Executive Function and Early Childhood

Objectives

• Gain knowledge of executive function areas and manifestation of challenges
• Understand the impact of executive dysfunction on child/student behavior, performance and achievement
• Understand the connection between play and the building of executive function skills
• Gain knowledge of strategies and tools that support learning executive functions

Activity: Planning a Trip

• You get an email inviting you to attend your family reunion that is happening in 6 months at an out of state location. You, your partner, and 3 children decide to attend. You have a dog and 3 cats.
• Working with 2-3 people, make a list of all the things you need to do to plan and take the family reunion trip.

IN THE WORLD BEYOND SCHOOL...

At work?

What are the characteristics of a successful independent learner and productive citizen?

At home?

In the community?

In relationships?
Success in School
Top 10 Skills as identified by a survey of 8,000 teachers

• Listen to others
• Follow the steps
• Follow the rules
• Ignore distractions
• Take turns when you talk
• Ask for help
• Get along with others
• Stay calm with others
• Be responsible for your behavior
• Do nice things for others

(Elliot & Grisham, 2006)

Prepares Young People for Success in Adulthood
Common list of soft skills employers want:
• Social skills/interests/involvement
• Communication skills
• Interpersonal abilities
• Problem solving
• Teamwork
• Adaptability/flexibility

Executive Function Defined

• Cognitive processes that enable individuals to engage in goal-directed or problem-solving behavior (Council for Exceptional Children, 2011)

• Allow us to organize our behavior over time and override immediate demands in favor of longer-term goals (Dawson & Guare, 2010)

• Who can have challenges with executive function? Anyone!

AKA

CEO and Management Structure of the Brain
Conductor and Section Leaders of the Brain

GPS of the Brain
Administrative Assistant Team of the Brain
In Brief: Executive Function

Specific Executive Functions

<table>
<thead>
<tr>
<th>Executive Function</th>
<th>Definition</th>
<th>Signs of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional Control</strong></td>
<td>Regulates emotion to be appropriate to situation</td>
<td>Easily upset or excited, overreacts, frequent mood changes</td>
</tr>
<tr>
<td><strong>Inhibitory Control</strong></td>
<td>Delays certain activities or response for sake of others</td>
<td>Distractible or impulsive, cannot delay gratification</td>
</tr>
<tr>
<td>Goal Setting/Planning</td>
<td>Setting goals and identifying steps to take</td>
<td>Sets unrealistic goals, starts work at last minute, fails to anticipate consequences</td>
</tr>
<tr>
<td><strong>Initiate</strong></td>
<td>Begin a task or activity</td>
<td>Trouble getting started, may appear defiant</td>
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**Preschool Focus EFs**

Born with EF Skills? Nope!!

- Born with the potential to develop EF skills
- EF can be trained, with corresponding changes to brain structure and function (Carlson, et al, 2013)
- Influenced by:
  - relationships with adults
  - conditions in their environments

Providing the support that children need to build these skills at home, in early care and education programs, and in other settings they experience regularly is one of society’s most important responsibilities.

https://developingchild.harvard.edu/science/key-concepts/executive-function/
Home Tie-In: Ideas & Resources


- EF Fact Sheet: [http://www.ldonline.org/article/24880/](http://www.ldonline.org/article/24880/)


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What is the Research Telling Us?

- In one recent national survey, 46 percent of kindergarten teachers said that at least half the kids in their classes had problems following directions.

- In another study, Head Start teachers reported that more than a quarter of their students exhibited serious self-control-related negative behaviors, like kicking or threatening other students, at least once a week.

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What is the Research Telling Us?

- Walter Gilliam, a professor at Yale’s child-study center, estimates that each year, across the country, more than 5,000 children are expelled from pre-K programs because teachers feel unable to control them.

- Recent study of children 4-7 years old the emergence of symbolic play is related to the development of executive functions, which may account for its increasingly creative and flexible nature.

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What you see on a daily basis...

...might really be impacted by what is happening below the surface.
Activity: “Head & Shoulders”

• Stand up and try a song with Wendy
• What skills did it take to participate?

Activity: “Know Thy Self...”

GROUP ACTIVITY

• Complete self-assessment of EF skills
• Discussion questions:
  • what are your strengths and challenges
  • have your strengths always been a strength, or have they developed over time
  • how do you support your current challenges now as a successful adult
  • how do your EF skills impact your classroom, planning and teaching

QUESTIONNAIRE KEY

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Tend to agree</td>
<td>Neutral</td>
<td>Tend to disagree</td>
<td>Disagree</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

“Who Struggles with EF?”

• Students who experience:
  • Developmental Delays
  • Other Health Impaired
  • Foster care
  • Trauma
  • ADHD
  • Learning Disabilities
  • Cognitive Disability
  • Autism Spectrum Disorders
  • Some emotional disorders (e.g., anxiety, OCD)

• Includes the continuum of children/students with intense needs through average to above average IQ

Typical EF Development

• Average typical development is represented in the next slides
• Rate of development will vary across each individual
• Individuals with special needs will vary even more
HOW DOES EF DEVELOP?

Our Three EF Focus Areas for Today

• Working Memory
• Inhibitory Control
• Mental Flexibility (includes shift)

Working Memory Development

<table>
<thead>
<tr>
<th>Age</th>
<th>Typical Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9 months</td>
<td>Develops ability to remember that unseen objects are still there (toy hidden under a cloth); learns to put two actions together in a sequence (remove cloth, grasp toy)</td>
</tr>
<tr>
<td>9-10 months</td>
<td>Can execute simple means-to-ends tasks and two-step plans; also able to integrate looking one place and acting (e.g., reaching) at another place</td>
</tr>
<tr>
<td>3 years</td>
<td>Can hold in mind two rules (e.g., red goes here, blue goes there) and act on the basis of the rules</td>
</tr>
<tr>
<td>4-5 years</td>
<td>Comprehends that appearance does not always equal reality (e.g., when given a sponge that looks like a rock)</td>
</tr>
<tr>
<td>5-16 years</td>
<td>Develops ability to search varying locations, remember where something was found, then explore other locations (e.g., a game of Concentration or hiding a penny under one of three cups)</td>
</tr>
<tr>
<td>Adult</td>
<td>Can remember multiple tasks, rules, and strategies that may vary by situation</td>
</tr>
</tbody>
</table>

Inhibitory Control

<table>
<thead>
<tr>
<th>Age</th>
<th>Typical Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 months</td>
<td>Rudimentary response inhibition (able to not touch something instructed not to touch)</td>
</tr>
<tr>
<td>8-10 months</td>
<td>Begins to maintain focus despite distractions during brief delays in a task</td>
</tr>
<tr>
<td>9-11 months</td>
<td>Able to inhibit reaching straight for a visible but inaccessible reward, such as a toy on the other side of a window, and instead delay a moment to recognize the barrier and detour around it</td>
</tr>
<tr>
<td>4-5 years</td>
<td>Reductions in perseveration (persisting with following a rule even when knowing that the rule has changed). Can delay eating a treat; also can begin to hold an arbitrary rule in mind and follow it to produce a response that differs from their natural instinct (sort colored cards by shape rather than color)</td>
</tr>
<tr>
<td>7 years</td>
<td>Children perform at adult levels on learning to ignore irrelevant, peripheral stimuli (such as a dot on the side of a screen) and focus on the central stimulus (such as a picture in the middle of the screen)</td>
</tr>
<tr>
<td>10-18 years</td>
<td>Continues to develop self-control, such as flexibly switching between a central focus (such as riding a bike or driving) and peripheral stimuli that may or may not need attention (road signs and pedestrians vs. billboards and passing houses)</td>
</tr>
<tr>
<td>Adult</td>
<td>Consistent self-control; situationally appropriate responses (e.g., resists saying something socially inappropriate, resists “tit for tat” response</td>
</tr>
</tbody>
</table>
Mental Flexibility (includes Shift)

<table>
<thead>
<tr>
<th>Age</th>
<th>Typical Examples</th>
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<tbody>
<tr>
<td>9-11 months</td>
<td>Develops ability to seek alternate methods to retrieve objects beyond directly reaching for what’s in view</td>
</tr>
<tr>
<td>2-5 years</td>
<td>Succeeds at shifting actions according to changing rules (e.g., takes shoes off at home, leaves on at school, puts on boots for rain)</td>
</tr>
<tr>
<td>10-12 years</td>
<td>Successfully adapts to changing rules, even along multiple dimensions (okay to shout on playground, not okay in school, okay sometimes in theater rehearsal)</td>
</tr>
<tr>
<td>13-18 years</td>
<td>Continued improvement in accuracy when switching focus and adapting to changing rules</td>
</tr>
<tr>
<td>Adult</td>
<td>Able to revise actions and plans in response to changing circumstances</td>
</tr>
</tbody>
</table>

Assessing Executive Function

“Can’t do, or won’t do?”

Behavior has meaning.

Be an EF detective: find out what the child is capable of, and under what circumstances

• Informants can include parent, teachers, past teachers, coaches, student (observation, work samples, interview)
• Be comprehensive using standardized and informal assessments

Considerations When Assessing Preschoolers

• Assessment needs to incorporate both controlled performance tasks that target specific aspects of executive function and parent/teacher ratings that target more global aspects of self-regulation in the everyday context (Isquith, et al, 2005)
  • Performance based tasks vs. Real world application
• Developmental considerations need to include that young children are not yet in control of cognitive processes, emotional responses, and behavioral impulses (Isquith, et al, 2005)
  • Hallmarks are lack of inhibitory control, significant distractibility, cognitive inflexibility, and lack of organized or planful strategic behavior and self-monitoring
  • What’s within the developmental range and what’s not?

How Do I Assess and Support

If 1-5% of my students show a challenge with an EF:
  teach the support to the individual

If 5-20% of my students show a challenge with an EF:
  teach the support to the small group

If 20-100% of my students show a challenge with an EF:
  put a universal support in place for all
EF Assessments Pre-School

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIEF-P (Behavior Rating Inventory of Executive Function Preschool)</td>
<td>Questionnaire and rating scale for parents and teachers</td>
<td>Ages 2-5:11</td>
</tr>
<tr>
<td>CBCL (Child Behavior Checklist)</td>
<td>Teacher report form</td>
<td>Ages 1½-5</td>
</tr>
<tr>
<td>BASC (Behavior Assessment System for Children)</td>
<td>Teacher, parent, child (self)</td>
<td>Ages 2-5</td>
</tr>
<tr>
<td>TRAILS-P</td>
<td>Psychologist</td>
<td>Ages 2-6</td>
</tr>
</tbody>
</table>

EF Assessments School Age

<table>
<thead>
<tr>
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<td>Ages 5-18</td>
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<td>CBCL (Child Behavior Checklist)</td>
<td>Teacher report form</td>
<td>Ages 6-18</td>
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<td>BASC (Behavior Assessment System for Children)</td>
<td>Teacher, parent, child (self)</td>
<td>Ages 6-11</td>
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Informal Assessment

- Classroom observation of expected EF behaviors
- Work samples
- Informal questionnaires/interviews
  - 4-7 Year olds: Smart But Scattered 4-13 Year Olds, Dawson & Guare
  - School age: Executive Skills in Children and Adolescents: Guide to Assessment and Intervention, Dawson & Guare, 2010

How Do I Use the Assessment Information?

- Look for common strengths and challenges across assessments that have to do with EF
- Build into goals
Strategies For Promoting EF

“Neurons That Fire Together Wire Together”

- ALL BRAINS can develop executive function skills
- Brain pathways only get better at something by doing it repeatedly
- Myelin sheaths grow in the brain by doing

THIS MEANS

- Our planning and teaching must be intentional
- Strategies need to match challenges
- Repetition of strategies must be planned

Three Ways to Manage EF Challenges

- Modify the environment
- Teach the skill
- Use incentives

Dawson & Guare (2010)

MODIFY THE ENVIRONMENT

Adapt tasks
Provide cues and supports
Change physical or social environment
Keep it visual

Head & Shoulders Activity?

Dawson & Guare (2010)
Skill Acquisition Deficit (KNOWING) And Performance Deficit (APPLYING AND DOING)

- **Skill Acquisition deficit**: the absence of a particular skill or behavior
- **Performance deficit**: skill or behavior that is present but not demonstrated or performed

**Five Questions to Consider:**
(1) Does the child perform the skill across multiple settings and with multiple persons (including peers)?
(2) Does the child perform the skill without support or assistance?
(3) Does the child perform the skill fluently and effortlessly?
(4) Does the child perform the skill if reinforcement is provided?
(5) Does the child perform the skill if environmental modifications are made?

**THINKING ABOUT HOW PRESCHOOLERS LEARN...**

- **Acquisition**: New information must be presented in an intense, consistent and frequent way
- **Fluency**: In order to retain new skill or knowledge, children must receive specific positive feedback and opportunities to practice across settings
- **Maintenance**: Children must continue to have opportunities to use the new skill
- **Generalization**: Children must have practice using the new rule/skill across a variety of settings
Skill Acquisition vs Performance Example

Student struggles with transitioning from one activity to the next activity in and out of the classroom with all staff. Student requires many prompts. Reinforcement is being provided for successful transitions. A visual schedule is in place.

- **Skill Acquisition**
  - Possible Missing Skills: knowing the schedule; not understanding the visual schedule; understanding time; being able to end an activity when not finished

- **Performance**
  - Possible Missing Skills: coping with change; not able to lessen anxiety about the schedule/change; large group vs. small group vs. individual activities

Strategies

Video: Dear Teacher...

https://www.youtube.com/watch?v=ITMLzXzgB_s

Activity: Matching Routines and EF Strategies

Using “EF Throughout the Day” Form:
- Identify 4 routines that happen across your day and write them in the blocks
- As each section is presented, you will:
  - Enter the key words that describe the EF in column 1
  - Discuss and enter strategies you are already using for each routine
  - Add new strategies from the presentation
  - Highlight or circle the one new strategy you would like to implement first
Working Memory Video

Working Memory Defined

• **Definition:** The ability to temporarily hold information in one’s head in order to use it to complete a task. Working memory allows us to hold information without losing track of what we’re doing. It’s best understood as an internal scratch pad.

• **Challenges:** orienting to a task; knowing what to pay attention to; maintaining attention and memory; remembering all of the information; recalling oral information/directions; have a need to re-learn information

**CHILD’S VIEW:** “I can follow directions that have multiple steps. If someone asks me to put on my coat, hat, and mittens, I can keep in mind what I have already done and what I need to do next.”

Working Memory Strategies

• Joint attention and imitation skills
• Use multi-sensory teaching strategies
• Labeling (picture/word)
• Written/picture directions (Organize and simplify directions)
• Written/picture checklists
• Visual schedule (First-Then, Part-Day, Whole Day, Whole Class)
• Visual work systems
• Video modeling
• Ask a friend
• Teach with songs
• Game playing
• Play plan/Play mapping
• Recall questions asked when reading a book

Teach Joint Attention

• **Drawing another person’s attention for the purpose of sharing**
• **Orienting to social stimuli**
• **Sharing positive affect**
• **Following gaze/point of another person**
• **Shifting attention between people and objects**

**Repetition, Consistency, Expectations**

ENTER KEYWORDS INTO COLUMN 1 ON “EF THROUGHOUT THE DAY FORM”

ENTER STRATEGIES YOU ARE ALREADY USING INTO COLUMNS 2-5 ON “EF THROUGHOUT THE DAY FORM”
Teach Imitation

- Involves a child’s ability to copy others’
  - actions with objects (such as banging on a drum or pushing a car)
  - gestures and body movements (such as clapping hands or waving)
  - sounds or words
- Back-and-forth imitation is early conversation without words
  - Helps children learn to -
    - express interest in their caregiver for social reasons (as opposed to expressing basic needs like food or sleep)
    - share an emotion with their caregiver
    - take turns
    - pay attention to their caregiver

Multi-Sensory Teaching Strategies

Presenting information through a variety of senses allows students to engage in more than one way and make connections to the material.
- Singing
- Movement activities
- Tapping rhythms
- Touching actual items
- Tasting and smelling items
- Using manipulatives
- Performing experiments

Multi-Sensory Video

https://www.youtube.com/watch?v=YiRPC3MHsk4

Labeling
Directions

- Washing hands
- Water on
- Hands wet
- Rub hands with soap
- Rinse
- Water off
- Dry

Checklists

Visual Schedule: Picture-Word
Visual Schedule: Photo-Words

Video Modeling: Learning Directions for a Game ‘Playing a Game with Friends’
https://www.youtube.com/watch?v=Ojb_zmaymE0

Visual Work System

Teach the rule “Ask a Friend”
Teaching with Songs: Going on a Bear Hunt

https://www.youtube.com/watch?v=WzIcu6tbEko

Teaching with Game Playing: What’s Missing Activity

https://www.youtube.com/watch?v=exCrFJLRfms

Play Plan/Play Mapping

Play Plan/Play Mapping
Recall Questions When Reading a Book

A storybook is read three times in slightly different ways in order to increase the amount and quality of children's analytical talk as they answer carefully crafted questions.

1st: teachers introduce the story's problem, insert comments, ask a few key questions, and finally ask a "why" question calling for extended explanation. This is accompanied by elaborations on a few key vocabulary words.

2nd: capitalize on children's growing comprehension of the story by providing enriched vocabulary explanations and asking additional inference and explanation questions.

3rd: consist of guided reconstruction of the story in which children recount information as well as provide explanations and commentary.


Activity: Sharing Your Resources...

LET'S ADD SONGS, GAMES, BOOKS THAT YOU USE FOR TEACHING WORKING MEMORY

Activity: Matching Routines and EF Strategies

• FIRST, ENTER NEW STRATEGIES FROM THIS SECTION YOU COULD USE INTO COLUMNS 2-5 ON "EF THROUGHOUT THE DAY FORM"

• THEN, HIGHLIGHT OR CIRCLE THE ONE NEW STRATEGY YOU WOULD LIKE TO IMPLEMENT FIRST

Inhibitory Control Video
Inhibitory Control Defined

- **Definition**: The ability to stop and think before action; the ability to manage your emotions and behavior in accordance with the demands of the situation; age appropriate self-regulation

- **Challenges**: Talking out; leaving assigned area; immediate, strong reaction to situations; difficulty stopping a quick response (verbal or physical); have trouble controlling behaviors that are irritating to others; difficulty expressing emotions appropriately for his/her age

**CHILD’S VIEW**: I can do what I am supposed to do rather than what I want to do. For example, when asked to clean up, I can put my toys away instead of playing with each toy I pick up.

Inhibitory Control Strategies

- Directly teach expectations
- Teach a cue for “stop”
- Teach the “wait” process
- Teach calming strategies (including sensory supports)
- Teach turn-taking
- Visual supports to indicate expected behavior (includes PBIS expectations)
- Social narratives (e.g., Tucker the Turtle)
- Teach missing skills
- Teach and reinforce replacement behaviors
- Music/songs to teach concepts
- Games
- Use books to teach strategies

Repetition, Consistency, Expectations

Enter keywords into column 1 on “EF Throughout the Day Form”

ENTER STRATEGIES YOU ARE ALREADY USING INTO COLUMNS 2-5 ON “EF THROUGHOUT THE DAY FORM”

Teach STOP Cue

Tri-Fold Visual Support

Enter strategies you are already using into columns 2-5 on “EF Throughout the Day Form”
Teach WAIT Cue

Teach CALMING Supports: Seating Options
A variety of seating options for large group time

Teach CALMING Supports: Fidgets

Teach CALMING Supports: Headphones
Teach CALMING Supports: Sensory Play

- Use with gestures and/or visual supports
  - Clench fists tightly then release
  - Stiffen body then shake
  - Move body then freeze

Kelly Mahler, MS OTR-L
https://www.mahlerautism.com/

Teach CALMING Supports: Squeeze and Loosen

Ways to encourage breathing exercises

Take a deep breath and be calm.

Kelly Mahler, MS OTR-L
https://www.mahlerautism.com/
Zones of Regulation

Zones of Regulation—in the Classroom

Turn Taking

App: The Sharing Timer

Visual Supports to Teach Expectations
Social Narratives---Tucker the Turtle

Turtle Technique

- Recognize that you feel angry.
- Go into shell... Take 3 deep breaths. And think calm, coping thoughts.
- "Think" Stop.
- Come out of shell when calm and thinking of a solution.

Social Narrative

- When someone is hurting or annoying me I will:
  1. Look at them.
  2. Put my hand up in a 'stop' sign.
  3. Say to the person, "Stop it, I don't like it."
  4. If it doesn't work I will get help from a teacher.

Teach Missing Skills: Visual Scales

Teach Missing Skills: Power Cards

Dory and Nemo share toys. I will try and share toys.

Dory and Nemo are friends. Friends share their toys. Even if the toy is their favorite toy. Friends share.

Sam I Am says trying new food is good. I will try new foods.

Sam I Am tries new foods. He smells the food. He takes a small bite. I can try new foods.
Teach Replacement Behaviors & Reinforce

Rachel's team is teaching her how to take a break using a visual symbol rather than yell loud enough to disrupt read aloud time. She earns a punch on her "Great Choices" card each time she uses the break card and when it is full she gets a reinforcer from her choice basket of favorite items.

More Reinforcement Systems

- **Punch Card**
- **Puzzle Token Cards**

Reinforcement: Token Board

Teaching with Songs:
Cookie Monster “Me Wait”

https://www.youtube.com/watch?v=9PnbKL3wuH4
Teaching with Songs: FREEZE

https://www.youtube.com/watch?v=Igr_XCHqY68

Teaching with Songs: Belly Breathing

https://www.youtube.com/watch?v=_mZbzDOpylA

Games---like Simon Says, Red Light-Green Light, Ring Around the Rosie (we all ______)

https://www.youtube.com/watch?v=LEdIIDJDN_g

Books—that teach strategies

Points out the importance of being a good listener

Explores the numerous feelings that we all encounter such as frustration, shyness and silliness.
Albert is a big hippo with an even bigger heart. But when he tries to show his friends how much they mean to him, nothing turns out right. And now no one wants to play with him. He’s too strong, too sudden, and too rough! What’s a huggapotamus to do? His friends then teach him how to calm down.

Activity: Sharing Your Resources...

LET’S ADD SONGS, GAMES, BOOKS THAT YOU USE FOR TEACHING INHIBITORY CONTROL

Activity: Matching Routines and EF Strategies

• FIRST, ENTER NEW STRATEGIES FROM THIS SECTION YOU COULD USE INTO COLUMNS 2-5 ON “EF THROUGOUT THE DAY FORM”
• THEN, HIGHLIGHT OR CIRCLE THE ONE NEW STRATEGY YOU WOULD LIKE TO IMPLEMENT FIRST

Mental Flexibility (including Shift) Video
Mental Flexibility (including Shift) Defined

- Definition: ability to move freely from one situation to another by shifting attention, processing new information, and changing behaviors to fit new problems and pressures in the environment; able to revise plans and problem solve in the face of obstacles, setbacks, new information, or mistakes; able to adjust to changes in plans or schedule

- Challenges: trouble solving problems; frustrated when first attempt at problem solving doesn’t work; difficulty taking on new tasks; understanding idioms/puns; knowing letters combinations can have different sounds; difficulty with transitions; trouble with new situations and environments

CHILD’S VIEW: I can adjust my behavior to the situation I am in. For example, I follow different rules when I am at the library versus at the park.

Mental Flexibility (including Shift) Strategies

- Consistent, predictable visual calendar/schedule
- Talk about changes in routine/visually show changes in routine
- Priming for new situations (verbal and/or visual)
- Teaching expected and unexpected behaviors
- Role Playing to practice expected behaviors
- Self-calming techniques (see Inhibitory Control section)
- Teach organizing information
- Teach problem solving
- Teach growth mindset strategies (e.g., Pete the Cat books & videos)
- Teach with word play (e.g., words have different meanings)
- Teach with songs
- Teach with books
- Teach with games (e.g., change the rules, reverse order)

Schedule: First-Then Photo

<table>
<thead>
<tr>
<th>FIRST</th>
<th>THEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snack</td>
<td>Doll</td>
</tr>
</tbody>
</table>
Schedule: First-Then Picture Word

Schedule: Icon

Schedule: Choiceworks App

Calendars

- Schedule, Waiting and Feelings Boards
- Companion Books
- Image and audio library
- Speaks boards out loud
Teach Changes in Routine

Teach Changes: Social Narratives

Changes are okay

http://www.sfinclusion.org/resources/#Social
Click “Social Emotional Development”

Teach Changes: Timers

Time Tracker  
Time Timer

Time Timer
Teaching Expected and Unexpected Behaviors

Role Playing to practice expected behaviors

https://www.youtube.com/watch?v=OwEqmxRTrH4

Teach Organizing Information:
Graphic Organizer

Teach Organizing Information:
Graphic Organizer
Teach Organizing Information: Task Analysis

Teach Problem Solving

Teach Growth Mindset

The 4 A’s

• **Approach**: How to scaffold learning situations that are relevant to the child’s ability

• **Apply**: How to help the child apply prior learning successes to new obstacles and promote self-efficacy

• **Assess**: How to teach the child to reflect on the outcome of a learning experience to ensure further growth

• **Achieve**: How to prepare the child to achieve their next learning opportunity through growth mindset
Teach Growth Mindset

- Use process praise
  - “I like how you used blue and green to make the picture

- Teach the power of YET
  - Student: “I can’t do it!”
  - Staff: “You can’t do it yet. You’re still learning. Keep trying!”

- Share stories of resilience and overcoming challenges

Teach Growth Mindset: The Power of Yet

https://www.youtube.com/watch?v=XLeUvZvuvAs

Teach with Word Play

Teach with Word Play

What goes up when the rain comes down?
Umbrellas.

Why was the little strawberry crying?
His mom was in a jam.
Teach with Songs: Transitioning and Teaching Expectations

Teaching with Songs: Pete the Cat “My Groovy Buttons”
https://www.youtube.com/watch?v=HMyGjrr5lrA

Teach Using Books (and Puppets) (and Snack)
Teach with Games

Chutes and Ladders—reverse up and down

Hi Ho Cheerio—Might lose all the cherries and have to earn them back

Teach with Play

• Dramatic Play
  - What are we going to play?
  - Who is going to be each role?
  - What are we going to do and say?
• Games that have variable rules
  - Tag
  - Hide ‘n Seek
  - Board games

Activity: Sharing Your Resources...

LET’S ADD SONGS, GAMES, BOOKS THAT YOU USE FOR TEACHING MENTAL FLEXIBILITY

Activity: Matching Routines and EF Strategies

• FIRST, ENTER NEW STRATEGIES FROM THIS SECTION YOU COULD USE INTO COLUMNS 2-5 ON “EF THROUGHOUT THE DAY FORM”
• THEN, HIGHLIGHT OR CIRCLE THE ONE NEW STRATEGY YOU WOULD LIKE TO IMPLEMENT FIRST
**ACTIVITY**

**Action Plan: Matching Routines and EF Strategies**

- Locate Action Plan form and enter your team name
- Review the 3 strategies you circled as a priority to begin
- Choose one of the 3 strategies
- Enter a goal for learning the chosen strategy after “Year 1 Goal:” on the Action Plan form
- Break down the goal into steps and enter the steps into Column one: “Steps to Meet Goal”
- Decide who will be responsible for each step and enter into Column two: “Responsibilities”
- Identify Resources you have and Resources you need in Column three: “Resources”
- Identify other staff members that may need to be involved in each step under Column four: “Others to Involve to Complete Action Step”
- Decide on when each step will be done in Column five: “Timeline for Completion”
- If there is time remaining, feel free to choose another priority strategy and develop a second action plan.

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**Books For Educators & Parents**

- *Executive Skills in Children and Adolescents: A Guide to Assessment and Intervention* – Peg Dawson and Richard Guare

- *Late, Lost, and Unprepared: A Parent’s Guide to Helping Children with Executive Functioning* – Joyce Cooper-Kahn and Laurie Dietzel

- *Smart But Scattered* – Peg Dawson and Richard Guare

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**Action Plan Example**

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**OCALI Lending Library**

[http://www.ocali.org/project/lending_library](http://www.ocali.org/project/lending_library)
**Organization Kit**

- Idea Organizer
- Popplet
- Time Timer
- Talking Timer
- Time's Up
- I Get...My Schedules at School
- Social Skills Stories
- Visual Schedule Planner
- Choiceworks
- My Video Schedule
- Functional Planning System
- Everyday Grooves
- Big Day Lite
- iEarnedThat

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**AT Device**

- Working4
- Preference & Reinforcer Assessment
- Epic Win
- Visules
- Remember the Milk
- iHomework
- Idea Sketch
- Voice Reminders!
- VoCal XL
- Can Plan
- Tiny Finder
- First Then Visual Schedule
- TextMinder

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**THANK YOU! PLEASE COMPLETE EVAL FORM**

FOR MORE INFORMATION, PLEASE CONTACT:

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