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


Strategies for ADHD

- The role of executive function

Join child/adolescent behavioural expert, Jay Berk, PhD, and learn how to best manage the students in 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 and address their serious behavioural issues, such as:

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

Workshop #10

Mental Health Issues in the Classroom

- Jay Berk, Ph.D.

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- Obsessive compulsive
- Defiance
- Trauca
- 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
- Behavioral assessments and strategies for the IEP team
- Side-effects of some psychiatric medications
- Participation deficits from mental health conditions
- 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 natural increases in children and adolescents!

Learning Objectives

- Differentiate behavioral challenges and mental-health driven behaviors
- Explain the effective uses of medications and potential side effects that can appear as misbehaviors
- Describe how to implement various school-based strategies, used in collaboration with community clinicians, to intervene when behavioral issues arise from mental health conditions
- Discuss how the multidisciplinary team can successfully disperse the specific needs child using positive behavior 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 Behaviors
- Strategies for ADHD
- Strategies for ASD
- Strategies for Anxiety
- Strategies for Depression
- Strategies for Other Challenging Behaviors
- 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 dyslexia 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 an instruction that assists all students, those with or without dyslexia.

Participants will learn how to support students through word enigmas to understanding 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/reader/teacher can make the instruction improvement
- 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 Counselors/Psychologists, Leisure Assistant/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 Counselors, Family Therapists, Occupational Therapists, Speech-Language Pathologists, Addiction Counselors, Youths, Mental Health Workers, Probation Officers, Police Officers, and Early Childhood Educators. Parents, Caregivers, Foster Parents, Grandparents, and Extended Family raising a child.

Multiple course choices are available each day and course content is NOT repeated. New content will be covered in the workshop’s workshop day 1 and 2. Pre-registration is required for all workshops. You may change workshops during the day if seating is available.
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 successful and improved mood, positive behaviour changes, and overcoming challenging co-occurring behaviours.

Join autism expert and author, Cara Daily, Ph.D., 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
- Fine Motor/progility
- 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
- Facilitate 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
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, Ed.S

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 their bodies. Others have difficulty taking in and processing sensory information from their environment. Many find communication and interaction skills challenging.

This session will cover topics 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 communication? How does Cortical Visual Impairment impact learning? This 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 introduction to PODD course, which would require two full days training.)

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. Participation will be useful to parents, teachers, speech therapists, occupational therapists, physical therapists and other support personnel.

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 that may indicate severe 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
- Discuss 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

DAY 2  |  TUES, DECEMBER 3, 2019

WORKSHOP #4

Smart But Scattered: Improving Executive Skills to Promote School Success

- Peg Dawson, D.D.E.

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 maturity and the course of executive 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 living
  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 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, etc.)
- Executive functions and disorder such as ADHD, Autism Spectrum Disorder
- Assessment of Executive Skills
- Parent/Teacher/Student Interviews
- Behaviour-based interventions
- Modifying the Environment to Support Students with Weak Executive Skills
- Changing the Physical or Social Environment
- Mindfulness and self-regulation strategies
- Changing the Way Adults Interact with Students

IMPORTANT, PLEASE READ CAREFULLY

- Each workshop is a full day course from 8:00am - 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 #5

Is It Disorder 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 that are consistent with special needs exhibits problem behaviour, because they are afraid they will be accused of punishing him/her for his/her symptoms that are related to his/her disability.

In explaining the difference, it is relevant to state there are 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 purposely 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 behavioral inhibition, among others. Many children with autism, Asperger’s, ADHD, emotional disturbance, oppositional defiant disorder, Developmental co-ordination disorder (DCD), and Reactive Attachment Disorder exhibit these challenging behaviors.

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 occurrence of problem behavior
- List specific antecedent-based strategies to support difficult behaviour, including strategies for students with emotional disturbance and behavior disorders
- Describe the skill deficits that may be associated with problem behaviour and write appropriate IEP goals to address them
- Write effective intervention plans to break new skills so that children will not use problem behaviour to achieve escape or attention
- Initiate the use of appropriate data collection tools to track progress
- Evaluate 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 behavior: types of data collection tools
- Developing a PISP based on data collection
- Executive functions and how they impact problem behavior
- Intervention strategies for motivation, transition difficulties, perseverations
- Interventions for inflexibility, oppositional defiant behaviour, sensory disturbances, attention difficulties and emotional control

WORKSHOP #6

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

- Steven G. Feifer, D.D.E., ABASP

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 subtypes to the brain’s 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.

This workshop will introduce a practical 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 output.

Lastly, the Feifer Assessment of Reading (FAR) battery, a comprehensive and innovative assessment tool that examines 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 automatically determines the specific subtype of reading disorder, features a dyslexia screener, and also yields numerous intervention strategies to a broad spectrum of reading problems.

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 the role of brain-based education in teaching 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 10 Item Likelihood of Reading placement using 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 neuropsychological basis for written language disorders 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 “Ritalin labe” procedures work as writing 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

Multiple course choices are available each day and course content is NOT repeated. Pre-registration is required for all workshops. You may change workshops during the day if seating is available.
**LEARNING OBJECTIVES**

- Understand the importance of executive skills development from infancy through adulthood.
- Explore the relationship between executive skills and academic success, social skills, and daily living skills.
- Recognize the impact of executive skills on problem behavior and develop strategies to address these challenges.
- Identify evidence-based interventions and programs that can help to stop the cycle of difficult behavior.
- Learn intervention strategies for written language disorder subtypes.

**OUTLINE**

1. Executive Skills Development Across the Lifespan
2. Normal executive skill development from infancy through adulthood
3. Negative influences on executive skill development (birth issues, head injuries, etc.)
4. Asperger’s Disorder (ADHD, Autism Spectrum Disorder)
5. Assessment of Executive Skills
6. Parent/Teacher/Student Interviews
7. Families as a team: how to reach new skills so that children will not use problem behavior to achieve escape or attention
8. Initiate the use of appropriate data collection tools to track progress and learn what is reinforcing it

**DAY ONE**

- **Workshop #4:** Smart But Scattered: Improving Executive Skills to Promote School Success
  - *Peg Dawson, D.E.D.*
  - 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 must be taught in every grade and that the course of executive skill development is influenced by experience and exposure, by modeling, 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 skill development by embedding them into classroom routines and lessons and by tailoring interventions to meet the needs of individual students and classrooms.

**DAY TWO**

- **Workshop #5:** 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 with special needs exhibits problem behaviour because they are afraid they will be accused of punishing him/her for his/her symptoms that are related to his/her disability. In the following discussion, we are focusing on certain behaviours which are not permitted, and others that impede the child’s or the other student’s 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 Syndrome, and many others exhibit these challenging behaviours. Behind every problem behaviour is something to teach a child skill deficit and interventions that can help to stop the cycle of difficult behaviour.

**DAY THREE**

- **Workshop #6:** 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 underlying cognitive and linguistic processes of evidence-based interventions.

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

**Workshop #7:**

- **Smart But Scattered: Improving Executive Skills to Promote School Success**
  - *Peg Dawson, D.E.D.*
  - 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 must be taught in every grade and that the course of executive skill development is influenced by experience and exposure, by modeling, 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 skill development by embedding them into classroom routines and lessons and by tailoring interventions to meet the needs of individual students and classrooms.

**Workshop #6:** 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 underlying cognitive and linguistic processes 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 neurological 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. This training introduces how to choose the appropriate written language model that 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 skill output. Lastly, the Feifer Assessment of Reading (FAR) battery, a comprehensive and innovative testing tool, examines 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 dysslexia screener, and also yields numerous intervention strategies to address the identified problem behavior.

**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 the importance of using brain-behavioral perspective, and link scores of evidenced-based interventions and relevant classroom strategies to address each subtype.
- Introduce a brain-based educational approach to 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 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 “Reading Disability” procedures work with 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.
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, Ph.D., 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 (2-25 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
- Fine Motor
- 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
- Facilitate 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
- Reorient and understand psychosocial interventions for anxiety, depression, and ODD
- Recognize the potential side effects of psychotropic medication that can mimic or cause behavioural issues related to HFA

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 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 values, and creates 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 parenting. Children are confused and may not know who 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 is not normal. 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 their natural adaptive basis and the adult-child relationship to its rightful preeminence. The concepts, principles and strategies of peer orientation are 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 is not normal. 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 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 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 the development of active and augmentative forms of communication can and should be integrated into the educational process that typifies the child seeking a way 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 training days 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 high-functioning autism and multiple challenges and/or young children on the more severe end of the autism spectrum. Information shared will be relevant to parents, teachers, speech therapists, occupational therapists, physical therapists and other supportive personnel.
Multiple course choices are available each day and course content is NOT repeated. New content will be covered on the first day of each workshop (day 1 and 2). Pre-registration is required for all workshops. You may change workshops during the day if seating is available.

**OUTLINE**

**LEARNING OBJECTIVES**

- Understand how to diagnose and treat dyslexia.
- Identify strategies for effective instruction.
- Discuss the role of technology in the education of students with dyslexia.

**OUTLINE**

**LEARNING OBJECTIVES**

- Differentiate behavioral choices and mental health-driven behaviors.
- Explain the effective uses of medications and potential side effects that can appear as misbehavior.
- Describe how to implement various school-based strategies, used in collaboration with community clinicians, to intervene when behavioral issues arise from mental health conditions.
- Discuss how the multidisciplinary team can successfully disperse the special needs child using positive behavior support.
- Discuss 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 Behaviors.
- Strategies for ADHD.
- Strategies for ASD.
- Strategies for Anxiety.
- Strategies for Depression.
- Strategies for Other Challenging Behaviors.
- Disciplining the Special Needs Child/Adolescent.
- Strategies for the IEP Team.

**OUTLINE**

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