

## Outline

### Executive Skills

- Underlying theory
- Executive skills in the context of brain function and child development

### Assessment of Executive Skills

- Parent/teacher/student interviews
- Behavior rating scales
- Observations
- Informal assessment
- Formal assessment

### Intervention Strategies

- Environmental modifications to reduce the impact of weak executive skills
- Teaching strategies to help children develop/improve executive functioning
- Using incentives to help practice or use skills that are difficult

### Keys to Effective Intervention Design

- Match the child's developmental level
- Use the child's innate drive for mastery and control
- Begin with environmental modifications
- Effortful tasks and ways to make them less difficult

- Use incentives to augment instruction
- Provide the minimum support necessary
- Apply supports and interventions until the child achieves mastery or success
- Gradually fade supports, supervision and incentives

### Coaching: An Effective Strategy for Building Executive Skills

- Description of 2-stage process
- Coaching with younger children
- Clinical case examples
- Research studies supporting the efficacy of coaching

### Limitations of the Research and Potential Risks

- Limited empirical evidence for the approach
- Approach integrates evidence-based practices such as ABA and RTI
- No "one size fits all" for any treatment modality



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## Objectives

- 1 Assess the relationship between the executive skills and brain development/ function in relation to assessment and treatment planning.
- 2 Recommend strategies to accommodate and strengthen weak planning and organizational skill, to improve client level of functioning.
- 3 Explore assessment tools used to identify deficits in executive functioning to better inform your choice of treatment interventions.
- 4 Determine how executive skills impact performance and activities of daily living at home and school for the purpose of client psychoeducation.
- 5 Utilize environmental modification strategies to support deficits in executive skills thus improving treatment outcomes.
- 6 Implement strategies that transition children from being externally prompted to internally regulated.

### Live Webcast Schedule

(Times listed in Eastern)

- 8:00 Program begins
- 11:50-1:00 Lunch Break
- 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.

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Speech-Language Pathologists • Teachers • School Guidance Counselors • Case Managers • Nurses • School Administrators  
Educational Paraprofessionals • Occupational Therapists • Occupational Therapy Assistants • Other Helping Professionals Who Work with Children

# Smart but Scattered

## EXECUTIVE DYSFUNCTION AT HOME AND AT SCHOOL

Featuring  
Peg Dawson, Ed.D., NCSP

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# Smart but Scattered

## EXECUTIVE DYSFUNCTION AT HOME AND AT SCHOOL

Effective Strategies to Boost  
Any Child's Ability to...

- Get organized
- Resist impulses
- Stay focused
- Use time wisely
- Plan ahead
- Manage emotions
- Persist with tasks
- Improve memory

Featuring  
Peg Dawson, Ed.D., NCSP

- A leading expert in executive dysfunction assessment and intervention strategies
- Co-author of the best-selling books, *Executive Skills in Children and Adolescents*, 3rd Ed., *Smart but Scattered* and *Smart but Scattered Teens*

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Children who have deficient executive skills often have trouble getting started on tasks, get distracted easily, lose papers or assignments and forget to hand in homework. They make careless mistakes, put off work until the last minute and have no sense of time urgency. Workspaces are disorganized and teachers often refer to their backpacks or lockers as "black holes." Often considered chronic underachievers, these children are at risk for academic failure as well as emotional and behavioral difficulties.

# Smart but Scattered

## EXECUTIVE DYSFUNCTION AT HOME AND AT SCHOOL

Dr. Dawson, co-author of the best-selling books *Executive Skills in Children and Adolescents*, 2nd Ed. (Guilford, 2010), *Smart but Scattered* (Guilford, 2009) and *Smart but Scattered Teens* (Guilford, 2013), uses case examples along with interactive discussion to demonstrate how the executive skills manifest in daily home and school activities. Learn how to assess these skills and take home evidence-based strategies to help children and adolescents overcome executive skills weaknesses.

Leave this seminar with a set of tools that includes strategies for task/environmental modifications, skill development through cognitive/behavioral techniques and creation of incentive systems. You will be able to give teachers and parents a means for developing and improving the following:

- Organization
- Goal-directed persistence
- Time management
- Executive skills critical for independent functioning
- Impulse control

**Dr. Dawson developed a widely used assessment, and intervention strategies for executive skill deficits in children and adolescents.**

## 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 Amazon publishers and receives royalties. She receives a speaking honorarium from PESI, Inc.

Non-financial: Margaret (Peg) Dawson has no relevant non-financial relationship to disclose.



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This course is offered for .6 ASHA CEUs (Intermediate level, Professional area).

**\*\*Please note that Speech-Language Pathologists must complete the post-test and evaluation within two weeks of attending the live event if they would like their participation submitted to the ASHA CE Registry. Detailed instructions will be provided the day of the program under the Handouts section of the online program.**



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