

Strengthening Self-Regulation and Executive Functioning in Children and Adolescents



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Kathy
Kaluza
Morris

That's Me!



Executive Functioning Disorders Knowledge Scale

- I already know . . .

1 — 3 — 5



 **This is not
a "sit and get" seminar!**

**AND...
IT WILL BE FUN
AS WELL AS
STIMULATING!**



Laughter
oxygenates
the brain



IDENTIFYING

HIGH INTEREST AREAS







High Interest Area

Ya think?

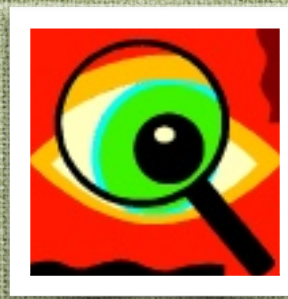


AGENDA



8:30ISH WELCOME/OVERVIEW
SCHEDULES
TRANSITION MARKERS
SURPRISE CARDS
EXECUTIVE FUNCTIONS
10:00ISH BREAK
NEUROANATOMY
PSYCHOLOGICAL/DEVELOPMENTAL DISORDERS
VIDEO OF MELTDOWN
LEVELS OF TALKING
POWER CARDS
KEYCHAIN RULE
LUNCH
METACOGNITIVE STRATEGIES
SELF REGULATION STRATEGIES
ADIOS

Research on autism:



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

- 📌 Predictable and consistent schedules in classrooms help students 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

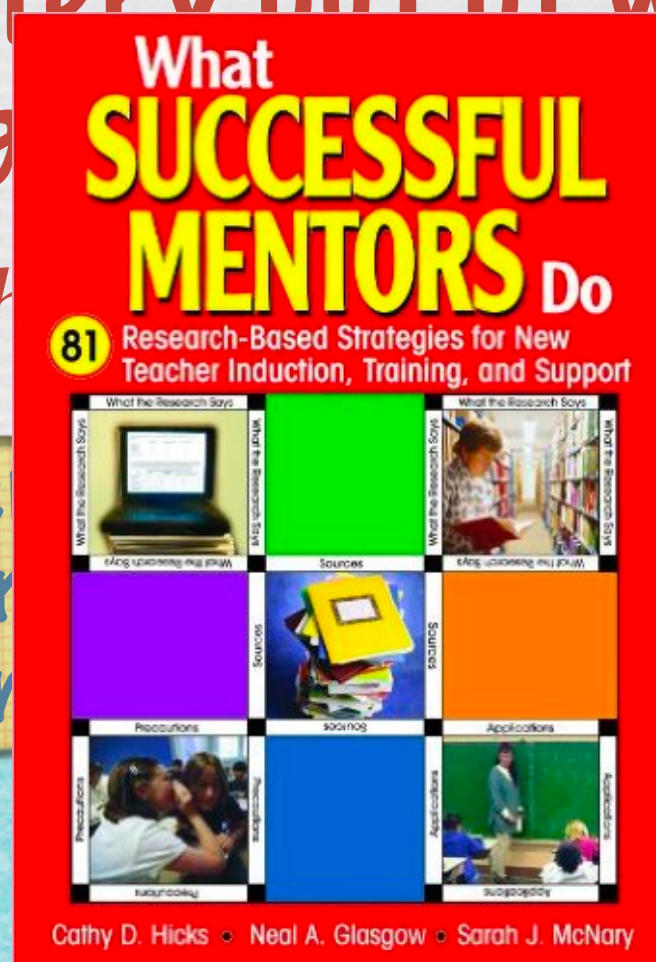
What does research say?



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 today.

NOTE: This research is for atypical individuals.

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



Teacher Induction

Routines and schedules



**The Organization for Autism Research
in collaboration with
Fairfax County (VA) Public Schools
presents**



Don't take away their
schedules!

Schedule & Transition Marker

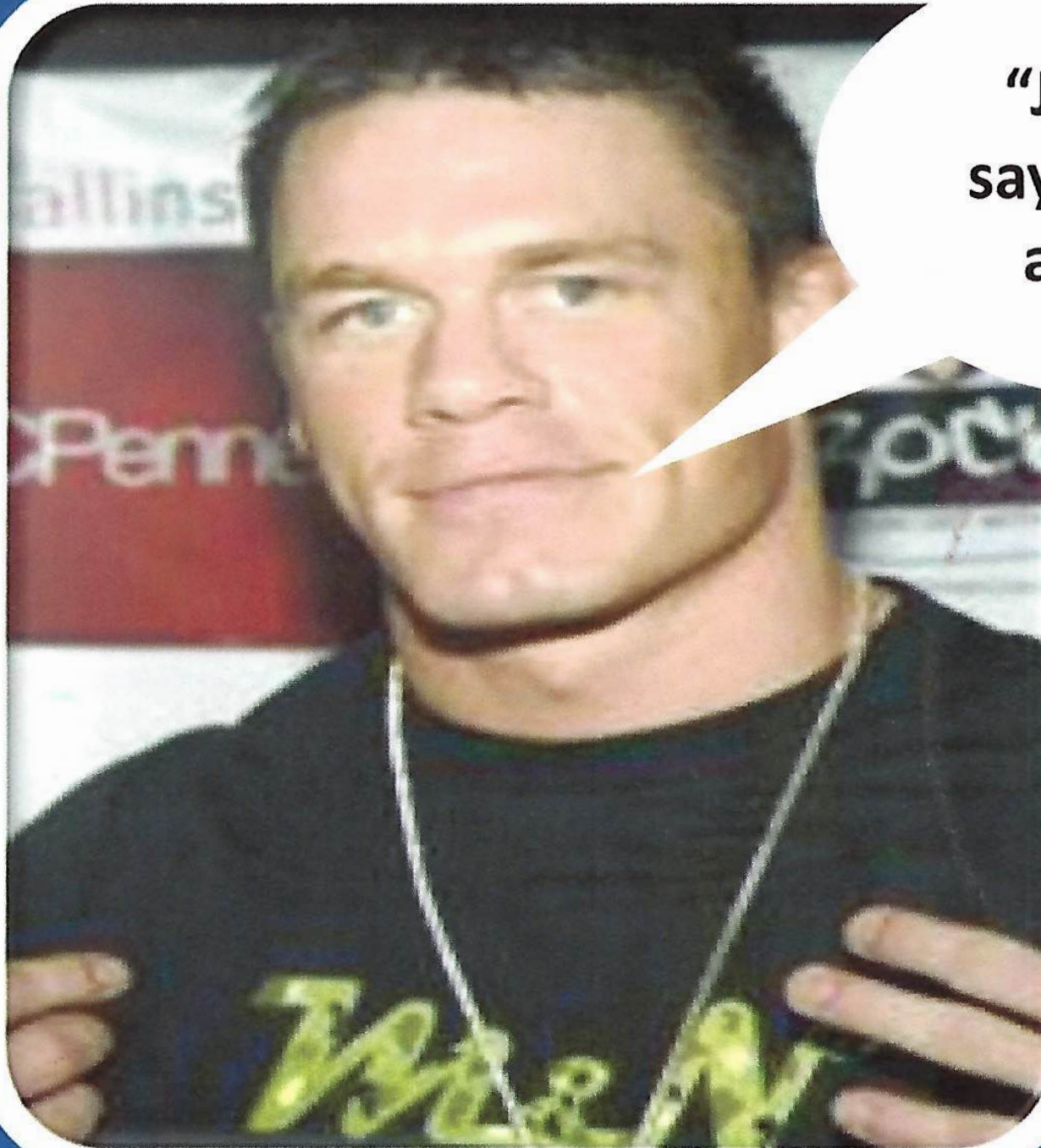


Surprise



**SURPRISES ARE
OK**

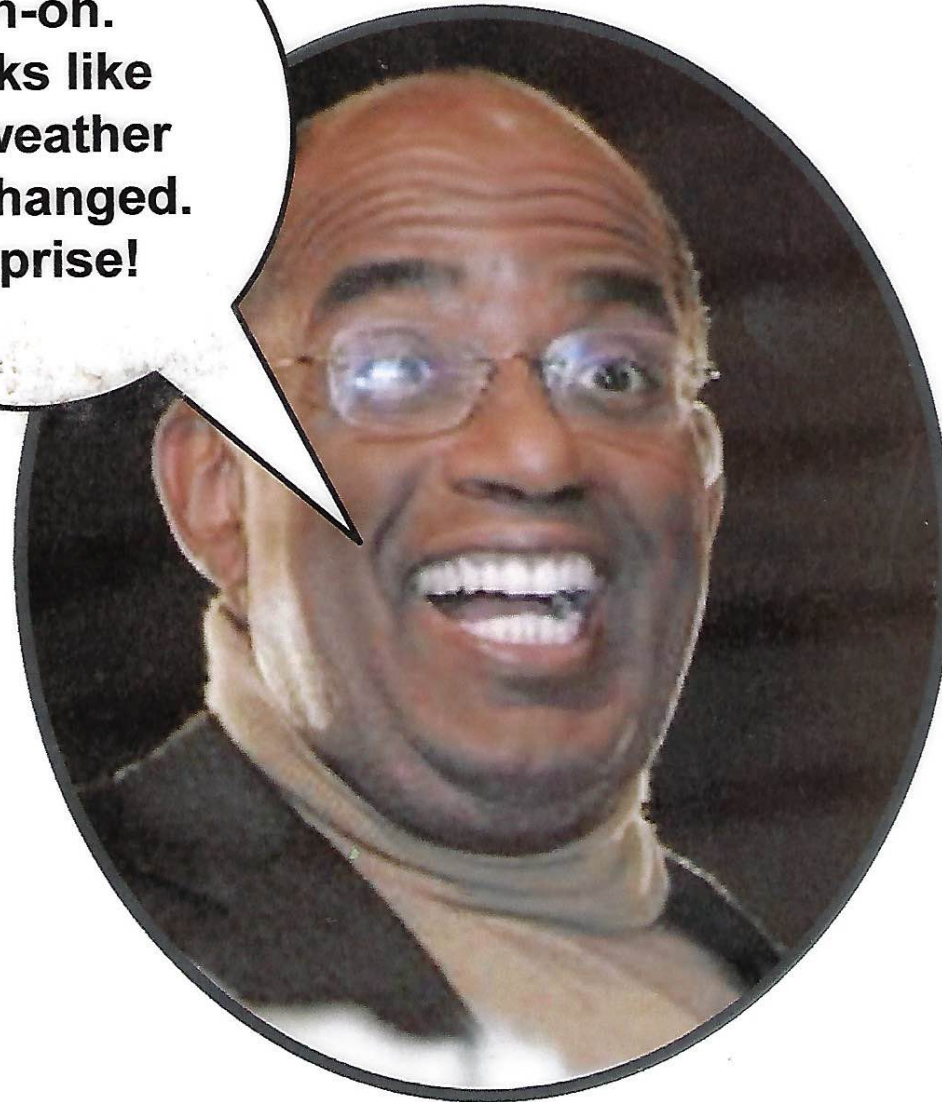
I can handle it.
I'll remember that it
may be a surprise to
others as well.



**“John Cena
says surprises
are O.K.!”**

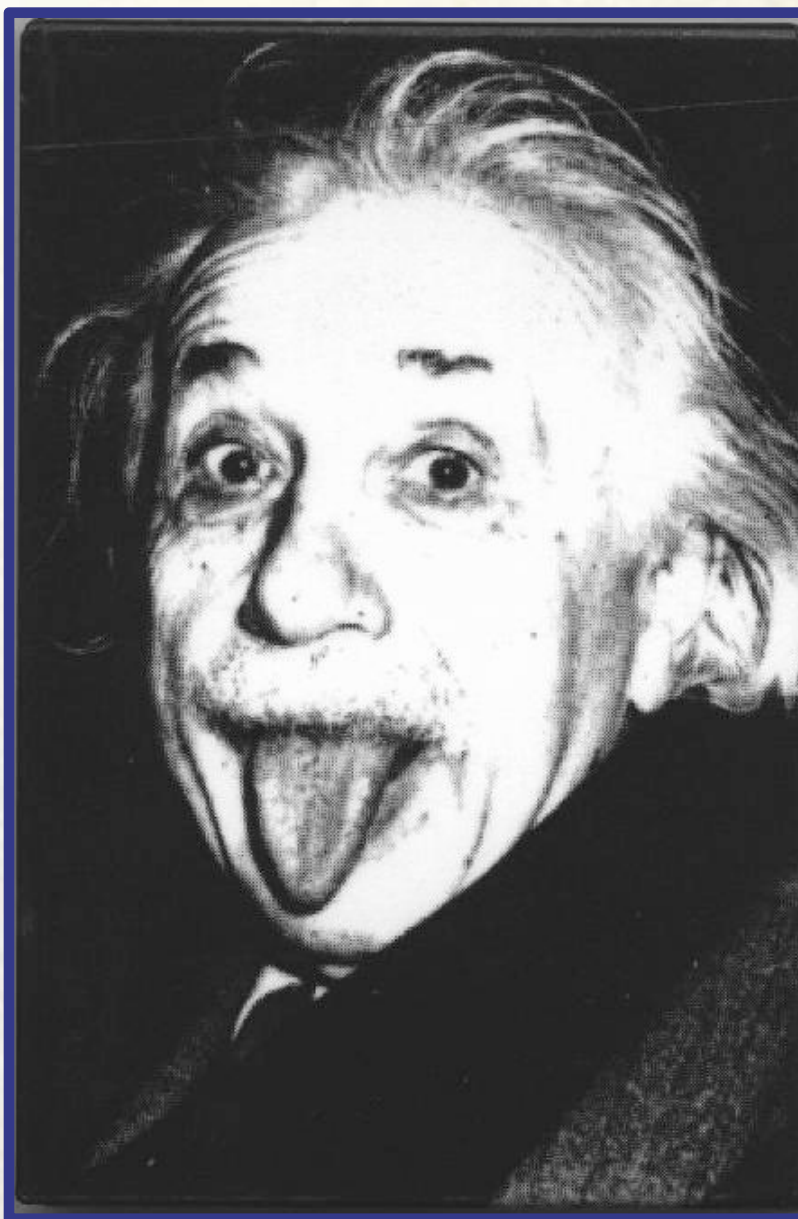
Surprise

**Uh-oh.
Looks like
the weather
has changed.
Surprise!**



Surprise Card

SURPRISE!



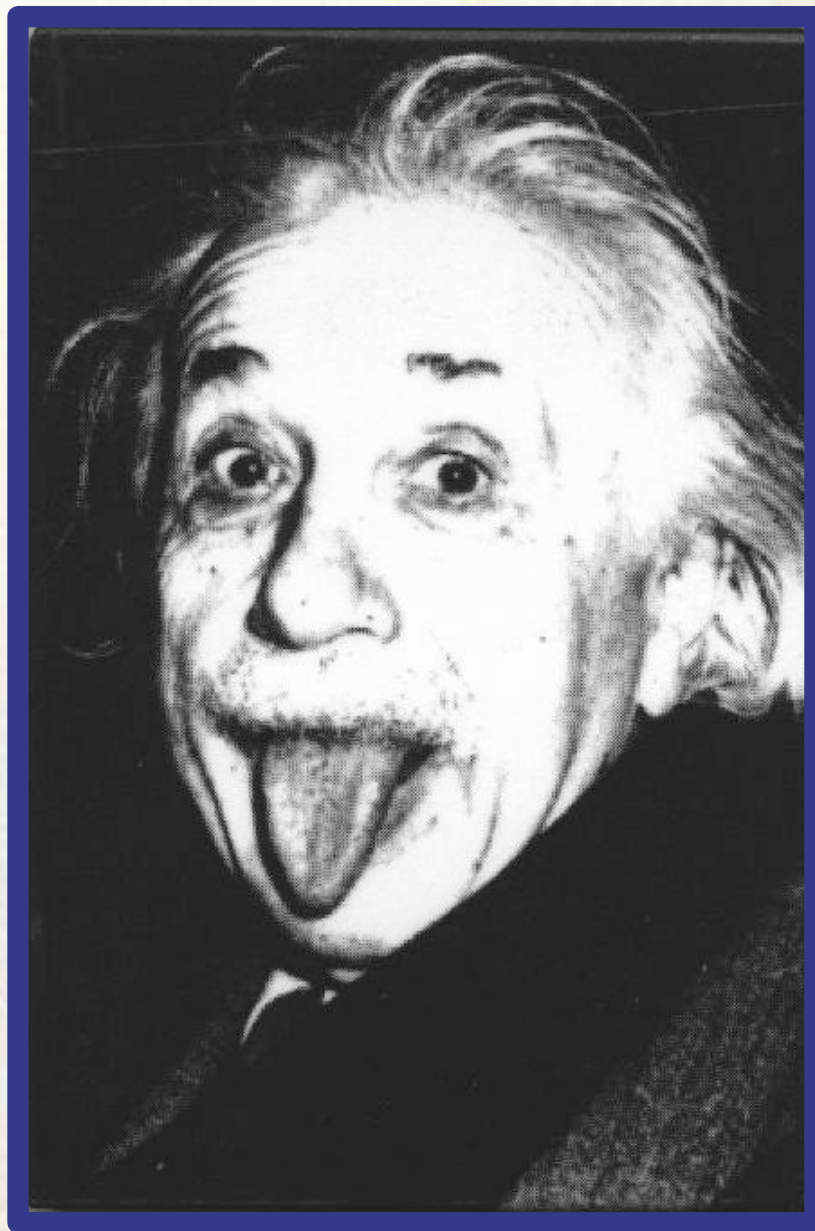
Sometimes...



- There are changes or surprises in my day.
- THAT IS

OK

**When someone gives me
this card:**



This means...

there is a
change or
surprise.

and that is OK!

Surprise



**SURPRISES ARE
OK**

I can handle it.
I'll remember that it
may be a surprise to
others as well.

Change in Schedule





Schedule
Change



Anticipating change...

Helps to respond to change!

-Lisa Rogers

Ready for a break??



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)



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)



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





Take lots of notes!

Executive Functions: Skills for Life and Learning

IN BRIEF

Executive Functions:
Skills for Life and Learning

WHY EXECUTIVE FUNCTIONS
ARE SO IMPORTANT

I hope you took lots of notes!



- 1. Please share in the breakout room 1 or 2 thoughts with your breakout room partners.*
- 2. Start with the one closest to Winnipeg and go from there!!!*
- 3. See you back in 3 minutes*

We prepare dinner while simultaneously helping our children with their homework and making notes about appointments we need to schedule for the week. We focus on our jobs when we need to and our families when they need us. We remember the phone number that our neighbor just gave us so we can write it down as soon as we find a pen. We take a deep breath, rather than honk, if the car in front of us fails to move immediately when the light turns green.

Executive function skills help us plan, focus attention, switch gears, and juggle multiple tasks—much like an air traffic control system at a busy airport. Acquiring the early building blocks of these skills is one of the most important and challenging tasks of the early childhood years. Their strength is critical to healthy development throughout childhood, adolescence, and early adulthood.


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graph TD; A[Executive Functioning Components] --> B[Metacognitive Strand]; A --> C[Emotional Regulation Strand]
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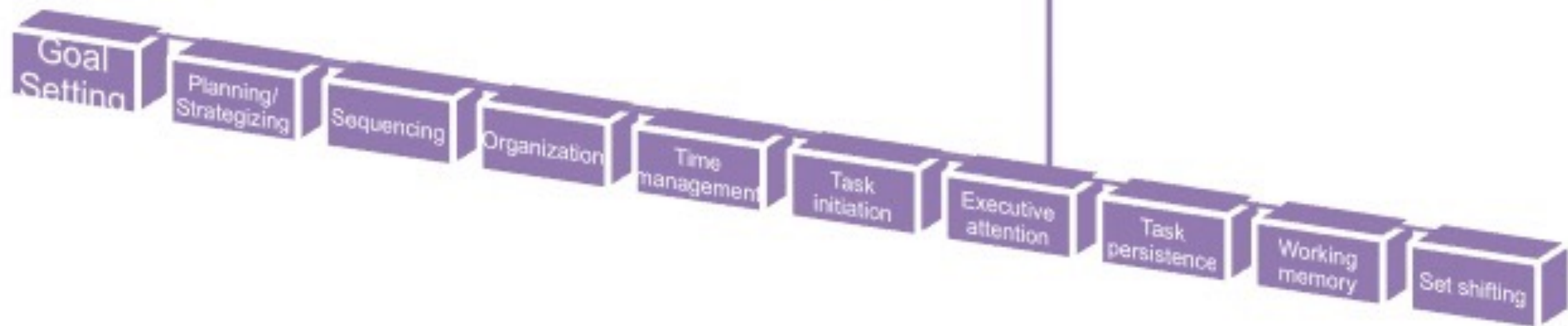
Executive
Functioning
Components

Metacognitive
Strand

Emotional
Regulation
Strand

Executive Functioning Components

Metacognitive Strand



METACOGNITION

P 13

Awareness and understanding of one's own thought processes.

Includes–

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



Executive Functioning Components

Social/Emotional Regulation Strand

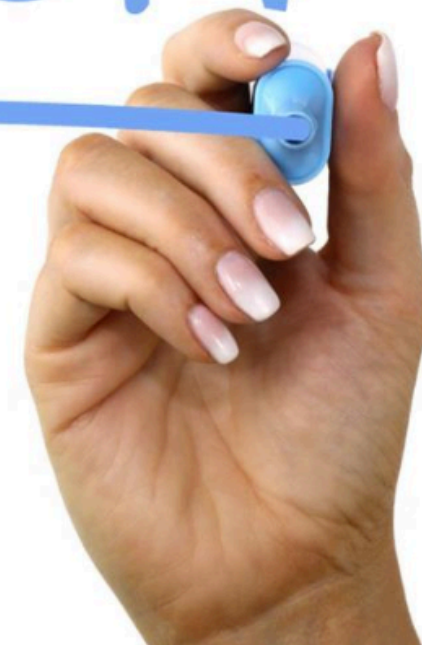


Self-Regulation

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

QUESTION

At what age do you think executive functioning skills are fully developed?



Answer:

These skills are fully developed in adulthood.



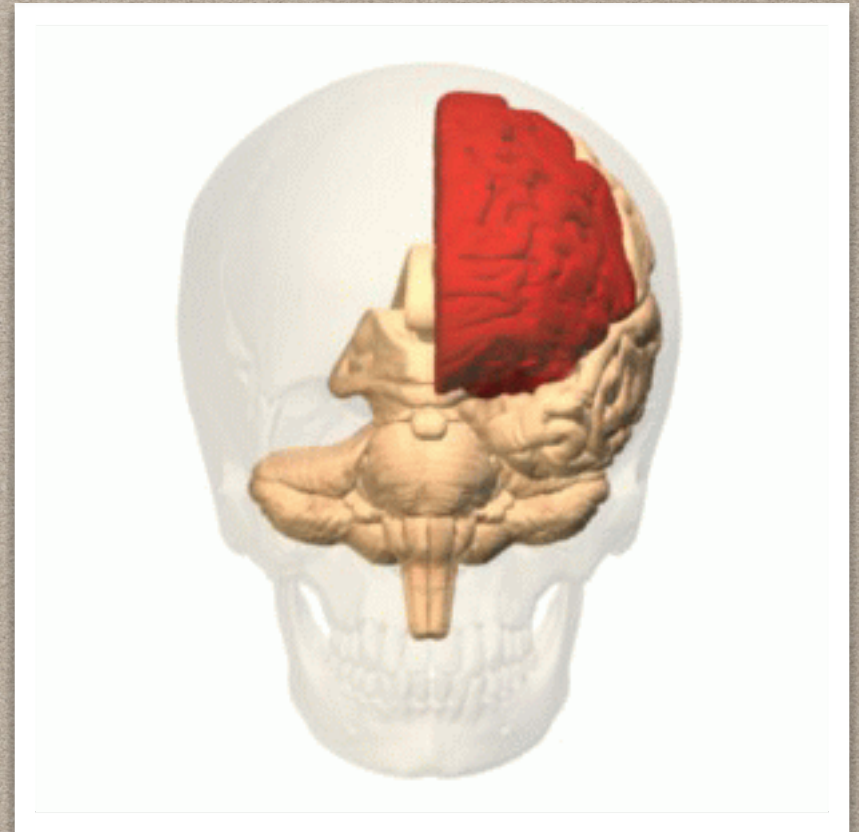
NEUROANATOMY

- 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



PSYCHOLOGICAL AND DEVELOPMENTAL DISORDERS ASSOCIATED WITH EF DEFICITS

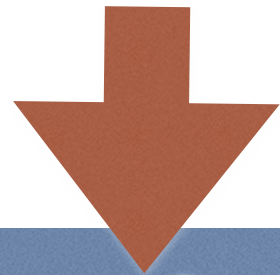
- ✱ ADHD
- ✱ Learning Disabilities
- ✱ Autism Spectrum Disorders
- ✱ Mood Disorders
- ✱ Obsessive Compulsive Disorders
- ✱ Tourette's Syndrome
- ✱ Schizophrenia
- ✱ Antisocial Personality Disorders
- ✱ Borderline Personality Disorders

Suchy, 2009

Laughter
oxygenates
the brain



Supporting frontal lobe or executive skills



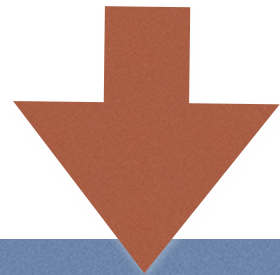
Directives, Rules, Limits:

- ☐ Surprise cards/Change of schedule
- ☐ Levels of Talking
- ☐ Power Cards
- ☐ Keychain Rules
- ☐ Reminder Cards
- ☐ Social Stories
- ☐ T-charts

Structuring the Environment:

- ☐ Physical Structure
- ☐ Visual Cueing

Supporting frontal lobe or executive skills








Directives, Rules, Limits:





- ☒ Surprise cards/Change of schedule
- ☐ Levels of Talking
- ☐ Power Cards
- ☐ Keychain Rules
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- ☐ Social Stories
- ☐ T-charts



Structuring the Environment:

- ☐ Physical Structure
- ☐ Labeling

Levels of Talking		Expected Behavior	Looks like
4	Outside voice where it is noisy	<i>So others can hear you above the noise!</i>	
3	Only people at your table can hear you	<i>Table Talk</i>	
2	Only your partner can hear you	<i>Hello!</i>	
1	Library voice	<i>Whisper....</i>	
0	Quiet voice	<i>Shhhh..</i>	

	On stage voice only	On stage so others can hear	
4	Outside voice where it is noisy	So others can hear you above the noise!	
3	Only people at your table can hear you	Table Talk	
2	Only your partner can hear you	Hello!	
1	Library voice	Whisper....	
0	Quiet voice	Shhhhh..	

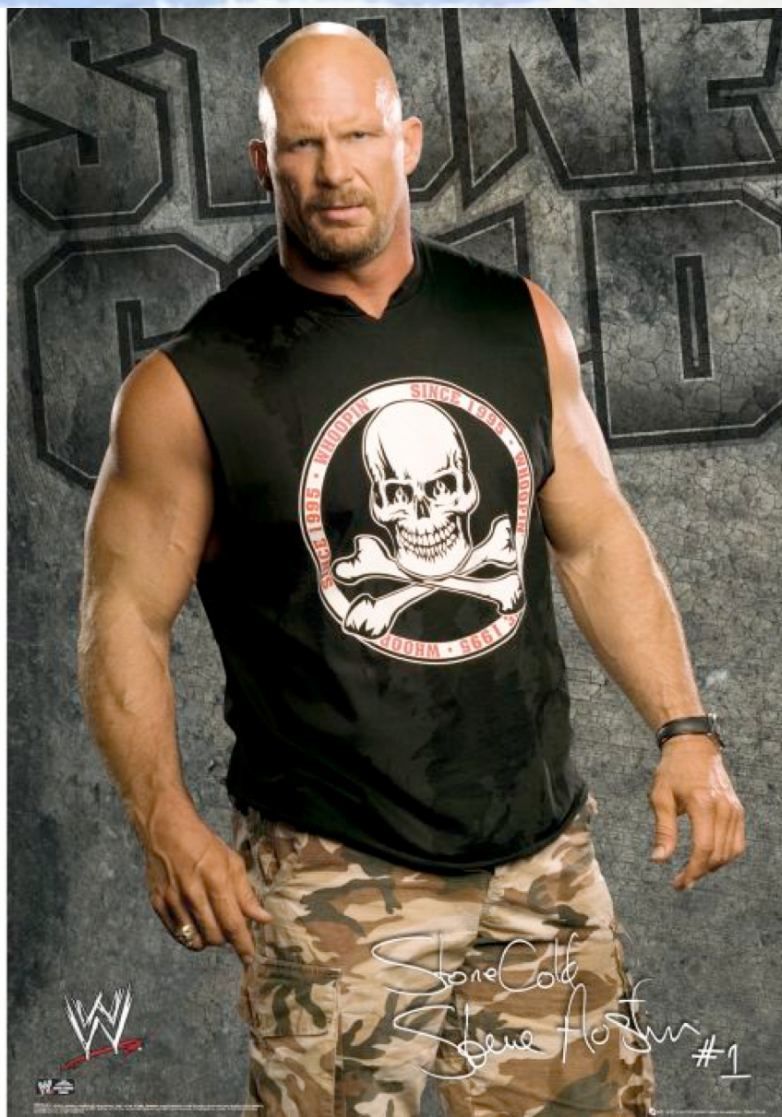
Power Cards

1. A brief scenario or character sketch describing how the hero solves the problem.
2. The POWER CARD which recaps how the child can use the same strategy to solve a similar interest.



Sheldon and Super Hero





“Stone Cold” Steve Austin talks in a very loud voice on stage. He wears black boots and stomps people on stage. He uses a stranglehold on his opponents on stage.

Off stage, Steve Austin talks in a library voice to his children when he reads stories to them at night. He does not hurt his wife or children by choking them or stomping on them. He is off-stage.

Just like me. I will use my library voice or my partner voice at school and home. I will use my Stone Cold voice only on stage. Just like Steve.

*The following 4 slides are from Ron Haggerton, principal from
Highland MiddleSchool, Hobbs, NM*

Luke Skywalker changed
You can change too.
Change is coming today.



The force is
strong in you
and it is OK.



When Luke gets frustrated, he sees Obi-Wan.



When I get frustrated, I go see Mr. Haggerton.

Jar Jar got surprised today.



Today you are getting surprised too.
We are changing the schedule for today.

Sometimes Chewbacca needs a time out to pull himself together



Its OK to take a few minutes to get calmed down.

Brendan's Jedi Power Card

I am Luke Skywalker and I have some great ideas to share with others. I like to raise my hand and answer the question.



The teacher needs to call on other students so that they can share their ideas, too. I want my friends to have a chance to answer.



To become a Jedi requires the deepest commitment and most serious mind. It is not a venture to be undertaken lightly. As such, Jedi instruction is rigidly structured and codified to enforce discipline and hinder transgressions.

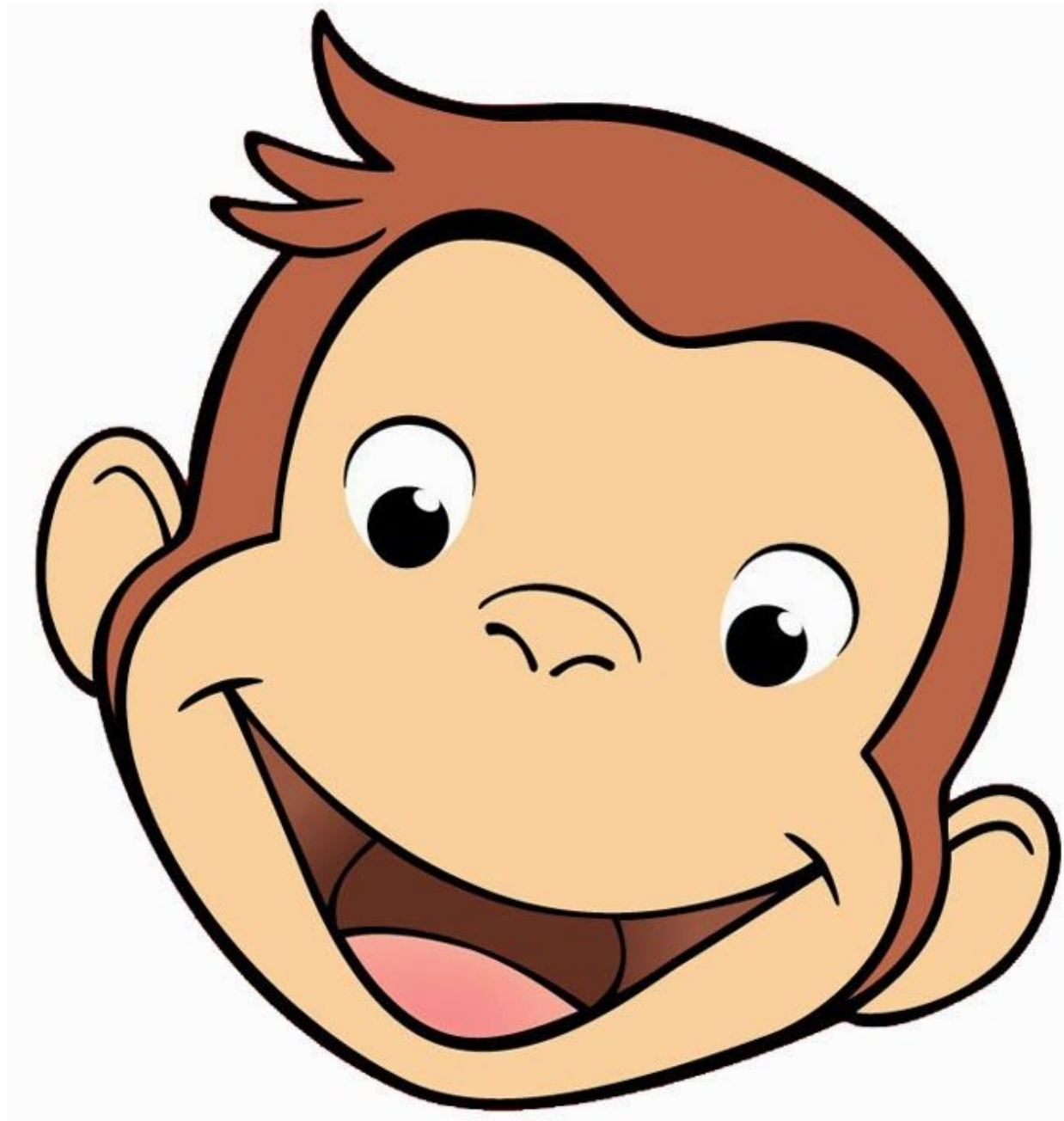
Brendan's Jedi Power Card

When the teacher calls on someone else in class, Luke Skywalker wants you to remember that you can do one of the following things:

- ☐ Wait and listen
- ☐ Take one or two deep breaths
- ☐ Write your answer down on paper
- ☐ Other: _____

May the force be with you, Brendan!





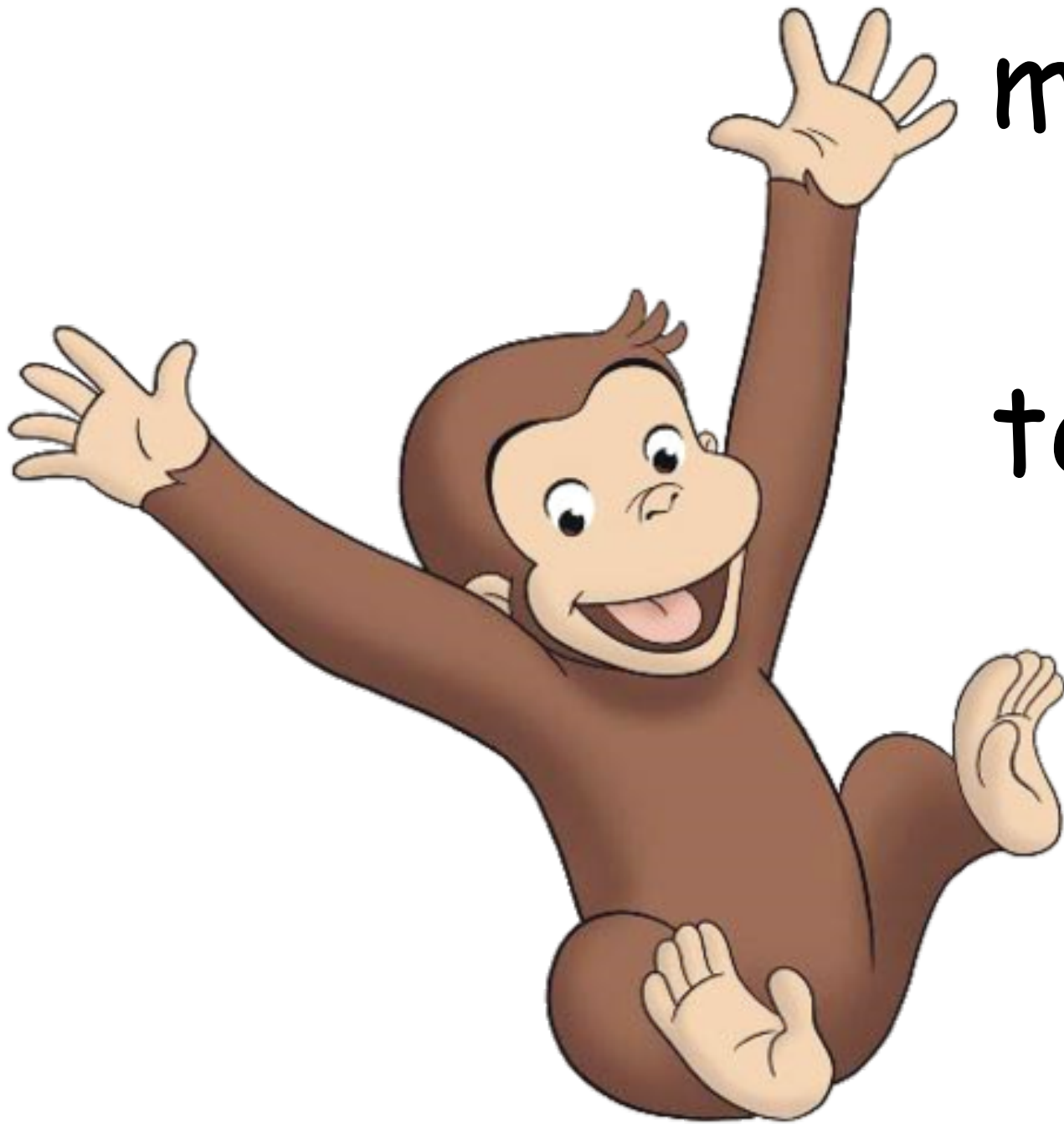
Hey friends,
my name is
George. It's
time for lunch!
I'm going to
share with you
how I eat lunch
at school.

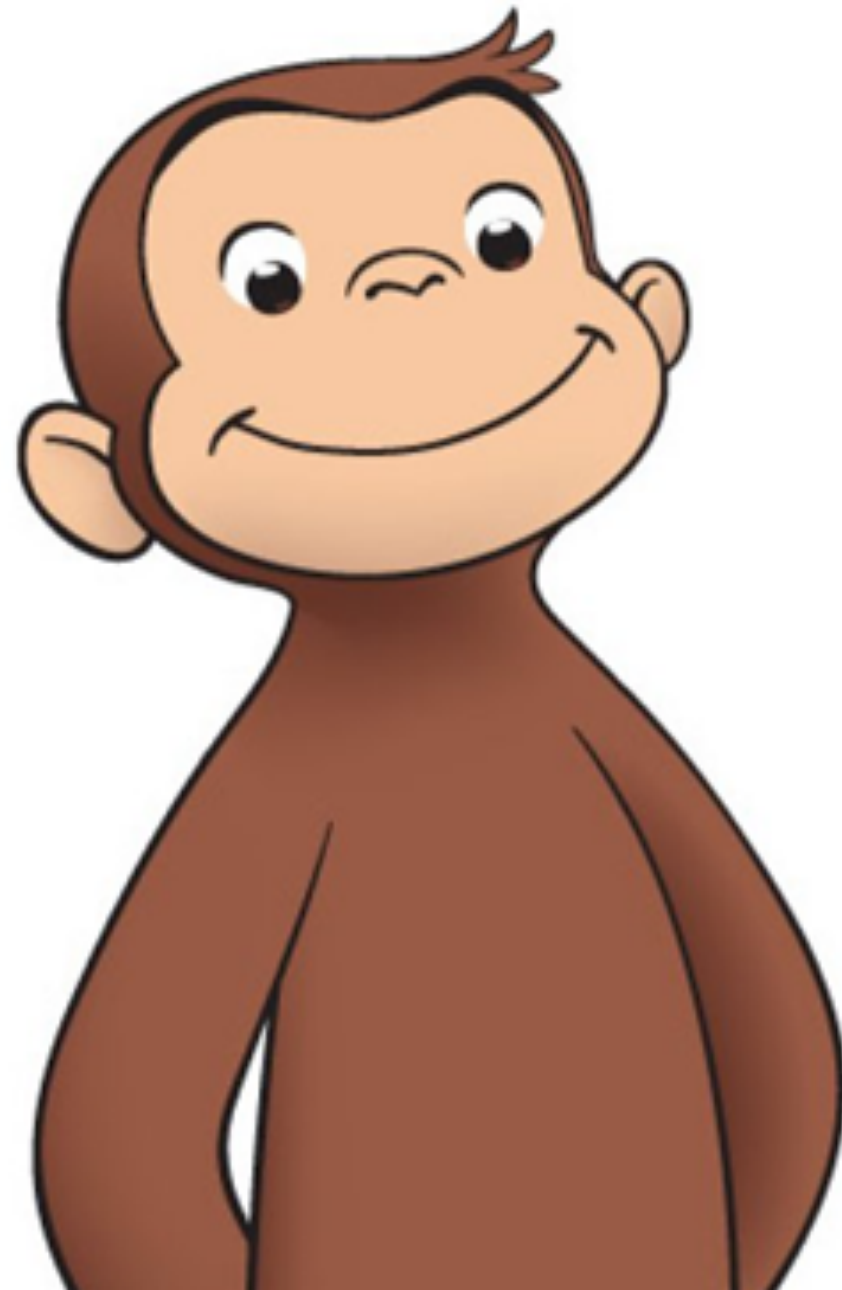


First, I wash
my hands to
get all the
germs off.



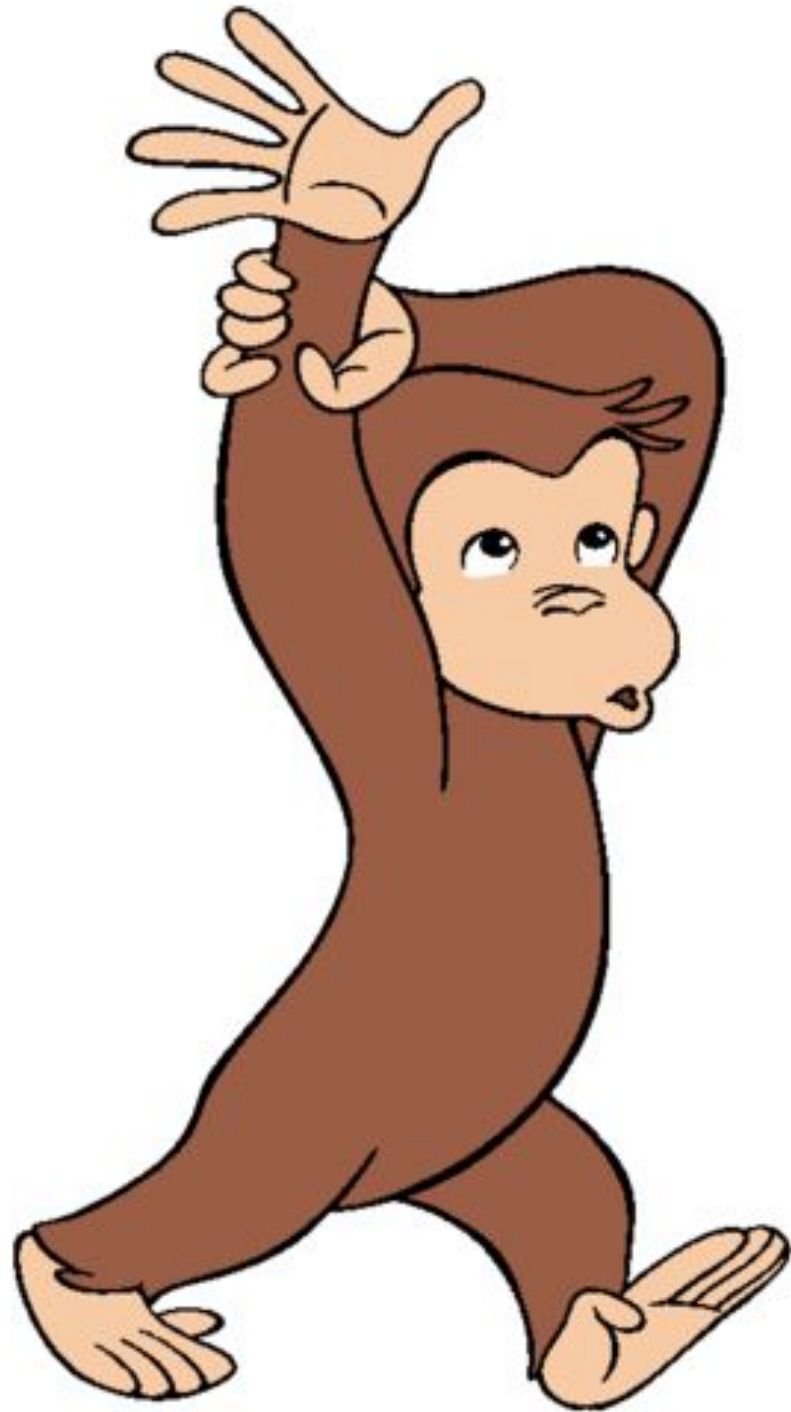
Next, I go find
my seat. The
one the
teacher puts
me in.





I wait for my
teacher to bring
me my food.





I raise my hand
and wait if I
need something
opened or if I
have a question.

I am willing to
try something
new that I
haven't eaten
before.

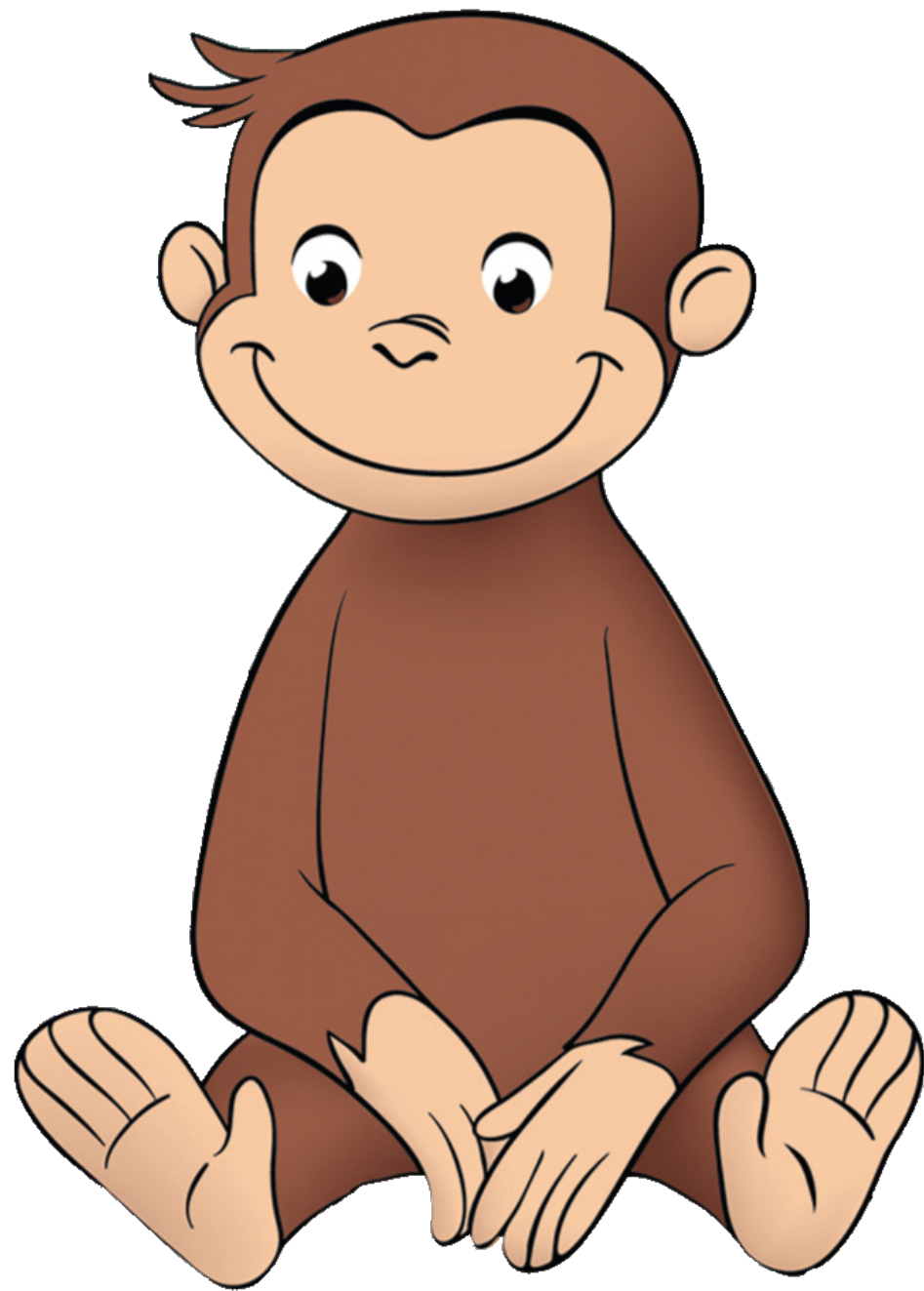




I eat and
enjoy my
food.

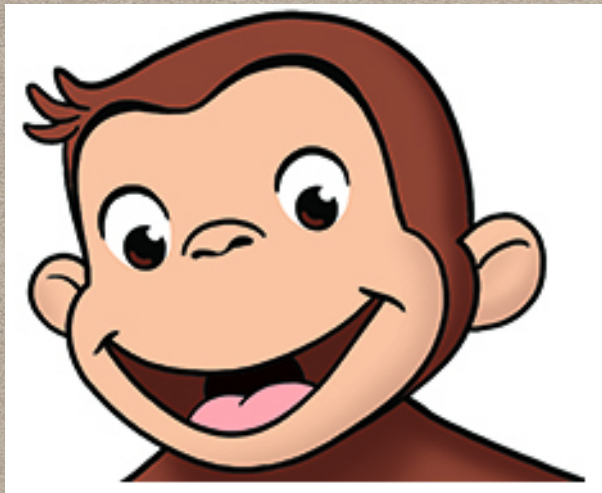


I save my
dessert for
last.



I sit and wait
for my teacher
to tell me when
to get up.

LUNCH WITH CURIOUS GEORGE



George says, "It's time for lunch! There are a few simple rules we have to follow at lunch time, Sawyer."

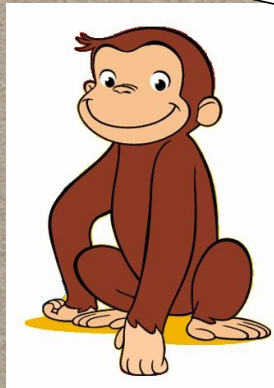
Rule 1: We have to wash our hands



Rule 2: We have to try some of our food



Rule 3: We have to stay in our seat until the teacher says to get up



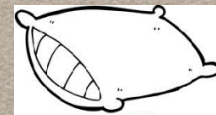
NAPS WITH CURIOUS GEORE

George says, "Sawyer, it's time for a nap." I'll show you how I take a nap at school.

First I lay down on my nap mat.



Next I get myself comfortable with my blanket and pillow.



Last I close my eyes and go to sleep.



George says taking a nap will make your body feel better! Let's take a nap together!

Sometimes Miley
wants to do
something else
instead of working

But.. her agent
booked her.

UH-OH....





She must go to work and be
HANNAH MONTANA

When Hannah is having a bad day..

She might say, “I didn’t sign up for this!”

* But..Hannah is
a professional.

* She does her
job without
complaining...



Just Like Me.

* *I may not have
“signed up” to be a
student*

* *But, I will be like
Miley and be a
professional.*



I will:

- * Take a deep breath
- * Relax
- * Say, “I can do this.”
- * I am a professional.
- * Just like Miley



Miley says..

* You go,
Drew!

* Be your
natural,
smiling self!



The End



Dean and Sam



Dean and Sam Winchester traveled all over the US hunting for ghosts.

They must now stay home. Just like me. They want to stay safe.

Just like me.

Supporting frontal lobe or executive skills



Directives, Rules, Limits:

- ☒ Surprise cards/Change of schedule
- ☒ Power Cards
- ☐ Keychain Rules
- ☐ Reminder Cards
- ☐ Social Stories
- ☐ T-charts
- ☐ SOCCSS

Structuring the Environment:

- ☐ Physical Structure
- ☐ Labeling



Keychain Rules



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



Keychain Rules

Rule #7: Teachers can call on other students even if you know the answer. In fact, it is her job to call on a variety of students.



Supporting frontal lobe or executive skills



Directives, Rules, Limits:

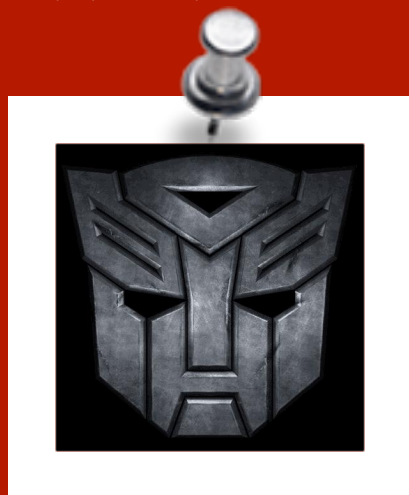
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Structuring the Environment:

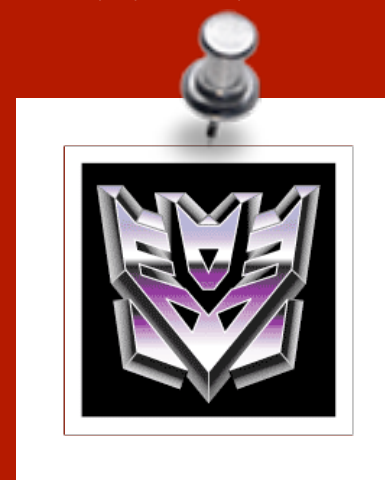
- ☐ Physical Structure
- ☐ Labeling

My T- Chart to help me learn

Appropriate



Inappropriate



Appropriate



Inappropriate





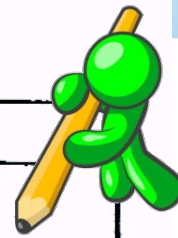
Jamie-32 years old

Diplomatic

SAY
NOTHING

Honest

“She never
brings
casseroles to
the party.”



S ituation	
Who	What
When	Why

O ptions	C onsequences	C hoice

S trategy

S imulation Type	S imulation Outcomes
-------------------------	-----------------------------

F ollow Up

Adapted from the work of Roosa, J. B. (1995). Men on the move: Competence and cooperation "Conflict Resolution and Beyond". Kansas City, MO: Author.

S-situation

O-options

C-consequences

C-choices

S-strategies

S-simulation

SOCCSS Worksheet

Situation Kid is looking at me from across room	
Who Matt	What Making fun of me
When During science class	Why He doesn't like me; he thinks I'm stupid.

O ptions	C onsequences	C hoice
Ignore him	He may stop	
Tell him hello	Might make a friend	
Whassup?	Might make a friend	X
Call him a (name) and tell him to stop looking at me	Might start a fight	

S trategy Whassup?

S imulation Type Role play Video tape	S imulation Outcomes
--	-----------------------------

F ollow Up

Executive Functioning Components

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graph TD; A[Executive Functioning Components] --> B[Metacognitive Strand]; A --> C[Emotional Regulation Strand];
```

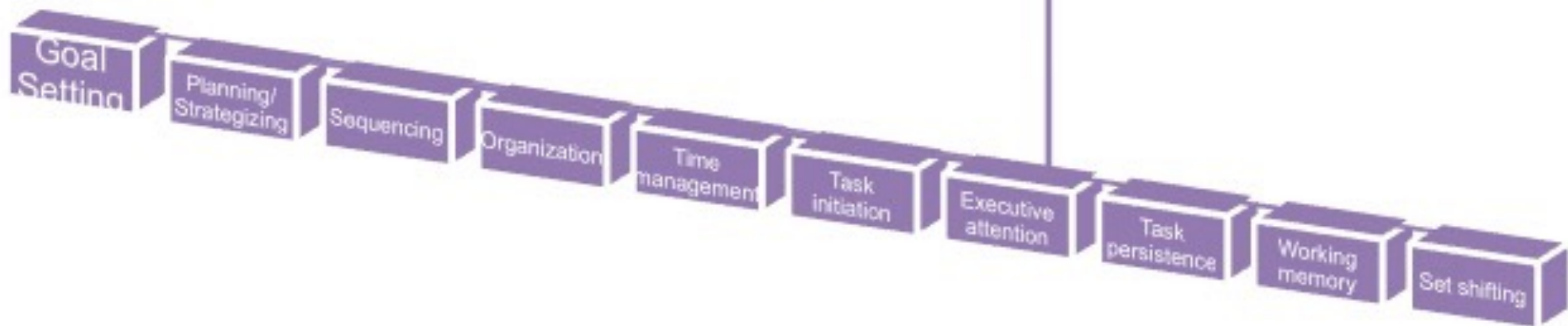
Metacognitive
Strand

Emotional
Regulation
Strand

Executive Functioning Components

```
graph TD; A[Executive Functioning Components] --- B[Metacognitive Strand]; B --- C[Goal Setting]; B --- D[Planning/Strategizing]; B --- E[Sequencing]; B --- F[Organization]; B --- G[Time management]; B --- H[Task initiation]; B --- I[Executive attention]; B --- J[Task persistence]; B --- K[Working memory]; B --- L[Set shifting];
```

Metacognitive Strand



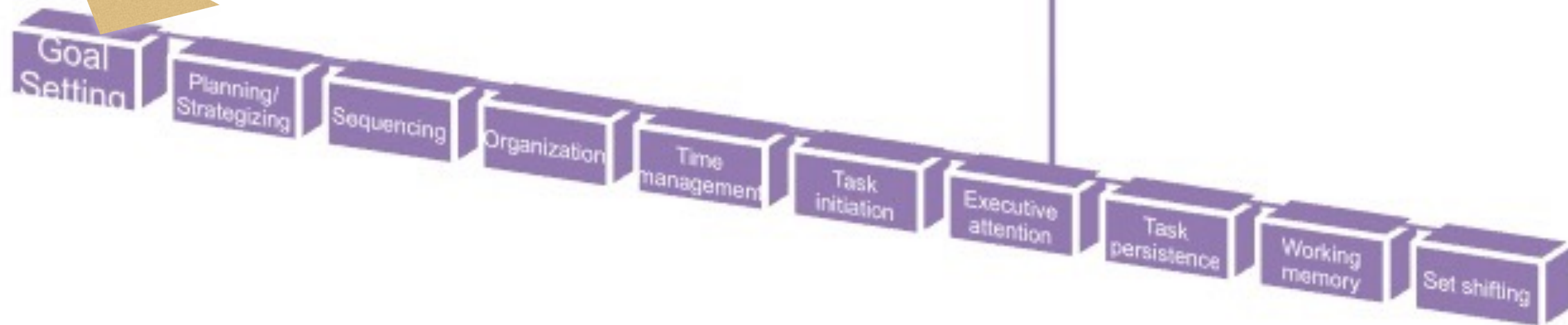
Executive Functioning Components

Social/Emotional Regulation Strand



Executive Functioning Components

Metacognitive Strand



Goal-setting

The ability to set clearly defined goals and appropriate goals and then follow through to achieve the goals

Dawson and Guare, 2012

Exhibited behaviors:

- ✱ *Difficulty in identifying long range goals*
- ✱ *Fails to complete assignments due to difficulties with prioritizing aspects of the assignment*

Kaufman, 2010



Planning and Strategizing



Exhibited behaviors:

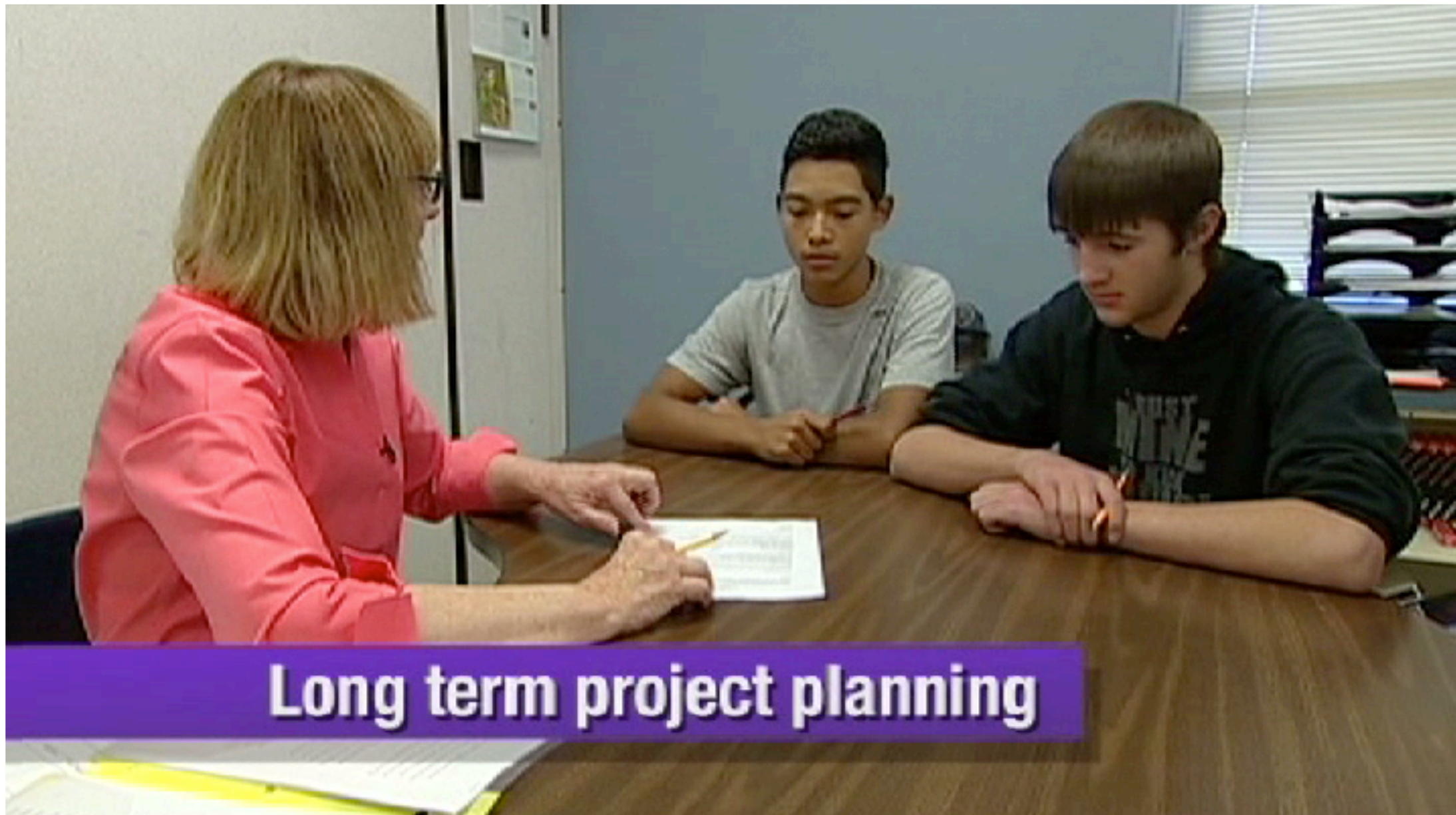
- ✱ *Written work lacks flow and organization*
- ✱ *Difficulties breaking down larger assignments into small units*
- ✱ *Classroom work reflects a lack of consistent planning and appears student is "winging it".*

Kaufman, 2010

The ability to create a blueprint to achieve goals or in completing a task

Dawson and Guare, 2012

LONG TIME PROJECTS, GOAL SETTING AND TIME MANAGEMENT

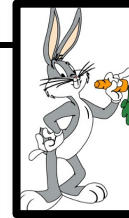


Long term project planning

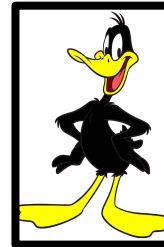
My

Check
when done

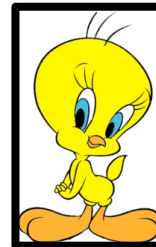
Checklist
1st

☐

2nd

☐

3rd

☐☐

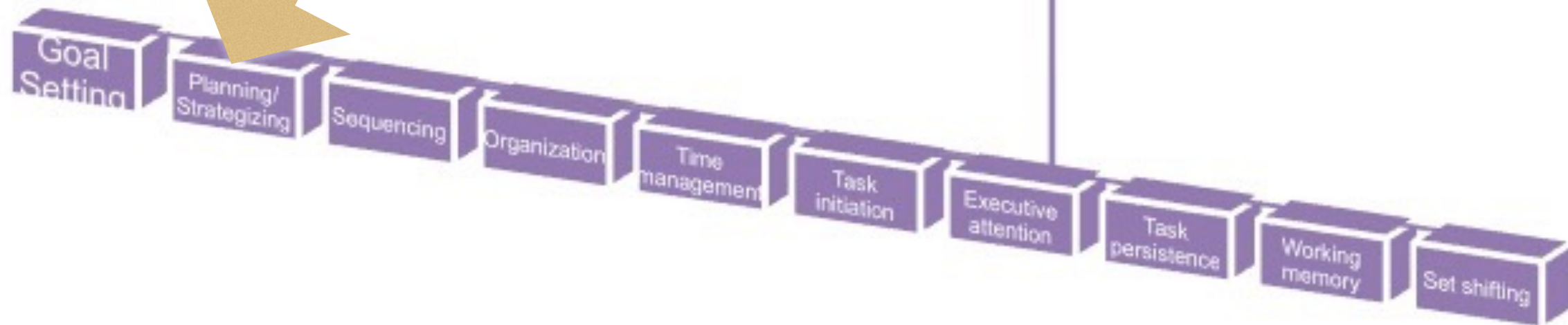
Next: _____

☐

“Good job
Hunter!”

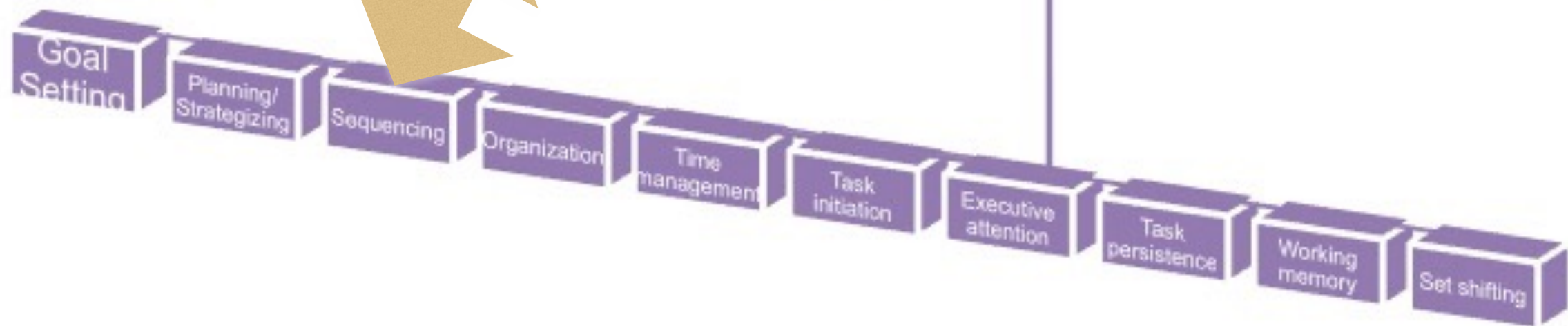
Executive Functioning Components

Metacognitive Strand



Executive Functioning Components

Metacognitive Strand





Sequencing

The ability to put information
in a logical and familiar
order.


Dawson and Guare, 2012


Exhibited behaviors:

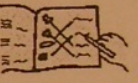
- ✱ *Difficulties with details and sequence of assignments*
- ✱ *Overwhelmed by task demands that require sequencing*
- ✱ *Difficulties with reading comprehension*
- ✱ *Difficulties solving math problems that require sequencing*

Kaufman, 2010

Work System [Mini-schedule]

Sit down at your desk 

Please be quiet. 


Do your work. 

_____ 1

_____ 2

_____ 3

_____ 4

Draw. 



My Checklist

**Check
when done**

1st

☐

2nd

☐

3rd

☐

4th

☐

5th

☐

6th

☐

7th

☐

Organization

The ability to maintain and create systems to keep track of information or materials.

Dawson and Guare, 2012



Exhibited behaviors:

- ✱ *Difficulties with developing outlines or completing graphic organizers*
- ✱ *Folders, backpacks and lockers are messy*
- ✱ *Written work lacks organization*

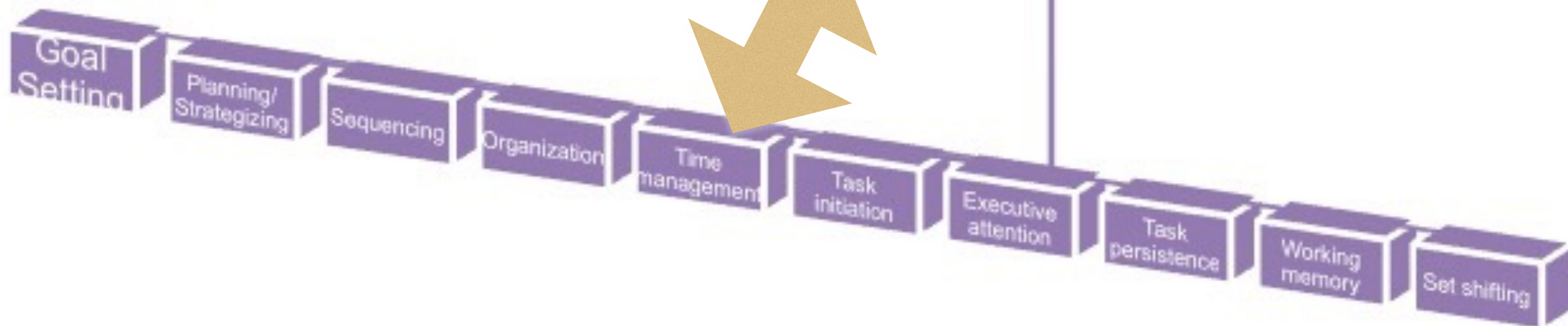
Kaufman, 2010

Organization Made Simple in 3 Easy Steps



Executive Functioning Components

Metacognitive Strand



A man in a brown suit and patterned tie is holding a large white clock over his face. The clock shows the time as approximately 11:55. The background is a light beige wall.

Time Management

The ability to estimate how much time one has, how to allocate it, and how to stay within time limits. Sense of time is also imperative with time management.

Exhibited behaviors:

- ✱ *Requires more time to complete tasks than peers*
- ✱ *Is unable to gauge the amount of time to complete tasks*
- ✱ *Is often surprised by due dates*

Kaufman, 2010

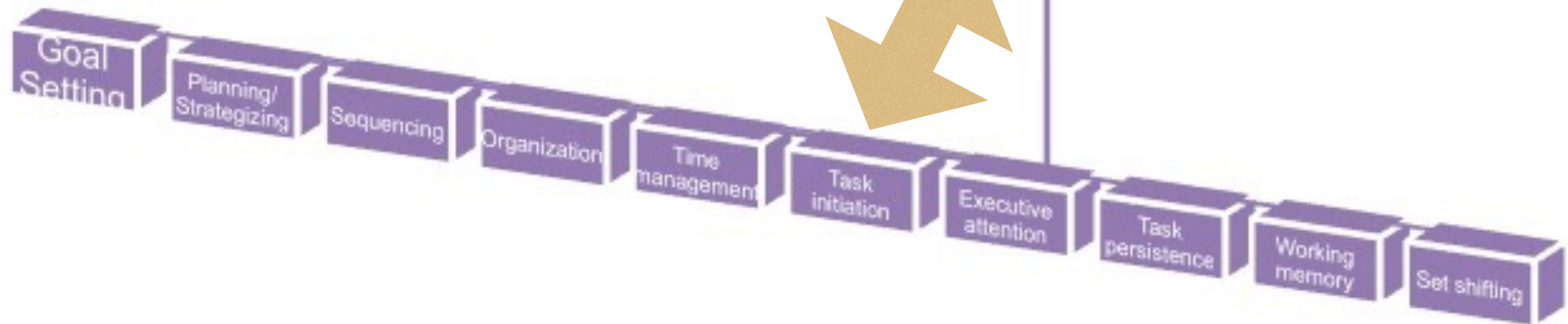
TIME MANAGEMENT

Executive Function

Time Management

Executive Functioning Components

Metacognitive Strand



Task Initiation

The ability to begin tasks without procrastination in a timely manner.

Exhibited behaviors:

- ✱ *Difficulties starting task*
- ✱ *Student may be sitting there while other students are working*
- ✱ *If provided assistance with starting tasks, the tasks can be completed successfully.*

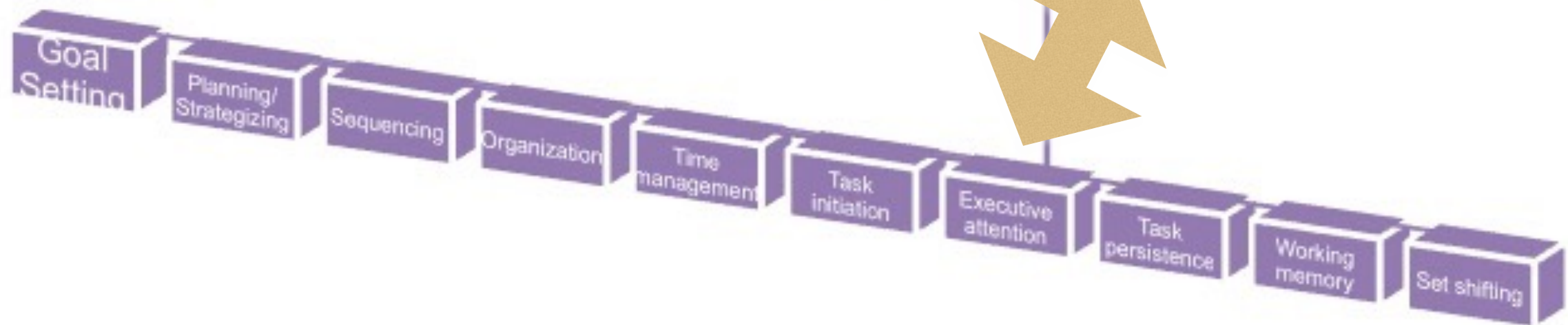
Kaufman, 2010

→
START



Executive Functioning Components

Metacognitive Strand



Executive Attention

A self directed control and maintenance of attention

Dawson and Guare, 2012

Exhibited behaviors:

- ✱ *Easily distracted by external or internal stimuli*
- ✱ *Requires reminders to stay on task*
- ✱ *Difficulties sustaining attention*
- ✱ *Tendency to make careless errors*

Kaufman, 2010



TEACHING EXECUTIVE ATTENTION

Focus Students' Attention

Increase Student Participation

Whole Body Listening!

Larry wants to remind you to
listen with your entire body



Eyes = Looking
toward the speaker



Ears = Both ears
ready to hear



Mouth = Quiet -
waiting for your turn
to talk



Hands = Quiet and
kept to yourself



Feet = Quiet
and still



Body = Facing
toward the speaker



Brain = Thinking about
what is being said



Heart = Consider
the speaker and
others listening

Social
Thinking.com

© 2011 Think Social Publishing, Inc. All Rights Reserved.
From the Whole Body Listening Larry books by E. Sauter and K. Wilson.
www.socialthinking.com

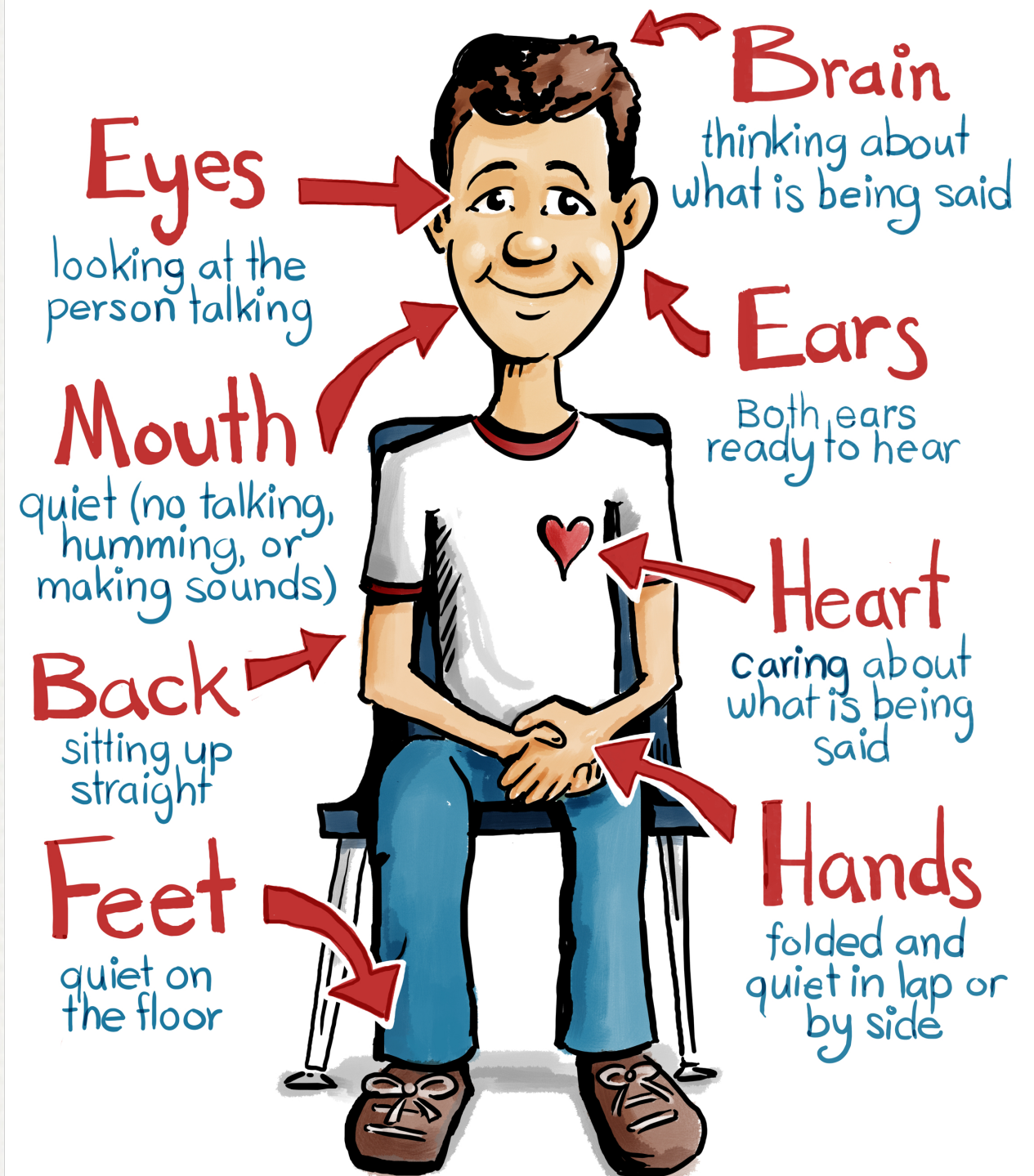
Credit to SocialThinking.com
Kristen Wilson and Elizabeth
Slutter

WHOLE BODY LISTENER

TEACHER PAY TEACHER

Loren Crisp

WHOLE BODY LISTENING



*When there are difficulties
sustaining attention use...*

Positive Behavior Support Booklet

Template is on my website:
[www.igivuwings.com/
resources](http://www.igivuwings.com/resources)

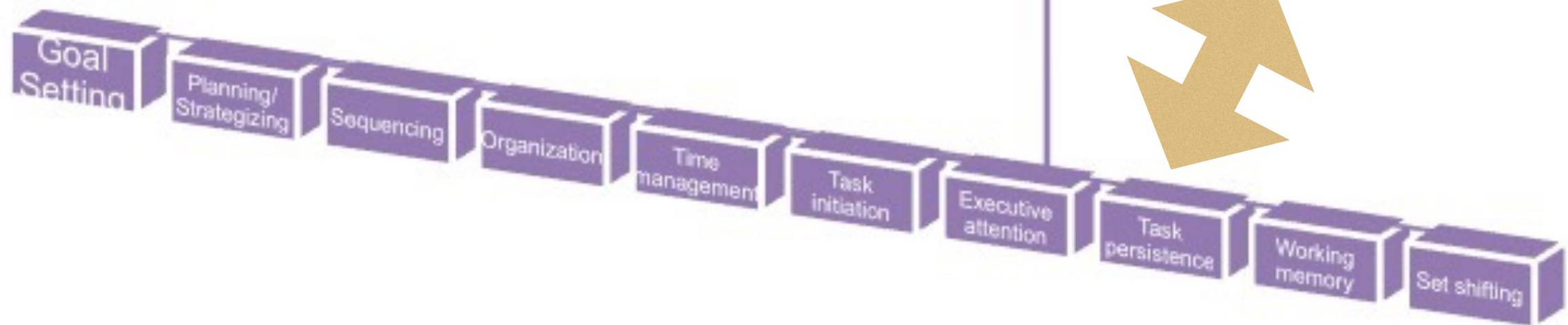


Careless Errors and how to fix them...



Executive Functioning Components

Metacognitive Strand



Task Persistence

The ability to keep at a task or goal till it is completed.

Dawson and Guare, 2012

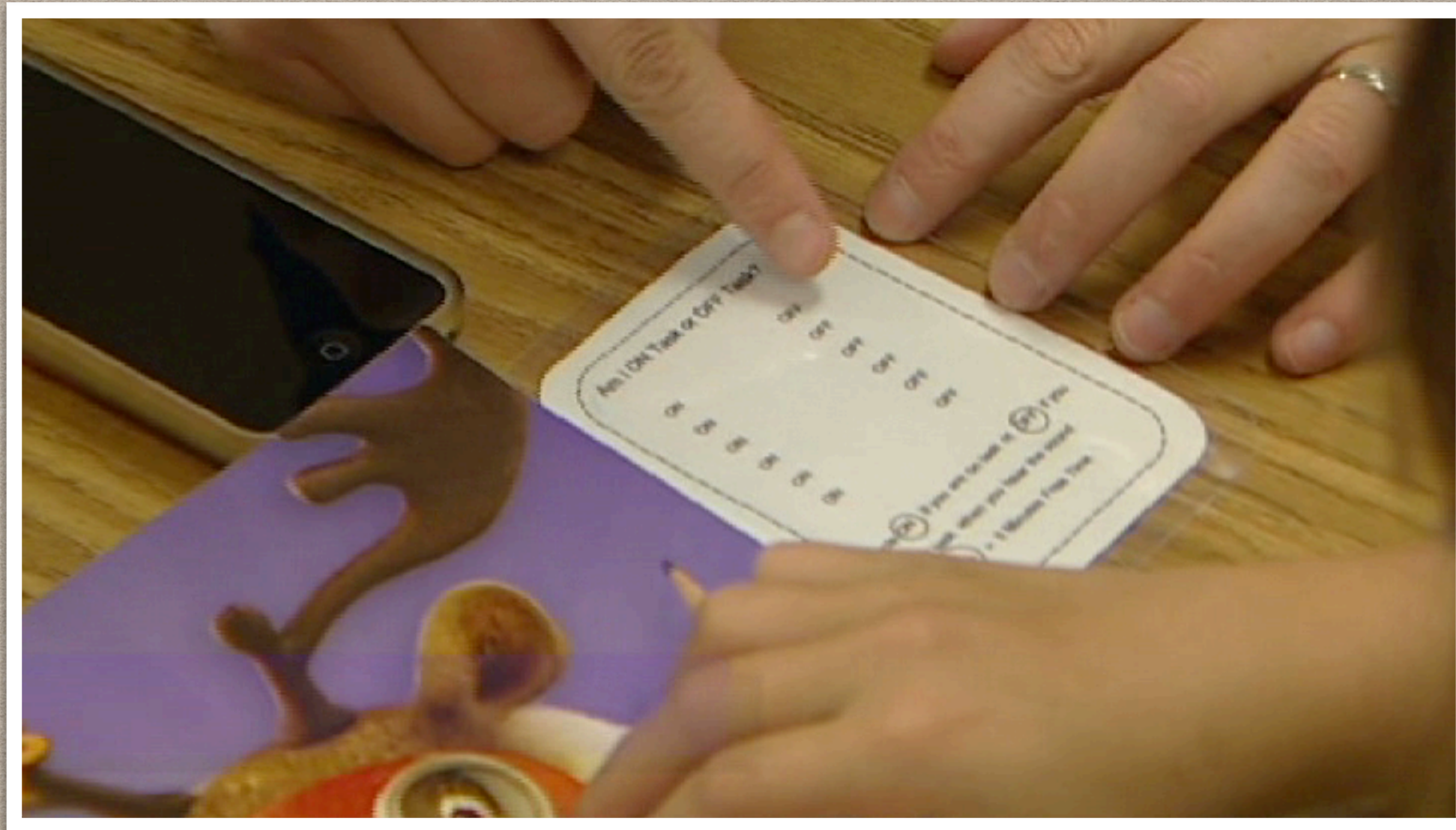
Exhibited behaviors:

- ✱ *Starts task but is unable to keep working at it*
- ✱ *Needs frequent teacher cues to keep working*
- ✱ *May stop working if individualized help is not immediately available*
- ✱ *Appears to fatigue quickly during academic activities*

Kaufman, 2010

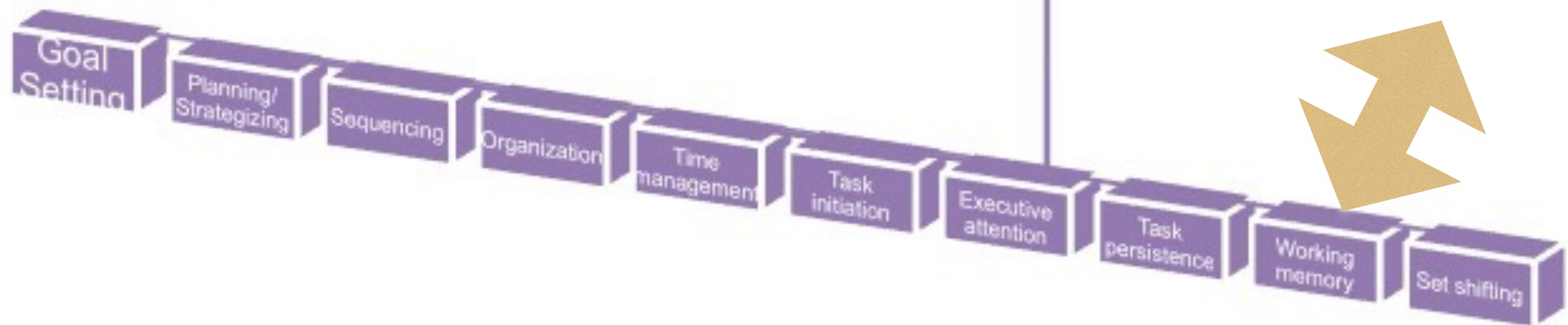


HELP WITH TASK PERSISTENCE



Executive Functioning Components

Metacognitive Strand





Working Memory

The ability to hold information in memory while performing complex tasks.

Dawson and Guare, 2012

Exhibited behaviors:

- ✱ *Unable to perform multiple step directions*
- ✱ *Forgets what he is about to say after talking*
- ✱ *Forgets details of what is read, during or shortly after being read*
- ✱ *Can answer factual/explicit questions but has difficulty with details, making predictions, or drawing inferences*

Kaufman, 2010

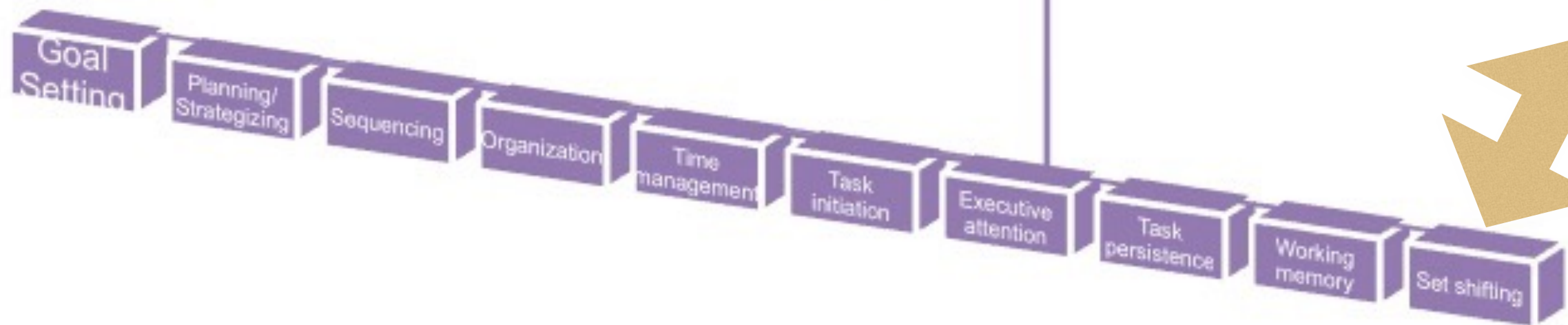
MEMORY IS INTEGRAL TO FUNCTIONING EFFECTIVELY

Executive Function Memory

The Coolest Memorization Tool

Executive Functioning Components

Metacognitive Strand



Set Shifting

The ability to move between tasks

Dawson and Guare, 2012

Exhibited behaviors:

- ✱ *Becomes frustrated over changes in routines or schedules*
- ✱ *Tends to get stuck on steps of assignments*
- ✱ *Has difficulty stopping one task to start another task*

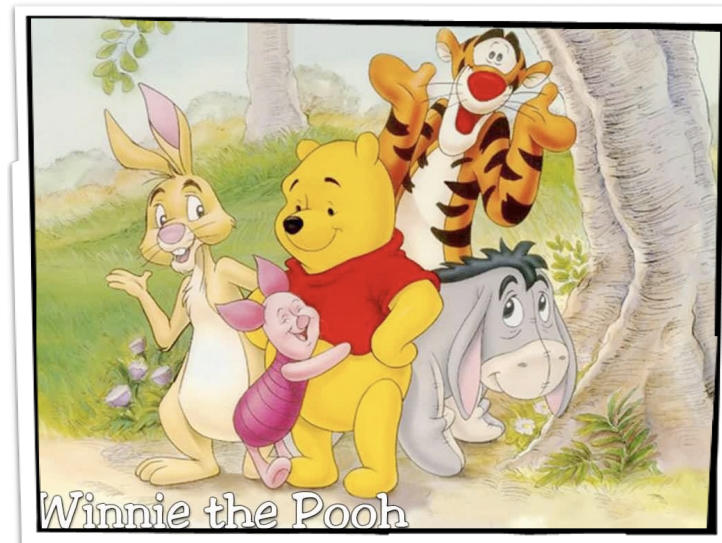
Kaufman, 2010



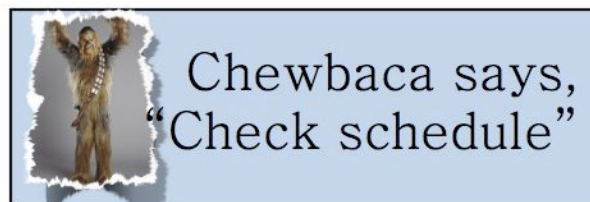
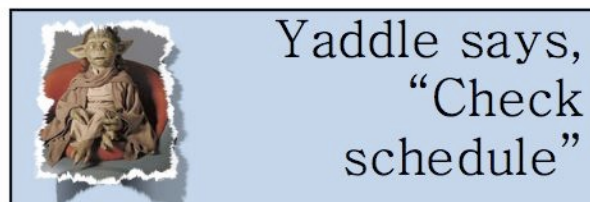
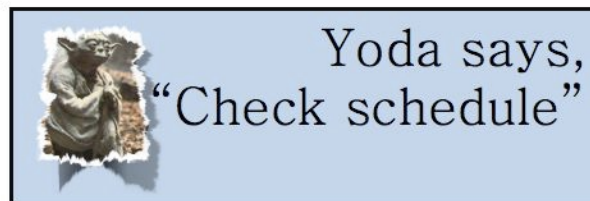
The miracle of

Transition Markers

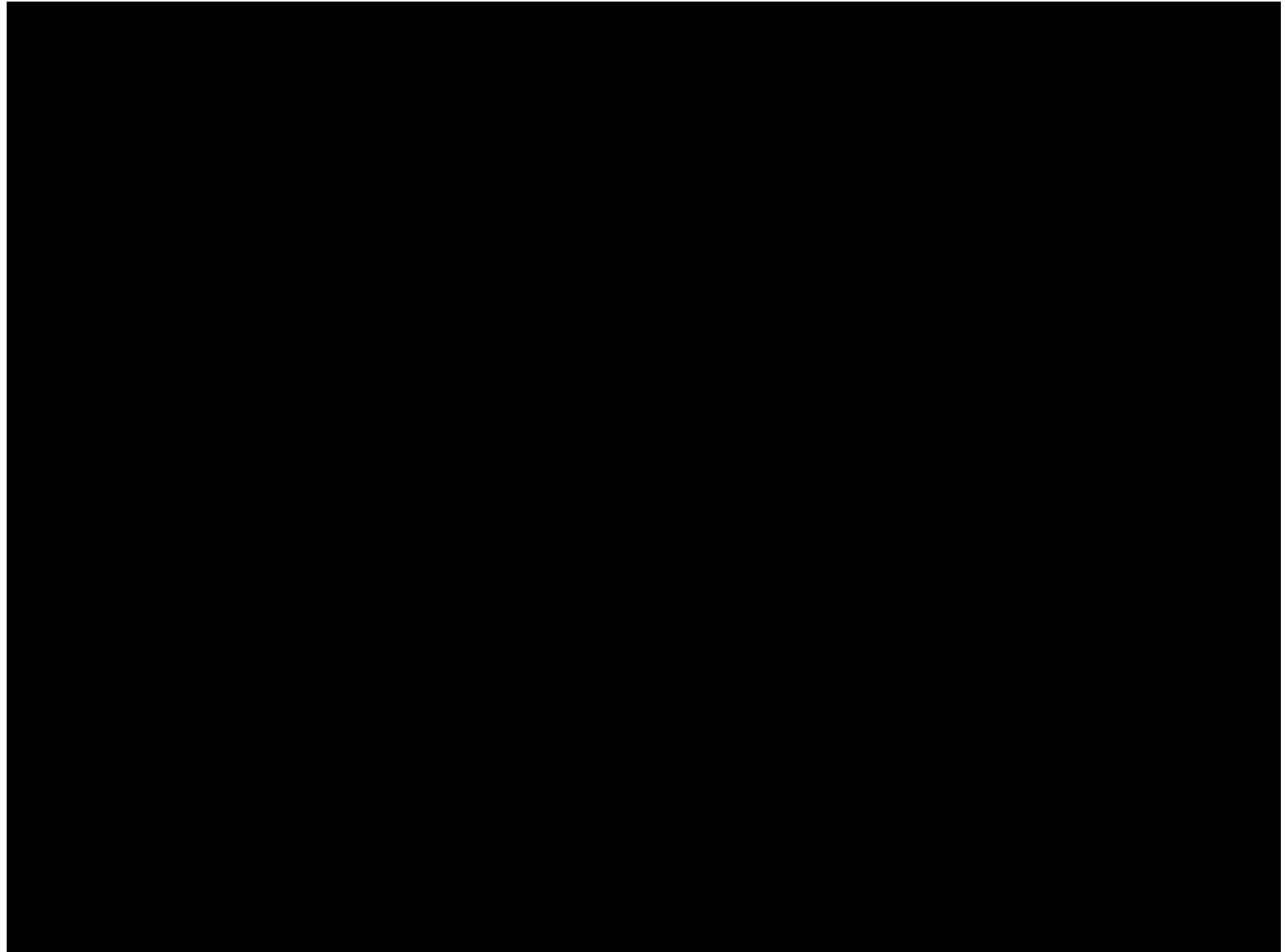




Time to check your schedule



Jasmine and her transition marker



Executive Functioning Components

Social/Emotional Regulation Strand



Self-Regulation

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

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

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



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..



P.S.



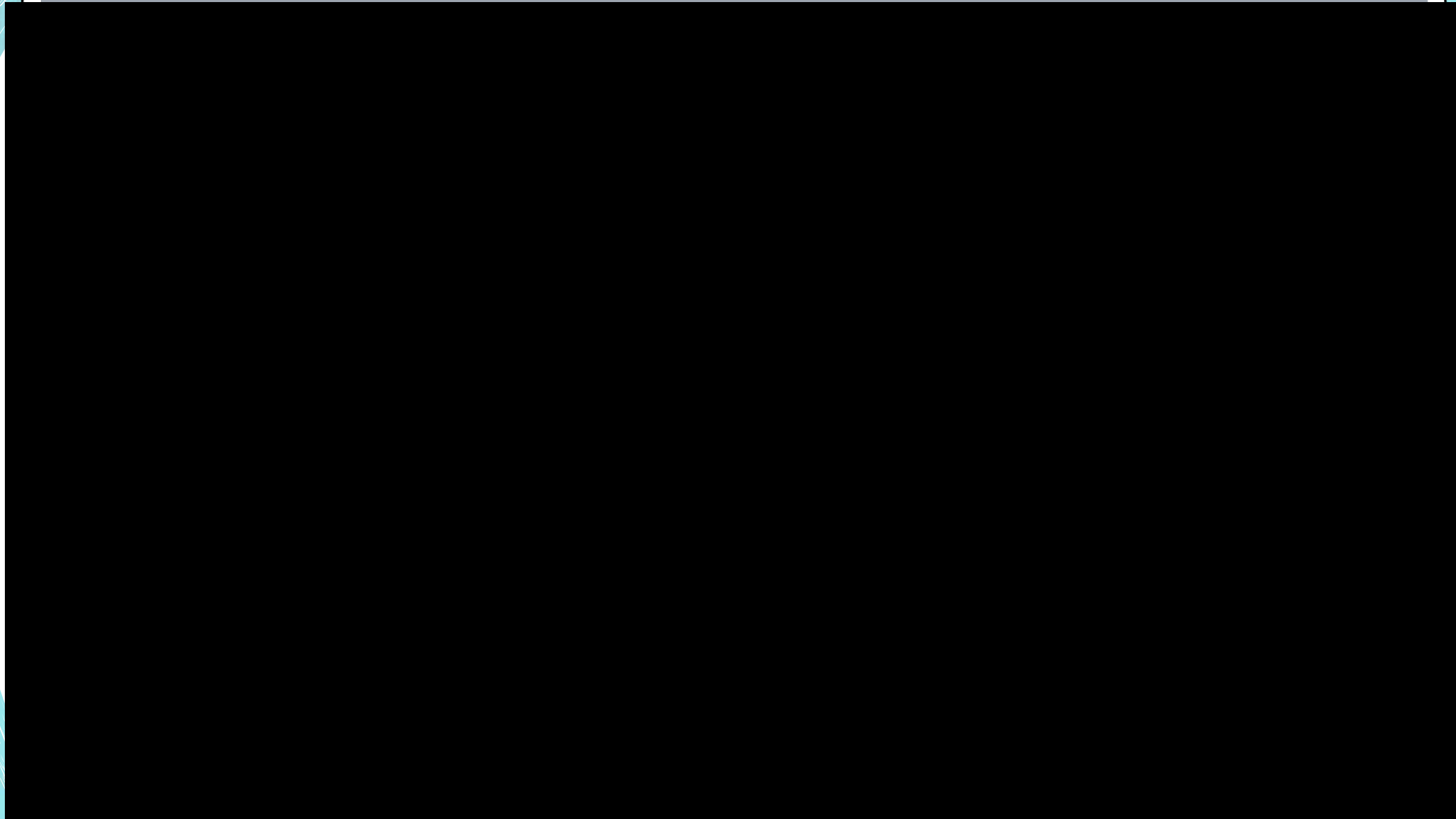
Never in the history of calming
down has anyone ever calmed
down by telling them to calm down..

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

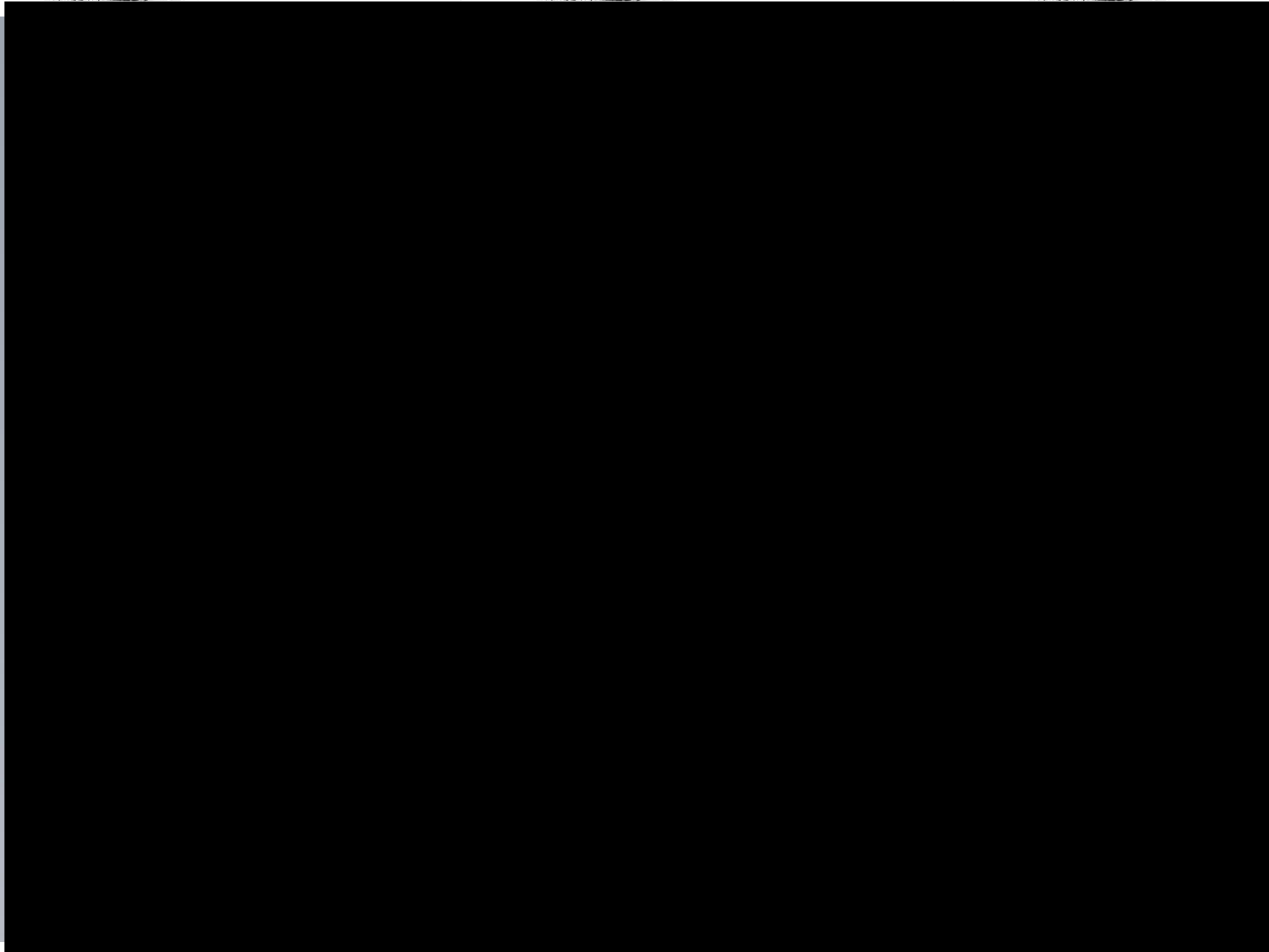


ThinkingMoves.com

What is MeMoves?

Calming 1



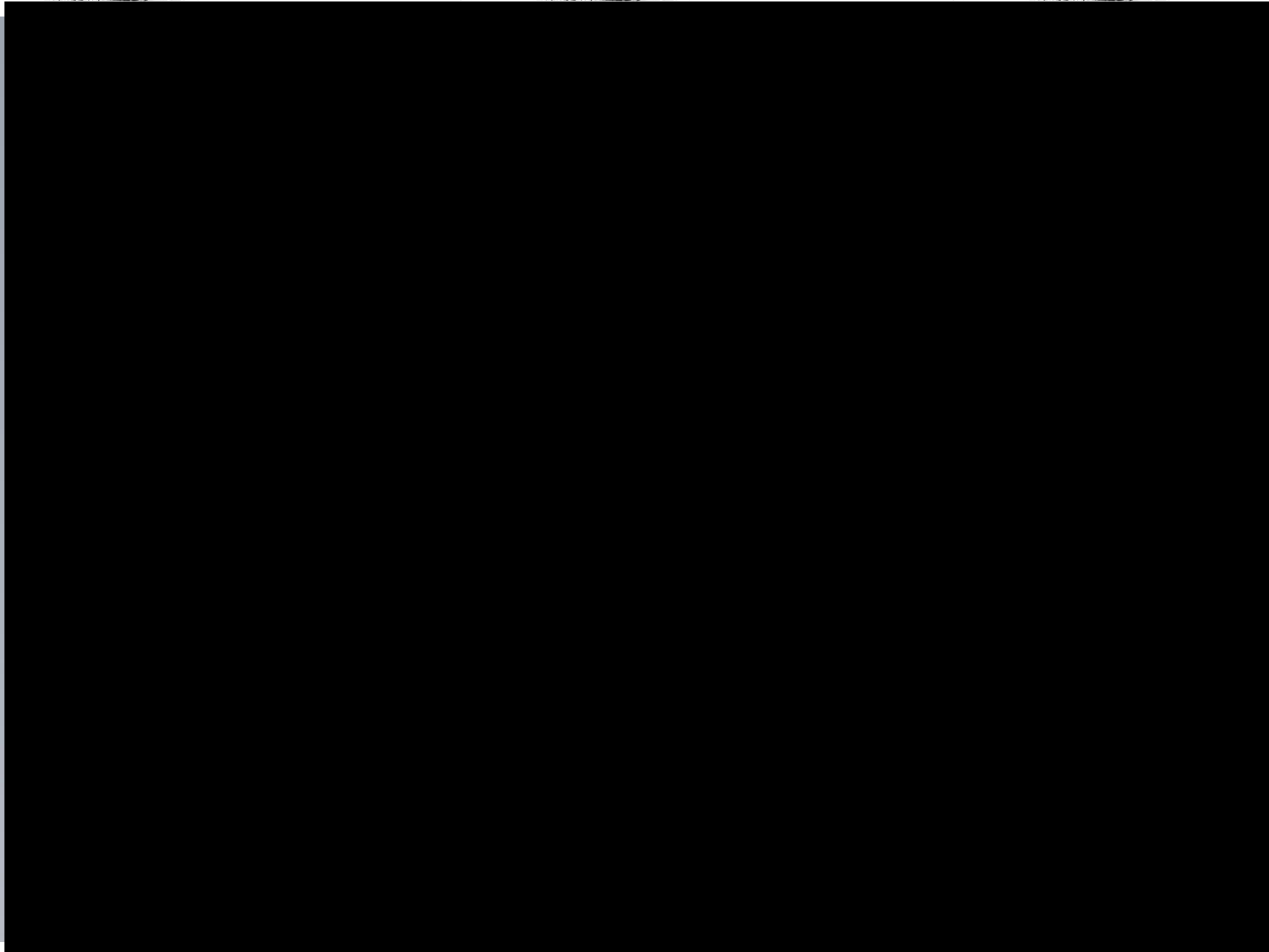


Focus

Joy and Energy

Calming 1



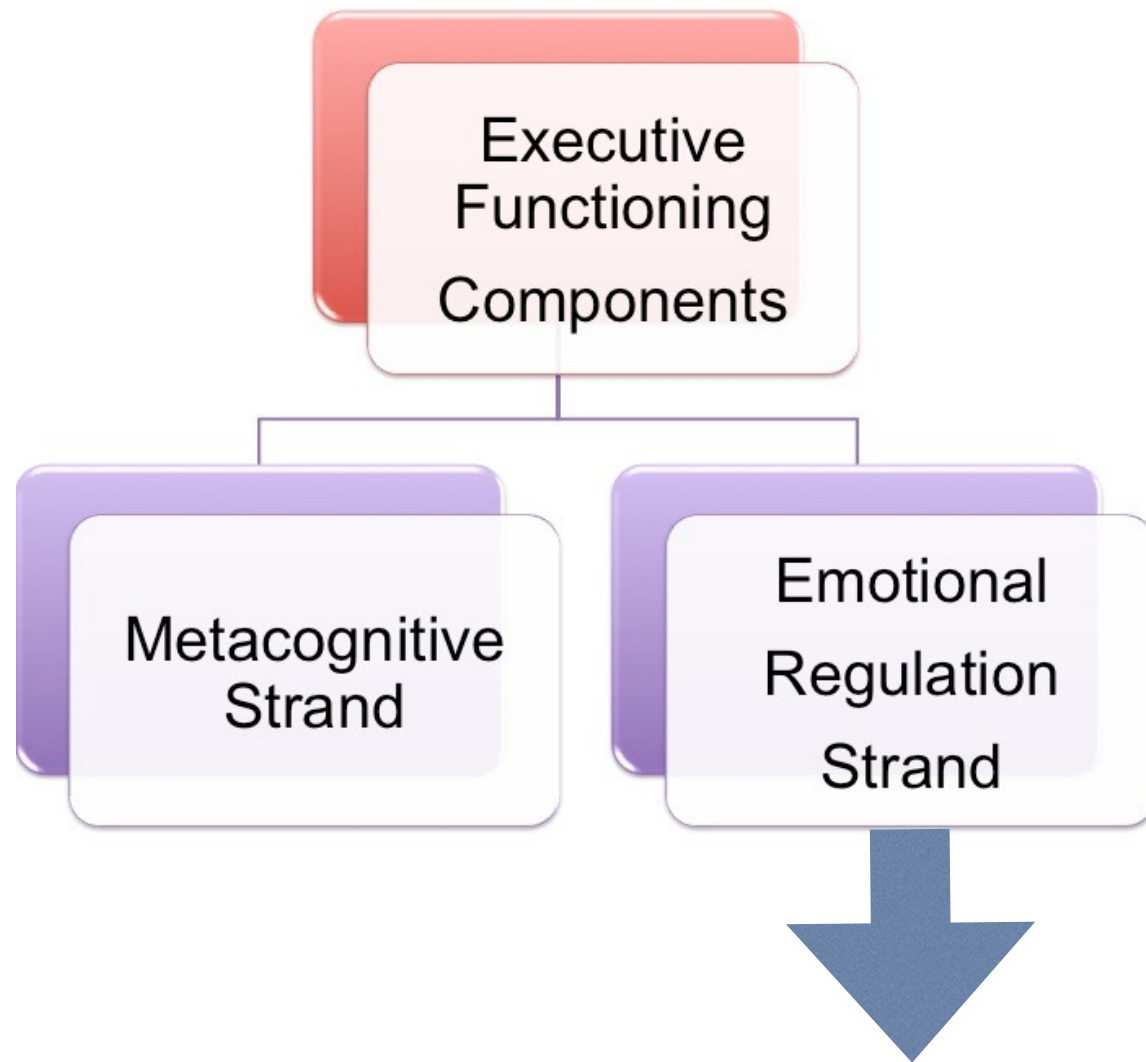


Focus

Joy and Energy



Sensory Regulation Strategies



Working Memory
Inhibitory control
Mental Flexibility



Emotional Control

The ability to manage emotions to achieve goals, complete tasks, to control and direct behavior.

Dawson and Guare, 2012

- Exhibited behaviors:*
- ✱ *Becomes frustrated in situations where peers would not*
 - ✱ *Has a low frustration tolerance*
 - ✱ *Easily angered by behaviors of others*
 - ✱ *May be overwhelmed by positive or negative emotions*

Kaufman, 2010

ANXIETY MANAGEMENT



Emotions Chart

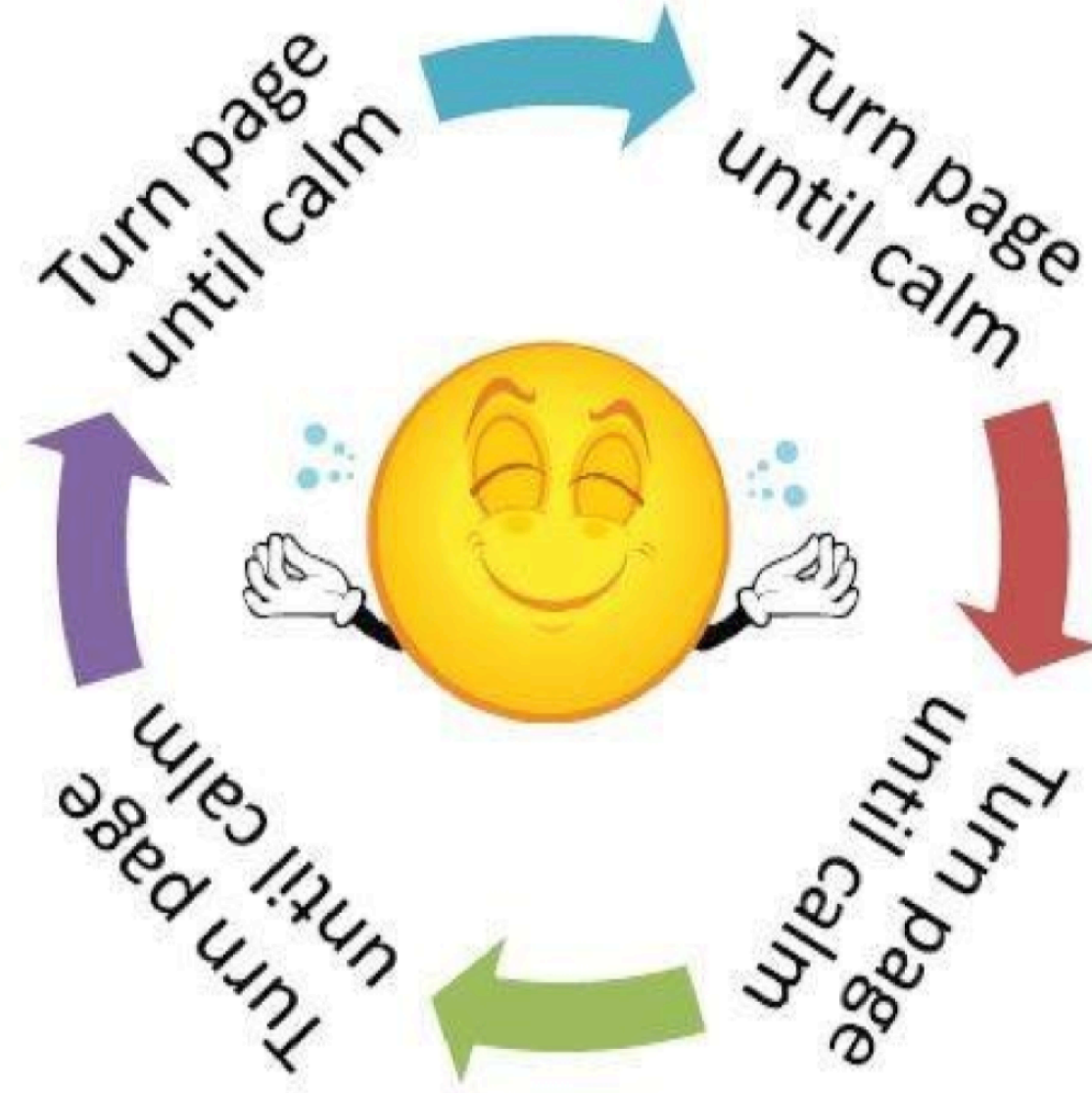
Scale	How I feel	What I can do
5	Reached my limit!! 	
4	Calling for help! 	
3	Not so cool! 	
2	Getting a bit anxious! 	
1	I'm cool! 	

Feelings Chart

	How I feel	What I can do
5	 <p>I'm about to explode!</p>	<input type="checkbox"/> Cleaning Sidewalks <input type="checkbox"/> Plastic Canvas
4	 <p>I'm really upset.</p>	<input type="checkbox"/> Taking a walk [5 min] <input type="checkbox"/> Taking a walk [10 min] <input type="checkbox"/> Taking a walk [15 min]
3	 <p>I've got a problem.</p>	<input type="checkbox"/> Soccer Moves <input type="checkbox"/> Break Area <input type="checkbox"/> Calming Music/Ocean Sounds
2	 <p>Things are pretty good.</p>	<input type="checkbox"/> Relax and do my work <input type="checkbox"/> Soccer Moves
1	 <p>Feeling Great!</p>	<input type="checkbox"/> Enjoy the day!

Breathe in – Breathe out – Breathe in-Breathe out

Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10



Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Breathe in – Breathe out – Breathe in-Breathe out

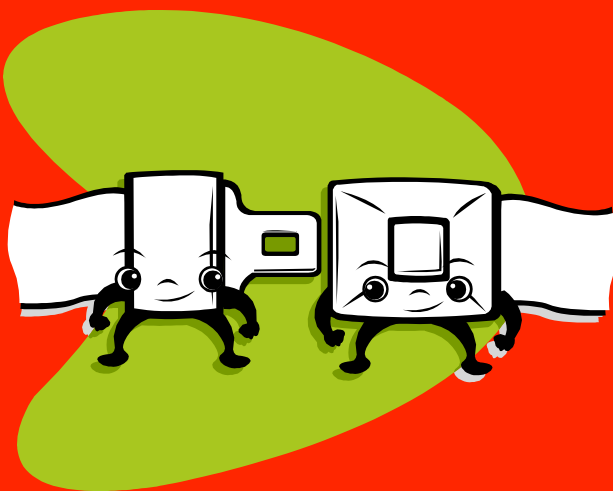




Jacob in Kindergarten



Safety
First!



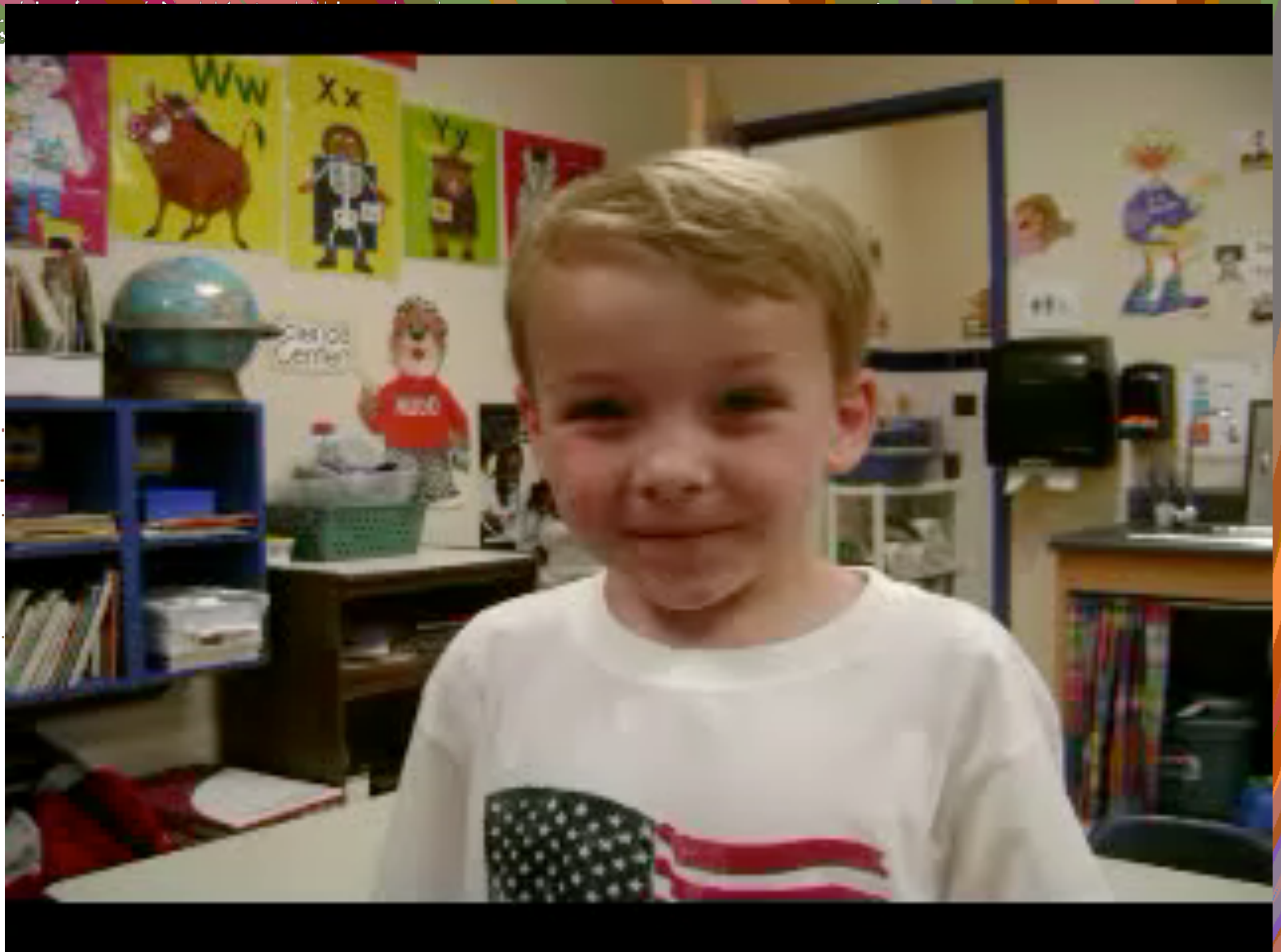
Buckle your Seatbelt!



Keep it Buckled



**Listen for Mom or Dad to say,
"Time to unbuckle!"**



Center Board



Mini-schedule at Centers



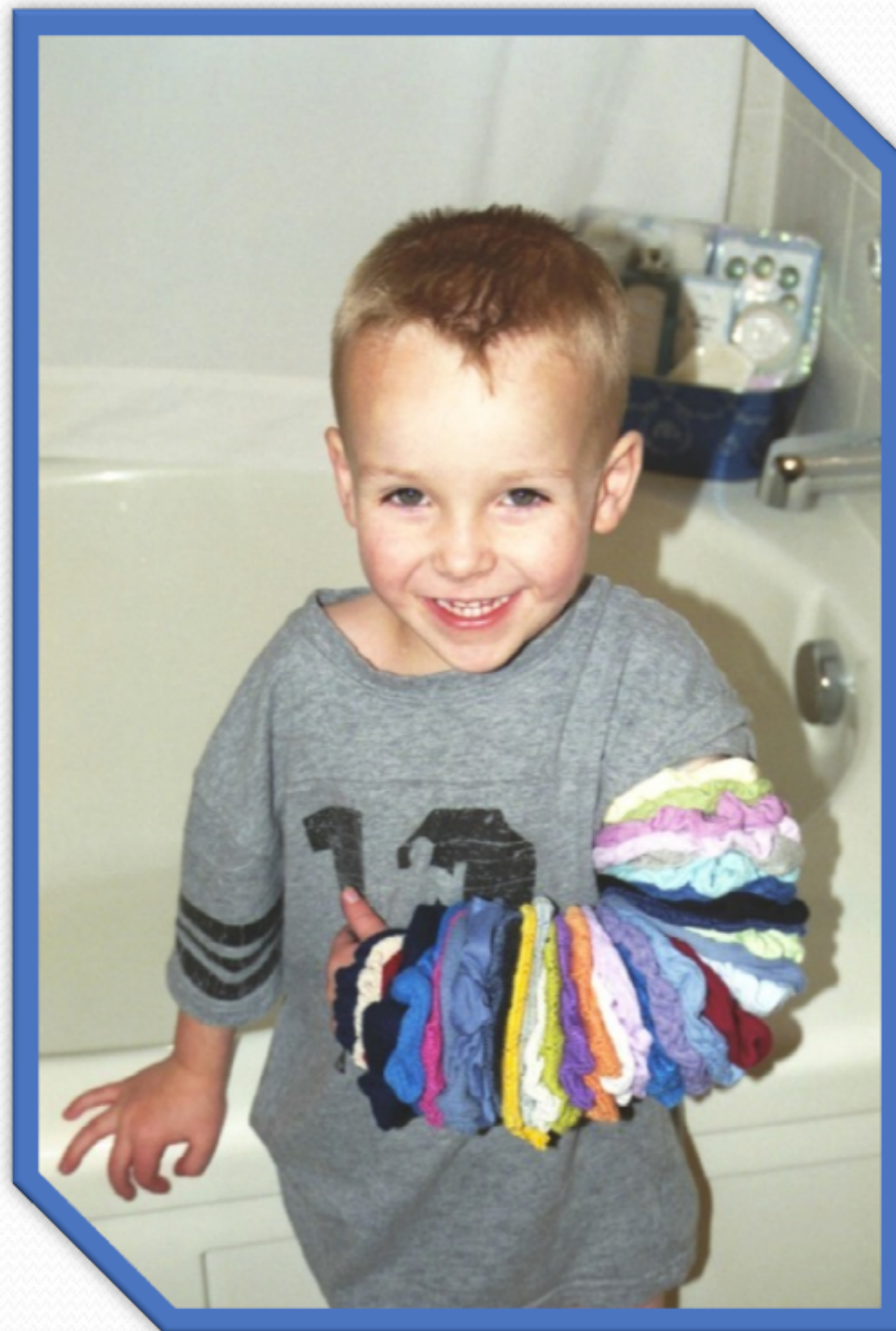
Large Group Structure



Positive Behavior Flip Book



Jacob at Home



Structure at Home: Schedule



Positive Behavior Flip Book: “Wait” at restaurants!



Now/Next



Friendships



Response Inhibition

The ability to think before acting; to resist the urge to say or do something that may not be a good choice.

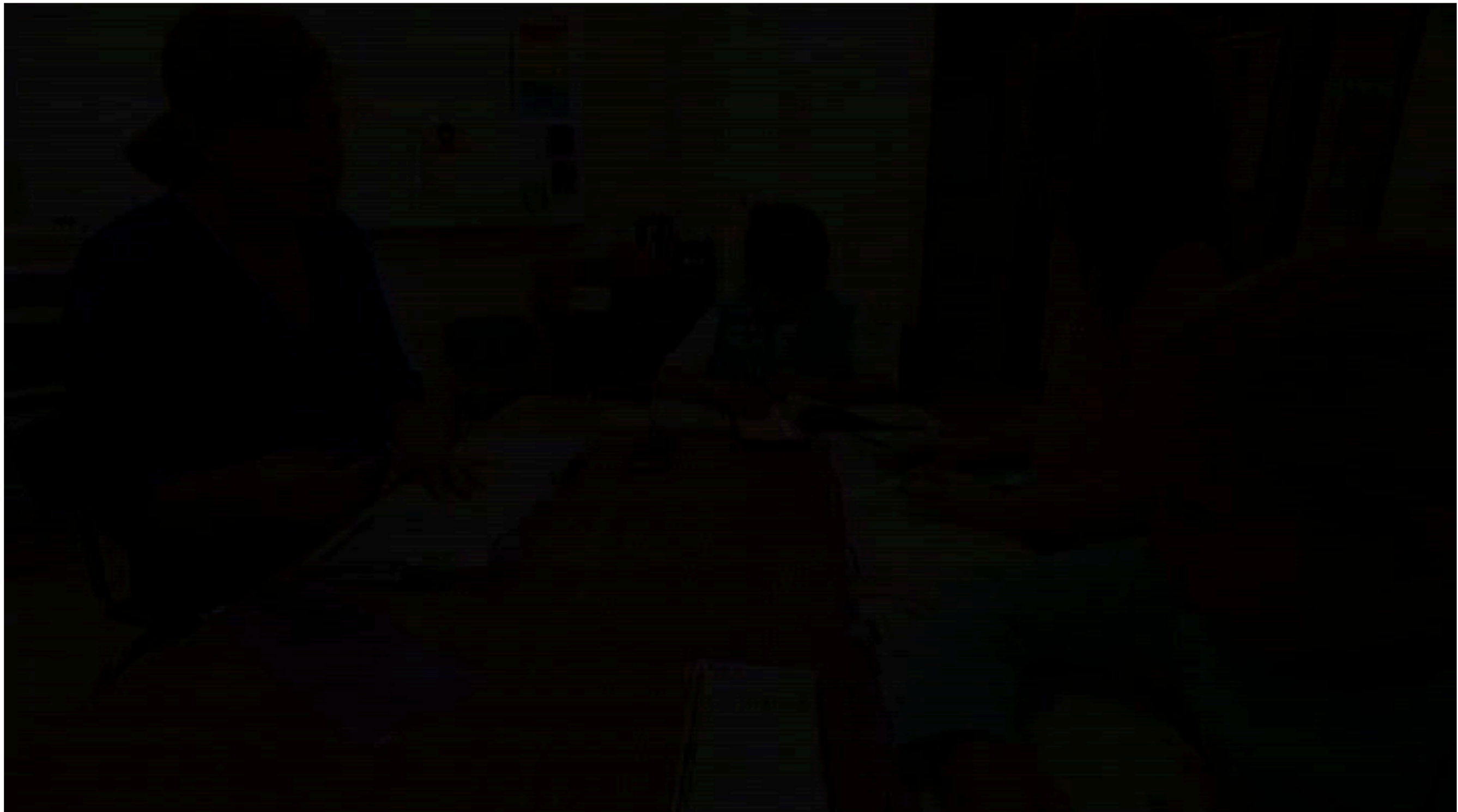
Exhibited behaviors:

- ✱ *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



Impulse (Inhibitory) Control



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.”*

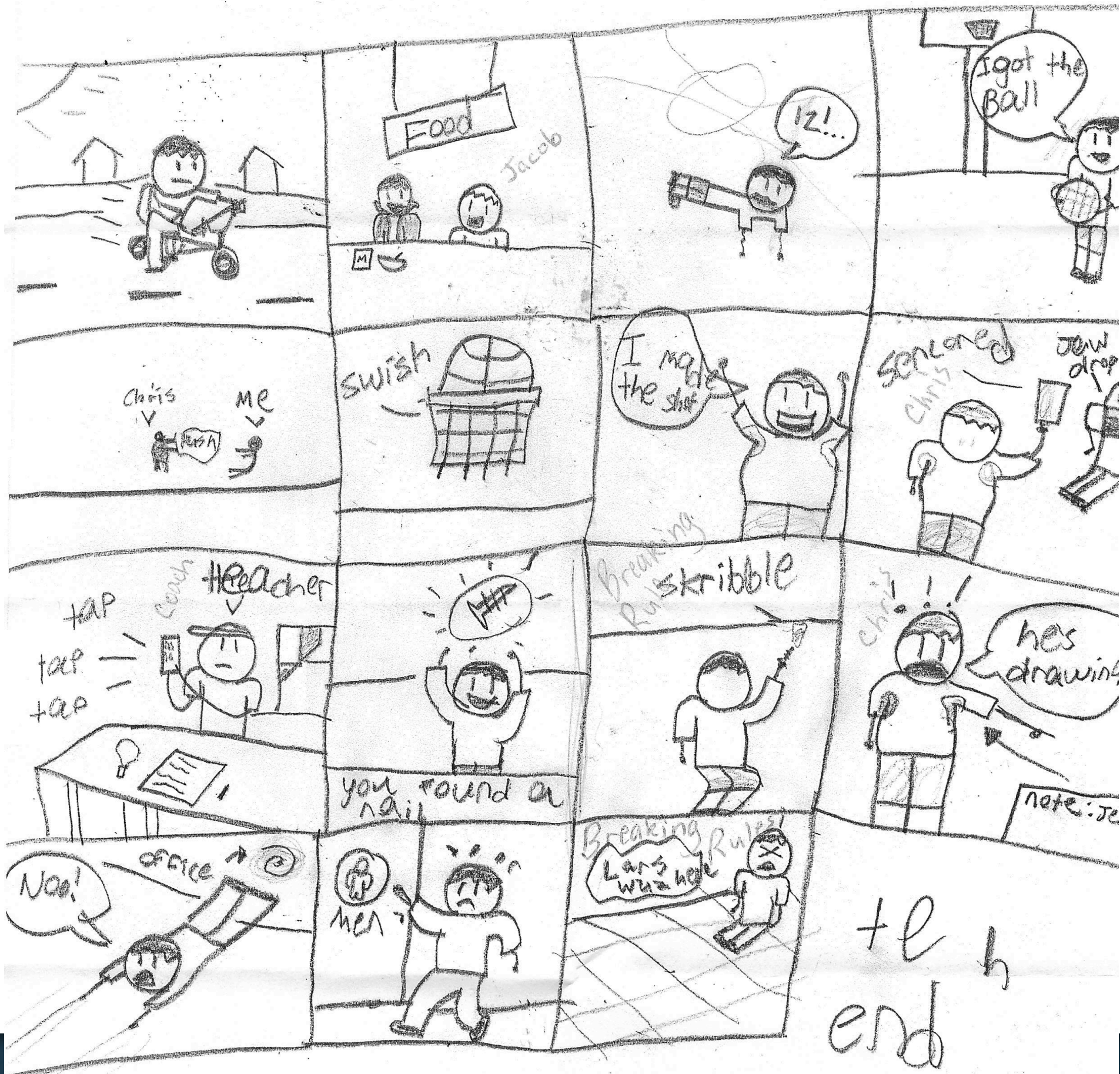
Lighthall & Schetter

✱ *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.”*



Fiasco Day



TIME TO GET OFF THE COMPUTER, SAWYER!





I DON'T WANT TO..

AAAGGGHH

POW

INSTEAD OF FIGHTING, I WILL DO MY WORK SO I CAN TAKE MY NEXT BREAK!



Calm Down Card



☐ Head down on desk



☐ Raise hand when I am calm



☐ Pull bunny when I am ready to go back

1. Close eyes

2. Take deep breaths

3. Stretch arms

4. I'm okay!

My Relaxation Schedule





Emotional Control

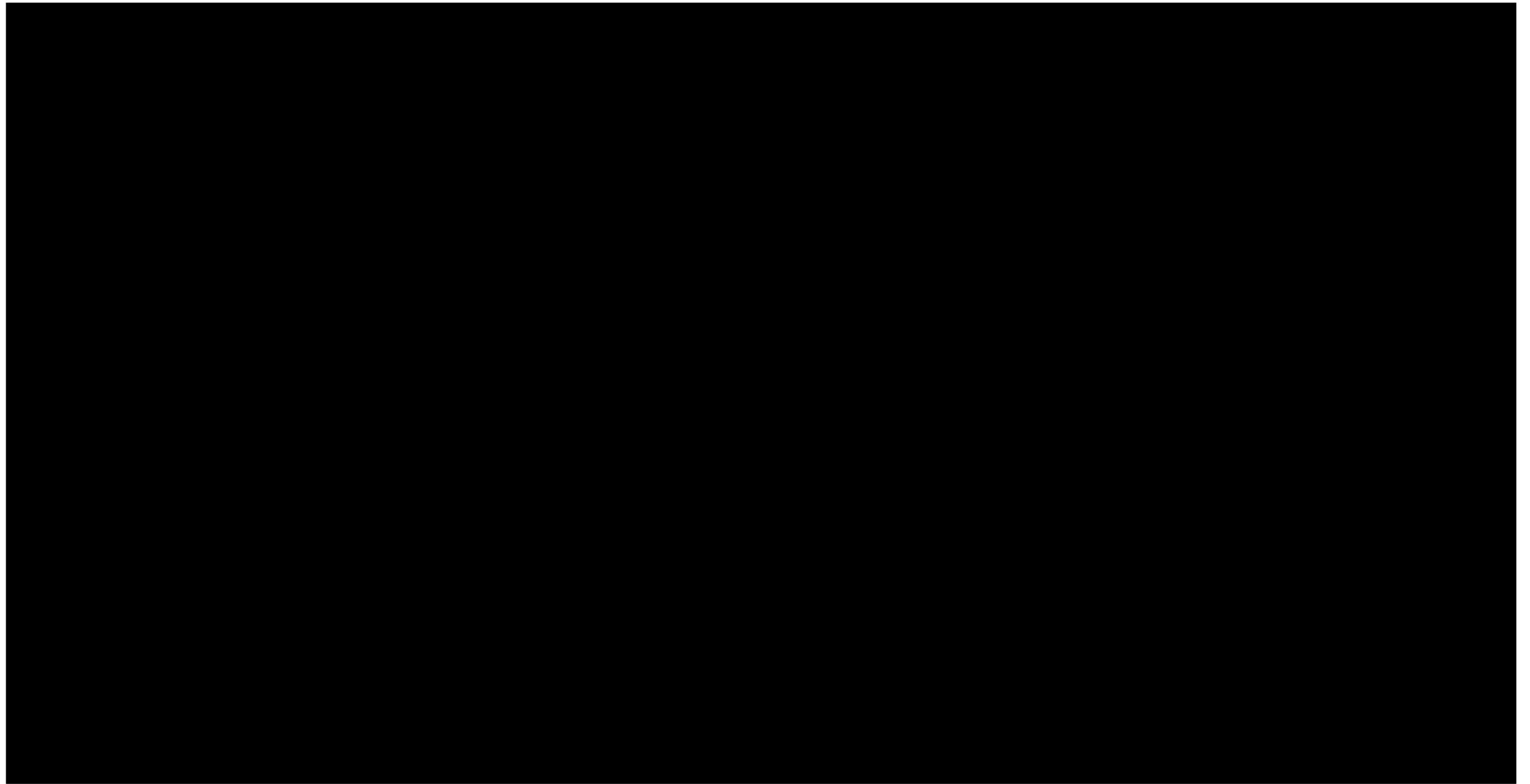
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Dawson and Guare, 2012

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 - ✱ *May be overwhelmed by positive or negative emotions*

Kaufman, 2010

Sensory Overstimulation



I process information at a slower pace than average.

- My brain is like a dial-up modem vs. a cable modem.
- If I don't remove myself from the situation, I go into sensory overload.
- To someone watching, I appear to cop an attitude or fly into a rage.

When I'm in
overload, I'm in
fight or flight
response.

*Acting angry is a
defense
mechanism. It's
like my mind
thinks it can
"scare off" the
source of my*

Once I'm in full overload, there is nothing I can do but ride the meltdown until I've expelled all of my emotional energy.

I just kinda lose my head and explode and then I'm fine.

Instructional Consequences





Keymakers

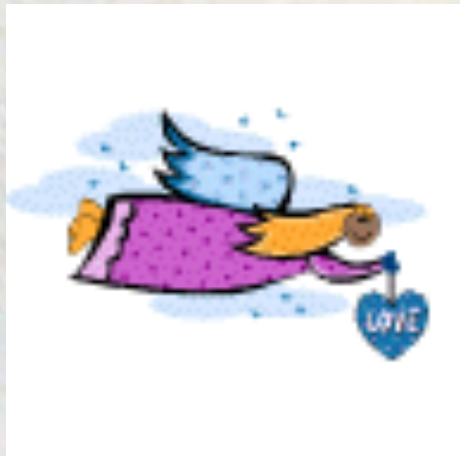
**Some people see a closed door,
and turn away.**

**Others see a closed door, try the knob
if it doesn't open . . .
they turn away.**

**Still others see a closed door,
try the knob,**

**If it doesn't open, they find a key,
if the key doesn't fit . . .
they turn away.**

**A rare few see a closed door,
try the knob, if it doesn't open,
they find a key,
if the key doesn't fit . . .
they make one.**





Please keep in touch!

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www.igivu wings.com

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