

Professional Training Course Syllabus

Course Title: Teaching the Seeing My Time® Program

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General description: The Seeing My Time program provides a multi-sensory, scaffolded approach to teaching executive function skills to individuals and families from 5th grade to adult. This video course guides professionals in the fields of education, psychology, speech pathology, and coaching through the Seeing My Time books, from cover to cover. The course provides support and accountability as participants lead their own practice client through the Seeing My Time workbook.

Practicum Component: The practicum component of the course is based on the time you spend working with your practice client. This will equate to approximately 8 – 10 total practicum hours.

Note: Participants are responsible for finding an appropriate practice client and scheduling their practicum sessions.

EFS does not directly handle requests for CEU's for this course. You will be provided with a documentation proving your completion of the course. It is then your responsibility to send the documentation to your accrediting organization.

Course Requirements to receive a Documentation of Completion, you must:

- Watch all recorded video content (please note that we are able to verify video completion, so you must watch ALL videos to receive the certificate.)
- Post one reflection per week.
- Lead a practice client through the *Seeing My Time* workbook. Note that if the primary client is a child or adolescent, at least one parent MUST attend the sessions as well. Adolescents need family support.
- Post a final reflection on your experience with your practice client.

Course Requirements to receive graduate level credit from Seattle Pacific University:

- Watch all recorded video content (please note that we are able to verify video completion, so you must watch ALL videos to receive your credit.)
- Post one reflection and one comment on another student's post per week.
- Lead a practice client through the *Seeing My Time* workbook. Note that if the primary client is a child or adolescent, at least one parent MUST attend the sessions as well. Adolescents need family support.
- Follow-Up Assignment: Complete a case study based on your work with your practice client.

Required Materials

1 copy of *Seeing My Time – Instructor's Manual*

2+ copies of *Seeing My Time* workbook (one for you and one for each practicum participant.) Parents attending with their student each need their own copy.

*Note: Materials are not included in the price of the course and must be purchased separately online.

Goal of the Seeing My Time Course: The goal of this course is for professionals to develop competency using the Seeing My Time™ program to teach executive function skills of time management, planning and organization in order to offer this program to their students, clients and patients.

Objectives: Upon completion of the course, participants will be able to do the following:

1. Identify and explain the eleven executive functions in the Peg Dawson and Richard Guare model.
2. Explain the fifteen behaviors used by students and adults that support success in school and adult life
3. Illustrate and explain the following key concepts:
 - a. Metacognition
 - b. Brain development

- c. Auditory versus visual learning strengths
- d. Learning as a neurological process
- e. The connection between behavior and personal experience of being a learner
- f. Two attributes of successful learners
- g. The conflict between the traditional educational model and those individual learners who do not fit that model
- h. The connection between self-motivation and success in school and adult life

4. List and explain six external time tools that can support executive functioning

5. Explain the conflict between the abstract nature of time and a brain that has executive functioning challenges

6. Demonstrate how to visually represent tasks and roles and fit them into the space of time in a week

7. Demonstrate how to visually plan and complete a multiple step project to meet deadlines

8. Demonstrate how to organize an effective binder to manage papers for school, work or personal life

9. Explain the five behaviors necessary to prepare for maximum learning/ participation in class or meetings

10. Explain the cyclical nature of behavior change

12. Defend the importance of teaching executive functioning *skills* to develop metacognition as opposed to simply teaching isolated executive functioning *strategies*