

Transdisciplinary Workshops, Inc.

Smart But Scattered: Executive Dysfunction at Home and at School October 29, 2010 at Harraseeket Inn, Freeport, ME Peg Dawson, Ed.D..

Program Description:

Executive skills refer to the cognitive processes required to plan and organize activities, including task initiation and follow through, planning/organization, working memory, performance monitoring, inhibition of impulses, and self-regulation. These skills are at the heart of what is seen as independent problem solving, goal directed persistence, and motivation. Students with executive skill deficits have problems in all these domains, and they present tremendous challenges to both parents and teachers who often find themselves frustrated by children whose problems in school seem to have little to do with how smart they are or how easily they learn.

Learning Objectives: As a result of this workshop, participants will:

- Understand executive skills within the context of brain development.
- Be able to identify how executive skills impact school performance and daily living.
- Have access to a repertoire of strategies to improve executive skills in students. These will include strategies to modify the environment to reduce the impact of weak executive skills and procedures such as coaching that can be used to teach children how to improve specific executive skill deficits in the context of home or school performance expectations.

Agenda

8:30 – 10:30 Overview of Executive Skills

- Definitions
- Underlying theory
- Executive skills in the context of brain function and child development

10:30 – 12:00 Assessment of Executive Skills

- Parent/teacher/student interviews
- Behavior rating scales
- Observations
- Informal assessment
- Formal assessment

12:00 – 1:00 Lunch at the Inn

1:00 – 2:00 Three intervention strategies

- Environmental modifications to reduce the impact of weak executive skills
- Teaching strategies/routines to help youngsters develop/improve executive functioning
- Using incentives to help youngsters practice or use skills that are difficult

2:00 – 3:00 Keys to effective intervention design

- Match the child's developmental level
- Use rather than fight the child's innate drive for mastery and control
- Move from external to internal (begin with environmental modifications before attempting to teach skills)
- Understand the concept of *effortful* tasks and find ways to make them less effortful
- Use incentives to augment instruction
- Provide the minimum support necessary for the youngster to be successful
- Keep supports and interventions in place until the child achieves mastery or success
- Fade supports, supervision, and incentives gradually

3:00 – 4:00 Coaching as an effective strategy for building executive skills

- Overview of coaching
- Description of 2-stage process
- Coaching with younger children
- Clinical case examples
- Description of research studies supporting the efficacy of coaching

Biography: Peg Dawson, Ed.D., received her doctorate in school/child clinical psychology from the University of Virginia. She worked as a school psychologist for 16 years in Maine and New Hampshire, and, for the past 18 years has worked at the Center for Learning and Attention Disorders in Portsmouth, New Hampshire, where she specializes in the assessment of children and adults with learning and attention disorders. Along with her colleague, Dr. Richard Guare,

she has authored several books, including a book for professionals, Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention (recently revised) as well as a book for parents, Smart but Scattered. She is a past president of both the National Association of School Psychologists and the International School Psychology Association. She is also the 2006 recipient of NASP's Lifetime Achievement Award and a 2010 recipient of the International School Psychology Association Distinguished Services Award.

Registration Form: Smart But Scattered: October 29th

Please Provide Complete Mailing Address:

Name _____

Address _____

City _____ Zip _____

Email _____
(for your confirmation - please print)

Phone _____

Profession _____

Registration Fees:

_____ \$160 per person before October 1, 2010

_____ \$175 per person after October 1, 2010

Payment is nonrefundable after October 1, however, credit will be given to a future workshop. There is a \$25 fee for cancellations prior to October 1 who wish to have a refund. **Include \$15 processing fee for all purchase orders.** Thank you.

Please mail checks to:

Transdisciplinary Workshops, Inc.
PO Box 356 Yarmouth, ME 04096

Questions: barbara@transdis.com