

Outline

**Executive Skills**

Underlying theory

Executive skills in the context of brain function and child development

**Assessment of Executive Skills**

Parent/teacher/student interviews

Behavior rating scales

Observations

Informal assessment

Formal assessment

**Intervention Strategies**

Environmental modifications to reduce the impact of weak executive skills

Teaching strategies to help children develop/improve executive functioning

Using incentives to help practice or use skills that are difficult

**Keys to Effective Intervention Design**

Match the child's developmental level

Use the child's innate drive for mastery and control

Begin with environmental modifications

Effortful tasks and ways to make them less difficult

Use incentives to augment instruction

- Objectives
- 1 Assess the relationship between the executive skills and brain development/ function in relation to assessment and treatment planning.
  - 2 Propose strategies to accommodate and strengthen weak planning and organizational skill, to improve client level of functioning.
  - 3 Appraise assessment tools used to identify deficits in executive functioning to better inform your choice of treatment interventions.
  - 4 Determine how executive skills impact performance and activities of daily living at home and school for the purpose of client psychoeducation.
  - 5 Utilize environmental modification strategies to support deficits in executive skills thus improving treatment outcomes.
  - 6 Implement strategies that transition children from being externally prompted to internally regulated.

Provide the minimum support necessary

Apply supports and interventions until the child achieves mastery or success

Gradually fade supports, supervision and incentives

**Coaching: An Effective Strategy for Building Executive Skills**

Description of 2-stage process

Coaching with younger children

Clinical case examples

Research studies supporting the efficacy of coaching

**Limitations of the Research and Potential Risks**

Limited empirical evidence for the approach

Approach integrates evidence-based practices such as ABA and RTI

No "one size fits all" for any treatment modality

**Seminar Schedule** *(Time listed in Eastern)*

**12/1 - Portland, ME**

**7:30** Registration/Morning Coffee & Tea

**8:00** Program begins

**11:50-1:00** Lunch *(on your own)*

**4:00** Program ends

**12/2 - Manchester, NH & Webinar**

**8:30** Registration/Morning Coffee & Tea

**9:00** Program begins

**12:50-2:00** Lunch *(on your own)*

**5:00** Program ends

There will be two 15-min breaks (mid-morning & mid-afternoon). Actual lunch and break start times are at the discretion of the speaker. A more detailed schedule is available upon request.

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# Smart but Scattered

## EXECUTIVE DYSFUNCTION AT HOME AND AT SCHOOL

Featuring  
Peg Dawson, EdD, NCSP



**Portland, ME** Thursday, December 1, 2022  
**Manchester, NH** Friday, December 2, 2022  
**Live Video Webinar** Friday, December 2, 2022

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# Smart but Scattered

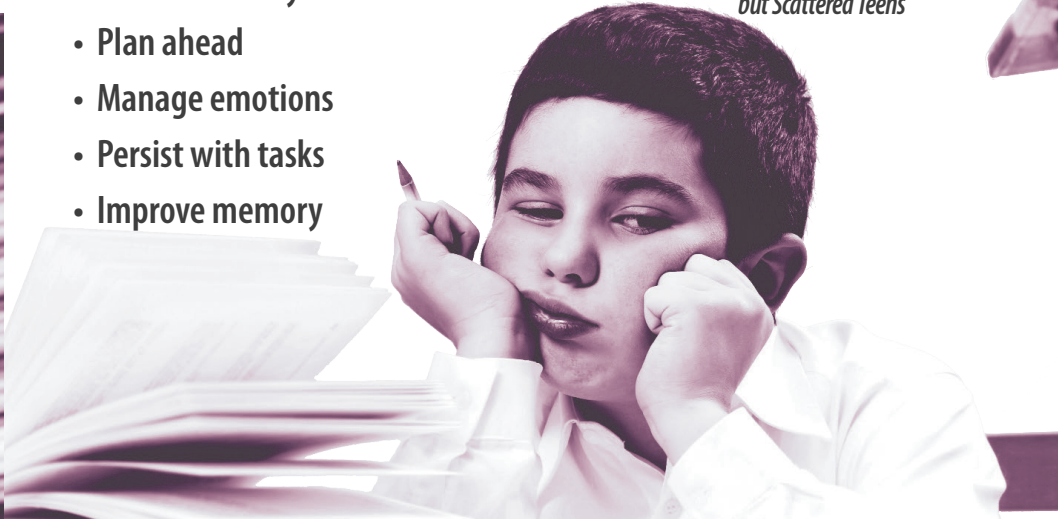
## EXECUTIVE DYSFUNCTION AT HOME AND AT SCHOOL

### Effective Strategies to Boost Any Child's Ability to...

- Get organized
- Resist impulses
- Stay focused
- Use time wisely
- Plan ahead
- Manage emotions
- Persist with tasks
- Improve memory

Featuring  
Peg Dawson, EdD, NCSP

- A leading expert in executive dysfunction assessment and intervention strategies
- Co-author of the best-selling books, *Executive Skills in Children and Adolescents*, 3rd Ed., *Smart but Scattered* and *Smart but Scattered Teens*



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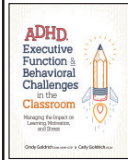
Children who have deficient executive skills often have trouble getting started on tasks, get distracted easily, lose papers or assignments and forget to hand in homework. They make careless mistakes, put off work until the last minute and have no sense of time urgency. Workspaces are disorganized and teachers often refer to their backpacks or lockers as “black holes.” Often considered chronic underachievers, these children are at risk for academic failure as well as emotional and behavioral difficulties.

Dr. Dawson, co-author of the best-selling books *Executive Skills in Children and Adolescents*, 2nd Ed. (Guilford, 2010), *Smart but Scattered* (Guilford, 2009) and *Smart but Scattered Teens* (Guilford, 2013), uses case examples along with interactive discussion to demonstrate how the executive skills manifest in daily home and school activities. Learn how to assess these skills and take home evidence-based strategies to help children and adolescents overcome executive skills weaknesses.

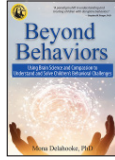
Leave this seminar with a set of tools that includes strategies for task/environmental modifications, skill development through cognitive/behavioral techniques and creation of incentive systems. You will be able to give teachers and parents a means for developing and improving the following:

- Organization
  - Time management
  - Impulse control
- Goal-directed persistence
  - Executive skills critical for independent functioning

### Recommended Reading:



**ADHD, Executive Function & Behavioral Challenges in the Classroom**  
Cindy Goldrich, M.ED., ACAC & Carly Goldrich, BS, ED  
**\$29.99 \$22.99**



**Beyond Behaviors**  
Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges  
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**Meet Your Speaker**

**Peg Dawson, EdD, NCSP**, is a school psychologist and for over 20 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. She is co-author of the best-selling books on executive dysfunction, *Executive Skills in Children and Adolescents: 2nd Edition* (Guilford, 2010), *Smart but Scattered* (Guilford, 2009) and *Smart but Scattered Teens* (Guilford, 2013).

Peg is a past editor of Communiqué, the newsletter of the National Association of School Psychologists, and has published numerous articles and book chapters on a variety of topics, including retention, ability grouping, reading disorders, attention disorders, the sleep problems of adolescents, the use of interviews in the assessment process and homework.

Peg has many years of organizational experience at the state, national and international levels and served in many capacities, including president of the New Hampshire Association of School Psychologists, the National Association of School Psychologists (NASP) and the International School Psychology Association. She has also participated in many of NASP’s leadership initiatives, including the Futures Conference and the development of both the second and third Blueprint for the Training and Practice of School Psychology. She is the 2006 recipient of NASP’s Lifetime Achievement Award. Peg received her doctorate in school/child clinical psychology from the University of Virginia.

**Speaker Disclosure:**

Financial: Margaret (Peg) Dawson has an employment relationship with Seacoast Mental Health Center. She receives a speaking honorarium, book royalties, and recording royalties from PESI, Inc. Dr. Dawson is a published author and receives royalties. She has no relevant financial relationships with ineligible organizations.

Non-financial: Margaret (Peg) Dawson has no relevant non-financial relationships.

### Target Audience:

Counselors • Social Workers • Psychologists • Psychotherapists • Therapists • Marriage and Family Therapists  
Speech-Language Pathologists • Teachers • School Guidance Counselors • Case Managers • Nurses • School Administrators  
Educational Paraprofessionals • Occupational Therapists • Occupational Therapy Assistants  
Other Helping Professionals Who Work with Children

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Credits listed below are for full attendance at the live event only. Please see "live seminar schedule" for full attendance start and end times. For the in-person event, after attendance has been verified, pre-registered attendees will need to log into their online account to access the online evaluation and certificate of completion. For those in partial attendance (arrived late or left early), a letter of attendance will be available in the attendee online account after completion of the evaluation. An adjusted certificate of completion reflecting partial credit will be sent within 30 days (if your board allows). The CE certificate for this webinar can be downloaded after completing the webinar, passing the online post-test (80% passing score), and completing the evaluation. NOTE: Boards do not allow credit for breaks or lunch. If your profession is not listed, please contact your licensing board to determine your continuing education requirements and check for reciprocal approval. For other credit inquiries not specified below, or questions on home study credit availability, please contact [cpesipesi.com](mailto:cpesipesi.com) or 800-726-3888 before the event. Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of your profession. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your profession's standards. For planning committee disclosures, please see the "credit approvals and details" URL below. For speaker disclosures, please see speaker bios. PESI, Inc. offers continuing education programs and products under the brand names PESI, PESI Healthcare, PESI Rehab, PESI Kids, PESI UK, PESI AU, and Psychotherapy Networker.

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**Maine Counselors:** CE credit is available. This course consists of 6.25 continuing education clock hours for Maine Counselors and is designed to meet the continuing education requirements of the Maine Board of Counseling Professionals Licensure Rules (Chapter 7-A). Please retain the course advertisement and certificate of completion for your CE records.

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**New Hampshire Counselors:** For the most up-to-date credit information, please go to: [www.pesi.com/events/detail/87921](http://www.pesi.com/events/detail/87921).

**Educators/Teachers:** This activity qualifies for 380 minutes of instructional content as required by many national and state licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your own board or organization for specific requirements.

**Massachusetts School Personnel:** This course may be applicable for 6.25 Professional Development Points toward your Professional Development Plan per the Massachusetts Department of Education recertification guidelines; check with your licensing authority for more information.

**Marriage & Family Therapists:** This activity consists of 380 minutes of continuing education instruction. Credit requirements and approvals vary per state board regulations. You should save this course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

**Nurses, Nurse Practitioners, and Clinical Nurse Specialists:** This activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from this activity and contact your state board or organization to determine specific filing requirements.

**Occupational Therapists & Occupational Therapy Assistants:** PESI, Inc. is an AOTA Approved Provider of professional development. Approved provider# 3322. This Live activity is offered at .60 CEUs Intermediate, OT Service Delivery. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.

**Physicians:** PESI, Inc. is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

PESI, Inc. designates this live activity for a maximum of 6.0 AMA PRA Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

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New Hampshire Psychologists: The New Hampshire Office of Professional Licensure and Certification Board of Psychologists, Psyc 402.01 confirms acceptance of continuing education programs relevant to psychology that are approved by the National Association of Social Workers. This activity is pending approval from the National Association of Social Workers.

**Speech-Language Pathologists:**



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\*\* Please note that Speech-Language Pathologists and/or Audiologists must complete the post-test and evaluation within two weeks of attending the live event if they would like their participation submitted to the ASHA CE Registry. Detailed instructions will be provided the day of the program under the Handouts section of the online program.

**Social Workers:** PESI, Inc., #1062, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. PESI, Inc. maintains responsibility for this course. ACE provider approval period: January 27, 2020 - January 27, 2023. Social Workers completing this live course receive 6.25 Clinical continuing education credits. Course Level: Intermediate. Full attendance is required; no partial credits will be offered for partial attendance.

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**Recommended Reading**

- ☐ **\$29.99 \$22.99\*\* ADHD, Executive Function & Behavioral Challenges in the Classroom** book [PUB086045]
- ☐ **\$29.99 \$22.99\*\* Beyond Behaviors** book [PUB085405]

\*\*Discount included with purchase of this training. Attendees add applicable state and local taxes except in AK, DE, MT, NH, OR and \$6.95 shipping

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