Course Description
To successfully execute, children 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. As students mature they learn how to organize their time, space, materials and develop the reasoning skills to consider multiple possible solutions to problems, recognize the “gray” in situations, and manage both expected and unexpected changes in plans, routines, rules and novel situations. Students must fluidly shift between changing task demands and carry out multiple complex steps to achieve expected goals.

This is a practical strategies seminar! In the first hour participants 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, stay a beat ahead and carry out routines and tasks within allotted time frames. Improve student’s speed of processing and to absorb information in an organized way.

Program Objectives
UPON COMPLETION OF THE COURSE, PARTICIPANTS WILL BE ABLE TO:
1. State the functional working definition of what is meant by the term “executive function skills” as it pertains to therapeutic interventions
2. Be able to identify what is the typical developmental course of the executive function skills and how to define and identify Executive Dysfunction
3. Define how situational awareness, self talk, forethought, gesture/movement and episodic memory are the foundational skills for successful task execution
4. Develop an intervention program to foster a patient’s ability to form more independent executive function skills by describing therapeutic activities to improve:
   a. Situational awareness and forethought
   b. Task planning, task initiation and transition within and between tasks
   c. Active self management of the factors related to the passage of time
   d. Internal self-talk for initiating tasks
   e. Organized thinking and speed of processing
   f. Student management of homework, materials and long term projects
EXECUTIVE FUNCTION COURSE

About the Instructor

Sarah Ward, M.S., CCC/SLP has over 19 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 locally and nationally on the topic of executive functions to a variety of professional and parent organizations, school and lay groups. Her innovative strategies have appeared on National Public Radio. She has presented to and consulted with over 450 public and private schools in Massachusetts and across the United States. 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).

Schedule

8:30 a.m.  Registration
8:55 a.m.  Welcome
9:00 a.m.  Executive Functions Skills Defined, Developmental Norms, Executive Dysfunction Strategies to Increase Situational Awareness
10:15 a.m. Break
10:30 a.m. Treatment Ideas to Increase self-regulation, forethought, task initiation and planning and making timely transitions
12:00 p.m. Lunch
1:00 p.m.  Time Management – Developing students’ ability to internally sense the passage of hourly time, to manage daily time, to estimate how long tasks will take, to change or maintain their pace, and carry out routines and tasks within allotted time frames.
2:20 p.m.  Break
2:30 p.m.  Task Planning: at home, in treatment interventions, in the classroom and for completing nightly homework and long term Projects
3:30 p.m.  Question & Answer

Participant Requirements

This course is open to Occupational Therapists, Speech and Language Pathologists, Special Educators, General Educators, Psychologists, Social Workers, Guidance Counselors, Administrators and Rehabilitation Professionals, and Teachers of Students with ADHD, SLI, ASD, LD, etc.

Registration & Cancellation Policy

Email confirmation will be sent upon receipt of payment. Please note that payments received within 14 days of the course must be made with a credit card. Travel information (ie hotel accommodations, etc) available upon request. Please DO NOT make travel or hotel accommodations until you have received confirmation of your registration.

There will be a $50 processing fee for cancellation by a participant. In the event of course cancellation by Therapy West, Inc., a full refund will be provided.
EXECUTIVE FUNCTION COURSE

Registration (Please mark one):
___ $250 Standard Registration
___ $225 Group Registration (3 or more participants registering simultaneously)

Optional Panera Lunch Option: For an additional $15, a Panera lunch will be delivered at the start of break. If interested, please indicate your selection:
___ Roasted Turkey & Avocado Sandwich  ___ Bacon Turkey Bravo Sandwich
___ Chicken Cobb Salad w/Avocado  ___ Greek Salad w/Chicken
*Sandwiches come with chips; salads come with baguette. Drinks will be provided.

Name: ____________________________________________________________

Phone: (__________) ______________________________________________

Email Address: ____________________________________________________

(REQUIRED)

Profession (please circle):  PT / OT / PTA / COTA / OTA / SLP

PAYMENT METHODS – Check or Credit Card
1. Check: Payable to Therapy West. Please fax registration form to (719) 358-9027 & mail check to:
   Therapy West, Inc.
   Attn: Gayle Ortiz
   8717 Venice Blvd
   Los Angeles, CA  90034

2. Credit Card Number: (VISA / MC / DISC)

________________________________________________________________________

Security Code:__________  Expiration Date: (_____/______)

Name on card & Billing Address: ____________________________________________

________________________________________________________________________

Signature:________________________________________________________________

EMAIL registration form to dkiefer@therapywest.org or FAX to (719) 481-3635