



Executive Function Skills with Sarah Ward Webinar Series

Presented by Sarah Ward, MS, CCC-SLP
Thursday, August 5, 2021

Presentation Handout

Part 2 - Processing Speed and Executive Function

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

120B-3823 Henning Dr. Burnaby, BC V5C 6P3

Tel: 604-205-5467 Toll-Free: 1-866-939-5188 Fax: 604-205-5345

Email: info@actcommunity.ca Website: www.actcommunity.ca

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

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Processing Speed and Executive Function

Facilitating Independent Executive Function Skills

August 05, 2021

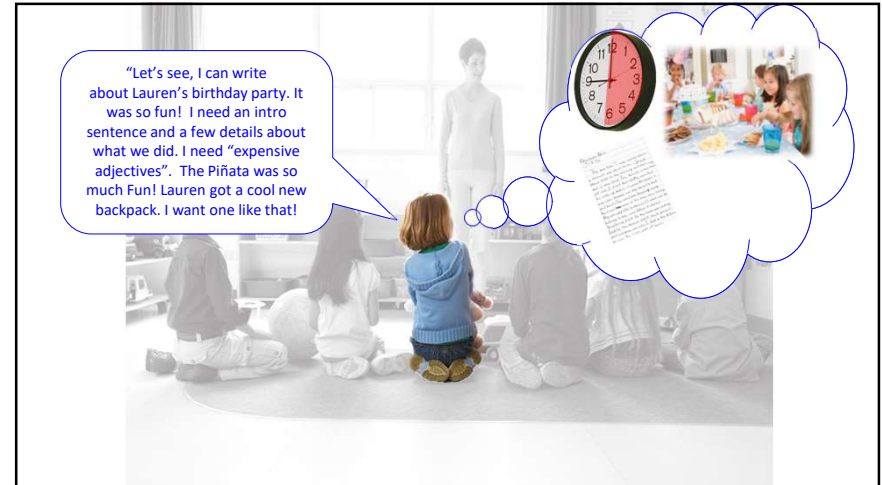


Practical Strategies to Improve Executive From Full Support to Greater Independence

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

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

Cognitive Connections, LLP
747 Main Street, Suite 307
Concord, MA 01742
978-369-5200 | www.efpractice.com



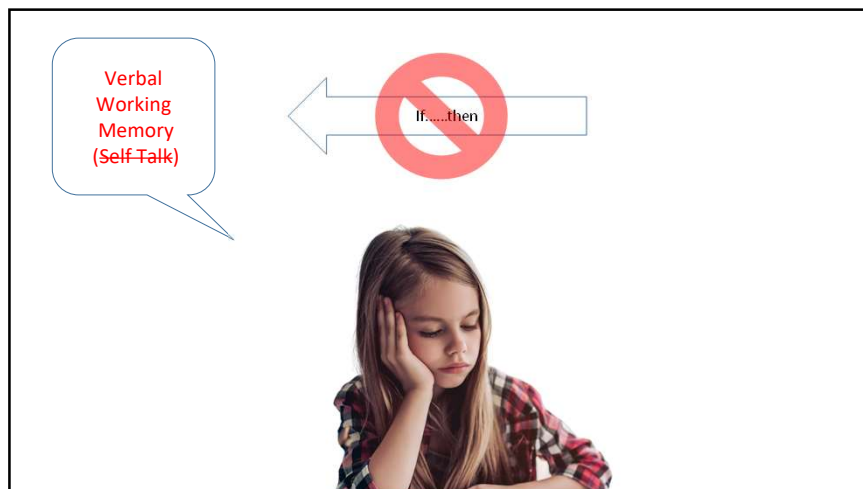
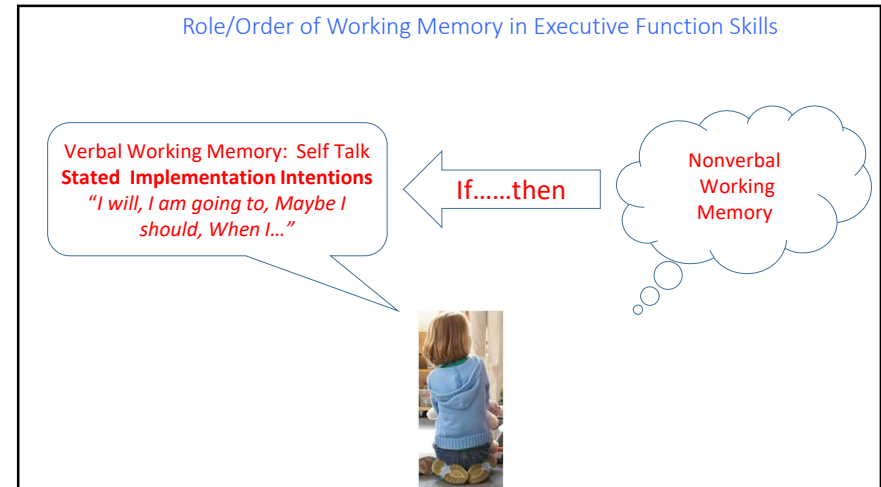
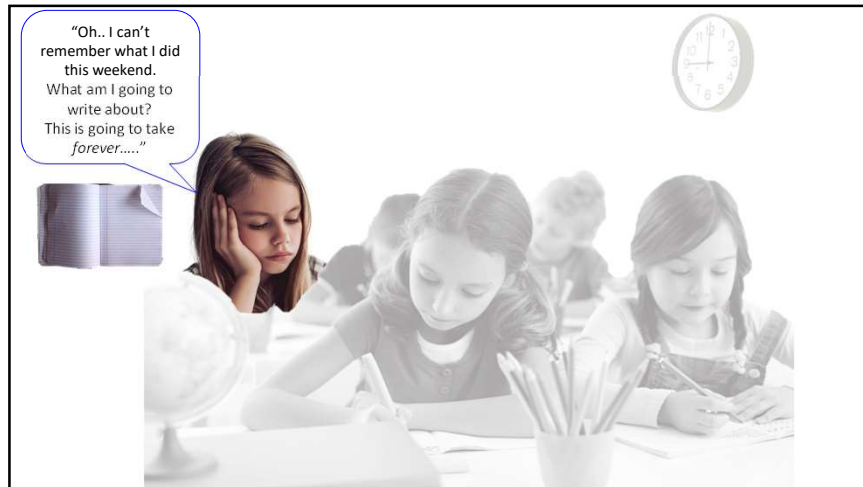
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Processing Speed and Executive Function

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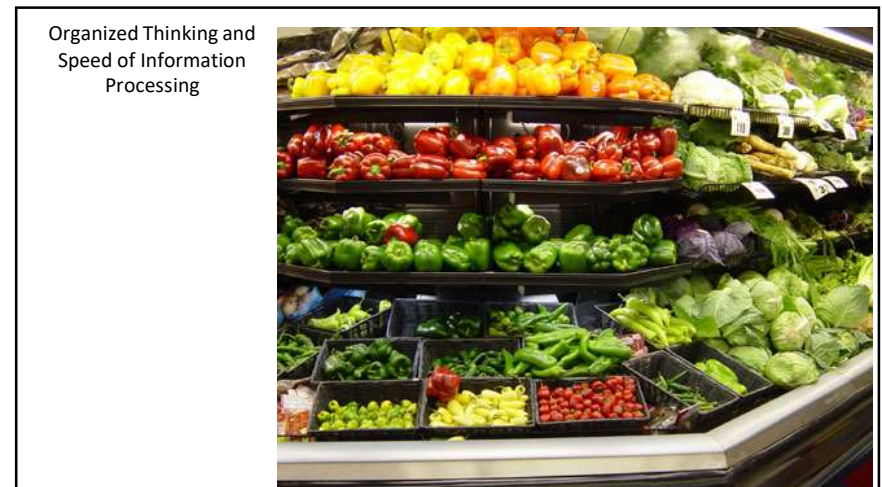
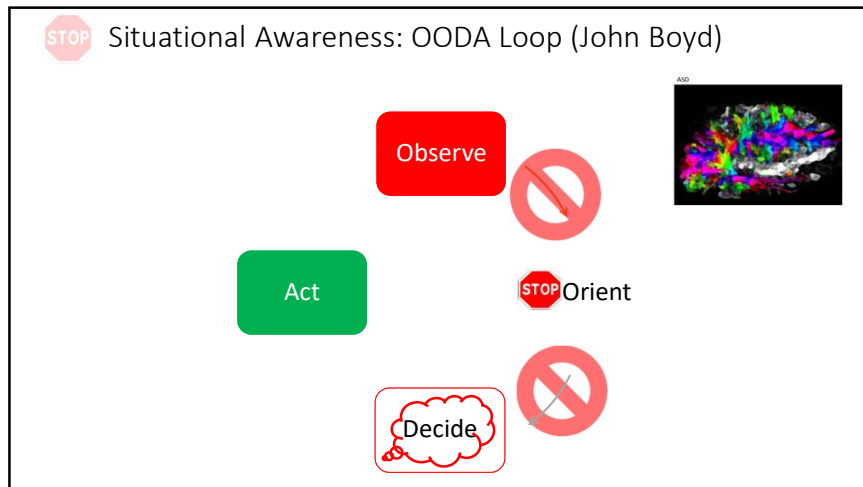
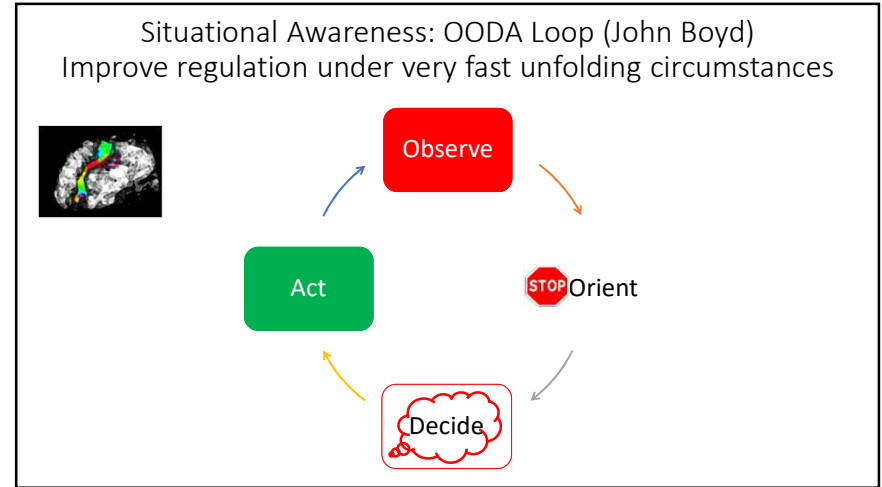
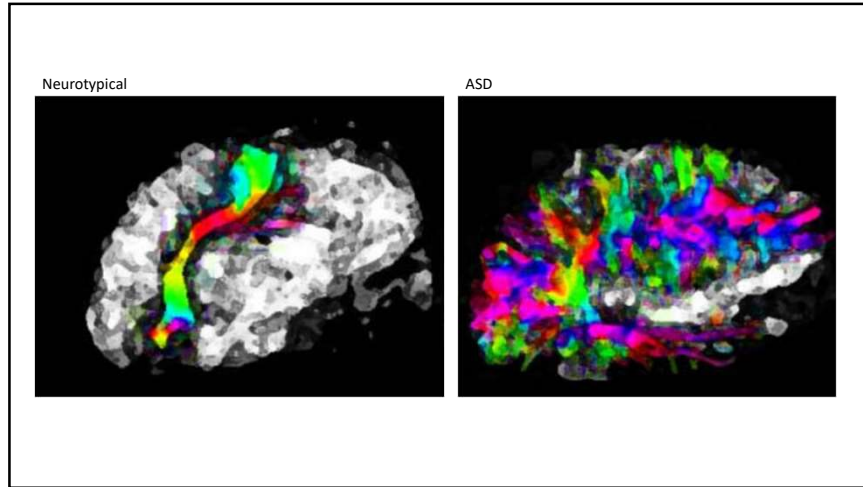


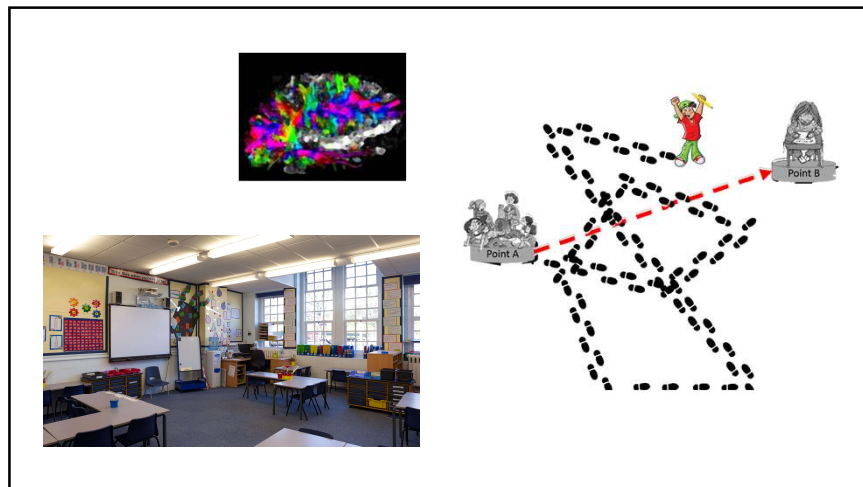
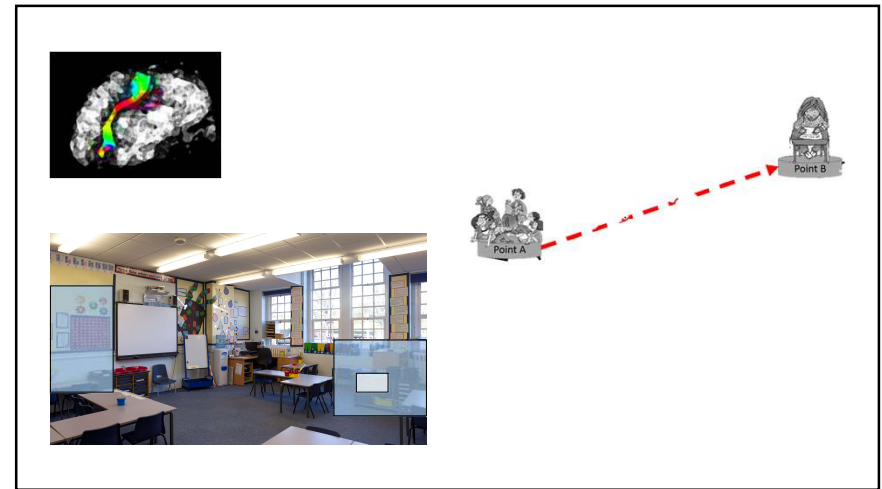
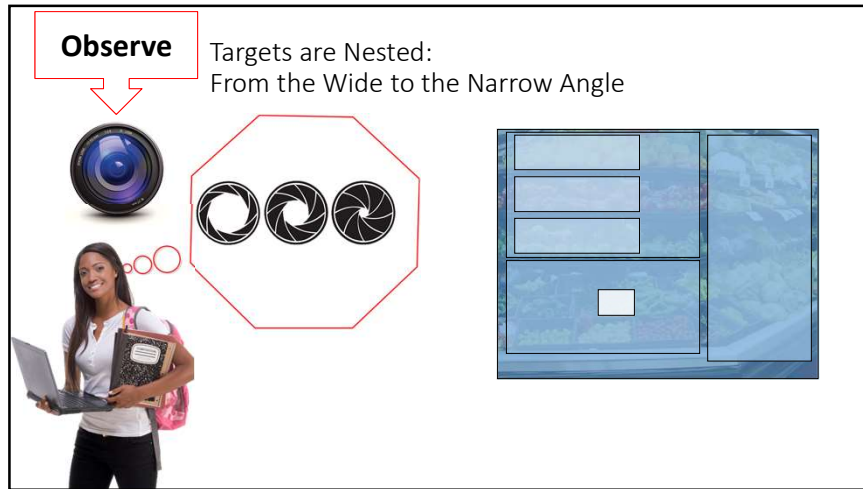
Situational Awareness/Intelligence
STOP and Read the Room

Space	Time	Objects	People
Navigate the Room	Get on the Timeline	Organization/Objects	Read the Person: ROLE
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Time of day Kind of time? What is happening at this Moment in Time Sequence of actions Pace What is coming up? Predictable? 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Face Body Appearance Mood Pace Saying-Tone

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Dynamic Process

- “Targets” are nested because they contain other targets.
 - An expert can dig deeper, faster and extract more meaning from the same scene because ideas are embedded
- Hierarchical:
 - Get rid of what is not priority and go for the high priority target



Student with Slow PS:

- Drown in the details and they can't see the big picture or distinguish relevant from minor details.
- May be slow to retrieve ideas, or may even give a large number of disconnected ideas.
 - This reduces the likelihood they can use their episodic memory to process incoming information to make connections to and predictions for a given routine or to plan a novel task.

Situational Awareness + Nonverbal Working Memory

Mimetic-Ideational Information Processing
(mental trial and error simulation)



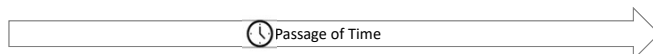
1. Task Planning: Plan | Sequence | Prioritize | Organize



2. Task Executing: Initiate | Inhibit | Pace | Complete

3. Self Monitoring:

Problem Solve |
Control Emotions |
Shift

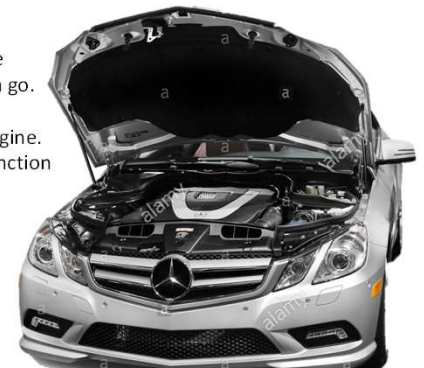


Processing Speed and Executive Function

"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."

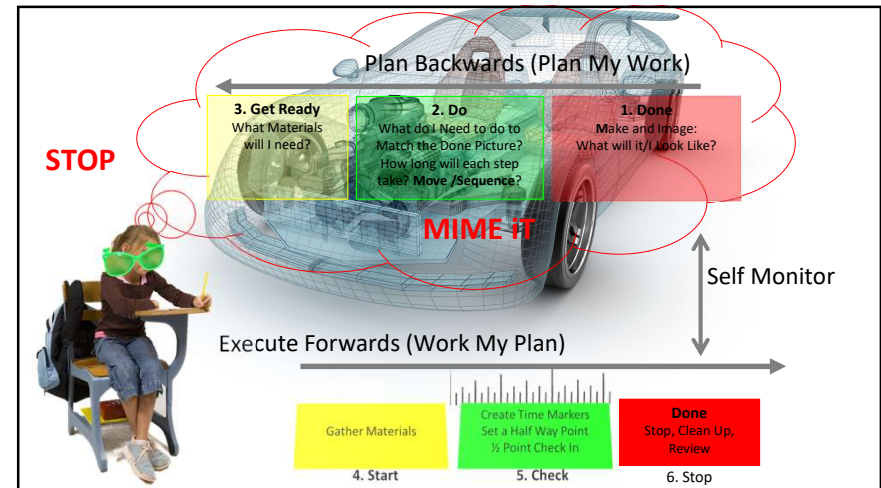
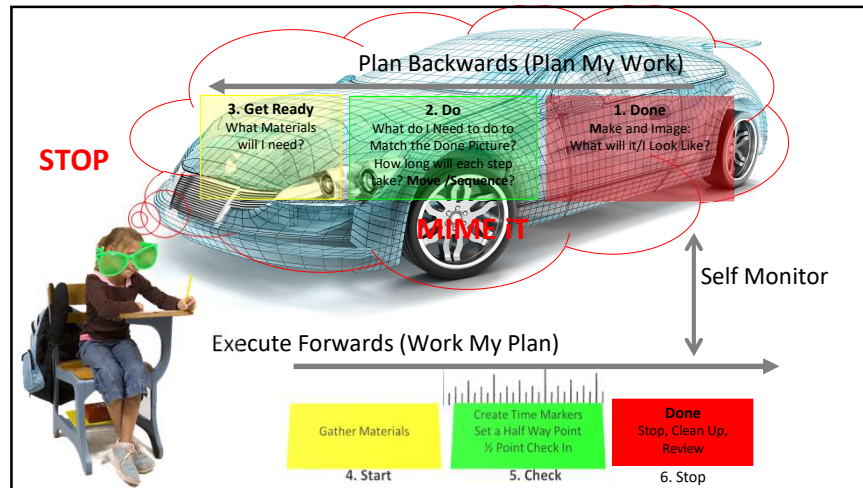
Ellen Braaten, PhD



Processing Speed and Executive Function

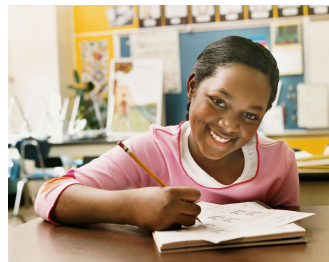
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Research shows PS was significantly impaired in 80% of students diagnosed with high to above average IQ and ADHD (Brown, 2011).

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.

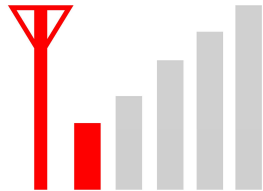
It is possible to be very bright, yet process information slowly.

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

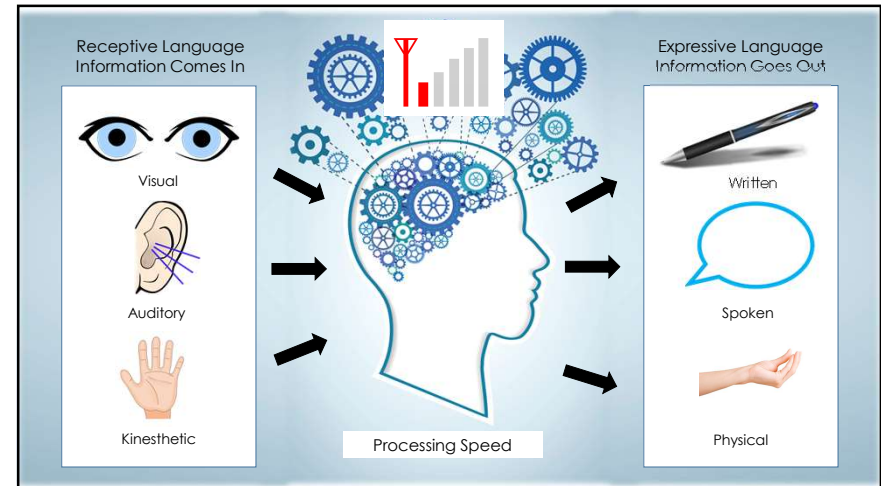
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Speed of Information Processing

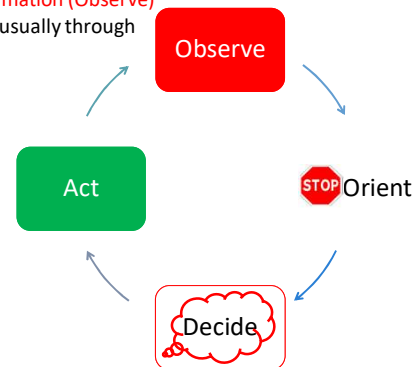


Inspection time:
Speed of intake of
a perceptual (stimulus)



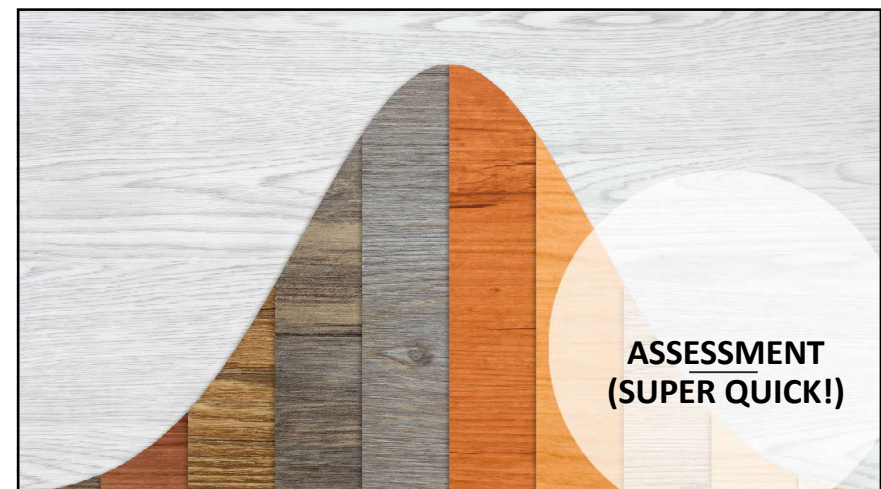
Processing speed involves one or more of the following functions:

- 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)**



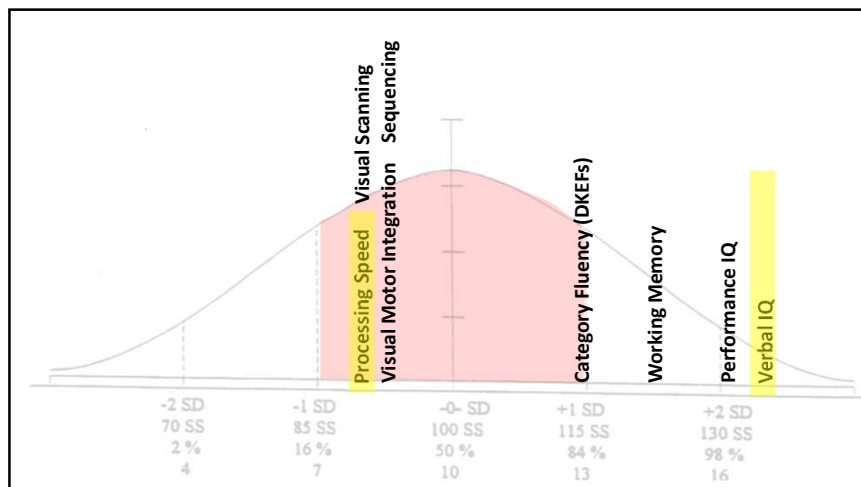
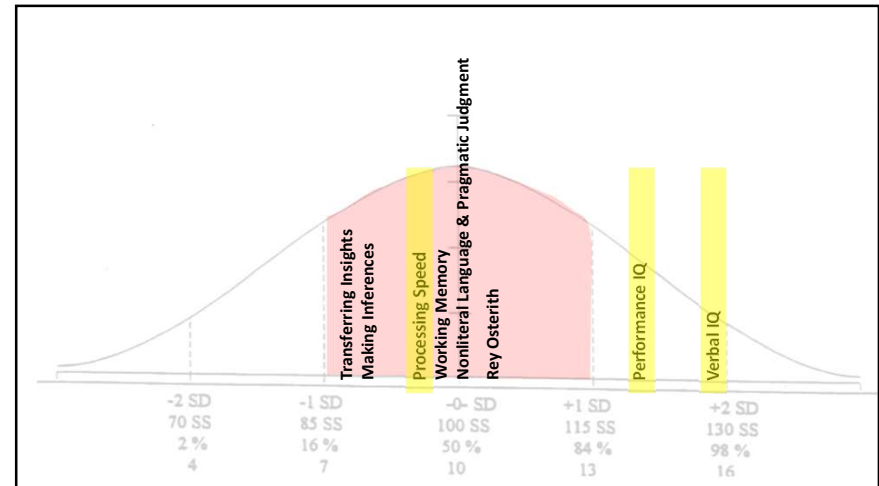
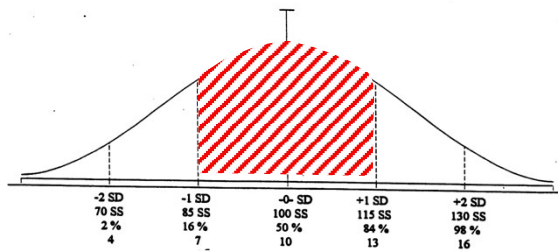
Another way to define processing speed is to say "It's the time required to perform an intellectual task" or "The amount of work that can be completed within a certain period of time"

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



What's Does a Standardized Score Tell Us?

BELL CURVE, STANDARD SCORES, STANDARD DEVIATIONS AND %'ILE RANK



Processing Speed Tests are Like Doctor's Tools



An abnormal reading requires further testing to identify the nature of the problem.

Processing Speed is related to the efficient use of other cognitive abilities.

A weakness in simple visual scanning and tracking may leave a patient less time and mental energy for the complex task of understanding new material.

Process Simple Or Routine Information Without Making Errors

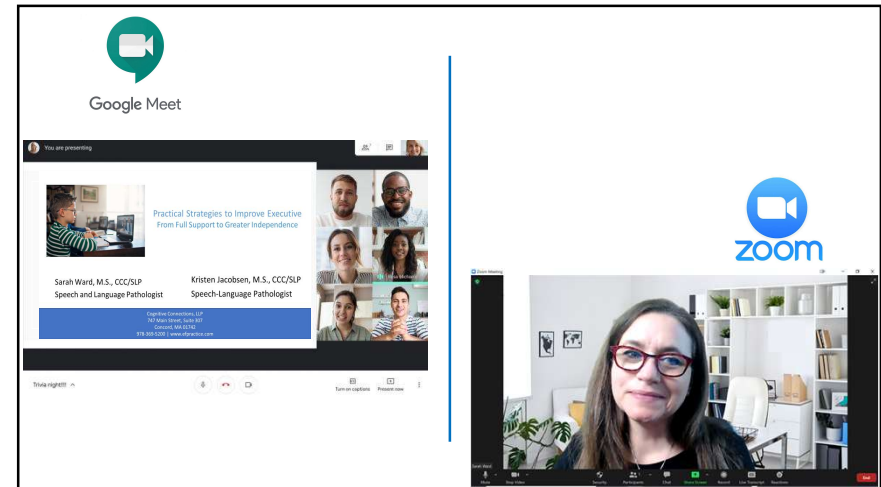
Many learning tasks involve information processing that is both:

Routine

- Follow the basics of a morning routine
- Read a text book
- Write an Essay

Complex

- Determine the impact of the weather on choice of outfit
- In school determine what information is critical and likely to be on the test
- Is it a comparative or persuasive essay



Processing Speed

Routine

Complex Decision

Getting Dressed Shirt, underwear, pants
Deodorant, shoes

Weather like?
Where am I going (school vs practice)

Time Management

Routine Day

Unique to today's plans

Pack Backpack

What goes where

Today's homework, Book for Science, Money for Spanish Class

Navigate Google Classroom

How GC is organized

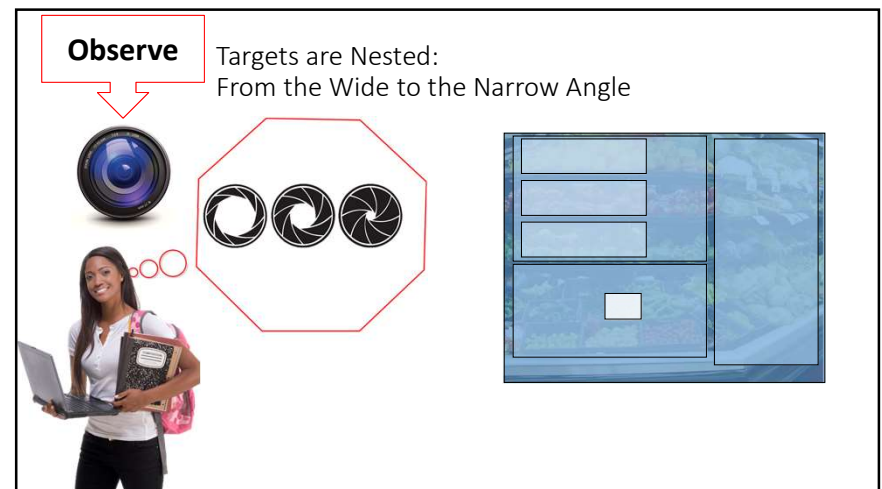
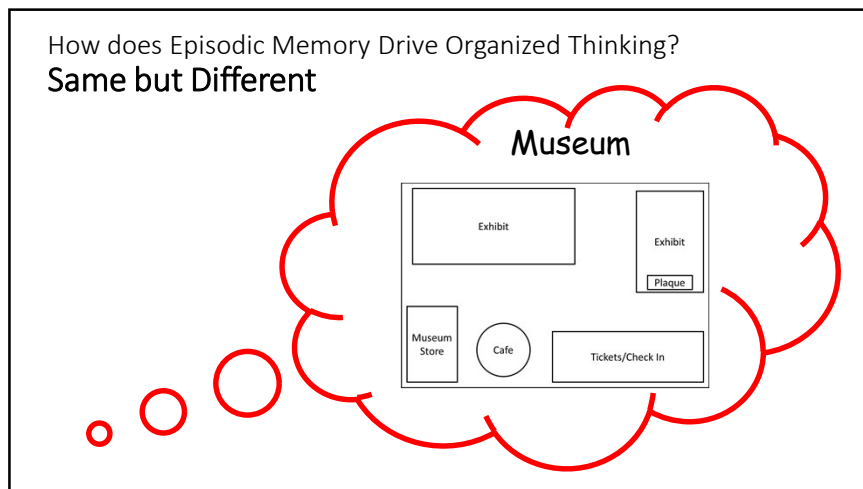
Today's assignment and submission box



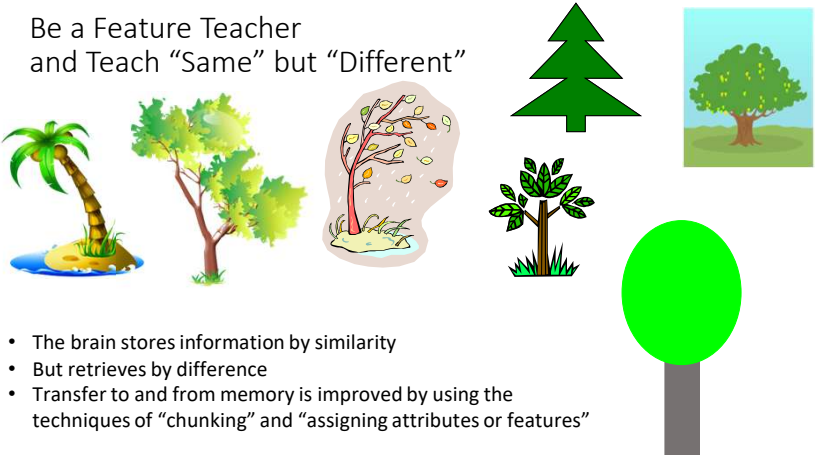
PS can limit productivity and EF skills to:

- 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.)





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




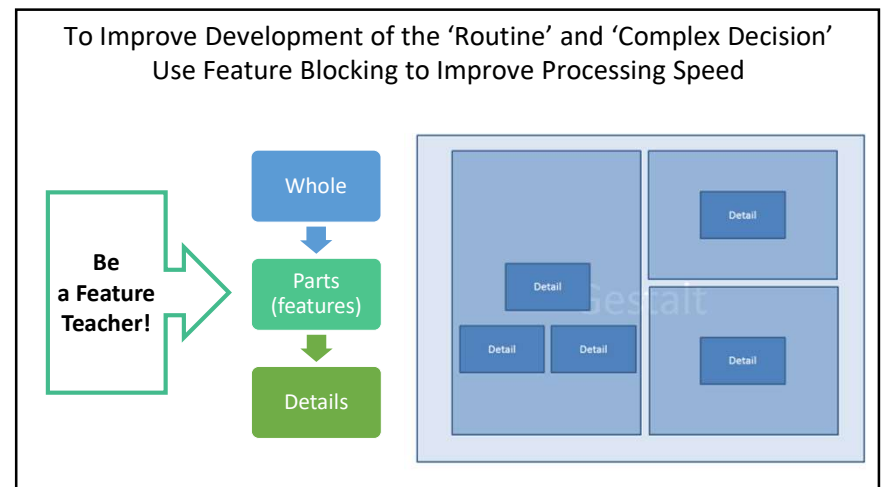
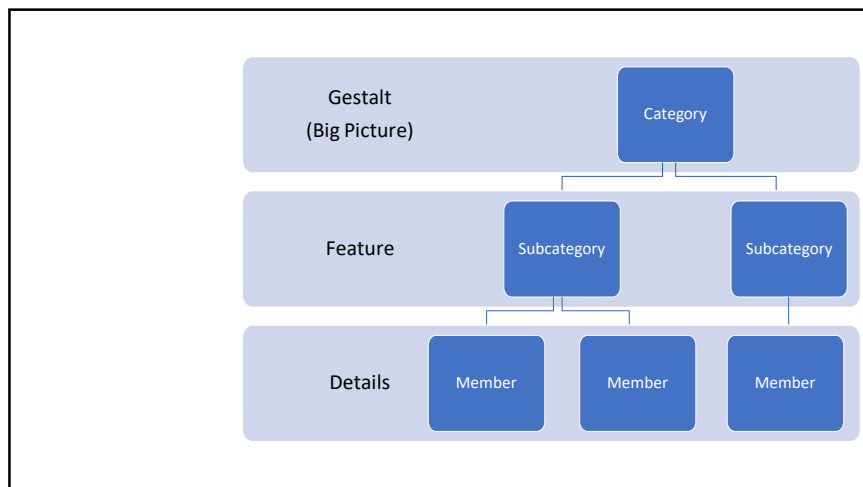
- The brain stores information by similarity
- But retrieves by difference
- Transfer to and from memory is improved by using the techniques of “chunking” and “assigning attributes or features”

Slow PS for routine information may make the task of comprehending and integrating new information more **time consuming** and, consequently, more **difficult**.

Mentally then students **tire more easily** at work because of the additional cognitive effort required to perform routine tasks.

As the years pass, these individuals are likely to **spend less time** on mentally demanding tasks involving new learning, thus leading to smaller stores of crystallized knowledge over time

In summary, processing speed interacts in a critical way with other **higher-order thinking**, **new learning**, and **everyday performance**

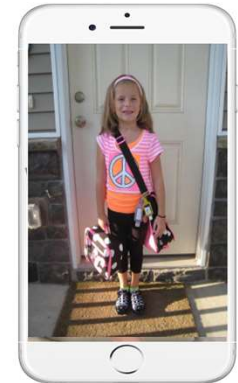



Everyday Routines

Speed of Processing and Executive Function Skills



“Get Ready for School!
Show and Tell Me Your Plan!”



“Are you ready for _____?
Show and tell me your Plan to Match the Picture.”



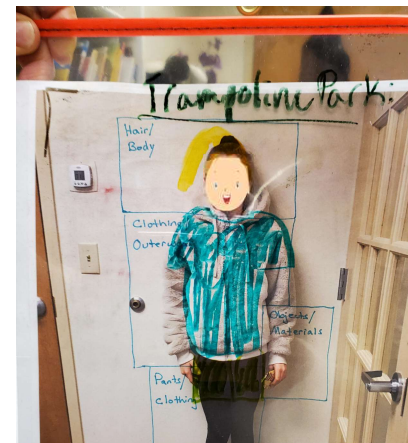
1. Teach the Routine
2. Then add the complex decision:
“Same but Different”

Rainy Day








Science Class

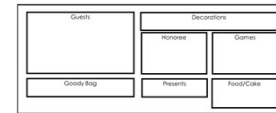
Soccer Practice

Birthday Party



Breakfast Menu

Fast Morning – No Prep	A Little Time Morning – Small Amount of Prep	Slow Morning – Cooking Required
<ul style="list-style-type: none"> Breakfast Bar 	<ul style="list-style-type: none"> Cereal 	<ul style="list-style-type: none"> Pancakes 
<ul style="list-style-type: none"> Cereal in a cup 	<ul style="list-style-type: none"> Oatmeal or Hot Pocket 	<ul style="list-style-type: none"> Eggs 
<ul style="list-style-type: none"> Breakfast Drink 	<ul style="list-style-type: none"> Fruit 	<ul style="list-style-type: none"> Quesadilla 

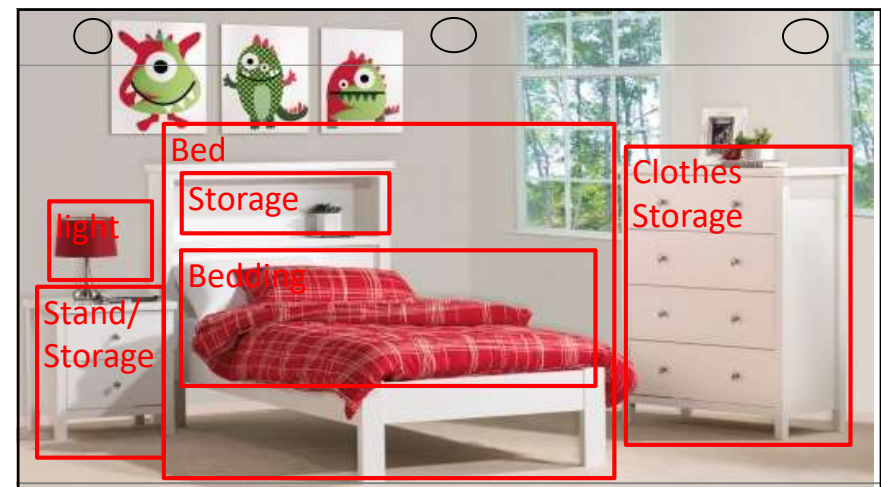


Speed of Information Processing: Feature Blocking Therapy

- 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

Novel Experiences

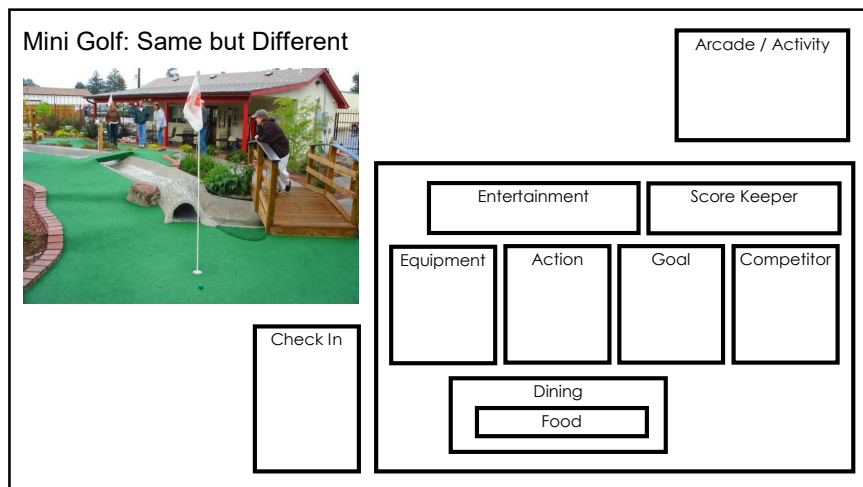
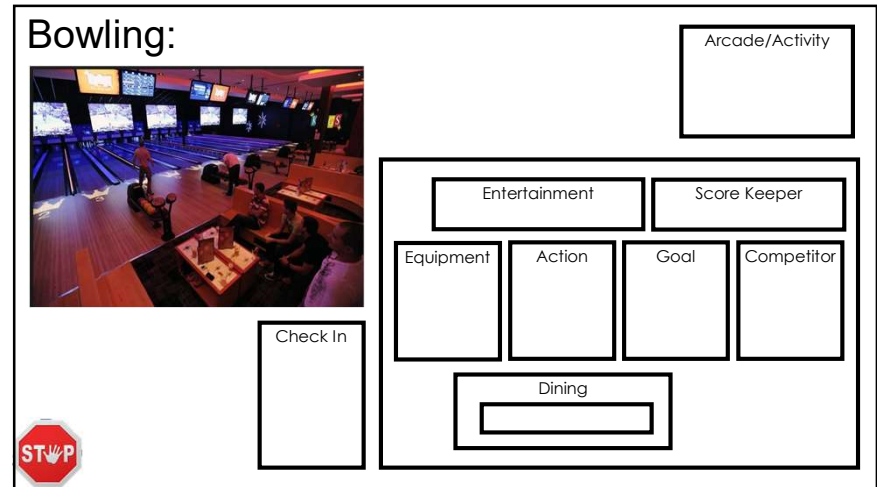
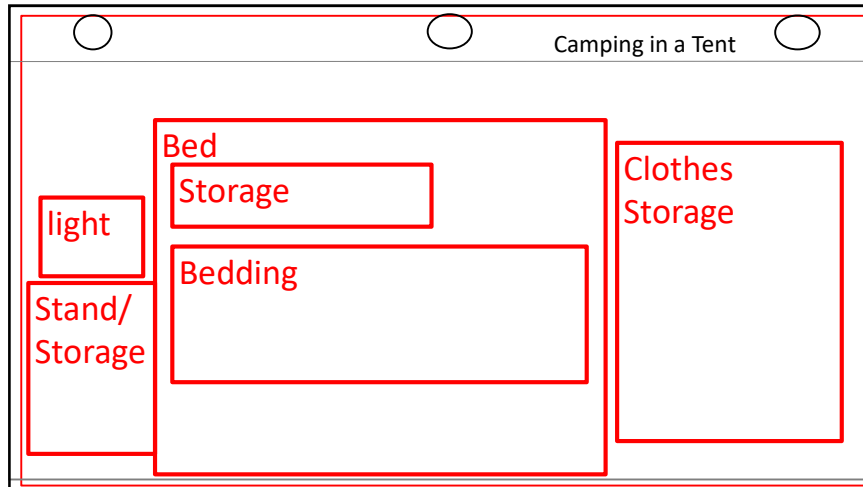
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What is a vacation spot you would like to visit? Use your spelling words and write a paragraph describing the place you would like to go to.

Spelling List D-4

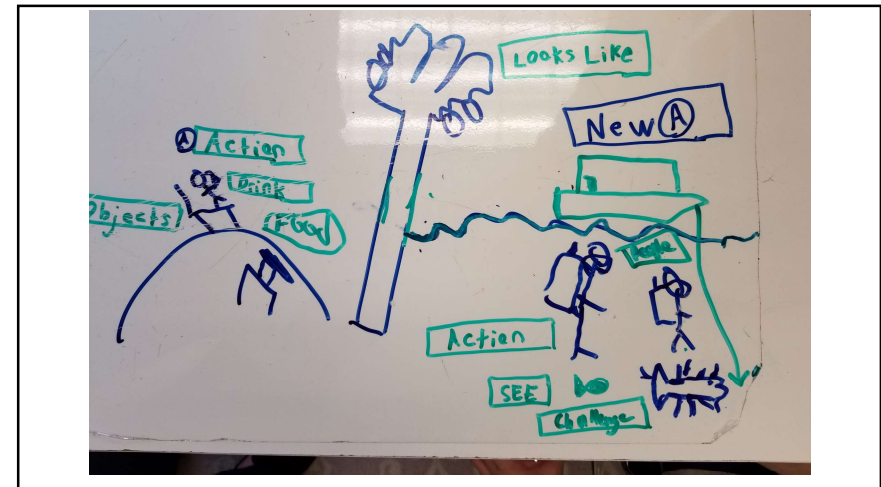
Spelling Words	Meaning
1. canoe	
2. hour	
3. again	
4. between	
5. halfway	
6. later	
7. outside	
8. inside	
9. while	
10. sometimes	
11. usually	
12. always	
13. never	
14. often	
15. always	
16. usually	
17. sometimes	
18. often	
19. never	
20. always	

Review Words

21. canoe	
22. building	
23. canoe	
24. canoe	

Challenge Words

25. canoe	
26. canoe	
27. canoe	



Get Ready

Do

Explain - A Past Vacation

① Loser day get

② Lime nixy freezing

③ Salmon flour

④ Ocean breeze

⑤ Escape the floor

⑥ Wood

⑦ See but

⑧ Projecting my future

Done

where

Do there

See

eat

new

why Kool

MIME IT
Be a Future Sketcher!

360 Thinking™ Get Ready™ Do™ Done™
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Passage: The Greatest Birthday Party

One morning, you walked to the mailbox. You wanted to see if anyone had sent you a birthday card. You saw an envelope with your name on it from your grandmother. When you opened the card, you saw a lot of money inside. Your grandmother wrote, "Please use this money to plan the best birthday party."

Prompt:
Describe your greatest birthday party. Use rich, descriptive words so that your grandmother can imagine your birthday party.

The downside to cueing:

"What kinds of Decorations will you have?"

"Will you have a birthday cake?"

"Where will you have a birthday party?"


"Who will you invite?"


Knowing about events you have experienced (birthday party) gives you an ability to visualize or **cognitively map** an event you have never attended (another Birthday Party or a Baby shower)


Name _____ Date _____ # _____

Personal Narrative Brainstorm

Write the name of 1 party in each of the 3 boxes. Then write 3 events that happened at each party.

Box 1:  1. _____
2. _____
3. _____

Box 2:  1. _____
2. _____
3. _____

Box 3:  1. _____
2. _____
3. _____

Word Box:

birthday	_____
friends	_____
presents	_____
surprise	_____

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!**



Processing Speed and Executive Function

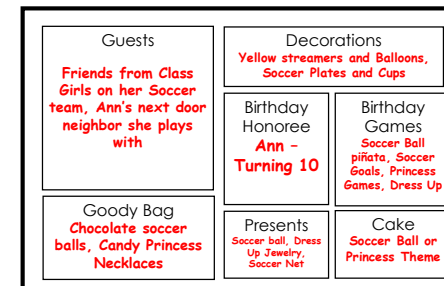
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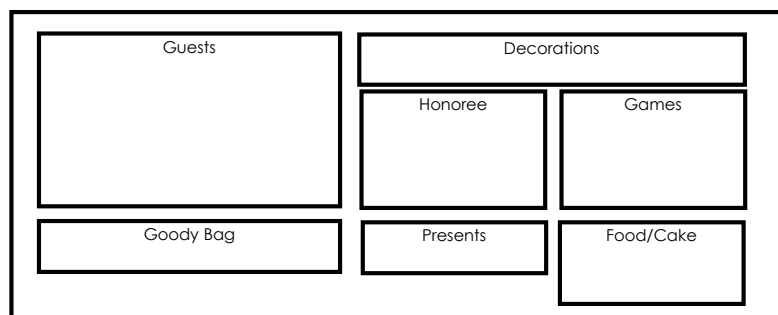


Schema, Novelty and Cognitive Flexibility

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:



Block and Box Birthday



Make a Game for the book Hamlet. 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.

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Block and Box the Features of a Game:



Make a Game for the book Hamlet. 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.

Feature Blocking for Game

Board

Method to Move

Decor

Shortcut

Finish

Start

Pawn

Shortcut

Currency

Written Expression and Complex Directions

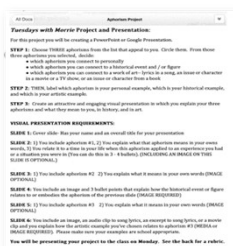
Speed of Processing and Executive Function Skills

Executive Function Skills, Processing Speed and Academic Assignments

Nonverbal
Working
Memory
(MIME)

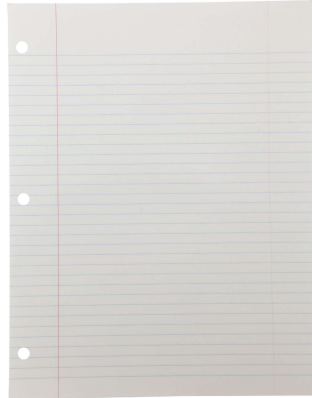
↔ If....Then ↔

Verbal Working
Memory
(Self Talk)

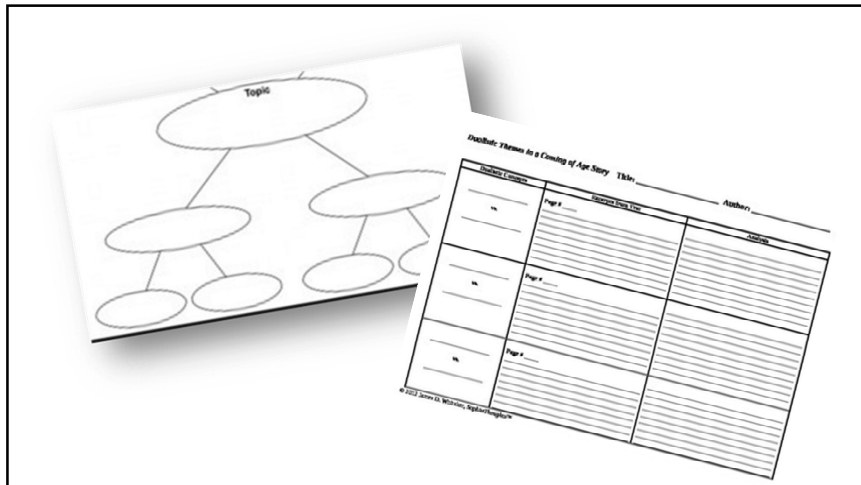


Pre-Imagine the Space
Before You Execute a Task

What will my Paper/Essay Look Like
When I am **DONE**?



We have been learning about characters and conflicts. Write an essay about a character in the book. What conflict were they experiencing? How did the character change from the beginning of the book to the end of the book? Do you think it was a positive or a negative change? Why? Use evidence from the text to support your explanations.



Future sketches
reduces impulsivity in
intertemporal
decision-making

"I'll just take a quick
look at my fantasy
football team!"



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We have been learning about characters and conflicts. Write an essay about a character in the book. What conflict were they experiencing? How did the character change from the beginning of the book to the end of the book? Do you think it was a positive or a negative change? Why? Use evidence from the text to support your explanations.

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

Introduction
Who is the main character
Conflict:

What character was like in the beginning of the book
Evidence:

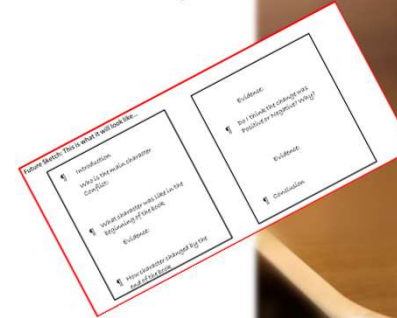
How character changed by the end of the book

Evidence:
Do I think the change was
Positive or Negative? Why?

Evidence:

Conclusion

Future sketches
reduces impulsivity in
intertemporal
decision-making



English 6 Name Area S. <https://wordcounter.io/faq/how-many-pages-is-1200-words/>
Mr. Myers
Short Story (Milestone) – Assignment sheet

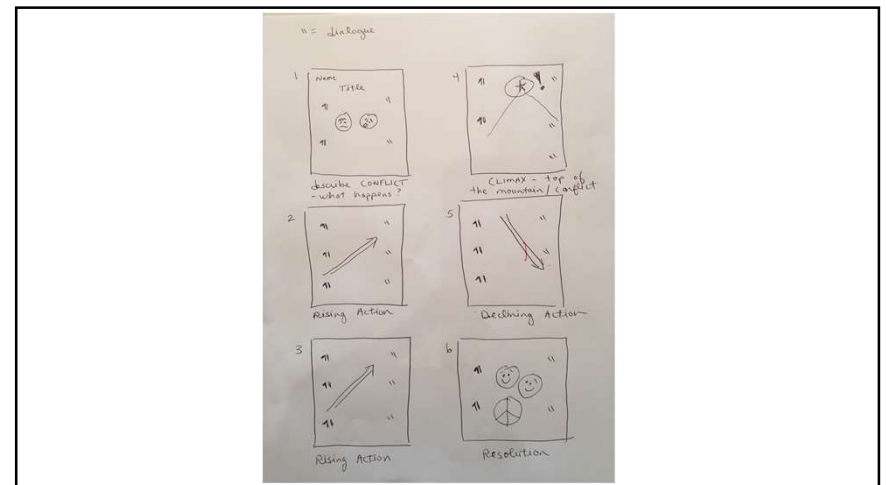
Background: You must pass a "milestone" as a way to demonstrate your achievement and possession of a certain set of skills. The sixth grade English milestone assignment is to write short story that demonstrates your ability to bring together all of the elements that go into one: plot, setting, and characters (with dialogue). This story will be written entirely in class, and cannot be worked on at home. If you miss class time, you will have to arrange with me to make it up during study halls.

In addition to counting as your milestone assignment, which an outside evaluator will score on a pass/fail basis, this story will also be graded (by me) as a regular English essay worth 100 points. You MAY NOT use, rewrite, or adapt any other short story you have written; you must write a new one.

Assignment: Write a realistic short story of NO MORE THAN 1,400 WORDS in which a human central protagonist, interacting with at least two or more other human characters, faces and eventually solves a problem in a true-to-life setting. (You MAY NOT write science fiction, create a fantasy world, or time travel; your story must take place in our own world, in or near the present, in a place where you have lived and that you know well. Remember the most important principle in all writing: "Write about what you KNOW!"

Requirements and basis of the grade (see rubric): Your story must...

1. Have your name in the upper left-hand corner of the first page, be typed in 12-point Times New Roman on plain white paper (single sided only), be double spaced, have one-inch margins on all sides, and contain no extra spaces between paragraphs, and contain an original and appropriate title centered below the heading, that is correctly capitalized and is NOT underlined or in quotation marks.
2. Have an identifiable, clear, internally consistent plot that has a conflict, rising action, a climax, declining action, and a resolution. The story's conflict must be clear by the end of the first page.
3. Have at LEAST fifteen paragraphs of dialogue at appropriate times and in appropriate situations where dialogue adds interest, drama, suspense to the story or aids in character development. This dialogue must be correctly presented, paragraphed, and punctuated, and each piece must have a tag line.
4. Be realistic, clear, and easy to understand and to follow.
5. Be shared with me on Google Drive with editing turned on in class in final draft form on the due date (which I will announce soon). You may not edit or change it beyond this point.
6. The story will be graded as an English paper on the criteria above and on the standard NJ-ASK grading rubric (herewith).



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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!

To remember a great sentence.

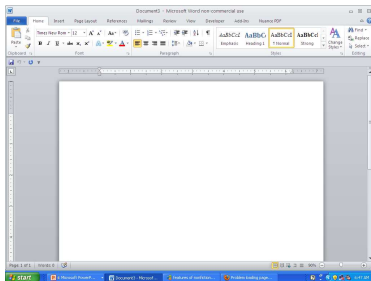


- Say It
- Draw It
- Tap It
- Write it



The crab
will bite a
human if they
feel threatened.

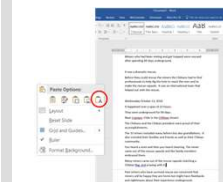
Tables to Text Writing Tool
When staring at a blank screen is hard and
Processing Speed is Slow



Table

Mining who had been missing and got trapped were rescued after spending 69 days underground.
It was a dramatic rescue.
Before they could rescue the miners the Chileans had to first 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.
Wednesday October 13, 2010
It happened over a span of 12 days.
They were underground for 69 days.
They escaped. Chile in the Chilean desert.

Paste



Paragraph

On Wednesday October 13, 2010 near Copiapó, Chile in the Chilean desert, miners who had been missing and got trapped were rescued after spending 69 days underground. It happened over a span of 12 days. Before they could rescue the miners the Chileans had to first 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, a doctor and their families and friends as well as their Chilean community. You heard a siren and then you heard cheering. The mine came out of the rescue tunnel and the family members embraced them. Many miners came out of the capsule climbing a Chilean flag and waving with it. Past miners who have rescued rescues are concerned that rescue will be happen they are happy but might have feelings and regret about their experience underground. The world brought the world together as everyone had their eyes glued to the TV watching the rescue. The family members shared what was going on even if they 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.

“Table to Text” Writing

Questions to be answered in the Essay	Answers in Full and Complete Sentences
Topic: What character trait did the main character Adam present with?	
What evidence do I have from the text that shows this character trait of determined?	
How does this information from the book show determination?	

Use:

- Schemas
- Self Generated Questions
- Teacher directed Paragraph Elements (topic sentence, evidence, analysis, etc.)

Tables to Text: Set up the Table

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

Summarize a Current Event

<u>What is the event?</u>	Miners who had been mining and got trapped were rescued after spending 69 days underground.
What KIND of Event is this?	It was a dramatic rescue.
What happened before the rescue so that they could get the men out?	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.
WHEN is/was this event?	Wednesday October 13, 2010 It happened over a span of 22 hours. They were underground for 69 days.
Where will/did this event take place?	Near Copiapo, Chile in the Chilean Desert.
WHO hosts the event?	The Chileans and the Chilean president were proud of their accomplishments.
WHO participates in this event?	The 33 miners included many fathers but also grandfathers. It also included their families and friends as well as their Chilean community.
Any Challenges at the event?	Past miners who have survived rescue are concerned that miners will be happy they are home but might have flashbacks and nightmares about their experience underground.
What was the OUTCOME of the event?	It 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.

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

Processing Speed and Executive Function

Facilitating Independent Executive Function Skills

August 05, 2021

Sustaining Processing
Speed and Attention

Executive Function and
Written Expression



Word Bank Brainstorm

NOUNS			VERBS		ADJECTIVES
People	Places	Things	Physical Actions	Mental State Actions	Looks Like Sensory Attributes Behaviors Volume
Trick or Treaters			Trick or Treating		Sticky
Children			Walking		Creepy
Costumes			Knocking		Dark
Moms and dads			Ring the doorbell		Glowing
Candy giver			Hoping		Scary
Pumpkins			Freaking		Orange
Jack o lanterns			Carving		Black
Bats			Making costumes		Yellow
Spiders			Bobbing for apples		Colorful
Webs			Wishing		Spooky
Decorations			Sleeping		Howling
Haunted houses			Throwing up		
Witches			scream		
Candles					
Candy					



NOUNS			VERBS	
People	Places	Things	Physical Actions	Mental State Actions
Sacagawea				
Lewis and Clark				
Native Americans				
Thomas Jefferson				
	Expedition		Explore	Hope
	Mission		Interpret	
	Louisiana Territory		Discover	
	North Dakota		Sleep	
	Pacific Ocean		Eat	
	Fort Mandan			
	Missouri River			
	Columbia River			
	Shoshone			
	Pirogues			
	Rocky Mountains			
	Tallow candles			
	Fort Clatsop			
	Bozeman Pass			
	continental divide			



HOMEWORK WEEK OF 3/12 -3/16

WHAT DID YOU LEARN ABOUT YOUR ROLLER COASTER CHALLENGE #1 AND #2? (BUILDING PROCESS, ERRORS, SUCCESSES, TRIALS, WHAT WOULD YOU DO NEXT IN YOUR DESIGN FOR CHALLENGE #3)?







THREE PARAGRAPHS



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Word Bank Brainstorm _____

NOUNS			VERBS		ADJECTIVES
People	Places	Things	Physical Actions	Mental State Actions	<div></div> <div></div>

Processing Speed and Executive Function

Facilitating Independent Executive Function Skills

August 05, 2021

Word Bank Brainstorm					
NOUNS			VERBS		ADJECTIVES
People	Places	Things	Physical Actions	Mental State Actions	
Lab partner	Tabletop Floor	Marble Track Hill Dip Loop Turn Stool Table Books	Push Hold Flip Roll Bounce Jump Crash stalled	Hope Worried Wondered Wished	Hard Steep Flat Slow Fast



Cognitive Connections, LLP
www.efpractice.com
 Telephone: 978-369-5200



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!

Sarah Ward, M.S., CCC/SLP
 Speech and Language Pathologist
sward@efpractice.com

Kristen Jacobsen, M.S., CCC/SLP
 Speech and Language Pathologist
[kjacobson@efpractice.com](mailto:kjacobsen@efpractice.com)

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