



Executive Function Skills with Sarah Ward Webinar Series

Presented by Sarah Ward, MS, CCC-SLP
Thursday, August 19, 2021

Presentation Handout

Part 4 - Situational Awareness

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.
 - Close all other open ‘tabs’. [These use your computer’s memory and slow the connection]

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



Situational Awareness and Executive Functioning

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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

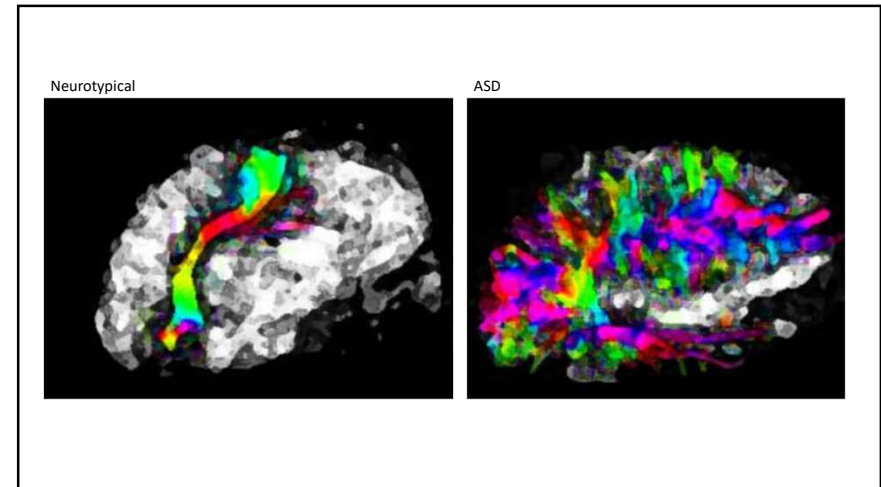
Read the Person: ROLE

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



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Situational Intelligence

- An early aspect of executive function skills is situational intelligence (reading the room) –
- This is recognizing zones in the room – space, time, objects, people – in a self directed way.
- It is self-directed, because the student is answering
 - What do I need to do?
 - What is expected of me in this setting?
- It involves self-directed observation
 - What's happening now?
 - What matters now?
- It is "IF ... then" thinking.
 - if this is what it looks like, **then** what do I need to do?

The Situational Intelligence Shifts from Now to Next = Self Regulation

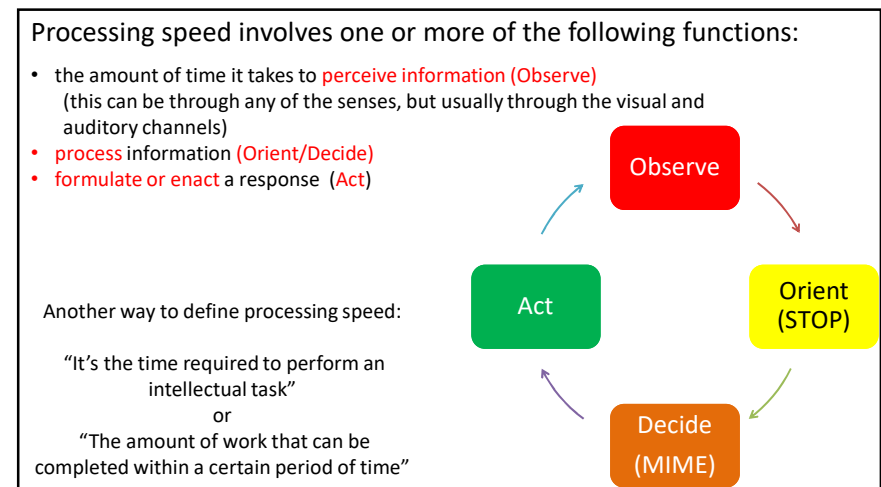
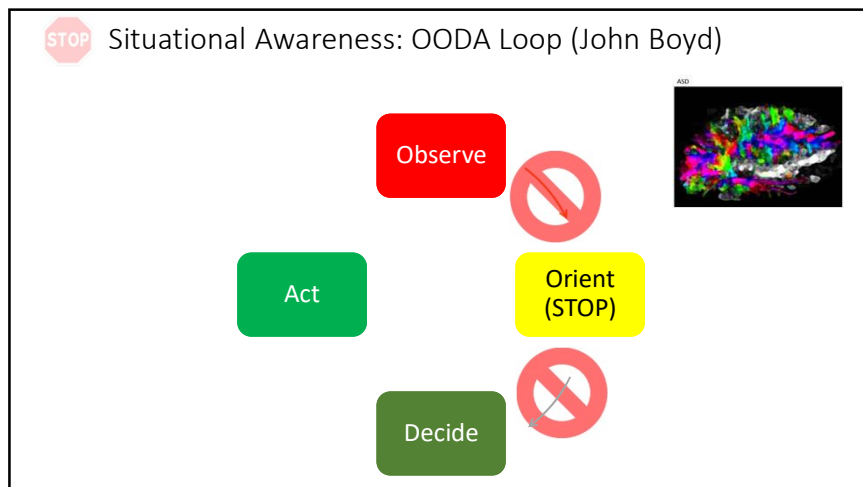
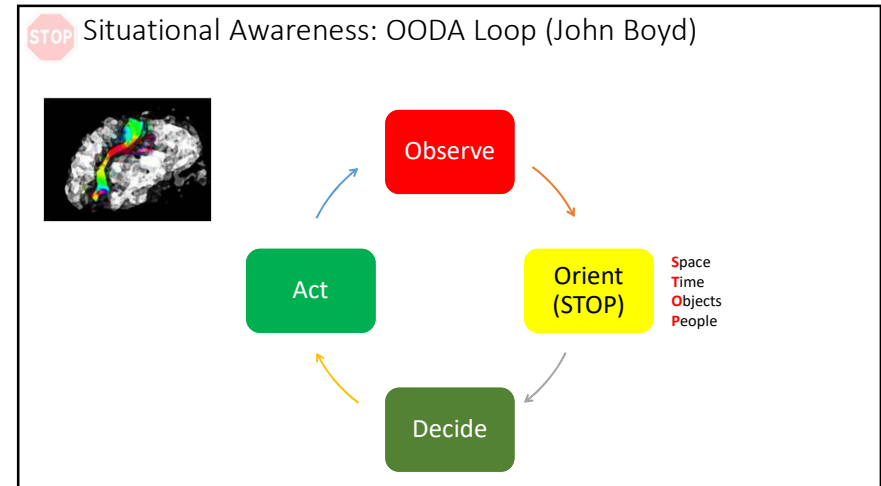
Specific Type of Regulation called:
Locomotion Regulatory Mode – Locomotors

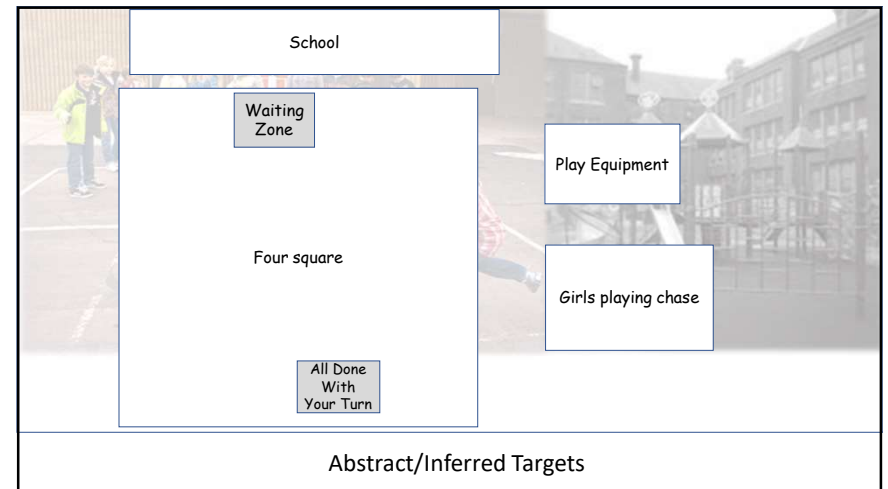
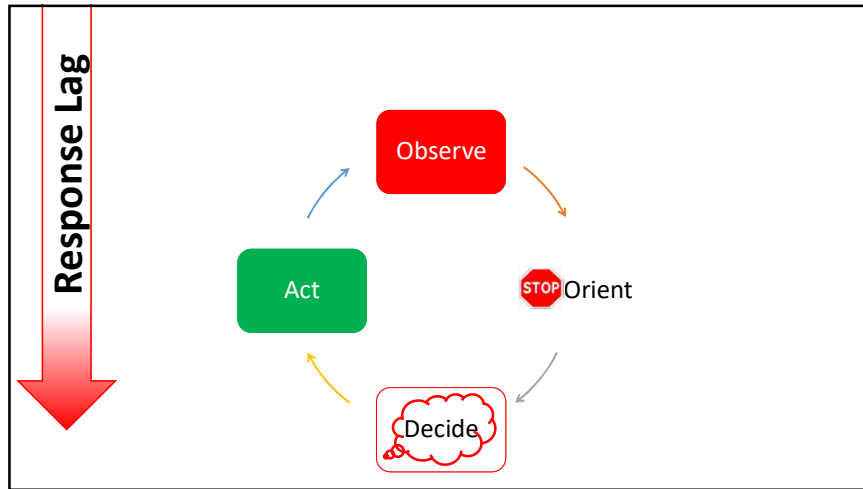
- Movement from state to state without distraction
- is a significant predictor of academic success
- Lower in individuals who are easily 'bored'

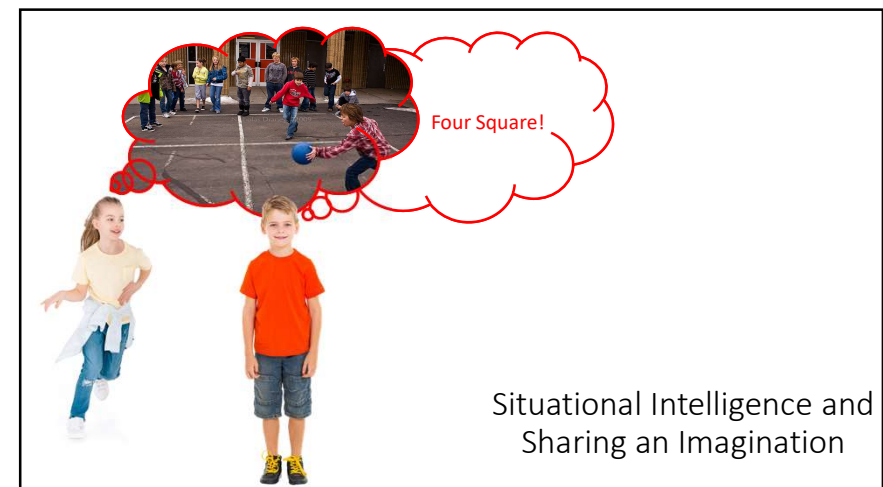
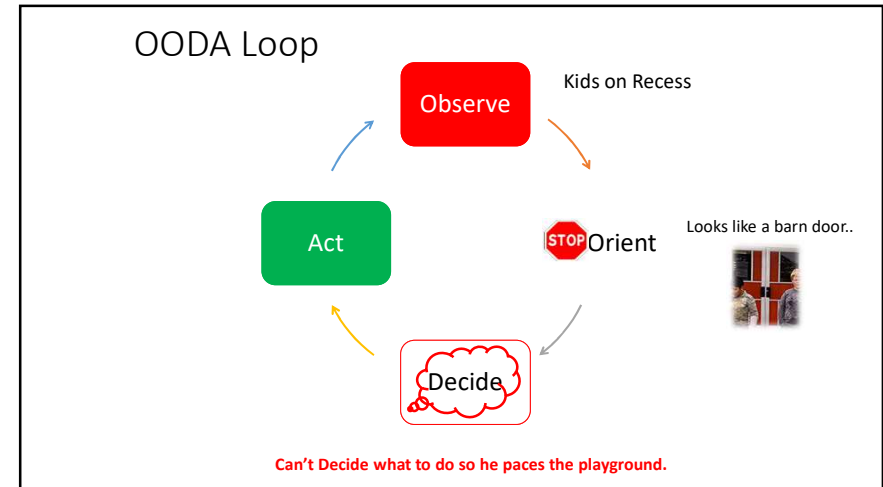
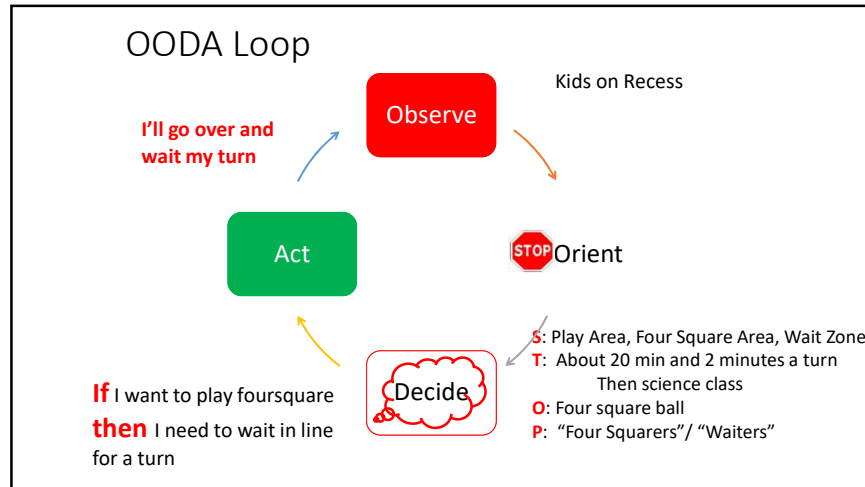
Executive Function Situational Awareness Observation Tool

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

Space	Time	Objects	People
<input type="checkbox"/> Observes: <ul style="list-style-type: none"> <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"/> Observes: <ul style="list-style-type: none"> Observes/Aware of the kind of time available 	<input type="checkbox"/> Observes: <ul style="list-style-type: none"> <input type="checkbox"/> Observes/aware of required materials <input type="checkbox"/> Observes organization of materials within the space 	<input type="checkbox"/> Observes: <ul style="list-style-type: none"> Observes/aware of role for the given situation <input type="checkbox"/> Own <input type="checkbox"/> Other's Roles
<input type="checkbox"/> Orients Decides <ul style="list-style-type: none"> <input type="checkbox"/> Reads the Room – Knows what is going on 	<input type="checkbox"/> Orients Decides <ul style="list-style-type: none"> <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"/> Orients Decides <ul style="list-style-type: none"> <input type="checkbox"/> Uses if-then thinking to infer objects needed 	<input type="checkbox"/> Orients Decides <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the key purpose of action and communication exchanges
<input type="checkbox"/> Acts <ul style="list-style-type: none"> <input type="checkbox"/> Navigates the space efficiently <input type="checkbox"/> Is where they need to be 	<input type="checkbox"/> Acts <ul style="list-style-type: none"> <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"/> Acts <ul style="list-style-type: none"> <input type="checkbox"/> Gathers all the expected materials/ objects (both in sight and out of sight)for the given situations 	<input type="checkbox"/> Acts <ul style="list-style-type: none"> Regulates actions based on awareness of role <input type="checkbox"/> To verbal prompts <input type="checkbox"/> To nonverbal prompts
<input type="checkbox"/> Flexibility <ul style="list-style-type: none"> <input type="checkbox"/> Can shift and transition between spaces 	<input type="checkbox"/> Flexibility: <ul style="list-style-type: none"> <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"/> Flexibility <ul style="list-style-type: none"> <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"/> Flexibility <ul style="list-style-type: none"> <input type="checkbox"/> Makes inferences about communication and responds accordingly based on communication from others
Comments:	Comments:	Comments:	Comments:



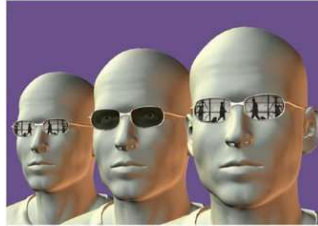






PETER VERMEULEN, PHD

AUTISM AS
**CONTEXT
BLINDNESS**



FOREWORD BY BRENDA SMITH MYLES, PhD

Contextual Processing

What is a nice birthday present for a good friend?

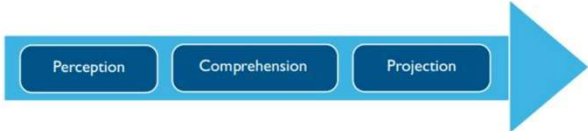
What do you do when the bell rings?

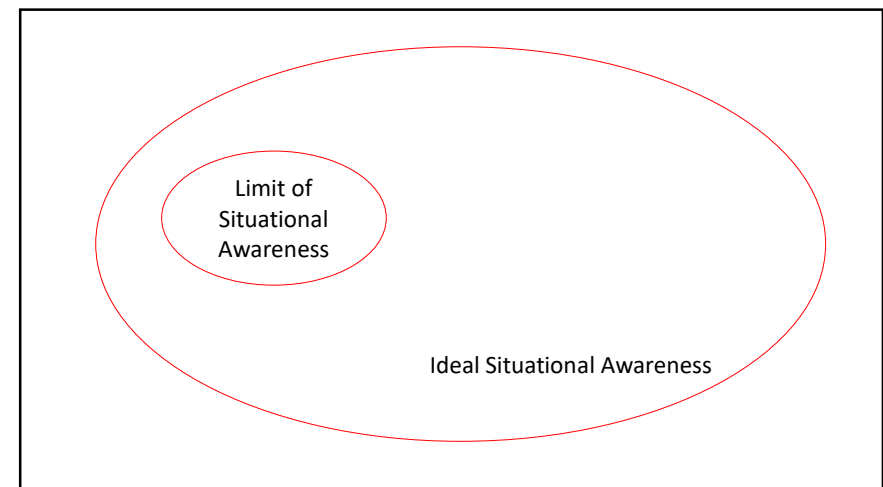
What do you put in your suitcase when you go traveling?

Stages of Intervention to Develop Situational Intelligence

Advance the student from:

1. an **Operational** Stage to the (Observe and Orient)
 - *Information Gathering
 - *Understanding Information
2. **Tactical** Stage to a (Decide)
 - *Anticipation
3. **Strategic** Stage. (Act)





Operational Stage

Situational Awareness and Executive Functioning

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
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- ☐ **What is happening at this Moment** in Time
- ☐ Sequence of actions
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- ☐ 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



Situational Awareness STOP and READ the ROOM

Space	Time	Objects	People
Where?  Zoom In Zoom Out Zones  Expected/Unexpected	What is happening in this Moment in time? ASK yourself: A: Actual Time of Day /Analog Clock Time S: See Sequence (Before, After, During) Season/Situation K: Know is Next? Pace	Objects/Organization Tools Whole -> Part	Who Role – Job (self and others) Action Emotion

Developing Situational Awareness: Observation and Orientation

- Identify Natural Barriers in Space, Entry and Exit Points



Situational Awareness/Intelligence: STOP and Read the Room

Space

Navigate the Room

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Time

Get on the Timeline

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Organization/Objects

- ☐ Organization of The Space: **Whole-Parts**
- ☐ How is that part organized?
- ☐ **Location of objects:** In sight? Out of sight?
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People

Read the Person: **ROLE**

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

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


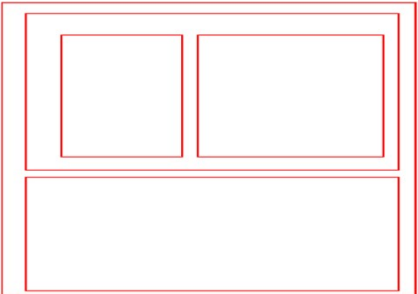


Over Time

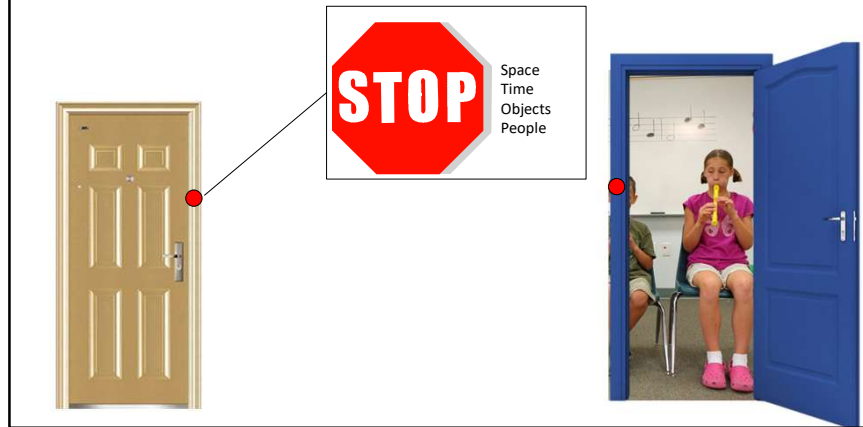


Situational Awareness

STOP and READ the ROOM




Space	Time	Objects	People
<p>Where?</p> <p>Zoom In</p> <p>Zoom Out</p> <p>Zones</p>   <p>Expected/Unexpected</p>	<p>What is happening in this Moment in time?</p> <p>ASK yourself:</p> <p>A: Actual Time of Day /Analog Clock Time</p> <p>S: See Sequence (Before, After, During) Season/Situation</p> <p>K: Know is Next? Pace</p>	<p>Objects/Organization</p> <p>Tools</p> <p>Whole -> Part</p>	<p>Who</p> <p>Role – Job (self and others)</p> <p>Action</p> <p>Emotion</p>

At the Door: Create STOP Dots



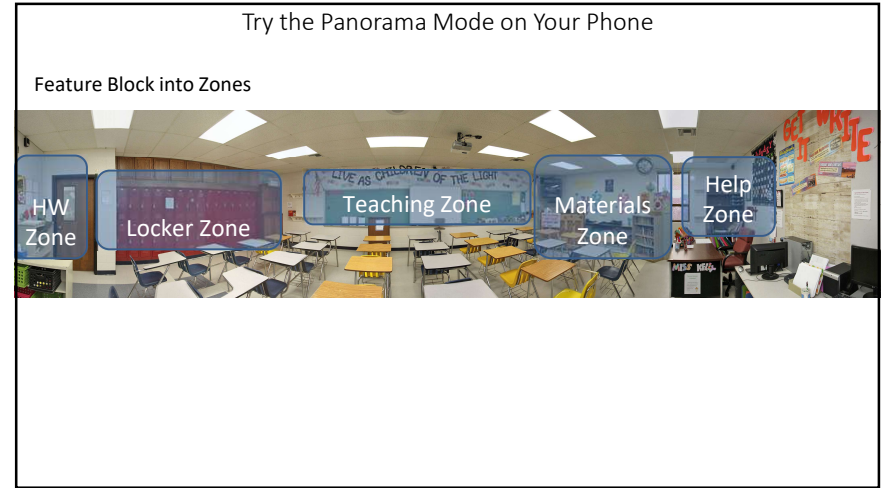
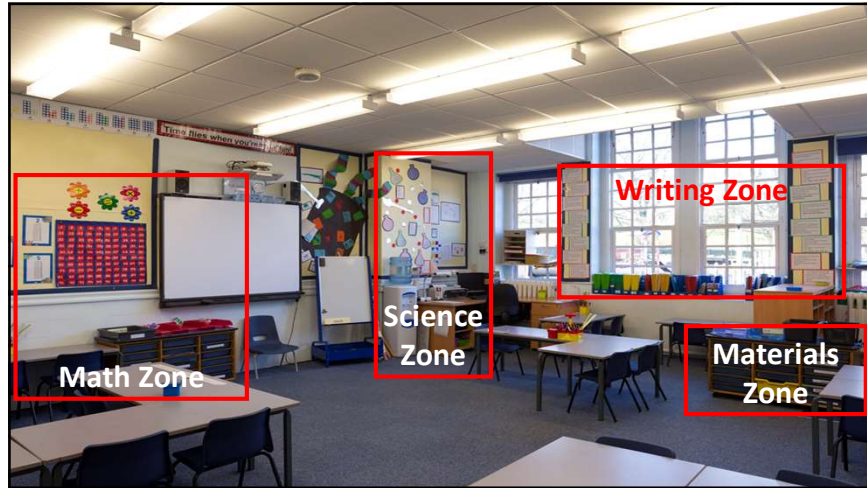
Space | Time | Objects | People

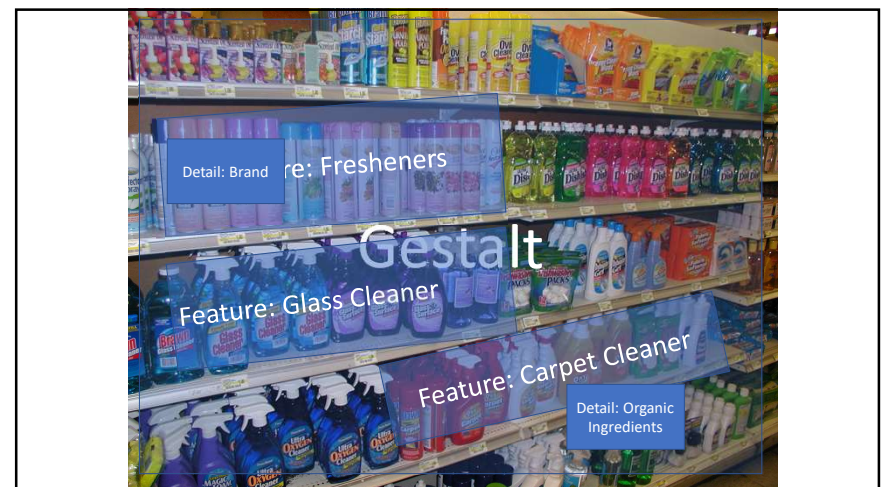
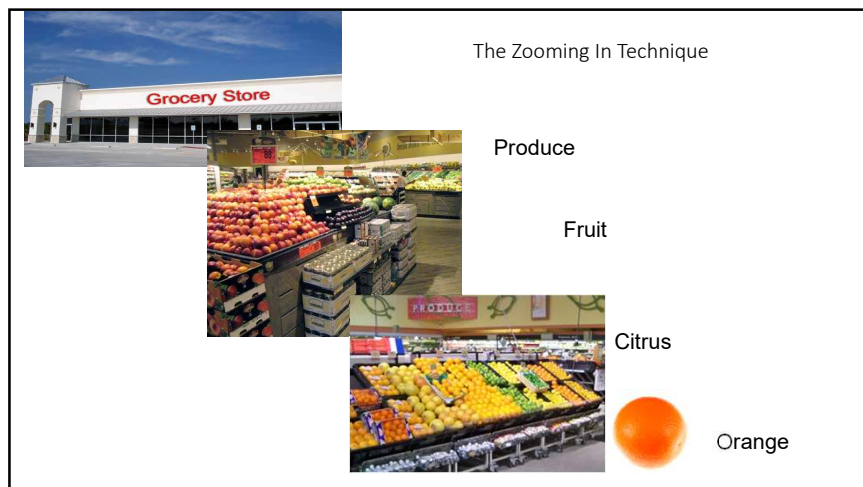
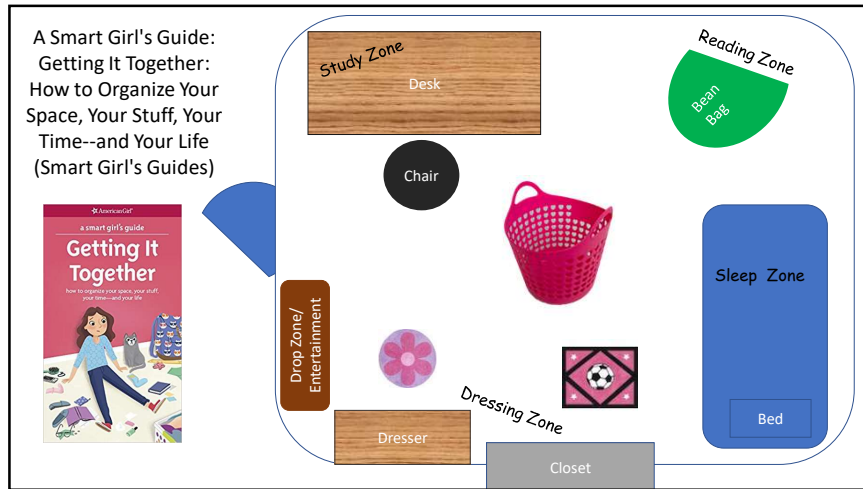
Situational Awareness and Executive Functioning

 Situational Awareness STOP and READ the ROOM			
Space	Time	Objects	People
<p>Where?</p>  <p>Zoom In Zoom Out Zones</p>  <p>Expected/Unexpected</p>			

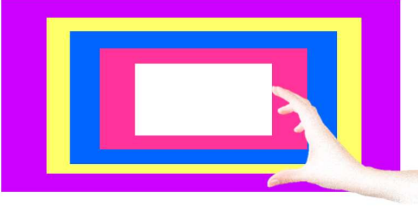
Creating Zones in the Classroom is Important
Students can Pre-Imagine What Space they are Going to Next







Zoom In! _____ Gesture





- Frozen Food Aisle at the Grocery Store
- Clothing at Target Store
- Classroom: Materials Cabinet
- Shoes at Dick's Sporting Goods
- School
- Park





Space | **Time** | Objects | People

Situational Awareness and Executive Functioning

 Situational Awareness STOP and READ the ROOM			
Space	Time	Objects	People
Where?  Zoom In Zoom Out Zones Expected/Unexpected	What is happening in this Moment in time? ASK yourself: A: Actual Time of Day /Analog Clock Time S: See Sequence (Before, After, During) Season /Situation K: Know is Next? Pace		

Time


What is happening in this **Moment** in time?

ASK yourself:

A: Actual Time of Day /Analog Clock Time

S: See Sequence (Before, After, During) Season



K: Know is Next? Pace



Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople
If.....then.....




Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople
If.....then.....

Time: Where can you find the time? Be Aware

Time

What is happening in this **Moment** in time?

ASK yourself:

A: **Actual Time** of Day /Analog Clock Time

S: See Sequence (Before, After, During) Season/Situation

K: Know is Next? Pace






Time: Be Aware –Without Looking – Guess the Time

Time

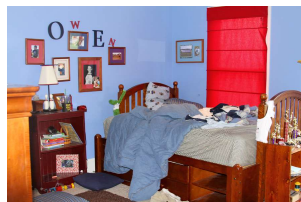
What is happening in this **Moment** in time?

ASK yourself:

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/Analog Clock Time

S: See
Sequence
(Before, After, During)
Season/Situation

K: Know is Next? Pace



Time: Actual Time of Day

Time

What is happening in this **Moment** in time?

ASK yourself:

A: **Actual Time** of Day
/Analog Clock Time

S: See
Sequence
(Before, After, During)
Season/Situation

K: Know is Next? Pace



Time: Actual Time of Day

Time

What is happening in this **Moment** in time?

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(Before, After, During)
Season/Situation

K: Know is Next? Pace



Time: Sequence

Time

What is happening in this **Moment** in time?

ASK yourself:

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/Analog Clock Time

S: See
Sequence
(Before, After, During)
Season

K: Know is Next? Pace



Time: Sequence

Time

What is happening in this
Moment in time?

ASK yourself:

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/Analog Clock Time

S: See
Sequence
(Before, After, During)
Season

K: Know is Next? Pace



Time: Season

Time

What is happening in this
Moment in time?

ASK yourself:

A: Actual Time of Day
/Analog Clock Time

S: See
Sequence
(Before, After, During)
Season /Situation

K: Know is Next? Pace



Time: Season

Time

What is happening in this
Moment in time?

ASK yourself:

A: Actual Time of Day
/Analog Clock Time

S: See
Sequence
(Before, After, During)
Season /Situation

K: Know is Next? Pace



Time: Same but Different Flexible Thinking

Birthday Party

Time

What is happening in this
Moment in time?

ASK yourself:

A: Actual Time of Day
/Analog Clock Time

S: See
Sequence
(Before, After, During)
Season /Situation

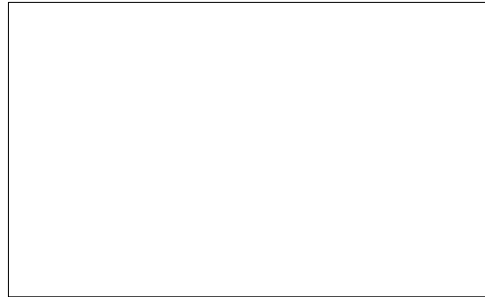
K: Know is Next? Pace



Time: Same but Different Flexible Thinking

Time
What is happening in this Moment in time?
ASK yourself:
A: Actual Time of Day /Analog Clock Time
S: See Sequence (Before, After, During) Season /Situation
K: Know is Next? Pace

Valentines



Time: What do you Know

Time
What is happening in this Moment in time?
ASK yourself:
A: Actual Time of Day /Analog Clock Time
S: See Sequence (Before, After, During) Season/Situation
K: Know is Next? Pace





Time: What's Next?

Time
What is happening in this Moment in time?
ASK yourself:
A: Actual Time of Day /Analog Clock Time
S: See Sequence (Before, After, During) Season/Situation
K: Know is Next ? Pace



Space | Time | **Objects** | People


Situational Awareness and Executive Functioning

<div>  Situational Awareness STOP and READ the ROOM </div>			
Space	Time	Objects	People
Where? Zoom In Zoom Out Zones  Expected/Unexpected	What is happening in this Moment in time? ASK yourself: A: Actual Time of Day /Analog Clock Time S: See Sequence (Before, After, During) Season/Situation K: Know is Next? Pace	Objects/Organization Tools Whole -> Part	

Objects
Objects/Organization
 Tools
 Whole -> Part



Objects
Objects/Organization
 Tools
Whole -> Part



How Are Objects Organized in Space?





Organizing

- S Sort
- P Purge (Prioritize/Pick Out /Put away)
- A Assign a Home
- C Containerize
- E Evaluate





Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople
If.....then.....

Objects

Objects/Organization

Tools

Whole -> Part

Kim's Game








Teach Categorization!

Online game: <http://www.didier-eforenglish.com/activites-numeriques/u1/index.xhtml>
App store App: Kim's Game

Space | Time | Objects | **People**

Situational Awareness and Executive Functioning

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What are People Doing? Role



Tactical Stage

Situational Awareness and Executive Functioning



Stop and See your Path – Visual Planning



Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople
If.....then.....



Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople
If.....then.....



Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople
If.....then.....



Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople
If.....then.....



Use Zoom Virtual Backgrounds
Both Pictures and Videos



 Website



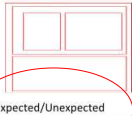
Cast Away: How (Not) to Make Fire



Self-awareness
frustration types of emotion human emotion self

Chuck Noland, stuck on a deserted island with no idea where he is attempts to make a fire with no success. The failure is too much for him to bear as he cuts his hand and loses it.




Expected vs Unexpected

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 Expected/Unexpected			

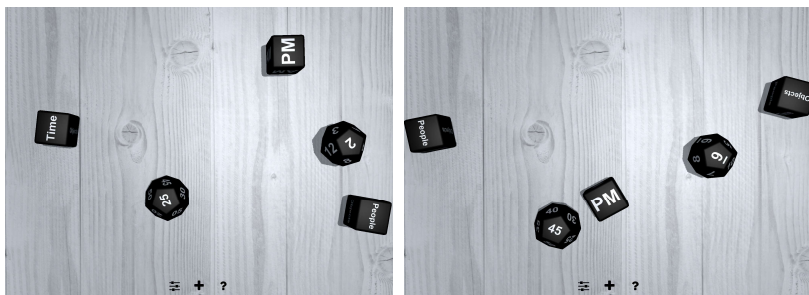




Develop Flexible If...Then...Thinking and Forethought

<div>  Situational Awareness STOP and READ the ROOM </div>			
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Dice Roller App







SPACE

TIME

OBJECTS

PEOPLE (Role)



Space

Time

Objects

People

Organization/Objects

ROLE



Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople
If.....then.....



S.T.O.P. and Shift!

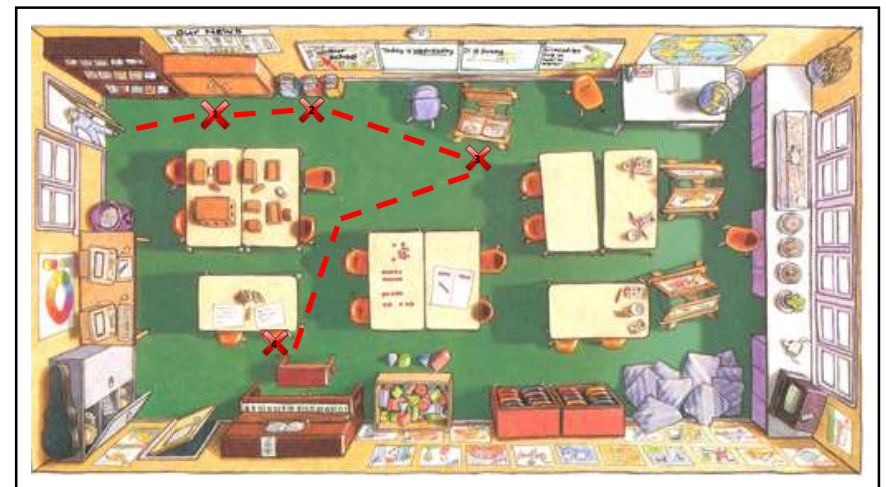
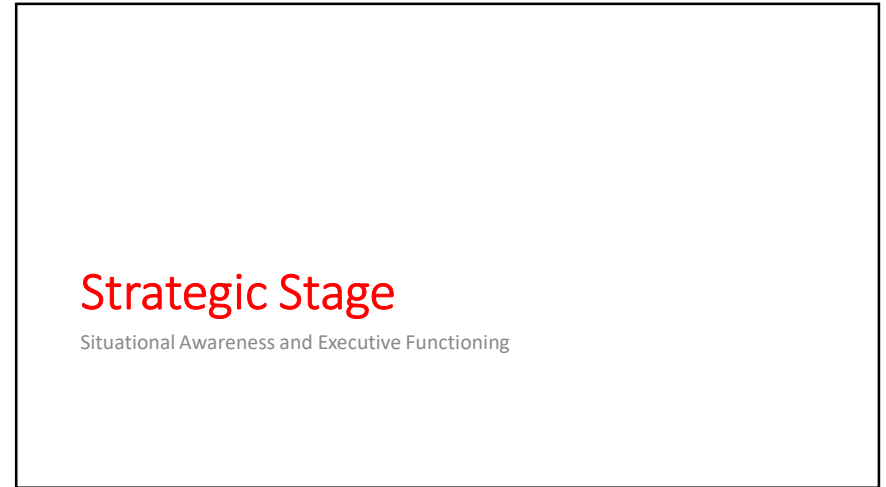
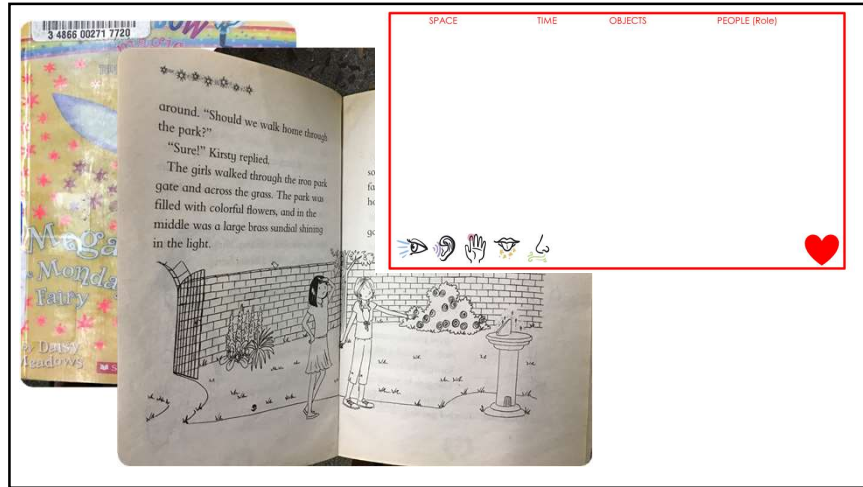


Spot the Difference: Clinician/Teacher/Parent

- Change of Clothing | Glasses | Earrings | Scarf | Shirt
- Change of Setting
 - Move something
 - Remove Something
 - Replace Something
 - Change the Size of Something
 - Change the Color of Something

Eyewitness Reports | Exit Interviews

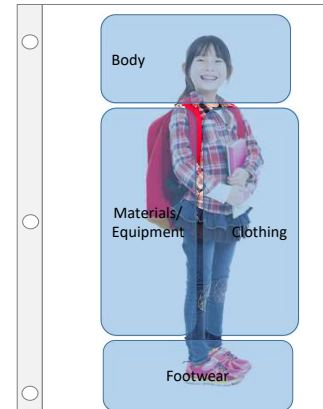




To Decrease Impulsivity and Improve Transitions:
Facilitate Distance & Point out your Plan to Self Project and Develop Mental Time Travel



"Use your future glasses. Show and Tell Me your plan to match the picture!"



Same but Different

- Cold Day
- Recess
- Bedtime
- Birthday Party

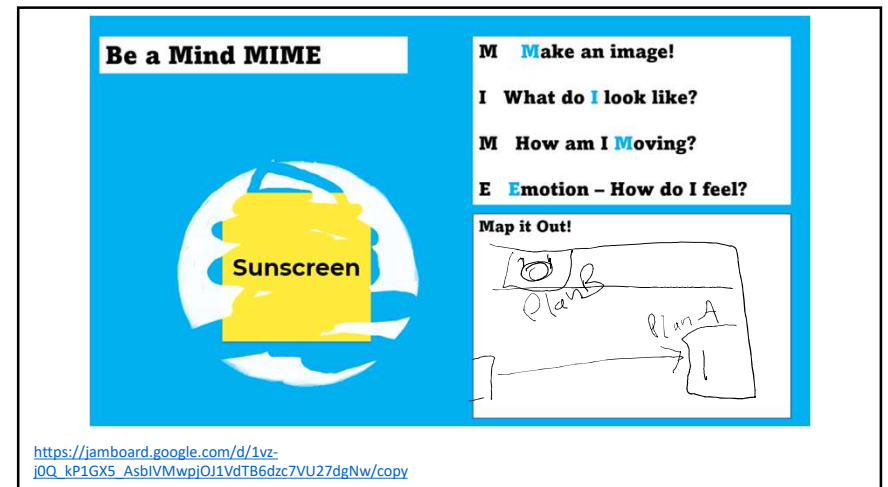
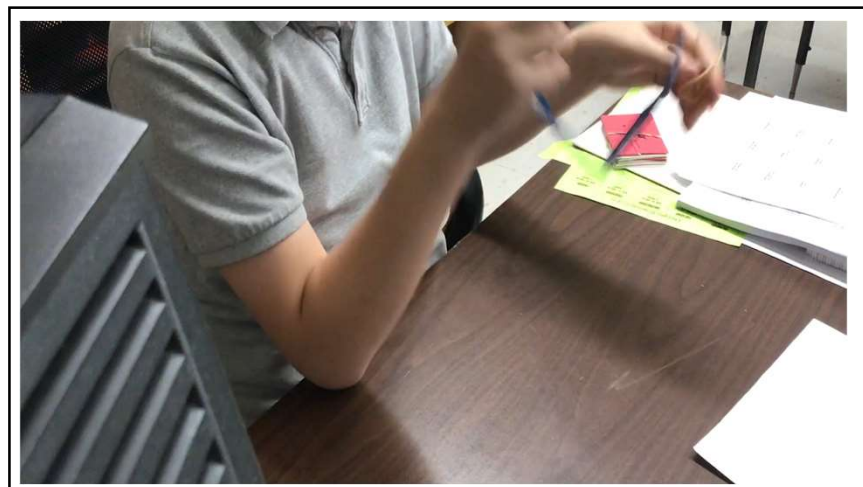
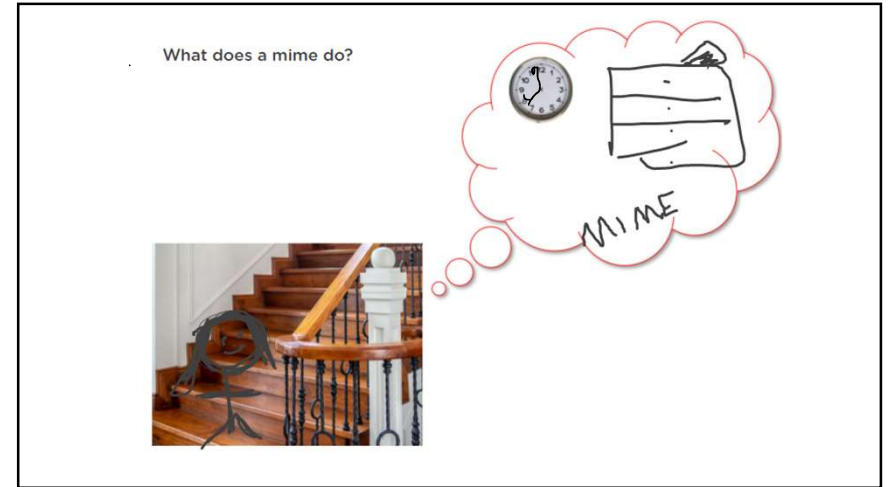


Shift from the Scripted Plan
to being a Mind MIME

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

MIME : Downstairs - Task Planning Happens in a
Different Space than Where you Execute the Plan





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

Try Random Tasks: Gesture Mental Spatial Time Travel for Turning in Work



Science HW

Math Project

English HW


History Worksheet

Spanish HW

Application for Honors Class

The Hat - Drawing Names

BE A MIND MIMIC SHOW

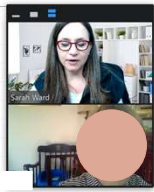


Draw Name(s)

Selected names:

#	Name
1	Get a Snack

Number of names to draw at a time: 1



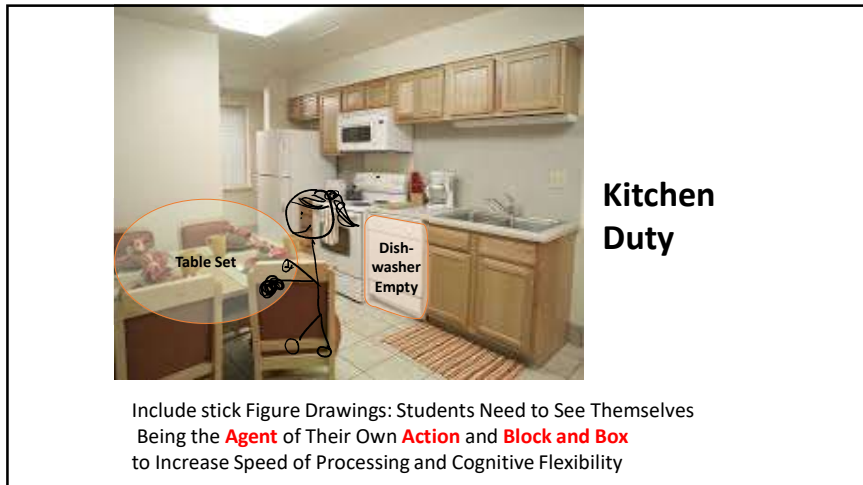
Teach Students to MIME:

Have a Notebook of Photos of Spaces the Student Goes to





MIME IT





Driving and Executive Function Skills



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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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