

Course Title: 360 Thinking: Breakthrough Strategies to Develop Independent Executive Function Skills

Description: Sarah Ward is returning to Landmark to provide a hands on course on the latest advances in strategies to develop independent executive function skills. Special educators, teachers, SLP's, parents and professionals you will engage in hands-on practical strategies to learn and develop core competencies in executive function and transform your teaching skills to achieve better outcomes, even with your most challenging students!

Whether you've seen her before, or this is all new, you're sure to walk away with new ideas and strategies to help you better assist clients, students, or your own children. Through case studies, hands-on learning opportunities, and reproducible handouts, you will take away practical executive function strategies to use immediately with any student.

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

-  Do you have students who are disorganized and may not have the materials they need or even turn in the homework they have completed?
-  Is their desk space, locker or backpack a 'black hole' for papers and materials?
-  Do you observe students who as a result of hearing loss are challenged to "stop and read the room" and meet the demands of the situation?
-  Or do you see students who struggle to initiate complex academic assignments, procrastinate and then run out of time to do their 'best work'?
-  Do you see students who are constantly multitasking, so tasks/assignment take twice as long as they should?
-  Do you wish your student had a sense of urgency when it comes to time so that tasks are completed, and routines to get out the door or to the next class happen on time?
-  Does it seem that they have an inability to breakdown the demands of an assignment and have a sense of how to start?
-  Do students seem prompt dependent? Are you constantly reminding them of the materials they need and the steps to take?

Whether your student needs to complete homework or just do classwork, or even tasks or chores, in this practical strategies seminar you will learn concrete tools to help students to manage their attention, time and materials to successfully record, break down, complete and close out tasks. Help students keep pace to make timely transitions and follow routines. Concrete methods to teach situational awareness so students can 'read a room' to attend to and self-regulate to the demands of the setting. Practical strategies will be given to help with the initiation of difficult assignments and to ensure work is returned in a timely manner. Prevent overwhelm and teach students how to accurately size up assignments and accurately determine the time required to do the work. Learn dozens of practical strategies to support students in developing independent executive function skills.

**Sarah Ward, M.S., CCC/SLP** has over 25 years of experience in diagnostic evaluations and treatment of executive dysfunction. Ms. Ward holds a faculty appointment at the Massachusetts General Hospital Institute of Health Professions. Sarah is an internationally recognized expert on executive function and presents seminars and workshops on the programs and strategies she has developed with her Co-Director Kristen Jacobsen. Their 360 Thinking Executive Function Program received the Innovative Promising Practices Award from the National Organization CHADD. She has presented to and consulted with over 1600 public and private schools worldwide.

## **Awarded the Innovative Promising Practices Award**

by the National Organization CHADD

the **360 Thinking Program** combines concepts that are at the core of EF: situational and intention awareness, visual future thinking, time awareness and task visualization to promote efficient and accurate completion of tasks. The 360 Thinking program facilitates the development of 6 key skills for students: initiation, transition, planning, time management, self-regulation and metacognition. As the steps of a task are envisioned, potential obstacles can be anticipated for students to problem solve and achieve independence.