



ANXIETY DISORDERS IN CHILDREN & ADOLESCENTS

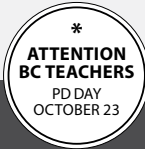
Recognizing and Treating the Emerging Epidemic

BURNABY, BC
OCTOBER 22 & 23, 2015



Child & Youth Focused Workshop

PAUL FOXMAN
PH.D.



P. 4

EXECUTIVE FUNCTIONS IN THE CLASSROOM

How They Affect Learning & Behaviour

BURNABY, BC
OCTOBER 19, 2015



Child & Youth Focused Workshop

GEORGE McCLOSKEY
PH.D.

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PROVEN SELF-REGULATION STRATEGIES AND INTERVENTIONS FOR CHILDREN

With Sensory Disorders, Learning Disorders, ADHD and Autism

KELOWNA, BC
OCTOBER 22, 2015

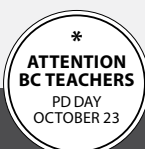
&

LANGLEY, BC
OCTOBER 23, 2015



Child & Youth Focused Workshop

LAURA EHLERT
PSY.D.



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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 children and adolescents 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.

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EXECUTIVE FUNCTIONS IN THE CLASSROOM

How They Affect Learning & Behaviour

BURNABY, BC | MONDAY, OCTOBER 19, 2015 | 9:00 AM – 4:00 PM
Executive Suites Hotel and Conference Centre | 4201 Lougheed Highway

THIS WORKSHOP WILL OFFER A BRIEF DISCUSSION OF A MULTIDIMENSIONAL MODEL of executive functions that can be used to guide assessment and intervention efforts with children and adolescents. The major focus of the workshop will be on practical assessment methods that can be used to identify executive function strengths and difficulties and the strategies that can be used to foster the development of executive functions and/or to intervene when executive function difficulties are identified.

The presentation of information throughout the workshop will focus on examples from actual clinical case work and include the discussion of a single case from initial assessment through intervention, and progress monitoring. Discussion of a theoretical model of executive functions will draw on the current research literature in cognitive neuroscience and neuropsychology as summarized in McCloskey & Perkins (2012). Discussion of assessment methods

will draw on best practices in the field and discussion of strategies for fostering growth and providing intervention will focus on evidence-based techniques as discussed in McCloskey, Gilmartin & Stanco (2014), McCloskey & Perkins (2012) and McCloskey, Perkins & VanDivner (2009).

Educators/clinicians should be aware that the content of this workshop will only address executive functions from the theoretical perspective presented in the author's work in this area. Other models of executive functions will not be critiqued or discussed. Educators/clinicians who do not have an adequate background in neuropsychology or experience in dealing with students/clients with executive function difficulties will need to take care not to overstep their boundaries by taking on assessment/interventions cases that deal with executive function difficulties beyond the scope of their knowledge and expertise.

WORKSHOP AGENDA – KEY TOPICS COVERED

Part 1

- » Executive Functions:
What they are and what they are not
- » A comprehensive model of Executive Functions
- » Development of executive functions during childhood and adolescence
- » Executive Functions and Clinical Diagnoses
- » Executive Functions in the classroom, the community, and the home

Part 2

- » Learning vs. Producing:
The nature of producing disabilities in children
- » Assessing Executive Functions
- » Part 1: EF and Cognition
- » Part 2: EF and Academic Skills

Part 3

- » Assessing Executive Functions
- » Part 3: EF and Social/Emotional Functioning
- » Part 4: EF and Adaptive Functioning

Part 4

- » Interventions for executive function difficulties
- » Part 1: Strategies for providing external guidance

Part 5

- » Interventions for executive function difficulties
- » Part 2: Strategies for helping develop internal self-regulation
- » Part 3: Strategies for improving classroom assessment methods

PROFESSIONAL AWARDS

- » **Alan S. Kaufman, Excellence in Intelligent Testing Award**
from Fordham University New York. Presented at the Fordham University Annual Assessment Conference
- » **Award for Distinguished Contributions to School Psychology**
from the Pennsylvania Psychological Association
- » **Certificate of Appreciation**
from the National Association of School Psychologists' Government & Professional Relations Committee
- » **Service to Psychology Award**
from the New Jersey Association of School Psychologists



GEORGE McCLOSKEY, PH.D.

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, national, regional and state meetings on cognitive and neuropsychological assessment and intervention topics. Dr. McCloskey is the lead author of the books *Assessment and Intervention for Executive Function Difficulties* and *Essentials of Executive Functions Assessment* and his most recent writing on interventions for executive function and executive skills difficulties appears in Chapter 10 of the book *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. He also is the author of the *McCloskey Executive Functions Scales* (MEFS) that are currently in standardization with Schoolhouse Press.



AUTHOR

Assessment and Intervention for Executive Function Difficulties

LEARNING OBJECTIVES

- » Describe a multidimensional theoretical model of executive functions
- » Identify the pros and cons of currently available executive functions assessment instruments
- » Describe a comprehensive framework for assessment of executive functions
- » Apply the comprehensive framework to identify client's executive functions strengths and weaknesses
- » Identify strategies that are appropriate for fostering executive function development and intervening when executive functions difficulties are identified

ANXIETY DISORDERS IN CHILDREN & ADOLESCENTS

Recognizing and Treating the Emerging Epidemic

BURNABY, BC | THURSDAY, OCTOBER 22 & FRIDAY OCTOBER 23, 2015 | 9:00 AM – 4:00 PM
Executive Suites Hotel and Conference Centre | 4201 Lougheed Highway

ANXIETY IS NOW RECOGNIZED AS THE MOST COMMON EMOTIONAL PROBLEM IN 16 OF 17 countries surveyed recently by the World Health Organization. The soaring trend towards anxiety has been accelerated by global events such as such as terrorism and violence, natural disasters, economic stress and other threats to security. Children today are exposed to daily stresses including excessive homework, information overload, standardized achievement tests, bullying, violent video games, and premature sexuality. Additionally, many are experiencing the trauma of destabilizing divorce, negligence and abuse. Some experts have identified a “shell shocked” generation of children suffering from anxiety in many cases. Our challenge is to recognize anxiety in children and help them cope.

The workshop presents a framework for how and why anxiety develops in children and adolescents, and provides practical diagnostic and treatment strategies that can be applied immediately by therapists, health care providers and education professionals in their various settings. The new DSM-5 classification of anxiety will be used as a field guide to a journey through the key anxiety disorders with emphasis on diagnosis and effective interventions

involving insight-oriented, cognitive-behavioral, somatic, mindfulness, play therapy, expressive arts, and family systems approaches. The following anxiety disorders will be addressed: separation anxiety disorder, panic disorder with agoraphobia, generalized anxiety disorder, obsessive-compulsive disorders including trichotillomania (hair pulling) and excoriation (skin picking), social anxiety disorder (including selective mutism), phobias, and post-traumatic stress disorders. Participants will have opportunities to present their own cases for feedback and treatment suggestions.

Attending this workshop will boost your confidence in working with young clients suffering from a continuum of anxiety manifestations, as well as their parents and others such as teachers, school nurses and education administrators. Leave with an expanded repertoire of tools and techniques. A workshop packet will include handouts for clients and written instructions for the therapeutic techniques demonstrated in the workshop.

Learning activities will consist of lecture, PowerPoint presentation, demonstrations, video clips of Dr. Foxman's work, experiential exercises, and discussion. 🌱



PAUL FOXMAN, PH.D.

Paul Foxman, Ph.D., has led hundreds of top rated workshops throughout the U.S. and Canada, and he has appeared on television and radio as an expert on the topic of anxiety. His books include *Dancing with Fear* and *The Worried Child*. Dr. Foxman is known for his knowledge and clarity, sense of humor, compassion, and engaging speaking style. Dr. Foxman is a clinical psychologist as well as Founder and Director of the Center for Anxiety Disorders in Vermont. In 1985 Dr. Foxman co-founded the Lake Champlain Waldorf School, now flourishing from kindergarten through high school. Dr. Foxman has over 30 years of clinical experience in a variety of settings. His education includes Yale University (B.A. in Psychology), Vanderbilt University (Ph.D. in Clinical Psychology), and training at the Department of Psychiatry of Mt. Zion Hospital in San Francisco, the Kennedy Child Study Center in Nashville, and the San Francisco Psychoanalytic Institute.



AUTHOR
Dancing with Fear
The Worried Child

WORKSHOP AGENDA – KEY TOPICS COVERED

DAY 1 - THURSDAY, OCTOBER 22, 2015

Morning I: Nature and Causes of Anxiety

- » Introduction to workshop and handouts
- » The anxiety epidemic
- » How anxiety develops in children
- » Three ingredients in all anxiety disorders: biological sensitivity, personality style, stress overload
- » The “anxiety personality”—assets and liabilities

Morning II: Assessment and Interventions

- » Initial interview and anxiety assessment tools
- » 3-S approach to stress management for children
- » Relaxation and self-regulation techniques
- » Behavioural health recommendations

Afternoon I: Interventions

- » Pros and cons of medication use with children
- » Nature's remedies: alternative medicine approaches

Afternoon II: Interventions

- » Separation Anxiety Disorder
- » Panic Disorder

DAY 2 - FRIDAY, OCTOBER 23, 2015

Morning I: Interventions

- » Generalized Disorder
- » Obsessive-compulsive Disorders

Morning II: Interventions

- » Social Phobia and Selective Mutism
- » Specific Phobias

Afternoon I: Interventions

- » Post-traumatic Stress Disorders
- » Acute Stress Disorder

Afternoon II: Interventions and Wrap Up

- » Surprise research findings on therapy effectiveness
- » Therapy progress indicators
- » Summary and Final Q&A

“*Dr. Foxman is an excellent speaker who gives concrete, how-to examples and detailed descriptions of the therapy process, which are practical and useful.*”

LEARNING OBJECTIVES

- » Understand the “Three Ingredients” framework for how anxiety develops in children
- » Recognize the role of family, schools, media, and global events in contributing to anxiety in children
- » Diagnose the DSM-5 anxiety disorders in children
- » Apply effective therapy strategies and techniques for each anxiety disorder
- » Use child interview tips and assessment tools
- » Make recommendations to parents and schools to help reduce anxiety in children
- » Describe the benefits and pitfalls of medication (and nature's remedies)

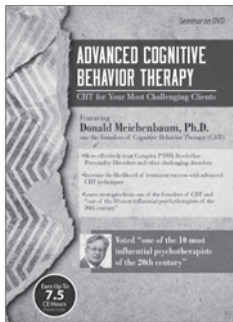
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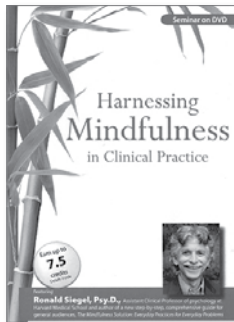
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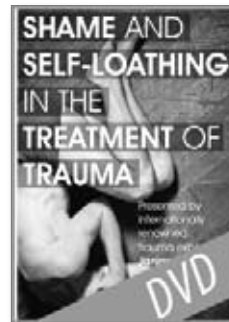
Ronald Siegel, PSY.D.
4 DVDs | 6 hrs
\$205.99 + TAX

Emotion Regulation



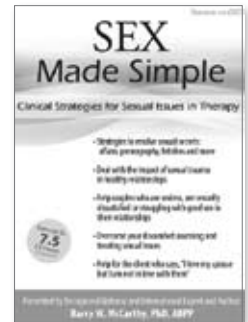
Jennifer Patterson, PSY.D.
4 DVDs | 6 hrs
\$205.99 + TAX

Shame and Self-Loathing in the Treatment of Trauma



Janina Fisher, PH.D.
3 DVDs | 6 hrs
\$205.99 + TAX

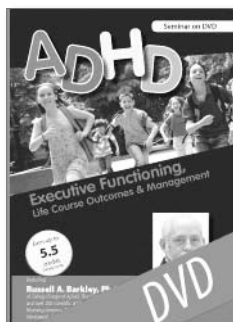
Sex Made Simple



Barry McCarthy, PH.D.
4 DVDs | 6 hrs
\$205.99 + TAX

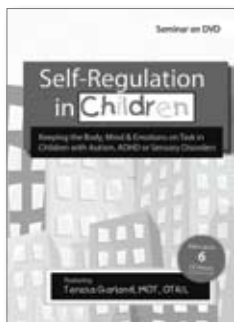
CHILD & YOUTH FOCUSED DVD'S – BEST SELLERS

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3 DVDs | 5 hrs
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Teresa Garland, MOT, OTR/L
4 DVDs | 6 hrs
\$205.99 + TAX

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Daniel Siegel, M.D.
& Tina Payne Bryson, PH.D.
3 DVDs | 5.75 hrs
\$205.99 + TAX

Smart But Scattered: Executive Dysfunction at Home and at School



Peg Dawson, ED.D., NCSP
3 DVDs | 5.5 hrs
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PROVEN SELF-REGULATION STRATEGIES AND INTERVENTIONS FOR CHILDREN

With Sensory Disorders, Learning Disorders, ADHD and Autism

KELOWNA, BC

THURSDAY, OCTOBER 22, 2015 | 9AM - 4PM

Ramada Hotel | 2170 Harvey Street

LANGLEY, BC

FRIDAY, OCTOBER 23, 2015 | 9AM - 4PM

Coast Langley City Hotel | 20393 Fraser Hwy

THIS SEMINAR WILL HELP YOU TO BETTER UNDERSTAND AND INTERVENE WITH THE challenging child—the one who won't sit still; doesn't follow directions; tantrums often; or has difficulty waiting for their turn. They may "hit first and ask questions later". They often react impulsively and may have difficulty expressing what they need or what is frustrating them. We may know this child is intelligent, caring and kind, but their behaviour doesn't reflect these positive qualities. These are the children who confuse and frustrate parents and who overwhelm teachers and peers. They struggle to meet basic expectations and are dysregulated and unable to succeed in school, with peers, and at home.

Dr. Ehlert will challenge and enlighten you with a unique approach and insights that are based on her years of working with emotionally and behaviourally disordered youth, and in raising her own children who have self-regulation difficulties.

Through discussion and hands-on experience you will discover how language, executive function and sensory processing deficits lead to misperceptions about the causes of emotional and behavioural dysregulation in these complex children. You will learn strategies for changing perception and creating expectations and environments that will help them to succeed at home, school and with peers. ☺

WORKSHOP AGENDA – KEY TOPICS COVERED

PART 1: TREATMENT APPROACHES USING PROCESSING PERSPECTIVES

Improve Behaviour with our Increased Awareness

- » Perspective taking and processing – paradigm shifts that lead to improved behaviour
- » Ping + Ping + Ping = Frustration and dysregulation

Sensory Deficits

- » Integration, meaning and perception
- » Reduce sensory triggers
- » Desensitize strategies to reset the "Panic Switch"
- » Manage the environment to reduce sensory overload

Language/Learning Deficits

- » Incorporate language processing into our understanding of behaviour
- » Filling in the gaps for language impairments
- » Accommodations that work and how to provide effective support
- » Improve social language skills and insights

Executive Functioning Deficits

- » Understand information processing gaps and how to accommodate
- » Help kids organize, think and complete tasks
- » Managing fidgeting, restlessness and inattention
- » Social-emotional regulation
- » Inflexible problem-solving
- » Improve social boundaries: Access vs. awareness of appropriate social skills

PART 2: INTERVENTIONS TO ADDRESS THE CHILD'S TRIGGERS OF DYSREGULATION

Perspective-taking and Meaning

- » Understand the child's perspective and the "set up"
- » Strategies for untriggering triggers
- » Case examples of transforming the "set up" into positive outcomes

Behavioural Strategies

- » Create realistic expectations through better understanding of the child's process
- » Skills coaching: resetting and providing choices to improve self-regulation
- » Environmental structures that regulates
- » Pacing expectations for success
- » Redefine behaviours to reframe and empower the child

Problem-Solving to:

- » Reduce stressors
- » Improve child's acceptance and personal responsibility for behaviour
- » Create realistic expectations
- » Learning/teaching flexibility
- » Use language to self-regulate

Neuro-Biological Considerations

- » Diet/food
- » Supplements/vitamins
- » Sensitivities/toxins
- » Brain training activities through balance and movement for at home or school
- » Power Pose! and Aerobic Exercise



LAURA EHLERT, PSY.D.

Laura Ehlert, Psy.D. is a child clinical psychologist who has worked with children and adolescents with severe emotional/behavioral issues for over 25 years. She holds a doctorate degree in Clinical Psychology where her training focused on developmental issues of childhood, and child psychopathology issues. Dr. Ehlert maintains a private practice in Burnsville, Minnesota, where she specializes in working with clients who struggle with information and sensory processing deficits and associated emotional, behavioral and mental health issues. Professionals who have worked with Dr. Ehlert in the past have often commented that interventions she offers succeeded where others have failed.

“I appreciate your willingness to share your professional and personal journey with us in your seminar. It has changed my perspective and has helped me to help children struggling with self-regulation. I rate this workshop with you as one of the top two I have attended since I began doing so in 1984.”

– Licensed Clinical Social Worker

LEARNING OBJECTIVES

- » Explain how language impairments, sensory disorders, and executive skills impairments increase dysregulation and behavior issues
- » Determine triggers and strategies for using language skills and processing insight to increase self-regulation
- » Describe the roles that language, executive and sensory systems play in self-regulation
- » Discuss the connection between impaired executive functioning skills and self-regulation
- » Identify common emotional and behavioral triggers and how to manage them
- » Discuss integration of language competence, sensory processing, and executive skills when teaching self regulation strategies

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► **STEP 1 – CONTACT INFO**

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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 WORKSHOP & APPLICABLE FEE**

Executive Functions in the Classroom

Burnaby, BC | October 19, 2015 | George McCloskey

Individual Group: 3-7 Group: 8+

Early Bird Fee (Deadline: October 5, 2015)	<input type="checkbox"/> \$229 + 5% GST	\$219 + 5% GST	\$209 + 5% GST
Regular Fee	<input type="checkbox"/> \$249 + 5% GST	\$239 + 5% GST	\$229 + 5% GST

Anxiety Disorders in Children & Adolescents

Burnaby, BC | October 22 & 23, 2015 | Paul Foxman

Individual Group: 3-7 Group: 8+

Early Bird Fee (Deadline: October 8, 2015)	<input type="checkbox"/> \$369 + 5% GST	\$354 + 5% GST	\$339 + 5% GST
Regular Fee	<input type="checkbox"/> \$389 + 5% GST	\$374 + 5% GST	\$359 + 5% GST

Proven Self-Regulation Strategies...

Kelowna, BC | October 22, 2015 | Laura Ehlert

Individual Group: 3-7 Group: 8+

Early Bird Fee (Deadline: October 8, 2015)	<input type="checkbox"/> \$229 + 5% GST	\$219 + 5% GST	\$209 + 5% GST
Regular Fee	<input type="checkbox"/> \$249 + 5% GST	\$239 + 5% GST	\$229 + 5% GST

Proven Self-Regulation Strategies...

Langley, BC | October 23, 2015 | Laura Ehlert

Individual Group: 3-7 Group: 8+

Early Bird Fee (Deadline: October 9, 2015)	<input type="checkbox"/> \$229 + 5% GST	\$219 + 5% GST	\$209 + 5% GST
Regular Fee	<input type="checkbox"/> \$249 + 5% GST	\$239 + 5% GST	\$229 + 5% GST

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

EARLY BIRD DEADLINE

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 3 – PAYMENT**

Visa Credit Card # _____ Expiry _____ / _____

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WORKSHOP FEE DISCOUNTS

GROUP DISCOUNTS	1 Day Workshop	2 Day Workshop
3-7 Registrants	\$10 off / person	\$15 off / person
8+ Registrants	\$20 off / person	\$30 off / person

All groups must register online to receive the group discount. Register your group at: registration.jackhirose.com

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EARLY-BIRD DISCOUNTS

To receive the early bird rate, all workshop 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.

WORKSHOP AIDE DISCOUNTS

Save \$115 on a one-day workshop, \$190 on a two-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

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). *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.

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4201 Lougheed Highway | 604-298-2010

LANGLEY: COAST HOTEL & CONVENTION CENTRE LANGLEY CITY
20393 Fraser Highway | 604-530-1500

KELOWNA: RAMADA HOTEL AND CONFERENCE CENTRE
2170 Harvey Street | 250-860-9711

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 must be submitted by email at registration@jackhirose.com. Non-attendance at a workshop 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 five business days or more prior to the event. No refund or credit under any circumstances will be available for cancellations less than five full business days 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 **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. Your name will appear exactly as provided during registration. Please double check your spelling and include your professional name.

RECEIPTS

Automatically sent by email when participants register and pay online. 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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