

Executive Function:

Prioritizing



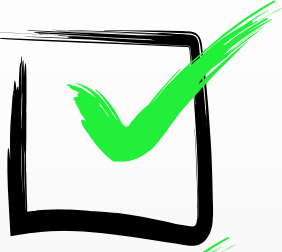
Kris Baker, Autism Consultant SSJCSS
kbaker@ssjcs.k12.in.us

A student with effective Executive Function Skills Can . . .



- Read the room and comprehend important information, key elements or zones,
- Can visualize themselves completing a task in a different space and time
- Can think through the different steps to complete a task in a different space and/or time
- Can imagine the “big picture” when given a task or activity
- Understands the passage of time, the time it takes to complete different steps of a task as well as the different duration for various tasks or activities

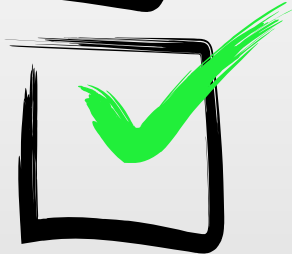
Struggles with prioritization



Knowing where to begin, what comes first



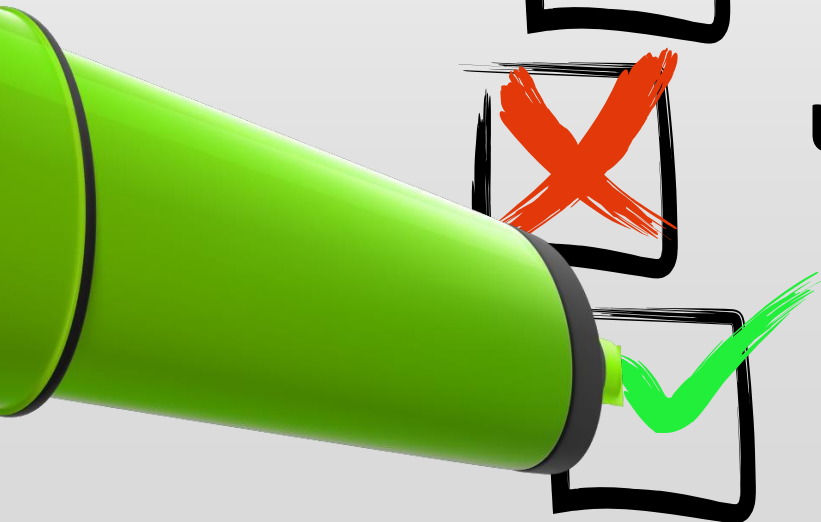
Knowing which step or what is most important



Understanding the final expectation



Understanding the sequence of events/expectations



Appropriate time management

Struggles:



- Procrastination: understanding the need to not wait until the last minute
- Distinguishing between what is **emergent**, **immediate** and **what can wait**
- Time management: how much time to spend on something
- Knowing when to move on from one task, to another
- Breaking down expectations or tasks into smaller chunks
 - Appropriately sequencing those chunks
- Importance: understanding which task or assignment is most important
- Project planning – what to do first, what is critical, what can wait
- Choose appropriate activities to complete within given time limits or established deadlines

Executive Dysfunction is often Misunderstood:

- Student doesn't care
- Student is non-compliant, refusing to complete the task, activity or project
 - Student has performed the skill at another time so they **must** know what to do and how to do it
 - Not “can’t do”, but “won’t do”
- The student wants control, has to do things “their way”
- Student is just disorganized, forgetful

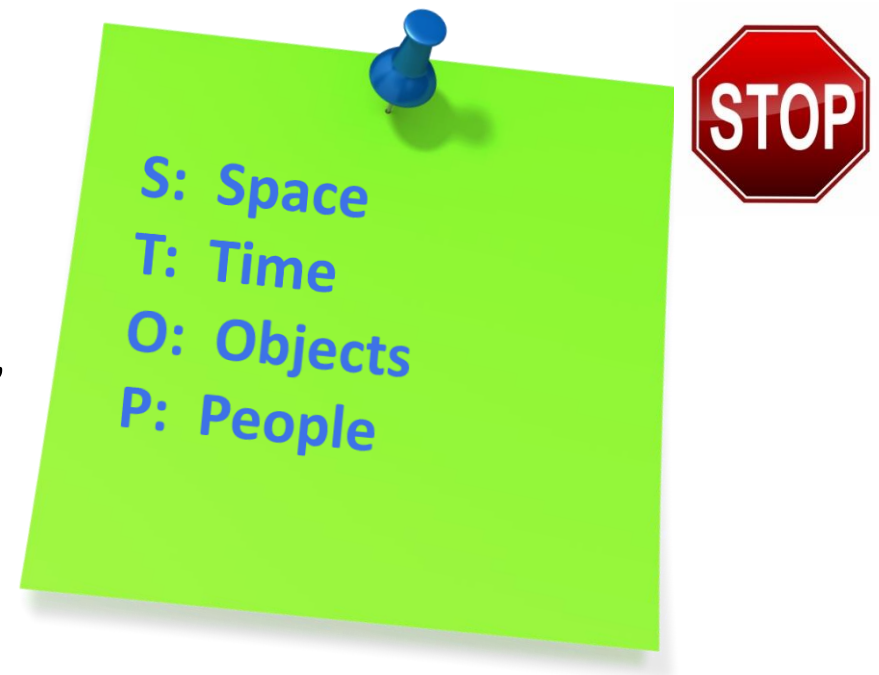


Mirror Neurons:

- There is a link in children with autism and mirror neuron deficits:
 - Mirror neurons impact:
 - Understanding the actions of others
 - Learning language
 - Communication
 - Imitation
 - Empathy
- Deficits in the sequential organization of motor acts
- There is a disconnect between the WHAT and the WHY of actions/situations
 - Deficits in reading situations and coupling that “read” with an appropriate re-action
- Difficulty reading the actions of others, their intentions, or predictions about the actions of others

Situational Intelligence

- This is the ability of the student to “read the room”
- Comprehending the different zones:
 - Space of the room
 - Timing of activities, time management
 - The objects in the room
 - The people in the room
- Self-directed recognition and observation to ascertain:
 - What is happening now?
 - What is important now?
 - What is my role?
- **Finally – If this is what I am observing then I need to . . .**



Teaching priority within functional routines -

- Morning routines
- Re-entering a space after a melt-down
- Priming for transitions
- Priming for times of day or areas of struggle (recess, specials, convocations)
- End of the day routines
- Getting needed materials
- For the home:
 - Bed time routines
 - Homework
 - Morning
 - Before you leave the house
 - Going to school



Situational Awareness/Intelligence

STOP and Read the Room

Space

Navigate the Room

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

Time

Get on the Timeline

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

Objects

Organization/Objects

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

People

Read the Person

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



Kristen Jacobsen, M.S., CCC/SLP

From: Sarah Ward & Kristin Jacobsen, Cognitive Connections

Read the Room:

This person is
leading the
class



The manipulatives are
here, but we don't
play with these right
now.

This is the carpet area,
we sit here for
calendar, but not right
now

*S: Space
T: Time
O: Objects
P: People*

The students
are listening

This is where I
should sit

Read the Room

Why do they have
all those things if
we can't play with
them . . . Last
year I used to . . .

Ohh –
what's on
the
screen!

I wonder if I could
water the plant?

I like sitting on the
floor better!



Look, it's Sam, he's my
friend, last weekend we
. . .

I want to sit in the front
row.

Read the Room:

This person is
leading the
class



The manipulatives are
here, but we don't
play with these right
now.

This is the carpet area,
we sit here for
calendar, but not right
now

*S: Space
T: Time
O: Objects
P: People*

The students
are listening

This is where I
should sit

Cafeteria

- Where to enter
- Where the line starts
- The direction the line flows
 - The rules and regulations with food (what, how much, choices, & cost)
- Where do you pay
- Where do you sit
- Where do you put your tray
- Where is the trash
- Where is the exit



S: Space
T: Time
O: Objects
P: People

Teacher says:

Get ready for math -

- Get out last night's homework
- Get your math manipulatives
- Open your books to page 53





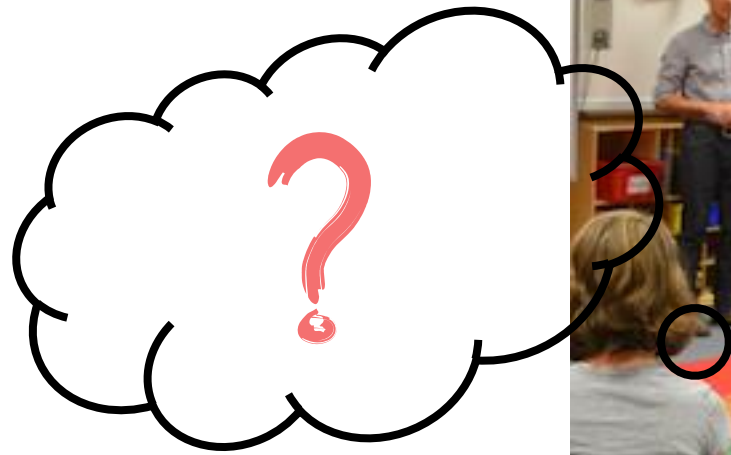
Teach students to become a future
thinker . . .



Teacher says:

Get ready for math -

- Get out last night's homework
- Get your math manipulatives
- Open your books to page 53

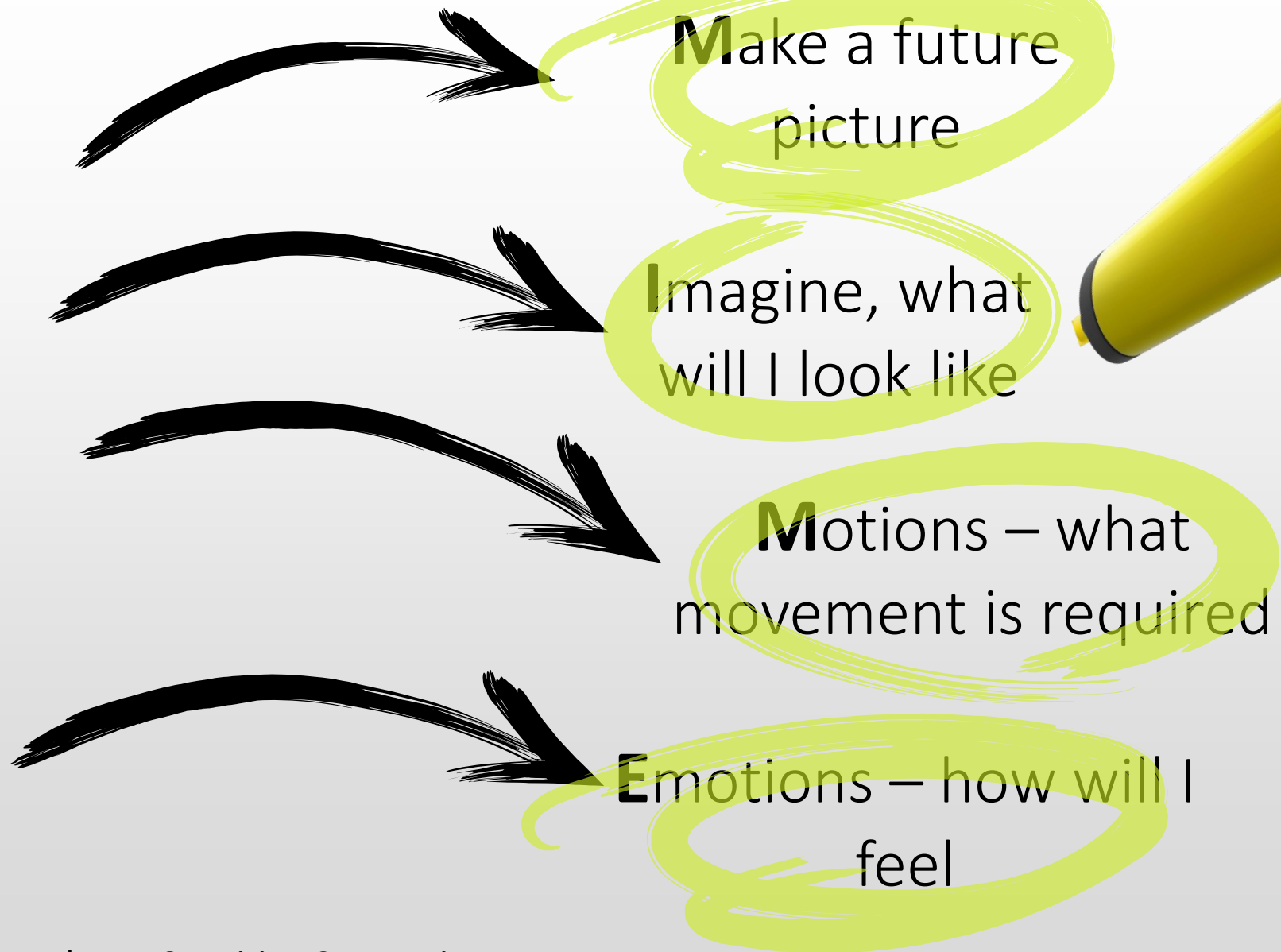


MIME- to improve non-verbal working memory

- Mental dress-rehearsal
- Mental trial and error without the risk of error leading to failure
- Can run multiple plans – teach Plan A and Plan B (flexible thinking)
- Predict the emotions that may relate to a situation
- Develops PLANNING skills (plan vs actual)
- **Antecedent Based Intervention -



Teach the Student to **MIME** when planning — also helps develop situational intelligence and a spatial temporal window



MIME

M – make a future picture

I – imagine: what will I look like

M – movement, what motions are needed

E – emotions: how will I feel



Mind MIME Skills -

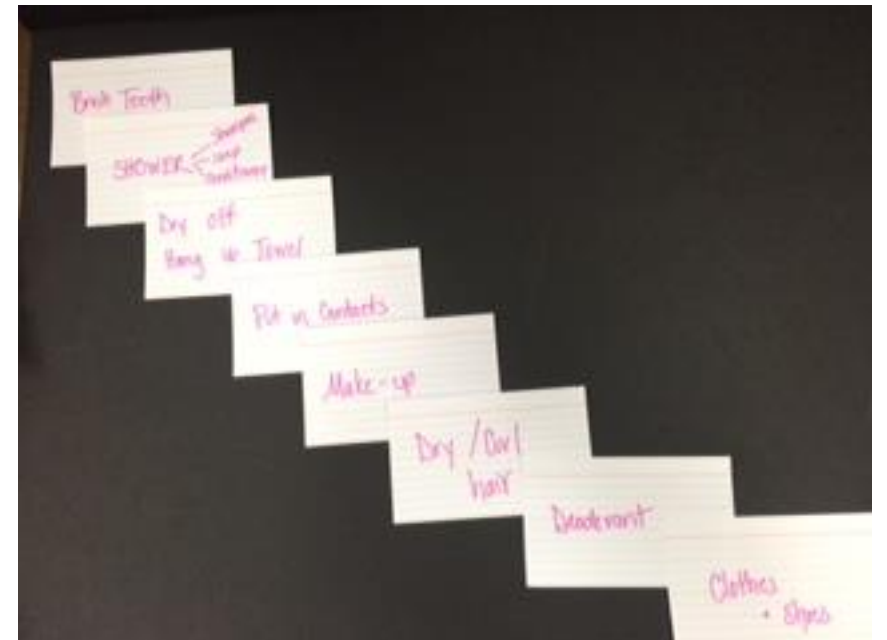
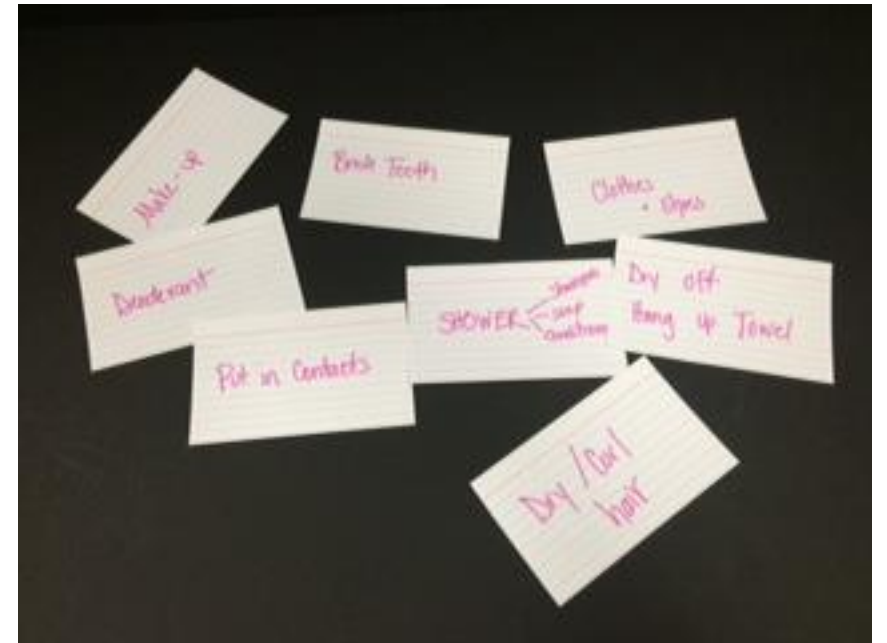
- Walk it Out
- Map it Out
- Draw it Out
 - Tap it Out
- Walk it out targets motor memory
- Map/Draw – increases future mental imagery, task planning, initiation and impulse control

Tap Out plans or routines



Use a **visual mediator** to tap out in an effort to teach an **Inhibitory Pause** -

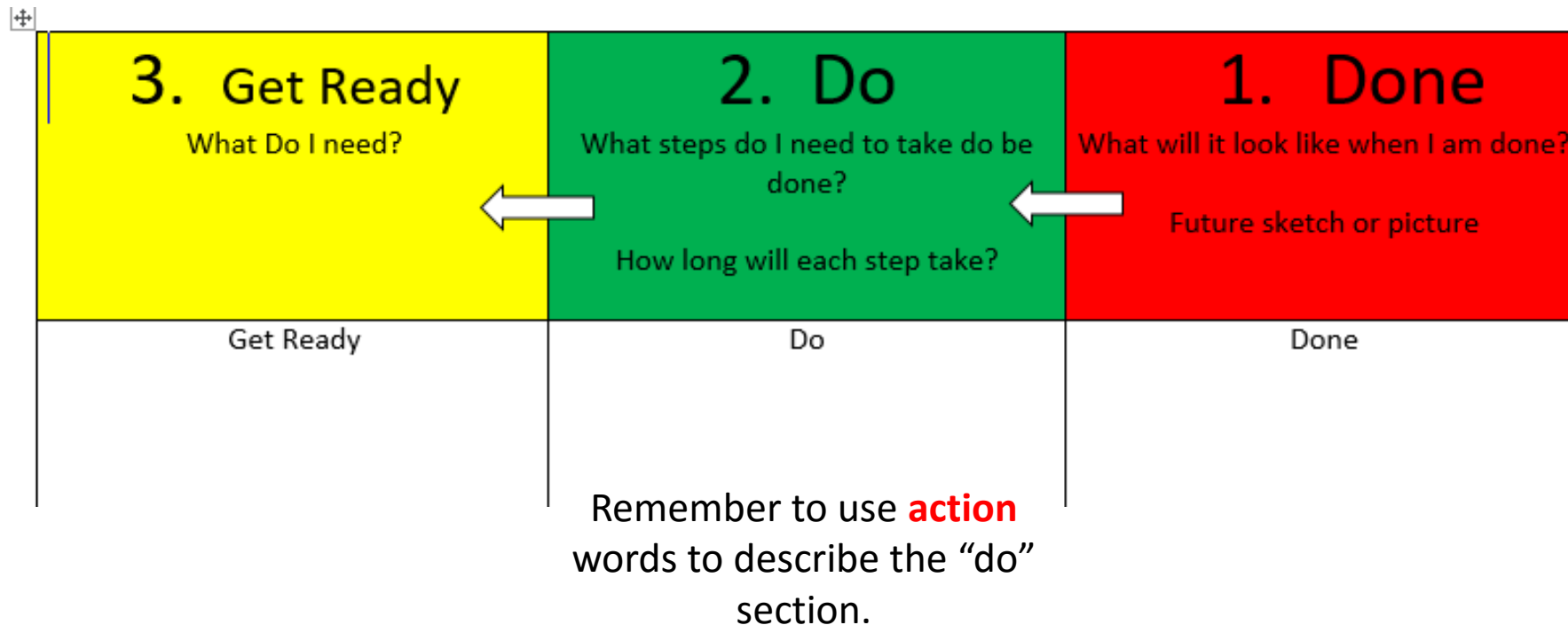
Tap Out plans or routines



Struggling with Where to Begin and Sequencing

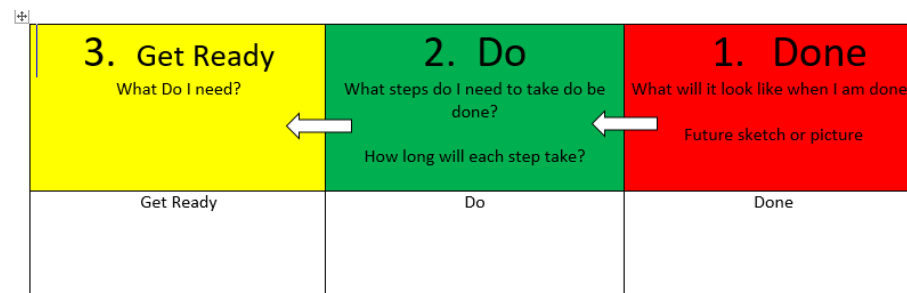


Start with your planning- Get Ready, Do, Done




Lack of Role and Order with Working Memory

- Begin with the end in mind!
- This creates **Episodic Future Memory**: The ability to “see yourself” and what it looks like in the future! (360 Thinking Cognitive Connections, Sarah Ward)
- Effective Plans
 - Effective planning should begin with an IMAGE (sketch) of what “Done or Finished” looks like
 - Then . . . discuss the steps to complete the task
 - Finally . . . Create a list of the items and materials needed to complete the task













Get ready to go home. . . (end of the day routine)




3. Get Ready What Do I need?	2. Do What steps do I need to take to be done? How long will each step take?	1. Done What will it look like when I am done? Future sketch or picture
<p>Get Ready</p> <ul style="list-style-type: none"><input type="checkbox"/> Papers from mailbox<input type="checkbox"/> Folder<input type="checkbox"/> Backpack	<p>Do</p> <ul style="list-style-type: none"><input type="checkbox"/> Stand in line for the mailbox<input type="checkbox"/> Take papers<input type="checkbox"/> Put papers in folder<input type="checkbox"/> Take backpack from cubby<input type="checkbox"/> Put folder in backpack<input type="checkbox"/> Sit in Chair and wait<input type="checkbox"/> Line up for the busses	<p>Done</p> 

Visual tool – then MIME

Have the student TAP OUT their routine

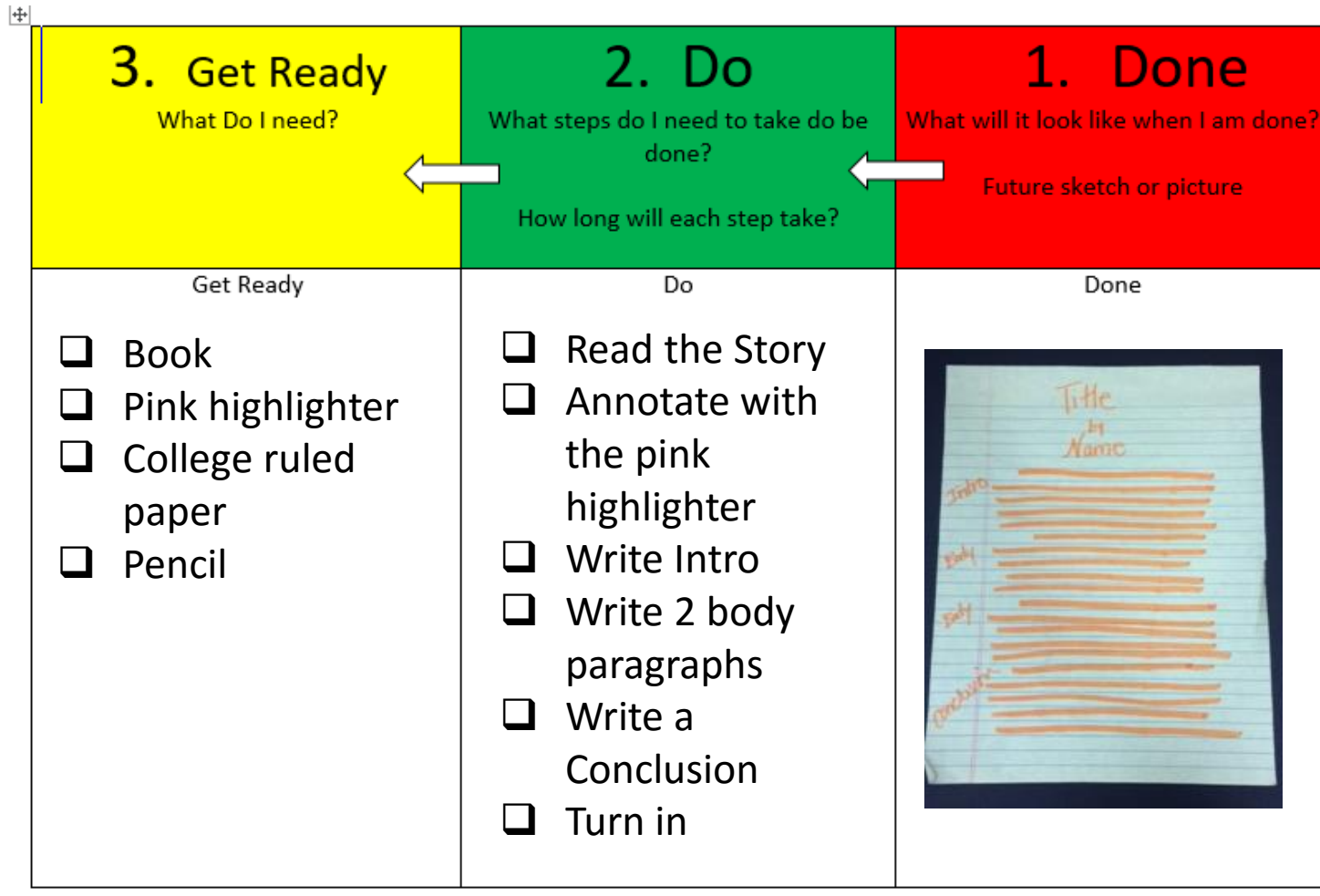
PACK UP

 Get in line for mailbox.	
 Put papers in folder.	
 Get backpack. Sit in chair.	
 Line up for buses.	
 Wait for buses.	

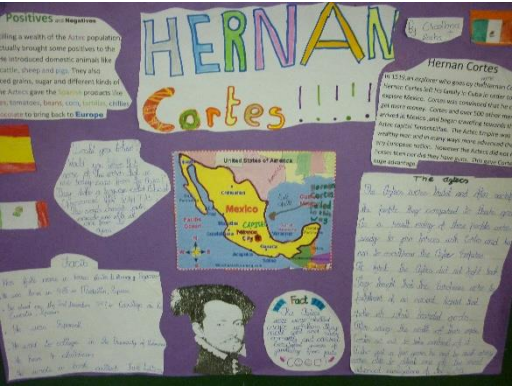
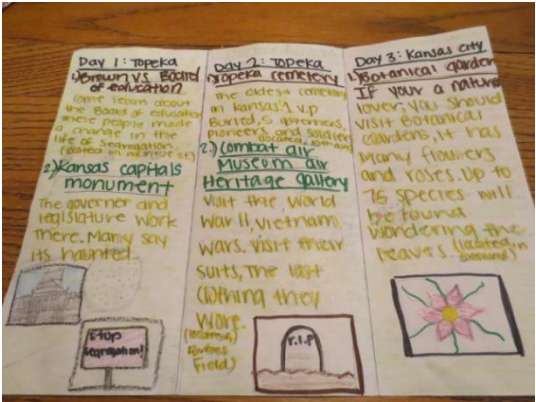
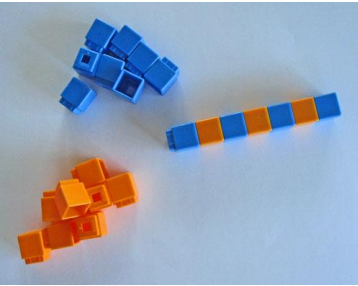
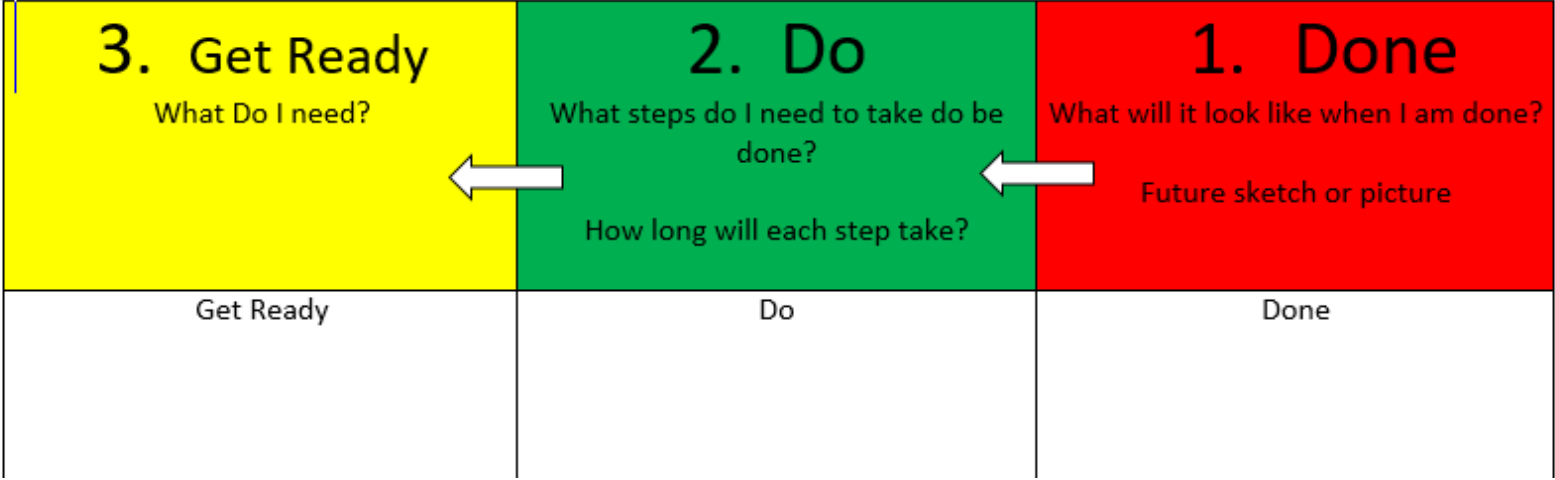
  

Remember — Begin with the end in mind even with academics—

Picture or Sketch of the Final Product: rough draft of an essay



Get Ready, Do, Done (Get Done)



Other visual strategies

- Highlight important information
- Prioritize based on color
 - A system established with student



Grade 4 Math Word Problems Worksheet

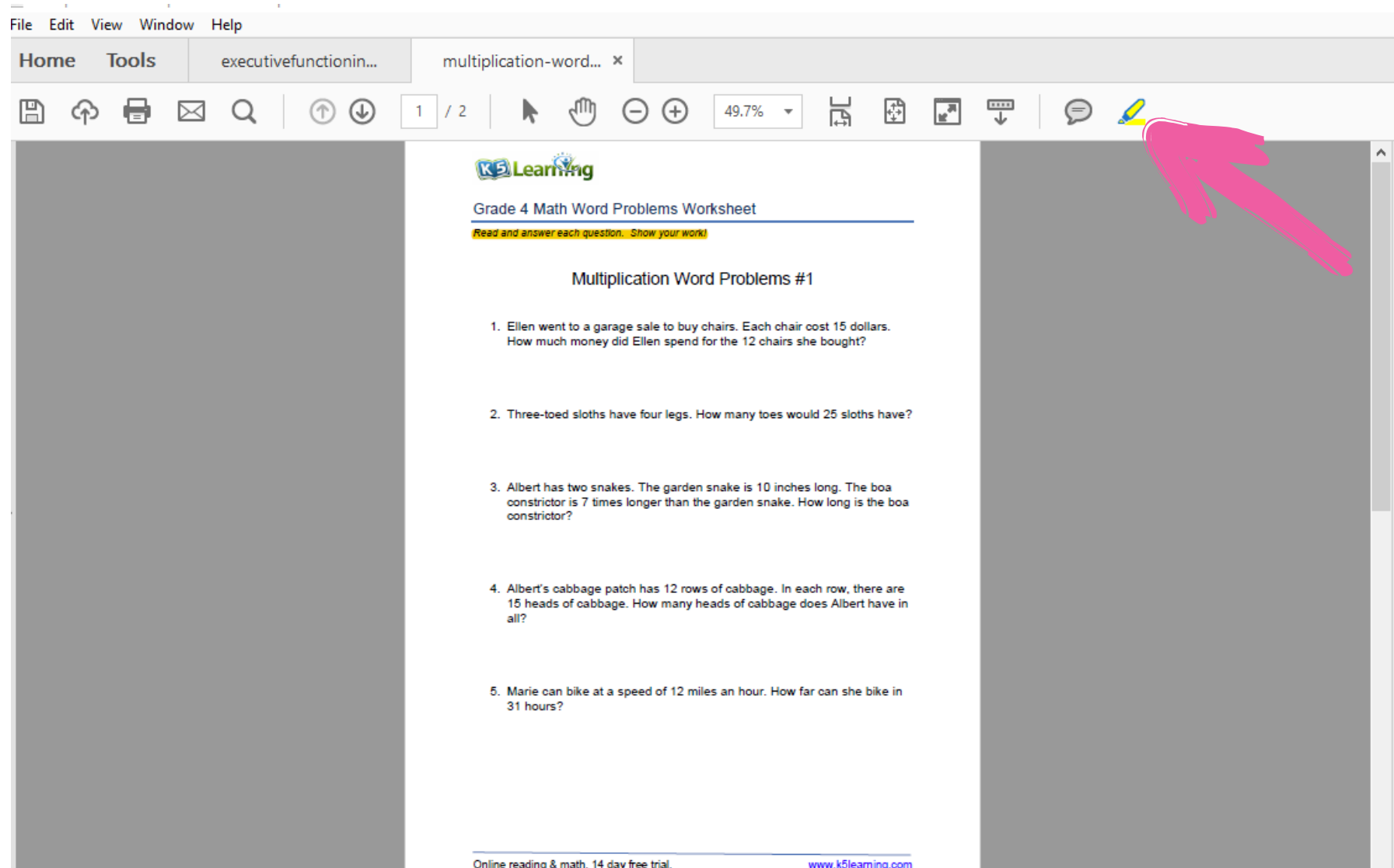
Read and answer each question. Show your work!

Multiplication Word Problems #1

1. Ellen went to a garage sale to buy chairs. Each chair cost 15 dollars. How much money did Ellen spend for the 12 chairs she bought?
2. Three-toed sloths have four legs. How many toes would 25 sloths have?
3. Albert has two snakes. The garden snake is 10 inches long. The boa constrictor is 7 times longer than the garden snake. How long is the boa constrictor?
4. Albert's cabbage patch has 12 rows of cabbage. In each row, there are 15 heads of cabbage. How many heads of cabbage does Albert have in all?
5. Marie can bike at a speed of 12 miles an hour. How far can she bike in 31 hours?

Highlight feature in your Adobe Reader

Right click on the highlight to change the color



Grade 4 Math Word Problems Worksheet

Read and answer each question. Show your work!

Multiplication Word Problems #1

1. Ellen went to a garage sale to buy chairs. Each chair cost 15 dollars. How much money did Ellen spend for the 12 chairs she bought?
2. Three-toed sloths have four legs. How many toes would 25 sloths have?
3. Albert has two snakes. The garden snake is 10 inches long. The boa constrictor is 7 times longer than the garden snake. How long is the boa constrictor?
4. Albert's cabbage patch has 12 rows of cabbage. In each row, there are 15 heads of cabbage. How many heads of cabbage does Albert have in all?
5. Marie can bike at a speed of 12 miles an hour. How far can she bike in 31 hours?

Grade 4 Math Word Problems Worksheet

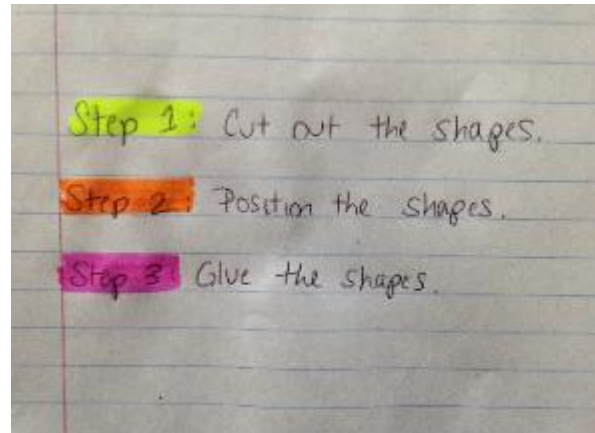
Read and answer each question. ~~Show your work!~~

Multiplication Word Problems #1

1. Ellen went to a garage sale to buy chairs. Each chair cost 15 dollars. How much money did Ellen spend for the 12 chairs she bought?
2. Three-toed sloths have four legs. How many toes would 25 sloths have?
3. Albert has two snakes. The garden snake is 10 inches long. The boa constrictor is 7 times longer than the garden snake. How long is the boa constrictor?
4. Albert's cabbage patch has 12 rows of cabbage. In each row, there are 15 heads of cabbage. How many heads of cabbage does Albert have in all?
5. Marie can bike at a speed of 12 miles an hour. How far can she bike in 31 hours?

Develop a system with the student

- Planning sheet for activities
- Color code for pulling information from text in sequence



Name _____

Rain and Snow

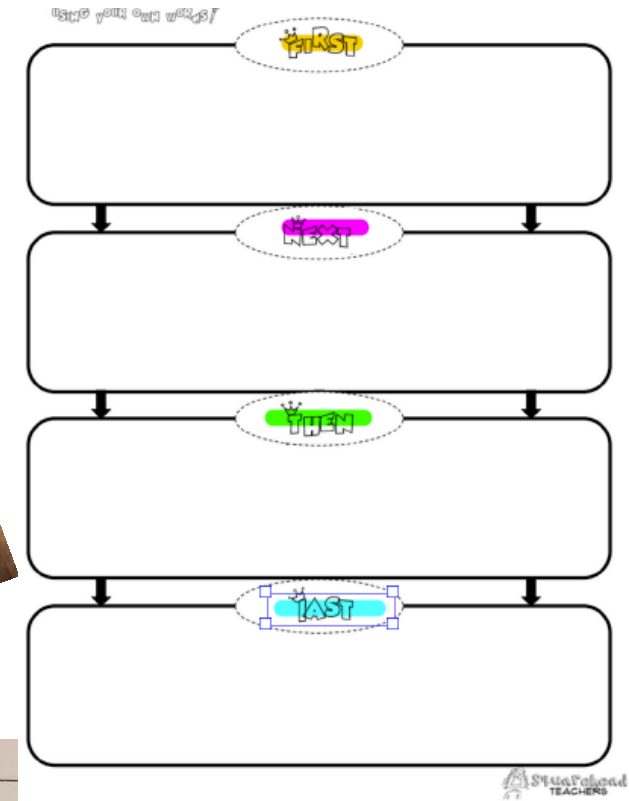
Clouds are made of billions of drops of water. When the drops grow very big and heavy, they fall as rain.

Snow is different. The weather does not have to be hot for water to evaporate. Evaporation can happen in cold winter weather. Snow does not have to melt to evaporate. Have you ever seen a patch of snow get smaller and smaller, yet the ground is dry?

The water vapor reaches the upper air layer where it is freezing. The vapor freezes, rather than condenses. Snow is frozen water vapor. Snow clouds are made of billions of flakes of frozen water vapor.

Write the answers to the questions.

1. When does it rain? _____
2. When can evaporation happen? _____
3. What does the water vapor do? _____
4. What is snow? _____
5. What are snow clouds made of? _____



Prioritize steps within an assignment, Highlight and numbered in order

K5 Learning
Using adjectives
Grade 3 Grammar Worksheet

Circle the adjectives.

eager	quiet	scrawny	phone	jump
low	horse	castle	famous	clever
play	handsome	odd	driver	shallow
ocean	rich	long	gentle	thankful

Complete the sentences using the adjectives from above.

1. The bird with short wings is _____ looking.
2. Bob is _____ to get his new puppy.
3. The _____ actor is in a new movie.
4. A person has to be _____ to solve puzzles.
5. Some fish prefer to swim in _____ waters.
6. The runt of a litter of puppies is the _____ one.
7. The man who lives in the mansion is _____.
8. My brother was _____ that he got a new game.
9. We were tired after the _____ soccer game.
10. I like to have _____ time to read books.
11. My grandmother says I am a _____ boy.
12. The tall man hit his head on the _____ branches.

Online reading & math for K-5 www.k5learning.com



K5 Learning
Using adjectives
Grade 3 Grammar Worksheet

1. Circle the adjectives.

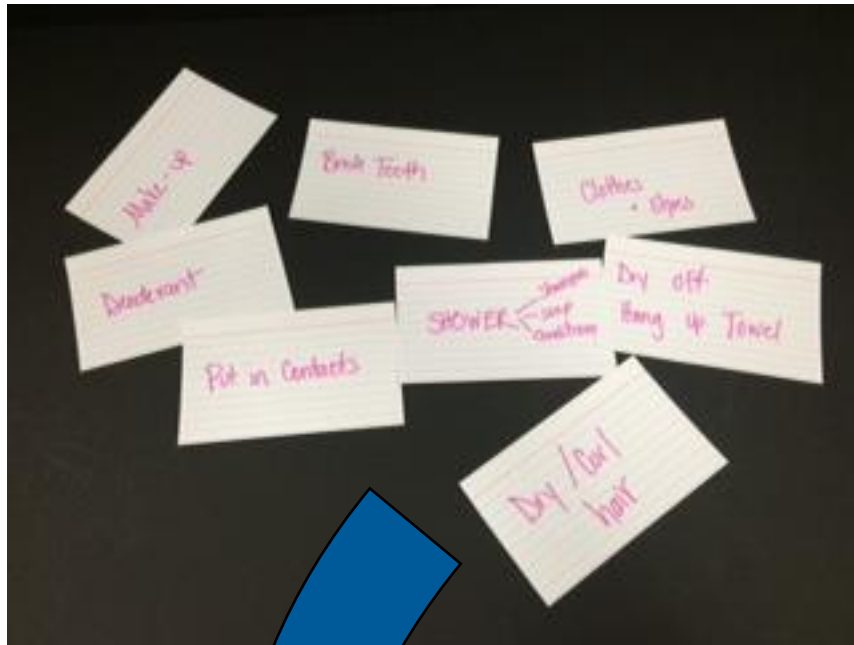
eager	quiet	scrawny	phone	jump
low	horse	castle	famous	clever
play	handsome	odd	driver	shallow
ocean	rich	long	gentle	thankful

2. Complete the sentences using the adjectives from above.

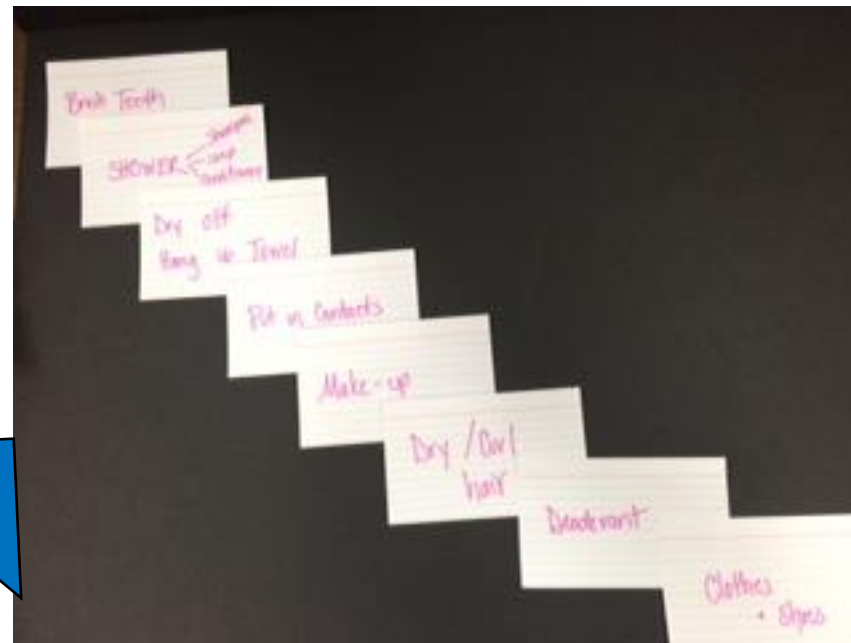
1. The bird with short wings is _____ looking.
2. Bob is _____ to get his new puppy.
3. The _____ actor is in a new movie.
4. A person has to be _____ to solve puzzles.
5. Some fish prefer to swim in _____ waters.
6. The runt of a litter of puppies is the _____ one.
7. The man who lives in the mansion is _____.
8. My brother was _____ that he got a new game.
9. We were tired after the _____ soccer game.
10. I like to have _____ time to read books.
11. My grandmother says I am a _____ boy.
12. The tall man hit his head on the _____ branches.

Online reading & math for K-5 www.k5learning.com

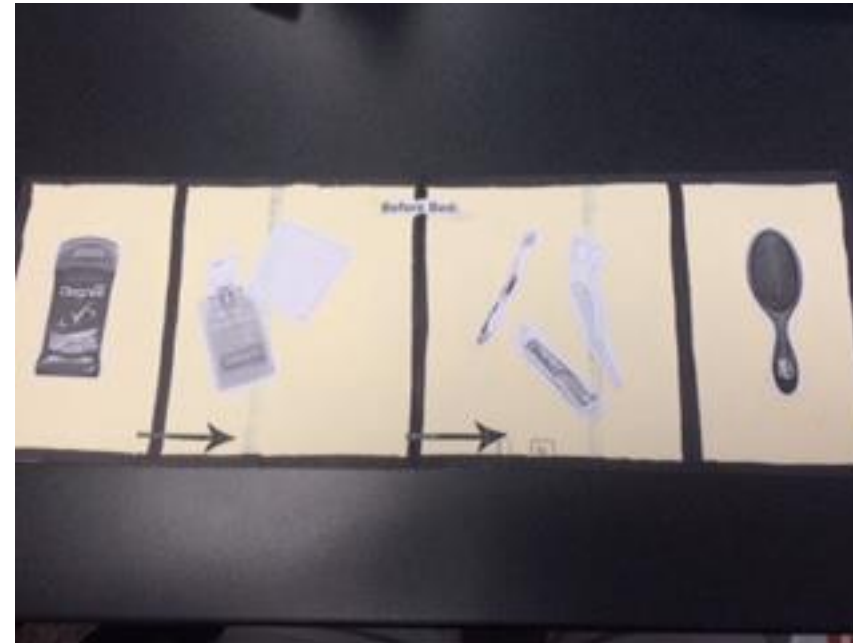
Other methods to prioritize



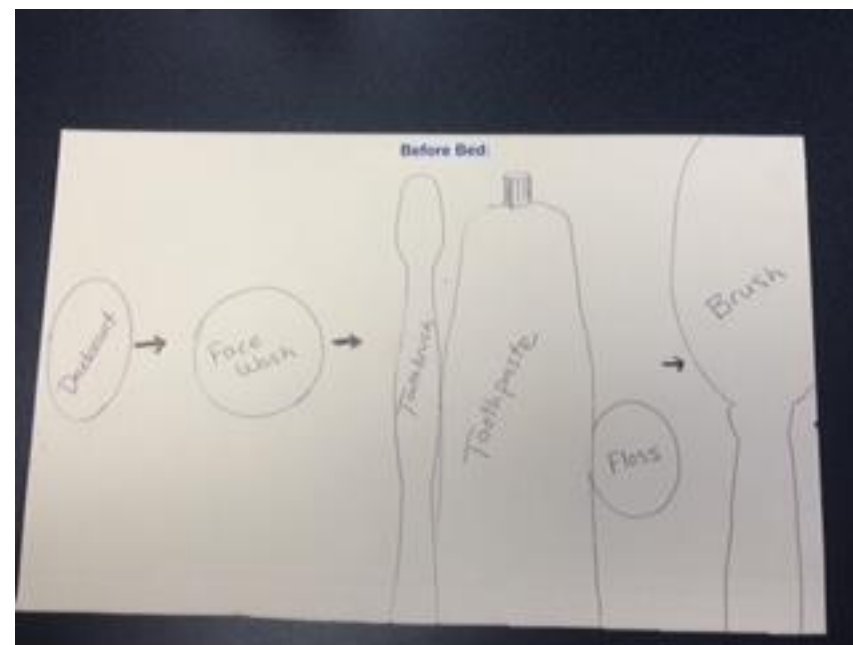
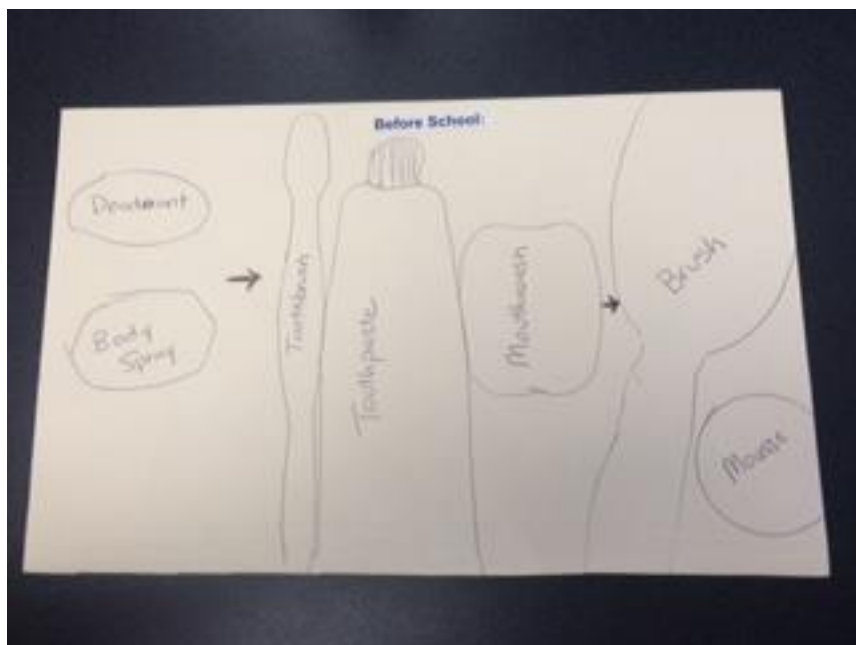
- First:** write/sketch each step on a card
- Then:** put the cards in order
- Next:** TAP OUT the routine
- Finally:** WALK IT OUT - practice the routine



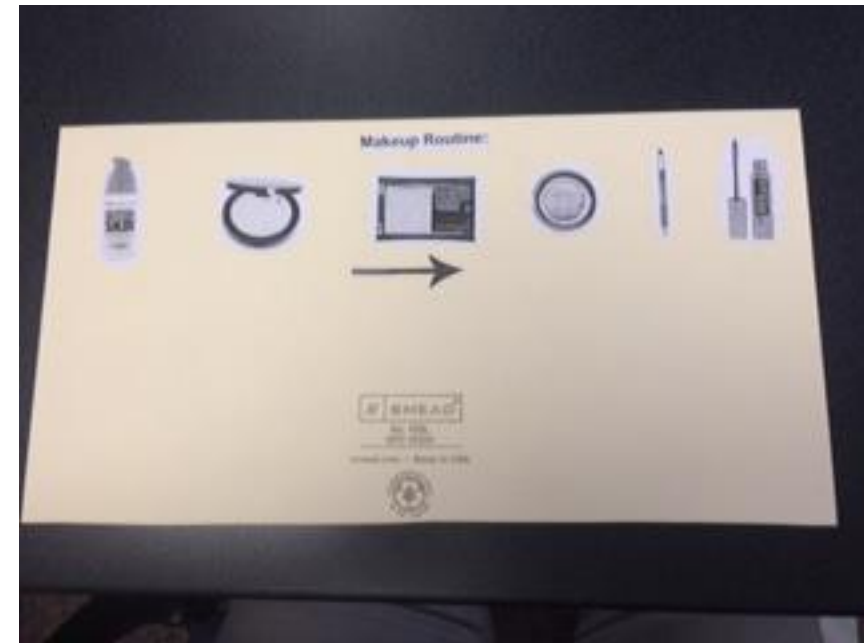
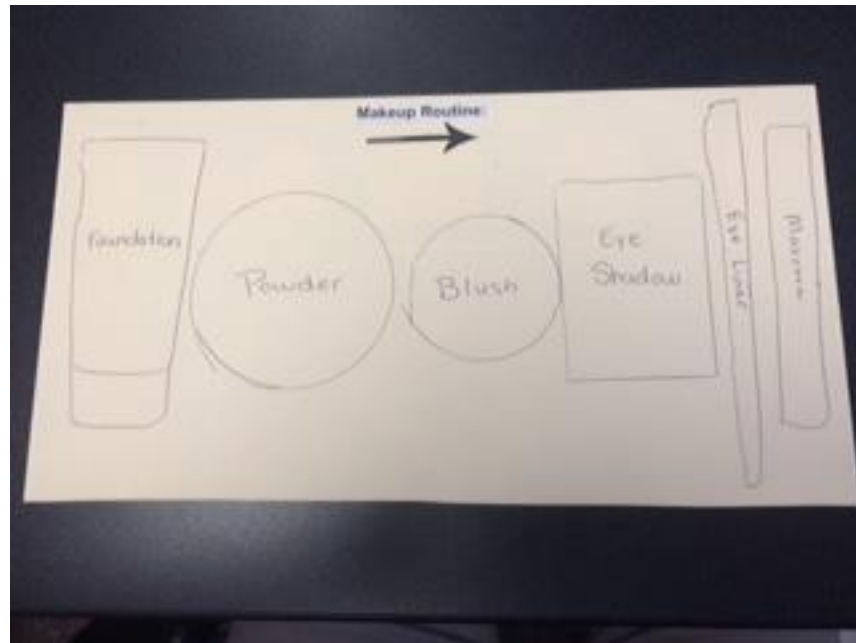
Morning and Evening Hygiene Routines



Don't forget to **WALK OUT** or **TAP OUT** the routine with the visual to ensure the visual meets the targeted objective!



Make-Up Routine



How to prioritize time . . .



Other suggestions

- Develop a system for color coded (with highlighters or post its) for notetaking or organization within a planner (assign each class a color). Establish specific colors for what to do first, second and so on . . . ([visual support](#))
- Work with the student to differentiate between what is urgent and what is important
- Prime student for an assignment or activity: [\(antecedent based intervention\)](#)
 - Get Ready , Do, Done model
 - Work with the student develop the list, then work with the student to prioritize and/or number steps, list steps visually, even on a calendar
- Provide the student with a rubric for an assignment to see what is considered “most important” to the teacher, also to identify the final product expectations, review the rubric with the student and have the student highlight important information to remember ([antecedent based intervention](#), [visual support](#))

Other suggestions

- Provide student with sample finished products (for academic tasks as well) to understand the final goal (antecedent based intervention)
 - Work with the student to identify what information was included (what was most important)
- Provide student with an excellent example of class notes:
 - Review the notes with the student to help identify and evaluate what information was considered important
 - Or provide student with an outline prior to taking notes with key words as clues to help the student identify when to take notes
 - Work with the student to develop an outline (method) for taking notes:
 - i.e. – look for bold face words, titles, key concepts identified at the beginning of the chapter, look at the review questions at the end of the chapter or section before listening to the lecture or reading the chapter

Other suggestions





- Teach student to group tasks or activities together to increase efficiency, use visuals to identify groups and tasks, and number tasks, steps or activities for sequential order
- Use visual timers to prioritize and support time management ([visual support](#))
 - Use an analog clock with dry erase markers to divide time up between tasks, assignments, to alternate between work and break
 - Identify how much time should be spent per activity or task
- Work to help students prioritize with “Beginning, Middle, End” or “First, Next, Then , Last”
- Identify parts of a student’s routine and then differentiate between what a student “wants” to do vs. what the student “needs” to do
- **PAIR WITH REINFORCEMENT!** [\(reinforcement\)](#)

Resources:



- [SSJCSS Links to graphic organizers arranged by subject/category](#)
- [Online Visual Timers](#)
- [Free printable homework charts](#)
- [How to use post-it notes on your windows desktop for lists](#)
- [Google keep – create to do lists and posts its that link between your google account and device\(iPhone, android tablet, iPad\)](#) Establish certain colors with certain priorities (immediate vs can wait)

There is an app for that!

- 30/30 (free) – This app helps users prioritize and track the amount of time for individual tasks, create a visual schedule with built in breaks, choose individual times for different tasks and breaks. 
- Istudiez - The weekly and monthly overviews on the interactive calendar can help keep track of due dates and group study sessions, and the app's Cloud Sync integration assures that all compatible devices can access the same scheduling information. 
- Ihomework (\$1.99) - Assignments can have title, due date, reminder, a grade, notes, and you can even add a partner. Once entered, assignments can be viewed by day, week, or course. 
- iRewardChart Lite (iPad free) – this chart allows parents to choose the “other” category within the app to reward students for achieving set organizational goals 
- Complete Class Organizers (\$4.99) – This app allows students or organize classes but also allows students the ability to take notes, record lectures, and track grades

There is an app for that!

- 360 Thinking Time Tracker App - This is the app that goes along with the Get Ready, Do, Done method from 360 Thinking Cognitive Connections.
- Plan It, Do It, Check it Off (\$2.99) – This is a to do list app that uses pictures (actual photos) to represent the things on the to do list. There are 26 pages of pictures or you can use your own. You can add text to the pictures as well and then add a check mark to show what has been completed.
- Idea Sketch (free or upgrade for \$3.99) – create concept maps, mind maps, flow charts with the option to convert those to a text outline or list. Great for planning projects, making lists or outlines.



There is an app for that!

- **Functional Planning System** (\$4.99 with additions) - the Functional Planning System utilizes video modeling to help children (and adults) create visual to do lists. Choose from a video library through in app purchases or create your own videos and step by step sequences for tasks that need to be completed daily or in preparation for a new task.
- **My Job Chart** (free) - My Job Chart is an easy-to-use app that helps children of nearly all ages and abilities stay organized and on-task at home. Family members each create their own profile within the app. Parents/adults can assign tasks and award points. This app uses a point system for completed chores, and users can choose to save, share or spend their points. Parents/adults can customize the reward system by offering non-monetary rewards, like “having a friend over”, “extra computer time”, or they can offer retail rewards through Amazon.com.



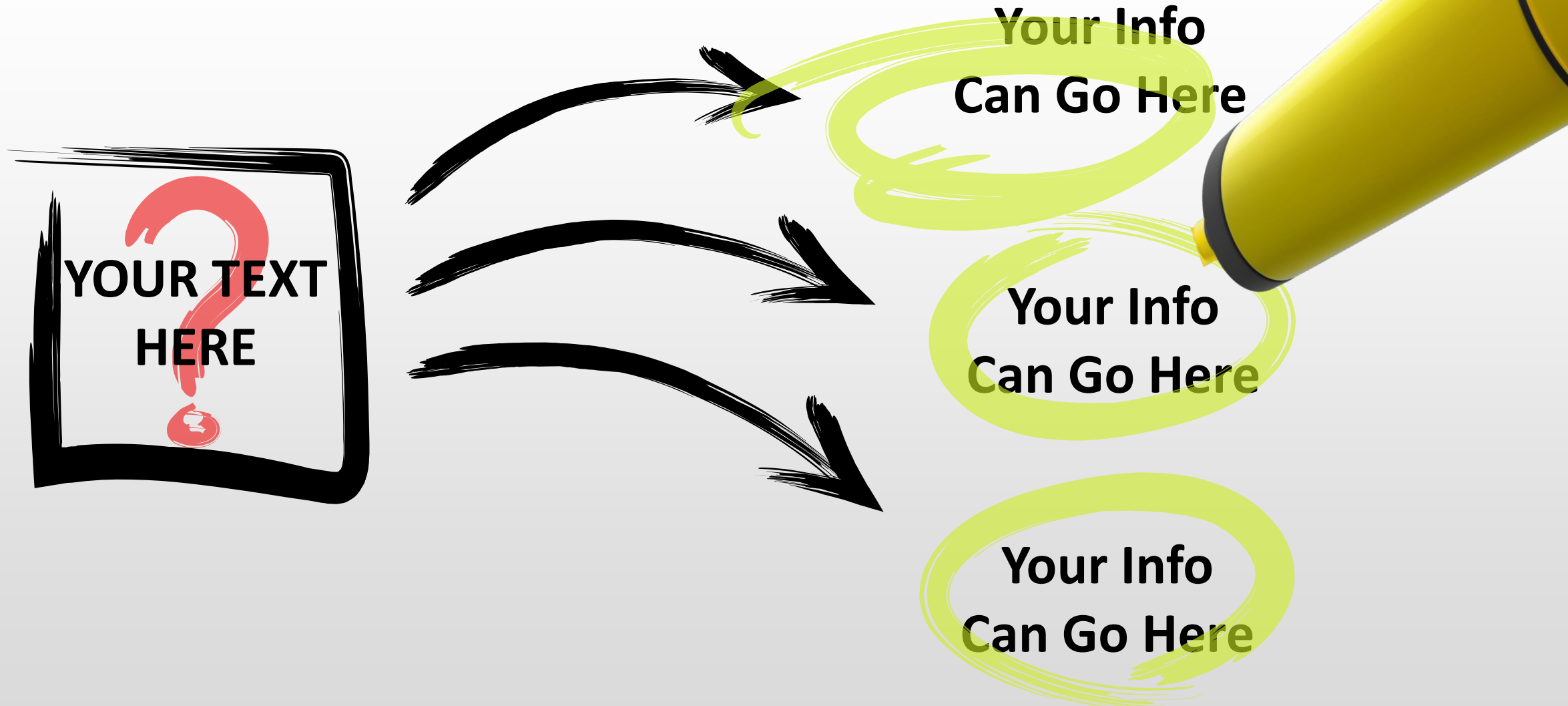
Note: Static Slide



Your
HighLighter

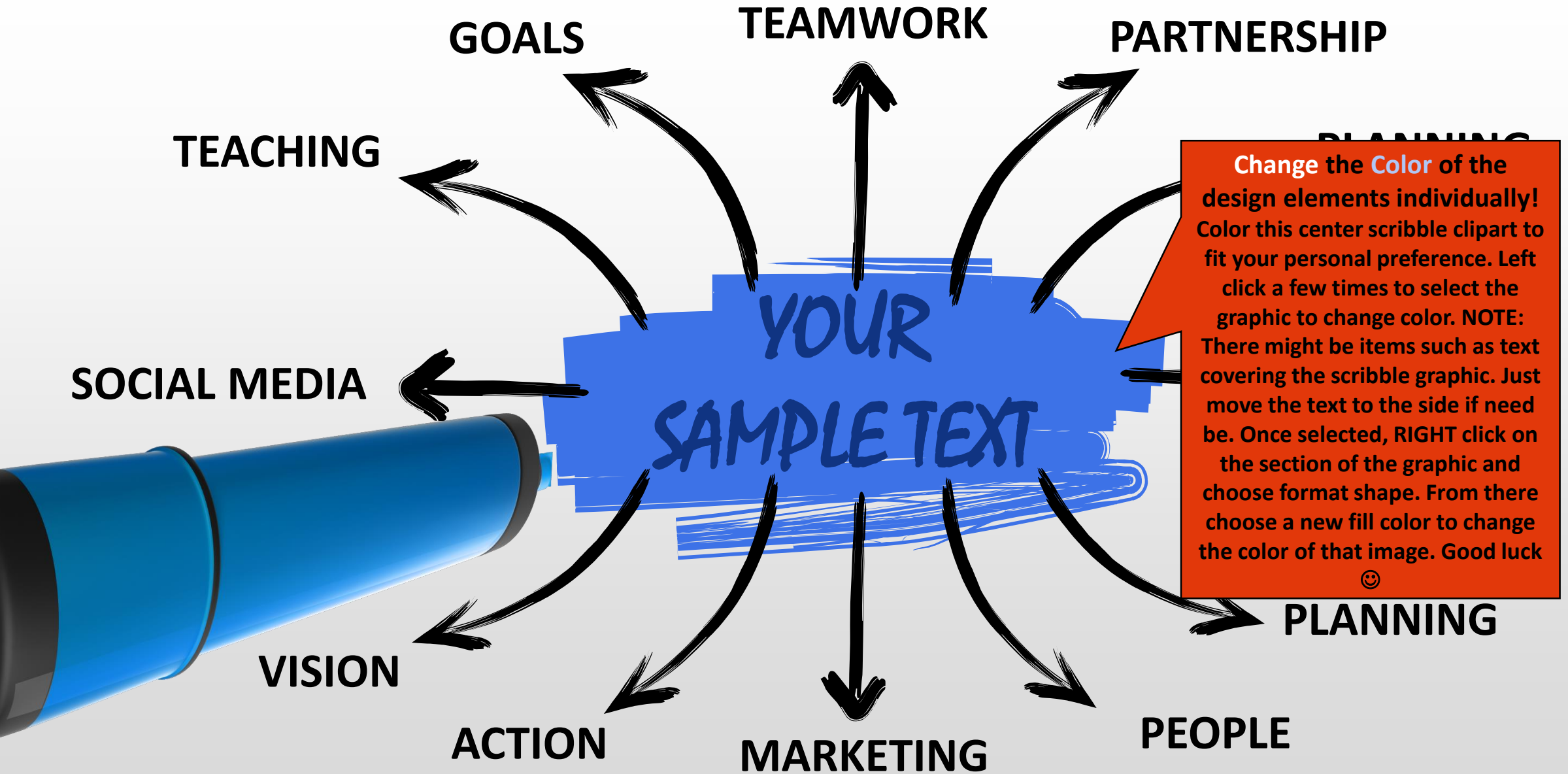
A graphic featuring the text "Your HighLighter" on a bright yellow, brush-stroke-like background. The word "Your" is in a dark blue, cursive script font and is positioned above "High". "High" is in a bold, blue, sans-serif font, while "Lighter" is in a bold, black, sans-serif font. The entire graphic is tilted diagonally upwards from left to right.

QUESTION/SOLUTION – SLIDE/PAGE



Note: Static Slide

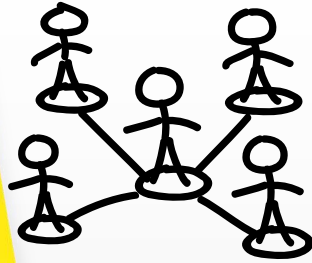
CENTRAL IDEA – SLIDE/PAGE



3 STICKY NOTE – SLIDE/PAGE



These are
your **IDEAS**
your list, make it
happen 😊



YOUR DESCRIPTION GOES HERE. THIS IS A
PLACEHOLDER FOR THE TEXT AND IS AN
EXAMPLE OF WHAT IT MAY LOOK LIKE.

These are
your **IDEAS**
your list, make it
happen 😊



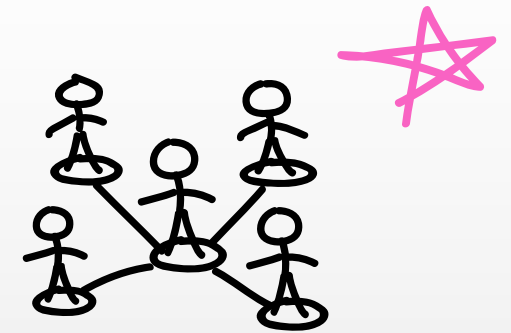
YOUR DESCRIPTION GOES HERE. THIS IS A
PLACEHOLDER FOR THE TEXT AND IS AN
EXAMPLE OF WHAT IT MAY LOOK LIKE.

Add your own text
here and **make it**
happen 😊



YOUR DESCRIPTION GOES HERE. THIS IS A
PLACEHOLDER FOR THE TEXT AND IS AN
EXAMPLE OF WHAT IT MAY LOOK LIKE.

SINGLE STICKY NOTE – SLIDE/PAGE



YOUR DESCRIPTION GOES
HERE. THIS IS A
PLACEHOLDER FOR THE
TEXT AND IS AN EXAMPLE
OF WHAT IT MAY LOOK LIKE.



LONG HIGHLIGHT CONTENT – SLIDE/PAGE

THIS IS AN EXAMPLE OF WHAT A HIGHLIGHT TO YOUR TEXT MAY LOOK LIKE. EXAMPLE.

MOVE THE PEN UP OR DOWN TO HIGHLIGHT

ANOTHER AREA OF THE TEXT IF YOU WANT TO SWITCH THE ANIMATION LOCATION.

CREATE AS MUCH TEXT AS YOU LIKE IN THIS AREA. REPLACE THIS TEXT AS IT IS A TEXTHOLDER TO GIVE THE VIEWER AN IDEA WHAT THE SPACE LOOKS LIKE.



Note: Animated Slide

LONG HIGHLIGHT CONTENT – SLIDE/PAGE

THIS IS AN EXAMPLE OF WHAT A HIGHLIGHT TO YOUR TEXT MAY LOOK LIKE. EXAMPLE.

MOVE THE PEN UP OR DOWN TO HIGHLIGHT

ANOTHER AREA OF THE TEXT IF YOU WANT TO SWITCH THE ANIMATION LOCATION.

CREATE AS MUCH TEXT AS YOU LIKE IN THIS AREA. REPLACE THIS TEXT AS IT IS A TEXTHOLDER TO GIVE THE VIEWER AN IDEA WHAT THE SPACE LOOKS LIKE.



Note: Static Slide

SHORT HIGHLIGHT CONTENT – SLIDE/PAGE

THIS IS AN EXAMPLE OF WHAT A HIGHLIGHT TO YOUR TEXT MAY LOOK LIKE. EXAMPLE.



Note: Animated Slide

SHORT HIGHLIGHT CONTENT – SLIDE/PAGE

THIS IS AN EXAMPLE OF WHAT A HIGHLIGHT TO YOUR TEXT MAY LOOK LIKE. EXAMPLE.

MOVE THE PEN UP OR DOWN TO HIGHLIGHT ANOTHER AREA OF THE TEXT IF YOU WANT TO SWITCH THE ANIMATION LOCATION.

CREATE AS MUCH TEXT AS YOU LIKE IN THIS AREA. REPLACE THIS TEXT AS IT IS A TEXTHOLDER TO GIVE THE VIEWER AN IDEA WHAT

THE SPACE LOOKS LIKE.



Note: Static Slide

SINGLE SWIPE – SLIDE/PAGE



HIGHLIGHT CROSS OUT – SLIDE/PAGE

~~Risk~~

Benefit



TITLE OR HEADER – SLIDE/PAGE

YOUR TEXT



EXTRA CLIPART



Change the Color of the design elements individually!

Color this circle clipart to fit your personal preference. Left click a few times to select the graphic to change color. NOTE: There might be segments to the graphic like some of the arrows in this presentation, so in that case you would select the section. Once selected, RIGHT click on the section of the graphic and choose format shape. From there choose a new fill color to change the color of that image. Good luck ☺

EXTRA CLIPART

