

How can my child get organized, pay attention, and complete a task? Executive Functioning and how to support EF

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Housekeeping

- For educational and quality control, we will be recording this zoom session.
- By participating, you are consenting to being recorded.
- Before this session is shared, we will edit to remove identifying information to protect your privacy.
- The Q&A section will be removed and only be shared as an anonymous transcript

Positive Behaviors = Positive Outcomes



Thinking/
Academics



Relationships/
Social-
emotional



Future
Success/
Independence
and Self-
Management

what are other
words for
spectrum?



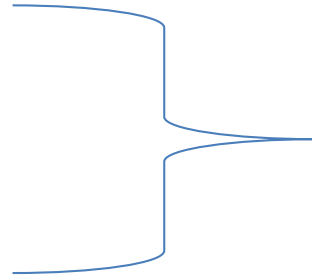
range, gamut, scale, scope,
compass, sweep, sequence,
series, span, extent



Thesaurus.plus

Profile of a Graduate- The 5 C's

- critical thinking,
- creative thinking,
- collaboration,
- communication and
- citizenship;



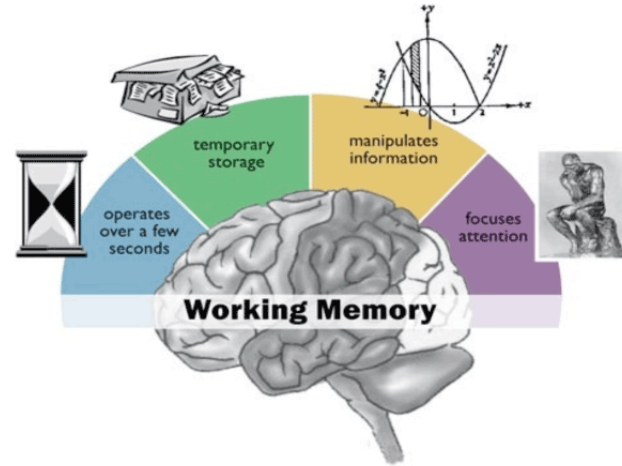
How are these 5 C's impacted if you are twice exceptional, or if you vary at all on any of the 3 global positive behaviors???

Executive Functioning



Executive Functioning: *Definitions*

- **Planning:** selecting the goal
- **Organizing:** sequencing steps to meet the goal
- **Time awareness:** time management, setting priorities
- **Working memory:** holding plan and steps in mind while acting. Forwards and backwards thinking

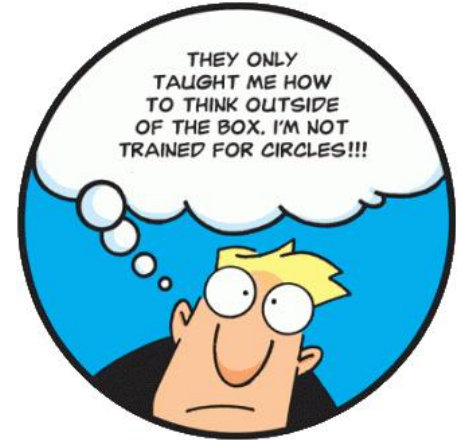


- **Meta-cognition:** self-monitoring and evaluation
- **Response inhibition:** thinking before you act and managing impulses
- **Regulation affect:** management of emotions and arousal level
- **Initiation:** ability to get going

Self-Regulation



- *Flexibility:*
 - shifting attention,
 - changing of cognition and behavior as needed,
 - ability to see problems and solutions from different viewpoints



- **Persistence:**
 - ability to maintain drive and follow through until done
 - ability to inhibit responding to distractions mid task



Let's think about this critically..

- Why is the problem occurring?
- When is the problem occurring?
- What skills need to be addressed?
- What accommodations or modifications are needed?
- Are your strategies working?



Planning the Intervention

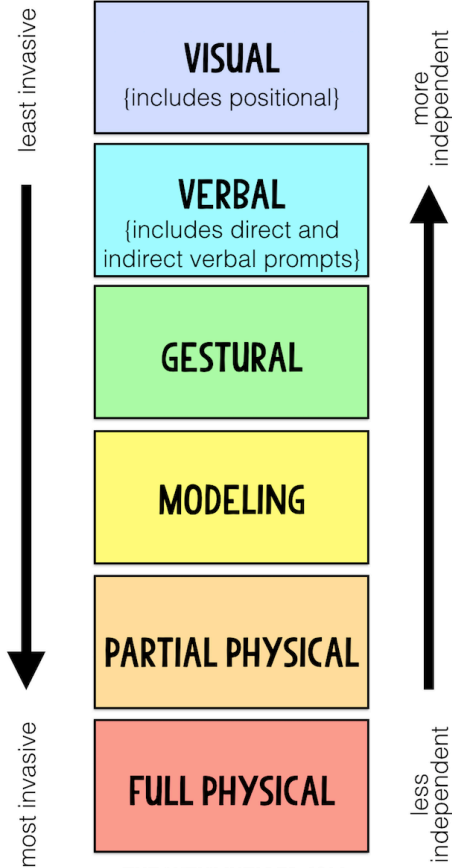
- What is your strategy?
 - Environmental level (teaching/classroom)
 - Student level (teaching strategies/ skills)
 - Motivation level (reinforcement for using strategies)
 - Across settings (school, home, community)

**CHILD HAS TO OWN THE
SKILL AND USE IT
INDEPENDENTLY**

Student Interventions

- Development of skills
 - Need to teach executive skills directly
 - Student must “buy in” to using the skill consistently until second nature
 - Fade prompts (gradually)
 - Reinforcement to motivate

PROMPT HIERARCHY



THEAUTISMHELPER.COM

Continually monitor student/child to determine when adult support can be withdrawn so that the children can learn to be independent in their responses.

BEHAVIOR CONTRACT

I promise to behave in a socially-acceptable manner by meeting the expectations listed below:

(Choose 3)

<input type="checkbox"/> I will avoid whining	<input type="checkbox"/> I will avoid cursing
<input type="checkbox"/> I will avoid tattling	<input type="checkbox"/> I will keep good hygiene
<input type="checkbox"/> I will avoid interrupting	<input type="checkbox"/> I will pick up after myself
<input type="checkbox"/> I will avoid being bossy	<input type="checkbox"/> I will use good manners
<input type="checkbox"/> I will avoid teasing	<input type="checkbox"/> I will eat healthier foods
<input type="checkbox"/> I will avoid dawdling	<input type="checkbox"/> I will share/take turns
<input type="checkbox"/> I will avoid ignoring	<input type="checkbox"/> I will _____

List each expectation then explain the steps that will be necessary for success:

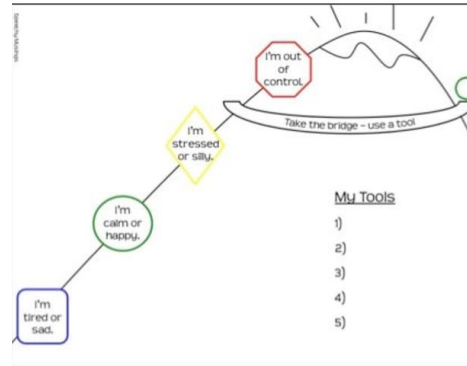

Expectation #1: _____
• _____
• _____
• _____

Expectation #2: _____
• _____
• _____
• _____

Expectation #3: _____
• _____
• _____
• _____

Privilege for meeting the expectations: _____

Consequence for not meeting the expectations: _____



I'm out of control.

I'm stressed or silly.

I'm calm or happy.
I'm ready to work!

I'm tired or sad.

Specific Executive Skills

- *Working Memory: (mental rehearsal and visualization)*
 - Modifications:
 - Agenda books
 - Outlines
 - Visual prompts
 - To-Do lists
 - Skeleton Notes



Specific Executive Skills

- *Regulation of affect: (understanding emotions, positive self-statements, coping strategies)*
 - Modifications
 - Reduce stimulation in classroom
 - Increase routine and predictability
 - Plan for frustration
 - Make goals achievable
 - Intervene early in behavior
 - Model calm response

Specific Executive Skills

- *Sustained attention: (self-monitoring and self-help)*
 - Modifications:
 - Reduce distractions
 - Preferential seating
 - Break tasks down
 - REINFORCEMENT
 - Silent timer
 - Orienting cues
 - Secret cue
 - High interest materials
 - Movement breaks
 - USE STUDENTS INTEREST



Specific Executive Skills

- *Task Initiation: (develop a routine for studying)*
 - Modifications:
 - Predictable routines
 - Start easy, then increase difficulty
 - Pair with other (Get er done) students
 - Goal setting (longer assignments/projects)
 - Time lines, check lists ,check ins
 - Incorporate choice

Specific Executive Skills

- *Planning and organizing: (visualize, outline, habit development)*
 - Modifications:
 - Clear and explicit directions
 - Rubric and models
 - Break down larger tasks with check ins
 - Sequential checklists
 - Long term planning tools
 - Calendars and agendas
 - Color code

Specific Executive Skills

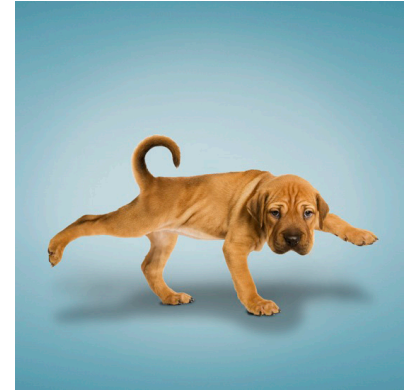
- *Time management: (developing estimation and predictability)*
 - Modifications:
 - Schedules
 - Routine checklists with time limits
 - Timer parameters
 - REINFORCEMENT

Specific Executive Skills

- *Persistence: (goal setting and self-monitoring)*
 - Modifications:
 - Easily achievable short-term goals
 - Make goals explicit and meaningful
 - Goals should be close-ended (once done, it's done)
 - REINFORCEMENT
 - Use engaging materials
 - Add group work for social development

Specific Executive Skills

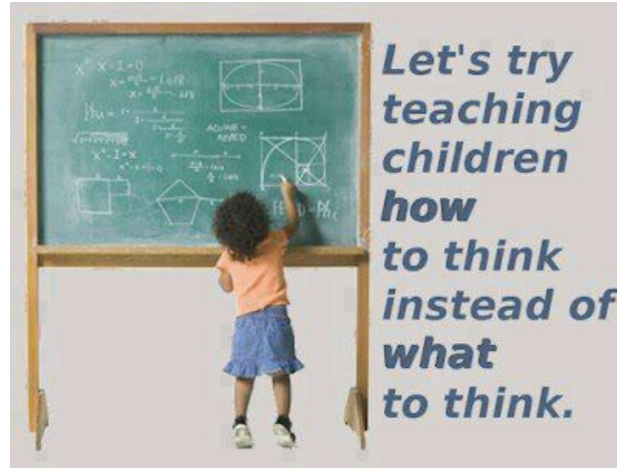
- *Flexibility: (Switching Gears)*
 - Modifications:
 - Reduce unexpected changes
 - Provide warning
 - Practice
 - Gradual exposure
 - Pre-teaching
 - Increase support as needed



Specific Executive Skills

- *Meta-Cognition: (problem solving)*

- Modifications:
 - What's the goal?
 - What's the plan?
 - Evaluate
 - Rethink and adjust



Supporting Social-emotional skills

- Students who get stuck and how to help
- How does it look in class
- Supporting for success
- Relationships
- Helping students build self-esteem and successful relationships

- **“Won’t” versus “Can’t”**
- Look at the whole context of behavior
- Is the person stuck?
- Is there a problem that needs solving?
- Is trauma playing a role?

- Help the student problem solve their own behavior

How to teach replacement behaviors



- Model to demonstrate skill
- Provide explicit instructions
- Rehearse skill
- Provide feedback
- Practice in natural setting
- Reinforce students for demonstrating skill

Teach Replacement Behaviors

- Teach appropriate behaviors to use in place of inappropriate behavior (such as raising a hand to get the teacher's attention rather than shouting out in class)



Teach self-regulation skills

- Programs that utilize Evidence-Based Strategies



- Provide verbal or physical cues to help children to self regulate their emotions such as “let’s stay calm” or allowing a student to go to a quiet area to relax or take a break to relax

COPING SKILLS

Take 10 deep breaths

Slowly count to 10



Squeeze hands together

Imagine a happy place

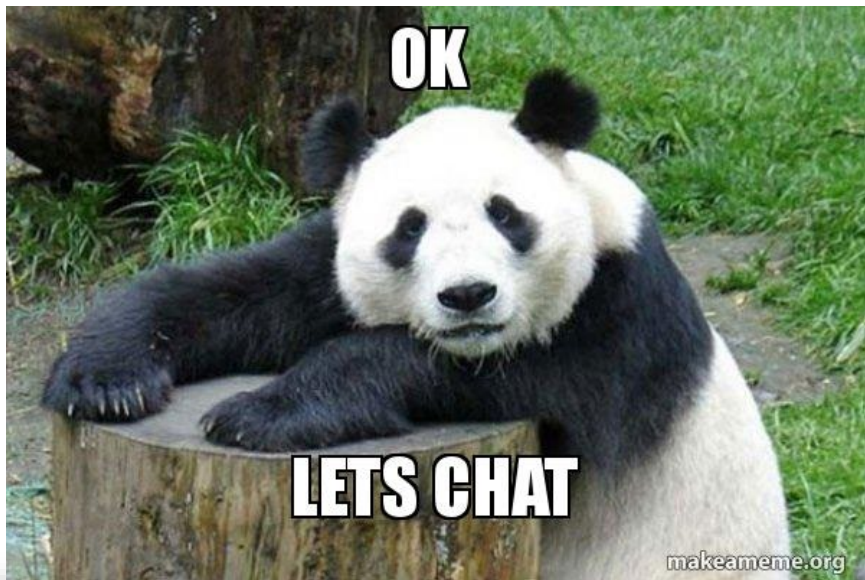
Push hands together

Think of a happy memory

Pull hands apart

5	<p><u>I can't stand this and ready to explode.</u></p> <p>I want to hit or kick someone, or throw something. I need an adult to help me go to help me go to a safe place so I can calm down.</p>	
4	<p><u>I am getting too angry.</u></p> <p>I am starting to clench my hands and my face feels hot. I need to go to my safe place to calm down.</p>	
3	<p><u>I am getting frustrated.</u></p> <p>I need to walk away from a bad situation. I will tell my teacher that I need a break.</p>	
2	<p><u>I am doing OK.</u></p> <p>I am not happy, but I am upset. I can stay where I am and keep working. I can control my anger by myself.</p>	

LiveChat



Upcoming Topics

Date	Topic	Presenter
June 26, 2020 12:00 -1:00	Lunch and Learn: Using technology to support students with autism at home and in the community	Crystal Hence & Josh Taylor

Registration Link:

https://vcu.zoom.us/meeting/register/tJltcOmprDMvG9XuFNlwo6nrTeOPJz_TPOzg

Or, go to the www.vcuautismcenter.org and click on Lunch and Learn

For questions or more information

Please visit:

www.vcuautismcenter.org

Or

e-mail: autismcenter@vcu.edu