Promoting Independence at Home: Supporting Executive Functioning During Remote Learning for Identified and Non Identified Students

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What are Executive Functions?

Organizing, setting priorities and starting tasks

Focusing, shifting, or sustaining attention and thinking flexibly

Regulating alertness and staying on task

Managing frustrations and keeping emotions in check

Using working memory and recalling information

Self monitoring and controlling impulses

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I will teach you in a room.
I will teach you now on Zoom.
I will teach you in your house.
I will teach you with a mouse.
I will teach you here and there.
I will teach you because I care.
So just do your very best.
And do not worry about the rest.

Disclaimer:

Participants do not have permission to record this session under any circumstances. Participants will be sent slides and templates via email at the close of the session.

In a typically developing brain, students should be able to…(Sarah Ward, CCC-SLP)

Students with disabilities (or those who have been exposed to a significant amount of trauma) may not/do not have a typically developing brain.

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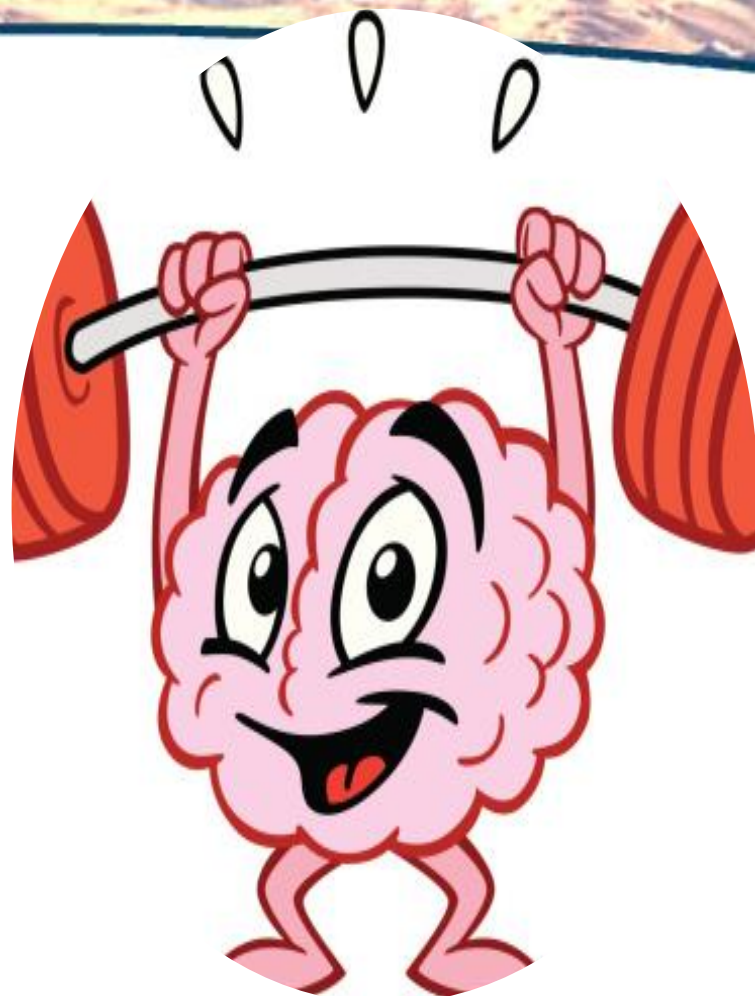
3-4 year olds

-Complete simple errands-- "Get your shoes from the bedroom".

-Clean and put items away with minimal assistance.

-Perform simple chores and self-care tasks with reminders and physical assistance if needed;

clear dishes from table, brush teeth, get dressed.

-Inhibit unsafe or inappropriate behaviors; don't touch a hot stove; don't run into the street

-don't grab a toy from another child; don't hit, bite, push, etc.

(Sarah Ward, CCC-SLP)

Cognitive Connections-www.efpractice.com

5-7 year olds

-Complete 2-3 step errands; "Put the napkin in the trash and then bring me a cup."

-Tidy bedroom or playroom independently.

-Initiate and perform simple chores and self-help tasks, but may need reminders—i.e. making their bed, make a bowl of cereal.

-Bring papers to and from school.

-Complete homework assignments (20-minutes maximum).
-Decide how to spend their money.

-Inhibit behaviors--follow safety rules, use appropriate language (e.g. not swearing or using bathroom language when not appropriate), raise hand before speaking in class, and keep hands to self.

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8-11 year olds

-Run errands, including those involving a time delay, such as remembering to bring something home from school without reminders.

-Perform chores that take 10-30 minutes; setting the table, dusting.

-Bring books, papers, assignments to and from school.

-Keep track of belongings when away from home.

-Complete the majority of homework assignments without assistance (1 hour maximum).

-Plan simple school projects such as book reports-- select book, read book, write report.

-Remember changes in daily schedule including different after school activities.

-Save money for desired objects and plan how to earn money.

-Inhibit/self-regulate behaviors; maintain composure when teacher is out of the classroom; inhibit temper tantrums and bad manners.

(Sarah Ward, CCC-SLP) Cognitive Connections-www.efpractice.com

12-14 year olds

-Help out with chores around the home, including both daily responsibilities and occasional tasks that may take 60-90 minutes to complete—i.e. emptying dishwasher, raking leaves, shoveling snow

-Able to safely baby-sit younger siblings

-Appropriately use a system for organizing school work

-Independently follow complex school schedule involving multiple transitions with teachers and classrooms.

-Plan and carry out long-term projects, including tasks to be accomplished and a reasonable time-line to follow

-Plan time effectively, including after school activities, homework, family responsibilities

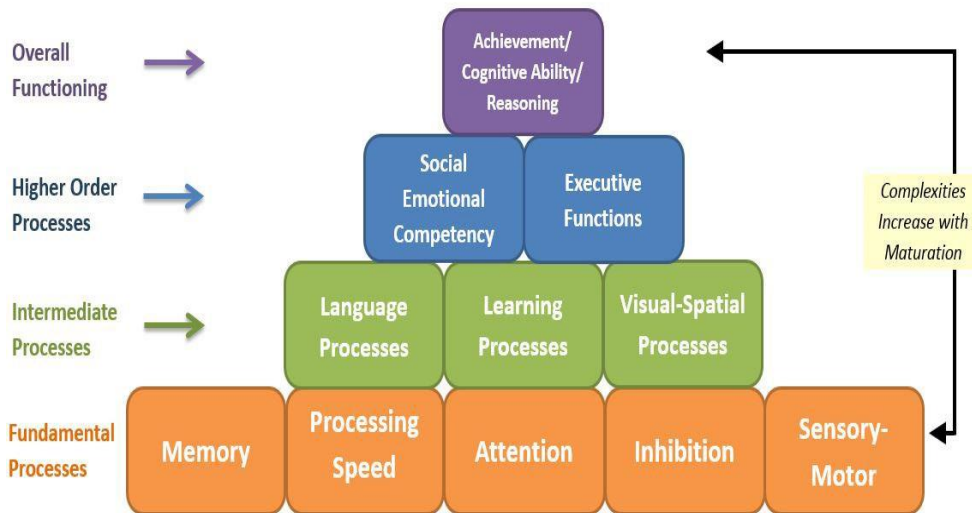-Inhibit rule breaking in the absence of visible authority

High School

-Manage schoolwork effectively on a day-to-day basis, including completing and handing in assignments on time, studying for tests, and creating and following timelines for long-term projects.

-Establish and refine a long-term goal and make plans for meeting that goal; collegiate or other vocational goals.

-Independently organize leisure time activities, including obtaining employment or pursuing recreational activities during the summer.

-Avoid reckless or risky behaviors (e.g. use of illegal substances, sexual acting out, shoplifting, or vandalism).

(Sarah Ward, CCC-SLP)

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Building Blocks of Brain Development

Building Blocks of Brain Development

Overall Functioning → Achievement/ Cognitive Ability/ Reasoning

Higher Order Processes → Social Emotional Competency | Executive Functions

Intermediate Processes → Language Processes | Learning Processes | Visual-Spatial Processes

Fundamental Processes → Memory | Processing Speed | Attention | Inhibition | Sensory-Motor

Complexities Increase with Maturation

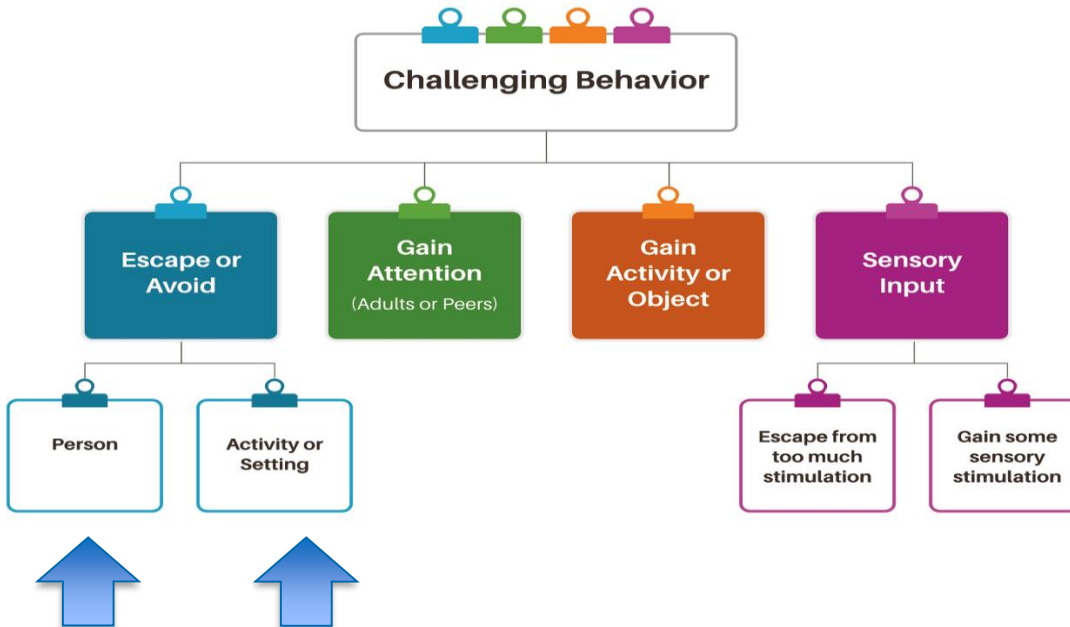CO Brain Injury Steering Committee: Adapted from Miller, 2007; Reitan and Wolfson, 2004; Hale and Fiorello, 2004

Cokidswithbraininjury.com

Whoops!

Attention

Achievement/
Cognitive Ability/
Reasoning

Social Emotional
Competency

Executive
Functions

Language
Processes

Learning
Processes

Visual-Spatial
Processes

Memory

Processing
Speed

Inhibition

Sensory-
Motor

CO Brain Injury Steering Committee: Adapted from Miller, 2007;
Reitan and Wolfson, 2004; Hale and Fiorello, 2004

Academics and cognition require a lot of systems in place first…

There is always a FUNCTION to a behavior…

Building Block:
Social Emotional Competency

Functions of Behavior

Challenging Behavior

- **Escape or Avoid**
  - Person
  - Activity or Setting
- **Gain Attention** (Adults or Peers)
- **Gain Activity or Object**
- **Sensory Input**
  - Escape from too much stimulation
  - Gain some sensory stimulation

Parents may benefit from brief education about this ☺

ABC Model of Behavior

- **A (Antecedents):** The events, actions, conditions, and/or environments that come before behavior.

- **B (Behavior):** Can be desirable and appropriate, or problematic.

- **C (Consequences):** Can also be positive or negative.

- Remember: **A** ➡ **B** ➡ **C**

Antecedents Set The Stage: Helpful for Parents

- Physical environment
    - emphasize clear structure, support the activities and behaviors desired, and limit overly complex or distracting stimulation.

- Visual cues *(we will come back to this in detail)*
    - photographs, written words, printed or drawn symbols, gestures and signals, signs, schedules, routine flowcharts, and color coding.
    - Verbal directions and cues are fleeting and demand good attention, memory, and processing speed.

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Antecedents Set The Stage: Helpful for Parents

- Student's/child's physical and emotional state
  - Physical: Fatigue, pain, hungry/thirsty, not feeling well
  - External: Stress, significant life transitions
  - Internal: Anxiety, frustration, anger, sadness
- When you realize that your student/child is in a fragile state:
  - Reduce your expectations
  - Stick to familiar routines
  - Introduce only simpler skills
  - Schedule more frequent breaks
  - Use more cues and prompts
  - Provide more recognition and rewards.

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Questions, Comments, Concerns?

Accommodation, Intervention or Strategy? A conversation starter…

An accommodation

"A change to the environment that gives a child access to learning"

Text to speech software, for example, doesn't improve a child's reading ability but does give access to the content in the books

An intervention

"An instructional intervention is a specific program or set of steps to help a child improve in an area of need"

Intentional-aimed at a particular weakness

Specific and formulized lasting weeks or months and reviewed at intervals

Set up to easily monitor progress

A strategy

"A strategy is a set of methods or activities to teach a child something"

Instructional interventions MAY include strategies but not all strategies are interventions

Informal and not always tracked

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Visual Supports can
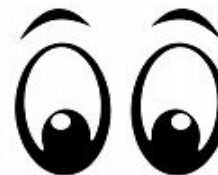
- Assist in communicating expectations
- Serve as nonverbal reminders
- Benefit self esteem of the student
- Promote independence in the classroom
- Help kids "get started" on tasks/works
- Improve task persistence
- Predict what happens next
- Break down large tasks into manageable pieces
- Can decrease anxiety
- Can be generalized across multiple settings at home and school
- Secure the emotional sanity of the adults in the room ☺

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Get Ready, Do, Done

Sarah Ward, CCC-SLP

3.Get Ready	**2. Do**	**1. Done**
What do I need? • • • • • • • _____ _____	List the steps and the time each step will take: Step: Minutes: 1._____ _____ 2._____ _____ 3._____ _____ 4,_____ _____	What will it look like? Sketch:
#3 • Think out loud and model the thought process for 1st material. • If stuck, ask leading question.	**#2** • Write brief 1-2 word steps • Model the thought process for sequencing/time required • Encourage thinking aloud.	**#1** • Think out loud and model the thought process for what done looks like. • Sketch your way through.

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How Can We Help?

Get Ready
• _____   _____
-
• _____   _____
• _____   _____
• _____   _____

Do
1.
2.
3.
4.
5.
6.
7.
8.

Done

First	Then

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Left Panel

pencil

paper

Syllable type sheet

Do
_1. Split into syllables
2. Label syllable types below

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Done
Bath|tub
   c   c

base|ball
  vCe   c

Right Panel

Get Ready
- Pencil
- Batman passage
- writing paper
- work bank
- sentence starters

Do
1. Write 3 things I know about Batman
2. Write some questions I want to know about Batman
3. Read the passage
4. Fill in the Learn section

Done

K.W.L Chart Example

Topic _Batman_____

What I Know	What I Want to Know	What I Have Learned
- Batman is a superhero who dresses like a bat.	- Who created Batman?	- Batman's nemesis is the Joker.
- Batman's sidekick is named Robin.	- Is Batman friends with Superman?	- Batman was created by Bob Kane.
- Batman fights crime in Gotham City.	- Is Gotham City a real place?	- Gotham City is a fictional place, but Gotham City is also a nickname for New York City.
- Batman's real name is Bruce Wayne.	- Why did Bruce Wayne become Batman?	- Bruce Wayne's parents were murdered by a crook.

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An example of long division may look like this:

```
        3475
    25 ) 86894
        -75
        ----
         118
        -100
        ----
          189
         -175
         ----
          3 1
          144
         -125
         ----
           19
```

Divisor
Dividend
Remainder
Quotient

For a more detailed look at how to solve an equation check out our help sheet.

Do
1. How many times does 25 go into 86 without going over?
2. Write that # above the 86
3. Multiple that number by 25 and write under the 86.
4. Subtract
5. …
6. …
7. …

Done

EF Domain: organization, task initiation, sequencing, task persistence, review, etc…

GOPHER it!

G: Goal—what's my goal here?
O: Obstacle—what might get in my way?
P: Plan—how am I going to accomplish this?
H: How do I think I will do on this? (prediction)
E: Execute (get going with your steps!)
R: Review: How did this go? What will we do differently last time?

GOAL:
What do I want to accomplish?

OBSTACLE:
What problems might happen? What are solutions for those problems?

PLAN:
How am I going to accomplish my goal?
Materials/Equipment   Steps/Assignments
1.   1.
2.   2.
3.   3.
4.   4.
5.   5.

HOW WILL I DO:
How will I do? How much will I get done?
_____
_____
_____
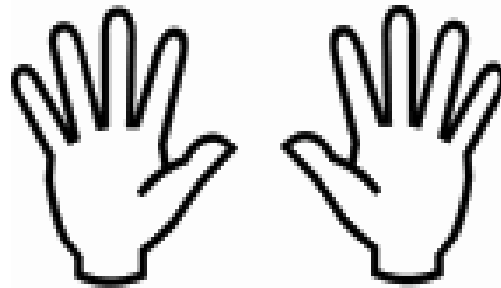_____
_____
                    21

What's the Difference here?

They both tell the replacement behavior so that's good! The image on the right provides a bit more information for the student on the expected behavior because it shows a student and a desk

Ready to Receive Instruction?

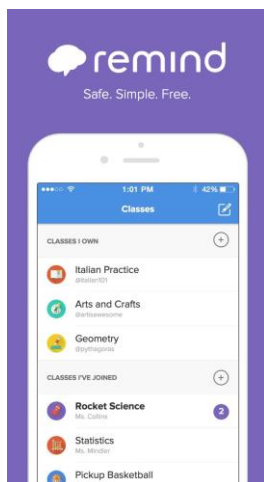**What's the difference here?**

Quiet Hands

EF Domain: Planning, organization, task initiation, etc

Technology Supports

-Kids task timer-visual timer for kids app

-Easy Visual Timer app

-Tasks: Todo list app

-Reminder with Alarm app

How is coloring on the clock (working clock) different than a sand timer or countdown timer?

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Questions, feedbacks, requests, comments....

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