

**Studies have documented that schedules and routines influence children's emotional, cognitive, and social development.**

Predictable and consistent schedules in classrooms help students with ASD feel secure and comfortable.

Schedules and routines help children understand the expectations of the environment and reduce the frequency of behavior problems, such as tantrums and acts of aggression.

-Ostrosky, Jung, Hemmeter,  
Thomas

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*What does research say?*

**Using an agenda of the day's lesson makes learning more relevant to students and takes the mystery out of what is going to happen that day.**

*NOTE: This research applies to neuro-typical individuals.*

**What Successful Mentors Do  
81 Research-Based Strategies for New Teacher Induction  
Training and Support**

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**Transition Markers**

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## Surprise Cards Change of Schedule Crds

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## WHAT ARE EXECUTIVE FUNCTIONS?

### NO FORMALLY AGREED UPON DEFINITION.

#### *The Conductor or CEO of the Brain*

*This theory states that EFs are a single, unitary cognitive control process that directs all thought and behavior  
(McCloskey, Perkins, & Van Divner, 2009)*

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## EF'S AS CO-CONDUCTORS OF THE BRAIN'S ORCHESTRA

- Set of multiple cognitive capacities that act in a coordinated manner

*(McCloskey, Perkins, & Van Divner, 2009)*

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## Multi-dimensional Construct

McCloskey, Perkins, & Van Divner, 2009

\* *Overarching developmental cognitive neuropsychological construct that is used to represent a set of neural mechanisms that are responsible for cueing, directing, and coordinating multiple aspects of perception, emotion, cognition and action*

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## Self-Regulation

- ★ Working Memory (Adaptability)
- ★ Inhibitory control (Response Inhibition)
- ★ Mental Flexibility (Emotional Control)

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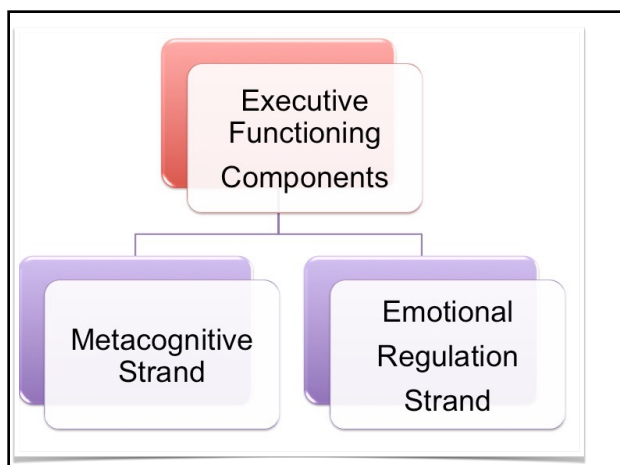
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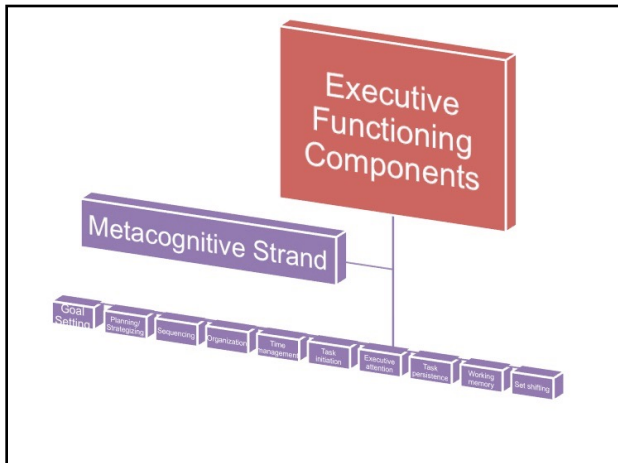
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### METACOGNITION

**Awareness and understanding of one's own thought processes.**

Includes-

- ☑ Goal setting
- ☑ Planning and strategizing
- ☑ Sequencing
- ☑ Organization
- ☑ Time management
- ☑ Task initiation
- ☑ Executive attention

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### EMOTIONAL REGULATION

"Ability to respond to the ongoing demands of experiences with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reaction as well as the ability to delay spontaneous reactions as needed."  
(Cole, Michael, and Teti, 1994)



- ★ Working Memory
- ★ Inhibitory control
- ★ Mental Flexibility

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## WHY SELF REGULATION IS SO IMPORTANT

The Secret of School Success:

..."one of several findings in the growing body of research on self-regulation..people's ability to stop, think, make a plan and control their impulses..it turns out that "these are really the same skills you need to do well in school and potentially in life."

*Professor Megan McClelland*

*Oregon State University*

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## SELF REGULATION

- The ability to detect how you are feeling
- Match emotions to events
- Change level of behavior and emotion to match environment and cultural expectations

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## IT MIGHT BE A SELF REGULATION PROBLEM IF...

- You think "she is just being stubborn..."
- You really feel you need to watch your every word.
- You think, 'Here we go again..'
- You have to stop yourself from raising your voice.
- You are tempted to say, "Calm down, calm down" when you don't know what else to do..

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**DIFFICULTIES IN REGULATING NEGATIVE EMOTIONS (SUCH AS WORRY OR SADNESS)**

- May indicate the presence of an internalizing disorder (such as anxiety or depression)

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**PROBLEMS WITH ANGER AND IMPULSIVITY**

*Possibility of an externalizing disorder or behavior disorder, such as ADHD or oppositional defiant disorder.*

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**DIFFICULTIES WITH SENSORY OR COGNITIVE OVERLOADS**

*Resulting in a meltdown, such as in someone with an ASD.*

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## NEUROANATOMY

\*frontal lobes

\*prefrontal lobes (associated with behavioral and personality changes)

The brain develops back to front so the prefrontal cortex is not fully mature till age 25.

*Yes, Your Teen is Crazy!*  
Michael J. Bradley, 2002

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## Executive Function Weaknesses

- Conceptual reasoning abilities may be stronger than their output and productivity
- Consequently, these students are inefficient with their work and have difficulty showing what they know in the classroom
- Study skills and test performance are compromised
- Academic grades may not reflect actual intellectual ability

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## PSYCHOLOGICAL AND DEVELOPMENTAL DISORDERS ASSOCIATED WITH EF DEFICITS

- \* ADHD
- \* Learning Disabilities
- \* Autism Spectrum Disorders
- \* Mood Disorders
- \* Obsessive Compulsive Disorders
- \* Tourette's Syndrome
- \* Schizophrenia
- \* Antisocial Personality Disorders
- \* Borderline Personality Disorders

*Suchy, 2009*

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Time  
for  
Discussion

A STRATEGY..SOCIAL SCRIPTS

▶ Hi,my name is \_\_\_\_\_

▶ I am a \_\_\_\_\_

▶ Here is my top burning question for today:

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SOCIAL SCRIPTS

Working Memory  
Inhibitory control  
Mental Flexibility

▪ Written sentences or paragraphs or videotaped scenarios that individuals with executive functioning disorders can memorize and use in social situations.

▪ Can practice the scripts with other peers or an adult, and then use them in real-life situations.

▪ Scripts are used for children and adolescents who have difficulty generating novel language when under stress, but have excellent rote memories.

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What is Video Modeling?

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## VIDEO MODELING

A procedure in which a learner is shown a videotape of a model performing a target behavior or completing a desired task (Sigafoos, O'Reilly, & de la Cruz, 2007)

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## VIDEO MODELING

Most effective models include individuals

close to the observer's age

who have similar characteristics (gender, personality, race and mood) and

are functioning only slightly above the observer

Buggey, T. (2005) VSM Applications with Students with ASD in a Small Private School Setting

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## SELF OR OTHERS AS MODEL???

Some studies show that "using others as a model is equally as effective as using self as model" (Sherer et al. 2001).

However some skills may be better addressed through self as model such as:

Stuttering

Reducing inappropriate behaviors

Etc.

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LIVE VS. VIDEO MODELING

(Charlop - Christy et al., 2000)

Video modeling more effective than live modeling  
Video modeling led to better generalization of skills

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Power Cards

A brief scenario or character sketch describing how the hero solves the problem.

The POWER CARD which recaps how the child can use the same strategy to solve a similar interest.

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GAINING ATTENTION AND FOCUS

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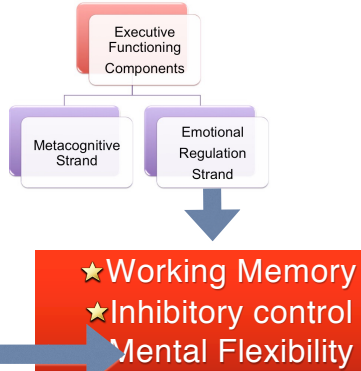
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## SENSORY REGULATION STRATEGIES




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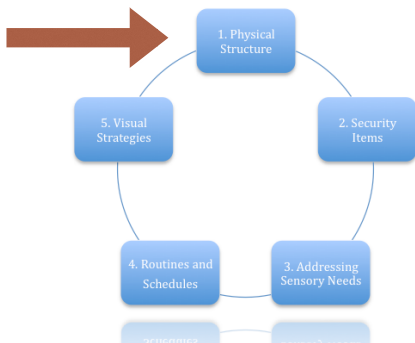
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## EXTINGUISHES ITSELF. RUDOLF DREIKURS




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## "MEET THE NEED AND THE BEHAVIOR EXTINGUISHES ITSELF." RUDOLF DREIKURS

"Effective teachers have already figured out that many negative behaviors can be prevented, eliminated or decreased by meeting the need. "

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**SUPPORTING  
SELF-REGULATION  
SKILLS**



Structuring the Environment:

☐Physical Structure

☐Labeling

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**IMPORTANCE OF PHYSICAL  
STRUCTURE**



Physical structure helps students understand work expectations by indicating that being in a particular area or location means:

- Time to work with others
- Time to work alone
- Time for a break
- Time for transition

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**RESEARCH RE: STUDENT  
ENGAGEMENT ENGAGEMENT**

Source: Rosenfield, P., et al. (1985). Desk arrangement effects on pupil classroom behavior. Journal of educational psychology. Vol 77, No 1, pp 101-108.

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## MeMoves-first patented system for self-regulation-

● Stephen Porges' polyvagal theory, one of the most celebrated new developments in neurobiology.

● MeMoves' faces with eye contact and expressive features of emotion, music supporting the same frequency as the female voice, and simple gestures perfectly align with the positive social engagement elements identified by Porges.

When to do MeMoves:

- ☑ Before a test
- ☑ Before stressful event
- ☑ First period in the morning
- ☑ Prior to quiet, indoor activity

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## RESPONSE INHIBITION

THE ABILITY TO THINK BEFORE ACTING; TO RESIST THE URGE TO SAY OR DO SOMETHING THAT MAY NOT BE A GOOD CHOICE.  
DAWSON AND GUARE, 2012

*Exhibited behaviors:*

- \* Blurts out answers
  - \* Often says or does things that he or she regrets
  - \* Often acts as if he is unencumbered by the thought process
  - \* Often has difficulty explaining why he or she does things
- Kaufman, 2010

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## CARTOONING

\* *Helpful for the visually oriented student to facilitate understanding of social situations and anticipated behaviors, as well as the thoughts of other people in a given situation.*

\* *Thought and speech bubbles, enable the individual with autism to get a sense of social interactions and the hidden rules that govern behaviors (Kerr & Durkin, 2004).*

\* *Comic Strip Conversations™, developed by Gray (1994). By illustrating conversation through simple drawings, the strategy helps the student to identify "what other people say and do" and emphasizes "what other people may be thinking."*

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**LIGHTHALL & SCHETTER**

\*Laminated marker boards, paper, or chalkboards

\*Comic Strip Conversations™, developed by Gray (1994). By illustrating conversation through simple drawings, the strategy helps the student to identify "what other people say and do" and emphasizes "what other people may be thinking."

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Cool Tools for Schools and At Home,  
too!!

*PREVENTION/INTERVENTION  
/POSTVENTION (Instructional  
Consequences)*

*Designed by Visually Speaking team  
(Angela Hill, Lisa Rogers, Kathy  
Morris)*

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**Keychain Rules**

- Read when calm
- Read multiple times
- Refer to them when he demonstrates rules as reinforcement
- Refer to early in the escalation phase

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