



Cognitive Connections



Executive Function Skills

1. S.T.O.P. and Read the Room or Situational Awareness Skills

The student will organize, identify and recall the space, time, objects and people from contextual situations presented in visual pictures, videos and daily situations with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will make appropriate inferences about a contextual situations presented in visual pictures, videos and daily situations with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will identify informational cues and draw a conclusion about emotions, thoughts, actions or information as they are occurring with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will state an "if....then.....therefore" statement to anticipate actions with a gradual release from the concrete to independent imagery at 90% accuracy. Example, when The student is told it is "11:30" (a time feature) she can use situational awareness to state "If it is 11:30 then I have history in 5 minutes therefore I need to think about getting to my locker to get my text book."

The student will STOP and observe other students in classroom situations and then synchronize her/her actions with the other students with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will increase his/her ability to refer to and use external mediators cues (lists, signs, reminders, calendars, etc.) to guide and prioritize actions and tasks with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will stop and read the room and label what is happening in the space, what time it is and what event is happening next, the objects he observes are being used for a task and state what the adult/teacher/ and or peers are doing as evidenced from an increase over his baseline at transition points (entering a room, changing classes, moving from a desk space to a class floor space, etc.) with a gradual release from the concrete to independent imagery at 90% accuracy.

2. Future Narratives for Planning Skills:

The student will predict future outcomes of pictured situations by selecting what will happen next with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will predict future outcomes of familiar and less familiar situations by selecting what will happen next with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will generate a narrative with detailed situational features with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will demonstrate forethought for upcoming tasks and state 2 to 4 actions that will take place in the next activity, task or situation with a gradual release from the concrete to independent imagery at 90% accuracy.

Self Regulation and Task Planning

Task Forethought

The student will demonstrate attentive listening to instructions and restate the direction prior to receiving/collecting materials to complete tasks with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will state the intent and the first two steps of their plan prior to initiating efforts for academic and personal tasks with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will demonstrate independent use of compensatory strategies for impulsivity in functional task completion. Examples of self talk to accomplish this goal include the following "What is my plan?", "What does my Done picture look like?" or "What is my future picture?" with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will identify the temporal-sequence set of steps to carry out the 'Done' picture or image of a plan with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will identify and demonstrate use of compensatory strategies (Get Ready * Do* Done Model) to improve task completion with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will state his/her plan for completing the task by completing the phrase "If I need to [goal or assignment), then" with as initial step or action plan in 4/5 targeted opportunities with a gradual release from the concrete to independent imagery at 90% accuracy.

Student will develop an internal source of motivation for wanting to improve _____ by finding ways to realize the connection between their desire and the activities that will help to achieve that goal with a gradual release from the concrete to independent imagery at 90% accuracy.

Organization

Homework

The student will submit 90% of their assignment work to the teacher using strategies with a gradual release from the concrete to independent imagery at 90% accuracy..

Given homework assignments within his academic capabilities, the student will continue to complete and submit each assignment at a level judged as complete by his teacher with a gradual release from the concrete to independent imagery at 90% accuracy.

Given an organized framework for recording homework information, the student will independently start and accurately record all details of a homework assignment and required materials in his agenda book in 4 out of 5 opportunities. Currently the student's planner reflects he does this -----%of the time. Benchmark is he can do this 90% of the time as evidenced by his independently knowing exactly what he needs to do for assignments and the requisite materials)

The student will complete all tasks at the end of the day which include; ensuring he has turned in all homework due that day, has completely filled out his homework agenda book, putting materials in necessary places, packing his belongings.

The student will on a nightly basis compare what he had written in the agenda book with the assignments posted on teacher websites with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will verbally compare his understanding of assignment demands with an adult and then break assignments down into clear and explicit smaller/manageable steps with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will plan and integrate interim “due by” steps into all his academic projects with more than two-day deadlines with a gradual release from the concrete to independent imagery at 90% accuracy.

Routines

The student will learn his/her basic schedule and classroom routines and exhibit forethought for these occurrences by stating what is the upcoming task/s in the sequence of the routine and then will state his plan for completing the task by completing the phrase "If it is time for ____ then I need to [goal or assignment), " with an initial step or action plan in 4/5 targeted opportunities with a gradual release from the concrete to independent imagery at 90% accuracy.

Will improve organizational skills for classroom work and homework through specific, repetitive modeled instruction, and use of: (visual pictures, written cues/checklists, text/phone reminders, agenda book/homework app, etc.) with a gradual release from the concrete to independent imagery at 90% accuracy.

Projects:

On 3 out of 4 opportunities within 3 days of receiving a large/long term project/assignment, the student will independently formulate and record his topic, thesis and goals, and check in with her teacher to establish a timeline with at least three check-in dates in order to meet the established due date with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will research a topic and write a research paper on the given topic. This will include the selection and narrowing of a topic, successfully obtaining appropriate resources from the library and the internet, organizing large amounts of information, constructing a bibliography, producing first and second drafts, and an edited final copy.

Time:

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 the concrete to independent imagery at 90% accuracy.

Given pictures of clock faces with the long hand pointing to the half hour, will state the time by saying the hour and the word thirty (e.g., seven-thirty) and demonstrate, by showing the direction on the clock, the rule that the clock hands always move in a “clockwise” direction with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will draw on a clock and show a “pie” of time demonstrating comprehension of the sweep and volume of time with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will read an analog clock and be able to for a given task with a gradual release from the concrete to independent imagery at 90% accuracy:

- a. show the sweep of allotted time
- b. mark the 1/2 way point of the allotted time
- c. at the 1/2 way point identify if he needs to: increase his pace to be able to reach his goal, or decrease his pace (either from rushing or for omitting steps of the task) to carefully complete a task, if he needs a new or different strategy to complete the task more effectively or if he needs a resource (a teacher, a form of technology, etc.)

The student will acquire a sense of time and estimate the features of time associated with a task: How long will it take? What can I reasonably accomplish in that amount of time? How long did it take last time? What is coming up? How much time do I need to build in for material management? These skills will improve as documented by the increase in accuracy of time management from current level of being timely to goal of 90% with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will develop self time guidelines for how long activities take (writing, math, research, etc.) by comparing the planned with the actual passage of time with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will anticipate the passage of time by accurately (using the minute gauge rule) to estimate a minimum, likely and maximum time for how long tasks are likely to take. The student will compare planned vs actual time to determine the increase in accuracy for estimating time. By the end of the IEP marking period the student will accurately estimate the required time for 8 of 10 documented tasks with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will set time limits for specific activities and use time related prompts to maintain awareness of the passage of time with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will improve his awareness of the passage of time by: estimating how long tasks will take to complete, recalling schedules, predicting NEXT events, marking analog clocks to track time while completing tasks to monitor time and using check points at half-way marks to begin monitoring his use of time and his overall performance with a gradual release from the concrete to independent imagery at 90% accuracy.

The student will demonstrate the ability to recognize time robbers and apply strategies to maintain and return attention to task in face of distractions with a gradual release from the concrete to independent imagery at 90% accuracy.