THE DOG DIDN’T EAT MY HOMEWORK: UNDERSTANDING EXECUTIVE FUNCTION

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ACTIVITY
 Listen carefully, instructions will only be given once…

IN THE WORLD BEYOND SCHOOL…

At work?

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

In college?

At home?

In relationships?

SEVEN ESSENTIAL LIFE SKILLS

► Focus and self-control
► Perspective taking
► Communicating
► Making connections
► Critical thinking
► Taking on challenges
► Self-directed engaged learning

Mind in the Making, http://www.mindinthemaking.org/7-essential-skills/
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

(Elliot & Grisham, 2006)

“...a person's SELF-REGULATION SKILLS can help predict his or her likelihood of college completion and adult criminality, as well as his or her health and wealth outcomes – even when adjusting for factors such as innate intelligence and parents' educational levels.”

Megan McClellan, Oregon State University

“...The best predictor of kids' academic success might not be how many letters they recognize by age 3 or how high they can count by age 4, but how willing they are to persist at challenging tasks and how well they plan ahead, pay attention, remember and follow instructions, and control their impulses and emotions.”

Amy Wang,
Life Skill of Self-Regulation

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

Developed by Tracy Mail, SST 8 and Wendy Szakacs, OCALI
LAZY KID OR EXECUTIVE DYSFUNCTION?

- Do you know a student who seems “lazy”?
  - Intentionally forgetful
  - Unmotivated
  - Disorganized
  - Chronically distracted

- Do you know a student who is bright, but can’t seem to get the information out?
  - Difficulty with ordering, answering question with relevant info

THINK-PAIR-SHARE LAZY KID-ARTICLE

- Discuss the following with someone beside you:
  - Think about some students you have now or had in the past who exhibit the signs mentioned in the article. Share your experiences.

EXECUTIVE FUNCTIONING 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)

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
### SPECIFIC EXECUTIVE FUNCTIONS

<table>
<thead>
<tr>
<th>Executive Function</th>
<th>Definition</th>
<th>Signs of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Control</td>
<td>Regulates emotion to be appropriate to situation</td>
<td>Easily upset or excited, overreacts, frequent mood changes</td>
</tr>
<tr>
<td>Inhibit</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>Organize</td>
<td>Establishing order in a place or activity</td>
<td>Scattered, disorganized approach to solving problems, materials</td>
</tr>
<tr>
<td>Initiate</td>
<td>Begin a task or activity</td>
<td>Trouble getting started, may appear defiant</td>
</tr>
</tbody>
</table>

### SPECIFIC EXECUTIVE FUNCTIONS (CONT'D)

<table>
<thead>
<tr>
<th>Executive Function</th>
<th>Definition</th>
<th>Signs of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Memory</td>
<td>Holding information in mind while performing other tasks</td>
<td>Forgets assignments, materials, classroom procedures, remembers only part of directions</td>
</tr>
<tr>
<td>Shift</td>
<td>Smoothly transitioning from one task to another</td>
<td>Difficulty coping with changes in routine, thinking “outside of the box”</td>
</tr>
<tr>
<td>Self-Monitor</td>
<td>Assessing progress toward goal or effect on others</td>
<td>Doesn’t notice how others react to behavior; asks for help rather than trying first, avoids problem-solving games</td>
</tr>
</tbody>
</table>

### SELF-MANAGEMENT

- Taking responsibility for your own behavior, actions, and well-being
  - Self-regulation
  - Sensory regulation
  - Social competence
  - Impulse control

### SELF-MANAGEMENT

#### SKILLS WE USED PREPPING FOR THIS PRESENTATION

- Three people collaborating
- Meeting and working together
- Sticking with agreed work dates
- Communication
- Come to agreement backed up with rationale
- Reflecting on what worked and revising
### TIME MANAGEMENT

- Ability to use time effectively and productively
  - Understand the abstract concept of time
  - Chunk routines/projects into pieces and know how long each piece will take
  - Know when to start, how long to work, when to stop

### TIME MANAGEMENT SKILLS WE USED PREPPING FOR THIS PRESENTATION

- Find dates to work on and to deliver presentation
- Communicate with SSTs and OCALI in a timely manner
- Respond to communication
- Send materials
- Shared work load depending on current individual responsibilities

### MATERIALS MANAGEMENT

- Ability to manage the “stuff” of school
  - Having the right materials at the right time
  - Knowing everything has a place
  - Remembering to keep things in their place

### MATERIALS MANAGEMENT SKILLS WE USED PREPPING FOR THIS PRESENTATION

- Develop Power Point
- Locating available resources
- Having materials at the presentations
- Reflecting and revising what materials worked
INFORMATION MANAGEMENT

- Ability to acquire, retain, and use information
  - Can take notes
  - Can organize facts, information

EXECUTIVE FUNCTION…

Is sharply reduced when:
1) executive functioning capacity must be devoted to managing “lower level” (cognitive) skills and responses which are not automatic or fluent thus the capacity for “higher level” (metacognitive) functions is taken; and
2) executive capacity itself is reduced due to some sort of higher level disability or to lack of fluency with executive strategies.

http://www.udlcenter.org/aboutudl/udlguidelines

INFORMATION MANAGEMENT SKILLS WE USED PREPPING FOR THIS PRESENTATION

- Outlined main points
- Utilized relevant materials
- Shared work load
- Reflecting on what worked and revising
- Adding new and relevant materials
- Collaborating with Jan

EFFORTS TO EXPAND EXECUTIVE CAPACITY…

In two ways:
1) by scaffolding lower level skills so that they require less executive processing; and
2) by scaffolding higher level executive skills and strategies so that they are more effective and developed.

http://www.udlcenter.org/aboutudl/udlguidelines
DEVELOPMENT OF EF

<table>
<thead>
<tr>
<th>Age</th>
<th>Self-Regulation Ability</th>
<th>E.g., Keeping safe near hot stove.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (one)</td>
<td>Adults provide external regulation</td>
<td>Yell “No!”/move child</td>
</tr>
<tr>
<td>5</td>
<td>Uses talk/mental representation, often with adult help</td>
<td>“That’s hot,” “That could burn you, remember when you burned yourself!”</td>
</tr>
<tr>
<td>10</td>
<td>Capable of basic task self-regulation with occasional reminder; needs support for emotional self-regulation or more complex tasks</td>
<td>“Watch,” “Hey, stove’s on.”</td>
</tr>
<tr>
<td>20</td>
<td>Self-regulates across a variety of task/emotional demands; uses prior experiences to invent new solutions</td>
<td>Ask them to cook you dinner!</td>
</tr>
</tbody>
</table>

WHAT EF SKILLS ARE EXPECTED AT DIFFERENT AGES

- Preschool
  - Inhibitory control
  - Working memory
- Not fully developed
- Emerging skills
- Continue to make errors
  - Lack of awareness to know when to use them
  - Don’t know how to use particular skills yet
WHAT EF SKILLS ARE EXPECTED AT DIFFERENT AGES

- Elementary
  - Verbal working memory
  - Goal-directed behavior
  - Response inhibition
  - Attention
  - Strategic planning and organizational skills
  - Cognitive flexibility
- Continue to develop from early childhood levels
- Start to use across contexts

- Middle School/Junior High
  - EF skills start to integrate and work together
  - Skills become more effective and efficient
  - Planning, goal-directed behavior, and attention grow

- High School
  - EF skills continue to mature
  - Can start to handle more complex tasks
  - EF Skills continue to mature until age 25

BORN WITH THE POTENTIAL TO DEVELOP EF SKILLS

“Adverse environments resulting from neglect, abuse, and/or violence may expose children to toxic stress, which disrupts brain architecture and impairs the development of executive function.”

http://developingchild.harvard.edu/key_concepts/executive_function/
“WHO STRUGGLES WITH EF?”

- Students with disabilities or developmental delays
  - ADHD
  - Learning Disabilities
  - Cognitive Disability
  - Autism Spectrum Disorders
  - Some emotional disorders (e.g., anxiety, OCD)
- Increasingly, students without disabilities
- Most have average to above average IQ

WHAT YOU SEE ON A DAILY BASIS…

…might really be impacted by what is happening below the surface.

ASSESSING EXECUTIVE FUNCTION

“Can’t do, or won’t do?”

- 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

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
### BEHAVIOR ASSESSMENTS

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIEF (Behavior Rating Inventory of Executive Function)</td>
<td>Questionnaire and rating scale for parents and teachers</td>
<td>Ages 5-18</td>
</tr>
<tr>
<td>CBCL (Child Behavior Checklist)</td>
<td>Teacher report form</td>
<td>Ages 6-18</td>
</tr>
<tr>
<td>BASC (Behavior Assessment System for Children)</td>
<td>Teacher, parent, child (self)</td>
<td>Ages 6-11</td>
</tr>
<tr>
<td>CEFI (Comprehensive Executive Function Inventory)</td>
<td>Psychologist, counselor</td>
<td>Ages 5-18</td>
</tr>
</tbody>
</table>

### INFORMAL ASSESSMENT

- Classroom observation
- Work samples
- Informal questionnaires/interviews (*Smart, But Scattered* Dawson & Guare, 2009)
- Assessment rubric (see next slide)

### ASSESSMENT RUBRIC EXAMPLE

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Expert (4)</th>
<th>Advanced (3)</th>
<th>Developing (2)</th>
<th>Novice (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>Brings all necessary materials to class on a daily basis plus additional learning aids</td>
<td>Often brings all necessary materials to class</td>
<td>Materials are sometimes missing; Occasionally asks to go to locker to retrieve materials</td>
<td>Materials are often found missing; Must ask to borrow writing utensils, paper, or copies of handouts, or go to locker to retrieve materials</td>
</tr>
<tr>
<td>Organization</td>
<td>Materials are complete, neatly organized, well maintained, and modified to assist in learning</td>
<td>Materials are complete, neatly organized, and well maintained</td>
<td>Materials are complete but not neatly organized or well maintained</td>
<td>Materials are incomplete or disorganized</td>
</tr>
</tbody>
</table>

**McCloskey, p. 102**
STUDENT ASSESSMENT

Executive Function Skills Questionnaire for Parents and Teachers

Rate each item below for your child or student. Add each section separately. Choose the three highest and three lowest scored areas for the strengths and challenges table at the end.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acts on impulse</td>
<td>5</td>
</tr>
<tr>
<td>2. Gets in trouble for talking too much in class</td>
<td>5</td>
</tr>
<tr>
<td>3. Says things without thinking</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td>15</td>
</tr>
</tbody>
</table>

CASE STUDY: GABRIEL

Gabriel is a sophomore attending general education classes. He is identified with ADHD and high functioning Autism Spectrum Disorder. He is on a 504 Plan to meet his needs. Gabriel displays average intelligence in most academic areas, with a spike in Mathematics skills. Yet, he is failing some classes due to missing information in class, not being able to complete assignments, and missing homework.

His education team has decided to assess his executive functioning skills.

GABRIEL’S ASSESSMENT COMPLETED BY HIS EDUCATION TEAM

Strength Area Sample: Response Inhibition

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<th>SCORE</th>
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<td>3. Says things without thinking</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td>15</td>
</tr>
</tbody>
</table>

Challenge Area Sample: Planning & Prioritization

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Trouble planning for big assignments (knowing what to do first, second, etc.)</td>
<td>1</td>
</tr>
<tr>
<td>17. Difficulty setting priorities when has a lot of things to do</td>
<td>1</td>
</tr>
<tr>
<td>18. Becomes overwhelmed by long-term projects or big assignments</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td>3</td>
</tr>
</tbody>
</table>

GABRIEL’S ASSESSMENT AREAS

Child’s Executive Skills Strengths

<table>
<thead>
<tr>
<th>RESPONSE INHIBITION</th>
</tr>
</thead>
</table>

Child’s Executive Skills Challenges

<table>
<thead>
<tr>
<th>PLANNING AND PRIORITIZATION</th>
</tr>
</thead>
</table>

Developed by Tracy Mail, SST 8 and Wendy Szakacs, OCALI
UDL GUIDELINES: UNIVERSAL DESIGN FOR LEARNING

CURRENT EXPECTATIONS: 9 CRITICAL THEMES IN COMMON CORE
- Higher-order thinking
- Use of evidence to support/justify answers
- Rigorous texts
- Student collaboration, presentation, and dialogue
- Regular writing in all areas of curriculum
- Research and media
- Technology and digital media
- Mastery and use of academic vocab
- Deep concepts/vocab

EF AND INSTRUCTION

CONSIDERATIONS FOR EF TEACHING
- Consider the developmental progression of EF skills: What is an age-appropriate expectation?
- Consider whole group, small group, individual: Could this support help everyone?
THREE WAYS TO MANAGE EF CHALLENGES

- Modify the environment
- Teach the skill
- Use incentives

Dawson & Guare (2010)

MODIFY THE ENVIRONMENT

Adapt tasks

Change physical or social environment

Provide cues and supports

Dawson & Guare (2010)

TEACH THE SKILL

Establish procedure to achieve goal

Supervise child during and after procedure

Evaluate and adjust if necessary

Set a goal

Define missing skills

Dawson & Guare (2010)

USE INCENTIVES

Specific positive feedback

Layer preferred and non-preferred activities

Menu of rewards

Dawson & Guare (2010)
GROUP ACTIVITY: EF IMPACT CHART

- Find a small group of 2-5
- Using EF Impact Chart, discuss impact of each area on the following task:
  Student participates in class discussion after completing a reading assignment.
  Choose the grade level, student abilities, possible assignment, etc. and then complete chart

TEACHING EF SKILLS/ROUTINES

- Before a task or problem situation arises
- During a task or problem situation
- After a task or problem situation
- Gather data across all steps
  - Record and graph
  - Reflect on progress with education team and student

CONSIDER TEACHING…

- Homework collection routine
- Making homework plans
- How to pay attention
- Desk/locker cleaning
- Managing open-ended tasks
- Controlling one's temper
- Controlling impulsive behavior
- Managing anxiety
- Managing changes in schedule
- Learning not to cry over little things
- Learning to solve problems
EXAMPLE: EXECUTIVE FUNCTION ROUTINES TEMPLATE PART 1

Routine | Studying for a test
---|---
Steps/Task Analysis:
- Know there is a test and when it is happening
- Know what material will be covered on the test
- Gather materials needed to study
- Choose best strategies for studying the materials
- Set up a schedule for studying the materials (school and home)
- Complete the scheduled studying at school and home
- Evaluate the process

EXAMPLE: EXECUTIVE FUNCTION ROUTINES TEMPLATE PART 2

<table>
<thead>
<tr>
<th>Example(s) of Teaching Supports</th>
<th>Least Support</th>
<th>Most Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials checklist; Study schedule to fill in; List of possible study strategies to choose from; Reminder to add to calendar</td>
<td>Picture/word flashcards; PowerPoint review with audio; Study guide for student and family; Reminders; Check-ins; Study materials on speech device (or other functional communication system); Timer</td>
<td></td>
</tr>
</tbody>
</table>
WE WANT STUDENTS TO BE THEIR OWN FRONTAL LOBE RATHER THAN US BEING THEIR FRONTAL LOBE.  
HOW?  
PRACTICE THE SKILLS!!!  
George McCloskey, Ph.D.

MUST BE AN EMPHASIS ON TEACHING SKILLS, RATHER THAN JUST COMPENSATING FOR THE LACK OF SKILLS.

TELL KIDS WHAT YOU WANT THEM TO LEARN: GOALS

- Most of what a teacher says to students is intended to activate specific areas of the students’ brain
- The more specific the language used by a teacher, the more likely it is that students will be activating the necessary brain areas

George McCloskey, Ph.D.

MENTAL CAPACITIES

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abilities</td>
<td>Broad, overarching mental capacities; enable learning and production; ability deficits constrain learning and production</td>
</tr>
<tr>
<td>Processes</td>
<td>Narrow, specific mental capacities that enable learning and production; deficits obstruct learning and production but often can be by-passed or compensated for at least to some degree</td>
</tr>
<tr>
<td>Skills</td>
<td>Specific, learned routines; skills are utilized in concert with abilities, process, lexicons and strategies to perform tasks or increase knowledge through new learning</td>
</tr>
<tr>
<td>Lexicons</td>
<td>Knowledge bases from which information can be retrieved and used to inform learning or production</td>
</tr>
</tbody>
</table>

McCloskey, p. 140
EF DEVELOPMENT DOES NOT PROGRESS BY CONTINUOUS EQUAL INTERVALS

George McCloskey, Ph.D.

REVERSE ZENO’S PARADOX

- Every intervention starts with an **infinitely small** step toward **positive growth**.
- Each successive step **doubles in impact**.
- Response to intervention therefore **may not be noticeable until long after** the intervention has started.
- Once positive change is **detectable**, it seems to **increase dramatically** in a short period of time.

George McCloskey, Ph.D.

TEACHING PERSISTENCE: HOW TO MAINTAIN AND SUSTAIN

- Once you find what works, how do you help the student use it consistently?
  - Set up goal oriented behavior that includes motivators
  - Implement check in systems (student and adults)
  - Accept successive approximations
  - Work towards fading prompts
  - Institute incentives and positive reinforcement
  - Recognize cycles of behavior

EF SUPPORTS SUMMARY

- Put your “EF colored glasses” on
- Use assessment tool/survey to determine student’s strengths and challenges
- Consider
  - What are the EF demands of various classroom/learning tasks?
  - What is developmentally appropriate?
  - How many students need help (and how to best provide support)?
  - What EF skills are necessary for success with classroom/learning tasks?
- Provide supports and instruction in the classroom (Universal supports help all students)
EF AND ASSISTIVE TECHNOLOGY

“Assistive technology that lessens the cognitive burden of performing mechanical tasks, along with guided mentorship and informative feedback are needed.”

Kool Tools 4 Students

Available:
- Communication
- Writing
- Organization and Planning

Coming Soon:
- Access
- Behavior
- Math
- Reading

SIFTS: SAMPLE OF STATEMENT CHOICES

SIFTS - Organization and Planning

Self-Organization
The student has difficulty controlling and managing higher actions and attention

Select the statements that best describe your student’s ability to filter, regulate and attend. The student has...

- (Delayed)
  - difficulty filtering sensory input in order to engage in learning. This may present as sensory sensitivities.
  - difficulty regulating sensory input in order to engage in learning. This may present as difficulties attending, engaging appropriately in tasks, etc.
  - difficulty identifying relevant information from verbal information or social situations.
  - difficulty sustaining attention and remaining on task within a period of work time.
  - difficulty with attention within, between, or among tasks.

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  - difficulty identifying relevant information from verbal information or social situations.
  - difficulty sustaining attention and remaining on task within a period of work time.
  - difficulty with attention within, between, or among tasks.

http://sifts.ocali.org/
### SIFTS: Feature Considerations

#### Self-Organization

- **Audio Supports**
- **Checklists**
- **Fidgets**
- **Problem-Solving Visual Frameworks**

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#### SIFTS: Text and Image Examples

**Visual Choice Boards**

A visual choice board is a visual tool that allows two or more choices using pictures, photos, symbols, and sometimes written words. Choice boards present a range of possibilities and give the individual some degree of control over the situation. This visual format supports verbal discussion and allows the individual time to process the choices and review the information. It also can provide routines that the individual has not understood, such as in solving problems.

For more information on visual choice boards, see:

- [http://www.ssm.indiana.edu/ssmnew/328](http://www.ssm.indiana.edu/ssmnew/328)
- Think Tac Toe
- Visual Choice Board: Speech to text box
- Visual Choice Board: Sip and Puff to text box

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#### SIFTS: Video Examples

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GABRIEL’S SIFTS RESULTS: STATEMENTS FROM FIRST TWO AREAS

Self-Organization
- difficulty sustaining attention and remaining on task within a period of work time.
- difficulty problem solving (e.g. develop solution, determine steps, initiate process, evaluate effectiveness).
- difficulty performing tasks in structured steps (e.g. chosen process not efficient, needs prompts, skips steps, doesn’t get to the desired outcome, resistant to the process).
- difficulty following and maintaining required or expected routines.

Information Management/Processing
- difficulty organizing note taking or materials (auditory and print).
- difficulty using information to develop a strategic plan for dividing a complex, multi-step job or assignment into subtasks.
- difficulty using information to identify and act on missed steps in an activity such as routines, assignments, tasks, directions.
- difficulty using information to complete multi-step directions or tasks.

GABRIEL’S SIFTS RESULTS: STATEMENTS FROM SECOND TWO AREAS

Materials Management
- difficulty functionally using traditional organizational tools (folders, containers, tins, boxes, checklists, ordering, filing, planners, schedules, portable electronic storage, computer based electronic storage, etc.).
- difficulty deciding which materials are needed for the given task/environment.
- difficulty putting materials in a consistent location for easy retrieval.
- difficulty executing effective search strategies for lost materials.

Time Management
- difficulty changing from one task to another in a timely manner.
- difficulty developing timelines for a complex, multi-step job or assignment subtasks.
- difficulty using work time efficiently and/or difficulty estimating time left.
- difficulty monitoring and adjusting actions to reach the goal within a reasonable time frame.

GROUP ACTIVITY: COMPLETE SIFTS FOR OWN STUDENT

- Log in to SIFTS account
- Start new student
- Choose Organization and Planning Section
- Complete statements for your student (with your team if here, or by yourself and then review with your team at a later date)

GABRIEL’S SIFTS RESULTS: FEATURE CONSIDERATIONS FROM INFORMATION MANAGEMENT/PROCESSING AREA

- Annotated Directions
- Checklists
- Graphic Organizers
- Highlighting
- Modeling
- Notes Templates
- Reminders
- Rubrics
- Step-by-steps
- Time Lines
- Video/Audio Summaries
- Visual Supports
GABRIEL’S ASSESSMENT RESULTS

- From Questionnaire
- **Strengths:**
  - Emotional Control
  - Response Inhibition (Inhibit)
  - Goal-directed Persistence (Goal-Setting & Planning; Self-Monitoring)
- **Challenges:**
  - Planning & Prioritization (Goal-Setting & Planning)
  - Organization
  - Time-Management

- From SIFTS
- **Manifestations:**
  - Information Management
  - Time Management

GABRIEL’S PROFILE: SELF MANAGEMENT

<table>
<thead>
<tr>
<th>What Needs Taught Explicitly (Missing Skills)</th>
<th>Strategies (Including environmental support)</th>
<th>Tasks/Supports</th>
<th>Plan of Action including Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Management</td>
<td>Ability to sit for more than 10 minutes</td>
<td>Movement breaks</td>
<td>Seat in back of room so he can get up and walk as needed</td>
</tr>
<tr>
<td></td>
<td>Knowing what to pay attention to; what’s important</td>
<td>Visual directives</td>
<td>Chair that provides some resting movement</td>
</tr>
<tr>
<td></td>
<td>How to deal with being set off by other students (sometimes purposefully manipulated)</td>
<td>Countdowns or use of timers for transition</td>
<td>Written directions for each part of the lesson</td>
</tr>
<tr>
<td></td>
<td>Social consequence table</td>
<td>Emotional regulation table</td>
<td>Social Narratives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Incredible 5 Point Scale</td>
</tr>
</tbody>
</table>

- **Tools:**
  - Self-management
  - Time management
  - Information management
  - Materials management
SELF-ORGANIZATION OR MANAGEMENT

- Unable to self regulate behavior
- Difficulty attending to what is important
- Easily distracted
- Unable to shift attention
- Difficulty starting an activity
- Often display exaggerated emotion
- Do not always think before acting; impulsive

“...students in high-poverty schools were especially likely to benefit from learning self-regulation skills, suggesting that a focus on those skills in early elementary education ‘holds promise for closing the achievement gap.’”

Blair & Raver, 2014, Tools of the Mind Program
http://www.toolsofthemind.org/

GABRIEL: SELF-ORGANIZATION OR MANAGEMENT

<table>
<thead>
<tr>
<th>What Needs Taught Explicitly (Missing Skills)</th>
<th>Strategies (Including environmental changes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Management</td>
<td></td>
</tr>
<tr>
<td>• Ability to sit for more than 10 minutes</td>
<td>• Movement breaks</td>
</tr>
<tr>
<td>• Changing from one activity to the next</td>
<td>• Alternate seating</td>
</tr>
<tr>
<td>• How to deal with being set off by other students (sometimes purposefully instigated)</td>
<td>• Visual directions</td>
</tr>
<tr>
<td></td>
<td>• Countdowns or use of timers for transitions</td>
</tr>
<tr>
<td></td>
<td>• Social Competence skills</td>
</tr>
<tr>
<td></td>
<td>• Emotional regulation skills</td>
</tr>
</tbody>
</table>
SENSORY TOOLS (CONSULT AN OT)

Inflatable disc

Therapy balls as alternate

Has 2 desks in class and is allowed to move between them

FIDGETS

Sensory

Alternate Seating-Movement

Fidgets-hands

Deep Pressure and Resistance

Resistive Foot Band

FIDGETS

AUDITORY TOOLS

Earbuds

Music or white noise

Noise cancelling headphones
SOAPS: SELF-OPERATED AUDITORY PROMPTING SYSTEMS

- Provides cues to promote task completion or engagement in specific behaviors
- Scripted auditory prompts delivered through technology (MP3 Player, device with app)
- Lessens dependence on adults
- Successful for students with ASD, ID, VI

Teaching Exceptional Children, September/October, 2014

SOCIAL STORY

Sometimes my body feels tired.
Sometimes my body feels excited and happy.
Sometimes, even my hands get excited when I am having really big thoughts.
Like when I am really happy.
Or when I am really nervous.
Or when I am really upset.

When my hands get excited, they move back and forth.
This is called hand flapping.
A lot of people will flap their hands or jump up and down if they are really excited.
Like when they are winning a game.
Or if they are really anxious and trying to calm their body down.

SOCIAL STORY CONTINUED

Most people learn as they get older to calm their body down.
For example, people may walk or rest if they are upset.
They may take deep breaths or count to 10.
People may clap their hands or squeeze their hands together.
Some people will stretch their fingers apart briefly.

As people grow up and become adults, they try to learn how to control their bodies better to that other people will have good thoughts about them.

It is important to remember to try to learn how to control my body so that I can help other people to have good thoughts about me too!

Like when I have good manners and try not to burp or make silly noises in public.

Being in control of my body means that I use good manners and try to do what is expected.
I can learn new ways to calm my hands down and to control my body.

When I do what is expected, people have good thoughts about me.
VISUALS FOR SOCIAL STORY

WAYS TO CONTROL MY BODY

If okay, If upset, If nervous, If mad, If frightened

I can try to do what is expected

listen, take a breath, think happy, separate my feelings, ask for a break

do my work, blow out air, count to 10, share ideas, Ask to walk

be polite, count to 10, wait, be patient, stand

smile, talk to an adult, tell an adult, clap, sleep tonight!

COPING STRATEGIES VISUAL

PICK A COPING STRATEGY

Take a walk

Read a book

Get a drink of water

Computer

Listen to music

Crash Mat

Draw

Go Outside

GET MEDITATING IN 5 MINUTES. EASY.

With this app, you can develop and apply kindness and compassion in your daily life through a process called STOP, BREATHE & THINK:

STOP

Stop what you are doing. Check in with what you are thinking and how you are feeling.

BREATHE

Practice mindful breathing to create space between your thoughts, emotions and reactions.

THINK

Learn to broaden your perspective and strengthen your inner field of peace and calm by practicing one of the meditations.

Developed by Tracy Mail, SST 8 and Wendy Szakacs, OCALI
Organization Chart

1. Fill in agenda every afternoon
2. Put materials in backpack for homework
3. Carry backpack home
4. Tell parent and grandparents about homework
5. Do the homework

Decision-Making Diagram

Alternative 1:
- Name: [ ]
- Date: [ ]
- Problem: [ ]
- Pros: [ ]
- Cons: [ ]

Alternative 2:
- Name: [ ]
- Date: [ ]
- Problem: [ ]
- Pros: [ ]
- Cons: [ ]

Alternative 3:
- Name: [ ]
- Date: [ ]
- Problem: [ ]
- Pros: [ ]
- Cons: [ ]

Solution:

INCREDiBLE 5-POINT SCALE

<table>
<thead>
<tr>
<th>Nick’s Stress Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looks Like</td>
</tr>
<tr>
<td>Felt Like</td>
</tr>
<tr>
<td>“Type”</td>
</tr>
</tbody>
</table>

RAGE/DEEPE
- Violent
- Unhappy
- Angry

Cool
- Calmed
- Happier

ZONES OF REGULATION APP

Zone 1: Red
Zone 2: Orange
Zone 3: Yellow
Zone 4: Green
Zone 5: Blue

Developed by Tracy Mail, SST 8 and Wendy Szakacs, OCALI
OUTLINER APP

GROUP ACTIVITY: GABRIEL'S SELF-ORGANIZATION OR MANAGEMENT

- Locate “Executive Functioning Profile and Supports” Form
- Did this one for you!!

GABRIEL: SELF-ORGANIZATION OR MANAGEMENT

I EARNED THAT

App for earning goal oriented rewards

<table>
<thead>
<tr>
<th>Tools/Supports</th>
<th>Plan of Action Including Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Seat in back of room so he can get up and walk as needed</td>
<td></td>
</tr>
<tr>
<td>• Chair that provides some rocking movement</td>
<td></td>
</tr>
<tr>
<td>• Written directions for each part of the lesson</td>
<td></td>
</tr>
<tr>
<td>• Social Narratives</td>
<td></td>
</tr>
<tr>
<td>• Incredible 5-Point Scale</td>
<td></td>
</tr>
<tr>
<td>• Teach staff about sensory/social needs and tools</td>
<td></td>
</tr>
<tr>
<td>• Locate chair</td>
<td></td>
</tr>
<tr>
<td>• Develop examples of written directions to share with all staff</td>
<td></td>
</tr>
<tr>
<td>• Work with ISL to develop social narratives and Scale</td>
<td></td>
</tr>
<tr>
<td>• Weekly Check-in for points to earn playing basketball in gym</td>
<td></td>
</tr>
</tbody>
</table>
TOOLS

- Self-management
- Time management
- Information management
- Materials management

TIME MANAGEMENT

- Arrives late
- Misses deadlines
- Difficulty breaking tasks into smaller parts
- Difficulty following a sequence to complete a task
- Struggles with determining the amount of time needed to complete a task

TIME MANAGEMENT

- Checklists
- Paper planners/Calendars
- Schedules
- Portable, adapted time keepers
- Electronic reminders
- Digital planners (PDA) cell phones
- Web based planning tools

GABRIEL: TIME MANAGEMENT

<table>
<thead>
<tr>
<th>What Needs Taught Explicitly (Missing Skills)</th>
<th>Strategies (including environmental changes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>• How to finish work that isn’t done during class</td>
</tr>
<tr>
<td></td>
<td>• How to make own timeline for long term assignments</td>
</tr>
<tr>
<td></td>
<td>• Homework list/reminders</td>
</tr>
<tr>
<td></td>
<td>• Timers</td>
</tr>
<tr>
<td></td>
<td>• Pacing: Breakdown of tasks for long term assignments including a timeline</td>
</tr>
</tbody>
</table>
CHECKLISTS
Taska to do app

CALENDARS

PLANNERS

POCKET MOD
Build a mini-book online
www.pocketmod.com

Developed by Tracy Mail, SST 8 and Wendy Szakacs, OCALI
SCHEDULES

VISUAL SCHEDULE PLANNER APP

FEATURES:
- Daily, weekly, monthly views
- Custom images
- Custom sound
- Activity schedules
- Video modeling
- Timer
- Checklist
- Reminders
- Notes
- Password protected settings
- Print daily schedules

FIRST THEN WORD SCHEDULE

FIRST THEN WORD SCHEDULE

FIRST
Read pages 44-56
NEXT
Answer questions page 57
THEN
Free Choice Computer for 10 minutes

CHOICEWORKS

Features:
- 3 boards
  - Schedule
  - Waiting
  - Feelings
- 3 books for each board
- Image library >180
- Add your own images
- Record your own audio
- Save unlimited boards
- Speaks boards out loud
http://timer.onlinelog.net/

Classroom Scheduler
Watch Minder

CLOCK AND TIMER/ALARM: APPLE IOS

CALALARM APP
GOOGLE CALENDAR

Many tutorials available online

REMEMBER THE MILK APP

COUNTDOWN CALENDAR APP

IHOMEWORK APP

Developed by Tracy Mail, SST 8 and Wendy Szakacs, OCALI
**ISTUDIEZ PRO**

Weekly view

http://istudentpro.com/

**Assignment tracking**

**REMIND 101 – TEXT REMINDERS**

- Mrs. Chouinard (Reminders)
  - Thru-Solving Linear Equations
  - Fr-Solving Equations
  - Scavenger Hunt
  - Thru-Variables on Both Sides
  - HW-Solving Equations WS
  - HW-No Sol & If Sol HW Equations WS
  - HW-Equations WS
  - HW-Word Problems
  - HW-Review 7.1
  - Thru-Equations Review
  - Fr-Solving Equations Test

https://www.remind101.com
http://ohdontforget.com
http://www.textmemos.com
http://spectrasoft.com/appointment-software/reminders/text

**GROUP ACTIVITY: GABRIEL'S TIME MANAGEMENT**

- Review Gabriel's “What Needs Taught Explicitly” and “Strategies”
- Work with a small group (2-5 people):
  - Add in “Tools and Supports” to match the Strategies
  - Write up a “Plan of Action Including Incentives” to support the “Tools and Supports” you developed
GABRIEL: TIME MANAGEMENT

<table>
<thead>
<tr>
<th>Tools/Supports</th>
<th>Plan of Action Including Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reminders Apple iOS</td>
<td>Trial Reminders, iCal, and iHomework with Gabriel to see what works best</td>
</tr>
<tr>
<td>iCal for tasks/reminders</td>
<td>Choose one to start with and implement; keep data</td>
</tr>
<tr>
<td>Explore iHomework</td>
<td>Identify a timer with a vibrating alert for social acceptability</td>
</tr>
<tr>
<td>Timer with vibrating</td>
<td>Weekly Check-in for points to earn playing basketball in gym</td>
</tr>
</tbody>
</table>

TOOLS

- Self-management
- Time management
- Information management
- Materials management

INFORMATION MANAGEMENT

- Breaking a large project into smaller steps
- Organizing notes or review items
- Completing multi-step tasks
- Initiating tasks
- Holding items in working memory

INFORMATION MANAGEMENT

- Tabs
- Sticky notes, index cards
- Highlighters
- Handheld recorders
- Key words
- Study guide
- Task analysis
- Digital highlighters and sticky notes
# Information Management

- Handheld scanners/electronic extraction
- Electronic organizing
- Study grid generators/grading rubric
- Online search tools
- Online web trackers
- Online sorting file tools
- Digital graphic organizers
- Online manipulatives, interactive, tutorials, animations

## GABRIEL: Information Management

<table>
<thead>
<tr>
<th>What Needs Taught Explicitly (Missing Skills)</th>
<th>Strategies (Including environmental changes)</th>
</tr>
</thead>
</table>
| Information Management                      | • How to get started on work especially after a transition  
• How to remember what to do next  
• How to take notes on relevant information | • Timers  
• Daily directions list  
• How to ask for help  
• How to choose best type of notes for task  
• How to identify key points |

## Sticky Notes and Tabs

![Sticky Notes and Tabs](image)

## Sticky Notes in Use

![Sticky Notes in Use](image)
STICKY NOTES

- Traditional Sticky Notes
- Computer OS Sticky Notes
- Embedded Sticky Notes: Bubble Notes-Kurzweil

HIGHLIGHTING

- Highlighter Tape
- Highlighter Pens
- Software with Highlighting and Text Extraction Feature: Kurzweil

MASKING

- Masking-tape
- Masking-liner
- Read Write Gold Software

DIGITAL VOICE RECORDERS

- Sony Digital Voice Recorder
- Olympus Digital Voice Recorder
**STUDY GUIDES**

**Study Guide**

- Title: Literal Equations
- Topic: Equation

**Task Analysis**

1. **Read**
   - Read the question carefully.

2. **Decompose the question**
   - Identify the problem.
   - Identify the operation of multiplication or division.

3. **Organize information into an algorithm**
   - List the steps:
     - **Identify the problem:** What is the equation?
     - **Identify the operation:** What operation is used (multiplication or division)?
     - **Understand clues to help identify operation:** How many variables?

4. **Decide on the solution**
   - Solve the equation using the steps.

5. **Write the solution**
   - Write the solution clearly.

**Folders**

- Learning/studying
- Time/project management
- Reading/research
- Writing
- Memorizing/testing

**MAGAZINE PROJECT DESCRIPTION**

**Nonfiction Text Structures & Features**

**Final Magazine Project**

- Each of your five articles will focus on a different text structure.

**Description**

**Problem & Solution:**

- Sequence & Order:
- Cause & Effect:
- Compare & Contrast:
- Problem & Solution:

Your magazine must also include:

- A diagram, map, timeline, or chart.
- Glossary (Including Subject Specific Vocabulary).
- Types of print (bold, italics, highlighted).

**Tips**

- Think carefully about your questions and try to challenge your classmates. They should NOT be filled in questions, and they should NOT be answered by the same article.
MAGAZINE PROJECT BREAKDOWN

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Teacher Check-off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Name</td>
<td>5th</td>
<td></td>
</tr>
<tr>
<td>Description Article Draft</td>
<td>4th</td>
<td></td>
</tr>
<tr>
<td>Description Article Final</td>
<td>9th</td>
<td></td>
</tr>
<tr>
<td>Problem &amp; Solution Draft</td>
<td>12th</td>
<td></td>
</tr>
<tr>
<td>Problem &amp; Solution Final</td>
<td>15th</td>
<td></td>
</tr>
<tr>
<td>Sequence &amp; Order Draft</td>
<td>19th</td>
<td></td>
</tr>
<tr>
<td>Sequence &amp; Order Final</td>
<td>21st</td>
<td></td>
</tr>
<tr>
<td>Cause &amp; Effect Draft</td>
<td>23rd</td>
<td></td>
</tr>
<tr>
<td>Cause &amp; Effect Final</td>
<td>26th</td>
<td></td>
</tr>
<tr>
<td>Compare &amp; Contrast Draft</td>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>Compare &amp; Contrast Final</td>
<td>5th</td>
<td></td>
</tr>
<tr>
<td>Pictures &amp; Captions</td>
<td>12th</td>
<td></td>
</tr>
<tr>
<td>Diagrams, Maps, Timelines, or Chart</td>
<td>12th</td>
<td></td>
</tr>
<tr>
<td>Glossary</td>
<td>19th</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>19th</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>26th</td>
<td></td>
</tr>
<tr>
<td>Email Project Last Check</td>
<td>30th</td>
<td></td>
</tr>
<tr>
<td>Final Project Due</td>
<td>7th</td>
<td></td>
</tr>
</tbody>
</table>

Handheld Apps
- TurboScan
- Scanner Pro
- Genius Scan+
- CamScanner Free
- Prizmo
- InstaPDF

SCANNERS

http://www.teachingwithamountainview.com/2014/02/nonfiction-text-structures.html

ELECTRONIC ORGANIZING

http://blablalist.com/
RUBRICS
- iRubric
  - http://www.rcampus.com/indexrubric.cfm
- Rubrics for Teachers
  - http://www.rubrics4teachers.com/
- Teachers First Rubrics and Rubric Makers
  - http://www.teachersfirst.com/single.cfm?id=8602

NOTE TAKING
- Evernote
- Ubernote
- Google Notebook
- Microsoft OneNote
- Springnote
- Zoho Notebook
- Zotero

PAPERPORT NOTES

NOTABILITY
Features:
- Write
- Type
- Import pdfs
- Annotate
- Record Audio
- Organize & share notes
- iCloud sync
POWERPOINT NOTES VIEW—KEYNOTE DOES IT TOO!

Printing in Notes Pages
- Slides printed in Notes Pages will display the speaker’s notes for making the presentation.
- These notes do not show on the screen during the presentation.

These are my notes for this slide. Printing in this view of the presentation is a way for the speaker to write his own jot notes for what to say while this slide is on the screen.

The notes will print out when the slide is printed in Notes Pages. These notes do not show on the screen during the presentation.

LIVESCRIBE WI-FI PEN

Pencasts


DICTATION PROGRAMS

- Windows Dictation for All Programs
- WordQ+SpeakQ

DICTATION PROGRAMS FOR PHONES

- Turn on Siri for Apple; works with all built in apps
- Apple when mic icon is showing
- Android when mic icon is showing
**GRAPHIC ORGANIZERS**

HOLT Graphic Organizers

**USE OF GRAPHIC ORGANIZERS**

- Can be used before, during, or after a lesson
- Should be explicitly taught to students
- Keep information simple & use for showing relations
- Minimizes demands on working memory
- Can impact gains for students with little or no prior knowledge of subject/topic

**POPPLET**

Features:
- Unlimited boards
- Notes in text
- Notes with images
- Notes with drawing tool
- Change colors
- Link notes visually
- Export as PDF or JPEG
- Can zoom/expand

**SMART ART IN MICROSOFT WORD**
ORGANIZER TOOLS

- List with links and descriptions for online tools

GROUP ACTIVITY: GABRIEL’S INFORMATION MANAGEMENT

- Review Gabriel’s “What Needs Taught Explicitly” and “Strategies”
- Work with a small group (2-5 people):
  - Add in “Tools and Supports” to match the Strategies
  - Write up a “Plan of Action Including Incentives” to support the “Tools and Supports” you developed

GABRIEL: INFORMATION MANAGEMENT

<table>
<thead>
<tr>
<th>Tools/Supports</th>
<th>Plan of Action Including Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written directions as in Self Mng. above</td>
<td>SLP/S develop social narrative on how to ask for help</td>
</tr>
<tr>
<td>Social narrative</td>
<td>Explore best note taking tool</td>
</tr>
<tr>
<td>Note taking tools</td>
<td>Supply PPT notes when available; advise teachers</td>
</tr>
<tr>
<td>Power Point notes</td>
<td>Borrow Livescribe pen from OCALI library and assess Gabriel</td>
</tr>
<tr>
<td>Livescribe pen</td>
<td>Develop examples of Cornell notes to share with teachers for use with Gabriel</td>
</tr>
<tr>
<td>Cornell notes</td>
<td>Weekly Check-in for points to earn playing basketball in gym</td>
</tr>
<tr>
<td>Graphic Organizers</td>
<td>Information management</td>
</tr>
</tbody>
</table>

TOOLS

- Self-management
- Time management
- Information management
- Materials management
MATERIALS MANAGEMENT

- Messy work and storage areas
- Lost papers and projects
- Can’t find work tools such as book, scissors or markers quickly
- Difficulty keeping digital files organized

LOW TECH ORGANIZERS

- Checklists
- Container system
- Coding system
- Electronic filing and storage
- Portable electronic storage
- Computer-based tools

GABRIEL: MATERIALS MANAGEMENT

<table>
<thead>
<tr>
<th>What Needs Taught Explicitly (Missing Skills)</th>
<th>Strategies (Including environmental changes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Management</td>
<td>• Reminders at end of class for materials</td>
</tr>
<tr>
<td>• How to keep materials in correct folders</td>
<td>• Reminders at home for materials/homework</td>
</tr>
<tr>
<td>for each class</td>
<td></td>
</tr>
<tr>
<td>• Turning in homework (loses it)</td>
<td></td>
</tr>
</tbody>
</table>

LOW TECH ORGANIZERS
HOMEWORK LIST WITH COLOR CODING

<table>
<thead>
<tr>
<th>CLASS</th>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>MATERIALS NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Read pp. 78-99</td>
<td>Tomorrow</td>
<td>Reading book</td>
</tr>
<tr>
<td>Math</td>
<td>p. 307 #8-14</td>
<td>Thursday</td>
<td>Math book and calculator</td>
</tr>
<tr>
<td>Science</td>
<td>Look for YouTube videos showing hurricanes</td>
<td>Friday</td>
<td>Description Sheet</td>
</tr>
<tr>
<td>Social Studies</td>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CONTAINER SYSTEMS

EMAIL

- Use email to send reminders about materials needed for class or special project
- Have students email homework assignments to teacher for printing at school
IANNOTATE APP

- Highlight, underline, note
- Pop up notes
- iPad and Android

UPAD

- Handwrite on screen
- PDF editing
- Image insertion
- Typing
- Add shapes to docs
- Share docs by email, FB, Twitter
- Easy to use templates

TYPE ON PDF APP

USING PHOTOS: BYOD OR TAKE YOURSELF AND POST

- Assignment written on board
- Notes or diagrams on the board
- How desk should be organized
- Schedule
- What materials are needed for each class
TINY FINDER: MINI BLUETOOTH DEVICE

ORGANIZING DIGITAL FILES
- Evernote
- Googledocs
- Folder system on your computer

EVERNOTE: ALL NOTES LISTED

Guided Access-iOS

Developed by Tracy Mail, SST 8 and Wendy Szakacs, OCALI
GROUP ACTIVITY: GABRIEL’S MATERIALS MANAGEMENT

- Review Gabriel’s “What Needs Taught Explicitly” and “Strategies”
- Work with a small group (2-5 people):
  - Add in “Tools and Supports” to match the Strategies
  - Write up a “Plan of Action Including Incentives” to support the “Tools and Supports” you developed

GABRIEL: MATERIALS MANAGEMENT

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</tr>
</thead>
<tbody>
<tr>
<td>• Reminders Apple IOS</td>
<td></td>
</tr>
<tr>
<td>• Explore iHomework</td>
<td></td>
</tr>
<tr>
<td>• Color coded folders for each class</td>
<td></td>
</tr>
<tr>
<td>• Written list of what to do at end of each class</td>
<td>• Trial Reminders and iHomework</td>
</tr>
<tr>
<td></td>
<td>• Work with family to get color coded folder system set up</td>
</tr>
<tr>
<td></td>
<td>• IS/SLP create list with Gabriel of “What to Do” at the end of each class to have materials and homework (decide on teacher, peer, or tech prompt to remember to use list)</td>
</tr>
<tr>
<td></td>
<td>• Weekly Check-in for points to earn playing basketball in gym</td>
</tr>
</tbody>
</table>
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
- High-Functioning Autism/Asperger Syndrome in Schools – Frank J. Sansosti, Kelly Powell-Smith, and Richard Cowan

REFLECT....

- What are two changes I can make right now in my practice? (Classwide and/or individualized)
- What is my “aha” moment?

FINAL THOUGHT

The goal of education is for students to learn to use their minds well so that they can apply what they know in the world beyond school.

Muncey & McQuillan, 1996

OCALI LENDING LIBRARY

http://www.ocali.org/project/lending_library

Developed by Tracy Mail, SST 8 and Wendy Szakacs, OCALI
RESOURCES

- LD Online article: Lazy Kid or Executive Dysfunction
- Cornell Notes templates
- Graphic organizer resources
  - [http://www.teachervision.fen.com/graphic-organizers/printable/6243.html#detoured=1](http://www.teachervision.fen.com/graphic-organizers/printable/6243.html#detoured=1)
- Assessing Students’ Needs for Assistive Technology (ASNAT) 5th Edition

MORE RESOURCES 😊

- Task analysis of writing processes (example of EF as the foundation for learning)
  - [http://www.k8accesscenter.org/training_resources/successfulwritingdevelopment.asp](http://www.k8accesscenter.org/training_resources/successfulwritingdevelopment.asp)
- Research based strategies for learning
  - [http://www.k8accesscenter.org](http://www.k8accesscenter.org)
- LD Online EF resources and articles
EVEN MORE RESOURCES 😊😊

- Executive functioning Pinterest Site
- Study Guides and Strategies
  - [http://www.studygs.net](http://www.studygs.net)
- Rubrics
- Online Checklist Creator
  - [http://pblchecklist.4teachers.org/checklist.shtml](http://pblchecklist.4teachers.org/checklist.shtml)

THANK YOU!

Questions? Want to know more?
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