

THERAMOVES IS PROUD TO PRESENT EXECUTIVE FUNCTIONING TRAINING

LEARN IT TODAY, USE IT TOMORROW! PRACTICAL,
CUTTING EDGE INTERVENTIONS FOR IMPROVING
EXECUTIVE FUNCTION SKILLS IN STUDENTS

PRESENTED BY WORLD RENOWNED

SARAH R. WARD, M.S. CCC/SLP

CO-DIRECTOR OF COGNITIVE CONNECTIONS AT THE CENTER FOR
EXECUTIVE FUNCTIONS SKILL DEVELOPMENT

WHEN

MONDAY, APRIL 1, 2019

8:30 AM - 4:00 PM

WHERE

North Woodmere Jewish Center

410 Hungry Harbor Road – Valley Stream, NY

NORTH WOODMERE, LONG ISLAND, 5-TOWNS (10
min from Central Ave) Parking & entrance in rear of building

FEATURING • Executive Function (EF) skills defined •
Self-Regulation, Situational Awareness and Self talk •
Teaching students' forethought and Hindsight, to know
the Goal, to develop and initiate a plan • EF Skills in Aca-
demics • Teaching students to shift, make transitions and
manage materials • Time Management • Using the Get
Ready *Do *Done clinical model to Improve EF Skills •
Methods to improve cognitive shifts and flexibility and to
develop automaticity

TO REGISTER FOR THIS CLASS

EMAIL: INFO@THERAMOVES.COM

OR CALL: 917-224-5114

OR VISIT: WWW.THERAMOVES.COM

INSTAGRAM @THERAMOVES

TARGET AUDIENCE:

SLP'S, OT'S, OTA'S ,
SPECIAL EDUCATORS,
CLASSROOM TEACHERS,
SOCIAL WORKERS, MENTAL
HEALTH COUNSELORS

LEVEL OF INSTRUCTION

Intermediate

*Appropriate for Students
K—middle school*

COST

Early Registration \$249

Postmarked 21 days prior

Group Rate 3 or more \$229

Postmarked 21 days prior

Group Rate 7 or more \$199

Regular Registration \$269

6 CONTACT HOURS

6 NBCOT PDUs/.6 CEUs
certificates will be awarded

Approved for **OTs, OTAs** by NY
State Board for OT's

Approved for **Social Workers** by the
NY State ED Dept. #SW-0499

Approved for 6 **CTLE** contact hours

This program is offered for 0.6
CEUs by **ASHA** (Intermediate
Level, Professional Area)

*Please contact the office with
any special needs requests*

APPROVED PROVIDER



AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

Saint John's University is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

COURSE DESCRIPTION

This is a practical strategies seminar! First 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”. 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. Learn methods to improve a student’s ability to cognitively shift and to be flexible in processing and accessing information. Learn how to use the Get Ready * Do* Done Model to turn the core curriculum and lesson/ treatment plans into powerful tools to teach students executive control skills. Fresh approaches to help students develop automaticity for class routines and transitions.

COURSE OBJECTIVES

After completing this program, 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 student’s ability to form more independent executive function skills by describing therapeutic activities to improve: Situational awareness, self talk and forethought, self regulation and following routines, 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 materials

TIMED AGENDA

8:30-9:30 Executive Function (EF) Skills Defined, Executive Dysfunction and the Development of Executive Function Skills

9:30-10:45 Treatment interventions to improve Forethought and Self Talk

11:00- 12:15 Task Initiation, Self regulation, making timely Transitions and following routines

12:15-1:15 Lunch (on your own)

1:15 -2:15 Treatment Strategies to Increase Time management of daily and hourly time and long term projects.

2:15-2:50 Teaching and Planning Skills; the Get Ready * DO * Done model for classroom, homework and therapeutic interventions

1:00 -3:50 The Get Ready * DO * Done model (continued)

3:50-4:00 Question and Answers/Wrap Up

Two — 15 minute breaks will be taken as needed

ABOUT THE PRESENTER:

Sarah Ward, M.S., CCC/SLP has over 23 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 where she provides instruction to graduate level students in the assessment and treatment of individuals with traumatic brain injury and other cognitive communication disorders. A popular speaker, Sarah regularly presents nationally and internationally on the topic of executive functions to a variety of professional and parent organizations, school and lay groups. She has presented to and consulted with over 585 public and private schools in Massachusetts and across the United States. Awards received include Bette Ann Harris Distinguished Professional (2017), Innovative Promising Practices Award by CHADD, The National Resource on ADHD (November 2015), the MGH Expertise in Clinical Practice Award, the Distinguished Alumni Award, the Faculty in Excellence Award from the Massachusetts General Hospital Institute of Health Professions (2002, 2011) and ACE awards (2013, 2016) from American Speech and Language Hearing Association.

REFUND & CANCELLATION POLICY:

A full refund less \$75 dollars administrative fee per course will be given for cancellations received up to 7 days prior to the course. After that no refunds will be given for cancellations. We reserve the right to cancel any course due to extenuating circumstances. Please do not make non-refundable travel arrangements until you contacted us &/or received confirmation that the course will be held. We are not responsible for any expenses incurred by participants if the course must be cancelled.

DISCLOSURE:

Financial: Sarah Ward will receive a speaker’s honorarium from TheraMoves Services for the presentation. Sarah receives royalties from her company Cognitive Connections, LLP for many products discussed at the course.

TO SIGN UP—EMAIL

INFO@THERAMOVES.COM

917-224-5114