

MINUTES

SECAC

October 5, 2023

In Attendance

Jeanne Erdley, Kara Stone, Suzanne Oshinsky, Colleen Sasdelli, Amy Bland, Lu Zhang, Nellie McDaniel, Stephanie Van Slyke, Kelly Martin, Kelly Deluca, Tracy Robertson, Sara Simpson, Vanessa Dukes, Richa Misra, Elianne Lanza, Sirena Snorten, Rachel Trovato, Heather Harrison, Stephanie O'Brien, Brooke Muller-Thym, Kim Heeter, Pauline Timmons, Erica Ogunfolaju, Megan Bridges, Kathy Pitrat, Judy Poppe, Angela Sittler, Carie Sadowski, Kyla Jener, Stephanie Bennett, Kim Mayforth, Chuck Dierbach, Jin Chen, Sarah Walter, Courtney Swick

Welcome & Announcements

1. Welcome from SECAC.
2. Introduction of SECAC Board Members. We are changing the Bylaws regarding the meeting schedule to coincide with the school calendar.
3. Upcoming Meeting: November 9, 2023 - Anxiety
4. Notices for Community Events are through Facebook group and/or Email list.
5. Please leave questions and comments in the chat. It is being monitored.

Presentation - What are Executive Function Skills and How We Can Help our Students – Amy Bland , MS/CCC-SL

Executive Function Skills (33)



- Perceive
- Focus
- Sustain
- Energize
- Initiate
- Inhibit
- Stop
- Interrupt
- Flexible
- Shift
- Modulate
- Monitor
- Correct
- Balance
- Gauge
- Anticipate
- Estimate Time
- Analyze
- Generate
- Associate
- Organize
- Prioritize
- Plan
- Evaluate/Compare
- Decide
- Sense Time
- Pace
- Sequence
- Execute
- Hold
- Manipulate
- Store
- Retrieve

• George McCloskey, Ph. D.

Executive Function Clusters

(McCloskey 2015)

Attention

Memory

Engagement

Inquiry

Optimization

Solution

Efficiency

Initiation
Inhibition
Flexibility
Organization
Planning
Problem-Solving
Working Memory



Executive Function Skills

“Workers”

HOW to do it

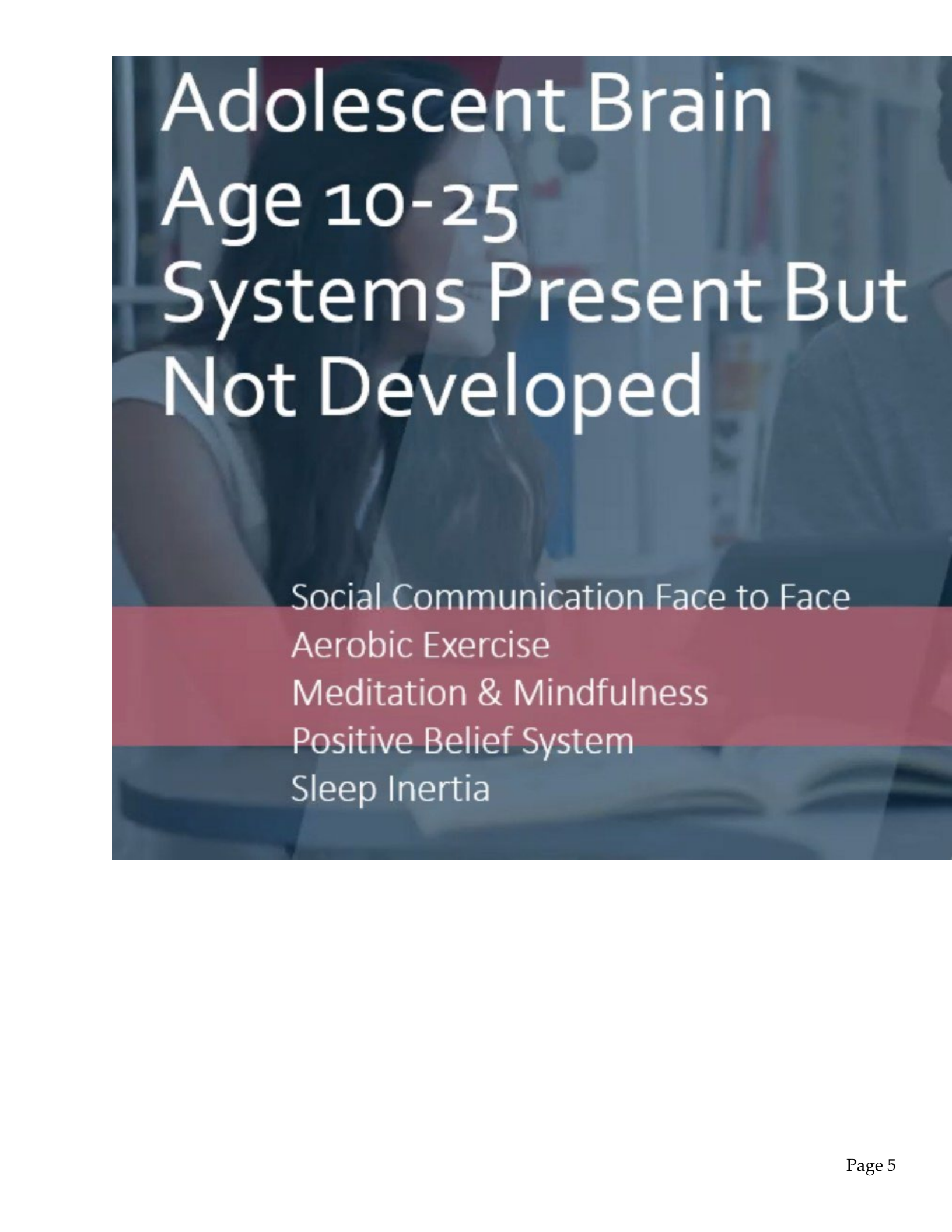
George McCloskey, Ph. D.

Executive Function System

- Awareness that you should be focusing
- Awareness that you should be planning
- Awareness that you should be using your working memory
- “I should be doing this and knowing WHEN to do this.”

Managers or Supervisory System

George McCloskey, Ph. D.

The background of the slide is a blurred photograph of a classroom. In the foreground, the back of a student's head and shoulders is visible. In the background, a teacher is standing and talking to a group of students. The overall tone is educational and professional.

Adolescent Brain Age 10-25 Systems Present But Not Developed

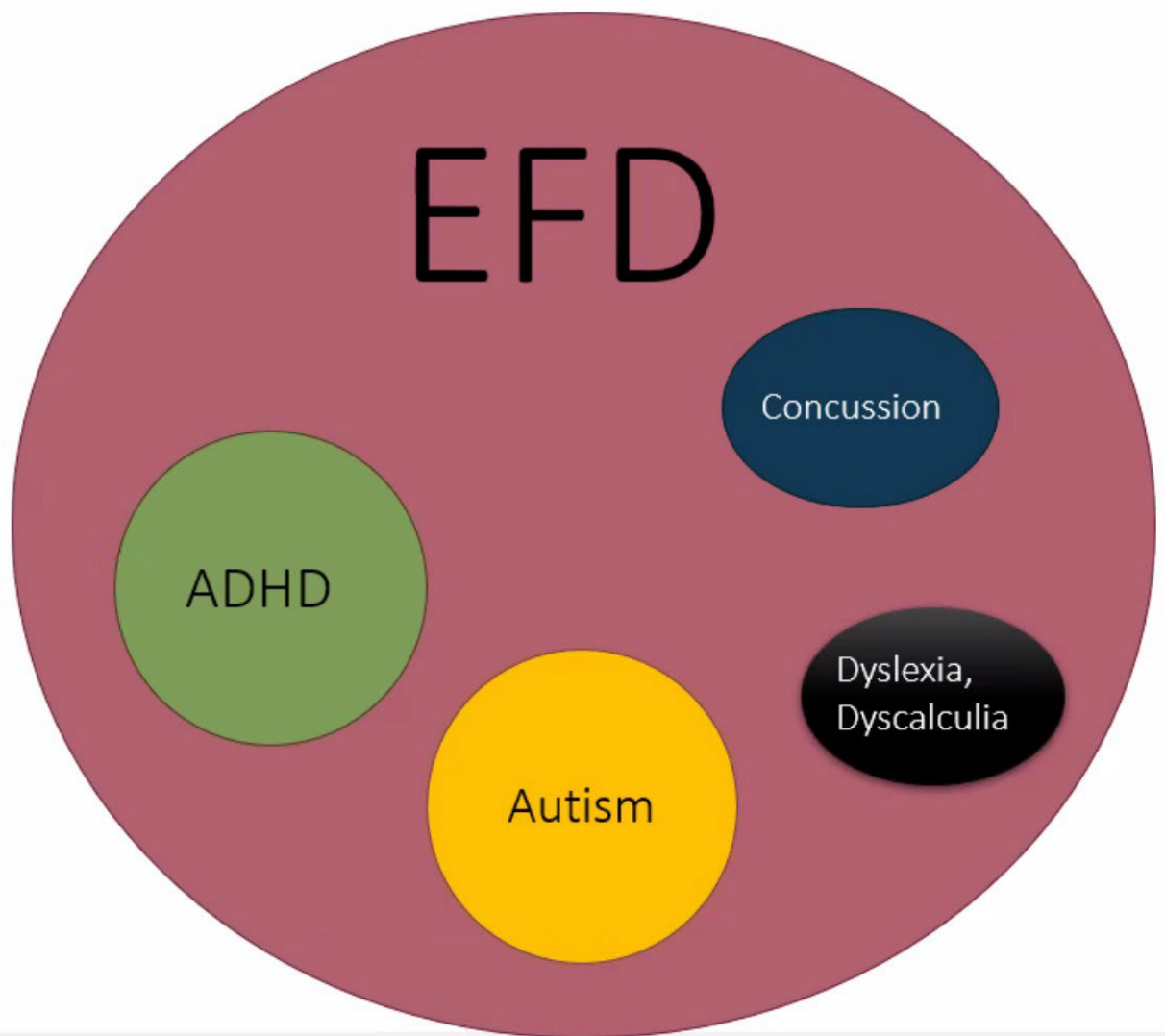
Social Communication Face to Face
Aerobic Exercise
Meditation & Mindfulness
Positive Belief System
Sleep Inertia

Expectations for High School Students



- Manage schoolwork effectively on a day-to-day basis, including completing and handing in assignments on time, studying for tests, and creating and following timelines for long-term projects.
- Establish and refine a long-term goal and make plans for meeting that goal; collegiate or other vocational goals.
- Independently organize leisure time activities, including obtaining employment or pursuing recreational activities during the summer.
- Avoid reckless or risky behaviors (e.g. use of illegal substances, sexual acting out, shoplifting, or vandalism)

• Sarah Ward, SLP and Peggy Dawson, Ed. D.



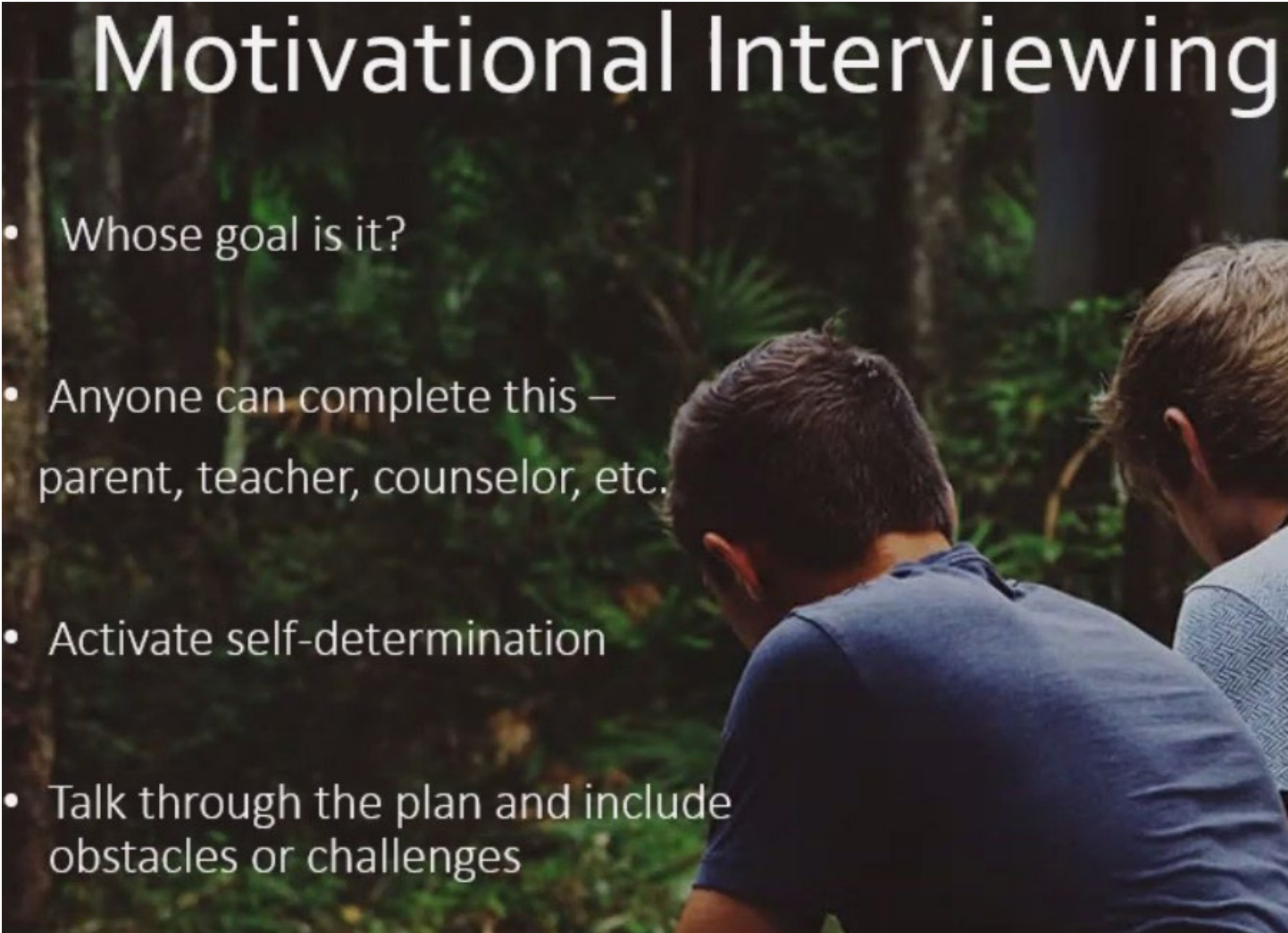
Connecting the Dots

Self Regulation – in the moment

Self- Realization & Self- Determination – plan for the next few days, etc.

Connection between these HAS to be developed

Motivational Interviewing

A photograph of two people, a man and a woman, seen from behind, sitting in a lush green forest. The man is wearing a blue t-shirt and the woman is wearing a light-colored patterned top. They appear to be in a conversation or a shared activity in nature.

- Whose goal is it?
- Anyone can complete this – parent, teacher, counselor, etc.
- Activate self-determination
- Talk through the plan and include obstacles or challenges

Understanding Future Time

Birth to 2 years old: Now

3 to 5 years old: 5 to 20 minutes

K to 2nd Grade: several hours

3rd to 6th grade: 8 to 12 hours

6th to 12th grade: 2 to 3 days



Strategies



- Paradiddles & Movements
- Visualization
- Reflexive Questioning
- Time Sampling
- Backwards Planning
- Workspace Strategy
- Immediate and Frequent Feedback
- External Aides
- Timers/Alerts
- Self-Evaluation

Q&A

Q. How do you start with an ADHD child who has trouble following directions?

A. Simplify direction, try modeling and build from there.

Q. Who would help someone close to being an adult or someone who has graduated?

A. Consult with a specialist or coach.

Q. Does your practice accept insurance?

A. Yes, Medical Assistance and Tricare.

Giveaway Winners

Books: Kelly Martin and Elianne Lanza

Sensory Items: Stephanie O'Brien

Minutes taken by Kara Stone, Secretary/Treasurer