

Learn it Today — Use it Tomorrow!



Featured Presenter
Sarah Ward, MS, CCC-SLP

Sarah Ward, MS, CCC-SLP, has over 25 years of experience in the treatment of executive dysfunction. Sarah is an internationally recognized expert on executive function and presents seminars 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 over 1,800 public and private schools and organizations worldwide. In recognition of their global influence in the field of twice-exceptional learning, Sarah and Kristen Jacobsen were the honored recipients of the Nancy Tarshis Legacy Fellowship Award. Further solidifying their status as eminent figures in their field, Sarah and Kristen were named one of the Top 10 Professional Development Providers for 2023 by Education Technology Insights Magazine.

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**Akron Children’s Hospital
Planning Committee**

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- Delaney Poetter, MA, CCC-SLP
- Jack Weber, MS, CCC-SLP



One Perkins Square | Akron, Ohio 44308

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**Practical Strategies to Develop
Independent Executive Function Skills**



Wednesday, Jan. 22, 2025
8 a.m. - 4:30 p.m.

Akron Children’s Hospital
Considine Auditorium
215 W. Bowery Street
Akron, OH 44308



Who Should Attend

Speech-language pathologists who work with children and adolescents in hospitals, schools, private practice, home and community settings.

Continuing Education

Akron Children’s Hospital CE Committee is accredited by the American Speech Language Hearing Association (ASHA) to provide continuing education units for speech-language pathologists. This program will offer 0.7 ASHA CEUs.

Completion Requirements

To obtain a certificate of completion and/or ASHA CEUs, attendees must:

- 1. Attend/complete all 7 hours of the course. Sign-in/out will be required. Partial credit will not be given.
- 2. Participate in all instructor-led course activities.
- 3. Complete a post-course test.
- 4. Provide feedback via the course evaluation form.

Participants will receive a certificate of completion for completing the course.



Disclosure Statement

Sarah Ward, MS, CCC-SLP

Content Disclosure:

Co-author of the 360 Thinking and Time Tracker Executive Function Program. This program will be discussed. The content of this is available in ASHA professional journals. The Get Ready *Do* Done and Time Tracker programs of the 360 Thinking program will be discussed.

Financial or nonfinancial disclosures to report:

Financial:

- Receives speaker Honoria for CE courses and seminars, including this one.
- Holds patents and intellectual property rights for the 360 Thinking and Time Tracker Products.
- While Sarah Ward receives intellectual property rights from the program, she does not receive any financial royalty from the sale of products.

Non-financial:

- Non-salaried adjunct faculty Massachusetts General Hospital Institute of Health Professions.
- Member of the American Speech and Language Hearing Association.

7:30 - 8 a.m.	Check-in
8 - 9:30 a.m.	Welcome and Disclosures Future Thinkers: A New View of Executive Function Skills
9:30 - 10 a.m.	Being a Beat Ahead: Following Routines, Initiating Tasks, Making Transitions and Managing Materials
10 - 10:15 a.m.	Break
10:15 a.m. - Noon	Being a Beat Ahead (continued)
Noon - 1 p.m.	Lunch
1 - 2 p.m.	Time and Task Management
2 - 2:30 p.m.	Teaching and Planning Skills: The Get Ready * Do * Done Model
2:30 - 2:45 p.m.	Break
2:45 - 4 p.m.	The Get Ready * Do * Done Model (continued)
4 - 4:30 p.m.	Q&A Session and Closing Remarks

Objectives

Upon completion of the course, participants will be able to:

- 1. Define the functional working definition of what is meant by the term “executive function skills” as it pertains to therapeutic interventions.
 - 2. Describe the typical developmental course of the executive function skills.
 - 3. Define how situational awareness, self-talk, forethought, gesture/ movement and episodic memory are the foundational skills for successful task execution.
 - 4. Develop and explain 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
 - 5. Summarize four methods for teaching a student the language of time, how to visualize and plan hourly and daily time.
 - 6. List three interventions to teach a student how to visualize complex tasks, and then sequence and plan the requisite steps to complete tasks and academic work.



Registration

Please register and pay online for the event by visiting akronchildrens.org/speechconf

Registration deadline is Jan. 8, 2025.

Pricing

Parking will be validated.

Accommodation and Cancellation Policy

View accommodation, cancellation and refund, and complaint policies at www.akronchildrens.org/refundpolicy.

Additional Information

If you have any questions, please contact Patti Keenan at 330-543-8647 or pkeenan@akronchildrens.org.



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