

Make good choices. Study. Take turns. Start homework. Sit still. Focus. Finish homework. Turn in homework. Executive function (EF) is at the core of everything kids and teens are asked to do each day at home and school.

And yet when these expectations aren't met, professionals often turn to consequences, discipline, and "tough love" to encourage change. And when that doesn't work, the child is **labeled as "lazy" or "unmotivated" rather than someone who lacks certain skills.**

Join Peg Dawson, Ed.D., NCSP, leading expert in executive function, for this advanced training where you'll not only gain a comprehensive understanding of executive dysfunction and its impact on young lives, you'll also have a **complete clinical toolbox full of interventions to:**

- Assess for and diagnose executive function difficulties from childhood to early adulthood
- Change any environment to accommodate low or weak executive skills
- Boost skills in organization, planning, decision making and emotional regulation
- Provide effective psychoeducation and training to parents and families
- And more!

And while many intervention plans are too complicated and time-intensive for long term success, Peg offers up **simple, straightforward, and practical interventions that can be used every day to improve any child or teen's level of functioning.**

This training is a must-attend for any professional working with kids and adolescents – sign up today!

Target Audience:

- Counselors
- Social Workers
- Psychologists
- Marriage and Family Therapists
- Educators
- School Psychologists
- School Counselors
- School Social Workers
- Educational Paraprofessionals
- School Administrators
- Speech-Language Pathologists
- Occupational Therapists
- Occupational Therapy Assistants
- Nurses
- Case Managers
- Other Helping Professionals Who Work with Children

Live Seminar and Webcast Schedule
Times in Pacific – both days
7:30 Registration/Morning Coffee & Tea
8:00 Program begins
11:50-1:00 Lunch (*on your own*)
4:00 Program ends
There will be two 15-min breaks (mid-morning & mid-afternoon). Actual lunch and break start times are at the discretion of the speaker. A more detailed schedule is available upon request.




Hassle-Free Cancellation Policy: If you contact us before the event date, you can exchange for a DVD or CD/digital manual package on the subject (self-study continuing education credit may be available), a certificate to attend another seminar, or receive a tuition refund less a \$60 cancel fee. Substitutions are permitted at any time.

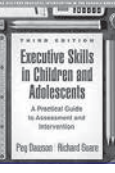
Objectives

1. Describe the neurological processes involved in executive skill development both in typically developing children and those with executive dysfunction (such as ADHD).
2. Identify developmentally appropriate expectations for executive skill development in children from preschool to early adulthood.
3. Communicate the role of executive skills in school performance and daily living for children and adolescents.
4. Determine "best practices" for assessing executive skills, including both formal and informal measures.
5. Implement strategies for modifying the environment to be more supportive for children with weak executive skills.
6. Create daily routines both at home and at school that support the development of executive skills.
7. Utilize a 4-step process to task-analyze classroom lessons to identify the specific executive skills that are involved.
8. Generate strategies for overcoming common obstacles to effective deployment of executive skills.
9. Educate students about executive skills so they can identify their own executive skill strengths and weaknesses and develop supportive strategies where needed.
10. Design child/student-centered interventions that target specific executive skills to resolve specific problem situations at home and/or school.
11. Utilize behavioral incentives and other motivational strategies to encourage children and teens to engage in the level of practice necessary to develop effective executive skills.
12. Provide education to parents of teenagers on the dynamics of the parent-child relationship during adolescence, the impact this has on executive skill development, and how to design age-appropriate interventions.

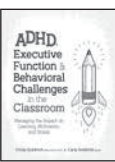
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Smart but Scattered
By Peg Dawson, Ed.D., NCSP, **Your Presenter** and Richard Guare, Ph.D., D-BCBA
Smart But Scattered provides ways to assess children's strengths and weaknesses and offers guidance on day-to-day issues like following instructions in the classroom, doing homework, completing chores, reducing performance anxiety, and staying cool under pressure. Small steps add up to big improvements, enabling these kids to build the skills they need to live up to their full potential. More than 40 reproducible are included.



Executive Skills in Children & Adolescents, 3rd Edition
By Peg Dawson, Ed.D., NCSP, **Your Presenter** and Richard Guare, Ph.D., D-BCBA
Concise and practitioner friendly, this bestselling guide has helped put executive skills on the map for school-based clinicians and educators. The book explains how these critical cognitive processes develop and why they play such a key role in children's behavior and school performance. Provided are step-by-step guidelines and many practical tools to promote executive skill development by implementing environmental modifications, individualized instruction, coaching, and whole-class interventions. In a large-size format with convenient lay-flat binding, the book includes more than two dozen reproducible assessment tools, checklists, and planning sheets.



ADHD, Executive Function, & Behavioral Challenges in the Classroom
Managing the Impact on Learning, Motivation, and Stress
Cindy Goldrich, EdM, ADHD-CCSP & Carly Goldrich, BS, Ed
These practical tools and worksheets are designed to help students become resourceful, accountable, optimistic, and perseverant.



PESI Inc. is proud to offer this seminar (at these locations only) *free of charge* (on live seminar tuition) for veterans and active duty military personnel. **Limited seats available; advance online registration required.**

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Leading expert in executive function and co-author of the best-selling books, *Smart but Scattered*, *Smart but Scattered Teens*, and *Executive Skills in Children and Adolescents, 3rd Ed.*

Effective Strategies to Improve Any Child's Ability to:

- Get organized
- Complete tasks
- Stay focused
- Regulate emotions
- Plan ahead
- Use time wisely
- Handle transitions
- And more!

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Outline

Get to Know Executive Function (EF)

The 11 executive skills

Two dimensions of EF skills: Thinking and doing

Are EF skills innate? Learned?

Exercise: Match the descriptor to the EF skill

The Neurobiology of EF

Normal v. atypical brain development

Chronological v. age of functioning, ex - ADHD

How do executive skills develop in the brain?

Negative influences on EF development

Can executive skills be recovered?

Assessment: What Does Weak EF Look Like?

Parent/teacher interviews: What to ask/ look for and why

Behavior rating scales (BRIEF-2, ADHD Rating Scales-V, and more!)

Limitations of formal evaluation

Observation/informal assessment

When is it an educational disability?

Co-morbidity with mental health disorders

Linking Assessment to Intervention: 3 Key Skills to Accommodate Executive Skill Weaknesses

✓ Environmental Modifications

Any changes made external to the child - physical or social

Modify the nature of the task(s)

Change the ways adults interact with the child

Exercise: Brainstorm modifications for each EF skill

✓ Teach Deficient Skills

Adults (temporarily) become the child's frontal lobe

3 steps to embedding executive skills into:

Content area lessons

Whole-class routines

Small group curricula

Adaptations for K-6, middle school, and high school

Step-by-step examples: Cleaning room, starting the day, homework plans, classroom organization

Exercise: Design an EF-conductive classroom or home routine

✓ Motivate the Child to Use the Skill

A new look at incentives and reinforcement

The benefits of using incentives

Simple “go-to” incentives

Longer term, more elaborate incentives

Exercise: Brainstorm and discussion on incentives

STRATEGIES, STRATEGIES, STRATEGIES: Must-Have Interventions for Home, School & Beyond

The 7 keys to effective intervention design

The “perfect” intervention has these 2 factors

Must-have strategies for getting kids on board

Covey's in my control/out of my control

Student-Centered Interventions: Steps and Guidelines

Exercise: Step-by-step development of a student-centered intervention

Case: Sarah – seatwork struggles, poor follow through

Case: Max – task refusal, wanders, not following directions

Case: High school student – intellectual disabilities

Practical, Innovative Strategies Designed to Target:

- Beginning & end of day routines
- All things homework – collection, completion, turning in!
- Paying attention
- Desk cleaning
- Writing papers
- Longer-term projects
- Organization
- Managing open-ended tasks
- Taking notes
- Temper control
- Impulsivity
- Transitions
- Perspective taking
- Problem solving
- And more!

Coaching: 1:1 Interventions for Executive Skill Development

Key components of coaching

Stages and goal setting

Class-wide peer coaching

Evidence behind coaching's effectiveness

Clinical Considerations

ABA/RTI in schools

Working with parents and families

Multicultural factors

Limitations of the research and potential risks

FREE Materials for Your Clinical Toolbox!

- ✓ Definitions of each executive skill
- ✓ Assessment template
- ✓ Executive skills questionnaire
- ✓ Intervention planning form
- ✓ Scripts, behavior contracts, goal setting templates
- ✓ And more!

Speaker

Peg Dawson, Ed.D., NCSP,

is a school psychologist and for over 20 years has worked at the Center for Learning and Attention Disorders in Portsmouth, New Hampshire, where she specializes in the assessment of children and adults with learning and attention disorders. She is co-author of the best-selling books on executive dysfunction, *Executive Skills in Children and Adolescents: 2nd Edition* (Guilford, 2010), *Smart but Scattered* (Guilford, 2009) and *Smart but Scattered Teens* (Guilford, 2013). Peg is a past editor of Communiqué, the newsletter of the National Association of School Psychologists, and has published numerous articles and book chapters on a variety of topics, including retention, ability grouping, reading disorders, attention disorders, the sleep problems of adolescents, the use of interviews in the assessment process and homework.

Peg has many years of organizational experience at the state, national and international levels and served in many capacities, including president of the New Hampshire Association of School Psychologists, the National Association of School Psychologists (NASP) and the International School Psychology Association. She has also participated in many of NASP's leadership initiatives, including the Futures Conference and the development of both the second and third Blueprint for the Training and Practice of School Psychology. She is the 2006 recipient of NASP's Lifetime Achievement Award. Peg received her doctorate in school/child clinical psychology from the University of Virginia.

Speaker Disclosures:

Financial: Margaret (Peg) Dawson is an author for Guilford Press and receives royalties. She is an author for Amacon publishers and receives royalties. She receives a speaking honorarium from PESI, Inc.

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If your profession is not listed, please contact your licensing board to determine your continuing education requirements and check for reciprocal approval. For other credit inquiries not specified below, or questions on home study credit availability, please contact cepesi@pesi.com or 800-844-8260 before the event.

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