

Executive Function Skills

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Executive Function Skills

A Foundational Understanding of **How** We Execute



Executive Functions- They are the skills on an Executive

Senior executive /CEO Position

Company seeks highly experienced Chief Executive Officer:

Candidate must possess the following skills and abilities:

- Highly organized, self motivated, Strategic thinker, Impressive self presentation
- Excellent self starter who takes initiative and can self evaluate
- Can meet fast pace demands for producing and analyzing projects and products
- Strong knowledge of the industry
- Capable of learning and predicting new ideas and trends in the industry and incorporating this knowledge into the current goals of the company
- Skillful at drawing upon past experiences to guide future decision making processes
- Excellent problem solving abilities
- Demonstrated ability to set company goals, develop plans to meet goals and accomplish short and long term plans for the company
- Demonstrated ability to “think on one’s feet” - reacting quickly, efficiently and flexibly in the face of sudden changes and unexpected stumbling blocks
- Exceptional communication skills
- Possess exceptional emotional control: including stress management, anger management, emotional labeling and emotional sensitivity. Can manage without pause the line between authority and autonomy
- Strong social relationship skills – capable of taking perspective and collaborating with others; talented at conflict resolution

Executive Functions- They are the skills I want my child to have

- Highly organized, self motivated, Strategic thinker, Impressive self presentation
- Excellent self starter who takes initiative and can self evaluate
- Can meet fast pace demands for producing and analyzing projects and products
- Strong body of knowledge for lots of information: history, science, etc.
- Capable of learning and predicting and incorporating this knowledge into their current goals and plans
- Skillful at drawing upon past experiences to guide future decision making processes
- Excellent problem solving abilities
- Demonstrated ability to set goals, develop plans to meet goals and accomplish short and long term plans for themselves
- Demonstrated ability to “think on one’s feet” - reacting quickly, efficiently and flexibly in the face of sudden changes and unexpected stumbling blocks
- Exceptional communication skills
- Possess exceptional emotional control: including stress management, anger management, emotional labeling and emotional sensitivity. Can manage without pause the line between authority and autonomy
- Strong social relationship skills: capable of taking perspective and collaborating with others; adept at conflict resolution

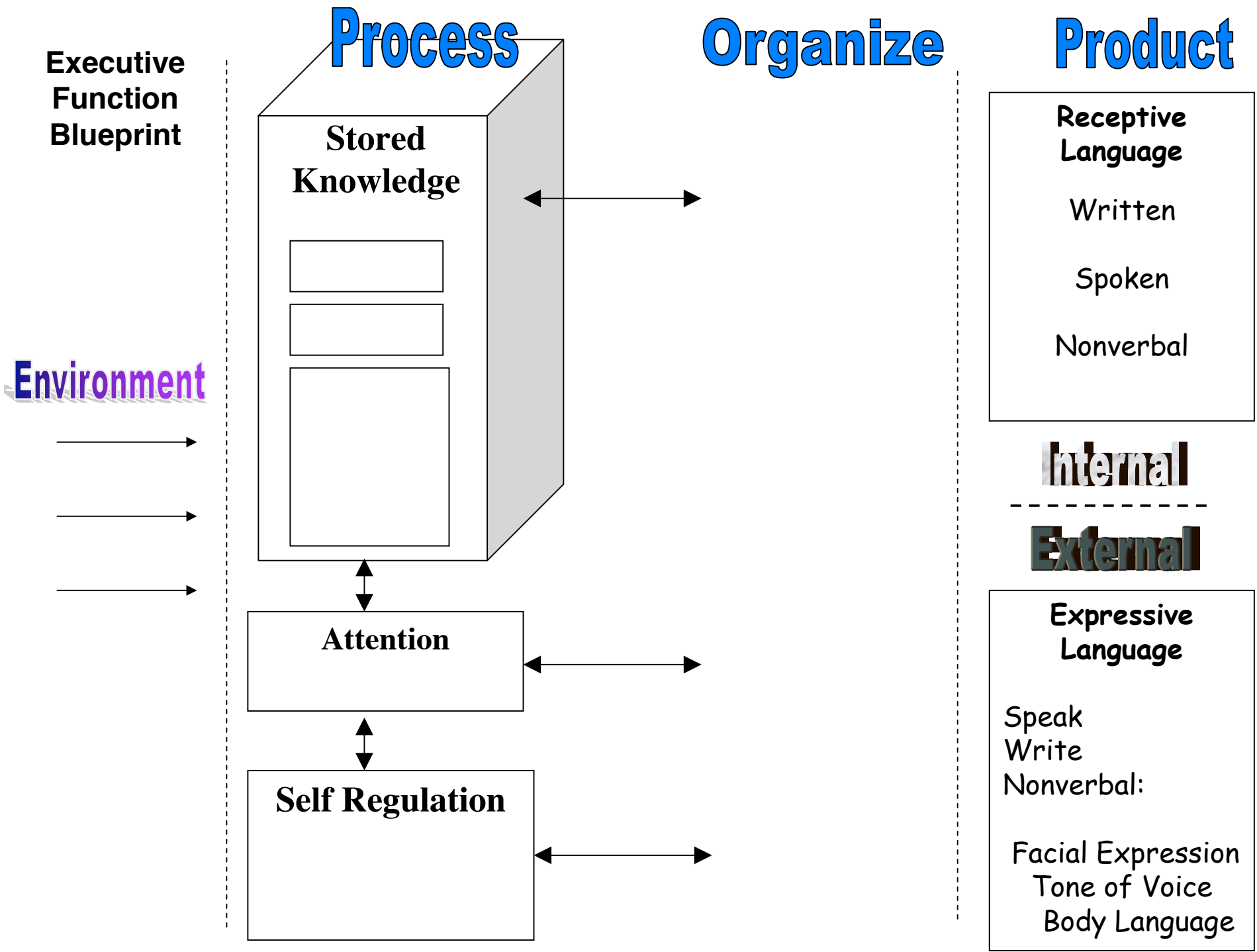
Grow- Stand Tall- Stand Out- Shine-
Build a Strong Skill Set



Parents/Educators Provide the Framework

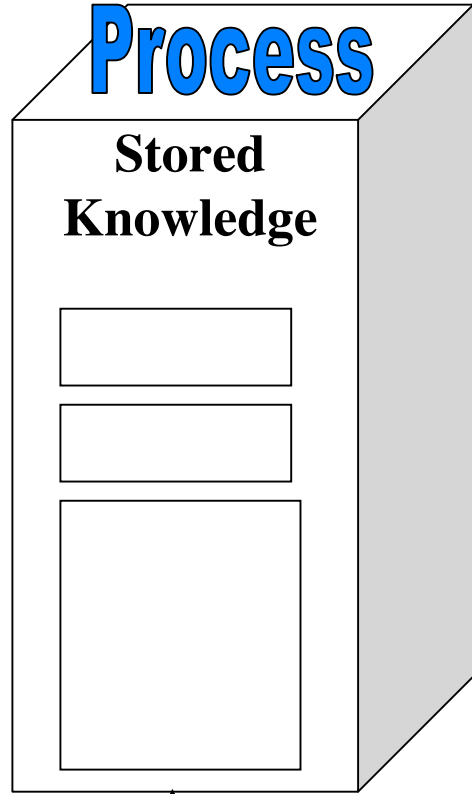
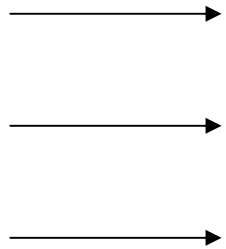


Where is the Blueprint?

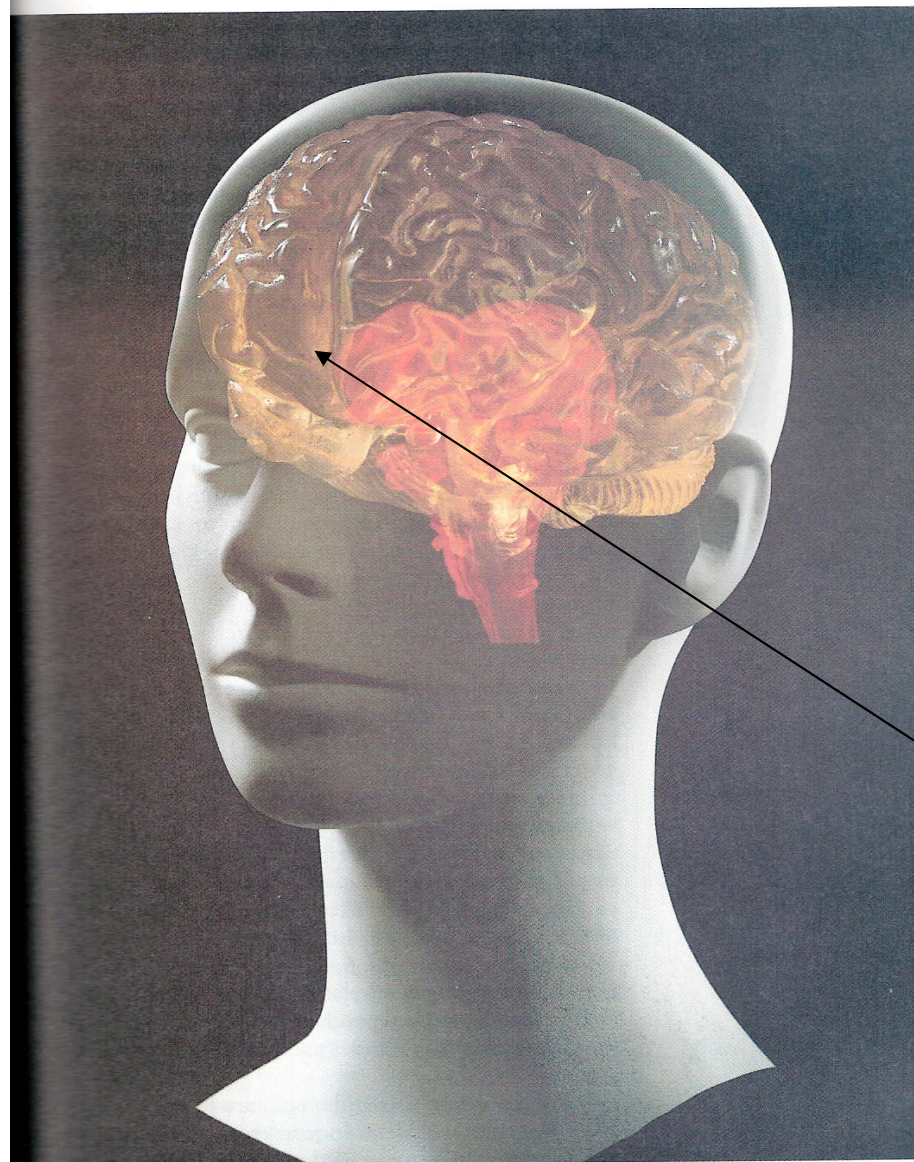


**Executive
Function
Blueprint**

Environment



The Subcortex



Prefrontal lobe –
planning, initiation,
anticipation, impulse
control – higher order
thinking

The Subcortex – Low Road Processing



Low Road Processing
Involves
the shutting down
of the higher processes
of the mind.

It Leaves the individual in a state of:

**Intense
Emotions**

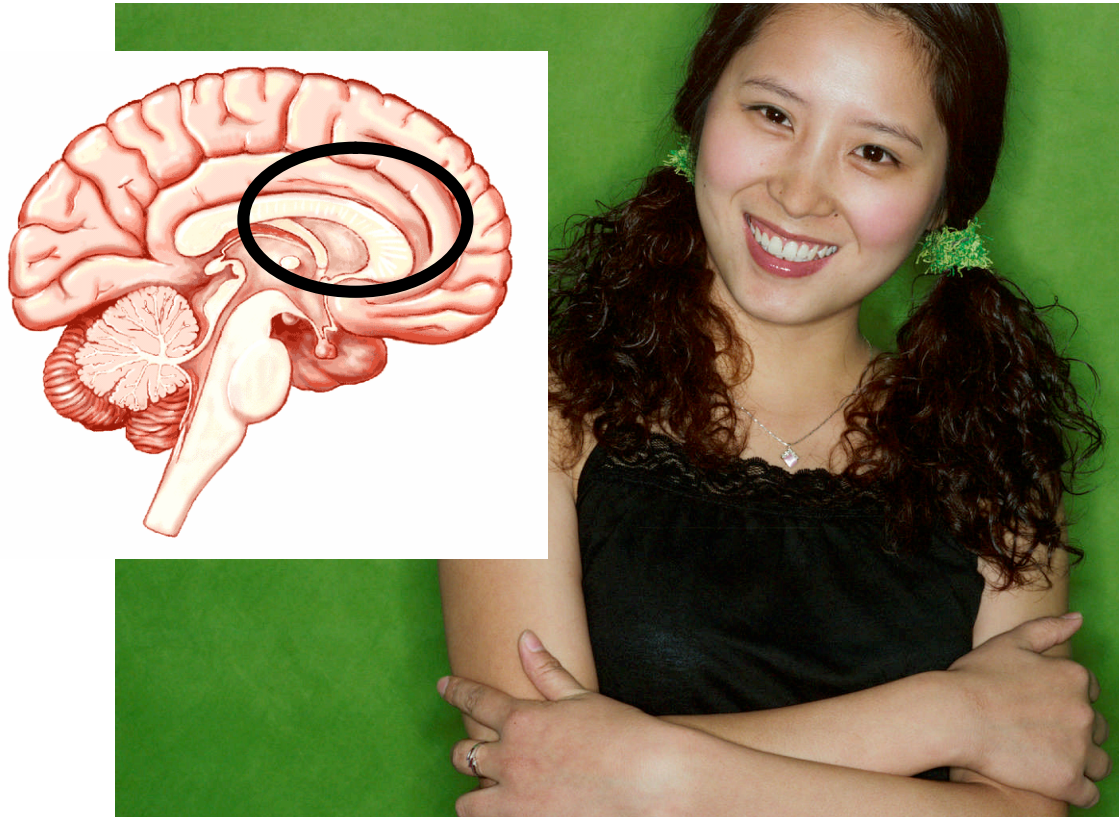
**Impulsive
Reactions**

**Rigid and Repetitive
Responses**

**Lacking in
Self
Reflection**

**Being Unable to
Consider Another's
Point of View**

The Frontal Lobe - High Road Processing



**A Form of Processing
that involves:**

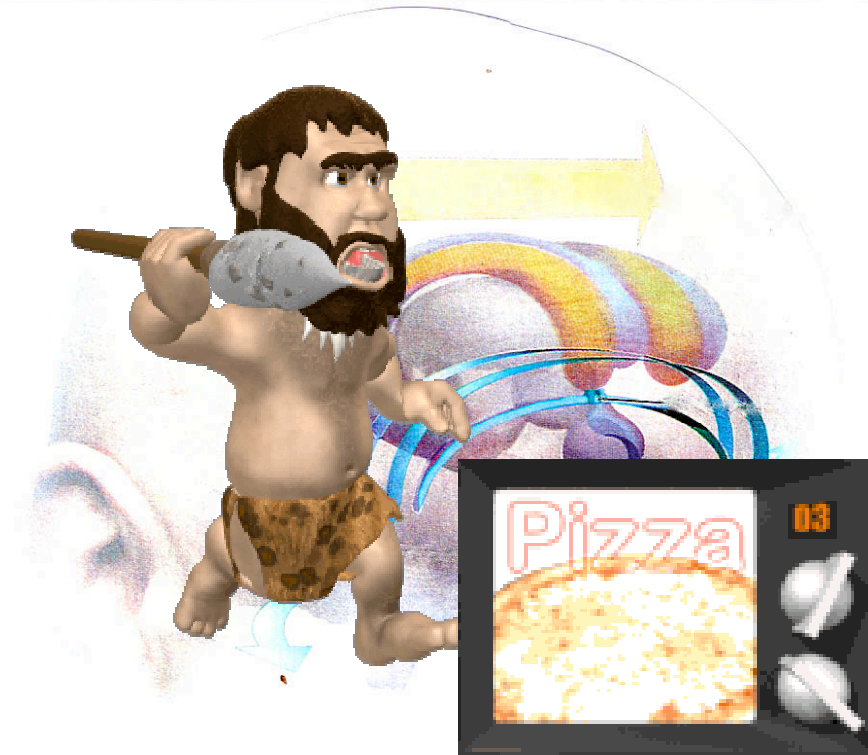
- **Higher**
- **Rational**
- **Reflective thought
processes of the mind**

High Road Processing Allows for:

Mindfulness

**Being flexible in
our responses**

**An Integrated
Sense of Self
Awareness**



Subcortical Control

**More and More People
Live in the Grip of Being
Unsatisfied**

The Complicated System has
Evolved Over Millions of Years:

Sparse Resources → Chase Supper →

**Great Reward of Pleasure for the Hard Work Put In to Hunt and
Prepare the Meal**

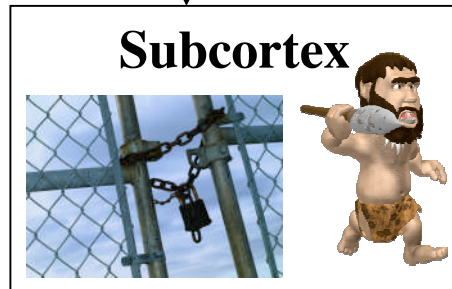
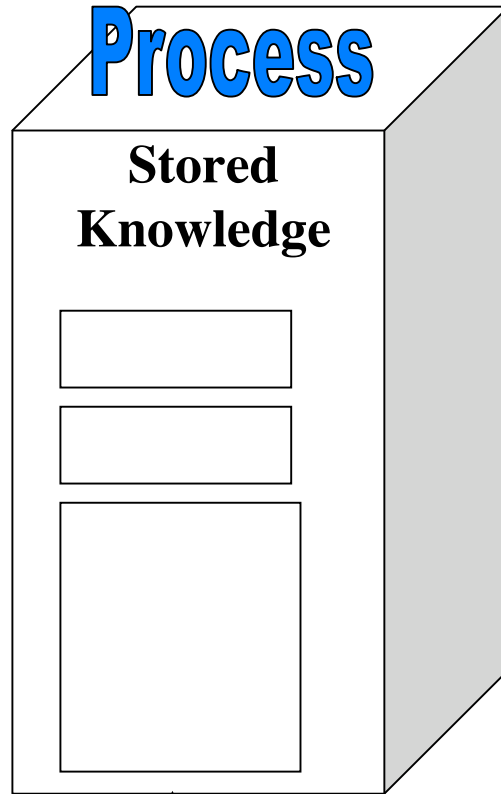
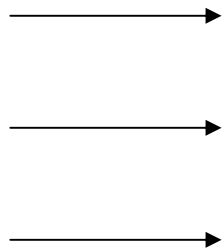
But Evolution Can Not Keep Up With Human Ingenuity

Pull the Plastic Off a Pre-cooked Meal vs. Chasing a Wild Boar to Death

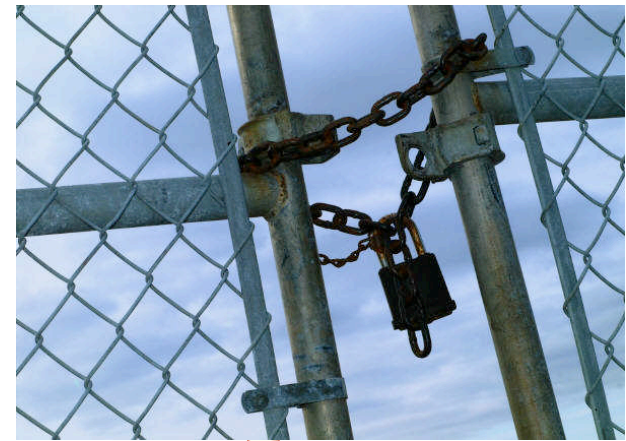
Puny Achievements Give Us Little Satisfaction

Executive
Function
Blueprint

Environment



The Caveman Principle
"Subcortical Lockdown"



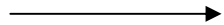
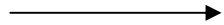
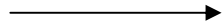
Executive
Function
Blueprint

Process

Stored
Knowledge



Environment



Attention

Subcortex



Attention

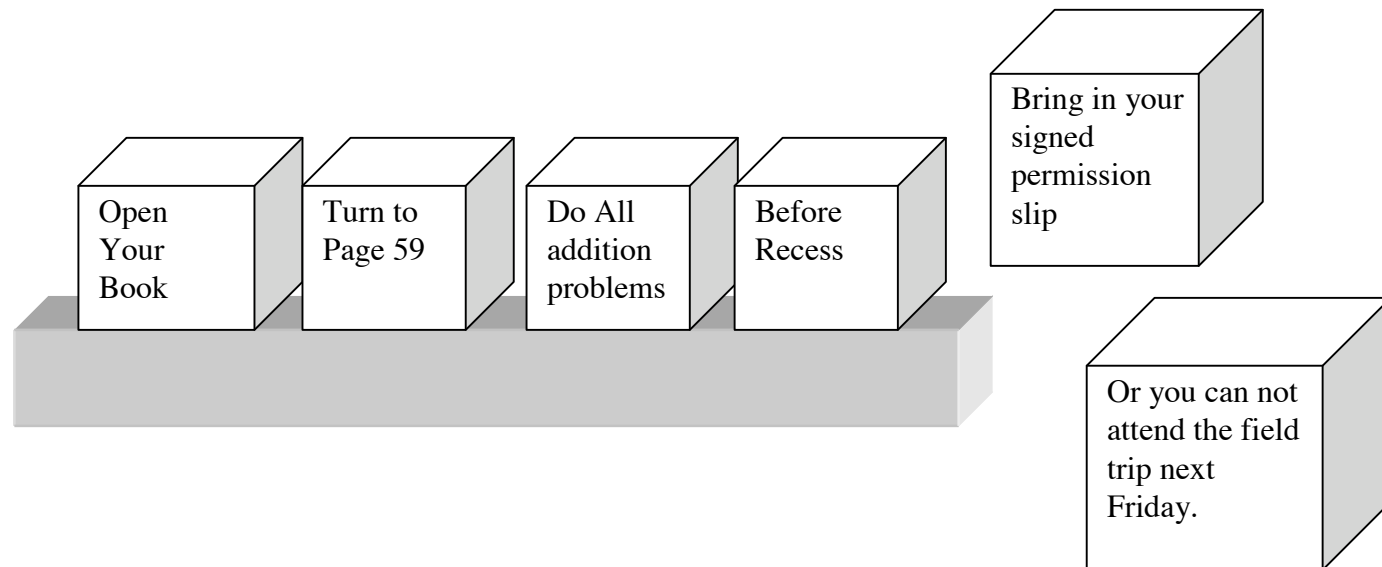
- **Selection**
- **Capacity**



- **The human brain can only attend to so much information at one time.**
- **Typically this is about 7 (+ or – 2) pieces of information.**
 - In a child, the capacity to hold information is less as their attention systems are still developing.
 - As a result, at any one time, less information is processed and remembered than an adult

Attention Capacity – The Blocks in the Box

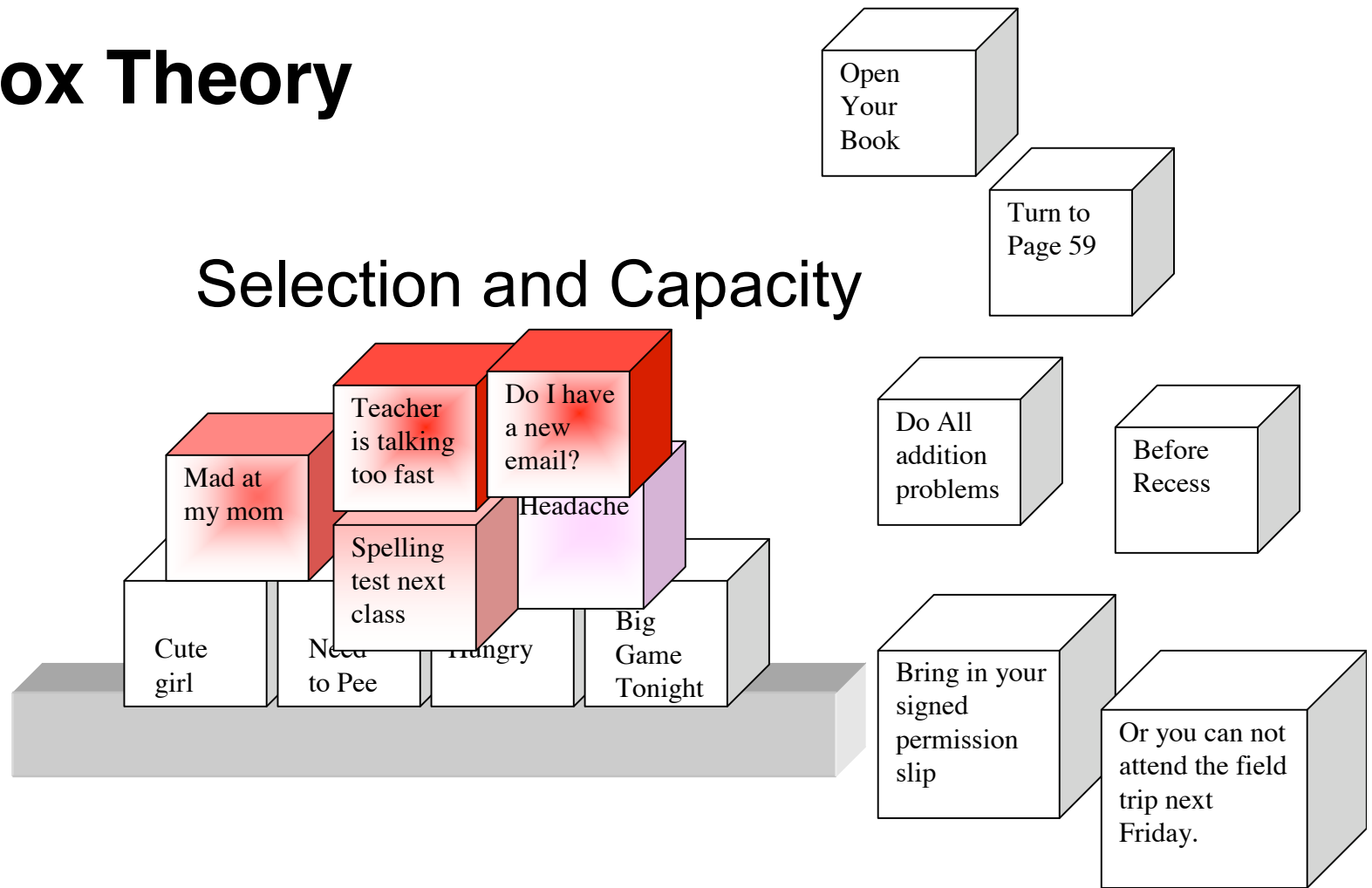
The Box Theory



Attention Capacity – The Blocks in the Box

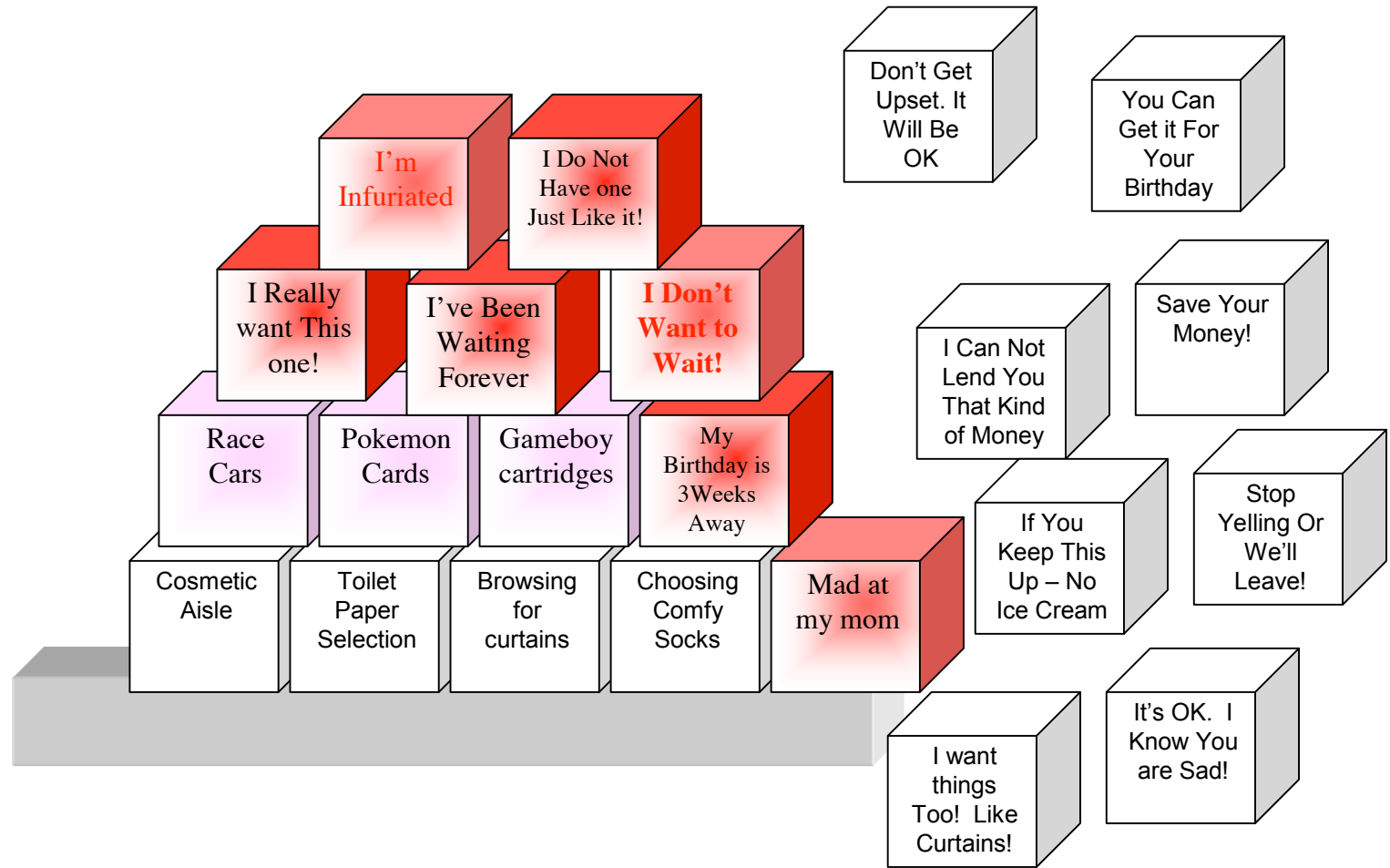
The Box Theory

Selection and Capacity



Attention Capacity

The Blocks in the Box



Attention Capacity – The Blocks in the Box

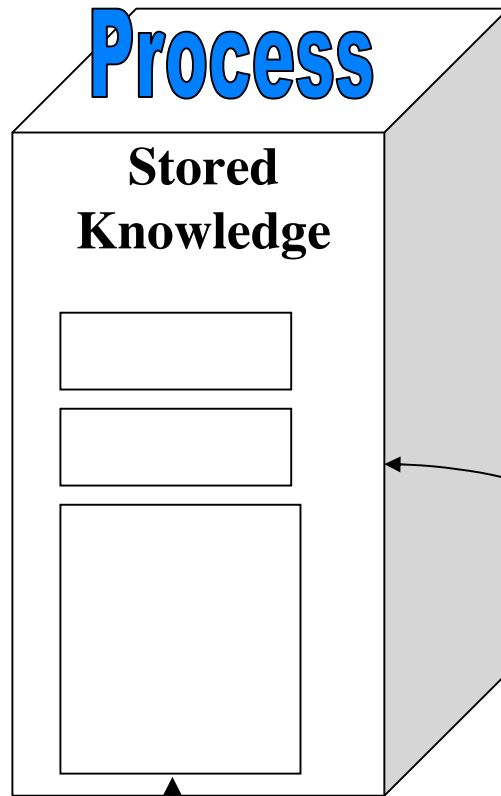
Knowing the box can overload, the goal is to:

- a. Always make as much room as possible in the box to process information
 - reduce distractions
 - avoid overloading the box

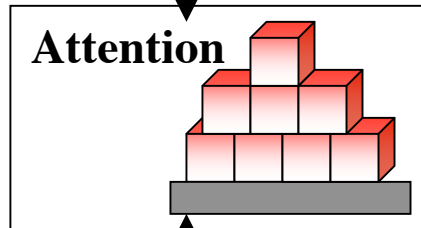
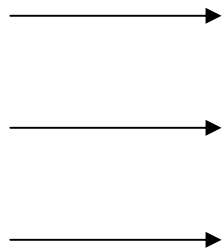
- a. To reduce overload when communicating with children:
 - Avoid conversations during the state of overload. It only contributes to the problem

Executive
Function
Blueprint

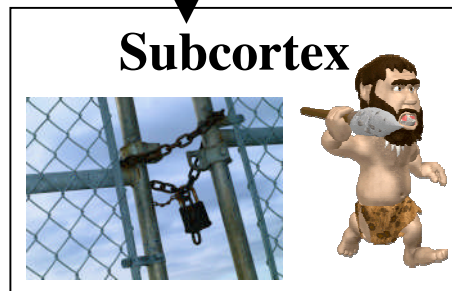
Environment



HOW do we add
'salient' knowledge?



Attention: Blocks in the
Box Theory



Types of Memories

- **Semantic Memory:** (Cortex): Memory for events and data
- **Memories for Emotions** (Subcortex)
- **Episodic Memory:** A memory that is unique and personal (autobiographical)

Episodic Memories

- Requires 3 different elements be encoded together
 1. Individual bits of Data from an experience
 2. The emotions from the experience
 3. The ultimate meaning extracted from the experience
- *** Remember – to create episodic memories one has to use their executive function skills.

Some Ways We Use Episodic Memories¹

- **Recall positive outcomes following hard work**
- **Recall prior recovery from difficulties & setbacks**
- **Reviewing past decisions & their impact**
- **Recall similar experiences for empathizing**
- **Make decisions based on ‘gut’ feelings and intuition**
- **Review situations to avoid making future mistakes**
- **Develop Future Goals**
- **Realistically appraise the passage of time**
- **Anticipate Difficulties**
- **Be realistic about ones strengths and limitations**

Learning a bedtime routine – Students understand (hopefully) that other types of routines are possible! For example: They can develop a cooking routine more easily.

Translate Bedtime routine:

- **time** – after dinner, before breakfast
- **sequence** – bath before pajamas
- **space** – in my own home, upstairs, bathroom, bedroom
- **materials** – pajamas, toothbrush, washcloth, etc.
- **people** – need dad to read a story, need mom to brush out my hair

To cooking routine:

- **time** – prep time, cooking time, clean up time
- **sequence** – mix before bake
- **space** – in the kitchen
- **materials** – ingredients, recipe
- **people** – help turning on the stove

Which will (hopefully) lead to developing a school routine.....

School Routine:


- **time** – 12:30 is usually science
- **sequence** – gather my materials, turn in homework, then sit at my desk, teacher reviews yesterday's lesson and then gives us new information, then we break into lab groups
- **space** – homework bin on teacher's desk, at my desk, then at the lab table
- **materials** – homework, pencil, science text, notepaper, lab journal, assignment planner
- **people** – teacher, student teacher, lab partner

Which will (hopefully) lead to
Being able to **Transition** without Difficulty
to a new task or **Novel Experience**



“We are going to a Restaurant!”

- Same but different!

Left Brain	Right Brain
Story/Narratives	
<p>Phonologic Representation: “kuh-a-t”</p> <p>Verbal definition: a small, furry domestic mammal which says meow, purrs, can claw and used a litter box.</p> <p>Limited Memory: 7 +/- 2</p> <p>----Rote Memory “Google Search Engine”</p>	<p>Orthographic representation: CAT</p> <p>Visual Image:</p>  <p>Unlimited Memory ---memory for generalizing “Web Page”</p>

Cognitive Routine


Novelty

Script

- **Restaurant**
- Entering
- Walk into restaurant
- Look or be seated at a table
- Decide where to sit
- Go to Table
- Sit Down
- Ordering
- Get menu
- Look at menu
- Choose food
- Waiter arrives
- Give order to waiter
- Waiter takes order to cook
- Wait, talk
- Cook prepares food

- **Restaurant**
- Eating
- Cook gives food to waiter
- Waiter delivers food to customer
- Customer eats
- talk
- Leaving
- Waiter writes bill
- Waiter delivers bill
- Customer examines bill
- Calculate tip
- Leave tip
- Gather belongings
- Pay bill
- Leave restaurant

“We are going to a Restaurant!”

Left Brain	Right Brain
<p>----Rote Memory “Google Search Engine”</p>	<p>Visual Image:</p>  <p>“Web Page”</p>

Cognitive Routine

Novelty

Visual Schema: Same but Different

Bistro

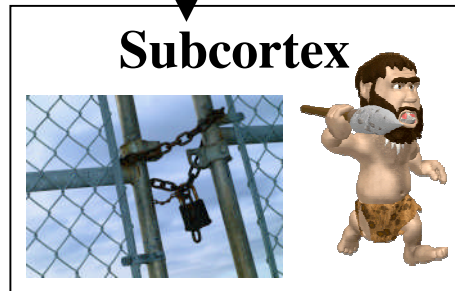
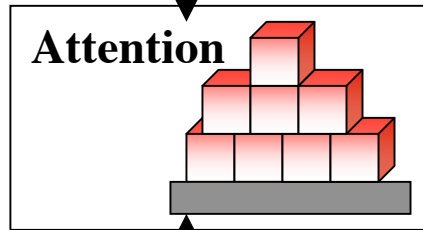
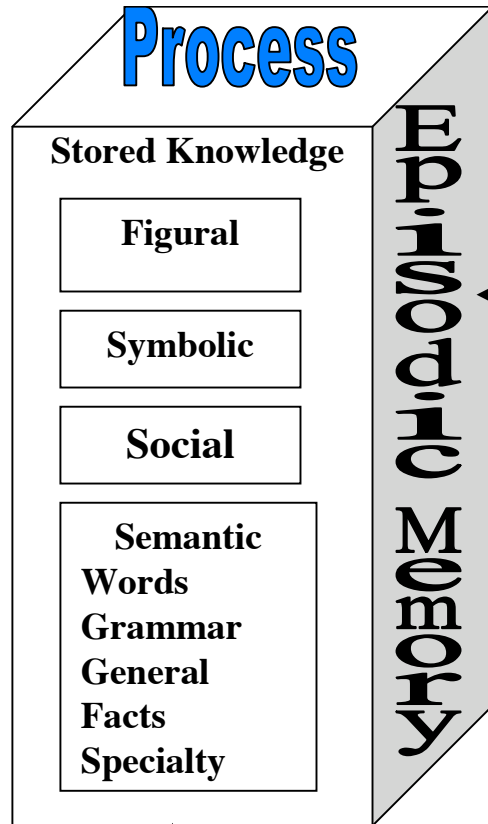


Favorite Restaurant



Executive
Function
Blueprint

Environment



Organize



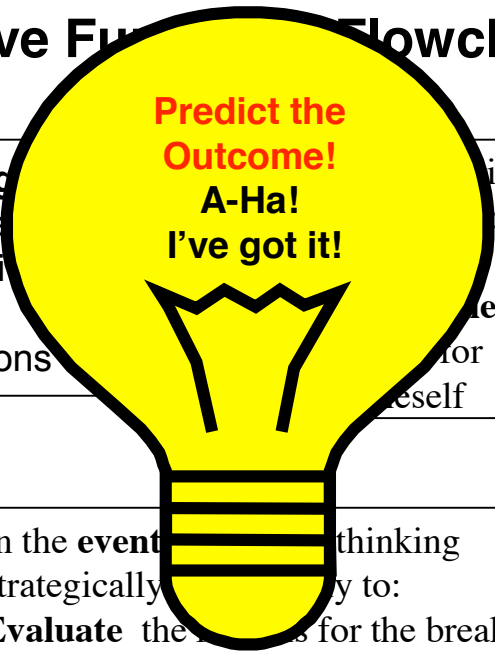
W
b
you call?

Call up the project
manager or the
CEO...

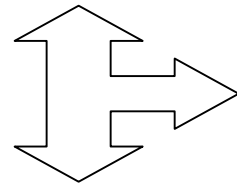
Executive Function Flowchart:

Self Regulation

- Be Aware
- Be motivated
- Control Emotions



Prior Experience:
What worked and
What did not Work



Derive a **plan**,
break the plan
into manageable
parts and
organize one's
self to achieve the



General Knowledge Base
--schemas and scripts--

Vis Forethought!

In the event of a problem, thinking strategically leads to:

- Evaluate** the problem for the breakdown in the plan and
- Generate several alternative solutions**

Look

Monitoring and evaluation
behavior to ensure:

- a. the plan is being successfully implemented
- b. That the goal is in fact achieved



Inhibiting
behaviors that
interferes with
achieving goals

Initiating behavior
(including
subconscious
cognitive behavior)
included in the
plan



3 Primary Layers of Executive Functions

1. Self – Regulation

- Awareness
- Motivation
- Initiation
- Emotional control
 - Self awareness, self monitor, metacognition

2. Organization/Integration

- Integrate details into a bigger picture
- Organize and store information so it can be traced back and retrieved over time (Episodic Memory)

3 Primary Layers of Executive Functions

3. Higher Order Reasoning Skills

- Analyze
- Draw a conclusion
- Solve a problem
- Predict an outcome
- Reason
- Evaluate

Working definition of EF skills

Executive Function is the ability to **integrate** a present **awareness** with future **anticipation** and past **experience** to develop a reasonable **plan** (accounting for **space, time** and **people**) for present **action**.

Working definition of EF skills

Executive Function skills are the skills that enable an individual to:

to develop a reasonable plan

and past experience

future Anticipation

Integrate a present awareness with...

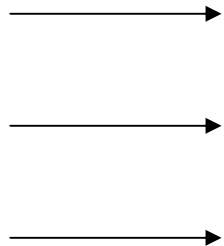


while accounting for space, time and people

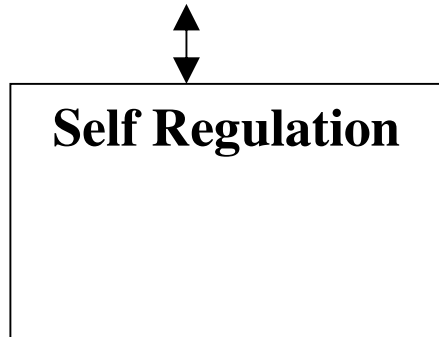
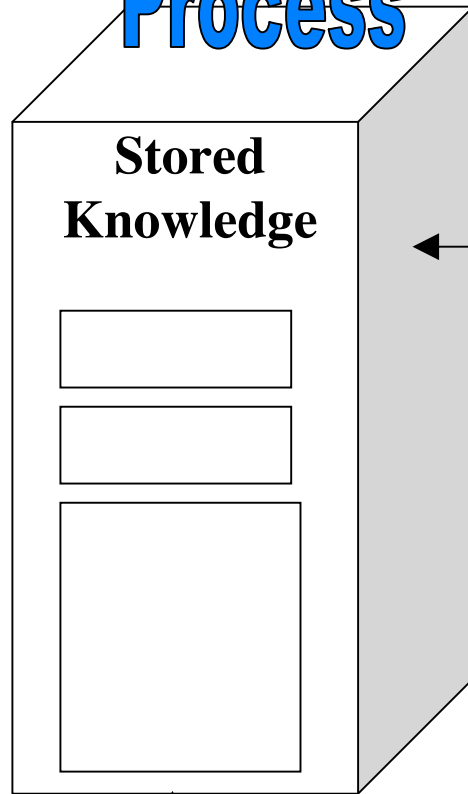
and the present action going on.

Executive Function Blueprint

Environment



Process

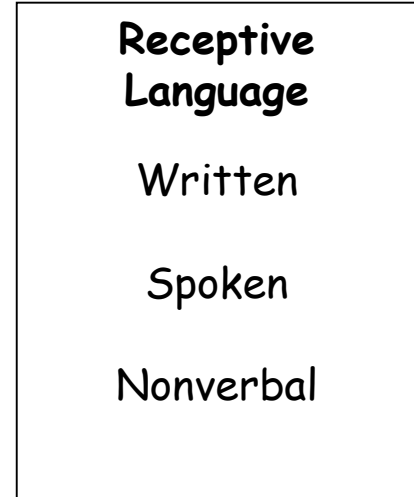


Organize

Executive Function Skills

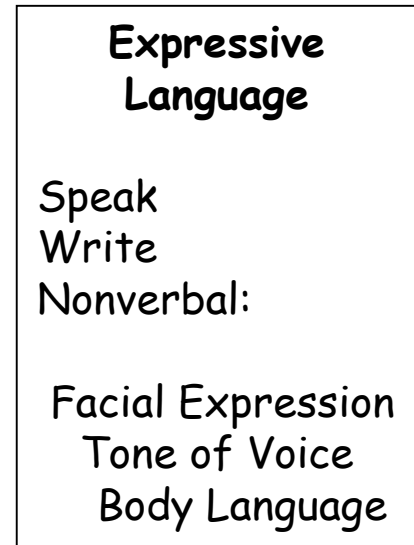


Product



Internal

External



Development of Executive Functions

1. **Continuous** rather than stage wise
2. Are strongly influenced by:
 - experience
 - **teaching**
 - expectations in the environment

Refer to the List of Developmental Tasks



THESE SKILLS HAVE TO BE TAUGHT –

for these kids it is not an implicit process—

Have you ever thought...

“I shouldn’t have to tell you this!”



Developmental Tasks Requiring Executive Function Skills – by Age

Preschool

- Run simple errands (e.g., “Get your shoes from the bedroom”).
- Tidy bedroom or playroom with assistance.
- Perform simple chores and self-help tasks with reminders (e.g., clear dishes from table, brush teeth, get dressed).
- Inhibit behaviors: don’t touch a hot stove; don’t run into the street; don’t grab a toy from another child; don’t hit, bite, push, etc.



Developmental Tasks Requiring Executive Function Skills – by Age

Kindergarten

- Run errands (two to three step directions).

Grade 2

- Tidy bedroom or playroom.
- Perform simple chores, self-help tasks; may need reminders (e.g., make bed).
- Bring papers to and from school.
- Complete homework assignments (20-minute maximum).
- Decide how to spend money (allowance).
- Inhibit behaviors: follow safety rules, don't swear, raise hand before speaking in class, keep hands to self.



Developmental Tasks Requiring Executive Function Skills – by Age

Grades 3–5

- Run errands (may involve time delay or greater distance, such as going to a nearby store or remembering to do something after school).
- Tidy bedroom or playroom (may include vacuuming, dusting, etc.).
- Perform chores that take 15–30 minutes (e.g., clean up after dinner, rake leaves).
- Bring books, papers, assignments to and from school.
- Keep track of belongings when away from home.
- Complete homework assignments (1 hour maximum).
- Plan simple school project such as book reports (select book, read book, ‘write report’).
- Keep track of changing daily schedule (i.e., different activities after school).
- Save money for desired objects, plan how to earn money.
- Inhibit/self-regulate: behave when teacher is out of the classroom; refrain from rude comments, temper tantrums, bad manners.



Developmental Tasks Requiring Executive Function Skills – by Age

Grades 6–8

- Help out with chores around the home, including both daily responsibilities and occasional tasks (e.g., emptying dishwasher, raking leaves, shoveling snow); tasks may take 60–90 minutes to complete.
- Baby-sit younger siblings or for pay.
- Use system for organizing schoolwork, including assignment book, notebooks, etc.
- Follow complex school schedule involving changing teachers and changing schedules.
- Plan and carry out long-term projects, including tasks to be accomplished and reasonable timeline to follow; may require planning multiple large projects simultaneously.
- Plan time, including after school activities, homework, family responsibilities; estimate how long it takes to complete individual tasks and adjust schedule to fit.
- Inhibit rule breaking in the absence of visible authority.



Developmental Tasks Requiring Executive Function Skills – by Age

High school

- Manage schoolwork effectively on a day-to-day basis, including completing and handing in assignments on time, studying for tests, creating and following timelines for long-term projects, and making adjustments in effort and quality of work in response to feedback from teachers and others (e.g., grades on tests, papers).
- Establish and refine a long-term goal and make plans for meeting that goal. If the goal beyond high school is college, the youngster selects appropriate courses and maintains grade point average (GPA) to ensure acceptance into college. The youngster also participates in extracurricular activities, signs up for and takes Scholastic Aptitude Tests (SATs) or American College Tests (ACTs) at the appropriate time and carries out the college application process. If the youngster does not plan to go to college, he or she pursues vocational courses and, if applicable, employment outside of school to ensure the training and experience necessary to obtain employment after graduation.
- Make good use of leisure time, including obtaining employment or pursuing recreational activities during the summer.
- Inhibit reckless and dangerous behaviors (e.g., use of illegal substances, sexual acting out, shoplifting, or vandalism).

Executive Functions

There is an unfortunate tendency for some parents and teachers to assume that their role as a “helper” requires they assume responsibility for executive dimensions of tasks

In the absence of an executive function focus the predictable outcome is
learned helplessness
and oppositional behavior

For example:

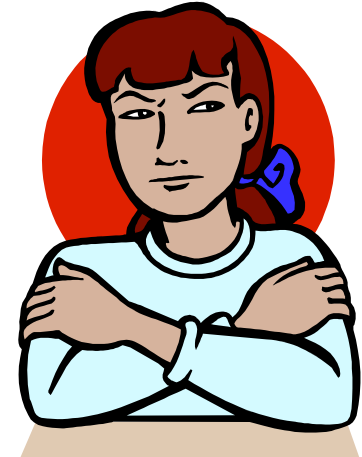
- **Setting goals for the child**
- **Identifying child’s weaknesses**
- **Planning and organizing all of their activities**
- **Monitoring and evaluating their behavior for them**
- **Solving their problems**

ATTRIBUTE PROFILE

(Cooley & Ayres, 1988)

When a student is characterized by
'Learned helplessness', their
Common perception is:

- **FAILURE** is due to low ability &
- **SUCCESS** is due to the ease of task



3 Primary Layers of Executive Functions

Reasoning Skills



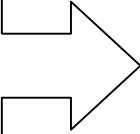
Self Regulation

Toolbox of Strategies

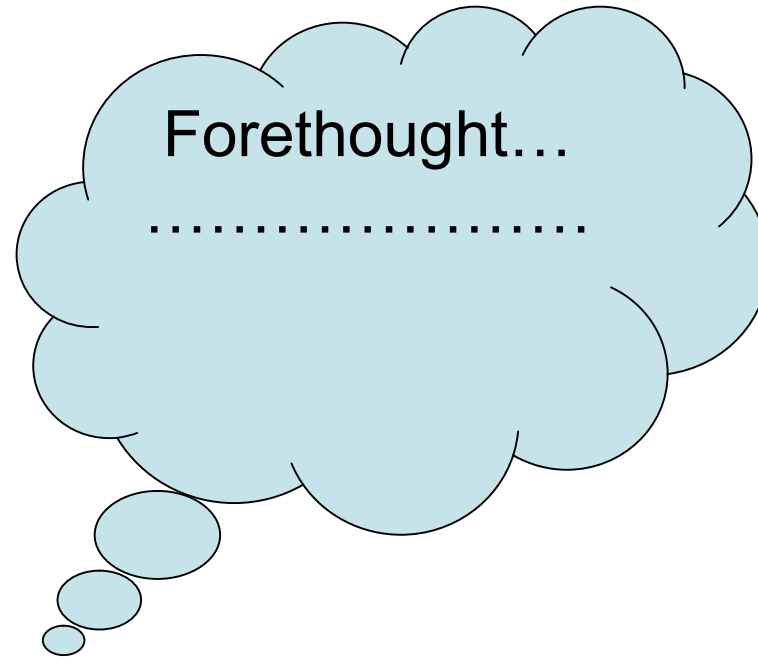
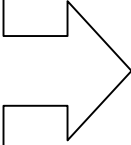


Executive Functions Flowchart:

Self Regulate:
•Be Aware
•Be motivated
•Control Emotions



Based on this Awareness:
set a reasonable goal/s for oneself



Passage of Time



Students with EF weaknesses do not execute using schemas:

- they are living in a world without schemas
- Without a schema – a person lacks an operational framework.

Life Without Schemas Means When You.....

- Are told to clean your room - you have no method
- Need to get ready for school - you don't generate a flow chart
- Attend a birthday party - you are frustrated when you have to wait for the goody bag
- You aren't ready to drive on snow - you don't know how snow affects driving
- Are confronted with a new and unfamiliar situation you have difficulty adapting, knowing how to behave, what to do or what's expected of you.

How can we help these kids???

The “EF Schemas Approach”

- An approach that makes developing schemas a conscious, deliberate, purposeful process.
- It is not happening for the EF child naturally – but we still give them access to the successful strategies that others develop naturally.

The Visual Schema Strategy:


Visualize the Future → Picture the Outcome → Match the Mental Picture

- We **SEE** the final product/outcome/place behavior...
.....DO THEY?
- Talk less...
- Use Language that evokes visual imagery
- Right Brain vs. Left Brain



Left Brain/Right Brain

CAT

Left Brain	Right Brain
Story/Narratives	
<p>Phonologic Representation: “kuh-a-t”</p> <p>Verbal definition: a small, furry domestic mammal which says meow, purrs, can claw and used a litter box.</p> <p>Limited Memory: 7 +/- 2</p> <p>----Rote Memory “Google Search Engine”</p>	<p>Orthographic representation: CAT</p> <p>Visual Image:</p>  <p>Unlimited Memory ---memory for generalizing “Web Page”</p>

Cognitive Routine

Novelty

Strategies

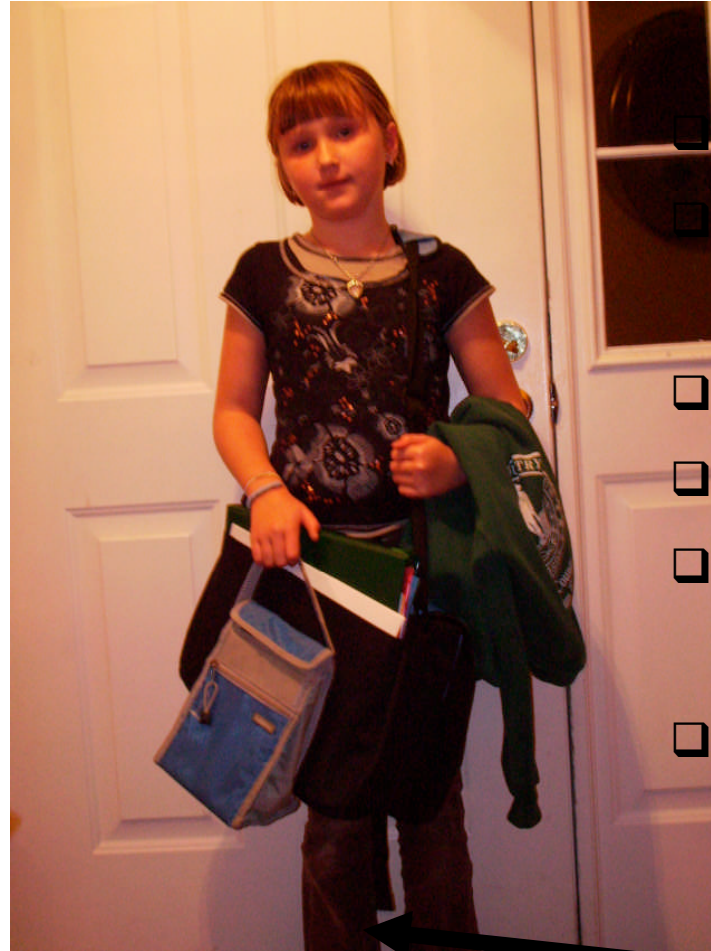
The Visual

Schema Strategy

What's the Deal with Generalizing Experiences?

- Learning Schemas is a Challenge
- Information is not effectively Organized in the General Knowledge Base
 - Thus it is Not Effectively Retrieved and Applied *Online* When Needed (i.e. generalized in novel situations)

“We have to go! Are you ready for school?”

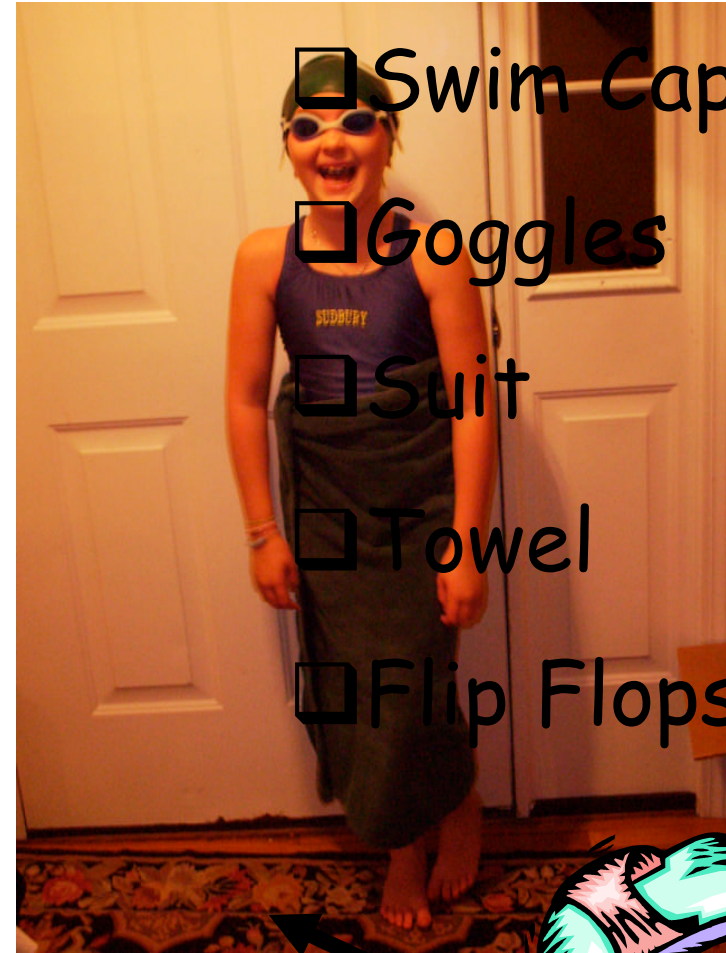


“Head to Toe!”

- Head Band
- Sweatshirt/
Coat
- Snack
- Bag
- Homework
Notebook
- Shoes for
Gym



"Time to Go To Swim Practice!"



Swim Cap

Goggles

Suit

Towel

Flip Flops!



“Get Ready for Baseball”

Think Head to Toe



- Baseball Hat
- Baseball Shirt
- Glove
- Batting Glove
- Water Bottle
- Shorts
- Socks and Cleats

"Take a Shower!"

Shower: The 3S'S



SOAP!



SHAMPOO!

SOFTEN!

How will you look?

Match the Picture Head to Toe

Hairband/elastic

Shirt

Sports bra

Skirt/shorts

Socks

Sneakers

Racket

Water bottle



Organizing Space

VISUALIZE: You picture it ---do they?

Shoes

– Take Before and After Photos

Clothes: dirty in

• Take advantage of scrapbooking-engage your student in its development

basket

• Attach to doorways, binders, bags, cars, etc.

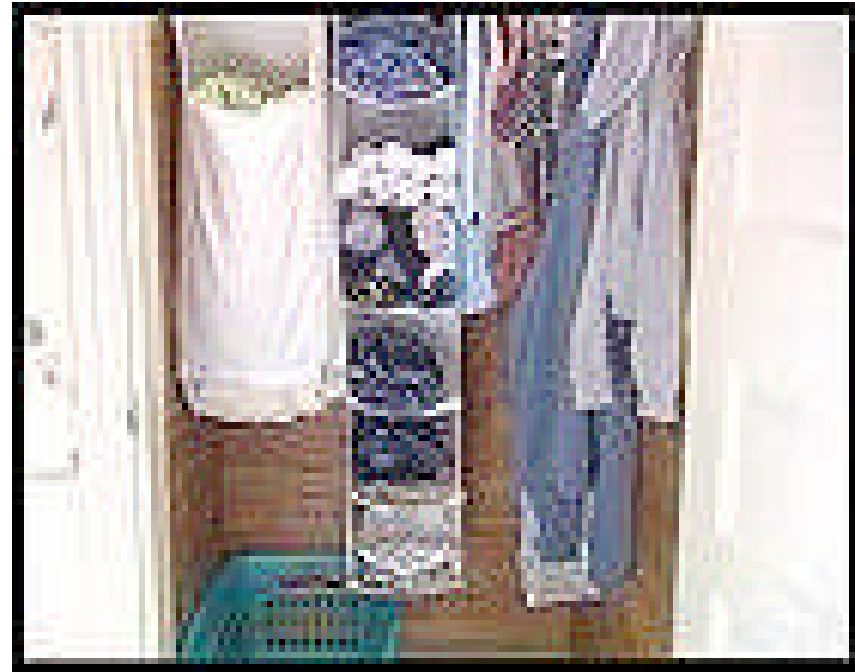
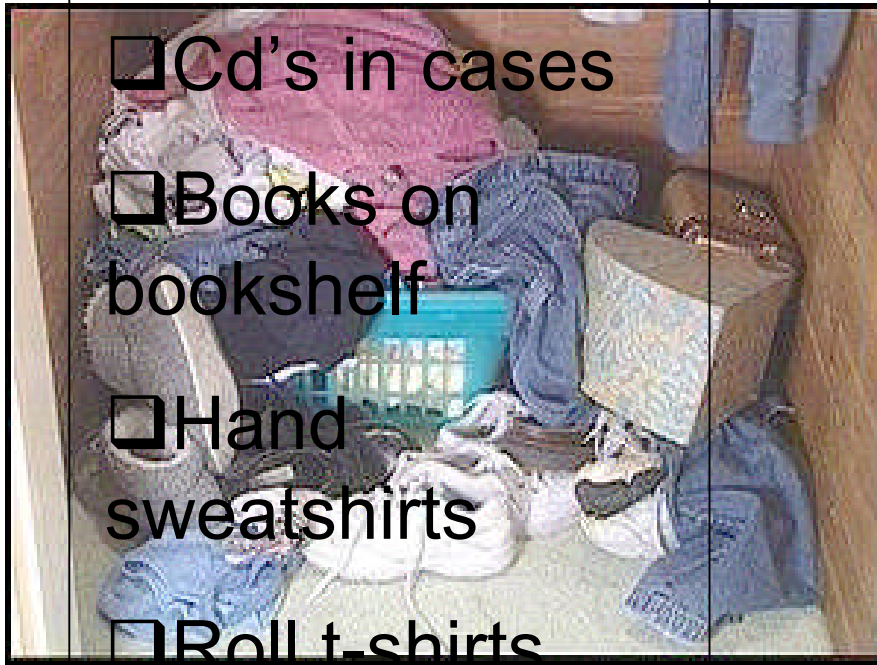
– Use STOP and READ the SPACE Signs

Cd's in cases

Books on bookshelf

Hand sweatshirts

Roll t-shirts





**FOOD TRASH & DISHES LEFT BEHIND
RESULTED IN :**



**NO FOOD DOWNSTAIRS
FOR A WEEK**



Teach Forethought: Predict the Outcome

- What will it look like if.....
- How do you see yourself?
- If everything goes your way....what will it look like?
- Predict the Outcome

Self-regulation: using forethought to know the goal

The Dream: What I see:

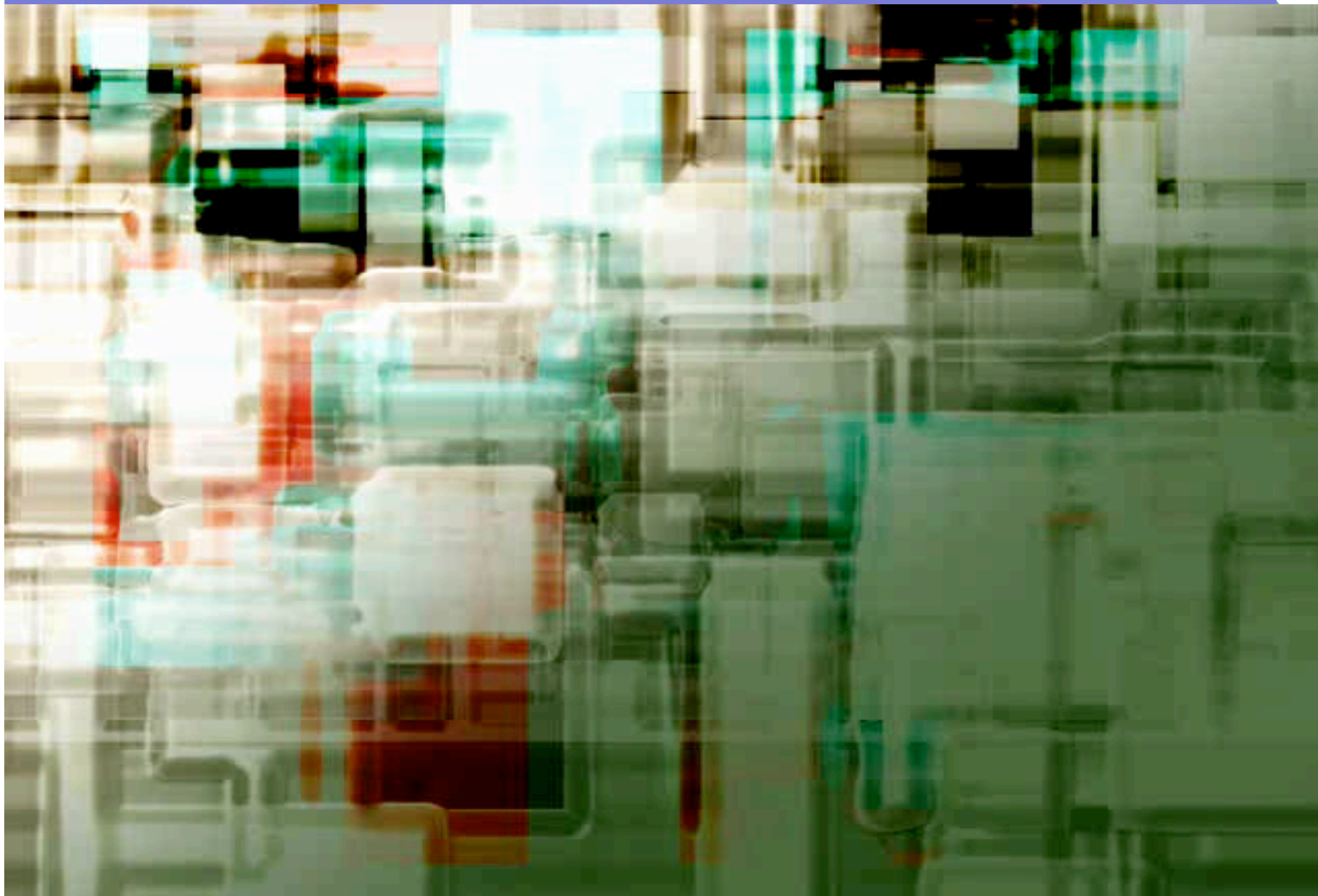


Vs.

The Nightmare:



Using hindsight.....



Goal - Plan - Do - Review:

Goal: What will it **LOOK LIKE** if you reach your goal?:

Look Ahead: What time will it be? When will it look like this?
If everything goes your way how do you **SEE** yourself?
What is the nightmare you see if things do not go your way?

Look Back: Have you been in a similar situation before?
What did not work?

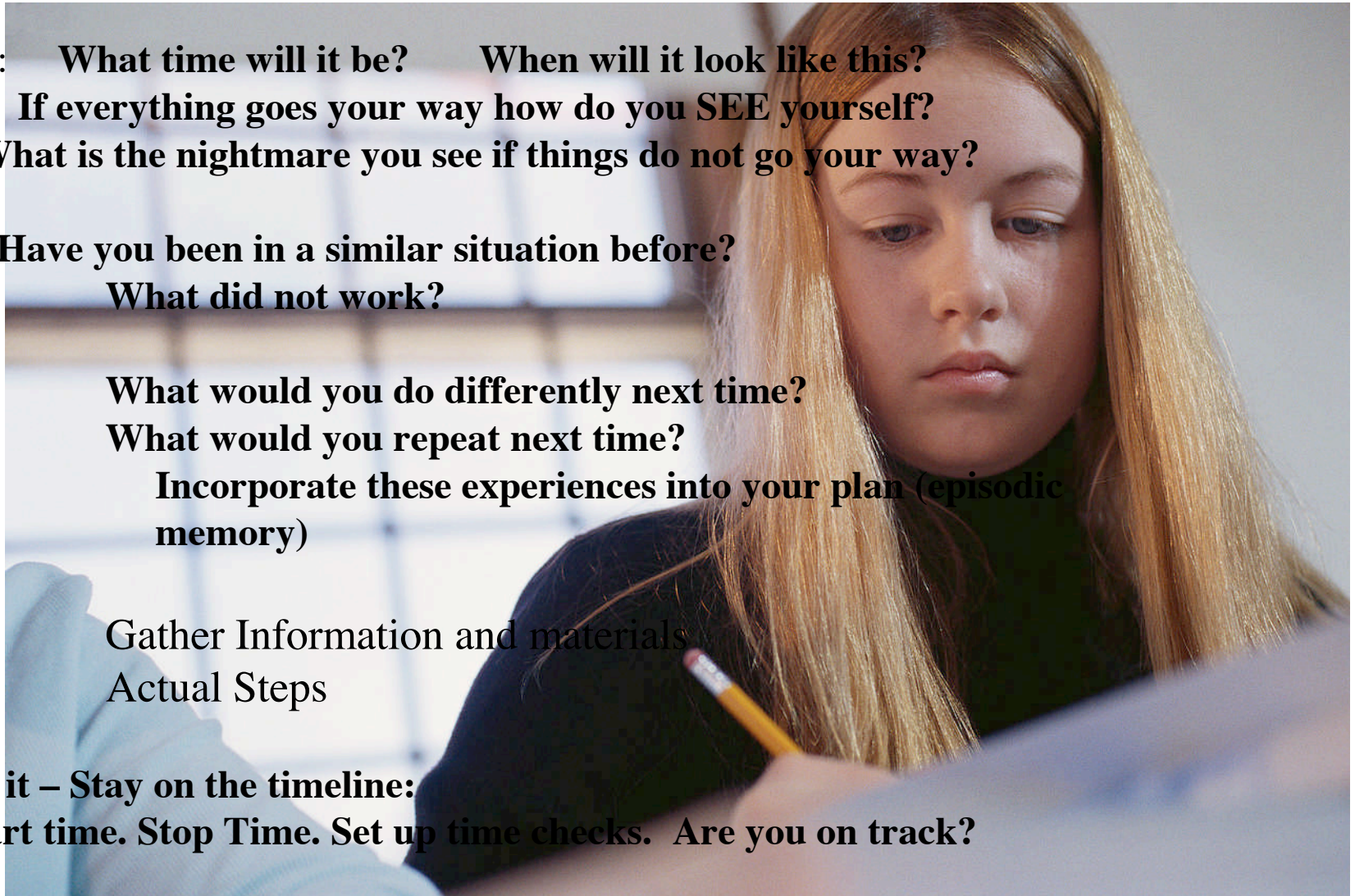
What would you do differently next time?
What would you repeat next time?
Incorporate these experiences into your plan (episodic memory)

Plan

Gather Information and materials
Actual Steps

Do: Do it – Stay on the timeline:
Start time. Stop Time. Set up time checks. Are you on track?

Review: How did you do? Did you reach your goal? Does it look like what you pictured?



Having a realistic scope.... the power of episodic memories

Annoying

Horrendous

So-So

Beautiful



**Accessing Experience:
The Scaling Technique**

Learning a New Skill

Hang out and watch

Explore/Manipulate
materials and
Equipment

Try it a couple of times
to get a feel for it

Watch someone more
experienced and get
some pointers/coaching

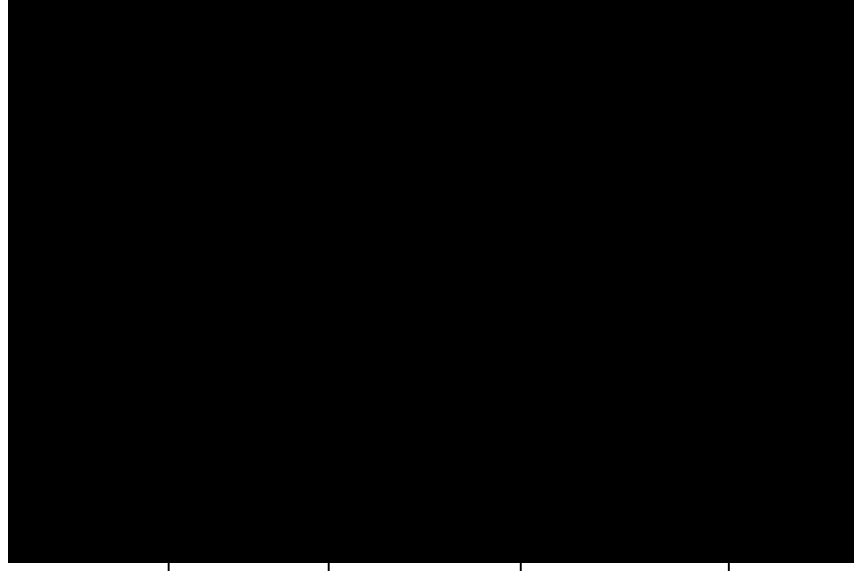
Try it again – become
more comfortable

Receive more pointers
and coaching

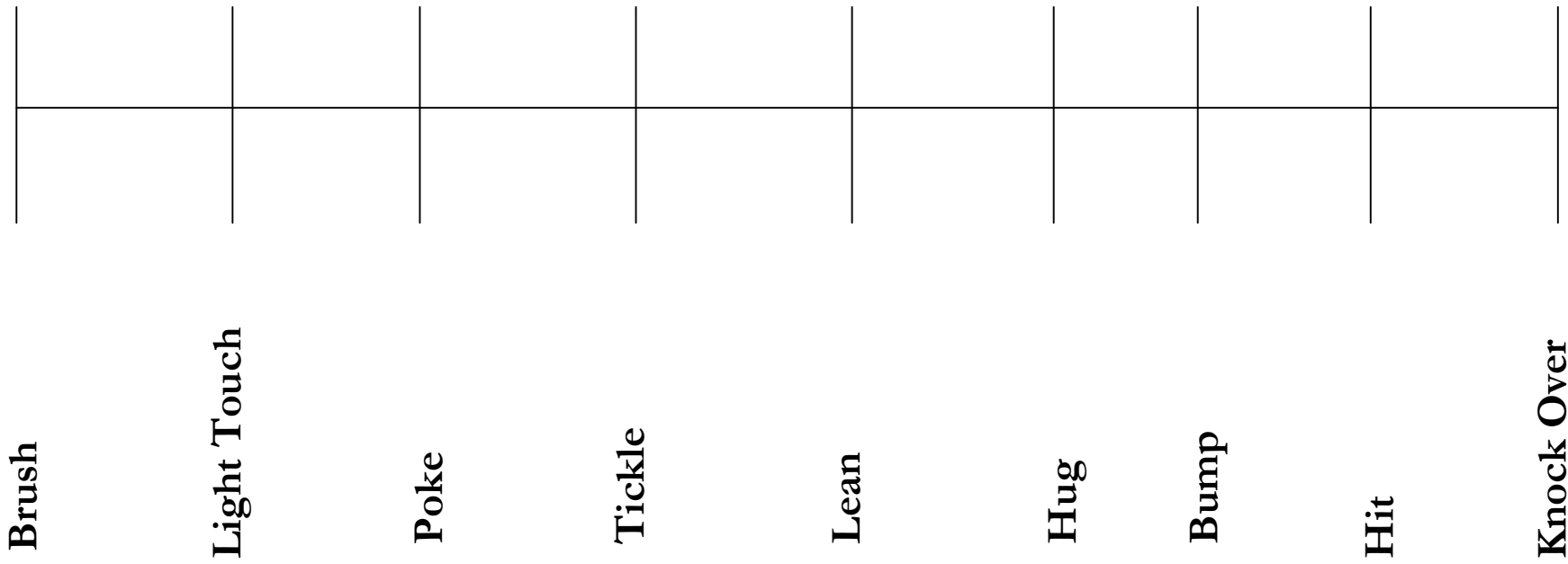
Practice

Receive more pointers
and coaching

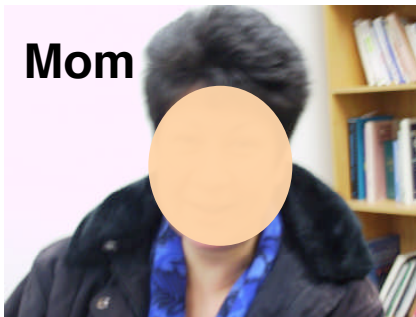
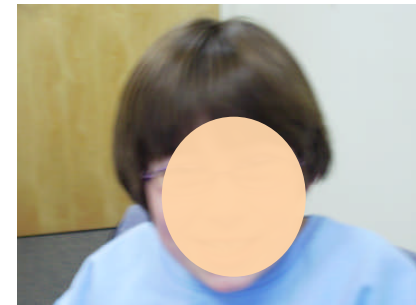
Comfortable!/more
experienced



The Bump Scale!



Tone Scale: Changing your Voice to Get What you Need or Want!



E
x
a
m
p
l
e
!

The Sweet Tone!

Is the tone you use when you are saying "Good girl Georgia!"

The Factual Tone

It is the tone you use when you are telling the dog "Dinner", "Go outside" or "Go to bed!"

The Mad & Worry Tone!

Is the tone you use when Louisa is Attacking and you say "Bad dog!"

Scaling Tasks

- Task:



What tool or strategy would I use
to bring the level down?

Types of Tasks

1. Love It!
2. Have to do it- but I don't like the task very much. Here is what I can do to make it easier...
 - Remind myself it is time-limited.
 - Race the clock, beat the song, plan to do something I like when I am done
3. **I do not like it at all. It is very difficult.**
 - What tools can I use to make it easier?
 - Micromanage myself
 - Just start...
 - Avoid grayscale thinking—something is better than nothing

“You suck!”

- Don't use that language! We don't say those words in this house!
- Cue to **What** do instead
- Examples:
- Social skills:
- Fav health insurance vs examples

Strategies

Teach Internal Self Directed Talk

Internalization of speech facilitates the development of:

- Working Memory and Speed of Processing
 - rules
 - problem-solving strategies,
 - self-monitoring,
 - self instruction
 - metacognition
- Serves the Cognitive Functions of Orienting, organizing and structuring behavior

Add the self talk icon

Types of Internal Self Talk/Instructions

1. Problem Definition

- Self question followed by statement of answers or solutions. Set up nature and demands of the task
“What do I need to do...Oh.I will first....I want to.”

2. Focusing of Attention and Planning

- Focus on the task and generate a plan
- Determine the strategies or procedures to be used
“Focus on this...just relax....To do this I need a plan”

3. Strategy Self Instructions

- Engage and Implement Strategies
“First I will...I’ll use that _____strategy....”

Types of Internal Self Talk/Instructions

4. Self Evaluating and Error Correcting Statements

- Evaluate performance, catch and correct errors
- *“Does that make sense? Does this feel right? How can I change that?” “Ooops I missed that...”*

5. Coping and Self Control

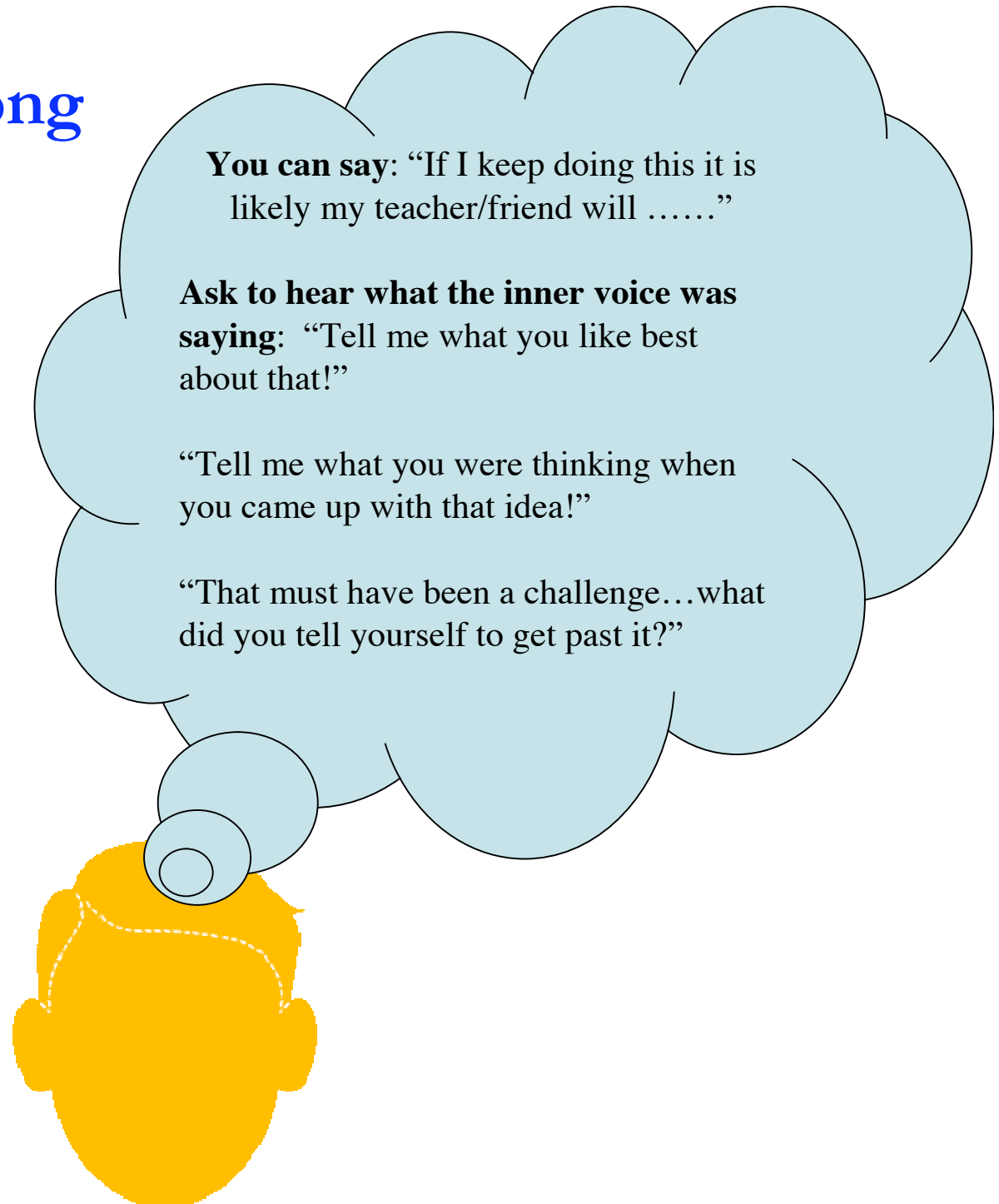
- Subsume difficulties and frustration
- Deal with forms of subcortical arousal: frustration, stress, anxiety *“Don’t worry. Relax, I can do it....”*

6. Self Reinforcement

- Providing Reward *“I like this! Alright...I’m done!I did it!”*

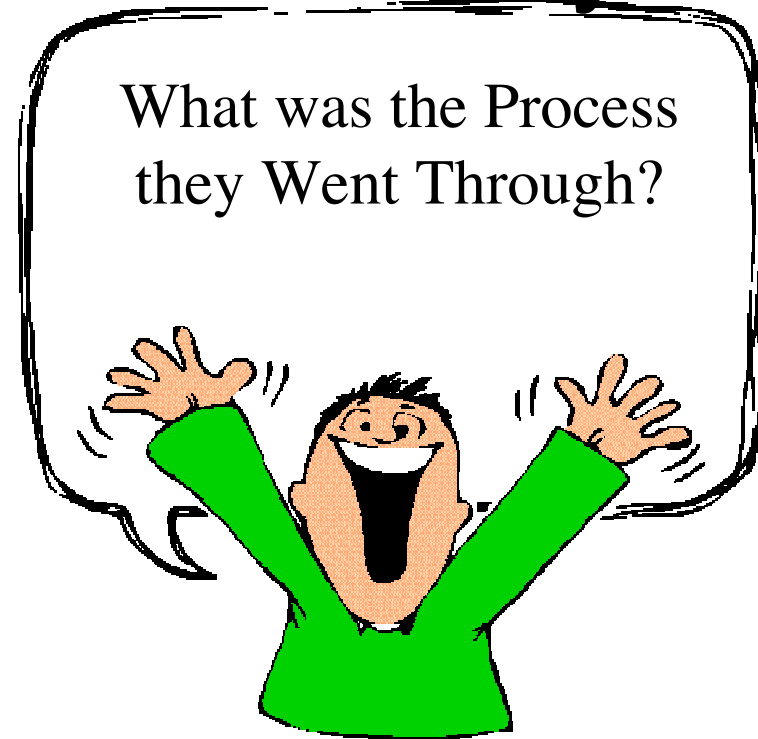
Talk to Myself Along The Way

- Teach Self
Directed Talk
- “What are you
going to tell
yourself?”
- The Importance
of Learning
Declarative
Language



Create an Episodic Memory

- Spotlight for the student How they Achieved the Goal:
- Focus on the Positive



Strategies:

Use Declarative
Language:

Humph.....



Declarative Language

- The type of language used when one is communicating what the mind is producing. I
- It is the ability to communicate without knowing where the conversation might go.
- Requires lots of integration of information by the brain
- Allows us to learn and process 'online' in a more integrated way



Strategies:

Use Declarative Language:

Humph.....

Hmmm... I've noticed that....

How do you know when....

Declarative Language

- Describe what you see or acknowledge with a word
- “Oh my, look at the time”
- Seeing coat on the floor - “Oh no!”



Declarative Language

Don't rush to answer questions/ encourage investigating alternative sources

- -“How many cookies are enough?”
- -“I wonder, why does Frank do that....”
- -“That’s a good question, how can we...”
- -“Who would know about that – the dentist”

Don't cue to do – cue to know what to do

- -“How are you going to know when to be ready?”
- -“How are you going to stop yourself from...?”
- -“What is your goal?”
- -**“What do you want it to look like?”**
- -“How long do you think it will take?”
- -“How much did time did it take last time?”
- -“How are you going decide where to set that up?”
- -“How are you going to know what you need?”
- -“How are you going to know what is most important?”
- -“How are you going to decide what to do first?”
- -**“How will you know when you are done?”**
- -“How will you continue when you are tired?”
- -**“How did that work out?”**
- -“How long do you think that took?”
- -“How did you manage/know how to do it?”
- -“Would you do anything differently?”
- -“Have you done anything like this before?”
- -“Was that harder or easier than....”

Strategies

**Code Word
Strategy!**

Examples

- Cubbies/Locker
- Chair in the Classroom
- Appropriate Eating
- Backpack
- Tom Brady Face
- Playing Basketball: Mean vs Fun

Read and Follow the **STOP** signs

Space/Situation

Read the Room

What is the situation telling you about:

- What's going on?
- The people in the space?
- The objects in the space?
- The mood or emotion of the space?

Time

Get on the Timeline

What is the time telling you about the:

- Pace
 - Minute/hour/day
 - Time of day
 - Morning
 - Lunchtime
 - Evening
 - Dinnertime
 - bedtime
- Moment** in Time
 - Week/month/year (era)
 - Holidays
- Under what condition- when does something happen?

Objects

Read the Object

What does the object tell you about:

- Kind of object it is (category)
- Purpose
- Location
- Parts
- What goes with it
- History
- It's Characteristics
 - Size, Shape, Color
 - Made of
 - 5 senses
 - Movement

People

Read the Person

What are they telling you?

- Facial Expressions**
- Body Language**
- Clothing
- Appearance
- Mood/Emotion
- Movements? (**Pace**)
- Saying

Read the Room

1) LOOK at the **Time**.

Is this a good time?

When do you need to be done?

What other things are scheduled (think ahead)?

Have you completed your business (class work, homework, practicing, chores)?

2) LOOK at the **Space** and consider the **Materials**.

Are you using someone else's space (ask first)?

Are you using space that will be need by someone else (kitchen table for dinner)?

Do you have all of the materials you need (make a list)?

Are you using something 'that does not belong to you (ask first)?

Are you willing to clean up the space you use when you are done?

3) LISTEN to what other **People** are **Saying**.

Are you giving them your attention?

Did you hear you them (ask) and understand them?

Did they ask you a question and are they expecting an answer from you?

Are they saying NO?

4) LOOK at what other **People** are **Doing**.

Are they busy? Are they talking to someone else? Do they want to be left alone?

Did they hear you and understand you?

Are they interested in what you are saying?

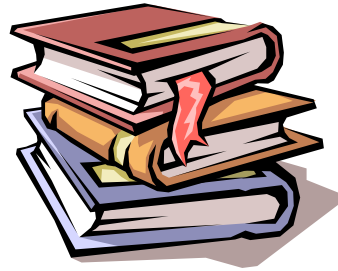
Are you supposed to be paying attention to someone else?

Are you supposed to be doing something else?

When you get HOME you must HONE!

H

Homework



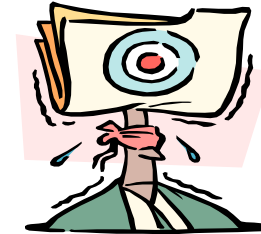
O

Organize your backpack (lunchbox, corrected papers, trash, etc.)



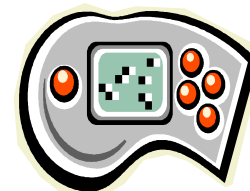
N

Notices and Newsletters – Give to Mom



E

Entertainment – Have fun!



Bathroom

F
irst
ask



Ask or Tell
someone you
need to go to the
bathroom

L
ook
and see that
the bathroom
is empty!



Knock
on the
door - Is
anyone
there?

U
se
the toilet



Go to the
Bathroom

S
wipe
your Bum!

Wipe til it's
white!

H
ear
it Flush!



Should I Raise My Hand?

The Information I am About to Share, Is it:

Excessive

Just Right – Adds an Idea Necessary for other students to know

How my classmates and teacher will react:

Keep PACE

P: Pick it Up! Move quick!

A: Act now!

C: Consider other people's Pace!

E: Everyone will be happy!



The Game is Respect Strategy

Does anyone feel -

M

Manipulated?

E

Exploding?

A

Angry?

N

Not respected?

F

Faces – are they
happy?

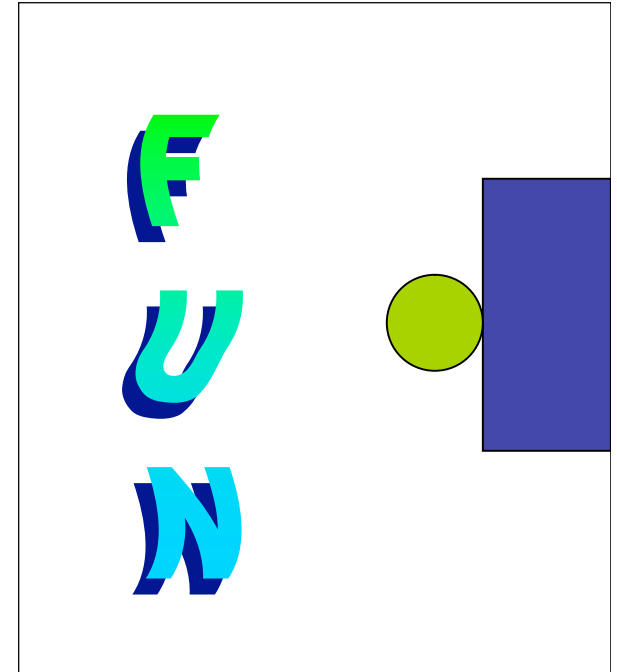
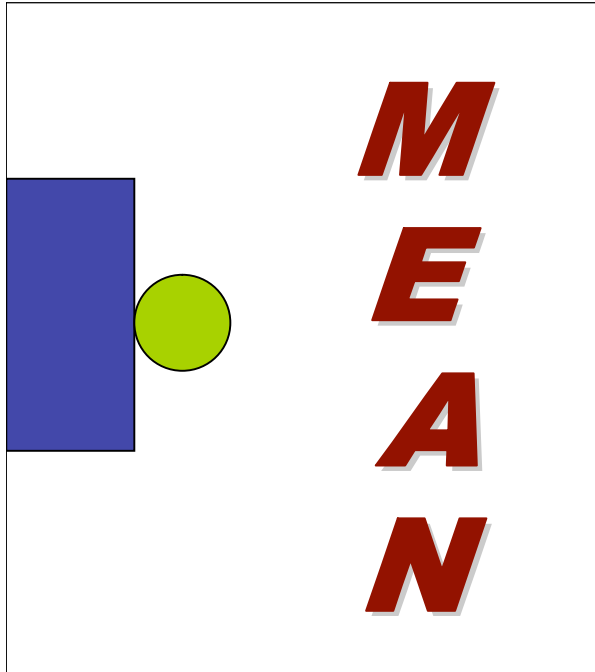
U

Unity – is everyone
having fun?

N

Needling –are we
teasing and not
being mean?

R E S P E C T I C E



Respect yourself and others – if the game crosses the line of respect and moves from fun to mean, then it's time to change the game or walk away.

Code Word Strategy

Schema: Change

Code Word	Skill I am Asking the Child to Learn	What Do I Always Say To My Child About This?
C	Define the Change	I know that you are upset but there is a great big dent in the bumper! It is all crunched up! It looks awful.
R	Reasons for the Change	If we do not fix it then the car will not be safe the next time we get in it! It will not protect us from an accident!
A	Advantages of the Change	Just think how nice and shiny the new bumper will be. Mom will be more relaxed when we drive. Our car will not look funny. People won't stare at us.
P	The Perks in it for you!	Besides you can go with Daddy to the mechanic. Maybe you will see the car go up on the lift! You get to see the race car pictures!

Code Word Strategy

Schema: Work vs Play

**Skill I Am Asking
the Child to Learn**

**What Do I Always
Say To My Child About This?**

Meet the requirement- Don't try to do more. You will be doing this work instead of..... There is **Cause and Effect** play time. All this pain and aggravation you generated for yourself would be avoided.

Don't Put an assignment aside and choose to do it on your free time. You are causing yourself pain later by not doing it now! If you do it now then you would have more free time, more pleasure. You will be doing this work instead of..... What are the consequences of daydreaming about Pokemon or Neopets and not doing the assignment? **Sense of Scale: My Vision with the Reality of Time/ with the Scope of the Project** But inside you have to make the choice to say this is not for me. I am not the kind of person that wants to fail and not be a good student because I was daydreaming about Pokemon.

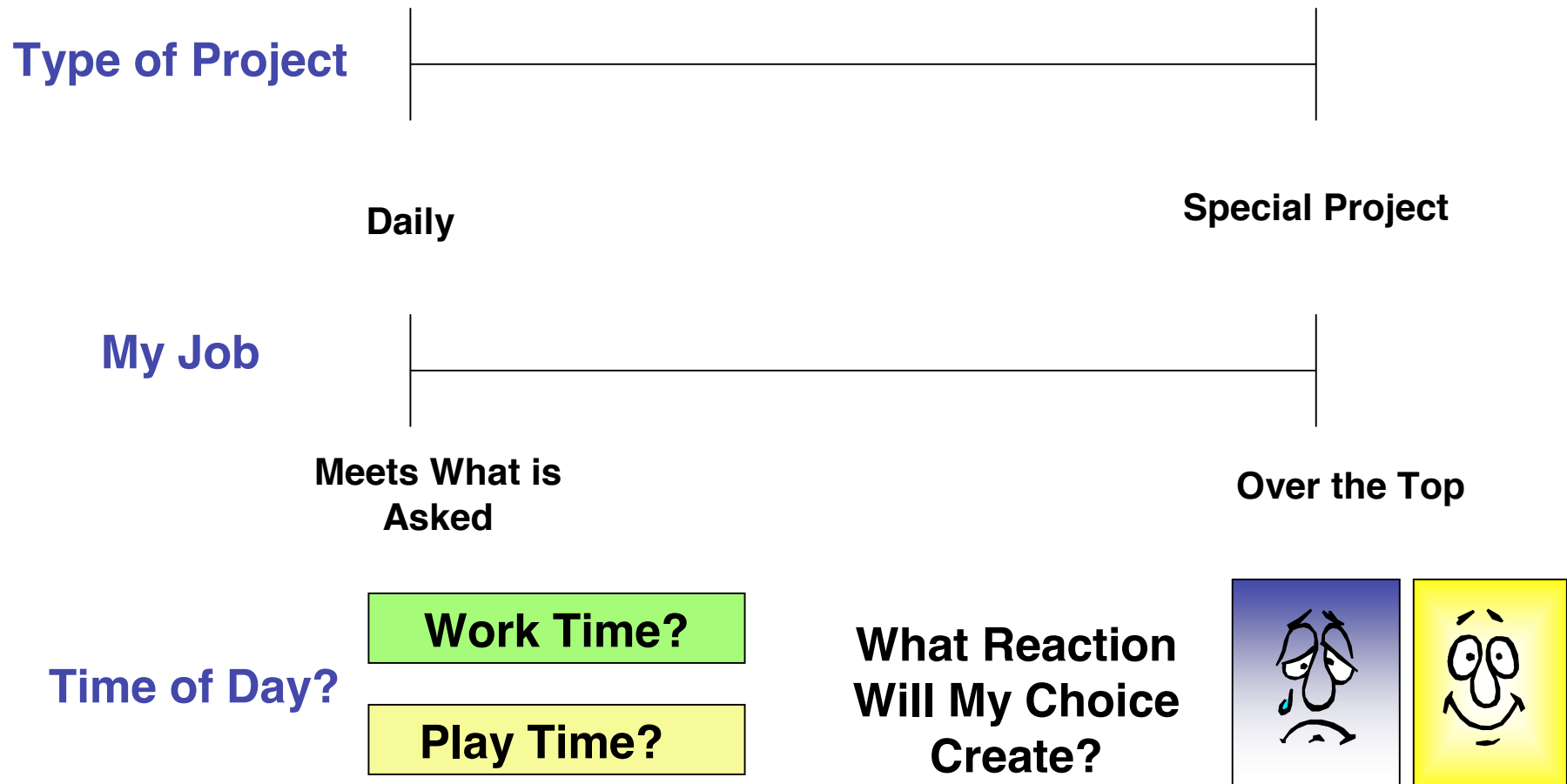
Evaluate exactly what is being asked. Answer the questions that is being asked. Reality check. I know this is something I want to do. I'm excited – but is it a good thing? **Cost of Energy: Work When you Need to Work. Play**

When you Need to Play

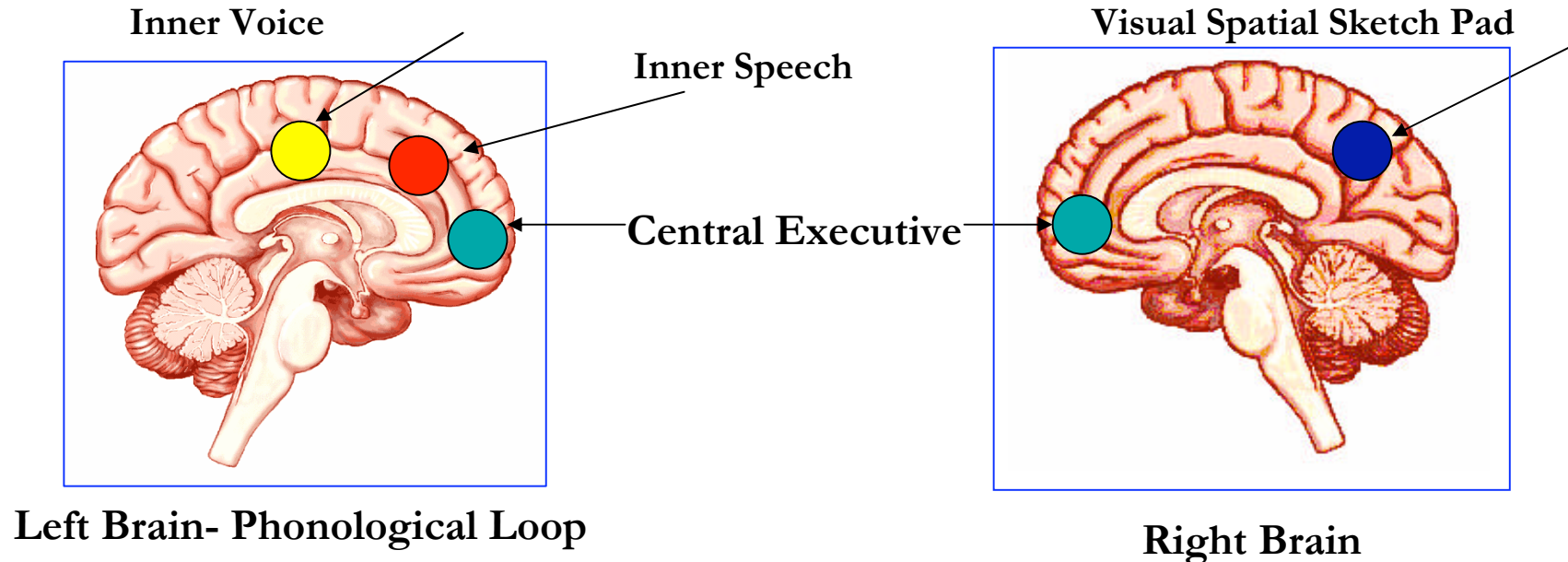
Who will your choice effect? There is work time and there is play time. Do you want to be yelled at by your parents and teachers? Then at the end of the period the teacher is looking at me and saying you did not do the assignment. What strategies am I going to choose to stop this? You can not go to the library and he goes to the library – he knows it I wrong and yet in his head he does not enter the conversation and say– my **What Will Others Think of My Choice?** choice? I am not supposed to go to the library but I really want to go. He does not weigh the consequences – he just walks in and goes to the computer and suppresses the reflective thought and just impulsively reacts. You do not even let yourself think about it then afterwards you always recognize and then realize oh no I am in trouble!

Code Word Strategy

Work vs. Play Time Schema



Working Memory – Speed of Processing



Working Memory: enables us to hold onto information by rehearsing it in our minds, relate that information to older knowledge and to plan our future actions

Central Executive:

Working Memory – Speed of Processing

- Choose One Item:
 - See it
 - Say it
 - Do it
 - Then Shift

Minimize multitasking

Get on the Timeline

- **What Does Time Involve?**
 - Sequencing facts
 - Before, During, After
 - Present Time
 - Regular Occurrence, Personal Experience
 - Sequence of simple then complex events
 - **Time factors that Influence Events**
 - i.e. when under certain conditions
 - When does someone go to the dentist?
 - **“Pieces of Time”; Time measurement**
 - Second, hour, days, month, year, century, periodic events

Get on the Timeline

- **What Does Time Involve?** —*continued*
 - *Cycles, Schedules*
 - *Cyclic events*
 - *Seasons*
 - *Scheduled events (sports, personal schedule, bus)*
 - *Comparing Past and Present*
 - *Rate of Speed -→ PACE*

Time Toolbox Strategies

- **Sweep of Time:** time looks and feels like this.....
- **Sequence:** When and Under What Condition will that Happen?
- **Allocate your time:** Get your Game on
- **Estimate the Passage of time:** When will it end

Sweep of Time: time looks and feels like this.....

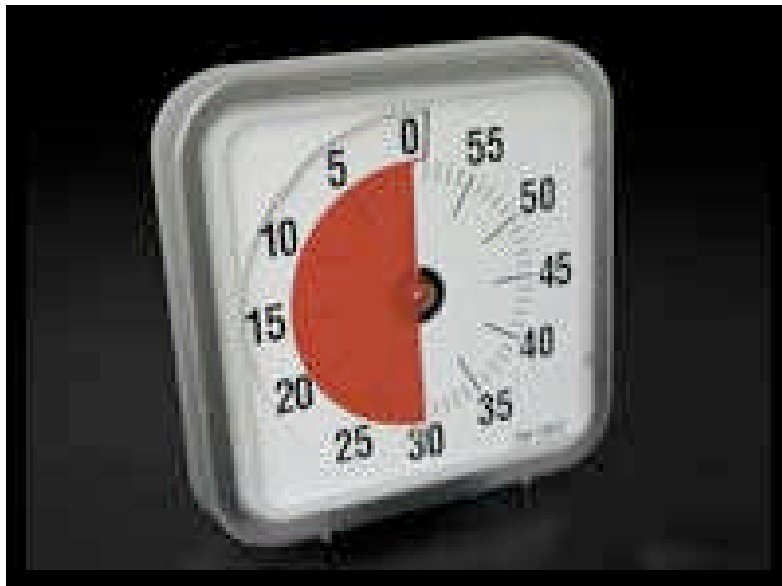
- The “As Long As Technique”
- The “click” strategy
- Show the Sweep of Time-
 - String Clock
 - the WONDERTIME clock
 - The Time Timers



Wondertime Clock



Time Timers



www.timetimer.com



New Forms of the Time Timer



Time Tools

- Walmart.com
- Timex.com
- Overstock.com
- Ebay
- Amazon

Timex i-control Twist
and Pull Watch



Time Tools



- **VibraLITE 3 Vibration Watch Pink Crocodile Band**



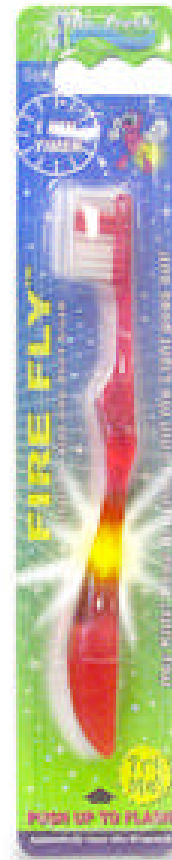
**Timex Men's Watch
Vibrating Easy Set Alarm**

Shower Clocks

- **Forma® Stainless Steel Suction Clock** is water-resistant and rustproof. Its compact size makes it ideal for use in the shower or on a mirror. Five strong suction cups adhere the clock to any clean, non-porous surface such as tile, glass or fiberglass



Firefly toothbrush



Sequence:

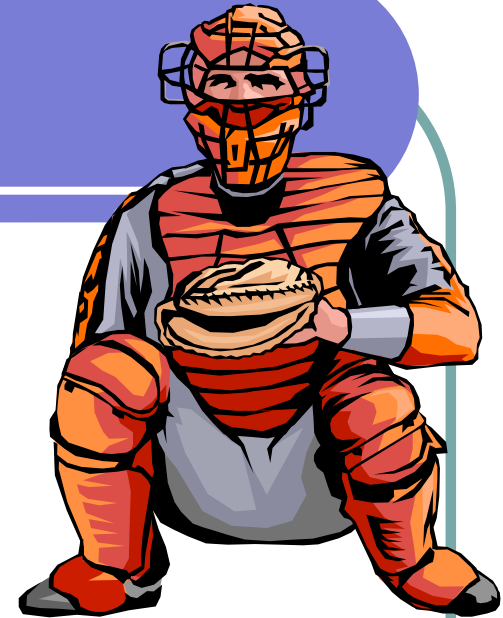
When and Under What Condition will that Happen?

- What Time of Day is it?
- What do people typically do at this “moment in time”?
- Time factors that Influence Events:
i.e. under certain conditions
 - **WHEN** does someone go to the dentist?
 - **WHEN** will you know I am ready to talk about that?
- **Time has Passed...Has the Pace Changed?**

Allocate your time:

- Teach the Allocation of Time – Appeal to The Frontal Lobe's Planning Abilities: Avoid the Subcortex
- OHIO (Only Handle it Once)
- Break task down by object: (See it, Say it, Shift it)
- Break task down by number:
- Get your Game on

“Get Your Game On” Strategy



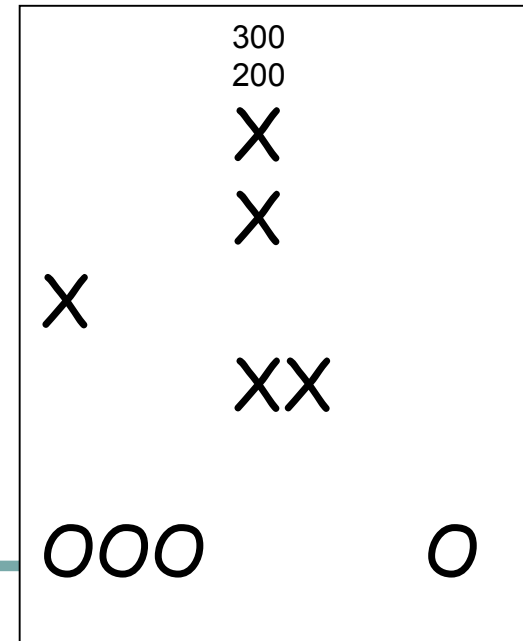
Pre – Game (before the task):



Get you **Materials** and
Space ready!

Practice:

- **Visualize**
- **Review the Steps**
- **Picture the Result!**



“Get Your Game On” Strategy



- Know when

Time to Stop?

- **Clean up and put away** the materials

- Do a Post Game Wrap Up:

Celebrate!

**Figure out what worked
and what did not work!**

Time Tools

- ADD Planner Software

<http://www.addplanner.com/index2.html>

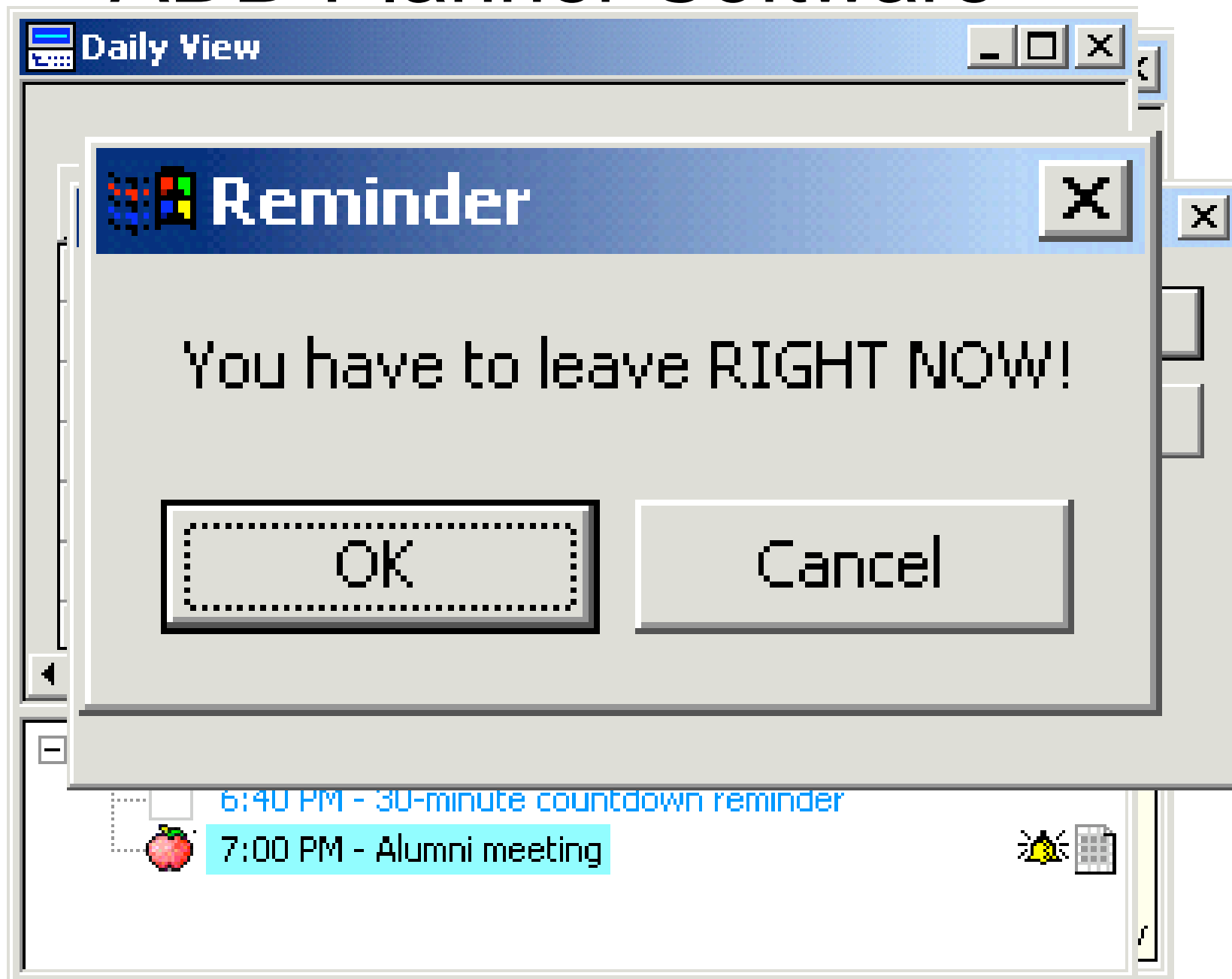
Action Agenda:

<http://www.actionagendas.com/>

Long Term Projects

www.homework-organizer.com

ADD Planner Software



Time Tools

- ADD Planner Software

<http://www.addplanner.com/index2.html>

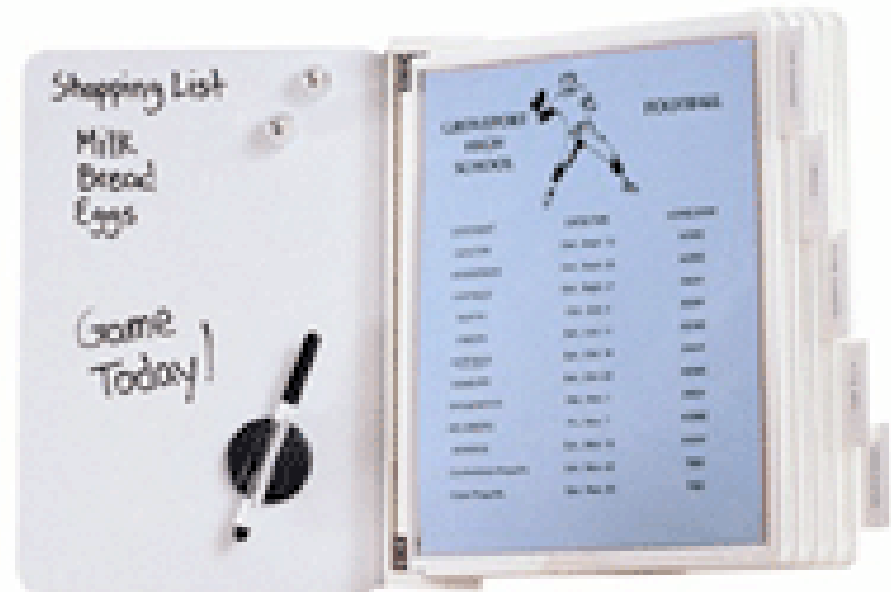
Action Agenda:

<http://www.actionagendas.com/>

Long Term Projects

www.homework-organizer.com

Organizing tools for the House



Organization of Space: For working

- Permanent desk
 - Desktop file box,
 - Organize Hanging File Folder Labels by (use a label maker):
 - School subjects
 - Extracurricular activities
 - » Team practices and games
 - » Clubs
 - » Community service and or job
- Portable office
- Personal office/filing system
 - Instructions, art, writing or ideas, bills, etc.
- Take advantage of online Bank and bill pay programs



Organization of Space

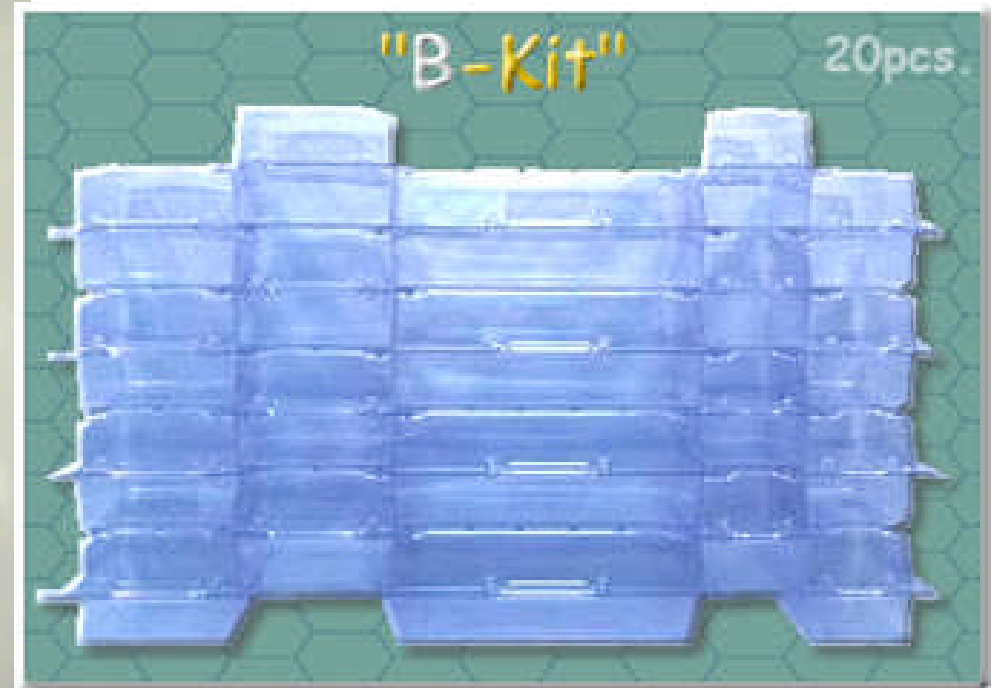
- Sleep zone
- Grooming zone
- Entertaining zone
- Laundry zone
- Collecting zones
 - Music
 - Photographs
 - Reading material
 - Sports equipment, etc.
- <http://www.organizedteens.com/appendices/appendix5.pdf>

SPACE: Organizing From the Inside Out for Teens, by Julie Morgenstern

- S.P.A.C.E.
- **Sort** -- Go through each possession and group of similar items.
- **Purge** -- Get rid of the duplicates, excess, undesirable, and irrelevant.
- **Assign a home** -- Decide where each item you are keeping will live.
- **Containerize** -- Use bins, baskets, and cubbies to keep categories separate and make cleanup a breeze.
- **Equalize** -- Maintain and update your system to keep up with your changing interests, needs, and priorities.

Organizing Space

Seeing is Believing:



Homework

Knowing the process of how to do an assignment:

- <http://www.unc.edu/depts/wcweb/handouts/readassignment.html>

How to write a paper:

- <http://www.unc.edu/depts/wcweb/handouts/index.html>

How to study for specific subjects and good tips:

- <http://www.howtostudy.org/resources>
- <http://www.how-to-study.com>

Additional Reading

- Kids are worth it! Revised Edition : Giving Your Child the Gift of Inner Discipline, by Barbara Coloroso
- Executive Skills in Children and Adolescents : A Practical Guide to Assessment and Intervention, by Peg Dawson and Richard Guare
- Parenting From the Inside Out, by Daniel Segal
- Organizing From the Inside Out for Teens, by Julie Morgenstern
- The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children by Ross Greene
- Brain Based Learning, Jensen