Executive Functioning Strategies in the Secondary Years:

Real-life strategies for managing real-world skills

Forsyth County Schools
Special Education Parent Summit
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http://bit.ly/2xk7GUr
Find a seat and use your device to log into:

www.menti.com

Enter Code: 60 34 24

WHAT WOULD YOU LIKE TO LEARN FROM THIS SESSION?
“A set of mental processes that help us connect past experience with present action”

“A set of processes that have to do with managing oneself and one’s resources in order to achieve a goal”

“The conductor of all cognitive skills”

“Conscious control of what we think and do”

“Mental skills that help you get things done”

“Pretty much everything I do”
What are executive functions?
EMOTIONAL CONTROL

TAASK INITIATION

SUSTAINED ATTENTION

PLANNING PRIORITIZING

IMPULSE CONTROL

MENTAL FLEXIBILITY

ORGANIZATION

TIME MANAGEMENT

MENTACOGNITION

REASONING PROBLEM-SOLVING

GOAL-DIRECTED PERSISTENCE

WORKING MEMORY

TIME MANAGEMENT

WORKING MEMORY

ORGANIZATION

MENTAL FLEXIBILITY

GOAL-DIRECTED PERSISTENCE

EMOTIONAL CONTROL

PLANNING PRIORITIZING

QUESTIONS?
Let's travel back in time...
Remember these days?
Now kids have the planning done for them...
Remember this?
And now we have...
1. Working Clock
British schools are replacing analog clocks because kids can't read them during tests

Some schools in the U.K. are reportedly ditching traditional analog clocks because students aren't able to tell time during tests.

by Scott Stump / May 03, 2018 / 2:00 PM ET
How Far into the Future Can Our Students See?

- 2 years old: now
- 3-5 years old: 5-20 minutes
- K-1st grades: Several hours
- 3rd-6th grades: 8-12 hours
- 6th-12th grades: 2-3 days
- 17-23 years old: 2-3 weeks

For some students, the farthest they can see is the next class

Sarah Ward (360 Thinking)
Grayson: Sounds good

I just messed up BAD
"I expected it on a Thursday but evidently it was due today. I heard the 13th but assumed that was Thursday."

"I'm on a routine here!"
Time Management

Wall Clock

Digital Clock

Working Clock
**The Working Clock**

- Helps students visualize the passage of time
- Glass face is best if possible
- Visually demonstrate the passage of time: “time-sweep”
- Set a mid-point check-in
- Self-Assess (Metacognition): “How am I doing?” “Am I using my time effectively?”
Working Clock:
Think about when you can use this strategy at home.
2. Get Ready-Do-Done Model
Teaching the Process
The Big 3.

1.

2.

3.
All tasks have 3 phases

1. Goal        What I want to achieve
2. Plan        How I will achieve the goal
3. Self-Regulation
   Managing my behaviors & emotions so I can carry out my plan and meet my goal

Mental Time Travel

Start with a goal
Get Ready

“What will I need to get ready?”

Now it is time to execute forward. “Gather materials to Get Ready.”

Get Done

That means everything is put away, packed in bookbag, turned in to class, etc…

Get Ready

Do

“Do each step”

“Now I am Done but I have to Get Done”

Done

When planning, always start with Done: “What will it look like when I am done?”

Sarah Ward & Kristen Jacobsen; Creators of 360 Thinking
Get Ready

- 1 cup (8oz/240g) butter, melted and cooled
- 2 tablespoon vegetable oil
- 1 cup plus 2 tablespoons (6¼oz/184g) brown sugar
- 1 cup plus 2 tablespoons (8¼oz/244g) white sugar
- 4 large eggs, room temperature
- 4 teaspoons vanilla extract
- 1 cup (5oz/150g) all purpose flour
- 1 cup (4oz/120g) good quality, unsweetened cocoa powder
- 1 teaspoon salt
- 1½ cup (9oz/270g) roughly chopped chocolate or large chocolate chips

Do

1. Preheat the oven to 350°F (175°C) then line a 7x11 inch baking trey with parchment paper and set aside.
2. In a large bowl combine melted butter, oil and both sugars.
3. Add the eggs, vanilla and salt then whisk for about one minute until evenly combined and light in color.
4. Over the same bowl sift in the flour and cocoa powder. Gently fold the dry ingredients into the wet ingredients until JUST combined (do NOT over mix). Fold in half of the chocolate chunks.
5. Pour the batter into the prepared pan, then smooth the top. Generously top with the remaining chocolate chunks.
6. Bake for 35-40 minutes, or until the centre of the brownies no longer jiggles and is JUST set to the touch.
7. Remove from the oven and allow to cool to room temperature before removing from the baking trey and slicing into 16 brownies. Enjoy!

Get Done
Get Ready

Do

- 2:15-2:45: Unstructured Time
- 2:45-4:00: Homework
- 4:00-4:30: Get Dressed
- 4:30: Leave for work

Get Done

Sarah Ward & Kristen Jacobsen; Creators of 360 Thinking
Using Devices to Create an Album of Materials

- Have students take digital photos of items they need for a variety of tasks (school, work, sports practices, etc...)

- Arrange everything they need for each task/activity in a pile and take a digital photo

- Take another photo of student dressed for the task/activity with all required accessories for each activity

- Photos can be organized into albums on student’s devices

- Use of photos will be gradually faded as students become more proficient using episodic future thinking; fosters independence
Multiplication of integers

Grade 6 Integers Worksheet

Find the product.

1. \(7 \times -2 = \) \\
2. \(5 \times -4 = \) \\
3. \(-7 \times 7 = \) \\
4. \(5 \times 7 = \) \\
5. \(10 \times -5 = \) \\
6. \(-6 \times 8 = \) \\
7. \(-10 \times 2 = \) \\
8. \(-7 \times 5 = \) \\
9. \(-3 \times 6 = \) \\
10. \(9 \times 7 = \) \\
11. \(4 \times -9 = \) \\
12. \(-4 \times 10 = \) \\
13. \(5 \times -3 = \) \\
14. \(-4 \times -9 = \) \\
15. \(1 \times 3 = \) \\
16. \(-4 \times 0 = \) \\
17. \(-5 \times -1 = \) \\
18. \(-5 \times 5 = \)
Get Ready

Worksheet

Pencil

Get Done

Multiply numbers to obtain the product

Determine whether product is (+) or (-):

- If signs are the same, the product is (+)
- If signs are different, the product is (-)
What to do:

1. Use Google Slides to present the following information.

   ![Google Slides interface]

   Instructional video for creating your Google slide.

2. Choose a character and insert the character’s picture on Google slide. [Pictures of Characters]

3. Determine **4 symbols (individually)** or **8 symbols (partners)** that represent her/him. Insert a picture of each symbol on the slide.

4. Write a short paragraph for each item. In your paragraphs include the following:

   - the name of the symbol,
   - **specific evidence** from the text supporting your symbol,
   - and, an **explanation** of why the symbol was chosen.

5. Submit assignment. Watch Video for directions on submitting.
Get Ready

Chromebook

Novel

Do

Choose a Character

Locate photo of character and copy to Google Slide

Choose 4 symbols that represent your character

Locate images of each symbol and copy to Google Slide

Write a paragraph for each symbol including:

- Name of symbol
- Text evidence of symbol
- Why you chose the symbol

Get Done

File

Browse... No file selected.
The file you exported, just as you exported

Submit
**PROJECT: OCEAN LAYERS**  The objective for this project is to research an ocean life zone and create a presentation. Use the rubric as a guide. Please make a poster, tri-fold, infographic and powerpoint or prezi.

<table>
<thead>
<tr>
<th>Layer Description</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All three of the following requirements are met: 1. Average salinity, temperature, oxygen level and light is given. 2. Location of ecosystem is shown on a map. 3. Description of the importance to the ecosystem.</td>
<td>2 of 3 requirements are met.</td>
<td>1 of 3 requirements are met.</td>
<td>None of 3 requirements are met.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Impact</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of how human activity is affecting the layer is given using 3 examples.</td>
<td>2 of 3 examples are met.</td>
<td>1 of 3 examples are met.</td>
<td>None of the 3 examples are met.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food Chains</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 3 of the requirements are met. 1. Food chain/web contains at least five organisms. 2. Pictures or drawings of organisms are used. 3. Arrows are used to show the direction energy flows</td>
<td>2 of 3 requirements are met.</td>
<td>1 of 3 requirements are met.</td>
<td>None of 3 requirements are met.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 or more of the listed vocabulary words are used in describing the layer. All of the words are highlighted or in bold print. (see attached list)</td>
<td>7 or more of the listed vocabulary words are used and are highlighted or in bold.</td>
<td>5 or more of the listed vocabulary words used and are highlighted or in bold.</td>
<td>3 or more of the listed vocabulary words used and are highlighted or in bold.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Display</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All three of the requirements are met.</td>
<td>Two of the three requirements are met.</td>
<td>One of the three requirements are met.</td>
<td>None of the three requirements are met.</td>
<td></td>
</tr>
</tbody>
</table>
PROJECT: OCEAN LAYERS  The objective for this project is to research an ocean life zone and create a presentation. Use the rubric as a guide. Please make a poster, tri-fold, infographic and powerpoint or prezi.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Met</th>
<th>Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display is neat and organized.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All of the writing is easy to read.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The environment is graphically displayed with pictures, drawings or some other manner which has been cleared by teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Works Cited**
All three of the following requirements are met.
1. At least five sources are used.
2. Formatted correctly
3. Work cited is given.

Two of the three requirements are met.

One of the three requirements are met.

None of the three requirements are met.

**Total Points:** ____________ /20

**Vocabulary List:**
- Global ocean
- Sea
- Oceanography
- Sonar
- Continental Margin
- Deep-ocean basin
- Trench
- Abyssal plain
- Core Sample
- Nodule
- Salinity
- Pack Ice
- Thermocline
- Density
- Upwelling
- Plankton
- Nektos
- Benthos
- Benthic zone
- Pelagic zone
- Desalination
- Aquaculture
Get Ready

What I Need

Computer with PowerPoint
Paper
Pencil

Do

Steps to “Get Done”

1. Find the Distance
2. Find a picture of the planet
3. Find the surface temperature
4. Find the Orbit Period
5. Find the Rotational Period
6. Find a picture
7. Find the main components of the atmosphere
8. Find Life Support system if needed
9. Find Picture
10. Find Gravitational Field with Calculations
11. Find any Moons or Rings
12. Find a picture

Done
Getting Organized

Materials
Ideas

Organization

Emotional Control
Planning
Goal-Directed Persistence
Problem-Solving
Metacognition
If we create organizational systems for our students, they will lack ownership of the product and will miss out on the valuable lesson of learning the process.

We must allow students to set up their own systems to increase “buy-in” and promote accountability; providing support as necessary.
Organizing School Materials:

- Master Binder
- Separate Binders for Classes
- AM/PM Binders (High School)
- Other
MASTER BINDER:

AN ALL-IN-ONE SYSTEM FOR ORGANIZING SCHOOL PAPERS AND MATERIALS IN A SINGLE BINDER
Recommended Materials:

- **Sturdy 3-ring binder**
- **Calendar/Planner** (weekly and/or monthly)
  
  **Having a planner is not enough!**
- **Sheet Protectors**
- **Subject Dividers** (I like ones with pockets)
- **2-pocket folders for each class** (with binder holes)
- **Notebook paper**
- **Accessory bag**
- **Accessories** (such as pencils, pens, colored pencils, scissors, glue sticks, 3-hole punch, highlighters, sticky notes)

Wilkins & Burmeister (2015)
How to create a master binder system:

Wilkins & Burmeister (2015)
Get Ready

- Sturdy 3-ring binder
- Calendar (weekly or monthly)
- Sheet protectors
- Subject dividers
- 2-pocket folders
- Notebook paper
- Accessory bag, etc..
- Additional accessories (pencils, pens, highlighters, colored pencils, scissors, glue sticks, 3-hole punch, sticky notes, etc...)

Get Done

- Decide how many dividers you need based on your schedule
- Label each divider with the appropriate class name
- Insert dividers into binder in order of class schedule
- Choose a 2-pocket folder for each class (preferably matching color of divider) and label one side "homework" and the other side "work to turn in"; insert behind dividers
- Insert a sheet protector behind each 2-pocket folder
- Add approximately 25 pages of notebook paper in each section
- Put all accessories (pencils, pens, sticky notes, scissors, colored pencils, hole punch, etc... into accessory storage case

Done
Managing Materials

Involve the student to increase “buy-in”

The less to keep up with, the better!

Daily Sorting!!

Create a routine, gradually fading support
What I always tell my kids:
Get Ready

Do

What's Missing: The Roadblocks!!
(The Self-Regulation Piece)

Done

Get Done
Get Ready

- Bookbag + materials
- computer
- X-Box

DO (Plan)

- 4:50-5:00 Restroom, Snack, Unpack
- 5:00-6:30 Homework
- 6:30-8:30 Dinner, X-Box
- 8:30-9:30 Free Time
- 9:30-10:00 Get Ready for Bed
- 10:00-10:30 Relax, bed

Done (Goal)

- Spanish B
- Math B
- $5 A
- 84 6/8
Get Ready

- [ ] Cat Card Folder
- [ ] Fidgets

DO: Plan

- [ ] Wait for Stewart
- [ ] get in a group by meeting at door when instructed
- [ ] go into hall in an orderly manner together; Quiet voices
- [ ] Walk together as a group quietly
- [ ] enter room
- [ ] Find Ricky & greet him

Done
Planning Model:
Think about when you can use this strategy at home
STUFF WE **PROBABLY**
WON'T HAVE TIME FOR:
Homework
HOW DO I HELP MAKE SURE MY CHILD IS ACCOUNTABLE FOR ASSIGNMENTS?
itslearning
Setting Up a Dedicated Homework Space

1. Unzipped backpack on Done chair
2. Homework folder on Done mat
3. Take out assignment, hold it over Do mat, & self-talk through steps
4. Move assignment to Get Ready mat & gather materials (self-talk)
5. Open homework folder to page where assignment will be filed
6. Execute forward (work the plan)
“MY CHILD DOES THE HOMEWORK BUT FAILS TO TURN IT IN”

Math 3:20
Many students find it helpful to use a separate folder exclusively dedicated to homework; sturdy 2-pocket; one side for “Homework” and the other for “Turn In”

When putting homework in the homework folder, put a sticky note on each completed homework assignment labeled by class + time

Sort the completed homework assignments into temporal order and place them in the folder

Sticky notes increase the spatial-temporal window for when something is due

Without the sticky notes, students are less likely to turn in completed homework & more likely to shove papers where they don’t belong
Stuff we won't have time for:
Emotional Control, Impulse Control

- PBIS Matrix
- Choice Cards
- Chunking the steps of a task
- Power Cards to provide clear expectations
- Social Stories
Help Students Build Sustained Attention

- Provide supervision and check-in
- Dedicated homework space with minimal distractions (don’t let them close themselves in their bedrooms)
- Chunking the steps of a task
- Working clock: Identify time-robbers
- Scheduled breaks based on attention span (be sure to define what “break” means)
Closing Thoughts
The Big 3

1.
2.
3.
What if it’s not working?

Don’t assume it’s the **product** that is not working. This is a **process** and there are many areas that can go wrong.

It's time to reflect on what's not working:

- Does the plan need adjustments? Does the plan need a complete overhaul?
- Is there lack of buy-in from your child? Is it your system and not your child’s? Mental rigidity?
- Is there a lack of self-regulation?
- Is the goal proximal, specific, and appropriately challenging? Is the goal realistic?
- Is there adequate support?
- Is there a system of accountability?
Don’t tell kids why it’s not working; have them reflect & tell you themselves; this is part of the learning process.

- Our ultimate goal is for kids to manage their own learning.
- We want our children to become self-regulated and metacognitive.
"QUIT BEGGING FOR MY NAG!"
Our job is not to make our kids comfortable in the face of challenge.

We want our kids to have grit and perseverance. We want to teach them to cope with discomfort.

We are teaching to the future and hopefully preparing our kids for independence in the adult world.

“Learning to be comfortable with discomfort”

We must teach our children to plan the work and work the plan or it's “GAME-OVER” at high school graduation.

Garcia-Winner (2017)


