

The 360 Thinking Model: Breakthrough Strategies to Develop Independent to Executive Function Skills

Participation in this workshop will lead to a detailed understanding and foundation of the executive function skills for immediate use in home, school and clinical settings. Going beyond symptom management these skills are guaranteed to improve executive functioning for more independent and 'less stressful' living. You will leave this seminar with increased competency as well as many new tools for your 'tool box' including client worksheets and resources.

-  Do you have students who are disorganized and may not have the materials they need or even turn in the homework they have completed?
-  Is their desk, locker or room a 'black hole' for papers and materials?
-  Do you observe students who struggle to "stop and read the room" and meet the demands of the situation?
-  Or do you see students who struggle to initiate complex academic assignments, procrastinate and then run out of time to do their 'best work'?
-  Do you see students who are constantly multitasking, so tasks/assignment take twice as long as they should?
-  Do you wish your student had a sense of urgency when it comes to time so that tasks are completed, and routines to get out the door happen on time?
-  Is it heartbreaking to hear their difficulties with engaging and completing tasks described as a lack of motivation?
-  Does it seem that they have an inability to breakdown the demands of an assignment and have a sense of how to start?

“Intention Deficit” vs “Attention Deficit”

Our intentions are reflected by what we do in the moment to be prepared to take action or have an outcome at a later time. More often than not, task planning happens in a different space and time from where we execute the plan.

Consider this scenario: On Monday the teacher tells the class there will be a test on Friday. The student writes 'test' in their agenda and receives a plan/script for how to study: 1. Review Study Guide 2. Make flash cards and mnemonics 3. Memorize terms 4. Have mom or a friend quiz you. However, this does not guarantee the student will either initiate studying or give themselves enough time to study! They 'intend' to start studying soon! We agree with Dr. Russell Barkley who describes some of these students as seemingly having an **“intention deficit disorder”** more often than an “attention deficit disorder”.



How do we go from intention to action? Intentions are, according to Dr Russell Barkley who is a leading expert on ADHD, "the things we are doing to get ready for what lies ahead in time -- our goals; our plans; the assignments that we should be working on; the paths that other people have given us that we need to be paying more attention to in order to be ready when that time gets here." Students with attention challenges can pay attention to what is happening in the moment but struggle to attend to what lies ahead in time and has to be done next in order to get ready for that future. Individuals with executive function(EF) deficits exhibit a delay in the development of this self-regulatory temporal horizon.

The challenge for parents and professionals is to recognize the symptoms of executive function deficits and know how to help students not merely compensate for, but develop, necessary independent executive function skills. Executive Function challenges are more prevalent than ever. This seminar explores the forethought aspects of executive function skills, specific EF interventions and how to teach skills in individual and group settings.

**Even if you have heard Kristen and Sarah speak before, this conference is for you!
New interventions and examples will be presented!**

**Every year attendees continue to tell us
what a great experience our annual conference is!**

What past conference attendees had to say about our full day seminar!



"Just a quick note to tell you that not only was the feedback from your presentation to our group exceptional, but staff from many departments are still talking about and USING the practical ideas you gave them (for students and their own kids). The Time Tracker program, the Get Ready-Do-Done(Get Done) and future sketching are being used in many spaces with amazing success. So just wanted to reach out and THANK YOU once again and let you know how helpful your information has been for us."



"AMAZING – First in-service in 14 years being so practical. Finally, I walked away with so many tools to add to my tool box and no time was wasted on theory!"



"I admit. I am a groupie! Ha! This is my 4th time hearing you and yet I still got not just one or two new tricks, but I learned *many* strategies. I love that you are so generous with sharing worksheets and materials. It really is cutting edge ideas to help my students!"



"Excellent material and content for all educators; applicable to all age groups and a wide range of needs within the populations we serve! All of our teachers from every grade benefitted"



"Love that it was not all theory, but application was the focus; plenty of examples that can be applied tomorrow!"



"You took a complex concept and broke it down so that I finally understood what the executive function skills are, how to explain it to families and teachers. More importantly I feel empowered to help my students! I loved learning how to use the content to write IEP goals"



"Attending the annual conference was an unforgettable experience. It was so helpful to learn about executive function and for the first time I really felt like someone understood what my family was going through. Finally, I have real help so I do not feel so afraid. I now know how to help my student really be independent."



"Often I attend a conference and truthfully do not expect to get much new and expect to hear the same old same old ideas to help students with ADHD. I just need my ceu's. Wow! Wow!! I learned SOOOO many completely new techniques of what to do to help the middle and high school students I work with! Can't thank you enough!"

Course Outline

A New View of Executive Function Skills

- Understanding how therapy works: The 360 Thinking model explained

360 Thinking in Practice: Best Methods for Changing Behaviors

- Being a Beat Ahead: Following Routines, Initiating Tasks, Making Transitions
 - Using the core skills of gesture and stated intention to be a “Mind MIME” and help students create mental visual imagery for the future.
 - Teach students to be a ‘mental time traveler’ and pre-experience the physical actions to complete a task in prospective time and space.
 - Learn how to increase a student’s spatial temporal window or how far into the future they can see and sustain prospective planning
 - Implement treatment interventions for improving impulse control and working memory
 - Increase self-determination and motivation
- Improve organization of materials, papers and personal belongings

Improve Time management

- Building an internal sense of the sweep of time. How to create and stick to time markers; identify and manage time robbers
- Manage of daily time
- Long term project management. Reducing procrastination, understanding task demands and prioritizing steps

Task Completion

- Show students the process of how to plan homework -even if it 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
- Teach students how to break down complex tasks and assignments and then plan for, organize and initiate tasks

Homework

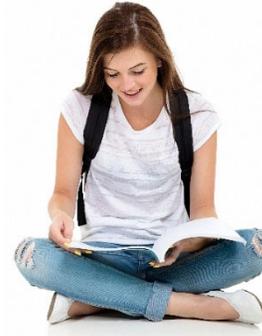
- Practical strategies will be given to help with the initiation of difficult assignments and to ensure work is returned in a timely manner.
- The homework space: learn tricks for supporting students and their families in creating a positive and productive environment for homework – even if you do not go home with the student!

This Full Day Seminar Delivers!

Your day will consist of hands on training that will re-energize your work. You will leave with fresh new executive function strategies and approaches you can use immediately to engage even your most difficult and challenging clients.

Familiarity with these skills and techniques along with experiential exercises will enhance your clinical skills and professional development:

- Learn the process and content of the Award Winning 360 Thinking™ program
- Build a foundation of EF intervention competency
- Take home many client resources and worksheets
- Integrate EF skills into individual and group therapy
- Achieve buy in from resistant students
- Use case example as a guide for effective application of skills in school, home and clinical settings



Objectives:

1. Determine clearly the nature of executive function and how these skills impact self regulation and task completion over short and long periods of time
2. Integrate the theory and techniques of the 360 Thinking model of executive function into your home, school or clinical setting
3. Incorporate the EF skills into individual and group therapy
4. Designate 3 steps that schools can take to create a classroom environment for developing self regulation and executive control
5. Generate a framework of interventions for and choose at least 5 ways to foster a student's ability to sense and manage the passage of time
6. Describe 4 strategies to develop a student's capacity to read a room then shift and be a 'mental time traveler' to pre-experience the physical actions to complete a task in prospective time and space.
7. Breakdown the clinical interventions and techniques for teaching students how to plan for, initiate and complete complex assignments and long-term projects within allotted time frames using the Get Ready * Do * Done (Get Done) Model.
8. Incorporate the specified techniques and interventions as demonstrated during the conference to add to your clinical toolbox.
9. Create a therapeutic alliance with parents to improve the effectiveness of clinical treatment with kids with executive function based challenges
10. Articulate the relationship between how individuals self-regulate and executive function symptomatology to educate clients, family members and school professionals.



Cognitive Connections

[Register Now!](#)

www.efpractice.com

- When: Saturday, April 6, 2019
Registration from 8:00 to 8:30 am. Coffee will be served.
Seminar 8:30-3:30 pm. Lunch will be served.
- Cost: \$205
Cost includes printed course booklet, lunch and many hands-on materials.
- Where: Crowne Plaza Boston-Natick on Worcester St
1360 Worcester St, Natick, MA · (508) 653-8800



Application for continuing education credits for ASHA ceus and Social Work ceus have been submitted. Please contact us at executivefunctionpractice@gmail.com for the status of ASHA and LICSW CE accreditation.

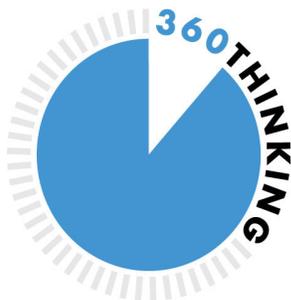
Financial: Ms. Ward and Ms. Jacobsen disclose Equipment Patent and Intellectual Property Rights for the Presentation. They do not receive any financial royalty from the sale of products.

Non-Financial: Ms. Ward and Ms. Jacobsen have no non-financial relationships to disclose.



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

Sarah Ward and Kristen Jacobsen are presenting in the Boston 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.

Time Ordered Agenda:

- 8:00-8:30 Registration
- 8:30-9:15 Executive Function (EF) Skills Defined, Executive Dysfunction and the Development of Executive Function Skills
- 9:15-10:00 Treatment interventions to improve Forethought and Self Talk
- 10:00-10:15 Break
- 10:15-12:00 Task Initiation, Self-regulation, making timely Transitions and following routines. Improving Situational Intelligence.
- 12:00-1:00 Lunch
- 1:00 -1:45 Treatment Strategies to Increase Time management of daily and hourly time and long term projects.
- 1:45 to 3:30 Teaching and Planning Skills; the Get Ready * DO * Done model for classroom, complex assignments, homework and therapeutic interventions

