

Developing Situational Awareness and Intelligence:

Strategies to Foster
Independent
Development of the Self-
regulation and Planning
Executive Function Skills



PRESENTER

Sarah Ward, MS, CCC/SLP

An internationally recognized expert on executive function skills



WHEN

Wednesday, July 27, 2022

7:00 pm – 9:30 pm EST



WHERE

Live Web Conference



FEES

\$89

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ACCREDITATION

2.5 contact hours,
0.25 ASHA & AOTA CEUs
3.0 NBCOT PDUs
2.5 CTLE credit/contact hours,
0.25 CEUs for NY social
workers

Certificates will be Awarded

Credits listed are offered by
Theramoves for **full** attendance.

Learning outcomes will be
completed via an online survey. A
score of 70% or more is required
to receive a certificate of
completion.

LEVEL OF INSTRUCTION: Intermediate

TARGET AUDIENCE: SLPs, OTs, OTAs, special educators, social workers, principals, and parents

INSTRUCTION METHODS: Lecture, slides, video

DESCRIPTION

Students with executive-function-based challenges often demonstrate limitations in the everyday classroom and home activities, despite average to above-average performance on standardized tests of cognition and language. **Situational awareness is a critical foundational skill of the executive control process and is self-directed, as the student is reading the room to answer the questions:** What do I need to do? What is expected of me in this setting? It involves self-directed observation as the student must observe: What's happening now? What matters now? Students must then use "IF ... then" cause and effect thinking: if this is what it looks like, then I need to ____? Features of situational awareness include spatial, temporal, object, and social information. When teaching students, we refer to the acronym 'S.T.O.P.™' that represents Space, Time, Objects & People™. When these situational factors of peers, environmental cues, materials, and directions to attend to are increased even slightly and students must integrate and organize these factors as a means to regulate their behavior, their executive control processes may decline.

In this practical seminar learn strategies to teach students the process of how to "STOP and Read the Room" to: *Extract *Determine Purpose *Predict *Shift flexibly.

This lecture is full of **practical strategies!** Everything from reading a room to successfully transition, to knowing how to clean and maintain and organized space, to efficiently navigating spaces and not zig-zagging about, to anticipating actions and expectations of future spaces!

LEARNING OBJECTIVES

At the end of this seminar the participant will be able to:

1. State the functional working definition of what is meant by the term "situational intelligence/awareness" as it pertains to developing executive function skills interventions.
2. Define how situational awareness, and forethought are the foundational skills for successful task execution.
3. Generate a framework of intervention to teach students how to read a room and utilize spatio-temporal, object, and role information to improve self-regulation, attention, make timely transitions, plan, and interact with others.
4. List 3 technology tools that can be used to help students improve situational awareness.
5. Describe the process of how to teach the student to generalize strategies so they can be independent and situationally respond in an 'online' manner.



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- by AOTA. (APP # 11168) Approved by AOTA for 0.25 CEU, 2.5 contact hours, intermediate domain of OT performance skills
- Approved by NYSED for Continuing Teacher and Leader Education (CTLE hours) (CTLE approval 23490)
- Approved for Social Workers by the NY State ED Dept. #SW-0499



Saint John's University is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

AGENDA

- 7:00-7:20 Review of the Relationship between Situational Awareness and Executive Function Skills
- 7:20-8:00 Observational Stage of Situational Awareness: Teaching students the features of Situational Awareness and How to Perceive them to Read a Room
- 8:00-8:30 The Tactical Stage of Situational Awareness: How students can integrate and organize these factors as a means to regulate behavior and the executive control processes
- 8:30-9:20 The Strategic Stage of Situational Awareness: Generalization of skills into everyday situations and for effective forethought
- 9:20-9:30 Q and A

PRESENTER'S BIO

Sarah Ward, MS CCC-SLP has over 25 years of experience in assessment and treatment of executive function skill. Ms. Ward holds a faculty appointment at the Massachusetts General Hospital Institute of Health Professions. A recognized authority on executive function skills she has conducted numerous presentations at international and national conferences and has consulted to over 1400 schools 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. 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, 2018) from American Speech and Language Hearing Association

Disclosure: Financial: Sarah Ward will receive a speaker's honorarium from TheraMoves Services for the presentation. Sarah has intellectual property rights from her company Cognitive Connections, LLP for products discussed at the course. Ms. Ward has no nonfinancial relationships to disclose.

REFUNDS & CANCELLATIONS: A full refund less \$15 dollars administrative fee per course will be given for cancellations received up to week prior to the course. After that, no refunds will be given for cancellations. We reserve the right to cancel any course due to extenuating circumstances. Please do not make non-refundable arrangements until you contact us &/or receive confirmation that the course will be held. We are not responsible for any expenses incurred by participants if the course must be cancelled. relationships to disclose.

Please contact the office with any special need requests

This program is offered for 0.25 ASHA CEUs (Intermediate Level, Professional area).