MAKING THE WORLD A BIT EASIER TO NAVIGATE: USING EXECUTIVE FUNCTION SKILLS

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What is executive function?

Executive Function

• The command and control center of the brain
• The conductor of cognitive skills
• The cognitive process that connects learned experiences with present actions
• The place the encodes, retrieves, and manipulates information

Executive Function

• The set of brain-based abilities that help people control their behavior and reach their goals
• There are many brain-based abilities that make up executive function

Warren, 2010

Kenworthy et al., 2014; McCloskey, 2009

Mail, Szakacs, & Rogers, 2014
Executive Function

Organizing, prioritizing, activating

Focusing, sustaining, and shifting attention

Regulating alertness, sustaining effort, processing speed

Managing frustration, modulating emotions

Utilizing working memory and accessing/recalling

Monitoring and self-regulating action

Ability Set 1

Ability Set 1: Organizing
- Keeping track of materials
  - Bringing home from school what is needed
  - Knowing when your homework is when it is time to turn in
  - Carrying objects neatly without accident
  - Being able to locate what is needed
- Having order
  - Thoughts - sequencing ideas when speaking
  - Space - fitting everything into a backpack or desk
  - Self - knowing where your body is in space
  - Time - knowing how much can be completed in a day, hour, or week

Ability Set 1: Prioritizing
- Order - knowing what comes first in a set of actions
  - Order of conversation etiquette
  - Getting dressed in a logical manner - socks before shoes
- Importance
  - Breaking down tasks into smaller steps
  - Developing a schedule to complete work
  - Knowing how much time to spend or how much time to spend on a particular activity before moving on
  - Understanding which project is most important
  - Differentiating the main idea from supporting details
  - Not putting off tasks until they are an emergency

Using a First Then to Prioritize

Ability Set 1: Activating
- Getting self to begin a task
  - Homework, laundry, asking for a raise, filing expense reports, completing a report on time
- Ending a task
**ACTIVATION**
I DIDN'T KNOW THAT THE TEACHER WAS THE MOST IMPORTANT PERSON IN THE ROOM UNTIL I WAS IN HIGH SCHOOL

Judy Endow, MSW

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**Ability Set 2**

![Diagram of Executive Function with nodes for Focusing Attention, Sustaining Attention, and Shifting Attention]

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**Ability Set 2: Focusing Attention**
- Knowing what is important to attend to
  - Speaking on a telephone
  - Listening to a boss or teacher
  - Looking at a graph in a textbook or problem on the board
  - Understanding what is less important or irrelevant

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**Understanding What Is Less Important or Irrelevant**

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**Ability Set 2: Sustaining Attention**
- Maintaining attention to what is important
  - Screening out background noise, thoughts unrelated to the topic, movement of others
  - Controlling distractibility
  - Listening
  - Staying on topic
  - Controlling feelings of disinterest or boredom
  - Not drifting off task
  - Focusing on the relevant, ignoring the irrelevant

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Ability Set 2: Shifting Attention

- Redirecting focus
  - Controlling the propensity to "lock on" to a task
  - Not getting stuck with a special interest
  - Changing topic of conversation
  - Moving focus to a new topic
  - May involve physical movement to another activity

"Aspergian focus helped me become successful by allowing me to focus on my interests to the exclusion of all else. . . ."

Ability Set 3: Regulating Alertness

- Recognizing and controlling boredom or drowsiness
  - Listening to a lecture
  - Driving
  - Writing
  - Watching an instructional video
  - Listening to two people talking

Ability Set 3: Sustaining Effort

- Forcing self to keep working, listening, smiling and so forth when the motivation appears lacking
- Finishing tasks with a high degree of accuracy
Ability Set 3: Processing Speed

- Taking an extraordinary amount of time to complete an activity
- Requiring lengthy thinking time to pull thoughts together in a cohesive manner
- Reading and rereading to comprehend
- “Getting stuck” when trying to find the right word when writing
  or ...
- Having difficulty slowing work rate or thoughts down to accurately complete work or engage

Ability Set 4: Managing Frustration

- Being able to match emotions to events
- Having an overwhelming sense of emotions
- Focusing on one feeling to the exclusion of others
- Being overly sensitive to the comments and actions of others

Types of Aggression

- Complex
  - Verbal aggression
  - Bullying
  - Covert aggression
  - Hostility
  - Physical aggression

Physical Aggression

![Graph showing percentage of children and adolescents demonstrating physical aggression across age groups.

Reactive Aggression

- Not planned in advance
- Occurs because the individual does not have the skills to problem solve, recognize feelings in self, match feelings to event, and calm self
Aggressive Behavior

Higher adaptive behavior, communication, IQ

Lower levels of aggressive behavior

Types of Aggression

- Complex
- Verbal aggression
- Bullying
- Covert aggression
- Hostility
- Physical aggression

Aggressive Behavior

Higher IQ, communication, adaptive behavior

Higher levels of complex aggressive behavior

Ability Set 4: Modulating Emotion

- Regulating emotions and behaviors to match events and societal expectations
  - Sadness
  - Depression
  - Discouragement
  - Calming self, when needed

Aggressive Behavior

Lower IQ, communication, adaptive behavior

Higher levels of physically aggressive behavior
Ability Set 5: Utilizing Working Memory
• Being able to keep one piece of information in mind while working with another
  • Remembering a phone number while trying to dial it
  • Recalling sounds that letters make and putting them together when decoding a word
  • Keeping in mind numbers when borrowing and carrying
  • Remembering what you want to write
  • Recalling what you have read and how it applies to what is currently being read

Ability Set 5: Accessing Recall
• Being able to remember information, as needed
• Filing information in the brain in an effective manner
• Remembering information without cues
  • Awareness
  • Recognition
  • Recall
  • Synthesis
  • Generalization

Literal Approach to Life

Newsflash! Ability to put emotions to words does not equate to lack of empathy.

Executive Function

Utilizing Working Memory

Accessing Recall
After lunch today, I had trouble concentrating because this kid kept tapping his pencil. I told him to stop but he just looked at me and kept tapping. He continued to tap his pencil even after the teacher told him to stop. When I couldn’t stand the noise another second, I grabbed his pencil and broke it. It isn’t fair that I’m the one in trouble now. This is Asperger Syndrome.

Dear Abie,

The other day I set off for work, leaving my husband in the house watching the TV. I hadn’t gone more than a mile when my engine conked out and the car shuddered to a halt. I walked back home, only to find my husband making love to our neighbor.

Dr Abe,

Th’othr da I set off fr wrk, lvng my hsbdn in the hse wawng the TV. I hdnt gone more thn a mile when my engn cnked out nd the cr shrdder to a hlt. I wlked bck hme, only to fnd my hsbdn mkng love to our nbrr.

Ability Set 6: Monitoring and Self-Regulating Action

- Knowing when to act and when not to act
  - Acting
    - Being able to monitor traffic, noticing when it is safe to cross, judging how fast you will have to walk, and crossing
  - Inhibiting behavior
    - Knowing not to tell a dirty joke to your teacher even though it just popped into your head
    - Understanding not to dart out into the street before looking
  - Gauging the emotions and actions of others and acting accordingly

Individuals with challenges in this area often have strong, immediate, poorly controlled emotional reactions. (Barkley, 2011)
What You Might See …

• Does not see or hear directions
• Does not attend to information being presented
• Is slow to get started with tasks
• Has difficulty determining what ability and skills are needed to complete a task
• Does not make use of materials
• Has difficulty working on tasks for an extended time period

What You Might See …

• Difficulty understanding the passage of time
• Has trouble effectively using routines
• Difficulty multi-tasking
• Blurs out or has difficulty waiting to be called on

What You Might See …

• Has difficulty holding onto information for more than a few seconds
• Has difficulty working with information that is being held in mind
• Does not realize when it is necessary to store information for later use
• Does not seem to know when it is necessary to retrieve information, what to retrieve, or how to retrieve

What You Might See …

• Has difficulty looking ahead or anticipating what will happen next
• Does not understand when it is necessary to come up with a new idea or solution to a problem
• Has difficulty making connections between information or understanding what kinds of connections can be made

What You Might See …

• Unaware of own emotions, thoughts, and/or actions
• Has emotional reactions, perceptions, and thoughts that may come slowly or very quickly
• Has difficulty finding the balance between extremes

What You Might See in…

Thoughts, Perceptions, Feelings, and/or Actions

• Has difficulty
  • Regulating
  • Resisting when such resistance is necessary
  • Interrupting or stopping
  • Shifting, re-orienting and adjusting to meet demands
  • Sustaining
  • Organizing
  • Keeping track or checking the accuracy of
  • Correcting errors related to these

Adapted from McCloskey, Perkins, & Divner, 2009
Matthew

- Matthew performs well in most subjects, and he becomes quite absorbed by his preferred topics. He loves history, and he has read extensively about the Civil War and military history in general. However, Matthew doesn’t apply himself in some classes, and he has told teachers on more than one occasion that he doesn’t “see the point in learning irrelevant information.”

- Matthew has difficulty working in groups because he gets stuck on wanting to do things his own way and doesn’t compromise easily. He needs a great deal of support and prompting to work cooperatively with peers and to stay on top of due dates and timelines. He requires an extra measure of understanding from teachers because his combined difficulties from both ASD and weak executive functions give him a stubborn, uncooperative look in the classroom.

Guiding Principles

- The same skill will have to be practiced many times

“Learning often occurs best... through interactions in a practice field where it is safe to experiment and reflect.”

SAFE PRACTICE
Peter Senge
Guiding Principles

Break the Negative Cycle

- More good things happen to me when I am flexible.
- Being flexible is being strong!
- I'm getting stuck. How do I get unstuck?
- Since you are unstuck, we have more choices.
- Let's compromise so we both get some of what we want.
- Great job compromising!
- What is the target goal?
- Is it a whim?

The Language of Executive Function

Flexible
- More good things happen to me when I am flexible.
- Being flexible is being strong!

Unstuck
- I'm getting stuck. How do I get unstuck?
- Since you are unstuck, we have more choices.

Compromise
- Let's compromise so we both get some of what we want.
- Great job compromising!

Whim/On target
- What is the target goal?
- Is it a whim?

The Language of Executive Function

Choice/No choice
- Do we have a choice about that?
- Is this a no choice situation?

Plan A/Plan B
- What is Plan A?
- What is Plan B?

Big deal/Little deal
- Let's compromise so we both get some of what we want.
- Great job compromising!

Monitor
- How difficult was this to do?
- How well did this work out?

The Language of Executive Function

Negative
- Hurry up and finish your breakfast!
- I am sick of you missing the bus, and then I have to drive and wait in the long drop off line and you're late for school. So hurry!

Positive or Neutral
- The bus will be here in 10 minutes. I'm going to get your morning checklist.
- What is next on your checklist?
- You have time to put on your shoes and walk with me to the bus stop.

Executive Function Plan Sheet

Mission Possible
Goal: Plan, Do, Check

Goal: What do you want to do?

Plan A: How do you want to do it?

Plan B: How do you want to do it if Plan A doesn't work?

Do: When do you want to try out your plan?

Check: Did your plan work? Yes/No
What was most helpful?

EXECUTIVE FUNCTION PLAN SHEET

Goal:

Plan A: Plan B: Plan C:

Do:

Check:

Modified by Kenworthy et al.
NOTE: MANY OF THE INTERVENTIONS FIT UNDER MORE THAN ONE CATEGORY

They are listed under one category for ease of reference!
Insect Report Due Next Friday

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Read at least 2 sources to learn more about insects</td>
<td>Can be on internet or information from books</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Create outline</td>
<td>5-10 facts people should know about insects</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Write 1st draft. Use information from research to add details to outline</td>
<td>Introduction Body Conclusion</td>
</tr>
<tr>
<td>Thursday</td>
<td>Edit report (Ask your teacher to read it and make suggestions)</td>
<td>Read and look for errors Correct errors Make changes based on suggestions</td>
</tr>
<tr>
<td>Friday</td>
<td>Read paper again. Check for spelling errors. TURN IN PAPER</td>
<td></td>
</tr>
</tbody>
</table>

Graphic Organizer

The human body

- Respiratory system
- Circulatory system
- Nervous system
- Reproductive system
- Skeletal system
- Digestive system
Clean Out Your Desk
- Put all graded papers in your backpack
- Put all books on the bottom shelf
- Make sure the binders are facing out
- Make sure you can read the titles
- Put pencils, pens, erasers, crayons in your school supply box
- If you have other items, please ask the teacher what to do with them

Work on Your Project
- Clear desk
- Gather materials
  - Poster board
  - Markers
  - Animal pictures
  - Glue stick
- Choose a title for your poster
- Write the title at the top of your poster
- Paste animal pictures
- Add drawings or comments about pictures
- Put your name at the bottom of the poster

Organizational Supports
- To-do list
- Timeline
- Color coded folders
- Multi-compartment back-pack
- Backpack for each "block" day

Organizational Supports
- Supplies available on an as-needed basis
  - Textbooks, paper, pencils
  - There should not be a penalty for needing these
- Schedule a time and teach the student how to
  - Clean out his desk
  - Clean out his locker
  - Clean out his backpack
  - Identify what to keep and what to throw away

Lockers
- Consider which type of locker would best serve the student’s needs
- Provide locker at the end of the row
- Provide a practice locker
- Consider having a second set of textbooks kept in the classroom

Ability Set 2
- Executive Function
- Focusing Attention
- Sustaining Attention
- Shifting Attention
# PRIMING

## Definition/Description
- An intervention that previews information or activities with which a child is likely to have difficulty

## Purposes
- To increase competence
- To familiarize child with the material
- To decrease frustration/anxiety
- To allow student exploration

## What It Is and Is Not

**IT IS**
- Joint effort
- Introduction
- Targets Behavior
- Builds Confidence
- Preventative
- Short

**IT IS NOT**
- Independent
- Mastery
- Complex
- Negative
- Remedial
- Extensive

## What It Is and Is Not (cont)

**IT IS**
- Coordinated with teacher
- Same material
- Partial participation
- Nonjudgmental
- One-on-one or family activity

**IT IS NOT**
- Independent of classroom
- Similar material
- Mastery of material
- Errors are noted
- Parent/teacher attention distracted

## Rationale
- Who
- What
- When
- Where
- Why
### Who Can Prime
- Anyone who works with the child
  - Parents
  - Teachers
  - Paraprofessionals
  - Ancillary Staff

### Steps in Priming
- Collaborate
- Communicate
- Prime
- Feedback

### Collaborate
- Who is willing to prime?
- Are parties willing to collaborate?
- Troubleshooting

### Communicate
- Are parties willing to communicate?
- How will communication occur?
- When will communication occur?

### Priming
- Make it a routine
- Keep it short
- Create an appropriate atmosphere
- Remember the purpose of priming

### Priming Trouble Shooting
- Typical problems
  - Can’t sit still
  - Doesn’t want to
  - No solitude
  - Time
Sample Priming Activities

- Look at a worksheet
- Look through a book
- Overview a test
- Show the visual schedule
- Practice with art supplies
- Talk about and show a finished project
- Show a work sample

Priming Checklist

- Allows for immediate feedback
- When priming does not occur, use it as an opportunity to evaluate the effects of not priming
- Set goals to determine effectiveness

VISUAL SUPPORTS

Derek's Schedule
MORNING
8:00 to 8:05 Hang up coat and put backpack away
8:05 to 8:25 Silent reading
8:25 to 8:55 Math
8:55 to 9:30 Science
9:30 to 10:00 Recess
10:00 to 11:00 Assembly
11:00 to 11:20 Physical Education
11:20 to 12:00 Lunch in Cafeteria

Time for Lunch

- Time to get ready for lunch
- Put your workbooks in your desk
- If you've brought your lunch, go get your lunch box
- Check the line leader list for today
- Line up at the door
Changing Classes

- Minimize class changes
- Teach the students the best way to navigate the building
- Create a buddy system within class
- Provide early release for highly trafficked halls with a peer

Changing Activities/Classes

- Show time class ends on a schedule
- Refer to a clock or watch to indicate
- Set a timer to signal how long the class will last
- Put a card on the student’s desk that gives a five-minute warning
- Count down “5 … 4 … 3 … 2 … 1”

Ability Set 3

- Sustaining Effort
- Processing Speed
- Regulating Alertness
- Executive Function

UNDERSTANDING THE SENSORY SYSTEM
Regulating Alertness

Sensory Issues High Functioning ASD: Practical Solutions …

Sensory Buffet

Myles, Mahler, & Robbins

Culp

Regulating Alertness

Arnie and His School Tools

Why Does Izzy Cover Her Ears

Veendall

Veendall

Processing Speed

• Give question to be answered orally in advance
• Provide instruction in written format
• Clearly outcome expectations preferably in writing
• Review directions a second time
• Video or audiotape instruction
• Have students read instruction aloud
• Use priming

Regulating Alertness

Bubbles the Fish

TIME

Twice as much time, half as much done!
Extra Time is Needed

- Take out and organize books, paper, materials on desk
- Put away materials
- Find homework
- Turn in homework
- Move from class to class

- Pack, unpack, and organize backpack
- Eat lunch
- Dress out in physical education
- Get ready to go home

VIDEO AND VIDEO MODELING

Passing Gas

Hidden Rules Revealed #2
Farting
http://www.oneplaceforspecialneeds.com

Model Me Kids

Shaking Hands

VideoJug

How To Bounce Back From A Bad First Impression
www.videojug.com
Meltdown Behavior

- Meltdown behavior is the absence of a good program
- This is not generally purposeful, but is the individual’s only “skill”

Managing Frustration

Sometimes Things Change

Sometimes things change. Change is not bad. It just means that I will do something different than what I thought. Usually the change will be okay, if I think that the change will be hard I can use my calming strategy. I will try to be okay when changes happen and will try to use my calming strategy if I get nervous about changes.

Feeling Anxious in Physical Education Class

All people feel anxious now and then. It is very acceptable to feel anxious. Our bodies, thoughts, and actions can tell us when we are feeling anxious. Anxiety may look and feel different for different people. For some, they may feel it in their stomach. Others may have difficulty concentrating or have worried thoughts. When people become anxious they may act differently than normal. They may become more quiet or loud. Some spend more time alone while others prefer to be with people. When I feel overwhelmed with the noise level in class or am very sensitive to others touch, which might tell me that I am feeling anxious.

It is important that I remember that I can manage my feelings of anxiety. I can use the relaxation techniques on my coping cards, which I have learned to help lessen my anxiety. I can take deep breaths or squeeze my hands together and count to ten. If I am still feeling anxious, I can request to take a five-minute break. Anxiety is a feeling that everyone has. It is important that students my age learn how to handle anxiety in a mature manner.

Wearing Glasses

My name is __________ and I am a cool kid!

Sometimes it is hard for me to see the board in class. Sometimes words or objects look fuzzy to me. Sometimes this makes it harder to get my work done correctly.

Sometimes I get a headache or my eyes hurt because my eyes are trying so hard to see things.

This is why I went to the eye doctor and he gave me glasses.

There are a lot of people who wear glasses! Some people I know that wear glasses are: __________________. They wear glasses to help them see better.

Some cartoon characters that wear glasses are Arthur, Velma (from Scooby Doo) and Chicken Little. They wear glasses to help them see better.

I need to wear my glasses to help me see better two.

Hey four eyes!

Sometimes I worry that other kids will tease me. Usually kids won’t tease about glasses. So many people wear them!
Home Base or Cool Zone

- A place where the student can go to escape the over-stimulation of the classroom
- Not time-out
- Not a punishment
- Work goes with the student to Home Base
- May be scheduled or occur on an as-needed basis
- May be used for taking tests

Home Base or Cool Zone

- Home Base, Cool Zone, or Hot Pass card
- Prompts child to go to home base
- **EVERYONE** in school knows the child has one

Home Base at the Start of the Day

- Preview the schedule
- Overview any changes in the routine
- Priming for activities
- Allow time for transition from bus to school
- Ensure that materials are organized
- Support social skills instruction
Home Base as Part of the Schedule
• Immediately after challenging activities
• Lunch
• Difficult or nonpreferred subjects
• Unstructured social activities
• Designed as “cool down” activity
• Can serve as “interpretation time”
• Often prompted by adult
• Reinforcement for coming and going

Home Base as Needed
• Occurs at first sign of student stress
• May include antiseptic bouncing
• Kleenex
• Envelopes
• Does not require that student request

Home Base at the End of the Day
• Have the student work on homework in a quiet area
• Assist student in gathering unfinished assignments, books and supplies in backpack
• Structure homework to promote on-task behavior and break down large tasks into smaller ones

THE INCREDIBLE 5-POINT SCALE
Buron & Curtis

<table>
<thead>
<tr>
<th>Rating</th>
<th>Feeling</th>
<th>What It Looks Like</th>
<th>What I Should Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I have to leave; it is time to be alone</td>
<td>Fast talking, loud voice</td>
<td>Use the secret signal with the adult you trust and leave the room when the adult acknowledges you.</td>
</tr>
<tr>
<td>4</td>
<td>I need to move to a different place in the room</td>
<td>Rocking back and forth, picking on fingernails</td>
<td>Say, “Sorry, man.” Only wait if you can’t just walk to a quiet part of the room without your headphones. Think about using your secret signal with an adult.</td>
</tr>
<tr>
<td>3</td>
<td>I need to stop talking with this person or I might need help talking</td>
<td>Feeling like I want to flapp my hands and cover my ears</td>
<td>Think about saying one of these things, “I’ll talk with you later,” “I’m going to get a drink,” “I’m not going to work home” (if you go outside, ask what you like and know the adult for help).</td>
</tr>
<tr>
<td>2</td>
<td>I can do this by myself</td>
<td>Starting to tap my feet</td>
<td>Take a deep breath and count to 10. Think about saying one of these things, “I’ll talk with you later,” “I’m going to get a drink,” “I need to get some work done.”</td>
</tr>
<tr>
<td>1</td>
<td>I am good. Nothing is really bothering me.</td>
<td>Smiling, talking</td>
<td>Keep doing what I am doing.</td>
</tr>
</tbody>
</table>

5. Write down what each feeling looks like for you.

6. Write what you should do for each number.

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Feels Like</th>
<th>I Can Try To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kicking or hitting</td>
<td>My head will probably explode</td>
<td>Call my mom to go home</td>
</tr>
<tr>
<td>Screaming, almost hitting</td>
<td>Nervous</td>
<td>Go see Mr. Peterson</td>
</tr>
<tr>
<td>Quiet, rude talk</td>
<td>Bad mood, grumpy</td>
<td>Stay away from kids</td>
</tr>
<tr>
<td>Regular kid</td>
<td>Good</td>
<td>Enjoy it</td>
</tr>
<tr>
<td>Playing</td>
<td>A million bucks</td>
<td>Stay that way</td>
</tr>
</tbody>
</table>

Buron & Curtis, 2012
**Tell It Like It Is**

1. I need to leave.
2. I need some space.
3. Please don’t talk.
4. I am a little nervous.
5. I can handle this.

Buron & Curtis, 2012

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**BEHAVIOR MAPPING**

Amy Buie

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**GETTING MY WORK DONE**

- I can finish my morning work.
- Mrs. Smith assigns morning work.
- I need all my books.
- I need to take a break.
- I will not get to keep books.

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**WHEN I FEEL FRUSTRATED**

- I get frustrated because...
- I choose...
- So I can concentrate better.

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**GETTING MY MATH DONE**

<table>
<thead>
<tr>
<th>Student/Child</th>
<th>Teacher/Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison</td>
<td>Mrs. Smith</td>
</tr>
</tbody>
</table>

**What I need**

1. To practice only five per day.
2. To use a calculator when finished.
3. To do math after lunch.
4. To work with Johnny for help.
5. To take 3 breaks during the assignment.

**What I need**

- Solutions

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**CARTOONING**

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Social Times

"For those late ones today, you guys watch the show. Okay?" 

Cognitive Picture Rehearsal

COGNITIVE PICTURE REHEARSAL

Relative of cartooning
CALMING CARDS

When My Worries Get Too Big
By Buron

Turtle Technique

Recognize that you feel angry.

"Think" Stop.

Go into shell. Take 3 deep breaths. And think calm, coping thoughts.

Come out of shell when calm and thinking of a solution.

http://www.pinterest.com/pin/15913799310771831/

FIVE STARS

Buron & Curtis, 2013

Five Stars
Safe Person or Safety Net
- Interpret social situations
- Teach social skills
- Listen/emphasize
- Aid in emotional readiness

Strategy Evaluation

<table>
<thead>
<tr>
<th>Strategy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take five deep breaths.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Close your eyes and think of a happy place.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Close your eyes and think of a sad place.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Run outside breathe a big breath.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Chew a piece of gum.</td>
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<tr>
<td>Have a drink of water.</td>
<td>-</td>
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<tr>
<td>Take a break.</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Read.</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Draw.</td>
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</tr>
</tbody>
</table>

Make your own strategy.

How am I feeling right now?

- 1: Just Right
- 2: Warm
- 3: Too Warm
- 4: Hot
- 5: Red Hot

How do I wish to feel?

- 1: Just Right
- 2
- 3
- 4
- 5: Red Hot

What strategy should I use?

Sustaining Effort
- Break tasks into smaller segments
- Provide frequent movement breaks
- Use reinforcement with a reinforcer menu
- Incorporate special interests into assignments
- Provide a time timer
- Have learners work in pairs
- Provide a visual schedule of tasks and approximate time for completion
- Allow the learner to be the teacher
- Reduce handwriting demands
- Use the 5-Star System

Specials
- Consider acting lessons, drama class
- Look at structure within specials
- Provide structure similar to classroom
- Examine social demands
- TRAIN EDUCATORS WHO TEACH SPECIALS

Specials
- More support, not less, is usually needed
- Prime for specials
- Create a visual support or list of the class routine
- Allow for early release
- Schedule home base for before or after, if the classes are high demand or stressful
Use Reinforcement

- An item, activity, or event that follows, and is contingent upon, a behavior and which increases the likelihood of that behavior being repeated.

Create Opportunities for Interaction

- Create
  - A lunch bunch
  - Circle of Friends
  - Ensure that at least one friend is in each class
  - Consider a peer awareness program

Ability Set 5

Utilizing Working Memory

Accessing Recall

Executive Function

Handwriting

- Alignment, formation, size, and spacing significantly different than in same age peers
- No significant difference in these handwriting factors across age
- IF YOU WANT THE STUDENT/CHILD TO SHOW YOU WHAT SHE KNOWS, DO NOT PUT A PENCIL IN HER HAND!

English

1. Change the size, shape of presentation
2. When matters get hard, the business of matter takes over
3. And conversion than in the state of matter.

English

Rewrite, upon your exit things appear
- Eli Roberts
Sometimes it is hard to accept changes are needed in handwriting …

This is not new!

Handwriting Modifications

• Have the student write keywords to respond to a question instead of complete sentences
• Use multiple choice, true-false, one-word fill-in-the-blank instead of short answer or essay formats
• Allow student to answer tests or assignments orally

Notetaking Modifications

• Most students cannot listen and take notes at the same time
• Provide a copy of teacher’s notes
• Make a copy of a student’s notes
• Have a student use carbon paper when he/she takes notes
• Have student use Inspiration or other outlining software

Assignment Modifications

• Give shorter assignments
• Have student complete only problems that meet state assignment or school requirements
• Circle items on test, worksheet to be completed
• Hand out small portions of assignments
• Read directions to student
• Highlight important words
Assignment Modifications
- Highlighted texts
- Model of assignments
- Sample problem worked
- Directions provided a second time individually
- Help with the first problem

Assignment Modifications
- Reduce number of problems
- Provide quiet time or home base for completion
- Provide one direction at a time
- Incorporate student interests

Assignment Modifications
- Modify written assignments
  - Create a timeline
  - Drawings
  - Using the computer
  - Multiple choice
  - Verbally explain what was learned

Assignment Modifications
- Reduce number of problems
- Provide quiet time or home base for completion
- Provide one direction at a time
- Incorporate student interests

Reciprocal Questioning
- After reading a paragraph, have the reader ask the teacher questions about the paragraph.
  - When the teacher responds, have him model clarifying the question. Provide reinforcement for questions.
- Then exchange roles and have the teacher question the reader. Provide reinforcement for answers.
  - Gradually extend to page, section, chapter.
Audiobooks

- www.gutenberg.org
- www.getaudiobooksonline.com
- www.booksontape.com
- www.simplyaudiobooks.com
- www.audiobooks.com
- www.amazon.com
- www.learnoutloud.com
- iTunes (including some free applications)

Ability Set 6

Monitoring and Self-Regulating Action

Executive Function

SODA

Bock
SODA

• Stop
• Observe
• Deliberate
• Act

Bock, 2001

SODA: Stop

• What is the room arrangement?
• What is the activity, schedule, or routine?
• Where should I go to observe?

SODA: Observe

• What are the people doing?
• What are the people saying?
• What is the length of the typical conversation?
• What do people do after they have talked?

SODA: Deliberate

• What would I like to say?
• What would I like to do?
• How will I know if others would like to continue talking or end the conversation?

SODA: Act

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

SITUATION-OPTIONS-CONSEQUENCES-CHOICES-STRATEGIES-SIMULATION

Roosa
**SOCCSS**

**Situations-Options-Consequences-Choices-Strategies-Simulation**

**Situation**

- **Who:** John and you
- **What:** Wants to copy on test, he doesn't want to try to do well
- **Why:** He doesn’t study;

**Options**

- Let him copy
- Tell him "no"
- Hover over your paper
- Tell the teacher

**Consequences**

- Get caught and get an F
- Get beat up
- No copying; no F

**Choice**

- No
- No
- Yes

**Strategy - Plan of Action**

Tell the teacher at recess when no one is around

---

**SOCCSS**

**Situations-Options-Consequences-Choices-Strategies-Simulation**

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**SOCSS**
Situations-Options-Consequences-Choices-Strategies-Simulation

<table>
<thead>
<tr>
<th>Who</th>
<th>John</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>Wants to copy on test</td>
</tr>
<tr>
<td>Why</td>
<td>He doesn’t study.</td>
</tr>
<tr>
<td>When</td>
<td>Friday</td>
</tr>
<tr>
<td>Why</td>
<td>He doesn’t want to try to do well</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Options</th>
<th>Consequences</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let him copy</td>
<td>Get caught and get an F</td>
<td>No</td>
</tr>
<tr>
<td>Tell him “no”</td>
<td>Get beat up</td>
<td>No</td>
</tr>
<tr>
<td>Hover over your paper</td>
<td>Get beat up</td>
<td>No</td>
</tr>
<tr>
<td>Tell the teacher</td>
<td>No copying; no F</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Social Autopsies**
Richard LaVoie (1994)

**The Best Problem Solving Rubric Ever!**
Mataya & Owens

1. Figure out what the problem is.
2. Look at the four choices.
3. For each choice ask, “What would happen if I did that?” It is best to do this with an adult you trust.
4. Choose the best one; practice how to do it with an adult. Then do it!
Class Schedule

- Understand the value of 'down time'
- Consider study hall classes
- Decide whether physical education is a meaningful class for the student
- Do not load with too many "high demand" classes
- Consider 'practical' courses, such as consumer math, even for college bound students

Homework

- Identify purpose of homework
- Identify the amount of time the student must spend on homework
- Determine whether homework can be done after school or in school
- Ensure that homework planner has enough room for writing assignments
Homework

- Decide
  - Whether teacher will write in planner
  - If teacher will prompt student to write in planner
  - Who will review planner to ensure that all details are included in planner

Homework

- Homework should be presented in same manner, same place each day
- Provide models of homework
- Recognize that homework is a family activity
  - And that some families CANNOT do homework
- Provide enough specificity so that parents understand the assignment solely from the written information
- Have teacher sign homework planner

Sample Planner

Homework

- Have a method in place for clarifying or obtaining homework
  - School hotline
  - Peer system
  - School web-based system
  - Faxed or emailed assignments
  - Require that parent sign planner

Turning In Homework

- Ensure that student homework is turned in
  - Homework is the passport to entry in the classroom
- Develop means of letting parents know that a homework assignment is not turned in (same with in-class assignments)
  - A web-based posting of homework turned in/not turned in, makes the responsibility the parents

Executive Function

- Organizing, prioritizing, activating
- Focusing, sustaining, and shifting attention
- Regulating alertness, sustaining effort, processing speed
- Managing frustration, modulating emotions
- Utilizing working memory and accessing/recalling
- Monitoring and self-regulating action

Adapted from Thomas E. Brown