

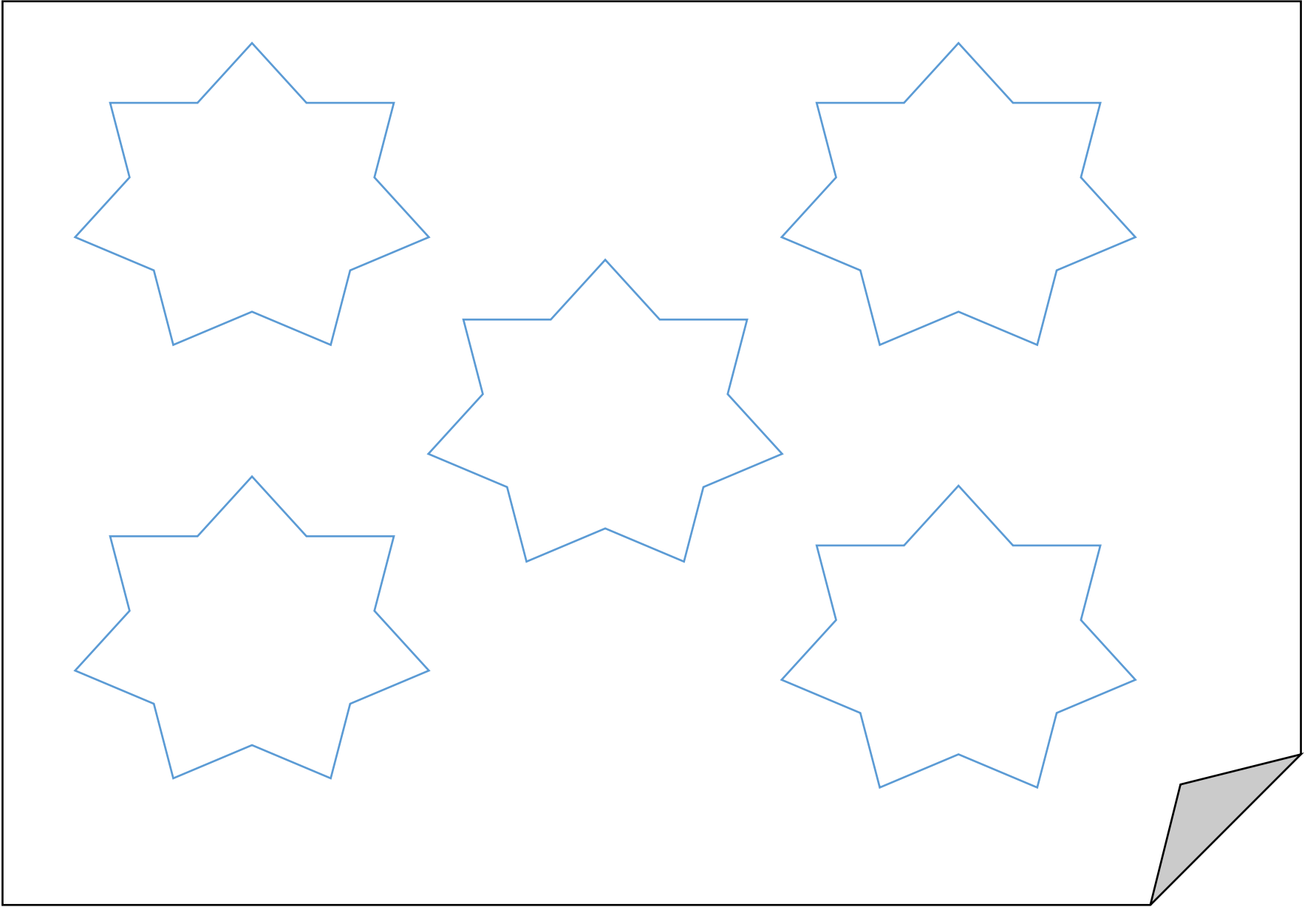


**KENTUCKY AUTISM
TRAINING CENTER**

KY-SPIN Tuesday Tips: Executive Functioning

Sarah Bays, M.Ed.

KATC Field Training Coordinator





Groceries
3 of 771 items remaining

+ Add Item

Beverages

- Coffee

Breakfast & Cereal

- Instant Oatmeal

Meat

- Chicken



KENTUCKY AUTISM
TRAINING CENTER

WHAT IS EXECUTIVE FUNCTION?



“Executive function is the ability of the brain to think through situations and, when necessary, override impulsive or automatic responses.”

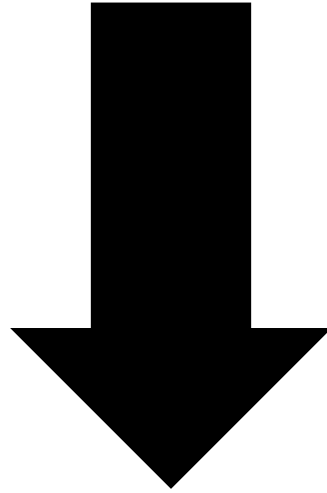






Learners with executive function challenges may struggle:

- considering the perspectives of others
- interpreting/understanding the motivation of others
- modulating their own demeanor to fit a certain context
- generating ideas or initiating topics
- planning ahead
- learning from their mistakes
- focusing
- coping with frustration
- putting a thought or action “on hold”
- thinking objectively (reframing)
- thinking flexibly
- staying calm
- managing time and pace
- shifting gears or attention
- navigating transitions
- maintaining organization
- following instructions or directions
- adding new information to existing knowledge (working memory)

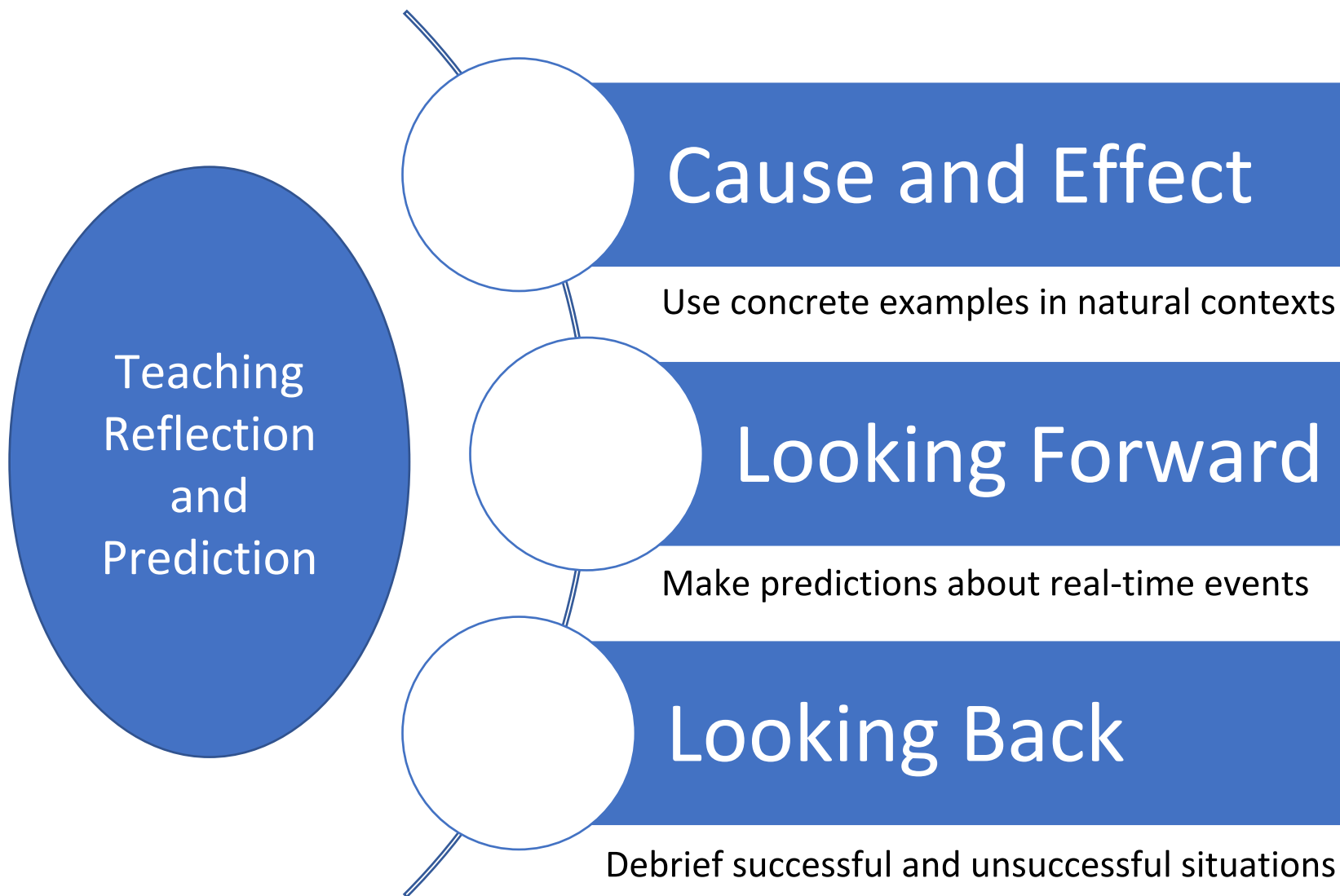


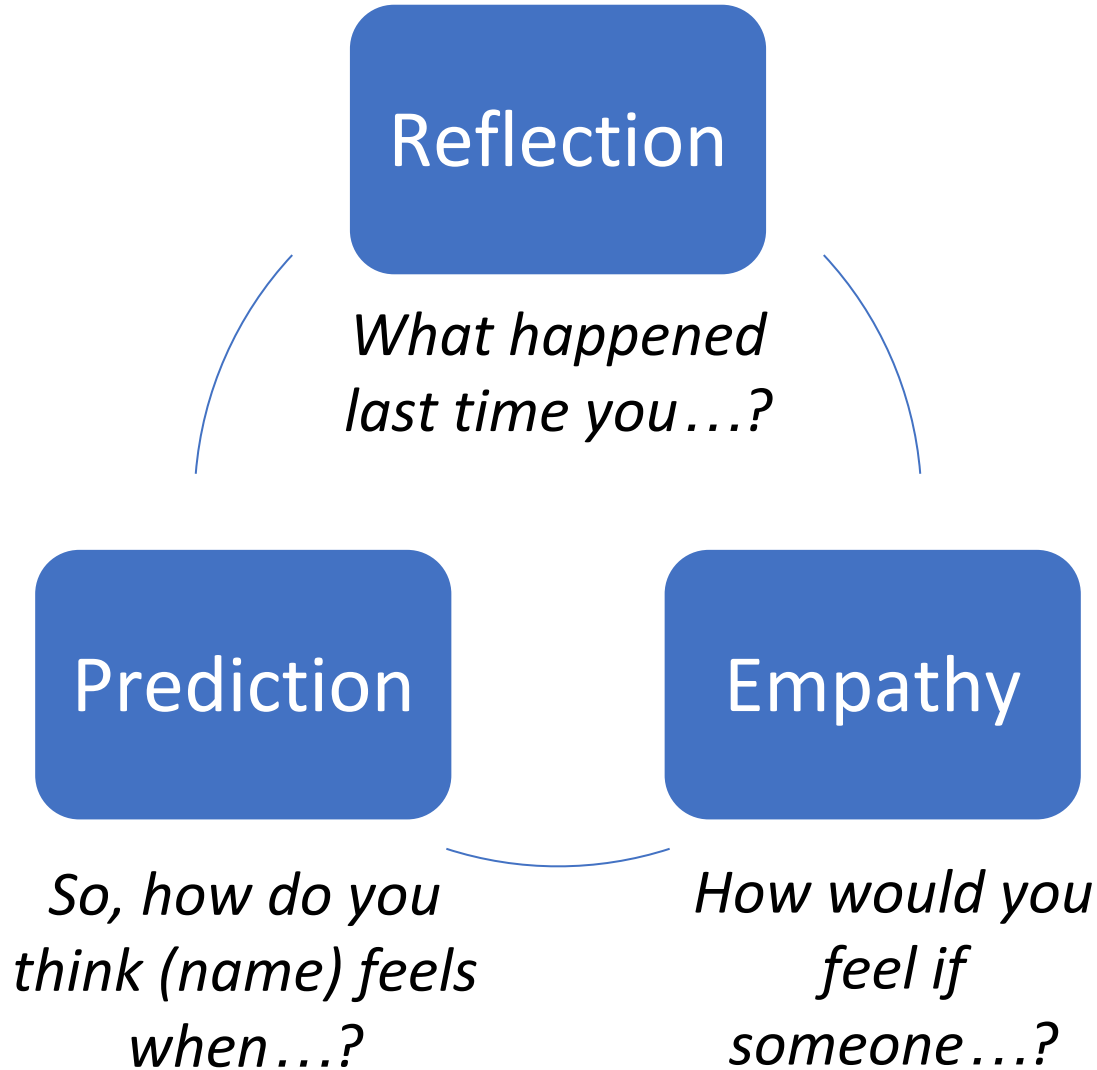
PAST

PRESENT

FUTURE

STRATEGIES









Teaching
Advance
Planning



Count It Down

Show amount of time/tasks left to pace themselves



Time Time

Visual timers!



Chunk It







Timelines, lists, breaks, visual schedules

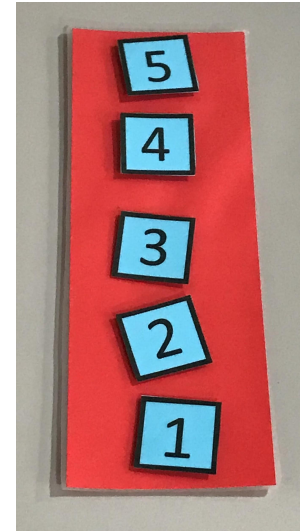
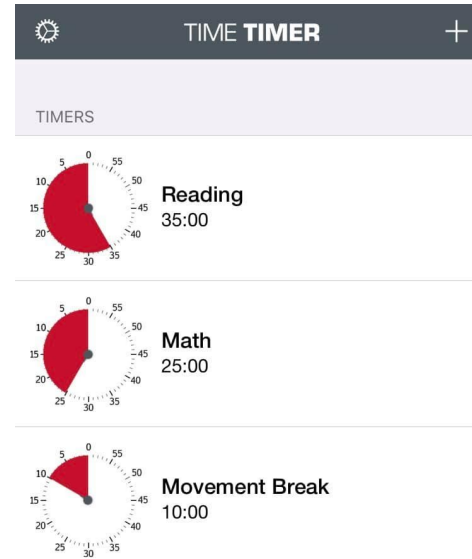


Finish Later

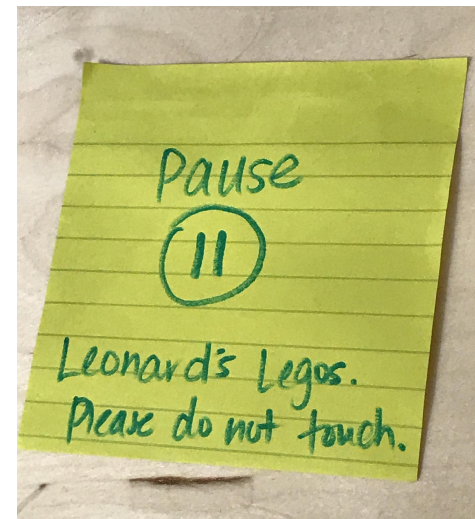
specific folder/drawer, pause card

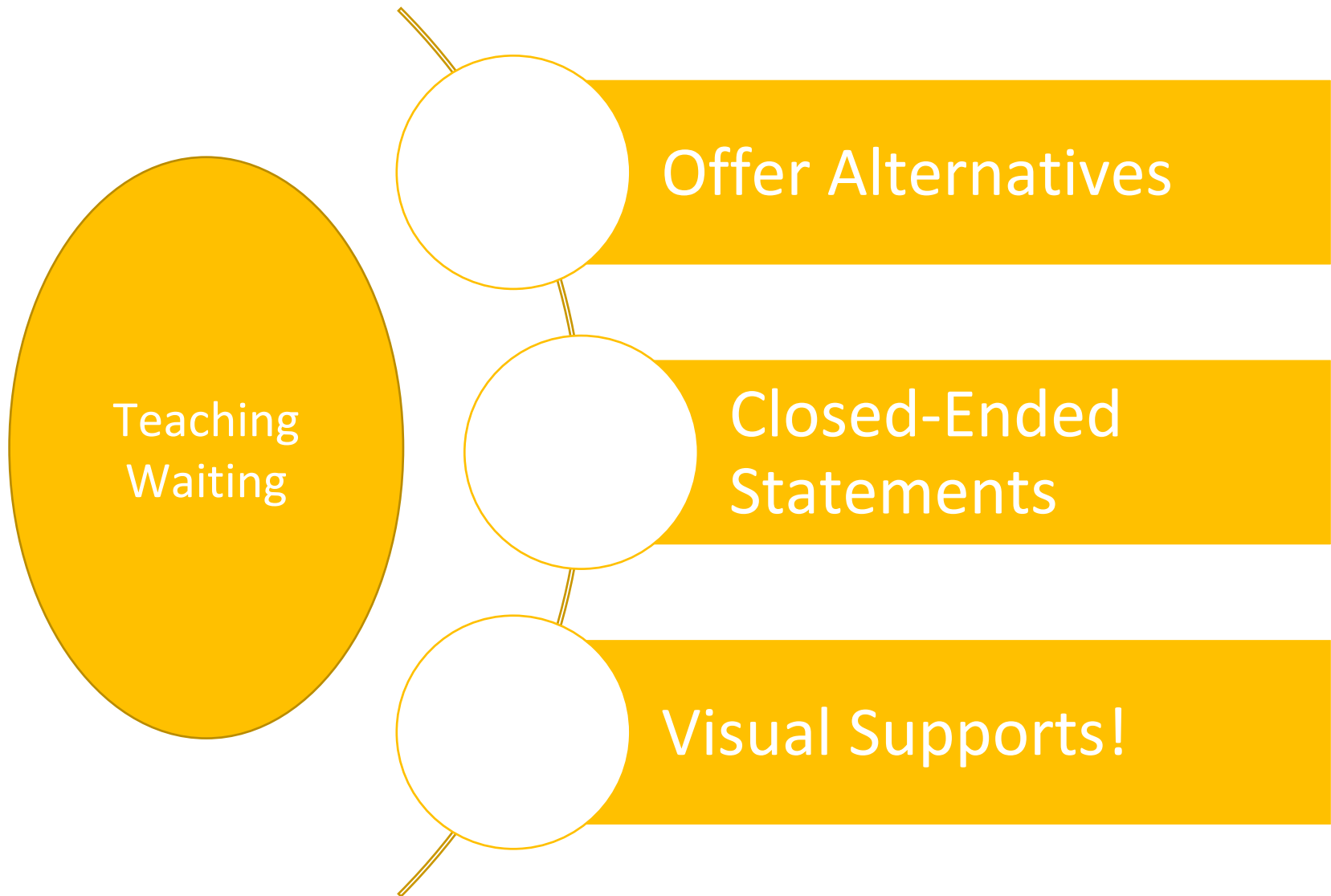
Relax Checklist

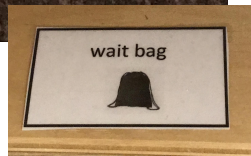
- Squeeze balls 5 times 
- Choose 3 yoga poses 
- Take 5 deep breaths 
- Choice: Draw  Book  iPad 
- Finished 😊



Hasbro Toybox







Open-Ended	Closed-Ended
Eat your lunch.	Take 10 more bites.
You can listen to music now.	Choose three songs to listen to.
Let's go for a walk.	Let's walk to the end of the street and back.
Not right now.	We will do that after dinner.

[\(Mahler & Rothschild, 2019\)](#)

Steps for waiting.

nice hands 	sit 	quiet 	wait for adult 
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Steps for waiting.

Stay in one spot.	
Keep hands to yourself.	
Stay quiet.	
Teacher will come soon.	

time to WAIT



I can:

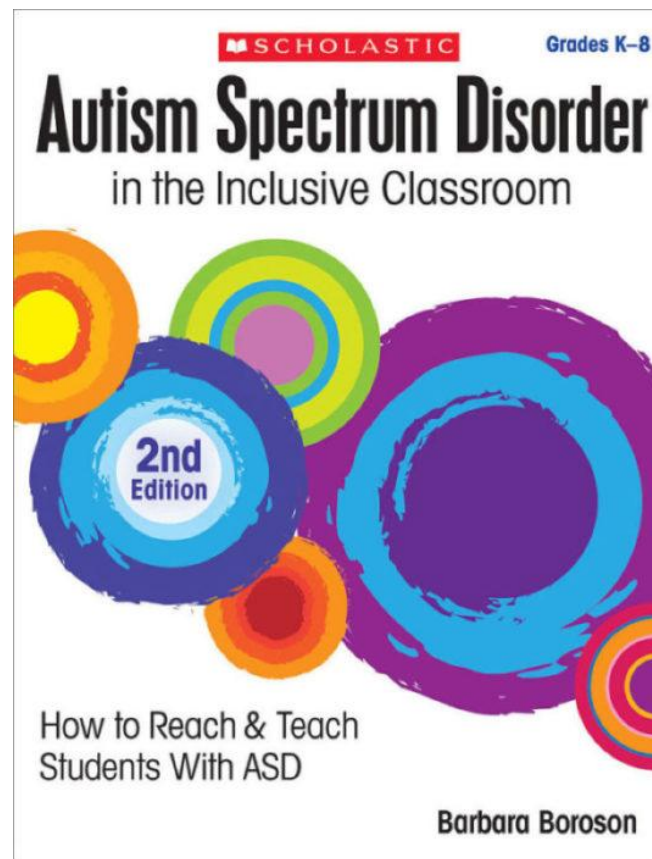
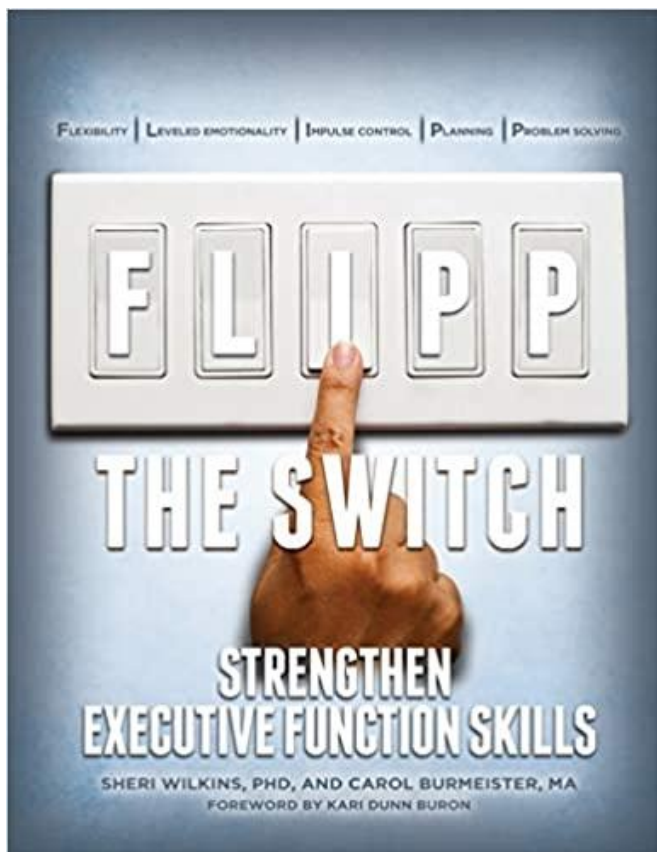


Additional Tips for Home:

- ✓ Adopt a Sunday Game Plan
- ✓ Keep a consistent sleep schedule
(even on non-school days, keep times within 1hr)
- ✓ Set aside time for daily movement/exercise
- ✓ Identify a consistent workspace free from distractions with supplies nearby



RESOURCES





SETH PERLER
Helping Struggling Students Shine
Subscribe to my free weekly vlog at SethPerler.com



Social Thinking!
25 YEARS



A DAY IN
Our Shoes
IEP RESOURCES, SUPPORT AND MORE



Understood
for learning & attention issues
understood.org
Brought to you by 15 nonprofit partners.



How to Motivate an Unmotivated Child, with Michael Delman

How many of us have thrown our hands up in exasperation or helplessness when our kids simply won't engage, despite having all the tools and strategies at their disposal? Listen as executive function expert Michael Delman gives us the missing piece we've been needing, to motivate an unmotivated child.

[View Here](#) (7:30)

A Helpful Strategy for Kids who Appear 'Lazy,' with Sarah Ward, MS

Many bright and quirky kids struggle with completing tasks. What if we could tap into a specific strategy to help a child get from point A to point B, and achieve a goal with greater ease? Learn from executive function expert Sarah Ward, MS, CCC-SLP as she busts the myth of the 'lazy' child and explains what will help.

[View Here](#) (7:28)



Executive Skills
Questionnaire
(Peg Dawson & Richard Guare)

Questionnaire
For Teens

“Executive Skills in Children and Adolescents” by Dawson and Guare

1. Metacognition

- reflect on learning style and preferred strategies
- graphic organizers
- self-monitoring checklists
- peer discussions/review
- rubrics
- completed work samples

2. Task Initiation

- visual, auditory, or gestural cues
- how to ask for help
- timers, checklists
- self-advocacy skills
- token systems, reinforcement breaks
- behavioral momentum

3. Sustained Attention

- self-awareness of time needed before a break
- break down tasks into steps
- self-monitoring checklists
- help with prioritization and/or organization
- reduce distractions
- practice mindfulness

4. Goal-Directed Persistence

- set realistic goals to have buy-in / motivation
- short-term goals with built in incentives along the way
- set deadlines for accomplishing small steps toward the main goal

5. Working Memory

- memory tools such as mnemonics or songs
- use of agenda/calendar
- checklists
- color coding or other visual cues (post-its)
- self-talk

6. Flexibility

- time ranges vs. specific times on schedules
- “surprise” cards
- social narratives/scripts
- positive self-talk
- acting out scenarios and responses via role play
- frequent, behavior-specific praise
- normalize errors
- think aloud

7. Planning and Prioritization

- checklists
- how to sequence/order tasks (first, second, third)
- how to use rubrics
- self-advocacy skills to ask for help or feedback
- use of planning templates
- calendars for dates/times

8. Time Management

- use of schedule/calendar
- cueing devices (i.e. alarms, timers, reminders)
- teach estimation skills
- predict time-frames and possible barriers or distractions
- use incentives and/or consequences to instill a sense of urgency

9. Organization

- try a variety of systems (i.e. locker, backpack, binder, desk)
- agendas, planners, calendars
- checklists or other visual cues
- color-coding, labels
- develop routines (putting things in the same place)

10. Response Inhibition

- determine a replacement behavior (i.e. raising hand instead of calling out)
- gestural or visual cues to support self-regulation
- teach behavioral expectations clearly
- teach self-advocacy skills such as asking for a break
- discourage “multi-tasking”

11. Emotional Control

- learn to recognize triggers and read body cues
- teach a variety of coping strategies (during moments of calm)
- positive self-talk or use of scripts
- 5-point scales (i.e. Zones of Regulation)
- use of social narratives



PRIORITIZE!

NKCES Online Training
2020

Executive Function and
Behavior – Why is this
kid struggling and what
can I do about it?

**Helping Kids Who
Struggle With
Executive Functions**

(Child Mind® Institute)

**Executive Functioning
Coach Tips | Managing
School, Work, Life.**

(Don't IEP Alone: A Day
in Our Shoes)

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www.kyautism.org



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bit.ly/KYSPINEF or scan the QR code below



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