



Cara Marker Daily, Ph.D., BCBA, is a licensed psychologist and Board Certified Behavior Analyst with over 20 years of experience providing assessment and treatment for children, adolescents and young adults with autism in the home, school, hospital and community settings. She works directly with educators, speech/language pathologists, occupational therapists, BCBAAs and other professionals.

CARA DAILY, PH.D.



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

“Dr. Berk is an exceptional presenter. This is the first workshop that I have attended and felt like the presenter has lived and worked with the material! Fantastic presenter and workshop!!”

JAY BERK, PH.D.



2 Day Child & Youth Focused Workshop

HIGH FUNCTIONING AUTISM

Proven & Practical Interventions for Challenging Behaviour in Children & Adolescents

EDMONTON | APRIL 29 & 30, 2019

2 & 3 Day Child & Youth Focused Workshops

WORKING WITH OPPOSITIONAL, DEFIANT & ANGER ISSUES WITH CHILDREN & ADOLESCENTS

2 DAY INTENSIVE

EDMONTON
MAY 23 & 24, 2019

3 DAY INTENSIVE

BANFF
JULY 15-17, 2019



WEBINARS

With Specialists on Cutting Edge Topics

FOR MORE INFORMATION & REGISTRATION: JACKHIROSE.COM

HIGH FUNCTIONING AUTISM

Proven & Practical Interventions for Challenging Behaviour
in Children & Adolescents

EDMONTON | MONDAY, APRIL 29 & TUESDAY, APRIL 30, 2019 | 9:00 AM – 4:00 PM

DoubleTree by Hilton West Edmonton | 16615 109th Avenue NW

This intensive, two-day hands-on workshop provides evidence-based behavioural intervention strategies, essential treatment tools, and successful psychosocial techniques to teach new skills to children, adolescents and young adults with high-functioning autism (HFA). Dr. Daily will provide interesting case studies, demonstrations, and activities that will help you better understand high functioning autism and give you practical intervention techniques for social success, improved mood, positive behaviour changes, and overcoming challenging co-occurring behaviours.

Join autism expert and author, Cara Daily, PhD, BCBA, and learn how to integrate the latest research on brain development, cognitive-behavioural therapy, and behavioural

interventions in your work with children with autism (0-25 years). You will walk away with **up-to-date evidenced-based strategies to teach new skills and behaviours** related to co-occurring deficits such as:

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

WORKSHOP AGENDA – KEY TOPICS COVERED

DAY 1

Diagnostic Criteria

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

Brain Function:

How the Brain with Autism Works

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

Social-Communication Interventions

- » Visual systems to improve communication
- » Teach turn taking and pragmatic language in conversations
- » Programs to assist in generalizing social skills
- » Video modelling and role play to teach social rules
- » Social stories and social autopsies

Challenging Topics in Sex Education

- » Body awareness, exploration of self, and puberty
- » Steps to dating and sexual relationships
- » Education on masturbation and pornography
- » Decrease stalking behaviours

Sensory Interventions

- » Appropriate self-stimulatory behaviours
- » Exposure therapy
- » Strategies to Avoid

DAY 2

Interventions for ADHD and Executive Functioning Deficits

- » Staying on-task and motivation
- » Schedules, time-lines, web diagramming
- » More preferred tasks
- » Creating Home Base

Noncompliance and Oppositional Behaviours

- » Applied behavioural analysis techniques
- » Token Economy Systems
- » Functional Behavioural Assessments

Ethical Challenges in Autism

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

Psychosocial interventions for Depression, Anxiety, and OCD

- » Cognitive-behavioural therapies
- » Mindfulness-based therapies
- » Social and vocational programs
- » Family therapy

Psychopharmacological Interventions

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

“Awesome Workshop! Should be mandatory for every EA in BC school districts and Ministry of Education. Please get this workshop in schools.” - Leursha Renteria



CARA DAILY, PH.D.

AUTHOR

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

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

LEARNING OBJECTIVES

1. Screen and diagnose autism using DSM-5® and ICD-10.
2. Differentiate between abilities that are intact versus impaired in the brain with autism.
3. Compare and evaluate empirically validated strategies for children with high functioning autism.
4. Evaluate and change your communication style to improve back and forth conversations with your clients with HFA.
5. Address sexualized behaviours by teaching your students/clients developmentally appropriate sex education.
6. Suggest sensory based relaxation techniques to your students/clients with HFA to reduce anxiety.
7. Promote visual strategies to assist with executive functioning deficits, such as planning and organizing.

WORKING WITH OPPOSITIONAL, DEFIANT & ANGER ISSUES IN CHILDREN & ADOLESCENTS

EDMONTON | 2 DAY INTENSIVE

MAY 23 & 24, 2019

Executive Royal Inn West Edmonton
10010 – 178 Street NW



BANFF | 3 DAY INTENSIVE

JULY 15-17, 2019

Banff Park Lodge Resort
222 Lynx Street

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

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

This dynamic workshop will address a full range of behavioural disturbances, from mild to severe, in order to identify the therapeutic techniques that have proven effective. Participants will review and discuss strategies which can be immediately applied across a variety of settings including home, community, social groups, classrooms, or therapeutic.

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

Benefits to Attending

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

DAY 1 & 2 AGENDA (EDMONTON & BANFF)

Today's Impact on Behaviour in Children/ Adolescents

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

Why Children Become Oppositional & Defiant

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

The Diagnosis of Oppositional Defiant Disorder

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

Related Issues/Disorders that Impact Oppositional Behaviours

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

The Impact of Medications

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

Intervention Strategies to Reduce Passive Aggressive, Disruptive & Violent Behaviours

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

Intervention Strategies That Do Not Work & How to Fix Them

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

Intervention Options in a Variety of Settings

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

Strategies to Work with Parents & Staff Members

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



JAY BERK, PH.D.

“Loved the humour he used throughout.

Loved the format of audience participation, chatting with the group, slides, videos, and how open Dr. Berk is to questions. Could listen to him all day!!”

LEARNING OBJECTIVES

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

DAY 3 AGENDA (BANFF ONLY)

“Magic Dust”

Additional Proven & Effective Strategies

- » Collecting baseline information and temperature reads
- » Approaching parents and helping them become part of the solution
- » Videotaping out of control behaviour and calm times
- » Implementing and adhering to a reinforcement schedule before the outburst or anger episode
- » Attention and people time as reinforcers
- » Focusing on what went right and building on successes
- » Reflecting on cognitions to improve acting out behaviour
- » Teaching children healthy boundaries and over attachment to individuals
- » Pacing the medication and working on the parent's or child's concern about medication
- » Oppositional kids and inconsistent parenting
- » Who is in control?
- » Different rules, different places
- » Fair vs Equal
- » Sending powerful messages to a child
- » Community supports

REGISTRATION FORM

Alberta Workshops | Spring 2019

STEP 1 – CONTACT INFO

Name _____

Position _____

School / Organization _____

Address _____

City _____ Province _____ Postal Code _____

Work Phone [] Work Fax []

Email _____

STEP 2 – SELECT WORKSHOP & APPLICABLE FEE

Fees do not include tax (5% GST) INDIVIDUAL GROUP 3-7 GROUP 8-14 GROUP 15+ FT STUDENT †

2 DAY - High Functioning Autism- Cara Daily | Edmonton, April 29 & 30, 2019

Early Bird (Before April 15)	<input type="checkbox"/> \$449	<input type="checkbox"/> \$429	<input type="checkbox"/> \$409	<input type="checkbox"/> \$389	\$389
Regular	<input type="checkbox"/> \$469	<input type="checkbox"/> \$449	<input type="checkbox"/> \$429	<input type="checkbox"/> \$409	\$409

2 DAY - Working with Oppositional, Defiant & Anger Issues - Jay Berk | Edmonton, May 23 & 24, 2019

Early Bird (Before May 9)	<input type="checkbox"/> \$449	<input type="checkbox"/> \$429	<input type="checkbox"/> \$409	<input type="checkbox"/> \$389	\$389
Regular	<input type="checkbox"/> \$469	<input type="checkbox"/> \$449	<input type="checkbox"/> \$429	<input type="checkbox"/> \$409	\$409

3 DAY - Working with Oppositional, Defiant & Anger Issues - Jay Berk | Banff, July 15–17, 2019

Early Bird (Before June 17)	<input type="checkbox"/> \$619	<input type="checkbox"/> \$599	<input type="checkbox"/> \$579	<input type="checkbox"/> \$559	\$559
Regular	<input type="checkbox"/> \$639	<input type="checkbox"/> \$619	<input type="checkbox"/> \$599	<input type="checkbox"/> \$579	\$579

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

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

STEP 3 – PAYMENT | FEES DO NOT INCLUDE TAX (5% GST)

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

WHO SHOULD ATTEND

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

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

4 WAYS TO REGISTER



ONLINE

registration.jackhirose.com



EMAIL

registration@jackhirose.com



PHONE or FAX

See numbers below right

3 WAYS TO SAVE



ONLINE PROMO CODE: ABSAVE10
registration.jackhirose.com



EARLY BIRD DISCOUNT
See Step 2 for Deadlines.



GROUP DISCOUNTS (online only)
See Step 2 for Savings & Fees.

DISCOUNT RATES

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

EARLY BIRD DEADLINE

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

REGISTRATION FEE INCLUDES

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

WORKSHOP AIDE DISCOUNT

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

CONTINUING EDUCATION CREDITS

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

HOTEL & ACCOMMODATIONS

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

EDMONTON

DoubleTree by Hilton West Edmonton
16615 109th Ave NW | 780.484.0821
Executive Royal Inn West Edmonton
10010 – 178 St. NW | 780.484.6000

BANFF

Banff Park Lodge Resort & Conference Centre
222 Lynx Street
403.762.4433

TERMS & CONDITIONS

Our liability is limited to refunds for workshop fees only.

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

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

REFUND OPTIONS:

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

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

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

PLEASE REVIEW OUR PRIVACY POLICY: WWW.JACKHIROSE.COM

Complete & Return with Payment:

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