

Santa Clara County Speech-Language-Hearing Association

NEWSLETTER

PRESIDENT'S CORNER

Hello SCCSHA community! Welcome back to the 2019-2020 workshop year. We hope you enjoyed a wonderful summer. We're excited to be back with some wonderful speakers, topics, and locations planned for this year. We hope you can join us for these interesting and valuable seminars while earning continuing education units, networking, and catching up with friends and colleagues.

Please remember to renew your membership online at SCCSHA.org for this year. Membership affords such benefits as reduced workshop rates and exclusive access to the member directory. It is also vital to SCCSHA's ability to offer quality speakers and event venues. You can conveniently pay membership dues using the secure PayPal network. Workshop registration is now also done entirely online on our website. We appreciate your continued support that allows our organization to thrive!

Please join us on Friday, October 4, 2019 at the Los Gatos Lodge where we will welcome Sarah Ward who will be presenting on Executive Function Skills and Strategies from Preschool to High School for Speech Language Pathologists and Associated Professionals. We expect this to be a very popular event and will have limited seating, so please register early to secure your spot.

We are also continuing to explore new locations for our workshops and will be having our winter workshop featuring Patti Hamaguchi at the San Andreas Regional Center's (SARC) new facilities in San Jose on January 17, 2020. Please watch for more details to come.

We are excited to welcome our new SCCSHA board members. Andrea Graham will be serving as this year's Vice President and Charline Tenorio will be serving as Student Representative.

We thank you for your participation, support, and dedication to our organization. We look forward to seeing you at our fall workshop.

Leah Wiesner, M.A., CCC-SLP
SCCSHA President, 2019-2020



Thank you for all of those who joined us for our spring 2019 luncheon. It was a great day to celebrate, learn, and connect with colleagues.



Student Representative's Corner

Charline Tenorio



Hello all! This is Charline Tenorio, your Student Representative for the 2019-2020 cycle. I'm very excited to be a part of this organization and am ready to absorb all of the things I'll learn while here! I also want to say thank you to everyone involved in my appointment for this position and to last year's Student Rep, Tiffany Chen, for helping me in this transition.

This fall, I will be starting my Master's Program in Speech-Language Pathology at SJSU. Last year, I was the President of NSSLHA at SJSU. My main goal this year is to bring more awareness to SCCSHA among local organizations and the community overall, on top of pushing for more student involvement and collaboration with CSHA District 4 and NSSLHA at SJSU. In addition to updating SCCSHA on what local student populations are learning about and looking for, I will also be providing more information about SCCSHA to those populations, reiterating how important it is for students to join organizations much like this one.

Please email me at charlinemtenorio@gmail.com if you have any suggestions for potential SCCSHA-student collaboration! I look forward to meeting you all!

FROM PLAY TO PLANNING! DEVELOPING INDEPENDENT EXECUTIVE FUNCTION SKILLS FROM PRESCHOOL TO HIGH SCHOOL

Presented by Sarah Rozehnal Ward, M.S. CCC-SLP

Workshop Description

Executive function skills refer to the brain functions we use to manage our attention, our emotions and our behavior in pursuit of our goals. Young children rely on these skills to follow a sequence of instructions for daily tasks while older children need these skills to “break a task down” into a sequence of steps and organize a timeline as the demands for independent learning increases. When children enter the academic arena successful task execution requires students to be aware of task demands and set goals. Then they must access forethought and hindsight to think in an organized way and to sustain their focus on the relevant features of the task at hand. As students mature they learn how to organize their time, space, materials and develop the reasoning skills to consider multiple possible solutions to problems, recognize the “gray” in situations, and manage both expected and unexpected changes in plans, routines, rules and novel situations. Students must fluidly shift between changing task demands and carry out multiple complex steps to achieve expected goals.

Self-regulation is essential for task execution and involves: 1) any action that allows students to stop and direct themselves, 2) how this action results in a change in their behavior, and 3) how this behavior changes the likelihood of goal attainment. Termed mimetic ideational information processing (MIME), individuals mentally ‘mime the idea’ and do a ‘dry run’ of their impending actions to simulate possible future scenarios. In effect, it is mental ‘trial and error.’

This is a practical strategies seminar! First you will learn how to clearly define what the executive function skills are for the purpose of determining the most effective treatment interventions. Understand the development of the executive function skills and what is meant by the term “executive dysfunction”. You will learn dozens of functional, ready-to-use strategies for teaching students how to develop the executive function skills. Teach students to develop a “memory for the future”, to devise plans to achieve their goal, to use self talk, to self-initiate, to transition to the next task of higher priority and to control their impulses and emotions to successfully self regulate to complete a task. Improve a student’s awareness skills so that he/she can “read a room” then “stop, think and create” an appropriate action plan and infer possible outcomes. Teach students to see and sense the passage of time and carry out routines and tasks within allotted time frames. Learn how to use the Get Ready*Do*Done Model to turn the core curriculum and lesson/treatment plans into powerful tools to teach students executive control skills.

Learning Outcomes

- State the functional working definition of what is meant by the term “executive function skills” as it pertains to therapeutic interventions.
- Be able to identify what is the typical developmental course of the executive function skills
 - Define how situational awareness, self talk, forethought , gesture/movement and episodic memory are the foundational skills for successful task execution
- Name the features of the STOP and PLAY curriculum to improve executive function skills in early learners.
 - Describe at least 4 systematic ways to adapt play skills to teach students self-regulation, forethought, task planning and time management
 - Define how situational awareness, self talk, forethought and episodic memory are the foundational skills for successful task execution
- Develop 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
- Describe 4 methods for teaching a student how to visualize and plan hourly, daily and weekly time and prioritize tasks across multiple hours/days
- List 3 interventions to teach a student how to visualize complex tasks and then sequence and plan the requisite steps to complete assigned work



SARAH ROZEHNAL WARD

Sarah Rozehnal Ward, M.S. CCC-SLP has over 25 years of experience in diagnostic evaluations, treatment and case management of children, adolescents and adults with language learning disabilities, nonverbal learning disabilities, attention deficit disorder, executive dysfunction, Asperger's disorders and social pragmatics. Her particular specialty is in the assessment and treatment of executive function deficits. Ms. Ward holds a faculty appointment at the Massachusetts General Hospital Institute of Health Professions where she provides instruction to graduate level students in the

assessment and treatment of individuals with traumatic brain injury and other cognitive communication disorders. A popular speaker, Sarah regularly presents nationally and internationally on the topic of executive functions to a variety of professional and parent organizations, school and lay groups. She has presented to and consulted with over 1200 public and private schools across the United States, Canada and Europe. Awards received include Bette Ann Harris Distinguished Professional (2017), Innovative Promising Practices Award by CHADD, The National Resource on ADHD (November 2015), the MGH Expertise in Clinical Practice Award, the Distinguished Alumni Award, the Faculty in Excellence Award from the Massachusetts General Hospital Institute of Health Professions (2002, 2011) and ACE awards (2013, 2016) from American Speech and Language Hearing Association.

Workshop Schedule

- 7:45 Registration
- 8:15 Future Thinkers: A New View of Executive Function Skills
- 9:30 Being a Beat Ahead: Following Routines, Initiating Tasks, Making Transitions and Managing Materials
- 10:30 Break
- 10:45 Being a Beat Ahead, Continued
- 11:15 From Play to Planning
- 12:00 Lunch
- 12:30 Time and Task Management
- 1:30 Teaching and Planning Skills
- 2:00 Break
- 2:15 Teaching and Planning Skills Continued
- 2:45 Q&A

Location

Los Gatos Lodge



Los Gatos-Saratoga Rd
Los Gatos, CA 95032

We are green! Workshop handouts will be emailed prior to the workshop, please download and save them to your computer or print them in advance. In order to receive continuing education units, **you must attend the workshop in its entirety.** SCCSHA is not able to offer partial credit.

REGISTER NOW AT SCCSHA.ORG