



Cognitive Connections

Executive Function Seminars



Friday January 27th
Saturday January 28th

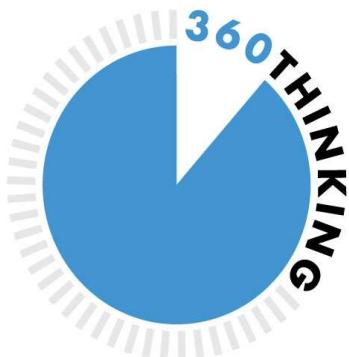
South San Francisco Conference Center

Register for One or
Both Days!



Sarah Ward, M.S., CCC/SLP Kristen Jacobsen, M.S., CCC/SLP

Sarah Ward and Kristen Jacobsen are returning to the San Francisco area once again to teach special educators, teachers, SLP's, parents and professionals hands on practical strategies and advanced treatment techniques to improve Executive Function skills!



Whether you've seen them before, or this is all new, you're sure to walk away with new ideas and strategies to help you better assist clients, students, or your own children.

Awarded the Innovative Promising Practices Award of 2015
by the National Organization CHADD
the **360 Thinking Program** combines concepts that are at the core of EF: situational and intention awareness, visual future thinking, time awareness and task visualization to promote efficient and accurate completion of tasks. The 360 Thinking program facilitates the development of 6 key skills for students: initiation, transition, planning, time management, self-regulation and meta-cognition. As the steps of a task are envisioned, potential obstacles can be anticipated for students to problem solve and achieve independence.

Day 1: From School to Home and Back Again: Executive Function Skills Across the Day

For Parents and Professionals

This signature presentation on Executive Function Skills will focus on the principles of the award winning 360 Thinking Intervention Program to Improve Independent Executive Function Skills:

Future Thinkers: A New View of Executive Function Skills

Gain a new understanding on how students demonstrate executive function skills and a new perspective on what is meant by the term "executive dysfunction". Learn the 360 Thinking Executive Function Model. Understand the relationship between motivation and executive control. The premise of executive function therapy and how to ensure strategies generalize across settings.

Self-Regulation and Situational Awareness

Improving self-regulation: He has done this task before! In fact, he just did it an hour ago. Why can't he do it now? Understand and learn how to treat the underlying executive control skills for task motivation, initiation, output and completion.

- Help students to create futuristic imagination and do a mental dress rehearsal
- Decrease Prompts! Increase the independence with which students can self-initiate, transition, decrease problematic behaviors and impulses to complete tasks with less supervision and fewer prompts. increase a student's ability to fluidly transition from a current task to being prepared for a new task
- Practice teaching students to develop situational awareness skills so they can "stop and read a room" and self-regulate their behaviors for a given situation.
- Learn how students can think in an organized and flexible way about systems and then self-initiate to manage their clothes, backpack, papers, and belongings in personal and shared spaces.

Seeing and Sensing the Passage of Time:

Teach students to internally sense the sweep of time and to self-monitor to sustain concentration, manage pace and complete tasks in allocated time frames.

Day 1 (Continued)

The 'Get Ready * Do * Done' Program

The 'Get Ready * Do * Done' program teaches students the process of **how** to visualize simple, multi-step and complex tasks and assignments and then sequence and plan the requisite steps to fully complete work.

Using the Get Ready * Do * Done' Program...Do what you do...just make one tiny tweak and turn everyday tasks, treatment interventions and the core classroom objectives into powerful tools to develop student's executive control skills.

Closing the Homework Circle

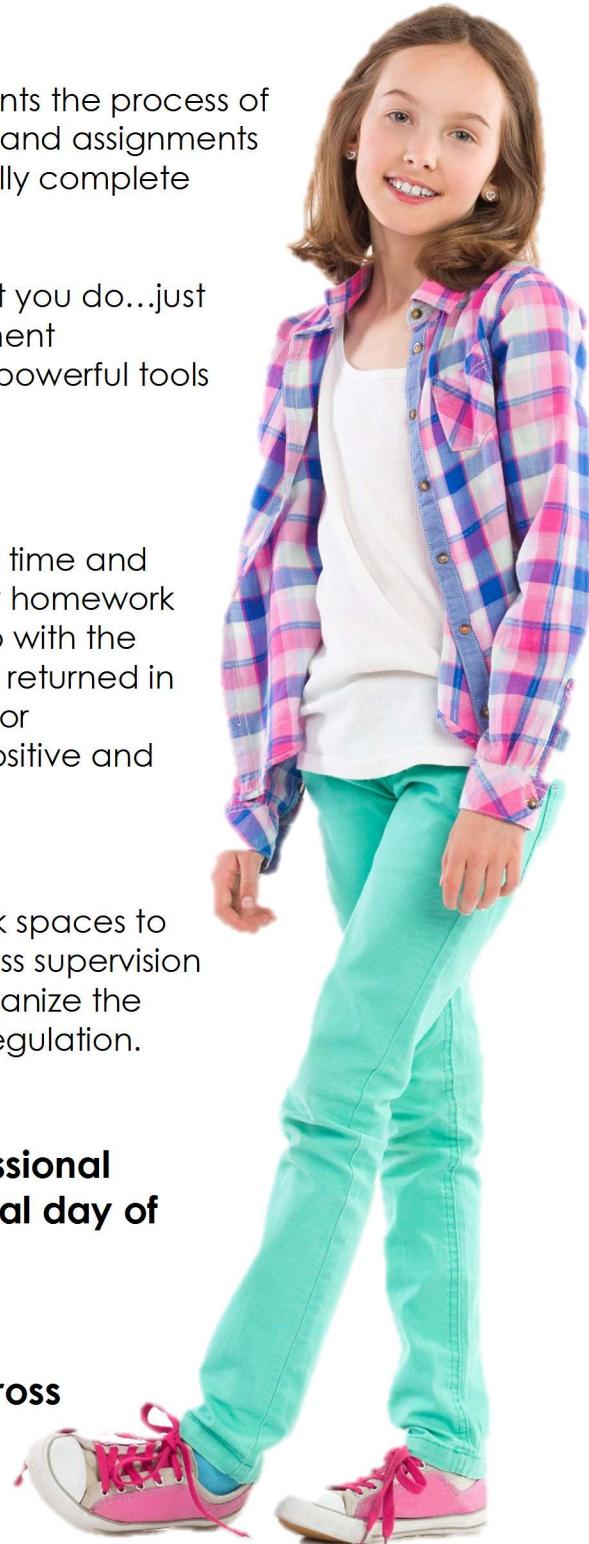
Concrete strategies to help students to manage their time and materials to successfully record and complete nightly homework assignments. Practical strategies will be given to help with the initiation of difficult assignments and to ensure work is returned in a timely manner. The homework space: learn tricks for supporting students and their families in creating a positive and productive environment for homework.

Space Makeover!

Learn how to organize the classroom and home/work spaces to promote independent executive function skills with less supervision and fewer prompts. Learn new ideas and tools to organize the classroom and home environments to promote self-regulation.

**Whether you are a parent, teacher or professional
you cannot afford to miss this dynamic, practical day of
learning!**

**Learn how to collaboratively support students across
the day...from home to school and back again!**



Day 2: Advanced Knowledge Seminar

Putting it into Practice! Hands-on strategies to practice the implementation of executive function interventions at an advanced level.

Note: For the maximum learning experience, learners attending should have the basic understanding of executive function skills. This course does NOT teach **executive function** fundamentals. While having attended a prior lecture by Sarah Ward or Kristen Jacobsen is *highly* recommended it is not required to attend Day 2.

This advanced knowledge day course is for the professional who wants to learn more strategies and techniques, have advanced treatment examples, and become more knowledgeable of the scope and sequence to implement executive function strategies.

This seminar consists of highly engaging and experiential learning that will give you a firsthand experience of how our executive function interventions can develop independent executive function skills in your students. For each strategy, there will be examples for elementary, middle and high school aged students. This seminar will get you thinking in new ways about how to utilize the 360 Thinking Program interventions, will help you to understand where to start, what goals to set for your client, and give you the opportunity to make and practice implementing a Toolbox of Strategies for teaching executive function skills.

Questions we are often asked that will be addressed in this advanced presentation:

"This student scored average to above average on all standardized psychoeducational tests and yet on a day to day basis is really struggling to initiate tasks, turn in homework, manage his time and complete academic tasks. Are there other ways to assess students to more clearly capture and characterize their executive function challenges? What are examples of executive function based IEP goals?"

"I love using the Get Ready*Do*Done model and have seen significant improvement in a student's ability to plan. I would love a scope and sequence of how to implement this program and some advanced examples. Also, how do I help the student generalize the program so they can independently use the concepts to plan for and independently complete tasks and assignment?"

"Do I have to use the Get Ready*Do*Done model for everything I teach? How do I differentiate in the classroom when to use the program? If I am only co teaching or consulting to the classroom how can I implement and individualize the model for the students who need it?"

"The students I work with really struggle to manage their time. They are not anticipating and cannot estimate how much time they will need to complete the steps of a task or routine. Once they start they are easily distracted and quickly lose track of time. How can I help without constantly cuing this student to stay to task?"

"I know visualization of future tasks is important. However, I don't think this student actually has the ability to create mental visual images. How do I teach them to do this? Other students I work with have limited working memory and can't seem to hold onto their mental visualization long enough to carry out tasks. How can I help?"

Topics Covered in the Day 2 Advanced Course:

- A brief review of the **360 Thinking** Model of Executive Function Skills
- Advanced implementation of **the Get Ready*Do*Done model**
 - Advanced planning for tasks and multi-step, complex and abstract assignments
 - Generalizing the Get Ready*Do*Done process to independent planning
 - Differentiating When, How and for Whom to implement the process in the classroom setting
 - Increase a student's mental visual imagery skills so as to support forethought across space and time
- **Advanced Time:** teaching a student how to visualize and plan hourly, daily and weekly time and prioritize tasks across multiple hours/days
 - Calculating the time needed (the temporal window) to complete tasks
 - Creating and sticking to time markers
 - Identifying and managing time robbers
 - Planning homework that lasts more than an hour, or must be completed over days and or weeks. Helping students to plan and effectively utilize time in a resource room/learning skills/homework center
- We will close out the day by showing professionals how to informally measure executive function skills when standardized measures do not capture the everyday executive function based challenges a student faces. We introduce the **Informal Executive Function Assessment**, a tool to evaluate a student's ability to visualize the future, to plan, to complete a multistep complex task and to experience and sense the passage of time. This informal assessment, which is only available at this conference, can be used to gain a greater understanding of how a student visualizes the future, breaks down and plans the steps and the time to complete tasks. In turn, this assessment will provide relevant knowledge to individualize and align the specific treatment strategies and to develop IEP goals to meet the different needs of students. The assessment will give you a greater understanding of where to begin teaching the key executive function skills. Audio/video examples of students will be presented.



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Day 1: Friday, January 27, 2017

From School to Home and Back Again:
Executive Function Skills Across the Day

Day 2: Saturday, January 28, 2017

Advanced Knowledge Seminar:
Putting it into Practice! Hands-on strategies to practice the implementation of executive function interventions at an advanced level.

Register for One or Both Days!

When: Registration from 8:00 to 8:30am Coffee will be served.

Seminar 8:30-3:30pm Lunch will be served.

Cost: \$240/day.

Cost includes course booklet, lunch and hands on materials.

Use promo code 2DAYS to receive a \$35 discount for registering for both days.

Where: South San Francisco Conference Center
255 South Airport Boulevard
South San Francisco, CA 94080