



# New Cutting Edge Strategies to Improve Executive Function Skills

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**Day 2 - September 26, 2019**

Surrey Schools Resource & Education Centre (REC)

Surrey, BC

*Presented by*

**Sarah Ward M.S., CCC/SLP**

Co-Director, Cognitive Connections LLP, Boston

*Co-Sponsored by*



# ***Event Schedule***

<b>8:00 – 9:00</b>	Registration
<b>9:00 – 10:20</b>	Session 1
<b>10:20 – 10:40</b>	Morning Break
<b>10:40 – 12:00</b>	Session 2
<b>12:00 – 12:40</b>	Lunch Break
<b>12:40 – 2:00</b>	Session 3
<b>2:00 – 2:20</b>	Afternoon Break
<b>2:20 – 3:30</b>	Session 4

## **Tips for Improving the Conference Experience**

- Please turn off your cell phones or put them on vibrate.
- In respect for the speakers and fellow participants, please do not whisper.
- This workshop is being web streamed to an online audience. Please ask questions using a microphone so that all can hear.
- Personal recording of any kind is strictly forbidden.
- Please secure your belongings! ACT cannot take responsibility for theft.
- Many of your fellow participants require a scent-free environment. Please be considerate.
- For your comfort, dress in layers. It may be a warm day but bring a sweater just in case!



## Acknowledgements

Those who have attended ACT – Autism Community Training’s events over the years know that we depend on community collaboration and support to sustain our work. Our volunteers and funders make it possible for us to provide cost-effective training in-person, via web streaming and online video.

ACT’s volunteers range from parents and community groups, who advise us on venues and speakers, to ACT’s membership, including our Board of Directors, who provide a range of expertise, as well as those who volunteer at our events. Their contributions are all essential to ACT’s work.

This event has been made possible thanks to the support of the Surrey School District and to the Provincial Outreach Program for Autism and Related Disorders. We are very grateful for this collaboration which has allowed us to web stream to 21 school districts across BC from Surrey School District’s excellent facilities. Our thanks to ODIN Books for continuing to support our bursary program. ACT provided \$23,000 in bursary funding in 2018 in the form of reduced registration fees.

Special thanks to Sarah Ward for returning to British Columbia to present for ACT. Ms. Ward’s two-day presentations provide practical resources and techniques that enable parents and teachers to tackle the challenges of executive function for those with autism and related conditions.

### Free Resources from ACT

**Autism Videos @ ACT (AVA)** – Over 50 quality online videos available free – without a log-in, thanks to our sponsors. [www.actcommunity.ca/videos](http://www.actcommunity.ca/videos)

**ACT’s Autism Information Database (the AID)** – Like Google for Autism but better! Keyword search nearly 1,500 curated AID records for evidence-informed, practical information resources useful to families and community professionals. [www.actcommunity.ca/aid](http://www.actcommunity.ca/aid)

**ACT’s BC Community Resources Database** – Search by your postal code for professionals and service providers throughout BC. [www.actcommunity.ca/aid-search/community](http://www.actcommunity.ca/aid-search/community)

**ACT’s Autism Manual for B.C** – 13 chapters! [www.actcommunity.ca/autism-manual-for-bc](http://www.actcommunity.ca/autism-manual-for-bc) -

**ACT’s Monthly News Round-Up & Event Alerts** - Sign-up to keep in touch with developments affecting the special needs community [www.actcommunity.ca/updates](http://www.actcommunity.ca/updates)

**ACT’s Facebook** - ACT carefully sources interesting, insightful stories to inform our 6,000 plus followers. [www.facebook.com/autismcommunitytraining](http://www.facebook.com/autismcommunitytraining)

ACT – Autism Community Training

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Email: [info@actcommunity.ca](mailto:info@actcommunity.ca) Website: [www.actcommunity.ca](http://www.actcommunity.ca)



## The Master Class: Building Executive Function skills Competency - Working Memory, Speed of Processing, and Nonverbal Learning

Sarah Ward, M.S., CCC/SLP  
Speech and Language Pathologist

 @swardtherapy

Kristen Jacobsen, M.S., CCC/SLP  
Speech and Language Pathologist

 @KJSLP

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## Self Regulation


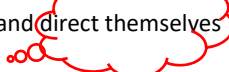
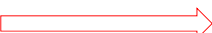
**Self-regulation** is the ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation.

It includes the abilities to inhibit first responses, to resist interference from irrelevant stimulation, and to persist on relevant tasks even when we don't enjoy them



## Executive Function IS Self Regulation

Self-regulation is essential for task execution and involves three key components:

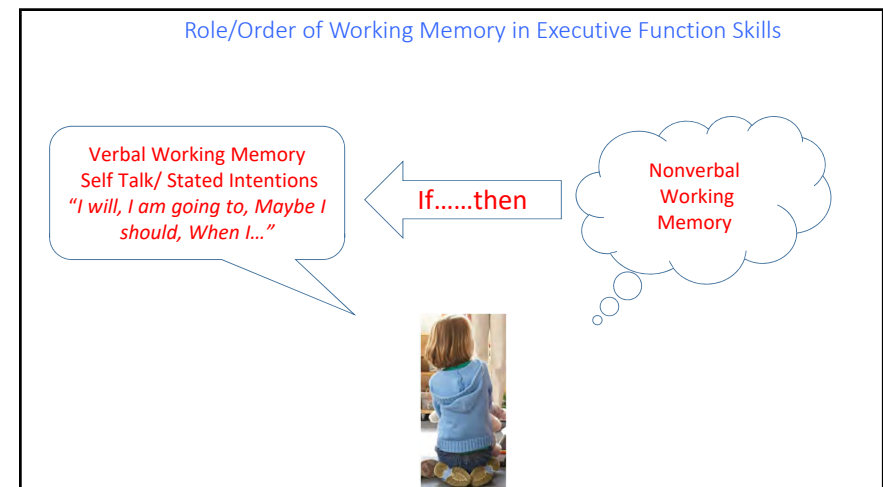
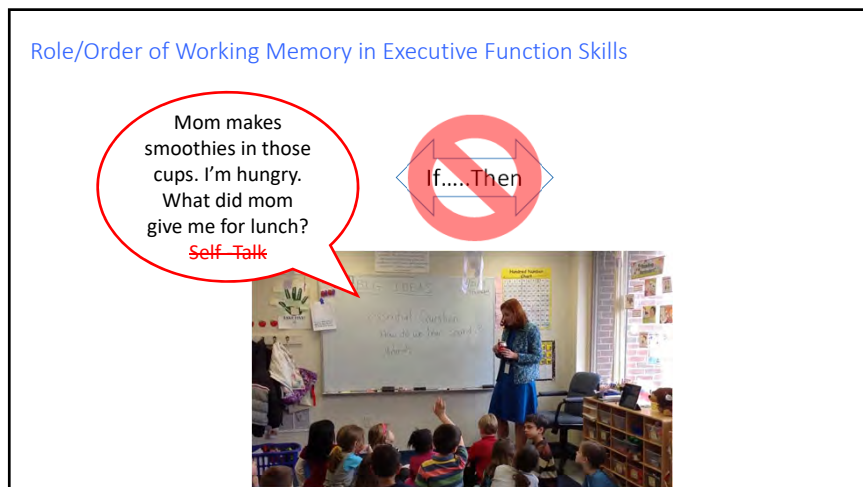
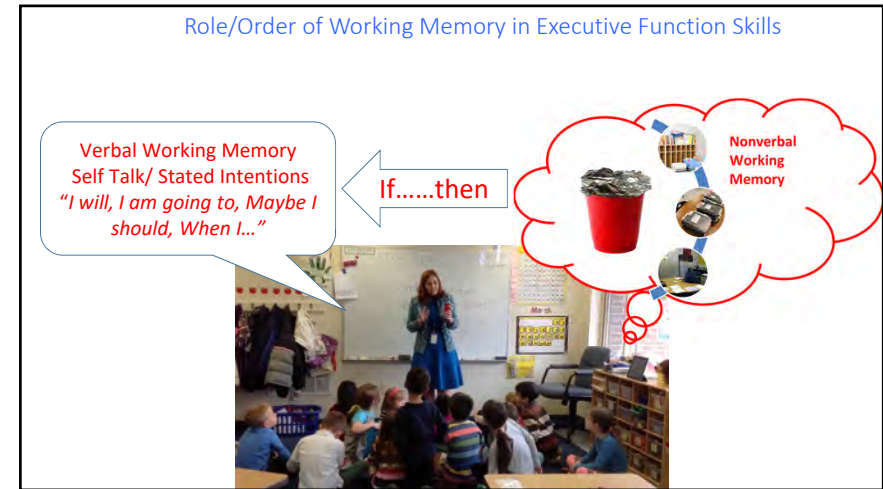
- (a) any action that allows students to  and direct themselves 
- (b) how this action results in a change in their behavior 
- (c) how this behavior changes the likelihood of future consequences or the attainment of a goal (Barkley, 2012).



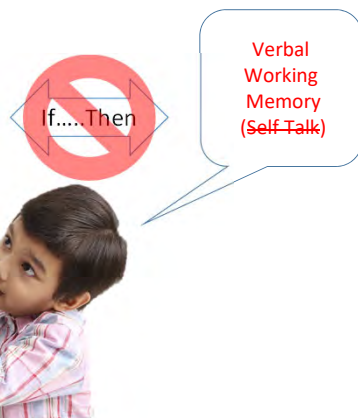
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September 2019, Sarah Ward, M.S., CCC/SLP & Kristen Jacobsen, M.S., CCC/SLP

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### Role/Order of Working Memory in Executive Function Skills



### 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

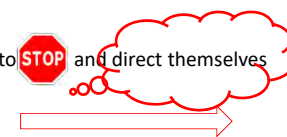
#### People

Read the Person: ROLE

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



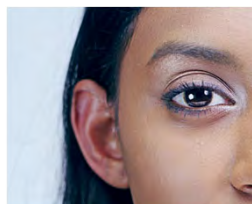
Any action that allows students to **STOP** and direct themselves



### Situational Intelligence Operates in Stealth Mode We Read the Room in the Blink Of An Eye!

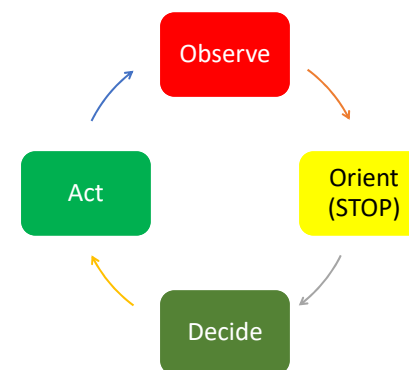
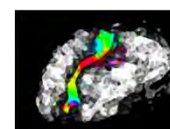
"In the blink of an eye, we see the essence of a scene (the context) by a very fast, subconscious transfer of information to the higher areas in the brain."

"This process happens quickly. How fast? Well, we recognize most scenes or categories of objects within 100 to 200 milliseconds. To understand that level of speed, know that it takes twice as long to blink your eyes (between 300 and 400 milliseconds). Saying that we make an evaluation of context in a blink of an eye is an underestimation of the speed of our brain: We do it twice as fast!"

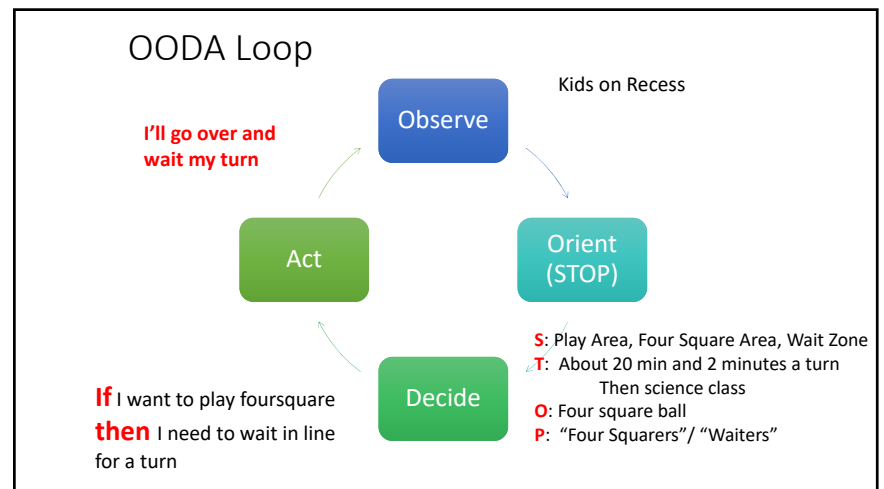
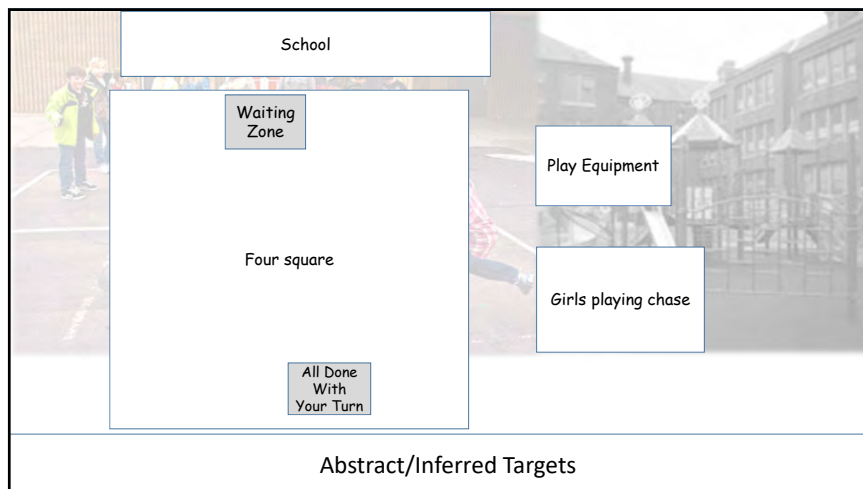


Vermeulen Ph.D., Peter. Autism as Context Blindness

### Situational Awareness: OODA Loop (John Boyd)







# Executive Function Situational Awareness Observation Tool












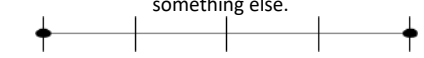


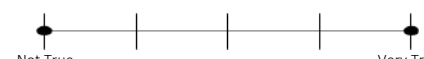
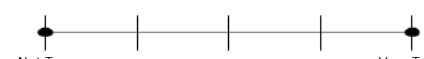
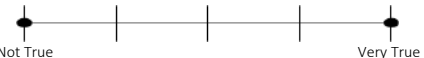

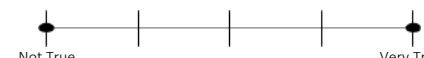





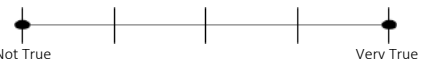



1- Present; 0 – Not Present; NA – Not Observed | Applicable

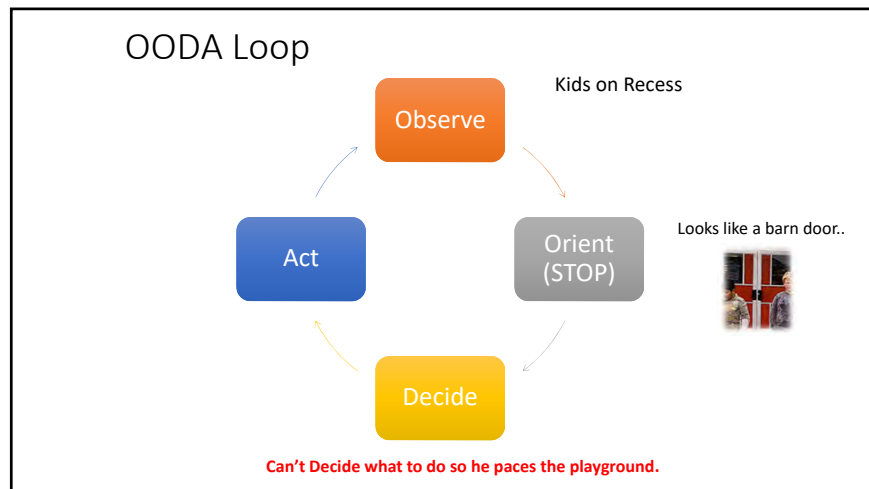
S pace	T ime	O bjects	P eople
<input type="checkbox"/> <b>Observes:</b> <input type="checkbox"/> Observes the function and organization of the space for the situation <input type="checkbox"/> Observes from a 'wide' to a 'narrow' angle	<input type="checkbox"/> <b>Observes:</b> Observes/Aware of the kind of time available	<input type="checkbox"/> <b>Observes:</b> <input type="checkbox"/> Observes/aware of required materials <input type="checkbox"/> Observes organization of materials within the space	<input type="checkbox"/> <b>Observes:</b> Observes/aware of role for the given situation <input type="checkbox"/> Own <input type="checkbox"/> Other's Roles
<input type="checkbox"/> <b>Orients   Decides</b> <input type="checkbox"/> Reads the Room – Knows what is going on	<input type="checkbox"/> <b>Orients   Decides</b> <input type="checkbox"/> Knows the Time <input type="checkbox"/> Uses if-then thinking to envision future time, <input type="checkbox"/> Understands expected activity in specific time <input type="checkbox"/> Creates time markers	<input type="checkbox"/> <b>Orients   Decides</b> <input type="checkbox"/> Uses if-then thinking to infer objects needed	<input type="checkbox"/> <b>Orients   Decides</b> <input type="checkbox"/> Recognizes the key purpose of action and communication exchanges
<input type="checkbox"/> <b>Acts</b> <input type="checkbox"/> Navigates the space efficiently <input type="checkbox"/> Is where they need to be	<input type="checkbox"/> <b>Acts</b> <input type="checkbox"/> Has a sequence of actions <input type="checkbox"/> Initiates Independently <input type="checkbox"/> Appropriate Pace <input type="checkbox"/> Attends to and responds to time markers	<input type="checkbox"/> <b>Acts</b> <input type="checkbox"/> Gathers all the expected materials/ objects (both in sight and out of sight)for the given situations	<input type="checkbox"/> <b>Acts</b> Regulates actions based on awareness of role <input type="checkbox"/> To verbal prompts <input type="checkbox"/> To nonverbal prompts
<input type="checkbox"/> <b>Flexibility</b> <input type="checkbox"/> Can shift and transition between spaces	<input type="checkbox"/> <b>Flexibility:</b> <input type="checkbox"/> Can shift actions in response to time markers <input type="checkbox"/> Can Shift Pace when required <input type="checkbox"/> Anticipates what is coming up	<input type="checkbox"/> <b>Flexibility</b> <input type="checkbox"/> If objects are unavailable problem solves a 'same but different' substitution <input type="checkbox"/> Can shift and transition between spaces with required objects	<input type="checkbox"/> <b>Flexibility</b> <input type="checkbox"/> Makes inferences about communication and responds accordingly based on communication from others
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>



# 360 Thinking: Questionnaire for Executive Function Skills

For each of the situational awareness skills below, rate how true the experience feels for you on the scales provided. Do you notice if there are more ‘true’ items in one or more skill area? If so, it might be helpful to create a goal to improve that area. Try using this planner to record steps in working towards that goal.

Space	Time	Objects	People
<p>I have difficulties finding anything I need in my back pack, desk or locker.</p> 	<p>I have a hard time getting started on assignments and projects.</p> 	<p>I leave materials I need at home or school and need to go back to get them.</p> 	<p>I like to do group projects on my own or let other students lead the project.</p> 
<p>Keeping my locker neat is not a priority or something I have time for.</p> 	<p>I hand in assignments after the due date.</p> 	<p>I don't remember the materials or things I need to for classes or activities.</p> 	<p>I can get frustrated or angry with school or home work and its hard to focus and get it done.</p> 
<p>I feel like I have to go “all over” the house to get things I need before leaving for school or activities/sports.</p> 	<p>I realize once I get started on an assignment that it's going to take more time than I thought.</p> 	<p>I have difficulties organizing and finding papers I need for studying.</p> 	<p>I can have difficulties “over focusing” on a preferred task and shifting my attention to another priority. Sometimes I do not notice that my peers/teacher/parent have moved on to something else.</p> 
<p>I am overwhelmed or unmotivated to clean my room. Its hard to know where to start.</p> 	<p>My parents or teachers have to give me lots of reminders to get things done on time.</p> 	<p>I have a hard time tracking my stuff and I lose my things like sweatshirts, jackets, lunch containers, notebooks, etc.</p> 	<p>I don't think I have to be organized or more organized, but my parents and teachers think I do.</p> 
<p>When I clean up, I just take piles of stuff and put them in random places.</p> 	<p>I don't realize how much time has passed when I'm focused on a task like reading or playing video games.</p> 	<p>It is hard to organize my materials and keep things neat.</p> 	<p>I avoid talking to my teachers if I am having difficulties with an assignment.</p> 
<p>Sometimes when I am looking for something it is “in front of my face” but I do not easily see it.</p> 	<p>I am late or almost late for the bus, my ride or school .</p> 	<p>I lose points for careless mistakes or sloppy work on my school work.</p> 	<p>I am easily distracted by friends or social media when doing work.</p> 
<p>I don't like putting things away because it can be harder to find what I need later.</p> 	<p>I often run out of time when I am trying to finish a long term project.</p> 	<p>I get distracted by other items around me when I'm trying to get tasks or assignments done.</p> 	<p>I can feel surprised by grades I receive or I'm not sure what the teacher wanted.</p> 



This type of self regulation is called **Mimetic Ideational Information Processing** or what we call being a **Mind MIME**

**STOP** **M** Future Scene Thinking: **M**ake an Image: **STOP** What will it look like?

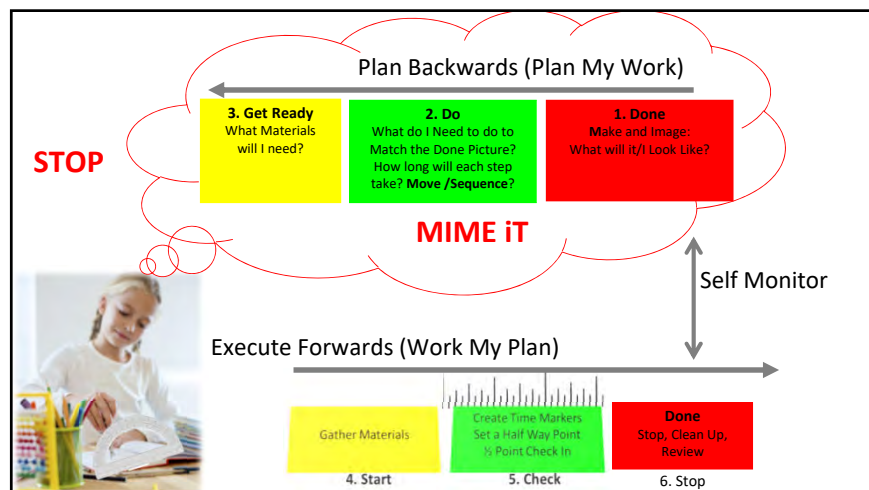
**I** Episodic Future Thinking: What do **I** Look like? Self Projection into the Future

**M** Mental Time Travel (Temporal - Spatial ): How am I **M**oving to achieve this?

**E** The Future **E**motion: How will I **feel**? Emotional Physiological State

**i** If .....then

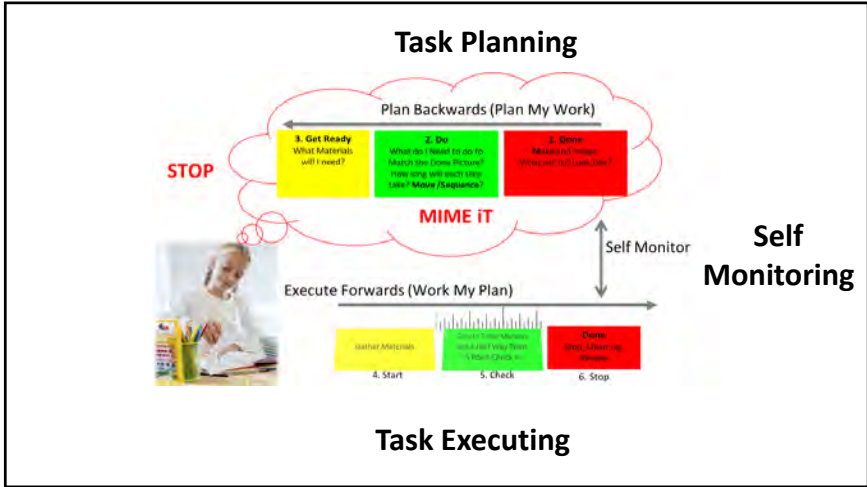
**T** Self **T**alk *It is 'experiencing the self in time' and talking yourself through that experience so you are efficient and successful*



**Why is it Problematic to Start with Get Ready?**

- It Starts At Task Executing and Bypasses Planning
- Does not Provide the Opportunity for Self Monitoring
- Provides the Task (Poster Due) but NOT the Cue
  - "When I am at home tonight (**space & time**) I will get poster board (**objects**) from the closet and have mom help me(**people**) find some old photos for it"
- Most Important: Does not Support Nonverbal Working Memory

**Get Ready**  
What Materials will I need?



**Executive Functions**

Future Image		
Task Planning	Task Executing	Self Monitoring
<input type="checkbox"/> Plan	<input type="checkbox"/> Initiate	<input type="checkbox"/> Self-monitor
<input type="checkbox"/> Sequence	<input type="checkbox"/> Inhibit	<input type="checkbox"/> Problem Solve
<input type="checkbox"/> Prioritize	<input type="checkbox"/> Pace	<input type="checkbox"/> Emotional control
<input type="checkbox"/> Organize	<input type="checkbox"/> Complete	<input type="checkbox"/> Shift

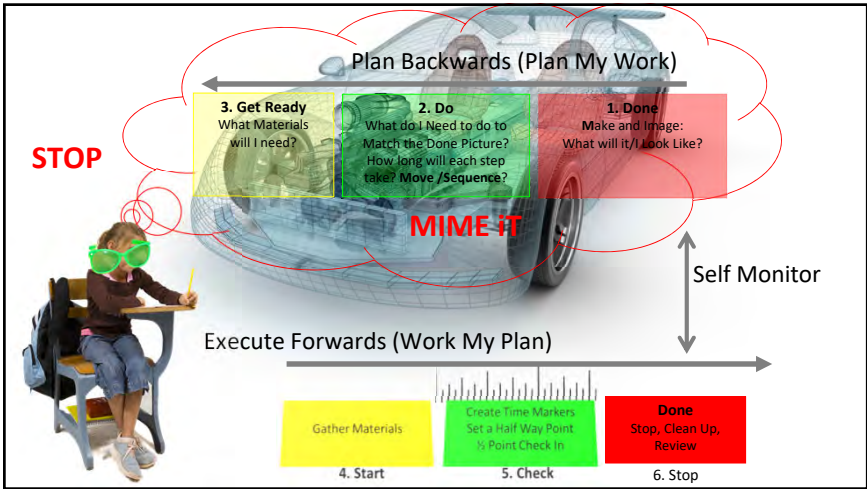
Across Space and Time- Temporal Spatial Window

**Processing Speed and Executive Function**

“If EF is the car PS is the engine, the more powerful the engine the faster the car can go.

Good EF depends on the quality of the engine. More efficient engines allow the car to function at a higher level of efficiency.”

*Ellen Braaten, PhD*



Research shows PS was significantly impaired in 80% of students diagnosed with high to above average IQ and ADHD (Brown, 2011).

In a study evaluating the correlates of learning profiles and PS, all students with language based LD, dyslexia, nonverbal learning disability and autism spectrum exhibit PS deficits and 77% of were receiving IEP services (Braaten 2017).



## Speed of Information Processing



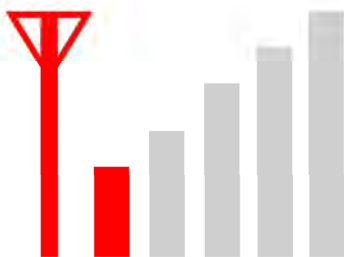
How quickly students can react to incoming information, understand it, and think about the information, formulate a response, and execute that response.

Speed of information processing is not the same as intelligence.

It is possible to be very bright, yet process information slowly.

Similarly, speed of information processing is not the same as physical quickness.

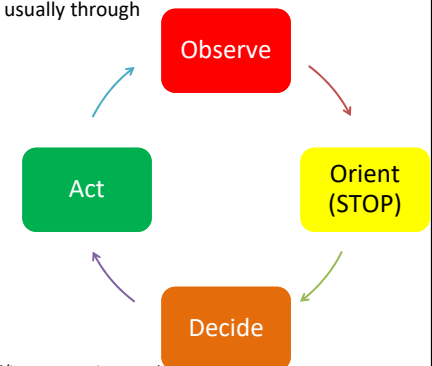
## Speed of Information Processing



Inspection time:  
Speed of intake of  
a perceptual (stimulus)

Processing speed involves one or more of the following functions:

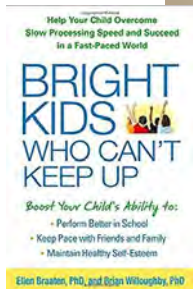
- the amount of time it takes to **perceive information (Observe)** (this can be through any of the senses, but usually through the visual and auditory channels)
- **process information (Orient/Decide)**
- **formulate or enact a response (Act)**



Another way to define processing speed is to say "It's the time required to perform an intellectual task" or "The amount of work that can be completed within a certain period of time"

<https://www.mehclaycenter.org/parenting-concerns/grade-school/intro-processing-speed/>

Dr. Ellen Braaten



In fact, perhaps the most difficult question parents ask me is, **“What exactly is processing speed, and is there any way to fix it?”**

The short answer to that question is, **“It’s complicated and we don’t know how to fix it.”**

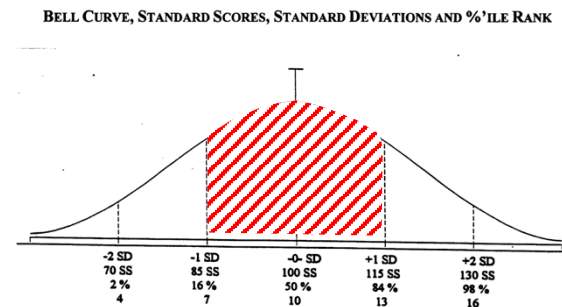
It’s complicated because there is no single region of the brain that is responsible for the primary problem with processing speed; rather, one’s ability to process information involves a complex network of different parts of the brain, any or all of which may result in slower speed of processing.

PS can limit productivity and EF skills to:

- integrate and encode information
- acquire new material
- complete routines
- transition between tasks
- follow instructions
- finish homework
- reason under time demands
- listen/read and take notes/summarize
- inhibit tangential thoughts and ignore distractions
- write assignments that require complex thoughts
- keep pace with the flow and process nuance in social conversations
- make decisions (what to wear, where to go, eat, write about, etc.)



What’s Does a Standardized Score Tell Us?

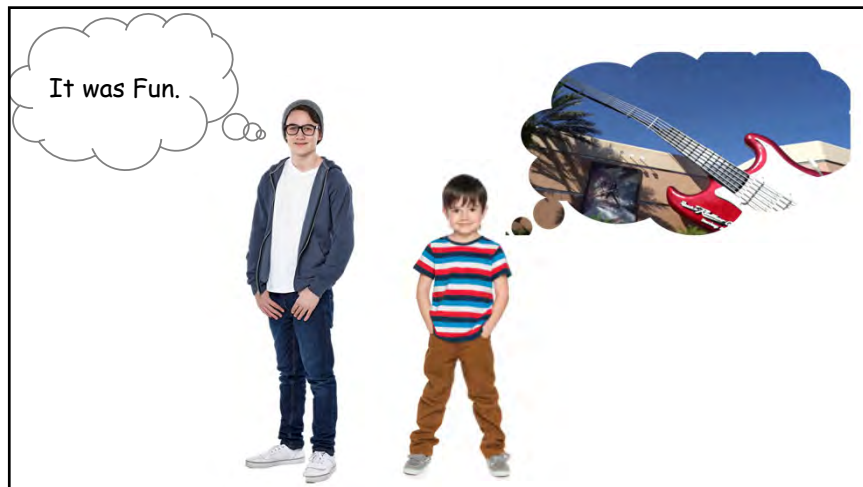
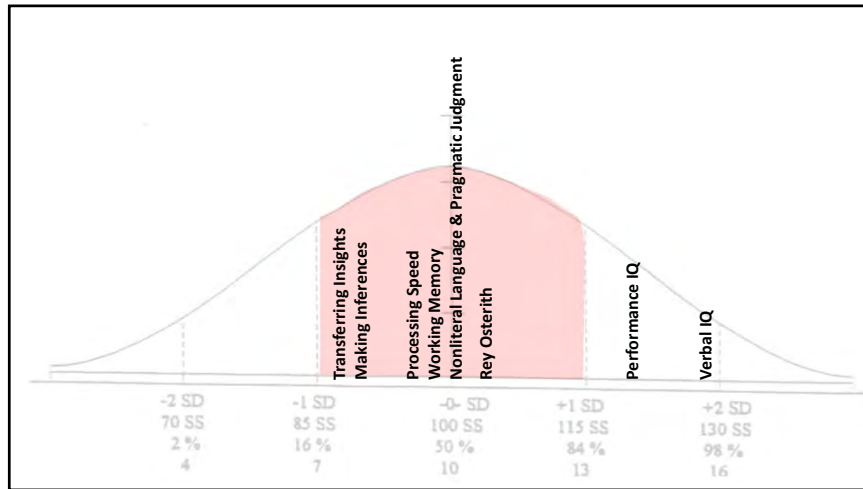


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## Access Episodic Memory

**Describe one favorite memory? What makes it so important to you?**

My favorite memory of all time is the Christmas I got my Xbox. I like this memory a lot because I use my Xbox almost every single day. It is also very fun to play on my Xbox with so many of my friends having Xboxes. I have many games on my Xbox so that I can play with my friends.



### MIMEing prompt- Gesture and Describe your Memory Of the Experience

I chose this specific Christmas because it was the one where I got my Xbox and I consider it the best Christmas. That morning I woke up around 6:00- when it was still dark-, I got-climbed- out of bed and went-walked- to the living room to look at presents. I took ten minutes doing that, so as to let my parents sleep for a bit before I woke both of them up. Then came the most painful part for me, waiting yet another ten minutes to let them get their coffee. I was so excited to -open a big box- get my xBox.

### Processing speed involves one or more of the following functions:

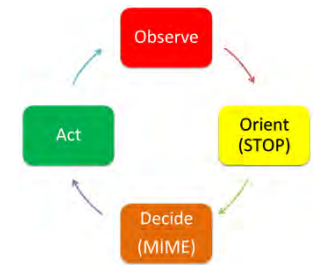
- the amount of time it takes to **perceive information (Observe)**
- **process information (Orient/Decide)**
- **formulate or enact a response (Act)**

WISC-V:

Processing Speed Index (PSI) Coding (timed): Use an answer key to copy symbols that match a number code

Symbol Search (timed): Scan a line of symbols and identify if a specific symbols exists in a row

(Cancellation timed): Cross out a set of specific pictures that appear on a page of many pictures



### WISC V Processing Speed Subtests

#### Cancellation



When I say "Go," mark each animal. Do not mark anything else. Work as fast as you can, without making mistakes, until I tell you to stop. Are you ready?

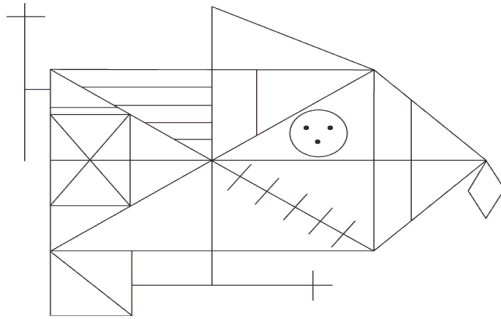
#### Symbol Search



#### Coding



## The Rey-Osterrieth Complex Figure



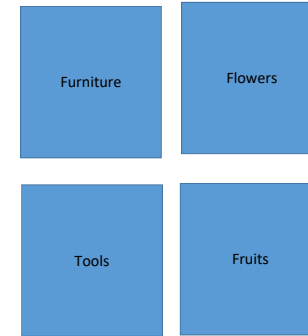
- Copy
- Immediate Recall
- Delayed Recall

\* Brain Dev. 2005 Dec;27(8):564-9. Epub 2005 Apr 18. The Rey-Osterrieth Complex Figure as a measure of executive function in childhood. Watanabe K, Ogino T, Nakano K, Hattori J, Kado Y, Sanada S, Ohtsuka Y.

## Word Learning Lists

\*\*Ask for the reason for classification on the Word Classes subtest of the CELF

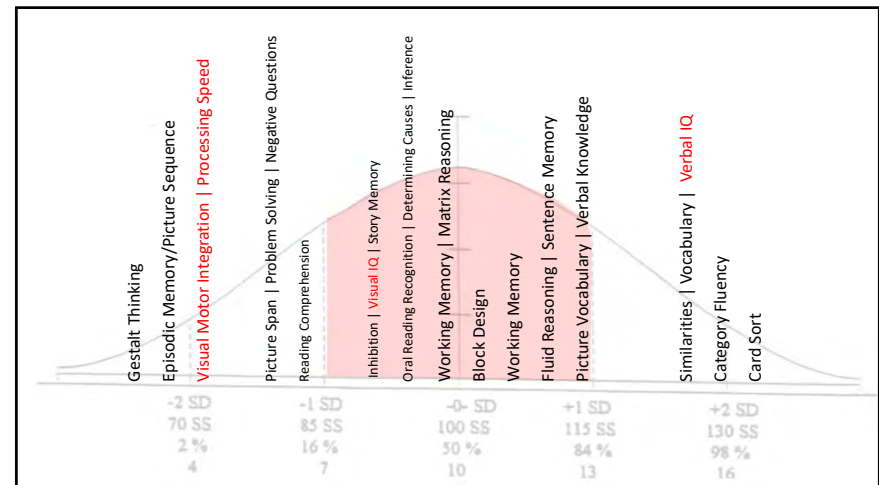
- Tulip
- Hammer
- Daisy
- Wrench
- Table
- Chair
- Apple
- Rose
- Couch
- Orange
- Banana
- Saw



## Word Fluency Tasks

ALSO: \*\* CELF –Word Classes Subtest  
Ask for the REASON for exclusion or association!  
(Unfortunate change from CELF 4 to CELF 5)

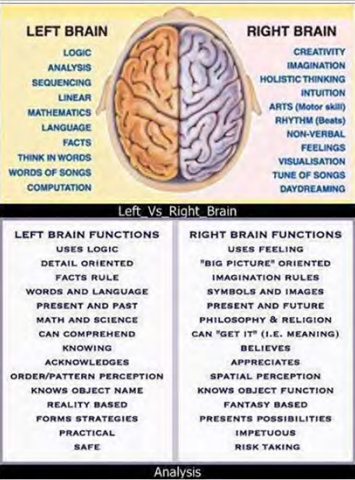
- Name as many animals as you can in 1 minute
- Name as many foods as you can in 1 minute



Nonverbal Learning Disability (NLD or NVLD)

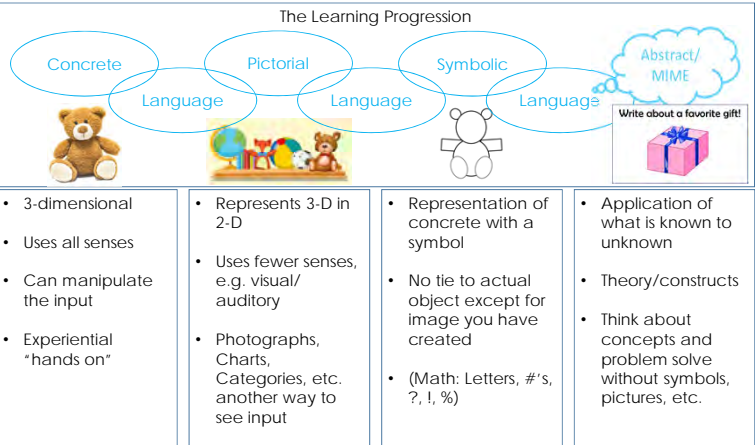
Characterized by a remarkable discrepancy between higher verbal skills and lower motor, visual-spatial, and social skills on an IQ test in conjunction with an assumed right hemisphere brain dysfunction.

Left Brain	Right Brain
Verbal	Non-verbal
Analytic	Synthetic, relational
Parts, detail	Wholes, big picture
Logical, rational	Intuitive, creative
Sequential, successive	Random, simultaneous
Systematic, directed	Casual, free
Cautious	Adventuresome
Linear	Holistic
Factual, words	Visual, colors
Digital	Spatial, analogue
Rational	Emotional
Convergent	Divergent
Propositional	Imaginative
Objective	Subjective

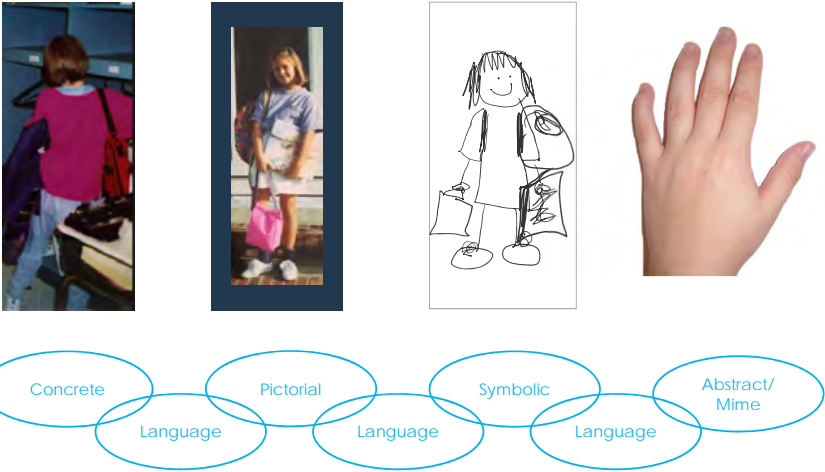


Why?  
This is Static Information!

Why?  
This is Novelty!




Abstractness Continuum: Treating NVLD in Children: Professional Collaborations for Positive Outcomes (p. 177). Springer New York.



SAVME: Common Characteristics of NonVerbal Learning Disorders	
<b>Social</b>	Lack of ability to comprehend nonverbal communication, Poor Perspective taking
	Significant deficiencies in social judgment and social interaction – Missing “street smarts”
	Extreme difficulty in coping with novel and complex situations and an over-reliance on rote, commonplace behaviors; Very sensitive to Rejection – Often want/expect to be popular
<b>Academic</b>	Problems in math, reading comprehension, handwriting – despite superior decoding skills
	Problems with organization, problem-solving, higher order reasoning – tough time with inference Bottom up Processing/focusing on details. Makes writing extremely difficult.
	Strengths include strong verbal and auditory attention and memory; weak executive function skills
<b>Visual-Spatial</b>	Lack of image, poor visual recall, poor imagination. Thinks verbally not pictorially/spatially
	Faulty spatial perception and spatial relations
<b>Motor</b>	Lack of coordination
	Severe balance problems
	Difficulties with fine motor skills
<b>Emotional</b>	Frequent ‘tantrums’, difficulties soothing, easily overwhelmed
	Fears of new places and changes in routines. Find new experiences anxiety provoking, so that staying at a friend's house, summer camp, vacationing in new places, etc.
	Prone to depression and anxiety as they get older

	Nonverbal Learning Disability	Attention-Deficit/Hyperactivity Disorder	
Avoids New Situations Can't Anticipate Consequences Rule Bound Slow Producer Benefits from Verbal explanation	Difficulty with spatial relationships and perceptions; frequently bumps into objects; may have difficulty with maintaining balance in seat.	Often fidgets or squirms; difficulty remaining still or seated when sustained visual attention is required.	Seeks Novel Input Does not Consider Consequences Resists Rules Work Rusher Responds best to minimal verbal input
	<b>Hypoactive</b> Slow motoric performance on non-verbal tasks with hypervigilance to details vs. big picture.	<b>Hyperactive</b> Easily distracted and impulsive; poor planning and follow-through with details.	
	Talkative; reliant on verbal mediation; may not be aware of manipulation or deception.	Talks excessively; impatient and often loses things; may be manipulative and deceptive.	
	Poor social judgment; frequent avoidance of novel situations.	Seeks out novelty with enthusiasm; risk-taking behaviors.	
	Comorbidity with depressive or anxious symptoms.	Comorbidity with oppositional and defiant behaviors.	

Nonverbal Learning Disability	Asperger's Syndrome	
Early speech and vocabulary	No language delay	Indifferent to Peers Indifferent to Feelings of Others Narrow, exclusive
Poor pragmatics and prosody	Poor pragmatics and prosody	
Normal to superior I.Q. VIQ>PIQ; verbal can be notably developed	Normal to superior I.Q. VIQ>PIQ	
Significant gross, fine and visual-motor problems; dysphagia	Clumsiness; gross motor is generally WNL; fine motor is poor	
Lacking verbal communication skills (receptive and expressive); naive; poor social judgment	Perserverating behaviors; restrictive areas of interest; hyperfocus on details	
		Desperate for friends Empathetic; Caring Display Emotion

3 Subtypes of NLD:		
Deficiency in Social Perception and Adaptation		
Difficulty associating meaning with <b>visual motor patterns</b> Gesture, Facial expressions, Body Language		
Struggles with Social Nuance (Often misdiagnosed with Asperger's – but not restricted interests)		
<ul style="list-style-type: none"><li>• Vocal tone</li><li>• Unspoken social rules</li><li>• Implicit social information</li></ul>		
Anxious	Poor Reasoning Skills	
Rule bound	<ul style="list-style-type: none"><li>• Difficulty with Cause and Effect</li></ul>	
Concrete	<ul style="list-style-type: none"><li>• Limited Flexibility – Often VERY Rigid. Sense of Righteousness</li></ul>	



T: Can we read our morning message

Dear First Graders,  
Today is a 1/2 day Tuesday. We will have our picture taken after math. Let's have a super day!!  
Love Mrs. Barry

Wren gets rigid that it should not say "day"  
because they are only in class in the morning.

Don't Jump on  
the Couch!

But I'm climbing  
on the Couch!



### 3 Subtypes of NLD:

Deficiency in Spatial Visualization and  
Concept Integration

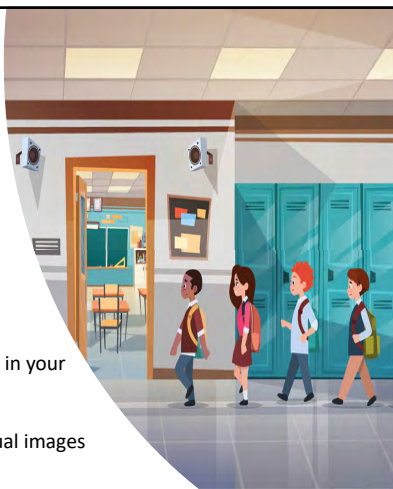
Relies on Detail

Does not relate the parts to the whole

Difficulty with **motor patterns**

- Gross – athletic ability
- Fine – handwriting
- Struggles learning time concepts and math
- Poor orientation in space- bumps into things, in your space but not aware, poor sense of direction

Poor working memory – can't hold onto mental visual images  
and manipulate visual sequences



### 3 Subtypes of NLD:

Processing Inefficiency:

Deficiency in Visual Processing Speed & Organization

Weak Working Memory and Poor Integration of Information

Easily overloads when needs to integrate

"Load" Deficit

Poor Executive Function Skills

Slow Visual Processing Speed

Accurate scanning but slow

Inattentive:

Distractible - fleeting attention

Perseverative – gets stuck on an idea regardless of relevance

Disinhibited – Mind shifts randomly from one idea to another



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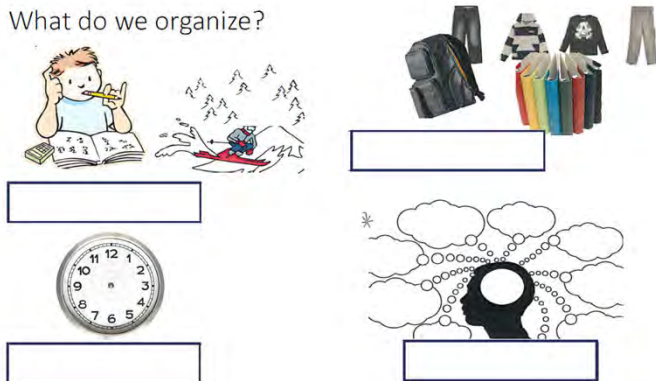
## Great Online Resources

- Video on What NLD is:  
<https://www.youtube.com/watch?v=III4voAQZeo>
- Video on NLD vs Asperger's:  
[https://www.youtube.com/watch?v=\\_JWh3lrscqE](https://www.youtube.com/watch?v=_JWh3lrscqE)
- Nonverbal Learning Disability Vs Asperger's Disorder  
– [http://az-nl.org/presentations/Nonverbal\\_Learning\\_Disability\\_vs\\_Aspergers.pdf](http://az-nl.org/presentations/Nonverbal_Learning_Disability_vs_Aspergers.pdf)
- [www.nvld.org](http://www.nvld.org)

## TEACHING STUDENTS: WHAT IS A MIND MIME?

Developing Independent Executive Function Skills: Situational Intelligence and Self Regulation

What do we organize?


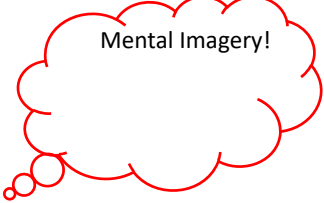


LEFT

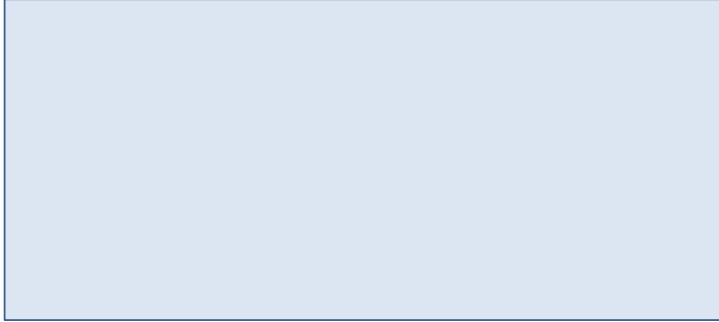
RIGHT





LEFT	RIGHT
	

### What is a Dress Rehearsal?




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The school play is tomorrow night.

What are these actors rehearsing?


Why are they in their costumes now?



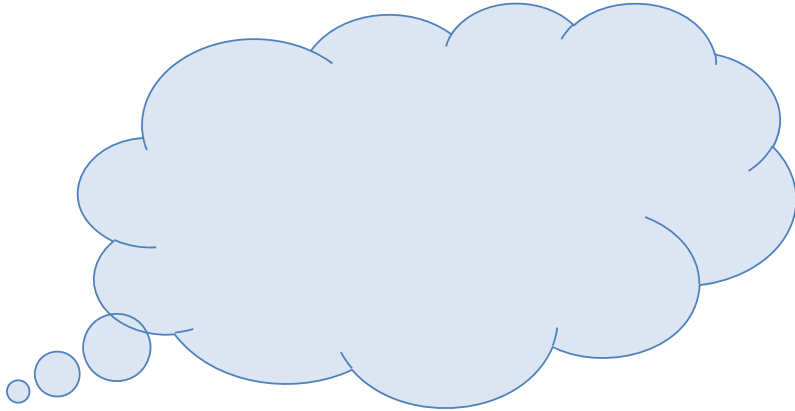
This pretend log stump has Velcro in the middle so it can be easily split into two pieces.  
What are the boys doing with the log and the saw?

### Have you seen this famous Mime?

### What are three things he 'MIMEd'?



What would you guess you do if you MIME in your mind?



What is this baker's Mind MIME?

(It depends! The Anticipatory look!)



- M** Make a future picture- what will it look like?
- I** What will I look like?
- M** Movement- What motions will I go through?
- E** Emotion- How will I feel at a future Time?

What is this boy's mind MIME?



- M** Make a future picture- what will it look like?
- I** What will I look like?
- M** Movement- What motions will I go through?
- E** Emotion- How will I feel at a future Time?

Chicken Fingers  
Chicken Parmesan

Ravioli  
Spaghetti

Hamburger  
Hot Dog

What would be your mind MIME if  
you were going to your locker and  
then to \_\_\_\_\_ class?




- M** Make a future picture- what will it look like?
- I** What will I look like?
- M** Movement- What motions will I go through?
- E** Emotion- How will I feel at a future Time?

Let's Practice Stated Intentions!

Mime and write a stated intention for the situation below. Include at least 1 Plan A, and 2 Plan B statements.

It's a summer afternoon around 4:00 PM, and Jesse's parents asked him to finish his chores of taking out the trash, feeding their pet and watering several plants on their back deck before the family leaves to go out to dinner.

Stated Intentions:



Stated Intentions: Future Self Talk

Plan A: As I See it

Plan B: But....

I Will

I am Going to

When

I can

Might/ Maybe

Could

Should

Probably

In case

If...then

It's a 7:00 PM and Max is getting ready for a sleepover at a friend's house. He needs to pack items for the sleepover, and a trip to a community pool with his friend's family the following day.

Stated Intentions:

Create a stated intention for the situation below. Include at least 1 Plan A, and 2 Plan B statements.

It's Saturday morning around 9:00 AM, and Mark's parents asked him to wash and clean out the car before he goes out with his friends today. He needs to plan out his time and text his friends to let them know what time he can get together later today.

Stated Implementation Intentions:

Stated Intentions: Future Self Talk

Plan A: As I See it

Plan B: But....

I Will

I am Going to

When

I can

Might/ Maybe

Could

Should

Probably

In case

If...then


"I Don't Remember to Remember to Remember"

Prospective Memory has two distinct components: the CUE and the TASK.

CUE: Specifies the conditions of retrieval (Where and When)

TASK: Action to be performed in response to the cue

**Both** of these components, the cue and task, must be encoded and recalled for successful Prospective Performance



Katy H. O'Brien and Mary R. T. Kennedy, Predicting Remembering: Judgments of Prospective Memory After Traumatic Brain Injury Journal of Speech, Language, and Hearing Research, June 2018, Vol. 61, 1393-1408.

MIME IT

Future Self Talk

Plan A: As I See it

Plan B: But....

I Will

I am Going to

When

I can

Might/ Maybe


Could

Should

Probably

In case

If...then



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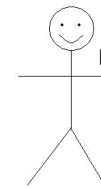
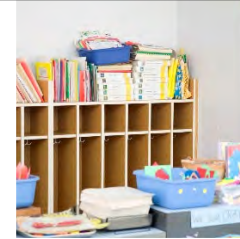
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### Teaching the Mental Dress Rehearsal MIND MIME Skill

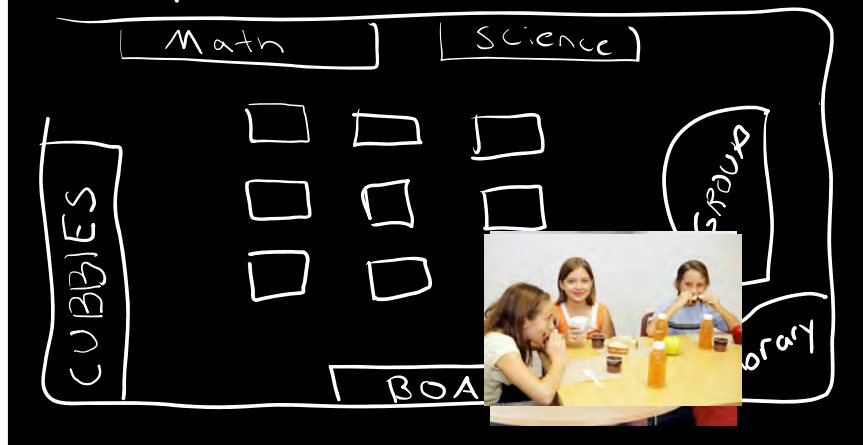
- Walk it Out
- Map it Out
- Draw it Out
- Tap it Out



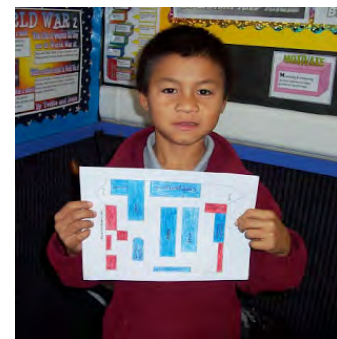
Do a **“Walk About”**  
to make a  
Motor Memory



### Map It Out: Sidewalk Chalk



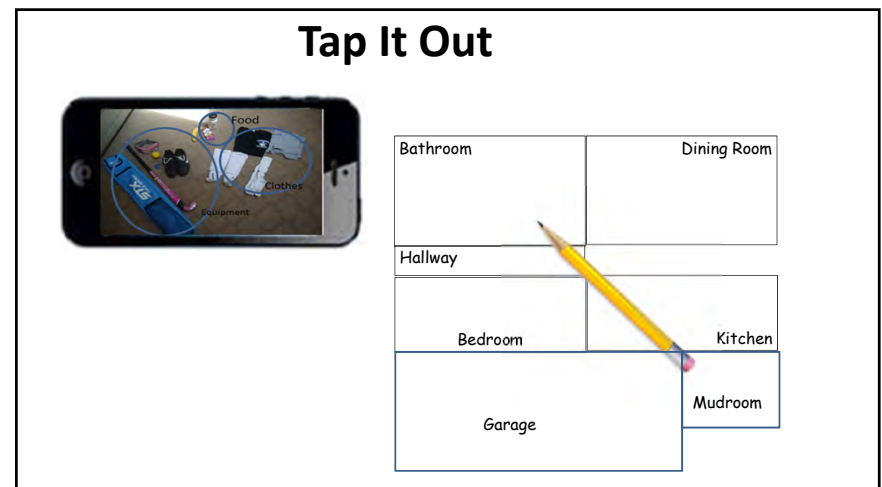
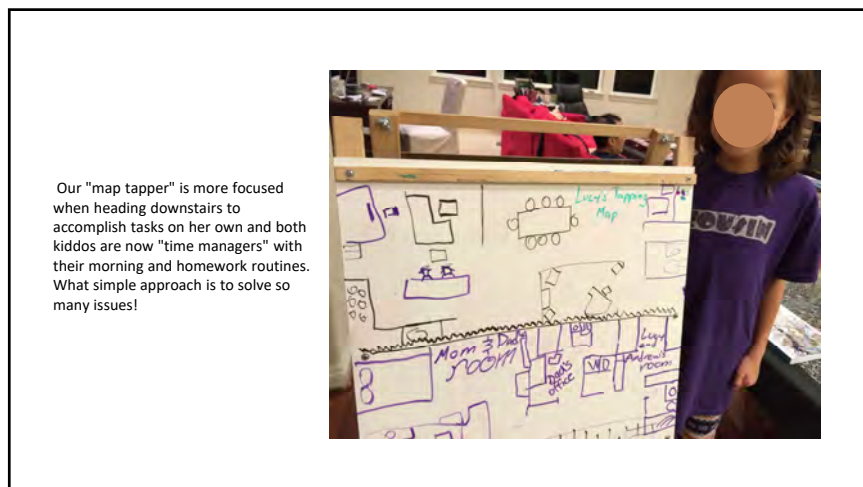
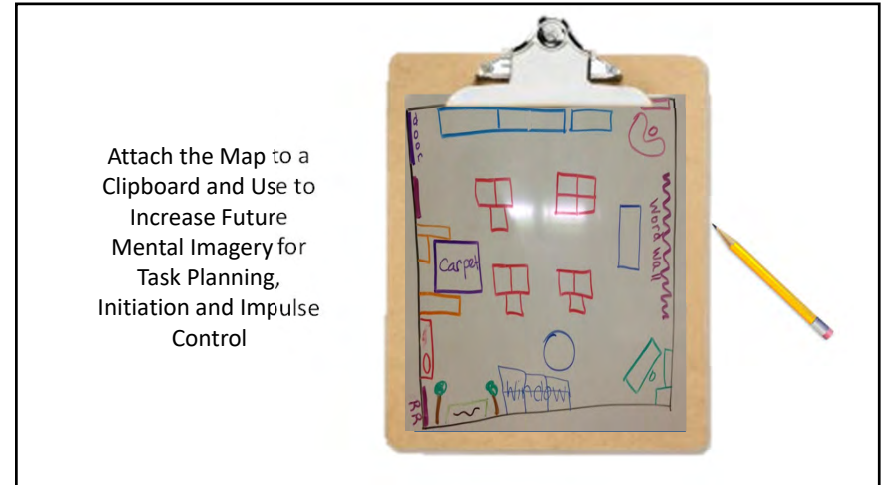
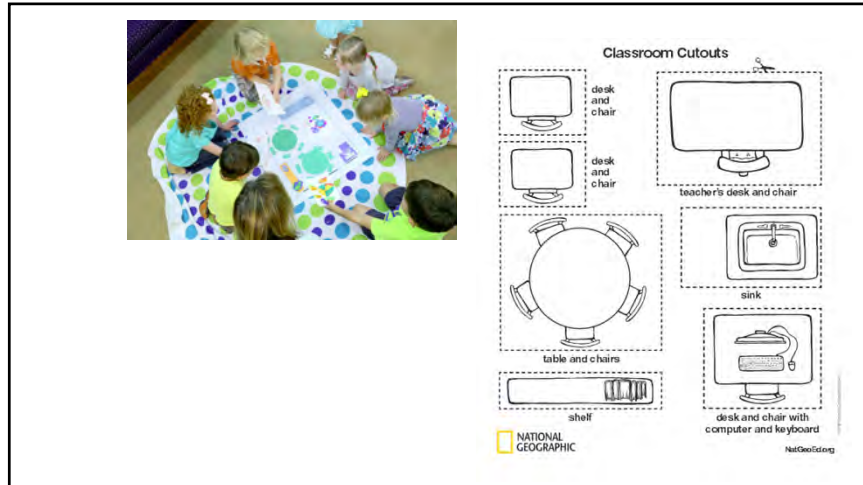
Have Students Draw a Map of the Space  
Pre-Imagine Your Plan and Tap It Out



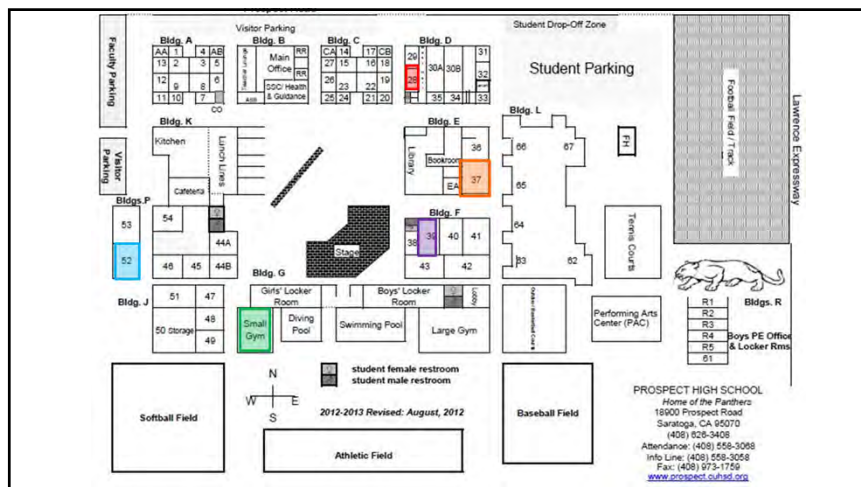
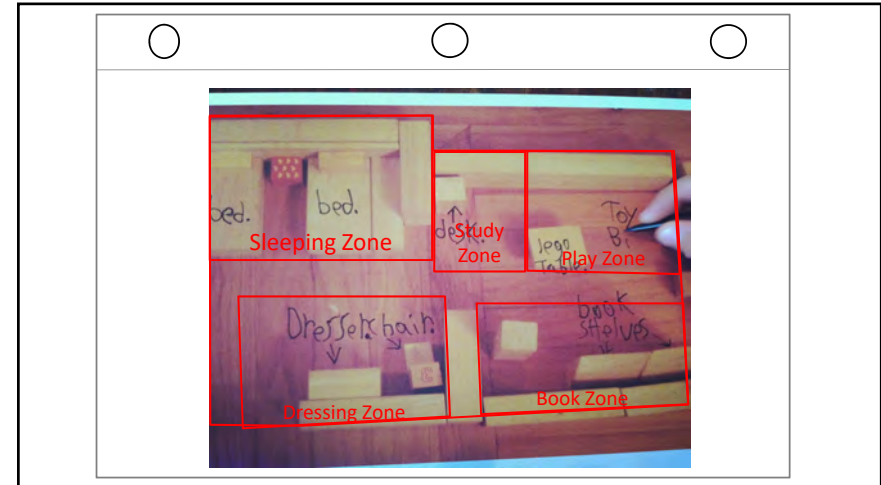
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Try it! Map out a room, classroom or office Space.

Tap Out: A Morning Routine, Preparing for Task \_\_\_\_\_, and an End of Day Routine



Try it! Map out a room, classroom or office Space.

Tap Out: A Morning Routine, Preparing for Task \_\_\_\_\_, and an End of Day Routine



Shift from the Scripted Plan  
to being a Mind MIME

The Importance of Gesture for  
Mental Spatial Time Travel and the  
Mental Dress Rehearsal

### MIME the Object



- Brush vs Toothbrush
- Washcloth vs Towel
- Pen vs Crayon
- Shoe vs Tall Boots



### Pass and MIME the Food

- Hamburger vs hot dog
- Ice cream cone vs ice cream sundae
- Orange vs banana
- Soup vs cereal
- Spaghetti vs Ravioli

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### MIME the Action

I will wash the counter.  
I will wash my face.  
I will wash my hands.  
I will wash the car.  
I will wash the kitchen sink.  
I will wash the dog.

### MIME Actions

I will feed the dog.  
I will feed the ducks.  
I will feed the fish.  
I will feed the bird.



I will brush my Teeth  
I will brush my Hair  
I will brush the Dog

I will walk through the mall.  
I will zoom through the mall.  
I will browse the mall.  
I will endure the mall.

I will eat breakfast.  
I will inhale breakfast.  
I will take breakfast to go.  
I will drink my breakfast.

I will ride a bike.  
I will ride a carousel.  
I will ride a bumper car.  
I will ride a scooter.

### Gesture and the Development of Working Memory



### Reading Comprehension and Being a Mind MIME



“He hung up his black beetle-colored helmet and shined it; he hung his flameproof jacket neatly; he showered luxuriously, and then, whistling, hands in pockets, walked across the upper floor of the fire station and fell down the hole. “

Fahrenheit 451

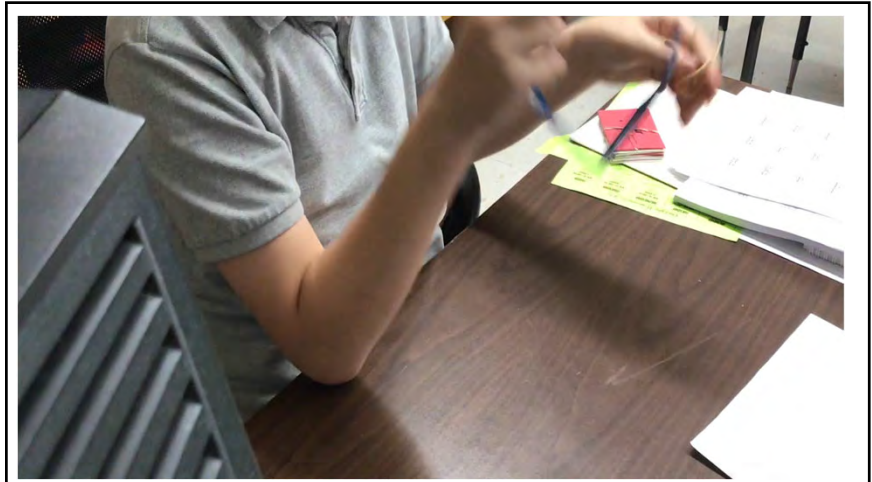
### Model Representational Co-Thought Gesture



**MindShift**

A Must Read Article!

How Seeing And Using Gestures Make Ideas More Memorable.



Try Random Tasks: Gesture Mental Spatial Time Travel



Find Poster Board

Sneakers for  
Gym Class

Make Cereal

Get a Beach Towel

Wrapping Paper

Find Tape

Try Random Tasks: Gesture Mental Spatial Time Travel



Get Markers

Sneakers for  
Gym Class

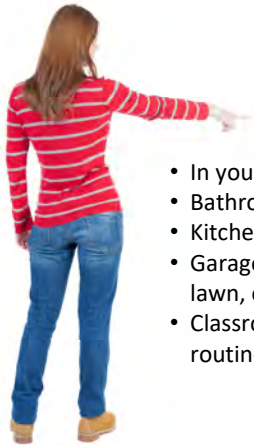
Get a Snack

Choose a  
reading book

Dry Erase Board

Paper to Write On

MIME: Task Planning Happens  
in a Different Space from where you Execute the  
Plan

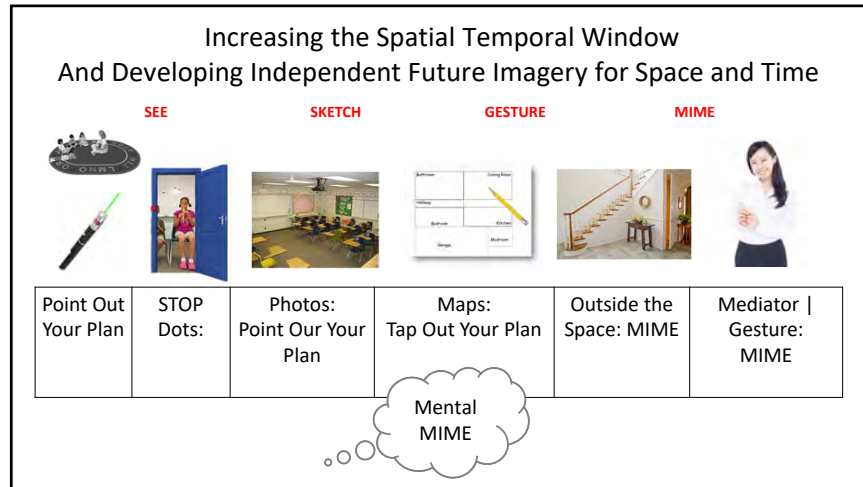


- In your room: Ready for Bed
- Bathroom: Morning Routine
- Kitchen: make a snack or a favorite Dish
- Garage: wash the car/prepare to Garden/mow the lawn, etc.
- Classroom: turning in homework, preparing for a task or routine (snack, recess, library, etc.)

Gradual Release to Independent Mind MIME

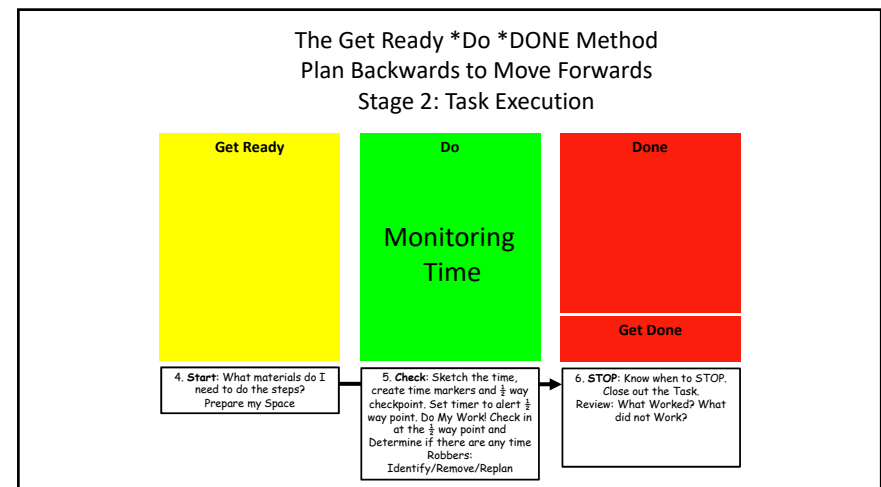
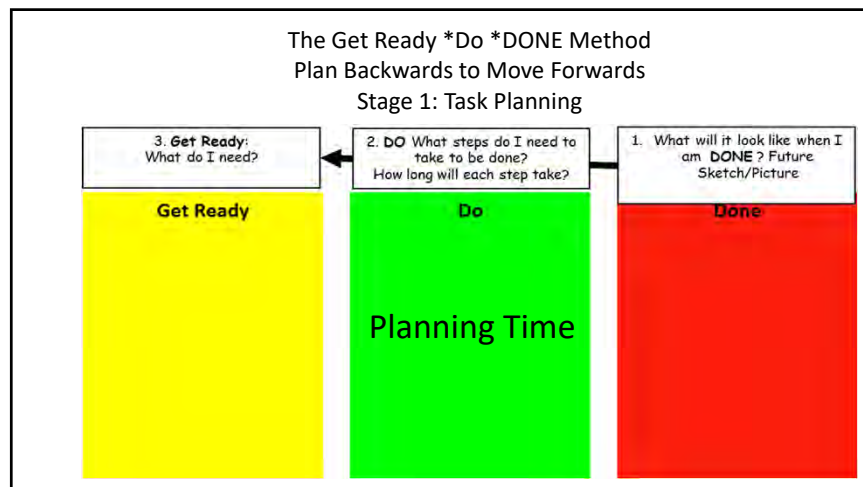




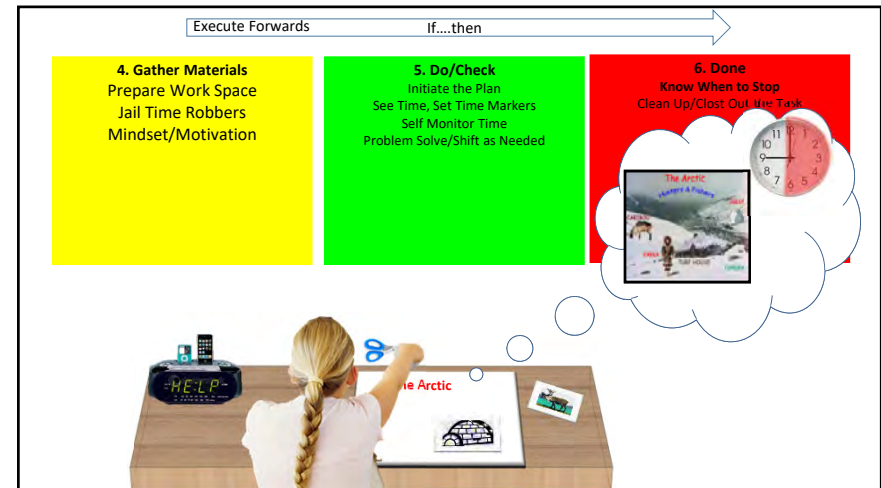
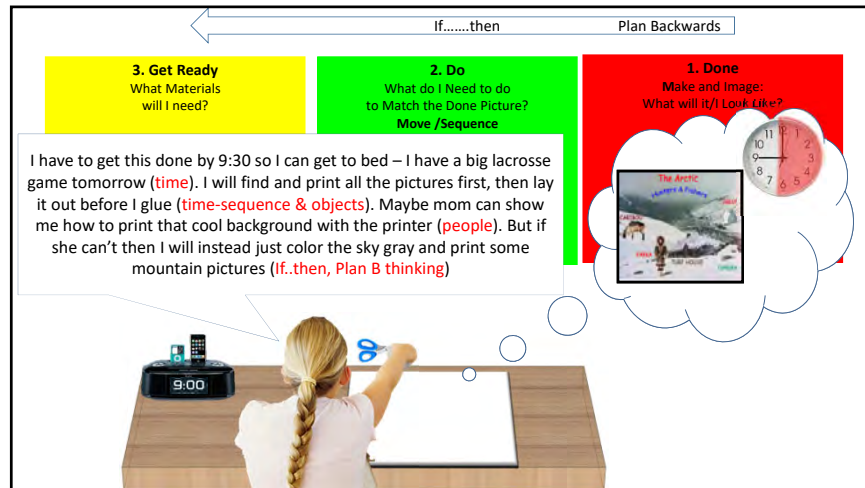


## MIND MIME FOR TASKS

Advanced Implementation of the Get Ready \* Do \* Done (Get Done) Model







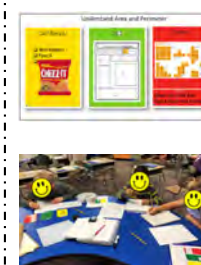
## Remediating EF Skills



Repeatedly practice:  
Self-monitoring, self-**STOP**ping, **seeing** the future,  
**saying** the future, **feeling** the future, and **playing**  
with the future so as to effectively “plan and go”  
toward that future. (Barkley 2012)

Barkley, Russell A. Executive Functions: What They Are, How They Work, and Why They Evolved. New York: Guilford, 2012.

## Progression to Independent Planning



**Gesture**

**MIME IT**

### Teach Planning Backwards

When we Plan our Work  
What 3 Questions Do We Ask Ourselves?

Get Ready

Do

Done

Plan Backwards to Move Forwards

### Teach Students to Generalize the Use of Strategies And References

Get Ready

Do

Done

Store in English Binder

Conservationist  
Preservationist

1. Multiple perspectives:
  - a. Muir's P.O.V. on Wilderness
  - b. Roosevelt's POV on wilderness
2. Why was the campfire an appropriate setting
3. What would you say if you were there  
How did their POV shape policy

### Develop the Skill of the Anticipatory Look

Get Ready

Do

Done

What do you know?

\*Think about Root words!

Make a Connection to our discussion on Yosemite!

Read article!

\*highlight what helps you define

Watch Video:

1. Multiple perspectives:
  - a. Muir's P.O.V. on Wilderness
  - b. Roosevelt's POV on wilderness
2. Why was the campfire an appropriate setting
3. What would you say if you were there
4. How did their POV shape policy

understand the Diff. b/t  
Conservationist  
Preservationist

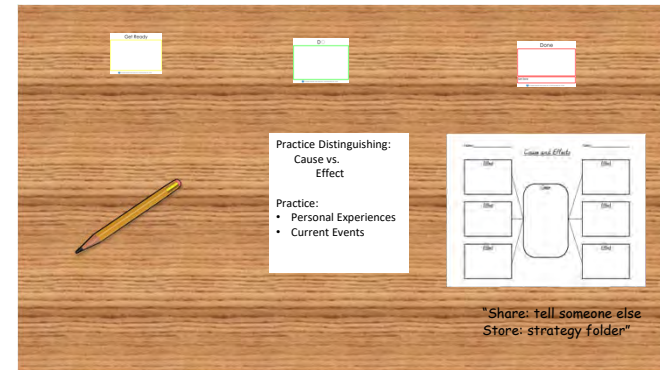
Get Done

Tell a Peer the Meaning!

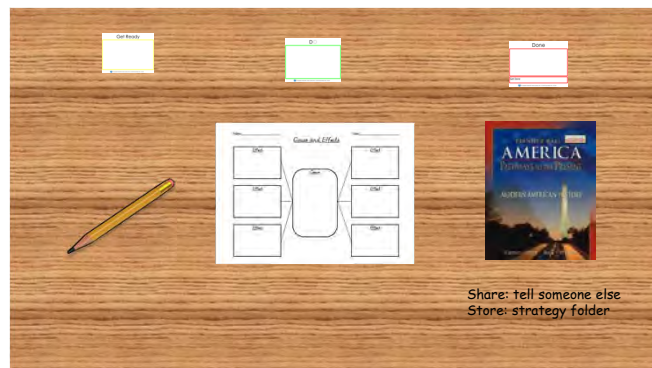
### Use GDD to Generalize Learning Strategies

Advanced Implementation of the Get Ready \* Do \* Done (Get Done) Model

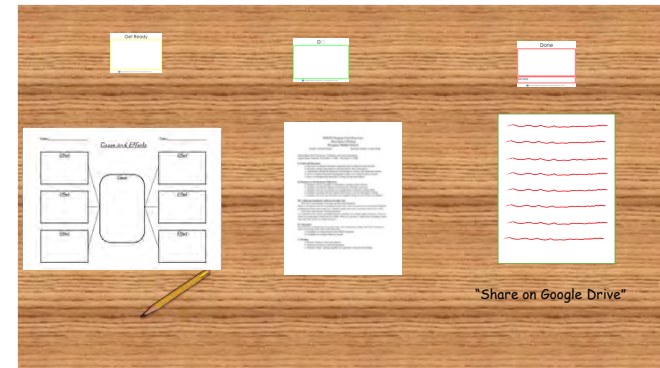
**Done:** Learn *HOW* to use the tool



**Do:** Use the tool to learn



**Get Ready:** Use the tool to Write on My Own



**Done:** Learn *HOW* to use the tool

Today: Learn how to summarize book chapters.

**Get Ready**

**DO**

- ☐ Learn the parts of SWBS
- ☐ Read 3 short stories
- ☐ Use post its to annotate

**Done**

Chapter Summary Tool  
Somebody Wanted But So Strategy

Share: tell someone else  
Store: strategy folder

**Do:** Use the tool to learn

Today: Summarize book chapters.

**Get Ready**

**DO**

Chapter Summary Tool  
Somebody Wanted But So Strategy

**Done**

Show Teacher for credit

**Get Ready:** Use the tool to Write on My Own

Today: Write a new ending for the book.

**Get Ready**

**DO**

- ☐ Read
- ☐ Annotate each chapter using SWBS
- ☐ Brainstorm a New Ending
- ☐ Use the SWBS to outline new ending

**Done**

New Ending  
How the Conflict was resolved  
Characters Emotion Now  
Emotion of the other characters  
Moral lesson to be learned is clear.

Edit/ Revise  
Turn In  
Prepare Oral Presentation

**MIME**

If....then

Self Talk – Stated Intentions  
“I will.....  
I am going to....

Element of Uncertainty  
Maybe....  
I could.....”

Teach Planning Backwards

When we Plan our Work  
What 3 Questions Do We Ask Ourselves?

Get Ready DO Done


See  
Sketch  
Gesture  
MIME IT

Photograph real people, places, and things that represent the same in your novel. Secure at least ten pictures in an “album”. The album’s front cover should list the name of the book and the author. For each photo, write a caption that labels the picture and explains how it is connected to the story.


Done




Get Ready	Do	Done
		<p>script</p> <p>rehearsals</p> <p>Build Sets</p> <p>Costumes</p> <p>Play Bill</p>
		<p>Get Done</p> <p>Drive Release   Show</p>



Get Ready	Do	Done
<p>M &amp; M's</p> <p>- music</p> <p>- fidget</p>	<p>checkbox cover</p> <p>checkbox Write out Scenes</p> <p>checkbox Actors</p> <p>checkbox check spells of names</p> <p>checkbox write up interests, grade, age</p> <p>checkbox list of people to thank</p> <p>- teachers</p> <p>- material donations</p> <p>- parents</p>	<p>Play Bill</p> <p>Title</p> <p>Scene</p> <p>Actor</p> <p>Sponsors</p> <p>Thank You</p>
		<p>Get Done</p> <p>checkbox Sign Drive → teacher review</p>



Get Ready	Do	Done
<p>checkbox rules</p> <p>checkbox greeny</p> <p>checkbox scissors</p> <p>checkbox glue gun/ glue</p> <p>checkbox tissue paper</p> <p>checkbox Watch You tube on paper flowers</p>	<p>checkbox create vinyl flowers</p> <p>checkbox Measure window</p> <p>checkbox cut greeny</p> <p>checkbox Weave in flowers</p>	
		<p>Get Done</p> <p>clean up / dry</p>



**MIME**

↔ If....then ↔

**Self Talk – Stated Intentions**

"I will....."

"I am going to...."

**Element of Uncertainty**

Maybe....

"I could....."

**Teach Planning Backwards**

When we Plan our Work  
What 3 Questions Do We Ask Ourselves?

Get Ready

Do

Done

See  
Sketch  
Gesture  
MIME it

Write an essay that evaluates the strengths and weaknesses of standardized tests. In your essay, decide if standardized tests are the proper measuring stick for student performance. If, in your opinion, they are not, describe alternatives that could be used to measure achievement.

Future Sketch: This is what it will look like...

¶ Introduction – History  
Purpose of Standardized Tests  
Thesis

¶ Why Tests are not a measure of  
academic readiness

¶ Why tests are not a measure of  
how well teachers teach

¶ Alternatives to  
Standardized Tests

¶ Conclusion

Write an essay that evaluates the strengths and weaknesses of standardized tests. In your essay, decide if standardized tests are the proper measuring stick for student performance. If, in your opinion, they are not, describe alternatives that could be used to measure achievement.

Future Sketch: This is what it will look like...

¶ Introduction – History  
Purpose of Standardized Tests  
Thesis

¶ Why Tests are not a measure of  
academic readiness

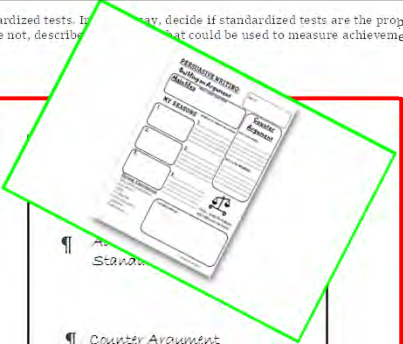
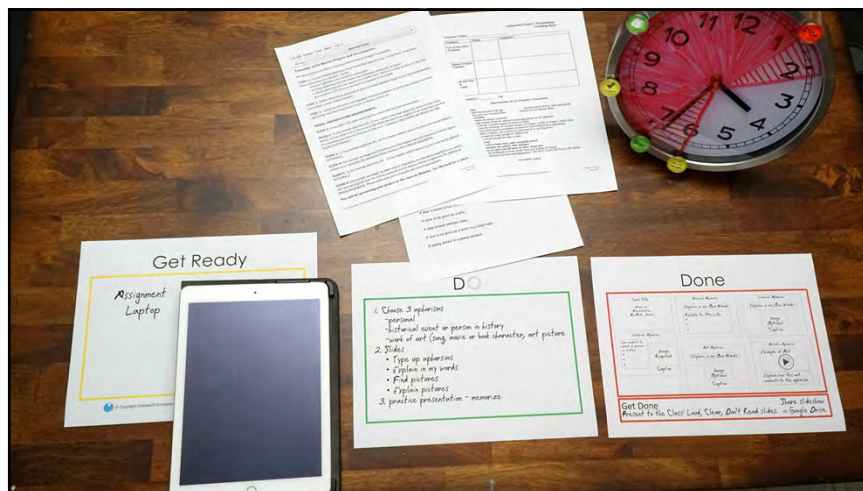
¶ Why tests are not a measure of  
how well teachers teach


¶ Alternatives to  
Standardized Tests

¶ Counter Argument

My Answer to Argument

¶ Conclusion



**MIME**

↔ If....then ↔

**Self Talk – Stated Intentions**  
“I will.....  
I am going to...”

**Element of Uncertainty**  
Maybe....  
I could.....”

**Teach Planning Backwards**

When we Plan our Work  
What 3 Questions Do We Ask Ourselves?

Get Ready

Do

Done

See  
Sketch  
Gesture  
**MIME IT**

Generalization and Independent Imagery

Nonverbal Working Memory

Verbal Working Memory Self Talk

If...then

See  
Sketch  
Gesture  
MIND MIME

Generalization and Independent Imagery

Nonverbal Working Memory

Verbal Working Memory Self Talk

If...then

See  
Sketch  
Gesture  
MIND MIME

## Teach Planning Backwards

When we Plan our Work  
What 3 Questions Do We Ask Ourselves?

Get Ready

Do

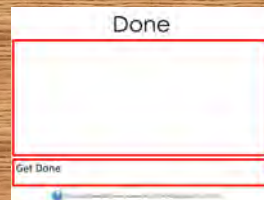
Done

Get Done

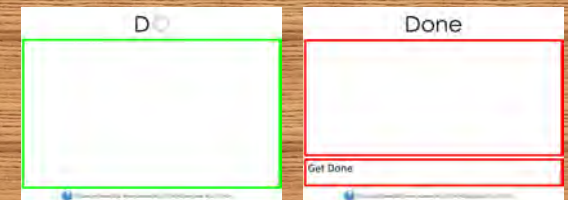
Plan Backwards to Move Forwards

## What 3 Questions Do We Ask Ourselves When Planning?

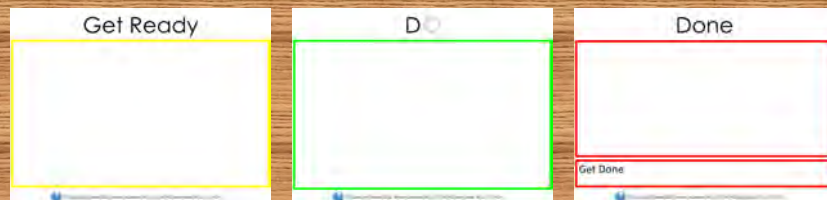
What will it look like when I am Done?



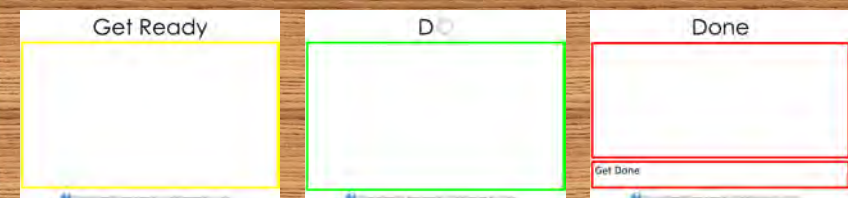
What Steps Do I need to Take?  
MIME (Gesture)



What Materials will I Need?



How much Time do I have?





Future Self Talk

Plan A: As I See It

I Will  
I am going to  
When  
I can

Plan B: But...

Might/ Maybe  
Could  
Should  
Probably  
In case  
If... then

What can I accomplish in that Amount of Time?

Get Ready

DO

Done

Get Done

Create Time Markers

Shade \* Mark (Time and Space) \* Check Point

Get Ready

DO

Done

Get Done

Progression to Independent Planning

See

Gesture

Sketch

MIME it

Creating the Get Ready\*Do\*Done Work Space

The Do's and Don'ts

Get Ready

DO

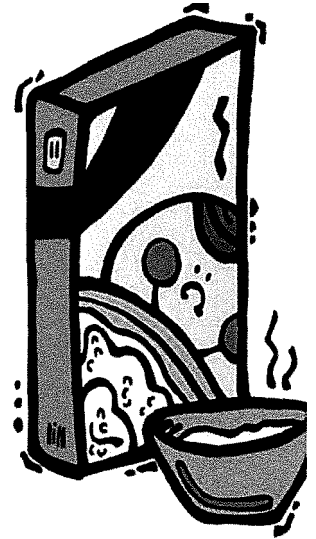
Done

Get Done



Name \_\_\_\_\_

# Breakfast of our Country's Founders



Complete the following project; check off each item on the list as you complete it.

\_\_\_1. Design the front panel of the box. Invent a name for the cereal that is related to the title of the book. Be sure to include an illustration and your names.

\_\_\_2. On one side panel of the box, list some information about your person's childhood. You might include where your person was born, what kind of family he/she had, how long he/she went to school or any other information about his/her **young** life that you think is interesting or important.

\_\_\_3. On the opposite side panel, describe interesting facts about this person. This panel should list new information about your famous person. Be sure to include ideas that are not related to the other parts of this project.

\_\_\_4. On the back panel, draw a picture that illustrates why this person is important. Then write a summary describing why your person is famous. What contributions did he/she make? Why are these contributions important?

\_\_\_5. Put a surprise toy or symbol inside the box. The toy or symbol should represent something your famous person did or something important about your famous person.

\_\_\_6. Be prepared to give a presentation on your famous person.

## ***Tuesdays with Morrie Project and Presentation:***

For this project you will be creating a PowerPoint or Google Presentation.

**STEP 1:** Choose THREE aphorisms from the list that appeal to you. Circle them. From those three aphorisms you selected, decide:

- which aphorism you connect to personally
- which aphorism you can connect to a historical event and / or figure
- which aphorism you can connect to a work of art-- lyrics in a song, an issue or character in a movie or a TV show, or an issue or character from a book

**STEP 2:** THEN, label which aphorism is your personal example, which is your historical example, and which is your artistic example.

**STEP 3:** Create an attractive and engaging visual presentation in which you explain your three aphorisms and what they mean to you, in history, and in art.

### **VISUAL PRESENTATION REQUIREMENTS:**

**SLIDE 1:** Cover slide- Has your name and an overall title for your presentation

**SLIDE 2:** 1) You include aphorism #1, 2) You explain what that aphorism means in your own words, 3) You relate it to a time in your life when this aphorism applied to an experience you had or a situation you were in (You can do this in 3 - 4 bullets). (INCLUDING AN IMAGE ON THIS SLIDE IS OPTIONAL.)

**SLIDE 3:** 1) You include aphorism #2 2) You explain what it means in your own words (IMAGE OPTIONAL)

**SLIDE 4:** You include an image and 3 bullet points that explain how the historical event or figure relates to or embodies the aphorism of the previous slide (IMAGE REQUIRED)

**SLIDE 5:** 1) You include aphorism #3 2) You explain what it means in your own words (IMAGE OPTIONAL)

**SLIDE 6:** You include an image, an audio clip to song lyrics, an excerpt to song lyrics, or a movie clip and you explain how the artistic example you've chosen relates to aphorism #3 (MEDIA or IMAGE REQUIRED). Please make sure your examples are school appropriate.

**You will be presenting your project to the class on Monday. See the back for a rubric.**

A bad penny always turns up.

A barking dog never bites.

A bird in the hand is worth two in the bush.

A chain is only as strong as its weakest link.

A dog is a man's best friend.

A fool and his money are soon parted.

A foolish consistency is the hobgoblin of little minds.

A friend in need is a friend indeed.

A good beginning makes a good ending.

A jack of all trades is master of none.

A job worth doing is worth doing well.

A little learning is a dangerous thing.

A man is known by the company he keeps.

A man with one clock knows what time it is. A man with two clocks is never sure.

A man's home is his castle.

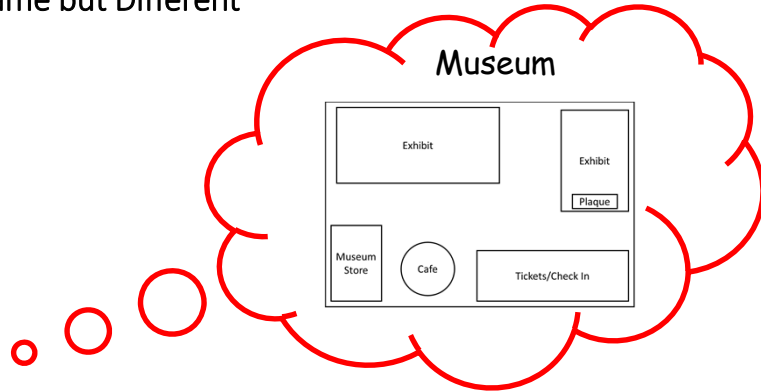
A miss is as good as a mile.

A new broom sweeps clean.

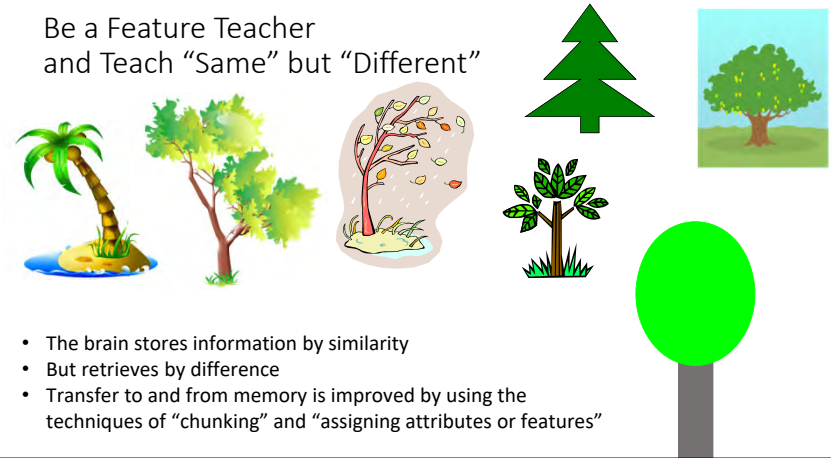
A nod is as good as a wink to a blind man.

A penny saved is a penny earned.

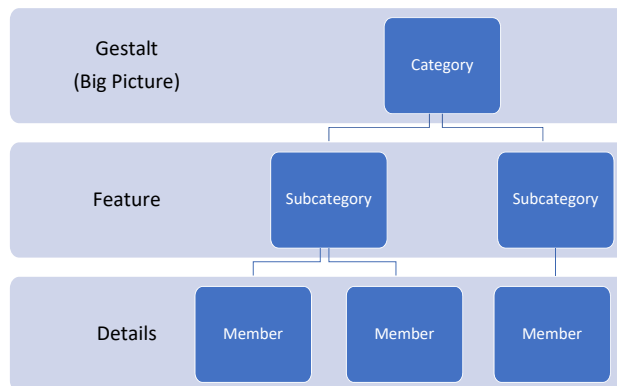
How does Episodic Memory Drive Organized Thinking?  
**Same but Different**



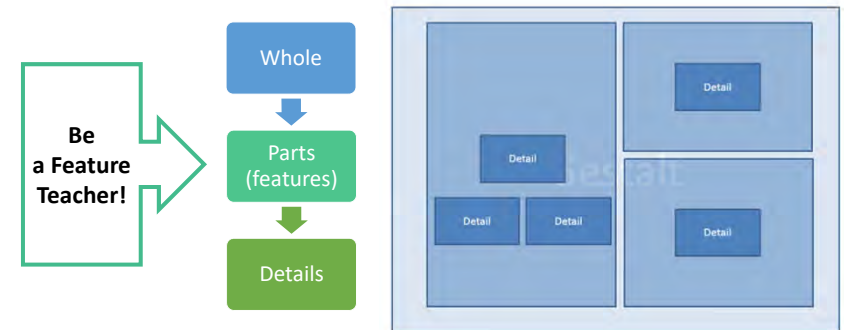
Be a Feature Teacher  
and Teach “Same” but “Different”

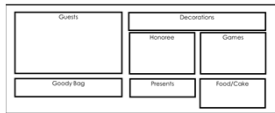


- The brain stores information by similarity
- But retrieves by difference
- Transfer to and from memory is improved by using the techniques of “chunking” and “assigning attributes or features”



To Improve Organization  
Use Feature Blocking:  
“Block and Box”





### Speed of Information Processing: Feature Blocking Therapy

- Supports Both Convergent and Divergent Thinking Processes
- Anticipate Novelty
- Increase Speed of Information Processing
- Increase Speed of Oral and Written Output
- Improve Problem Solving and Reasoning Skills
- Naturally Aligns with Task Planning Preceding Task Executing
- 'Same but Different' Flexibility

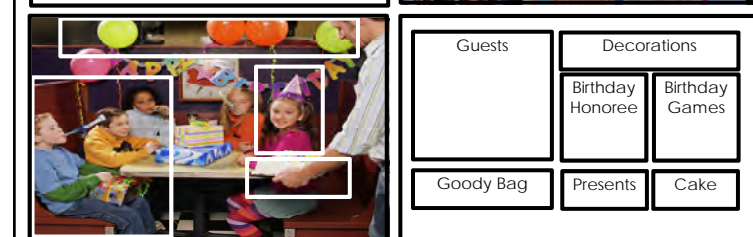
### Schema

- A pattern of information or an arrangement of knowledge by feature
- Helps you to recognize and tolerate novelty
- It is **EPISODIC COGNITIVE MAPPING**

All Birthday Parties are the 'Same' but 'Different'.

Understanding Experiential **Features** of Birthday Party (Guests, Decorations, Food, Games, Gifts, etc.) allows you to predict and plan for another party you might attend or to plan a Baby Shower.

But we **MUST** teach students to break ideas down from the Whole to the **Features** to the Details. Be a **FEATURE TEACHER!**



Cognitive Connections, LLP | [www.efpractice.com](http://www.efpractice.com)

September 2019, Sarah Ward, M.S., CCC/SLP & Kristen Jacobsen, M.S., CCC/SLP



All 360 Thinking™ Interventions: © 2019 Copyright and Intellectual Property Rights Reserved.



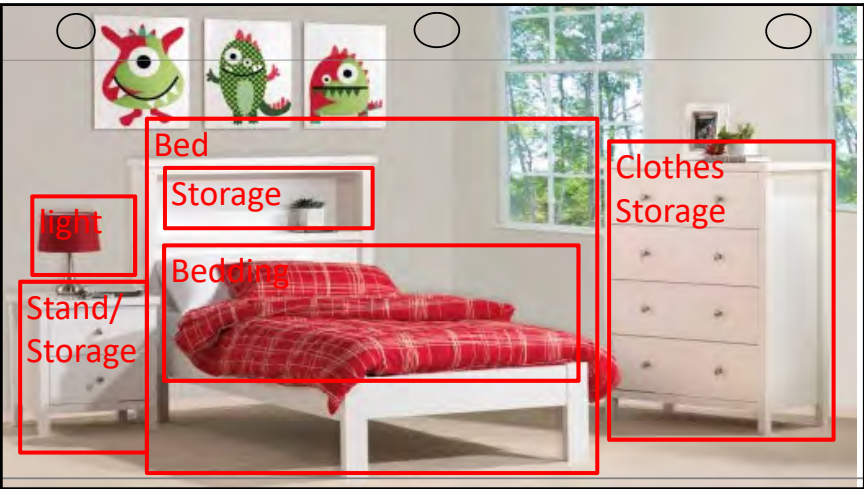
Schema, Novelty and Cognitive Flexibility

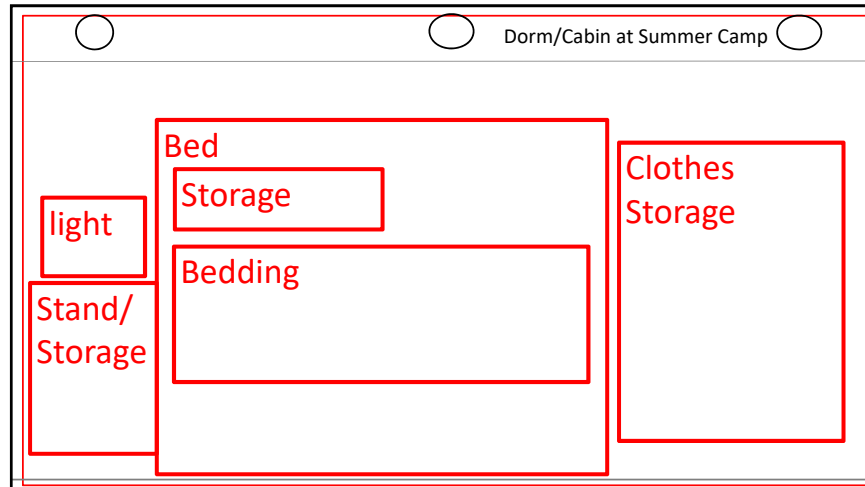
Consider a student has been invited to their friend Ann’s birthday party. They know Ann likes Princesses, Soccer and the Color Yellow. Knowing the ‘features’ of the schema birthday party enables the student to pre-imagine and cognitively map to visually predict/ Abstract what a future birthday party will look like:

Guests Friends from Class Girls on her Soccer team, Ann’s next door neighbor she plays with	Decorations Yellow streamers and Balloons, Soccer Plates and Cups
Goody Bag Chocolate soccer balls, Candy Princess Necklaces	Birthday Honoree Ann – Turning 10
	Birthday Games Soccer Ball pifafata, Soccer Goals, Princess Games, Dress Up
	Presents Soccer ball, Dress Up Jewelry, Soccer Net
	Cake Soccer Ball or Princess Theme

Writing Prompt	Block and Box a Same but Different Image	Same but Different Features
It’s your birthday, and you can choose anything you want for dinner. Describe the meal.		
Write about a favorite holiday.		



Block and Box to Decrease Anxiety for Novel Experiences  
Feature Blocking





## Educreations Apps

### Block and Box Strategy

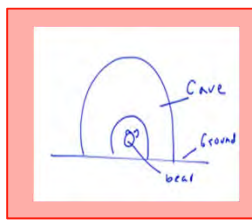
1. Start a new project.
2. Import a picture from the web or photo album. Make sure you leave the photo "unlocked".
3. Draw a Large Block around the photo then use the draw tool to "Box" the features of the photo. Use the text tool to label the features.
4. In the upper right corner of the screen tap:  then choose Duplicate page and ink.
5. On the new page, in the upper right corner tap the finger, then tap the photo and choose .
6. Use the boxed features to teach 'same but different' processing.

### From Model to Mine

What Features do the  
Models all Have in  
Common?



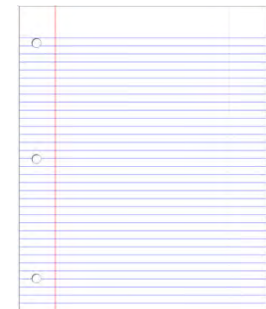
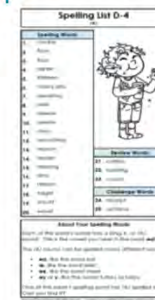
Materials:  
Bag + Scissors  
Cotton  
Twigs  
Glue  
My Bear  
Forest Background

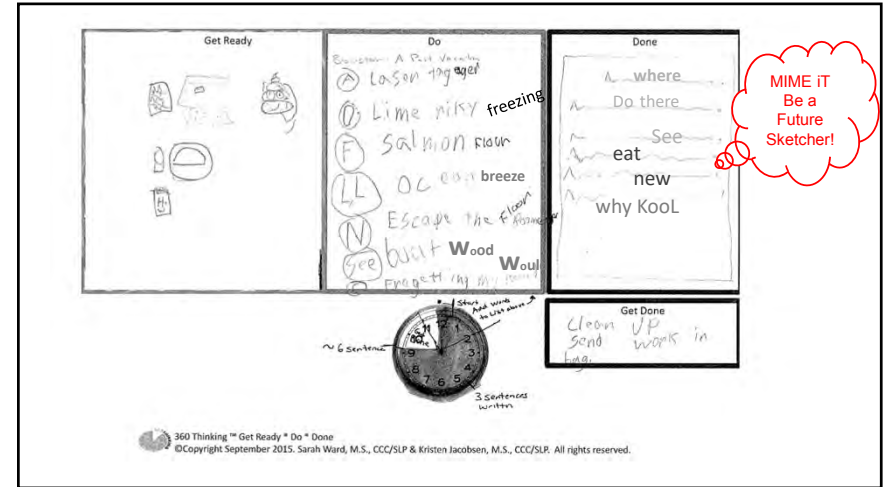
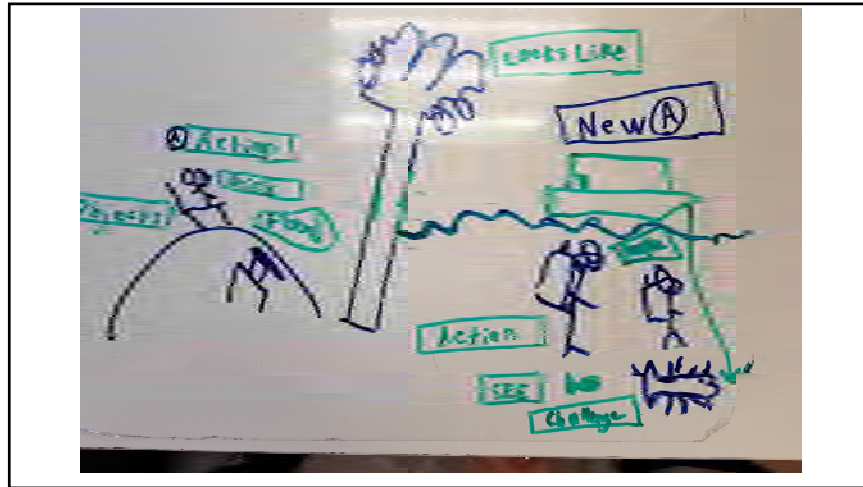


What is a vacation spot you  
would like to visit? Use your  
spelling words and write a  
paragraph describing the place  
you would like to go to.



Use Block and Box and  
Same but Different to Support the  
Retrieval of Ideas for Written  
Expression





Design an Award or Certificate that You Believe the Character Deserves

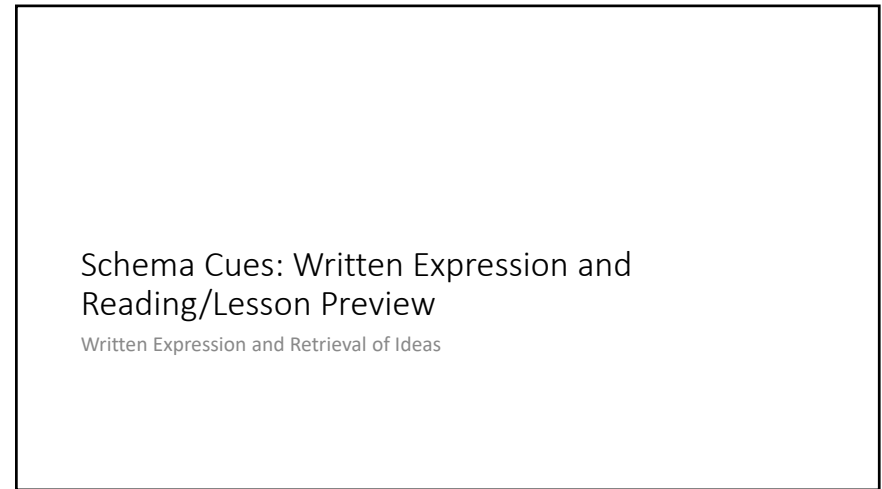


Name of organization
Picture or Emblem
Name of Award
Who Given to
What the Award is For

Jack received the following assignment:

Design a Game for the book \_\_\_\_\_.  
The game must reflect a major theme in the book, show how the characters relate to this theme and the evidence from the book that supports your theme.

Although the teacher gave him the assignment two weeks ago, he was pretty busy, sorta forgot about it and now it is due in 3 days. What advice do you have for Jack to plan the assignment?



## Summarize a Current Event

- Are you Writing About:

- Things
- People
- Animals
- Events
- Geographical Places
- Actions

<p><b>Geographical Settings/Places</b> Where is this place?</p> <p>What kind of place is this? Examples: Desert, beach, cold place, forest, jungle, city, farm, etc.</p> <p>What does this place look like?</p> <p>What is the geography like?</p> <p>What is the vegetation like?</p> <p>Talk about the People at this place</p>	<p>Types of Buildings</p> <p>Animals you can find there</p> <p>Weather / Temperature?</p> <p>Does it have seasons?</p> <p>Is there anything famous <b>at</b> or <b>about</b> this place?</p> <p>What type of food or objects can be found at this place?</p>
<p><b>Event</b></p> <p>What kind of Event is this? Sporting event/celebration/tradition/etc.</p> <p><b>What</b> is the event for?</p> <p><b>When</b> is this event?</p> <p><b>Where</b> does this event take place?</p> <p><b>Why</b> is this event happening?</p> <p>What was the <b>Outcome</b> of the event?</p> <p><b>Any Challenges</b> also during the event?</p>	<p><b>Who</b> goes to or participates in this event?</p> <p><b>Who</b> is hosting the event?</p> <p>Describe the <b>activities</b> that take place at the event?</p> <p><b>What kinds of things</b> can you find at this event?</p> <p><b>What is associated</b> with this event?</p> <p>Clips Symbols People</p>

Am I writing about:

- ☐ Things
- ☐ People
- ☐ Animals
- ☐ Events
- ☐ Geographical Places
- ☐ Actions

Things

What kind of thing is it?

Characteristics of this thing:

made of • size • height • width • depth • shape volume • color • pattern • feel like • sound • smell • taste • texture • temperature • pattern • movement

What is the typical location of this thing?

What is the purpose of this thing?

What are the parts of this thing?

What is usually goes with this thing?

What is the history of this thing?

Animals

Habitat

Appearance

Describe the animal

- Head • Ears • Eyes • Mouth
- Body size and shape
- Legs/wings?
- Fur/feathers/skin?
- Tail?

How does it move?

What does this animal eat?

Does this animal have any special skills?

- Does this animal hunt?
- Does this animal protect itself?

Reproduction

Action

What is the actual movement/action?

Who or What caused the action?

What is the reason for this action being performed?

What object and/or body part is used?

How does it start?

Where does it start?

How does it end?

Where does it end?

How long did it last?

What is the effect/outcome of the action?

What Challenges arise during the action?



<h2>People</h2> <p>What are they famous for?</p> <p>Significant contribution • Accomplishments</p> <p>Appearance - see below</p> <p>Talents</p> <p>Likes and Dislikes</p> <p>Beliefs (moral values, religious, political, cultural)</p> <p>Challenges Faced</p> <p>Is another person associated with this individual?</p>		<h2>Life Stages</h2> <ul style="list-style-type: none"><li>• Birth</li><li>• Infancy</li><li>• Childhood</li><li>• Adolescence</li><li>• Young adult (education, job)</li><li>• Adult (job, married, kids, etc.)</li><li>• Elderly</li><li>• Death</li></ul>	
<h2>Appearance</h2> <p>Height</p> <p>Body Type / Build</p> <p>Complexion</p> <p>Age</p> <p>Face</p> <p>Eyes   Eyebrows   Nose   Mouth   Teeth</p> <p>Ears</p> <p>Hair</p> <p>Color   Length   Style</p> <p>Clothing</p> <p>Accessories   Shoes   Outerwear</p> <p>Distinctive Features: tattoo   piercings   scars</p> <p>Movement   Gait   Mannerisms</p>		<h2>Personality Traits</h2> <p>Positive</p> <p>Negative</p>	

# Geographical Settings/Places

Where is this place?

What kind of place is this?

Examples:

Desert, beach, cold place,  
forest, jungle,  
city, farm, etc.

What does this place look like?

What is the geography like?

What is the vegetation like?

Talk about the People at this place

Types of Buildings

Animals you can find there

Weather ? Temperature?

Does it have seasons?

Is there anything famous **at** or **about** this place?

What type of food or objects can be found at this place?

# Event

What **kind** of Event is this? Sporting event/celebration/tradition/etc.

**What** is the event for?

**When** is this event?

**Where** does this event take place?

**Why** is this event happening?

What was the **Outcome** of the event?

Any **Challenges** arise during the event?

**Who** goes to or participates in this event?

**Who** is hosting the event?

Describe the **activities** that take place at the event?

What **kinds of things** can you find at this event?

What is **associated** with this event?

Objects

Symbols

People

Think of a new type of candy. Describe the new candy, give it a name, and design a wrapper for it. The wrapper should include words and phrases that would make people want to buy the candy.

What are some of the challenges a student in your class would experience with this assignment?

Suggested Strategies:

Use the “Thing” Schema  
Or Block and Box Pictures of candies  
Do a future Sketch of the Assignment

Ideas/Word Bank from Thing Schema:



Block and Box Candy from the pictures above:

Done

Create a character's bedroom. We learn a lot about people by what they keep in their closets, what they have on their walls, what they select to put in a room. Select a character you know well and create a living room, bedroom, kitchen, or some other room that would mean a lot to the character. Draw or map it out then include an explanation of why you designed the room as you did.

Strategies:

**Use the “Thing” Schema for the type of Room and “People” Schema for the Character**  
**Block and Box Features of the Type of Room you Have selected (i.e. bedroom, living, room, kitchen, etc.)**  
**Do a Done future Sketch of the assignment**

---

Ideas/Word Bank from Schemas:



# Things: Room

---

**What kind of thing is it?**

**What is the typical location of this thing?**

**What is the purpose of this thing?**

**What are the parts of this thing?**

**What is usually goes with this thing?**

**What kind of thing is it?**

**What are the characteristics of this thing?**

- made of
  - Size
  - Height
  - Width
  - Depth
  - Volume
  - Shape
  - Color
  - Pattern
  - Senses:
  - texture/temperature
  - sound
  - smell
  - taste
- Pattern
- Movement

Block and Box the Features of a room—  
You Will Need to Look Online – Use your Phone

Done

**Interview** – Interview a character from your book. Write at least ten questions and answers that will give the character the opportunity to discuss his/her thoughts and feelings about an event in the story. Then present your interview as a poster with pictures.

What are some of the challenges a student in your class would experience with this assignment?

Suggested Strategies:

- Use the “People” and “event” Schema**
- Do a future Sketch of the Interview Questions**
- Do a future sketch of the elements of Posters**

Ideas/Word Bank from Schemas:

# People

**Name**

**What are they famous for?**

**Significant contribution**

**Accomplishments**

**Appearance (see attached)**

**Talents**

**Personality, Likes and Dislikes**

**Beliefs (moral values, religious, political, cultural)**

**Challenges Faced**

**Is another person associated with this individual?**

**Life Stages**

- Birth
- Infancy
- Childhood
- Adolescence
- Young adult (education, job)
- Adult (job, married, kids, etc.)
- Elderly
- Death



Future Sketch of Interview Questions:

Done

Future Sketch of Poster:

Done

### Summarize a Current Event\*

<http://www.dogonews.com/> ( a great website with current events written at a kids level of comprehension)



### ELA Writing Assignments

- Compare yourself to one of the character's.  
How are you alike or different?

- Which character changed the most?  
In what ways did he or she change?



#### Get Ready

#### Do

#### Done

Elementary: Candy Assignment pg 45  
Middle School: Suitcase Assignment pg. 48  
High School: Interview Assignment pg 46

Choose a Work Partner/s  
Use Pages 45 to 49 in  
Your Handout



Combine Feature  
Blocking, Schemas and  
Sketching to Improve  
Processing Speed and  
Planning for Assignments

#### Get Done

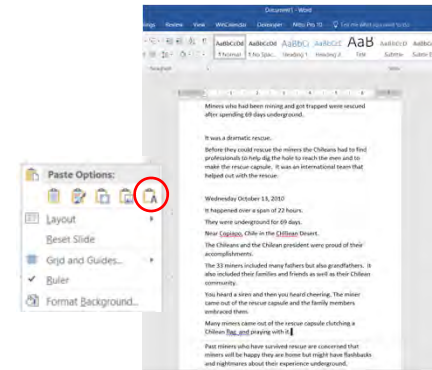
Share Experience  
Easy? Hard? Value?  
Questions?

### Tables to Text: Set up the Table

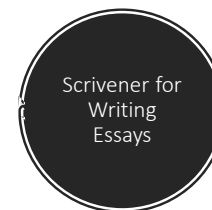
- Insert a 2 column, multi row table
- Have the student generate the questions to be answered in the paragraph/assignment in the rows in the left hand column.
- Have the student answer the questions an in complete sentence in the right hand column.

## Tables to Text: Create the Paragraph

- Select All of the Written Text
- Choose Paste Special
- Choose to paste as “unformatted text”
- In Windows or Chrome: ctrl + Shift + V
- In Google Docs: Format -> Table -> Merge Cells, then select, copy and paste the te
- On the ‘Home Tab’ under ‘Paragraph’ click the ¶ symbol
- Delete all ¶ symbols in the text
- Click ¶ again to view the document in a normal format





On Wednesday October 13, 2010 near Copiapo, Chile in the Chilean Desert, miners who had been mining and got trapped were rescued after spending 69 days underground. It happened over a span of 22 hours. It was a dramatic rescue. Before they could rescue the miners the Chileans had to find professionals to help dig the hole to reach the men and to make the rescue capsule. It was an international team that helped out with the rescue. The 33 miners included many fathers but also grandfathers. It also included their families and friends as well as their Chilean community. You heard a siren and then you heard cheering. The miner came out of the rescue capsule and the family members embraced them. Many miners came out of the capsule clutching a Chilean flag and praying with it. Past miners who have survived rescues are concerned that miners will be happy they are home but might have flashbacks and nightmares about their experience underground. The event brought the world together as everyone had their eyes glued to the TV watching the rescue. The family's emotions showed what was going on even if you did not speak Spanish. Reporters praised Chile because their media focused on the positive that the miners were safe and not on what could have gone wrong or what somebody did not do to help. The Chileans and the Chilean president were proud of their accomplishments.




Developing a Sense of Space, Working Memory and Forethought and Young Writers


**Scaffolded Writing:**  
by Elena Bodrova,  
The Tools of the Mind Curriculum

Say It  
Draw It!  
Touch It!  
Write it!



My dad  
got bit on  
the toe by  
a Crab.



Say It  
Draw It!  
Touch it !  
Write it!


From Reading the Clock to Independent Future Imagery of Time

Use a Time Tool  
**SEE**

Make Time Visible  
**SKETCH**

Plan Time Using Time Markers  
**GESTURE**

Independently Visualize and  
**MIME** Time




**MIME**

Self Talk – Stated Intentions  
"I will.....  
I am going to..."

Element of Uncertainty  
Maybe....  
I could....."

If...then

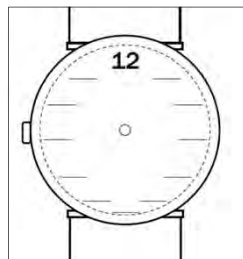
See  
Sketch  
Gesture  
MIME it





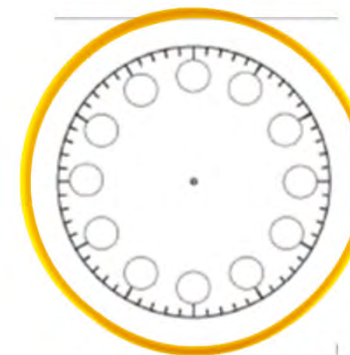
### Analog Clock Activities

- Read a clock
- Know the location of the 10, 20, 35, 15, 55 automatically, etc.
- Language of time



### Try Using a Hula Hoop

Given pictures of clock faces with the short hand pointing to an hour, will state the hour and also demonstrate that she can count to 60 by 5s with a gradual release *from full modeling to full independence as observed by the teacher.*



### Visualizing and Holding Time

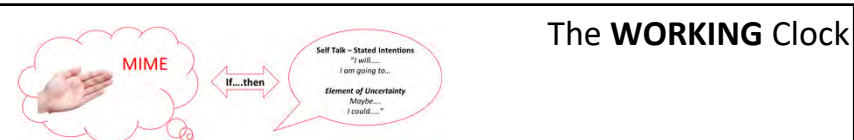
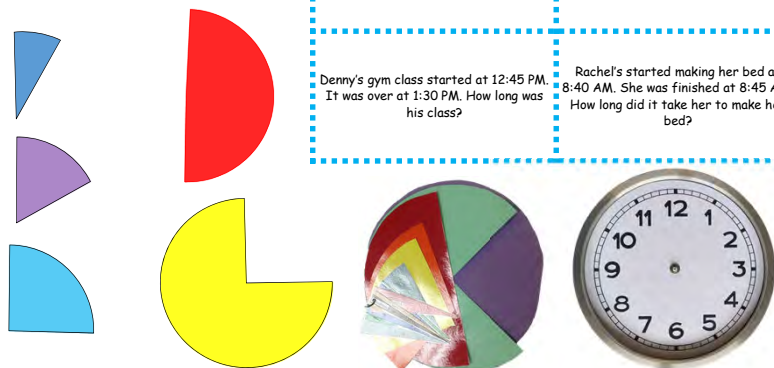
Kristen Jacobsen, M.S., CCC/SLP

Tyler and his friend played a board game from 5:15 PM to 5:45 PM. How long did they play for?

Abby started eating dinner with her family at 6:10 PM. She finished at 6:30 PM. How long did she eat for?

Denny's gym class started at 12:45 PM. It was over at 1:30 PM. How long was his class?

Rachel's started making her bed at 8:40 AM. She was finished at 8:45 AM. How long did it take her to make her bed?



### The **WORKING** Clock

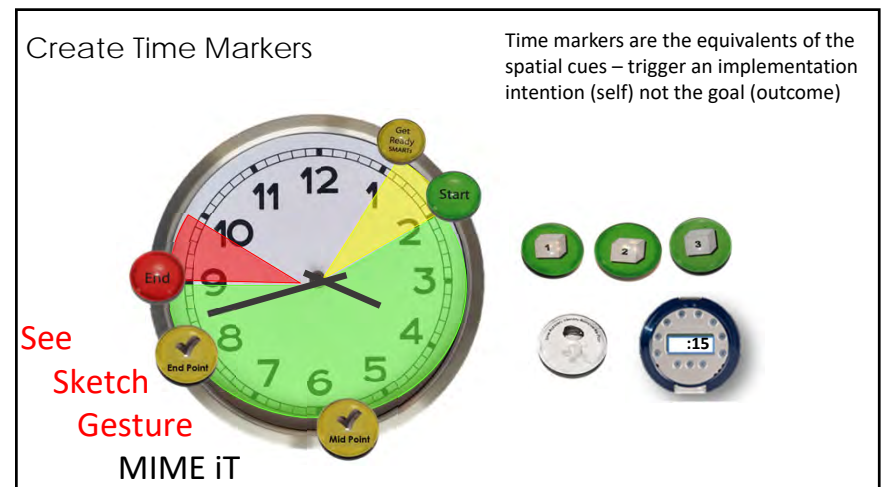
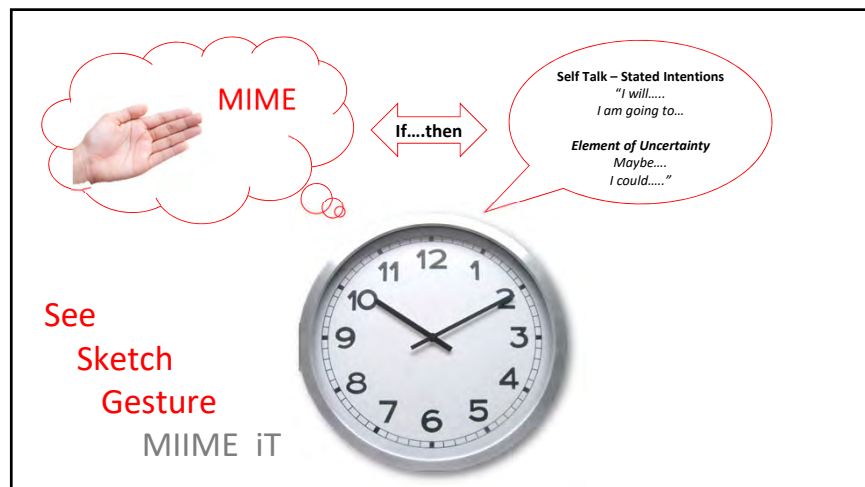
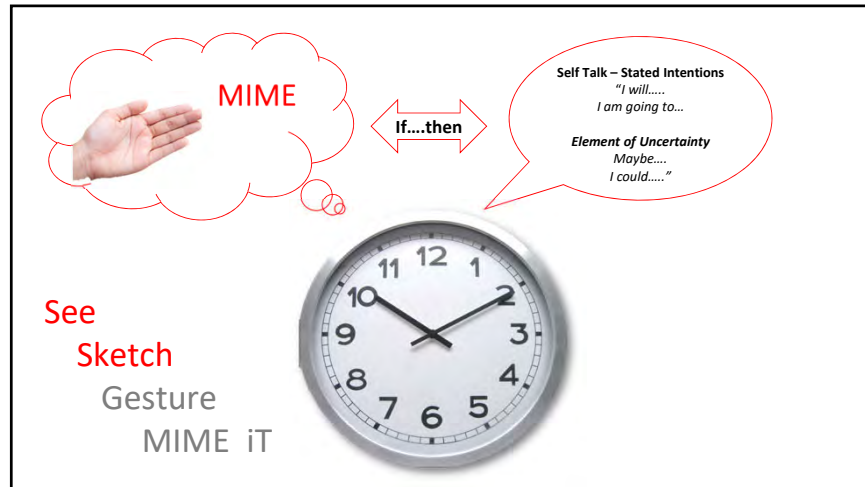


See  
Sketch  
Gesture  
MIME Time

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September 2019, Sarah Ward, M.S., CCC/SLP & Kristen Jacobsen, M.S., CCC/SLP

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### Sketch, Mark, Check

**Middle School**

- John is in the resource room from 11:05 to 11:50am.
- He transitions to lunch at 11:55.
- He needs time to go to his locker and put away his backpack and grab lunch money and a coat.
- He needs to write in his science lab the list of materials they used in the experiment and use a table of data to create a bar graph.

→ Draw How Much Time The Student Has: Fixed vs. Flexible

- Start in the middle & draw out the minute hand.
- Draw clockwise to the end time


→ Identify/Sketch The "Future Picture Image"

→ Factor in time to 'Get Ready' and 'Get Done'

→ Create Time Markers and **Label:**

- Start Time
- Stop Time
- Mid Point

→ Write in the amount of time you would set the timer for, for the student to do a mid point check in



## Overcoming the Planning Fallacy

### Calculate a Temporal Window


Calculate the Volume of Time for How long the task should take:

- at a minimum
- a maximum
- Just Right

Name \_\_\_\_\_ Date \_\_\_\_\_ Paragraph \_\_\_\_\_

**Directions:** Correct punctuation and capitalization. Then write a correct paragraph.

- but our earth seems very small when compared with the solar system
- the sun could hold a million earths inside with room to spare
- what about the rest of the universe
- astronauts thrill to photograph the earth as it looms large through the window of a spacecraft
- how does it



**Part 1: Correct**

Questions/ Pages/ Task/ 5

Difficulty 5

5 x 1 = 5

**Part 2: Write**

Questions/ Pages/ Task/ 5

Difficulty 5

5 x 2 = 10

**Write the Explanations**

Questions/ Pages/ Task/ 8

Difficulty 8

8 x 2 = 16

15

8 sentences


**Part 2: Write**

Questions/ Pages/ Task/ 4

Difficulty 4

4 x 2 = 8

4 sentences



**Part 1: Correct**

Questions/ Pages/ Task/ 5

Difficulty 5

5 x 1 = 5

**Part 2: Write**

Questions/ Pages/ Task/ 5

Difficulty 5

5 x 2 = 10



Task?

Volume: Questions? Pages?  
Tasks?

Difficulty  
1-2-3-Other\_\_\_\_:

# of Pages/Q's/tasks X  Difficulty 1-2-3 =  Estimated Time in Minutes

~  
Do you need to  
Round Up or Down  
by 5 minutes?  
 Estimated Time in  
Minutes

Task?

Volume: Questions? Pages?  
Tasks?

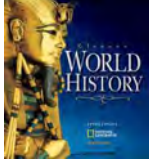
Difficulty  
1-2-3-Other\_\_\_\_:

# of Pages/Q's/tasks X  Difficulty 1-2-3 =  Estimated Time in Minutes

~  
Do you need to  
Round Up or Down  
by 5 minutes?  
 Estimated Time in  
Minutes



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Read Chapter 19 –  
The End of an Era  
(Pages 114-118)

Provide at least 3 bullet point  
details per main idea

World and American History  
Ms. Pirovolos  
Summer 2011

Ch. 19.5 - The End of an Era

Main Idea	Details
Challenges to Napoleon's Empire	
Challenges to Napoleon's Empire: Impact of Nationalism	
Challenges to Napoleon's Empire: Resistance in Spain	
Challenges to Napoleon's Empire: War with Austria	

**Do** 🕒

Parts? **Read**

Questions? Pages? **5**

Difficulty **5** × **3** = **15**

Pg 118, 12 notes

Parts? **Bullet Notes**

Questions? Pages? **12**

Difficulty **12** × **2** = **24**

Pg 116, 6 notes

Calculus: Read Section 2.1 (6 pages) and Do Problem Set: 1, 4, and 5

Task?

Volume: Questions? Pages?

Tasks?


Difficulty 1-2-3-Other\_\_\_:

Task?


Volume: Questions? Pages?

Tasks?

Difficulty 1-2-3-Other\_\_\_:




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Soccer practice

**Get Ready**



**Do** 🕒

Front of Card:  
☐ Term  
☐ Reminding Word  
 Back of Card:  
☐ Definition  
☐ Picture


**Done**

Term

Definition

Get Done

Draw Time



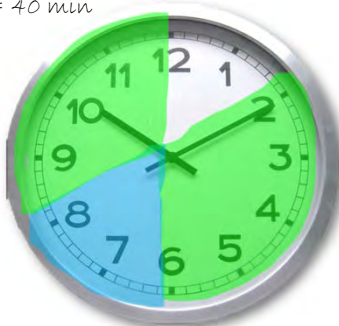

Simple Algebra Assigned Variables  
Solve equations where  $a = 12$ ,  $x = 7$  and  $s = 2$ . AMC4-4

1. $8 + n = \square$	a. 10	b. 20	c. 15	d. 12
2. $17 - s = \square$	a. 19	b. 15	c. 22	d. 12
3. $3 \times n = \square$	a. 29	b. 15	c. 36	d. 12
4. $s + 40 = \square$	a. 52	b. 47	c. 57	d. 42
5. $49 + x = \square$	a. 9	b. 7	c. 16	d. 13
6. $15 \times s = \square$	a. 30	b. 27	c. 35	d. 25
7. $29 - x = \square$	a. 25	b. 75	c. 17	d. 22
8. $24 \div \square = n$	a. 12	b. 2	c. 5	d. 4
9. $14 + s = \square$	a. 21	b. 18	c. 16	d. 9
10. $10 - x = \square$	a. 3	b. 6	c. 5	d. 8



If the student has calculated the time they will need they can then plan the total time with time for breaks.

Temporal Window = 40 min  
20 Minutes Work  
10 Minute Break  
20 Minutes Work

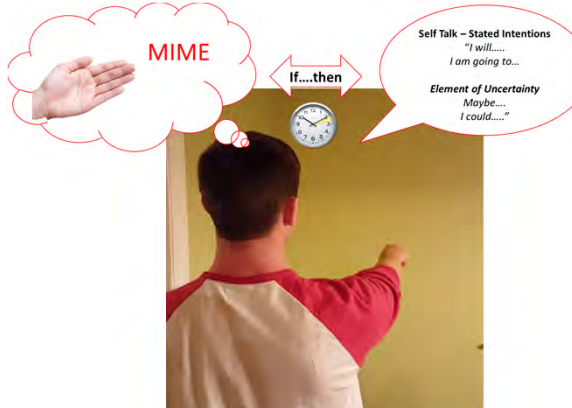
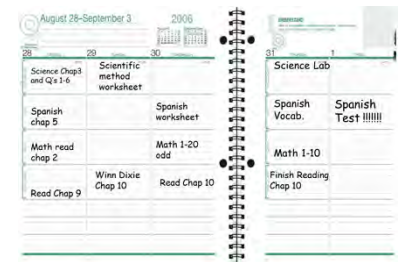
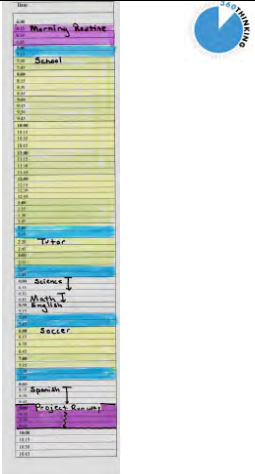



Try the Runtastic Timer App if your student needs to work and take a break and then get back to work.

Students: 20/10  
Adults: 52/17



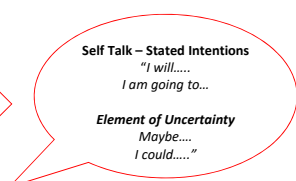
Be a Future Thinker:  
"Mind **MIME IT**"

See  
Sketch  
Gesture  
**MIME IT**

**MIMEing Daily Time**

See  
Sketch  
Gesture  
**MIME IT**

## Be Your Own Time Cop

**C**HILL Time:  
to rest, relax, and rejuvenate



### **O**RGANIZE Your Time: Appointments and Activities

- ☐ Block time for commitments You need to be on time for: school, practices, appointments, meetings, etc.
- ☐ Block time for drive time/transportation to and from these commitments
- ☐ *Anticipate the "Goes With" and the "Maybe's"*
  - ☐ Block time for morning routines, bedtime routines, Time to Get Ready etc.

**P**RODUCTIVE Time: Homework | Projects | Studying | To DO  
You have to produce something from your time spent

Have Students List What they Like to Do When they Have Time to 'Chill Out'

• Chill Time?

Have Students List the Organized Activities they Do and any Other Time Obligations

Obligated Time ?  
(Appointments/Activities)

When a student has a window of time to be productive what are examples of the types of tasks they need to do?

Productive Time?

**Teaching Students to Anticipate Time Factors when Calculating Daily Windows of Time**

**Plan for the “Goes Withs” and the “Maybes”**

Help Students to Identify the “Hidden” but  
“Anticipated or Expected” Time associated with Tasks.

**Maybe.....**

- there will be traffic
- we will go and get ice cream afterwards
- Soccer practice will run late
- we will have to wait for a table to eat dinner

**The ‘Goes Withs’.....**

- Traffic goes with travelling during rush hour
- Waiting goes with eating dinner at 7 pm on a Saturday
- Having time to find seats and buy food goes with the movies
- Having time to put your gear on goes with football practice

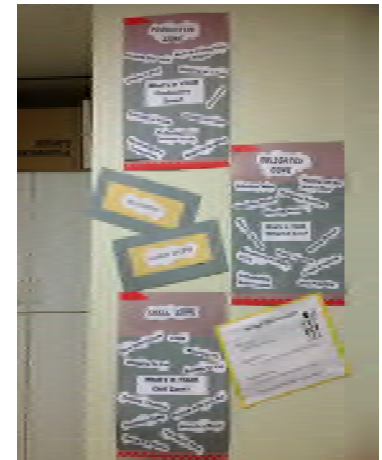
Have Students List Hidden  
but Expected Time Factors

**PLAN FOR THE GOES WITHs!**

Have Students List  
Hidden but Anticipated Time Factors

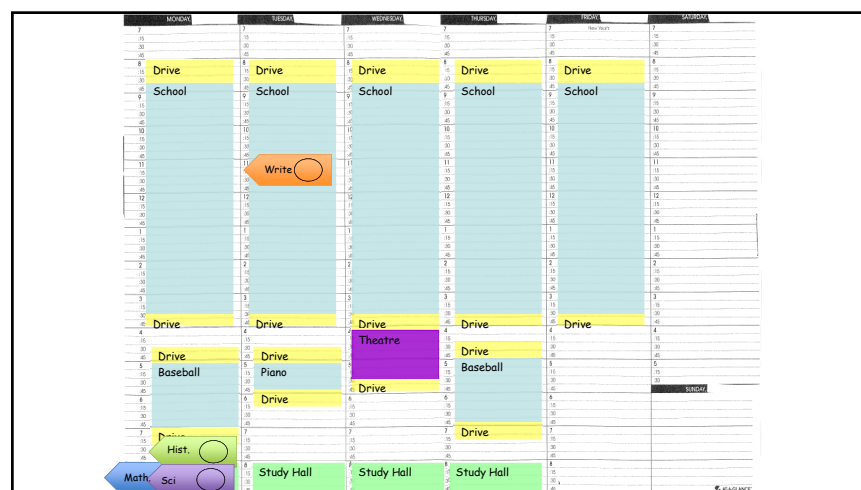
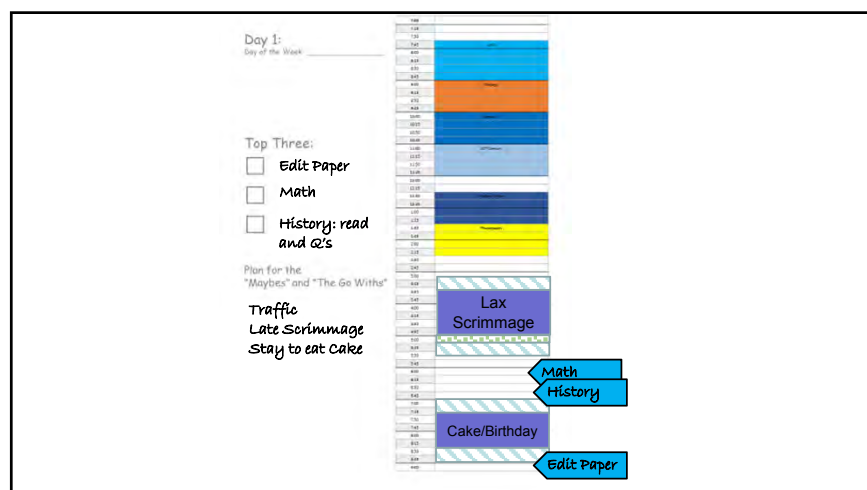
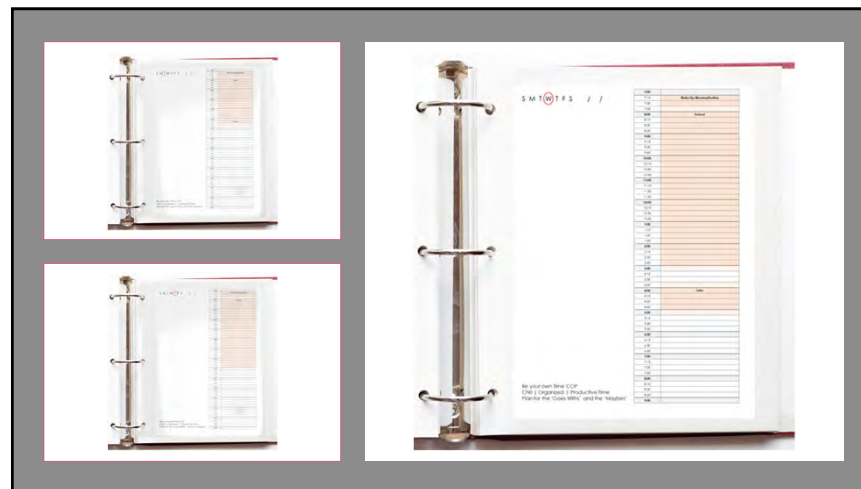
**PLAN FOR THE MAYBES!**

A Great Group Activity is  
to Have the students  
create Posters of Chill,  
Organized and Productive  
Time and the Hidden  
Time Factors!



### Teaching Planning Skills: Schedules are the ‘Same but Different’ Sketch Daily Time

- Create a “Standard Week” of the student’s routine daily schedule
- For students with Rotating Schedules create a Page for an ‘A Day’, a ‘B Day’, a ‘C Day’, etc.
- This reduces the effort of planning their day out everyday and creates a visual of time for the student
- Place Schedules in Clear Plastic Sleeve Protectors or Make a Copy of the Week
- Visualize how today is the “same” but “different” than the usual “day of the week”



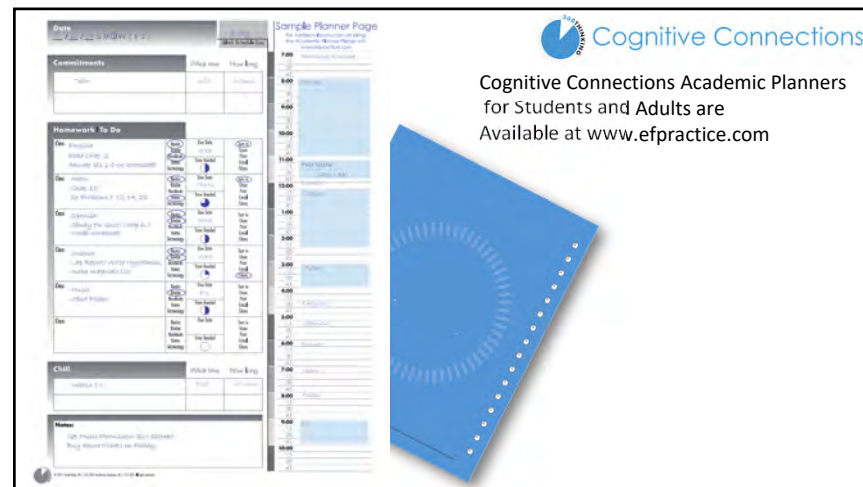
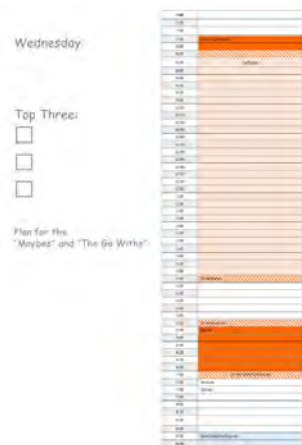
## Practice Same but Different Time

I am making a little extra money by taking care the neighbors house while they are on vacation. I need to get the mail, take the dog for about a 20 minute walk, and then give the dog food and water.

It is my mom's birthday. After soccer we are going out to dinner at a local restaurant to celebrate and then we will have cake when we get home.

I have a test coming up on Friday. My friend was going to come over and we were going to make flashcards from the study guide.

Tonight is the final episode of American Idol from 8pm – 10pm. I'd love to watch it.



Cognitive Connections Academic Planners  
for Students and Adults are  
Available at [www.efpractice.com](http://www.efpractice.com)

Homework To Do			
Class English	Books Binder	Due Date Wed.	Turn in Store
Read Chap. 2	Handouts	Time Needed	Print Email Share
Answer Q's 1-5 on worksheet	Notes Technology		
Class Math	Books Binder	Due Date Thurs.	Turn in Store
Chap. 15	Handouts	Time Needed	Print Email Share
Do Problems 1-12, 14, 22	Notes Technology		
Class Spanish	Books Binder	Due Date Wed.	Turn in Store
Study for Quiz: Chap 6, 7	Handouts	Time Needed	Print Email Share
Vocab worksheet	Notes Technology		
Class Science	Books Binder	Due Date Wed.	Turn in Store
Lap Report: Write Hypothesis, make materials list	Handouts	Time Needed	Print Email Share
Class Music	Books Binder	Due Date Fri.	Turn in Store

## Independent Imagery: MIME Daily Time

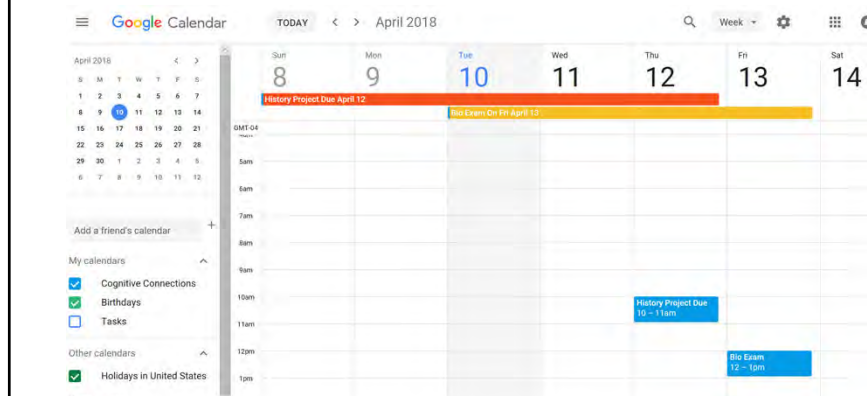



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## Digital Calendars





**MIME**

**If....then**



**Self Talk – Stated Intentions**  
“I will.....  
I am going to...

**Element of Uncertainty**  
Maybe....  
I could.....”

See  
Sketch  
Gesture  
MIME IT

## MIME Daily Time

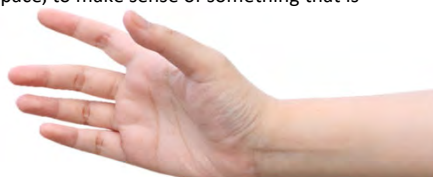
We often talk about time as space and use spatial metaphors to do so

- “He moved the meeting forward two hours”

We take the abstract concept of time and play it out concretely in terms of our bodily movements

- “I’m looking forward to our date on Friday”
- “I’m thinking back about the test last week”

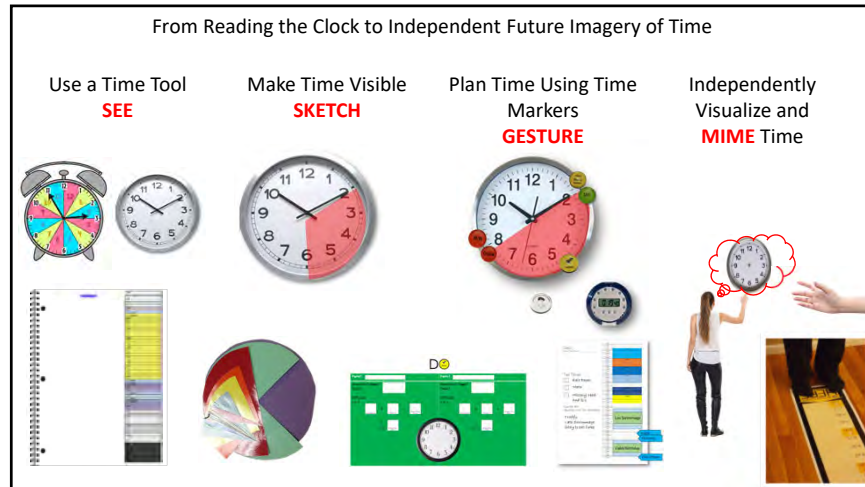
We use parameters and boundaries, like space, to make sense of something that is harder to comprehend like time.



See  
Sketch  
Gesture  
MIME IT

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-9:25	Math	Group Counseling	Student Study & Organizational Time	Math	Math
9:30-10:10	Science	Math & Social Studies (connecting Statistics & Economics)	Math	Science	English
10:15-11:00	English	Science	Science	Off-Campus Gym Workout	Social Studies
11:05-11:50	Social Studies	English	Social Studies		Science
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:20	Group Counseling	Off-Campus Life Skills Activities	English	Social Studies	Group Counseling
1:30-3:00	Sober Activities		Sober Activities	English Student Study & Organizational Time	Sober Activities
3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal






## Thought Management

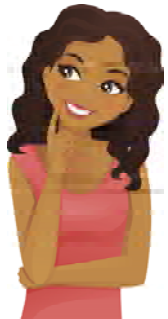
Developing Independent Executive Function Skills

### What makes figurative language a challenge?

- Requires recognition it is figurative and then quick translation
- Requires 'If....then' thinking
- Huge shift from the Concrete/literal to the abstract:
  - Represent 3D in a different context using your own Imagination
  - Abstract: representation of a concrete with nonverbal language
  - May not be a tie to the actual object except for the image you have created

### Figurative Language - Language you "Figure Out!"

Phrase: <b>A Drop in the Bucket</b>	What I think it means: <b>Nothing Left</b>
Literal Interpretation: Draw a Picture of this Phrase if it <i>Actually</i> Happened!	
	
If this really happened, what would be the outcome? <b>If:</b> There is only one tiny drop in the bucket <b>Then (effect):</b> it is a tiny amount and it will take a long time to fill	
Re-write the Effect and you Figured it Out! This Phrase Means: <b>A small amount of progress and it will take a lot more time</b>	




**Figurative Language - Language you "Figure Out!"**

Phrase: "Of course I'll be at the party! I'll be there with bells on!"


What I think it means:  
**She is wearing a costume with bells**

Literal Interpretation:  
Draw a Picture of this Phrase if it *Actually* Happened!



If this really happened, what would be the outcome?  
If: You are wearing bells  
Then (effect): you make noise and everyone will hear you coming and will know you are there

Re-write the Effect and you Figured it Out!  
This Phrase Means:  
**Being noticeable at a party**




**Figurative Language - Language you "Figure Out!"**

Phrase: "It is no picnic watching the race car driver's go by."


What I think it means:  
**There is no eating at the racetrack.**

Literal Interpretation:  
Draw a Picture of this Phrase if it *Actually* Happened!



If this really happened, what would be the outcome?  
If: it IS a picnic  
Then (effect): it is a fun, relaxing, good time

Re-write the Effect and you Figured it Out!  
This Phrase Means:  
**It is not fun or relaxing but is stressful to watch the race car drivers.**




**Figurative Language - Language you "Figure Out!"**

Phrase: *Hit the nail on the head*

What I think it means:


Literal Interpretation:  
Draw a Picture of this Phrase if it *Really* Happened!





To use a hammer and actually hit the top of the nail (not miss)

If this really happened, what would be the outcome?  
If: you hit the nail on the head and don't miss  
Then (effect): you did it exactly right

Re write the effect and you Figured it Out!  
This Phrase Means:  
**To say or do something in the right way**



Try Using my Favorite App: Pic collage

**Figurative Language - Language you "Figure Out!"**

Phrase: "We are going dancing!" "Great! Cut a rug!"	What I think it means:
Literal Interpretation: Draw a Picture of this Phrase if it <i>Actually</i> Happened!	
If this really happened, what would be the outcome? If:	
Then (effect):	
Re-write the Effect and you Figured it Out! This Phrase Means:	

**P  
R  
A  
C  
T  
I  
C  
E  
!**

1. When he reached the top of the hill, he felt as strong as a steel gate.
2. That car cost them "An Arm And A Leg".
3. Barking Up The Wrong Tree
4. Between A Rock And A Hard Place
5. When I got home I was tired and did not want to be **peppered** with questions from my dad.
6. Mom could not wake him. **He was out Cold.**
7. Never Bite The Hand That Feeds You
8. Run out of steam
9. Fit to be Tied
10. I saw her on the dancefloor. She's a **flatliner!**

Get off your But!

That is a really nice dress **but** it is a little short!

You are a really nice person **but** I just don't want to date anyone right now!

*Everything before the **but** is meant to soften the blow!*

Get off your But!

~~That is a really nice dress **but**~~ It is a little short **and** wearing leggings with it would be really attractive.

~~You are a really nice person **but**~~ I just don't want to date anyone right now so I am not going to go out to dinner with you.

# Figurative Language - Language you "Figure Out!"

Phrase:

What I think it means:

Literal Interpretation:

Draw a Picture of this Phrase if it *Really* Happened!

If this *really* happened, what would be the outcome?

If:

Then (effect):

Re write the effect and you Figured it Out!  
This Phrase Means:



Get off your But!

~~I have homework~~ **but** I forgot my text book

~~I was going to finish my lab~~ **but** Andrew did not text me if  
he wrote up the hypothesis

Get off your But!

~~I have homework~~ **but** I forgot my text book **and** I will ask to  
borrow Jim's when he is done.

~~I was going to finish my lab~~ **but** Andrew did not text me if  
he wrote up the hypothesis **and** I will also email and  
facebook message him to make sure he did his part on the  
lab.

Get off your But!

~~I just~~ want to wait until Thursday to study **and** I will use  
the time today to organize my notes.

~~I just~~ need more time to finish writing my introduction **and**  
I will set a timer on my phone to makes sure I track the  
time.

ABC Problem Solving

A <sub>s</sub> I pictured It	B <sub>e</sub> -Tweeners	C <sub>ompletely</sub> Different

ABC of Flexible Problem Solving:  
Uh Oh...There is a Glitch in my Plan!  
No Time for the Coco Chanel Sketch Book

<b>A</b> s I pictured It	<b>B</b> e-Tweener	<b>C</b> ompletely Different
10 Fashion Pages with Fabric Scraps	A Fancy Cover for the report with fabric and sketches	A clip art of a fashion sketch on the cover page

Learning a New Skill



Hang out and watch	Explore/Manipulate materials and Equipment	Try it a couple of times to get a feel for it	Watch someone more experienced and get some pointers/coaching	Try it again – become more comfortable	Receive more pointers and coaching	Practice	Receive more pointers and coaching	Comfortable/more experienced
--------------------	--	---	---	--	------------------------------------	----------	------------------------------------	------------------------------

Hair

--	--	--	--

Breakfast

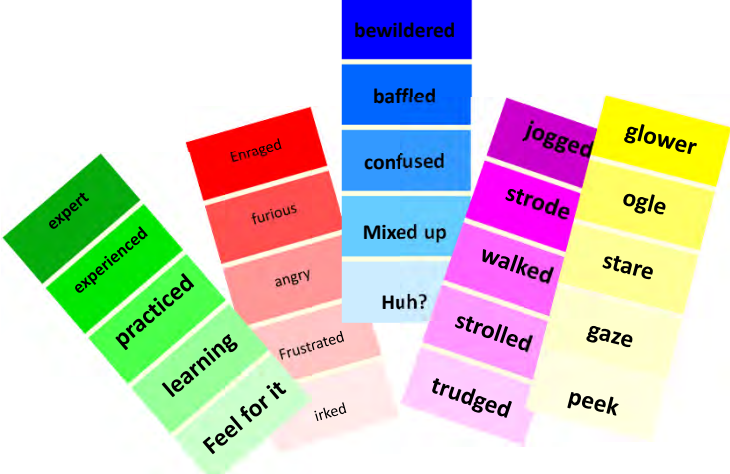
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Lunch

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Nails

--	--	--	--



expert, experienced, practiced, learning, Feel for it, Enraged, furious, angry, Frustrated, irked, bewildered, baffled, confused, Mixed up, Huh?, jogged, glower, strode, ogle, walked, stare, strolled, gaze, trudged, peek



## Planning: The Goldilocks Principle

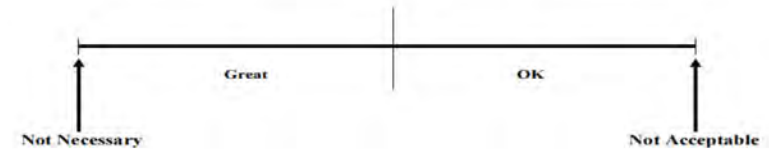
Too much

Just Right

Too little

## *The Gray Scale*

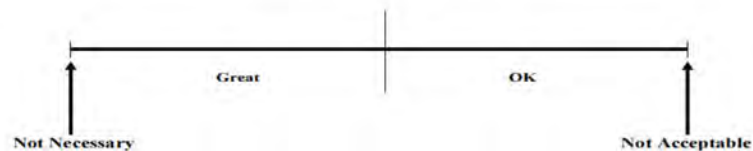
Write a New Scene



The Gray Scale (2007)  
David Dilley M.Ed., DCSA

## *The Gray Scale*

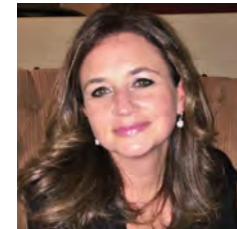
Exercise



The Gray Scale (2007)  
David Dilley M.Ed., DCSA



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If you share our ideas please make attribution to Sarah Ward and Kristen Jacobsen.  
Please reach out to us! We love to hear from you!

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