

# Optimize Classroom Learning: Reframe Your Brain, Learn Strategies to Promote Self-Regulation and Executive Functioning



## PRESENTER

**Jocelynn B. Wallach MS,  
OTR/L**  
Lecturer and author



## WHEN

**Friday, January 22, 2027**  
**8:30 AM—3:00 PM EST**

## Target Audience:

OTs, OTAs, PTs, SLPs, Social Workers, Special Educators, Educators, and any professional working with children

## Instruction Methods:

lecture, slides, video

**Level:** Intermediate



## WHERE

**Live Web Conference**  
from the comfort of your  
home/school/office



## FEE

**\$219** Before January 1  
**\$239** After January 1

Group of 4+ 10% Savings  
(Team4save10)

*Please contact [info@theramoves.com](mailto:info@theramoves.com)  
with any special needs request  
within 2 weeks.*



## ACCREDITATION

**5.5 contact hours**  
0.55 AOTA CEUs  
0.55 ASHA CEUs  
6.8 NBCOT PDUs  
5.5 CTLE contact/clock hours  
0.55 CEUs for NY social workers  
0.55 CEU for NY SLPs  
5.5 NY PT contact hours (.55  
CEUs)

CE Broker for select states

## Certificates will be awarded

- Credits listed are offered by Theramoves for full attendance.
- ASHA partial credits **will not be** awarded for this conference.
- Learning assessment will be completed via an online post-course quiz. Passing a multiple-choice test with 70% accuracy within 1 week is required to receive your certificate of completion.

**REFUNDS & CANCELLATIONS:** A full refund less \$75 dollars administrative fee per course will be given for cancellations received up to 3 days 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. If this event is canceled, you will be refunded the cost of registration within 10 days. 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 canceled.

## DESCRIPTION

Do you have students who are dysregulated, have difficulty sitting still, initiating tasks, working through assignments to completion or attending to the details of their work? Do they have difficulty applying active listening skills and memory strategies to support their learning and academic performance?

This course will help reframe your thinking about self-regulation and executive functioning and its impact on learning. This course will help you understand how to incorporate universal design and implement effective tools and strategies to address these challenges. This course is at the forefront, given the current focus on social-emotional learning (SEL). Children need to develop calming strategies for self-regulation before developing executive functioning skills so that they can effectively interact with their peers and be available for learning.

You will be provided with strategies to improve children's self-regulation, sustained attention, and independent work habits. Participants will develop methods to make environmental modifications and modify instructional materials. Participants will learn how to use low- and high-tech tools to facilitate the development of self-regulation, attention, organization, and memory, allowing all students to access the curriculum.

Participants will learn ways to evaluate the effectiveness of their sessions. Lectures, discussions, and case analysis will be used to expand participants' knowledge of self-regulation and executive function skills and how they contribute to academic performance.

## LEARNING OBJECTIVES

**At the end of this seminar, the participants will be able to**

1. Articulate how Ayres' Theory of Sensory Integration can be used as a frame of reference to understand students' current struggles with self-regulation and executive functioning.
2. Identify the major components of Self-Regulation and Executive Function Skills.
3. Analyze their students, learn environmental strategies and tools to accommodate students with different self-regulation and executive function needs.
4. Recall 6-8 strategies and tools (high and low technology) that they can implement immediately to modify their method of engagement to optimize student's learning.
5. Evaluate the effectiveness of the applied modifications/strategies and implement additional changes as needed.



Theramoves Services, LLC

Intermediate Level  
0.55 ASHA CEUs



TheraMoves is an AOTA-approved provider of professional development. Course approval # 16908. This distant learning-interactive, distant learning-independent course is offered at 0.55 CEUs., An intermediate educational level, in the area of occupational therapy service delivery and foundational knowledge. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA



--Approved by NYSED for Continuing Teacher and Leader Education (CTLE hours) Provider # 23490. This webinar will quality for 6 approved (CTLE) Hour(s)

--Approved for Social Workers by the NY State ED Dept. #SW-0499

--Approved for 5.5 contact hours by NYSED's State Board for speech-language pathologists

--Theramoves Services, LLC. is recognized by the NY State Education Depart, State Board for Physical Therapy as an approved provider for PT & PTA continuing education. This webinar qualifies for 5.5 contact hours

## AGENDA

8:30-8:35 Introduction – JBW

8:35-8:45 App 1: 49/56 puzzle for discussion

8:45-8:55 Ayres: App 2 48/55 – Reference

8:55-9:05 Components of Executive Function

9:05-9:15 Neuroscience

9:15-9:45 Normal Development – Video

9:45-10:10 Dysfunction – SPD – Video

10:10-10:35 Break

10:35-11:00 Intervention Planning

11:00-11:30 EF Dysfunction Self-Assessment – Discussion

11:30-12:30 Strategies for Social-Emotional Development

12:30-1:00 Lunch

1:00-1:25 Examine Environment and Skill Building Environmental Analysis

1:25-2:10 Skill Building – Social demos x3; mindfulness demo; reading; math; writing: Sticky Thinking demo

2:10-2:30 Intervention Planning – Apps

2:30-2:45 Data Collection

2:45-3:00 Q&A

## PRESENTER'S BIO

As a pediatric occupational therapist with over 46 years of experience, Jocelyn has practiced in a variety of settings, including the community, private practices, hospitals, and public schools. For the past 27 years, she has worked in the Westwood Public Schools while also maintaining her own private practice, Capable Hands Pediatric Services. In addition, Jocelyn has extensive teaching experience. As an Associate Professor at Boston University and an Adjunct Professor at Framingham State University and Worcester State University, she taught graduate-level courses and has lectured nationwide on a variety of topics, including Sensory Diet in the Classroom, Executive Function Skills to Support Student Success, Building Blocks for Learning, Handwriting Is Not Just How You Hold the Pencil, Learning Is Child's Play, and Improving Self-Regulation and Executive Functioning for Optimal Learning. Jocelyn has also advanced her skills through graduate-level coursework in technology, further enhancing her ability to support children, families, educators, and fellow professionals.

**Disclosure:** Financial: *Jocelyn* will receive a speaker's honorarium from TheraMoves Services for the presentation. Jocelynn has authored 'Declassify Your Superpowers: How to Succeed in School and Be Happy. Interactive Guide to Unlock Self-Regulation and Executive Functioning Skills for Grades 2-8' which she may reference during the webinar. Non-Financial: She has no non-financial relationships to disclose