

ASSOCIATION OF EDUCATIONAL THERAPISTS

WORKSHOPS



SOUTHERN CALIFORNIA

Westmark School • 5461 Louise Ave. Encino, CA

February 22, 2025 • 9:00-3:20PM PT

GROUP
PRICING
AVAILABLE
upon request

The Science of Self-Regulation and How it Intersects with Clients' (and our own) Daily Lives

Presented by: Jennie Grammer, PhD

Self-regulation—the ability to process information, weigh choices and consequences, and make adaptive decisions to pursue a goal—is critical for success in school. For children and young people, engaging in self-regulation can be particularly challenging, especially when learning is challenging. Supporting emotional and cognitive skills, and understanding how these skills relate to the behavior we observe, is equally important in fostering their development.

In this workshop, you will explore the neuroscience of cognitive and emotional development as it relates to self-regulation. You'll gain insights into how these processes are interconnected, their behavioral implications, and how these connections evolve from preschool to early adulthood.

Following the introduction, the workshop will delve into how insights from developmental and cognitive neuroscience can inform our work with children and youth. You will also learn strategies to support students' self-regulation at different stages of their development.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Summarize the steps in the development of self-regulation from early childhood through adolescence.
- Describe the role of student emotions and cognitive skills in their learning engagement.
- Identify key factors in home and school environments that support self-regulation development and list strategies caregivers and educators can apply in daily activities.

Dr. Jennie Grammer, PhD, is an Associate Professor of Education at UCLA and the UC Faculty Director of the UC|CSU Collaborative for Neuroscience, Diversity, and Learning. Her research focuses on how students' experiences at home and school shape their executive functions, self-regulation, attention, memory, and metacognition—all skills critical for academic growth and social interactions in school. For over a decade, Dr. Grammer has conducted neuroscientific research directly in schools and classrooms, capturing the complex interactions that drive student development. Through her research, she works to identify strategies educators can use to create equitable learning opportunities for all students.



DISCLOSURE: Financial – Receives honoraria from AET for teaching and speaking. Non-financial – No relevant relationships to disclose.

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