

Summit! Taking Executive Function to the Next Level: The Through-Line of Math, Writing & Social Learning



PRESENTERS

Sarah Ward, MS, CC/SLP
Karen Tzanetopoulos, M.S., CCC-SLP

Jess Curtin, M.Ed.
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WHEN

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anytime!**

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until August 11, 2027**



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ACCREDITATION

13.5 Contact Hours

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16.8 NBCOT PDUs

1,35 CTLE credit/contact hours

1.35 CEUs for NY social workers

**CE Broker Tracking #50-31070 for
select states only**

Certificates will be Awarded

- Credits listed are offered by Theramoves for full attendance
- ASHA partial credits will **NOT BE** awarded for this webinar
- Learning assessment will be completed via an online post-course quiz. Passing a multiple-choice with 70% accuracy within 5 DAYS of completion is required to receive your certificate of completion

LEVEL OF INSTRUCTION: Intermediate (Appropriate for students in grades 3 –8)

TARGET AUDIENCE: SLPs • OTs • Special Educators • General Educators • Administrators • Tutors • Homeschool educators • Parents of complex learners who work with children and adolescents in schools, private practice, home and community settings

INSTRUCTION METHODS: Lecture, slides, demonstration, video

REFUNDS & CANCELLATIONS: There are no refunds for on-demand webinars. Please contact Theramoves for extenuating circumstances

COURSE DESCRIPTION

Two Audiences. One Through-Line.

If you're a teacher, you've heard it before: "Here is the new reading curriculum. And a new math curriculum. And an SEL program. And now an EF program." You can't do it all — and you shouldn't have to. The truth is, executive function is already living inside the lessons you teach every day. You just need to see it, name it, and use the right language to make it visible to your students. That's the next level.

If you're an SLP, OT, counselor, or clinician, you spend each day strengthening foundational skills with the hope that those gains translate into stronger academic and social outcomes. But how do we intentionally build that bridge? Here's the answer: every time you strengthen oral language, schema, and executive function, you are also strengthening math, writing, and social learning — even if you never open a math book or a writing assignment. The cognitive scaffolding is the same. The next level is understanding why and showing your team.

The Through-Line

Math. Writing. Social-emotional learning. They all rest on the same hidden foundation: the ability to build a mental picture, hold it in mind, talk yourself through it, and act on it. That foundation is built from three interwoven strands — executive function, oral language, and schema.

Executive function is what lets students plan, sustain attention, shift flexibly, and follow through.

Oral language — including self-talk and the precise vocabulary we give students — is how EF and schema get built and applied. **Schema** is how students organize what they know — the mental model that lets them recognize a math problem type, anticipate where a story is going, or read a social situation. Pull any one of these threads, and the other two come with it. That's why a clinician working on mental state verbs is also strengthening writing. That's why a teacher reframing math vocabulary is also building EF. That's the next level— and it's where this conference lives.

The Format That Makes It Stick

Day 1 — Learn the Through-Line. Four nationally recognized clinician-educators present their frameworks. You'll leave with the research, the language, and the lens.

Day 2 — Apply & Practice. The same four faculty return for hands-on practice labs. You'll work with real materials, see real classroom and therapy examples, troubleshoot with the experts, and build the bridge between understanding and doing.

Day 2 - To close the learning experience participants will experience a 1-hour immersive session led by Brooke Ober, M.S. SLP, and Patty Johnson, M.S., CCC/SLP, founders of The Skola — a nature-based elementary school built around one big idea: when

students move, wonder, talk, build, map, notice, and tell stories about the world around them, executive

function, oral language, schema, literacy, math, and social learning all grow together.

This session will bring the conference's through-line to life through: Simple interdisciplinary routines any teacher can bring outside — no forest campus required. A fresh lens for seeing outdoor learning not as an "extra," but as a powerful way to make learning stick, spark engagement, and help students truly experience the concepts they are learning throughout the school day

No more being inspired but unsure where to start. By day two you'll have practiced what you learned with the people who designed it — and you'll see exactly how your work connects to every other discipline in your students' day.

What You'll Walk Away With

✓ **A unified lens for seeing EF, oral language, and schema as the through-line of math, writing, and SEL**
✓ **Concrete tools — already practiced — to use Monday morning in your classroom, therapy room, or coaching session**
✓ **A new way to explain your work to colleagues, parents, and administrators across disciplines**
✓ **A community of teachers, SLPs, OTs, counselors, ed therapists, and parents asking the same big questions you are.**

LEARNING OBJECTIVES

By the end of this conference, participants will be able to:

- Identify the interconnected roles of executive function, oral language, and schema in supporting math, writing, and social-emotional learning across educational settings.
- Describe how self-talk, language formulation, and mental representation contribute to executive functioning and academic problem-solving.
- Apply interdisciplinary strategies that strengthen executive function within classroom instruction, therapy sessions, and social learning activities.
- Analyze the linguistic and cognitive demands embedded in mathematical reasoning and written language tasks.
- Implement visual, verbal, and schema-based supports to improve student organization, planning, inferencing, and expressive communication.
- Differentiate how executive functioning challenges may impact academic performance, social interpretation, emotional regulation, and classroom participation.
- Develop collaborative approaches that promote carryover of executive function and language-based

supports across disciplines and learning environments.

- Integrate practical instructional and therapeutic routines that support student engagement, cognitive flexibility, and independent learning.
- Explain what mental state verbs are and how they impact cognitive and social competency.
- Explain why continuums are an effective visual support when addressing a range of social concepts.
- Identify strategies (Double Think, SocialScales) for building metacognitive awareness.
- Identify opportunities to extend classroom learning through nature-, place-, and community-based experiences.
- Describe how authentic learning experiences can strengthen student engagement, transfer of learning, and real-world application.
- Describe how zine creation can serve as a multimodal tool for supporting executive functions, oral language, and written expression across grade levels and content areas.
- Describe the ways zines provide accessible entry points for all learners, including students with language-based learning differences, executive function challenges, and challenges with writing difficulties.
- Design zine-based learning experiences that promote authentic communication, creativity, and student agency.

Presenter Information

Sarah Ward, MS, CCC/SLP Executive Function as the Through-Line.

Co-Director of Cognitive Connections at the Executive Function Practice. Internationally recognized for the 360 Thinking™ Method, Get Ready•Do•Done, and the STOP framework, Sarah has trained 2,200+ schools and organizations on translating EF research into everyday classroom and clinical practice.

Karen Tzanetopoulos, M.S., CCC-SLP — The Language and Schema of Math.

Speech-language therapist, math learning specialist, and co-author of *How Children Learn Math: The Science of Math Learning in Research and Practice*. Karen reveals the hidden language and cognitive demands behind math — and how SLPs and teachers alike can make them transparent for every learner. Karen is a nationally recognized math learning expert and provides professional development to schools across the country.

Jess Curtin, M.Ed. — Visual Thinking & the Language of Writing.

Special educator and senior consultant with Vivido (now part of Wilson Language Training). For 25+ years, Jess has taught educators how to use Brain Frames®,

EmPOWER™, and Unlocking Sentences™ — visual tools that make the invisible patterns of language visible so students can get ideas out of their heads and onto paper. She is a co-author of *EmPOWER: Classroom Materials* and *EmPOWER: Tools for Teaching Expository Writing*. Currently, Jess makes up 1/2 of the new Writing Science and Instruction department at Wilson Language Training.

Anna Vagin, Ph.D., CCC-SLP — *Making the Invisible Visible: Schema, Language & the Developing Social Self.*

Licensed speech-language pathologist with 30+ years of experience, author of *Movie Time Social Learning* and *YouCue Feelings*. Anna brings the social side of schema to life — mental state verbs, inferential thinking, emotional vocabulary, and the inner dialogue that drives social understanding.

Brooke Ober, M.S., SLP

Brooke is a speech-language pathologist with over 20 years of experience across hospitals, schools, and private practice. Her work has increasingly focused on executive functioning and social-emotional learning. Brooke is the co-owner of MindBright Therapy and the Director and co-founder of The Skola, a nature, place, and project-based elementary school in Whitefish, Montana. She is passionate about viewing education through the lens of the science of learning - designing authentic learning experiences that intentionally integrate executive functioning, social-emotional learning, and meaningful application into everyday academics.

Patty Johnson, M.S., CCC/SLP

Patty Johnson is an ASHA-certified speech-language pathologist and co-owner of MindBright Therapy. Through intention, creativity, and curiosity, Patty strives to find the topics that spark students' interests to help them learn and build self-confidence. Patty is co-founder of The Skola, a nature, place, and project-based elementary school in Whitefish, MT. She is a certified Structured Literacy Dyslexia Interventionist. Patty will complete a Certificate of Advanced Studies in Language and Literacy through the MGHIHP in August 2026.

AGENDA

DAY 1: LEARN

The Through-Line: Foundations, Research, and Core Concepts 30 MINUTES

Opening Keynote: *Teaching Without Silos*

Presenters: Brooke Ober, M.S., SLP & Patty Johnson, M.S., CCC/SLP

An exploration of why interdisciplinary models are essential and how isolated instruction hinders the bridge to real-world application.

Topics to be addressed:

- How interdisciplinary routines maximize student gains
- Scaffolding for carryover across the school day
- Mapping a whole-child developmental lens

- Building the collective vision for Day 1 and Day 2

SESSION 1: 2 HOURS

Executive Functioning: The Brain Behind Learning

Presenter: Sarah Ward, M.S., CCC/SLP

Focus: Deepening the foundational lens of EF neuroanatomy and translational research.

Topics to be addressed:

The foundational understanding of executive functioning systems and research

Topics:

- What executive functioning actually is
- Brain development + self-regulation
- Future visual imaging and task simulation for effective planning, initiation, organization, time management, and task completion
- Why students struggle with independence
- The Research behind effective EF that works and generalizes

SESSION 2: 1 HOUR

Building Mathematical Thinkers

Presenter: Karen Tzanetopoulos, M.S., CCC-SLP

Focus: Uncovering the conceptual and linguistic through-line of numeracy.

Topics:

- Research on number sense and mental models
- Concrete vs. abstract instruction
- Transparent vs. abstract math language
- Mathematical reasoning
- Problem-solving development
- Why manipulatives matter
- Math anxiety + confidence

SESSION 3: 2 HOURS

SEL as a Learning Multiplier

Presenter: Anna Vagin, Ph.D., CCC-SLP

Focus: Making the Invisible Visible: Schema, Language & the Developing Social Self

How students use **schema, language, and executive function skills** to understand social situations, interpret the perspectives of others, and develop a more organized and flexible social self. Participants would examine the often-invisible cognitive processes that allow a student to move beyond simply noticing social details to understanding what those details mean, predicting what may happen next, and selecting an effective response.

Topics:

- Building social meaning through schema
- How working memory, inhibition, cognitive flexibility, self-monitoring, emotional regulation, and future thinking support social understanding across environments.

SESSION 4: 1 HOUR

Visual Thinking & the Language of Writing.

Presenter: Jess Curtin, M.Ed.

Focus: Making the invisible patterns of language visible in cross-curricular writing.

Topics to be addressed:

- Research-based "writing to learn" strategies
- Utilizing retrieval practice to solidify gains
- The through-line from oral to written language
- Writing as a tool for deep comprehension
- Promoting long-term memory through structured output
- Frameworks for building disciplinary literacy

DAY 2: APPLY & PRACTICE

SESSION 1 - 90 MINUTES

Executive Functioning in Action: Practice Lab

Presenter: Sarah Ward, M.S., CCC/SLP

Focus: Hands-on implementation of the 360 Thinking™ Method.

Topics to be addressed:

- Embedding EF into daily interdisciplinary routines
- Creating visual systems that drive self-regulation
- Using Get Ready•Do•Done for project planning
- Scaffolding transitions and time management
- Visual tools for student organization
- Building routines for student agency and independence

Takeaway: Ready-to-use EF classroom systems

SESSION 2: 90 MINUTES

SEL in Action: Practice Lab

Presenter: Anna Vagin, Ph.D., CCC-SLP

Focus: Implementing visual and verbal social learning routines.

Topics to be addressed:

- Designing reflective morning meetings
- Building schema through reflection routines
- Using mental state verbs in conflict resolution
- Scaffolding the language of peer collaboration
- Tools for managing emotional regulation in real-time
- Practical communication frameworks for carryover

Takeaway: Plug-and-play SEL routines

SESSION 3 - 90 MINUTES

Writing in Action: Practice Lab

Presenter: Jess Curtin, M.Ed.

Focus: Cross-curricular application and practical writing implementation through zines

Topics to be addressed:

- Drafting interdisciplinary writing prompts
- Scaffolding student-created zines
- Strengthening schema and content retention
- Creating opportunities for authentic publishing

Takeaway: Cross-curricular writing zine template

SESSION 4 - 90 MINUTES

Math in Action: Practice Lab

Presenter: Karen Tzanetopoulos, M.S., CCC-SLP

Focus: Hands-on numeracy routines that promote transfer.

Topics to be addressed:

- Establishing daily hands-on numeracy routines
- Utilizing visual models for EF scaffolding
- Implementing math discourse protocols
- Designing math tasks for real-world application
- Building integrated, interdisciplinary math lessons

Takeaway: Ready-to-implement math lessons

SESSION 5: 60 MINUTES

Closing Signature Session: From Classroom to the Real World

Nature, Place-Based Learning & Authentic Application

Presenters: Brooke Ober, M.S., SLP & Patty Johnson, M.S., CCC/SLP

An immersive look at the through-line in practice: connecting outdoor, place-based, and project-based learning.

Focus:

- Strategies for nature-based integration
- Nature journaling as a bridge for EF and language
- Interdisciplinary project-based application
- Developing school and community partnerships
- The oral language and real-world connection
- Scaffolding authentic performance tasks
- Immersive examples from The Skola classroom
- Integrating all four strands into meaningful contexts

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. Non Financial: Mrs. Ward is a member of the American Speech Language Hearing Association.

Disclosure: Financial: Jess receives a speaker's fee from The Skola and Theramoves. She is the co-author of EmPOWER: Classroom Materials and EmPOWER: Tools for Teaching Expository Writing. Non-Financial: She has no non-financial relationships to disclose. She has no non-financial relationships to disclose.

Disclosure: Financial: Presenter Brooke Ober, SLP, is the director of the Skola. The Skola will receive proceeds from this presentation. Ms. Ober, has no nonfinancial relationships to disclose.

Disclosure: Financial: Karen Tzanetapoulous receives a speaker's fee from The Skola and Theramoves. She is co-author of How Children Learn Math: The Science of Math Learning in Research and Practice and receives royalties from Routledge Publishers for book sales. Non-Financial: She has no non-financial relationships to disclose.

Disclosure: Financial: Anna Vagin, PHD, CCC-SLP, will receive a speaker's honorarium from the Theramoves and The Skola for the presentation and she receives royalties from KDP/Amazon for products mentioned Non-Financial: She has no non-financial relationships to disclose.

Disclosure: Financial: Presenters Patricia Johnson, MS, CCC/SLP, is an employee at the Skola and will receive a consulting fee for the presentation. Ms. Johnson, has no nonfinancial relationships to disclose.



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