

**Lisa Ferentz, LCSW, DAPA**, is a recognized expert in the strengths based, de-pathologized treatment of trauma and self-harm and has been in private practice since 1984. She presents workshops and keynote addresses nationally and internationally, and is a clinical consultant to practitioners and mental health agencies in the United States, Canada, England and Ireland. She has been an adjunct faculty member at several universities, and in 2007 founded "The Ferentz Institute," which provides continuing education and state of the art training in trauma treatment to mental health professionals.



**LISA FERENTZ, LCSW**

2 Day Clinical Focused Workshop

P.3

## POST-TRAUMATIC GROWTH

### Leading Clients on a Journey of Resiliency & Healing

EDMONTON | NOVEMBER 19 & 20, 2019

2 Day Clinical Focused Workshop

P.2

## MOTIVATIONAL INTERVIEWING (M.I.)

### Essential Strategies & Interventions to Motivate Clients Toward Change

EDMONTON | OCTOBER 21 & 22, 2019



**PAUL BURKE, M.A.**

2 Day Child & Youth Focused Workshop

P.6

## 2 DAY SKILLS PRACTICE WORKSHOP: STRENGTHENING EXECUTIVE SKILLS TO PROMOTE SCHOOL SUCCESS

CALGARY | DECEMBER 5 & 6, 2019



**PEG DAWSON, ED.D.**

1 Day Child & Youth Focused Workshop

P.4

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

LETHBRIDGE, AB | OCTOBER 31, 2019



**JAY BERK, PH.D.**

1 Day Child & Youth Focused Workshop

P.5

## MENTAL HEALTH ISSUES IN THE CLASSROOM

Practical Strategies for Helping Children & Adolescents Succeed

LETHBRIDGE, AB | NOVEMBER 1, 2019



# MOTIVATIONAL INTERVIEWING (M.I.)

## Essential Strategies & Interventions to Motivate Clients Toward Change

EDMONTON | MONDAY, OCTOBER 21 & TUESDAY, OCTOBER 22, 2019 | 9AM – 4PM

Executive Royal Inn West Edmonton | 10010 – 178 Street NW

**M**otivational Interviewing (MI) is an approach to communication that tends to help clients construct their own argument(s) in support of a pre-determined change. Fidelity to this way of focusing a conversation serves to enhance the client's desires for the identified change, and to assist them in articulating their own reasons and needs related to the targeted change. The skillful use of MI with clients leads to activation and strengthening of readiness, willingness and ability to engage with a strategic change plan – of their own making.

**This 2-day workshop provides a thorough foundation upon which more advanced concepts and skills are presented and practiced. A balance of theory and practice opportunities will facilitate your understanding of and skill enhancement in:**

1. Why people decide to pursue change (and why they don't).
2. Four processes that helpers can facilitate to evoke and strengthen client awareness of their

desire, ability, reason, and need to pursue specified change(s).

3. Five core skills that facilitate work within the four processes of an MI conversation.
4. Elements of "interviewing style" that can influence client speech in favor of change (or toward "locking in" to a no-change stance).
5. How to work with various elements of client speech in order to bolster client readiness, willingness, and desire to pursue a planned change process.

Change from within a variety of mental health, substance use treatment, and chronic disease management contexts will be the primary focus of case discussions and applied practice sessions of our MI training series. Emphasis will be placed on the use of MI for enhanced treatment compliance and treatment engagement and on evoking desire and readiness for health oriented behaviour changes.

### WORKSHOP AGENDA – KEY TOPICS COVERED

#### DAY 1

##### Introductions of Participants & Conceptual Foundations

- » Conceptual structure of MI
- » Processes in an MI conversation
- » "Spirit" modalities to set an "MI environment"
- » Theoretical Concepts Underlying MI (Change vs Compliance)
- » MI as a "conversational style" vs "clinical technique" (Conversational styles that promote client arguments for and against change)
- » Key concepts regarding motivation and persuasion

##### Transtheoretical Model of Change

- » In relation to stages of motivation and "motivational enhancement"
- » Ambivalence as a "normal" behaviour in the context of change
- » In context of motivational readiness, willingness and ability and implications for MI conversations

##### Reflective Listening as a Core Skill in MI work (Focus: The Engaging Process)

- » Who engages with whom?
- » Self-Perception Theory
- » Purpose(s) of Reflective Listening in
- » Simple and Complex Reflections
- » Reflective Listening Exercise (Question/Simple/Complex)

#### The Purpose and Definition of MI

- » Differences between MI and "therapy"
- » Motivational Enhancement vs "Therapy"
- » Motivation, Engagement, and "Buy In"
- » How "persuasion" impacts motivation
- » Why Helpers Opt To Persuade

#### DAY 2

##### Common "Traps" Which Thwart MI Competency

- » Review and Examples of 8 Common Traps and How to Minimize "Habits" That Get In The Way of Practicing MI

##### "Spirit" (Establishing An Environment Conducive To MI), processes and principles of MI conversations

- » Partnership, acceptance, compassion and evoking behaviours as "global" elements of MI practice (notes on how these are measured)
- » 4 Processes: First things first; Last Things Last

##### Directionality in MI

- » "Guiding" vs "Steering" (Nudging vs. "pushing")
- » Equipoise as a helping practice
- » Agenda Setting/Mapping/Focusing

##### Client "Push Back" (aka "resistance") in the Context of an MI Conversation (Cause – effect)

- » MI perspective on "Client Resistance"
- » Resistance Under the Behavioural Control of the Helper



**PAUL BURKE, M.A., RSW, CACII**

Paul is a registered social worker with extensive clinical and training experience in the application of M.I. to addictions and mental health counselling, concurrent disorders, social work practice, psychological disorders, health-care and to a large variety of mandated and "resistant" populations. Paul is a certified trainer with the international "MINT" organization (Motivational Interviewing Network of Trainers). He is also a member of a special interest working group within MINT devoted to furthering the use of Motivational Interviewing with survivors of intimate partner violence. For the past sixteen years Paul has specialized exclusively in the delivery of M.I. training for a wide variety of helping professionals across Canada. To date, he has facilitated high-caliber training for more than 8,000 learners of the MI approach, including for psychologists, physicians, mental health and addictions counsellors, nurses, rehab practitioners, and others who specialize in direct-client care.



**EARLY BIRD | SAVE \$20!**

Early Bird Deadline: October 7, 2019

### EARLY BIRD REGISTRATION FEES

INDIVIDUAL	\$449	GROUP: 15+	\$389
GROUP: 3-7	\$429	FT STUDENT	\$389
GROUP: 8-14	\$409		

### LEARNING OBJECTIVES

1. Form a variety of useful and strategic reflections to facilitate the engaging, focusing and evoking processes central to an MI conversation
2. Identify client use of "change talk" and/or "sustain talk" in real-time
3. Design strategic questions that will evoke desire, ability, reason, or need language related to the targeted change
4. Differentiate between client language that leads to intention for change or to intention to maintain status-quo (no change)
5. Respond effectively to client use of "change talk" prior to moving toward goal setting

# POST-TRAUMATIC GROWTH

## Leading Clients on a Journey of Resiliency & Healing

EDMONTON | TUESDAY, NOVEMBER 19 & WEDNESDAY, NOVEMBER 20, 2019 | 9AM – 4PM

DoubleTree by Hilton West Edmonton | 16615 109th Avenue NW

Become empowered as a trauma clinician! Learn from expert trauma clinician Lisa Ferentz how to shine a spotlight on your clients' resiliency and creativity – while planting the seeds of hope and Post-Traumatic Growth even in the earliest stages of therapy!

When we work with traumatized clients we often feel compelled to stay focused on the inevitable byproducts of PTSD. As we look for the ways in which clients have been adversely affected by their trauma, it can inadvertently narrow our sense of who they are, and solidify their identities as “damaged” or “broken.”

Although helping clients to reconnect with and process their pain and grief is important, this workshop takes you further. You will learn respectful and powerful ways to weave the concepts of Post-Traumatic Growth into the treatment process.

**Using moving and inspiring case examples and videos made by clients we will identify the tangible markers of post-traumatic growth including:**

- a new way of relating to others
- the capacity to believe in new possibilities
- the rediscovery of personal strengths
- a newfound appreciation for life

Participants will have many opportunities to practice creative strategies including: somatic resourcing; journaling; drawing; two-handed writing; and guided imagery and visualizations all designed to install and strengthen hope, growth, and healing in clients and therapists alike. 🌱

*“This was one of the best and most useful workshops I have ever experienced!”*

### WORKSHOP AGENDA – KEY TOPICS COVERED

#### PROCESSING THE IMPACT OF TRAUMA

- » Shifting from PTSD to Posttraumatic Growth (PTG)
- » Define PTG- analogies for treatment
- » Explore the Subjective Meaning of Trauma
- » Writing Experiential

#### ASSESS FOR CLIENT RESILIENCY

- » The Challenges of Achieving PTG
- » Planting the Seeds of PTG in Therapy
- » The Therapist's Lens and Countertransference
- » Case Study

#### THE POWER OF POSITIVE SELF-TALK

- » The Strengths-based Perspective
- » Introduce Self-Compassion
- » Experiential: Remembered Resources
- » Cognitive Re-framing: Going for Kindness

#### MOVE BEYOND A TRAUMA IDENTITY

- » Notice Double Standards
- » Highlighting Resiliency
- » Indicators of Post-traumatic Growth

#### EXPLORING THE MANIFESTATIONS OF POSTTRAUMATIC GROWTH

- » Process the PTG Inventory
- » Re-discover Personal Strengths
- » Case Study and Video
- » Experientials: Somatic resourcing, Visualization and Art

- » Belief in New Possibilities
- » Case Study and Video
- » Experiential: PTSD and PTG Through Art

#### MOVING BEYOND THE TRAUMATIZED SELF

- » Relating to Others
- » Experiential: Two-handed Writing
- » Exploring Spirituality
- » Case Study and Video

#### HELP CLIENTS PAY IT FORWARD

- » Newfound Appreciation of Life
- » Case Study
- » Experiential: Art and Gratitude
- » PTG and Forgiveness

#### BUILDING ON THE SEEDS OF POST-TRAUMATIC GROWTH

- » Additional Creative Strategies to Promote PTG
- » Guided Imagery, Documenting Healing Through Artwork, Journaling

*“I really enjoyed this training. I thought the presenter was very knowledgeable about the topic, taught it well, and modelled some of the skills while teaching it. Very useful information that I believe I will be able to incorporate into my practice.”*



**LISA FERENTZ, LCSW**

Lisa Ferentz, LCSW, DAPA, is a recognized expert in the strengths based, de-pathologized treatment of trauma and self-harm and has been in private practice since 1984. She presents workshops and keynote addresses nationally and internationally, and is a clinical consultant to practitioners and mental health agencies in the United States, Canada, England and Ireland. She has been an adjunct faculty member at several universities, and in 2007 founded “The Ferentz Institute,” which provides continuing education and state of the art training in trauma treatment to mental health professionals. In 2009 she was voted the “Social Worker of Year” by the Maryland Society for Clinical Social Work. Lisa is the author of “Treating Self-Destructive Behaviors in Traumatized Clients: A Clinician's Guide” (Routledge), now in its second edition, “Letting Go of Self-Destructive Behaviors” (Routledge). Lisa hosted a weekly radio talk show, writes blogs and articles for websites on trauma, self-harm, and self-care, teaches on many webinars.



**EARLY BIRD | SAVE \$20!**

Early Bird Deadline: November 5, 2019

#### EARLY BIRD REGISTRATION FEES

INDIVIDUAL	\$449	GROUP: 15+	\$389
GROUP: 3-7	\$429	FT STUDENT	\$389
GROUP: 8-14	\$409		

### LEARNING OBJECTIVES

1. Characterize post-traumatic growth and identify two metaphors that can be used to introduce the concept into the therapy process.
2. Construct three examples of how the meaning clients attach to trauma can either intensify or mitigate their experiences.
3. Evaluate three examples of the positive and negative impact that clients' meaning-making has on treatment outcomes.
4. Analyze at least three reasons why some clients might find it challenging to reach a place of post-traumatic growth.
5. Assess for 5 personality traits that can increase the likelihood of clients experiencing post-traumatic growth in therapy.



**JAY BERK, PH.D.**

Jay Berk, Ph.D., is a licensed clinical psychologist and an internationally recognized expert in the child/adolescent behavioural field who brings both a clinical and education perspective to his work with children, adolescents and their families. For over 25 years, Dr. Berk has been treating clients with ODD, ADHD, autism, anxiety and stress, depression, learning disabilities, Tourette's Syndrome and individuals who have Autism Spectrum Disorder.

He conducts 15 social skills/mental health groups for children and adolescents and works daily with school and community professionals, families and parents. Dr. Berk continually consults for several school districts. In his private practice, in Beachwood, Ohio, he provides therapy for children, adolescents, families, testing and evaluation, school consultation as well as designed and facilitates alternative educational program.

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

**LETHBRIDGE | THURSDAY, OCTOBER 31, 2019 | 9AM – 4PM**

Coast Lethbridge Hotel & Conference Centre | 526 Mayor Magrath Drive S

**ATTEND BOTH JAY BERK WORKSHOPS & SAVE!**

Children diagnosed with Oppositional Defiant Disorder (ODD) can present a monumental challenge to therapists, teachers, parents and siblings. ODD and other conduct problems are the single greatest reasons for referrals to outpatient and inpatient mental health settings for children, accounting for at least half of all referrals. Complicating the success of therapeutic interventions is the high rate of comorbidity with anxiety and depressive disorders or ADHD. Current research also correlates a variety of cognitive skill deficits including executive function, emotional regulation, language processing, and social processing. These complicating comorbidities and correlations mean that ODD often requires multidisciplinary assessment and components of mental health care, case management, and educational intervention for students and clients to improve.

This dynamic workshop will address a full range of behavioural disturbances, from mild to severe, in order to identify the therapeutic techniques that have proven effective. Participants will review and discuss strategies which can be immediately applied across a variety of settings including home, community, social groups, classrooms, or therapeutic. Participants will examine the intersection of ODD with a variety of issues such as trauma, ADD, learning disabilities, bipolar disorder, and depression and discuss how these affect and alter treatment decisions. Participants will leave this workshop with a much improved diagnostic and treatment approach to ODD and other behavioural disorders.

## WORKSHOP AGENDA – KEY TOPICS COVERED

### Today's Impact on Behaviour in Children/Adolescents

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

### Why Children Become Oppositional & Defiant

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

### The Diagnosis of Oppositional Defiant Disorder

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

### Related Issues/Disorders that Impact Oppositional Behaviours

- » ASD
- » Sensory processing disorder
- » ADHD OCD
- » Learning disabilities

### The Impact of Medications

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

### Intervention Strategies to Reduce Passive Aggressive, Disruptive & Violent Behaviours

- » Individual/group/classroom
- » Create immediate changes in behaviour
- » Ways to recognize and recover

### Intervention Strategies That Do Not Work & How to Fix Them

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

### Intervention Options in a Variety of Settings

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

### Strategies to Work with Parents & Staff Members

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

## LEARNING OBJECTIVES

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



**EARLY BIRD | SAVE \$20!**

Early Bird Deadline: October 17, 2019

## EARLY BIRD REGISTRATION FEES

### WORKING WITH OPPOSITIONAL, DEFIANT, & ANGER ISSUES

INDIVIDUAL **\$249**  
 GROUP: 3-7 **\$234**  
 GROUP: 8-14 **\$219**  
 GROUP: 15+ **\$204**  
 FT STUDENT **\$204**

### MENTAL HEALTH ISSUES IN THE CLASSROOM

INDIVIDUAL **\$249**  
 GROUP: 3-7 **\$234**  
 GROUP: 8-14 **\$219**  
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 FT STUDENT **\$204**

**SAVE!**

**ATTEND BOTH JAY BERK WORKSHOPS**

INDIVIDUAL **\$449**  
 GROUP: 3-7 **\$429**  
 GROUP: 8-14 **\$409**  
 GROUP: 15+ **\$389**  
 FT STUDENT **\$389**

*“Dr. Berk was very funny and engaging in his presentation. I would recommend going to one of his workshops. Everything we learned will be useful in my classroom and practice”*

## WHO SHOULD ATTEND

**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.**

# MENTAL HEALTH ISSUES IN THE CLASSROOM

Practical Strategies for Helping Children & Adolescents Succeed

LETHBRIDGE | FRIDAY, NOVEMBER 1, 2019 | 9AM – 4PM

Coast Lethbridge Hotel & Conference Centre | 526 Mayor Magrath Drive S

ATTEND BOTH JAY BERK WORKSHOPS & SAVE!

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 and outbursts, Meltdowns and 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

## WORKSHOP AGENDA – KEY TOPICS COVERED

### Students with Mental Health Issues

- » Characteristics of at-risk students' mental health problems
- » Mental health issues vs. intentionally disruptive behaviours
- » How skill deficits from mental health issues create behavioural difficulties

### Strategies for ODD & Conduct Disorder Behaviours

- » Choices everyone can live with
- » What adults should never say, but usually do
- » Arguments with defiant kids
- » School-wide management program

### Strategies for ADHD

- » Decrease impulsive behaviours with what YOU do
- » Drawing out the behaviours you want
- » Decrease disruption to other students
- » Techniques to self-regulate

### Strategies for ASD

- » It's all about social skills growth
- » Sensory solutions
- » Self-regulation techniques for ASD

- » Most misinterpreted behaviours
- » Move them past “kid cop” behaviours

### Strategies for Anxiety

- » What to do about separation anxiety
- » Help their panic attack pass quickly
- » School phobia...not always a fear of school

### Strategies for Depression

- » School-wide program to promote compassion and a supportive culture
- » Getting them past their sense of helplessness

### Strategies for Other Challenging Behaviours

- » Cutting and self-injury: What you really need to know to effectively intervene
- » Electronic addiction: Which kids are most susceptible and why

### Disciplining the Special Needs Child/Adolescent

- » How IDEA relates to discipline
- » Rules for disciplining special education students

### Strategies for the IEP Team

- » Functional behavioural assessment simplified
- » Facts and data to make tactical decisions

## LEARNING OBJECTIVES

1. Differentiate behavioural choices and mental health-driven behaviors.
2. Explain the effective uses of medications and potential side effects that can appear as misbehaviours.
3. Describe how to implement various school-based strategies, used in collaboration with community clinicians, to intervene when behavioural issues arise from mental health conditions.
4. Discuss how the multidisciplinary team can successfully discipline the special needs child using positive behaviour support.
5. Describe how IDEA relates to mental health issues and discipline.



**EARLY BIRD | SAVE \$20!**

Early Bird Deadline: October 17, 2019

## EARLY BIRD REGISTRATION FEES

### WORKING WITH OPPOSITIONAL, DEFIANT, & ANGER ISSUES

INDIVIDUAL \$249  
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### MENTAL HEALTH ISSUES IN THE CLASSROOM

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FT STUDENT \$204

**SAVE!**

**ATTEND BOTH JAY BERK WORKSHOPS**

INDIVIDUAL \$449  
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GROUP: 8-14 \$409  
GROUP: 15+ \$389  
FT STUDENT \$389

# 2 DAY SKILLS PRACTICE WORKSHOP: STRENGTHENING EXECUTIVE SKILLS TO PROMOTE SCHOOL SUCCESS

CALGARY | THURSDAY, DECEMBER 5 & FRIDAY, DECEMBER 6, 2019 | 9AM – 4PM

Executive Royal Inn Calgary | 2828 23<sup>rd</sup> Street NE

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. 🌱

## WORKSHOP AGENDA – KEY TOPICS COVERED

### DAY 1

#### 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)
- » Key brain processes that control executive skill development

#### Assessment of Executive Skills

- » Parent/Teacher/Student Interviews
- » Behaviour Rating Scales
- » Formal/Informal Assessment

#### 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

### DAY 2

#### Teaching Executive Skills by Embedding Them in Daily Routines

- » Bedroom Cleaning
- » Teaching Students to Make Homework Plans
- » Teaching Students an Organizational System
- » Teaching Students to Control Emotions

#### Embedding Executive Skills into Classroom Content-Area Lessons

- » Outline 3-step procedure for taking any classroom lesson or problem situation and identifying 1) key executive skills required to complete the task successfully; 2) the obstacles that prevent students from using those executive skills successfully; and 3) strategies students might use to overcome the obstacles.
- » Provide several examples

#### Designing Student-Centered Interventions to Address Specific Contexts Impacted by Weak Executive Skills

- » Outline step-by-step procedure for designing student-centered interventions
- » Provide several examples

## LEARNING OBJECTIVES

1. To describe the brain processes involved in executive skill development both in typically developing children and those with executive dysfunction (such as ADHD).
2. To identify how executive skills impact school performance and daily living.
3. “Best practices” in assessing executive skills, including both formal and informal measures.
4. 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, and 3) how to design student-centered interventions targeted to specific problem situations and executive skill challenges.
5. The critical features of a coaching method geared to improving school performance through supporting executive skill development.



PEG DAWSON, ED.D., NCSP



#### CO-AUTHOR

*Smart But Scattered*  
*Smart But Scattered Teens*

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. She is the author of numerous articles and book chapters on a variety of topics, including retention, ability grouping, reading disorders, attention disorders, the sleep problems of adolescents, the use of interviews in the assessment process, and homework. Along with her colleague, Dr. Richard Guare, she has written several books for parents and professionals on the topic of executive skills.



**EARLY BIRD | SAVE \$20!**

Early Bird Deadline: November 21, 2019

### EARLY BIRD REGISTRATION FEES

INDIVIDUAL	\$449	GROUP: 15+	\$389
GROUP: 3-7	\$429	FT STUDENT	\$389
GROUP: 8-14	\$409		

## WHO SHOULD ATTEND

**Education & Clinical Professionals:** All education and mental health or healthcare professionals who work with children or youth including, but not limited to K–12 Classroom Teachers, School Counsellors, Learning Assistance/Resource Teachers, School Administrators, School Paraprofessionals including Special Education Assistants, Classroom Assistants and Childcare Workers • All other professionals who support behavioural challenges and complex learning needs 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 and Community Police Officers.

**12 INTERNATIONALLY  
RENOWNED EXPERTS**

**15 FULL DAY  
WORKSHOPS**

**15 TOPICS RELEVANT TO MENTAL  
HEALTH PROFESSIONALS**

**Lisa  
Ferentz**  
LCSW, DAPA



**Jamie  
R. Forsyth**  
PH.D.



**John  
P. Forsyth**  
PH.D.



**Robert  
A. Neimeyer**  
PH.D.



**Laurel  
Parnell**  
PH.D.



**Randy  
Paterson**  
PH.D., R.PSYCH.



**Jeff  
Riggenbach**  
PH.D., LPC



**Richard  
W. Sears**  
PSY.D., PH.D.



**Eboni  
Webb**  
PSY.D.



**Margaret  
Wehrenberg**  
PSY.D.



**Henny  
Westra**  
PH.D.



**Reid  
Wilson**  
PH.D.



# The Canadian **MENTAL HEALTH SUMMIT**

**Advanced Interventions  
& Strategies for  
Frontline Professionals**

**Calgary, Alberta  
November 20–22, 2019**

Wed–Fri | 9:00AM – 4:00PM

**Best Western Premier  
Calgary Plaza Hotel**

1316 33<sup>rd</sup> Street NE

## **TOPICS INCLUDE:**

- ANXIETY MANAGEMENT TECHNIQUES
- CBT STRATEGIES
- MINDFULNESS
- ACCEPTANCE & COMMITMENT THERAPY (ACT)
- DELAYS IN INDEPENDENCE
- EMDR
- TRAUMA
- DEPRESSION
- PERSONALITY DISORDERS
- MOTIVATIONAL INTERVIEWING
- DIALECTICAL BEHAVIOUR THERAPY (DBT)
- GRIEF
- ANXIETIES, PHOBIAS & OCD

## **CO-SPONSORS**



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& ASSOCIATES INC.

## **EARL BIRD SAVINGS**

Deadline:  
Nov 6, 2019



**INFO & REGISTRATION: JACKHIROSE.COM | 1.800.456.5424 | 1, 2 & 3 Day Registration Options Available**

# REGISTRATION FORM

Alberta Workshops | Fall 2019

## STEP 1 – CONTACT INFO

Name		
Position		School / Organization
Address		
City	Province	Postal Code
Work Phone [     ]	Work Fax [     ]	
Email		

## STEP 2 – SELECT WORKSHOP

- ☐ **Motivational Interviewing (M.I.)** - Paul Burke | Edmonton, October 21 & 22, 2019
- ☐ **Post-Traumatic Growth** - Lisa Ferentz | Edmonton, November 19 & 20, 2019
- ☐ **Working with Oppositional, Defiant & Anger Issues** - Jay Berk | Lethbridge, October 31, 2019
- ☐ **Mental Health Issues in the Classroom** - Jay Berk | Lethbridge, November 1, 2019
- ☐ **2 DAY: Attend Both Jay Berk Workshops** - Lethbridge, October 31 & November 1, 2019
- ☐ **Strengthening Executive Skills** - Peg Dawson | Calgary, December 5 & 6, 2019

## STEP 3 – WORKSHOP FEE | FIND FEES LISTED ON EACH PAGE

- ☐ Individual
- ☐ Group 3-7
- ☐ Group 8-14
- ☐ Group 15+
- ☐ Student

Fee	
Non Early Bird	+ \$20
Add 5% Tax	+
<b>TOTAL</b>	<b>\$</b>

• Early bird deadline is 14 days prior to the workshop date.  
† Please contact [registration@jackhirose.com](mailto:registration@jackhirose.com) for more information on our full-time student rates. Registrants must provide proof of full-time enrolment at a minimum of three courses (e.g., transcript or confirmation letter of enrolment)

## STEP 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 #	

## DISCOUNT RATES

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

## EARLY BIRD DEADLINE

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

## REGISTRATION FEE INCLUDES

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

## WORKSHOP AIDE DISCOUNT

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

## CONTINUING EDUCATION CREDITS

We are approved by: 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). *For more information on CPA approval, please visit [https://cpa.ca/docs/File/Courses/CE\\_Stds\\_Criteria-2018.pdf](https://cpa.ca/docs/File/Courses/CE_Stds_Criteria-2018.pdf)*  
**The number of course credits will vary for each event.**  
**See the event listing for specific workshop accreditation.**

## HOTEL & ACCOMMODATIONS

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

LETHBRIDGE	EDMONTON
Coast Lethbridge Hotel 526 Mayor Magrath Drive S 403.327.5701	Executive Royal Inn West Edmonton 10010 – 178 Street NW 780.484.6000
CALGARY	DoubleTree by Hilton West Edmonton 16615 109th Avenue NW 780.484.0821
Executive Royal Inn Calgary 2828 23rd Street NE 888.388.3932	

## TERMS & CONDITIONS

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

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

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

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

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

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

### 4 WAYS TO REGISTER



ONLINE  
[registration.jackhirose.com](http://registration.jackhirose.com)



EMAIL  
[registration@jackhirose.com](mailto:registration@jackhirose.com)



PHONE or FAX  
See numbers below right



MAIL  
See address below right

### 3 WAYS TO SAVE



ONLINE PROMO CODE: SAVE10AB  
[registration.jackhirose.com](http://registration.jackhirose.com)



EARLY BIRD DISCOUNT  
Deadline: See Workshop Page for Deadlines.



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



**Complete & Return with Payment:**  
Jack Hirose & Associates Inc.  
208-197 Forester Street  
North Vancouver, BC, Canada  
V7H 0A6  
**T** 604 924 0296 **F** 604 924 0239  
**TF** 1 800 456 5424  
**E** [registration@jackhirose.com](mailto:registration@jackhirose.com)