

# **Strategies for Success: Addressing Executive Functioning Deficits in Students with Challenging Behavior**

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# Objectives

- Attendees will be able to define executive functioning
- Attendees will be able to discuss the importance of executive functioning skills to learning and behavior.
- Attendees will identify classroom interventions or technology that directly teach executive functioning skills.

"Children do well if they can. An explosive outburst-like other forms of maladaptive behavior-occurs when the cognitive demands being placed upon a person outstrip that person's capacity to respond adaptively."

-Ross Greene

***“If one were to gather 100 researchers, policymakers and practitioners and ask them the importance of the development of executive function (EF) skills in preschool-age children, it is likely that most if not all, would place a high importance on such an outcome.”***



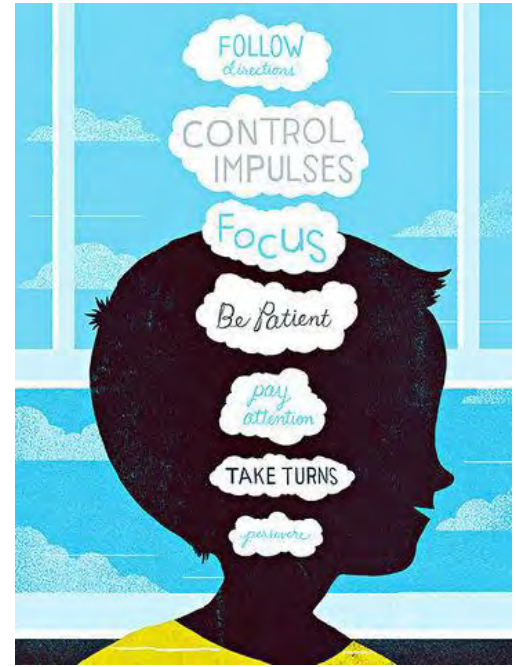
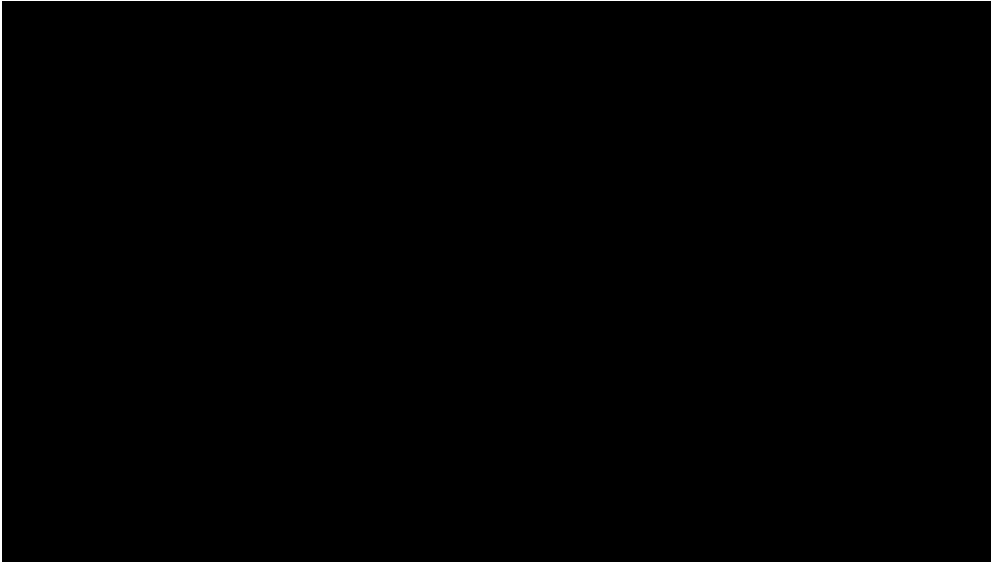
- Griffin, J.A., McCardle, P. & Freund, L.S. (Eds.). (2016). Executive function in preschool-age children: Integrating measurement, neurodevelopment, and translational research. American Psychological Association, Washington, DC
- Miller and Parks (2016)



*“If one were to ask the same 100 to define executive function, at least 100 different definitions would likely be given. Such is the state of the field – there is general agreement regarding the importance of EF in early childhood and later adolescence but little consensus on the definition and components of EF.”*

- Miller and Parks (2016)
- Griffin, J.A., McCardle, P. & Freund, L.S. (Eds.). (2016). Executive function in preschool-age children: Integrating measurement, neurodevelopment, and translational research. American Psychological Association, Washington, DC.

# What is Executive Functioning?



# Definition

- In general, Executive Functioning (EF), are cognitive processes that work together to support goal-directed behavior and self-regulation (Dawson and Guare, 2010)



**It is the  
conductor of all  
cognitive skills**

# What is Effected by EF?

Almost EVERYTHING!

- Organization
- Time management
- Finishing work on time
- Multitasking
- Apply previously learned information to solve problems
- Analyzing ideas
- Looking for help or more information when it is needed
- Remembering details
- Transitioning
- Focusing attention



# AND.....

- Initiating activities
- Generating new ideas
- Communicating details in an organized and clear manner
- Making a plan
- Prioritizing
- Control impulses
- Filter distractions
- Avoid saying or doing something inappropriate
- MaLearning
- Maintaining relationships





# It's Important to Understand....

- There is no correlation between EF skills and intelligence
- More predictive of school success than IQ
- Exercising students' EF skills results in significant improvements in their ability to regulate behavior

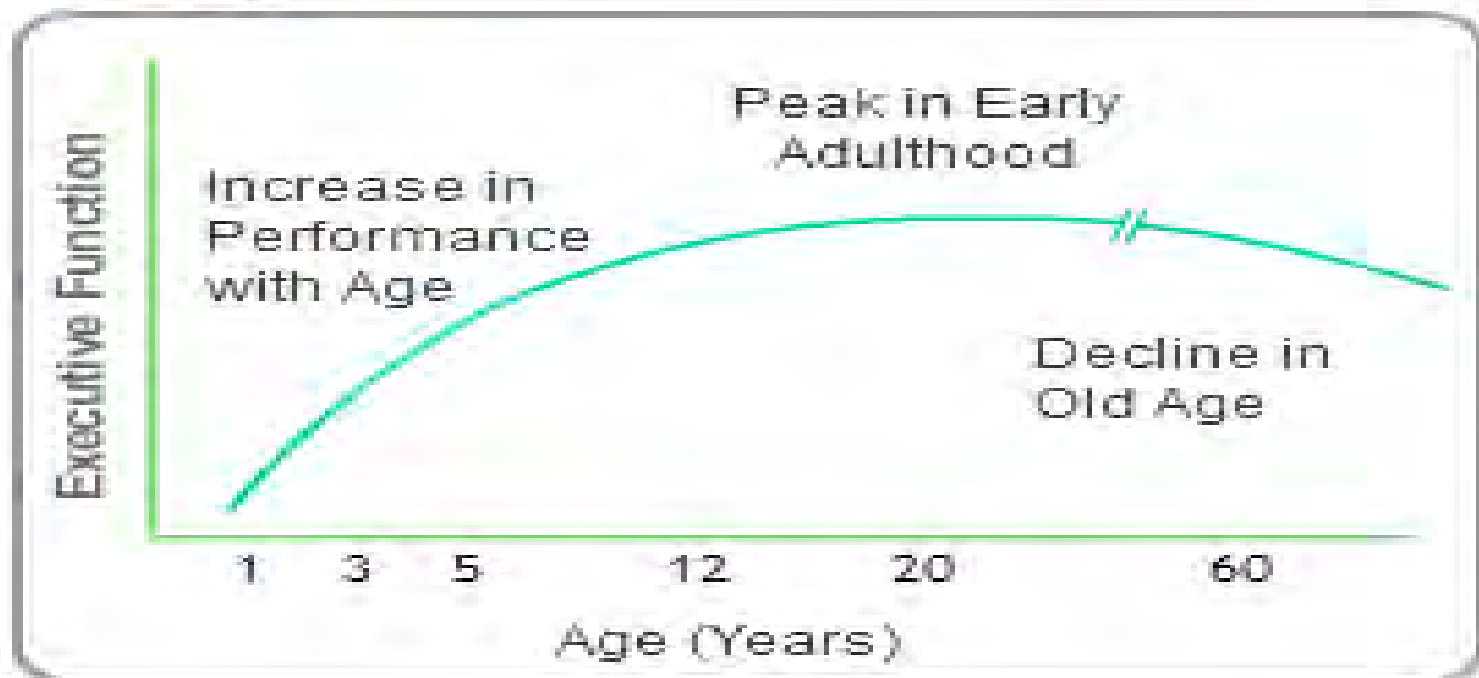
# Developing EF Skills

- Although we aren't born with executive function skills, we are born with the potential to develop them.
- The process is a slow one that begins in infancy
  - **7-12 months**-inhibitory control and working memory skills emerging
- Continues into early adulthood
- Development is shaped by our experiences

# Developing EF Skills

- Children build their skills through engagement in meaningful social interactions and enjoyable activities that draw on self-regulatory skills at increasingly demanding levels.
- Between the ages of 20-29, executive functioning skills are at their peak

## Executive Function Across the Lifespan



Executive function develops with age, peaking in early adulthood and eventually declining in old age.

# EF and Disorders

EF Deficits are strongly associated with numerous disorders including

|                           |                                |
|---------------------------|--------------------------------|
| Autism                    | Depression                     |
| Attention Deficit         | Schizophrenia                  |
| Tourette's Syndrome       | Social Communication Disorders |
| Anxiety                   | Traumatic Brain Injury         |
| Intellectual Disabilities | Specific Learning Disabilities |
| Fetal Alcohol Syndrome    |                                |

However

A student DOES NOT have  
to have a disability to have  
challenges with executive  
functions.

Wilkins & Burmeister (2015)



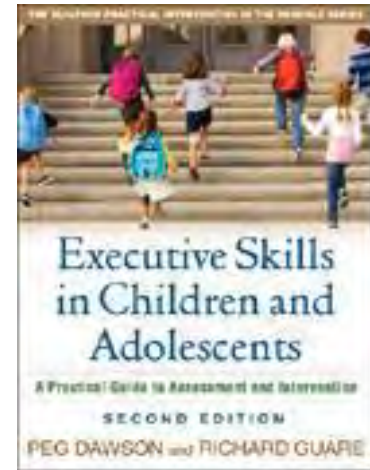
How do we identify which  
skills to teach?



# Direct Observations

# Interviews

- **Executive Skills Semi-Structured Interview – Teacher Version, Parent Version, & Student Version**
  - Found in the book: Dawson & Guare (2010). **Executive Skills in Children and Adolescents: A Practical Guide Assessment and Intervention.** Guilford Press - [www.guilford.com](http://www.guilford.com)



# Interviews

- Executive Function Semi-Structured Interview
  - Teacher Version, Parent Version, & Student Version
  - Found in the book: Kaufman, Christopher. (2010). Executive Function in the Classroom: Practical Strategies for Improving Performance and Enhancing Skills for All Students. Brookes Publishing  
[www.brookespublishing.com](http://www.brookespublishing.com)

# Rating Scales

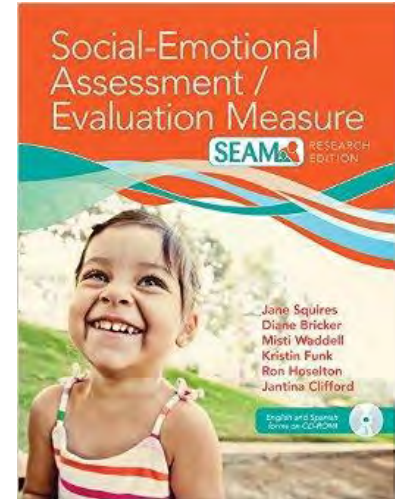
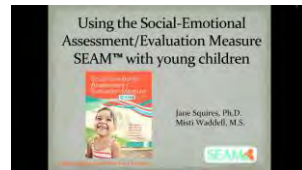
- Behavior Rating Inventory of Executive Functioning (BRIEF)
  - BRIEF Preschool Version (BRIEF-P)
  - BRIEF Self-Report Version (BRIEF-SR)
- Social-Emotional Assessment/Evaluations Measure®

# Behavior Rating Inventory of Executive Functioning (BRIEF)

- Teacher and parent rating scale
- Regular, preschool and self-report versions
- 10-15 minutes
- [wpspublish.com](http://wpspublish.com)

# Social-Emotional Assessment/Evaluations Measure®

- Can be used to measure and monitor social-emotional and behavioral development in young children.
- Can be used in tandem with the ASQ:SE
- Assesses 10 benchmarks critical to social-emotional competence.
- Brookes Publishing Company, \$49.95



# Child Behavior Checklist – Teacher Report Form (CBCL):

- A general measure of behavior that taps into social emotional functioning attention. It was published in 1991 by Achenbach, who is also the author.
- - See more at: <https://www.brainline.org/article/school-based-assessment-executive-functions>



# Behavior Assessment System for Children – Second Edition (BASC-2)

- **BASC-2**

- **TRS/PRS/SRP Externalizing Problems Scales**

Hyperactivity

- **TRS/PRS/SRP School Problems Scales**

Attention

- **TRS/PRS Adaptive Skills Scales**

Adaptability & Functional Communication

- **TRS/PRS Content Scales**

Emotional Self-Control & Executive Functioning

Negative Emotionality & Resiliency

# Conners – Third Edition (Conners 3)

- Conners 3
  - P/T/SR Scales
    - Inattention
    - Hyperactivity/Impulsivity
  - P/T Scales
    - Executive Functioning

## Organization Problems Inventory

For each of the following statements, consider whether this is a problem you (or a student) exhibits. If it is, place a check mark in the white box to the right of the statement.

| I (or my student) have/has problems with:   | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Being as neat as other people expect me to be   |   |   |   |   |   |   |
| Completing long and complicated assignments   |   |   |   |   |   |   |
| Concentrating or remembering information when I am distracted by what is going on around me |   |   |   |   |   |   |
| Deciding how to tell which tools, books, & notebooks go with each task or class             |   |   |   |   |   |   |
| Dividing a big job into sub-tasks   |   |   |   |   |   |   |
| Doing the hard work first before I am too tired or bored                                    |   |   |   |   |   |   |
| Doing things in the right order   |   |   |   |   |   |   |
| Estimating how much time is left  |   |   |   |   |   |   |
| Figuring out what is wrong if I accidentally skip a step                                    |   |   |   |   |   |   |
| Finding something if it's not exactly where I thought it should be                          |   |   |   |   |   |   |
| Finding the right place (so I can find them again) for all the "things" I need to organize  |   |   |   |   |   |   |
| Finding things in my locker or desk   |   |   |   |   |   |   |
| Finishing a long task without a check-list or outside help                                  |   |   |   |   |   |   |
| Finishing detailed work without recusing or incentives                                      |   |   |   |   |   |   |
| Finishing work when the assignment is too vague or when I'm not given specific due dates    |   |   |   |   |   |   |
| Getting a task done without daydreaming   |   |   |   |   |   |   |
| Getting my work done in the allotted time   |   |   |   |   |   |   |
| Highlighting just the most vital information  |   |   |   |   |   |   |
| Keeping my notebook in order  |   |   |   |   |   |   |
| Keeping track of assignments  |   |   |   |   |   |   |
| Knowing how long something takes to complete  |   |   |   |   |   |   |
| Knowing which papers I should keep in my notebook / files                                   |   |   |   |   |   |   |
| Learning new things while sitting perfectly still   |   |   |   |   |   |   |
| Lining up math problems   |   |   |   |   |   |   |
| Listening to long and complex directions  |   |   |   |   |   |   |
| Making the best choices   |   |   |   |   |   |   |
| Memorizing seemingly unrelated information so I can retrieve it for a task or test          |   |   |   |   |   |   |
| Moving smoothly from one task to another without anxiety                                    |   |   |   |   |   |   |
| Not just putting everything in one pile   |   |   |   |   |   |   |
| Putting things in the correct folder  |   |   |   |   |   |   |
| Reading clocks  |   |   |   |   |   |   |
| Remembering how to do something unless I have practiced it over and over                    |   |   |   |   |   |   |
| Remembering how to do things without a lot of repetition                                    |   |   |   |   |   |   |
| Remembering the final goal because I'm so caught up in the step by step process             |   |   |   |   |   |   |
| Taking in all the details that everyone else does   |   |   |   |   |   |   |
| Understanding how two things are related  |   |   |   |   |   |   |
| Understanding the benefit of doing things in a structured set of steps                      |   |   |   |   |   |   |
| Skipping steps in a task unless they are written out  |   |   |   |   |   |   |
| Staying on one topic while writing  |   |   |   |   |   |   |

# Organization Problems Inventory

[http://www.at-udl.com/library\\_bkup/DATA/Consideration%20and%20Evaluation/Organization%20Inventory.pdf](http://www.at-udl.com/library_bkup/DATA/Consideration%20and%20Evaluation/Organization%20Inventory.pdf)

# Tests

## **Inhibition (Inhibit)**

- Go-No-Go Tasks
- NEPSY-II (Auditory Attention and Response Set; Inhibition; Statue)
- Stroop Color-Word Test

## **Working Memory**

- WISC-IV (Digit Span, Letter-Number Sequencing)
- WJIII:COG (Numbers Reversed, Auditory Working Memory)

## **Planning, Reasoning, Problem Solving**

- NEPSY-II (Block Construction)
- WISC-IV (Block Design, Matrix Reasoning, Picture Completion, Picture Concepts)
- Tower Tests

# Tests

- Cognitive Assessment System (Naglieri Das, 1997)
  - Planning and attention
- Children's Category Test (Boll, T. 1993)
  - Shift

Can we teach these skill  
deficits?

# Can Instruction Change the Brain?

Applying rote learning to meaningful activities activates neural networks that then undergo the cellular changes of neuroplasticity that link them to larger neural networks of related information

Judy Willis, Neurologist and Teacher

How do we teach  
these skills?



# Types of Social Skills Deficits

**Skill Acquisition:** Student does not know how to perform or cannot discriminate when appropriate.

**Performance:** Student knows what to do but fails to do it at acceptable levels in real life situations.

**Fluency:** Student knows how and performs at acceptable levels but is awkward and unpolished.

# Direct Instruction

| <b>Who?</b>   | <b>What?</b>   | <b>When?</b>   |
|---|--|--|
| <ul style="list-style-type: none"><li>• General Educator</li><li>• Special Educator</li><li>• SLP</li><li>• Counselor</li><li>• OT</li><li>• PT</li><li>• Others???</li></ul> | <ul style="list-style-type: none"><li>• Define</li><li>• Describe</li><li>• Rationale</li><li>• Model</li><li>• Practice</li><li>• Feedback</li><li>• Situations</li></ul> | <ul style="list-style-type: none"><li>• Mini Lessons</li><li>• Small Groups</li><li>• Incidental Teaching<br/>Throughout Day</li><li>• Therapies</li></ul> |

# Steps for Teaching

- Establish a goal;
- Develop simple steps towards meeting the goal;
- Ensure the person has the skills to do each step;
- If skills are missing, establish methods of structuring the task differently;
- Model and practice the target skill
- Consider the use of chaining, shaping, and reinforcing for issues of ‘learned helplessness’
- Supervise, monitor, and provide feedback.

•Lim-Perez, C. (2013).

# Executive Functioning: Behavior Categories

# Executive Functioning

## Behavior Regulation

- Inhibit
- Shift
- Emotional Control

## Metacognition

- Initiate
- Working Memory
- Plan/Organize
- Organization of Materials
- Monitor

# Replace negative labels with the missing skill deficit . . .

| <b>Rather than saying . . .</b>     | <b>Say he/she has weak skills in the area of. . .</b> | <b>And has difficulty. . .</b>   |
|-------------------------------------|---|----------------------------------|
| He's a class clown                  | Inhibit   | Stopping his own behavior        |
| She's hard headed                   | Shift   | Changing as circumstances change |
| He has meltdowns or temper tantrums | Emotional Control                                     | Regulating his emotions          |

Adapted from information provided by Amy Buie

# Replace negative labels with the missing skill deficit . . .

| <b>Rather than saying . . .</b> | <b>Say he/she has weak skills in the area of. . .</b> | <b>And has difficulty. . .</b>       |
|---------------------------------|---|--------------------------------------|
| She's lazy                      | Initiate  | Beginning a task or generating ideas |
| He's forgetful                  | Working Memory  | Holding information in his head      |
| She's scatterbrained            | Plan/Organize   | Managing task demands                |
| He doesn't care                 | Organization of Materials                             | Collecting and storing things        |
| She is clueless                 | Monitoring  | Self-regulation                      |

Adapted from information provided by Amy Buie

# For Each Category. . .

- Definition
- What Does It Look Like
- Environmental Support
- Skill Development Strategies
- Games and Apps for Skill Development



# Executive Functioning

Behavior  
Regulation

- **Inhibit**

- Shift
- Emotional Control

Metacognition

- Initiate
- Working Memory
- Plan/Organize
- Organization of Materials
- Monitor

# Inhibit



- The ability to master thoughts and impulses so as to resist temptations, distractions, and habits, and to pause and think before acting.
- The gateway to other EF
  - Deficits in behavioral inhibition
    - Impulsive, Can't stop an action when asked
  - Deficits in cognitive inhibition
    - “Daydreams”, “off topic”

# Inhibit

- Three different types of inhibition (Friedman and Miyake 2001)
  1. Inhibition of prepotent responses
  2. Resistance to interference
  3. Resistance to proactive interference



# Inhibit

- Also known as:
  - Self-control
  - Impulse-control
  - Response inhibition
- Antonym: Impulsivity

# Difficulties with Inhibit:

## *What Does it Look Like?*

Does the student:

- Answer questions without thinking?
- Answer questions for others?
- Begin tasks without finishing reading or listening to directions?
- Physically respond quickly (ex. darts across street to get something)?

# Difficulties with Inhibit:

## *What Does it Look Like?*

Does the student:

- Interrupt others or violate physical boundaries?
- Make comments that can be considered rude, insensitive, or disrespectful?
- Engage in constant noise making, chatter, or talking?

# Difficulties with Inhibit:

## *What Does it Look Like?*

Does the student:

- Engage in potentially physically aggressive behaviors with others?
- Have difficulty waiting
- Need to be told “no” or “stop that” frequently?

# Difficulties with Inhibit:

## *What Does it Look Like?*

Does the student:

- Get out of his or her seat at wrong time?
- Have trouble putting on the “brakes”?
- Get in trouble if not supervised by an adult?
- Not think of consequences before acting?



# Environmental Supports: Inhibit

- Reduce distractions within the environment
- Plan for short tasks
- Incorporate movement within the task or between sedentary tasks

# Environmental Supports: Inhibit

- Allow use of fidgets
- Use timers and other visuals to support waiting
- Provide structured routines and schedules with embedded choices

# Skill Development: **Inhibit**

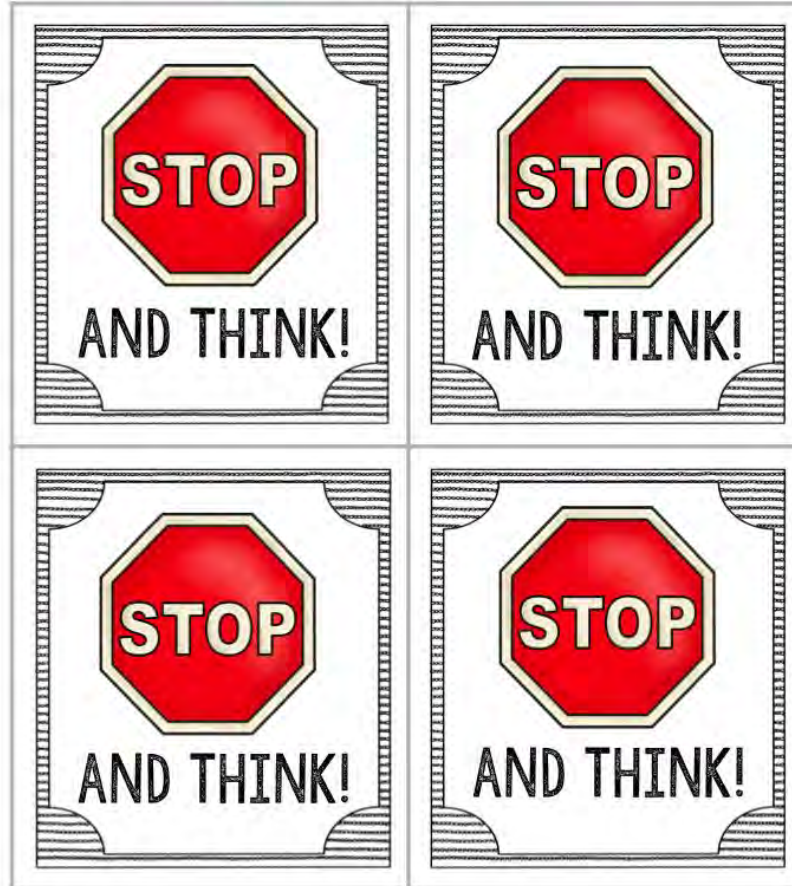
- Preteach immediately before situations where student is likely to be impulsive
- Help the person to understand another person's perspective
- Teach verbal meditation such as self-talk

# Skill Development: **Inhibit**

- Include self-monitoring to increase awareness of their own performance
- Use Behavior Cue Cards



Copy and attach to popsicle sticks. Use as a visual cue when students blurt during lessons.



**HERE IS WHAT TO THINK ABOUT BEFORE STARTING A NEW TASK:**

- 1. STOP**  

  - Stop what I am doing.
- 2. THINK**  

  - What do I need to do?
  - Do I have a checklist that I can use?
- 3. PLAN**  

  - Plan the steps needed to finish the task.
  - Fill out the checklist that I can use.
- 4. DO**  

  - Sit down and start working!

# SODA

- The SODA Strategy is a step-by-step strategy designed to lead students through successful social interactions both inside and outside of the classroom
- Stop, Observe, Deliberate, Act (SODA)
- Each SODA component includes three to five questions or statements that serve as an ongoing cueing system





## Stop

Provides a framework for students to evaluate the setting.

1. What is the room arrangement?
2. What is the activity, schedule, or routine?
3. Where should I go to observe?



## Observe

Prompts students to be aware of social cues used by others.

1. What are the people doing?
2. What are the people saying?
3. What is the length of the typical conversation?
4. What do people do after they have talked?



## Deliberate

Helps students develop a plan for what to do or say.

1. What would I like to say?
2. What would I like to do?
3. How will I know if others would like to continue talking or end the conversation?

## Act

Encourages students to act on the plan and engage successfully with others.

1. Approach person(s) to talk to.
2. Greet the person(s).
3. Listen and ask related questions.
4. Look for cues to know if the person(s) would like to continue talking or end the conversation.
5. End conversation; walk away.



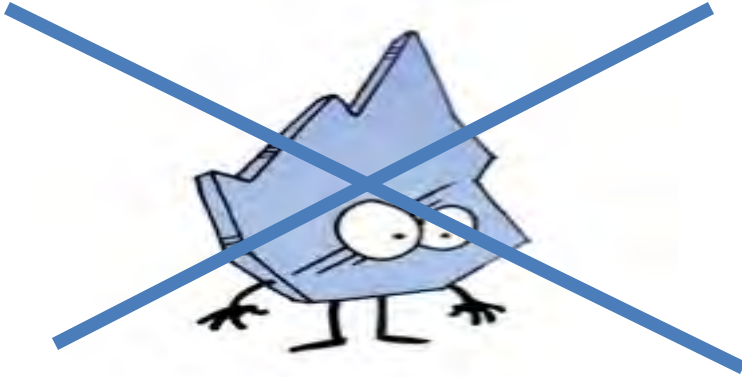
# Stop-Think-Go

- Choose key word. The funnier the better.
- Say word. When child stops he/she thinks about options
- For each option ask 3 questions
  - *“Is it going to hurt anyone?”\**
  - *“Is it going to hurt me?” \**
  - *“Is it going to help me?”*
- Go with choice
- Evaluate

*Stop, Think, Go for Impulsivity, Student Success!* strategies and materials (c) 2009-2013, Monte W. Davenport, Ph.D.



**SUPERFLEX<sup>®</sup>**



# Choiceworks

- Feelings
- Provides choices they can do to deal with the feelings
- Provides things they will be able to do once they handle their feelings.



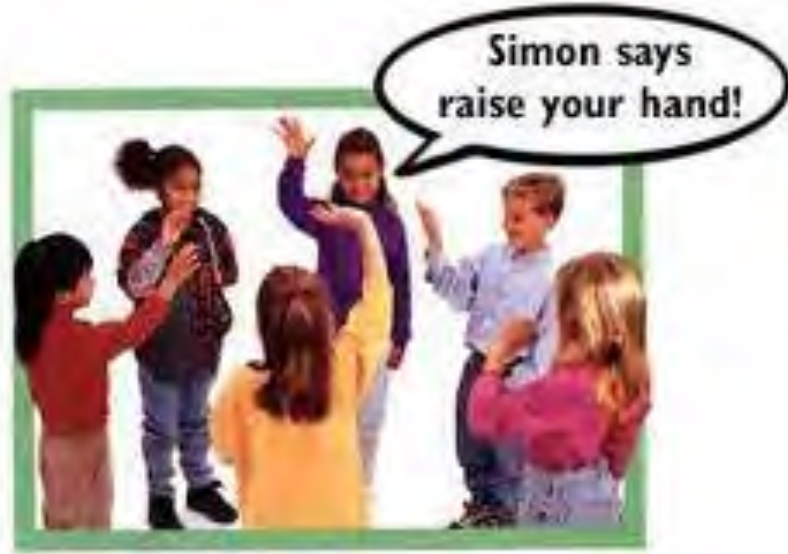
# Choiceworks

- Waiting opens the timer section
- Not only can the child see how much time is left they can also see choices provided while they are waiting.



# Games

## Simon Says



- Simon Says-example of inhibiting control under one circumstance (Simon didn't say) but responding to the command under another (Simon Says)

# Executive Functioning

Behavior  
Regulation

- Inhibit
- **Shift**
- Emotional Control

Metacognition

- Initiate
- Working Memory
- Plan/Organize
- Organization of Materials
- Monitor

# Shift



- Also known as Cognitive Flexibility
- Shifting is ‘the ability to shift to a different thought or action according to changes in the situation’ (Hill, 2004)



# Shift

- Examples
  - Copying information from the whiteboard requires shifting between the whiteboard and the notebook
  - Stopping math to begin reading
  - Talking to a friend about your new favorite music artist and the friend says “Hey, are you going to the football game tonight?”

# Shift

- Shifting can occur in the following ways:
  - From internal to external stimuli
  - Relevant external stimuli vs. irrelevant external stimuli
  - From self to others
  - From another person back to internal stimuli for comparison of what s/he said vs. own thoughts

# Shift

- Generating internal thoughts as compared to what s/he will think
- Verbalizing thoughts while comparing person's reaction to see if reaction matches predictions made in step 4.
- If s/he has a different reaction, search internal "database" to problem solve what went wrong and how can error be corrected (i.e., need more information? Need clarification of verbalization - Oh, I mean...)

# Shift

- Speed of Shifting
  - Shifts too quickly
    - “Distractible”, “Doesn’t finish”
  - Shifts too slowly
    - “Daydreams”, “off-topic comments”
  - “Rigid”, “Perseverative”

# Difficulties with Shift:

## *What Does it Look Like?*

Does the student:

- Have difficulty ending one task to move on to the next, even if it is a preferred?
- Become frustrated when a task or activity is ending?
- Have a drive to finish or complete the task/activity at hand before moving on?

# Difficulties with Shift:

## *What Does it Look Like?*

Does the student:

- Become rigid and resistant to change?
- Have difficulty with changes in plans, environment, expectations, schedules, and/or staffing?
- Seem “rule bound” and gets upset easily when others do not follow the rules?

# Difficulties with Shift:

## *What Does it Look Like?*

Does the student:

- Become upset when asked to try a task a different way?
- Have difficulty finding a different way to complete tasks?
- Have difficulty letting go of a disappointment?

# Difficulties with Shift:

*What Does it Look Like?*

Does the student:

- Have trouble getting used to new situations?
- Think too much about the same topic?
- Get stuck on one topic or activity?



# Environmental Support: Shift

- Avoid making sudden and abrupt changes.
- Involve the person in changes when possible.
- Prime for new tasks/places/people with rehearsals and “dry runs”
- Simplify or shorten tasks whenever necessary and especially when novelty or a new method is involved.

# Environmental Supports: Shift

- Provide an increase in reassurance, reinforcement, and support throughout new process.
- Verbally cue for preparation before the transition begins
- Develop tasks that are structured with a natural ending point. If no ending point can be found, timers can be useful

# Environmental Supports: Shift

- Give appropriate amount of time to complete or shorten task
- Talk about what is being finished and what is next

# Environmental Supports: Shift

- Ask questions about or make statements about what was liked or not liked in the ending task and what might be fun, interesting, or exciting about the next task;
- Begin cleaning up/ putting things away and/or using objects to cue transition;
- Move yourself into a different area to cue transitions.

# Skill Development: **Shift**

- Use social narratives to explain situations and expectations.
- Teach coping strategies, and relaxation strategies.
  - Progressive Muscle Relaxation

# RELAXATION ROUTINE

1. SIT  
ON A CHAIR...

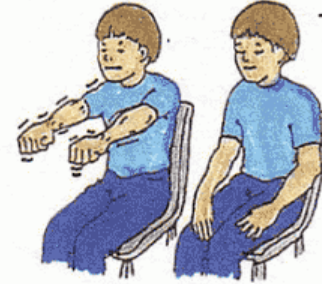


2. "SCRUNCH"  
UP YOUR  
FACE...



THEN...  
RELAX  
IT...

3. TENSE  
YOUR  
ARMS...



THEN...  
RELAX  
THEM

4. TENSE UP YOUR  
SHOULDERS  
AND CHEST...



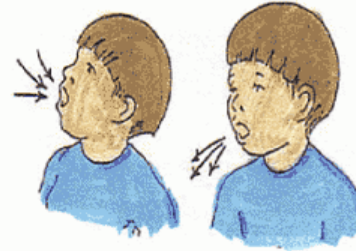
THEN...  
RELAX  
THEM

5. TENSE UP  
YOUR LEGS...



...THEN RELAX!

6. BREATHE  
IN  
RELAXATION...



...BREATHE OUT  
TENSION

# Skill Development: Shift

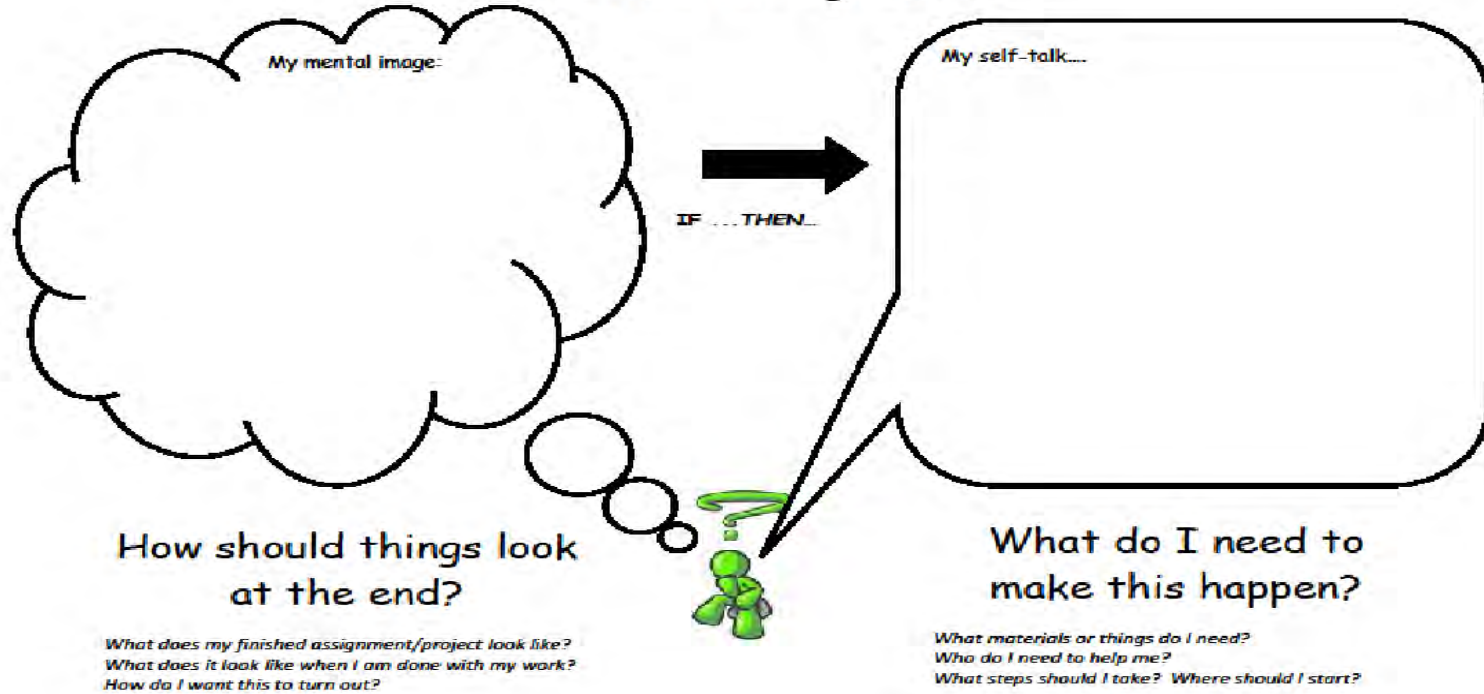
- Practice shifting attention and cognitive set by working with two to three familiar tasks and rotating them at regular intervals.
- Teach students about their own inflexibility-there is only one right way of doing things, or only one solution to a problem.
- Teach strategies to prepare for situations that don't have a predictable outcome.

# Relaxation Wheel





## If-Then Planning Bubbles





# **SUPERFLEX**

**Superflex takes on Rock Brain  
and the Team of Unthinkables**

**...A New Beginning...**



WRITTEN BY:  
**STEPHANIE MADRIGAL**  
ILLUSTRATED BY:  
**KELLY KNOPP**

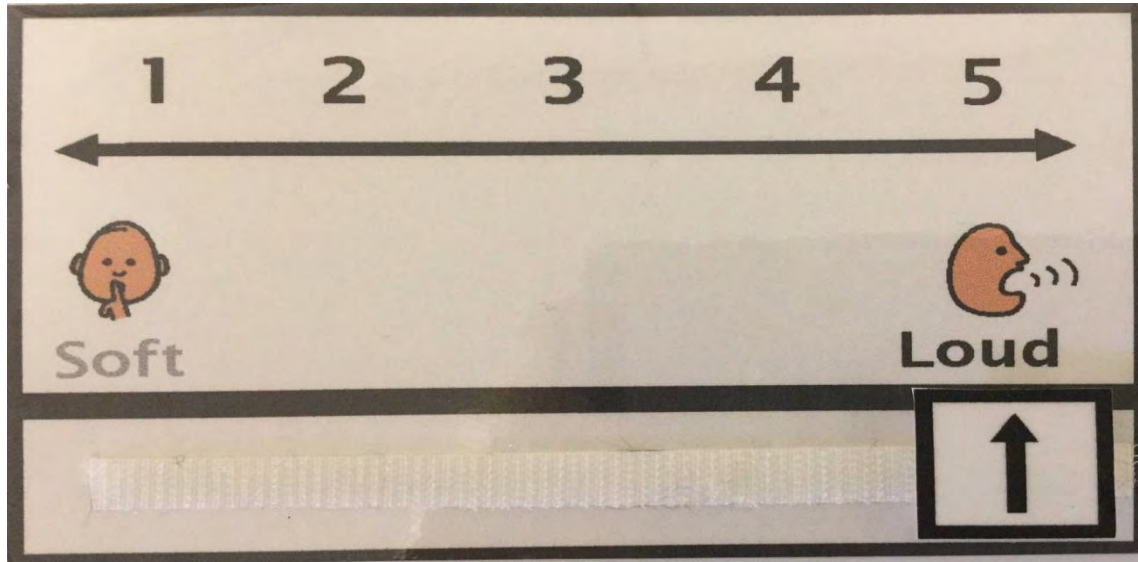


**Rock Brain-  
I make people  
get stuck on  
their ideas**

***SocialThinking.com***

[http://srsp.weebly.com/uploads/7/2/4/4/7244139/appendix\\_b  
\\_-\\_cards.pdf](http://srsp.weebly.com/uploads/7/2/4/4/7244139/appendix_b_-_cards.pdf)

- Visual scales- can represent levels of a behavior or concept



# Choiceworks

- Scheduler connects your to the visual schedule section
- 165 pre-loaded images and audio bytes but you can upload your own photos and audio



# Shift: Apps



[Set Pro HD](#) (\$4.99) is the classic game of visual perception and set-shifting. The interactive tutorial makes learning the game simple and your student can play solitaire-style or can challenge a friend in multi-player mode.

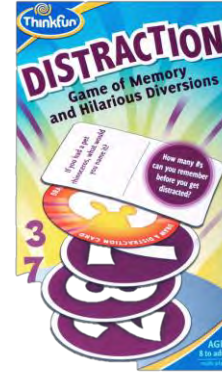
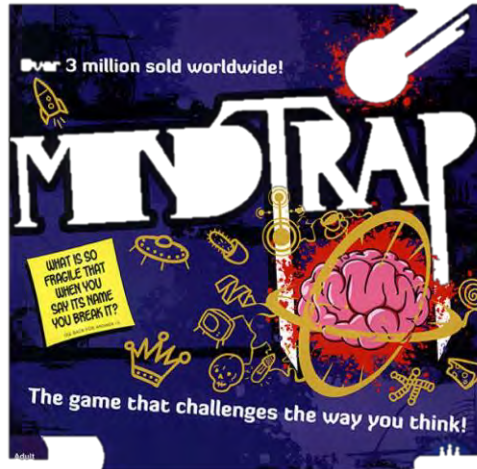


[Your Fantastic Elastic Brain](#) (\$4.99). , “this innovative and timely interactive edutainment app teaches children that they have the ability to stretch and grow their own brains. It also delivers the crucial message that mistakes are an essential part of learning and introduces children to the anatomy and various functions of the brain in a fun and engaging way....”



[Towers of HanOINK!](#) (\$0.99). Players move a stack of animals from a tree stump on the left to one the right by moving one animal at a time. Only smaller animals can stand on the backs of larger ones.

# Games



# Executive Functioning

## Behavior Regulation

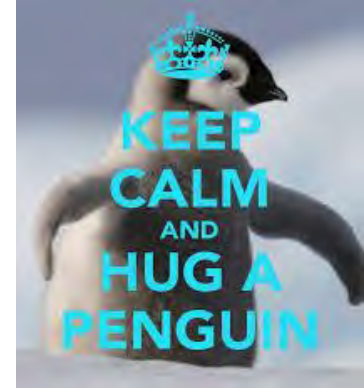
- Inhibit
- Shift
- Emotional Control

## Metacognition

- Initiate
- Working Memory
- Plan/Organize
- Organization of Materials
- Monitor



# Emotional Control



- The ability to modulate emotional responses by bringing rational thought to bear on feelings.



*Life is 10% what happens  
to us and 90% how we react  
to it.*

(Charles Swindoll)

# Emotional Control

- Deficits in emotional control present as:
  - Over-emotional, over-sensitive, immature, moody, easily frustrated
  - Inability to “pump up”, unenthusiastic



# Difficulties with Emotional Control:

## *What Does it Look Like?*

Does the student:

- Overreact to small problems?
- Have explosive, angry outbursts?
- Have outbursts for little reason?
- Have frequent mood changes?
- React too strongly to difficult situations?

# Difficulties with Emotional Control:

## *What Does it Look Like?*

Does the student:

- Have angry or tearful outbursts that are intense but end suddenly?
- Frustrate, anger, or become discouraged/give up quickly?
- Make comments such as, “I can’t do that”, “it’s too hard”, “I’m not smart enough”?

# Difficulties with Emotional Control:

## *What Does it Look Like?*

Does the student:

- Engage in challenging behaviors (attempts to avoid, give up, or becomes aggressive) with difficult tasks, when problems arise, or with new or novel tasks?

# Emotional Control: Airplane Emergency Exit



**Do not teach your children  
never to be angry; teach  
them how to be angry.**






**~Lyman Abbott**

*Applies to any “negative” emotion that can  
lead to behavior problems*

# Skill Development: Emotional Control

- Identify triggers for emotional issues
- Help the person learn these triggers if possible
- Help the person identify solutions and choose the best solution
- Break the strategy down into manageable and simple steps



|   |                            |   |
|---|----------------------------|---|
| 5 | This makes me feel angry   |   |
| 4 | This makes me feel upset   |  |
| 3 | This makes me feel nervous |  |
| 2 | This sometimes bothers me  |  |
| 1 | This never bothers me      |  |

Triggers chart for \_\_\_\_\_

# **Skill Development: Emotional Control**

- Teach and reinforce the steps and process when person is calm and/or in mildly upsetting circumstances initially
- Teach positive self-talk
- Model self-talk as an appropriate emotional modulation

# **Skill Development: Emotional Control**

- Teach the student to categorize issues as “a big deal” or “a little deal.”
- Teach the individual a ‘script’ to help with self-monitoring

# 'It's Too Heavy'

## An Oscar-Worthy Toddler Tantrum



# Big Deal, Little Deal

Hanna Bogen, B.A. Graduate Clinician, University of Washington



# Size of My Problem



# Size of My Reaction

| My Problem  | 10 | 10 | What I did | Emotion Words                                   |
|---|----|----|------------|---|
| <b>Big:</b><br>Adults need to solve<br>_____<br>_____                       | 10 | 10 | _____      | Really...<br>Scared<br>Hurt<br>Upset<br>Worried |
| <b>Medium:</b><br>Someone needs to help me (often adults)<br>_____<br>_____ | 7  | 7  | _____      | Worried<br>Frustrated<br>Confused<br>Sad<br>Mad |
| <b>Small:</b><br>I can solve myself<br>_____<br>_____                       | 4  | 4  | _____      | A little...<br>Worried<br>Annoyed<br>Sad        |

- Write my problem.
- Circle the size of the problem number (left side).
- Circle the size of the reaction number (right side).
- Explain how I reacted (What I did).
- Draw a line from the problem number to the reaction number.
  - If my reaction size was the same size as my problem, or smaller, people usually don't think a new problem was created.
  - If my reaction size was bigger than my problem size, this often creates a new problem for the people around me.
  - If the line went "up" to a bigger reaction size, the new problem could be \_\_\_\_\_

# Developing a Self-Talk Script

- Identify/label the issue (e.g., “I’m mad”.... or “It is really hot out here.”)
- State the reason (e.g., “We’re having white instead of brown gravy, and everyone knows you have brown gravy with roast beef” ..... “I get all sweaty and itchy”)
- Offer a strategy (e.g., “Maybe I can get some chocolate milk and get out of here” ... “Maybe I can sit under a tree and cool down”)
- General reassurance (e.g., “There you go. Good idea.” ... “You see, that’s better!”)

# Skill Development: Emotional Control

- Practice response delay techniques (leaving the situation, counting before responding)
- Use emotional regulation thermometer with each level tied to a specific response delay techniques
- Develop emotional vocabulary
- Develop emotional scripts for dealing with situations that provoke strong emotions



# The Incredible 5 Point Scale






Buron & Curtis, 2003

- Teaches students to identify and label their own emotions
- Helps students identify and manage behavioral responses to emotions
- Can be used to address social skills, such as voice volume, personal space
- Represents emotions and social skills visually

# Ben's 5 Point Scale for Mad/Angry

| Rating | Looks/sounds like   | Feels like   | Safe people/I can <i>try</i> to . . .                                       |
|--------|---|--|---|
| 5      | Swearing, breaking or throwing stuff, clenched teeth, hitting | I have to break something, I need to get out, like I will explode! | Ask someone to help me leave, take a walk, ask people to not talk to me yet |
| 4      | Swearing, angry face  | Mad, hot inside  | Leave the room with permission, go to Mrs. Harbaugh                         |
| 3      | Not talking, pacing, a little swearing                        | Upset, frustrated  | Go get a drink, short walk  |
| 2      | Not happy, might still talk to others                         | Confused   | Ask to talk to Mrs. Harbaugh, try deep breathing                            |
| 1      | Doing my work, asking for help                                | Ok   | Ask teacher for help, try deep breathing if starting to get madder          |

# Fill in your own Stress Scale

| Level | Person, place or thing | Makes me feel like this:  |
|-------|------------------------|---|
| 5     |                        | This could make me lose control!!!!<br> |
| 4     |                        | This can really upset me.<br>           |
| 3     |                        | This can make me feel nervous.<br>      |
| 2     |                        | This sometimes bothers me.<br>          |
| 1     |                        | This never bothers me.<br>             |

Scale applied to how certain situations make student feel

# Using the Incredible 5 Point Scale for Emotional Regulation

- Importance of Columns 2, 3 & 4

*Column 2 & 3 – provides visual breakdown of what the emotion looks like and feels like at each level*

*Column 4 – provides the student with appropriate behavioral response choices for each level*

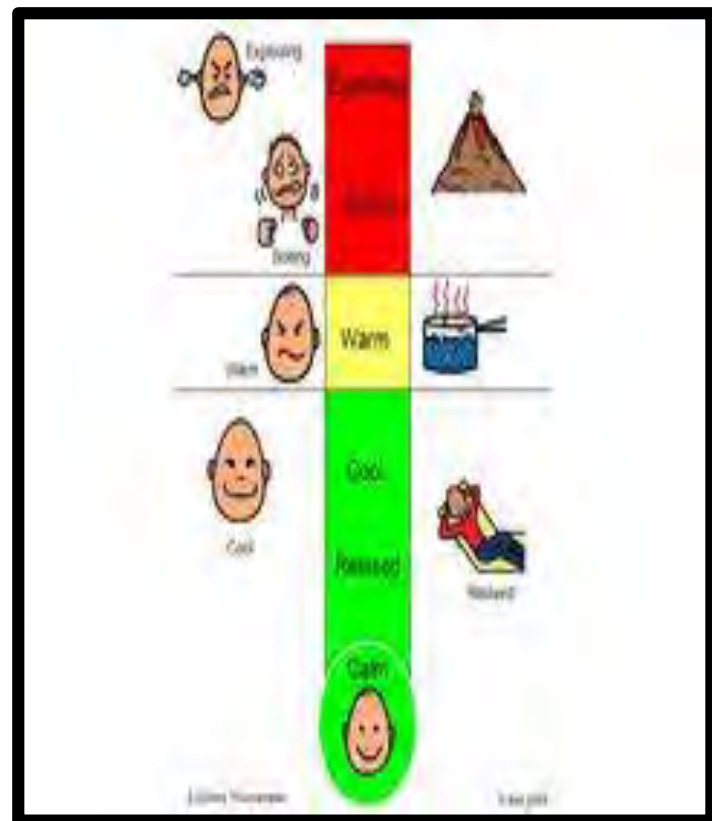
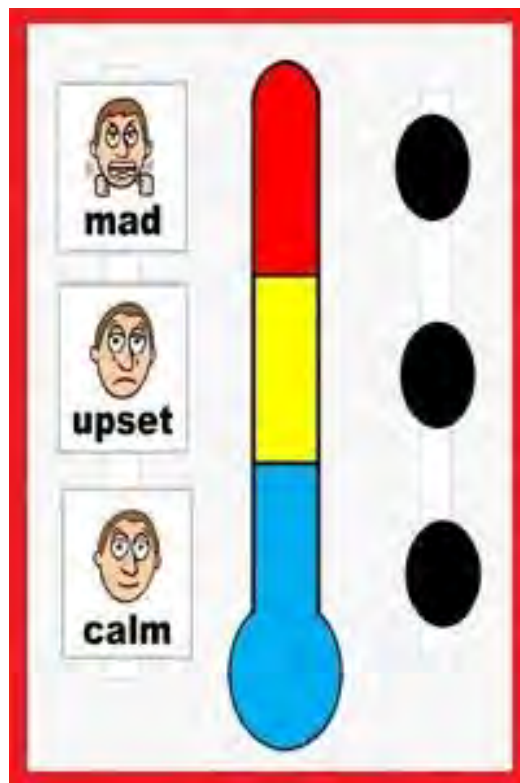
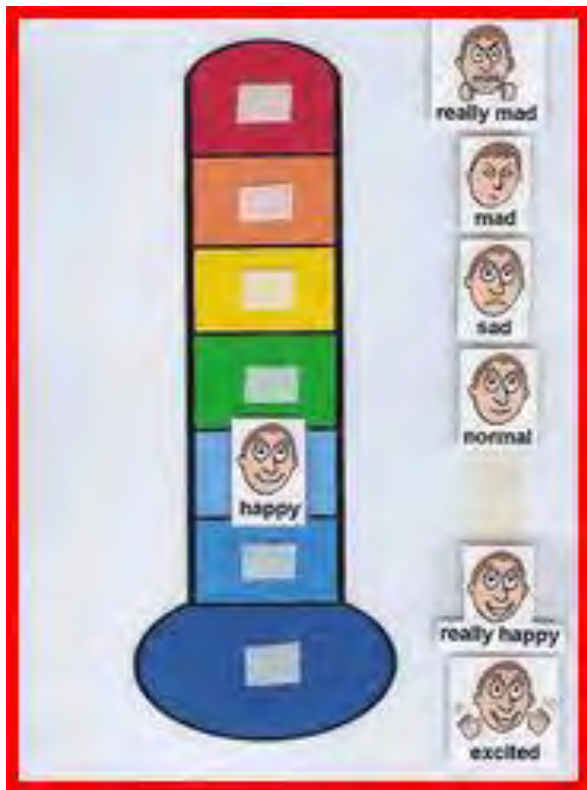
***\*\*Linking these parts together helps the student learn to recognize physically where they are on the scale and carry out appropriate strategies.***

# Self-Regulation Meters



Created by Heather Ayers, Fun for Learning

# Emotion Thermometers



# Zones of Regulation

- Teaches students about self-regulation and controlling difficult emotions by Leah Kuypers, M.A., Ed, OT/L. The “Zones of Regulation”, are described by the author as, *“..... a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in, controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.”*
- • Weaves principals from the field of sensory integration, use of the 5 Point Scale (Dunn-Buron & Curtis, [www.5pointscale.com](http://www.5pointscale.com)) and the principles of social cognition as described by Michelle Garcia Winner, ([www.socialthinking.com](http://www.socialthinking.com)).

# Surfing the “Worry Wave”

- Teach students that worry and anxiety are normal and that they come and go like a wave in an ocean.
- “The trick is to ride the “worry wave” through to the end until it comes to shore, as if they were riding a surfboard, rather than getting swallowed up by it and knocked off the surfboard.” (Meltzer, 2010, p. 197)
  - Students can take deep breaths and use self-talk: *“This is just a worry wave. I can ride it out and stay on top. It will pass very soon. In the meantime, I can take deep breaths or image of a peaceful place”*



# Positive Self-Talk

- **I've tried these kinds of problems before. I can do them again.**
- **I can do the easy ones first and then ease into the more difficult ones.**
- **If I get stuck, I can ask for help.**
- **If I make a mistake, it'll be ok.**



**Glassman-  
I make people  
have huge  
upset reactions**

***SocialThinking.com***

# Ask me to recite my coping skills!

Date/Initials

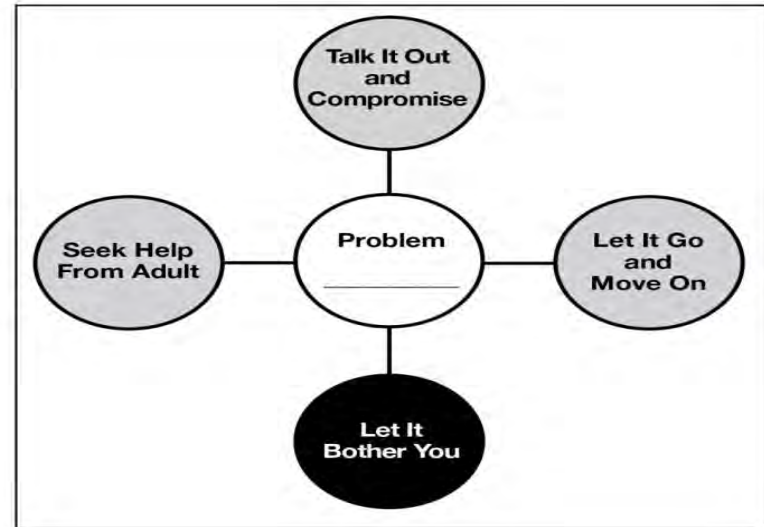


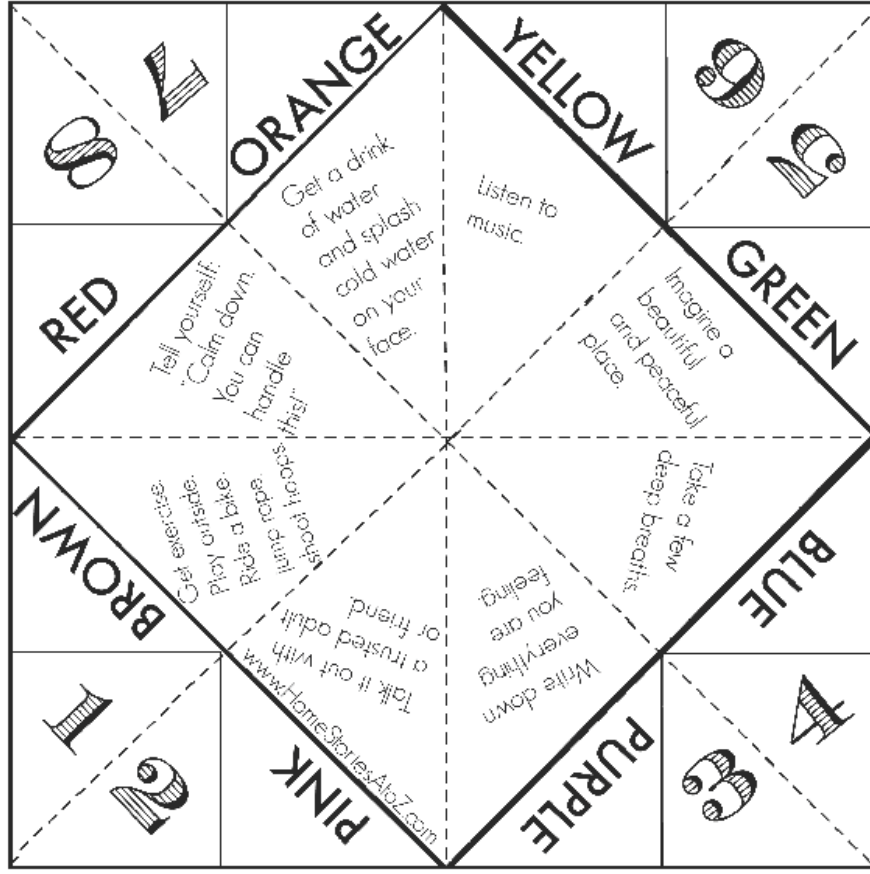
**Some good choices I can make to help me calm down and feel better are:**

- 1. I can use my words to tell an adult how I feel.**
- 2. I can ask for a break.**
- 3. I can take deep breaths.**
- 4. I can think about things that I like to do and that make my happy.**

# Problem Solving

- Knowing when there is a problem to be solved
- What are some solutions to the problem?
- Possible outcomes?





#### ANGER CATCHER DIRECTIONS

1. Cut out the anger catcher and turn it face down.
2. Fold each corner towards the center so that the numbers and colors are facing you.
3. Turn it over and again fold each corner into the center so that the color names are visible.
4. Fold it in half so that the color names are touching and the numbers are on the outside. Now open it and fold it in half the other way.
5. Insert your thumb and first finger of each hand (pinching motion) under the number flaps.
6. Close the anger catcher so only the numbers show.

**TO USE:** Pick a number and open and close the anger catcher that number of times. Next, pick a color and spell out the color name, opening and closing the anger catcher for each letter. Then pick a color that is visible and open that flap. Read what it says and practice that anger management technique! This game can be played with one or two players and is a great way to teach self-soothing techniques.



## Mood Meter (\$.99)

<http://moodmeterapp.com>

This app builds emotional regulation by:

- Expanding emotional vocabulary
- Learn what causes the feeling
- Notice patterns in feelings over time
- Learn effective strategies to regulate feelings
- Check in regularly to monitor feelings and prompt the use of effective regulation strategies

# Mood Meter-6 Main Components



1. Plot feelings
2. Describe why you have that feelings.
3. Select a strategy to shift your feelings.
4. View personal reports to track your feelings.
5. Receive reminders to check in with yourself.
6. Share feelings with friends.

## **Tame the Anger Monster (\$1.99)**

**<https://itunes.apple.com/us/app/taming-the-anger-monster/id445990430?mt=8>**

This app explains how anger works in the body in basic terms, and gives 15 techniques to assist the child in coping with and curbing anger. It also includes a guided meditation MP3 for the child to listen to daily to reinforce the anger management skills. It is appropriate for kids ages 4-12 and is easy enough for a child to use alone or can be used by a parent or therapist in teaching coping skills.







## Taming the Anger-Monster

### Techniques:

1. Draw the Anger-Monster

2. Hit a Pillow

3. Give or Get a Hug

4. Take Some Deep Breaths

5. Do the Opposite

6. Count to Ten

7. Relax Your Body

8. Talk to a Grown Up

What is Anger?

Guided Meditation



## Write a Letter

Writing a letter to the person you are angry with helps you get the feelings out. You do not have to mail it, just writing the feelings down helps.



Back



**iStress (\$.99)**

**<https://itunes.apple.com/us/app/istress/id308147604?mt=8>**

This app is designed to provide all modes of stress reduction including monitoring, relaxation, positive thinking, humor, and developing an encouraging attitude toward stress. It provides a daily/weekly record of stress levels related to thoughts and emotions.

# iStress Main Menu



[Main Menu](#)

## Quotes

**When everything seems to be going against you, remember that the airplane takes off against the wind, not with it.**

Henry Ford

**The block of granite which was an obstacle in the pathway of the weak becomes a stepping-stone in the pathway of the strong.**

Thomas Carlyle

**Most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no hope at all.**

Dale Carnegie

**Every problem has a gift for you in its hands.**

Richard Bach

Verizon

4:49 PM

52%

Main Menu

# Reframe

Info

I always fail.

I'll never live this down.

I never succeed.

I know it won't work out.

Since I feel bad things must be bad.

I'm a loser.

It's all my fault.

I'll never get over this.

00:00

01:55

Clear

Play

# Games



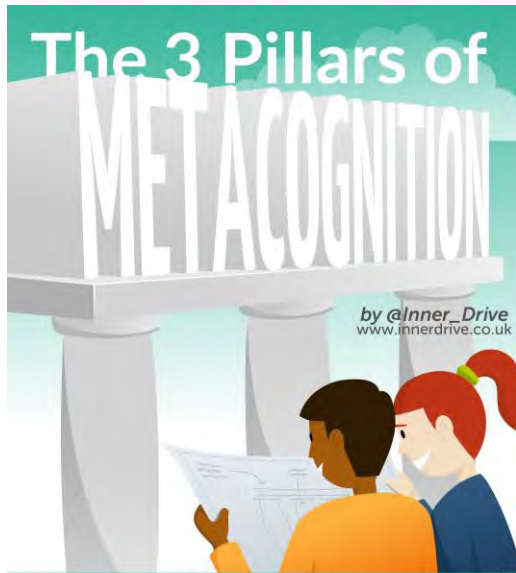
# Executive Functioning

## Behavior Regulation

- Inhibit
- Shift
- Emotional Control

## Metacognition

- Initiate
- Working Memory
- Plan/Organize
- Organization of Materials
- Monitor



### 1 Growth Mindset

Know that ability is not fixed, go out and improve

### 2 Goal Setting

Set Goals and monitor them

### 3 Evaluation

Evaluate your performance and adjust

## 9 Questions to Improve Metacognition

by @Inner\_Drive  
www.innerdrive.co.uk

**Before**

- ▶ Is this similar to a previous task?
- ▶ What do I want to achieve?
- ▶ What should I do first?

**During**

- ▶ Am I on the right track?
- ▶ What can I do differently?
- ▶ Who can I ask for help?

**After**

- ▶ What worked well?
- ▶ What could I have done better?
- ▶ Can I apply this to other situations?

## 8 Ways to Develop Metacognitive Skills

by @inner\_drive | www.innerdrive.co.uk



### Know You Don't Know it All

Knowing the gaps in your knowledge is key



### Set Yourself Great Goals

Goals should be both challenging and realistic



### Prepare Properly

5 minutes spent preparing is an hour saved later on



### React Better to the Feedback You Get

Feedback that is sought but not actioned is a wasted opportunity



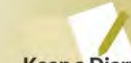
### Monitor Your Performance

Don't wait until the end to see how you are doing



### Seek Out Feedback

This improves your knowledge base, helping you make better choices



### Keep a Diary

This will improve self-awareness



### Ask Yourself Good Questions

'Is this similar to previous tasks?', 'what should I do first?' and 'what would I do differently next time?'





# Executive Functioning

## Behavior Regulation

- Inhibit
- Shift
- Emotional Control

## Metacognition

- **Initiate**
- Working Memory
- Plan/Organize
- Organization of Materials
- Monitor

# Initiate

- The ability to begin a task or activity and to independently generate ideas, responses, or problem-solving strategies.



# Difficulties with Initiation:

## *What Does it Look Like?*

Does the student:

- Begin tasks only after being asked or watching others start first?
- Need cues to start even typical routines, tasks, or activities?
- Have difficulty beginning a task?
- Need cues to begin another task when initial task is complete?

# Stuck On An Escalator - Take Action



# Environmental Support: Initiate

- Highlight where to begin
- Simplify and “half start” the initial step
- Develop a start routine
- Help the person initiate and then begin to fade the prompts
- Encourage and reinforce anytime the person independently initiates

# Environmental Supports: Initiate

- Break down tasks into smaller steps
- Provide checklists for daily routines (morning routine, lunch routine, afternoon routine) and long assignments
- Verbally prompt with an “individual invitation”
- Demonstrate the first problem

# Environmental Supports: Initiate

- Work in pairs or small groups and have peers prompt
- Set a time limit and use a timer
- Refrain from labeling the student as “lazy” or “unmotivated” as this invites a power struggle
- Provide example or work sample.

# Skill Development: **Initiate**

- Teach idea generation strategies (brainstorming, advanced organizers)
- Provide “to do” lists
- Increase awareness of initiation difficulties
- Use hands on, active learning activities when possible for active student engagement
- Embed interests and preferences



# The Language of Executive Function

## Declarative Language

- Inner Voice: we use our inner voice to problem solve and plan. Talk out loud, think out loud, ponder opportunities, make predictions, reflect on past experiences.
- Perspective Taking: Provide them with critical social interaction that they may not pick up on their own.
- Big Picture Thinking: If you see the big picture you can create multiple solutions to a problem.

# The Language of Executive Function

## Declarative Language

- Problem Solving Skills: Helps students develop problem solving skills instead of just following directions. Invite students to notice the information and develop a plan. Thinking more independently and critically. Builds confidence.
- Read the Rooms: Use more open ended, noticing comments instead of directives. Visual cues are available all the time and it is important to take note of them.

# Declarative Job/Work Talk

| Declarative Job Talk (Noun Form) | Imperative Verb Form                     |
|----------------------------------|--|
| It is time to be a handwasher!   | Wash your hands.                         |
| Be a counter wiper!              | Wipe the counters.                       |
| Time to be a toothbrusher!       | Brush your teeth.                        |
| We will be a mathematician!      | Take out your homework and do your math. |
| You will be a reader!            | Read pages 5-10.                         |
| At recess be a group thinker!    | Play nice at recess.                     |
| Be a problem solver.             | Just get along.                          |
| Be a group thinker.              | Cooperate in center.                     |
| Time to be a speller.            | Time for the spelling test.              |

# S.T.O.P.

- **SPACE** - Where am I?
- **TIME** – What is happening now? Later?
- **OBJECTS** – How is the room organized?
- **PEOPLE** – What are the facial expressions/body language of the people?

# Future Glasses



Be an executive coach: Use declarative language and be sure to include a visual word: Looks like, see, imagine, picture, visualize, envision.....

# Develop Skills of Comparing Planned vs. Actual



I have to get this done by 9:30 so I can get to bed—I have a big game tomorrow (time). I will find and print all the pictures first, lay it out before glue (temporal sequential & objects). Maybe mom can show me how to print the cool background with the printer (people). If she can't I will instead color the sky gray and print some mountain pictures (if, then, plan thinking)



# Get Ready, Do, Done

Get Ready

Do

Done

3. What materials will I need?

Stage 1 (1, 2, 3): Task Planning

4. Gather materials.  
Prepare my space.

EF Skills: Plan, Sequence,  
Prioritize, Organize

2. Do

What do I need to do to match the picture? How long will each step take (estimating time).

Stage 2 (4, 5, 6): Task Execution

5. Do!

Sketch the time. Create time markers and a mid point check. Determine if there are any time robbers/remove and re-plan.

EF Skills: Initiate, Inhibit,  
Pace, Shift

1. What will it look like? Future glasses and a future sketch.

6. Stop! Clean up, review. Put in binder to return to school.

EF Skills: Self-monitor,  
Problem solve,  
Emotional regulation,  
Completing a task

## Get Ready

crayons


pencil


worksheet


## Do


Name \_\_\_\_\_


Words and Concepts  
Match each drawing with the best description.  
Write the letter **and color**.


1. \_\_\_\_\_ 

2. \_\_\_\_\_ 

3. \_\_\_\_\_ 

4. \_\_\_\_\_ 

5. \_\_\_\_\_ 


6. \_\_\_\_\_ 


a. wheel and axle  
b. pulley  
c. lever  
d. inclined  
e. wedge  
f. screw


## Done


Name Sarah


Words and Concepts  
Match each drawing with the best description.  
Write the letter **and color**.


1. G  *wood and steel*

2. F  *lever*

3. E  *inclined*

4. B  *wedge*

5. A  *screw*

6. D 

*wood and steel*  
*lever*  
*inclined*  
*wedge*  
*screw*



# Activity Plan

1. Get out a piece of paper
2. Put your name at the top of the paper.
3. Read the directions to the assignment
4. Complete the first question or problem
5. Raise hand and ask teacher for feedback
6. Complete remainder of questions or problems

ETC....

# Development of Self-Regulation

## Outside to Inside

- External—Regulation by others  
Physical self regulation, follow the rules, shared language.
- Other Regulation—(observe problem solve watching someone else)  
Practice on others, audible speech, children applying the rules to someone else.
- Internal---Regulation of Self:  
Apply rules to own behavior, stop and initiate actions towards a future goal, self talk, predictions, feelings associated with the predictions of the future.

# Becoming Independent Learning Something New

- **I Do It/** You Watch Me (External Regulation)
- **I Do It/** You Help Me (Other Regulation)
- We do it together/ **I help you** (other regulation)
- You do it/ **I watch you** (Internal Regulation)

Goal: Students Understand All Tasks Have 3 Phases and are context dependent

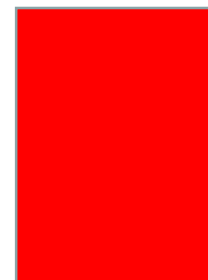


AP/WIDE WORLD

— AFTER THE GREAT STORM, MARCH 13, 1888 —



**I do/ You Watch Me**



**Get Ready**

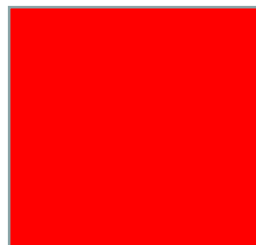
**DO**

**Done**

**Get Done**



**I do it/ You Help me**



**Get Ready**

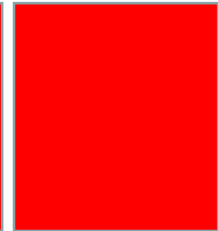
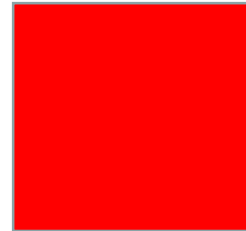
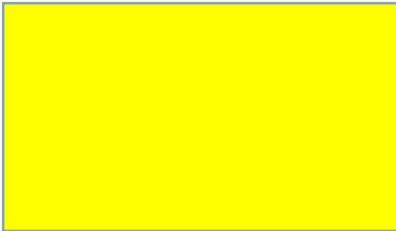
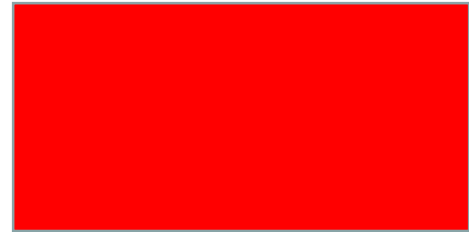
**Do**

**Done**

**Get Done**



**We do it together/  
I help you**



**Get Ready**

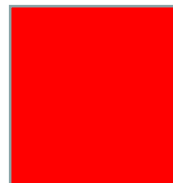
**Do**

**Done**

**Get Done**



You do it/ I watch  
you



Get Ready

Do

Done

Get Done



# VISUALS

- Use visuals and photographs whenever possible
- So many things can be accomplished using visuals on all levels  
– from start to finish
- MATCH THE PICTURE – where the finished expectation is put in to a visual and students can “see” what they need to do



## **Trello (Free)**

**<https://play.google.com/store/apps/details?id=com.trello>**

- Can make multiple lists on one screen.
- Can set due dates

# Games



Gobblet encourages kids to employ strategic thinking and builds memory.

# Executive Functioning

## Behavior Regulation

- Inhibit
- Shift
- Emotional Control

## Metacognition

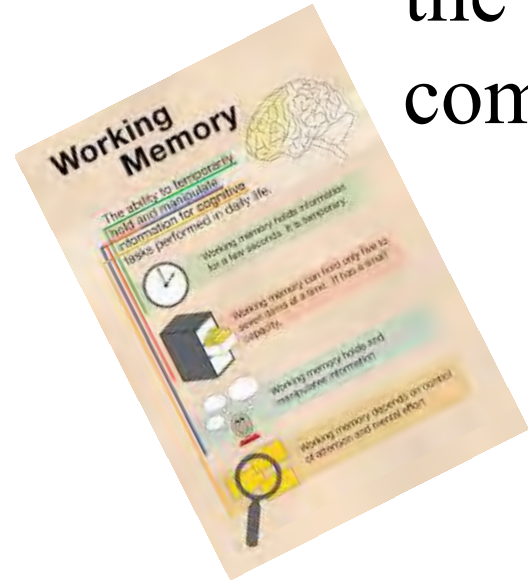
- Initiate
- **Working Memory**
- Plan/Organize
- Organization of Materials
- Monitor

# Working or long term memory



# Working Memory

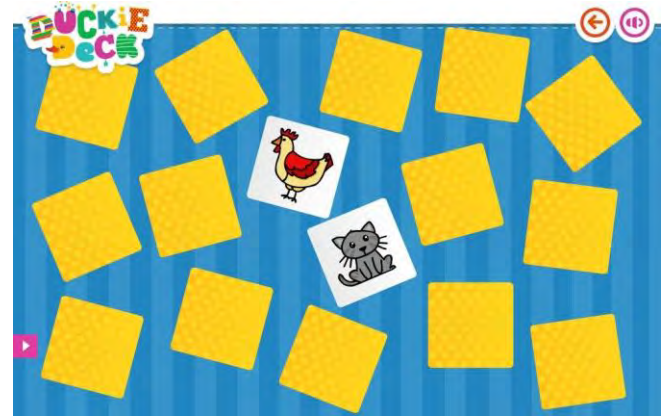
- The capacity to hold information in the mind for the purpose of completing a task.





# Working Memory

- Allows us to complete multi-step tasks
- Remember directions
- Take notes
- Understand something just explained to us
- Stick to a task until finished



# Difficulties with Working Memory:

## *What Does it Look Like?*

Does the student:

- Remember first or last part but forgets the middle directions?
- Ask for the directions to be repeated or need continued assistance to remain on task?
- Forget necessary items for task at hand (ex. frequent trips between bedroom and bathroom because forgets necessary showering items)?



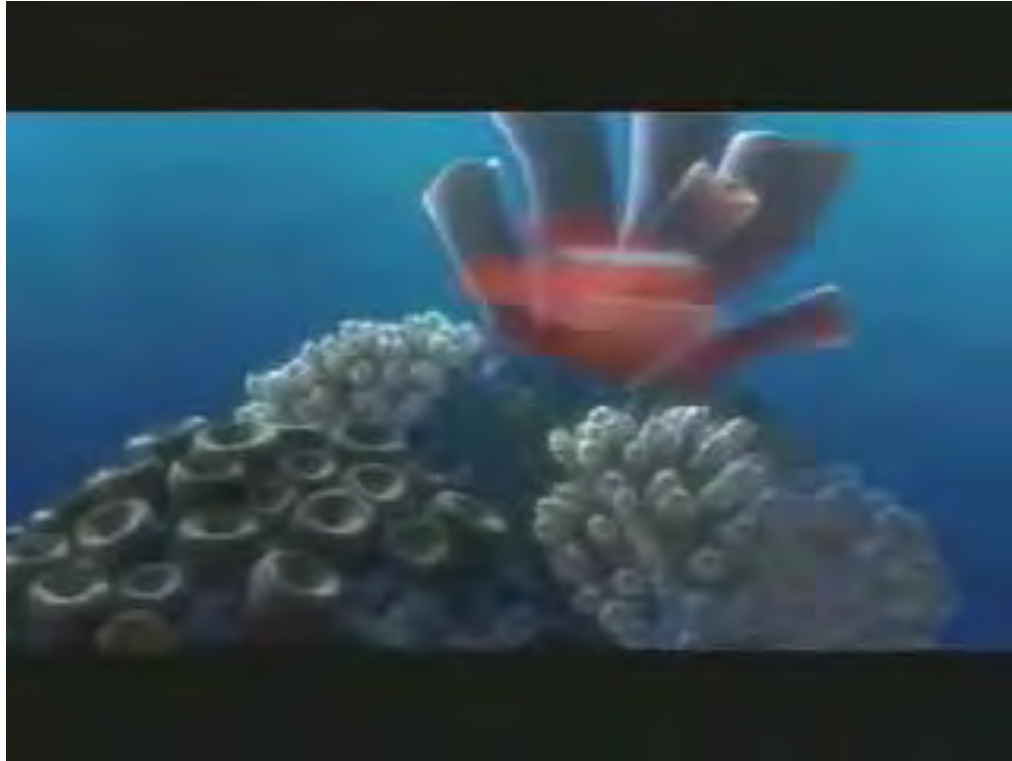
# Difficulties with Working Memory:

## *What Does it Look Like?*

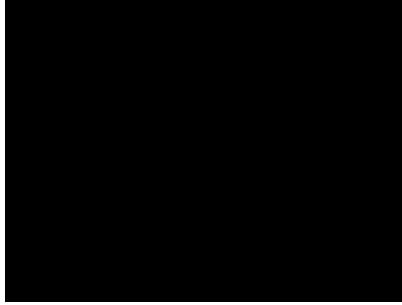
Does the student:

- Lose or misplace items frequently?
- Forget steps in process?
- Need one step directions due to forgetfulness?

# Dory Suffers from Short-Term Memory Loss



# Working Memory



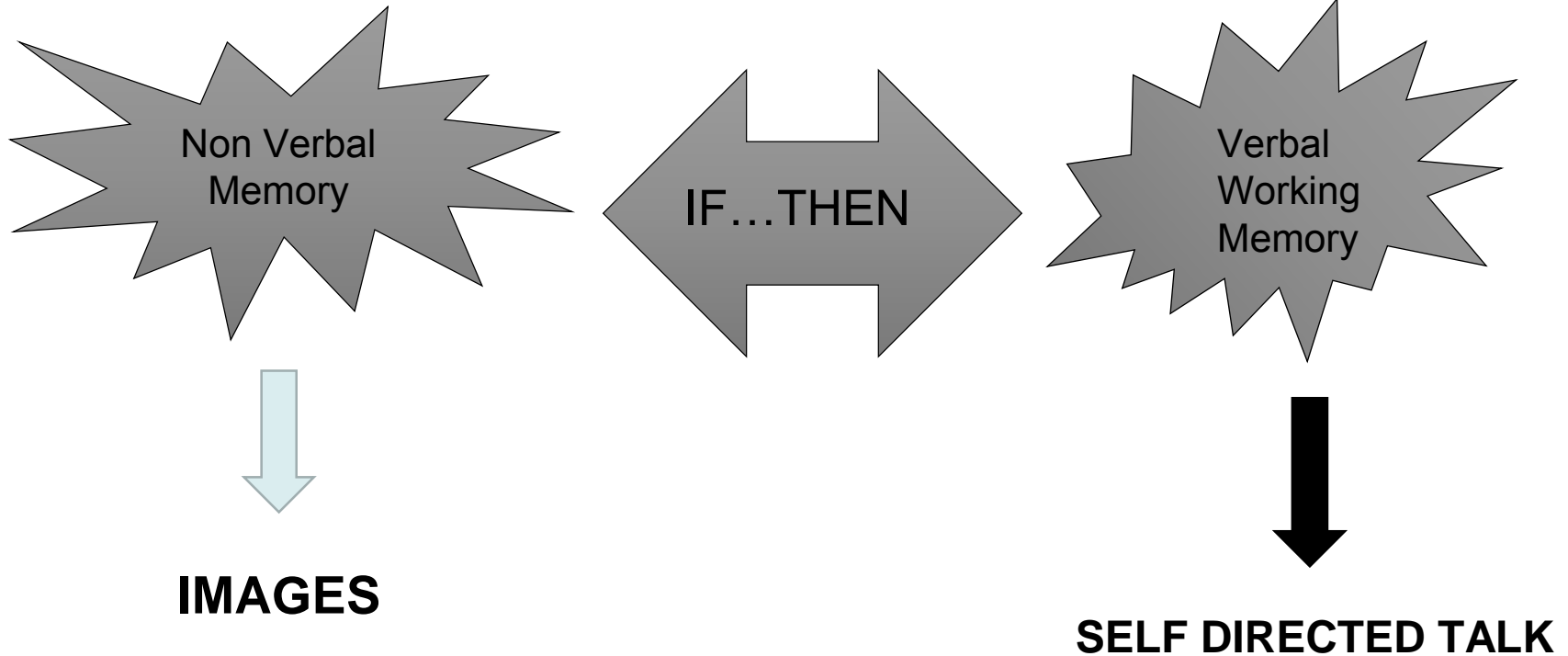
**Head, Toes, Knees, Shoulders Test**

Play me too

# Environmental Support: Working Memory

- Provide visual reminders
- Use visual organization
- Verbally remind prior to expectation
- Use simple language with gestures and/or visuals
- Use technology- alarms, timers, text messages, alerts on cell, computer, or tablet

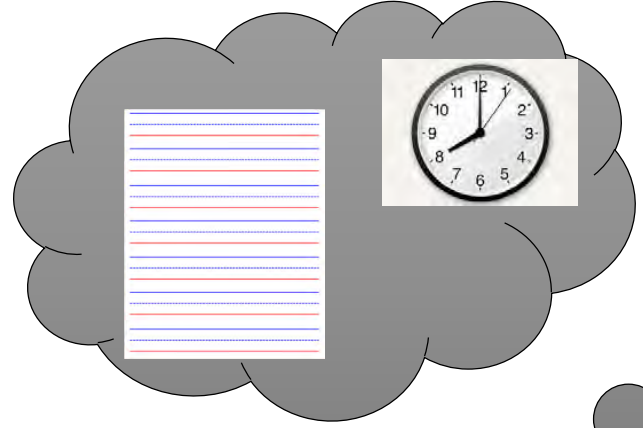
# Working Memory Processes





“Let’s see...I can write about Lauren’s birthday party. It was fun! I need an intro sentence, a few details about what we did. I need “expensive adjectives”. We learned to make flowers out of frosting. My best friend got a cool new backpack.”





“uggh, I can’t remember what I did this week end. What am I going to write about? This is going to take *forever...ugh..*”



# Working Memory: Apps



**Memory! (.99)** Memory! is very cute and funny memory matches game with many different colorful and vivid pair cards which your child will definitely love. This game is the best way to engage your kids and in parallel to train their memory and concentration ability. With three levels of difficulty the complexity of the game can be adjusted accordingly to the age and skills of your kid.



**Monster Hunt.** (Free) A brilliantly simple and fun memory improvement game that is great for all ages. A winning combination of simplicity, creativity, and addictive gameplay make this the most enjoyable memory improvement game yet for the whole family.



**Cogmed Working Memory Training.** (Free) Cogmed Working Memory Training is an evidence-based intervention for improved attention. Based on the concept of neuroplasticity and with more published research behind it than any other cognitive training program, Cogmed is trusted by healthcare professionals and educators around the world.



# Games

## Play cards



## Simon



<http://www.freegames.ws/games/kidsgames/simon/simon.htm>

**LET'S DO AN ACTIVITY**



Another Activity

Minion Memory Mission

Working Memory

**Suitcase Sendoff**

# Executive Functioning

## Behavior Regulation

- Inhibit
- Shift
- Emotional Control

## Metacognition

- Initiate
- Working Memory
- **Plan/Organize**
- Organization of Materials
- Monitor

# Planning and successful execution



# Plan/Organize



- The ability to manage current and future-oriented task demands.



# Difficulties with Plan/Organize:

## *What Does it Look Like?*

Does the student?:

- Not turn in homework, assignments and/or materials?
- Have good ideas but does not get them on paper?



# Difficulties with Plan/Organize:

## *What Does it Look Like?*

Does the student?:

- Get caught up in the details and miss the big picture?
- Underestimate time needed to finish tasks?
- Not plan ahead for school assignments?
- Have poorly organized written work?

# Environmental Support: Plan/Organize

- Provide examples of a variety of ways to complete the same task
- Develop a binder or “cookbook” of steps for common routines and assignments
- Develop an overall plan for the day, week, month, and year with a calendar



Could use to show the passage of time for a preferred activity like a computer break – helps kids understand how time “feels”



Use to show the time frame for multiple jobs or activities – this is a morning arrival picture

# Environmental Support: Plan/Organize

- Have the student verbalize a plan at the outset of any given task
- Break the plan into steps, arrange in sequential order and write down as a bulleted or numbered list
- Develop time lines for completing assignments or for longer assignments each step with check-ins with the teacher to ensure the student is keeping pace.

# Color Coding

- Assign a color to each child
- Different-colored bags for different types of gear- soccer gear in red, ballet. Customize the bags if you want with a visual for added support.
- Color code the calendar with a different color for each child or subject
- Different colored bracelets for homework subject reminders

# Color Coding

- Different colors or fonts for school notes vs home notes
- Different highlighted colors mean different things- yellow- vocab words, main topic –green, subtopic- pink
- Different colored sticky notes- priority tasks- red, things due next week- orange

# Activities/Strategies

## Distractors

## Homework Planning Sheet

# Plan and Organize: Apps



**Idea Sketch.** (Free) Idea Sketch lets you easily draw a diagram - mind map, concept map, or flow chart - and convert it to a text outline, and vice versa. You can use Idea Sketch for anything, such as brainstorming new ideas, illustrating concepts, making lists and outlines, planning presentations, creating organizational charts, and more!



**Evernote.** (Free) Evernote is an easy-to-use, free app that helps you remember everything across all of the devices you use. Stay organized, save your ideas and improve your productivity. Evernote lets you take notes, snap photos, create to-do lists, scan business cards, record voice reminders--and it makes everything searchable, whether you are at home, at work, or on the go.



**iPrompts.** iTunes: \$49.99 (Lite) \$99.99 (Pro) iPrompts®, the original app for visual support, is used by special educators, therapists and parents of those benefiting from visual structure, including individuals with Autism.



**VoCal.** (.99) The original, best and most trusted personal reminder app available. Your reminders, in your voice, in your words, delivered on time, every time. Speak, don't type!



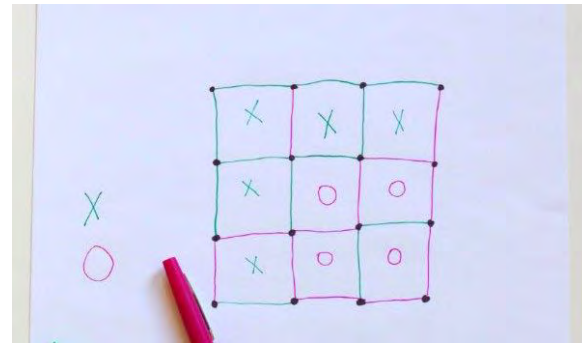
# Minecraft

- Can be an excellent opportunity for developing both organization and planning skills
- For students who struggle when they have a long-term project or can't seem to plan out a simple play date with their peers, *Minecraft* can also be an opportunity to practice setting goals and following step-by-step approaches to problem-solving

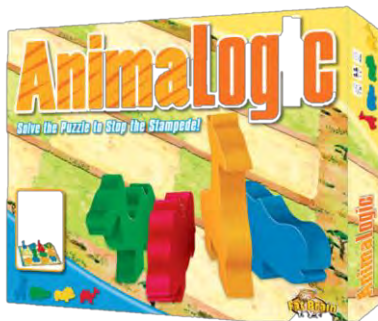
# Games



**Ticket To Ride:** Builds spatial planning, long term strategy, and patience



**Dots and Boxes:** Teaches strategy and planning



# Executive Functioning

## Behavior Regulation

- Inhibit
- Shift
- Emotional Control

## Metacognition

- Initiate
- Working Memory
- Plan/Organize
- **Organization of Materials**
- Monitor

General organization, put things in their place, knowing where things are/go...



# Organization of Materials

- The ability to impose order on work, play, and storage spaces.



# Brick Loves Math



# Difficulties with Organization of Materials:

## *What Does it Look Like?*

Does the student?:

- Lose lunch box, lunch money, permission slips, homework, etc.
- Have difficulty finding clothes, glasses, shoes, toys, books, pencils, etc.?
- Leave messes that others clean up?

# Environmental Support:

## Organization of Materials

- Provide a communication between home and school to help stay on track with assignments (planning notebook, e-mail, phone)
- Keep an extra set of books at home
- Have satellited books at school (math in math room, etc.)



# Environmental Support:

## Organization of Materials

- Divide worksheets into smaller problem sets or divide on page with marker
- Teach planning and organizing and provide study skills classes for credit
- Triage with a designated teacher for organization assistance at the beginning and end of the day

# Environmental Support:

## Organization of Materials

- Provide a supervised study hall with organizational assistance
- Provide opportunities for small group work with more organized peer models
- Provide a checklist of needed materials to review at the beginning and end of the day/class

# Environmental Support: Organization of Materials

- Model good organizational habits and routines by explicitly calling attention to organizing behavior (e.g. organizing a desk or room)
- Before an organization task, have student verbalize the goal and plan for meeting that goal

# What does a clean desk look like?

1. Name tag left alone.

3. All papers in folders or notebooks

2. No trash



6. Nothing on the floor.

5. Books and notebooks stacked neatly

4. Pencils, erasers, and Treasure Card in zip envelope.



# Environmental Support:

## Organization of Materials

- Provide organizational time at the beginning and ending of the day
- Develop an organizational notebook or planner system that fits the student's style and needs and provides flexibility (e.g. three ring binder)
- Type or write essential information and place in a plastic sleeve in the front of the planner for quick access

# Executive Functioning

## Behavior Regulation

- Inhibit
- Shift
- Emotional Control

## Metacognition

- Initiate
- Working Memory
- Plan/Organize
- Organization of Materials
- **Monitor**

# Monitor

- The ability to monitor one's own performance and to measure it against some standard of what is needed or expected.



# Difficulties with Monitoring:

## *What Does it Look Like?*

Is the student:



- Unaware of his or her own behavior?
- Unaware that certain actions bother others?
- Unaware of how his/her behavior causes negative reactions?

# Environmental Support: Monitor

- Have student predict how well he/she will do on a particular task and compare prediction with actual outcome
- Chart or graph performance
- Videotape a task or activity and review together

\_\_\_\_\_ 's Self-Monitoring Sheet

Date: \_\_\_\_\_

|             | <b>I was Superflex!</b><br> | <b>I was Rockman</b><br> | <b>My Teacher Agrees</b> |
|-------------|--|---|--------------------------|
| 8:45-9:15   |  |   |                          |
| 9:15-9:45   |  |   |                          |
| 9:45-10:15  |  |   |                          |
| 10:15-10:45 |  |   |                          |
| 10:45-11:15 |  |   |                          |

# Was I Paying Attention?

When you hear the beep, ask yourself if you are doing any of these things:

- writing answers
- eyes on materials
- asking or answering a question
- watching the teacher

If the answer is yes to any of these things, then place a check in the "Yes" column. If the answer is no, then place a check in the "No" column.

| YES | NO |
|-----|----|
|     |    |
|     |    |
|     |    |
|     |    |
|     |    |
|     |    |
|     |    |
|     |    |
|     |    |
|     |    |
|     |    |
|     |    |
|     |    |
|     |    |
|     |    |

As compared to yesterday, rate how well you were paying attention today.

**Excellent**

**Good**

**Average**

**Poor**

What did you tell yourself that was positive about your performance?

CHART MOVE





|                           |                 |                  |                   |
|---------------------------|-----------------|------------------|-------------------|
| <b>Opening</b><br>        | <b>Cool</b><br> | <b>So-So</b><br> | <b>Uncool</b><br> |
| <b>Macröng 1</b><br>      | <b>Cool</b><br> | <b>So-So</b><br> | <b>Uncool</b><br> |
| <b>Macröng 2</b><br>      | <b>Cool</b><br> | <b>So-So</b><br> | <b>Uncool</b><br> |
| <b>FE</b><br>             | <b>Cool</b><br> | <b>So-So</b><br> | <b>Uncool</b><br> |
| <b>Lunch</b><br>          | <b>Cool</b><br> | <b>So-So</b><br> | <b>Uncool</b><br> |
| <b>Math</b><br>           | <b>Cool</b><br> | <b>So-So</b><br> | <b>Uncool</b><br> |
| <b>Social Studies</b><br> | <b>Cool</b><br> | <b>So-So</b><br> | <b>Uncool</b><br> |
| <b>Science</b><br>        | <b>Cool</b><br> | <b>So-So</b><br> | <b>Uncool</b><br> |
| <b>Overall</b><br>        | <b>Cool</b><br> | <b>So-So</b><br> | <b>Uncool</b><br> |

Parents: This is not a conduct report. Its purpose is to help PB's learn to be honest about their own behavior. Please don't give consequences for any marks. This works best if you don't even ask to see this card.  
Mr. Roemer

SCHOOL NAME: \_\_\_\_\_

# Self-Monitoring Chart

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

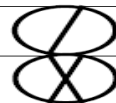
Teacher Name: \_\_\_\_\_

| Classroom Rules                                   | Morning |   |   |   | Afternoon |   |   |   |
|---|---------|---|---|---|-----------|---|---|---|
| Stayed in seat                                    | 1       | 2 | 3 | 4 | 1         | 2 | 3 | 4 |
| Raised hand to ask question<br>or get out of seat | 1       | 2 | 3 | 4 | 1         | 2 | 3 | 4 |
| Followed teacher directions                       | 1       | 2 | 3 | 4 | 1         | 2 | 3 | 4 |
| Respected fellow students                         | 1       | 2 | 3 | 4 | 1         | 2 | 3 | 4 |
| Worked on class<br>assignments                    | 1       | 2 | 3 | 4 | 1         | 2 | 3 | 4 |
|   |         |   |   |   |           |   |   |   |

## Rating Scale – Circle a number.

1 = Needs Improvement    2 = Barely OK    3 = Average    4 = Great

If the teacher agrees with the student rating, put a line across the circled rating.



If the teacher does not agree with the student rating, put an “X” in the circle.



Comments:

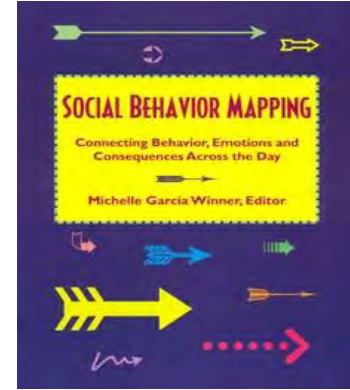
|  |
|--|
|  |
|  |
|  |

# Social Behavior Mapping

(Michelle Garcia-Winner – [www.socialthinking.com](http://www.socialthinking.com))



- “Expected” vs. “Unexpected” Social Behaviors
- Perspectives of other people around you
- Outcomes you experience in the situation
- How you feel about yourself





## Description of Context

| <b>Unexpected/<br/>Expected<br/>Behaviors</b> | <b>How They<br/>Make Others<br/>Feel</b> | <b>Consequences<br/>You Experience</b> | <b>How You<br/>Feel About<br/>Yourself</b> |
|---|--|--|--|
|   |  |  |  |

# Problem Solving with SOCCSS

Situations

Options

Consequences


Choices

Strategies

Simulation

## **Problem Situation**

|      |  |
|------|--|
| Who  | David and Tom  |
| When | During passing period  |
| What | David and Tom have lockers next to each other and while they were getting their books for the next class, Tom hit David. |
| Why  | David was teasing Tom because he had been talking to a girl in class.  |

| <b>Options</b>  | <b>Consequences</b>  | <b>Choice</b>   |
|---|--|---|
| <b>Ignore David's comments</b>  | <b>David might continue to tease.<br/>David might stop when he doesn't get the reaction he is looking for.</b>   |  |
| <b>Avoid David during passing period but waiting until he was finished at the lockers before getting books.</b> | <b>Tom may be late to class.</b>   |   |
| <b>Tell David to stop and if he doesn't tell an adult.</b>  | <b>David might stop.<br/>The teacher might tell David to stop but David might tell others that Tom is a baby or a tattle tale.<br/>The teacher might tell me to just ignore David.</b> |   |
| <b>Say something mean back to David.</b>  | <b>I might get in trouble.<br/>A teacher may not hear me and David and I would continue saying mean things to each other.</b>  |   |

# **Strategy-Plan of Action**

.The next time that David says something mean to me, I will completely ignore him as I think he is looking for a reaction from me.

**.Simulation- Role Play**



## Repeat Timer (Free)

<https://itunes.apple.com/us/app/repeat-timer-free-repeating/id481229967?mt=8>

Can be set to play a tone at regular intervals from 1 second to 23 hours long and repeat up to 5 times.





## **MotivAider (\$2.99)**

<https://itunes.apple.com/us/app/motivaider-for-mobile/id562217364?mt=8>

Can be set to play a brief audible tone, vibration signal, or combination on either set or random intervals ranging from 1 second to 999 minutes.



## Gymboss (\$19.95)

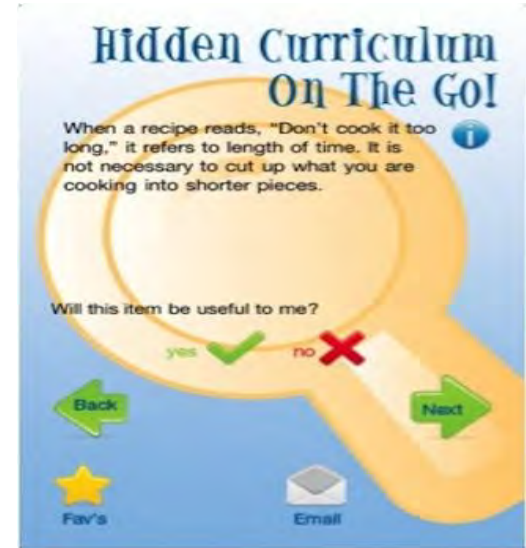
<http://www.gymboss.com/gymboss-classic/>



Device that can be clipped to your clothing and set to beep and/or vibrate at 1 or 2 intervals ranging from 2 seconds to 99 minutes. Alarm durations can be set from 1 to 9 seconds.

# Hidden Curriculum for Adults and Adolescents

- Provides examples of unwritten social rules. Users can decide if the item will be useful to them or not



# Developing A Plan

### HOW TO BUILD AN EXECUTIVE FUNCTIONING SKILL

(Based on *Smart but Scattered*, by Peg Dawson EdD and Richard Guare, PhD, New York: Guilford Press, 2009, especially pp. 127, 112.)

Define **problem** precisely: \_\_\_\_\_  
\_\_\_\_\_

Define **interim behavior goal** precisely: \_\_\_\_\_  
\_\_\_\_\_

**ANTECEDENT:** Change the **environment** to support the new behavior.

- \_\_\_\_\_ Change physical or social environment  
\_\_\_\_\_ Change nature of task (shorten, take breaks, give choice, create schedule)  
\_\_\_\_\_ Change way adult interacts with child (rehearse, prompt, remind, coach, praise)  
\_\_\_\_\_

**BEHAVIOR:** Explicitly teach new skill / behavior

Who will teach skill?

What steps will child follow? Turn these steps into a simple list /picture schedule/  
audiotape the child will follow.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**CONSEQUENCE:** What **incentives** will be used to encourage child to learn and practice this skill?

\_\_\_\_\_ Specific praise—"one of the most underappreciated and underused tools for promoting behavior change" (Dawson and Guare,112). For every correction there should be at least 3 positive statements.

\_\_\_\_\_ Something to look forward to when task (or a section of it) is done

\_\_\_\_\_ A menu of rewards and penalties

Daily reward possibilities: \_\_\_\_\_  
\_\_\_\_\_

Weekly reward possibilities: \_\_\_\_\_  
\_\_\_\_\_

Long-term reward possibilities: \_\_\_\_\_  
\_\_\_\_\_

**HOW TO BUILD AN EXECUTIVE FUNCTIONING SKILL: AN  
EXAMPLE**

13

Define **problem** precisely: *Derek completes, but does not turn in 30% of his homework. This averages out to 3 assignments not turned in per week.*

Define **interim behavior goal** precisely: *Derek will turn in 80% of his homework. There will be a maximum of 2 assignments per week not turned in.*

**ANTECEDENT:** Change the environment to support the new behavior.

- X Change physical or social environment *Provide check list in assignment book*
- X Change nature of task (shorten, take breaks, give choice, create schedule) *Have teachers agree on standard method they use to collect homework*
- X Change way adult interacts with child (rehearse, prompt, remind, coach, praise) *Have homeroom teacher initial that homework has been turned in*

**BEHAVIOR:** Explicitly teach new skill / behavior

Who will teach skill? *Homeroom teacher and parent*

What steps will child follow? Turn these steps into a simple list / picture schedule / audiotape the child will follow.

1. *Put completed assignment in homework to turn in folder in binder as soon as assignment is completed.*
2. *Put binder in backpack when assignments are completed for the day.*
3. *Put backpack on launching pad, ready to go next morning. Homework is not done until this step is complete.*
4. *Check homework to turn in folder in each class. Turn in homework and check off in assignment book.*
5. *Check homework to turn in folder at end of school day to make sure all assignments have been turned in.*
6. *Check in with homeroom teacher and have her initial assignment book that all homework is turned in for the day.*

**CONSEQUENCE:** What incentives will be used to encourage child to learn and practice this skill?

- X Specific praise—"one of the most underappreciated and underused tools for promoting behavior change" (Dawson and Guare, 112). For every correction there should be at least 3 positive statements that are:  
Something to look forward to when task (or a section of it) is done
- X A menu of rewards and penalties  
Daily reward possibilities: \_\_\_\_\_

Weekly reward possibilities: *points toward gift certificate for bookstore / iTunes, trips to library*

Long-term reward possibilities: *approval to take on another extracurricular activity.*

More to Remember

# Interventions That Educators Can Control

**Medication**



**Limited**

**Skill Instruction**





**“Learning self-regulation happens within children’s everyday experiences with trusted adults who regulate their own thinking, attention, emotions, behavior and motivation”**

**Ida Rose Florez**

If we have time:

Turning Some Ideas on Their Head – Adele Diamond

**TED<sup>x</sup>**

WestVancouverED

x = independently organized TED event

## Holding Strategy Codes

<https://jillkuzma.files.wordpress.com/2012/12/holding-strategy-codes.pdf>

## Working Memory

<https://jillkuzma.files.wordpress.com/2012/12/minions-memory-mission.pdf>

## Game for Working Memory

<https://jillkuzma.files.wordpress.com/2012/12/suitcase-sendoff.pdf>

## Homework Planning Sheet

<https://jillkuzma.files.wordpress.com/2012/12/homework-planning-sheet.pdf>

## Holding Strategy Cards

<https://jillkuzma.files.wordpress.com/2012/12/holding-strategy-codes.pdf>

## Transition Docs

<https://jillkuzma.files.wordpress.com/2012/12/transition-docs.pdf>

## Transition Self-Report

<https://jillkuzma.files.wordpress.com/2012/12/transition-self-report.pdf>

# Places to go for additional app info

- [www.autismpluggedin.com](http://www.autismpluggedin.com)

# Resources: Links

- <http://www.b2kcoach.com/category/social-emotional-learning/>
- <http://csefel.vanderbilt.edu/>
- <http://challengingbehavior.fmhi.usf.edu/>
- <https://self-regulationintheclassroom.wikispaces.com/Games+and+Exercises>
- <https://www.pinterest.com/kprettif/self-regulation-across-the-lifespan/>



# Resources-Curriculum

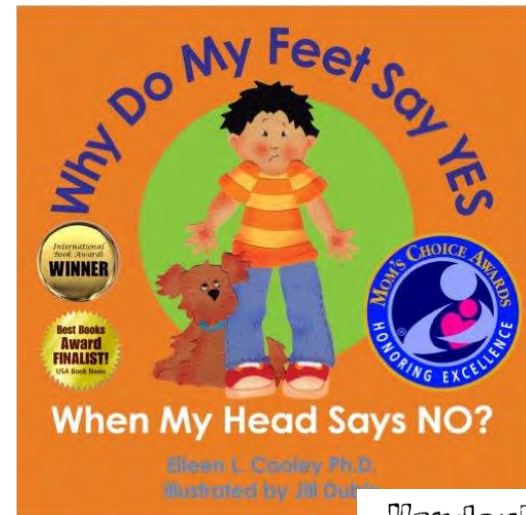
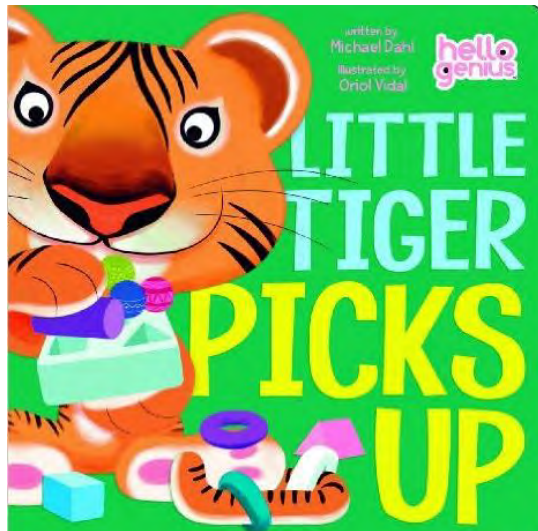
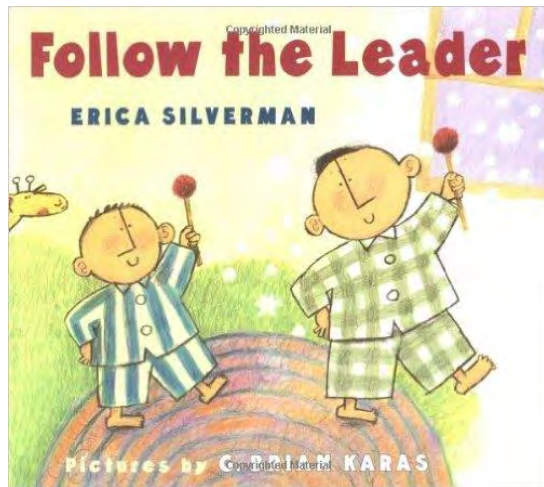
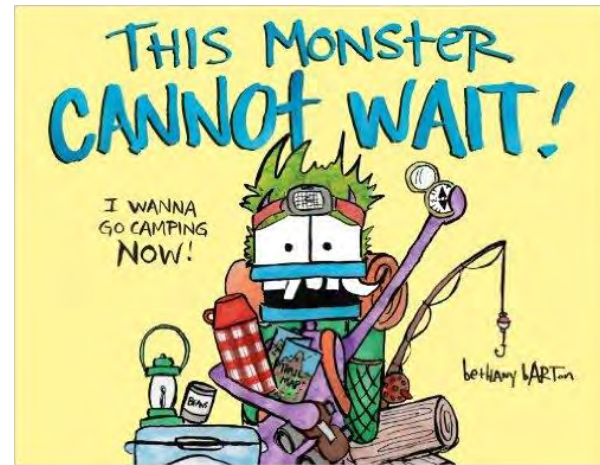
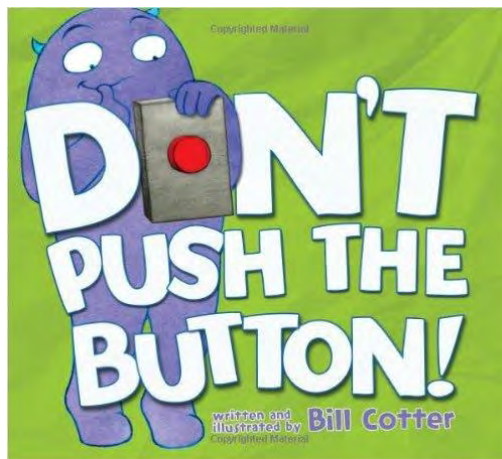
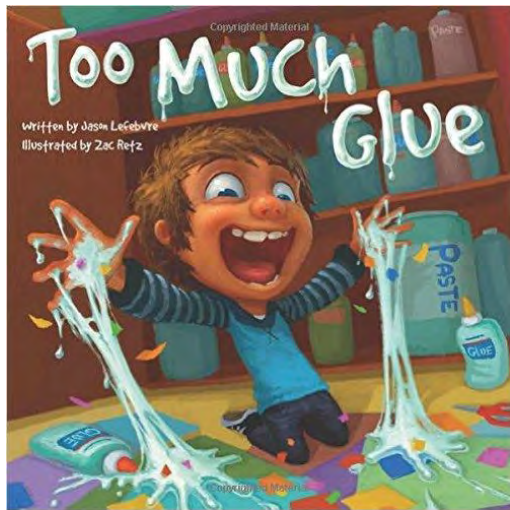
- Second Step
- Incredible Years
- PATHS
- Conscious Discipline
- Tools of the Mind
- AI's Pals
- CSEFEL/TACSEI

The  
**Incredible  
Years**

TeachingStrategies

The Creative  
Curriculum®  
System





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- Change Your Brain Change Your Life. Daniel Amen (1998)
- The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations, Ronda L. Schelvan
- Social Stories and Comic Strip Conversations; Carol Gray
- Lim-Perez, C. (2013). *Executive Functioning: Skills Deficits and Strategies* [webinar handout] retrieved from [www.oregonddcoalition.org](http://www.oregonddcoalition.org).



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- “Executive Functioning”; James Chandler, MD FRCPC
- “Executive Function Fact Sheet”, National Center for Learning Disabilities
- University of North Carolina, Division TEACCH
- Oregon Intervention System
- The Center for Collaborative Problem Solving: [www.thinkkids.org](http://www.thinkkids.org)
- [www.webMD.com](http://www.webMD.com)
- [www.nclld.org](http://www.nclld.org)
- [www.apbs.com](http://www.apbs.com)