

Sarah Ward
M.S., CCC/SLP

Director of Cognitive Functions, the Center for Executive Function Skill Development. She has

over 14 years experience in diagnostic evaluations, treatment and case management

of children, adolescents and adults with a wide range of developmental and acquired brain based learning difficulties.

Sarah is the immediate Past President of the Massachusetts Brain Injury Association. She is also a member of the Massachusetts Acquired Brain Injury Advisory Board, the National Institutes of Health Model Systems Traumatic Brain Injury Grant Advisory Board and a member of the American Speech and Language Hearing Association. In addition, she holds an adjunct faculty appointment at the Massachusetts General Hospital Institute of Health Professions. She has worked for the National Aeronautics and Space Administration (NASA) teaching executive function skills to robots for the Mars program.



Executive Function Skills:

cutting edge approaches to practical interventions for working with children and adolescents

SPEAKER: Sarah Ward, MS, CCC-SLP
Director, Cognitive Connections, Boston, MA
DATE AND TIME: Thursday, January 12; 7-9 PM
LOCATION: Lexis Preparatory School;
12753 N. Scottsdale Road; Scottsdale, AZ 85254
RSVP: Call: 480.391.3901 or email: glazic@lexisprep.com

Executive Function is that neurologic process which keeps us organized, drives us to establish priorities and helps us anticipate and plan for the future. Learning how to use these skills in the classroom and in life is probably the single most important skill children learn in school.

LEARN HOW TO:

Teach students to

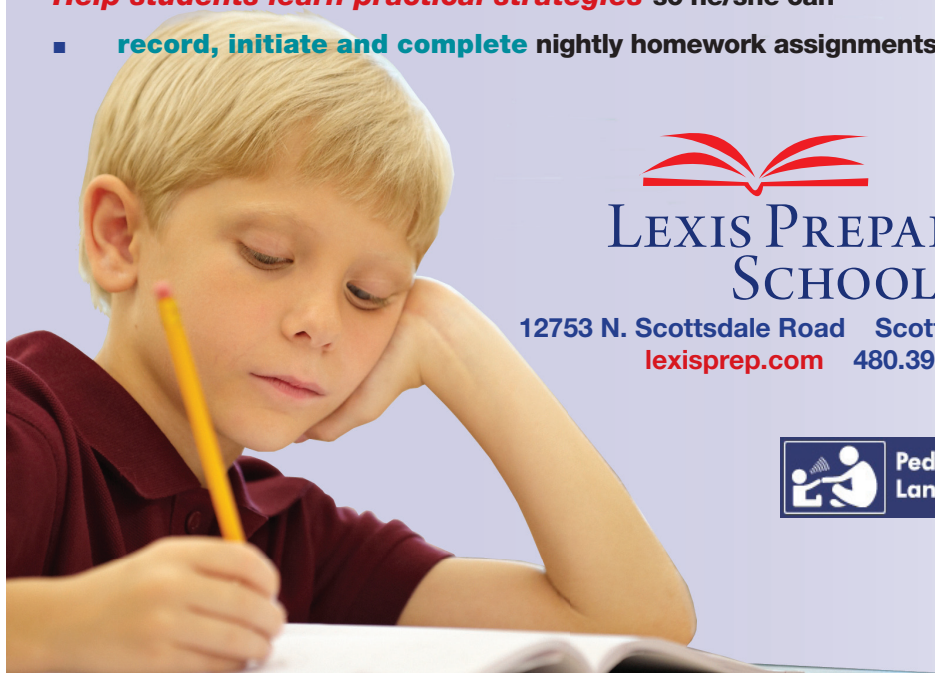
- **develop a “memory for the future”** and devise plans to achieve their goals.
- **use self talk**, to self-initiate, to transition to the next task of higher priority and to control their impulses and emotions to successfully complete a task.
- **see and sense the passage of time**, accurately estimate how long tasks will take, change or maintain their pace, and carry out routines and tasks within allotted time frames.

Improve students’ awareness skills so that he/she can

- **“read a room”** then “stop, think and create” an appropriate action plan and infer possible outcomes.
- **process and absorb information** in an organized way.

Help students learn practical strategies so he/she can

- **record, initiate and complete** nightly homework assignments and projects.



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