



**3
DAYS**

**11
FULL-DAY
WORKSHOPS**
CHOOSE
1 PER DAY



The General & Special **EDUCATION SUMMIT**

BEHAVIOURAL CHALLENGES, MENTAL HEALTH & BRAIN-BASED LEARNING

DECEMBER 2-4, 2019

Monday - Wednesday
9:00 AM - 4:00 PM

RICHMOND, BC

EXECUTIVE AIRPORT PLAZA HOTEL
7311 Westminster Hwy

10 IMPERATIVE TOPICS RELEVANT TO EDUCATORS


- ✓ Peer Orientation: Why Teachers & Parents are Disempowered & How to Restore a Healthy Adult-Child Relationship
- ✓ Multi-Model Communication & Learning Strategies for Children Who Face Significant Challenges
- ✓ The Neuropsychology of Stress & Trauma: How to Develop a "Trauma Informed School"
- ✓ Smart but Scattered: Improving Executive Skills to Promote School Success
- ✓ Is It Disability Behaviour or Just Disruptive Behaviour
- ✓ The Neuropsychology of Reading & Written Language Disorders
- ✓ High Functioning Autism
- ✓ What to Do After the Meltdown: Practical Strategies & Interventions
- ✓ Mental Health Issues in the Classroom
- ✓ Dyslexia: What it is, What it is Not & How to Help Students

**Space in each workshop is limited, please register early to reserve your seat.*


**10 INTERNATIONALLY
RENOWNED EXPERTS**




Gabor Maté
M.D.



Jay Berk
PH.D.




Tracy Block-Zaretsky
BA



Linda J. Burkhart
BS



EARLY BIRD SAVINGS
DEADLINE:
NOVEMBER 18, 2019



Cara Daily
PH.D.




Peg Dawson
ED.D., NCSP



Steven G. Feifer
D.ED., ABSNP



Kathy Morris
M.ED.



Rebecca A. Moyes
M.ED.



Kelli Sandman-Hurley
ED.D.

PRESENTED BY



\$10 OFF | PROMO CODE:
EDUCATOR10

DISTINGUISHED FACULTY

Multiple course choices are available each day and course content is NOT repeated. New content will be covered in Linda Burkhart's workshops (day 1 and 2). Pre-registration is required for all workshops. You may change workshops during the day if seating is available.



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.



Tracy Block-Zaretsky
BA

is the co-founder of the Dyslexia Training Institute. She has provided remediation for children and adults with dyslexia for the past 20 years and has developed and taught workplace and family literacy program. She is a certified Special Education advocate assisting parents and children through the Individual Education Plan (IEP) and 504 Plan process. She is a past President of the San Diego Branch of the International Dyslexia Association. Tracy has training in Structured Word Inquiry, the Orton-Gillingham approach, Lindamood-Bell programs, Read Naturally and a variety of reading and writing assessments.



Linda J. Burkhart
BS,

is a special education consultant, technology integration specialist and internationally known leader in the field of assistive technology for children who face severe challenges. She has developed numerous adapted devices, activities, and innovative implementation strategies. She is the author of a number of books and software titles on topics of adapted play, assistive technology and augmentative communication. Linda was a classroom teacher for fifteen years. Then for eight years, she worked as an Augmentative Communication and Assistive Technology Specialist for the Center for Technology in Education.



Cara Daily
PH.D.

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 behavioral health provider in Ohio specializing in assessment, consultation, and treatment of autism, anxiety and disruptive behavior disorders.



Peg Dawson
ED.D., NCSP

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 Guare, 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.



Gabor Maté
M.D.

is a retired physician who, after 20 years of family practice and palliative care experience, worked for over a decade in Vancouver's Downtown East Side with patients challenged by drug addiction and mental illness. The bestselling author of four books published in twenty-five languages, Gabor is an internationally renowned speaker highly sought after for his expertise on addiction, trauma, childhood development, and the relationship of stress and illness. His book on addiction received the Hubert Evans Prize for literary non-fiction. He has been awarded the Order of Canada.



Kathy Morris
M.ED.

has been a speech therapist, teacher for self-contained programs (including students with autism, severe behavioural difficulties, and cerebral palsy), resource teacher and first grade teacher. She was also a diagnostician/wvvisor 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, igivuWings, 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.



Rebecca Moyes
M.ED.

is a former general education teacher in public and private schools. She has served on Pennsylvania Governor Ridge's Task Force for Autism and was a 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.



Kelli Sandman-Hurley
ED.D.

is an author and co-founder of the Dyslexia Training Institute. Dr. Sandman-Hurley is a certified special education advocate assisting parents and children through the Individual Education Plan (IEP) and 504 Plan process. She has training in mediation and also serves as an expert witness in the area of dyslexia. Dr. Sandman Hurley has studied Structured Word Inquiry, the Orton-Gillingham approach, Lindamood-Bell, RAVE-O and Read Naturally. She is a Past-President of the San Diego Branch of the International Dyslexia Association as well as a dyslexia consultant working with schools.

WORKSHOP #1

**Peer Orientation:
Why Children are Stressed,
Why Parents & Teachers
are Disempowered &
How to Restore a Healthy
Balance in Adult-Child
Relationships**

- Gabor Maté, M.D.

Parenting and teaching are much harder these days than they used to be, and than they should be. In *Hold On To Your Kids*, Dr. Gabor Maté (with developmental psychologist Gordon Neufeld) provide a provocative and important view of why this is, and what we can do to counteract it.

The root of the problem is that children no longer look to adults for emotional support, the teaching of values, or the modeling of behaviour. Peer orientation refers to the tendency of children and youth to look to their peers for direction: for their sense of right and wrong, codes of conduct, and their very identity. Peer orientation undermines family cohesion, sabotages healthy development and fosters an aggressive and prematurely sexualized youth culture. For parents already challenged by the demands of our multitasking world and stretched by stark economic realities, peer orientation further complicates the task of child rearing. Children were never meant by nature to be in a position where they are so dominant in influencing one another. This state of affairs may be the norm today, but it's neither natural nor healthy. Historically it is a very new development, due to economic and social influences prevalent since World War II, resulting in a deep undermining of adult-child connections.

This workshop aims at restoring teaching and parenting to its natural intuitive basis and the adult-child relationship to its rightful preeminence. The concepts, principles and practical advice articulated will empower parents, teachers and other adults who play a nurturing role to be for children what nature intended: the true source of contact, security and warmth. Parents and educators must regain their natural authority, without coercion, punishment and artificial consequences. Children need to be protected from becoming lost in the emotionally barren and culturally backward world of peer orientation.

**“Inspirational knowledge.
Thank you for the opportunity to
spend the day learning from you.”**

- Richmond, BC | November 27, 2018

WORKSHOP #2

**PART ONE: Multi-Model
Communication &
Learning Strategies
for Children Who Face
Significant Challenges
Including: Severe Multiple
Disabilities & Children on
the Autism Spectrum**

- Linda J. Burkhart, BS

Children who face significant physical and multiple challenges as well as those children on the more severe end of the autism spectrum, often struggle to access communication, interaction and learning. Some of these children may have very little control of moving their bodies. Others have difficulty taking in and processing sensory information from their environment. Many find communication and interaction skills challenging.

This Part One presentation will address questions such as: What are we learning from brain research that can help us understand how children learn? How do we motivate children and provide opportunities for active learning? What strategies help give these children a sense of control and facilitate interaction and communication? How does the child on the severe end of the autism spectrum perceive the world and how does this impact learning and communication? How does Cortical Visual Impairment impact learning?

This workshop will introduce the concept of providing a receptive aided language learning environment, and demonstrate how learning alternative and augmentative forms of communication can and should parallel the developmental process that typical children go through in learning speech. We will also take a brief look at Pragmatic Organization Dynamic Display (PODD) Communication books developed by Gayle Porter, in Melbourne, Australia. (Please note: This is not an official Introductory PODD course, which would require two full days training on just that topic.)

This workshop is for anyone working with young children or children functioning at young levels, who have difficulty communicating and interacting with others. This includes children with significant physical and multiple challenges and/or young children on the more severe end of the autism spectrum. Information shared will be useful to parents, teachers, speech therapists, occupational therapists, physical therapists and other supportive personnel.

WORKSHOP #3

**The Neuropsychology
of Stress & Trauma:
How to Develop a
“Trauma Informed School”**

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

This workshop will explore the neural underpinnings of stress, trauma, and emotional dysfunction in children and its relative impact upon learning. Environmental deprivation, poverty, childhood abuse, witnessing violence, and parental neglect can impact both cognitive and social-emotional development in children. Schools can enhance emotional wellness through early prevention efforts, appropriate assessment strategies, and an improved school climate to foster emotional growth for all children. The presentation will conclude with a discussion on how every school can become a “trauma-informed” school to better meet the diverse needs of all learners. Specific classroom accommodations, school-based interventions, and targeted coping strategies will be presented for at-risk students.

LEARNING OBJECTIVES

- ✓ Discuss the prevalence of trauma and stress for school aged children, as well as the various sources from which trauma can occur
- ✓ Explore key brain regions that are impacted when students experience trauma, and the subsequent effect on academic and social skills’ development
- ✓ Review five essential features toward the development of a “trauma informed” school
- ✓ Review various trauma screening tools and discuss numerous steps that psychologists and educators can take to identify and intervene with students experiencing trauma in their lives

**“Very engaging speaker –
obviously passionate about
what he does. Fantastic balance
of theory/practical applications.
Visual format of slides were
easy to see/follow plus he used
to guide his discussions but
didn’t read off them.**

- Saskatoon | May 2017

**“Very well informed, important
information, great sense of
humour, and love of his area of
study and the audience. Great!”**

- Robert Paulet | Winnipeg | December 2015

WORKSHOP #4

PART TWO: Multi-Model Communication & Learning Strategies for Children Who Face Significant Challenges Including: Severe Multiple Disabilities & Children on the Autism Spectrum

- Linda J. Burkhart, BS

Children who face significant physical and multiple challenges as well as those children on the more severe end of the autism spectrum, often struggle to access communication, interaction and learning. Some of these children may have very little control of moving their bodies. Others have difficulty taking in and processing sensory information from their environment. Many find communication and interaction skills challenging.

This Part Two presentation will address questions such as: What are we learning from brain research that can help us understand how children learn? How do we motivate children and provide opportunities for active learning? What strategies help give these children a sense of control and facilitate interaction and communication? How does the child on the severe end of the autism spectrum perceive the world and how does this impact learning and communication? How does Cortical Visual Impairment impact learning?

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LEARNING OBJECTIVES

- ✓ Discuss how the brain develops and describe implications for teaching and learning for those students who are developing differently
- ✓ Describe strategies for increasing motivation, cognitive engagement, and active participation in the learning process
- ✓ Discuss a variety of ways to adapt materials to facilitate cognitive and communication skills in young children
- ✓ List characteristics of students who have cortical visual impairment along with other multiple disabilities, and describe useful strategies to help develop vision and communication skills
- ✓ Describe strategies that help the child who are on the severe end of the autism spectrum, develop skills in receptive, expressive and cognitive processing language skills
- ✓ Describe how to utilize what is known about how typical children learn language and apply these principles to creating a multi-modal communication learning environment for children who face complex challenges
- ✓ Briefly Explain how the use of Pragmatic Organization Dynamic Display (PODD) provides an appropriate tool for children at the beginning stages of language development and describe how to implement this in natural contexts

WORKSHOP #5

Smart But Scattered: Improving Executive Skills to Promote School Success

- Peg Dawson, D.ED.

Executive skills are sometimes called "the hidden curriculum." They are skills such as task initiation, sustained attention, working memory, planning, organization, and goal-directed persistence that are absolutely critical to school success, yet curriculum standards seldom if ever explicitly reference these skills. Neuroscientists now tell us that these skills take a minimum of 25 years to reach full maturation, and the course of that development is influenced by experience and exposure, by modelling, practice, and direct instruction.

This workshop will provide participants with a framework for understanding these key skills, how they develop in diverse populations, and how to support executive skills by embedding them into classroom routines and lessons and by tailoring interventions to meet the needs of individual students and classrooms.

LEARNING OBJECTIVES

- ✓ To describe the brain processes involved in executive skill development both in typically developing children and those with executive dysfunction (such as ADHD)
- ✓ To identify how executive skills impact school performance and daily living
- ✓ "Best practices" in assessing executive skills, including both formal and informal measures
- ✓ To design interventions for improving executive skills in students, including
 - 1) how to make environmental modifications to support weak executive skills
 - 2) how to develop protocols for teaching executive skills by embedding them in daily routines and classroom lessons
 - 3) how to design student-centered interventions targeted to specific problem situations and executive skill challenges
- ✓ The critical features of a coaching method geared to improving school performance through supporting executive skill development

OUTLINE

- » Overview of Executive Skills
 - Definitions
 - Underlying Theory
- » Executive Skill Development Across the Lifespan
 - Normal executive skill development from infancy through adulthood
 - Negative influences on executive skill development (birth issues, head injuries, and disorders such as ADHD, Autism Spectrum Disorder)
- » Assessment of Executive Skills
 - Parent/Teacher/Student Interviews
 - Behaviour Rating Scales
- » Modifying the Environment to Support Students with Weak Executive Skills
 - Changing the Physical or Social Environment
 - Modifying Tasks
 - Changing the Way Adults Interact with Students

IMPORTANT, PLEASE READ CAREFULLY

- ✓ Each workshop is a full day course from 9:00am – 4:00pm
- ✓ Space in each workshop is limited, register early to reserve your seat
- ✓ Changes to participant info provided during registration, including workshop selection, may be subject to an admin fee
- ✓ Participants are permitted to change workshops on the day of the conference at no charge, subject to seating availability