

2-Day Advanced Course
Executive Functioning Skills
for Children & Adolescents



In this interactive course, Lynne Kenney, Psy.D., pediatric psychologist, author and international educator, will show you how to integrate the newest research in neuroscience, kinesiology and neurocognitive education for students to behave better and learn more efficiently. You will experience 50 developmentally progressive cognitive-exercises and coaching activities to enliven your classroom, office and clinic. Learn how to improve cognition, enhance learning and empower children to be better thinkers with motor movement, sequencing, attending, self-regulation and memory activities. Dress comfortably, as we will be integrating movement throughout the day.

FREE Activities for Your Toolbox

- ✓ Printable Rhythm and Movement Cards
- ✓ The Love Notes from Musical Thinking for Self-Regulation, Attention and Memory
- ✓ The Kinetic Classroom Rubric
- ✓ PreK-3rd Grade Self-Regulation Transition Activities
- ✓ Spotlight: Our Visual-Motor Cognitive-Visual Activities PreK-12th Grades
- ✓ CogniTap Desk Sequences PreK-12th Grades
- ✓ Printable Cognitive Coaching Activities
- ✓ Research Bibliography

Target Audience:
PreK-12th Grade Educators
Special Educators
Psychologists
School Psychologists
Counselors
Social Workers
Occupational Therapists
Speech-Language Pathologists
Other Helping Professionals

Live Seminar Schedule
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.

Questions? Visit our FAQ page at www.pesi.com/faq or contact us at www.pesi.com/info



Lynne Kenney, Psy.D.
Lynne Kenney, Psy.D., is the nation’s leading pediatric psychologist in the development of classroom cognitive-physical activity programs for students grades K-6. Dr. Kenney develops curriculum, programming, and activities to improve children’s cognition through coordinative cognitive-motor movement, executive function skill-building strategies, and social-emotional learning.

Dr. Kenney has advanced fellowship training in forensic psychology and developmental pediatric psychology from Massachusetts General Hospital/Harvard Medical School and Harbor-UCLA/UCLA Medical School. She holds a Master’s Degree in physical education from the University of Southern California and a Doctorate in psychology from Pepperdine.

Dr. Kenney’s books include *70 Play Activities for Better Thinking, Self-Regulation, Learning and Behavior* (Kenney & Comizio, 2016), the *Social-Emotional Literacy program, Bloom Your Room™; Musical Thinking™*; and *Bloom: 50 things to say, think and do with anxious, angry and over-the-top-kids* (Kenney & Young, 2015). Her professional development platform The Kinetic Classroom brings executive function education and cognitive-motor movement to educators and clinicians worldwide.

Since 1985, Dr. Kenney has worked as an educator in community service from the inner cities of Los Angeles to national organizations such as the Neurological Health Foundation, Understood.org, HandsOn Phoenix, and Points of Light (Generation On). She values closing the education gap in poverty and enjoys working with Title I schools.

Speaker Disclosures:
Financial: Dr. Lynne Kenney maintains a private practice. She is an author for St. Lynn’s Press, Better Life Media, Inc., and Move 2 Think, LLC. Dr. Kenney is the creator of The Family Coach Method. She receives a speaking honorarium from PESI, Inc.
Non-financial: Dr. Lynne Kenney has no relevant non-financial relationship to disclose.

Objectives

1. Implement research-based activities educators, teachers and clinicians can use to improve thinking, self-regulation, learning and behavior.
2. Determine how to improve classroom cohesion and climate with physical activities that require thought engaging attention and memory.
3. Articulate the meaningful relationship between cognition and motor movement in learning and school achievement.
4. Explore bringing cognitively engaging physical activity to your classroom and practice with coordinative cognitive-motor activities.
5. Practice over 50 coaching and movement activities you can do to help children with ADHD, dyslexia, ODD, sensory processing challenges, dyspraxia, anxiety and behavioral issues.
6. Demonstrate how to enhance collaboration and cooperation in your classroom by helping students become “cognitive scientists” empowered to help their own learning.
7. Understand the role of tempo, rhythm and timing in cognition.
8. Design rhythmic calming strategies for on-the-spot behavior management.
9. Develop confidence in creating your own collaborative cognitive-motor work with your students.
10. Articulate how rhythmic “heavy” motor work can be more effective for dysregulated children then talking when a child is in distress.
11. Analyze the biological precursors to better executive functions, learning and behavior.
12. Practice cognitive-movement strategies to help children move out of the stress response into an alert state of calm.

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2-Day Advanced Course
Executive Functioning Skills
for Children & Adolescents
50 Cognitive-Motor Activities to Improve
Attention, Memory, Response Inhibition
and Self-Regulation



BONUS
Materials with
Registration

PLAINVIEW, NY
Thursday & Friday
February 27 & 28, 2020



Register now! pesi.com/express/77059

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Executive Functioning Skills
for Children & Adolescents



50 Cognitive-Motor
Activities to Improve Attention,
Memory, Response Inhibition
and Self-Regulation



Featuring: **Lynne Kenney, Psy.D.,**
Pediatric Psychologist, Author, International
Educator and national leader in the
development of cognitive-physical activity
programs for the classroom

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A Non-Profit Organization serving the educational needs of mental health professionals since 1979.

Outline

Priming the Brain for Learning

Impact of brain stimulation, stress, ACE's and trauma on learning
Create low-stress-high-connection learning environments
Biological precursors to learning
New preliteracy
Executive function precursors
5 early predictors of academic success
Create a calm classroom culture with kindness, respect & trust
Importance of collaboration, agency and creativity in learning and behavior

Foundational Motor Competencies that Proceed Learning

Balance and weight shift
Postural control for better learning
Foundational movement patterns & sequences
Types of patterns and elements
How to build a movement sequence

Activities

- Balance activity
- Teaching weight shift
- Head, shoulders, hips & knees
- Can everybody count
- Initial brain primer sequences for attention, memory and self-control

Musical Thinking

We are musical
Using The Love Notes
Measures are magic!
“We Move on the Beat in Time Together”
Sequence is the secret

Activities

- Musical thinking rhythm cards
- Communicating need sets musically
- Movin’ and Groovin’ movement mixes
- Creating your own standing patterns

Thinking Interventions for Better Learning and Behavior

Executive functions CAN be learned
Build core executive functions for achievement
Cognitive skills building process

“I am the Best Coach for My Brain” - Lessons for Students

Teach children about their brains
Make executive functions transparent
“Cognitive Conversation”

Activities

- 8 brain lessons for students
- Cognitive conversation prompts
- The THINK Cards
- SAM Call and response cards

The “Cognitive Conversation” about Attention

My Attention Engine
Attention is more than one thing
Attention cycle
Types of attention

Activities

- Prompts and questions
- Raise mindful awareness
- My Attention Engine
- Songs and chants
- Interactive conversational practice

Seated Work For Better Attention

Alert Attention
1-5 minute desk percussion activities
Stadium effect
Compositions & orchestras

Activities

- Table top tap
- Repeat the beat
- CogniTap
- Paradiddles

Cognitive Engagement - Music, Piano & Drumming

Role of music in learning
Build musical skills through auditory channels
Imagination in spatial drumming
Meludia Method
Taiko

Activities

- In Time (Advanced Brain Technologies)
- Solfege

Developing Your Own Patterns and Sequences

Patterns
Sequences
Elements
Sound and movement mixes
Cueing

Activities

- You’re a conductor
- We’re an orchestra

Language, Dyslexia, Reading and Learning

What the research says about the precursors to reading
Different types of dyslexia
Role of speed of processing in reading
Temporality, timing and prosody in reading
Are rhymers really readers?

Activities

- Narrative language in daily life
- Visual story-telling – sequencing and patterning in pictures
- Lullabies, folk songs and rhyming songs
- Circle pattern rhyming activities

Visual-Motor Language: Spotlight

What is Spotlight and how was it developed?
Collaboratively reading the visual-motor language
Importance of cognitive cueing
Use spotlight in various settings

Activities

- Initial instructions to the student(s)
- Mirror and alternate
- Planer, lateral and contralateral movements for learning
- Create your own sequences
- The one spotlight movement circle

Brain Primers (Mike Kuczala)

Developmentally progressive cognitive engagement
Increase cognitive-motor demands
Engage creativity and collaboration
Engage the reluctant learner
Advanced mix and match elements, patterns and sequences

Activities

- Brain primers

The “Cognitive Conversation” about Memory

Working, short-term, long-term, visual working, verbal (auditory) working memory
Encode and retrieval
Art, music and movement improve science

Activities

- File cabinet visual prompt
- Retrieve math facts with Quick Rick
- Encoding spelling with Slow Mo
- Working memory enhancement strategies
- Visual memory enhancement techniques

Improving Behavior with Cognitive-Motor Movement

The “Cognitive Conversation” about Self-Control (Response Inhibition) + Impulsivity

Achieve better classroom cohesion, socialization and behavior with responsive movement
Difference between self-regulation and self-control
Response inhibition and impulsivity
Types of impulsivity (motor, verbal, cognitive)
“Felt-Sense” of slowing down (self-control and self-regulation)

5 quick effective responses to dysregulated kids
Between urge, action and behavior
Trauma, cognition, and dysinhibition
Block repetitive anxious thoughts

Activities

- Think-Ups
- Mary and Her Me Me Me's!
- Periwinkle and Pace

Self-Regulation: Heavy Work

Push, pull and hold
How does proprioceptive feedback calm the brain and body?
What does the counting or cueing sound like?

Activities

- Successful transitions
- Stationary holds with the Musical Thinking
- Rhythm cards
- Large-motor heavy play
- Hand play

Self-Regulation: Achieving an Alert State of Calm

Self-regulation: emotional, cognitive, sensory/motor
Self-regulation as energy management
Use entrainment to reciprocally regulate
3,5,7,9 for calming in time

Activities

- Co-regulation
- Retro Walking Dressage Patterns
- Yoga patterns
- Tai Chi patterns
- Mirror writing
- Self-monitoring worksheet

Attention, Memory and Inhibition

How bean bags engage visual tracking
How bean bags engage attention and memory
Hand-eye patterns & sequences

Activities

- One and two person bean bag activities

Rhythm Ball for Calming

One and two person ball activities
Change cueing & counts for alerting and calming

Activities

- Co-regulating with one person
- Back-to-back listening activity
- Use music and metronomes



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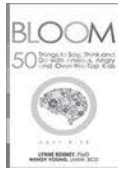
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70 Play Activities for Better Thinking, Self-Regulation, Learning & Behavior

By Lynne Kenney, Psy.D. [YOUR PRESENTER](#) & Rebecca Comizio, MA,MA-Ed, NCSP

Packed with worksheets, handouts, and guided scripts with step-by-step directions, this definitive resource will put you to the top of your play game. With over 70 activities designed to improve thinking, self-regulation, learning and behavior, your tool kit will be full and your creative brain will be inspired to craft your own meaningful exercises. Play now, Play later... with 70 Play Activities for better brain function and learning.



Bloom: 50 Things to Say, Think, and Do with Anxious, Angry, and Over-the-Top Kids

By Lynne Kenney, Psy.D. [YOUR PRESENTER](#) & Wendy Young, LMSW, BCD

Written for real parents with anxious, angry and over-the-top kids, Bloom is a brain-based approach to parenting all children. Stop second-guessing the way you handle misbehaviors, and learn why they occur in the first place. Come to understand the developmental origins of behaviors and take a fresh look at how you can address them with skill-building techniques that produce real and lasting change.

Live Seminar Continuing Education Information

Credits listed below are for full attendance at the live event only. After attendance has been verified, pre-registered attendees will receive an email from PESI Customer Service with the subject line, "Evaluation and Certificate" within one week. This email will contain a link to complete the seminar evaluation and allow attendees to print, email or download a certificate of completion if in full attendance. For those in partial attendance (arrived late or left early), a letter of attendance is available through that link and an adjusted certificate of completion reflecting partial credit will be issued within 30 days (if your board allows). Please see "LIVE SEMINAR SCHEDULE" on this brochure for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.

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 cepsi@pesi.com or 800-844-8260 before the event.

Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your profession's standards.

PESI, Inc. offers continuing education programs and products under the brand names PESI, PESI Healthcare, PESI Rehab and Psychotherapy Networker.

Counselors: This intermediate activity consists of 12.5 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

New York Counselors: PESI, Inc. is recognized by the New York State Education Department's (NYSED) State Board for Mental Health Practitioners as an approved provider of continuing education for Licensed Mental Health Counselors. #MH-C-0033. This activity will qualify for 15.0 contact hours. Full attendance is required; no partial credits will be offered for partial attendance.

Educators/Teachers: This course is designed to qualify toward your professional development requirement. The program is 12.5 clock hours in length.

New York Educators: PESI, Inc. is an approved sponsor of CTLE with the New York State Education Department's (NYSED) Office of Teaching Initiatives. Provider #23567. This activity will qualify for 12.5 Approved Continuing Teacher and Leader Education (CTLE) Hour(s), in the area of Pedagogy. Hours are based on full attendance. Board required certificates will be sent after the program.

Occupational Therapists & Occupational Therapy Assistants: PESI, Inc. is an AOTA Approved Provider of continuing education. Provider #: 3322. Full attendance at this course qualifies for 12.5 contact hours or 1.25 CEUs in the Category of Domain of OT and Occupational Therapy Process. Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Course Level: Intermediate.



Hassle-Free Cancellation Policy: If you contact us before the event date, you can exchange for a self-study package on the subject (CE credits 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.


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Have a seminar idea? A manuscript to publish? The nation's top speakers and authors contact PESI first. If you are interested in becoming a speaker or have a new topic idea, please contact Meg Mickelson Graf at mgraf@pesi.com or call 715-855-8199.

New York Psychologists: This live activity consists of 760 minutes of continuing education instruction and is related to the practice of psychology.

Psychologists/School Psychologists: PESI, Inc. is approved by the National Association of School Psychologists to offer professional development for school psychologists. PESI maintains responsibility for the program. Provider #1140. PESI is offering this activity for 12.5 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.

APPROVED PROVIDER

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AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

PESI, Inc. 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.

Speech-Language Pathologists: This course is offered for 1.25 ASHA CEUs (Intermediate level, Professional area).

Social Workers: PESI, Inc., #1062, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. PESI, Inc. maintains responsibility for this course. ACE provider approval period: January 27, 2017 - January 27, 2020. Social Workers completing this course receive 12.5 Clinical practice continuing education credits. Course Level: Intermediate. Full attendance is required; no partial credits will be offered for partial attendance. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

New York Social Workers: PESI, Inc. is recognized by the New York State Education Department's (NYSED) State Board for Social Work as an approved provider of continuing education for licensed social workers #SW-0008. This activity will qualify for 15.0 contact hours. Full attendance is required; no partial credits will be offered for partial attendance.

Other Professions: This activity qualifies for 760 minutes of instructional content as required by many national, state and local licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your own board or organization for specific requirements.

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SAME DAY REGISTRATION

Walk-ins are welcome but admission cannot be guaranteed. Contact us for space availability if registering within one week of seminar.

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• **\$60 Tuition:** If you are interested in being our registration coordinator for both days, go to: www.pesi.com/coord for availability and job description, first come, first serve.

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QUESTIONS

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