

Practical and Effective Strategies to Improve Self-Regulation and Executive Function

Jocelynn B. Wallach MS, OTR/L



Faculty

Jocelynn B. Wallach, MS, OTR/L, has worked as a pediatric therapist in hospitals, clinics, schools and early intervention programs for more than 40 years. She has lectured nationwide and taught graduate courses on normal development, sensory processing disorder, self-regulation and executive functioning. For the past 25 years, she has worked in the Westwood Public Schools and maintained her private practice/owner of “Capable Hands and Associates.” She has advanced her professional development by taking graduate courses in technology.

Disclosure: Financial: Ms. Wallach receives an honorarium from ERI for teaching this workshop. Non-Financial: She has no non-financial relationships to disclose.

Course Collaborator

Nancy Williamson, M.Ed., CCC/SLP, has more than 30 years of experience specializing in pediatrics in hospital and school settings. For the past 25 years, she has been employed in the Westwood Public Schools, maintained her private practice and been an associate with “Capable Hands and Associates.” She has advanced her professional development by taking graduate course work in behavior management and technology.

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About this Live Webinar

Do you have students who have difficulty sitting still, initiating tasks, working through assignments to completion, or attending to the details of their work? Do they have difficulty applying active listening skills and memory strategies to support their learning and academic performance? This course will help you review, refresh, and reframe your thinking and ability to assess and implement effective tools and strategies that address these challenges directly. This course is on the cutting edge, given the current focus on SEL (social-emotional learning). Children will need to develop calming strategies for self-regulation and executive functioning so that they can effectively interact with their peers. In addition, this course will provide strategies to improve children’s independent work habits, sustained attention and motor output to progress successfully through developmentally appropriate skills. Participants will learn low and high-tech tools to facilitate the development of self-regulation, attention, organization, and memory as well as environmental accommodations and modifications.

Objectives

- Relate Ayres Theory of Sensory Integration to self-regulation and executive functioning skills.
- Relate the components of self-regulation and executive function skills to success in life and school.
- Identify the developmental progression of self-regulation and executive functioning skills
- Choose a self-regulation strategy to support executive function for an elementary student.
- Apply practical and effective methods to facilitate sustained attention, initiation, and/or task completion in the classroom or at home.
- Modify instructional materials to allow students with self-regulation and executive function weakness to access the curriculum

Schedule – Day 1 8:40 am - 3:15 pm EST (US)

- 8:40-9:00 Webinar Registration/Zoom Course Opens
- 9:00-10:00 How Ayres Theory of Sensory Integration Relates to Current Concepts of Self-Regulation and Executive Functioning: Review, Refresh, Reframe
- Definition of Sensory Integration: Ayres Model
- Understand How Executive Functioning Skills Contribute to a Student's Academic Success
- Components of Executive Functioning
 - Theory of Multiple Intelligences by Gardner
 - Universal Design for Learning
 - IDEA
 - Executive Skills in Children and Adolescents by Dawson & Guare
- Neuroscience: The Connection between Self-Regulation and Executive Functioning
- Understand the Normal Developmental Progression of Self-Regulation and Executive Functioning
- Analysis of video
- Recognizing Sensory Processing and Executive Function Dysfunction
- Sensory Processing Disorder – Lucy Miller
 - Analysis of video
- 10:00-10:15 Break

Audience

This course is appropriate for pediatric PTs, OTs and SLPs working in a school-based or clinical setting.

Schedule – Day 1 (Continued)

- 10:15-12:00 Executive Function Dysfunction
- Self-Assessment
- Strategies and Intervention Planning for Social Emotional and Behavioral Challenges
- Case Study
 - Lab
- 12:00-12:30 Lunch
- 12:30-1:45 Examine Environmental and Skill Building Strategies for Academic Success
- Environmental Analysis
- 1:45-3:15 Intervention Planning: Skill Deficits
- There is an App for That
 - Recognize Effective Treatment Practices and Ways to Track Progress: Data Collection

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5.5 hours of this course qualify towards the discipline-specific hours for the 20-hour requirement for NDTA re-certification. They do NOT qualify towards the 8-hour NDTA Instructor requirement for re-certification.

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Webinar Dates and Times - 2024

January 29, 2024

8:40 am EST • 7:40 am CST • 6:40 am MST • 5:40 am PST (US)

Registration is for this one-day course. Zoom log-in instructions and course materials will be emailed/added to your ERI account 5-7 days prior to the first date of the Webinar.



\$189 fee. **LIMITED ENROLLMENT** Cancellation will be accepted until 14 days prior to the start date of the course, minus a \$75 Administration Fee. There will be NO REFUNDS after this 14-day deadline. Registration will be accepted after deadline on a space available basis.

We encourage you to register online!

Self-Regulation and Executive Function/Jocelynn B. Wallach
January 29, 2024

Course Registration Form

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

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