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

Tracy Mail
State Support Team – Region 8
Cuyahoga Falls, OH

Wendy Szakacs
OCALI Regional Consultant
Northeast/Eastern OH

ACTIVITY

Listen carefully, instructions will only be given once…

IN THE WORLD BEYOND SCHOOL…

At work?   In college?

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

At home?   In relationships?

SEVEN ESSENTIAL LIFE SKILLS

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

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

SUCCESS IN SCHOOL

Top 10 Skills as identified by a survey of 8,000 teachers

- Listen to others
- Follow the steps
- Follow the rules
- Ignore distractions
- Take turns when you talk

-
-
-
-
- behavior
  - Do nice things for others

(Elliot & Grisham, 2006)

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

Amy Wang,
Life Skill of Self-Regulation

PREPARES YOUNG PEOPLE FOR SUCCESS IN ADULTHOOD

Common list of soft skills employers want:
- Social skills/interests/involvement
- Communication skills
- Interpersonal abilities
- Problem solving
- Teamwork
- Adaptability/flexibility

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

Megan McClellan, Oregon State University

LAZY KID OR EXECUTIVE DYSFUNCTION?

▸ Do you know a student who seems "lazy"?
  ▸ Intentionally forgetful
  ▸ Unmotivated
  ▸ Disorganized
  ▸ Chronically distracted

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

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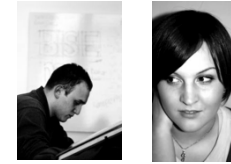
▸ Discuss the following with someone beside you:
  ▸ Think about some students you have now or had in the past who exhibit the signs mentioned in the article. Share your experiences.

EXECUTIVE FUNCTIONING DEFINED

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

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

AKA

CEO and Management Structure of the Brain

Conductor and Section Leaders of the Brain

GPS of the Brain

Administrative Assistant Team of the Brain

SPECIFIC EXECUTIVE FUNCTIONS

Executive Function	Definition	Signs of Difficulty
Emotional Control	Regulates emotion to be appropriate to situation	Easily upset or excited, overreacts, frequent mood changes
Inhibit	Delays certain activities or response for sake of others	Distractible or impulsive, cannot delay gratification
Goal Setting/Planning	Setting goals and identifying steps to take	Sets unrealistic goals, starts work at last minute, fails to anticipate consequences
Organize	Establishing order in a place or activity	Scattered, disorganized approach to solving problems, materials
Initiate	Begin a task or activity	Trouble getting started, may appear defiant

SPECIFIC EXECUTIVE FUNCTIONS (CONT'D)

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

SELF-MANAGEMENT

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

Manifestations:
Emotional Control
Inhibitory Control
Initiating
Shifting
Self-Monitoring

SELF-MANAGEMENT
SKILLS WE USED PREPPING FOR THIS PRESENTATION

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

TIME MANAGEMENT

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

Manifestations:
Goal Setting
Planning
Initiating
Working Memory
Shifting
Self-Monitoring

TIME MANAGEMENT SKILLS WE USED PREPPING FOR THIS PRESENTATION

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

MATERIALS MANAGEMENT

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

Manifestations:
Organizing
Initiating
Working Memory
Shifting
Self-Monitoring

MATERIALS MANAGEMENT SKILLS WE USED PREPPING FOR THIS PRESENTATION

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

INFORMATION MANAGEMENT

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

Manifestations:
Goal Setting
Organizing
Initiating
Working Memory
Shift
Self-Monitoring

INFORMATION MANAGEMENT SKILLS WE USED PREPPING FOR THIS PRESENTATION

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

EXECUTIVE FUNCTION…

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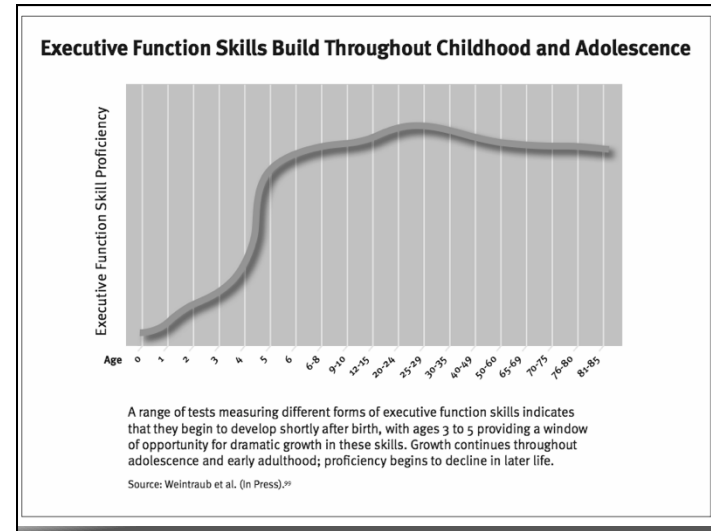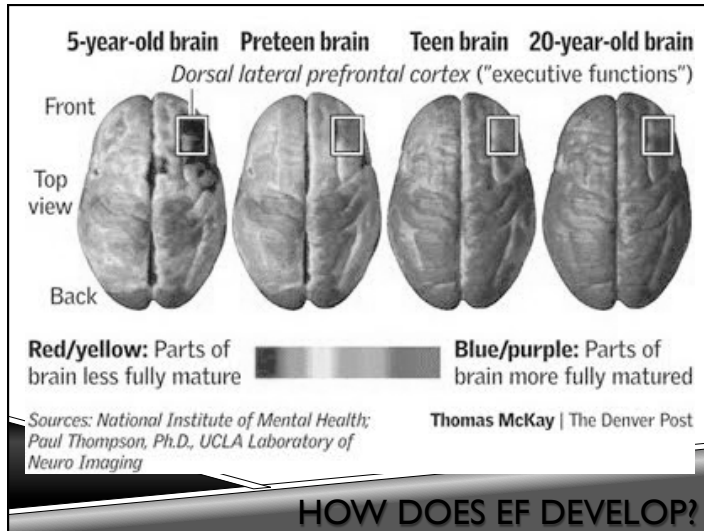
http://www.udlcenter.org/aboutudl/udlguidelines

EFFORTS TO EXPAND EXECUTIVE CAPACITY…

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

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

5-year-old brain   Preteen brain   Teen brain   20-year-old brain
Dorsal lateral prefrontal cortex ("executive functions")

Front
Top view
Back

Red/yellow: Parts of brain less fully mature
Blue/purple: Parts of brain more fully matured

Sources: National Institute of Mental Health; Paul Thompson, Ph.D., UCLA Laboratory of Neuro Imaging

Thomas McKay | The Denver Post

HOW DOES EF DEVELOP?

Executive Function Skills Build Throughout Childhood and Adolescence

A range of tests measuring different forms of executive function skills indicates that they begin to develop shortly after birth, with ages 3 to 5 providing a window of opportunity for dramatic growth in these skills. Growth continues throughout adolescence and early adulthood; proficiency begins to decline in later life.

Source: Weintraub et al. (In Press).[29]

DEVELOPMENT OF EF

Age	Self-Regulation Ability	E.g., *Keeping safe near hot stove.*
1 (one)	Adults provide external regulation	Yell "No!"/move child
5	Uses talk/mental representation, often with adult help	"That's hot," "That could burn you, remember when you burned yourself?"
10	Capable of basic task self-regulation with occasional reminder; needs support for emotional self-regulation or more complex tasks	"Watch." "Hey, stove's on." • *May be able to rely on child's ability to self-regulate*
20	Self-regulates across a variety of task/emotional demands; uses prior experiences to invent new solutions	*Ask them to cook you dinner!*

WHAT EF SKILLS ARE EXPECTED AT DIFFERENT AGES

▶ Preschool
  ▶ Inhibitory control
  ▶ Working memory
▶ Not fully developed
▶ Emerging skills
▶ Continue to make errors
  ▶ Lack of awareness to know when to use them
  ▶ Don't know how to use particular skills yet

WHAT EF SKILLS ARE EXPECTED AT DIFFERENT AGES

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

WHAT EF SKILLS ARE EXPECTED AT DIFFERENT AGES

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

WHAT EF SKILLS ARE EXPECTED AT DIFFERENT AGES

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

BORN WITH THE TO DEVELOP EF SKILLS

"Adverse environments resulting from neglect, abuse, and/or violence may expose children to toxic stress, which disrupts brain architecture and impairs the development of executive function." http://developingchild.harvard.edu/key_concepts/executive_function/

"WHO STRUGGLES WITH EF?"

▸ Students with disabilities or developmental delays
  ▸ ADHD
  ▸ Learning Disabilities
  ▸ Cognitive Disability
  ▸ Autism Spectrum Disorders
  ▸ Some emotional disorders (e.g., anxiety, OCD)

▸ Increasingly, students without disabilities

▸ Most have average to above average IQ

WHAT YOU SEE ON A DAILY BASIS…

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

Management of:
MATERIALS   TIME
INFORMATION
SELF
Working Memory
Emotional Control
Organize   Shift
Initiate
Self-Monitor
Inhibit   Planning
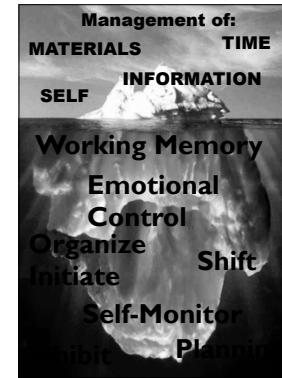
ASSESSING EXECUTIVE FUNCTION

"Can't do, or won't do?"

▸ Be an EF detective: find out what the child is capable of, and under what circumstances
  ▸ Informants can include parent, teachers, past teachers, coaches, student (observation, work samples, interview)
  ▸ Be comprehensive using standardized and informal assessments

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HOW DO I ASSESS AND SUPPORT

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

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

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

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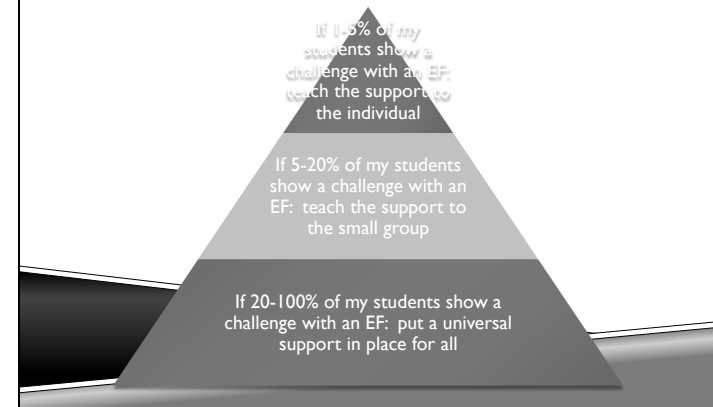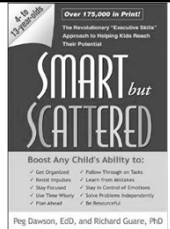
Assessment Approach	Informal Method	Formal Method
Indirect	• Interviews of parents and teachers • Review of school records • Process-oriented interpretation of parent and teacher ratings and self-reports	• Parent behavior ratings • Teacher behavior ratings • Self-report ratings
Direct	• Child interview • Systematic and nonsystematic behavioral observations • Process-oriented interpretation of Standardized test • administration and classroom work samples	• Individually administered standardized tests McCloskey, p. 102

BEHAVIOR ASSESSMENTS

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

INFORMAL ASSESSMENT

▸ Classroom observation

▸ Work samples

▸ Informal questionnaires/interviews (*Smart, But Scattered* Dawson & Guare, 2009)

▸ Assessment rubric (see next slide)

ASSESSMENT RUBRIC EXAMPLE

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

Dawson & Guare, 2009

STUDENT ASSESSMENT

Executive Function Skills Questionnaire for Parents and Teachers

Big problem	1
Moderate problem	2
Mild problem	3
Slight problem	4
No problem	5

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

ITEM	SCORE
1. Acts on impulse	
2. Gets in trouble for talking too much in class	
3. Says things without thinking	
TOTAL SCORE	
4. Says, "I'll do it later" and then forgets about it	
5. Forgets homework assignments or forgets to bring home needed materials	
6. Loses or misplaces belongings such as coats, mittens, sports equipment, etc.	
TOTAL SCORE	

CASE STUDY: GABRIEL

Gabriel is a sophomore attending general education classes. He is identified with ADHD and high functioning Autism Spectrum Disorder. He is on a 504 Plan to meet his needs.

Gabriel displays average intelligence in most academic areas, with a spike in Mathematics skills. Yet, he is failing some classes due to missing information in class, not being able to complete assignments, and missing homework.

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

GABRIEL'S ASSESSMENT COMPLETED BY HIS EDUCATION TEAM

Strength Area Sample: Response Inhibition

ITEM	SCORE
1. Acts on impulse	5
2. Gets in trouble for talking too much in class	5
3. Says things without thinking	5
TOTAL SCORE	15

Challenge Area Sample: Planning & Prioritization

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

GABRIEL'S ASSESSMENT AREAS

Child's Executive Skills Strengths

Response Inhibition
Emotional Control
Goal-directed Persistence

Child's Executive Skills Challenges

Planning and Prioritization
Organization
Time Management

UDL GUIDELINES:
UNIVERSAL DESIGN FOR LEARNING

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
Perception	Physical action	Recruiting interest
Language, expressions, and symbols	Expression and communication	Sustaining effort and persistence
Comprehension	Executive function	Self-regulation

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

EF AND INSTRUCTION

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Executive Functioning
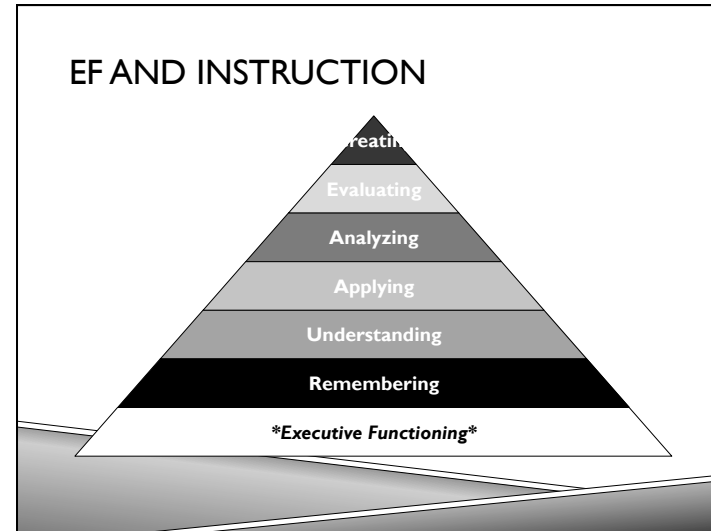
CURRENT EXPECTATIONS:
9 CRITICAL THEMES IN COMMON CORE

▶ Higher-order thinking
▶ Use of evidence to support/justify answers
▶ Rigorous texts
▶ Student collaboration, presentation, and dialogue

▶ Regular writing in all areas of curriculum
▶ Research and media
▶ Technology and digital media
▶ Mastery and use of academic vocab
▶ Deep concepts/ vocab

CONSIDERATIONS FOR EF TEACHING

▶ Consider the developmental progression of EF skills: **What is an age-appropriate expectation?**
▶ Consider whole group, small group, individual: **Could this support help everyone?**

THREE WAYS TO MANAGE EF CHALLENGES

▶ Modify the environment
▶ Teach the skill
▶ Use incentives

Dawson & Guare (2010)

Dawson & Guare (2010)

Dawson & Guare (2010)

Dawson & Guare (2010)
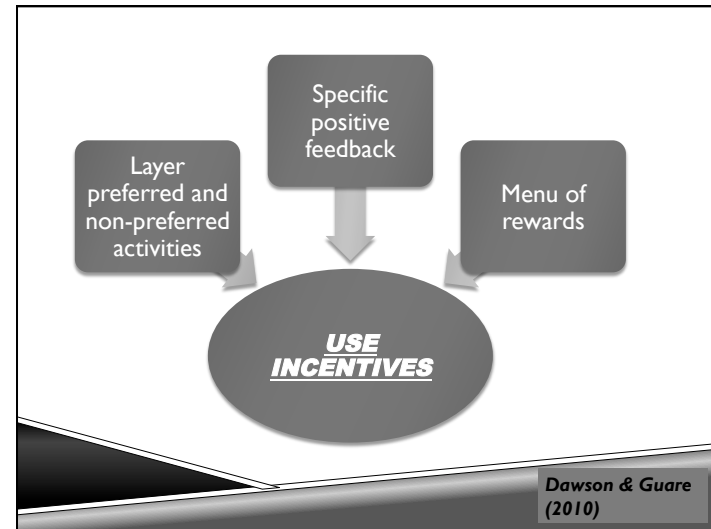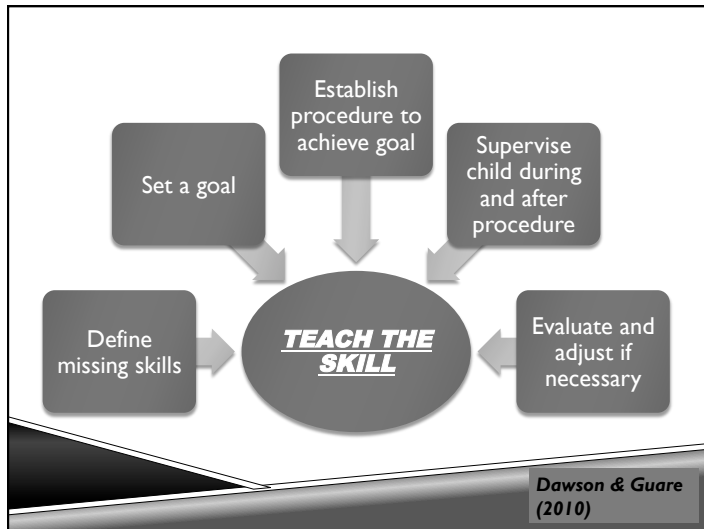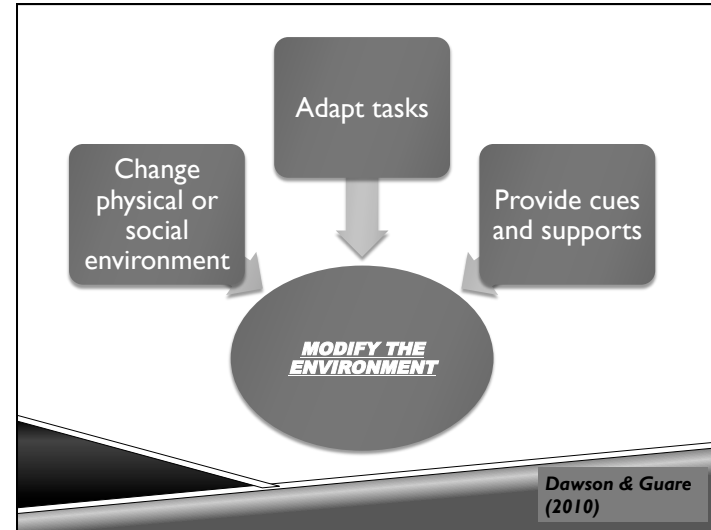
Executive Function Impact Chart

Task_____

Emotional Control	Inhibit	Goal Setting/Planning	Organize	Initiate	Working Memory	Shift	Self-Monitor	What it looks like: Impact
Emotional Control	Inhibit	Goal Setting/Planning	Organize	Initiate	Working Memory	Shift	Self-Monitor	
X	Inhibit	Goal Setting/Planning	Organize	Initiate	Working Memory	Shift	Self-Monitor	
Emotional Control	X	Goal Setting/Planning	Organize	Initiate	Working Memory	Shift	Self-Monitor	
Emotional Control	Inhibit	X	Organize	Initiate	Working Memory	Shift	Self-Monitor	
Emotional Control	Inhibit	Goal Setting/Planning	X	Initiate	Working Memory	Shift	Self-Monitor	
Emotional Control	Inhibit	Goal Setting/Planning	Organize	X	Working Memory	Shift	Self-Monitor	
Emotional Control	Inhibit	Goal Setting/Planning	Organize	Initiate	X	Shift	Self-Monitor	
Emotional Control	Inhibit	Goal Setting/Planning	Organize	Initiate	Working Memory	X	Self-Monitor	
Emotional Control	Inhibit	Goal Setting/Planning	Organize	Initiate	Working Memory	Shift	X	

Notes:

GROUP ACTIVITY: EF IMPACT CHART

▶ Find a small group of 2-5
▶ Using EF Impact Chart, discuss impact of each area on the following task:

Student participates in class discussion after completing a reading assignment.

▶ Choose the grade level, student abilities, possible assignment, etc. and then complete chart

TEACHING EF SKILLS/ROUTINES

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

CONSIDER TEACHING…

▶ Homework collection routine
▶ Making homework plans
▶ How to pay attention
▶ Desk/locker cleaning
▶ Managing open-ended tasks
▶ Controlling one's temper

▶ Controlling impulsive behavior
▶ Managing anxiety
▶ Managing changes in schedule
▶ Learning not to cry over little things
▶ Learning to solve problems

EXAMPLE: EXECUTIVE FUNCTION ROUTINES TEMPLATE PART 1

Executive Function Routines Template

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

EXAMPLE: EXECUTIVE FUNCTION ROUTINES TEMPLATE PART 2

Example(s) of Teaching Supports	
Least Support	Materials checklist; Study schedule to fill in; List of possible study strategies to choose from; Reminder to add to calendar
Most Support	Picture/word flashcards; PowerPoint review with audio; Study guide for student and family; Reminders; Check-ins; Study materials on speech device (or other functional communication system); Timer

GROUP ACTIVITY: ROUTINES

- ▶ Pull out the routines packet and review
- ▶ Talk with a partner/small group about additional routines you use in your classroom
- ▶ Fill out template for one routine with the group

FROM DR. GEORGE MCCLOSKEY:

"Can you think of anything better to do with your time than help students better themselves?"

WE WANT STUDENTS TO BE THEIR OWN FRONTAL LOBE RATHER THAN US BEING THEIR FRONTAL LOBE.
HOW?

PRACTICE THE SKILLS!!!

George McCloskey, Ph.D.

TELL KIDS WHAT YOU WANT THEM TO LEARN: GOALS

► Most of what a teacher says to students is intended to activate specific areas of the students' brain

► The more specific the language used by a teacher, the more likely it is that students will be activating the necessary brain areas

George McCloskey, Ph.D.

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

MENTAL CAPACITIES

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

McCloskey, p. 140

EF DEVELOPMENT DOES NOT PROGRESS BY CONTINUOUS EQUAL INTERVALS
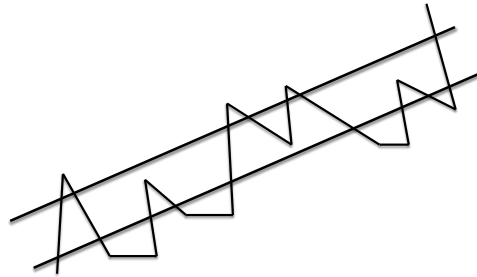
George McCloskey, Ph.D.

REVERSE ZENO'S PARADOX

▶ Every intervention starts with an **infinitely small** step toward **positive growth.**

▶ Each successive step **doubles in impact.**

▶ Response to intervention therefore **may not be noticeable until long after** the intervention has started.

▶ Once positive change is **detectable**, it seems to **increase dramatically** in a short period of time.

George McCloskey, Ph.D.

TEACHING PERSISTENCE: HOW TO MAINTAIN AND SUSTAIN

▶ Once you find what works, how do you help the student use it consistently?

  ▶ Set up goal oriented behavior that includes motivators

  ▶ Implement check in systems (student and adults)

  ▶ Accept successive approximations

  ▶ Work towards fading prompts

  ▶ Institute incentives and positive reinforcement

  ▶ Recognize cycles of behavior

EF SUPPORTS SUMMARY

▶ Put your "EF colored glasses" on

▶ Use assessment tool/survey to determine student's strengths and challenges

▶ Consider

  ▶ What are the EF demands of various classroom/learning tasks?

  ▶ What is developmentally appropriate?

  ▶ How many students need help (and how to best provide support)?

  ▶ What EF skills are necessary for success with classroom/learning tasks?

▶ Provide supports and instruction in the classroom (Universal supports help all students)

EF AND ASSISTIVE TECHNOLOGY

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

Kool Tools 4 Students

Student Inventory for Technology Supports

LOGIN   SIGN UP

What is SIFTS?   How does it work?

Welcome to the Student Inventory for Technology Supports (SIFTS). The SIFTS is a tool to assist school teams in matching a student's needs with assistive technology (AT) features.

GET STARTED

http://sifts.ocali.org/

Student Inventory for Technology Supports

DASHBOARD   LOGOUT

Welcome, Wendy Szakacs

You currently have **12 student(s)** in your dashboard. To create a profile for an existing student, select the student and a domain, and then click "Create Profile". To add an additional student, click "Add a Student".

ADD A STUDENT

| Student 12 ▾ | Select a Domain ▾ | CREATE PROFILE |

Select a Domain
Communication
Writing
Organization and Planning

AVAILABLE:
Communication
Writing
Organization and Planning

COMING SOON:
Access
Behavior
Math
Reading

Student Dashboard

Student 12	**Student 11**	**Student 10**	**Student 9**
Added: May 11, 2015	Added: May 5, 2015	Added: May 1, 2015	Added: April 22, 2015
Profiles: 1	Profiles: 4	Profiles: 1	Profiles: 2
View History	View History	View History	View History
Archive this Student	Archive this Student	Archive this Student	Archive this Student

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SIFTS: SAMPLE OF STATEMENT CHOICES

SIFTS - Organization and Planning

Self-Organization

The student has difficulty controlling and managing his/her actions and attention

Select the statement/s that best describes your student's ability to filter, regulate and attend. The student has...
(Required)

☐ difficulty filtering sensory input in order to engage in learning. This may present as sensory sensitivities.

☐ difficulty regulating sensory input in order to engage in learning. This may present as difficulties attending, engaging appropriately in tasks, etc.

☐ difficulty identifying relevant information from verbal information or social situations.

☑ difficulty sustaining attention and remaining on task within a period of work time.

☐ difficulty shifting attention within, between, or among tasks.

SIFTS - Organization and Planning

Feature Considerations for Student 12

Profile Created by Wendy Szakacs on May 11, 2015 at 11:22 am

Download a PDF version of these Feature Considerations

The goal of this tool is to help identify features that might be included in a plan to support organizational challenges and executive function issues. The following list of features was generated based on your answers to the inventory questions. The descriptions, images and videos are provided to enhance your understanding of each individual feature. Additionally, there are instructional strategies and links to other resources included along with the features considerations.

To begin the process of matching your student's needs to appropriate AT solutions, look at the list of features below. Review the list of features for each of the four areas of organization and narrow the focus to the student's specific challenges. This narrowed list can then be matched to specific products for trials.

The features can be entered into a Google search page, the Tech Matrix or AbleData to help locate assistive technology tools with the generated features. AT Vendors can also assist in locating specific products for consideration.

Descriptions of the four areas:

Self-Organization: taking responsibility for your own behavior, actions, and well-being; includes self-regulation, sensory regulation, social competence, and impulse control

Information Management/Processing: ability to acquire, retain, and use information; includes being able to take notes and being able to organize facts and information

Materials Management: ability to manage the "stuff" of school; includes having the right materials at the right time, knowing everything has a place and remembering to keep things in their place

Time Management: ability to use time effectively and productively; includes understanding the abstract concept of time, chunking routines/projects into pieces and knowing how long each piece will take, and knowing when to start/how long to work/when to stop

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SIFTS: FEATURE CONSIDERATIONS

Self-Organization

Audio Supports

Checklists

Fidgets

Problem-Solving Visual Frameworks

SIFTS: TEXT AND IMAGE EXAMPLES

Visual Choice Boards

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

For more information on visual choice boards, see:

- http://www.iidc.indiana.edu/?pageId=536
- http://www.livebinders.com/play/play_or_edit?id=116811
- Think Tac Toe
- Visual Choice Board: Spelling tic tac toe
- Visual Choice Board: 8th grade tic tac toe Ecology

I want

Visual Choice Board: I want   Visual Choice Board: Play Choices

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SIFTS: VIDEO EXAMPLES

GABRIEL'S SIFTS RESULTS: STATEMENTS FROM FIRST TWO AREAS

Self-Organization

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

Information Management/Processing

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

GABRIEL'S SIFTS RESULTS: STATEMENTS FROM SECOND TWO AREAS

Materials Management

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

Time Management

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

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

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

GROUP ACTIVITY: COMPLETE SIFTS FOR OWN STUDENT

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

GABRIEL'S ASSESSMENT RESULTS

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

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

PROFILE INCLUDING ACTION PLAN

Executive Functioning Profile and Supports

Student/s_____

	What Needs Taught Explicitly (Missing Skills)	Strategies (Including Environmental Changes)	Tools/Supports	Plan of Action Including Incentives (Refer to PowerPoint)
Self Management				
Time Management				
Information Management				
Materials Management				

GABRIEL'S PROFILE: SELF MANAGEMENT

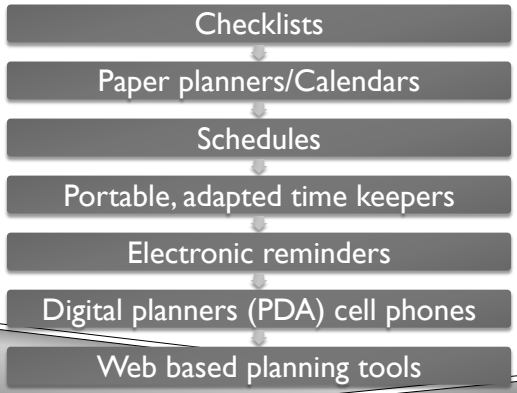|	What Needs Taught Explicitly (Missing Skills)	Strategies (Including environmental changes)	Tools/Supports	Plan of Action Including Incentives
Self Management	• Ability to sit for more than 10 minutes • Knowing what to pay attention to; what's important • How to deal with being set off by other students (sometimes purposefully instigated)	• Movement breaks • Alternate seating • Visual directions • Countdowns or use of timers for transition • Social competence skills • Emotional regulation skills	• Seat in back of room so he can get up and walk as needed • Chair that provides some rocking movement • Written directions for each part of the lesson • Social Narratives • Incredible 5-Point Scale	• Teach staff about sensory/social needs and tools • Locate chair • Develop examples of written directions to share with all staff • Work with IS/SLP to develop social narratives and Scale • Weekly Check-in for points to earn playing basketball in gym

TOOLS

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

SELF-ORGANIZATION OR MANAGEMENT

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

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

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

SELF-ORGANIZATION OR MANAGEMENT

Sensory Regulation Tools

Movement and Deep Pressure Tools

Fidgets

Auditory

Visuals

WATI Section 8 Organization

GABRIEL: SELF-ORGANIZATION OR MANAGEMENT

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

SENSORY TOOLS (CONSULT AN OT)

Inflatable disc

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

Therapy balls as alternate seating

Sensory

Alternate Seating-Movement

Fidgets-hands

Deep Pressure and Resistance

Resistive Foot Band

FIDGETS

AUDITORY TOOLS

Earbuds

Noise cancelling headphones

Music or white noise

SOAPS: SELF-OPERATED AUDITORY PROMPTING SYSTEMS

▸ Provides cues to promote task completion or engagement in specific behaviors

▸ Scripted auditory prompts delivered through technology (MP3 Player, device with app)

▸ Lessens dependence on adults

▸ Successful for students with ASD, ID, VI

Teaching Exceptional Children, September/October, 2014

BrainWorks
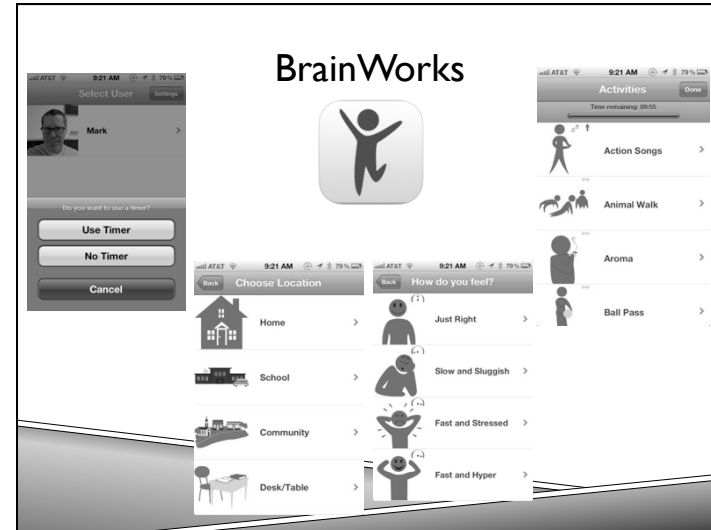
SOCIAL STORY

Sometimes my body feels tired.
Sometimes my body feels excited and happy.

Sometimes, even my hands get excited when I am having really big thoughts.

Like when I am really happy.

Or when I am really nervous.

Or when I am really upset.

When my hands get excited, they move back and forth.

This is called hand flapping.

A lot of people will flap their hands or jump up and down if they are really excited.
Like when they are winning a game.

Or if they are really anxious and trying to calm their body down.

SOCIAL STORY CONTINUED

Most people learn as they get older to calm their body down.

For example, people may walk or rest if they are upset.
They may take deep breaths or count to 10.

People may clap their hands or squeeze their hands together.
Some people will stretch their fingers apart briefly.

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

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

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

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

When I do what is expected, people have good thoughts about me.

VISUALS FOR SOCIAL STORY

COPING STRATEGIES VISUAL

Squareleaf.net

Organization Chart

☐ 1. Fill in agenda every afternoon

☐ 2. Put materials in backpack for homework

☐ 3. Carry backpack home

☐ 4. Tell parent and grandparents about homework

☐ 5. Do the homework

Decision-Making Diagram

Name: _____ Date: _____

Problem:

Alternative 1:		Alternative 2:		Alternative 3:	
Pros:	Cons:	Pros:	Cons:	Pros:	Cons:

Solution:

Copyright ©2013 WorksheetWorks.com

INCREDIBLE 5-POINT SCALE

Nick 's Stress Scale

	Looks like	Feels Like	"I can"
5	RAGEMODE	-violent -impatient -even more violent	-fidget take a break
4	Anger	-overreactive -short-tempered -violent	-fidget -walk -deep breath
3	Stress	-frustrated -stressed	-draw -count -deep breath
2	Legit	-happy -normal	Keep doing what I'm doing
1	"Happy Juice"	-calm -relieved -tired	-get a drink -stretch -run

---

ZONES OF REGULATION APP

OUTLINER APP

I EARNED THAT

App for earning goal oriented rewards
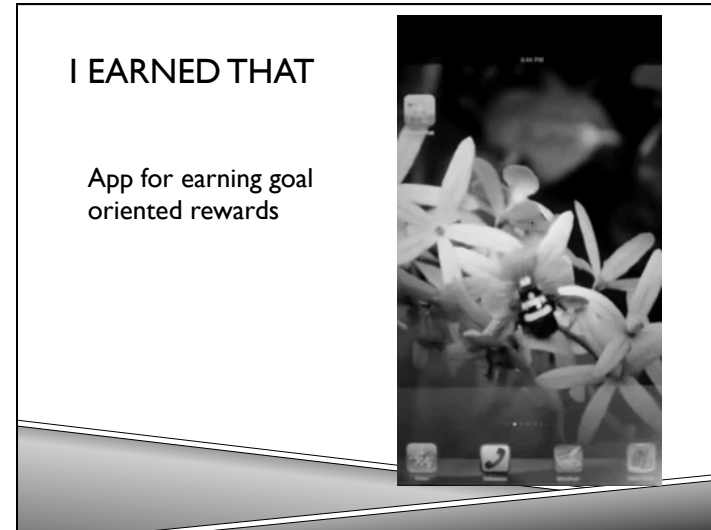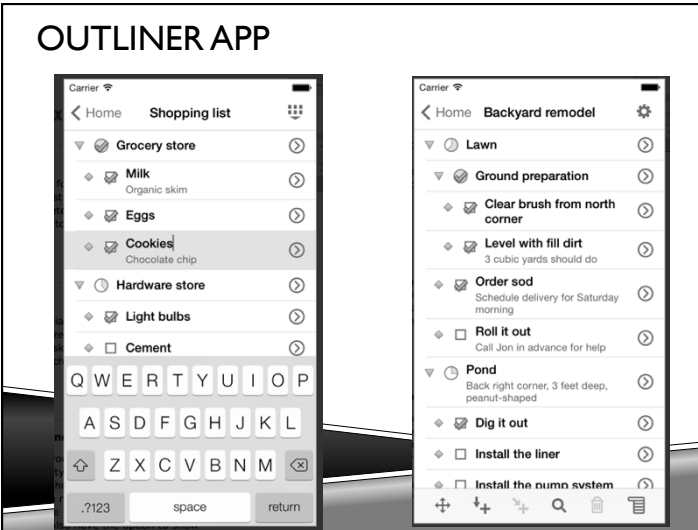
GROUP ACTIVITY: GABRIEL'S SELF-ORGANIZATION OR MANAGEMENT

▸ Locate "Executive Functioning Profile and Supports" Form
▸ Did this one for you!!

GABRIEL: SELF-ORGANIZATION OR MANAGEMENT

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

TOOLS

▸ Self-management

▸ **Time management**

▸ Information management

▸ Materials management

TIME MANAGEMENT

▸ Arrives late

▸ Misses deadlines

▸ Difficulty breaking tasks into smaller parts

▸ Difficulty following a sequence to complete a task

▸ Struggles with determining the amount of time needed to complete a task

TIME MANAGEMENT

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

WATI Section 8 Organization

GABRIEL: TIME MANAGEMENT

	What Needs Taught Explicitly (Missing Skills)	Strategies (Including environmental changes)
Time Management	• How to finish work that isn't done during class • How to make own timeline for long term assignments	• Homework list/reminders • Timers • Pacing: Breakdown of tasks for long term assignments including a timeline

CHECKLISTS

Taska to do app

CALENDARS

PLANNERS

POCKET MOD

Build a mini-book online
www.pocketmod.com

SCHEDULES

FIRST THEN WORD SCHEDULE

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

VISUAL SCHEDULE PLANNER APP

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

CHOICEWORKS

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

TIME TRACKER

TIMERS

Traffic Light Timer
Onion Mountain Technology

Time Timer Watch

TIME TIMER WATCH WITH ALERTS

Time Timer

PLAY

PAUSE

http://timer.onlineclock.net/

Classroom Scheduler

Watch Minder

CLOCK AND TIMER/ALARM: APPLE IOS

Timer   Alarm

CALALARM APP

GOOGLE CALENDAR

Many tutorials available online

REMEMBER THE MILK APP

COUNTDOWN CALENDAR APP

IHOMEWORK APP

ISTUDIEZ PRO
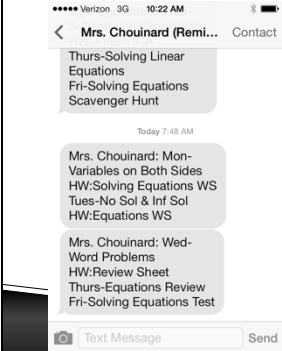
Assignment tracking

Weekly view

http://istudentpro.com/

REMIND 101 – TEXT REMINDERS

https://www.remind101.com

http://ohdontforget.com

http://www.textmemos.com

http://spectrasoft.com/
appointment-software/
reminders/text
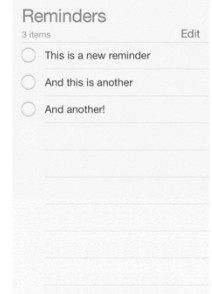
Reminders: Apple iOS
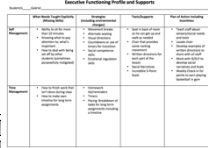
Create a List

Set reminder by location or date and time

Receive Push Notification Reminder

GROUP ACTIVITY: GABRIEL'S TIME MANAGEMENT

▶ Review Gabriel's "What Needs Taught Explicitly" and "Strategies"

▶ Work with a small group (2-5 people):
  ▶ Add in "Tools and Supports" to match the Strategies
  ▶ Write up a "Plan of Action Including Incentives" to support the "Tools and Supports" you developed
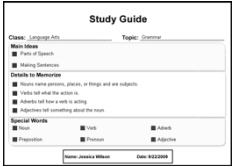
GABRIEL: TIME MANAGEMENT

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

TOOLS

▶ Self-management

▶ Time management

▶ **Information management**

▶ Materials management

(Study Guide thumbnail shown at top right)

INFORMATION MANAGEMENT

▶ Breaking a large project into smaller steps

▶ Organizing notes or review items

▶ Completing multi-step tasks

▶ Initiating tasks

▶ Holding items in working memory

INFORMATION MANAGEMENT

Tabs

Sticky notes, index cards

Highlighters

Handheld recorders

Key words

Study guide

Task analysis

Digital highlighters and sticky notes

WATI Section 8 Organization

INFORMATION MANAGEMENT

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

WATI Section 8 Organization

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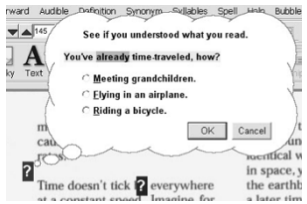
	What Needs Taught Explicitly (Missing Skills)	Strategies (Including environmental changes)
Information Management	• How to get started on work especially after a transition • How to remember what to do next • How to take notes on relevant information	• Timers • Daily directions list • How to ask for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

STICKY NOTES AND TABS

STICKY NOTES IN USE

Read the Paragraph
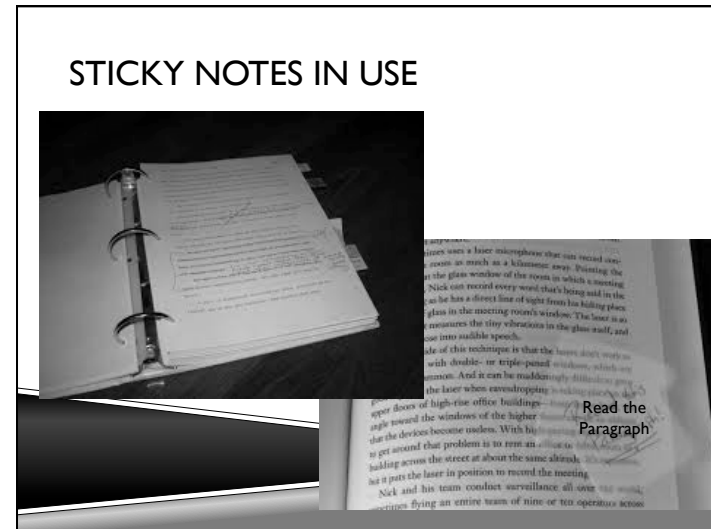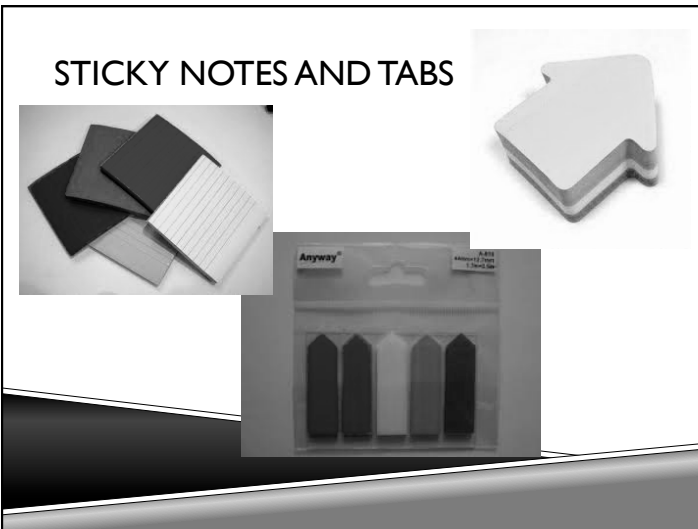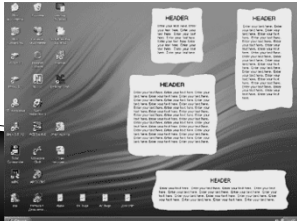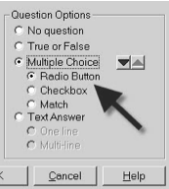
STICKY NOTES

Traditional Sticky Notes

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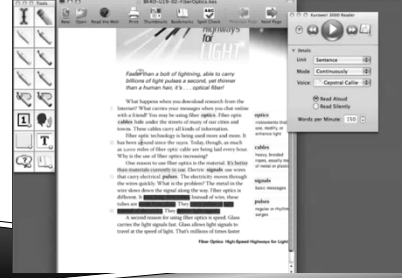
Embedded Sticky Notes:
Bubble Notes-Kurzweil
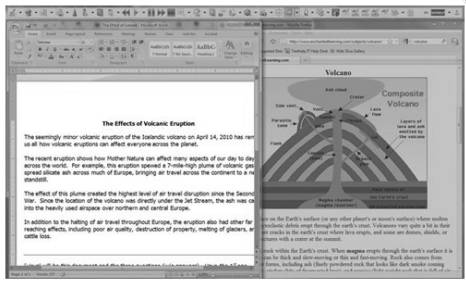
HIGHLIGHTING

Software with Highlighting and Text Extraction Feature
Kurzweil

Highlighter Tape

Highlighter Pens

MASKING

Read Write Gold Software

DIGITAL VOICE RECORDERS

STUDY GUIDES

http://www.studygs.net/

TASK ANALYSIS

MAGAZINE PROJECT DESCRIPTION

MAGAZINE PROJECT BREAKDOWN

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

Non-Fiction Text Structure and Features Timeline
(See details here: http://www.teachingwithamountainview.com/2014/02/nonfiction-text-structures-features.html)

Assignment	Due Date	Teacher Check off
Choose topic	Feb. 5	
Description Article Draft	Feb. 7	
Description Article Final	Feb. 9	
Problem & Solution Draft	Feb. 12	
Problem & Solution Final	Feb. 15	
Sequence & Order Draft	Feb. 19	
Sequence & Order Final	Feb. 21	
Cause & Effect Draft	Feb. 23	
Cause & Effect Final	Feb. 26	
Compare & Contrast Draft	March 1	
Compare & Contrast Final	March 5	
Pictures & Captions	March 12	
Diagram, Map, Timeline, or Chart	March 12	
Glossary	March 19	
Sidebar	March 19	
Quiz	March 26	
Cover	March 28	
Final Project Last Check	March 30	
Final Project Due	April 1 (No Foolin')	

SCANNERS

Handheld

Apps
• TurboScan
• Scanner Pro
• Genius Scan+
• CamScanner Free
• Prizmo
• InstaPDF

ELECTRONIC ORGANIZING

http://blablalist.com/

CHECKLIST

STUDY HALL CHECKLIST Date: _____

1. Agenda filled out?   Yes, completely!   Sort of   No, not at all
2. Binder organized?   Yes, very!   It's semi-organized   No, not at all
3. Written out to-do list?   _____
4. Do I have any missing assignments?   Yes   No
   a. If so, write down the Tuesday date Miss Kamp will see you at noon. _____
5. Note-taking? (Pick one of the following) (Only do this if requested by your teacher)
   a. Review my notes for 5 minutes   c. Highlight information in my notes
   b. Check with classmate to compare notes   d. Draw a 2-3 pictures/diagrams in my notes
6. How well did I work during study hall???   Excellent → → →   Needs Work
   a. Did I distract others?   5   4   3   2   1
   b. Did I make adequate progress?   5   4   3   2   1
   c. Did I work till end of class?   5   4   3   2   1

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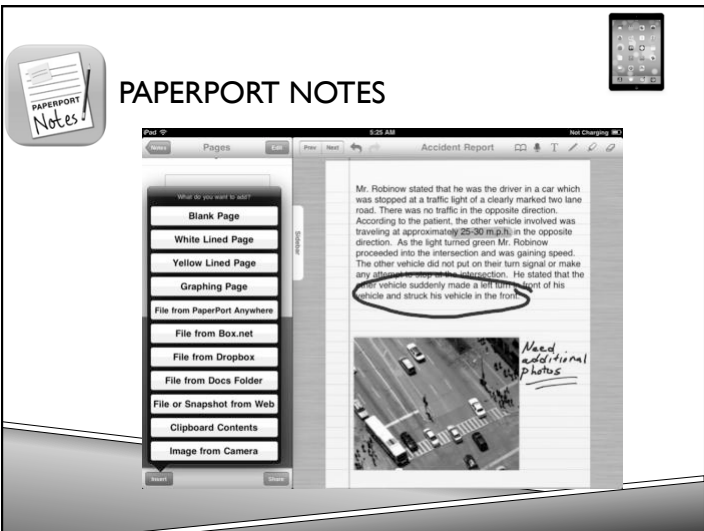
▸ iRubric
  ▸ http://www.rcampus.com/indexrubric.cfm
▸ Rubrics for Teachers
  ▸ http://www.rubrics4teachers.com/
▸ Teachers First Rubrics and Rubric Makers
  ▸ http://www.teachersfirst.com/single.cfm?id=8602

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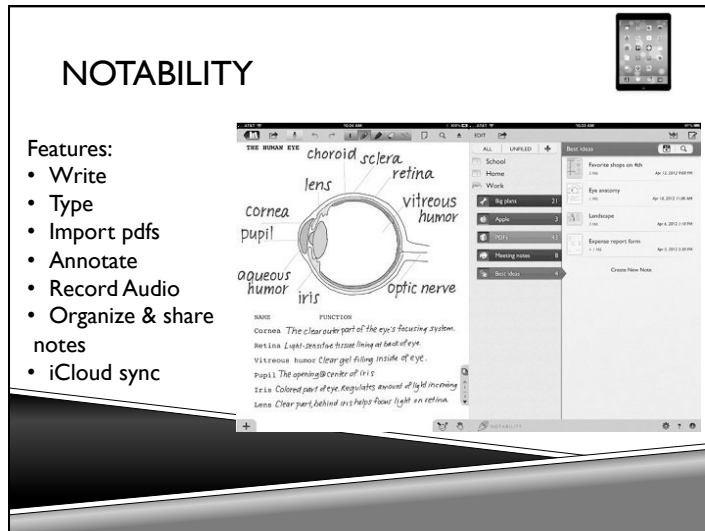
▸ Evernote
▸ Ubernote
▸ Google Notebook
▸ Microsoft OneNote
▸ Springnote
▸ Zoho Notebook
▸ Zotero

http://www.pcworld.com/article/2031818/google-keep-vs-onenote-vs-evernote-we-name-the-note-app-winner.html

PAPERPORT NOTES

NOTABILITY

Features:
• Write
• Type
• Import pdfs
• Annotate
• Record Audio
• Organize & share notes
• iCloud sync

POWERPOINT NOTES VIEW—KEYNOTE DOES IT TOO!

Printing in Notes Pages

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

These are my notes for this slide.

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

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

LIVESCRIBE WI-FI PEN

Pencasts

http:// www.livescribe.com/en-us/smartpen/wifi-smartpen/

DICTATION PROGRAMS

- ▶ Windows Dictation for All Programs
  - ▶ http://windows.microsoft.com/en-us/windows-vista/turn-on-dictation-for-all-programs
- ▶ Dragon Naturally Speaking http://
  - ▶ www.nuance.com/dragon/index.htm
- ▶ WordQ+SpeakQ
  - ▶ http://www.goqsoftware.com/store.php

DICTATION PROGRAMS FOR PHONES

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

Speak now

Cancel

GRAPHIC ORGANIZERS

HOLT Graphic Organizers
http://my.hrw.com/nsmedia/intgos/html/igo.htm

NAME _____ CLASS _____ DATE _____

Graphic Organizer
Concept/Event Map

Who · Why · What · How · When · Where
Concept/Event

NAME _____ CLASS _____ DATE _____

Graphic Organizer
Word Map

definition

synonym · antonym

images or feelings

USE OF GRAPHIC ORGANIZERS

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

POPPLET

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

popplet **Facts About Earth**

Magnetic field is due to spinning iron core.
Earth is 91 million miles from the sun.
Earth is 4.54 billion years old.
Tilt of the axis is 23.4 degrees.
The diameter of the Earth is 7,926 miles.
Rotates once every 23.934 hours. Not 24 hours!
Earth has only one moon.
Earth is almost a perfect sphere.
Atmosphere is 78% nitrogen and 21% oxygen.

SMART ART IN MICROSOFT WORD

Bea Bodner, W200

— Writing Steps —

Prewriting

Writing

Revising

Editing

Publishing

ORGANIZER TOOLS

▶ List with links and descriptions for online tools

▶ http://cooltoolsforschools.wikispaces.com/Organiser+Tools
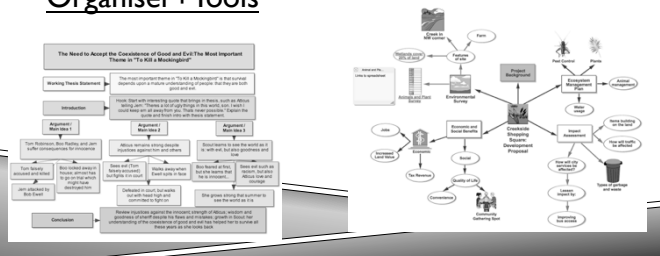
GROUP ACTIVITY: GABRIEL'S INFORMATION MANAGEMENT

▶ Review Gabriel's "What Needs Taught Explicitly" and "Strategies"

▶ Work with a small group (2-5 people):
  ▶ Add in "Tools and Supports" to match the Strategies
  ▶ Write up a "Plan of Action Including Incentives" to support the "Tools and Supports" you developed

GABRIEL: INFORMATION MANAGEMENT

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

TOOLS

▶ Self-management
▶ Time management
▶ Information management
▶ **Materials management**

MATERIALS MANAGEMENT

▸ Messy work and storage areas

▸ Lost papers and projects

▸ Can't find work tools such as book, scissors or markers quickly

▸ Difficulty keeping digital files organized

MATERIALS MANAGEMENT

Low-tech organizers

Checklists

Container system

Coding system

Electronic filing and storage

Portable electronic storage

Computer-based tools

WATI Section 8 Organization

GABRIEL: MATERIALS MANAGEMENT

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

LOW TECH ORGANIZERS

CHECKLISTS

My Morning Routine   Name: ▮

Monday	Tuesday	Wednesday	Thursday	Friday	
Sign up for lunch	Sign up for lunch	Sign up for lunch	Sign up for lunch	Sign up for lunch	Have a wonderful weekend!
Take down your chair	Take down your chair	Take down your chair	Take down your chair	Take down your chair	
Breakfast?	Breakfast?	Breakfast?	Breakfast?	Breakfast?	
Morning work	Morning work	Morning work	Morning work	Morning work	
Read a book	Read a book	Read a book	Read a book	Read a book	

CHECKLISTS

I need to be careful with the things I own. It is important to keep track of and not lose my things.

Before I leave school for the day, I have to check for...

☐ -my hat
☐ -my gloves
☐ -my wallet
☐ -my lunch bag
☐ -my school bag
☐ -the books I need
☐ -my agenda
☐ -anything else I brought with me

What do I need to take home for homework today?

1)_____ ☐
2)_____ ☐
3)_____ ☐
4)_____ ☐
5)_____ ☐
6)_____ ☐
7)_____ ☐
8)_____ ☐

CHECKLIST

Mrs. Jones' Math Class

I Need:

[] green textbook
[] green notebook
[] green pencil case
[] calculator

Routine:

[] go to seat
[] put homework in green basket
[] get assignment
[] copy notes
[] listen to teacher
[] raise hand to answer question

math
- pencil ☐
- textbook ☐
- paper ☐
- calculator ☐
- ruler ☐
- markers ☐

geography
- pencil ☐
- textbook ☐
- atlas ☐
- binder ☐
- ruler ☐
- markers ☐

science
- pen ☐
- textbook ☐
- paper ☐
- folders ☐
- laptop ☐
- headphones ☐

MATERIALS COLOR CODED SYSTEM

HOMEWORK LIST WITH COLOR CODING

CLASS	ASSIGNMENT	DUE DATE	MATERIALS NEEDED
Reading	Read pp. 78-99	Tomorrow	Reading book
Math	p. 107 #8-14	Thursday	Math book and calculator
Science	Look for YouTube videos showing hurricanes	Friday	Description Sheet
Social Studies	None		

CONTAINER SYSTEMS
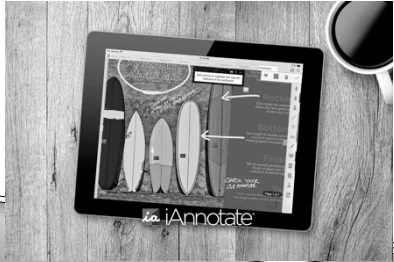

VIDEO MODELING: HOW TO CLEAN AND ORGANIZE YOUR LOCKER
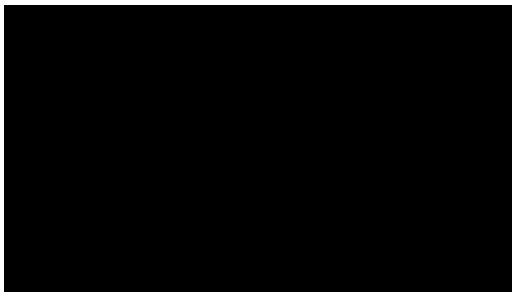
EMAIL

▶ Use email to send reminders about materials needed for class or special project

▶ Have students email homework assignments to teacher for printing at school
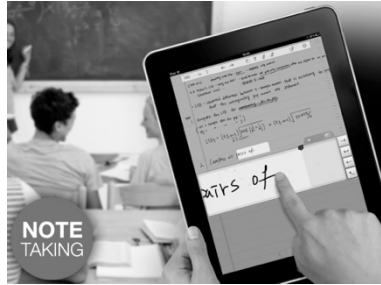
IANNOTATE APP

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

UPAD

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

TYPE ON PDF APP

USING PHOTOS: BYOD OR TAKE YOURSELF AND POST

- Assignment written on board
- Notes or diagrams on the board
- How desk should be organized
- Schedule
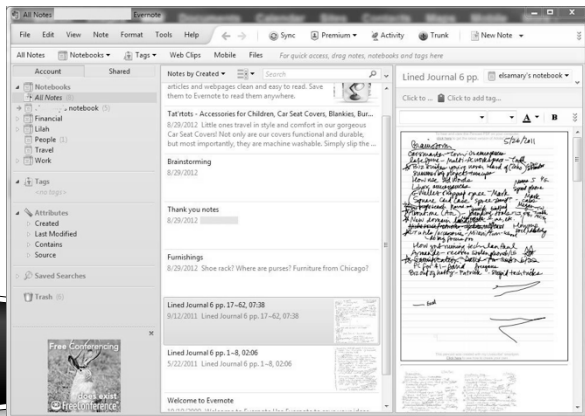- What materials are needed for each class

TINY FINDER: MINI BLUETOOTH DEVICE

ORGANIZING DIGITAL FILES

▶ Evernote
▶ Googledocs
▶ Folder system on your computer
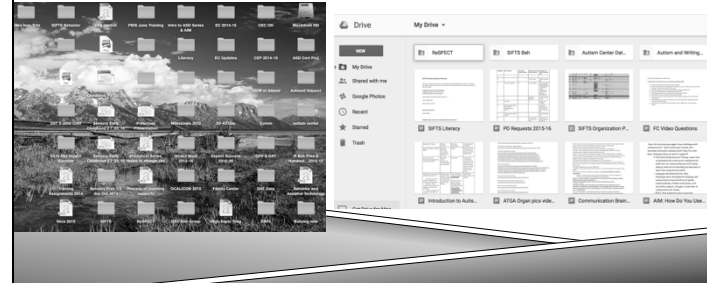
EVERNOTE: ALL NOTES LISTED

Guided Access-iOS

http://www.apple.com/ios/ios6/?
siclientid=6381&sessguid=68b6d979-1ae1-4a79-9dc6-3e4f074627a2&userguid=68b6d979-1ae1-4a79-9dc6-3e4f074627a2&p
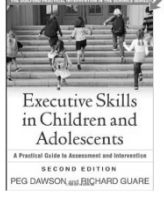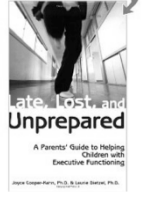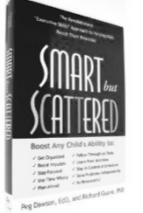ermguid=68b6d979-1ae1-4a79-9dc6-3e4f074627a2

Electronic File Management Systems

Learning Management Systems
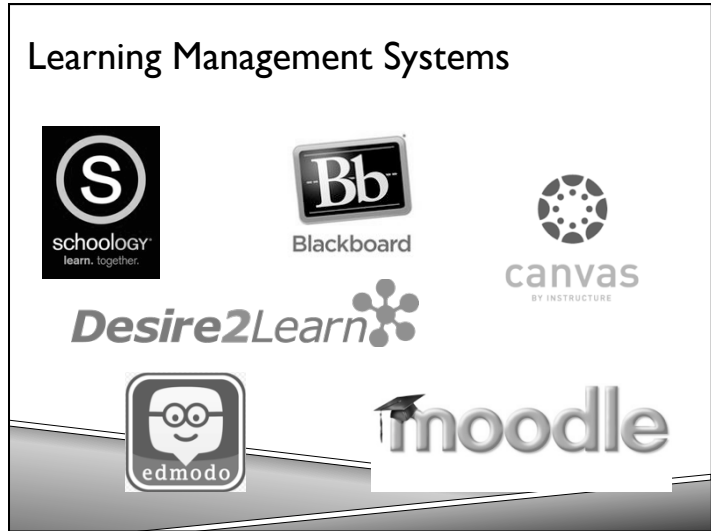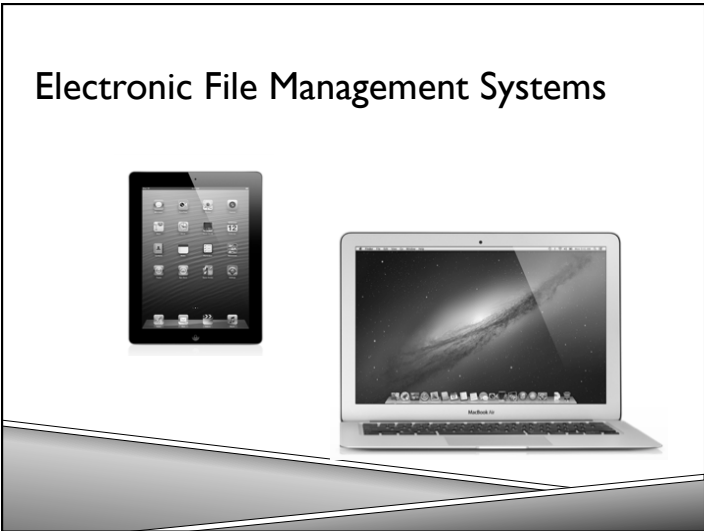
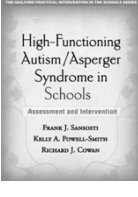## GROUP ACTIVITY: GABRIEL'S MATERIALS MANAGEMENT

▶ Review Gabriel's "What Needs Taught Explicitly" and "Strategies"

▶ Work with a small group (2-5 people):
  ▸ Add in "Tools and Supports" to match the Strategies
  ▸ Write up a "Plan of Action Including Incentives" to support the "Tools and Supports" you developed

GABRIEL: MATERIALS MANAGEMENT

Tools/Supports	Plan of Action Including Incentives
• Reminders Apple iOS • Explore iHomework • Color coded folders for each class • Written list of what to do at end of each class	• Trial Reminders and iHomework • Work with family to get color coded folder system set up • IS/SLP create list with Gabriel of "What to Do" at the end of each class to have materials and homework (decide on teacher, peer, or tech prompt to remember to use list) • Weekly Check-in for points to earn playing basketball in gym

BOOKS FOR EDUCATORS & PARENTS

- *Executive Skills in Children and Adolescents: A Guide to Assessment and Intervention* – Peg Dawson and Richard Guare
- *Late, Lost, and Unprepared: A Parent's Guide to Helping Children with Executive Functioning* – Joyce Cooper-Kahn and Laurie Dietzel
- *Smart But Scattered* – Peg Dawson and Richard Guare
- *High-Functioning Autism/Asperger Syndrome in Schools* – Frank J. Sansosti, Kelly Powell-Smith, and Richard Cowan

REFLECT….

▶ What are two changes I can make *right now* in my practice? (Classwide and/or individualized)

▶ What is my "aha" moment?

FINAL THOUGHT

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

Muncey & McQuillan, 1996

OCALI LENDING LIBRARY

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

Slide 1

OCALI Lending Library | Lending Library | AT Device Lending Library

Organization Kit

Slide 2

OCALI Lending Library | Lending Library | AT Device Lending Library

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

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

Slide 3

RESOURCES

▶ LD Online article: *Lazy Kid or Executive Dysfunction*
  ▶ http://www.ldonline.org/article/6311?theme=print
▶ Cornell Notes templates
  ▶ http://office.microsoft.com/en-us/templates/cornell-notes-template-TC030004763.aspx
▶ Graphic organizer resources
  ▶ http://www.eduplace.com/graphicorganizer/
  ▶ www.edhelper.com → search "graphic organizers"
  ▶ http://www.teachervision.fen.com/graphic-organizers/printable/6293.html?detoured=1
▶ Assessing Students' Needs for Assistive Technology (ASNAT) 5th Edition
  ▶ http://wati.org/?pageLoad=content/supports/free/index.php

Slide 4

MORE RESOURCES ☺

▶ Task analysis of writing processes (example of EF as the foundation for learning)
  ▶ http://www.k8accesscenter.org/training_resources/successfulwritingdevelopment.asp
▶ Research based strategies for learning
  ▶ http://www.k8accesscenter.org
▶ LD Online EF resources and articles
  ▶ http://www.ldonline.org/cse/?cx=018213866340234083221%3Ahh6qnz0cy2u&cof=FORID%3A10%3BNB%3A1&ie=UTF-8&q=executive+functioning&sa.x=10&sa.y=11&siteurl=http%3A%2F%2Fwww.ldonline.org%2Farticle%2F24880%2F

EVEN MORE RESOURCES ☺ ☺

▸ Executive functioning Pinterest Site
  ▸ *http://pinterest.com/ldgivensfcps/?d*
▸ Study Guides and Strategies
  ▸ *http://www.studygs.net*
▸ Rubrics
  ▸ *Rubrics for Assessment A collection of rubrics for assessing portfolios, cooperative learning, research process/ report, PowerPoint, podcast, oral presentation, web page, blog, wiki, and other web 2.0 projects. http://www.uwstout.edu/soe/profdev/rubrics.cfm? THEBIGDEALBOOK=634611295785560000*
  ▸ *Online Teacher Resource http://www.teach-nology.com/web_tools/rubrics*
▸ Online Checklist Creator
  ▸ *http://pblchecklist.4teachers.org/checklist.shtml*

THANK YOU!

Questions? Want to know more?
Tracy Mail (tracym@cybersummit.org)
Wendy Szakacs (wendy_szakacs@ocali.org)

State Support Team 8 — Serving Medina, Portage and Summit Counties — OCALI