

SMCSLHA

Presents

The 360 Thinking Model: Breakthrough Strategies to Develop Independent Executive Function Skills

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Amidst the COVID-19 outbreak, everyday life has changed and will continue to change for most students and educators. At home, students and families have made significant adjustments to their routines (e.g., schools and child care closures, social distancing, home confinement, home school), which may have interfered with their sense of structure, predictability, and security. This year "Back to School" will have even more significant meaning and will require teachers, students, and families alike to 'reboot' and adjust to fluctuating remote and or hybrid learning schedules!

This presentation will provide you with dozens of practical strategies for both the classroom or for teaching in a remote learning environment. Participation in this workshop will lead to a detailed understanding and foundation of the executive function skills for immediate use in the classroom! Going beyond symptom management these skills are guaranteed to bring about more independent executive functioning skills in students from Kindergarten to Grade 12. Many useful resources, guides, and web-based learning tools for tele-instruction will be provided.

Learner Objectives:

- State the functional working definition of what is meant by the term "executive function skills" as it pertains to therapeutic intervention
- Define how situational awareness, self-talk, forethought and episodic memory are the foundational skills for successful task execution
- Integrate the theory and techniques of the 360 Thinking model to develop lesson plans to remediate executive function skills in the classroom and/or individual and group therapy
- Generate a framework of interventions for and choose at least 5 ways to foster a student's ability to sense and manage the passage of time
- Describe 4 strategies to develop a student's capacity to read a room then shift and be a 'mental time traveler' to pre-experience the physical actions to complete a task in prospective time and space.
- Breakdown the clinical interventions and techniques for teaching students how to plan for, initiate and complete complex assignments and long-term projects within allotted time frames using the Get Ready * Do * Done (Get Done) Model.

WHEN: Friday, October 16, 2020 - 8:30 am-3:30 pm

WHERE: *Via Zoom* (Make sure to provide an email address so that link can be sent to you to access the webinar)

COST: \$100 - webinar including 2020-2021 Membership; \$120 - webinar only (not including membership)

CONTINUING EDUCATION: This course meets the qualifications for 6 hours of continuing professional development credit for SLPs as required by the CA Speech-Language Pathology and Audiology Board Provider PDP 112. *This course DOES meet the ASHA requirements for certificate renewal. At this time we are not able to send directly to the ASHA registry.*

*****THERE IS NO CREDIT GIVEN FOR PARTIAL ATTENDANCE*****

*Complete form below and return with a check to:
SMCSLHA * c/o Robin Silk * 108 Arundel Road * San Carlos, CA 94070*

TO ENSURE YOUR SPACE FOR THE WEBINAR, MAIL IN REGISTRATION BY **10/10/20**
NO PURCHASE ORDERS * NO REFUNDS* NO CREDIT FOR PARTIAL ATTENDANCE

SMCSLHA

Membership Form (September 2020 - August 2021) & Webinar Registration Form - Sarah Ward (October 16, 2020)

Name: _____

Address: _____

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Home Phone: _____ Email: _____

Workplace: _____ Work Phone: _____

Options

() \$100 Membership & Webinar

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***PLEASE PROVIDE AN EMAIL ADDRESS SO WE CAN EMAIL YOU THE LINK FOR THE WEBINAR
THE EVENING PRIOR TO THE EVENT, AS WELL AS FUTURE WORKSHOP/WEBINAR FLYERS.***

You can also access our workshop/webinar flyers by visiting www.smcslha.org under the "Events" tab.