



IMPULSE CONTROL / RESPONSE INHIBITION

Impulse control/Response Inhibition: This is your ability to STOP and think before acting. Impulsivity can be a symptom of ADHD. Kids who have trouble with impulse control may blurt things out. They may do unsafe things without thinking it through. They're likely to rush through homework without checking it. They also may quit a chore halfway through to go hang out with friends and have trouble following rules consistently.

Common Examples in Our Communities

Children:

Grabbing, hitting, "rough behavior," crashing toys
 Jumping from high places on the playground
 Blurting in class, yelling at home
 When asked "why did you do that," respond with, "I don't know"
 Reduced impulse control with peers (through 18)

Teens:

Talking back, first thing that comes to mind
 Driving fast, reckless behavior
 Risky behavior with drugs and alcohol
 When asked "why did you do that," respond with, "I don't know"
 Choosing fun activities over challenging ones

Adults:

Interrupting in conversations
 Erratic decision making or purchases
 Wreckless driving
 Behavior patterns continue from young adult years
 May lack "filter" in certain conversations
 Not be able to let something go

Impact On Self:

Impulsive physical behavior can lead to injury of self or others
 Negative image of self when others avoid them
 Frustration with, "why can't I just control myself"
 May see self as risk-taker, unable to listen, "I'm just bad."
 Mistrust of self and feelings of being misunderstood

Impact On Others:

Parents, friends, or caregivers may become anxious or concerned for safety
 Can be disruptive in a classroom or work setting
 Frustration when the individual does not seem to take responsibility
 May avoid interaction because of unpredictability
 Think they are doing it "on purpose,"

What are the supports you can put in place to help bring out your IC/RI to make the choices you want to make?

Give yourself or your student the opportunity to get the sleep and nutrition you need to show up as your best
 Practice "setting specific" behaviors. When you see the slide at the playground, how are you going to keep your body safe?
 Practice planning ahead to make the choice you want to make. (Rehearsal of getting ready for bed routine)
 Practice using distractions as a replacement for the choice you want to change - When I feel like blurting in class I can... Instead of talking back I can ...
 Practice using "wait time." Then replacing the impulsive habit with a different one.
 Be aware of temptations or distractors that are too hard to avoid. (If you're not there, you won't have to choose)

Use:

- If, then, so thinking.
- Take note of your ability to manage choices successfully throughout the day. Are some times easier than others?
- Keep a list of triggers.
- Ask, what do I need to be successful?



EMOTIONAL REGULATION

Emotional Regulation: This is your ability to manage your feelings by focusing on the end result or goal. Emotional control and impulse control are closely related. Kids who struggle with emotional control often have trouble accepting negative feedback. They also may overreact to little injustices. They may struggle to finish a task when something upsets them.

Common Examples in Our Communities

Children:

Big highs and lows with feelings, outbursts when something seems unfair
Tantrums, “terrible twos”
Difficulty being flexible when things don’t go their way
Frustration with challenging tasks, giving up
Hurt feelings when they feel criticized

Teens:

Heightened emotional intensity, emotional breakdowns related to feelings of stress or anxiety
Feeling out of control, unable to control emotions
Intense anger or hurt feelings in sports, at home, in class
Quitting activities that seem too hard or challenging

Adults:

Reactions that seem “larger than they should be” when plans change, things don’t go their way
Conflict avoidant or engages often in conflict
Shutting down, disengaging
Difficulty having calm discussions about differences of opinions
Sensitive to criticism or perception of criticism

Impact On Self:

“Too big” emotions seem overwhelming out of control
Embarrassment at big reactions, shame and avoidant behavior
Difficulty communicating wants and needs in a way that others can understand, will feel isolated or alone as a result
May seem to have a short fuse or “blow up” out of nowhere

Impact On Others:

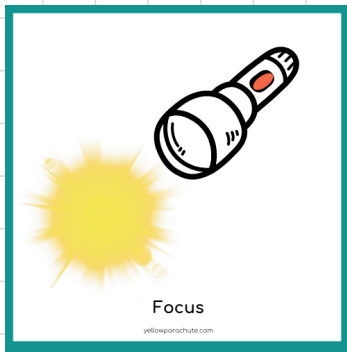
May seem volatile or hard to predict and understand
May seem unstable or irrational
Others may avoid or tease because their behavior calls attention to them
Hard to relate to
Exhausting to be around

What are the supports you can put in place to help bring out your ER to make the choices you want to make?

Awareness of what happens when your emotions take control, practice separating facts from feelings
Realize when you are Hungry, Angry, Lonely, or Tired.
Notice what is happening in your body when you are feeling different emotions and track them. take breaks when emotions feel intense
Try changing your position to give you a different perspective before you speak.
Take a deep breath and let it out slowly.
Practice recognizing the feeling, then letting it go.
Practice walking away.
Practice meditation.
Practice a way to reset and get back to who you want to be, practice language that explains what is going on for you in difficult moments.

Use:

- Breathing Techniques
- Take time out when you feel like your emotions are getting away from you.
- Is this true? Does this serve me? Wise-mind.



SUSTAINED ATTENTION / FOCUS

Sustained Attention/Focus: This is your capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.

Children:

Difficulty staying “on task” for 5-10 minutes at a time by lower elementary grades
Finding other things to distract them – fingers, fidgeting, staring off into space, seem unaware of people around them
Complaining of being tired or bored when doing challenging tasks

Impact On Self:

Frustrated with self or others for not being able to finish something or – if they don’t realize they don’t finish – feel criticized by others
Annoyed by reminders to finish something because they think they will remember it – desire for independence without achieving it
Low frustration tolerance during challenging activities

What are the supports you can put in place to help bring out your SA/F to make the choices you want to make?

Identify and eliminate distractions; plan ahead!
Ask for help with parts of a task you find hard; for example, maybe you need support in the middle but are great with beginnings and endings.
Make it a game and a strategy to manage your focus!
Stack habits and manage motivation.
Practice productive breaks.
Plan: what is the smallest, next best step.
Create realistic plans and goals.
Measure goals to celebrate wins.

Use:

- Pomodoro technique - build in rewards!
- Even So.... I wanted to run 3 miles. Even so, I can still run 2 today.
- Eliminate all or nothing thinking.
- Accountability buddy

Common Examples in Our Communities

Teens:

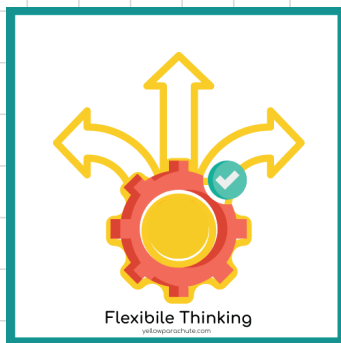
Lose focus in class, have trouble following class discussion, giving up or losing interest quickly
Difficulty working for 60-90 minutes even with breaks
Frequent reminders to do chores, small tasks, stopping in the middle if they get distracted
Difficulty finishing things they start

Adults:

Lots of tasks and ideas started but not taken through to completion
Forget “simple” everyday tasks or chores
Seem to lose concentration in the middle of a thought, task, or easily interrupted in a conversation or job and has a hard time re-focusing

Impact On Others:

May be perceived as lazy or unmotivated
Others may get frustrated reminding them to do “simple” jobs
Wondering when they will complete deadlines or how to remind them without making them angry – can create a “walking on eggshells” circumstance
May isolate self from others out of frustration, irritation, or shame



FLEXIBLE THINKING

Flexible Thinking: This is your ability to roll with the punches and come up with new approaches when a plan fails. Kids who are inflexible think in very concrete ways. They don't see other options or solutions. They find it difficult to change course. They may get panicky and frustrated when plans change. In addition to when plans change, flexibility is the ability to stay calm in the face of obstacles, setbacks, new information or mistakes.

Common Examples in Our Communities

Children:

Emotional regulation and flexible thinking are related
Dislike surprises, may have emotional breakdowns or tantrums when the schedule changes or activities do not go as planned
Low tolerance for open-ended activities
Trouble incorporating feedback or redirection

Teens:

Seem easily frustrated when things don't go as planned, say "it's not fair" when plans change
Tend to dislike surprises or spontaneous activities
May avoid certain tasks that seem "stupid" or "a waste of time."
Uninterested in solving the problem

Adults:

Similar to behavior in teens, though adults have learned to mask or cope with disappointment to a greater extent.
Difficulty working in groups, insist on things going their way, may be labeled "controlling" or "inflexible."

Impact On Self:

Depending on the nature of the deficit, children may have an overwhelmed experience when plans change and become inconsolable. They may isolate or refuse to communicate with others.
Can have a hard time working in groups or playing sports when flexible thinking is required, may stick to concrete rules and say "that's not fair." when the rules are broken, feeling frustrated or alone.

Impact On Others:

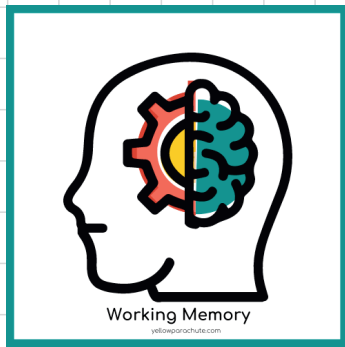
Students who have extreme difficulty thinking flexibly can be targets of teasing or bullying because they don't see their behavior from the outside. They may tend to take things very literally and have difficulty seeing a different perspective. Adults who tend toward less flexible thinking may have difficulty controlling their emotions during a heated discussion or seeing both sides of a perspective to create resolution. They may have difficulty going with the flow.

What are the supports you can put in place to help bring out your FT to make the choices you want to make?

Notice what happens in your body when something changes.
Identify and manage triggers, thinking "What is plan B"
Ask for help, focus on creative thinking and keeping an open mind.
Ask yourself "what's the worst that can happen?"
Practice planning ahead for many different outcomes, practice positive affirmations or taking a break to reset.

Use:

- Ask for notice in advance as soon as possible.
- Practice calming techniques to help you stay present in the situation.
- Take a break, meditate, do yoga, relax
- Plan out different scenarios when you are feeling calm and relaxed.



WORKING MEMORY

Working memory: This is your ability to hold information in your mind and use it to complete a task. Kids who have weak working memory skills have trouble with multi-step tasks. They have a hard time remembering directions, taking notes or understanding something you've just explained to them. If you have trouble with working memory, you may frequently say, "I forgot what I was going to say."

Common Examples in Our Communities

Children:

Trouble following directions with more than one step. Trouble remembering routines, easily distracted, difficulty doing academic assignments with more than one step or forget routines from day to day. Inability to benefit from past experience, even if experience is negative. "I'll do better next time," but it doesn't happen. Loses things, may seem "absent minded."

Impact On Self:

High levels of frustration can result with working memory difficulties, when a person feels caught in routines they cannot change. May often respond, "I don't know" to the question, "what were you thinking?" Needs frequent reminders, check ins, sticky notes, may feel like they can't do anything themselves and yet crave independence, absolutely sure that they WILL remember it next time.

Teens:

Difficulty with multistep math problems, writing struggles with spelling and punctuation. May seem overwhelmed in certain social situations or forget what they were going to say. Need to study in small amounts over an extended amount of time. Difficulty learning from past experiences continues.

Adults:

May seem inconsistent or forget simple routines. Prefers to focus on one task at a time. May feel overwhelmed with multiple to-do lists. Difficulty prioritizing tasks, misses appointments, may get hyper focused and forget about the passing of time or agenda.

Impact On Others:

Difficulty making and keeping friends, strained relationships because of awkwardness or overwhelm in social situations. Difficulty connection actions and reactions can frustrate friends, family, work colleagues. Others often also ask, "what were you thinking?" Difficulty thinking on their feet leads individuals with working memory weakness to shy away from certain situations. Others may feel that the individual is not listening to them or not interested in them.

What are the supports you can put in place to help bring out your WM to make the choices you want to make?

Set alarms, use software to assist you.

Write out formulas or use acronyms to help boost your memory.

Use a planner, journal to identify routines that work and stack habits.

Use visual cues as reminders for processes.

Use:

- Visual timers like egg timers or phone timers, utilize technology to help remember a schedule, written daily schedule, routines, phone calendar
- Keep a journal to look back on activities, events, and key learning
- Be aware of competing distractions when giving directions
- Give 1-2 directions at a time, and have the individual check in after each step is completed
- Visual cues for remembering things, pictures, word associations, lists



METACOGNITION / SELF MONITORING

Self-monitoring: This is your ability to keep track of and evaluate your performance on regular tasks. Kids who have trouble self-monitoring lack self-awareness. They can't tell if their strategies are working. They may not even realize they have strategies. They often don't know how to check their work.

Common Examples in Our Communities

Children:

Children with self monitoring difficulties are less aware of their interactions with their surroundings – how loud or soft their voice is in relation to things going on around them, and less able to make changes to their behavior based on feedback they receive from others. They may not realize they are “too loud” or moving too fast.

Impact On Self:

Individuals who have weak metacognition or self monitoring skills can become anxious in social situations because they feel that they are “missing the rules.” They may have trouble doing things that others consider simple or routine, like edit thoughts in different situations or remove themselves from certain situations before they get angry and have an outburst.

Teens:

Inability to “see the whole picture” – may get lost in the details or focus too intently on getting their point across. Difficulty with complicated tasks: keeping the task in mind without getting lost in the details. Affects everything from facial expression recognition to writing.

Adults:

Continued difficulty in the ability to stand back and see oneself. Hard to understand nuances in different social situations, especially when rules change or may seem “gray” rather than black and white. Metacognition and impulsivity problems can manifest in similar ways from childhood through adulthood.

Impact On Others:

Individuals with difficulty self monitoring may seem out of place in certain situations, or they may seem less aware or mature than people similar to their age. Because of this, other people may feel uncomfortable around them, and gradually cut ties or end friendships. This can be addressed with teaching, open dialogue, and fostering a safe learning environment where all types of thinking are accepted.

What are the supports you can put in place to help bring out your M/ SM to make the choices you want to make?

Ask yourself questions and rehearse what you want to do.

Practice sitting back and looking at the whole picture: what are the factors I may not have considered yet?

Consider engaging a trusted coach or mentor to help talk through especially frustrating or difficult situations, when you aren't sure what to do.

Assume best intention of the people around you and try different strategies to help yourself “learn the rules” or look at the event from another perspective.

Use:

- Modeling the behavior you want to see
- Helping the individual step back to see the big picture
- Emotional regulation scales to help connect body and mind awareness, this will lead to action awareness
- Try “making a movie in your head” like you're a character



TIME MANAGEMENT

Time Management: The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important. It also involves the ability to estimate how long a task will take and learn from experience for next time. Sometimes a difficulty with time management is known as “time blindness.”

Common Examples in Our Communities

Children:

May have an over developed or underdeveloped sense of “urgency” when it comes to arriving at school, friends’ houses, sports practices. Difficulty transitioning because the child doesn’t understand how much time has passed or the time required for the next activity. They may say things like, “I never get to do what I want to do.”

Teens:

Time management is critical for teens as they develop independence and manage their different activities throughout the day. Some teens are always early or on time, others are always late. Some may work too quickly or too slowly; depending on how time blindness affects them, they miscalculate the time they need.

Adults:

Do you have a friend (or are you the friend) who is always running 10 minutes late? Maybe you have a habit of packing 15 things into the time it takes to do 25 things. Though you recognize it, you just can’t break the cycle. Adults with time blindness are typically “procrastinators” who work well under pressure but frustrate those around them.

Impact On Self:

Time blindness creates a sense of isolation or detachment from the events that are going on around the individual. They may not understand why “everyone is making such a big deal,” about getting out of the house on time. Other times, if the event is very important to them, they may have little patience for other family members who don’t comply with their idea of the schedule.

Impact On Others:

Time blindness can be especially frustrating for those around the individual who do not share the same difficulty with managing time. For people who are able to estimate how long an activity will take and complete it within the given amount of time, this may seem like common sense, or even breathing! Individuals who are chronically late may create stress for other family members or offend friends and colleagues who believe that promptness is a sign of respect.

What are the supports you can put in place to help bring out your TM to make the choices you want to make?

Practice estimating how long you think a task will take

Reflect on that estimate and continue to keep track of your tasks

Develop visual cues that help you keep track of time and help you remember all the things you need to do for a specific routine.

Wear a watch that works for you, set alarms throughout the day, break tasks up into small chunks

Use:

- Break your day into morning, afternoon, evening, night
- Keep track of your day to notice patterns that work best for your productivity
- Use checklists that help you feel productive – make sure you are prioritizing what matters most
- Ask, what do I need to be successful?



TASK INITIATION

Task initiation: This is your ability to get started on something. Kids who struggle with this skill often have issues with planning and prioritizing too. Without having a plan for a task, it's hard to know how to start. Kids with task initiation problems can come across as lazy or as simply procrastinating. But often they're just so overwhelmed they freeze and do nothing.

Common Examples in Our Communities

Children:

Task initiation is different from *starting and stopping* because it really focuses in on the *getting started* part of things. Children who struggle with task initiation will sit at their desks (or in their rooms) for extended periods of time without starting an assignment. Time management and task initiation are closely related.

Impact On Self:

Task initiation and motivation are illusive tricksters for ADHDers. Because an individual's struggles usually involve a handful of executive function skills, ADHDers who struggle with procrastination may be very aware of their struggles but can't seem to work any other way. To compound the complexity, the rush of energy and focus they get from working under pressure, and the high quality of work they turn out, can create a situation that makes changing behavior very difficult.

Teens:

Teens who misjudge the amount of time an activity will take often wait until the last minute to start the activity. They are convinced that it will take "25 minutes" to complete and are still doing the same task 4 hours later. Sometimes the task seems overwhelming which leads to procrastination.

Adults:

Similar to behavior in teens, though adults have learned to mask or cope with disappointment to a greater extent. Difficulty working in groups, insist on things going their way, may be labeled "controlling" or "inflexible."

Impact On Others:

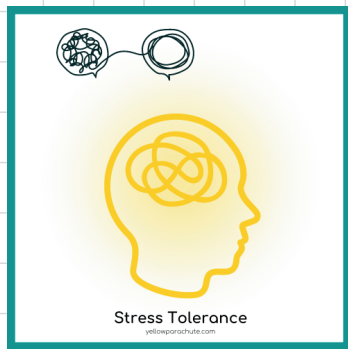
Whether you are the procrastinator or the one observing, there is no doubt that it is frustrating to watch and participate in. The un-needed stress on all of the individuals involved can be difficult, almost impossible, to avoid without practicing steps that will replace procrastination. Parents of procrastinators describe having a pit in their stomach through most of the high school years, or even beyond, because they can't break the cycle with their students.

What are the supports you can put in place to help bring out your TI to make the choices you want to make?

Manage your motivation by stacking habits and activities. The biggest intervention is to make an agreement with yourself to start any assignment right away. Pay attention to your energy levels throughout the day. Set up work stations that are free from distractions ahead of time, so all you have to do is sit down and work. Plan your day in time chunks, so you work at the same time each day and collect a reward after. Plan ahead with your favorite snack, set a timer for 15 minutes and just get started.

Use:

- If, then, so thinking.
- Take note of your ability to manage choices successfully throughout the day. Are some times easier than others?
- Keep a list of triggers.
- Ask, what do I need to be successful?
- Get ready, do, done planning system (Sarah Ward)
- 5-4-3-2-1 technique - Mel Robbins' 5 Second Rule



STRESS TOLERANCE

Stress Tolerance: the ability to thrive in stressful situations and to cope with uncertainty, change, and performance demands. This executive function skill is the culmination of a few different skills and develops in your late teens and young adult life. Though you would not start truly measuring this skill until later in your life, you can pay attention to your current level of stress tolerance and the executive function skills you need to grow it.

Common Examples in Our Communities

Teens:

Fight or flight mode is triggered under stressful situations. May become a form of complex trauma experience if not addressed and coached.

Adults:

Adults who struggle with stress tolerance experience the challenges of daily life more intensely than those who do not struggle with this EF Skill.

Impact On Self:

Difficulty with stress tolerance can be damaging to both mental and physical health. When a person is unable to find a state of regulation, they may become more likely to self-harm. Stress tolerance is a combination of executive function skills such as emotional regulation, impulse control, metacognition, planning and prioritizing. Tapping into these skills will help an individual build stress tolerance.

Impact On Others:

When you see or hear someone overreacting to situations that seem small or “not a big deal,” this is an indication that someone is having difficulty tolerating stress. Over time, an individual’s overreactions can push people away, creating situations where they feel they are “walking on eggshells.” The best thing for someone who is having difficulty is to find a trusted resource to help them manage stress, emotions, and activities.

What are the supports you can put in place to help bring out your ST to make the choices you want to make?

Be aware of how your mental, physical, and spiritual health habits can increase your stress tolerance.

Pay attention to your body’s stress signals and take action to mediate stress.

Use:

- Meditation, relaxation
- Breathing techniques
- Yoga
- Set a schedule that works for you and do your best to keep it
- Making lists of your priorities, breaking things into manageable tasks, goals, or benchmarks



PLANNING / PRIORITIZING

Planning and prioritizing: This is your ability to come up with the steps needed to reach a goal and to decide their order of importance. Kids with weak planning and prioritizing skills may not know how to start planning a project. They may be easily overwhelmed trying to break tasks into smaller, more manageable chunks. They may have trouble seeing the main idea. They may be unable to create a roadmap to reach a goal or complete a task. Planning and prioritizing also involves being able to make decisions about what's important to focus on and what's not important.

Common Examples in Our Communities

Children:

Difficulty with planning and prioritization shows up for children when they are asked to do tasks independently. They may feel overwhelmed with simple tasks and get frustrated with too many things to do. Children with difficulty in this area may not see the big picture of time or feel like they never have free time.

Impact On Self:

As you can imagine, difficulty with planning and prioritization leads to feelings of lack of control. Individuals may feel frustrated with themselves, that they can't seem to "get it together." Perhaps they procrastinate until the last minute or are unprepared for events or projects. Sometimes parents share that their students have huge projects due, that the parent never knew about. The individual may want to get better but not know how.

What are the supports you can put in place to help bring out your P/P to make the choices you want to make?

Ask for help in making lists

Plan your week ahead of time

Decide what matters most to focus on, and practice letting other things go. Use Quantum Jump resources to help you prioritize.

Find accountability or check in/check out partners.

Use:

- If, then, so thinking.
- Take note of your ability to manage choices successfully throughout the day. Are some times easier than others?
- Keep a list of triggers.
- Ask, what do I need to be successful?

Teens:

Teens who have trouble planning and prioritizing may lead a scattered life or feel like they are scattered in their activities. The biggest effect this has is increasing stress levels, so the individual often feels like they are in crisis rather than in control and following order. Helping them plan creates a sense of achievement.

Impact On Others:

As you may also imagine, an individual's struggles with planning and prioritization have a profound effect on the people around them. Other people, especially parents, find themselves constantly on call or coming to the rescue of a child who has difficulty planning. The parent may question whether the child is trying their best or is being lazy. It is important to figure out the cause of the difficulty at its root.

Adults:

The chaos continues for adults who have difficulty with planning and prioritizing. They may leave things until the last minute, double book, forget plans, and seem unreliable. You may notice that friends with planning difficulty have trouble telling stories. The key is taking one small step at a time to improve this skill.



PERSEVERANCE / GOAL DIRECTED PERSISTENCE

Goal-directed persistence: The capacity to have a goal, follow through to the completion of the goal, and not be put off by or distracted by competing interests. A first grader can complete a job in order to get to recess. A teenager can earn and save money over time to buy something of importance. This executive function skill can also be referred to as, “keeping your vision in mind,” or “if...then” thinking.

Common Examples in Our Communities

Children:

Giving up on tasks like assembling puzzles or building towers with blocks if the task doesn't workout at first. Losing interest in activities that seem challenging, saying they want to achieve something but then lacking the ability to follow through to make it happen...difficulty completing homework or chores.

Impact On Self:

Individuals who struggle with goal directed persistence may feel like failures and end up engaging in self sabotage or self-fulfilling prophecies. They may wonder “what is wrong with me?” or develop negative self talk, “I just end up giving up everything I start,” even developing a victim mentality in a cycle of shame and blaming others for their failures. Productivity creates positive feelings or wellbeing; these feelings are missing for people who struggle to persevere.

Teens:

“Giving up easily” on tasks persists. Perhaps a teen will not try out for a team or a spot because they lack the follow through. Perhaps they don't put in the effort to make up a test or complete a complex assignment. Opt for the easy way out or immediate gratification instead of the task.

Adults:

Fail to complete tasks that they are not fully and completely invested in. By this time, they may be labeled “lazy” or with “little follow through.” Adults who struggle with perseverance start many projects but do not see many projects through to completion.

Impact On Others:

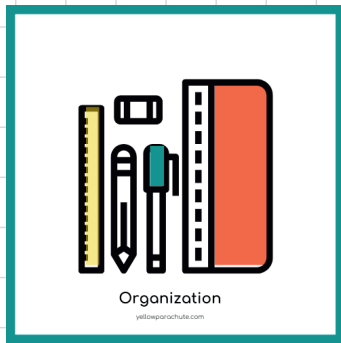
Other people may wonder why an individual who struggles with goal directed persistence can't just, “buckle down and get it done.” They don't realize that the task has become physically painful for the individual, so parents, friends, family members have trouble relating to the struggles they have at getting things done. Other students may shy away from partnering with a student or depending on the student to do her or his share of the work. This can put a strain on friendships and relationships with family members and colleagues.

What are the supports you can put in place to help bring out your P/GDP to make the choices you want to make?

Set small goals and progressive benchmarks
Keep goals visible and concrete to maintain motivation
Ask for help using an accountability buddy
Make sure you are absolutely clear on WHY you are doing something

Use:

- Vision board
- Imagine yourself having already completed the task to harness the power of positive emotion
- Make a list of the things that could get in your way and plan ahead
- Use checklists to keep track of your success
- Keep a gratitude journal



ORGANIZATION

Organization: This is your ability to keep track of information and things. Kids with organizational issues are constantly losing or misplacing things. They can't find a way to get organized even when there are negative consequences to being disorganized.

Common Examples in Our Communities

Children:

Have difficulty keeping personal items together, following a system for keeping toys, room, clothes in an orderly way, may have a messy desk or locker in school. Often ask, "where did you put my...." because they don't have a system for keeping things where they can easily find them. Maybe they leave things all over the house. These students usually miss projects in school or forget things at home that they need.

Impact On Self:

Struggles with organization can lead to learned helplessness when a child simply gives up on trying the systems put in place for them and waits for an adult to swoop in and reorganize them. It can lead to a big tug-of-war between parent and child as the child moves into the teen years and becomes more protective of personal property and personal space. Organized minds and organized environments are stress reducers, so we want to continue to try systems to help!

What are the supports you can put in place to help bring out your O to make the choices you want to make?

Organize your materials into clear containers, so you can see all of your contents.

Set aside time each week, month, quarter to reset/reorganize materials.

Group items by size, shape, color, when you use them, anything that makes it easy for you to reorganize. Take pictures of what it should look like!

Don't give up on finding what works for you.

Use:

- Set small goals and aim for consistency over time
- Use technology to help you
- Use an iPad for notes so you don't have to keep track of papers
- Spend 5 minutes each day organizing your work space
- Try to organize one quick thing every time you enter your room

Teens:

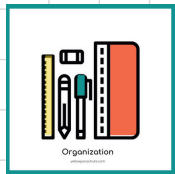
When disorganization continues into the teen years, parents and caregivers may feel like they need to be with their children step by step for each activity, to make sure they have what they need to complete it. Losing or forgetting things can become an excuse for things they don't want to do.

Adults:

Adults who struggle with organization have learned to create systems in certain areas of their lives, while they may lack systems in others. Maybe they have the "messy desk," but they know exactly where everything is. Maybe they leave things lying around but have developed a system of cleaning up.

Impact On Others:

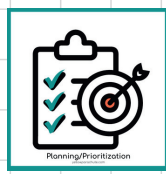
Watching someone set something down, knowing they will not remember it later, can be a frustrating cycle for parents and caregivers. Because the individual may not connect the events or learn from them when this happens, this can create a frustrating cycle for both child and parent. Students who are disorganized have a harder time learning in school because they are always looking for their supplies rather than participating. The teacher or classmates may single out their behavior because they can't understand it.



Organization

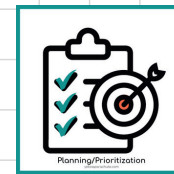


Starting/Stopping

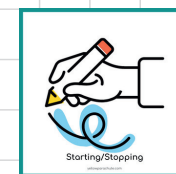


Planning/Prioritization

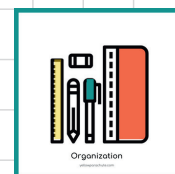
NOTES/ TAKEAWAYS/ A HAH'S



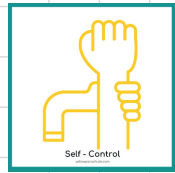
Planning/Prioritization



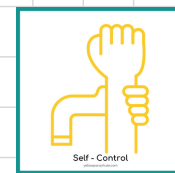
Starting/Stopping



Organization



Self - Control



Self - Control



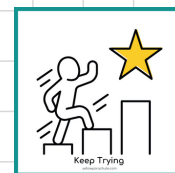
Emotional Regulation



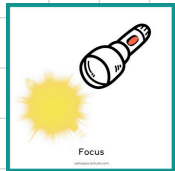
Emotional Regulation



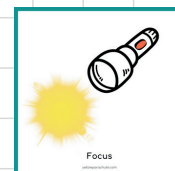
Keep Trying



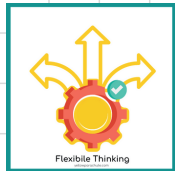
Keep Trying



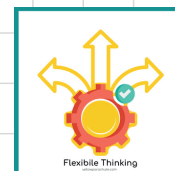
Focus



Focus



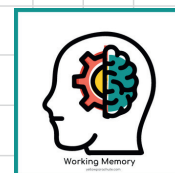
Flexible Thinking



Flexible Thinking



Working Memory



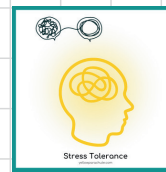
Working Memory



Metacognition



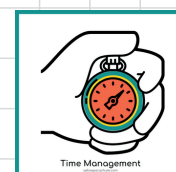
Time Management



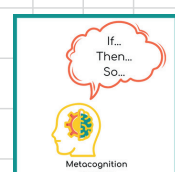
Stress Tolerance



Stress Tolerance



Time Management



Metacognition





Organization



Starting/Stopping



Planning/Prioritization

NOTES + A-HAH'S



Planning/Prioritization



Starting/Stopping



Organization



Self - Control



Self - Control



Emotional Regulation



Emotional Regulation



Keep Trying



Keep Trying



Focus



Focus



Flexible Thinking



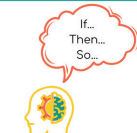
Flexible Thinking



Working Memory



Working Memory



Metacognition



Metacognition



Time Management



Stress Tolerance



Stress Tolerance



Time Management

