

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. In his private practice, in Beachwood, Ohio, he provides therapy for children, adolescents, families, testing and evaluation, school consultation as well as an alternative educational program. Dr. Berk presents nationally on the topics of autism, disruptive behaviour disorders, mental health issues in the classroom, ODD and social skills competency. **To preview his work, visit: www.jayberkphd.com or youtube.**



JAY BERK, PH.D.

1 Day Child & Youth Focused Workshops

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

LETHBRIDGE, AB | OCTOBER 31, 2019



1 Day Child & Youth Focused Workshops

MENTAL HEALTH ISSUES IN THE CLASSROOM

Practical Strategies for Helping Children & Adolescents Succeed

LETHBRIDGE, AB | NOVEMBER 1, 2019

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.



PEG DAWSON, ED.D., NCSP

2 Day Child & Youth Focused Workshops

2 DAY INTENSIVE: SMART BUT SCATTERED

Strengthening Executive Skills to Promote School Success

CALGARY, AB | DECEMBER 5 & 6, 2019



WEBINARS

With Specialists on Cutting Edge Topics

FOR MORE INFORMATION & REGISTRATION: **JACKHIROSE.COM**

WORKING WITH OPPOSITIONAL, DEFIANT & ANGER ISSUES

With Children and Adolescents

LETHBRIDGE | THURSDAY, OCTOBER 31, 2019 | 9AM – 4PM
Coast Lethbridge Hotel & Conference Centre | 526 Mayor Magrath Drive S

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.

- Benefits to Attending**
- Beyond behaviour charts – Truly intervene with difficult behaviours
 - Disruptive Mood Dysregulation Disorder & important DSM-5 updates
 - The #1 reason families inadvertently fuel defiant behaviours
 - How educators and clinicians may be fuelling exactly what they are trying to stop
 - Why child/adolescent “terrorist behaviours” work
 - Technology and behaviours... video games, electronic bullying, learning styles
 - Case studies & experiences

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.

WORKSHOP AGENDA – KEY TOPICS COVERED

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| » Today’s Impact on Behaviour in Children/ Adolescents | » The Impact of Medications |
| » Why Children Become Oppositional & Defiant | » Intervention Strategies to Reduce Passive Aggressive, Disruptive & Violent Behaviours |
| » The Diagnosis of Oppositional Defiant Disorder | » Intervention Strategies That Do Not Work & How to Fix Them |
| » Related Issues/Disorders that Impact Oppositional Behaviours | » Strategies to Work with Parents & Staff Members |

“Jay was inspiring! He shared his high energy and vast knowledge with us with humor and interspersed activities that brought the concepts to us multi-dimensionally.”

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

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. 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.

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

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.
6. List communication techniques that create a climate for success inside and outside the classroom.

WORKSHOP AGENDA – KEY TOPICS COVERED

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| Students with Mental Health Issues <ul style="list-style-type: none">» Characteristics of at-risk students’ mental health problems» Mental health issues vs. intentionally disruptive behaviours | Strategies for Anxiety <ul style="list-style-type: none">» What to do about separation anxiety» Help their panic attack pass quickly |
| Strategies for ODD & Conduct Disorder Behaviours <ul style="list-style-type: none">» Choices everyone can live with» What adults should never say, but usually do | Strategies for Depression <ul style="list-style-type: none">» School-wide program to promote compassions and a supportive culture» Getting them past their sense of helplessness |
| Strategies for ADHD <ul style="list-style-type: none">» Decrease impulsive behaviours with what YOU do» Drawing out the behaviours you want | Strategies for Other Challenging Behaviours <ul style="list-style-type: none">» Cutting and self-injury: What you really need to know to effectively intervene» Electronic addiction: Which kids are most susceptible and why |

- Strategies for ASD**
- » It’s all about social skills growth
 - » Sensory solutions

2 DAY INTENSIVE: SMART BUT SCATTERED

Strengthening Executive Skills to Promote School Success

CALGARY | THURSDAY, DECEMBER 5 & FRIDAY, DECEMBER 6, 2019 | 9AM – 4PM
Executive Royal Inn Calgary | 2828 23rd 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.

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.

WORKSHOP AGENDA – KEY TOPICS COVERED

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| DAY 1
Overview of Executive Skills <ul style="list-style-type: none">» Definitions» Underlying Theory Executive Skill Development Across the Lifespan <ul style="list-style-type: none">» 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 <ul style="list-style-type: none">» Parent/Teacher/Student Interviews» Behaviour Rating Scales» Formal/Informal Assessment Modifying the Environment to Support Students with Weak Executive Skills <ul style="list-style-type: none">» 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 <ul style="list-style-type: none">» 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 <ul style="list-style-type: none">» 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 <ul style="list-style-type: none">» Outline step-by-step procedure for designing student-centered interventions» Provide several examples |
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“Wow! Thank you. I will use what I gained in the classroom and at home – with myself, my students, my colleagues and my family.”
– Jodie K. (Grade 1 Teacher)

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 & APPLICABLE FEE

Fees do not include tax (5% GST)	INDIVIDUAL	GROUP 3-7	GROUP 8-14	GROUP 15+	FT STUDENT †
Working with Oppositional, Defiant & Anger Issues - Jay Berk Lethbridge October 31, 2019					
Early Bird (Before October 17)	<input type="checkbox"/> \$249	<input type="checkbox"/> \$234	<input type="checkbox"/> \$219	<input type="checkbox"/> \$204	\$204
Regular	<input type="checkbox"/> \$269	<input type="checkbox"/> \$254	<input type="checkbox"/> \$239	<input type="checkbox"/> \$224	\$224
Mental Health Issues in the Classroom - Jay Berk Lethbridge November 1, 2019					
Early Bird (Before October 17)	<input type="checkbox"/> \$249	<input type="checkbox"/> \$234	<input type="checkbox"/> \$219	<input type="checkbox"/> \$204	\$204
Regular	<input type="checkbox"/> \$269	<input type="checkbox"/> \$254	<input type="checkbox"/> \$239	<input type="checkbox"/> \$224	\$224
Attend Both Jay Berk Workshops Lethbridge October 31 & November 1, 2019					
Early Bird (Before October 17)	<input type="checkbox"/> \$449	<input type="checkbox"/> \$429	<input type="checkbox"/> \$409	<input type="checkbox"/> \$389	\$389
Regular	<input type="checkbox"/> \$469	<input type="checkbox"/> \$449	<input type="checkbox"/> \$429	<input type="checkbox"/> \$409	\$409
2 Day Intensive: Smart But Scattered - Peg Dawson Calgary December 5 & 6, 2019					
Early Bird (Before November 21)	<input type="checkbox"/> \$449	<input type="checkbox"/> \$429	<input type="checkbox"/> \$409	<input type="checkbox"/> \$389	\$389
Regular	<input type="checkbox"/> \$469	<input type="checkbox"/> \$449	<input type="checkbox"/> \$429	<input type="checkbox"/> \$409	\$409

• Early bird deadline is 14 days prior to the workshop date

† Please contact 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 3 – PAYMENT | FEES DO NOT INCLUDE TAX (5% GST)

<input type="checkbox"/> Visa	Credit Card #	Expiry	/
<input type="checkbox"/> MasterCard	Cardholder Name		
<input type="checkbox"/> Cheque	Signature	Cheque #	

4 WAYS TO REGISTER



ONLINE

registration.jackhirose.com



EMAIL

registration@jackhirose.com



PHONE or FAX

See numbers below right



MAIL

See address below right

3 WAYS TO SAVE



ONLINE PROMO CODE: ABSAVE10
registration.jackhirose.com



EARLY BIRD DISCOUNT
See Step 2 for Deadlines.



GROUP DISCOUNTS
See Step 2 for Savings & Fees.

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 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

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
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

Coast Lethbridge Hotel & Conference Centre
526 Mayor Magrath Drive S | 403.327.5701

CALGARY

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. 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. 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.

PLEASE REVIEW OUR PRIVACY POLICY: WWW.JACKHIROSE.COM



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& ASSOCIATES INC.
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Complete & Return with Payment:

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