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DAYS

EARN UP TO
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Educator's CONFERENCE

A PROFESSIONAL CONTINUING EDUCATION EVENT
PRE-KINDERGARTEN TO 12TH GRADE

BRAIN-BASED LEARNING, BEHAVIOURAL CHALLENGES & STUDENT MENTAL HEALTH

APRIL 30, MAY 1 & 2, 2019

Tuesday, Wednesday & Thursday
9:00am - 4:00pm

TORONTO

Sheraton Toronto Airport Hotel
801 Dixon Road

TOPICS INCLUDE:

- ✓ Neuropsychology of Reading & Written Language Disorders
- ✓ Is it Disability Behaviour or Just Disruptive Behaviour
- ✓ Practical Classroom Management Strategies
- ✓ Captivate, Activate & Invigorate the Student Brain in Science & Math
- ✓ Over 30 Proven & Effective Brief Interventions for Students with Emotional & Behavioural Problems
- ✓ Reaching & Teaching Students with Emotional Disturbance
- ✓ Life Skills: Practical Strategies That Work with Students
- ✓ What To Do After the Meltdown: Strategies for Prevention, Intervention & Instructional Consequences
- ✓ Rescuing the Dysregulated Student
- ✓ Strengthening Executive Skills in Children & Adolescence
- ✓ Dealing with Anxiety Disorders in School-Age Children
- ✓ High Functioning Autism: Proven & Practical Interventions
- ✓ Neuropsychology of Emotional Disorders
- ✓ Neuroscience of Technology to Enhance Learning

11 INTERNATIONALLY
RENOWN EXPERTS



**John
T. Almarode**
PH.D.



**Meghan
Barlow**
PH.D.



**Martha
S. Burns**
PH.D.



**Christine
Dargon**
PH.D.



**Peg
Dawson**
ED.D., NCSP

15
FULL-DAY
WORKSHOPS
CHOOSE FROM
5 PER DAY



**Steven
G. Feifer**
D.ED., ABSNP



**George
McCloskey**
PH.D.



**Kathy
Morris**
M.ED.



**Rebecca
A. Moyes**
M.ED.



**Steven
T. Olivas**
PH.D., HSP



**Eboni
Webb**
PSY.D.

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DISTINGUISHED FACULTY



John T. Almarode
PH.D.

has presented locally, nationally, and internationally. He has worked with thousands of teachers, dozens of school districts, and countless organizations.

John actively pursues his research interests including educational neuroscience, the design and measurement of classroom environments that promote student engagement, interest and engagement in STEM disciplines, specialized STEM high schools, interventions for low socioeconomic populations, college and university laboratory schools, and the translation of American education pedagogy in international schools.



Meghan Barlow
PH.D.

is a licensed pediatric psychologist specializing in the assessment and treatment of children, adolescents and young adults on the autism spectrum. She also has a wide

range of experience working with children who have a variety of anxiety disorders, developmental disorders, attention deficit disorders, mood disorders, behavioural concerns, genetic and metabolic syndromes and acute or chronic medical conditions. Dr. Barlow is the owner of a private practice, Meghan Barlow and Associates, where she provides assessment, treatment and group therapy services for children, adolescents, and young adults.



Martha S. Burns
PH.D.

has been a practicing speech language pathologist in the Chicago area for over 40 years. She serves on the Faculty of Northwestern University,

department of communication sciences and disorders, and has been a consultant to The Rehabilitation Institute of Chicago for 35 years. Dr. Burns is a Fellow of the American Speech-Language-Hearing Association and has received honours from Northwestern University, Evanston Hospital Corporation and the American Speech Language Hearing Foundation. She has authored 3 books and over 100 book chapters and articles.



Christine Dargon
PH.D.

having worked in clinical practice for over 20 years, now focuses her time on speaking and education. Her areas of clinical expertise include working with children

and families for years in such areas as abuse, divorce and custody disputes, children of alcoholic/drug addicted parents and adopted children. She also specialized in the treatment of eating disorders, anxiety disorders, mood disorders and marriage counseling. 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.



Peg Dawson
ED.D., NCSP

received her doctorate in school/child clinical psychology from the University of Virginia. She worked as a school psychologist for 16 years in Maine and New Hampshire,

and since 1992 has worked at the Center for Learning and Attention Disorders in Portsmouth, New Hampshire, where she specializes in the assessment of children and adults with learning and attention disorders. Along with her colleague, Dr. Richard Guare, she has written several books for parents and professionals on the topic of executive skills. Peg is the 2006 recipient of the National Association of School Psychologists' Lifetime Achievement Award.



Steven G. Feifer
D.ED., ABSNP

is an internationally renowned speaker and author in the field of learning disabilities, and has authored seven books on learning and emotional disorders

in children. He was voted the Maryland School Psychologist of the Year in 2008, and awarded the 2009 National School Psychologist of the Year. Dr. Feifer is a licensed psychologist currently employed at the Monocacy Neurodevelopmental Center in Frederick, MD, and also teaches in the ABSNP neuropsychology training program. Dr. Feifer has authored two tests on diagnosing learning disabilities in children.



George McCloskey
PH.D.

is a Professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine and holds

Diplomate status with the American Academy of Pediatric Neuropsychology. He frequently presents at international and national meetings on cognitive and neuropsychological assessment and intervention topics. Based on 20 years of research and experience working with children, adolescents and adults exhibiting executive function difficulties, Dr. McCloskey has developed a comprehensive model of executive functions.



Kathy Morris
M.ED.

has been a speech therapist, teacher for self-contained programs (including students with autism, severe behavioural difficulties, and cerebral palsy),

resource teacher and first grade teacher. She was also a diagnostician/wvvisor for all grade levels. She was a LIFE Skills/autism/behaviour/assistive technology consultant at a Texas education service center before leaving to start her own business in 1999. Her business, igivuWings, has reached families and educators throughout the world. Kathy has had over 42 years of experience working with children and adolescents with severe behavioural difficulties.



Rebecca Moyes
M.ED.

is a former general education teacher in public and private schools. She has served on Pennsylvania Governor Ridge's Task Force for Autism and was a

member of the PA SAFE Project for Verbal Behaviour. She is the author of six books for educators who teach students with special needs. She holds a master's in teaching and curriculum with an emphasis on special needs children. She also holds an autism certificate in PA and advanced training in applied behaviour analysis. She now serves as consultant to four school districts in the Pittsburgh area for students with emotional disturbance.



Steven T. 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. Throughout his career, he has taught courses at nine colleges

and universities, been a national public speaker, a regular columnist for a local newspaper, and co-host of a popular radio show. He is also the author of the acclaimed book, *Bad Kids... or Bad Behavior?* For nearly twenty years, he has been helping parents, clinicians, and school systems.



Eboni Webb, Psy.D.

earned her doctorate of Clinical Psychology from the Minnesota school of Professional Psychology. Dr. Webb began her clinical work as assistant clinical director and program director at Mental Health Systems in Minnesota, a large clinic specializing in Dialectical Behavior Therapy (DBT). She has extensively practiced DBT developing two special treatment programs for clients with developmental disabilities and borderline-intellectual functioning. She continues to serve as an advisor to the Dialectical Behavior Therapy National Certification and Accreditation Association (DBTNCAA), and has conducted DBT trainings internationally.

WORKSHOP #1

Captivate, Activate & Invigorate the Student Brain in Science & Math**- John T. Almarode, PH.D.**

Recent brain research confirms what we as teachers have believed for years— we don't pay attention to boring things. This exciting, out of your seat workshop examines the "must have" ingredients for maximum engagement in middle and secondary science classrooms. Participants start with captivating students and discovering what grabs the brain's attention, making it thirsty for new learning. Then, they experience the necessary steps to activating the brain so that it's "rocking and rolling" in the classroom. Finally, keeping the brain engaged requires an invigorating experience that keeps students coming back for more. This workshop uses the most recent research on keeping the brain engaged in science and math content. Participants will walk away with instant ideas and strategies that will have every student captivated, activated, and invigorated!

LEARNING OBJECTIVES

- ✓ Explore ways to engage your students so that the learning process can begin
- ✓ Identify key principles from the science of learning that support instructional decisions
- ✓ Understand the relationship between surface and deep level learning
- ✓ Apply promising principles from research to classroom practice
- ✓ Incorporate instructional practices that promote rigor in all content areas
- ✓ Explain the role of formative evaluation and feedback on teaching and learning
- ✓ Discover strategies for the classroom that will captivate, activate and invigorate your students

TARGET AGE RANGE

Pre-kindergarden to Grade 10

"John presented his Engaging Thinking Brains just the way we as teachers should be engaging our students' brains. It was an active, enthusiastic presentation which has me trying to implement the workshop strategies in my classroom. Well done, Mr. Almarode!"

"Excellent! Very motivational, current, and immediately applicable. I appreciated both the factual research and the educational application. I would highly recommend this presentation to any of my colleagues."

WORKSHOP #2

Overcoming Anxiety Disorders in School-Age Children**- Christine Dargon, PH.D.**

The increasing rate of stress and trauma to children, which includes divorce, family breakdown, violence in society, the media, and a failing school system, 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. Christine Dargon will teach you how and why anxiety develops in children and adolescents. She will present practical treatment strategies that can be applied immediately.

THE SEVEN KEY ANXIETY DISORDERS ALONG WITH CASE EXAMPLES TO BE ADDRESSED INCLUDE:

1. Separation Anxiety Disorder
2. Overanxious Disorder
3. Social Anxiety Disorder
4. Post-Traumatic Stress Disorder
5. Panic Disorder
6. Obsessive-Compulsive Disorder
7. 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.

LEARNING OBJECTIVES

- ✓ Demonstrate how to apply the "Three Ingredients" template for understanding how, why and when anxiety develops in children
- ✓ Describe how to recognize and modify the sources of stress in children and adolescents
- ✓ Explain the anxiety management skills to use with young clients
- ✓ Identify effective treatment strategies for each of the seven key anxiety disorders
- ✓ Identify steps that schools can take to reduce student anxiety

OUTLINE

- » Nature and Causes of Anxiety
 - How anxiety develops in children
- » Seven Key Anxiety Disorders
 - Separation anxiety disorder
- » Co-Occurring Disorders
 - Depression, ADHD, Learning Disabilities
- » Therapeutic Approaches
 - Cognitive-behavioural, biological, mindfulness
- » Interventions and Self-Regulation Strategies
 - The Floating Technique for panic anxiety

TARGET AGE RANGE

Pre-kindergarden to Grade 12

WORKSHOP #3

Over 30 Proven & Effective Brief Interventions for Students with Emotional & Behavioural Problems**- Steven Olivas, PH.D., HSP**

Leaving nothing to the abstract, *75 Quick, "On-the-Spot" Techniques for Children with Emotional and Behavioral Problems* will guide you through focused, clear, and successful methods for treating children. Every teacher who seeks to fill their toolbox with tested methods will leave with a wealth of fresh ideas.

If you do not have a lot of experience working with children and teens, you will leave with a defined strategy for success. If you are a seasoned professional, you will learn new tricks and techniques to re-energize and vitalize yourself as a teacher!

With over 25 years of clinical experience and a background in improvisational comedy, Dr. Steve is a strong proponent of "Edu-tainment." Namely, he uses charm, wit and humor to enhance the workshop experience, thus improving the retention and utilization of the specific skills covered. We change the world when we touch a child's life!

LEARNING OBJECTIVES

- ✓ Utilize effective, proven techniques for individually treating children with behaviour problems
- ✓ Learn simple, teachable tools specific for parents and teachers
- ✓ Hone skills for building a therapeutic relationship with difficult children and teens

OUTLINE**Behavioural Overview**

- » Etiology
 - nature v. nurture
 - gender differences
 - hormonal influence
- » Medical Interventions/Medications
 - ADHD
 - Oppositional Defiant Disorder
 - Conduct Disorder
 - Bi-Polar Disorder

Tools for Helping Behaviour Problem Children

- » Quick Techniques to Manage Anger
 - Time in!
 - Restitution
 - » Quick Techniques to Manage Depression
 - Cut n paste
 - » Quick Techniques to Manage Anxiety
 - Ceiling fan breathing
 - Set the clock
 - » Quick Techniques to Manage Autism Spectrum
 - Facial expressions and social cues
 - Building a broader structure
- Techniques to help the Client's World**
- » Parents/Caregivers
 - Concrete behavioural interventions in the home
 - The Listening Jar
 - Red Light/Green Light
 - » Teachers/School Systems
 - Immediate relief in the classroom
 - Token Economies/Response Cost

WORKSHOP #4

Life Skills: Practical Strategies that Work for Students with Severe Cognitive/Developmental Disorders, Autism, CP, & Syndromes

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

Students labeled as having moderate to significant cognitive/developmental disabilities may appear to have such challenging deficits that their educational needs are perceived as far exceeding their abilities. Their needs may appear so basic (e.g., simple communication skills, appropriate manipulation of objects, delayed cognitive abilities) that teaching these students in typical classrooms that are highly academic seems improbable or, at the least, impractical. Yet these are the very students who can benefit considerably from the learning opportunities that typically occur in general education classrooms (Downing and Eichinger, 2006). Special educators, no matter how highly motivated or skilled, cannot provide the ongoing stimulation in self-contained classrooms. This interactive, informative workshop targets those students who may have been "relegated" to a LIFE Skills program for the rest of their school career. Instead, a system is presented so that the critical components necessary for success for learning are created in a general education setting. The participants will leave with many "keys" for reaching their students' potential.

LEARNING OBJECTIVES

- ✓ Identify individual educational objectives that could be successfully met in the general education classroom
- ✓ Describe how to determine individual abilities and how to support students
- ✓ Demonstrate the ability to implement instructional supports starting with the most challenging inclusive strategies for middle school and high school students
- ✓ Identify critical program components at the middle school and high school levels
- ✓ Describe how to analyze a learning environment to accommodate students with severe and multiple impairments
- ✓ Describe how to implement strategies in an elementary school setting
- ✓ Create multi-level instruction which can be provided in the general education setting that incorporates state standards
- ✓ Determine in a systematic way which individual educational goals can be met in a general education classroom or may need to be implemented in a more restrictive environment.

TARGET AUDIENCE

Special Education Teachers, Resource Room Teachers, Speech-Language Pathologists, Behaviour Specialists, Autism Specialists, Instructional Assistants and Paraprofessionals

TARGET AGE RANGE

4th Grade through 21 years

WORKSHOP #5

Reaching & Teaching Students with Emotional Disturbance

- **Rebecca Moyes, M.ED.**

Students with emotional disturbance provide many challenges for educators. Knowing when to qualify a student for special education, as well as what goals and interventions to put in place, are often areas of concern. In cases where students have aggressive behaviours, special considerations are often necessary for their peers to feel safe in the classroom, as well as the adults that work with these students. Many students with emotional disturbance also struggle academically; in fact, sometimes the root of their disturbance stems from not having their academic needs met. Kids today are dealing with challenges within their families that many educators do not have experience with (example: drug and alcohol addiction, relationship stressors, criminal activity, trauma, and poverty). This workshop will provide awareness of emotional disturbance in the school setting, outline ways that schools can support this population, strategies to develop effective IEPs, and practical strategies to assist these students to learn replacement skills.

LEARNING OBJECTIVES

- ✓ List the three factors under IDEA to qualify a student for special education services under the category of emotional disturbance
- ✓ Describe various school services that can be provided for students as related services
- ✓ Discuss the functions of behaviour as they relate to emotional disturbance
- ✓ Write examples of IEP goals to teach replacement skills
- ✓ Write positive behaviour support plans to support difficult behaviours
- ✓ Design intervention strategies to address a student with aggressive behaviour
- ✓ List several ways to assist a student with stress and/or anger management

OUTLINE

- » Description of emotional disturbance and IDEA; symptoms exhibited by students with emotional disturbance
- » Underlying factors that may contribute to a student's disturbance in the school setting
- » Functions of behaviour
- » Related services and specially designed instruction for students with emotional disturbance
- » Interventions to address defiance, anger and stress management, and aggression
- » Writing the IEP and Positive Behaviour Support Plan
- » Case study – ideas for implementation

TARGET AUDIENCE

Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, Principals/ Administrators, Speech-Language Pathologists, Occupational Therapists, Autism Specialists, Case Managers, Social Workers and Behaviour Specialists

WORKSHOP #6

The Neuropsychology of Emotional Disorders: A Framework for Effective Interventions

- **Steven G. Feifer, D.ED., ABSNP**

This workshop will explore the neural architecture of emotional behaviour by examining various brain structures laying the foundation for higher level social skill functioning. Specific biological factors related to the development of social competence and emotional self-regulation will be explored. There will be a detailed discussion on behavioural self-regulation, anxiety disorders, and depression from a brain-based educational perspective. Particular focus will be on factors leading to emotional dysregulation and the neurobiological underpinnings of stress. Schools can enhance emotional wellness in children through early prevention efforts, appropriate assessment strategies, and an improved school climate to foster emotional growth for all children.

LEARNING OBJECTIVES

- ✓ Discuss the relationship between emotional disorders and poor self regulation skills, bullying behaviour, and limited academic success in school
- ✓ Discuss the neural architecture of emotional functioning by examining six key brain regions responsible for behavioural self-regulation
- ✓ Explore the neurobiological correlates and treatment options for psychopathy and emotional dysregulation, depression, and anxiety disorders in children
- ✓ Present a treatment algorithm utilizing counseling, cognitive-behavioural therapy, parent training, and neurofeedback to promote emotional wellness in children
- ✓ Explore effective classroom interventions, treatment options, and assessment strategies for children with emotional self-regulation and conduct disorders

OUTLINE

- » The coding conundrum for children with emotional disorders
- » Curbing bullying behaviour in our schools
- » Neural architecture of emotional regulation
- » Emotional disorders, behaviour and academic success
- » Treatment for anxiety, depression, and self regulation disorders
- » De-escalating behaviour and promoting social-emotional learning
- » Assessment of social-emotional disorders

TARGET AGE RANGE

Pre-Kindergarten through 12th Grade

WORKSHOP #7

Interventions for Executive Function Difficulties: Changing the Brain to Change Behaviour**- George McCloskey, PH.D.**

This course will help participants gain a deeper understanding of executive functions and how executive functions deficits impact the behaviour and academic production of children and adolescents. Participants will gain state-of-the-art knowledge of how to identify executive function strengths and weaknesses and the most effective ways to help children and adolescents improve their use of executive functions. Ways to discuss executive functions with children, parents and other school staff will be offered as well as ways to help motivate adolescents to ensure their full participation in efforts to help them. Special emphasis will be placed on how to orient students to intervention efforts and help them move from being externally controlled to internally self-regulated through the use of bridging strategies. Case study examples of assessment and intervention efforts and outcomes with children and adolescents will be discussed throughout the presentation. Participants will leave this workshop energized and with a renewed sense of purpose, a greater knowledge of how to improve executive functions, and a greater realization of how they can have a positive effect on the children, parents and professionals with whom they work.

LEARNING OBJECTIVES

- ✓ Adequately describe a comprehensive model of executive functions
- ✓ Explain how executive function difficulties are manifested in individuals diagnosed with various psychological disorders and/or enrolled in special education programs
- ✓ Describe and apply strategies that use external control to help a student function more effectively in school settings
- ✓ Describe and apply strategies that enable students to improve their use internally self-regulated capacities to improve their functioning in school settings
- ✓ Describe and apply strategies that help students bridge the gap between being externally controlled and internally self-regulated
- ✓ Identify and access sources of information about evidence-based programs that foster executive function development and/or remediate difficulties

TARGET AUDIENCE

General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, School Psychologists, School Counselors, Behaviour Specialists, Principals/Administrators, Case Managers, Social Workers, Speech-Language Pathologists, Occupational Therapists, Autism Specialists, and Instructional Assistants and Paraprofessionals

TARGET AGE RANGE

Pre-kindergarten to Grade 12

WORKSHOP #8

Is It Disability Behaviour or Just Disruptive Behaviour?**- Rebecca Moyes, M.ED.**

Both educators and parents struggle with what to do with difficult behaviour in the classroom and home. Both are often hesitant to provide consequences when a child with special needs exhibits problem behaviours because they are afraid they will be accused of punishing him/her for symptoms that are related to his/her disability. In school settings, there are certain behaviours that are not permitted, and others that impede the child's or the other students' ability to learn. Knowing how to appropriately address behaviours is important because any behaviour that is reinforced (either accidentally or on purpose) is likely to continue or escalate. Children with disabilities often exhibit problems with motivation, transitions, task avoidance, sensory processing, social skills, anger, defiance, impulsiveness, and behavioural inhibition, among others. Many children with autism, Asperger's, ADHD, emotional disturbance, oppositional defiant disorder, Down's Syndrome, and learning disability exhibit these challenging behaviours. Behind every problem behaviour is something to teach to address a skill deficit and interventions that can help to stop the cycle of difficult behaviour. This full-day workshop will empower educators with practical and evidenced-based strategies to feel competent to appropriately address difficult behaviours associated with disabilities.

LEARNING OBJECTIVES

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

TARGET AUDIENCE

Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, Principals/Administrators, Speech-Language Pathologists, Occupational Therapists, Autism Specialists, Case Managers, Social Workers, Behaviour Specialists, Instructional Assistants and Paraprofessionals

TARGET AGE RANGE

Pre-kindergarten to Grade 10

WORKSHOP #9

What Is It About Me You Don't Like? Practical Classroom Management Strategies that Help Minimize Challenging Behaviours**- Kathy Morris, M.ED.**

Quality indicators for an effective classroom include: teacher behaviour (tone of voice, volume, cadence, verbal and nonverbal communication, paraverbals), environment (physical structure, schedules, routines, expectations), instruction (boring vs. stimulating, age appropriate vs. non-age appropriate, hands-on), and student behaviour (function of behaviour-attention, power, revenge, avoidance). This workshop is based on current research that supports how the brain responds to these indicators, especially when a student is in crisis, as well as current research on mental health. This is not a "sit and get" workshop. Demonstrations, real life videos, practice, sharing, movement and time for reflection will be provided.

LEARNING OBJECTIVES

- ✓ Identify target behaviours that are developmental and will most likely go away vs behaviours that will most likely continue to get worse over time
- ✓ Identify effective communication strategies from ineffective ones in order to minimize undesirable behaviours
- ✓ Demonstrate the ability to design a classroom that promotes goals of intended instruction for different areas of the room
- ✓ Demonstrate the ability to design stimulating lessons that engage diverse learners
- ✓ Adequately demonstrate power struggle avoidance techniques with students exhibiting challenging behaviours
- ✓ Identify the functions of a student's behaviour by focusing on one's own reaction to the behaviour
- ✓ Describe how to troubleshoot breakdowns in your own classroom, school or therapy environment
- ✓ Identify 3 visual tools you can use to help minimize disruptive behaviours

OUTLINE

- » Targeting Diverse Learners in the Classroom - Who Are They? Why These Strategies are for ALL Students
- » Critical Components, Teacher Behaviour, Teaching the Way They Learn
- » Classroom Environment
- » Positive Behaviour Supports
- » Meaningful Instruction and Learning Strategies
- » Student Behaviour

TARGET AUDIENCE

Special Education Teachers, General Education Teachers, Resource Room Teachers, Speech-Language Pathologists, School Psychologists, Behaviour Specialists, Autism Specialists, Occupational Therapists, Principals/Administrators, Social Workers, Instructional Assistants and Paraprofessionals

TARGET AGE RANGE

Kindergarten to Grade 6

WORKSHOP #10

Rescuing the Dysregulated Child: Effective Interventions & Strategies with Children, Adolescents, & Parents

- Eboni Webb, PSY.D.

Working with emotionally dysregulated children is an often overwhelming and exhausting endeavour. Many teachers and counsellors feel the pull of being “saviours” for dysregulated children and their parents. How to intervene and steps that can be taken by teachers and administrators will be presented. This training will enable participants to employ strategies in which teachers and parents can experience success through learning to reestablish structure, create a validating and secure environment, and increase compassion for all family members and care providers.

Dr. Webb will additionally address key childhood disorders that left untreated can lead to maladaptive coping behaviours in adulthood. Dr. Webb will teach participants how to apply and adapt various skills training to reflect the language of children and how to establish a safe and supportive classroom in which children can learn and generalize these skills. Working with emotionally-dysregulated children in your classroom can be overwhelming and exhausting. You probably feel the pull of being the “saviour” for dysregulated children and their worried parents. Learn how to implement the skills you need to be more effective in the classroom, avoid burnout and achieve positive outcomes.

LEARNING OBJECTIVES

- ✓ Describe the biosocial model of pervasive emotional dysregulation disorders found in innately sensitive children.
- ✓ Utilize behaviour modification strategies at the earliest stage of dysregulation.
- ✓ Summarize the importance of structure in both skills training and home environments and how to teach parents or care providers to implement these strategies.
- ✓ Explain how to adapt each skills module to reflect the language of the child.
- ✓ Explain the role of educators, care providers, and parents and how to reestablish a safe and loving structure that enables the child to learn and generalize skills.

OUTLINE

- » Description of emotional disturbance and IDEA; symptoms exhibited by students with emotional disturbance
 - Biosocial Model
 - Attachment style
 - Impact of trauma
- » Adapt Dialectical Behaviour Skills Training to Key Childhood and Adolescent Disorders
 - ADHD
 - Attachment Disorder
 - Oppositional Defiant Disorder (ODD)/Conduct Disorder (CD)

WORKSHOP #11

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 both dyslexia and dysgraphia into distinct subtypes. There will be a detailed discussion linking each learning disorder's subtype with scores of evidence-based interventions. Four universal truths when teaching reading will be shared, in addition to five essential steps for effective written language instruction. The use of neuropsychological assessment addressing multiple cognitive constructs that underscore literacy will be featured. For instance, the role of phonological processing, orthographic processing, working memory, language and motor skill development, and executive functioning will be discussed as being crucial for effective literacy skills to emerge. Lastly, the “90-minute” learning disorders evaluation highlighting the Feifer Assessment of Reading (FAR) battery will be introduced as a more effective means to both identify and remediate language-based learning disabilities in children.

LEARNING OBJECTIVES

- ✓ Discuss current literacy rates in Canada and trends in reading achievement
- ✓ Differentiate “developmental dyslexia” from other learning disorders, and discuss how schools can best screen for early reading pitfalls in children
- ✓ Discuss four universal truths with respect to teaching reading based upon brain-behavioural principles
- ✓ Describe a brain-based educational model of reading and written language disorders by classifying each disability into basic subtypes, with specific remediation strategies linked to each subtype
- ✓ Discuss five essential steps for effective written language instruction
- ✓ Describe the 90 minute LD evaluation measuring eight core constructs associated with learning disorders in children, including the Feifer Assessment of Reading (FAR) battery

OUTLINE

- » Discuss national trends in reading and literacy
- » Define “dyslexia” and main pitfalls of using solely IQ testing or RtI to identify this condition
- » Four universal truths with respect to reading
- » Subtypes of reading disordered and interventions
- » An introduction to the FAR
- » Discuss national trends in written language and gender differences in writing achievement
- » Discuss eight core cognitive constructs involved with written language development
- » Four main subtypes of written language disorders

WORKSHOP #12

Smart But Scattered: Strengthening Executive Skills in Children and Adolescents

- Peg Dawson, D.ED.

Executive function is a neuropsychological concept referring to the cognitive processes required to plan and direct activities. Skills include task initiation and follow through, working memory, sustained attention, performance monitoring, inhibition of impulses, and goal-directed persistence. While the ground-work for development of these skills occurs before birth, they develop gradually through the first two decades of life. But from the moment that children begin to interact with their environment, adults have expectations for how they will use executive skills to negotiate many of the demands of childhood – from the self-regulation of behaviour required to act responsibly, to the planning and initiation skills required to complete chores and homework. Parents and teachers expect children to use executive skills even though they may little understand what these skills are and how they impact behaviour and school performance.

The importance of executive skills to overall cognitive functioning first became apparent in work with children and teenagers who had sustained traumatic brain injuries. Problems involving planning and organization, time management, and memory, as well as weaknesses with inhibition and regulation of emotions, have long described a significant component of traumatic brain injury. Executive skills have also assumed an important role in the explanation of Attention Deficit/Hyperactivity Disorder.

This workshop will begin by providing an overview of executive skills, including definitions and a description of the developmental progression of these skills in the first two decades of life. The approach to understanding executive skills presented in this workshop is structured around two key concepts: 1) that most individuals have an executive skills profile that includes both strengths and weaknesses; and 2) by defining executive skills discretely rather than grouping them in broader categories, it is possible to design interventions to address specific deficits that lend themselves to data-based decision making. Workshop participants will gain a deeper understanding both of the model being presented and of their own executive skills profile.

The heart of the workshop will address how to assess executive skills and develop interventions designed to address specific executive skill weaknesses.

LEARNING OBJECTIVES

- ✓ Define executive skills and identify how executive skills impact school performance and daily living
- ✓ Use assessment tools to identify executive dysfunction
- ✓ Access a repertoire of strategies to improve executive skills in students
- ✓ Design your own intervention strategies tailored to the needs of individual students

WORKSHOP #13

High Functioning Autism: Proven & Practical Interventions for Challenging Behaviours with Children & Adolescents

- **Meghan Barlow, PH.D.**

This intensive, full-day workshop provides proven intervention strategies, essential treatment tools, and behavioural techniques to help you analyze behaviours and actions, identify consequences for behaviours, and teach new skills to children, adolescents and young adults with high-functioning autism (HFA). Walk away with practical intervention techniques for social success, behaviour changes and overcoming challenging co-occurring behaviours that deliver success through adulthood.

The challenging co-occurring issues to be addressed are:

- ✓ Social Skills Deficits
- ✓ Communication Deficits
- ✓ Sensory
- ✓ Anxiety/Rigidity
- ✓ Depression
- ✓ Meltdowns, Outbursts, and Non-Compliance
- ✓ ADHD & OCD
- ✓ Psychotropic Medications

Gain valuable insight into how information processing, communication, and social skills deficits lead to difficulty in the home, school, occupational, and social settings. Learn how to prioritize a plan for intervention and implement strategies in order to improve functioning across all areas. We will explore HFA and the new DSM-5® diagnosis of Social-Pragmatic Communication Disorder. You will receive the necessary tools to gain effective collaboration between clinicians, educators and parents.

Through case studies, video clips and class participation you will leave this workshop with an improved understanding of HFA and the confidence to develop and implement effective treatment plans. Don't just manage these individuals; provide interventions that lead to successful independence into their adult years!

LEARNING OBJECTIVES

- ✓ Explain how the DSM-5® updates impact service delivery
- ✓ Utilize several social skill interventions to improve long-term success for children/adolescents with HFA
- ✓ Employ specific coping and calming techniques for children/adolescents with HFA
- ✓ Identify medication side effects that can mimic behavioural issues and may even cause behavioural issues
- ✓ Design effective strategies for successful transitions for children/adolescents with HFA
- ✓ Select specific behavioural interventions that target the most difficult behaviours in children/adolescents with HFA
- ✓ Summarize the new DSM-5® diagnosis of Social-Pragmatic Communication Disorder and design treatment interventions

WORKSHOP #14

What To Do After The Meltdown: Practical Strategies for Prevention, Intervention & Instructional Consequences

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

When working with a child or adolescent with an Autism Spectrum Disorder, ADHD, or another developmental disorder, meltdowns may occur that may be a result of sensory overload or due to inability to self-regulate emotions. This workshop will provide many practical hands-on strategies to: increase positive and acceptable behaviour while decreasing undesirable behaviours; prevent meltdowns, tantrums, rages; provide suggestions for instructional consequences and self-management techniques to help prevent another meltdown; provide a system of visual supports throughout the day; demonstrate how to use high focus and interest areas as incentives; and, provide videos and demonstrations using evidence-based techniques. This information and fun-packed workshop is designed for educators, therapists, counselors and all those who are interested in providing supports to children and adolescents with ASD, ADHD, or other developmental disabilities.

LEARNING OBJECTIVES

- ✓ Explain why an agenda/schedule is important for persons on the spectrum
- ✓ Explain how to use a Surprise Card or Change of Schedule Card in a clinical or classroom setting
- ✓ Differentiate between a meltdown and a tantrum
- ✓ Differentiate chronic over-arousal to behaviours observed in students with an ASD or another developmental disorder
- ✓ Demonstrate the ability to role-play a Social Script Adequately describe how to apply a Video Model
- ✓ Accurately identify examples of over-stimulation when presented with videotaped examples of student behaviours
- ✓ Discuss how to implement Power Cards and Social Stories in classroom or therapy settings

OUTLINE

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

TARGET AGE RANGE

Pre-kindergarten through 21 years

WORKSHOP #15

Neuroscience of Technology to Enhance Learning

- **Martha S. Burns, PH.D.**

As Educators, we chose this career because we love teaching and work diligently to increase the effectiveness of our classroom instruction. But, at every level we encounter students who struggle to benefit from the best instruction and master the content. Educational Neuroscience has recently been able to begin to clarify why some students struggle to learn. Whether because of environmental stressors like poverty or adverse childhood experiences (ACES), specific genetic brain maturational differences, perceptual variations, or other maturational brain differences, new research has shown that students who struggle academically have underlying differences in learning capacities like memory or attentional skills, that undermine their ability to sit and learn on demand. But the good news is that these learning capacities can be trained through scientifically designed education technology.

This workshop will review the newest research on how the brain learns and those issues, unrelated to intelligence, that can affect learning capacity and achievement. The focus of the workshop will be to cover new innovative educational-technology approaches that augment the effectiveness of direct instruction by increasing executive functions and learning capacities in students who struggle to learn: children from low SES backgrounds; children with Adverse Childhood Experiences (ACES); English Language Learners (ELLs); and children with diagnosed learning disabilities like dyslexia. The course will be practical and address best practices for selection and utilization of educational technology to buttress and augment direct classroom instruction to maximize the achievement of all of our students.

LEARNING OBJECTIVES

- ✓ Recognize underlying learning capacity issues affecting some students ability to benefit from instruction
- ✓ Apply new educational neuroscience research to improve classroom instructional methodology
- ✓ Apply neuroscience research to select well designed and evidence-based technological approaches to enhance learning among students struggling to achieve
- ✓ Determine which technological approach is most appropriate for each student

OUTLINE

- » Brain organization and maturation – how the brain sets itself up to learn and changes with experience
- » Effects of experience on brain maturation
- » Neuroscience of Education

TARGET AGE RANGE

Pre-Kindergarten through 12th Grade

► STEP 1 – CONTACT INFO

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

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

I WILL BE ATTENDING: Please select one workshop per day. Each presentation is a full day workshop.	☐ DAY 1 - April 30	☐ DAY 2 - May 1	☐ DAY 3 - May 2
	☐ Workshop #1	☐ Workshop #6	☐ Workshop #11
	☐ Workshop #2	☐ Workshop #7	☐ Workshop #12
	☐ Workshop #3	☐ Workshop #8	☐ Workshop #13
	☐ Workshop #4	☐ Workshop #9	☐ Workshop #14
	☐ Workshop #5	☐ Workshop #10	☐ Workshop #15

► STEP 3 – SELECT APPLICABLE FEE | Fees do not include tax (13% HST).

INDIVIDUAL	1 DAY	2 DAYS	3 DAYS
Early-Bird Fee	☐ \$229	☐ \$409	☐ \$599
Regular Fee	☐ \$249	☐ \$429	☐ \$619

GROUPS (3 DAYS)	3-7	8-14	15+
Early-Bird Fee	☐ \$579	☐ \$559	☐ \$539
Regular Fee	☐ \$599	☐ \$579	☐ \$559

STUDENT (3 DAYS)	
Early-Bird Fee	☐ \$539
Regular Fee	☐ \$559

Early Bird Cutoff Date: April 16, 2019 - Registration and payment must be received by this date.

Group Rate: Online registration only and individuals must attend all 3 days to be eligible for group discounts.

Full-Time Student Rate: 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)

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 (13% HST)

☐ Visa	Credit Card #	Expiry /
☐ MasterCard	Cardholder Name	
☐ 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: EDUCATOR10 registration.jackhirose.com
	EARLY BIRD DISCOUNT <i>Deadline: April 16, 2019</i>
	GROUP DISCOUNTS (online only) <i>See Step 3 for Savings & Fees.</i>

HOTEL & ACCOMMODATIONS

SHERATON TORONTO AIRPORT HOTEL | 801 Dixon Rd

RATES:

Single Rate: \$199
Double Rate: \$199
Triple Rate: \$219
Quad Rate: \$239

HOW TO BOOK

- To book online use the group booking URL:
www.starwoodmeeting.com/Book/JD29AA
- To book by phone call: 1.866.932.7058
Ask for the "Jack Hirose & Associates" room block.

GROUP RATE AVAILABLE UNTIL:

March 29, 2019

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@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, 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@jackhirose.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 at **no extra cost**. Please contact our office 14 days prior to the event, so we can provide the participant with an accurate name badge, certificate and to minimize confusion at check in. Please **notify us** of the alternate's full name and contact information, including their email address. Please double check your spelling.

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. 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.jackhirose.com.

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