

**SPECIAL EVENT SERIES**  
with Sarah Ward, M.S., CCC/SLP

**Executive Functioning Skills**

**Presented by Sarah Ward, M.S., CCC/SLP**



Sarah Ward, M.S., CCC/SLP and Co-Director of Cognitive Connections, LLP has over 25 years of experience in diagnostic evaluations, treatment and case management of children, adolescents and adults with a wide range of developmental and acquired brain-based learning difficulties and behavioral problems not limited to but including:

- Attention Deficit Disorder
- Verbal Learning Disabilities
- Non-Verbal Learning Disabilities
- Autism Spectrum Disorders
- Other Social-Cognitive Learning Disabilities
- Traumatic Brain Injury
- Acquired Brain Injury

Her particular interest is in the assessment and treatment of executive function deficits. She holds an adjunct faculty appointment at the Massachusetts General Hospital Institute of Health Professions. A popular speaker, Sarah is an internationally recognized expert on executive function skills and regularly presents seminars and workshops on the programs and strategies she has developed with her Co-Director Kristen Jacobsen.

**Future Thinkers: A New View of Executive Function Skills (1.5 hours)**

**Tuesday, April 5, 2022**

**4:00 PM–5:30 PM**

ASL Interpreting will be provided



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. Then we will learn how to help students Follow Routines, Initiate Tasks, Make Transitions and Manage Materials.

Participants will learn:

- 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
- 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.

**Registration:** <https://forms.washingtonea.org/Forms/pdonline>

**Time and Task Management with Sarah Ward M.S., CCC/SLP (1.5 hours)**

**Monday, April 18, 2022**

**4:00 PM–5:30 PM**

ASL Interpreting will be provided



Teaching children how to see and sense the passage of time, to accurately estimate how long tasks will take, to change and maintain their pace, plan and carry out routines and tasks within allotted timeframes. Concrete strategies to help students self-initiate on tasks and to also stop performing a task when they need to move on to the next task of higher priority

**Registration: Opening Soon**

## Teaching and Planning Skills with Sarah Ward M.S., CCC/SLP (1.5 hours)

Thursday, May 19, 2022

4:00 PM–5:30 PM

ASL Interpreting will be provided



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.

Registration: Opening Soon

## Long Term Project Management with Sarah Ward M.S., CCC/SLP (1.5 hours)

Thursday, June 2, 2022

4:00 PM–5:30 PM

ASL Interpreting will be provided



Teach students how to break down complex tasks and assignments and then plan for, organize and initiate task. Help students adopt a mindful approach to homework and to use schedules Long Term Project Management is a challenge for students with executive dysfunction as they struggle to see into the future to plan ahead for completing the smaller parts of the project. While we often tell students to break projects down into smaller parts, many students do not actually know HOW to do this. Teach students methods to visually break large projects into smaller steps, to estimate time to complete and schedule these steps, to visually learn the impact of procrastination and to prioritize steps of the project. Practical strategies will be given to help with the initiation of difficult assignments and to ensure work is returned in a timely manner.

Registration: Opening Soon

### Important

Registration is a **Two** Step Process



1. Register for the webinar using the link above
2. Use the registration link in your confirmation email to complete the Zoom pre-registration

You will immediately be directed to the course Zoom information page, including the link to access the course.

**Save this information.** You can also add the event information to your calendar from this page.

WEA's Inclusionary Practices Project (IPP) and Special Education Support Center (SESC) is providing professional development via Zoom. When you register, if you are one of the first 1000 participants. You will receive a confirmation email with the Zoom pre-registration link. Once registration is full, the course will no longer be available in the drop down menu. We do not maintain a wait list.

Courses are available to all. Courses are free. Clock hours will be provided within 5-10 business days.

2

Check for the most updated [synchronous course schedule](#).  
Asynchronous courses via [Canvas](#) are [available](#).

For more information or questions about our course offerings please email Thera Grady ([tgrady@washingtonea.org](mailto:tgrady@washingtonea.org)) or Rosy Wokabi ([rwokabi@washingtonea.org](mailto:rwokabi@washingtonea.org))

After each course, in approximately 5 -10 business days, you will receive a course evaluation via email. Once you've completed and submitted the course evaluation, you will receive a clock hour verification form via email. Please check your spam/junk folders for the emails. Use the clock hour verification form to process your clock hours and/or attendance according to your district policies.

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