



**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

WORKSHOP #6

## Is It Disability Behaviour or Just Disruptive Behaviour?

- Rebecca Moyes, M.ED.

Both educators and parents struggle with what to do with difficult behaviour in the classroom and home. Both are often hesitant to provide consequences when a child with special needs exhibits problem behaviours because they are afraid they will be accused of punishing him/her for symptoms that are 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 evidenced-based strategies to feel competent to appropriately address difficult behaviours associated with disabilities.

### LEARNING OBJECTIVES

- ✓ Identify the use of positive vs. negative reinforcement and positive vs. negative punishment when given behavioural scenarios
- ✓ Describe ways to incorporate the use of reinforcement to decrease the frequency of problem behaviour
- ✓ List particular antecedent strategies to support difficult behaviour, including strategies for students with emotional disturbance and oppositional defiant disorder
- ✓ Describe the skill deficits that may be associated with problem behaviour and write appropriate IEP goals to address them
- ✓ Write positive behaviour support plans to teach new skills so that children will not use problem behaviour to achieve escape or attention
- ✓ Initiate the use of appropriate data collection tools to study behaviour objectively and learn what is reinforcing it

### OUTLINE

- » Difficulties presented by children with behavioral deficits and conflicts between staff and parents
- » Antecedents to difficult behavior; consequences: reinforcers and "punishers"
- » Functions of behaviour; types of data collection tools
- » Developing a PBSP based on data collection
- » Executive functions and how they impact problem behaviour
- » Interventions for motivation, transition difficulties, perseverations
- » Interventions for inflexibility, oppositional defiant behaviour, sensory disturbances, attention difficulties and emotional control

- ✓ Seating availability will be determined after the session begins
- ✓ Seat sharing is not allowed, multi-day options are for one workshop participant
- ✓ Groups do not need to attend the same workshop to qualify for the group rate, must attend all 3 days
- ✓ Please read the complete terms and conditions

WORKSHOP #7

## 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 each disorder 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. There will also be a discussion on new research developments revealing that brain chemistry and neural pathways can actually be altered based upon effective interventions. We explore the neuropsychological underpinnings of the writing process to assist educators and mental health professionals in both diagnosing and remediating written language disorders in children.

The ability to generate and produce written language requires multiple linguistic skills involving both phonological and orthographical functioning (the elementary components of language), word retrieval skills, executive functioning skills to organize inner thoughts and ideas, and working memory to hold our thoughts in mind long enough for effective motor skills output.

Lastly, the Feifer Assessment of Reading (FAR) battery, a comprehensive and innovative new reading test designed to examine the underlying cognitive and linguistic processes that supports proficient reading skills will be introduced to both educators and mental health professionals. The instrument is unique in that it helps school teams determine the specific subtype of reading disorder, features a dyslexia screener, and also yields numerous intervention strategies as well.

### LEARNING OBJECTIVES

- ✓ Examine the current literacy rates in Canada and the effectiveness of the No Child Left Behind legislation
- ✓ Discuss the four universal truths of reading and explain why relying solely upon IQ scores, or a curriculum-based measurement approach, can be misleading when identifying reading disorders in children
- ✓ Discuss four subtypes of reading disabilities from a brain-behavioural perspective, and link scores of evidenced-based interventions and relevant classroom strategies to address each subtype
- ✓ Introduce 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
- ✓ Introduce the Feifer Assessment of Reading (FAR) battery as a more viable means to both assess and remediate reading disabilities in children from a brain-based educational perspective
- ✓ Introduce the 90 minute LD evaluation measuring eight core constructs associated with learning disorders in children, including the Feifer Assessment of Reading (FAR) Battery
- ✓ Develop comprehensive assessment batteries for specific learning disorders when presented with various clinical case presentations
- ✓ Discuss the neural architecture responsible for written language development in children and learn key brain regions responsible for the organization and production of writing skills
- ✓ Discuss three specific subtypes of writing disorders, with particular emphasis on how "frontal lobe" processes such as working memory and executive functioning impact each subtype
- ✓ Discuss five essential steps for effective written language instruction, and learn intervention strategies for written language disorder subtypes

## DAY 3 | WED, DECEMBER 4, 2019

### WORKSHOP #8

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

- **Cara Daily, PH.D.**

This 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

### LEARNING OBJECTIVES

- ✓ Screen and diagnose autism using DSM-5® and ICD-10
- ✓ Differentiate between abilities that are intact versus impaired in the brain with autism
- ✓ Compare and evaluate empirically validated strategies for children with high functioning autism
- ✓ Evaluate and change your communication style to improve back and forth conversations with your clients with HFA
- ✓ Address sexualized behaviours by teaching your students/clients developmentally appropriate sex education
- ✓ Suggest sensory based relaxation techniques to your students/clients with HFA to reduce anxiety
- ✓ Promote visual strategies to assist with executive functioning deficits, such as planning and organizing
- ✓ Determine the 2 major functions of a behaviour using case examples
- ✓ Reevaluate certain punishment techniques and the ethical dilemmas in using them
- ✓ Recognize and understand psychosocial interventions for anxiety, depression, and OCD
- ✓ Recognize the potential side effects of psychotropic medication that can mimic or cause behavioural issues related to HFA

### WORKSHOP #9

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

- **Kathy Morris, M.ED.**

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 undesirable behaviours; prevent meltdowns, tantrums, rages; provide suggestions for instructional consequences and self-management techniques to help prevent another meltdown; provide a system of visual supports throughout the day; demonstrate how to use high focus and interest areas as incentives; and, provide videos and demonstrations using evidence-based techniques.

This information and fun-packed workshop is designed for educators, therapists, counselors and all those who are interested in providing supports to children and adolescents with ASD, ADHD, or other developmental disabilities.

### 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
- ✓ Differentiate chronic over-arousal to behaviours 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

### OUTLINE

- » Use of Agenda/Schedules, Surprise Cards or Change of Schedule Cards
- » Meltdowns, Tantrums, Chronic Overarousal; Social Scripts
- » Video Models
- » Myths and Facts of ASD; Autism Research, Neurology of the Brain and Behaviour
- » Video of Overstimulation; How to Implement Power Cards and Social Stories
- » Video Scenarios-Critical Components in General Education Classrooms
- » Implementing Instructional Consequences; Using Visual Tools

### TARGET AGE RANGE

Kindergarten to Grade 12

## WORKSHOP #10

### Mental Health Issues in the Classroom

- Jay Berk, PH.D.

Join child/adolescent behavioural expert, Jay Berk, PhD, and learn how to best manage the students at your school diagnosed with Oppositional Defiant Disorder (ODD), Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), mood disorders, anxiety and depression.

**You will walk away with concrete, yet practical, strategies to successfully intervene with their serious behavioural issues, such as:**

- ✓ Anger & outbursts
- ✓ Meltdowns & tantrums
- ✓ Cutting and self-injury
- ✓ Obsessive compulsive
- ✓ Defiance
- ✓ Truancy
- ✓ Impulsivity
- ✓ Rigidity
- ✓ Sensory issues
- ✓ Electronic addiction

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

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

Leave the day with the "magic dust" you have been looking for to expedite rapid and effective changes in these children and adolescents!

#### LEARNING OBJECTIVES

- ✓ Differentiate behavioural choices and mental health-driven behaviours
- ✓ Explain the effective uses of medications and potential side effects that can appear as misbehaviours
- ✓ Describe how to implement various school-based strategies, used in collaboration with community clinicians, to intervene when behavioural issues arise from mental health conditions
- ✓ Discuss how the multidisciplinary team can successfully discipline the special needs child using positive behaviour support
- ✓ Describe how IDEA relates to mental health issues and discipline
- ✓ List communication techniques that create a climate for success inside and outside the classroom

#### OUTLINE

- » Students with Mental Health Issues
- » Strategies for ODD and Conduct Disorder Behaviours
- » Strategies for ADHD
- » Strategies for ASD
- » Strategies for Anxiety
- » Strategies for Depression
- » Strategies for Other Challenging Behaviours
- » Disciplining the Special Needs Child/Adolescent
- » Strategies for the IEP Team

## WORKSHOP #11

### Dyslexia: What it is, What it is Not & How to Help Students

- Kelli Sandman-Hurley, ED.D.  
& Tracy Block-Zaretsky, BA

In this course participants will experience a dyslexia simulation that will include experiencing difficulty with reading, writing and processing in conjunction with a discussion of the signs and symptoms of dyslexia. Participants will learn about many popular myths about dyslexia and their realities. Appropriate remediation for students with will be described and participants will have the opportunity to practice those strategies. We will also discuss current accommodations available to children and adults with dyslexia.

Additionally, participants will be provided an overview of Structured Word Inquiry (SWI) and how to begin to use SWI to provide remediation. SWI provides a logical process, based on linguistics, for analyzing and developing an understanding of the underlying structure of the spelling of English words. Developing true understanding of spellings will assist students with reading and spelling. SWI is instruction that assists all students, those with or without dyslexia.

Participants will learn how to support students through word investigations to understand the spelling of any English word so instructors no longer utter, "Well, English is just crazy, you will have to memorize that word?"

#### LEARNING OBJECTIVES

- ✓ Participants will be able to correctly define what dyslexia is and what dyslexia is not
- ✓ Participants will be able to identify three appropriate accommodations for students with dyslexia
- ✓ Participants will be able to demonstrate two appropriate interventions for students with dyslexia
- ✓ Participants will be able to describe the underlying structure of English orthography and understand how that teacher/instructor knowledge can improve instruction
- ✓ Participants will be able to identify at least three myths about dyslexia and be able to dispel those myths

#### OUTLINE

- » What is Dyslexia?
- » Accommodations
- » Remediation description and practice
- » The role of executive function

### WHO SHOULD ATTEND THE EDUCATION SUMMIT

**Education and Clinical Professionals:** K-12 Classroom Teachers, School Counsellors/Psychologists, Learning Assistance/ Resource Teachers, School Administrators, School Paraprofessionals including Special Education Assistants, Classroom Assistants and Childcare Workers.

**All other professionals who support students including but not limited to:** Nurses, Social Workers, Psychologists, Clinical Counsellors, Family Therapists, Occupational Therapists, Speech Language Pathologists, Addiction Counsellors, Youth Workers, Mental Health Workers, Probation Officers, Police Officers, and Early Childhood Educators.

**Parents, Caregiver, Foster Parents, Grandparents, and Extended Family raising a child.**

## ► STEP 1 – CONTACT INFO

Name \_\_\_\_\_

Position \_\_\_\_\_ School / Organization \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Province \_\_\_\_\_ Postal Code \_\_\_\_\_

Work Phone [     ] \_\_\_\_\_ Work Fax [     ] \_\_\_\_\_

Email \_\_\_\_\_

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

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

## ► STEP 3 – SELECT APPLICABLE FEE | Fees do not include tax (5% GST).

INDIVIDUAL	1 DAY	2 DAYS	3 DAYS
Early-Bird Fee	<input type="checkbox"/> \$249	<input type="checkbox"/> \$449	<input type="checkbox"/> \$639
Regular Fee	<input type="checkbox"/> \$269	<input type="checkbox"/> \$469	<input type="checkbox"/> \$659

GROUPS (3 DAYS)	3-7	8-14	15+	STUDENT (3 DAYS)
Early-Bird Fee	<input type="checkbox"/> \$619	<input type="checkbox"/> \$599	<input type="checkbox"/> \$579	Early-Bird Fee <input type="checkbox"/> \$579
Regular Fee	<input type="checkbox"/> \$639	<input type="checkbox"/> \$619	<input type="checkbox"/> \$599	Regular Fee <input type="checkbox"/> \$599

**Early Bird Cutoff Date: November 18, 2019** - Registration and payment must be received by this date.

**Group Rate:** Individuals must attend all 3 days to be eligible for group discounts.

**Full-Time Student Rate:** Please contact registration@jackhirore.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 | 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 # _____

### 4 WAYS TO REGISTER

 <b>ONLINE</b> registration.jackhirore.com	 <b>EMAIL</b> registration@jackhirore.com
 <b>PHONE or FAX</b> See numbers below right	 <b>MAIL</b> See address below right

### 3 WAYS TO SAVE

	<b>ONLINE PROMO CODE: EDUCATOR10</b> registration.jackhirore.com
	<b>EARLY BIRD DISCOUNT</b> Deadline: November 18, 2019
	<b>GROUP DISCOUNTS</b> See Step 3 for Savings & Fees.

## HOTEL & ACCOMMODATIONS

**EXECUTIVE AIRPORT PLAZA HOTEL**  
 7311 Westminster Hwy., Richmond

### HOW TO BOOK

- Phone: 604-278-5555
- Please refer to the Jack Hirose & Associates room block.

### DISCOUNTED RATES

- Must be booked 1 month prior to the conference date.
- Plaza/Courtyard Room: \$159. plus taxes
  - One Bedroom Condo Suite: \$189. plus taxes
  - Two Bedroom Condo Suite: \$219. plus taxes

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

### 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@jackhirore.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, coffee, muffins and refreshment breaks. Lunches are not included.

### CONTINUING EDUCATION CREDITS

Canadian Psychological Association (recognized by the Alberta College of Social Workers), Canadian Counselling & Psychotherapy Association, Canadian Addiction Counsellors Certification Federation, Canadian Vocational Rehabilitation Association, Canadian Professional Counselling Association, Employee Assistance Certification Commission (EAPA), Indigenous Certification Board of Canada (ICBOC).

### TERMS & CONDITIONS

**Our liability is limited to refunds for conference fees only.** Jack Hirose & Associates Inc. reserves the right to cancel an event; please make hotel & travel arrangements with this in mind. In the event of a cancelled conference, we will issue a full refund for **conference fees only.** Jack Hirose & Associates Inc. is not responsible for any statements, acts, materials, or omissions by our presenters or participants. The use of audio and video taping devices, beepers, and cell phones by conference participants is not permitted at any session. Children and unregistered guests are not permitted in the meeting rooms. Seats cannot be shared between individuals.

**CANCELLATION POLICY:** All cancellations must be submitted by email to [registration@jackhirore.com](mailto:registration@jackhirore.com). Non-attendance at a conference will not be grounds for any or partial refund/credit under any circumstances. **Refunds** will be available **minus a \$40 administration fee** for cancellations made 14 business days or more prior to the event. For cancellations less than 14 business days prior to the event, **credit minus a \$40 administration fee** will be available. **No refund or credit under any circumstances will be available for cancellations less than one full business day prior to the event.** Exceptions to this will not be granted. If you are unable to attend, you are invited to send an alternate in your place. Please note, replacements are subject to a \$25 administrative fee. For a printed out name badge, certificate, and to minimize confusion at check-in, please contact the office 14 business days prior to the event to notify us of this replacement. Please include the original registrant's full name, the replacement's full name, and the replacement's contact information (including an email address). Please double check your spelling. Alternatively, please have your replacement notify the on-site coordinator at check-in if you are unable to contact the office prior to the start of the event.

**CERTIFICATES: Provided for pre-registered attendees only.** Those who register at the door, or want additional copies can download their certificate, free of charge, at [certificates.jackhirore.com](http://certificates.jackhirore.com). Certificates are intended for continuing education credit purposes. Your name will appear exactly as provided during registration. Please double check your spelling and include your professional name.

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

**PLEASE REVIEW OUR PRIVACY POLICY: [WWW.JACKHIRORE.COM](http://WWW.JACKHIRORE.COM)**



**Complete & Return with Payment:**

Jack Hirose & Associates Inc.  
 208-197 Forester Street  
 North Vancouver, BC, Canada  
 V7H 0A6

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 T 604 924 0296 F 604 924 0239  
 TF 1 800 456 5424  
 E registration@jackhirore.com

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