

3
DAYS

EARN UP TO
18 CEUs
FOR 3 DAY
ATTENDANCE



The General & Special **EDUCATION SUMMIT**

BEHAVIOURAL CHALLENGES, MENTAL HEALTH & BRAIN-BASED LEARNING

NOVEMBER 6-8, 2019

Wednesday - Friday
8:30 AM - 4:00 PM

WINNIPEG, MANITOBA

Victoria Inn Hotel & Convention Centre
1808 Wellington Avenue

10 IMPERATIVE TOPICS RELEVANT TO EDUCATION AND MENTAL HEALTH PROFESSIONALS

- ✓ How to Develop a Trauma Informed School
- ✓ Over 30 Proven & Effective Brief Interventions for Students with Emotional & Behavioural Problems
- ✓ Smart but Scattered: Improving Executive Skills to Promote School Success
- ✓ Overcoming Anxiety Disorders in School-Age Children & Adolescents
- ✓ The Neuropsychology of Reading & Written Language Disorders
- ✓ Electronic & Gaming Addiction a New Crisis
- ✓ Dyslexia: What it is, What it is Not & How to Help Students
- ✓ What To Do After the Meltdown
- ✓ Powerful and Effective Strategies for Reaching "I Don't Care Students" and Disengaged Students
- ✓ Working with Oppositional, Defiant & Anger Issues with Children & Adolescents

**9 INTERNATIONALLY
RENOWNED EXPERTS**



Jay Berk
PH.D.



Tracy Block-Zaretsky
BA



MaryAnn Brittingham
MS



Christine Dargon
PH.D.



Peg Dawson
ED.D., NCSP



**EARLY BIRD
SAVINGS**
DEADLINE:
OCTOBER 23, 2019



Steven G. Feifer
D.ED., ABSNP



Kathy Morris
M.ED.



Steven T. Olivas
PH.D., HSP



Kelli Sandman-Hurley
ED.D.

PRESENTED BY



\$10 OFF | PROMO CODE:
EDUCATOR10

**1, 2 & 3 DAY REGISTRATION
OPTIONS AVAILABLE**

INFO & REGISTRATION: JACKHIROSE.COM | 1.800.456.5424



Steven G. Feifer, D.ED., NCSP is an internationally renowned speaker and author in the field of learning disabilities and has conducted nearly 200 professional seminars for educators and psychologists. He has authored six books on learning and emotional disorders in children.



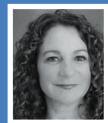
Steven Olivas, PH.D., HSP is a Licensed Psychologist in Private Practice in Middle Tennessee. He began his practice career in 1991 when ADHD was exploding onto the scene, and has enjoyed working with the energy and spontaneous creativity of children ever since.



Christine Dargon, PH.D. having worked in clinical practice for over 20 years, now focusses her time on speaking and education. Dr. Dargon did graduate research and her dissertation on rape-related PTSD and began working with rape survivors over 25 years ago. Currently, Dr. Dargon is an international speaker.



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/supervisor for all grade levels.



MaryAnn Brittingham, MS holds a Master's degree in Family and Child Counselling from Long Island University and a Bachelor's degree in Elementary and Special Education from D'Youville College. She has over 35 years of experience as a special education teacher, and child/family counsellor.



Peg Dawson, ED.D., NCSP In over 40 years of clinical practice, She has worked with thousands of children who struggle at home and in school. At the center of their struggles are often weak executive skills. Along with, Dr. Richard Guare, she has written numerous books.



Kelli Sandman-Hurley, ED.D. is an author and co-founder of the Dyslexia Training Institute.



Tracy Block-Zaretsky, MA is the co-founder of the Dyslexia Training Institute.



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.

Day 1 | Wednesday, November 6, 2019

Morning Keynotes

Steven G. Feifer, D.ED., NCSP
8:30 AM – 9:45 AM

Stress Trauma and Learning: How to Develop Brain-Based Interventions

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.

Steven Olivas, PH.D., HSP
9:45 AM – 10:45 AM

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

Over 30 Proven and Effective Brief Interventions for Student with Emotional and Behavioural Problems will guide you through focused, clear and proven approaches to working with children and youth. Every professional who seeks to fill their toolbox with tested methods will leave this seminar with a wealth of fresh ideas and rejuvenated spirits.

Christine Dargon, PH.D.
11:00 AM – 12:00 PM

Overcoming Anxiety Disorders in School-Age Children

The increasing rate of stress and trauma to children, which includes divorce, family breakdown, violence in society, the media and, has produced a "shell shocked" generation suffering from anxiety in many cases. The challenge for educators and clinicians is to recognize anxiety in children and help them cope. Dr. Dargon will teach you how and why anxiety develops in children and adolescents.

Day 2 | Thursday, November 7, 2019

Morning Keynotes

Kathy Morris, M.ED.
8:30 AM – 9:45 AM

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

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 an inability to self-regulate emotions. This course will provide many practical hands-on strategies to increase positive and acceptable behaviour while decreasing undesirable behaviours.

MaryAnn Brittingham, MS
9:45 AM – 10:45 AM

Powerful & Effective Strategies for Reaching "I Don't Care" and Disengaged Students

Everyone wants to know how to reach their students who are unmotivated, underperforming and claim to not care about school. This innovative seminar will demonstrate successful strategies you can use in your classroom or school to make positive changes in these challenging students.

Steven G. Feifer, D.ED., NCSP
11:00 AM – 12:00 PM

Reading, Writing and the Brain: Developing Effective Interventions

This keynote 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.

Peg Dawson, ED.D., NCSP
8:30 AM – 9:45 AM

Smart But Scattered: Improving Executive Skills to Promote School Success

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.

Morning Keynotes

Kelli Sandman-Hurley, ED.D.
9:45 AM – 10:45 AM

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

In this keynote 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.

Jay Berk, PH.D.
11:00 AM – 12:00 PM

Electronic & Gaming Addiction, a New Crisis: Practical Strategies for School Professionals, Clinicians & Parents

Dr. Berk has become fully aware that over the years there has been a growing area of concern for individuals and was pleased to see that recently the World Health Organization announced a diagnosis of electronic gaming addiction as a formalized diagnostic tool.

Afternoon Concurrent Sessions (continuation of all morning keynotes)

Steven G. Feifer, D.ED., NCSP
1:15 PM – 4:00 PM

Stress Trauma and Learning: How to Develop Brain-Based Interventions

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.

COURSE 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.

Steven Olivas, PH.D., HSP
1:15 PM – 4:00 PM

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

With nearly 30 years of clinical experience and a background in improvisational comedy, Dr. Steve is a strong proponent of "Edu-tainment". He uses wit and humour to enhance your learning experience, improving the retention and utilization of the skills covered. You will leave this workshop with new strategies for success and techniques to revitalize your interactions with students.

COURSE OBJECTIVES:

- Utilize effective techniques for the treatment of behaviour disorders in children
- Develop specific behavioural interventions that address the developmental stage of the child or adolescent
- Consider the efficacy of biologically-based interventions to address behavioural and emotional disorders in children

Christine Dargon, PH.D.
1:15 PM – 4:00 PM

Overcoming Anxiety Disorders in School-Age Children

The seven key anxiety disorders along with case examples to be addressed include:

- Separation Anxiety Disorder
- Overanxious Disorder
- Social Anxiety Disorder
- Post-Traumatic Stress Disorder
- Panic Disorder
- Obsessive-Compulsive Disorder
- Phobias

Other co-occurring disorders (e.g. behaviour problems, medical conditions, depression, ADHD, learning disabilities, selective mutism) will also be discussed. Emphasis will be on creative interventions involving insight-oriented, cognitive-behavioural, biological, mindfulness, expressive arts and family systems approaches.

Afternoon Concurrent Sessions (continuation of all morning keynotes)

Kathy Morris, M.ED.
1:15 PM – 4:00 PM

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

There will be strategies on preventing meltdowns, tantrums, and rage. Suggestions for instructional consequences and self-management techniques to help prevent another meltdown will be provided. Videos and demonstrations using evidence-based techniques and a system of visual supports throughout the day will indicate how to use high focus and interest areas as incentives. This information and fun-packed course is designed for educators, therapists, counsellors, and all those who are interested in providing support to children and adolescents with ASD, ADHD, or other developmental disabilities.

COURSE OBJECTIVES:

- Explain why an agenda/schedule is important for persons on the spectrum
- Explain how to use a Surprise Card

MaryAnn Brittingham, MS
1:15 PM – 4:00 PM

Powerful & Effective Strategies for Reaching "I Don't Care" and Disengaged Students

Many of us are frustrated with the numerous students who have "checked out," are disengaged, unmotivated, and underperforming. We know the symptoms, but don't always know the solutions. The good news is that there is hope and there are strategies to begin to stop the cycle of helplessness these students experience. Join behaviour expert, MaryAnn Brittingham, in this one-day seminar that will cover practical ideas, strategies and techniques to help increase your success with these challenging students. She will give you numerous ideas and strategies to help you guide students toward making positive behaviour changes.

Steven G. Feifer, D.ED., NCSP
1:15 PM – 4:00 PM

Reading, Writing and the Brain: Developing Effective 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.

Afternoon Concurrent Sessions (continuation of all morning keynotes)

Peg Dawson, ED.D., NCSP
1:15 PM – 4:00 PM

Smart But Scattered: Improving Executive Skills to Promote School Success

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 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 skills by embedding them into classroom routines and lessons and by tailoring interventions to meet the needs of individual students and classrooms.

COURSE OBJECTIVE:

- To describe the brain processes involved in executive skill development both in typically developing children and those with executive dysfunction (such as ADHD).

Kelli Sandman-Hurley, ED.D.
Tracy Block-Zaretsky, BA
1:15 PM – 4:00 PM

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

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 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.

Jay Berk, PH.D.
1:15 PM – 4:00 PM

Working with Oppositional, Defiant & Anger Issues with Children & Adolescents

Children diagnosed with Oppositional Defiant Disorder (ODD) can present a monumental challenge to therapists, teachers, parents and siblings. ODD and other conduct problems are the single greatest reasons for referrals to outpatient and inpatient mental health settings for children, accounting for at least half of all referrals. Complicating the success of therapeutic interventions is the high rate of comorbidity with anxiety and depressive disorders or ADHD. Current research also correlates a variety of cognitive skill deficits including executive function, emotional regulation, language processing, and social processing. This dynamic workshop will address a full range of behavioural disturbances, from mild to severe.

► STEP 1 – CONTACT INFO

Name _____

Position _____ School / Organization _____

Address _____

City _____ Province _____ Postal Code _____

Work Phone [] _____ Work Fax [] _____

Email _____

► STEP 2 – SELECT ATTENDING DATE(S) | Please check off attending dates.

I WILL BE ATTENDING: **DAY 1** - November 6 **DAY 2** - November 7 **DAY 3** - November 8

► 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: October 23, 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)

Visa Credit Card # _____ Expiry _____ / _____

MasterCard Cardholder Name _____

Cheque Signature _____ Cheque # _____

4 WAYS TO REGISTER

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

3 WAYS TO SAVE

-  **\$10 OFF** ONLINE PROMO CODE: EDUCATOR10
registration.jackhirore.com
-  **\$20 OFF** EARLY BIRD DISCOUNT
Deadline: October 23, 2019
-  **UP TO \$60 OFF** GROUP DISCOUNTS
See Step 3 for Savings & Fees.

HOTEL & ACCOMMODATIONS

VICTORIA INN HOTEL & CONVENTION CENTRE
1808 Wellington Avenue

HOW TO BOOK

- To book by phone call: 204.786.4801
- Please refer to the Jack Hirose & Associates corporate rate.

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. 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. 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.

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