

REGISTRATION INFORMATION

Early Registration until Friday, February 8, 2013

Professional: \$172 per person

Caregiver, Student: \$152 per person

Professional Group (5+): \$156 per person

Caregiver, Student Group (5+): \$136 per person

After Friday, February 8, 2013, all prices will increase by \$20.

Cancellations will be accepted until February 2, 2012.
NO REFUNDS AFTER DEADLINE.

Checks Made Payable To Communication Works and Mailed to 4400 Keller Ave, Suite 200, Oakland, CA 94605

Executive Function Skills

Name: _____

Address: _____

City, State, Zip: _____

Phone: _____

Cell: _____

Email: _____

Employer: _____

Discipline: _____

Specialty: _____

How did you learn about this course?

Cognitive Connections & Communication Works reserve the right to cancel any course due to insufficient registration or extenuating circumstances. Please do not make non-refundable travel arrangements until you have called us and received confirmation that the course will be held. We are not responsible for any expenses incurred by participants if the course is cancelled.

Executive Function Skills in Children and Adolescents



Sarah Ward, M.S., CCC-SLP
Leading Expert in Executive Function
Therapy

Saturday, March 2, 2013

9:00am to 4:00pm

Veteran's Memorial Building
3780 Mt. Diablo Blvd.
Lafayette, CA 94549

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Center for Executive Function Skill Development



**AMERICAN
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To successfully execute, children and adolescents need to be aware of task demands and set goals. Then they must access forethought and hindsight to think in an organized way and to sustain their focus on the relevant features of the task at hand.

This is a practical strategies seminar! In the first hour you will learn how to clearly define what the executive function skills are for the purpose of determining the most effective treatment interventions. Understand the development of the executive function skills and what is meant by the term "executive dysfunction". The rest of the day you will learn dozens of functional, ready-to-use strategies for teaching students how to develop the executive function skills. Teach students to develop a "memory for the future", to devise plans to achieve their goal, to use self-talk, to self-initiate, to transition to the next task of higher priority and to control their impulses and emotions to successfully complete a task. Improve a student's awareness skills so that he/she can "read a room" then "stop, think and create" an appropriate action plan and infer possible outcomes. Teach students to see and sense the passage of time, accurately estimate how long tasks will take, change or maintain their pace, and carry out routines and tasks within allotted time frames. Improve student's speed of processing and to absorb information in an organized way. Practical strategies to help students to record, initiate and complete nightly homework assignments and long term projects to ensure work is returned in a timely manner.

Sarah Ward, M.S., CCC-SLP has over 15 years of experience in diagnostic evaluations, treatment and case management of children, adolescents and adults with language learning disabilities, nonverbal learning disabilities, attention deficit disorder, executive dysfunction, Asperger's disorders and social pragmatics. Her particular specialty is in the assessment and treatment of executive function deficits. Ms. Ward holds a faculty appointment at the Massachusetts General Hospital Institute of Health Professions. A popular speaker, Sarah regularly presents on the east coast and nationally on the topic of executive functions to a variety of professional and parent organizations and school groups. Awards received include the MGH Expertise in Clinical Practice Award, the Distinguished Alumni Award and the Faculty in Excellence Award from the Massachusetts General Hospital Institute of Health Professions (2002, 2011).

LEARNING OUTCOMES

After completing this seminar, you will be able to...

- State the functional working definition of what is meant by the term "executive function skills" as it pertains to therapeutic interventions
- Define how situational awareness, self talk, forethought, and episodic memory are the foundational skills for successful task execution
- Develop an intervention program to foster a patient's ability to form more independent executive function skills by describing therapeutic activities to improve:
 - Situational awareness and forethought
 - Task planning, task initiation and transition within and between tasks
 - Active self management of the factors related to the passage of time
 - Internal self talk for initiating tasks
 - Organized thinking and speed of processing
 - Student management of homework and materials
- Outline how you can collaborate with parents, teachers, and other professionals to implement an executive function based treatment program both in and outside of the classroom

TARGET AUDIENCE

Speech & Language Pathologists, Parents, Regular & Special Education Teachers, Educational Therapists, Psychologists, Occupational Therapists, and professionals who work with individuals with executive function based challenges.

SEMINAR SCHEDULE

8:30am	Registration
8:55am	Welcome
9:00am	Executive Functions Skills Defined, Treatment Ideas to Increase Self Regulation & Forethought
10:00am	Break
10:15am	Interventions to Increase Organized Thought & Speed of Processing
12:00pm	Lunch
12:45pm	Teaching Time Management, Pacing & Cognitive Shift
2:00pm	Break
2:15pm	Closing the Homework Circle
4:00pm	Questions & Answers

Disclosure: Cognitive Connections produces and sells a product called Tracknets, which is a tool that supports students in developing an internal sense of time. We also produce and sell an academic daily planner, which is an agenda book student's use to record daily commitments, academic assignments and tasks, which they need to complete. On our website we sell a clock with a magnetic frame which does not make a ticking sound and we sell a countdown timer to support students in attending to the passage of time. Some of these materials will be referenced in the presentation.