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Robert Brooks
PH.D.

Jacque Gamino
PH.D.

Lynn Lyons
MSW

George McCloskey
PH.D.

Ron Siegel
PSY.D.

Judy Willis
M.D.

THE 2nd ANNUAL SASKATCHEWAN CONFERENCE ON

Children & Adolescents

OVERCOMING BEHAVIOURAL, EMOTIONAL & LEARNING CHALLENGES

SASKATOON

NOVEMBER 16, 17 & 18, 2015

(Mon - Wed | 8:30 AM - 4:00 PM)

TCU Convention Centre - 35 22nd Street East

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AGENDA	DAY 1 - November 16	DAY 2 - November 17	DAY 3 - November 18
KEYNOTE 8:30 AM - 10:15 AM	Stressed Out to Stress Hardy: Can We Take Care of Our Students if We Don't Take Care of Ourselves? - Robert Brooks, PH.D.	Advanced Reasoning Skills in Adolescents: New ideas to Engage Developing Brains - Jacque Gamino, PH.D.	Neurological Strategies for Building Students' Emotional Self-Management, Motivation, Perseverance, and their Construction of Neural Networks of Long-term Concept Memory - Judy Willis, M.D.
10:15 AM - 10:30 AM	Morning Break		
KEYNOTE 10:30 AM - 12:00 PM	Mindfulness Inside and Outside the Classroom - Ron Siegel, PSY.D.	Anxious Kids, Anxious Families - Lynn Lyons, MSW	Executive Functions in the Classroom: How They Affect Learning and Behaviour - George McCloskey, PH.D.
12:00 PM - 1:00 PM	Lunch Break		
CONCURRENT AFTERNOON WORKSHOPS 1:00 PM - 4:00 PM	The Power of Mindsets: Strategies for the Educator and Clinician to Nurture Motivation and Resilience in Children and Teens - Robert Brooks, PH.D.	Mindfulness Inside and Outside the Classroom Continued - Ron Siegel, PSY.D.	Inspiring Creative Students in the 21st Century: How the Brain Creates the Extraordinary from the Ordinary - Jacque Gamino, PH.D.
		Anxious Kids, Anxious Families - Continued - Lynn Lyons, MSW	Using Brain Research to Help Students Develop Their Executive Functions - Judy Willis, M.D.
			Intervention for Executive Functions Difficulties - George McCloskey, PH.D.

WHO SHOULD ATTEND: 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 with behavioural challenges and complex learning needs including but not limited to: Nurses, Social Workers, Psychologists, Clinical Counsellors, Family Therapists, Nurses, Occupational Therapists, Speech Language Pathologists, Addiction Counsellors, Youth Workers, Mental Health Workers, Probation Officers and Community Police Officers.

Robert Brooks, PH.D.



is one of today's leading speakers and authors on the themes of resilience, motivation, school climate, a positive work environment, and family relationships. Dr. Brooks has presented nationally and internationally to thousands of parents, educators, mental health professionals, and business people. His talks are filled with practical, realistic suggestions, anecdotes, insights and humour. He is on the faculty of Harvard Medical School.



CO-AUTHOR

Raising Resilient Children with Autism Spectrum Disorders

Ron Siegel, psy.D.



is an Assistant Clinical Professor of Psychology at Harvard Medical School, where he has taught for over 30 years. He is a long time student of mindfulness meditation and serves on the Board of Directors and faculty of the Institute for Meditation and Psychotherapy. He teaches internationally about the application of mindfulness practice in psychotherapy and other fields, and maintains a private clinical practice in Lincoln, Massachusetts.



AUTHOR

The Mindfulness Solution

Jacque Gamino, PH.D.



is currently the director of the BrainHealth Adolescent Reasoning Initiative. She has ten years of research experience developing, testing, and implementing brain, cognitive and behavioral assessment and training protocols for advanced reasoning in youth. Dr. Gamino, a cognitive neuroscientist, has dedicated her life to translating cutting edge research discoveries into practical applications to improve the learning capacity of students.



DIRECTOR

Adolescent Reasoning Initiative

1ST KEYNOTE
8:30 AM – 10:15 AM

Stressed Out to Stress Hardy:
Can We Take Care of Our Students if We Don't Take Care of Ourselves?

Stress, disillusionment, and burnout among educators and clinicians who work in schools are major problems, impacting on effective teaching and classroom management, and retention of staff. In his keynote Dr. Brooks will describe a framework with specific techniques for developing "stress hardness" and lessening burnout in school professionals. A basic premise of Dr. Brooks' keynote is that the more we can take care of ourselves, the more we can meet the educational needs of students and create a positive school climate in which learning, motivation, and purpose are nurtured.

CONCURRENT AFTERNOON WORKSHOP
1:00 PM – 4:00 PM

The Power of Mindsets:
Strategies for the Educator & Clinician to Nurture Motivation & Resilience in Children & Teens

In this workshop Dr. Brooks will highlight the concept of "mindsets," including the assumptions and expectations that guide the practices of educators and clinicians. He will describe the mindset and accompanying practices of professionals who are effective in reaching youth at all ages. He will cover such topics as: (a) the importance of applying a strength-based approach in which each child or adolescent's "islands of competence" are identified and reinforced, (b) a framework for understanding the key components of intrinsic motivation, and (c) specific strategies for reinforcing motivation, responsibility, hope, and resilience in youth. Many case examples will be provided.

2ND KEYNOTE
10:30 AM – 12:00 PM

Mindfulness Inside & Outside the Classroom

Educators and clinicians are enthusiastically discovering that mindfulness practices can enlighten and enliven their lives, both inside and outside the classroom or therapy hour. These techniques hold great promise for personal development and as a powerful method when working with children, adolescents and parents. To incorporate mindfulness into our work and personal lives, we need an intellectual as well as an intuitive, visceral understanding of the practice. Participants will develop a theoretical understanding of mindfulness from both the Buddhist and western scientific perspectives.

CONCURRENT AFTERNOON WORKSHOP
1:00 PM – 4:00 PM

Mindfulness Inside & Outside the Classroom
- Continued

Through lecture, demonstration, experiential exercise, and small group discussion, we will examine how mindfulness practice can enhance educational and therapeutic presence and transform our understanding of the causes of psychological suffering and behavioural disorders across the diagnostic spectrum. Participants will learn when and how to introduce various mindfulness techniques to their students or clients; how to tailor mindfulness practice to the needs of particular parents and children; and how to creatively work with obstacles to mindfulness practice.

1ST KEYNOTE
8:30 AM – 10:15 AM

Advancing Reasoning Skills in Adolescents

New Ideas to Engage Developing Brains

Giving students the cognitive tools to thrive in the world should be the primary thrust of education. Most educators aspire for students to learn information at a meaningful level, yet many are stymied by an emphasis on imparting a plethora of facts related to their content area. Dr. Gamino has explored the concept of teaching students how to learn instead of what to learn in classrooms across the U.S. She will be sharing the evidence from her work and provide ways to apply this information to any classroom.

CONCURRENT AFTERNOON WORKSHOP
1:00 PM – 4:00 PM

Inspiring Creative Students in the 21st Century

How the Brain Creates the Extraordinary from the Ordinary

Although the brain is wired to make connections and associations from information, information overload often thwarts these processes. Although student engagement is a key to meaningful learning, engaging techno-savvy students sometimes seems impossible. Dr. Gamino will discuss and demonstrate the importance of creativity and innovation, and the link to higher order thinking skills and student engagement.



Lynn Lyons, MSW

is a clinical social worker and psychotherapist specializing in the treatment of anxious children and their parents, with a special interest in interrupting the generational patterns of anxiety in families. Lynn presents internationally to professional organizations and schools, offering workshops to mental health and medical providers, teachers, school nurses and parents. She is known for her focus on providing concrete skills and integration of humour and clinical hypnosis.



CO-AUTHOR
Anxious Kids, Anxious Parents

Judy Willis, M.D.

is a practicing neurologist with ten subsequent years as a classroom teacher. Dr. Willis is a leading authority in the neuroscience of learning and has written seven books and more than 50 articles for professional journals applying neuroscience research to successful teaching strategies. She is on the adjunct faculty of the University of California Graduate School of Education. Dr. Willis travels nationally and internationally giving presentations, workshops, and consulting.



AUTHOR
Learning to Love Math

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. Dr. McCloskey is the lead author of the books *Assessment and Intervention for Executive Function Difficulties* and *Essentials of Executive Functions Assessment*. He also is the author of the *McCloskey Executive Functions Scales (MEFS)*.



AUTHOR
Assessment and Intervention for Executive Function Difficulties

2nd KEYNOTE
10:30 AM – 12:00 PM

Anxious Kids, Anxious Families

Anxiety disorders are the most common mental disorder found in Canadian children, with an estimated prevalence rate of 6.4 percent (Statistics Canada 2009). Anxiety impairs daily functioning and hinders the overall development of children and youth. From excessive shyness and reassurance seeking, to panic attacks, school phobia, test anxiety, obsessive or compulsive behaviour, anxiety can manifest itself in a myriad of ways. These symptoms impact children and adolescents at home and school, while putting palpable strain on the adults trying to help. The research is clear: much of what parents and other adults do to decrease the anxiety actually strengthens it by unintentionally reinforcing avoidance and rigidity.

CONCURRENT AFTERNOON WORKSHOP
1:00 PM – 4:00 PM

Anxious Kids, Anxious Families
- Continued

This workshop will help participants to:

- » Identify the patterns and risk factors that increase anxiety in children and teens
- » List the seven key anxiety-busting strategies for families
- » Describe the primary parenting patterns that need to change
- » Help children and adolescents create a courageous plan to move forward rather than avoid
- » Coach parents to take effective action using exercises and homework assignments
- » Remove common crutches that support anxiety in families and schools
- » Stay out of the “content trap”
- » Differentiate between “bad” behaviour and anxious behaviour

1ST KEYNOTE
8:30 AM – 10:15 AM

Neurological Strategies for Building Students’ Emotional Self-Management, Motivation, Perseverance, and their Construction of Neural Networks of Long-term Concept Memory

Stressors in the classroom, including boredom and frustration, can block input from reaching the prefrontal cortex to become memory. The brain’s stress-activated blockade also prevents the reflective executive function control system from communicating with the lower brain response centers. You’ll leave with new strategies ready to use to promote the enduring understanding necessary for students to construct neural networks of long-term, transferrable concept memory.

CONCURRENT AFTERNOON WORKSHOP
1:00 PM – 4:00 PM

Using Brain Research to Help Students Develop Their Executive Functions

The information age in which today’s students live is one where information content and validity needs to be critically analyzed. The demands of the accelerated quantity of information incorporated into each grade level and the increasing temptations of immediate gratification from more and more compelling and available video games and social media, mean today’s students need their executive functions to be at top efficiency. The problem is, if left alone, these neural networks will not reach that efficiency until years after graduation. You will learn new strategies and recognize the ones you are already using that are most effective for activating the neuroplastic growth of the executive function networks during their peak of responsiveness. You’ll come away with plans ready to put into action to activate these critical skillsets for all learners in all grade levels and subject areas.

2nd KEYNOTE
10:30 AM – 12:00 PM

Executive Functions in the Classroom
How They Affect Learning and Behaviour

This keynote will discuss a multidimensional model of executive functions and the role that executive functions play in classroom learning and behaviour with special attention to the development of executive functions, the relationship between executive functions and intelligence, and the distinction between internally commanded executive control and externally demanded executive control.

CONCURRENT AFTERNOON WORKSHOP
1:00 PM – 4:00 PM

Intervention for Executive Functions Difficulties

This workshop will describe a multidimensional model of executive functions that can be used to guide case conceptualization and intervention selection. Descriptions of executive functions difficulties and intervention strategies for children ages 4-18 will be discussed. Information from case studies demonstrating executive functions difficulties will be discussed with emphasis on intervention recommendations, implementation, and progress monitoring.

This workshop will help participants to:

- » Describe executive functions, and their roles in classroom behaviour, learning and production
- » Identify and use a functional behavioural approach to identifying executive function difficulties
- » Identify appropriate interventions for executive function difficulties

REGISTRATION FORM

Saskatchewan Children & Adolescents Conference

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Save \$115 on the conference registration fee. By working as an assistant to the conference director, conference aides will receive a discount. Conference aides must arrive by 7:00am on all days of the conference and be willing to assist at all breaks, throughout the lunch break, and stay 30 minutes after the end of the conference. Please keep in mind that we can accommodate a maximum of 2 conference aides. To apply for the conference aides program, please email: registration@jackhirose.com

EARLY BIRD DISCOUNTS

To receive the early bird rate, all conference fees must be paid in full prior to the specified cut-off date. Registration forms submitted without payment will not be processed, and will not guarantee the early bird rate. To receive the regular rate, all conference fees must be paid in full prior to the event date. Participants with a balance owing must pay at the door.

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).

HOTEL & ACCOMMODATIONS

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

HILTON GARDEN INN SASKATOON DOWNTOWN

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TERMS & CONDITIONS

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No, I do not want to stay informed of upcoming events, exclusive offers and receive the quarterly eNewsletter.

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

I will be attending:

DAY 1 - November 16

DAY 2 - November 17

DAY 3 - November 18

STEP 3 – SELECT APPLICABLE FEE | Please check off applicable registration fee.

Individual	1 DAY	2 DAYS	3 DAYS
Earlybird Fee	<input type="checkbox"/> \$249 + 5% GST	<input type="checkbox"/> \$449 + 5% GST	<input type="checkbox"/> \$619 + 5% GST
Regular Fee	<input type="checkbox"/> \$269 + 5% GST	<input type="checkbox"/> \$469 + 5% GST	<input type="checkbox"/> \$639 + 5% GST

* Group: 3-7	3 DAYS	* Group: 8+	3 DAYS
Earlybird Fee	<input type="checkbox"/> \$599 + 5% GST	Earlybird Fee	<input type="checkbox"/> \$579 + 5% GST
Regular Fee	<input type="checkbox"/> \$619 + 5% GST	Regular Fee	<input type="checkbox"/> \$599 + 5% GST

*Group registration must be completed online at www.registration.jackhirose.com

Individuals must attend all 3 days to be eligible for the group rates.

EARLY BIRD DEADLINE: NOVEMBER 2, 2015

Registration and payment must be received by this date. Upon receipt of registration and payment, an emailed confirmation notice will be sent.

REGISTRATION FEE INCLUDES

Reference notes, certificate of completion, morning coffee, muffins and refreshment breaks. **Please note lunches are not included.**

► STEP 4 – PAYMENT

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