



Executive Function Skills with Sarah Ward Webinar Series

Presented by Sarah Ward, MS, CCC-SLP
Thursday, August 12, 2021

Presentation Handout

Part 3 - From Intention to Implementation to Completion!
Cool Tools to Truly Execute Tasks!

Session Schedule

All times Pacific Time.

10:00 – 11:30	Presentation
11:30 – 11:40	Break
11:40 – 12:00	Q & A Period

*This schedule will be used for all four sessions

Session Descriptions

To review the learning outcomes for each session, visit:

www.actcommunity.ca/executive-function-skills-with-sarah-ward-webinar-series.

Tips for Improving the Zoom Experience:

- Join the Zoom webinar at 9:45 to give time to address technical issues.
- Ensure you have an up-to-date version of Zoom installed:
www.zoom.us/download
- If you are viewing in a web browser:
 - Check that your browser is up to date.
 - If you are having trouble with Internet Explorer or Safari, try [Google Chrome](http://www.google.com/chrome).
 - Close all other open ‘tabs’. [These use your computer’s memory and slow the connection]

ACT – Autism Community Training

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Acknowledgements

ACT – Autism Community Training is pleased to bring back Sarah Ward to present on Executive Function training via web streaming. We thank to Sarah Ward and everyone at Cognitive Connections for agreeing to facilitate this important four-part webinar to provide practical resources and techniques that enable parents and teachers to tackle the challenges of executive function for those with autism and other neuro-developmental challenges.

As we all struggle to keep our communities healthy, ACT is pleased to be continuing our presentations online while maintaining the safety of attendees, staff, and our presenters.

Over the years, those who have attended ACT events know that we depend on community collaboration and support to sustain our work as we are a small not-for-profit. We deeply appreciate the many parents and professionals across British Columbia who volunteer their time, donate funds, and help spread the word - especially during these challenging times.

Support evidence-based resources – [Donate to ACT!](#)

Free Resources from ACT

ACT's Coronavirus (COVID-19): Resources for the Autism Community - ACT has gathered resources specific to those who are neurodiverse, and useful general resources related to COVID-19: www.actcommunity.ca/covid-19-resources

Autism Videos @ ACT (AVA) – Nearly 70 quality online videos available free – without a log-in, thanks to our sponsors. www.actcommunity.ca/videos

ACT's Autism Information Database (the AID) – Like Google for Autism but better! Keyword search nearly 1,400 curated AID records for evidence-informed, practical information resources useful to families and community professionals. 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

ACT in Chinese – www.actcommunity.ca/information/act-in-chinese

ACT's Autism Manual for B.C - 13 chapters! 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

ACT's Facebook - ACT carefully sources interesting, insightful stories to inform our 8,000 plus followers. www.facebook.com/autismcommunitytraining



**From Intention to Implementation to Completion!
Cool Tools to Truly Execute Tasks!**

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Region Poster Project

Procedure:

- Students create a physical map for an imaginary nation they make up.
- Students name their country and write it in black on their map.
- Students must include at least five different land forms on their map and will give each a name (i.e. The Wild River).
- Students must incorporate a compass rose on their map (use a ruler).
- Students need to include at least five major cities (including a capital designated by a star) in their country. The cities will be designated by a large black dot and they must all be named.
- Students must neatly color their maps with colored pencils.

Materials Required:

- One piece of small white poster board per student
- Colored pencils
- Pencils
- Black ink pen or small tip marker
- Rulers
- Maps & atlases that can be used for examples

Have fun and be creative!
You will be sharing and presenting your maps with the rest of the class!

	Points possible	What student earned:
The student named his/her country and wrote it in black ink:	2	2 1 0
The student included at least five different land forms on his/her map and named them in black ink:	10	10 9 8 7 6 5 4 3 2 1 0
The student included a compass rose on his/her map and labeled North, South, East, and West:	5	5 4 3 2 1 0
The student included at least four major cities designated by large black dots and a capital designated by a star and named them in black ink:	10	10 9 8 7 6 5 4 3 2 1 0
The student colored his/her map neatly with colored pencils (inside the lines, light enough so that names of cities and land forms can be read):	3	3 2 1 0

Role/Order of Working Memory in Executive Function Skills

Nonverbal Working Memory (MIME) ↔ **If....Then** ↔ **Verbal Working Memory (Self Talk)**

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Plan Backwards

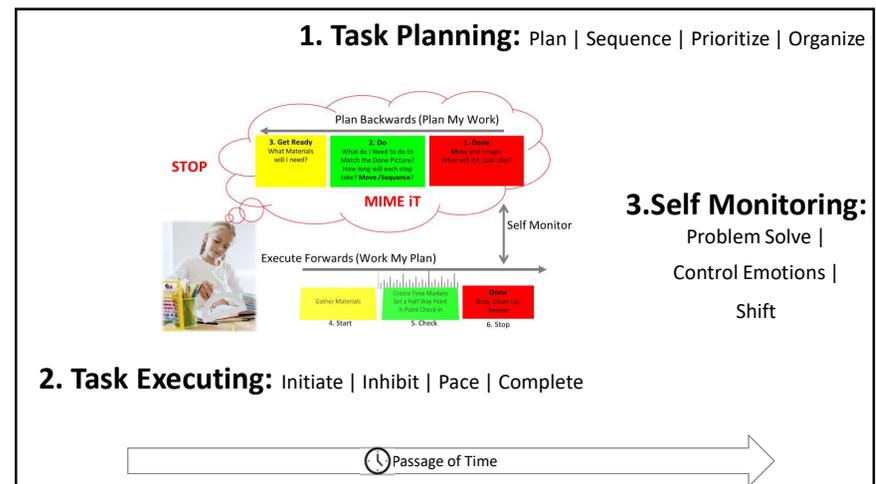
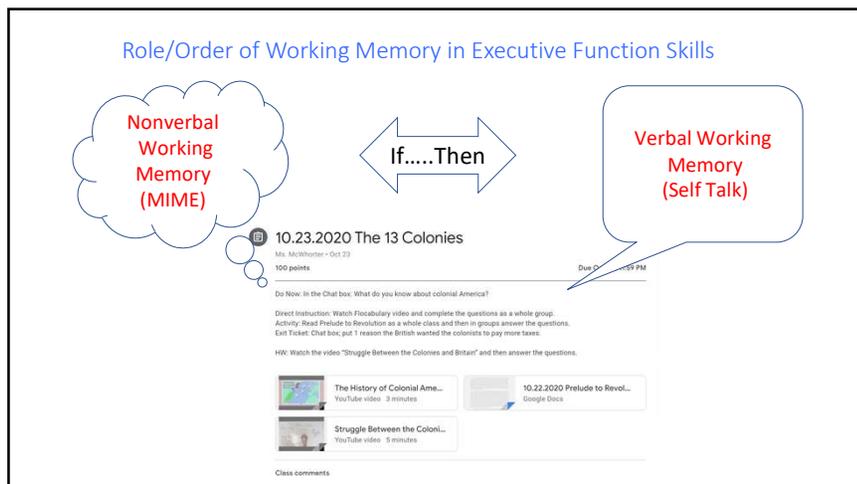
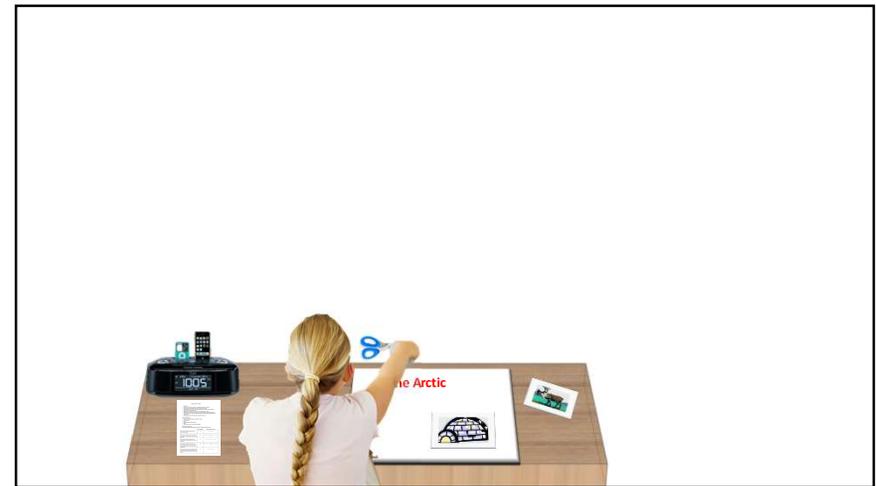
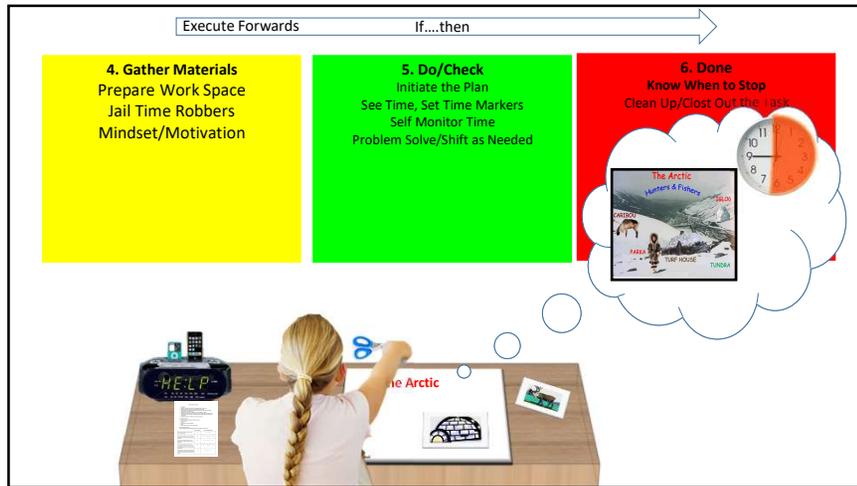
3. Get Ready
What Materials will I need?

2. Do
What do I Need to do to Match the Done Picture?
Move /Sequence

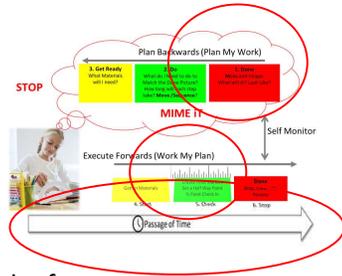
1. Done
Make and Image:
What will it/ Look Like?

I have to get this done by 9:30 so I can get to bed – I have a big lacrosse game tomorrow (time). I will find and print all the pictures first, then lay it out before I glue (time-sequence & objects). Maybe mom can show me how to print that cool background with the printer (people). But if she can't then I will instead just color the sky gray and print some mountain pictures (if..then, Plan B thinking)



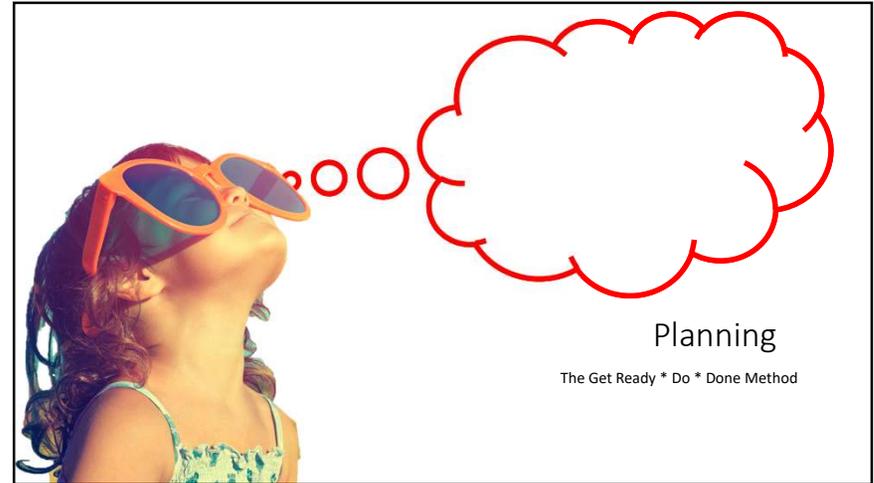


Developing Strong EF Skills



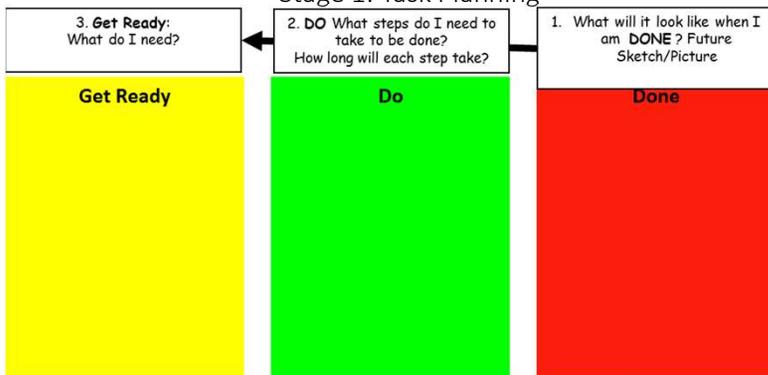
Repeatedly practice:
Self-monitoring, self-STOPping, seeing the future, saying the future, feeling the future, and playing with the future so as to effectively “plan and go” toward that future. (Barkley 2012)

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



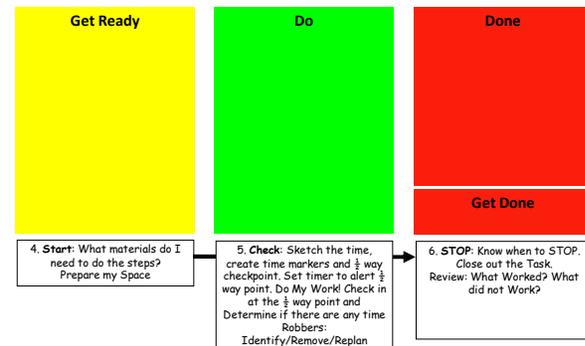
Plan Backwards to Move Forwards

Stage 1: Task Planning



The Get Ready * Do * DONE Model

Stage 2: Task Execution



Get Ready

Organize my **space**?

Materials/resources/
strategies?

Plan my time ?

Obstacles?

Plan for handling Obstacles:
If....then....

Mindset in the right place?

Tools to Self regulate?

Do

What do I need to **do**
to accomplish this task?

How much time will it take?

What is my time available?

Done

What do I need to do to get **Done**?

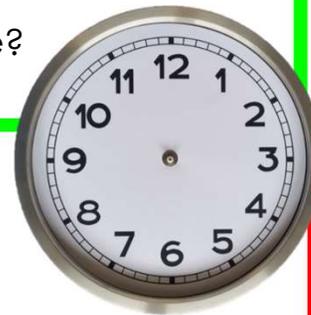
What will it look like?

When is it due so I know my
priorities?
How will I feel when I am done?

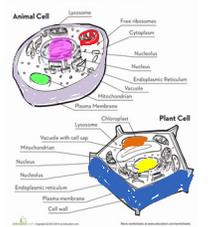


Get Done

How do I close out/ Get Done with
the task? Now that
I am done – how do I feel?



Just as We 'Get Ready' for a task we also 'Get Done' with a Task!!

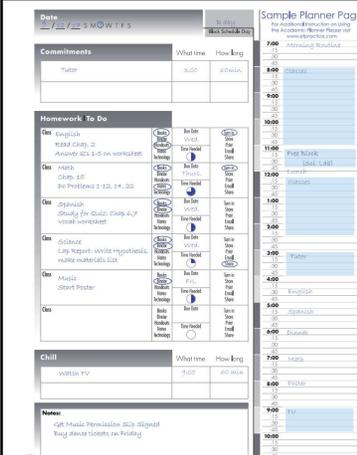
<p>Get Ready</p> <ul style="list-style-type: none"> <input type="checkbox"/> Worksheet <input type="checkbox"/> Class Notes <input type="checkbox"/> Text Book <input type="checkbox"/> Colored Pencils 	<p>Do</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the Parts of the Cell <input type="checkbox"/> Label <input type="checkbox"/> Color cell parts the same color 	<p>Done</p> <p>Animal and Plant Cells</p> 
<p>Get Done</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit by class tomorrow 		

Get Done

Clean Up Turn In/Submit Work Throw out Trash

Check Off as Complete in Planner

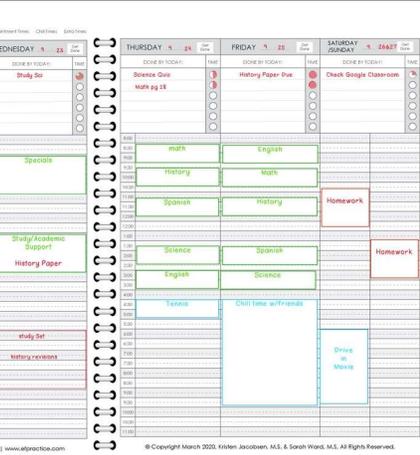
Charge Computer/Headphones/iPad

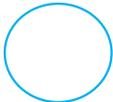
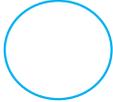
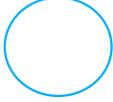




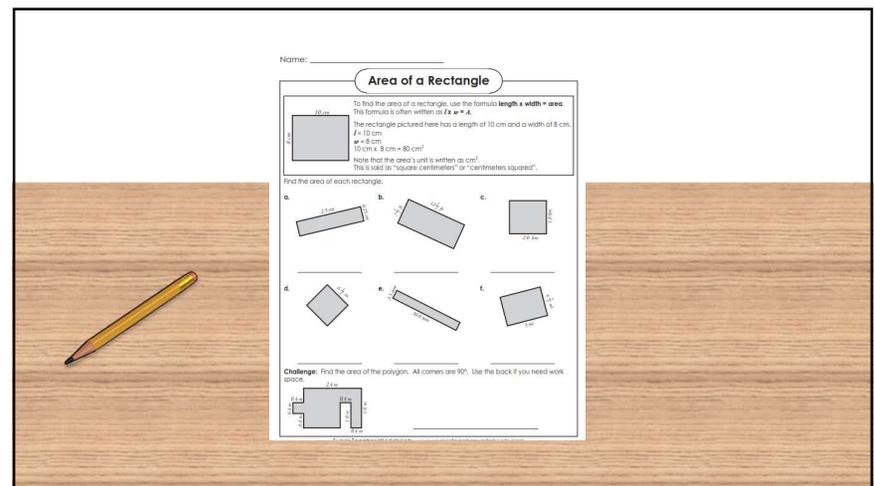
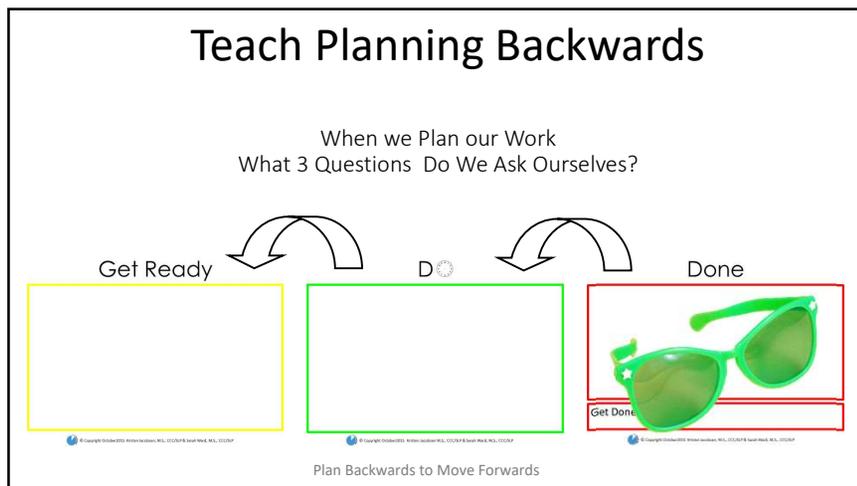
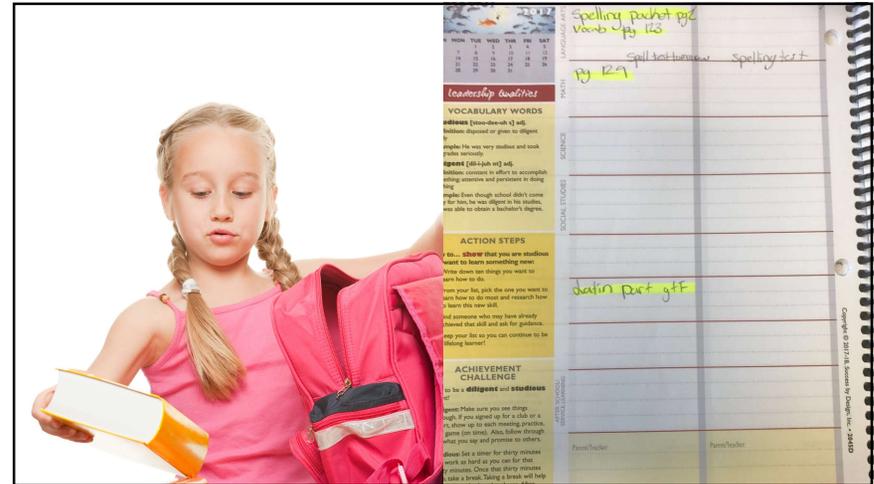
Cognitive Connections
Academic Planners
for Students and Adults are
Available at www.efpractice.com





Work I need to do complete:	Get Ready Materials	Do/ Due Date	How long will it take?	Get Done	Connect
<p>Class</p> <p>Assigned Today * Working On * Due Tomorrow</p>	Books Handouts Notes Binder Paper Technology			Store Hand In at Class Submit Online Email Print Out Other	Questions for the teacher? Email Sign Up for Meeting
<p>Class</p> <p>Assigned Today * Working On * Due Tomorrow</p>	Books Handouts Notes Binder Paper Technology			Store Hand In at Class Submit Online Email Print Out Other	Questions for the teacher? Email Sign Up for Meeting
<p>Class</p> <p>Assigned Today * Working On * Due Tomorrow</p>	Books Handouts Notes Binder Paper Technology			Store Hand In at Class Submit Online Email Print Out Other	Questions for the teacher? Email Sign Up for Meeting
<p>Class</p> <p>Assigned Today * Working On * Due Tomorrow</p>	Books Handouts Notes Binder Paper Technology			Store Hand In at Class Submit Online Email Print Out Other	Questions for the teacher? Email Sign Up for Meeting

Get Ready	Do	Done	Get Done!
What do I need? Math • HW 9-1	What steps do I need to take to be done? 1. Complete 9-1	What will it look like when I'm done? 	PUT it in your School-Home FOLDER 
Science • Science Packet "Nutrition: Wheat Grass"	1. Watch the 2 videos posted. (Before and While Investigating) 2. Do: a. "Before Investigating" and b. "While Investigating" on the Investigation 2, Part 2		
Word Study • Grammar Packet	1. Watch the video on Present Perfect Tense 2. Complete "Questions about you Present Perfect" in complete sentences		
			PUT your FOLDER in your BACKPACK!!!! 



GDD in the Classroom and Clinic: First Present the Planning Tool

Creating the Get Ready*Do*Done Work Space

Develops the skill of the **Anticipatory Look** associated with Episodic Future Thinking

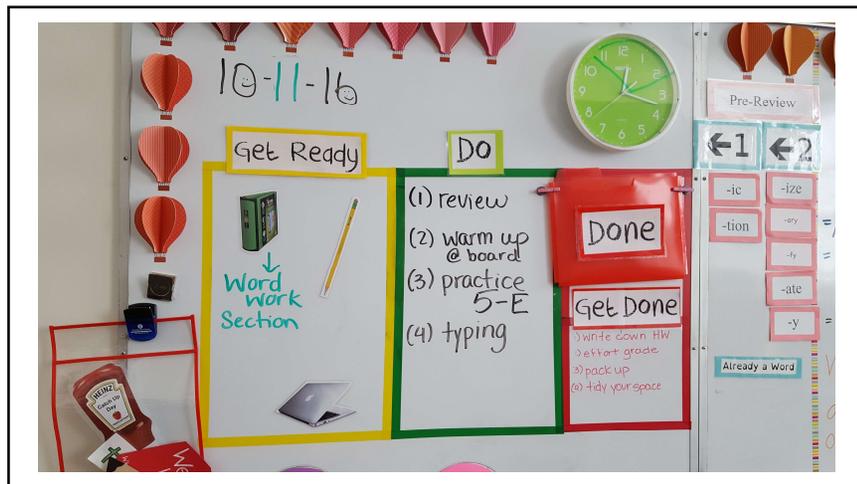
Cristina Atance 2014

The diagram shows three rectangular boxes on a wooden surface. The first box is yellow and labeled 'Get Ready'. The second box is green and labeled 'Do'. The third box is red and labeled 'Done'. Below the 'Done' box, there is a smaller red box labeled 'Get Done'.

Creating the Get Ready*Do*Done Work Space

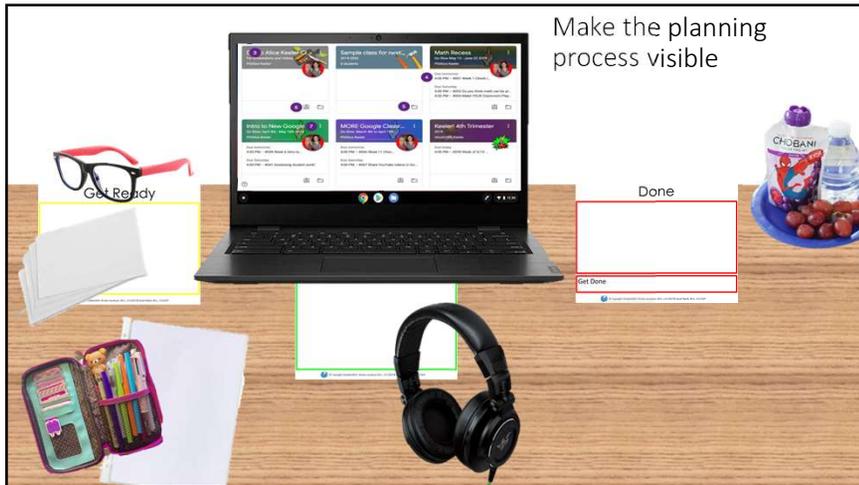
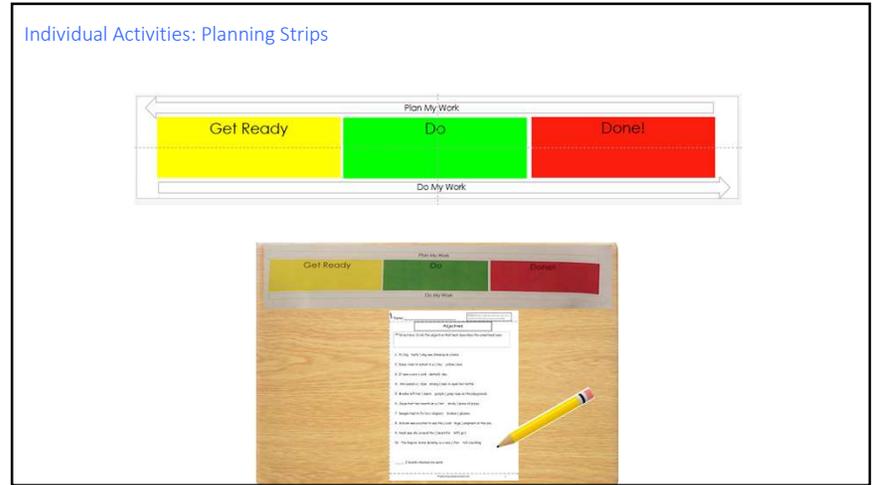
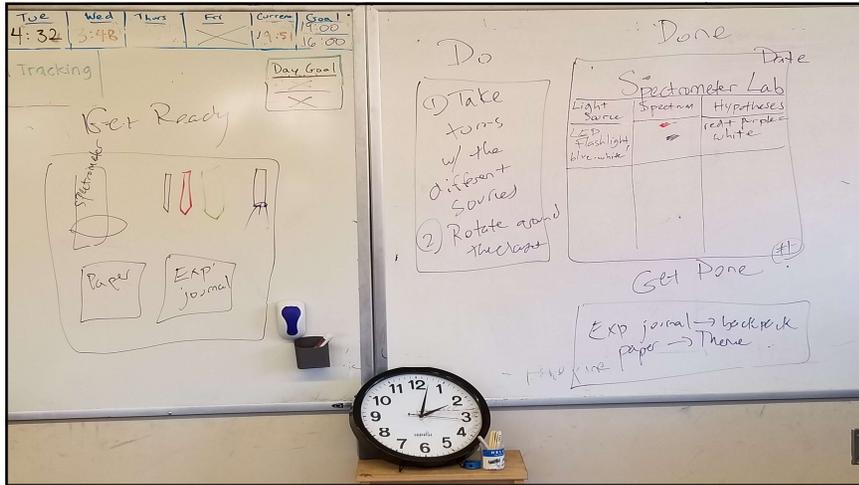
Develops the skill of the **Anticipatory Look** associated with Episodic Future Thinking

The diagram shows the same three boxes as in the previous image, but with a person sitting at a desk in front of them. A red arrow points from the 'Past' to the 'Future', passing through the 'Now' box. The word 'Ocular' is written on the arrow. The 'Past' box is labeled 'Get Ready', the 'Now' box is labeled 'Do', and the 'Future' box is labeled 'Done'. Below the 'Done' box, there is a smaller red box labeled 'Get Done'.



From Intention to Implementation to Completion! Cool Tools to Truly Execute Tasks!

8/12/2021



Get Ready

Gather Materials

Estimate Time

Time: Mark start, stop, mid way and end points

Review the Plan

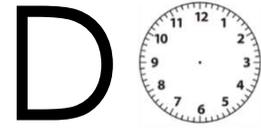
Emotions in the End

Add Resources, Strategies and Materials

Determine Distractions and Time Savers

You can do this!





Done

Get Done: Turn in? Store in Binder/Folder? Backpack? Put Materials Away? Clean up? Other?





Modeling Planning Skills

Developing Independent Executive
Function Skills

Teach Students to Generalize the Use of Strategies And References

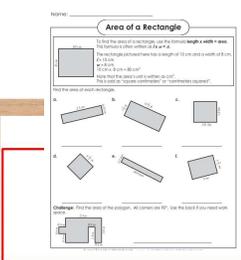
Get Ready



DO

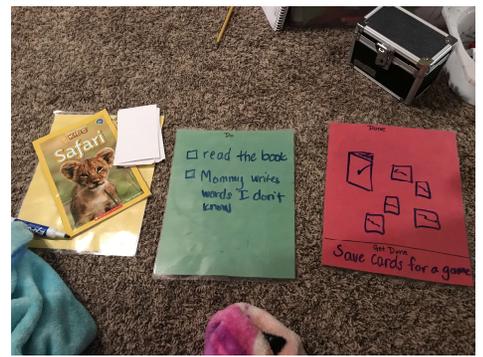
- Use formula to multiply:
 $l \times w = \text{Area}$
- Label answer

Area of a Rectangle



Get Done 7 picture/submit

Assignment: Make flash cards for new vocabulary words in the article.



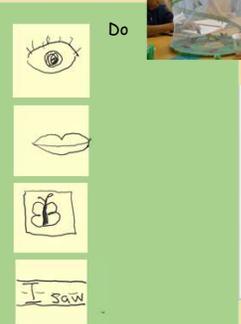
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Create a Planning Folder for Students and Use the Student's In Class Assignment

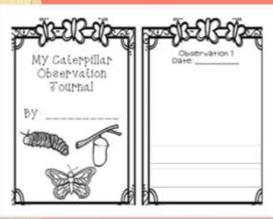
Get Ready



Do



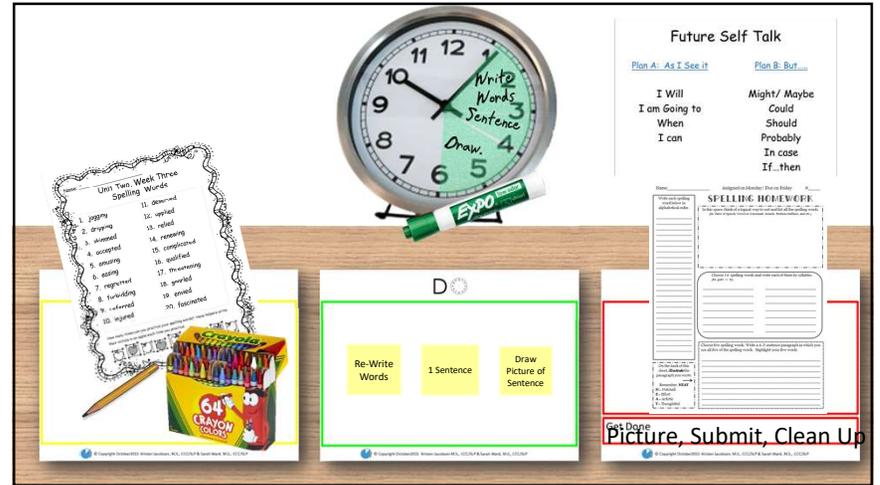
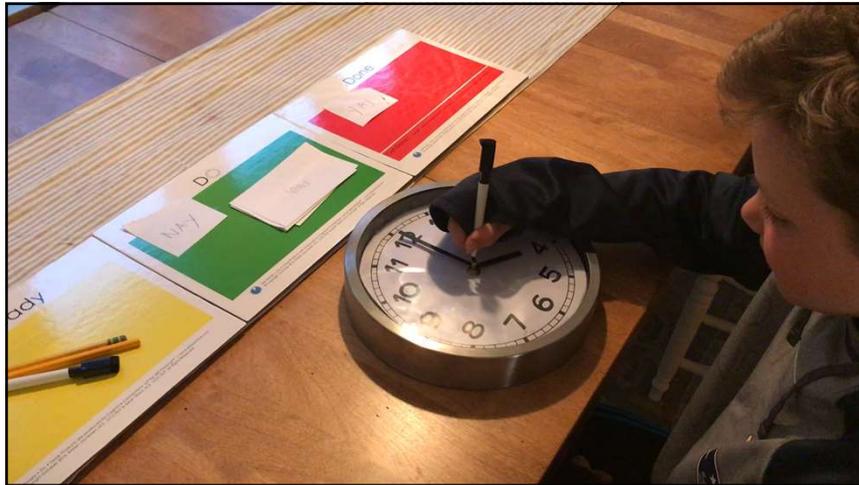
Done





From Intention to Implementation to Completion! Cool Tools to Truly Execute Tasks!

8/12/2021



Using Google Jamboard to Invite Your Students to Do the Planning

<https://jamboard.google.com/d/19NoxRABYzJ4kGZMWSJKDbDLHhT9ibpmcTzTsZfQk5eM/copy>

Installing the safety Gate

Get Ready	Do	Done
<p>Organize my space?</p> <p>Materials/resources/strategies?</p> <ul style="list-style-type: none"> -tape measure -pencil -screws - 3/4" -washers -Drill -screwdriver <p>Plan my time ?</p> <p>Obstacles?</p> <p>Plan for handling Obstacles: If...then....</p> <p>Other TO DOs</p> <p>Slacking Worry - drilled ok</p> <p>Mindset in the right place?</p> <p>Tools to Self regulate?</p> <p>-If I am worried about drilling: measure 2x out once</p> <p>Drill when the kids are not home.</p> <p>Kids are home: use them and you just screw it together</p>	<p>What do I need to do to accomplish this task?</p> <ul style="list-style-type: none"> -Measure and cut wood -Mark where to drill -Measure for screw size -then choose drill bit -drill holes through the wood -use holes in wood as template to drill into banisters -put in the screws and washers -screw in the hardware <p>How much time will it take? 1 1/2 hours</p> <p>What is my time available?</p>	<p>What do I need to do to get Done?</p> <p>What will it look like?</p> <p>Benefit: Today - keep Jared Safe!! When is it due so I know my priorities? Benefit: to me: Kids are gone How will I feel when I am done? Feel accomplished: Spouse off the back: Impressed wife</p> <p>Get Done</p> <p>How do I close out/ Get Done with the task? Now that Clean up/put away I am done - how do I feel?</p>

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<p>Get Ready</p> <p>Organize my space?</p> <p>Materials/resources/strategies?</p> <p><i>NO ? Look at Link</i></p> <p>Plan my time ?</p> <p>Obstacles? Plan for handling Obstacles: If...then... <i>+ time to do it</i></p> <p><i>A. Waiting room (B) set link</i></p> <p>Mindset in the right place?</p> <p>Tools to Self regulate?</p>	<p>Do</p> <p>What do I need to do to accomplish this task?</p> <p><i>1) Briefly re-read email</i></p> <p><i>2) Send - even w/ a shorter email</i></p> <p><i>3) CC - wife.</i></p> <p>How much time will it take?</p> <p>What is my time available?</p>  <p><i>See Strat Plan C - 8:45 - my time</i></p>	<p>Done</p> <p>What do I need to do to get Done?</p> <p>What will it look like?</p> <p><i>email</i></p> <div style="border: 1px solid red; padding: 5px; width: fit-content;"> <p><i>To: Family support - Big favor - Keep site - yes! - Thank for Price!</i></p> </div> <p>When is it due so I know my priorities? How will I feel when I am done?</p> <p><i>relief</i></p> <p>Get Done</p> <p>How do I close out/ Get Done with the task? Now that I am done - how do I feel?</p> <p><i>heart</i></p>
--	--	--

Done

My Resume is Updated with Skills
I've created a list of references

References

Work

School

Get Done: Turn in? Store in Binder/Folder? Backpack? Put Materials Away? Clean up? Other?

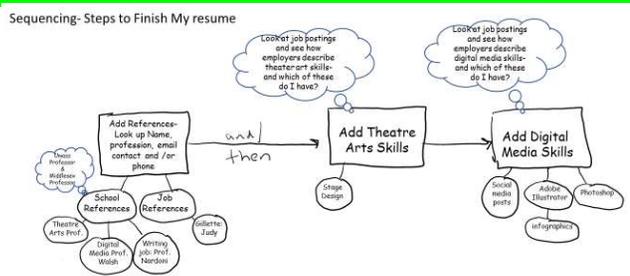
Email updates to Job Coach by Friday

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Sequencing- Steps to Finish My resume



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Get Ready

Pull Up resume and Make a Copy
Use Music to Decrease anxiety
Create a new Google Doc for References

Gather Materials

Estimate Time

Time: mark start, stop, mid way and end points

Review the Plan

Environment supportive of work

Add Resources, Strategies and Materials

Determine Time Robbers and Savers

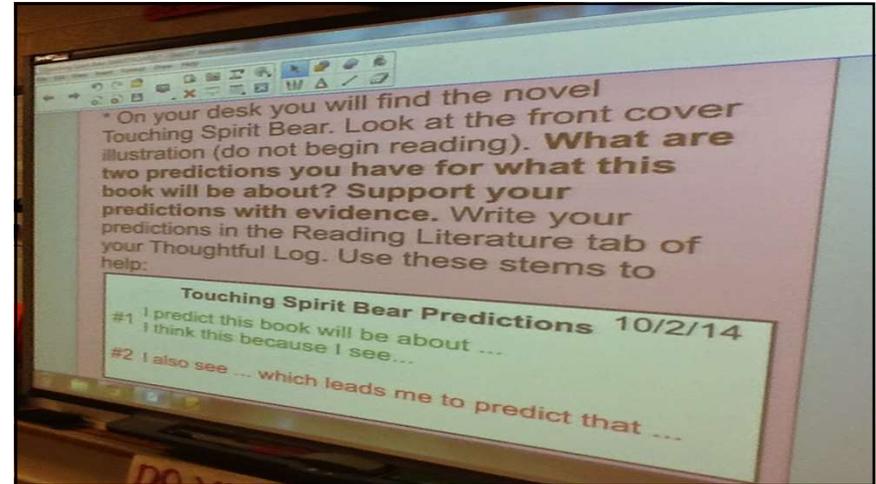
You can do this!

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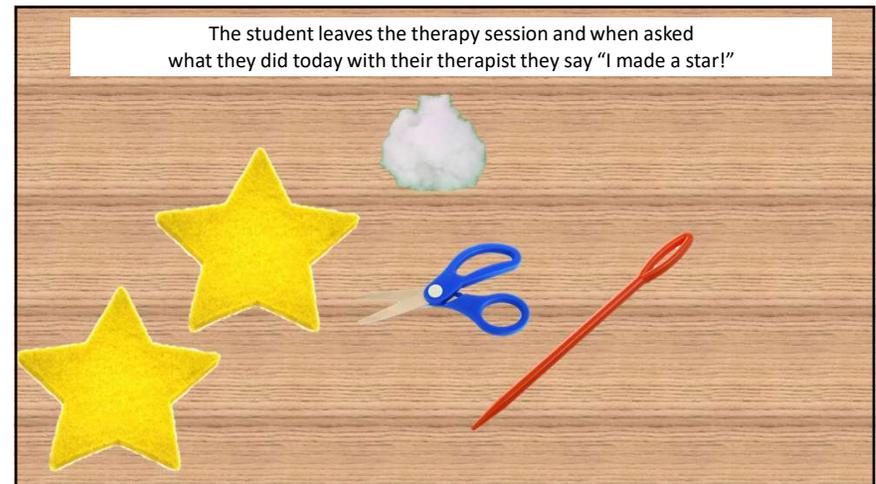
The Tiny Tweak!

Classroom Instruction

Get Ready * Do * Done (Get Done)



Get Ready	Do	Done	
<p>Book</p> <p>Thoughtful Log</p> <p>Pencil</p>	<p>Reading</p>  <p>TOUCHING SPIRIT BEAR BEN MIKSAESEN</p> <p>#1 I predict this book will be about... I think because I see....</p> <p>#2 I also see.....which leads me to predict.....</p>	 <p>Reading Literature Tab</p> <p>1) Prediction #1 Evidence</p> <p>2) Evidence Prediction#2</p>	
		Get Done	
		Share your Ideas with the Class	



Use the Get Ready * Do * Done (Get Done) Method
to make your therapeutic goal explicit.

What skill will the student learn
when the therapy session is Done?

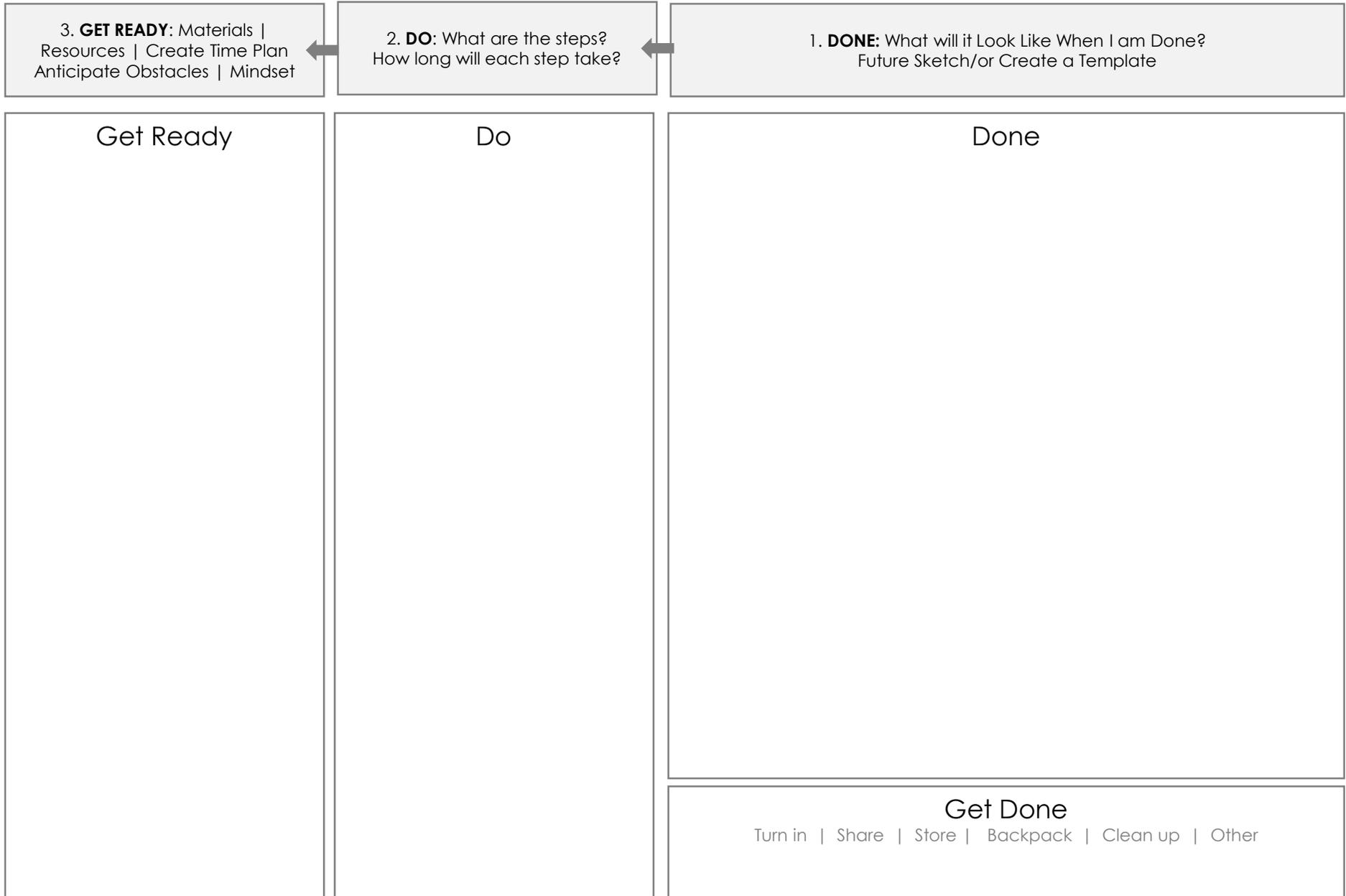
<p>Get Ready</p> 	<p>Do</p> <p>Sewing and Stuffing a Star</p> <p>Cut String with Sharp Scissors</p> <p>Sew with a Sharp Needle</p> <p>Thread the string through the hole</p> <p>Sew the Star</p> <p>Make tight Stitches</p> <p>Stuff with Soft Cotton</p> <p>Stitch up the hole</p> <p>Squish the Star</p> 	<p>Done</p>  
<p>Get Done</p> <p>Clean up!!</p> <p>Share your 's' sound!</p>		

Use your Existing Treatment Activities in Conjunction with the Get Ready * Do * Done System

<p>Get Ready</p> <p>Back Pocket Conversations</p> <p>Add a Thought Strategy</p> <p>Mindset</p> <ul style="list-style-type: none"> • I want to connect • 3 Deep Breaths 	<p>Do</p> <p>Watch</p> <p>Listen</p> <p>Wait for a pause</p> <p>Make a connected Greeting</p>	<p>Done</p> <p>Join a Group</p> 
<p>Get Done</p> <p>Add new ideas to friend files</p>		

USE THE MODEL TO DEVELOP COGNITIVE FLEXIBILITY

Get Ready * Do * Done (Get Done) s



Get Ready • Do • Done Products are produced by Cognitive Connections, LLP for 360 Thinking™ | www.efpractice.com
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Plan backwards!
How could you make this for your dog?



<p>Get Ready ③</p> <p>Get Diff. Size Tennis balls</p> <p>Elastic band to hold the ball in place</p> <p>An old sock</p>	<p>DO ②</p> <p>Wrap up the tennis ball with a sock</p> <p>Tie the Sock in a knot</p> <p>Diff size socks and balls for different size dogs.</p> <p>Snip the top of the socks into strands and then tie the end in a knot.</p>	<p>Done ①</p>  <p>Get Done give to the dog, Put materials away and clean up!</p>
---	---	--

Plan backwards!
How could you make this for your dog?



<p>Get Ready ③</p> <p>Get Diff. Size Tennis balls</p> <p>Elastic band to hold the ball in place</p> <p>An old sock</p>	<p>DO ②</p> <p>Wrap up the Tennis ball with a sock</p> <p>Tie the sock in a knot</p> <p>Diff size socks and balls for different size dogs.</p> <p>Snip the top of the socks into strands and then tie the end in a knot.</p>	<p>Done ①</p>  <p>Get Done give to the dog, Put materials away and clean up!</p>
---	--	--

<p>3. Get Ready: What items do I need? Any resources? Set time, resources, get things together.</p> <p>Get Ready</p> <p>Fabric String</p> <p>Frame</p>  <p>Obstacle! How do I do that stitch??!! If you don't know what to do I will call Grandma. If she is not home I will text. Watch a youtube.</p> <p>Obstacle: Pillow does not work out! Epic Botch!</p> <p>Plan B: Flowers in jar with epoxy!</p>	<p>2. Do: What are the steps? How long will each step take? Do I need a schedule?</p> <p>Do</p> <p>1) Find needles</p> <p>2) wave sun</p> <p>3) draw by hand</p> <p>4) transfer to fabric</p> <p>5) embroidery</p> <p>6) cut out circles</p> <p>7) save the two together</p> <p>8) add glue</p> <p>9) stitch closed</p> 	<p>1. What will I look like when I am Done?</p> <p>Done</p> <p>Pocket</p> <p>ruffle layer</p>  <p>Get Done</p> <p>Check off: Turn in/Submit Work</p> <p>Check off: Complete in Planner</p> <p>Check: Complete/Handwritten/Printed</p>
--	--	---

Cognitive Flexibility!

<p>Get Ready</p> 	<p>Do</p> 	<p>Done</p> 
<p>Use Songs to Help Students Keep Pace</p> <p>Transition at the chorus</p> <p>Or "It is a 1 song shower" or a "2 Song Shower"</p>		
<p>Get Done</p> 		

Get Ready

Do

Done

Get Done



From Intention to Implementation to Completion! Cool Tools to Truly Execute Tasks!

8/12/2021

The image shows a four-step process for doing laundry, each in a colored box:

- Get Ready** (Yellow box): A laundry basket filled with clothes next to a washing machine.
- Do** (Green box): A close-up of a washing machine's control panel with various settings like 'Super Wash', 'Normal Wash', and 'Gentle Wash'.
- Done** (Red box): A stack of clean, folded laundry in a blue basket.
- Get Done** (Red box): Laundry hanging on a rack, indicating the task is complete.

Students with poor time awareness are not reliable with time estimation

Time estimation is often based on emotional experience with assignment

We teach **time calculation**:

What is the minimum time needed?
What is the maximum time needed?

That is your **WINDOW** of time!

CHAPTER 11: PUNCTUATION
Commas with Independent Clauses

Use a comma before and after *for*, *so*, or *yet* when the conjunction joins independent clauses.

EXAMPLES Paula loves to play in chess tournaments, and she is an able player.
Jeff finished his chemistry project first, but his study score was not stable.

Don't confuse a compound sentence with a simple sentence that has a compound verb.
COMPOUND SENTENCE Cal wrote a short story, and he sent it to a magazine editor.
SIMPLE SENTENCE Cal wrote a short story and sent it to a magazine editor.

EXERCISE Add commas where they are needed in the following sentences. If a sentence is already correct, write *Correct* in the margin.

Example 1. Don't talk to the bigguard, or she will lose her concentration.

- Chaffee ordered two books from a catalog but they haven't arrived yet.
- Hank gave away the tickets for he had made other plans and couldn't go.
- Dr. Ling saw her surgery patients and then left for the conference.
- The play was received well by the audience but the critics disliked it.
- He refused to build a new fence so would he repair the old one.
- The test was very difficult yet everyone in the class passed it.
- There was a long line in front of the theater so we decided to go to a concert.
- Are you going to the football game or do you want to play again?
- Lucas followed all the directions carefully but could not get the plants to grow.
- The ball was cubic and the moon was a triangle, yellow crescent.
- We've tried all sorts of car loans yet Sparky is never satisfied.
- Ciancio liked the lid of the box and looked inside.
- Basia had not cleaned her room nor had she started tidying the garage.
- Rose missed the most spectacular movie of the night for he had his back turned at the time.
- I don't really like scary movies but I'll come with you anyway.
- Kassian brought some CDs to the party and her sister Stephanie brought some tapes.
- Did you let the dog out this afternoon or did he get out on his own?
- Margaret welcomed her guests and offered each of them a glass of punch.
- My sister had run come home yet so I decided to start dinner by myself.
- I cannot list the encyclopedias in my bibliography for I did not use it while writing my report.

Language and Sentence Skills Practice 265

360 Thinking tool: A green grid with a clock in the center, used for time management and task planning.

Current Event Summary
Will Novak • Dec 11, 2020
5/5 Due Dec 14, 2020

Read a few science articles and choose 1 and complete >150 word summary. Remember to include the authors name and article title in the first sentence of your summary, i.e in the article _____ by _____ they discuss...

Science News | The latest ne...
<https://www.sciencenews.org/>

Science News for Students | ...
<https://www.sciencenewsforstud...>

Class comments

360 Thinking tool: A green grid with a clock in the center, used for time management and task planning.



Task?

Task?

Volume: Questions? Pages?
Tasks?

Volume: Questions? Pages?
Tasks?

Difficulty
1-2-3-Other____:

Difficulty
1-2-3-Other____:

$$\begin{array}{c} \boxed{} \\ \text{\# of Pages/Q's/tasks} \end{array} \times \begin{array}{c} \boxed{} \\ \text{Difficulty 1-2-3} \end{array} = \begin{array}{c} \boxed{} \\ \text{Estimated Time in} \\ \text{Minutes} \end{array}$$

~
Do you need to
Round Up or Down
by 5 minutes?

Estimated Time in
Minutes

$$\begin{array}{c} \boxed{} \\ \text{\# of Pages/Q's/tasks} \end{array} \times \begin{array}{c} \boxed{} \\ \text{Difficulty 1-2-3} \end{array} = \begin{array}{c} \boxed{} \\ \text{Estimated Time in} \\ \text{Minutes} \end{array}$$

~
Do you need to
Round Up or Down
by 5 minutes?

Estimated Time in
Minutes



Assignment: Current Events Summary

Get Ready

Current Event Summary

Read a few science articles and choose 1 and complete > 150 word summary. Remember to include the authors name and article title in the first sentence of your summary. i.e in the article by they discuss...

Science News | The latest ne...
https://www.sciencenews.org/

Science News for Students | ...
https://www.sciencenewsforstud...

Do

Read 2 articles- 3 pages each

Underline key points

bullet ideas in google doc

Draft and edit 10 sentence paragraph

Done

15 min summary

15 words summary

Current Event Summary

Will Novak • Dec 11, 2020

5/5 Due Dec 14, 2020

Read a few science articles and choose 1 and complete > 150 word summary. Remember to include the authors name and article title in the first sentence of your summary. i.e in the article by they discuss...

Science News | The latest ne...
https://www.sciencenews.org/

Science News for Students | ...
https://www.sciencenewsforstud...

Class comments

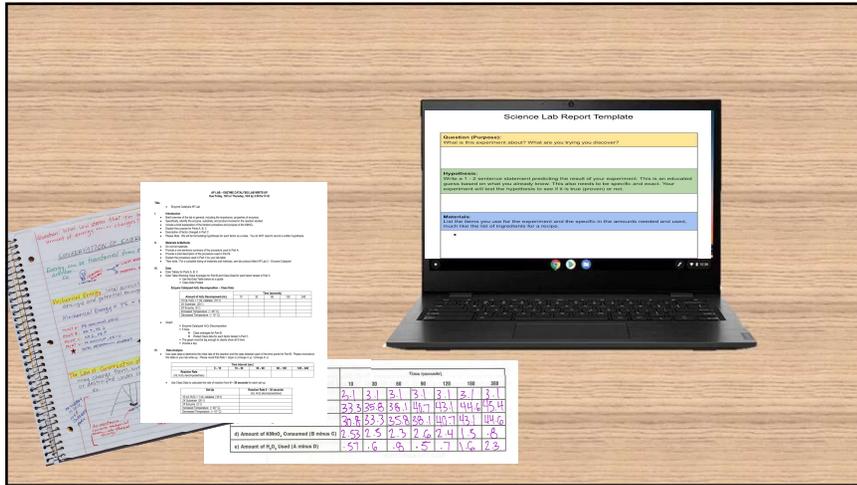
ADD class comment...



See and Sense
the Passage of Time

MIME What does Time look like?
What do I look like?
How am I moving across time?
Emotion of time

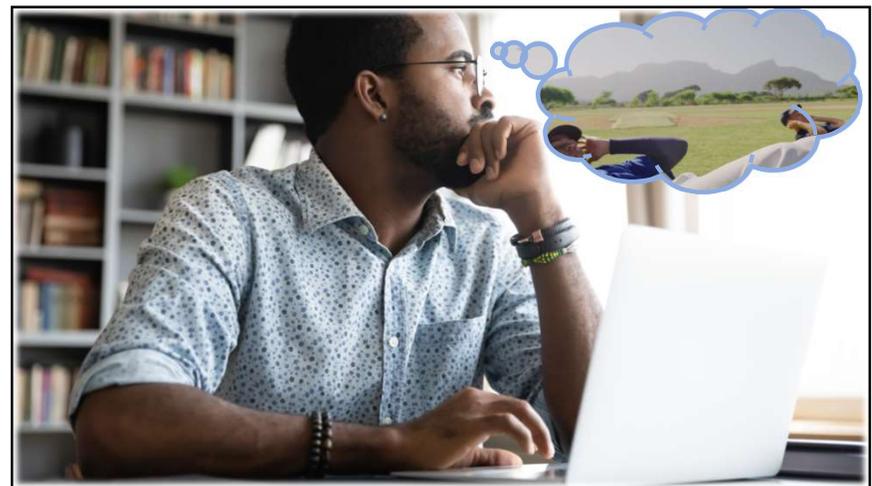
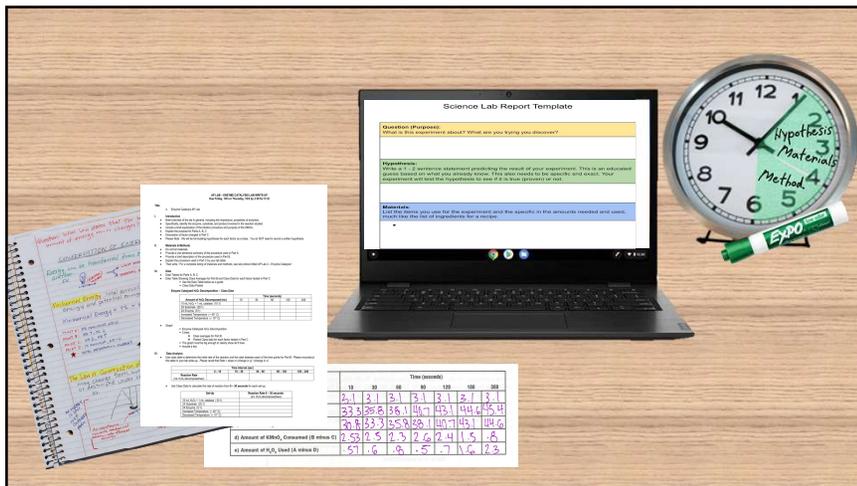
“It is 10:05. You have until 10:30 to work on your Science Lab. Make sure to write your hypothesis, the list of materials and methodology.”



See Time
Plan Time

The WORKING Clock

“It is 10:05. You have until 10:30 to work on the Science Lab. You need to write the hypothesis, the list of materials and methodology.”



MIME IT

People Think in Time Markers



The 360 Thinking Time Tracker Program
www.efpractice.com or Amazon



TRACKNETS:

Individual magnets with prompts for tracking start, check and stop times for up to 3 different tasks or parts of task in one hour. A Time Robber magnet to identify and remove distractions that might be “stealing” one’s time from a task.



My Power Clock:

An easy set count down timer. Can be set on music or vibrate modes to reduce sensory overload.



The Analog Clock:

A magnetized, non-ticking analog clock to plan and self-monitor time to complete tasks



Create Time Markers

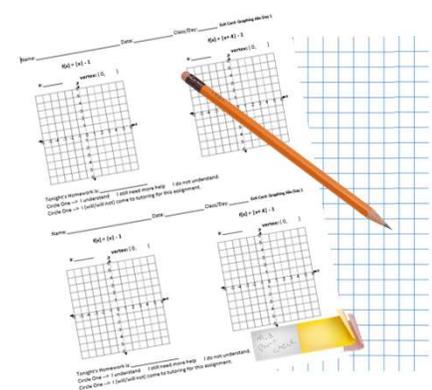
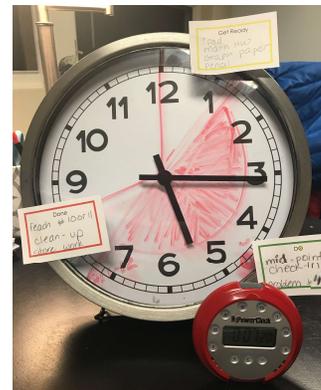


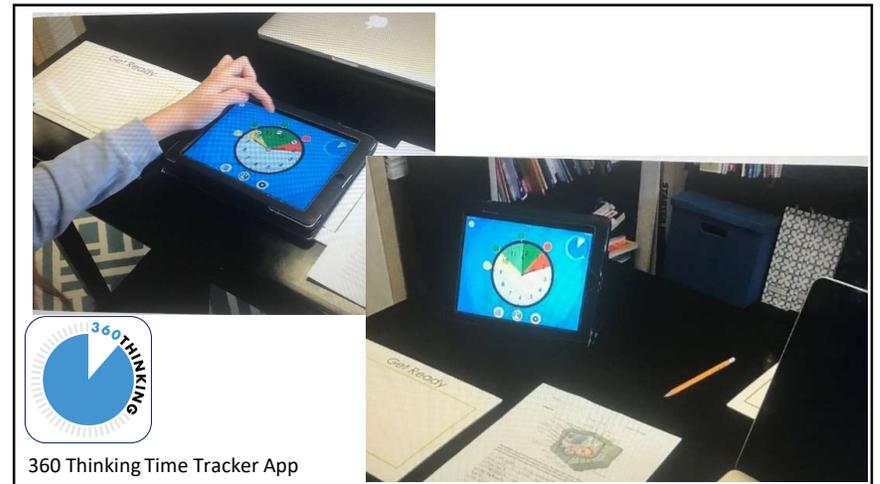
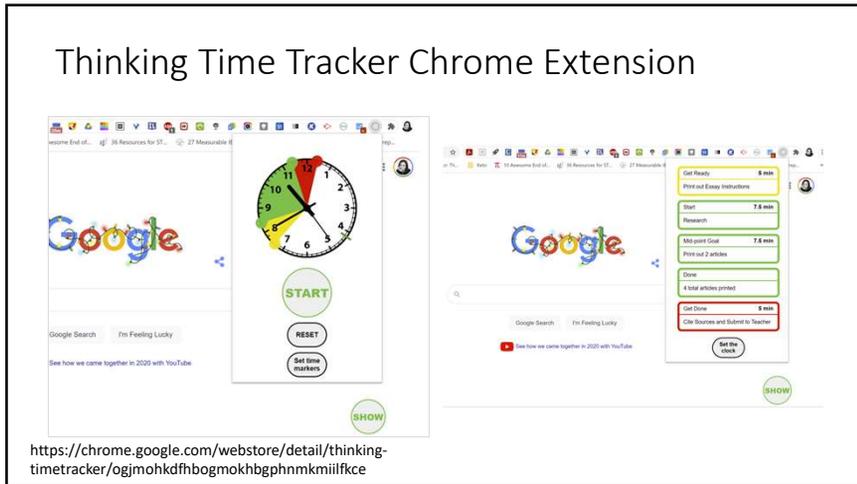
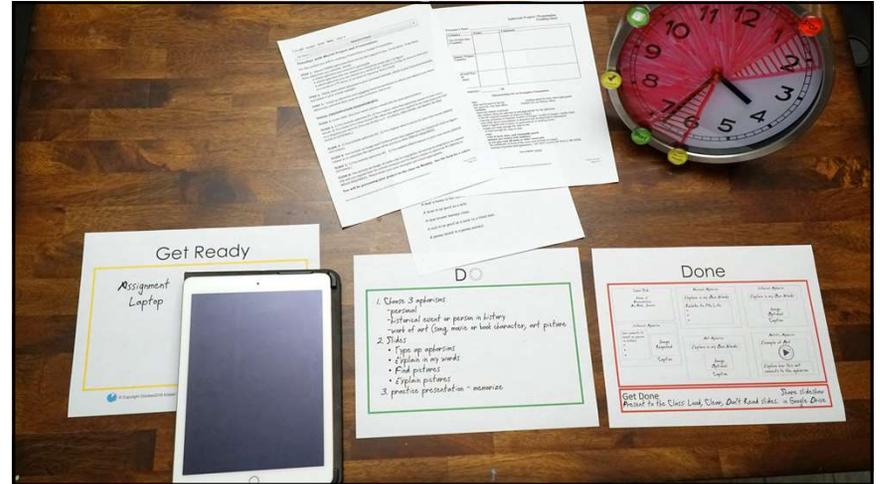
Time markers are the equivalents of the spatial cues – they trigger an implementation intention (self) not the goal (outcome)

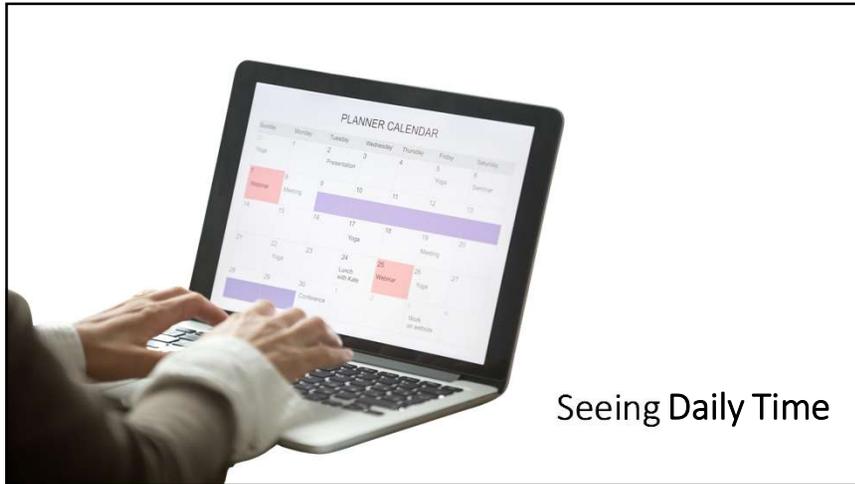
Create Time Markers

and

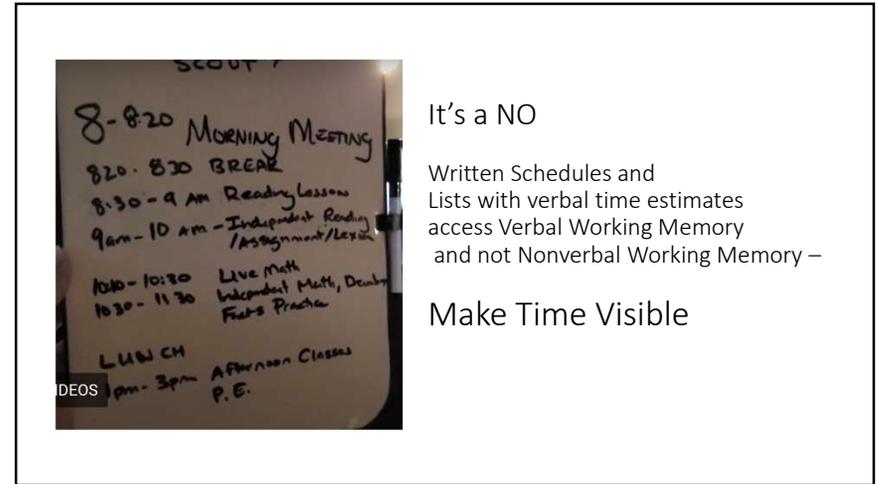
Corresponding Space Markers







Seeing Daily Time



It's a NO

Written Schedules and Lists with verbal time estimates access Verbal Working Memory and not Nonverbal Working Memory –

Make Time Visible

BLKX TIME	Day: <u>Sample</u> Date: _____	Be Sure To:
Go Block 7:50-8:05	<ul style="list-style-type: none"> LOG ON for attendance CHECK Google Classroom RECEIVE Email 	
Work Block 1	<ul style="list-style-type: none"> Science Organizational Time Math Language 	*Review and/or submit assignments *Email teacher if you have questions
Morning Break 9:25-9:45	Have a snack and get ready for your next 2 blocks Get up and stretch!	Click here for: William's Movement Break
Work Block 2	<ul style="list-style-type: none"> Reading Math Organizational time Self-Check 	*Review and/or submit assignments *Email teacher if you have questions
LUNCH 11:00-11:30	Eat lunch, take a break and get ready for your next block	
Work Block 3	<ul style="list-style-type: none"> English Extra help (2:25-2:45) (Katie) Math 	*Review and/or submit assignments *Email teacher if you have questions
Last BLOCK	<ul style="list-style-type: none"> WEEK announcements and submit any other assignments you need to turn in ALL ABOUT YOU! COMPLETE End-of-Day Checklist CLICK HERE on link REMARK your answer! 	Monday - Collect B Thursday - Collect A Extra help via Zoom 2:15-2:45
HAVE A GREAT DAY BRAKERS!		

Day: _____

ACE your Time

Activities
Assign a Time
Chill Time
Extra Time

ACE Your Time!

Appointments and **A**ctivities **A**t a specific time: Commitments you need to be on time for: school, practices, appointments, meetings, etc.

Assign a time for: Homework | Projects | Studying | To DO | Chores | Physical Activity | Exercise

CHILL Time/ **C**REATIVE : to rest, relax, rejuvenate and create

EXTRAS: Block time for the activities that require some "extra" time:

- To "shift gears" and transition from one task to the next
- Drive time/transportation to and from commitments
- Anticipate the "Goes With" and the "Maybe's"
- Morning routines, bedtime routines, Time to Get Ready etc.

Anticipate Extra Time Factors when Calculating Daily Windows of Time

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

Identify the “Hidden” but
“Anticipated or Expected” Extra 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

What kinds of commitments, practices, appointments
and activities do you have **A**t a Specific Time?

Appointments and Activities

Schedule First!

School
Practice
cello lesson
Sarah Ward
Doctor
Meeting Friends
movies(specific time)



Assign a time for:

Homework | Projects | Studying | To DO | Chores | Physical Activity | Exercise

What I need to do:

Homework/projects
laundry
trash
practice cello
Exercise
study

What do you Like to Do When you Have Time to
‘Chill Out’ or be **C**reative?

Chill activities? Creative Activities?

Rubiks cube
Video games
drones/cameras
read
build stuff
youtube

Anticipate Extra Time Factors when Calculating Daily Windows of Time

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

Identify the “Hidden” but
“Anticipated or Expected” Extra Time associated with Tasks.

Maybe.....

- there will be traffic
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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

List Hidden but Expected Extra Time Factors



List Hidden but Anticipated Time Factors



2nd thing that you always
schedule

What do you need Extra time for?
Block time for the activities that require some “extra” time

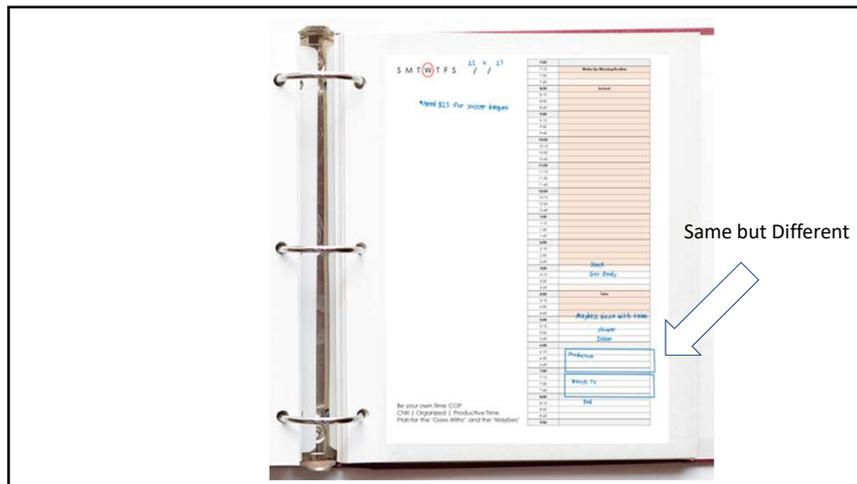
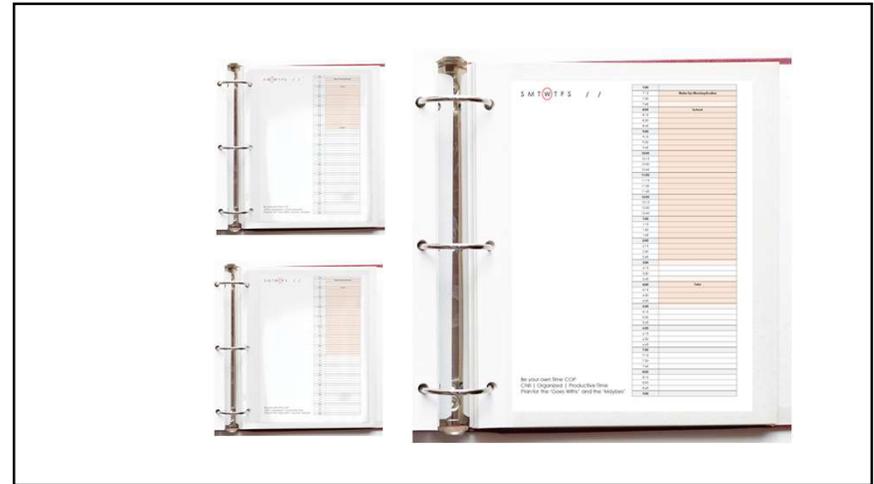
Time to Transition | Drive Time | Routines | Time To Get Ready |
Anticipate Time for the ‘Goes With’ and the ‘Maybes’

Shift gears
Drive time

getting ready in the morning
getting ready for bed
getting ready to leave the house for an activity

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.

Wednesday:

Top Three:

-
-
-

Plan for the “Maybes” and “The Go With’s”:

180	
175	
170	
165	
160	
155	
150	
145	
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10	
5	
0	

Day: _____

- Appointments/activities
- Assign a Time for HW, Chores, Exercise
- Chill/creative
- Extras (shift gears, drive time, goes with/maybe)

Physical Activity: _____

Homework:

7:00	
7:15	
7:30	
7:45	
8:00	
8:15	
8:30	
8:45	
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9:00	
9:30	

Minimize Attentional Shift & Interference
Processing Speed

Control your Environment or Be Controlled by It!

Internal	External	Digital
Sleep Hydrate Nutrition Breathe	Reduce Distractions Tidy your Space	Are distractions closed? Limit Focus to 1 Browser Use Desktop Organizers Have multiple window logins

Forest App

Put down your phone and focus on what's more important in your life



Whenever you want to focus, plant a tree.



The tree will grow in the following time.



The tree will be killed if you leave this app.

Forest App

Build Your Forest
Keep building your forest everyday, every single tree represents your focused time



Forest team partners with a real-tree-planting organization, Trees for the Future, to plant real trees on the earth.



Use Reader View Mode or Reader View "Add Ons" with your Browser

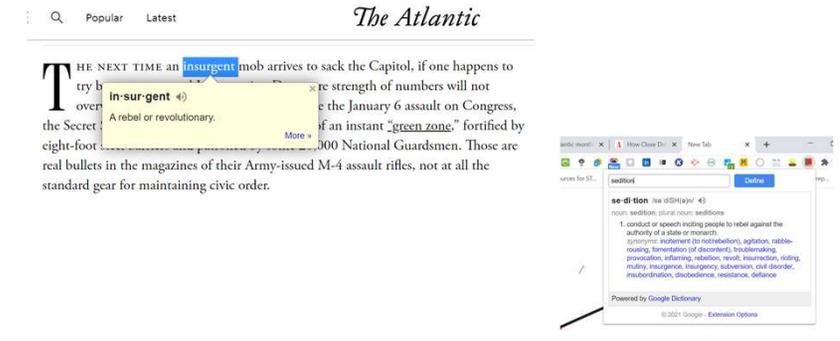
If you go to a web page and you want to read the content but not be distracted by all the ads around it, just click reader view. It will remove all the ads so you can just get the content.

 Try 'Mercury Reader' Chrome Extension

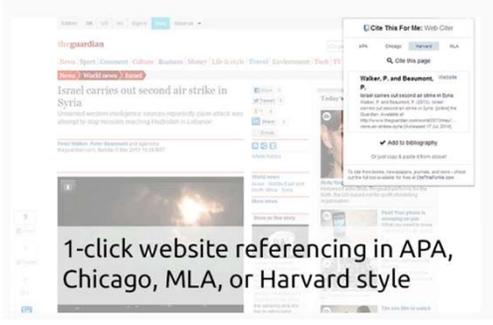
Before Reader View: 

After Reader View: 

 Google Dictionary Chrome Extension



Cite this for Me Chrome Extension 



1-click website referencing in APA, Chicago, MLA, or Harvard style

Try TOBY or OneTab Chrome Extension to Organize Internet Tabs

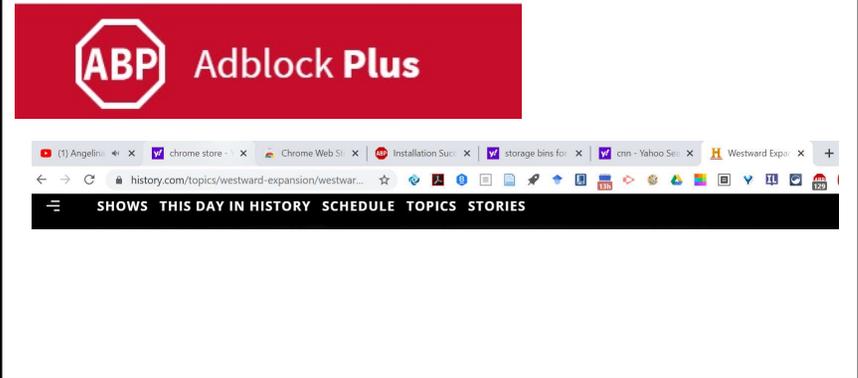
They are Game Changers!

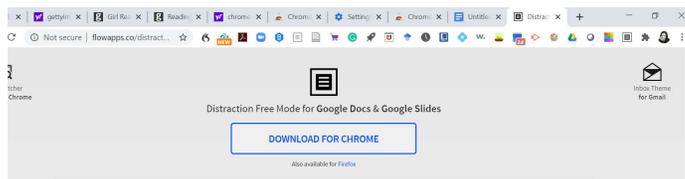
Virtual Do: One Subject at a Time One Browser Per Subject



Chrome Extension Ad Block Plus



Distraction Free Mode for Google Docs Chrome Extension



Motivation Resources

- [Nowhere to Hide](#) by Jerome Schultz, PhD
- [The Psychology of Thinking about the Future](#) by Gabriele Oettingen, A. Timur Sevincer, et al.
- Peter M. Gollwitzer
- Solving the Procrastination Puzzle: A Concise Guide to Strategies for Change, by Timothy A. Pychyl
- The Procrastination Equation by Piers Steel, PhD
- Alexvermeer.com
- NJLifehacks.com

The Ultimate Goal?
Give the Child Future Glasses
Develop Episodic Future Thinking!



1. Develop The ability to STOP and MIME
 - What will it look like? **Make an Image** **DONE**
 - What will I look Like? Episodic! **Do**
 - How will I **Move**: Mental Spatial Time Travel
 - How will I feel: Pre –experience **Emotion** **Get Ready**
2. I might imagine that Plan in a Different Space than Where I Actually Execute the Plan. I am a beat ahead!
3. I execute my Plan by Sensing the Passage of Time and Comparing my Current Performance against my Imagined Future



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Telephone: 978-369-5200



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Please reach out to us! We love to hear from you!

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