

Smart but Scattered Practical Summit

A comprehensive, practical approach to assessing and treating executive functioning skills in the classroom, private practice and at home.

Speaker:

Peg Dawson Ed.D NCSP

Registration is limited to 50 participants

Tuesday and Wednesday, April 13th-14th, 2021

9:00 AM - 12:15 PM EST

1:00 PM - 4:15 PM EST

Live Webinar

(if you are unable to attend due to time zone difficulty, please email us at register@handsonapproaches.com)

Each module can be attended separately. Each module qualifies for 3 continuing education hours. In order to take Module 3 or 4, attendance of Module 2 or the Smart but Scattered webinar is required.

If you have any questions, feel free to email us at register@handsonapproaches.com.

Target Audience

OTs, PTs, SLPs, COTAs, PTAs, parents, behavioral therapists, educators, administrators and psychologists working with children

Course Level

Intermediate



Speakers

In over 40 years of clinical practice, **Dr. Peg Dawson** has worked with thousands of children who struggle at home and in school. At the center of their struggles are often weak executive skills. Along with her colleague, Dr. Richard Guare, she has written numerous books on this topic for educators, mental health professionals, and parents, among them *Smart but Scattered*, *Smart but Scattered Teens*, *Executive Skills in Children and Adolescents*, and *Coaching Students with Executive Skills Deficits*. Peg is also a past president of the National Association of School Psychologists, and the International School Psychology Association, and is a recipient of NASP's Lifetime Achievement Award.

Disclosure: Peg Dawson receives a speaking fee for her presentation. She has no relevant non-financial relationships to disclose.

Module 1 - Executive Skills: The “Hidden Curriculum” that Is Essential for School Success

Description: Executive skills are task-oriented skills that underlie students' ability to learn. Although seldom taught explicitly, it has become apparent to professionals and parents alike that students who are strong in these skills are more successful than those who aren't. This webinar will introduce the *Smart but Scattered* model of executive skills, which consists of 6 foundational skills and 5 advanced skills that

students need to be successful learners. These skills will be presented within a developmental context so that participants understand the normal developmental progression of these skills. The webinar will also include a discussion of how these skills look different in children with neurodevelopmental disorders, such as ADHD, autism spectrum disorder, and learning disabilities. Module I will conclude with a description of three intervention strategies for supporting students with executive skill challenges.

Objectives: As a result of attending this webinar participants will be able to:

1. Define the 11 executive skills in the *Smart but Scattered* model and differentiate between foundational and advanced skills.
2. Describe how brain development informs the acquisition of executive skills.
3. Identify how neurodevelopmental disorders impact executive skill development.
4. List three strategies for supporting students with weak executive skills and know when each approach is appropriate.

Schedule - April 13th (morning)

9:00-9:45 - Brief Overview

- Origins of executive skills (Poll: where do these skills come from?)
- Lack of consensus in the field
- 3 Key concepts about executive skills

9:45-10:30 - The “Smart but Scattered” Model

- Foundational skills definitions
- Advanced skills definitions

10:30-10:45 - BREAK

10:45-11:30 - Underlying Brain Development Supporting Executive Skills

- Frontal lobe development—impact of birth trauma/prematurity
- Myelination
- Pruning
- Neuroplasticity

11:30-12:15 - 3 Strategies for Supporting Students with Weak Executive Skills

1. Modify the environment to reduce the impact
2. Teach the weak skill
3. Use incentives to encourage students to practice the skill

MODULE 2 - Assessing Executive Skills in Children and Adults

Description: In this module, Dr. Dawson discusses the purposes for assessing executive skills and describes how executive skills may be evaluated within the context of a comprehensive psycho-educational or neuropsychological evaluation. She outlines five sources of information she relies on in this assessment process and illustrates how she uses informal assessment and behavior observations to augment standardized testing and norm-referenced rating scales. She also discusses how assessing executive skills can inform special education decision-making, how to use assessment to identify targets for executive skills interventions, and strategies for progress-monitoring.

Objectives: By the end of this workshop, learners will be able to:

- Identify 4 purposes for assessing executive skills.
- Describe the strengths and weaknesses of 5 different components of a comprehensive executive skills assessment.
- Identify at least 3 progress monitoring measures for evaluating the effectiveness of executive skills interventions.

Schedule - April 13th (afternoon)

1:00-1:30 - Brief overview of Dawson/Guare model of executive skills and purposes of assessment

1:30-2:15 - Assessment To understand underlying factors contributing to a perceived problem

- Parent/teacher interview
- Behavior rating scales
- Formal assessment
- Behavior observations
- Informal assessment

2:15-2:30 - BREAK

2:30-3:15 - Assessment for the purpose of special education decision-making

3:15-3:45 - Assessment for determining appropriate targets for intervention

3:45-4:15 - Assessment for progress monitoring

MODULE 3 - Embedding Executive Skills into Classroom Lessons and Daily Routines

Description: This workshop will provide step-by-step instructions for incorporating executive skills into everyday classroom lessons and activities. After an introduction to executive skills that includes definitions and an overview of how brain development impacts

executive skills, participants will learn how to: 1) connect classroom behavior to specific executive skills; 2) introduce executive skill concepts and terminology to students; 3) create classroom routines to help students with weak executive skills and to foster executive skill development in all students; 4) embed executive skills into lessons for whatever subject matter they are teaching; and 5) engage students in a problem-solving process to address both class-wide and individual issues associated with executive skill challenges.

Objectives: As a result of attending this workshop, participants will:

1. Be able to give examples of how the 11 executive skills in the *Smart but Scattered* model manifest themselves both as strengths and challenges in daily school and home activities.
2. Learn a step-by-step process for embedding executive skills into general education classrooms.
3. Be able to identify a variety of strategies for teaching executive skills to students of all ages.

Schedule - April 14th (morning)

10 steps for embedding executive skills into classroom lessons and daily routines

1. Familiarize yourself with what executive skills are and how they impact learning.
 2. Learn to apply the executive skill terminology to student learning and behavior.
 - Matching game: match behavioral descriptors to the appropriate executive skill
 3. Introduce to students the vocabulary and concepts of executive skills.
- Elementary example: Montcrest School, Toronto Canada

- Secondary example: Mountain View School, Fairfax, VA
 - Example of a lesson to introduce executive skills to students (MS/HS)
1. Find ways to illuminate where in a student's life at home and at school executive skills present themselves and give students the opportunity to make these connections on their own.
 2. Incorporate executive skills into daily routines, lessons, classwork, and homework assignments. Be explicit with students about how the skill contributes to mastery of content and how they can identify strategies to overcome obstacles that may get in the way of using those skills effectively.
 - 4-step strategy for embedding executive skills into classroom lessons
 - Setting up classroom routines to address executive skill challenges
 3. Post strategies in the classroom; when students identify an obstacle prompt them to select a strategy that works for them; add to the list.
 4. Periodically take a problem associated with an executive skill challenge and do a class brainstorm for how to solve the problem.
 - Introduce Barriers/Strategies Protocol
 5. From time to time, have students reflect on what they've learned about executive skills or how their skills have improved.
 6. At the end of school year, help students think about how the next school or grade that they go to may not offer the same supports you have provided. Help them identify how they can carry over what they have learned about skills and strategies to a new setting.
 7. Take some time to reflect on what you've learned about teaching students about executive skills.

MODULE 4 - Skill-by-Skill Strategies for Helping Children and Teens with Executive Skill Challenges

Description: While there are intervention strategies that support executive skill development in general, there are also strategies targeted to specific executive skill deficits. This webinar will take each of the 11 executive skills in the *Smart but Scattered* model and give participants ways to make appropriate environmental modifications for each executive as well as specific teaching strategies for each of the 11 skills. The webinar will also present a process for designing a personalized intervention that is collaborative and student-centered.

Objectives: As a result of attending this workshop, participants will:

1. Know how to make environmental modifications to support students with challenges in 11 executive skill domains.
2. Leave with specific teaching strategies to strengthen each of 11 executive skills.
3. Learn a collaborative, student-centered protocol for designing a personalized intervention to address the unique needs of an individual child.

Schedule - April 14th (afternoon)

1:00-2:00 - Brief review of the 3 strategies

1. Modify the environment to reduce the impact
2. Teach the weak skill
3. Use incentives to encourage students to practice the skill

2:00-3:00 - Give examples of environmental modifications and teaching strategies for each executive skill

- Response inhibition
- Working memory
- Emotional control
- Flexibility
- Sustained attention
- Task initiation
- Planning/prioritizing
- Organization
- Time management
- Goal-directed persistence
- Metacognition

3:00-3:15 - BREAK

3:15-4:15 - Outline a student-centered approach to designing interventions tailored to individual students

- Step-by-step process
- Practice example

Educational Credits

12 contact hours. Certificates will be awarded.



Hands on Approaches, Inc. is an AOTA Approved Provider of continuing education. AOTA does not endorse specific course content, products, or clinical procedures.

Approved by AOTA for 1.2 CEUs.

Recognized by NYSED State Board for social workers as an approved provider of social workers continuing education. Approved for 12 contact hours.



This course is offered for up to 1.2 ASHA CEUs (Intermediate level, Professional Area).

Recognized by NYSED State Board for PT as an approved provider of PT and PTA continuing education. Approved for 12 contact hours.

Approved for 12 CTLE contact hours.

Learning Objectives will be assessed via a post-test given at the end of the webinar. A passing grade of 70% is necessary to receive a certificate of completion.

Pricing Information

Early Bird Registration (by March 23, 2021) - \$490

Standard Registration (after March 23, 2021) - \$510

1 module - \$139

2 modules - \$263 (\$15 off)

3 modules - \$392 (\$25 off)

Recording Prices:

1 module - \$154

2 modules - \$293

3 modules - \$437

4 modules (full course) - \$550

Contact Information

Hands on Approaches, Inc.

(212) 884-9101

register@handsonapproaches.com

www.handsonapproaches.com

Refund and Cancellation Policy

Courses:

All cancellations must be received in writing via fax, email, or mail. A full refund, less a \$75 administrative fee (plus credit card processing fees, where applicable), will be provided if cancellation is received up to four weeks prior to the date of the course. Half tuition, less a \$75 administrative fee (plus credit card processing fees, where applicable), will be refunded if cancellation is received up to two weeks prior to the date of the course. No refunds will be made after the two week deadline. Refunds where a coupon was redeemed will result in an adjusted refund amount. Tuition for no-shows or cancellations received after the course has started will be forfeited, no exceptions. Hands On Approaches, Inc. reserves the right to cancel the course for extenuating circumstances. A full refund for the course fee will be provided, less credit card processing fees, where applicable. Hands On Approaches, Inc. is not responsible for any expenses incurred by the participants (ie: non-refundable travel arrangements) if the course is cancelled.

Occasionally, changes are made due to speaker availability, participant demand or unforeseen circumstances. Courses may occasionally be cancelled. You will be notified by email and/or phone at least 24 hours in advance of the class start date. A full refund will be granted, less credit card processing fees, where applicable. While Hands On

Approaches, Inc. will do everything possible to ensure participant satisfaction, Hands On Approaches, Inc.'s liability is limited to the tuition fee only.

Webinars:

Full day webinar - a full refund, less a \$75 administrative fee (plus credit card processing fees, where applicable) will be granted up to one week before the training date. No refunds will be issued after that time.

Mini Webinar (less than 4 hours) - A 50% refund will be granted up to 3 weeks before the training date. No refunds will be issued after that time.

Please note: once logged onto a live webinar for more than 15 minutes, a recording is not available without paying the COMPLETE registration price once again for the recording/on-demand. No prior payment can be used to view a recording/on-demand of the live webinar.

No refunds for recordings or “on demand” webinars.