom Management Strategies that Help Minimize Challenging Behaviours**

**- Kathy Morris, M.Ed.**

Quality indicators for an effective classroom include: teacher behaviour (tone of voice, volume, cadence, verbal and nonverbal communication, paraverbals), environment (physical structure, schedules, routines, expectations), instruction (boring vs. stimulating, age appropriate vs. non-age appropriate, hands-on), and student behaviour (function of behaviour-related to his/her disability. In school settings, there are certain behaviours that are not permitted, and others that impede the child's or the other students' ability to learn. Knowing how to appropriately address behaviours is important because any behaviour that is reinforced (either accidentally or on purpose) is likely to continue or escalate. Children with disabilities often exhibit problems with motivation, transitions, task avoidance, sensory processing, social skills, anger, defiance, impulsiveness, and behavioural inhibition, among others. Many children with autism, Asperger's, ADHD, emotional disturbance, oppositional defiant disorder, Down's Syndrome, and learning disability exhibit these challenging behaviours. Behind every problem behaviour is something to teach to address a skill deficit and interventions that can help to stop the cycle of difficult behaviour. This full-day workshop will empower educators with practical and evidence-based strategies to feel competent to appropriately address difficult behaviours associated with disabilities.

**LEARNING OBJECTIVES**

- ✓ Identify target behaviours that are developmental and will most likely go away vs behaviours that will most likely continue to get worse over time
- ✓ Identify effective communication strategies from ineffective ones in order to minimize undesirable behaviours
- ✓ Demonstrate the ability to design a classroom that promotes goals of intended instruction for different areas of the room
- ✓ Demonstrate the ability to design stimulating lessons that engage diverse learners
- ✓ Adequately demonstrate power struggle avoidance techniques with students exhibiting challenging behaviours
- ✓ Identify the functions of a student's behaviour by focusing on one's own reaction to the behaviour
- ✓ Describe how to troubleshoot breakdowns in your own classroom, school or therapy environment
- ✓ Identify 3 visual tools you can use to help minimize disruptive behaviours

**OUTLINE**

- » Targeting Diverse Learners in the Classroom - Who Are They? Why These Strategies are for ALL Students
- » Critical Components, Teacher Behaviour, Teaching the Way They Learn
- » Classroom Environment
- » Positive Behaviour Supports
- » Meaningful Instruction and Learning Strategies
- » Student Behaviour

**TARGET AUDIENCE**

Special Education Teachers, General Education Teachers, Resource Room Teachers, Speech-Language Pathologists, School Psychologists, Behaviour Specialists, Autism Specialists, Occupational Therapists, Principals/Administrators, Social Workers, Instructional Assistants and Paraprofessionals

**TARGET AGE RANGE**

Kindergarten to Grade 6