

# Practical and Effective Strategies to Improve

## Self-regulation and Executive Functioning Skills

*In Children with SPD, ASD, EF Dysfunction, Anxiety and Learning Difficulties*

Jocelynn B. Wallach MS, OTR/L



### Faculty

**Jocelynn B. Wallach, MS, OTR/L**, has worked as a pediatric therapist in hospitals and the community for more than 40 years. She has lectured nationwide on sensory processing disorder, self-regulation and executive functioning dysfunction. For the past 20 years she has worked full time in the Westwood Public Schools and maintained her private practice “Capable Hands and Associates.”

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

#### **Course Co-Creator**

**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.”

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### About this Course

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 teach participant tools and effective strategies that address these challenges directly. Given the demands of the Common Core Standards for independent work habits, sustained attention and motor output, students have an increased need to develop self-regulation and executive function skills in order to progress successfully through grade level curriculum. Participants will learn successful methods to facilitate the development of self-regulation, attention, organization and memory as well as environmental accommodations and modifications.

### Objectives

- 1 Review the Ayres Theory of Sensory Integration and relate it to self-regulation and executive functioning.
- 2 Explain the components of self-regulation and executive function skills and how they contribute to school and life success.
- 3 Discuss how to add EF Support strategies to support speech and language goals.
- 4 Discuss the developmental progression of self-regulation and executive functioning skills.
- 5 Analyze and assess self-regulation and executive function dysfunction.
- 6 Implement practical and effective methods to facilitate the development of these skills.
- 7 Discuss how to accommodate various self-regulation and executive function weaknesses and modify instructional materials to allow all students to access the curriculum.

Help your patients achieve better outcomes.

## Schedule – Day 1

**7:30-8:00** Registration/Continental Breakfast

**8:00-11:30** **Assessment**

How Does Ayres Theory of Sensory Integration Drive Everyday Practice?

- Sensory Integration - Ayres Model
- Sensory Processing - Lucy Jane Miller Model

**Executive Functioning: Implications for School Based Practice**

- Theory of Multiple Intelligences by Gardner
- Universal Design for Learning
- IDEA
- Executive Skills in Children and Adolescents by Dawson & Guare

**Intervention Planning: Goals and Objectives?**

- Behavioral Components
- Cognitive Components

Application of **Neuroscience**: The Connection Between Self-Regulation and Executive Function Skills

Using Knowledge of Normal Developmental Stages of Self-Regulation and Executive Functioning to Drive **My Treatment Decisions**

- Developmental milestones birth through adolescent

**11:30-12:30** Lunch (on your own)

**12:30-4:00** Treatment Decisions (continued)

**Video**

Observational Assessment: Red flags in Students with Sensory Processing Disorders, Executive Function Dysfunction and ADHD

- Sensory Processing Disorder
- What it is Like to Have an Executive Function Disorder?
  - Misunderstood Minds - activity
  - Self-Assessment of Executive Functioning - self-evaluation activity/analysis

## Audience

SLPs, SLPAs, OTR, COTAs, General Education and Special Education Teachers, Social Workers, School Counselors, Psychologists, Principals, Paraprofessionals, Parents and Caregivers, PT & PTAs..

## Schedule – Day 2

**7:30-8:00** Continental Breakfast

**8:00-11:30** **Strategies to Promote Social-Emotional Behavioral and Academic Success**

A. Assessment and Intervention Planning for Social-Emotional and Behavioral Concerns

- Interfering Behaviors – Functional analysis/case study
- Environmental analysis: **Lab**
- Behavioral Strategies

B. Skill Building/Instructional Accommodations Based on Deficit Area Executive function skill deficits related to academic performance

- Sustained Attention
- Task Initiation
- Planning/Organization:
- **Writing Strategies**
- Time Management
- Flexibility
- Metacognition

**11:30-12:30** Lunch (on your own)

**12:30-4:00** C. **Technology**: Apps that work: So What Do I Do Now?

**Intervention Planning:**

- Evaluations
- Consideration of Strategies
- Models for Setting Goals
- Goals and Objective writing
- Case Studies: Bring a sample of one of your students

How Do I know That My Treatment is Effective?

**Tracking Progress**

- Data Collection
- Rubrics
- Presentation/Analysis of improvement: How to present your data to others?

*\*A fifteen minute morning and afternoon break will be included each day*

**Participant requirements: Participants are invited to bring a case study, their laptops and/or ipads**

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## Credits

This course meets the criteria for 13 contact hours (1.3 CEUs). Application has been made to the **NJ** Board of Physical Therapy. Approved sponsor by the State of **IL** Dept. of Financial and Professional Regulation for Physical Therapy. This workshop meets accepted standards for continuing competence in **CT**.

Application has been made to **FL** Physical Therapy Association for 15.5 continuing education hours Approved by the **NY** State Board of Physical Therapy for 15.6 contact hours.



Approved provider of continuing education by the American Occupational Therapy Association #3043 for 13 contact hours (1.3 CEUs) Intermediate level. Occupational Therapy Process: Assessment, Intervention. The assignment of AOTA CEUs does not imply endorsement of specific course content, products or clinical procedures by AOTA

NBCOT professional development provider-13 PDUs

Please contact us with any special needs requests:  
[info@educationresourcesinc.com](mailto:info@educationresourcesinc.com) or 508-359-6533

## Locations and Dates

<b>March 30 -31, 2019</b>	Hamden, CT	ETS-ACES
<b>April 12-13, 2019</b>	Plantation, FL	Pediatric Therapy Associates of South Florida
<b>October 12-13, 2019</b>	Naperville/Aurora, IL	BDI Playhouse Children's Therapy



\$435 fee. Deadline for registration is 3 weeks prior to course. Registration will be accepted after deadline on a space available basis. Cancellation accepted up until 2 weeks before course, minus an administration fee of \$75. NO REFUNDS WITHIN 2 WEEKS OF COURSE.

Please make check payable and return to: Education Resources, Inc. 266 Main St., Suite 12 • Medfield, MA 02052 508-359-6533 or 800-487-6530 (outside MA) FAX 508-359-2959 • www.educationresourcesinc.com

Limited enrollment. We encourage you to register online!

Self-Regulation/Wallach
[ ] March/CT [ ] Apr/FL [ ] Oct/IL

Course Registration Form

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Needed in the event of an emergency scheduling change

Email: \_\_\_\_\_

Please clearly print your email address for course confirmation

Employer: \_\_\_\_\_

Discipline: \_\_\_\_\_ Specialty: \_\_\_\_\_

How did you learn of this course \_\_\_\_\_

Education Resources reserves the right to cancel any course due to insufficient registration or extenuating circumstances. Please do not make non-refundable travel arrangements until you have called us and received confirmation that the course will be held. We are not responsible for any expenses incurred by participants if the course must be cancelled.

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