Executive Function Concepts

Fostering Independent Executive Function Skills

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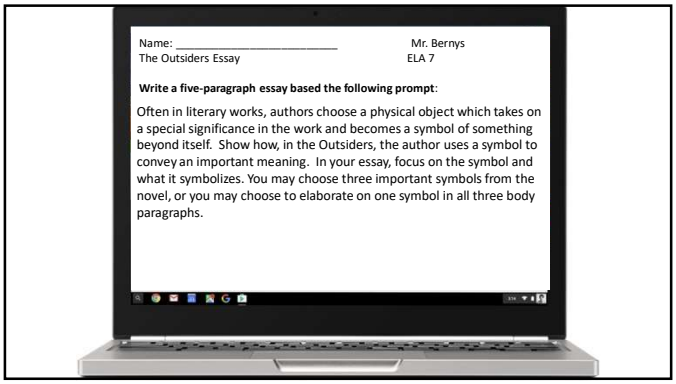

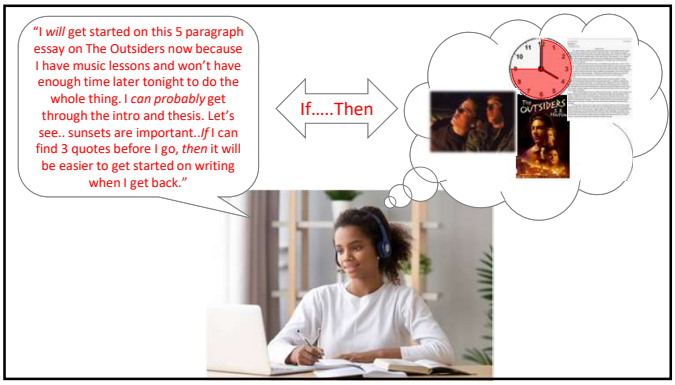

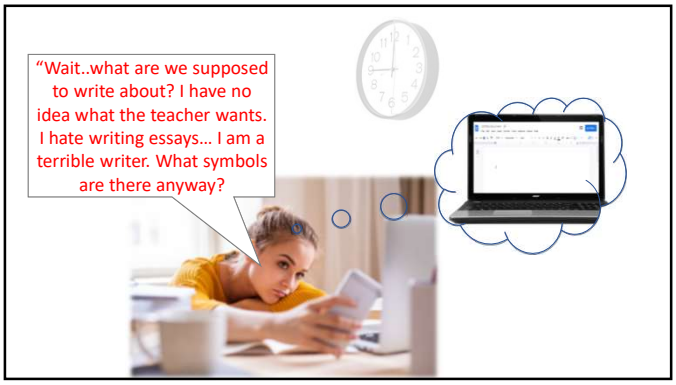

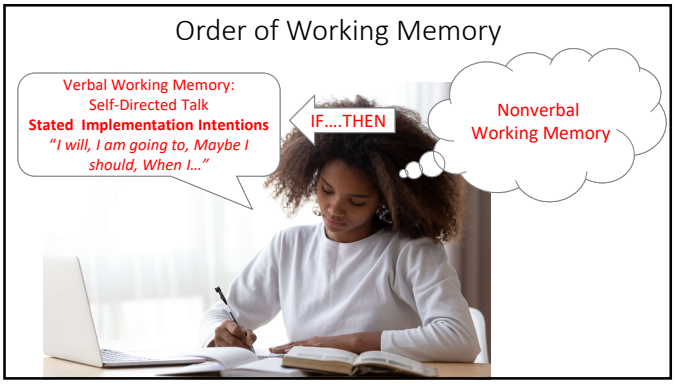

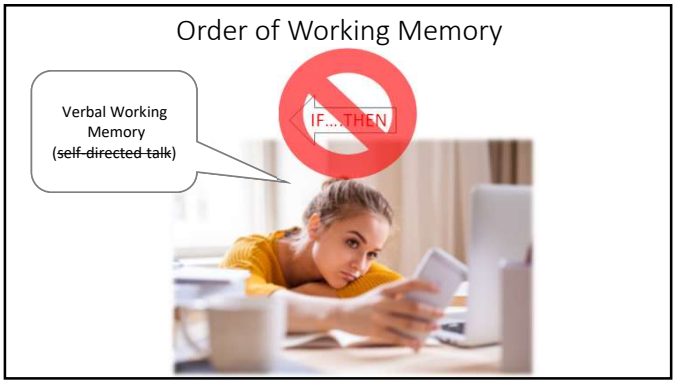

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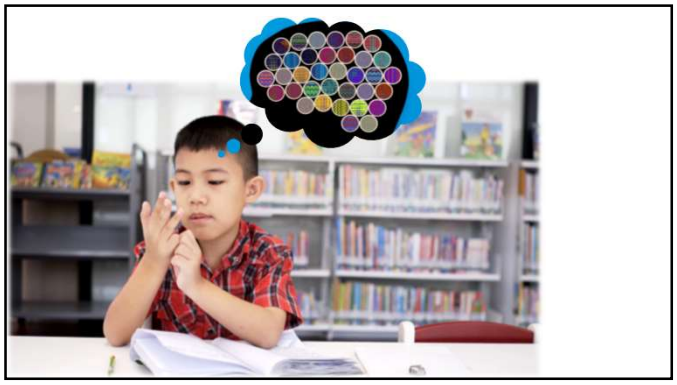


Nonverbal Working Memory and Self Regulation

Working Memory: Holding information in your mind while mentally working with it or updating it
- Critical for anything that unfolds over time

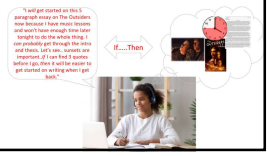
Inhibitory/Self Control: Resisting the strong inclination to do one thing and instead do what is most appropriate

- Attention – resist distractions
- Emotion - resist giving up
- Behavior – resist impulse to do an action that is inappropriate

Planning: Use of cause and effect & means to an end reasoning needed: "if…..then….." thinking.

Situational Awareness/Intelligence: STOP and Read the Room

Space	Time	Objects	People
Navigate the Room	**Get on the Timeline**	**Organization/Objects**	**Read the Person: Self and Others ROLE**
❑ Kind of space? ❑ What's going on? ❑ Is it Expected or Unexpected? ❑ Pathways used to Navigate to different areas within the space? ❑ Is there a shift between wide angle lens of the space(Whole), the zones (parts) and the details?	❑ Time of day ❑ Kind of time? ❑ **What is happening at this Moment** in Time ❑ Sequence of actions ❑ Pace ❑ What is coming up? ➢Predictable?	❑ Organization of The Space: Whole-Parts ❑ How is that part organized? ❑ Location of objects: In sight? Out of sight? ❑ Purpose/Priority of objects? ❑ Necessity & Relevancy	❑ Mood ❑ Pace ❑ Body Language ❑ Appearance



Bedtime Routine

Space	*Downstairs – Living Room*	"In My Bedroom! In my Bed"
Time	*I'm watching a show*	"Quick! After watching Blues Clues!"
Objects	*Shirt & Shorts*	Pajamas! Book! Bear!
People	*TV Watcher*	I'll brush my hair and teeth! Daddy will be a reader!

The Situational Intelligence Shifts from Now to Next = Self Regulation

Specific Type of Regulation called:
Locomotion Regulatory Mode – Locomotors
- Movement from state to state without distraction
- is a significant predictor of academic success
- Lower in individuals who are easily 'bored'

Situational Intelligence

- An early aspect of executive function skills is situational intelligence (reading the room) –
- This is recognizing zones in the room – space, time, objects, people – in a self directed way.
- It is self-directed, because the student is answering
  - What do I need to do?
  - What is expected of me in this setting?
- It involves self-directed observation
  - What's happening now?
  - What matters now?
- It is "IF … then" thinking.
  - **if** this is what it looks like, **then** what do I need to do?

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Situational Awareness/Intelligence:
STOP and Read the Room

Space

Navigate the Room

- ❑ Kind of space?
- ❑ What's going on?
- ❑ Is it Expected or Unexpected?
- ❑ Pathways used to Navigate to different areas within the space?
- ❑ Is there a shift between wide angle lens of the space(Whole), the zones (parts) and the details?

Time

Get on the Timeline

- ❑ Time of day
- ❑ Kind of time?
- ❑ **What is happening at this Moment in Time**
- ❑ Sequence of actions
- ❑ Pace
- ❑ What is coming up?
  - ➢ Predictable?

Objects

Organization/Objects

- ❑ Organization of The Space: Whole-Parts
- ❑ How is that part organized?
- ❑ **Location of objects**: In sight? Out of sight?
- ❑ Purpose/Priority of objects?
- ❑ Necessity & Relevancy

People

Read the Person: ROLE

- ❑ Face
- ❑ Body
- ❑ Appearance
- ❑ Mood
- ❑ Pace
- ❑ Saying-Tone

Any action that allows students to STOP and direct themselves

Over Time

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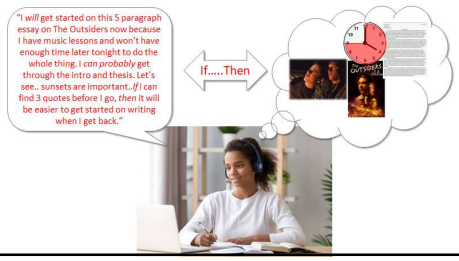
Situational Awareness + Nonverbal Working Memory

Mimetic-Ideational Information Processing

(mental trial and error simulation)



Mimetic Ideational Information Processing

- Being a "Mind Mime"- Mime the Idea in Your Head
- Mental Pre-Simulation of How the Future Will Play Out
- It is a Mental Dress Rehearsal…
- A Mental Trial and Error without the Risk of Error
- You can try it out and Pre- Experience the Emotion/Energy
- Without Risk You can Run Plan A and Plan B and Pre-Experience How Those Feel

Be a Future Thinker: "Mind **MIME iT**'

M **M**ake an Image of the Future Situation: **STOP** **S**pace|**T**ime|**O**bjects|**P**eople

I Episodic Future Thinking: What do **I** Look like? **Self** Projection into the Future -Role

M Mental Time Travel (Temporal - Spatial): How am I **M**oving to achieve this?

E The Future **E**motion: How will I feel? Emotional/Physiological State

i

T **I**f .....then **I**mplementation **I**ntention

Self **T**alk

It is 'experiencing the self in time' and talking yourself through that experience so you are efficient and successful

Honey it is 7:15. We have to be out the door by 7:30. Quick. Go Upstairs and finish getting ready for school!

Being a Mind MIME

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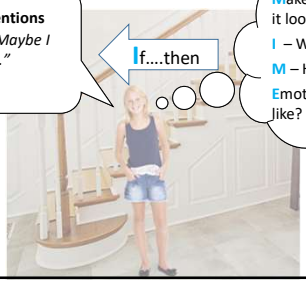
Situational Awareness + Nonverbal Working Memory=
MIMEtic-Ideational Information Processing
(mental trial and error simulation)

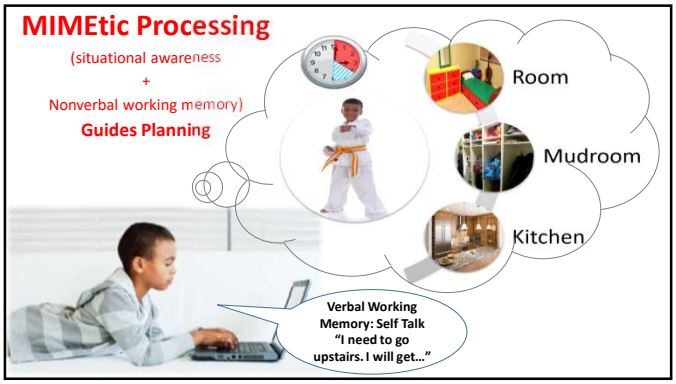
Implementation Intentions
"I will, I am going to, Maybe I should, When I…"
Self-Talk

If….then

Make an Image – What will it look like?
I – What will **I** look like?
M – How am I **M**oving?
Emotion – What will I feel like?



MIMEtic Processing
(situational awareness
+
Nonverbal working memory)
Guides Planning



Mimetic-Ideational
Information Processing
(mental dress rehearsal)

Situational Awareness
+
Nonverbal Working Memory
=
MIND MIME

Develop the Extended Time and Space Horizon
How Far Into the Future Can You See?
Both Time and Space

Temporal – Spatial
Capacity/Window

Development of the Time Horizon
How Far into the Future can they Anticipate?

2 Years Old: *NOW*
3-5 Years Old: 5-20 Min
K- 2nd Grade(6 to 8 years): Several Hours
3rd -6th Grade(9-13 years): 8-12 Hours
6th-12th Grade Years (14-18 years) : 2-3 Days
17-23 Years Old : 2-3 Weeks
23-35 Years Old: 3-5 Weeks

ADHD→EFDD: Executive Function Developmental Delay
- Typically of the Spatial Temporal Window
Average of a 3 to 3.5 year delay

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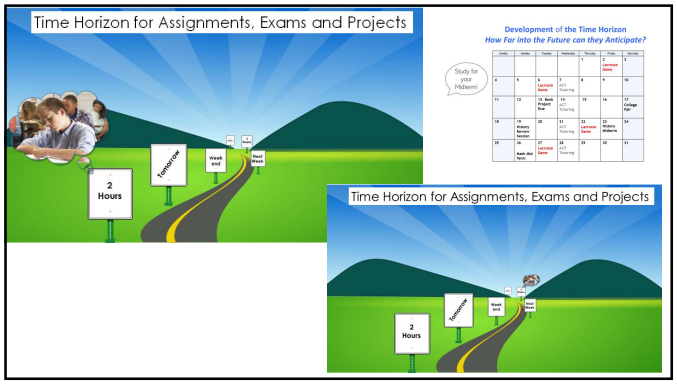

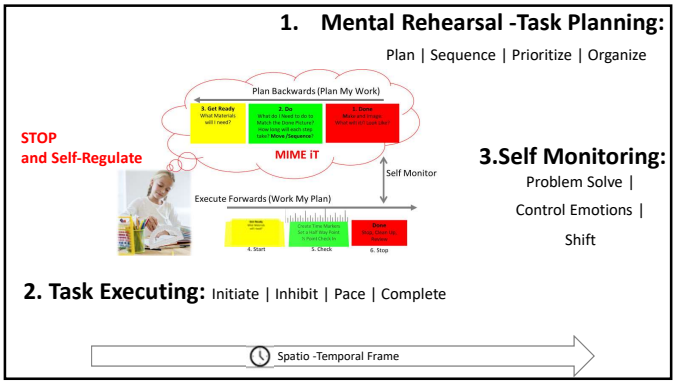

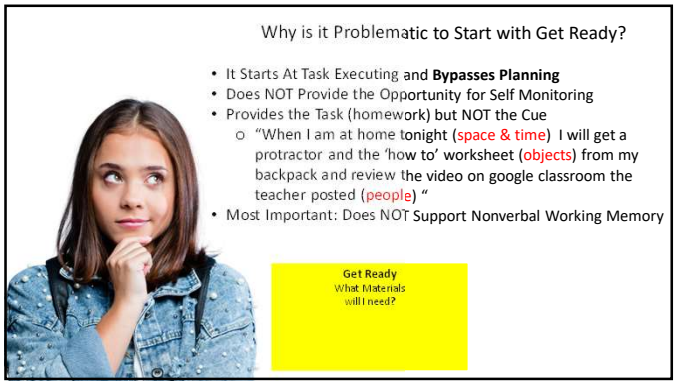

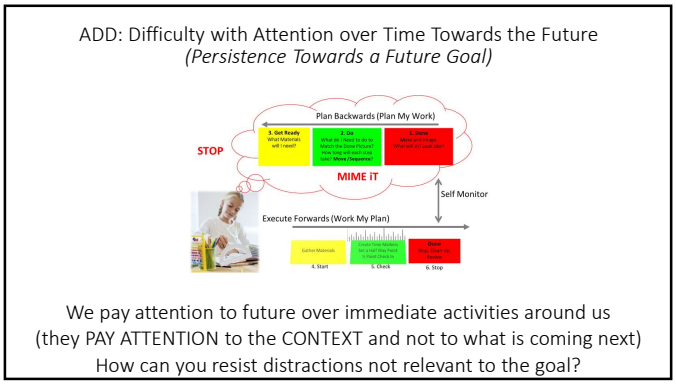

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Executive Function Skills Checklist

Cleaning

Tidy a space (reading corner, playroom) (5-7years old)

Clean a Room (8-11years old)

Develop and maintain a system of organization/cleaning (12-14years old)

Manage Laundry, Keep Dorm/Apartment clean, deep clean at reasonable intervals

EF Age:

Errands

Simple: get your shoes from the bathroom (3-4 years)

2-3 step direction put the placement on the table and then get the napkins (5-7 years)

With a time delay – to and from school w/out reminders (8-11years)

Follow complex school schedule & multiple transitions with teachers and classrooms (12-14 years)

Independently plan and follow school/work and leisure activities, drive own car

EF Age:

Self-regulation

Inhibit unsafe or inappropriate behaviors (3-4 years)

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 (5-7 years)

Inhibit/self-regulate behaviors; maintain composure when teacher is out of the classroom; inhibit temper tantrums and bad manners(8-11 years)

Inhibit rule breaking in the absence of visible authority (12-14 years)

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

EF Age:

*Adapted From: Dawson, P. and Guar, R. Executive Skills in Children and Adolescents. New York: The Guilford, 2004

Executive Function Skills Checklist

Time

Understand sequence, past/present/future tense, causality (3-7 years)

Independently remember changes in daily schedule including different after school activities (8-11 years)

Follow complex school schedule involving multiple transitions with teachers and classrooms (12-14 years)

Plan time effectively, including after school activities, homework, family responsibilities (12-14 years)

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 (high school)

EF Age: ☐

Projects/Exams

Plan simple projects: e.g. book report: select book, read book, write report (8-11 years)

Plan and carry out long-term projects, including tasks to be accomplished and a reasonable timeline to follow (12-14 years)

Create, plan and follow timelines for long-term projects, tests, after school activities, family responsibilities

Study for tests, create and maintain learned material for midterms/finals (high school)

EF Age: ☐

Papers

Bring papers to and from school (5-7 years)

Bring papers, books and assignments to and from school (8-11 years)

Track belongings when away from home

Appropriately use a system for organizing schoolwork (12-14 years and beyond)

EF Age: ☐

*Adapted From: Dawson, P. and Guar, R. Executive Skills in Children and Adolescents. New York: The Guilford, 2004

Executive Function Skills Checklist

Homework

Complete -20 min max (5-7 years)

Complete – 1 hour max without assistance (8-11 years)

Manage schoolwork effectively on a day-to-day basis, including completing and handing in assignments on time – 2 hours (middle through high school)

Establish and refine a long-term goal and make plans for meeting that goal; collegiate or other vocational goals (high school)

EF Age: ☐

Work

Simple chore – self care-brush teeth (3-4 years)

Simple chore/self help – make bed, make a bowl of cereal (5-7 years)

Chores 10-30 min in duration; set the table, vacuuming (8-11 years)

Help out with chores around the home, including both daily responsibilities and occasional tasks that may take 60-90 minutes to complete; emptying dishwasher, raking leaves, shoveling snow etc. (12-14 years)

Safely babysit younger siblings (12-14 years)

Part time work: house sit, dog walk, mow lawns Independently obtain employment and or work during the summer (late middle and high school)

EF Age: ☐

Money

How to spend (5-7 years)

Save money for desired objects and plan how to earn money (8-11 years)

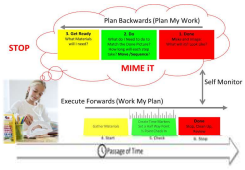
Save money to meet a financial obligation (college savings/spending money, car payment/insurance, etc.) (middle and high school)

EF Age: ☐

Chronological Age ☐ Average EF Age: ☐

*Adapted From: Dawson, P. and Guar, R. Executive Skills in Children and Adolescents. New York: The Guilford, 2004

Teaching Students *HOW*
to Independently Execute Tasks
Teach Students to be a **Mind MIME**

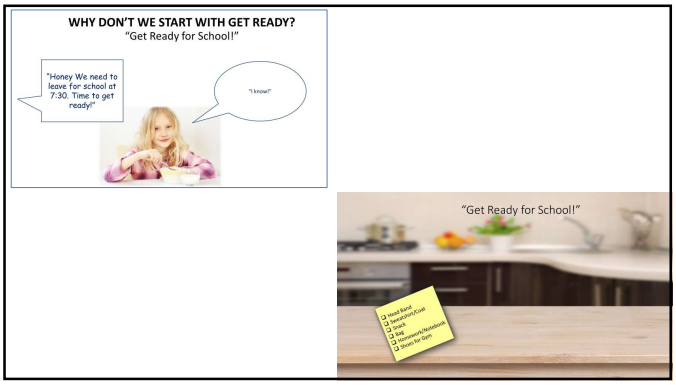


Repeatedly practice:
Self-monitoring, self-**STOP**ping, **see**ing the future, **say**ing the future, **feel**ing the future, and **play**ing with the future so as to effectively "plan and go" toward that future. (Barkley 2012)

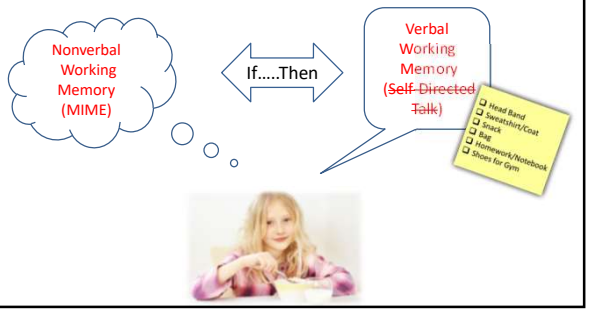
Barkley, Russell A. Executive Functions: What They Are, How They Work, and Why They Evolved. New York: Guilford, 2012.

Start with the Done

Developing Independent Executive Function Skills



Role/Order of Working Memory
in Executive Function Skills



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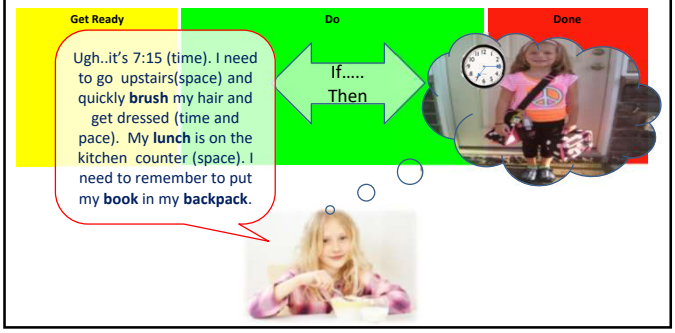

? MIME

Be a Future Thinker: "Mind MIME IT"

M **M**ake an Image – What will it look like?
I **I** – What will **I** look like?
M **M** – How am I **M**oving?
E **E**motion – What will I fEEl like?
i **I**f.....then..... **I**mplementation **I**ntention.
T Self **T**alk

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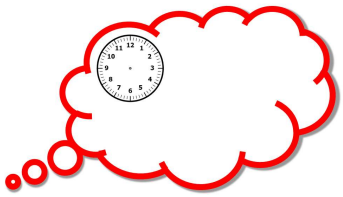
Tell me About your Plans Tonight



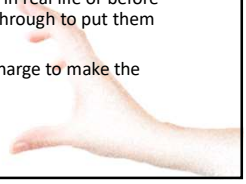
Science
Healthy Habits

For your class project you will be making a poster on healthy habits. Your poster must include a title and 3 pictures of healthy habits. For each picture have a caption and write a small paragraph describing how the habit keeps you healthy. Bonus points for decorative posters.

Representational Co-thought Gesture

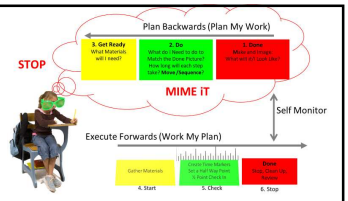
We Gesture to Pre- Experience Mental Spatial Time Travel

- Co thought gestures are really just an outgrowth of how we mentally simulate planning (performing actions to go from the first to the final step)
- Gestures give life to our mental scratch pads, allowing us to perform actions with our hands before we have to do them in real life or before we have even thought these activities all the way through to put them into words
- Gesture helps infuse planning with an emotional charge to make the memory for it more enduring



Gesture changes thought by introducing action into our mental representations

Developing Independent EF Skills



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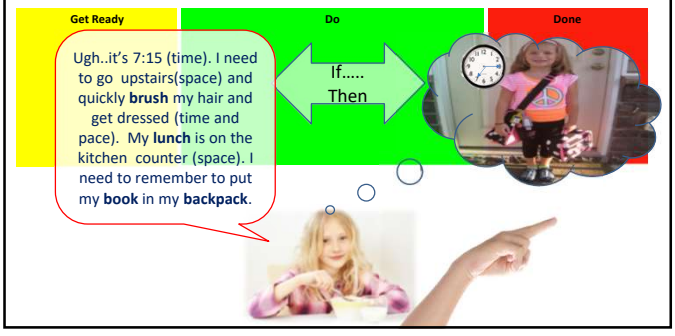

Take a Photo of What "Ready" Looks Like

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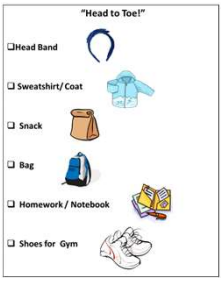
"Get Ready for School!
Show and Tell Me Your Plan!"

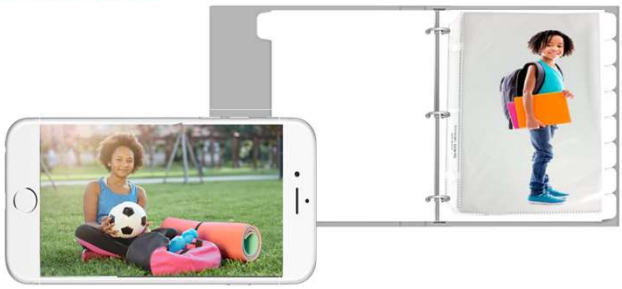
Creating Future Mind MIME skill
vs Rote Reading of the Required Objects



How much time do you have to access
a student's working memory?

?

"Get Ready for School!
Show and Tell Me Your Plan!"



MANAGING MATERIALS:

START WITH THE END IN MIND WHAT WILL IT LOOK LIKE?

- Ask students to take the essential items of their back pack out and lay them on the floor
- Then have the student group like items together
- Have families take a photo of the items and print/email you the picture
- Laminate and create 'backpack' tags for students so they can 'match the picture' when it is time to go home!

Create Backpack
Tags for Students

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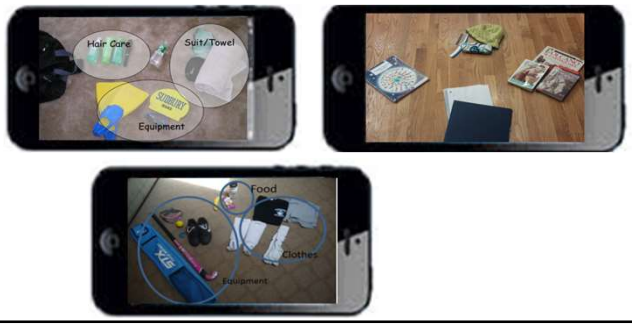
MANAGING MATERIALS:

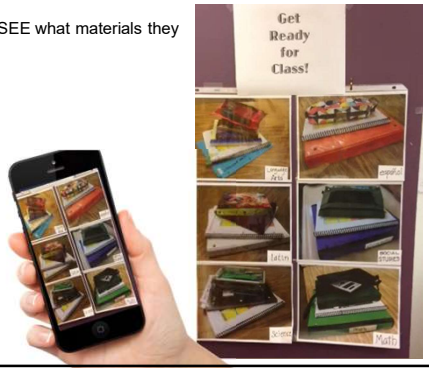
START WITH THE END IN MIND WHAT WILL IT LOOK LIKE?

Managing Materials: Have Students Use Devices to Create an Album of Materials



Middle School
Some students need to SEE what materials they have for each class.

Students can make a 'collage' of these photos and keep it as a single image on their phone to guide planning.



SHOW and **TELL** me your Plan to be a Recycler

Use Photographs to Develop NonVerbal Working Memory for Goal Directed Future Thinking

Start with the Done to:

- Teach "Thinking in Pictures" to Increase Working Memory
- Develop Whole to Part to Details Thinking Teach Flexible Thinking
- Develops Gesture for Mental Spatial Time Travel
- Develops Stated Intentions: I will, I am going to, Maybe, I could
- Sensitivity to delay: decreases impulsiveness

Use your Language to Coach the Student to Independently MIME

Job Talk!

Turn the Verb/Action word into a Noun label (add –er)

By Turning the action into a "job" and give student a "job title":

- Develops Nonverbal Working Memory (What will I look like?)
- Creates Immediate Structure for the Child
- Accesses Procedural Memory (How am I moving?)
- Limits Emotional Reactions
- Provides a sense of time boundaries with a visualized 'Done' for open ended tasks (Read versus "summarizer")

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Job Talk:

Politicians wanted to increase voter turnout and turned to psychological research for help. It worked! Researchers framed voting as either a personal identity label (e.g. "be a voter") or as a simple behavior (e.g. "voting"). This change in phrasing to a personal identity label significantly increased interest in action and a substantially larger percentage of individuals voted! Research has shown that people want to feel like they are a part of something and take ownership of something rather than being told what to do.

Children are no different! Motivation to complete a task is increased by invoking one's sense of self. Subtly manipulating the *verb form* of a behavior ("Brush your teeth please") to feature a *noun label* (Annie is a toothbrusher!) creates an essential part of one's identity. In other words it creates confidence and a positive sense of self that this is "What I can do!" This subtle change in language can change an occasional behavior of helping around the house ("Please set the table.") into a child who has confidence in their permanent trait or skill (I am a tablesetter!). When packing for a ski trip, being asked to be a 'packer' is a positive thing and requires the child to imagine in their mind "what does a *packer* do? What tools will a *packer* need?". On the other hand just asking a child to "Please pack the car with your warm clothing, boots and poles." Just asks the child to do something, does not invoke their reasoning of what is required and likely does not fire them into action except perhaps to make excuses for why they can't! Using the declarative noun form (*clothes gatherer*) creates psychological essentialism and develops in children a positive attitude, a strong and stable sense of self and generalizes to how they perceive themselves and their essential role over time.

Sarah Ward, M.S., CCC/SLP and Kristen Jacobsen M.S.,CCC/SLP have translated this research into a simple trick to help our children to take ownership of and participate in various tasks. They advise to turn the child's task into a "job" and add "er" to the action that you are asking the child to do which gives them the "job title" such as "Washer", "Wiper", 'Tooth brusher", "Listener", etc. Give it a try, it's amazing!

Declarative Job Talk (Noun Form)	Imperative Verb Form
Please be a handwasher!	Wash your hands.
Be a counter wiper!	Wipe the counter off.
Time to be a toothbrusher!	It is now time to go upstairs and brush your teeth.
You are getting ready to be a mathematician!	Please take out your homework and start your math.

Resources:

Bryan, C. J., G. M. Walton, T. Rogers, and C. S. Dweck. "Motivating Voter Turnout by Invoking the Self." *Proceedings of the National Academy of Sciences* 108.31 (2011): 12653-2656.

Gelman, S. A., & Heyman, G. D. (1999). Carrot-eaters and creature-believers: The effects of lexicalization on children's inferences about social categories. Psychological Science, 10, 489-493

Heyman, G. "Talking about Success: Implications for Achievement Motivation." Journal of Applied Developmental Psychology 29.5 (2008): 361-70.

Verbal Mediators:
The Language of Executive Function

Edited by: Kristen Jacobsen & Sarah Ward, MS CCC-SLP

Declarative Language

Authored by: Linda Murphy

Why is Declarative Language so important in fostering Executive Function Skills?

1. **Inner Voice**: Self-narratives help students develop an inner voice. After the initial language spark is ignited, most of us then go on to develop our own voice that we use to share our thoughts, recap experiences, talk about what we are doing, and talk about what we are thinking. Most of us also then go on to create our own inner voice. This is an important by-product of our language learning. We use our inner voice to problem solve and plan. We remember what we have learned or noticed in the past, and apply it to the here and now. For example, imagine you are getting ready to go to work and you can't find your keys. Your inner voice may say something like, 'Hmmm…. Now when did I last see my keys? Where do I usually put them down? What jacket did I have on yesterday?... Maybe they're in the pocket." Your inner voice helps you think through the problem so you can get started on a plan of action to solve it. Children with Executive Functioning difficulties do not usually develop this inner voice to regulate their thoughts and actions on their own. Just as modeling was important when your child was learning to talk, thoughtful modeling now, in this regard, is equally important. So – talk out loud, think out loud, work through a problem, make predictions, ponder opportunities, consider possibilities, and reflect on past experiences when you are with your child. They will learn from your models, internalize the ideas, and begin to form their own inner voice.

2. **Perspective Taking:** Provide a window into another person's perspective. Some children with executive function challenges have difficulty taking perspective. Using declarative language to share your thoughts and feelings provides a student with a regular window into these communication exchanges in an inviting, nonthreatening way. We are providing them information that is critical in a social interaction that we know they may not pick up on their own. When we present declarative language in this way, we are not asking them to provide an answer that may be right or wrong. Rather, we are clueing them into social information and then allowing them to decide what to do with the information. By regularly using declarative language, we are also slowly building episodic memories and awareness that different people have different thoughts, opinions, perspectives and emotions. For example, you say something to your child but he is facing the other way, appearing not to listen. Rather than say to him "turn around!" or "look at me" (both imperatives) share your feelings and perspective with declarative language: "I notice you looking out the window", "What would help me know you are listening to me" or "I feel like you are not listening to me."

3. **Big Picture Thinking:** Students can better see the big picture in order to create multiple solutions to a problem. Declarative language can also help students create a visual image of the gestalt and how they would like to see the outcome of a situation in their "mind's eye". Often times when we focus on having students carry out specific detailed directions, we can all lose sight of the big picture. Because some children with executive

function challenges are strong when it comes to details, but weak when it comes to seeing the big picture, it is important to think about the big picture when we present information. Giving very specific directions or questions that have one right answer promotes that focus on details. For example, if we tell a child to "put the book in the book-box" or "line up at the door for music" we are zooming into the details and creating a situation where there's one and only one right answer. However, if we use language instead to comment on what we see in the big picture: "I see a book on the floor" or "what do you look like if you are ready to go to music?" - we are instead encouraging our children to take a step back, notice the context and situation around them, and subsequently form a plan of action that makes sense to them. We are also leaving open the possibility that there may in fact be more than one solution –i.e., maybe the toy could go on a shelf or in the toy box, maybe the students could put away their work, line up by the door, or collect their music instruments and line up by the door.

4. **Problem Solving Skills**: Declaratives support students ability to develop problem solving skills rather than merely than just following direction skills. When we direct students as to what to do, ask them to follow directions, or ask them to answer questions with a definitive right/wrong answer, we are honing their receptive language skills. This is not a bad thing, but it may not be what the student with an executive function challenge needs most. In contrast, if we use declarative language to present information about the environment or situation at hand, we are instead inviting her to notice this information and develop a plan of action. We are inviting him or her to have an "aha!" moment where he or she figures out what to do with given information. We are giving students an opportunity to think more independently! Problem solving moments are critical for all students as they learn to see themselves as more independently functioning human beings in the world.

5. **Read the Room:** Help your child read what's going on in his environment. We know that it can be difficult for some kids to tune into the social information that is going on around them. Rather than telling them exactly what to do and when to do it, use declarative language to help them notice what is important! For example, if it is time for a transition, instead of telling your child "go to the table for snack" or "put on your coat," direct his attention toward the changes in the environment: "I notice all the kids are at the table" or "I notice all the kids are putting on their coats." This will help internalize the importance of periodically checking in on one's environment; there are visual clues available all the time, and they are important to pay attention to! We want our kids to learn that information is not always going to come to them - they have to become active information gatherers. In contrast, if we are using imperatives all the time with our kids, information is coming to them on a regular basis, and they don't have the same need to look around or read the behaviors of others.

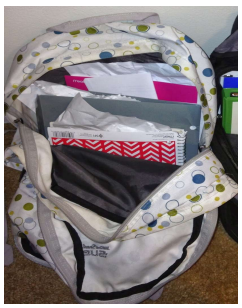
Situation: Student is Not Engaged in Packing for the 2 day Outdoor Adventure Camp

Action (Verb Label)	Job (Noun Label)
Find the clothes	Finder
Check off the list	List checker
Pack the bag, Fold the Clothes	Packer, Folder

Situation: Student is Not Engaged in Packing their backpack.

Jobs: **Find Binders | Pack Bag | Make Lunch**

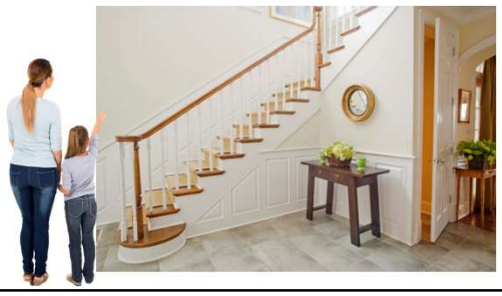
Roles:



Give the Student Future Glasses!

Be an Executive Coach: Use declarative language and be sure to include a visual word:
Look Like, See, Imagine, Picture, Visualize, Envision

MIME : See Yourself in a Future Space:
Task Planning Happens in a Different Space than Where you Execute the Plan
Point Out Your Plan



MIME : See Yourself in a Future Space:
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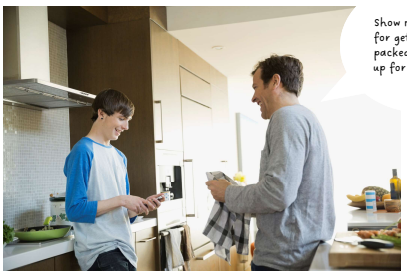
Point Out Your Plan



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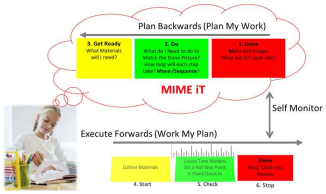
1. Mental Rehearsal -Task Planning:

Plan | Sequence | Prioritize | Organize



S.T.O.P.

3.Self Monitoring:

Problem Solve |

Control Emotions |

Shift

2. Task Executing: Initiate | Inhibit | Pace | Complete

Spatio -Temporal Frame

"It is a about 10 past 1. We are going to leave at a quarter after to go to your friend's house…."

The **Wall** Clock

- Have Analog Clocks in the Room (Make sure they are not Roman Numeral!)
- Try to not only have digital clocks (alarm clock, cable box, microwave, etc.)

See Time
Plan Time

"It is 10:05.You have until 10:30 to work on the Science Lab. You need to write the hypothesis, the list of materials and methodology. "

The **WORKING** Clock

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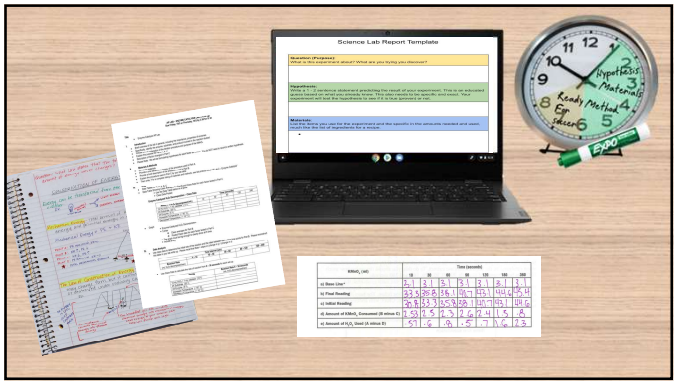
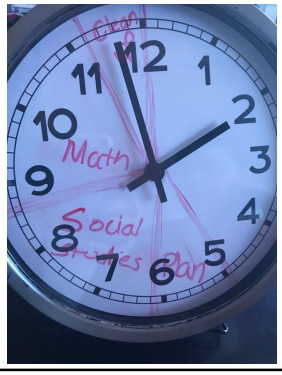
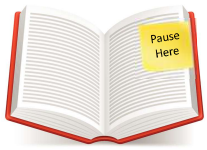




Tip! If you are using a clock with a plastic cover, the dry erase marker will not work as well. Instead use Vis à vis Markers or Water Based markers!

"Tell me your 10-minute plan."

Anxiety and Time



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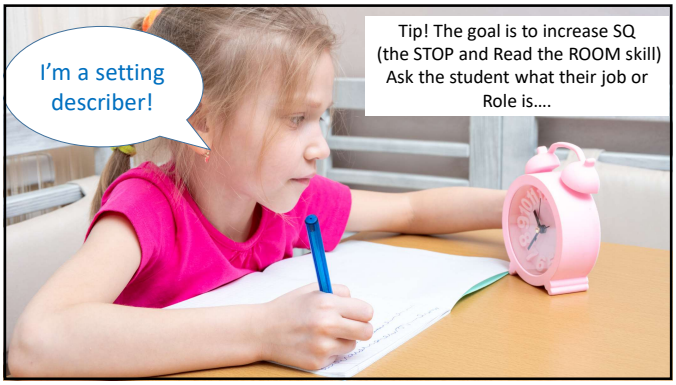


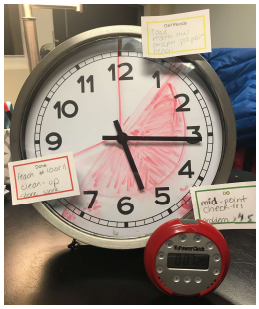
The 360 Thinking Time Tracker Program
www.efpractice.com

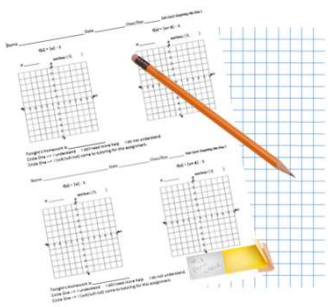
TRACKNETS:
Individual magnets with prompts for tracking start, check and stop times for up to 3 different tasks or parts of task in one hour. A Time Robber magnet to identify and remove distractions that might be "stealing" one's time from a task.

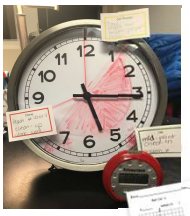
My Power Clock:
An easy set count down timer. Can be set on music or vibrate modes to reduce sensory overload.

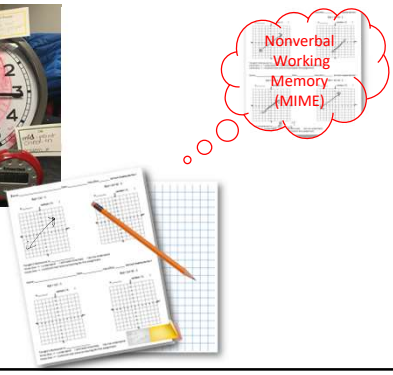
The Analog Clock:
A magnetized, non –ticking analog clock to plan and self-monitor time to complete tasks

Create Time Markers and Corresponding Space Markers









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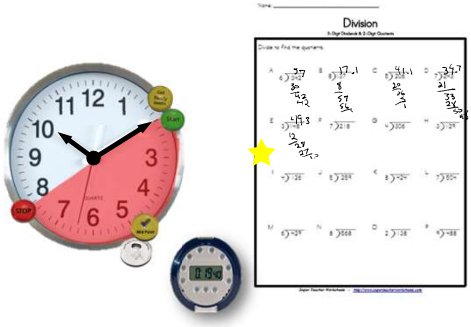
The **WORKING** Clock: See and Plan Time with Time and Space Markers



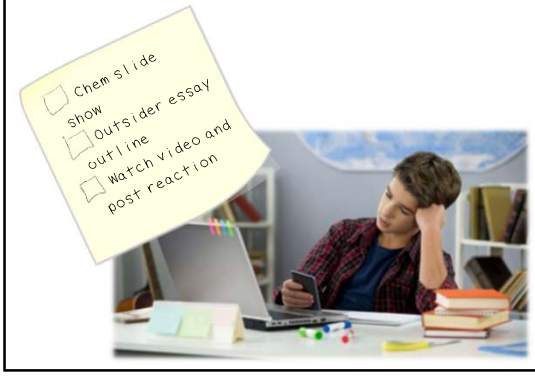
Use a Timer and Set it to the Half Way Point of the Duration of Time Blocked to Work

At the "Mid Point Check In" the Student Can Self Monitor to See That They are Still on Track and If They are Not, Determine if They Have Any Time Robbers and How to Change their actions to Stay on Track

Students can mark checkpoints on their work that match their midway checkpoints on the clock. For example, this student shades in the 30 minutes on the clock that she plans to spend reading 5 pages in her text book. A post it note is placed on page 3 of the assignment to mark her mid point goal. She places a corresponding post it note at the 15-minute checkpoint on the clock. When the timer sounds at the 15-minute checkpoint, she can compare her mid point plan with her actual performance to self monitor her pace.

Cognitive Regulation

INDEPENDENT WORK



Chemistry around us (Research project) - Accelerated Chemistry

1) **Pick one commercial product** that you would **be interested in knowing information about**
   - **What is it used for**?
   - What is it **made up of**?
   - **How does it work**? (Chemistry of the product) - Be clear on the material that you present
   - **Benefits** of the product?
   - **Similar products** of that kind? Which one is better and why?
   - Any interesting **statistics**.

2) Give **two ways the information ties to the chemistry themes** or chemistry concepts that we learned in class.

3) Give **two pieces of information about new research** that is going with that product or that product line or related chemistry area.

4) Make a powerpoint presentation of about 10 to 15 slides per product. The presentation should be understandable to your classmates.

5) Print a copy with all slides on a sheet and put it into the portfolio under the category of research.

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The Get Ready *Do *DONE Method
Plan **Backwards** to Move Forwards
Stage 1: Task Planning

3. **Get Ready**: What do I need?
2. **DO** What steps do I need to take to be done? How long will each step take?
1. What will it look like when I am **DONE**? Future Sketch/Picture

Get Ready | **Do** | **Done**

Planning Time

The Get Ready *Do *DONE Method
Plan Backwards to **Move** Forwards
Stage 2: Task Execution

Get Ready | **Do** | **Done**

Monitoring Time

Get Done | What's Next?

4. **Start**: What materials do I need to do the steps? Prepare my Space
5. **Check**: Sketch the time, create time markers and ¼ way checkpoint. Set timer to alert ¼ way point. Do My Work! Check in at the ¼ way point and Determine if there are any time Robbers: Identify/Remove/Replan
6. **STOP**: Know when to STOP. Close out the Task. Review: What Worked? What did not Work?

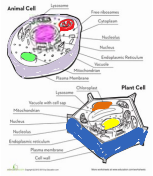
Just as We **'Get Ready'** for a task we also **'Get Done'** with a Task!!

Get Ready
- ❑Worksheet
- ❑Class Notes
- ❑Text Book
- ❑Colored Pencils

Do
- ❑Identify the Parts of the Cell
- ❑Label
- ❑Color cell parts the same color

Done

Animal and Plant Cells



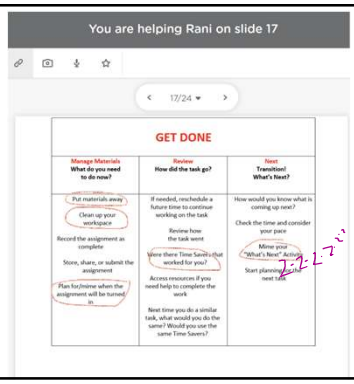
Get Done
- ❑Turn in, Sci 11:10
- ❑Clean up/store

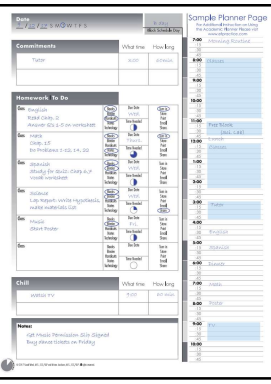
Get Done

Clean Up Turn In/Submit Work Throw out Trash

Check Off as Complete in Planner

Charge Computer/Headphones/iPad





Cognitive Connections

Cognitive Connections Academic Planners for Students and Adults are Available at www.efpractice.com

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Developing Independent Planning Skills:
The Planning **Space**

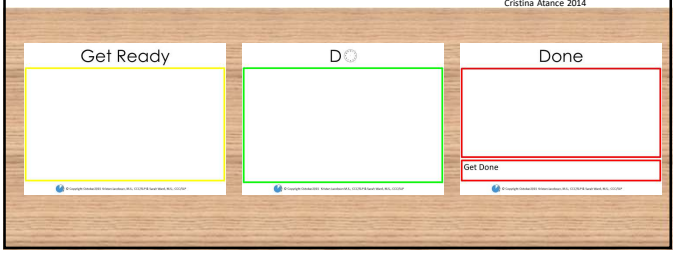
Fostering Executive Function Skills

GDD in the Classroom and Clinic: First Present the Planning Tool

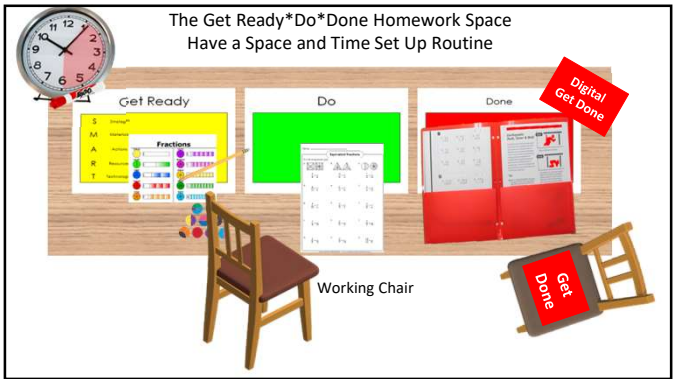
Creating the Get Ready*Do*Done Work Space

Develops the skill of the **Anticipatory Look**
associated with Episodic Future Thinking

Cristina Atance 2014



The Get Ready*Do*Done Homework Space
Have a Space and Time Set Up Routine



Get Ready * Do * Done (Get Done) Planning Space

Modeling Planning Skills

Developing Independent Executive Function Skills

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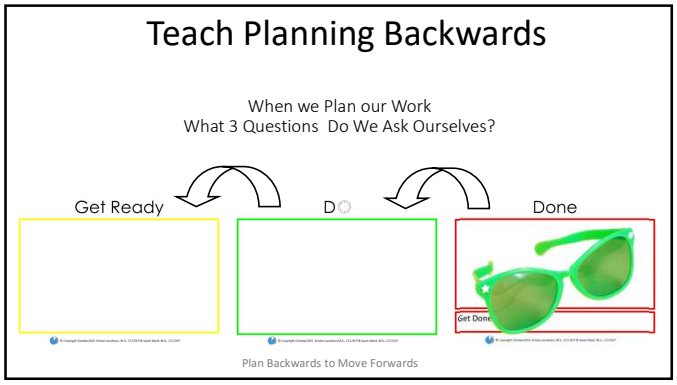

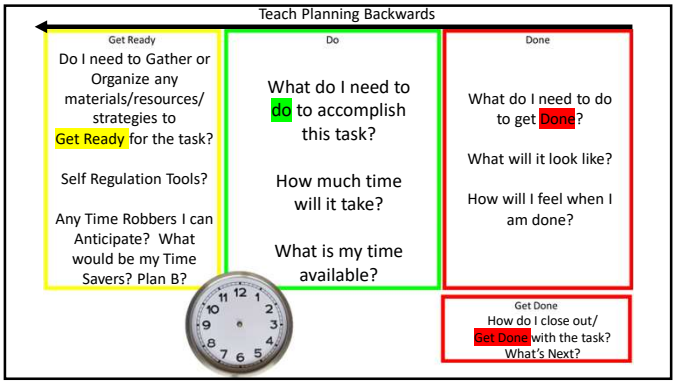

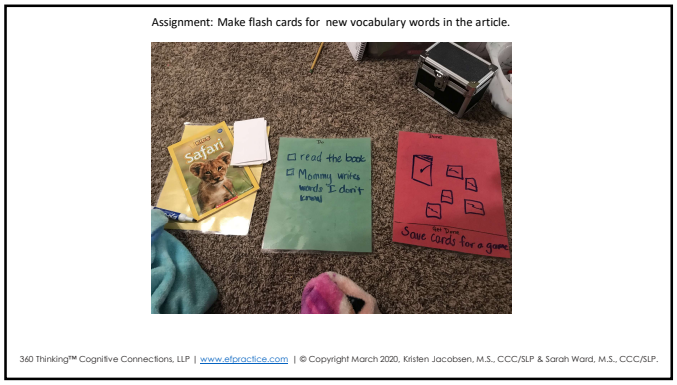

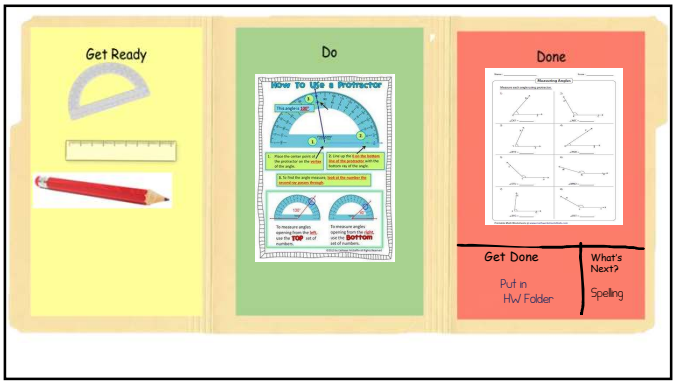

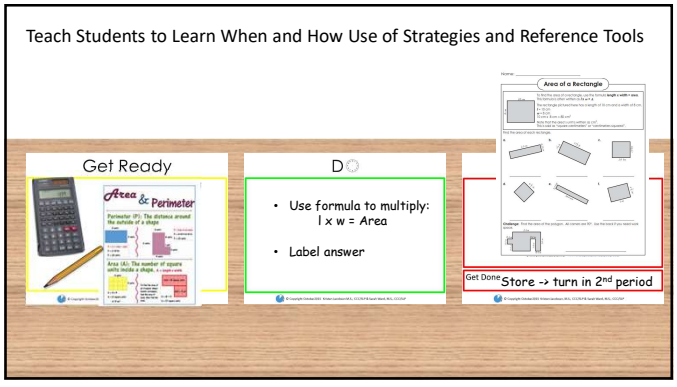

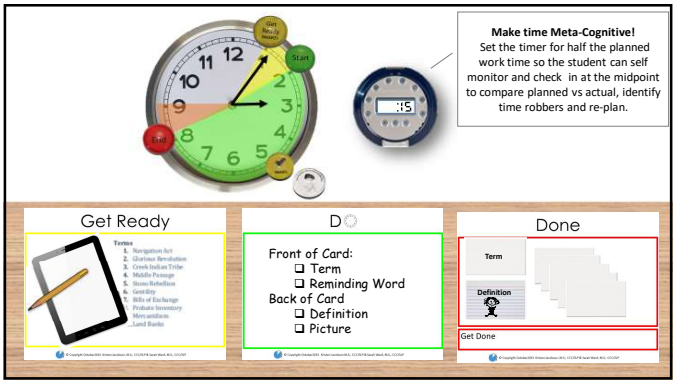

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Get Ready

Gather Materials

Estimate Time

Time: Mark start, stop, mid way and end points

Review the Plan

Emotion now vs in the End

Add Resources, Strategies and Materials

Determine Obstacles, Distractions and

Time Savers **Y**ou can do this!

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Done

Get Done: Turn in? Store in Binder/Folder? Backpack? Put Materials Away? Clean up? Other?

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3. **GET READY**: Materials | Resources | Create Time Plan Anticipate Obstacles | Mindset

2. **DO**: What are the steps? How long will each step take?

1. **DONE:** What will it Look Like When I am Done? Future Sketch/or Create a Template

Get Ready

Do

Done

Get Done

Turn in | Share | Store | Backpack | Clean up | Other

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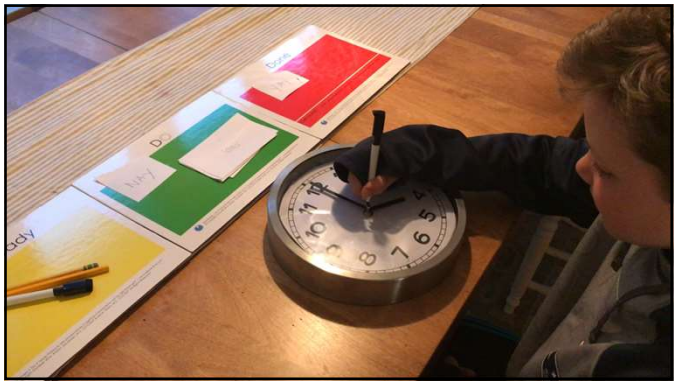
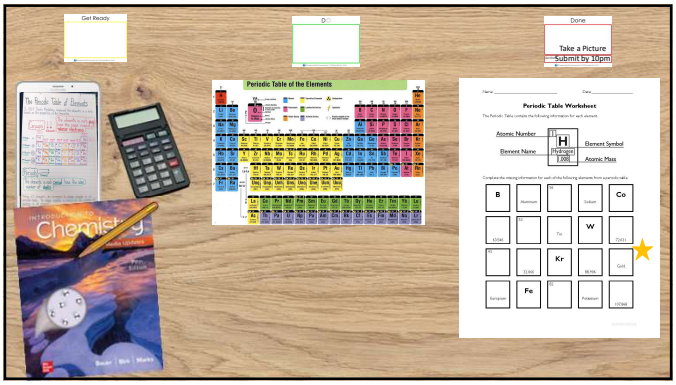
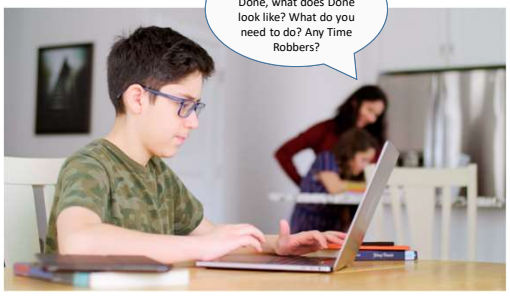




Change your Language



BONUS
Other uses of the Get Ready * Do *Done (Get Done) Method

Promoting Independent Executive Function Skills

Use Songs to Help Students Keep Pace

Transition at the chorus

Or "It is a 1 song shower" or a "2 Song Shower"

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Get Ready

Do

Done

Get Done

360 Thinking ™ Get Ready * Do * Done
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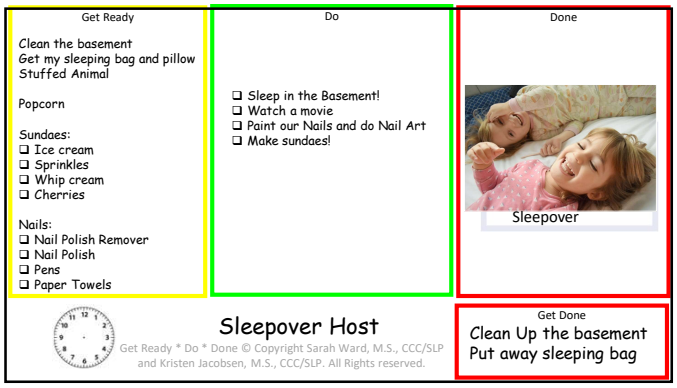
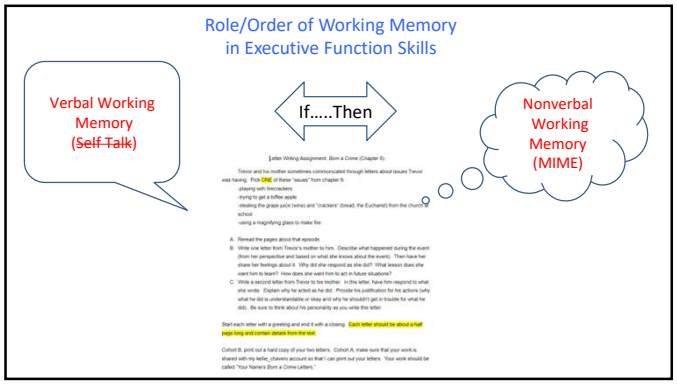
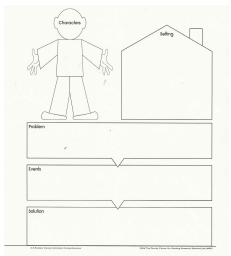




Write a 1 paragraph summary of the book that includes all the parts of a story: type of story, main characters, setting, main conflict and a "cliff hanger question" that does not give away the ending of the book.



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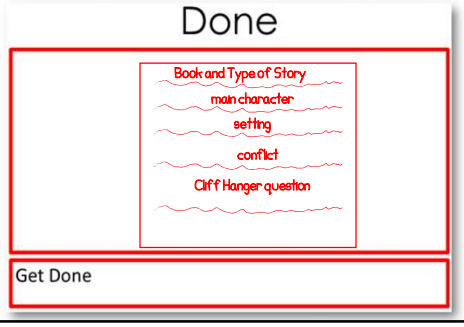

We have been learning about characters and conflicts. Write an essay about a character in the book. What conflict were they experiencing? How did the character change from the beginning of the book to the end of the book? Do you think it was a positive or a negative change? Why? Use evidence from the text to support your explanations.

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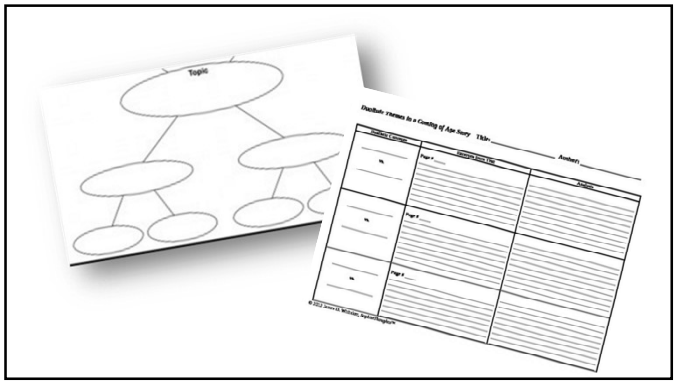
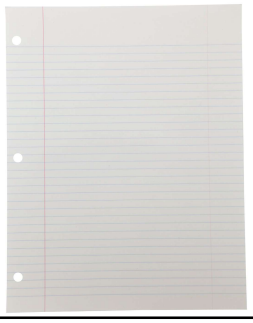


Pre-Imagine the Space
Before You Execute a Task

What will my Paper/Essay Look Like
When I am **DONE**?



We have been learning about characters and conflicts. Write an essay about a character in the book. What conflict were they experiencing? How did the character change from the beginning of the book to the end of the book? Do you think it was a positive or a negative change? Why? Use evidence from the text to support your explanations.

Future Sketch: This is what it will look like...

- ¶ Introduction
  - Who is the main character
  - Conflict:
- ¶ What character was like in the beginning of the book
  - Evidence:
- ¶ How character changed by the end of the book
  - Evidence:
- ¶ Do I think the change was Positive or Negative? Why?
  - Evidence:
- ¶ Conclusion

WHAT DID YOU LEARN ABOUT YOUR ROLLER COASTER CHALLENGE #1 AND #2? (BUILDING PROCESS, ERRORS, SUCCESSES, TRIALS, WHAT WOULD YOU DO NEXT IN YOUR DESIGN FOR CHALLENGE #3)?
THREE PARAGRAPHS

Practice Sketching: Roller Coaster Homework Assignment

Done

- ¶ Challenge #1
  - How we built it.
  - What was successful
  - What were the errors.
  - How many trials and what we plan next..
- ¶ Challenge #2
  - How we built it.
  - What worked this time.
- ¶ Challenge #3
  - How we plan to build coaster #3
  - Why we think it will work this time
  - What are the possible errors we anticipate?
  - What we have learned from the trials

Open Ended Assignments

HOME LEARNING MENU WEEK 2

Choose ___ activities to do at home this week.

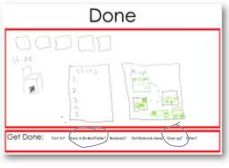
1. Practice your typing skills on Typingclub.com.	2. Create a comic strip to show something fun you did last month. Don't forget conversation bubbles.	3. Use a grocery store ad to plan what you would buy IF you had $25 to spend at the store to make dinner for your family.
4. Plant a seed and research online how to take care of a plant! Make a list of the most important thing that you need to do.	5. Make a creation using Legos. Then list the steps someone would have to follow to make a creation that looks just like yours.	6. Read Alexander and the Horrible, No Good, Very Bad Day. Then watch the movie. Write about how the book and the movie are similar and how they are different.
7. Hide 5 things around your house. Create a scavenger hunt with written clues or draw a map to help a family member find them.	8. Research the city you live in online. Create a brochure that explains the places to see, places to shop and other things that you can do in the city you live in.	9. Listen to an audio book using getepic.com or audible. Write a review about how you liked or disliked the book.

Done

Get Done: Turn in? Store in Binder/Folder? Backpack? Put Materials Away? Clean up? Other?

- Find what to hide
- Hide
- Write Clues
- Draw Map

Done



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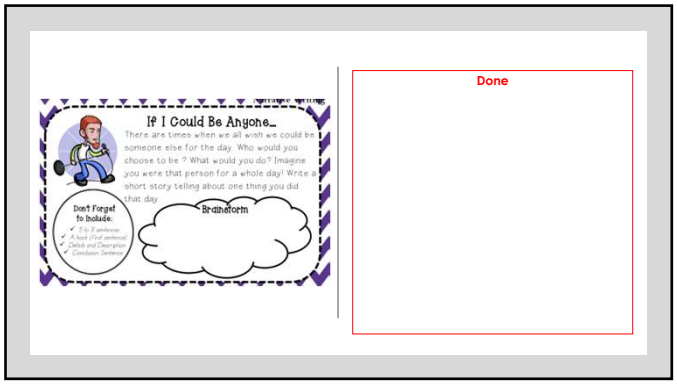

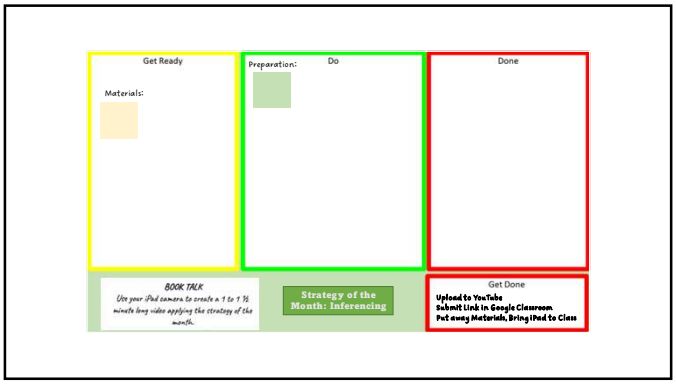

The Ultimate Goal?
Give the Child Future Glasses
Develop Episodic Future Thinking!

1. Develop The ability to STOP and MIME
   - What will it look like? **M**ake an Image DONE
   - What will **I** look Like? Episodic! Do
   - How will I **M**ove: Mental Spatial Time Travel
   - How will I feel: Pre –experience **E**motion Get Ready
2. I might imagine that Plan in a Different Space than Where I Actually Execute the Plan. I am a beat ahead!
3. I execute my Plan by Sensing the Passage of Time and Comparing my Current Performance against my Imagined Future

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If you share our ideas, please make attribution to Sarah Ward and Kristen Jacobsen.
Please reach out to us! We love to hear from you!

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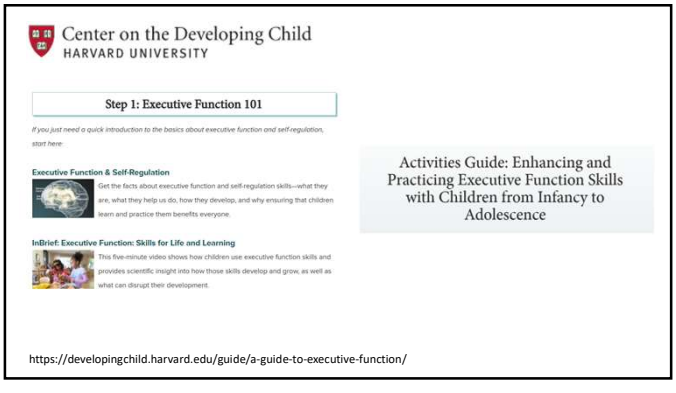
RESOURCES

Parenting with a Purpose: Great site with blog posts on a variety of topics, resource recommendations and frequent updates. http://shmsparent.wordpress.com/
Middleweb: This site is currently undergoing a big upgrade. There are lots of resources for middle school teachers on this site but also some great resources and blogs for parents. https://www.middleweb.com/
Adolescent Brain: This is one helpful article on the teen brain. More is learned every day about how basic brain development affects teenagers and can explain some of what is seen in adolescence. http://harvardmagazine.com/2008/09/the-teen-brain.html
Centers for Disease Control and Prevention: For information on adolescent health issues and development. http://www.cdc.gov/healthyyouth/
Activities to Develop Executive Function Skills
Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence by the Harvard Center on the Developing Child. https://developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence/

Helpful Books

"How to talk so Teens will Listen and Listen so Teens will Talk" Adele Faber, Elaine Mazlish, HarperCollins (2006).
"Staying Connected To Your Teenager: How To Keep Them Talking To You And How To Hear What They're Really Saying," Michael Riera , Da Capo Press (2007)
"A Smart Girl's Guide to Starting Middle School" (American Girl) (American Girl Library), Julie Williams
"Smart but Scattered Teen" https://www.smartbutscatteredkids.com/



https://developingchild.harvard.edu/guide/a-guide-to-executive-function/

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Staying

by Sarah Ward, MS, CCC-SLP, and Kristen Jacobsen, MS, CCC-SLP

AFTER RECESS, as part of the daily routine, the class reconvenes on the rug. Jackson runs from the back of the room where he has been playing with the class hamster to his cubby and slips off his jacket. It drops to the floor. He kicks off one boot. The teacher calls stragglers to join the others on the rug, so he hops to the circle wearing one boot and plops down. The teacher shares the agenda for the afternoon, which includes reviewing the science homework. Looking alarmed, Jackson pops up, and races back to his cubby while kicking off his other boot.

He pulls out his backpack, removes a homework folder, and grabs his assignment. Leaving the backpack open and boots scattered, he races to the homework bin. Realizing his name is not on the assignment, he zooms back to his desk to grab a pencil and sits back down on the rug with the rest of the class.

As the teacher gives instructions for the next activity, Jackson slips his homework underneath him and sits on it. The class is dismissed to their desks, and Jackson, talking excitedly to the boy next to him, stands up and follows the boy to his desk. His nameless homework is left on the floor. When he gets to his desk, his morning work folder and silent reading book are on the floor with assorted bits of paper. As the class starts the next activity, Jackson does not have the materials he needs. Again, he needs to walk about the class to get ready.

Anne has a music lesson Saturday morning at 9:00. Her mom wakes her at 7:30; Anne rolls over and groans, "Ten more minutes." Mom returns ten minutes later and tries again to wake Anne. After two more rounds of "Ten more minutes," Anne finally gets out of bed and heads for the shower. She showers for twenty minutes. Mom knocks on the door to announce the time. She encourages Anne to hustle so they can leave the house in thirty minutes. Anne gets out of the shower, puts on a robe, plops herself on the living room couch, flips open her laptop, and checks her social media sites. Mom reminds her to get ready for music. Ten minutes later, Anne saunters into her room and stares at a land mine of clothes trying to decide what to wear. She sits on her bed and starts to remove her nail polish.

Mom hollers a reminder, "Get dressed!" Finally, ten minutes later, Mom exclaims anxiously, "We have to go…!" Anne responds to this seemingly sudden pressure and shouts, "I'm coming!" She heads into the bathroom in her bathrobe to blow dry her hair. Patience waning, Mom asks about her instrument and sheet music; Anne directs her to the basement. Finally finished with her hair, Anne heads to the kitchen for something to eat.

Exasperated, Mom, who is standing at the door holding Anne's instrument, music sheet, and breakfast bar, exclaims, "We need to go now. We are late!" Anne yells back in frustration, "I told you to wake me up earlier!"

As adults, we joke about "senior moments." That moment when you have imagined an item you are going to retrieve and then when you finally that room to get it you draw a blank. "What did I come in here for?" Ack. A senior moment.

What do a student zigzagging about the classroom, a slow-paced teen, and a senior moment all have in common? Challenging executive function skills.

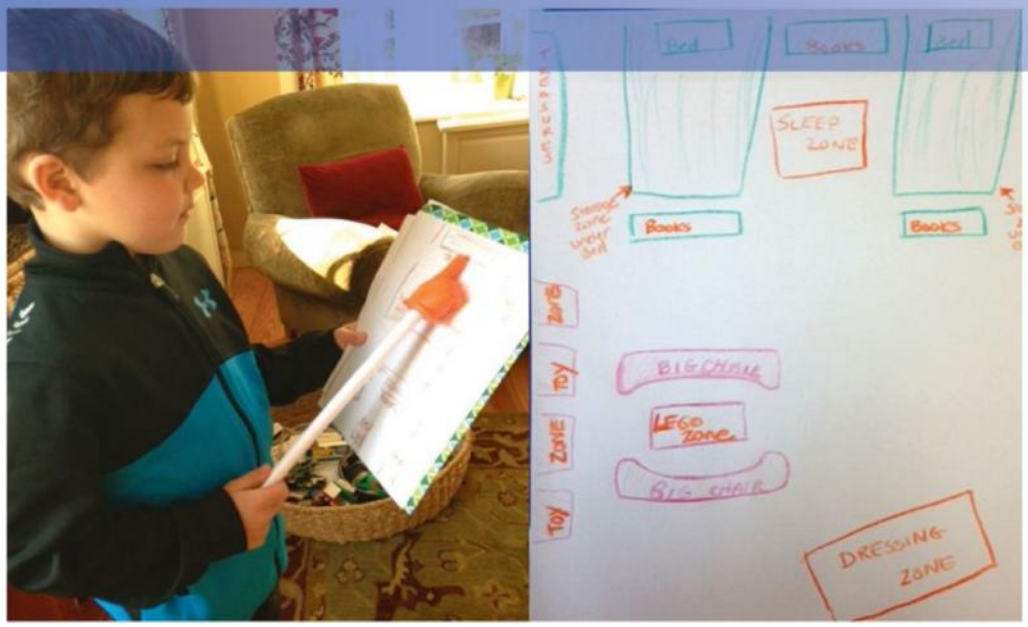
Weak executive function skills

Individuals with strong executive function skills stay a beat ahead. In contrast, teachers and parents describe individuals with weak

a Beat Ahead

executive function skills as being "a beat" or—as Jackson's teacher sighs—"twenty-two beats behind." How do executive skills enable us to stay a beat ahead? Strong executive function skills enable us to imagine and plan a "dry run" of the task in our mind before we begin to carry out the plan. If a task is planned in a different space than where the task will be carried out, then we create an image of the future space in our minds. For example, when a child hears the direction, "Get ready for lacrosse," he might be downstairs in the family room and imagine walking upstairs into the bedroom, heading over to the dresser, opening the third drawer, and retrieving their uniform. Then he might envision a transition from the bedroom to the mudroom and then the garage, where cleats and gear bags are stored.

The imagery is a mental anchor that allows the child to better resist distractions and maintain a pace so as to reach a goal. When forethought guides children's actions, they can carry out tasks more successfully. Small glitches, such as looking for a missing item, can also be handled more smoothly. However, when children with weak executive function skills hear the instruction "get ready," they hear the words, but do not pre-imagine the task or the steps to be ready. Even if they respond, "Okay," they do not initiate any actions to move toward their goal. When these children finally enter their rooms, because they have not pre-imagined the task, they are only starting to ask themselves, "Okay, what am I doing?" Without the vision of an outcome in mind, they are open to distraction. When these children go into their bedrooms and see books, Legos, and a laptop, they easily disengage from the goal of getting ready. They are



ORGANIZATION & FOLLOWING DIRECTIONS: A basic map of a bedroom or a classroom can be used with a pointer to plan out directions and rehearse routines. This strategy can improve the use of mental imagery and self-talk, which are two skills that support a child's ability to carry out tasks and routines.

now a beat behind. Likewise, a senior moment is simply the loss of this pre-imagined intention.

Developing strong executive function skills

So, what can we do to develop a child's capacity to be a beat ahead and successfully carry out intentions in the future? According to Russell Barkley, in order to develop strong executive function skills, individuals "need to repeatedly practice: self-monitoring, self-stopping, seeing the future, saying the future, feeling the future, and playing with the future so as to effectively 'plan and go' toward that future."

Our natural inclination might be to provide checklists. While this strategy can sometimes work, it is limited. Checklists made by adults are not that helpful in creating mental imagery for children. For example, as adults, we might make a list of items to buy at the market. While making this list, we create, if only for a brief moment, a mental image of the supermarket, our dinner table, or shelves in our cabinets. These images help us navigate the market and remember items even if the list is left at home. When we hand children a checklist we've made, they have not used imagery to create the list and may find it hard to create imagery after the fact.

A better technique, when giving directions, is to use words that create mental imagery. For example, rather than asking a child, "What do you have for homework tonight?" pose a question such as: "When you walk into class tomorrow, what do you see yourself handing to your science teacher Mr. Jenson?" Instead of directing your child to get ready for soccer, try asking, "If you were standing at the door ready to go to soccer what would you look like? What does 'ready' look like?" To improve the effectiveness of your instruction to go upstairs and get dressed, try saying, "What drawer do you see opening to find your sport clothes?"

Visuals are also helpful in teaching kids to get ready and organize themselves. It's often a struggle to get children out the door in the morning. Multiple prompts and checklists might get your child out the door, but the process is likely to be difficult. Instead, try snapping a quick photo of your child when he is ready for school and standing by the door with his coat, clothing, shoes, backpack, and lunch. The next morning, show your child the photo, and simply say, "This is what 'ready' looks like." Ask him to imagine a plan that enables him to "match the picture." Once children remember the images in these photos, they can use their mental imagery and the photos no longer need to be shown.

In the classroom, cue students to imagine their actions before they transition. For example, when students are transitioning from recess, as they line up, say: "Imagine yourself at your cubby. What do you look like? What do you see yourself doing?" For younger students, ask them to describe how they will prepare for an activity. They can use a pointer to point to the space they will go to and pre-imagine themselves in

What does 'ready to start the lesson' look like? You need 5 minutes before your lesson actually starts at 4:30 to prepare so that you are ready when the lesson starts. This 5 minutes gives you time to take your instrument out of the case, open the sheet music to the practice warm-up page and to be seated in front of the music stand.

Working backwards to shade in the time needed, what does the travel time look like? 5 minutes to walk through the parking lot, 15 minutes to drive to the music lesson.

Shading in 5 minutes to gather your instrument and sheet music and 10 minutes to dress and brush your hair and teeth, you can see that you need to start getting ready for your 4:30 music lesson at 3:50.

that space carrying out the expected actions, "I am going to go to the back of the room and get a worksheet, then I am going to walk to the counter under the windows and get my text book, then I am going to sit at my desk and take out my pencil."

Take this technique a step further. Ask the student to draw a blueprint of the classroom or their house. Tape this blueprint to a clipboard, so the child can 'tap out their plan' before a task. Use a pencil or pointer to tap on the blueprint while encouraging them to pre-imagine and verbalize their plan; this method will foster an important skill—self-talk. For example: "I am going to walk into the bathroom, brush my teeth, then go across the hall to my bedroom. Next, I'll go to my closet, get my shoes, then walk downstairs to the front hall to get my backpack."

Use an analog clock

Children may still have difficulties using an appropriate pace even if they have a mental image of the directions. If their pace is slow, then they are vulnerable to distractions. What helps children to imagine carrying out a plan within a particular time frame? An analog clock.

As adults, we often strategize times before verbalizing the plan to children. We say, "You need to start getting ready at 3:45." However, this direction is given after we have thought, "Dance starts at 4:30, so we need to leave the house at 4:00." Try asking children to work backwards from an end time. Many children benefit from seeing how time fills up on an analog clock. A dry erase marker can be used to shade "slices" of time and write actions when planning backwards on a glass analog clock. See the example of backwards planning for estimating the time to prepare and travel to a music lesson *(see graphic above)*.

Students can also use the clock to visually plan their time for homework or in-class assignments.

Another advantage of drawing on the clock is building self-awareness. Students can see visual markers of the time that has passed, and then determine if they have used time effectively or had any "time robbers" such as daydreaming or getting distracted by the television or Internet. To stay a beat ahead, students must monitor how closely their outcomes match the future plan they had imagined.

Ask students to plan checkpoints when they can stop and determine if they are on track with their plan. Students set a midpoint timer to stop and check how well they are working towards completing an assignment. The purpose of the timer is to improve self-monitoring and an awareness of how time is used, but not how quickly they can complete an assignment. Students who set timers for the end of a task frequently experience more stress, whereas a timer set for check-ins midway through a task provides opportunities for problem solving. Overall, when students are given guidance to plan and self-monitor while using mental imagery, they often experience independence and a better sense of self-control. Try it!

Sarah Ward, MS, CCC-SLP, *and* **Kristen Jacobsen, MS, CCC-SLP**, *are the codirectors of Cognitive Connections: Executive Function Practice, LLP, in Concord, Massachusetts. Ms. Ward has over fifteen years of experience in diagnostic evaluations, treatment and case management of children, adolescents and adults with a wide range of developmental and acquired brain-based learning difficulties and behavioral problems. Her particular interest is in the assessment and treatment of executive function deficits. Ms. Jacobsen, an ASHA certified speech-language pathologist, has worked in public education, private schools and hospital settings and has provided teacher training seminars and school consultations nationally. She has strong interests in cognition, language and mindfulness.*