

Metro Speech Language Network Symposium



February 11-12, 2022

Pre-Conference Schedule

Friday, February 11, 2022

7:00am – 3:30pm

7:00am- 7:50am – Check in/Registration

7:00am – 10:00am – Adams State Pre-Conference Registration

7:50am – 8:00am – Welcome and Introductions

Ballroom

8:00am – 3:30pm –

Ballroom

Keynote Presentation: Sarah Ward

“Learn it Today – Use it Tomorrow! Practical Strategies to Develop Independent Executive Function Skills”

This is a practical strategies seminar! First you will learn how to clearly define what the executive function skills are for the purpose of determining the most effective treatment interventions. Understand the development of the executive function skills and what is meant by the term “executive dysfunction”. You will learn dozens of functional, ready-to-use strategies for teaching students how to develop the executive function skills. Teach students to develop a “memory for the future”, to devise plans to achieve their goal, to use self-talk, to self-initiate, to transition to the next task of higher priority and to control their impulses and emotions to successfully self-regulate to complete a task. Improve a student’s awareness skills so that he/she can “read a room” then “stop, think and create” an appropriate action plan and infer possible outcomes. Teach students to see and sense the passage of time and carry out routines and tasks within allotted time frames. Learn how to use the Get Ready *Do* Done Model to turn the core curriculum and lesson/treatment plans into powerful tools to teach students executive control skills.

Learner outcomes:

After completing this program, you will be able to . . .

- State the functional working definition of what is meant by the term “executive function skills” as it pertains to therapeutic interventions.
- Describe the typical developmental course of the executive function skills
- Define how situational awareness, self talk, forethought, gesture/movement and episodic memory are the foundational skills for successful task execution
- Develop an intervention program to foster a student’s ability to form more independent executive function skills by describing therapeutic activities to improve:
 - Situational awareness, self talk and forethought

- Self regulation and following routines
- Task planning, task initiation and transition within and between tasks
- Active self-management of the factors related to the passage of time
- Student management of materials
- Describe 4 methods for teaching a student the language of time, how to visualize and plan hourly and daily time
- List 3 interventions to teach a student how to visualize complex tasks and then sequence and plan the requisite steps to complete tasks and academic work

Time Ordered Agenda:

8:00-10:00 Future Thinkers: A New View of Executive Function Skills

Gain a new understanding on how students demonstrate executive function skills and a new perspective on what is meant by the term “executive dysfunction”. Learn the 360 Thinking Executive Function Model. Understand the how play is the catalyst to developing strong executive function skills

10:00-10:15 break

10:15-12:00 Being a Beat Ahead: Following Routines, Initiating Tasks, Making Transitions and Managing Materials

- How to teach students self-regulation and impulse control
- Teach student to Develop a “memory for the future”,
- Decrease Prompts Increase Action! Increase the independence with which students can self-initiate, transition, control their impulses and complete tasks with less supervision and fewer prompts. increase a student’s ability to fluidly transition from one mental mindset to another and to switch from a current task to being prepared for a new task
- Learn how students can think in an organized and flexible way about systems and then self-initiate to manage their clothes, backpack, papers, personal belongings in personal and shared spaces.

12:00 – 12:45 30 minute Lunch 15 minute hands on activity to practice concepts learned before lunch

12:45 – 1:45 Time and Task Management

Teach students to internally sense the sweep of time for hourly, daily, weekly tasks and monthly long-term projects and study plans. Support students in sustaining concentration, managing pace and completing tasks in allocated time frames. Innovative techniques to help students calculate how long tasks will take and creating time markers.

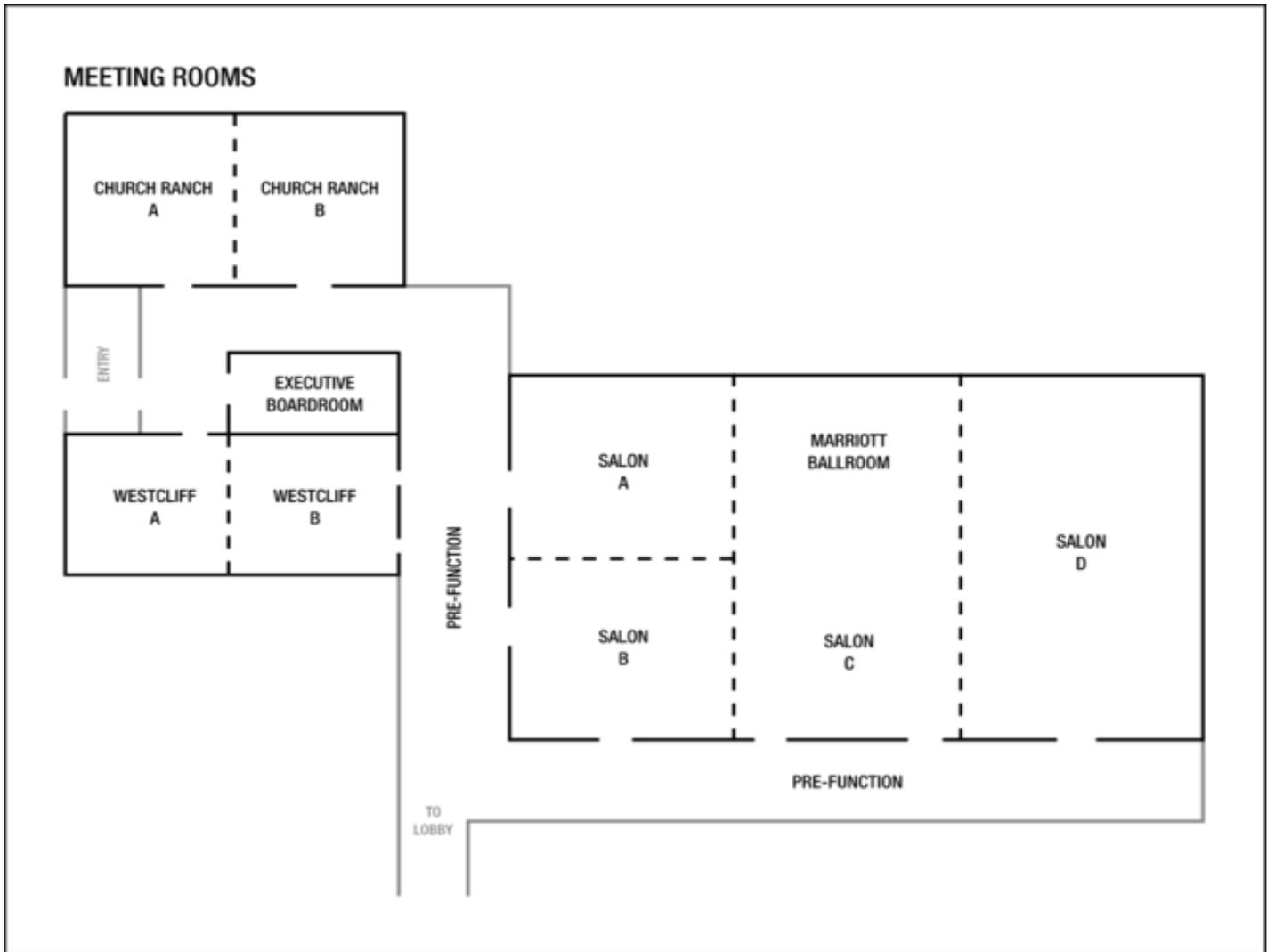
1:45-1:55 Working Break

1:55-3:30 Teaching and Planning Skills: Executive Function in the Classroom, Learning Center, Individual and Small Group Treatment Lessons using the The Get Ready * Do * Done Model

Do what you do...just make one tiny tweak and turn the core classroom objectives and tasks into powerful tools to teach students executive control skills for classroom and treatment interventions.

The ‘Get Ready * Do * Done’ program teaches students the process of how to visualize simple, multi-step and complex tasks and assignments and then sequence and plan the requisite steps to fully complete work.

- Teach students how to break down complex tasks and assignments and then plan for, organize and initiate tasks



2022 PRE-CONFERENCE EVALUATION LINK (This QR code will be active following the pre-conference)