

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

Live Webinar 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.

Objectives

- 1 Assess the relationship between the executive skills and brain development/ function in relation to assessment and treatment planning.
- 2 Propose strategies to accommodate and strengthen weak planning and organizational skill, to improve client level of functioning.
- 3 Appraise 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.

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Smart but Scattered

EXECUTIVE DYSFUNCTION AT HOME AND AT SCHOOL

Featuring
Peg Dawson, Ed.D., NCSP

LIVE Interactive Webcast
Thursday, March 25, 2021

BONUS! – Registration includes FREE on-demand access for 3 months.



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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.

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

Target Audience:

Counselors • Social Workers • Psychologists • Psychotherapists • Therapists
Marriage and Family Therapists • 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

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but
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EXECUTIVE DYSFUNCTION
AT HOME AND AT SCHOOL

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 Amacon 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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