

11/12

CALENDAR

SEPTEMBER 11 - JUNE 12

WORKING WITH FAMILIES AND CHILDREN: On-Line Certificate Course for Frontline Staff

TAKE YOUR TEMPERAMENT! Using Temperament as a Tool for Raising a Child's Self-Awareness and Self-Acceptance

UMAB - Understanding and Managing Aggressive Behaviour

TRAINING FOR TRAINERS

COUNSELLING SKILLS - LEVEL 1

COUNSELLING SKILLS - LEVEL 2

A FRESH LOOK AT BEHAVIOUR MANAGEMENT

THERE IS A BULLY IN MY CLASSROOM

WEVAS: Working Effectively with Violent and Aggressive States

COLLABORATIVE CHILD AND YOUTH CARE WORK INTENSIVE

THE FUNDAMENTALS OF THERAPEUTIC PLAY

BEHAVIOURAL CONSULTATION: PROVIDING EFFECTIVE COMMUNITY BASED SUPPORT

WORKING WITH THE ANGRY OR AGGRESSIVE CHILD

PARENT GROUPS: Providing a Positive Experience

FOCUS

ON CHILD, YOUTH & FAMILIES

Professional Development
Training Series

The
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ONE AND TWO DAY WORKSHOPS
CERTIFICATE COURSES AND
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FOCUS ON CHILD, YOUTH & FAMILIES

Professional Development Training Series



SECTION 1: Professional Development

TAKE YOUR TEMPERAMENT! Using Temperament as a Tool for Raising a Child's Self-Awareness and Self-Acceptance

**1 day workshop - \$145 includes a 25 page manual
October 26, 2011 - Nanci Burns & Nancy Rubenstein**

"No blame, no shame." Temperament is innate, and guiding a child through an exploration of his or her "nature" can reduce the child's feelings of shame and a parent's sense of blame. Children as young as four years old can begin to understand their own temperament, and the way they tend to react to the world. They can also observe and begin to understand the temperament of the important people in their lives: parents, teachers, caregivers. Is there a good fit? Drawing on your experience and expertise, we will share ways to help children understand themselves and the adults in their world. Children's efforts to accommodate their nature to fit the expectation of the family or the classroom can be acknowledged and applauded. And as the children become more self-aware and self-accepting, they will develop more empathy and more harmony in relationship to others.

Areas that will be covered:

The Four R's of Temperament:

- Recognition:
 - What is temperament?
 - What are the 9 traits?
 - What is your temperament profile?

Reframing:

- How can we see the positive aspect of every trait?
- How does reframing change our perception of children's behaviour and our response to it?

Reassess

- How do different temperament styles interact?
- How can we build on the child's inner nature instead of trying to change it?
- How can children use an understanding of temperament to meet expectations?

Respond:

- What are strategies to work with different temperaments?

TRAINING FOR TRAINERS

2 day workshop - \$295

November 17 & 18, 2011 - Annabel Bassin

The objective of this two day workshop is to provide dedicated professionals with the skills and materials necessary to assume the role of trainer. Presenting to small groups, staff meetings, boards, etc. will also be addressed. The first day will examine developing a workshop, including assessing needs and problems, establishing objectives, and designing content and evaluation. Awareness of adult learning principles and how to effectively meet participants' learning needs will be explored. The second day will focus on creating a learning environment, the role of the facilitator, and powerful presentation skills. Participants will have the opportunity to apply new information and will become more competent and confident in developing and delivering presentations and/or workshops.

A FRESH LOOK AT BEHAVIOUR MANAGEMENT

1 day workshop - \$125

November 28, 2011 - Karin Earle-Williams

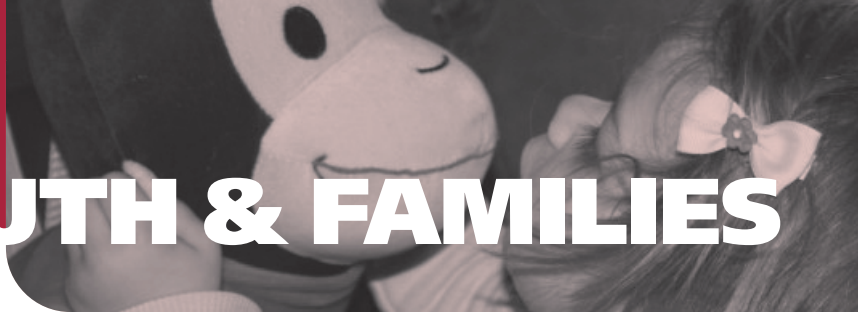
This highly interactive one-day workshop will provide you with a fresh look at behaviour management theory and practice. The focus is on developing skills that will make a real difference in your day-to-day work with children. Areas of focus include: stopping inappropriate behaviour before it happens, changing behaviour by changing the consequences, and what to do when nothing seems to work. This workshop will help you gain new skills that will increase your effectiveness in the classroom. Participants have commented: *"This has been the best behaviour management workshop I've been to!"*

Participants will:

- Have a better understanding why children behave the way they do
- Learn how to be a better observer and predictor of children's behaviour
- Gain a better understanding why the strategies you are presently using don't work as well as they could
- Learn how to implement a successful behaviour management program that addresses both the children's needs as well as the staff's needs

FOCUS ON CHILD, YOUTH & FAMILIES

Professional Development Training Series



THERE IS A BULLY IN MY CLASSROOM

1 day workshop - \$145

To attend both this and WEVAS- \$255.00

March 19, 2012 - Barbara Kaiser

What is bullying? Why do kids bully? Who are the bullies? The victims? The bystanders? Bullying happens everywhere, whether the school or the classroom is large or small, urban or rural. Most children experience it at some time during their school careers and fortunately it is minor and fleeting for the majority. Some bullies never stop bullying, though we call their behaviour by different names in adult life C harassment, wife abuse, child abuse... A child who's a victim isn't usually chosen at random. And the bystanders often don't realize that although they may not be involved, they are still participating.

WEVAS: Working Effectively with Violent and Aggressive States

1 day workshop - \$145

March 20, 2012 - Barbara Kaiser

Even to the most experienced child care educator or teacher, it sometimes seems as if challenging behavior comes out of nowhere. But according to the WEVAS intervention, children usually present warning signs. If you can recognize them and intervene early

enough, you can prevent challenging behavior and help children return to a competent state, where their minds, bodies, and emotions are functioning well and geared up for learning. No matter which state they're in, children need support and guidance to return to the competent state. The WEVAS strategy helps child care educators and teachers to provide this support and guidance by recognizing exactly where the child is at, seeing things from his perspective, understanding how their own reactions contribute to the child's behavior, and matching their response to the child's needs.

THE FUNDAMENTALS OF THERAPEUTIC PLAY

1 day workshop - \$125

April 12, 2012 - Norma Sockett-DiMarco

Play is a powerful tool for enhancing attachment and engagement, self-esteem, and trust in others. Experience the magic of play and learn about the importance of spontaneity, surprise, and freedom. These elements are necessary in understanding children's fundamental need to play. From this workshop you will gain practical ideas that can be used for a wide variety of social-emotional and behavioural difficulties experienced by children in various settings. It can also be used to

promote healthy parent-child interaction and act as a guide for helping understand children's needs and potentials for positive emotional development. This workshop is based on the principal of "Theraplay" and would be beneficial for individuals working with children from 0-12 years of age. Bring a pillow and wear comfortable clothing.

BEHAVIOURAL CONSULTATION: PROVIDING EFFECTIVE COMMUNITY BASED SUPPORT

1 day workshop - \$145

May 14, 2012 - Karin Earle-Williams

This workshop is designed to augment your consultation skills; the focus is on developing the skills necessary to provide brief solution focused behavioural consultation in community based settings. This workshop will provide you with the opportunity to enhance your behaviour analytic skills, while presenting you with a model of consultation which focuses on: facilitation skills, solution focused problem solving, and how to provide effective consultations by empowering those you consult to. This workshop is designed for individuals who have a working knowledge of behavioural analytic theory, and experience working within community based settings in a consultation role, including working with families.

WORKING WITH THE ANGRY OR AGGRESSIVE CHILD

1 day workshop - \$125

May 31, 2012 - Doug Dunlop

Understanding and identifying common traits of angry children is the first step to helping them. The second step is knowing what to do! This workshop will offer an opportunity for childcare professionals working with children and youth to explore the challenges associated with angry and aggressive children.

The following areas will be covered:

- Pre-screening practices in order to develop a common working focus
- Identification of the precipitating factors of angry and aggressive behaviour
- Going beyond the behaviour, children with special needs
- Strategies for the safe defusing of acting out in children
- Techniques for the redirection and modification of unsafe and disruptive behaviour
- Planning for the ongoing managing of angry and aggressive children
- Risk Needs Assessment and individual Program consultation

Register 4 Weeks in Advance and Save 10%

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Professional Development Training Series



PARENT GROUPS: Providing a Positive Experience

1 day workshop - \$125

June 5, 2012 - Gerda Sumner

Parent groups provide emotional support at the same time that they create a powerful context for learning. This workshop is designed to provide you with the skills to develop and facilitate effective parent groups.

Through an interactive process you will learn:

- The principles of adult education as it relates to parents
- Strategies to become an effective facilitator
- How to provide a positive climate for learning
- Programming ideas and exercises to increase participation
- How to deal with difficult situations as they arise with confidence and sensitivity

SECTION 2: Certificate Courses

UMAB – Understanding and Managing Aggressive Behaviour

2 day program-\$220, 3 day program-\$340

Date: October 31, November 1& November 2, 2011

DAY ONE & TWO

The UMAB training program is an intensive and highly effective method of managing aggressive children, youth or adults. It is a skills based training program designed to help child and youth workers, mental health professionals and any one else who would like to learn how to safely manage aggressive behaviour in children and youth or adults. UMAB begins with a breakdown of the precipitating factors of aggression. Initial learning focuses on the theory regarding the physiological, psychological and behavioural cues and changes that occur in aggressive individuals.

Participants will learn:

- The approach of least intrusive, least restrictive strategies
- Consistent and safe application of behavioural intervention in a continuum
- Techniques to verbally intervene and manage aggressive situations
- The use of the body language, positioning and movement
- Six calming and six defusing techniques that can be used in the managing of the aggressive behaviour cycle

- Defensive techniques and options to aggressive acts such as: blocking/redirection strikes and blows, to release from chokes and grabs

DAY THREE

The final module in the UMAB training program deals with containment and physical restraints. There is emphasis placed on the level of intervention matching or paralleling the level of aggression displayed. The restraint portion of training is very specific to body mechanics and has a high level of effectiveness. This type of training requires a hands on, experiential learning environment. Participants who complete the three day program and successfully demonstrate the UMAB technique and philosophy will receive certification.

COUNSELLING SKILLS LEVEL 2

2 day workshop -\$250

November 21 & 22, 2011 - Scot J. Cooper

In this two-day certificate course participants will be more richly acquainted with the skills involved in counselling practice. Extending and building on the foundation provided in the level 1 course, participants will have the opportunity to revisit postmodern ideas about counselling, reflect on the ways they have taken these ideas up in practice, and then further push the ceiling of their current skills. As well participants will have opportunities to further extend listening skills, use of conversation micro maps, and ways to bring coherence to the counselling process. Emphasis will be placed on reflecting on one's own skill development and mapping the professional journey.

At The End Of Level 2 Counselling Skills Candidates Should:

- Have a rich sense of their skill development and next steps,
- Be well acquainted with several micro maps for counselling conversations,
- Have extended relationship and listening skills relevant to counseling

Entry Requirements:

Completion of Counselling Skills Level 1.

There will be readings and forms to be completed prior to the course.

CEU credit for 14 hours

recognized by the Canadian Counselling Association

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www.hincksdellcrest.org/gai-results



COUNSELLING SKILLS - LEVEL I

The Counselling Skills Course allows participants to immerse themselves in the practice of collaborative, family-centered, competency-based, culturally responsive counseling practice. It is suited for direct service providers in social services, child and youth work, healthcare, nursing, education, bereavement services, etc. Field tested contemporary counseling traditions will be explored with a focus on skills practice. The course will offer mini-lectures, discussion, video tape and transcripts, and practice to expand knowledge and extend skills. Participants will leave with many practical counseling skills and a framework for those skills that can be applied to their work immediately with children, youth, and adults facing a variety of problems.

Objectives:

- To familiarize participants with contemporary counselling theories and skills
- To provide participants with a forum in which to practice counseling skills.
- To familiarize participants with ethical and professional considerations involved with the counseling process.
- To provide participants a framework in which to continue to explore family centred philosophy and practice.

DAY 1. Introduction To Counselling

February 28, 2012 - Scot J. Cooper

- Conceptualizing contemporary counselling practice
- Traditions of assessment- theory, practice, effects
- Phases of counselling,
- Eliciting family and community knowledge
- Ethical considerations

Participants will begin to build off of their own practice wisdom. We will explore the traditions of thought that have informed counseling practices and begin to focus on developing practice that is possibility-based, collaborative, utilizes what people/families bring to the process, and is focused. We will lay the foundation for ethical considerations that will continually be revisited throughout the course.

DAY 2. Introduction To The Solution Focused Tradition

February 29, 2012 - Scot J. Cooper

- Philosophy of the approach,
- Qualities of well-formed goals,
- Useful questions in eliciting difference and possibility

The Solution-Focused Brief Therapy Perspective will be introduced and practiced. Areas of focus will include: assumptions of the approach, the process of setting goals, what constitutes an effective and useful goal, scaling questions, hypothetical future questions, coping questions, how to elicit and utilize exceptions to problems.

DAY 3. Introduction To Narrative Therapy

March 8, 2012 - Scot J. Cooper

Introduction to story metaphor and key assumptions
Micro conversation maps that move away from problem saturated stories to preferred accounts of life and possibility,
Externalizing problems conversations

Participants will be introduced to narrative therapy, and explore conversation micro-maps; ways to organize questions and to handle the 'I don't know's'. Practice in developing conversations that externalize problems will be a focus and provide participants with playful ways to address very serious problems in people's lives.

DAY 4. Understanding Context and Larger Systems

March 9, 2012 - Eric King

- Learn to use genograms to map the key people in client's lives,
- Identify and consider constraints to change,
- Discuss triangles in families and larger systems (e.g. agency triangles)

This experiential day will examine the importance of understanding people in context since we are all embedded in multiple contexts.

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Professional Development Training Series



DAY 5. Conversations with Mandated People and Trauma Conversations

March 22, 2012 - Scot J. Cooper

- Counselling practices that assist people to find their motivation
- Ideas for navigating trauma conversations
- Self care of the counsellor

This day will introduce participants to various aspects encountered in the counselling context. Participants will have an opportunity to discuss the effects of trauma and learn ideas that assist people to begin to free their lives from it's effects. We will also explore questioning for those people who appear not motivated, are mandated to see you, or are seemingly stuck.

DAY 6. Endings and Addressing Setbacks:

March 23, 2012 - Scot J. Cooper

- Ways to address set-backs
- Co-developing next steps, and practice areas,
- Developing 'take home documents'
- Developing circles of support and communities of care
- Counselling endings and what should be considered,

Whether at the end of a counseling conversation or the end of services there are many considerations to think about. In this last day we will explore ways to co-create next steps with people, ideas for creating support circles, and how to know when to refer elsewhere. Ideas for how to discuss set-backs will also be discussed. The course will wrap-up with participants reviewing their personal goals and completing course feedback information.

\$750 for series - \$675 early registration

CEU credit for 42 hours

recognized by the Canadian Counselling Association

COLLABORATIVE CHILD AND YOUTH CARE WORK INTENSIVE

3 day workshop- \$375

April 18 & 19, May 11, 2012 - Scot J. Cooper

This intensive will provide a comprehensive emersion into the practice of child and youth care work that puts the youth at the centre of service planning, is collaborative, and competency-based. Drawing from contemporary counselling theory and practice participants will further their skills working with youth struggling with a variety of problems

and distress. Conversation skills that assist youth to co-create practice areas and experience themselves as successful and competent will be explored. Whether the working context is a group home, foster care placement, community school setting, or section school, this intensive will prove very useful in practice.

This workshop will provide participants a venue for exploring therapeutic practices and skills relevant to working cooperatively and collaboratively with youth of all ages through discussion, skills practice, video example and didactic presentation.

Areas to be covered:

Day 1: Beginning Collaborative Competency-Based Service

- Contemporary ideas about people, problems, and change
- How to hear problem stories and make sense of difficult behaviour
- Noticing entry points to possibility and eliciting what youth bring to the process
- Shaping the language of possibility
- Beginnings-collaborative questions and practices that develop a meaning frame for a placement/service provision

Day 2: Competency-based Conversation Skills

- Conversation skills and questions that elicit and honor the youth's and families wisdom, abilities, and preferences.
- Conversations to get from goals to practice areas.
- Externalizing internalized problems
- Assisting youth to develop a position on the problems they may be facing

Day 3: Completion and Celebrating the new Journey

- Monitoring progress,
- Discipline in context, setbacks, extreme behaviour
- Congruent competency-based paperwork
- From service recipient to consultant

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www.hincksdellcrest.org/gai-results



SECTION 3: DISTANCE EDUCATION

On-Line Certificate Course for Frontline Staff

Fee: \$295

Fall Series: October 17 – December 2, 2011 and

Winter Series: January 30 - March 23, 2012

Scot J. Cooper / Eric King

Dual Certificate through the University of Toronto Faculty of Social Work and The Hincks-Dellcrest Centre, Gail Appel Institute.

WORKING WITH FAMILIES AND CHILDREN

Families present themselves in many ways and offer varying challenges to helping professionals. As children change through their developmental stages it presents new challenges to the counsellor. Past experiences with other agencies may have affected the parents' ability to trust and cooperate. Often the goals of parents and children are so different that they appear permanently and discouragingly polarized.

Upon course completion you will be able to:

- Describe a competency-based theoretical framework for working with families
- Utilize ideas that will build therapeutic rapport and cooperation with all family members
- Develop methods for clarifying problem definition and family "goal consensus"
- Challenge intergenerational family scripts using genograms and time lines
- Know when to include the children in counselling
- Assess motivation and offer lines of inquiry to move change forward
- Demonstrate familiarity with a broad repertoire of questions that elicit hope, focus and family resources

Program Schedule:

This course requires an average of three hours a week of online participation for 8 weeks, a total of 24 hours. There are four modules that will contain on-line moderated discussions of the module content and course readings. Guest faculty may participate in some on-line discussions as per availability. Requirements for the course: Internet access, e-mail, MS Word, word processing and file management knowledge.

Conferences, workshops and Externships are also available in:

COGNITIVE BEHAVIOUR THERAPY

- Dual Certificate Programs in collaboration with OISE/University of Toronto.
- 1 and 2 day workshops in Cognitive Behaviour Therapy:

BRIEF & NARRATIVE THERAPY TRAINING

- 1 and 2 day workshops
- Year long extern program in Brief and Narrative Therapy in collaboration with the Faculty of Social Work, Continuing Education, Department of University of Toronto
- 5 day Narrative Therapy Training, summer Institute

TRAUMA & RESILIENCY TRAINING

- 1 and 2 day workshops
- Certificate courses in Trauma Counselling for Front-Line Workers

RESULTS MANAGEMENT TRAINING

- 1 and 2 day management and supervision workshops
- 4 day coaching series

CONFERENCES:

Winds of Change Conference June 14 & 15, 2012

(Pre-conference June 12 & 13, 2012)

Accessibility Standards for Customer Service (AODA) - Support Persons

The Hincks-Dellcrest Centre strives to create barrier free training to all persons and therefore welcomes support persons accompanying persons with disabilities. As per our Operational Procedure Number 8-3-11, Any customer attending a training session at the Hincks-Dellcrest Centre will not be asked to pay for a support person accompanying them to the training session.

TRAINING AT A GLANCE

2011/2012

OCTOBER - 2011

October 17 - December 2, 2011

On-Line Certificate Course for Frontline Staff

October 26, 2011

TAKE YOUR TEMPERMENT! Using Temperament as a Tool for Raising a Child's Self-Awareness and Self-Acceptance

October 31, November 1 & November 2, 2011

UMAB - Understanding and Managing Aggressive Behaviour

NOVEMBER - 2011

November 17 & 18, 2011

TRAINING FOR TRAINERS

November 21 & 22, 2011

COUNSELLING SKILLS LEVEL 2

November 28, 2011

A FRESH LOOK AT BEHAVIOUR MANAGEMENT

JANUARY - 2012

January 30 - March 23, 2012

On-Line Certificate Course for Frontline Staff

FEBRUARY - 2012

February 28, 29, 2012

COUNSELLING SKILLS - LEVEL I

MARCH - 2012

March 8, 9, 22, 23, 2012

COUNSELLING SKILLS - LEVEL I

March 19, 2012

There is a Bully in My Classroom

March 20, 2012

Working Effectively with Violent and Aggressive States

APRIL - 2012

April 12, 2012

THE FUNDAMENTALS OF THERAPEUTIC PLAY

April 18 & 19, 2012

COLLABORATIVE CHILD AND YOUTH CARE WORK INTENSIVE

MAY - 2012

May 11, 2012

COLLABORATIVE CHILD AND YOUTH CARE WORK INTENSIVE

May 14, 2012

BEHAVIOURAL CONSULTATION: PROVIDING EFFECTIVE COMMUNITY BASED SUPPORT

May 31, 2012

WORKING WITH THE ANGRY OR AGGRESSIVE CHILD

JUNE - 2012

June 5, 2012

PARENT GROUPS: Providing a Positive Experience

FOR TRAINING VIA VIDEO CONFERENCING

Please call 416-972-1935 ext. 3256

For information on our Clinical Infant Mental Health Program visit our website: www.hincksdellcrest.org/infant_mental_health

PRESENTERS



Annabel BASSIN

Annabel holds a degree in Early Childhood Education and a M.Ed in Adult Education. She has extensive experience in public speaking and facilitating workshops both in Canada and the United States. Since 1983 Annabel has designed numerous workshops on a wide variety of topics, including time and stress management, training for trainers, communication and self-esteem. Her broad range of experience results in presentations that are both stimulating and insightful. Annabel has earned an excellent reputation for her informative and practical presentations, as well as her energetic training style.

Nanci BURNS

Nanci has a masters in social work. As well as writing and speaking about temperament, Nanci works directly with students as a social worker in the Ottawa School Board. Previously, she worked at the national level and helped establish the National Clearinghouse on Family Violence/Health and Welfare Canada. She was also a researcher at the Family Research Laboratory at the University of New Hampshire. While there, she co-authored Nursery Crimes: Sexual Abuse in Day Care. Nanci is also the Co-author Take Your Temperament: Finding the Way to Family Harmony through an Understanding of Diverse Temperaments.

Scot J. COOPER

Scot is the Director of The Brief Therapy Network and author of A Competency-Based Classroom: A Classroom manual. Scot has an interest and passion for brief narrative therapy and community practice. He presents a wide range of interest in the application of non-structuralist theory to various contexts including school settings, parents in distress, foster care/ group home settings, and single-session encounters. He provides consultation to a private foster care agency and is a child and family clinical therapist at a children's mental health centre where he works collaboratively with children and families in various contexts. Scot's focus is

on precise questioning, techniques, and working assumptions that can assist clinicians in their everyday work. His high energy and engaging style makes for an interactive, lively learning experience.

Norma SOCKETT-DIMARCO

Norma has a Master Of Arts in Clinical Psychology. She has extensive experience working with parents and children with particular focus on improving the quality of parent-child relationships. She has designed workshops on various topics including: attachment in theory; attachment applications for intervention and prevention; prenatal issues; and dynamics of home visitor and parent relationships. Presently she is working as an Infant Mental Health Therapist in a child and family setting. Her engaging presentation style makes her workshops practical and interesting.

Doug DUNLOP

Doug has had extensive experience working with hard to serve children and adolescents as both a front line worker as well as his current position as a Residential Supervisor. Training and facilitating groups of social services professionals has been a focus of Doug's for the past decade. Doug has developed effective training sessions for professionals in the areas of anger management for preschoolers, latency, and adolescent aged clients as well as providing client focused service and life skills coaching for youth. Doug has been providing UMAB training since 1998 and has certified many social services professionals including individuals involved in children's and adult mental health, the youth shelter system, and college students. Doug brings an energetic and experiential method of teaching to the UMAB program. Expect a thorough, intense, and enjoyable experience from this trainer.

ANY of the WORKSHOPS in this BROCHURE can be BROUGHT to your ORGANIZATION

Anger Control Training • Successful Consulting • Understanding and Harnessing the Power of Groups • Creative Curriculum... plus more.

Visit our website for more details. www.hincksdellcrest.org/gai-focus

Register 4 Weeks in Advance and Save 10%

PRESENTERS continued



Barbara KAISER

Barbara Kaiser has worked for over three decades as a teacher and education consultant. She has also taught part-time in the Faculty of Education at Concordia University in Montreal, Quebec and Acadia University in Wolfville, Nova Scotia. In addition to presenting workshops and keynote speeches on the topic of challenging behavior and related issues throughout the United States and Canada, Barbara recently completed an instructional DVD series and related workshops, *Facing the Challenge*, based on *Challenging Behavior in Young Children* (Devereux Early Childhood Initiative, 2007). She also developed a teacher training video program focused on managing children's challenging behavior, *Challenging Behaviors: Where do we begin?* with Family Communications Inc. (Mr. Rogers' Neighborhood) in the United States. Barbara has also consulted for several regional projects and developed a comprehensive intervention to address and prevent violence among young people aged 5 to 15.

Eric KING

Eric is the Director of Family Programs at the Pine River Institute, a therapeutic Boarding School for adolescents dealing with addictions and mental health concerns. Eric has worked in the children's mental health field for the past 30 years. Eric has an extensive background in systemic and social constructionist therapies with youth and families. He has been actively involved in brief therapy practice, training and research since 1985. He has trained at the Mental Research Institute in Palo Alto, California and the Brief Family Therapy Centre in Milwaukee, Wisconsin. Eric consults to Children's Mental Health Centres, school boards, hospitals, residential and day treatment programs. Within his brief and narrative practice Eric has a particular interest in experiential approaches with families and groups.

Nancy RUBENSTEIN:

Nancy, a Registered Early Childhood Educator, brings a wealth of experience as an educator, parent and "nana" to the exploration of temperament in children's development. As a workshop presenter, she shares a practical and empathetic perspective with parents and professionals working with children. She is the co-author *Take Your Temperament: Finding the Way to Family Harmony* through an *Understanding of Diverse Temperaments*. She is also an instructor, trainer and mentor for *Roots of Empathy*. Nancy is also the former director of the Variety Child Care Centre/Woodroffe High School.

Gerda SUMNER

Gerda is an experienced workshop facilitator who has travelled extensively throughout Canada and the United States delivering workshops and seminars on a wide range of topics. Her many years of experience in the field of children's mental health in both management and front line positions give credibility to her workshops. Positions that she has held in the past have included family prevention worker, child care therapist, community consultant and program supervisor. She has developed effective training sessions on such topics as team building, consultation, supervisory practices, conflict management and stress management. Gerda is a proven expert in teaching concrete and practical skills. She combines an energetic and interactive style with a commitment to deliver workshops that make a difference.

Karin EARLE-WILLIAMS

Karin holds M.Ed in Counselling Psychology and has over 15 years experience in the field of children and youth services. In the past she has provided consultation and training to child-care centres, schools, and community based services. Presently Karin is a Senior Clinical Supervisor for a provincial initiatives program that provides intensive behavioural intervention services to children with Autism. Karin has designed many workshops on a wide variety of topics, including: managing challenging behaviour,

REGISTRATION BY PHONE, FAX, E-MAIL, MAIL OR ON-LINE

The Hincks-Dellcrest Centre • Gail Appel Institute 114 Maitland Street, Toronto, Ontario M4Y 1E1
TEL: (416) 972-1935 EX: 3345 FAX: (416) 924-9808 E:MAIL: training@hincksdellcrest.org

All workshops take place from 9:00 am to 4:00 pm.
Refreshments and workshop materials are included in the workshop fee. Lunch is on your own.

LOCATION: All workshops take place at 114 Maitland Street, Downtown Toronto unless indicated otherwise.

(Please fill out the following information clearly)

Organization Information

Organization Name _____

Mailing Address _____

Postal Code _____

Phone () _____

Fax () _____

e-mail _____

Please send my confirmation by e-mail

Mr./Ms. _____

Workshop _____

Date _____

Mr./Ms. _____

Workshop _____

Date _____

Mr./Ms. _____

Workshop _____

Date _____

Mr./Ms. _____

Workshop _____

Date _____

List additional names on a separate sheet.

Please check (✓) one of the following:

Payment by cheque is enclosed

Payment by Visa

Payment by Mastercard

Payment by AMEX

Card # _____

Expiry date _____

Signature _____

Payment, Substitutions, Cancellations

Payment must accompany registration form. Registration by phone, fax, mail, on-line www.peopleware.net/2323 or e-mail accepted with credit card payment only.

Cancellation Policy

An administrative fee of \$35 will be charged for all cancellations. You may elect to change to another workshop of the same value (within the same year) or a colleague may be substituted for attendance. For a refund, notice of cancellation must be received in writing two weeks prior to the workshop date. No credit or refund will be given if you do not notify us in advance of the workshop date. The Institute reserves the right to cancel a workshop due to under-enrollment, work stoppages, instructor illness or inclement weather. If a workshop is cancelled, the Institute is responsible for refunding only the tuition payment.

SAVE!

Register and pay 4 weeks in advance and take **10% off each registration!**

____ Registration(s) @ \$ _____ each = \$ _____

____ Registration(s) @ \$ _____ each = \$ _____

____ Registration(s) @ \$ _____ each = \$ _____

____ Registration(s) @ \$ _____ each = \$ _____

Certificate On-Line Course

____ Registration(s) @ \$ _____ each = \$ _____

____ Early Regist. @ \$ _____ each = \$ _____

Certificate Counselling Series

____ Registration(s) @ \$ _____ each = \$ _____

____ Early Registration(s) @ \$ _____ each = \$ _____

TOTAL = \$ _____

HINCKS-DELLCREST CONSULTATION SERVICES

Senior Hincks-Dellcrest consultants are available to consult on:

- Board Training
- The Board/Staff Relationship
- Program Evaluation
- Strategic Planning
- Development of Policy and Procedure manuals

CONSULTATION / FACILITATION

The Hincks-Dellcrest Centre • Gail Appel Institute offers consultation and facilitation to Management Teams, Boards of Directors, Staff Teams and Staff Retreats. These sessions are planned between the organizational leaders and The Hincks-Dellcrest facilitators to specifically meet the goals of the organization. This is an effective strategy to address team issues, supervision practices, transitional issues, strategic planning, board process and other crucial issues related to the overall running of an effective organization.

CALL to find out how Hincks-Dellcrest consultants can HELP YOU!

The Hincks-Dellcrest Centre
Gail Appel Institute
114 Maitland Street
Toronto, Ontario M4Y 1E1
TEL: (416) 972-1935 EX: 3345
FAX: (416) 924-9808



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