



# **Two-Day Intensive Executive Function Seminar with Sarah Ward**

## **Day 2: Presentation Handout**

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Friday, May 13, 2022

Simon Fraser University - Harbour Centre

*Presented by*

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

Co-Director, Cognitive Connections LLP, Boston

# Event Schedule

*All times are Pacific Daylight Time (PDT)*

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<b>8:15am</b>	<b>–</b>	<b>9:00am</b>	Registration
<b>9:00am</b>	<b>–</b>	<b>10:15am</b>	Session 1
<b>10:15am</b>	<b>–</b>	<b>10:30am</b>	Morning Break
<b>10:30am</b>	<b>–</b>	<b>11:30am</b>	Session 2
<b>11:30am</b>	<b>–</b>	<b>12:30pm</b>	Lunch
<b>12:30pm</b>	<b>–</b>	<b>1:45pm</b>	Session 3
<b>1:45pm</b>	<b>–</b>	<b>2:00pm</b>	Afternoon break
<b>2:00pm</b>	<b>–</b>	<b>3:00pm</b>	Session 4

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

# Acknowledgements

ACT – Autism Community Training is pleased to bring back Sarah Ward to Vancouver to present Executive Function training to our online audience, and our first in-person audience since 2020. We thank to Sarah Ward and everyone at Cognitive Connections for agreeing to facilitate this seminar 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.

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

**Autism Videos @ ACT (AVA)** – Nearly 80 quality online videos available free – without a log-in, thanks to our sponsors. [www.actcommunity.ca/videos](http://www.actcommunity.ca/videos)

**ACT's Autism and Intellectual Disability (AID) Search** – Like Google for Autism but better! Keyword search nearly 1,400 records containing evidence-based, practical, information resources in 36 languages, and 1,100 community resources in British Columbia useful to families and community professionals. [aid.actcommunity.ca](http://aid.actcommunity.ca)

**ACT in Chinese** – [www.actcommunity.ca/information/act-in-chinese](http://www.actcommunity.ca/information/act-in-chinese)

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

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

**ACT's Facebook** - ACT carefully sources interesting, insightful stories to inform our nearly 9,000 followers. [www.facebook.com/autismcommunitytraining](http://www.facebook.com/autismcommunitytraining)

**ACT's Resources for Ukraine** - A collaborative project between ACT and Carol Gray, originator of Social Stories, to support families during the crisis in Ukraine. [www.actcommunity.ca/resources-for-ukraine](http://www.actcommunity.ca/resources-for-ukraine)



**Practical Strategies to Facilitate Independent Executive Function Skills**

**Day 2: Time and Task Management**

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

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

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

Participate with Me Today!  
 Connect to [www.wooclap.com/ACTMAY22](http://www.wooclap.com/ACTMAY22)



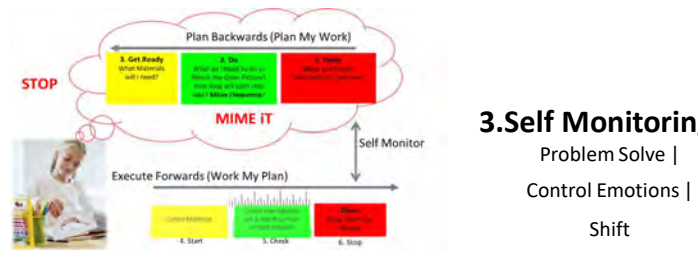
**WEB**

- 1 Connect to [www.wooclap.com/ACTMAY22](http://www.wooclap.com/ACTMAY22)
- 2 You can participate

**SMS**

- 1 Not yet connected? Send @ACTMAY22 to (855) 910-9662
- 2 Send your message to the same number

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



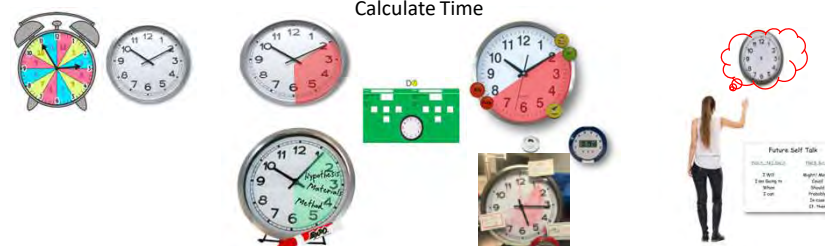
**2. Task Executing:** Initiate | Inhibit | Pace | Complete

**3. Self Monitoring:** Problem Solve | Control Emotions | Shift

Passage of Time

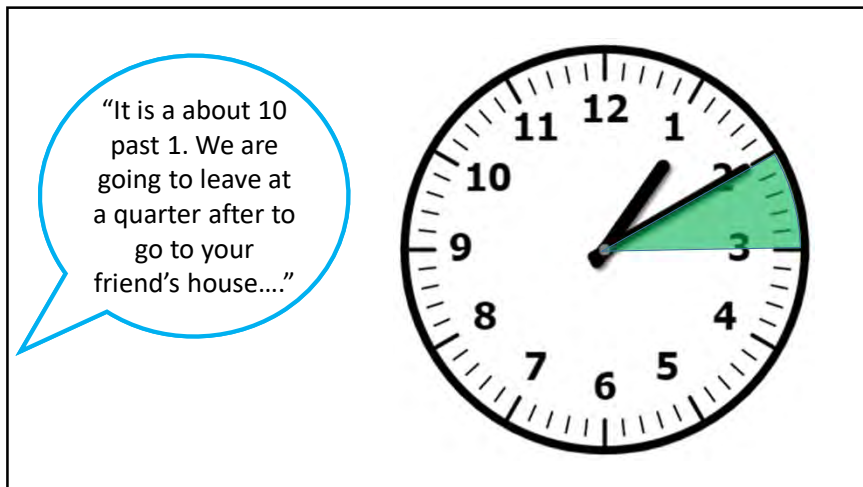
From Reading the Clock to Independent Future Imagery of Time

Use a Time Tool | Make Time Visible | Plan Time Using Time Markers | Independently Visualize and MIME Time




Calculate Time


Future Self Task



How to prevent misunderstanding the hour hand?  
Teach that each hour has a room. When the hour hand is inside the room, that is the hour!



A common mistake is to say the time is 2:55, not 1:55. It makes sense to the student when he or she thinks back to when they learned time to the hour. The short hand is the closest to the 2, so of course that's the hour!





**"The hour is 2."**  
**How do you know?**  
**"Because the short hand is inside 2's room."**

By teaching the idea of the hour owning a space, kids learn from the very beginning that the hour hand is different from the minute hand.

www.ainsleelabs.com

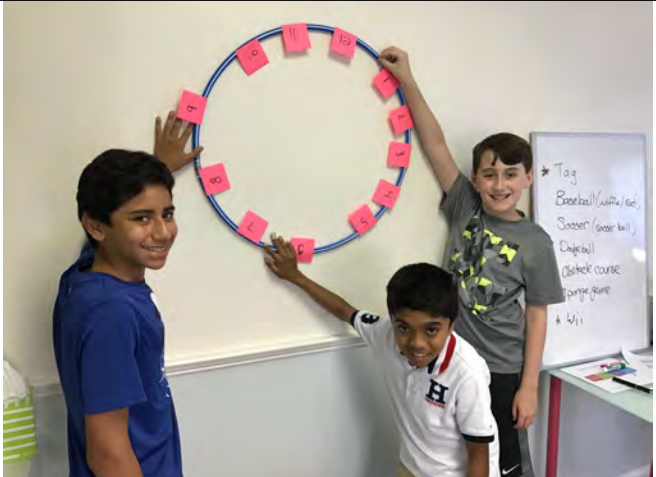

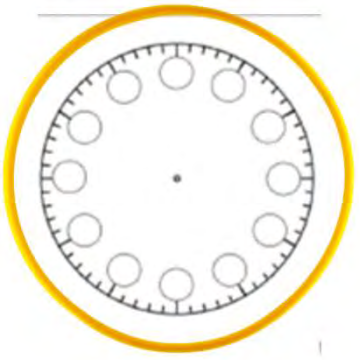
### Analog Clock Activities

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



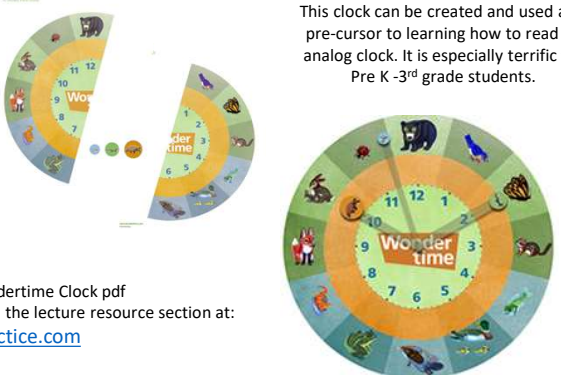
### Know the Analog Clock

Try Using a Hula Hoop



Tag  
Baseball (softball)  
Soccer (soccer ball)  
Dodgeball  
Basketball course  
Sponge game  
& Wii

**Wondertime Clock:** For Directions and a Video on How to make this clock: [efpractice.com](http://efpractice.com)




This clock can be created and used as a pre-cursor to learning how to read an analog clock. It is especially terrific for Pre K -3<sup>rd</sup> grade students.

Find the Wondertime Clock pdf to Print Out in the lecture resource section at: [www.efpractice.com](http://www.efpractice.com)


From Reading the Clock to Independent Future Imagery of Time

Use a Time Tool | Make Time Visible | Plan Time Using Time Markers | Independently Visualize and MIME Time

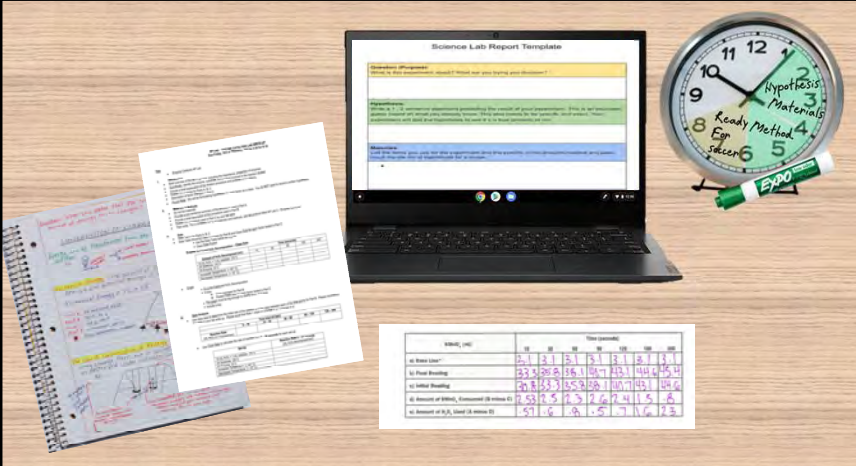


**See Time Plan Time**

The **WORKING** Clock

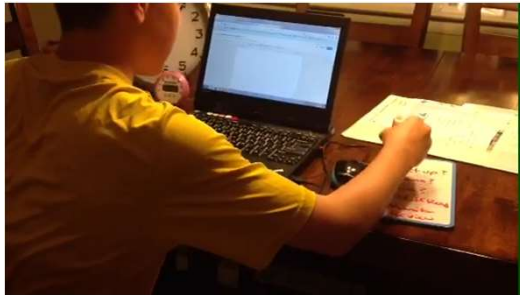


“It is 10:05. You have until 10:30 to work on the Science Lab. You need to write the hypothesis, the list of materials and methodology.”



NAME: [ ]	Date: [ ]											
1. Date Given:	1	2	3	4	5	6	7	8	9	10	11	12
2. Date Reading:	1	2	3	4	5	6	7	8	9	10	11	12
3. Date Writing:	1	2	3	4	5	6	7	8	9	10	11	12
4. Date of Work, Completed (8 weeks):	1	2	3	4	5	6	7	8	9	10	11	12
5. Report of %'s, Used (8 weeks):	1	2	3	4	5	6	7	8	9	10	11	12

### Making Time Visible



The student will draw on a clock and show a “pie” of time demonstrating comprehension of the sweep and volume of time.

<https://www.online-stopwatch.com/large-online-clock/>



Analog Clock Display + **Epic Pen** for Remote Learning  
Or try the **Web Paint** Chrome Extension

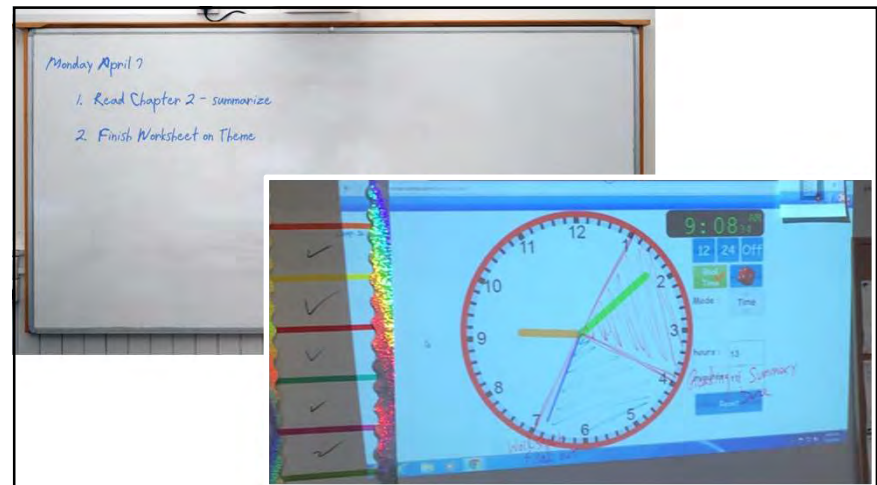


Epic Pen  
<https://epic-pen.com/>

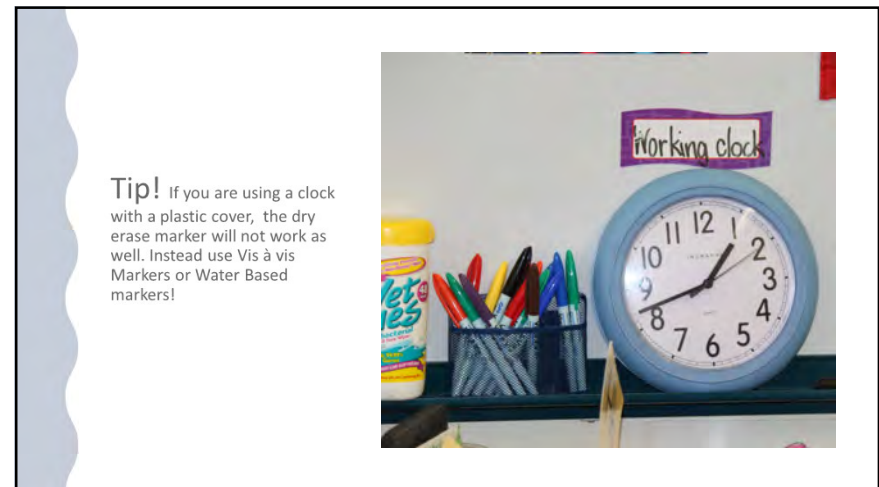
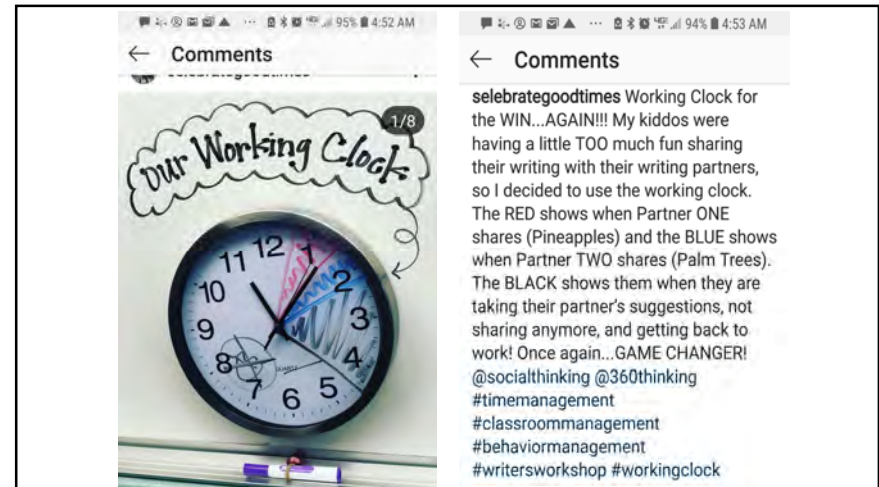
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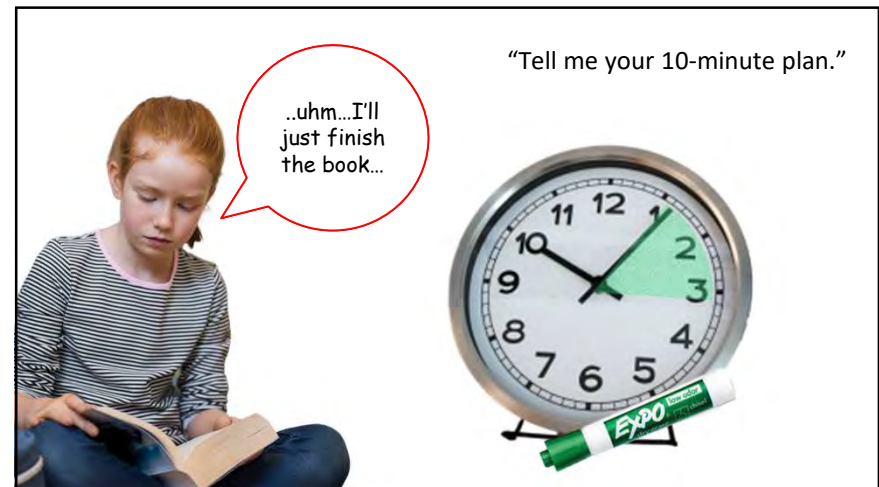
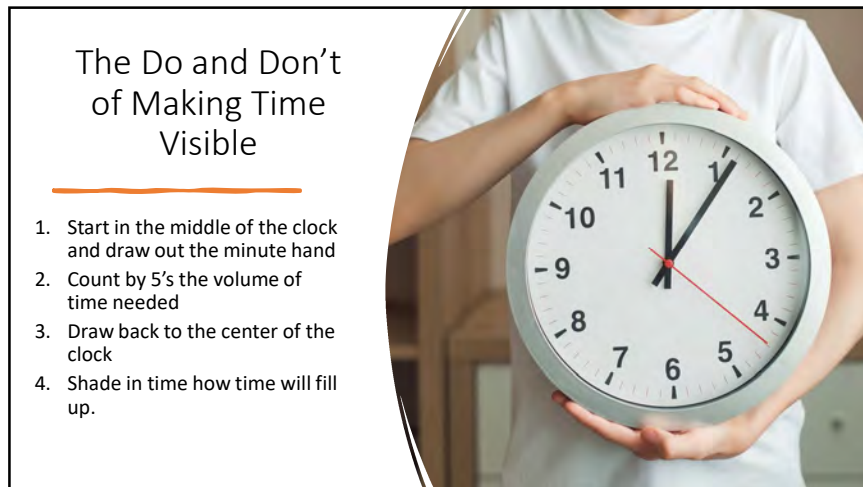
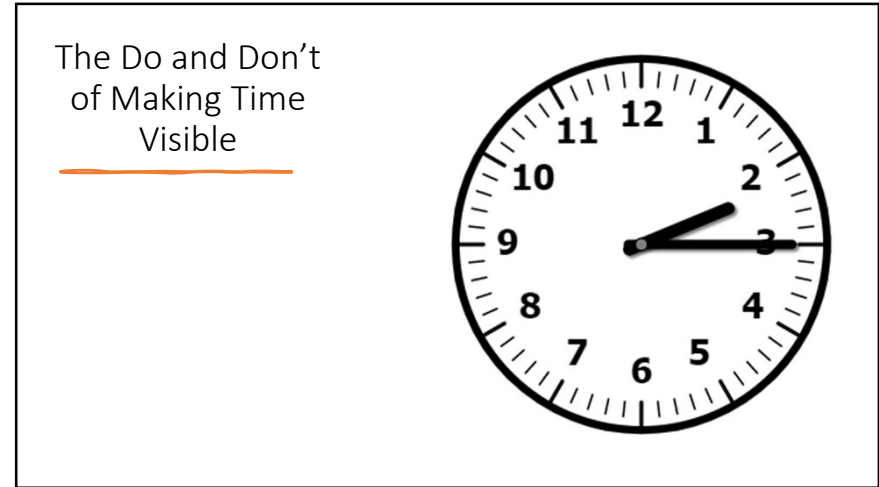
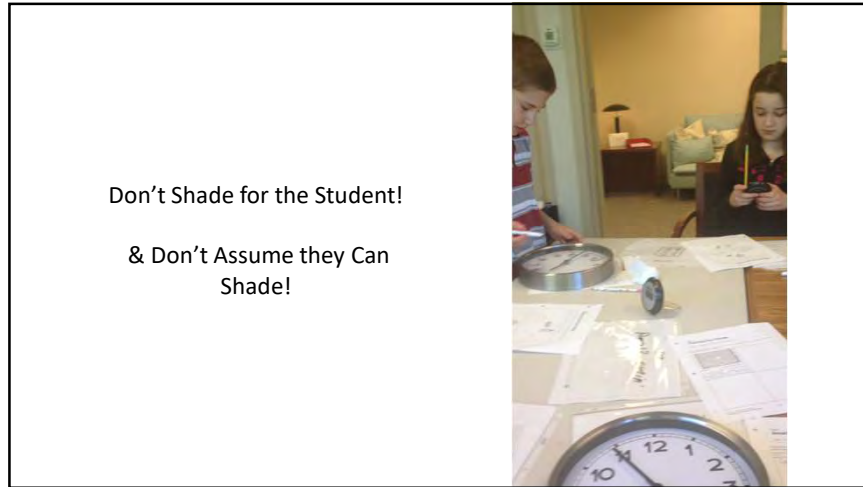
Web Paint  
Chrome Extension  
[Web Paint - Chrome Web Store \(google.com\)](https://chrome.google.com/webstore/detail/web-paint)

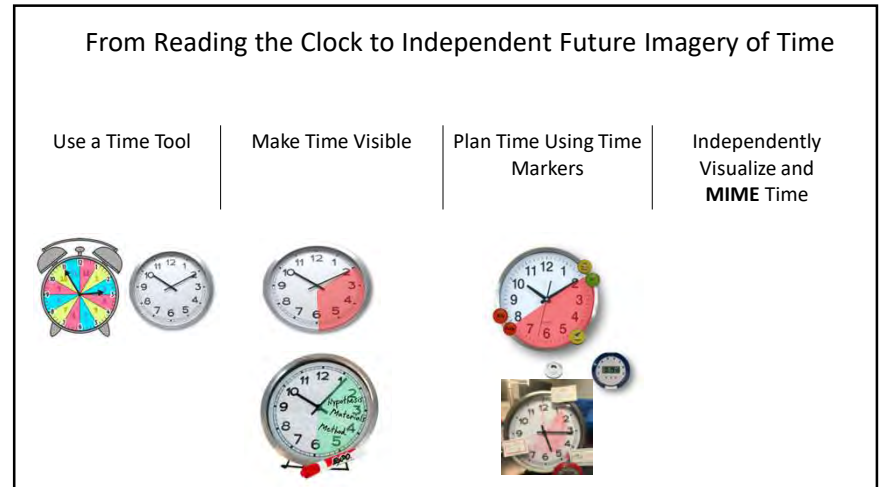
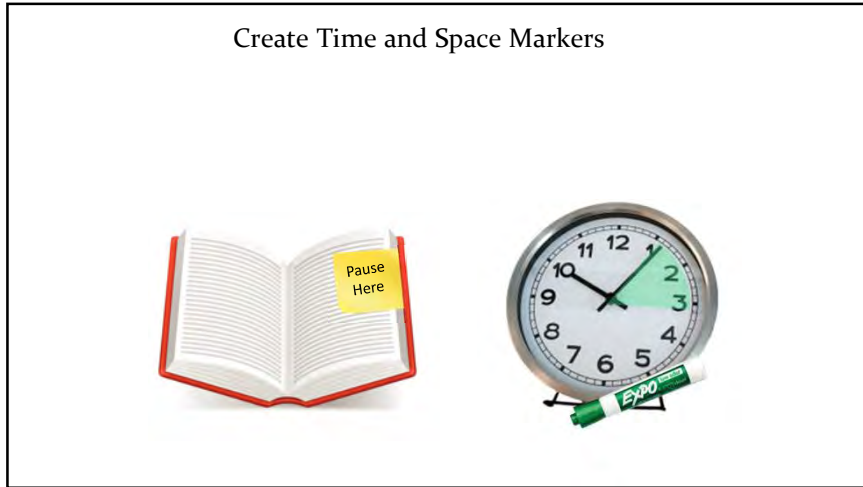






**Tip!** If you are using a clock with a plastic cover, the dry erase marker will not work as well. Instead use Vis à vis Markers or Water Based markers!





**MIME IT**

People Think in Time Markers



The 360 Thinking Time Tracker Program  
[www.efpractice.com](http://www.efpractice.com)



**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:**

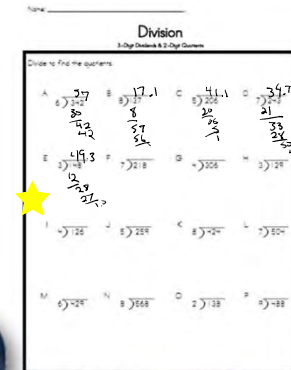
A magnetized, non-ticking analog clock to plan and self-monitor time to complete tasks

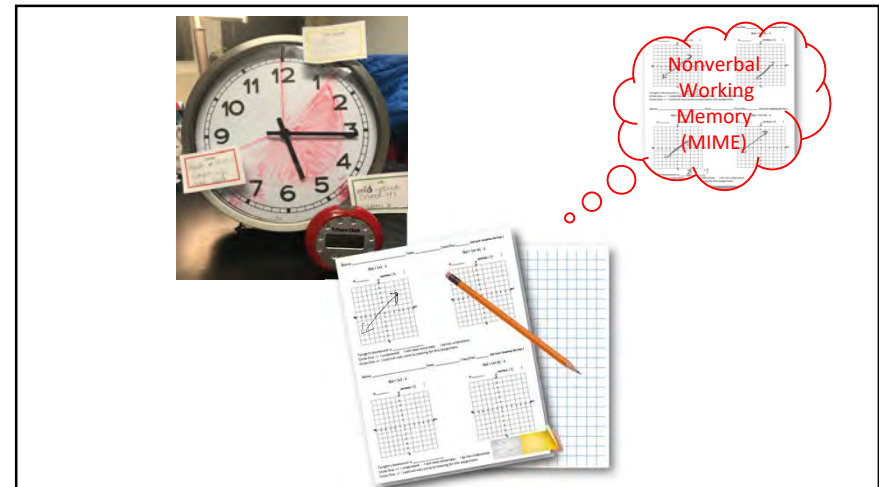
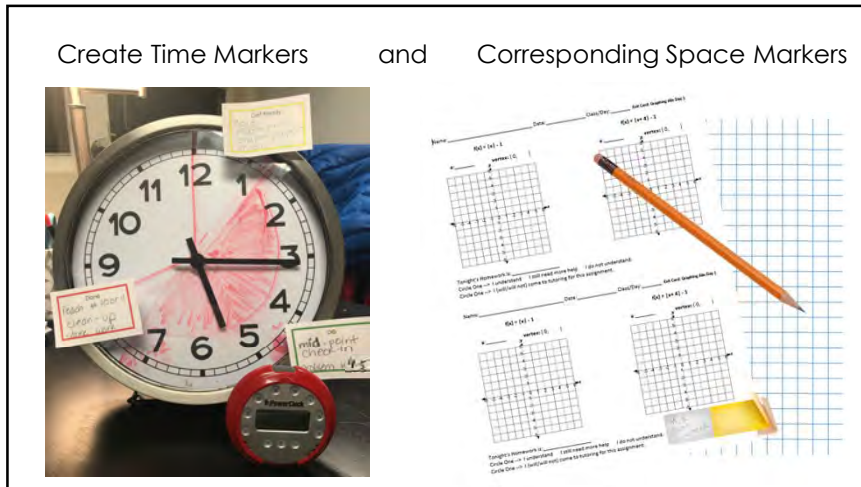
Create Time Markers




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

The **WORKING** Clock: See and Plan Time with Time and Space Markers








Students can mark checkpoints on their work that match their midway checkpoints on the clock. For example, this student shades in the 30 minutes on the clock that she plans to spend reading 5 pages in her text book. A post it note is placed on page 3 of the assignment to mark her mid point goal. She places a corresponding post it note at the 15-minute checkpoint on the clock. When the timer sounds at the 15-minute checkpoint, she can compare her mid point plan with her actual performance to self monitor her pace.

See Time  
 Plan Time  
**Check Time**  
 MIME Time



### The Mid Point **Check In**



- How am I doing at this Mid Point time Marker?
  - Am I still focused on the goal?
  - Is the work easier or harder than I thought?
  - Do I need any help? From who or what?
- What is distracting me?
  - Identify
  - Remove
  - Re-Plan
- What are my Time Savers?
- Do I need to change my pace?

### High School

- It is 10:15 am
- Anne needs to get ready to leave for Gymnastics class by 10:55
- She is working on an essay about Title IX.
- She needs to look through and read the online and primary sources she has about Women in Sports and Title IX
- Before she leaves for Gymnastics she should have at least:
  - 2 facts about the proponents for Title IX
  - 2 facts about opponents to Title IX

→ Draw How Much Time The Student Has: Fixed vs. Flexible  
 → Start in the middle & draw out the minute hand.  
 → Draw clockwise to the end time

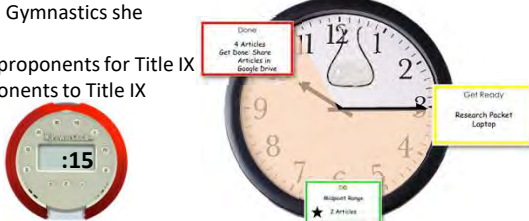
→ Identify/Sketch The "Future Picture Image"

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

→ Create Time Markers and **Label**:

- Start Time
- Stop Time
- Mid Point

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



## PLANNING TIME: THE MID POINT CHECK IN

---

Am I still focused on the goal? Yes  No

Is the work: Easy  Medium  Hard

Do I need any help? Yes  No

From who? \_\_\_\_\_

Or From What? \_\_\_\_\_

Any Distractions? Internal  External  Digital

List them: \_\_\_\_\_

\_\_\_\_\_

What would be some time savers? \_\_\_\_\_

\_\_\_\_\_

Be **SMART** about my Time

**S** How are my **Strategies** working?  
Do I need a new strategy?

**M** Do I need new or different **Materials**?

**A** Are my **Actions** achieving the goal?

**R** Should I consult a **Resource**?

Parent  
Teacher  
Friend  
Class notes  
Book

**T** Can I use a **Technology** to help?  
What type of technology would help?

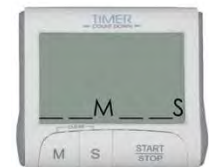
Am I using the computer wisely?

Do I need to stop using a distracting app/program/site?

## Practice

Amy is doing homework from 4:00 to 4:30. She has 10 math problems to do. At 4:30 she needs to change for soccer practice and leave the house at 4:45 to drive to practice.

- Shade the available time
- Fixed or Flexible Time?
- Create Time Markers
- What would her midpoint goal be?
- Gesture Time

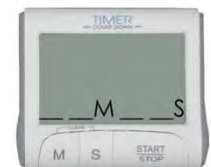




## Practice

Caitlyn is reading for English class. It is 3:30. She wants to watch a favorite TV show at 4:00. The chapter she is reading is 12 pages long.

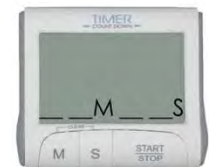
- Shade the available time
- Fixed or Flexible Time?
- Create Time Markers
- What would her midpoint goal be?
- Gesture Time



## Practice

Max's routine is to do homework from 3:30 to 4:15. Tonight he needs to write sentences for 10 of his spelling words and draw a picture for 2 of the words. He also needs to complete a 10 word 'Word Search' puzzle for his science class.

- Shade the available time
- Fixed or Flexible Time?
- Create Time Markers
- What would his midpoint goals be?
- Gesture Time



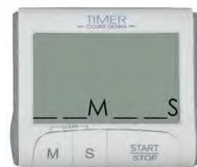
It is 11:05 am. Sarah needs to work on her essay during her free block.

She is hoping to be productive before her next class that starts at 11:40 down the hall.

Shade the Available time. Factor in time to “Get Ready” , to “Get Done” and to go to her locker before her next class.

The assignment requires her to write 5 paragraphs from this outline.

How can she prioritize her time knowing she can’t write the entire essay? What would be a reasonable goal for her? Label her midpoint.



### War of 1812 (Title of Paper)

#### Introduction

#### I. Declaring War

##### A. Madison's Declaration of War

1. Date
2. Reason

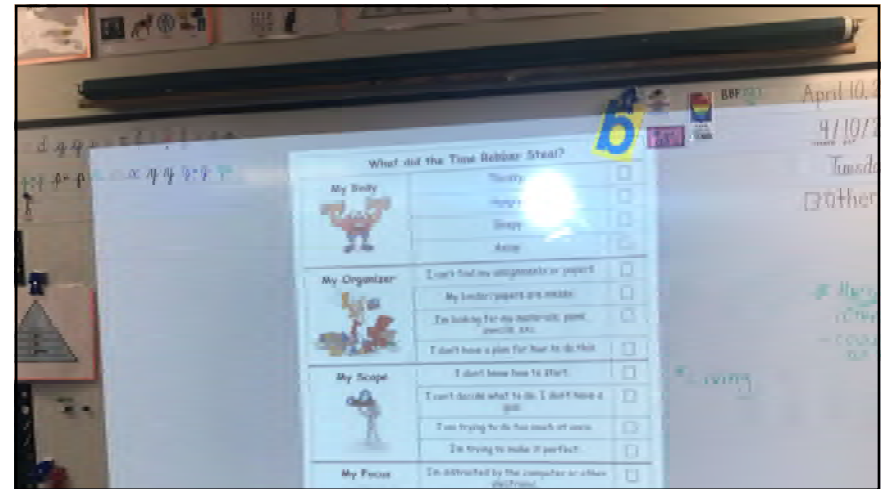
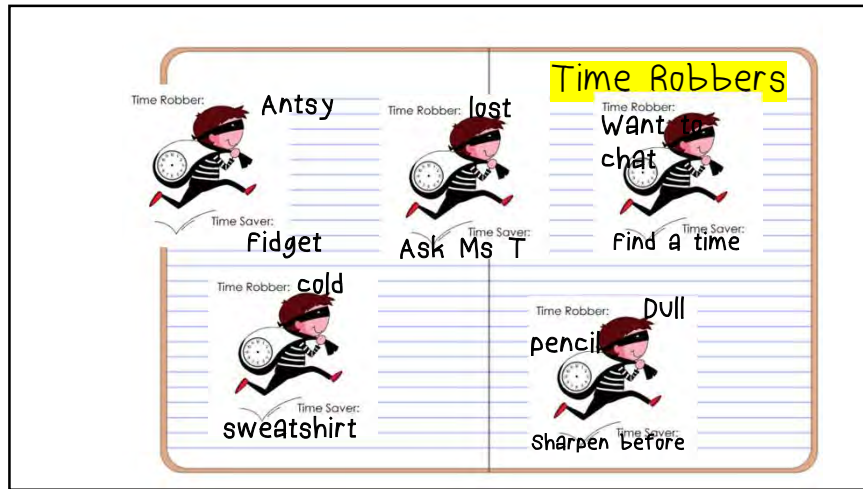
##### B. Congress Declares War

1. Debate in Congress
  - a. War Hawks
  - b. Federalists
2. Declaration of War

#### II. The War of 1812

##### A. The War in 1812-1813

1. Preparations for War
2. Invasion of Canada



**See:** Start with the Done  
**Sketch:** See Time  
**Mark/Gesture:** Time and Space  
**Check:** Time Robbers

**Make time Meta-Cognitive!**  
Set the timer for half the planned work time so the student can self monitor and check in at the midpoint to compare planned vs actual, identify time robbers and re-plan.

**Get Ready**

Terms

- Navigation Act
- Glorious Revolution
- Creek Indian Tribe
- Middle Passage
- Stono Rebellion
- Geoidity
- Bill of Exchange
- Probate Inventory
- Mercantilism
- Land Banks

**Done**

Term

& RW or SL

Definition

Get Done

**Create Corresponding Space Markers**

### Thinking Time Tracker Chrome Extension

<https://chrome.google.com/webstore/detail/thinking-timetracker/ogjmohkdfhbgmkhbgphnmkmiilfke>

360 Thinking Time Tracker App for ios

### From Reading the Clock to Independent Future Imagery of Time

Use a Time Tool	Make Time Visible	Plan Time Using Time Markers	Independently Visualize and MIME Time
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Calculate Time

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!



Task?

Task?

Volume: Questions? Pages?  
Tasks?

Volume: Questions? Pages?  
Tasks?

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

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

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

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

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

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



# Calculate a Window of Time

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

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

1. but our earth seems very small when compared with the solar system
2. the sun could hold a million earths inside with room to spare
3. what about the rest of the universe
4. astronauts thrill to photograph the earth as it looms large through the window of a spacecraft
5. how does it compare in size with our solar system

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Task? <input type="text"/>	Task? <input type="text"/>
Volume: Questions   Pages Items <input type="text"/>	Volume: Questions   Pages Items: <input type="text"/>
Difficulty: 1 - 2 - 3 - Other	Difficulty: 1 - 2 - 3 - Other
$\square \times \square = \square$ <small>1 of 1 Pages   1 Item</small>	$\square \times \square = \square$ <small>1 of 1 Pages   1 Item</small>



LESSON 12


Words With Suffixes (-an/-ian, -er/-or, -ee, -ist)

## Use Words in Context


African	aviator	janitor	mathematician	pedestrian
announcer	civilian	jurist	naturalist	spectator
artisan	employee	laborer	nominee	veterinarian

**Directions** Write a sentence to answer each of the questions below.

1. Which gift would you give to a **pedestrian**—a world map or a good pair of walking shoes? Explain why.  
\_\_\_\_\_
2. Which gift would you give to a **naturalist**—a photograph of a skyscraper or a painting of a lake and mountains? Explain why.  
\_\_\_\_\_
3. Which gift would you give to an **aviator**—a model plane or a model train? Explain why.  
\_\_\_\_\_
4. Which gift would you give to an **announcer**—voice lessons or dancing lessons? Explain why.  
\_\_\_\_\_
5. Which gift would you give to a **mathematician**—a calculator or a sewing machine? Explain why.  
\_\_\_\_\_
6. Which gift would you give to a **jurist**—a book of famous sayings about teenagers or a book about famous court cases? Explain why.  
\_\_\_\_\_
7. Which about d  
\_\_\_\_\_
8. Which Explain  
\_\_\_\_\_



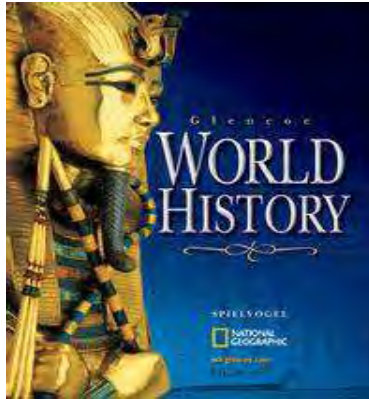
Task? <input type="text"/>	Task? <input type="text"/>
Volume: Questions   Pages Items <input type="text"/>	Volume: Questions   Pages Items: <input type="text"/>
Difficulty: 1 - 2 - 3 - Other	Difficulty: 1 - 2 - 3 - Other
$\square \times \square = \square$ <small>1 of 1 Pages   1 Item</small>	$\square \times \square = \square$ <small>1 of 1 Pages   1 Item</small>



Calculate a Window of Time

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

Provide at least 3 bullet point details per main idea



World and American History  
Ms. Priovolos  
Summer 2011

Ch. 19.5 - The End of an Era

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

# DO

Task? <input style="width: 60px;" type="text"/>	Task? <input style="width: 60px;" type="text"/>
Volume: Questions   Pages Items: <input style="width: 60px;" type="text"/>	Volume: Questions   Pages Items: <input style="width: 60px;" type="text"/>
Difficulty: 1 – 2 – 3 – Other	Difficulty: 1 – 2 – 3 – Other
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NAME: \_\_\_\_\_

## What's the Purpose? FDR's Pearl Harbor Speech

*On December 7, 1941, the Japanese aircraft and naval ships attacked the U.S. military at Pearl Harbor on the island of Oahu in Hawaii. Over 2,400 people were killed and the U.S. lost a large number of ships and aircraft. The next day, President Franklin Roosevelt addressed a Joint Session of Congress, which was broadcast to the American people. The text on the right is the beginning of his speech.*

Yesterday, December 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.


It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

### Determine the Purpose


From reading the passage, what do you think was the purpose of President's Roosevelt's speech?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Task? <input type="text"/>	Task? <input type="text"/>
Volume: Questions   Pages Items <input type="text"/>	Volume: Questions   Pages Items: <input type="text"/>
Difficulty: 1 - 2 - 3 - Other	Difficulty: 1 - 2 - 3 - Other
<input type="text"/> x <input type="text"/> = <input type="text"/>	<input type="text"/> x <input type="text"/> = <input type="text"/>
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## The Job of an Adverb

Name: \_\_\_\_\_ Date: \_\_\_\_\_




Instructions: Adverbs are words that work hand-in-hand with verbs - they tell how. They usually end in -ly, but not always. The verb in each sentence is underlined. Circle the adverb that gives the verb more description.

1. Sharla played the piano beautifully.
2. Juan cleaned the refrigerator thoroughly.
3. Matthew drove the car carefully.
4. Maggie aimed precisely at the goal and then shot the ball.
5. Miguel ainted the mural vibrantly.
6. Evalyse skateboarded down the sidewalk skillfully.
7. The tree waved gently in the breeze.
8. Felix the cat meowed sadly.
9. The ice cream sundae melted quickly.
10. The baby cried violently.




Write three sentences that use adverbs to modify your verbs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Task? <input type="text"/>	Task? <input type="text"/>
Volume: Questions   Pages Items <input type="text"/>	Volume: Questions   Pages Items: <input type="text"/>
Difficulty: 1 - 2 - 3 - Other	Difficulty: 1 - 2 - 3 - Other
<input type="text"/> x <input type="text"/> = <input type="text"/>	<input type="text"/> x <input type="text"/> = <input type="text"/>
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Name \_\_\_\_\_  
Date \_\_\_\_\_

• Reading Comprehension Assessment

Directions: Read the passage. Then answer the questions below.



A Streetcar Named Desire - Passage 1

A *Streetcar Named Desire* is a classic of the American theater. Tennessee Williams' landmark work was a tour de force in its original stage production in 1947 and continues to resonate with audiences and readers today despite—or perhaps because of—its simplistic though layered story. A faded Southern belle, Blanche DuBois, arrives at her sister's seedy New Orleans apartment where she is tortured by her brutish brother-in-law, Stanley Kowalski. Blanche puts on airs of class and happiness throughout the play, though internally she is miserable and haunted by her tragic and scandalous past. Stanley forces Blanche to face her dolorous reality with his vitriol and, finally, his act of sexual aggression, and in doing so, he causes her to lose her tenuous grip on sanity. Most have argued (correctly) that the play is about the ways the past haunts our present or (again correctly) that it is about the ways class and sexuality impact our lives. However, few have seen the play for what it is: an allegory for the theater itself.

Before Williams wrote *Streetcar*, the theater had been dominated by melodrama. A brief interlude in the 1930s brought political theater to center stage (paradigm the pun), but by the 1940s, its principal playwright, Clifford Odets, had left New York for Hollywood, and the sensationalized and maudlin form of melodrama once again flourished. The theater was in limbo, and Williams had a desire to bring something new to the world. It would bring the realism of the political theater of the 1930s but without the political (read: socialist) underpinnings. To that end, he created lifelike characters who spoke in realistic dialect.

But to make his point that melodrama was flawed, he added an equally unrealistic character. Blanche, unlike the other characters, speaks theatrically, acts larger than life on stage, and uses floral language and heightened mannerisms. Blanche is a character not to be trusted. She lies about everything, and the only thing that finally exposes her lies is reality itself: Stanley. He finally forces her off the stage and into the insane asylum by forcing himself on her sexually. And with that, realism forcibly removed melodrama from the stage.



A Streetcar Named Desire - Passage 2

It is not possible to imagine *A Streetcar Named Desire* without the influence of Marlon Brando, the actor who rose to fame playing Stanley Kowalski. On the page, the part is fairly simplistic: Stanley is a monster and a beast without any redeeming qualities. But Brando and the play's original director, Elia Kazan, imagined the character as having a soft underbelly, rooted in his own sorrow, insecurities, and soulful complexity. Brando's Stanley is a brute, yes, but he is a brute who hates the fact that he is so awful. He is also unable to control himself and his passions, and this lack of control is equally embarrassing to him, even as it is also threatening to Blanche and aluring to her sister Stella.

For instance, after he hits Stella, he comes back to her, famously begging for forgiveness by shouting "Stella" outside their apartment. But in Brando's depiction on the stage and later on the screen, he is soaked from the rain and looks completely desperate, as though he needs Stella to live. He looks and seems totally helpless and weak, the exact opposite of the brute he appears later when he forces himself onto Blanche.

The play is excellent and memorable, even when read. But it is Brando's interpretation of the male lead role that makes the play notable. Without Brando, the play would still have a deep meaning, but with Brando's interpretation, the play becomes even more profound.

1) Paragraph 1 of Passage 1 provides each of the following EXCEPT

- A. a critical interpretation of *A Streetcar Named Desire*
- B. an explanation of why modern audiences connect with *A Streetcar Named Desire*
- C. a brief plot synopsis of *A Streetcar Named Desire*
- D. background information on the times that produced *A Streetcar Named Desire*
- E. the author's main argument concerning *A Streetcar Named Desire*

2) It can be inferred from Passage 1 that *A Streetcar Named Desire*

- A. was Tennessee Williams' first play
- B. is better on stage than in print
- C. did not have socialist leanings
- D. was not melodramatic
- E. would not have been successful without Marlon Brando

3) According to Passage 1, the character of Blanche DuBois

- A. is intentionally overdramatic and theatrical
- B. has never been to the city of New Orleans before
- C. is recently married to Stanley Kowalski
- D. is brutally honest and frank during the play
- E. is firmly rooted in realism and sanity

4) Passage 2 argues that Marlon Brando's portrayal of Stanley Kowalski

- I. earned the actor great fame
- II. is more nuanced than the part that is written
- III. is what really made *A Streetcar Named Desire* a classic

- A. I only
- B. II only
- C. I and II only
- D. II and III only
- E. I, II, and III

5) Both Passage 1 and Passage 2 argue that

- A. the New York theater scene was blown away by *A Streetcar Named Desire*
- B. Tennessee Williams wrote *A Streetcar Named Desire* to end melodrama
- C. *A Streetcar Named Desire* has more than one true meaning
- D. *A Streetcar Named Desire* only has power when performed on the stage
- E. the character of Stanley Kowalski is simply a brute monster

6) The author of Passage 2 focuses on Marlon Brando's portrayal of Stanley Kowalski as being particularly memorable and powerful, whereas the author of Passage 1 focuses on Tennessee Williams' skilled writing. In your opinion, what makes for better drama: a high-quality script or unparalleled acting? Can a drama be successful with one but not the other? Why?

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7) In paragraph 2 of Passage 1, the author suggests that drama in the 1930s was heavily influenced by socialist playwrights and the politics of the era. In what ways do modern plays, shows, and films reflect modern politics, if at all? Do you see any current trends in today's media?

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Task? <input style="width: 60%;" type="text"/> Volume: Questions   Pages Items <input style="width: 60%;" type="text"/> Difficulty: 1 – 2 – 3 – Other <input style="width: 30px; height: 30px;" type="text"/> x <input style="width: 30px; height: 30px;" type="text"/> = <input style="width: 30px; height: 30px;" type="text"/> ~~~~~ <input style="width: 30px; height: 30px;" type="text"/>	Task? <input style="width: 60%;" type="text"/> Volume: Questions   Pages Items: <input style="width: 60%;" type="text"/> Difficulty: 1 – 2 – 3 – Other <input style="width: 30px; height: 30px;" type="text"/> x <input style="width: 30px; height: 30px;" type="text"/> = <input style="width: 30px; height: 30px;" type="text"/> ~~~~~ <input style="width: 30px; height: 30px;" type="text"/>
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NAME: \_\_\_\_\_

### What's the Purpose? FDR's Pearl Harbor Speech

On December 7, 1941, the Japanese aircraft and several ships attacked the U.S. military at Pearl Harbor on the island of Oahu in Hawaii. Over 2,000 people were killed and the U.S. lost a large number of ships and aircraft. The next day, President Franklin Roosevelt addressed a joint Session of Congress, which was broadcast to the American people. The text on the right is the beginning of his speech.

Yesterday, December 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed unlikely to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

**Determine the Purpose**

From reading the passage, what do you think was the purpose of President Roosevelt's speech?

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### Simple Algebra Assigned Variables

Solve equations where  $n=12$ ,  $x=7$  and  $s=2$ . AMC4-4

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

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

Task? \_\_\_\_\_

Volume: Questions? Pages? Tasks? \_\_\_\_\_

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

$\square \times \square = \square$   
# of Pages/Chapters    Difficulty 1-2-3    Estimated Time in Minutes

$\square \times \square = \square$   
# of Pages/Chapters    Difficulty 1-2-3    Estimated Time in Minutes

**Determine the Purpose**

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### Current Event Summary

Will Novak • Dec 11, 2020    Due Dec 14, 2020

5/5

Read a few science articles and choose 1 and complete a 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

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

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

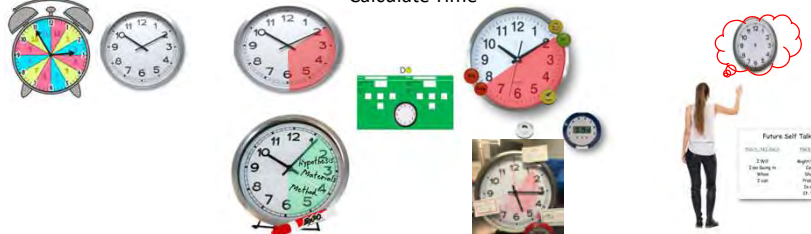
Try the Runtastic Timer App if your student needs to work and take a break and then get back to work.

Students: 20/10  
 Adults: 52/17

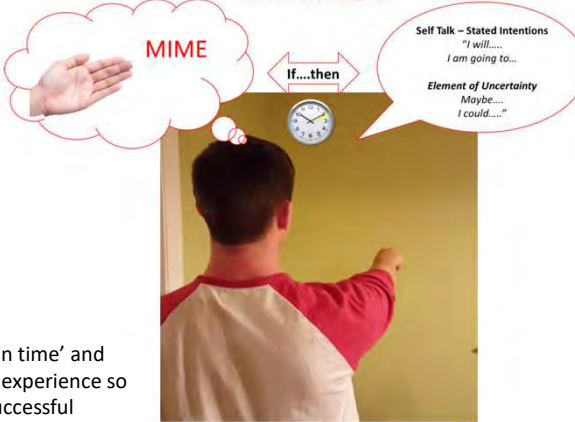
From Reading the Clock to Independent Future Imagery of Time

Use a Time Tool | Make Time Visible | Plan Time Using Time Markers | Independently Visualize and MIME Time

Calculate Time



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



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

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

It is 'experiencing the self in time' and talking yourself through that experience so you are efficient and successful



Daily Time  
 Developing Independent Executive Function Skills  
 Make Time Visible

# 360 Thinking: Breakthrough Strategies to Develop Independent Executive Function Skills

## Day 2: Time and Task Management

May 13, 2022

**Calendar Grid:**

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8
8:00-8:40	40 min	IB History HL 1						
8:40-10:00	80 min	IB History HL 1	Study Period (or Catalan)	IB Math SL 1 Apps & Int	IB Lang & Lit HL 1	Theory of Knowledge	IB Spanish B Ab Intro 1	IB Art HL 1
10:05-10:45	40 min	Study Period	Study Period	Study Period	Study Period	IB Art HL 1	IB History HL 1	Study Period
10:45-11:00	15 min	Break	Break	Break	Break	Break	Break	Break
11:00-12:15	75 min	IB Math SL 1 Apps & Int	IB Lang & Lit HL 1	Core	IB Spanish B Ab Intro 1	IB Art HL 1	IB Biology SL 1	IB History HL 1
12:20-1:10	50 min	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-2:00	45 min	Theory of Knowledge	Spanish B Ab Intro 1	IB Art HL 1	IB Biology SL 1	IB History HL 1	Study Period (or Catalan)	IB Math SL 1 Apps & Int
2:40-3:00	20 min	IB Art HL 1	IB Biology SL 1	IB History HL 1	Study Period (or Catalan)	IB Math SL 1 Apps & Int	IB Lang & Lit HL 1	Core

**Smartphone:** Tuesday

**Whiteboard Text:**

- 8-8:20 MORNING MEETING
- 8:20-8:30 BREAK
- 8:30-9 AM Reading Lessons
- 9am-10 AM - Independent Reading / Assignment / Leisure
- 10:10-10:30 Live Math
- 10:30-11:30 Independent Math, Debate, Facts Practice
- LUNCH
- 1pm-3pm Afternoon Classes P.E.

**Text:** It's a NO

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

**Make Time Visible**

**Calendar Grid:**

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1					1	2	3
4		5	6	7	8	9	10
11		Piano	Tutor Soccer		Soccer		
12							
13							
14							
15							
16							
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26							
27							
28							
29							
30							
31							

Seeing Daily Time

	Block 1
8:00-8:40	40 min
8:40-10:00	80 min
10:05-10:45	40 min
10:45-11:00	15 min
11:00-12:15	75 min
12:20-1:10	50 min
1:15-2:35	80 min
2:40-4:00	80 min

**Task List:**

- IB HL 1
- IB HL 1
- Study
- IB HL 1
- Lunch
- IB HL 1
- Lunch
- IB HL 1
- IB HL 1

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	
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Progression From Seeing the Day to Independent Future Imagery of Daily Time

<p>Feel Daily Time</p> 	<p>ACE Your Time: See and Sketch Blocks of Time</p> 	<p>Mental Spatial Time Travel</p> 	<p>MIME DAILY TIME: Independently Visualize Daily Time</p> 
--	---	---	--

Feel Time  
 "Walk" through Time



### ACE Your Time!

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

**A**ssign a time for: Homework | Projects | Studying | To DO | Chores | Physical Activity | Exercise

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

**E**XTRAS: 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.

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

Appointments and Activities

<p>School Practice cello lesson Sarah Ward Doctor Meeting Friends movies(specific time)</p>	<p>Schedule First!</p> <p>↓</p> <p>? end ↓</p>
---	--

## ACE Your Time!

**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

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

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 Creative?

Chill activities? Creative Activities?


Rubiks cube  
 Video games  
 drones/cameras  
 read  
 build stuff  
 youtube

Sample Planner Page

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

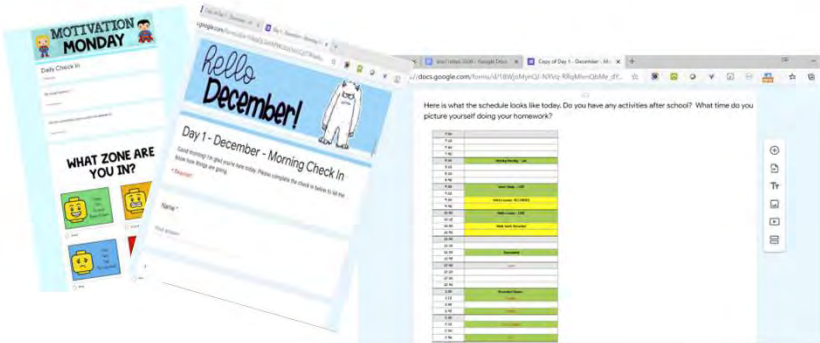
Make Planning Visible

Teach the Student to Regularly Look at a Schedule



Travel Factors	Describe	Estimate Time
What place am I going to? What time do I need to be there?	Boston Public Library	2:00pm
How long will it take me to get there? Are we driving there?	Driving Walking from parking garage	45 minutes 20 minutes
What Obstacles can I anticipate might effect how long it will take us? (traffic, need to stop on the way, finding parking, detour, bad directions, etc.)	Traffic? No: b/c Saturday Finding Parking	5-10 minutes
Will we need to make a stop on the way? (to get gas, snacks, meal, to run an 'on the way' or 'critical' errand, to get money, to get a gift/food/flowers, etc. ). How long can I guess these stops will take?	Gas Dunkin Donuts ATM: deposit & cash	10 minutes 10 minutes 10 minutes
		<b>Total time: 1 hour 45 min</b>
So what time do we need to leave the house by?		12:15
What do I need to do before I go? Change my clothes? Gather some materials? Get the house ready? How much time will I need?	Get my wallet Shower & Hair	10 minutes 35 minutes
	<b>Total Time:</b>	<b>45 minutes</b>
By what time do I need to start getting ready to go out?		<b>11:30 am</b>

Use Google Forms for Morning Meeting and Self Advocacy  
Consider including a Schedule so Students can Plan



Friday Check-in - Google Forms

Lots of Sample Forms on Teachers Pay Teachers

Teaching Planning Skills: Schedules are the 'Same but Different' Sketch Daily Time

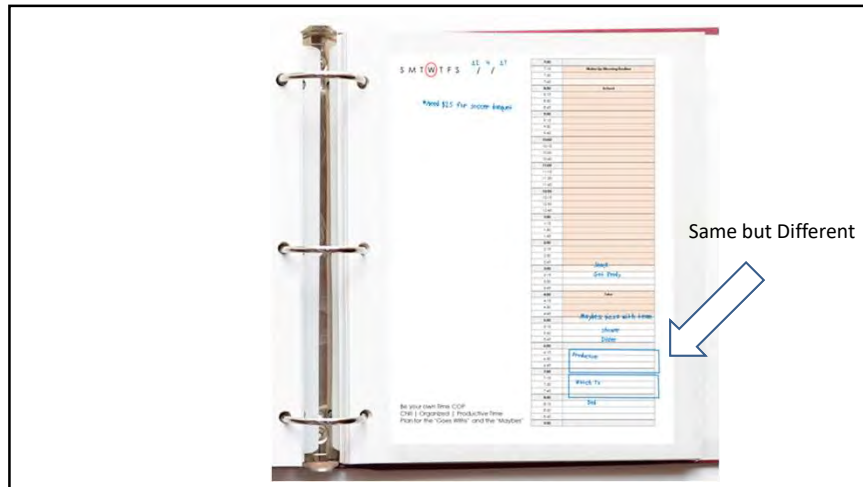
- Create a "Standard Week" of the student's routine daily schedule
- For students with Rotating Schedules create a Page for an 'A Day', a 'B Day', a 'C Day', etc.
- This reduces the effort of planning their day out everyday and creates a visual of time for the student
- Place Schedules in Clear Plastic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

Travel Factors	Describe	Estimate Time
What place am I going to? What time do I need to be there?	Boston Public Library	2:00pm
How long will it take me to get there? Are we driving there?	Driving Walking from parking garage	45 minutes 20 minutes
What Obstacles can I anticipate might effect how long it will take us? (traffic, need to stop on the way, finding parking, detour, bad directions, etc.)	Traffic? No: b/c Saturday Finding Parking	5-10 minutes
Will we need to make a stop on the way? (to get gas, snacks, meal, to run an 'on the way' or 'critical' errand, to get money, to get a gift/food/flowers, etc. ). How long can I guess these stops will take?	Gas Dunkin Donuts ATM: deposit & cash	10 minutes 10 minutes 10 minutes <b>Total time: 1 hour 45 min</b>
So what time do we need to leave the house by?		12:15
What do I need to do before I go? Change my clothes? Gather some materials? Get the house ready? How much time will I need?	Get my wallet Shower & Hair	10 minutes 35 minutes
	Total Time:	45 minutes
By what time do I need to start getting ready to go out?		11:30 am

Travel Factors	Describe	Estimate Time
What place am I going to? What time do I need to be there?		
How long will it take me to get there? Are we driving there?		
What Obstacles can I anticipate might effect how long it will take us? (traffic, need to stop on the way, finding parking, detour, bad directions, etc.)		
Will we need to make a stop on the way? (to get gas, snacks, meal, to run an 'on the way' or 'critical' errand, to get money, to get a gift/food/flowers, etc. ). How long can I guess these stops will take?		Total Time:
So what time do we need to leave the house by?		
What do I need to do before I go? Change my clothes? Gather some materials? Get the house ready? How much time will I need?		
By what time do I need to start getting ready to go out?		

360 Thinking: Breakthrough Strategies to Develop Independent Executive Function Skills  
Day 2: Time and Task Management

May 13, 2022



### Practice Same but Different Time

Wednesday

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.

Top Three:

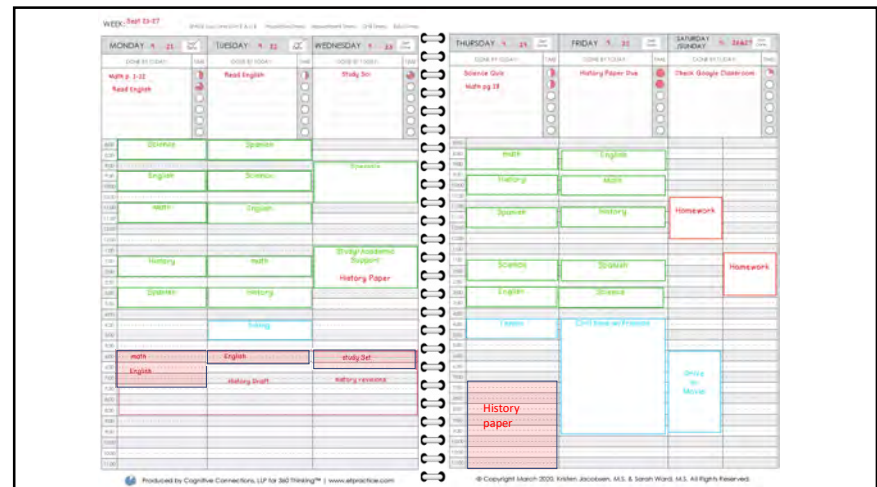
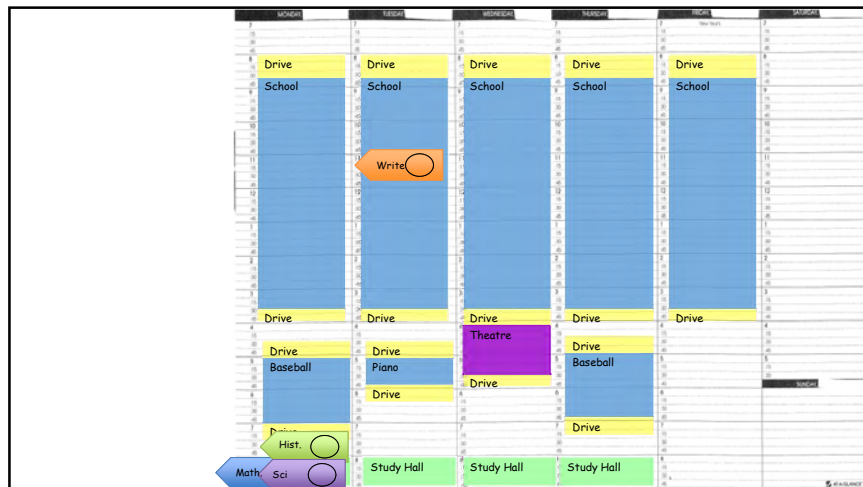
- 
- 
- 

Plan for the "Maybes" and "The Go With's":

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 (favorite show) from 8pm – 10pm. I'd love to watch it.




Progression From Seeing the Day to Independent Future Imagery of Daily Time


Feel Daily Time



ACE Your Time:  
See and Sketch Blocks  
of Time



Mental Spatial  
Time Travel



MIME DAILY TIME:  
Independently  
Visualize Daily Time

## Mental Spatial Time Travel

### MIME Daily Time

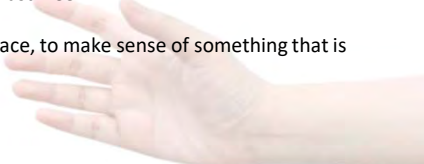
We often talk about time as space and use spatial metaphors to do so

- “He moved the meeting forward two hours”

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

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

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




Day 1:  
Day of the Week


Top Three:


- Edit Paper
- Math
- History: read and Q's

Plan for the  
"Maybes" and "The Go With's"

Traffic  
Late Scrimmage  
Stay to eat cake











Period	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Homework	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Period 1	Study Skills	Earth Science	Science	World History	Math	English	Math
Period 2	Earth Science	Chemistry	Health	World History	Math	English	Study Hall
Morning Break	Morning Break	Morning Break	Morning Break	Morning Break	Morning Break	Morning Break	Morning Break
Period 3	Chemistry	Art	World History	Math	English	Art	Study Skills
Period 4	Young Entrepreneurs	World History	Math	English	Art	Earth Science	Chemistry
Period 5	Math	Math	English	Study Hall	English	Math	Math
Period 6	Math	Math	English	Study Hall	English	Math	Math
Conference	Conference	Assembly	Conference	Conference	Conference	Conference	Conference
Period 7	Math	English	Young Entrepreneurs	Earth Science	Chemistry	Math	Math
Adviser/Debate	Speech	Speech	Speech	Speech	Speech	Speech	Speech

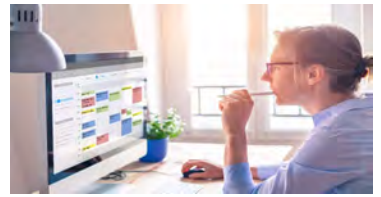
Progression From Seeing the Day to Independent Future Imagery of Daily Time

Feel Daily Time	ACE Your Time: See and Sketch Blocks of Time	Mental Spatial Time Travel	MIME DAILY TIME: Independently Visualize Daily Time
			



Developing Independent Planning Skills:  
 Fostering Independent Executive Function Skills

What do you do when you use a google calendar or make a schedule when using a planner?

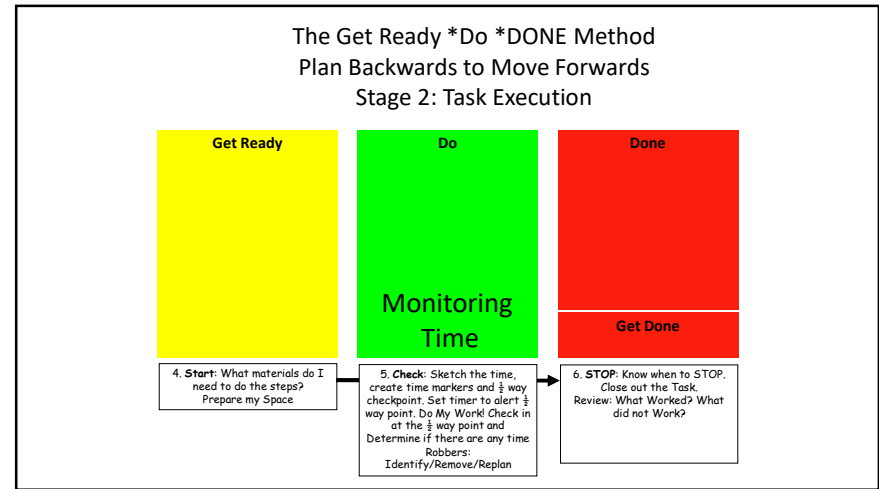
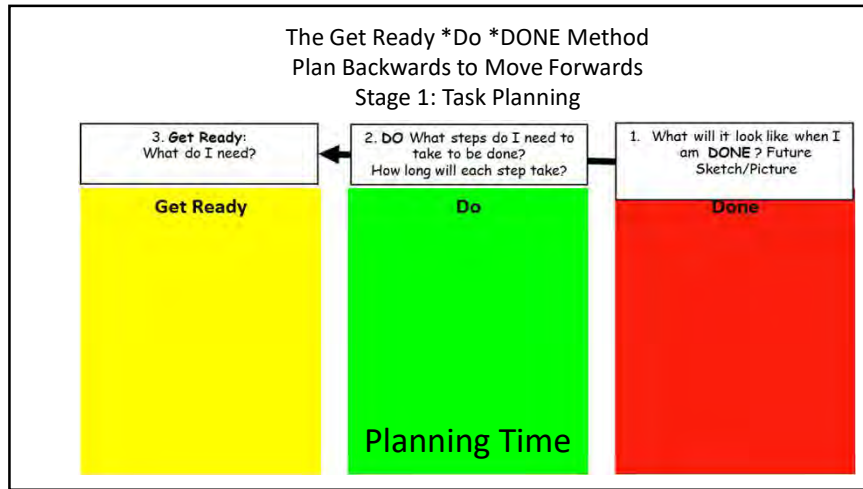


What do I need to get done?  
 When does it need to get done by so I know my priorities?  
 How much time will it take?  
 Do I need to do anything to prepare for it? Gather or organize any materials?  
 What is my time available?  
 Do I need to allot time to clean up or close out a task?



Develop A Forethought Mindset:  
 Understand All Tasks Have 3 Phases

Developing Independent Executive Function Skills



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"> <li><input type="checkbox"/> Worksheet</li> <li><input type="checkbox"/> Class Notes</li> <li><input type="checkbox"/> Text Book</li> <li><input type="checkbox"/> Colored Pencils</li> </ul>	<p>Do</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the Parts of the Cell</li> <li><input type="checkbox"/> Label</li> <li><input type="checkbox"/> Color cell parts the same color</li> </ul>	<p>Done</p> <p><b>Animal and Plant Cells</b></p>
<p>Get Done</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Turn in, Sci 11:10</li> <li><input type="checkbox"/> Clean up/store</li> </ul>		

**Get Done**

Clean Up	Turn In/Submit Work	Throw out Trash
Check Off as Complete in Planner	Review/Share what Learned	
Charge Computer/Headphones/iPad		



## Get Ready

Organize my **space**?

**Materials**/resources/  
strategies?

**Plan** my time ?

**Obstacles**?

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

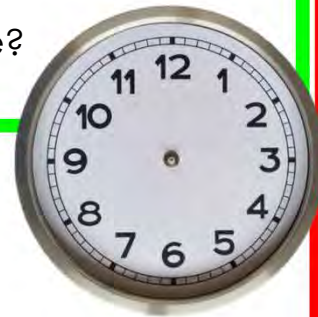
**Time Robbers**  
**Time Savers**

## 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?



# Get Ready

**G**ather Materials

**E**stimate Time

**T**ime: Mark start, stop, mid way and end points

**R**eview the Plan

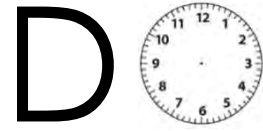
**E**motion now vs in the End

**A**dd Resources, Strategies and Materials

**D**etermine Obstacles, Distractions and

Time Savers **Y**ou can do this!

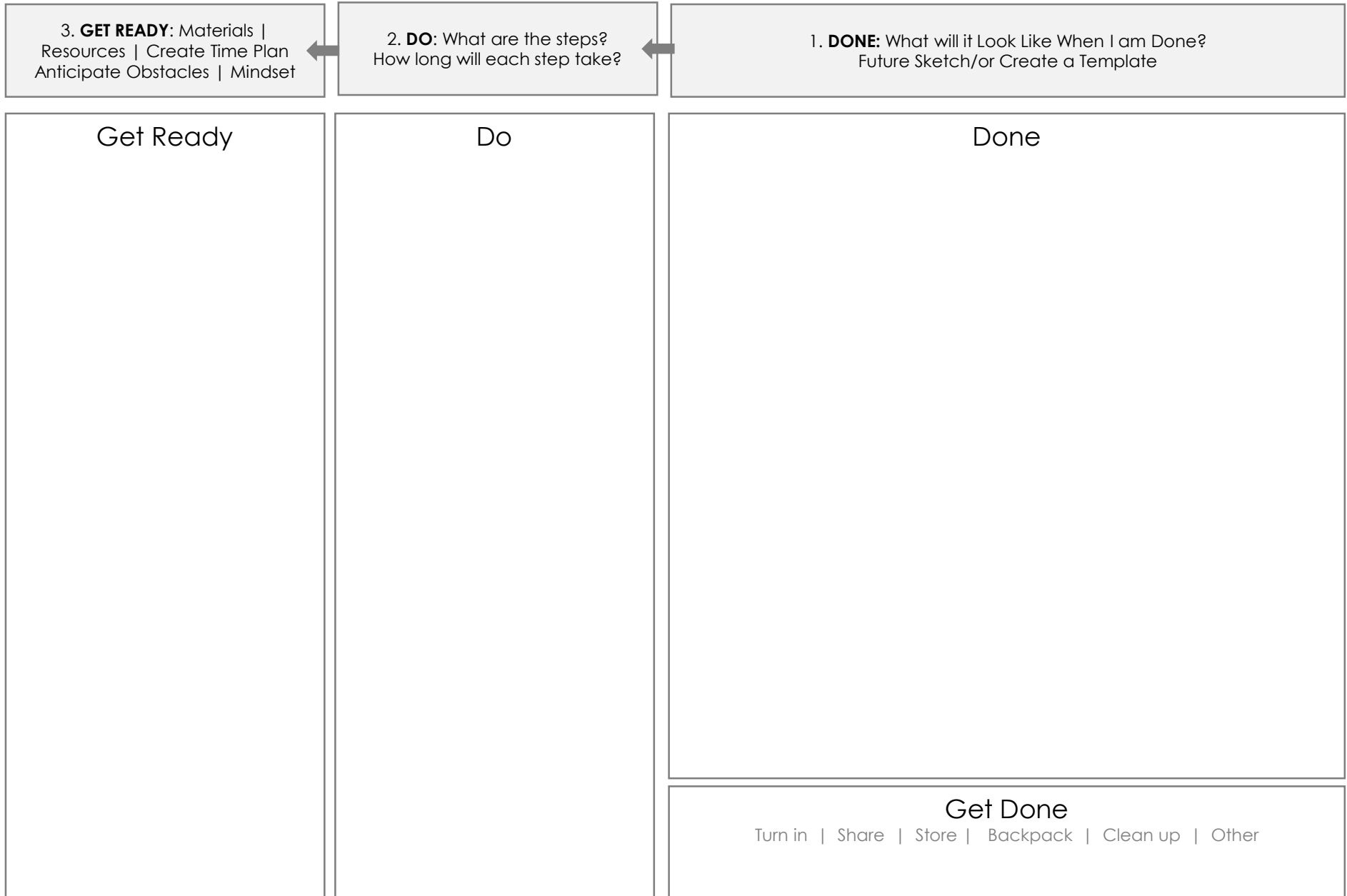




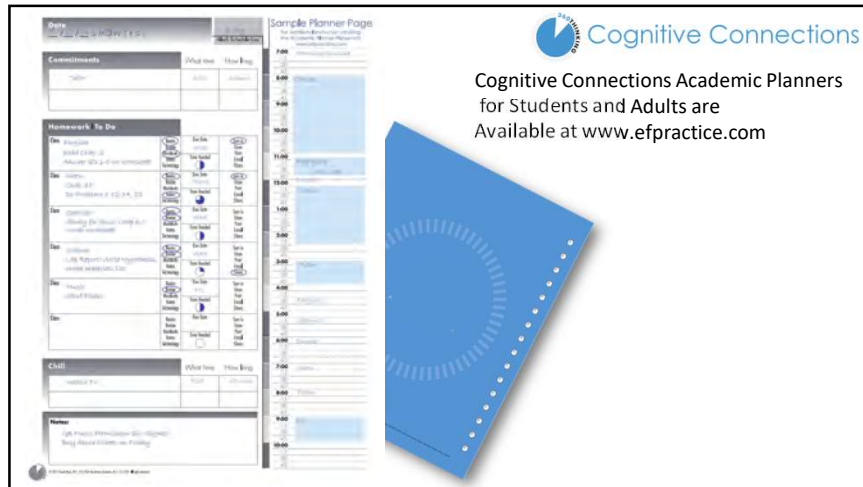
# Done

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

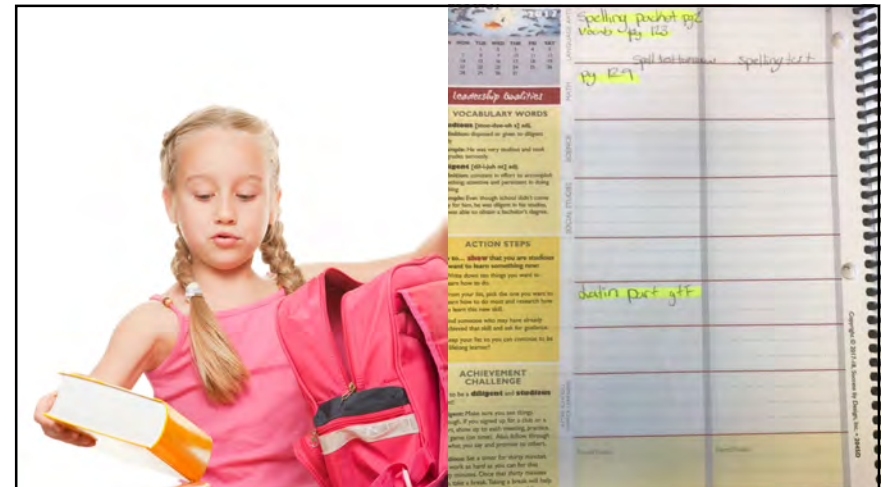




Get Ready • Do • Done Products are produced by Cognitive Connections, LLP for 360 Thinking™ | www.efpractice.com  
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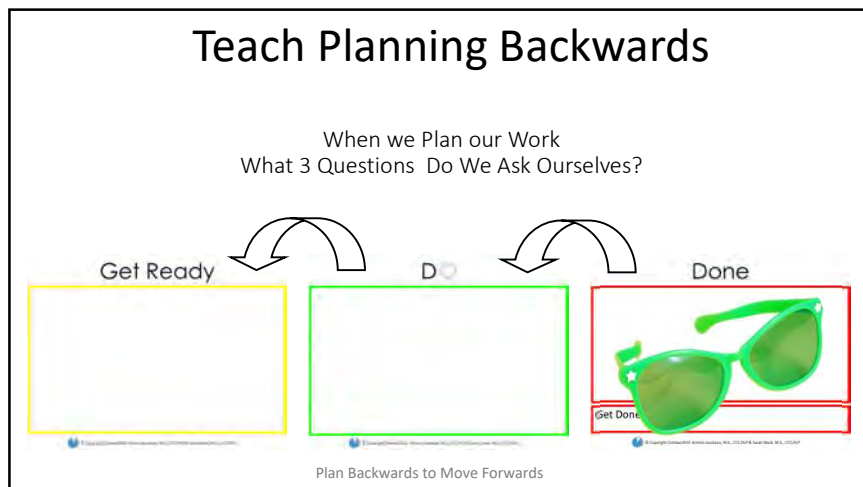
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Cognitive Connections Academic Planners for Students and Adults are Available at [www.efpractice.com](http://www.efpractice.com)



## Teach Planning Backwards





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


Get Ready → DO → Done



Plan Backwards to Move Forwards

### From Seeing the Plan to Independent Future Imagery of a Plan

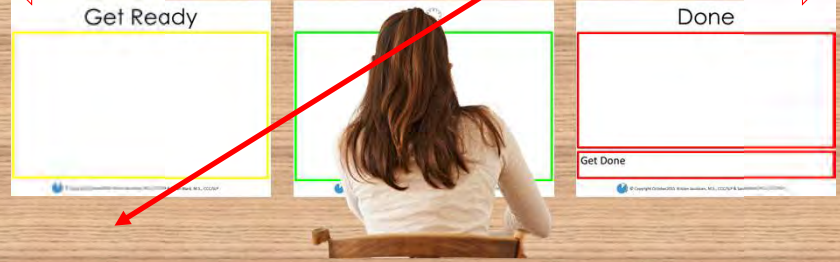
<p>Make Planning Visible: Present the Planning Tool</p> 	<p>Model Planning Plan your Work Then Work the Plan</p> 	<p>Students Plan Backwards</p> 	<p>Visualize the Done: Future Sketch MIME the Plan</p> 
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**The Planning Space**  
 Developing Independent Planning Skills

**Creating the Get Ready\*Do\*Done Work Space**  
 Develops the skill of the **Anticipatory Look**  
 associated with Episodic Future Thinking  
Cristina Atance 2014


Past                      Now                      Future



Get Ready                      Do                      Done

Get Done

**Make Planning Visible: Create the Planning Space**



**Visualize the Planning Space**

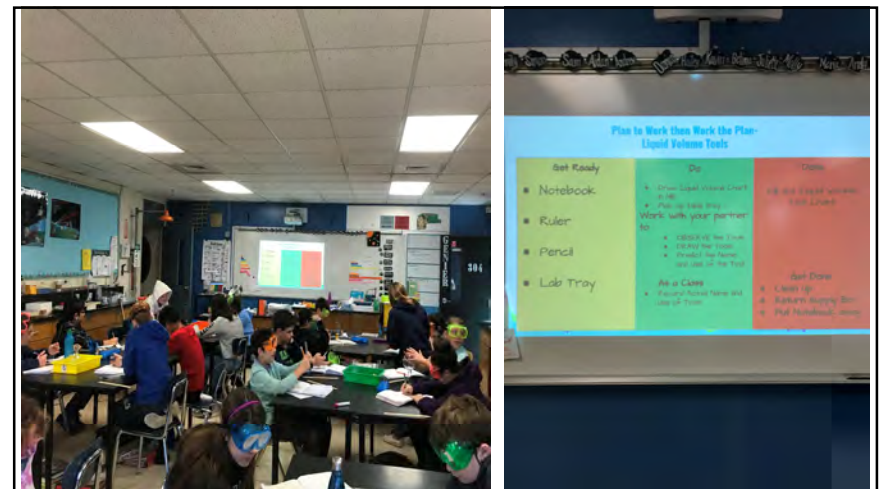
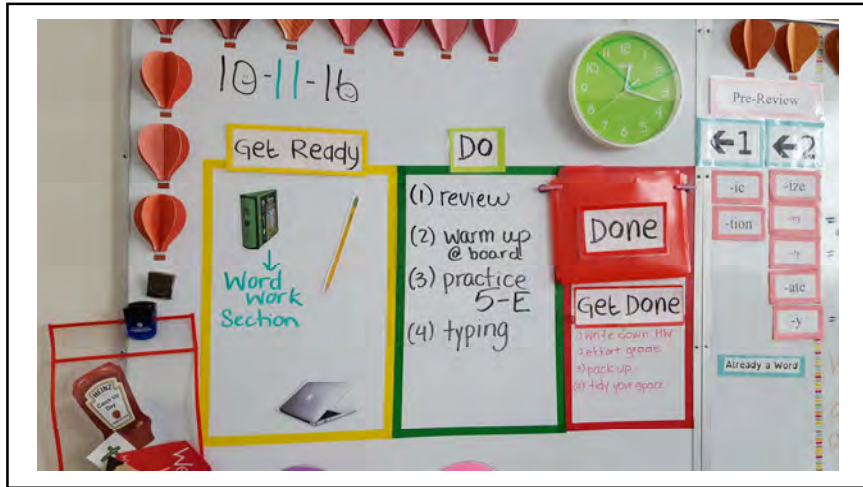


**Get Done**

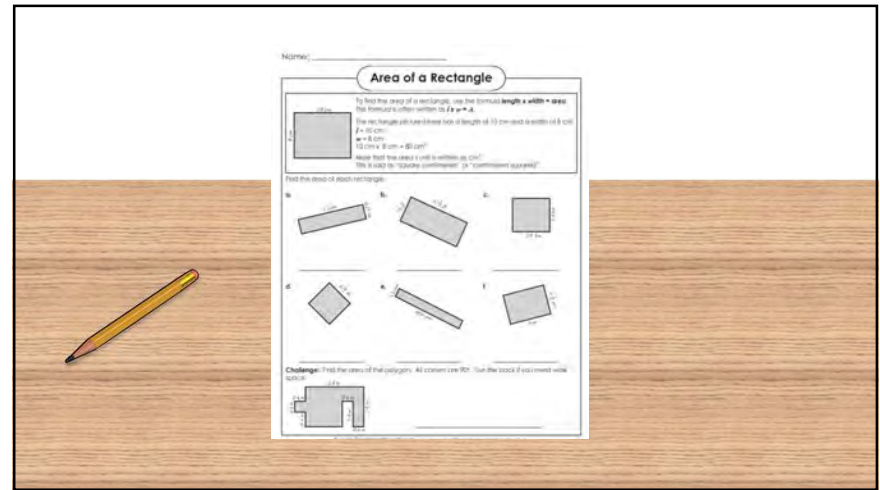
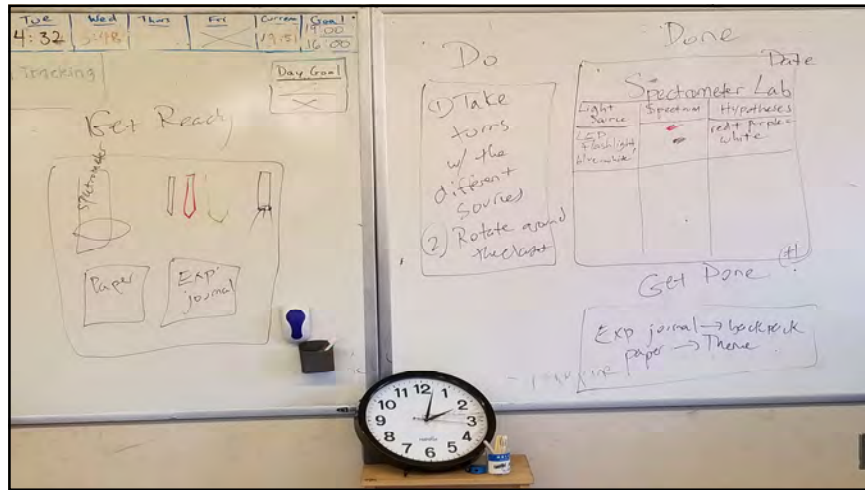
- Clean Up
- Turn In/Submit Work
- Throw out Trash
- Check Off as Complete in Planner
- Review/Share what Learned
- Charge Computer/Headphones/iPad

360 Thinking: Breakthrough Strategies to Develop Independent Executive Function Skills  
 Day 2: Time and Task Management

May 13, 2022







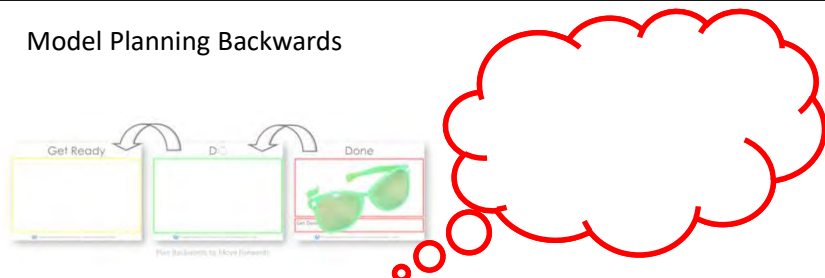


From Seeing the Plan to Independent Future Imagery of a Plan

<p>Make Planning Visible: Present the Planning Tool</p>	<p>Model Planning Plan your Work Then Work the Plan</p>	<p>Students Plan Backwards</p>	<p>Visualize the Done: Future Sketch  MIME the Plan</p>
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Model Planning Backwards




Start by Introducing the Language and Thinking Process of Planning:  
 What will it look like when I am **Done**?

Automate the Self Talk Approach to Planning


### Teach Planning Backwards

<p style="text-align: center;"><b>Get Ready</b></p> <p>Do I need to do anything to <b>Get Ready</b> for the task?</p> <p>Do I need to Gather or Organize any materials/resources/strategies?</p> <p>Self Regulation Tools?</p>	<p style="text-align: center;"><b>Do</b></p> <p>What do I need to <b>do</b> to accomplish this task?</p> <p>How much time will it take?</p> <p>What is my time available?</p>	<p style="text-align: center;"><b>Done</b></p> <p>What do I need to do to get <b>Done</b>?</p> <p>What will it look like?</p> <p>When is it due so I know my priorities?</p>
		<p style="text-align: center;"><b>Get Done</b></p> <p>How do I close out/Get Done with the task?</p>



### Teach Students to Generalize the Use of Strategies And Reference Tools

**Get Ready**

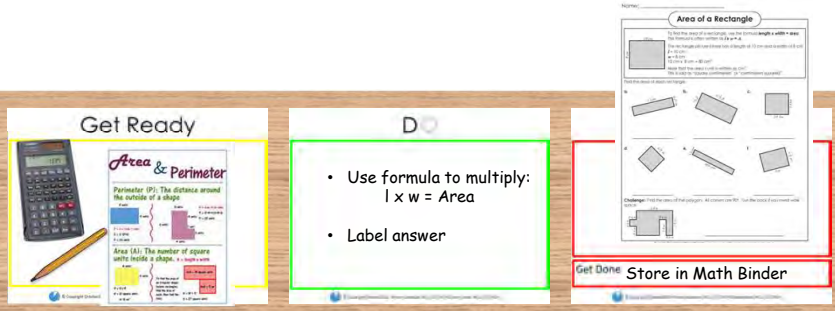




**DO**

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


**Done**

Store in Math Binder







- Remove Gaps in Time
- Externalize Motivation
- Visualize the Reward or Outcome
- Target Productivity over Completion



### Model Planning Backwards: Start with a Straightforward Assignment

**Get Ready**




**DO**

1. cut
2. match
3. Glue
4. Color

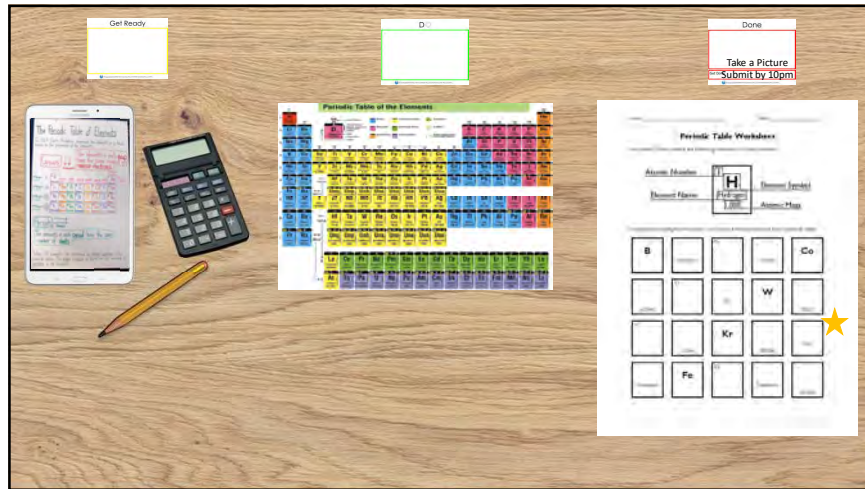
**Done**

Get Done



360 Thinking: Breakthrough Strategies to Develop Independent Executive Function Skills  
Day 2: Time and Task Management

May 13, 2022

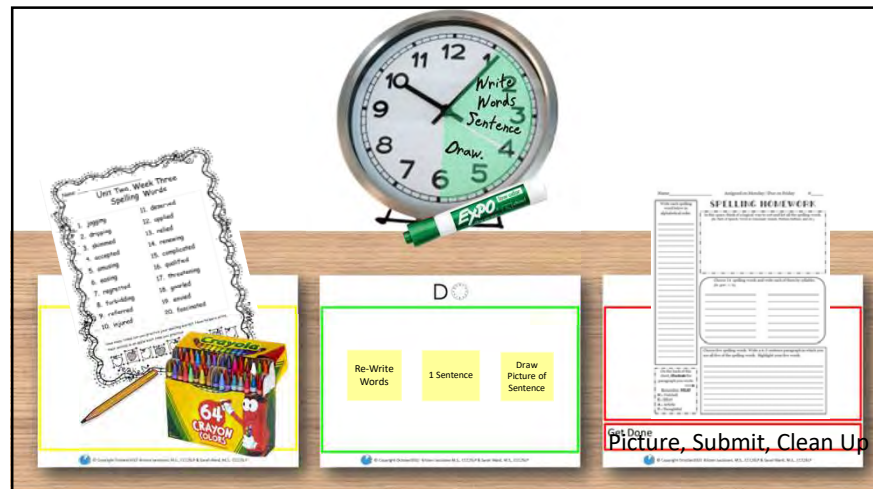
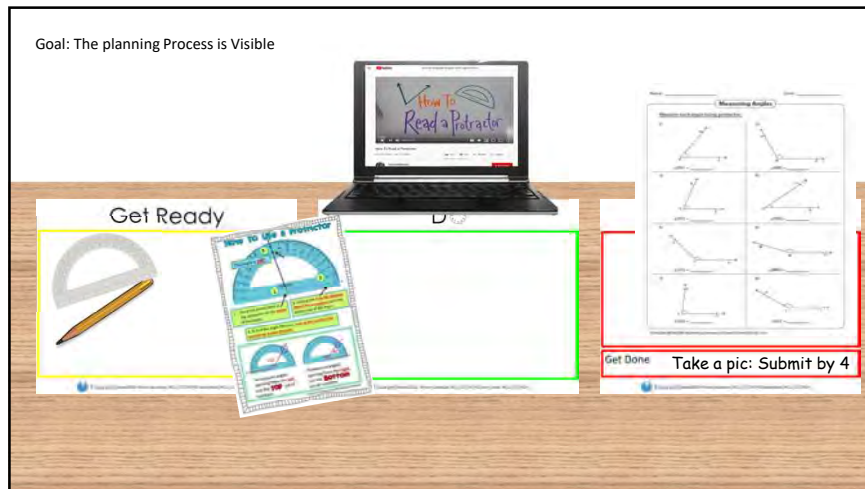


Assignment: Make flash cards for new vocabulary words in the article.

"We tried the GDD with her schoolwork on Saturday. I laminated construction paper to create simple colored mats. We started with a very basic handwriting sheet and she did so well we continued on.

What blew me away was that when we got to this activity, she had no idea what to put in the "DO" section. She really couldn't explain how you would make the vocabulary cards. She wanted to tell me I would write down all the words in the book. I said okay so I write every word you read? She said, no, wait, just the hard words. Just the ones I can't read.

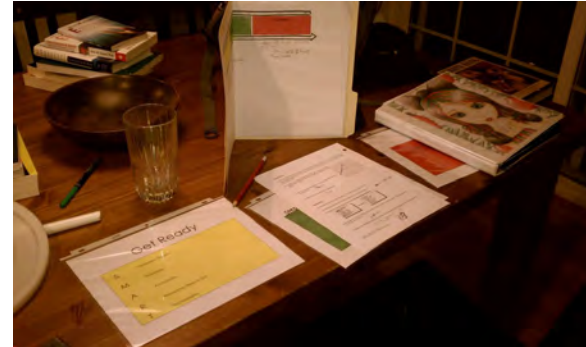
I feel so silly for wasting so many years being her executive function for her."



From Clinic to Home: Take a Photograph of the GDD Planning Space and Send the Photograph Home with the Student



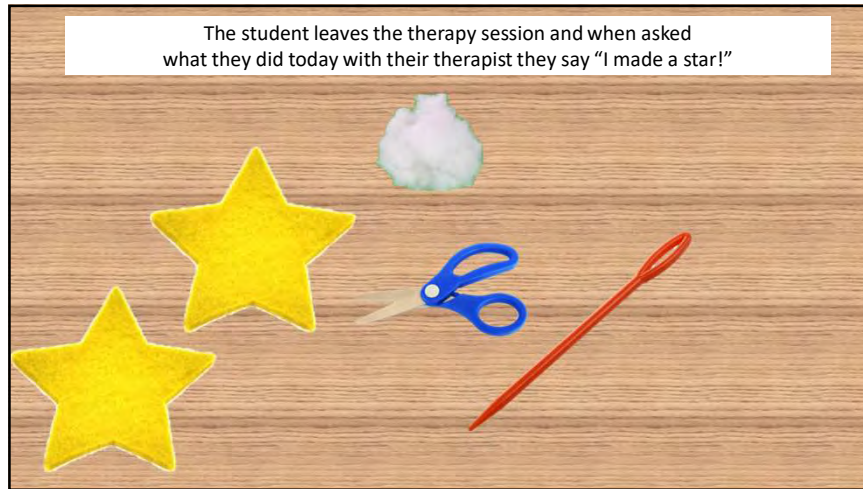
From Clinic to Home: Have the Student Recreate the GDD Planning Space and Send you a Photograph



Consider a white noise source if there are multiple Children in a similar space:

- brown noise is good
- Alexa enabled devices (ALSO GREAT FOR SETTING REMINDERS!)
- white noise machine devices





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 <b>S</b>tring with <b>S</b>harp Scissors                  Sew with a <b>S</b>harp Needle                  Thread the <b>s</b>tring through the hole                  Sew the <b>S</b>tar                  Make tight <b>S</b>titches                  Stuff with <b>S</b>oft Cotton  <b>S</b>titch up the hole  <b>S</b>quish the <b>S</b>tar</p>	<p>Done</p>
<p>Get Done</p> <p>Clean up!!                  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"> <li>• I want to connect</li> <li>• 3 Deep Breaths</li> </ul>	<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><b>Join a Group</b></p>
<p>Get Done</p> <p>Add new ideas to friend files</p>		

360 Thinking: Breakthrough Strategies to Develop Independent Executive Function Skills  
Day 2: Time and Task Management


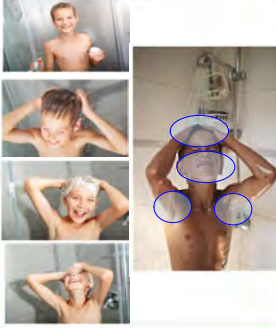
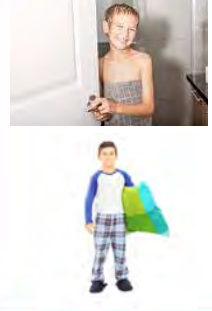

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Use your Existing Treatment Activities in Conjunction with the Get Ready \* Do \* Done System

<p>Get Ready</p> <p>index card - for our back pocket</p> <p>Add a thought worksheet</p> <p>Friend Files worksheet</p>	<p>Do</p> <p>Review: HOW to join a group</p> <p>Prepare: write up back pocket conversations</p> <p><b>Practice the Add a thought strategy</b></p> <p>Practice: Entering a group</p> <p>Add to friend Files:</p>	<p>Done</p> <p><b>Join a Group</b></p> 
		<p>Get Done</p> <p>Exit ticket: Tell someone how to join a group</p>

<p>Get Ready</p> <p>Water Bottle</p> <p>Fidget Tool!</p> <p>Whole Body Listening!!</p>	<p>Do</p> <p>Visit Each Center Do Work Get Pin!</p> 	<p>Done</p> <p>I am Working</p>  <p>For Doing my Work!</p> <p>Get Done!</p> <p>Show my Teacher!</p>
--	---	--

<https://www.teacherspayteachers.com/Product/Work-Center-Rotation-System-For-Special-Education-Classroom-401564>

<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> 

<p>Get Ready</p>  	<p>Do</p>  	<p>Done</p> 
		<p>Get Done</p>  

Get Ready

Do

Done

Get Done





<p align="center">Get Ready</p> <p>Clean the basement              Get my sleeping bag and pillow              Stuffed Animal</p> <p>Popcorn</p> <p>Sundaes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ice cream</li> <li><input type="checkbox"/> Sprinkles</li> <li><input type="checkbox"/> Whip cream</li> <li><input type="checkbox"/> Cherries</li> </ul> <p>Nails:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nail Polish Remover</li> <li><input type="checkbox"/> Nail Polish</li> <li><input type="checkbox"/> Pens</li> <li><input type="checkbox"/> Paper Towels</li> </ul>	<p align="center">Do</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sleep in the Basement!</li> <li><input type="checkbox"/> Watch a movie</li> <li><input type="checkbox"/> Paint our Nails and do Nail Art</li> <li><input type="checkbox"/> Make sundaes!</li> </ul>	<p align="center">Done</p>  <p align="center">Sleepover</p>	
 <p><b>Sleepover Host</b>              Get Ready * Do * Done © Copyright Sarah Ward, M.S., CCC/SLP              and Kristen Jacobsen, M.S., CCC/SLP. All Rights reserved.</p>			<p align="center">Get Done</p> <p><b>Clean Up the basement              Put away sleeping bag</b></p>

Change your Language



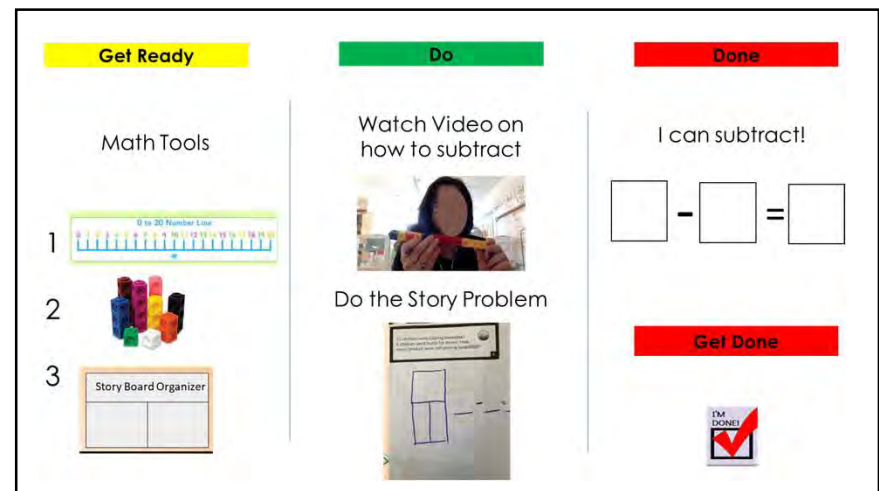
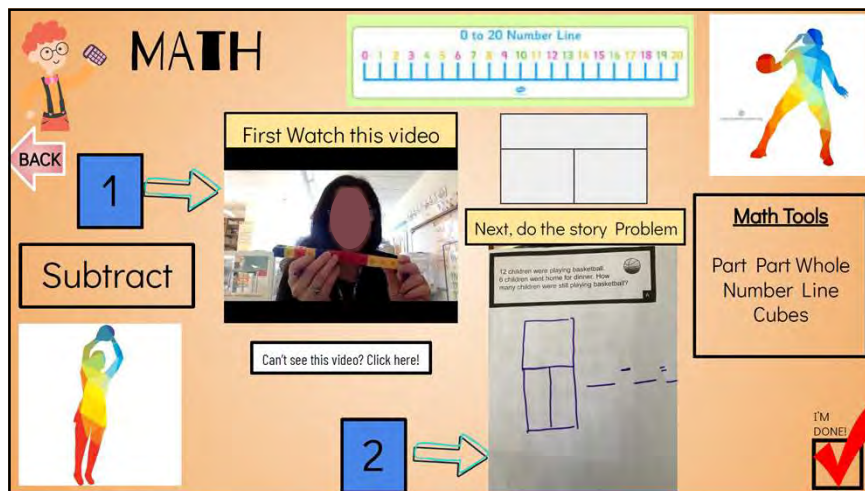
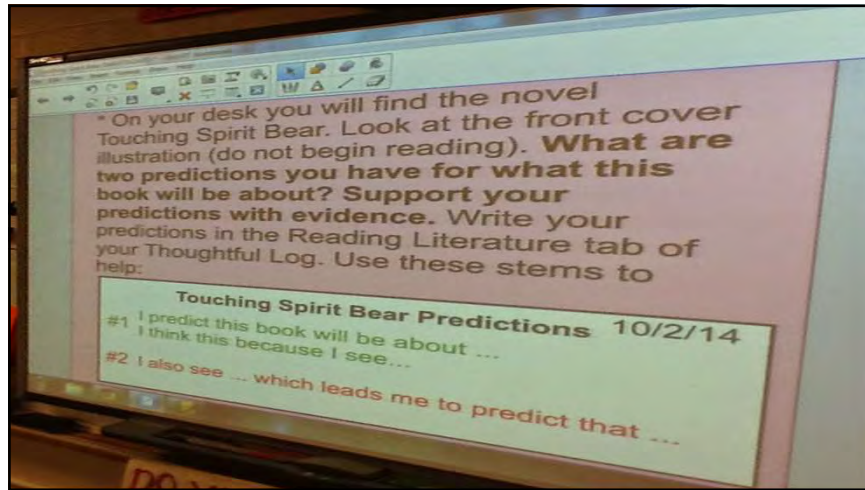
If we leave the house and 5 and you are Done, what does Done look like? What do you need to do? Any obstacles?

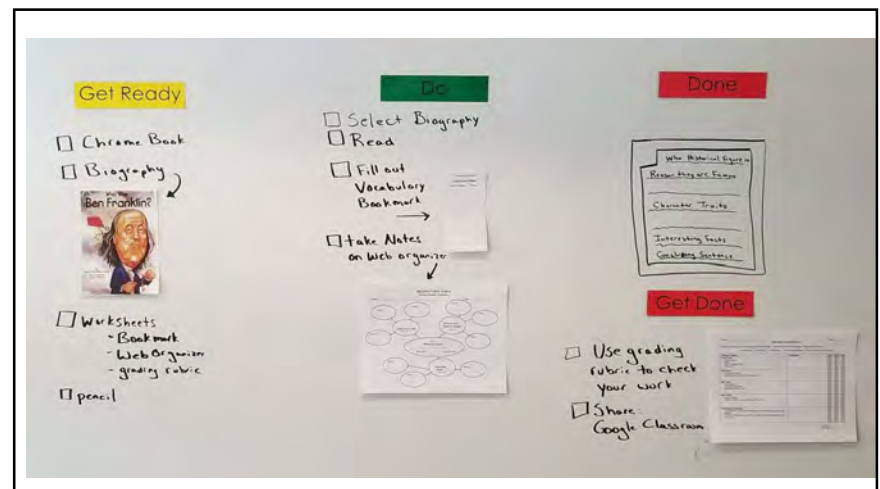
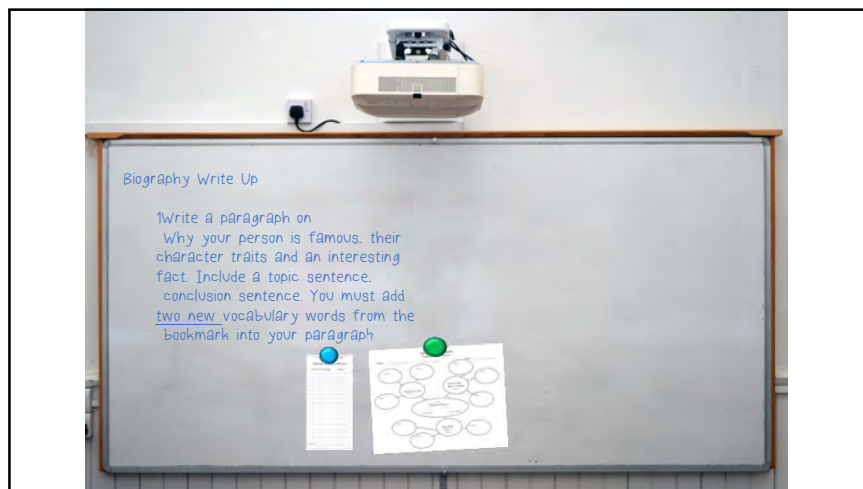
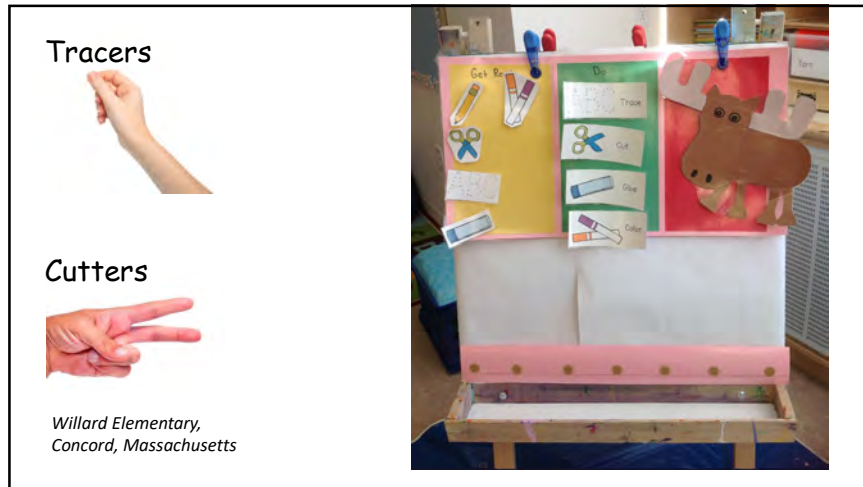
**The Tiny Tweak!**

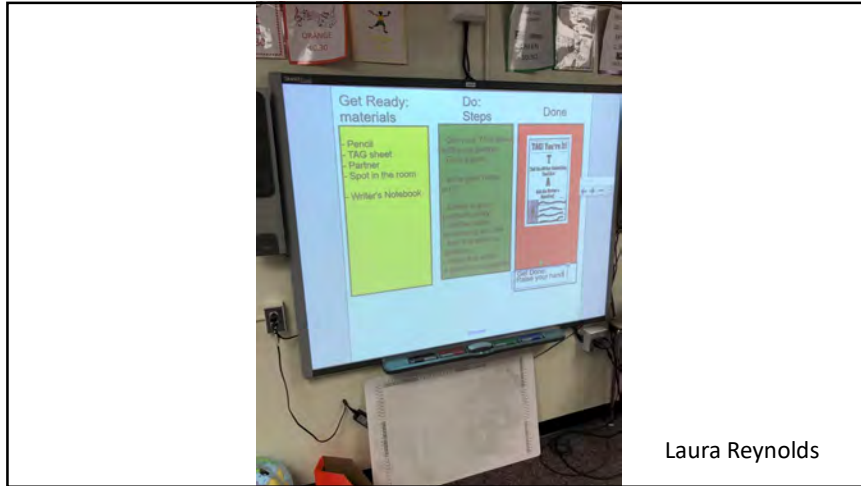
**Classroom Instruction**

Get Ready \* Do \* Done ( Get Done)

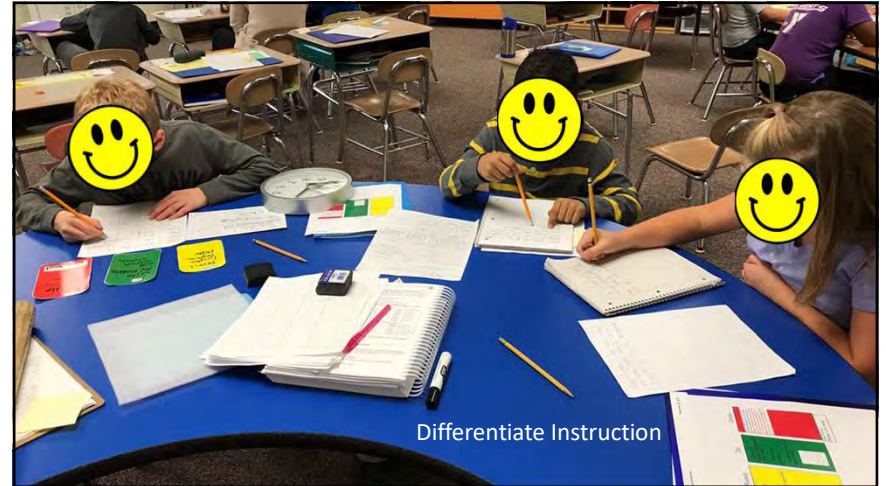











Laura Reynolds

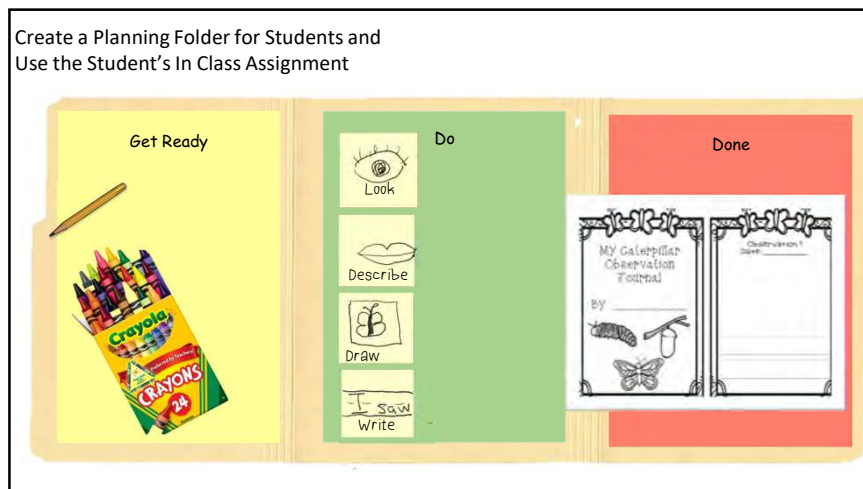
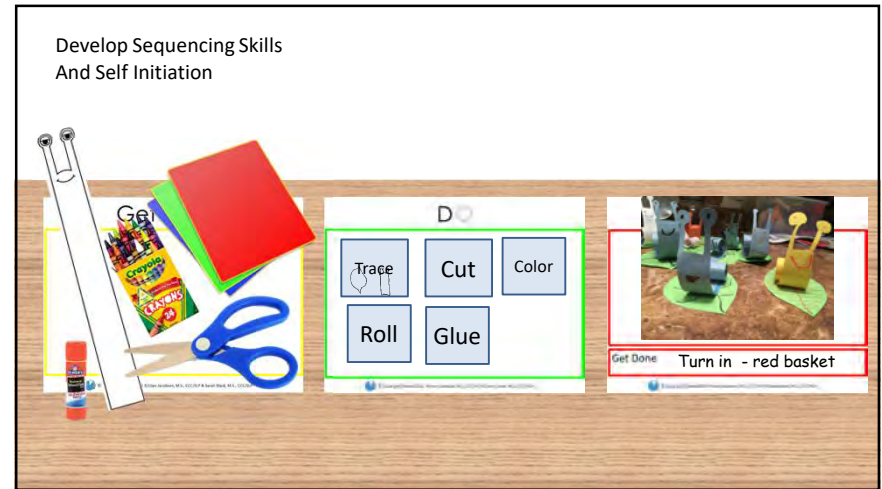
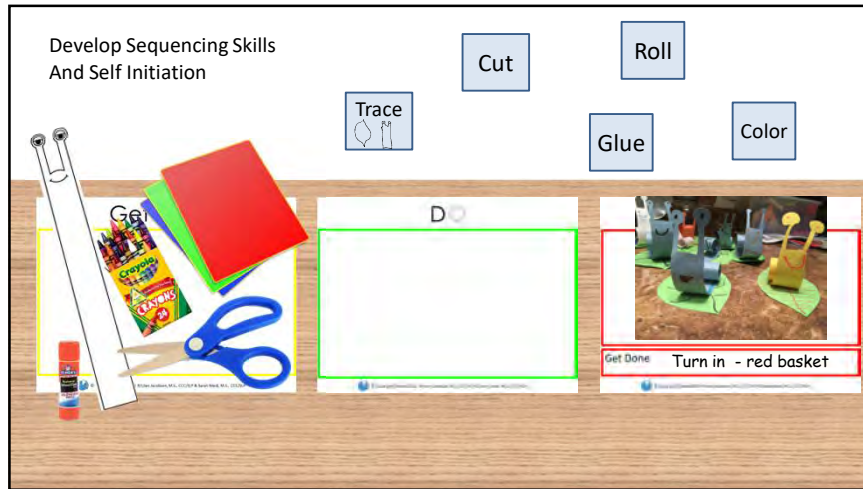


Differentiate Instruction



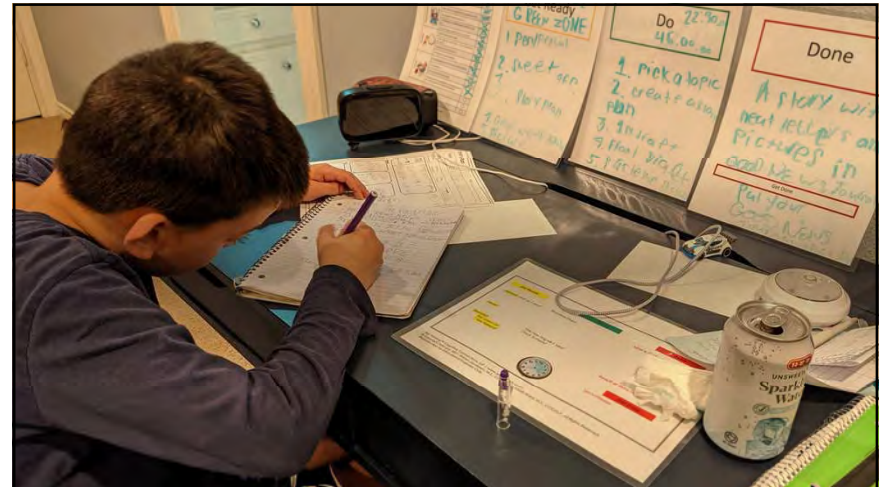
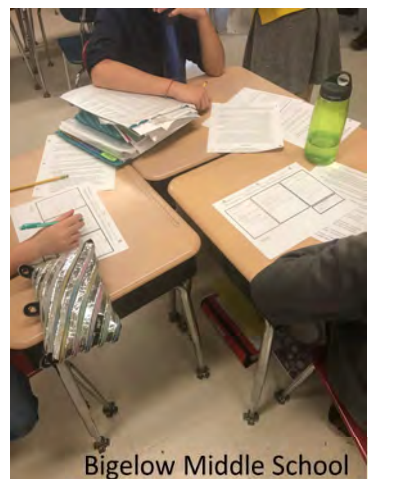
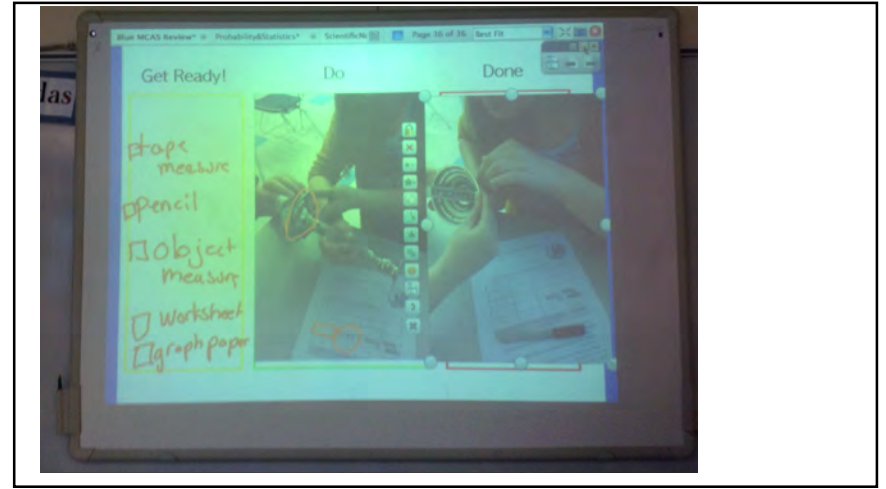
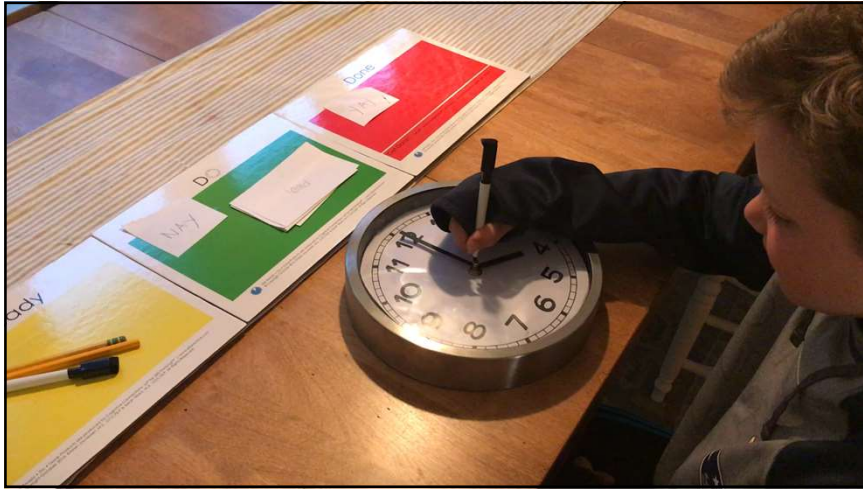
**From Seeing the Plan to Independent Future Imagery of a Plan**

<p>Make Planning Visible: Present the Planning Tool</p>	<p>Model Planning Plan your Work Then Work the Plan</p>	<p>Students Plan Backwards</p>	<p>Visualize the Done: Future Sketch  MIME the Plan</p>
			



360 Thinking: Breakthrough Strategies to  
Develop Independent Executive Function Skills  
Day 2: Time and Task Management

May 13, 2022



### From Directions to Planning Identify the Features


**Lighthouse Project Plan**

Name: Mia

First, you need to think like an engineer or architect: what do you want your lighthouse to look like in the end.

1st - Your lighthouse will be protecting ships from crashing but where will it be placed. off the coast

2nd - The main parts of a lighthouse are: Capola, Lantern Room, Caswell, Tower, and Foundation.



At the top is the capola. It contains the lens and protects it from weather. Sometimes there is a lightning rod on the very top.

Inside is the lantern room where the lens or light is kept.


Outside is a caswell used for observation or allowing for access to windows for clearing snow/ice.

The tower itself has a special shape and color.

The foundation is the base from where the tower is built. There is usually an entrance and staircase inside the tower.

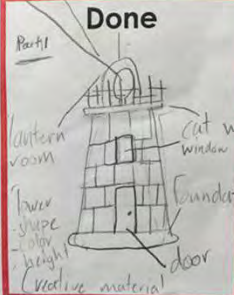
3rd - Materials for my lighthouse  
 Think about each part of your lighthouse and start to make a materials list for each part.  
 Brainstorm possible materials:

Capola: glass  
 Lantern Room: lens or light, color, plastic light bulb  
 Caswell: glass, plastic  
 Tower: cardboard  
 Foundation: cardboard



### Planning & Nonverbal Working Memory

Done



### Planning & Nonverbal Working Memory

Get Ready

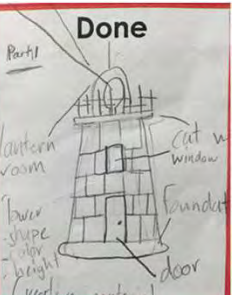
Project materials  
 Plan  
 Readings on lighthouse (websites)  
 Graphic organizer  
 Computer  
 Rubric

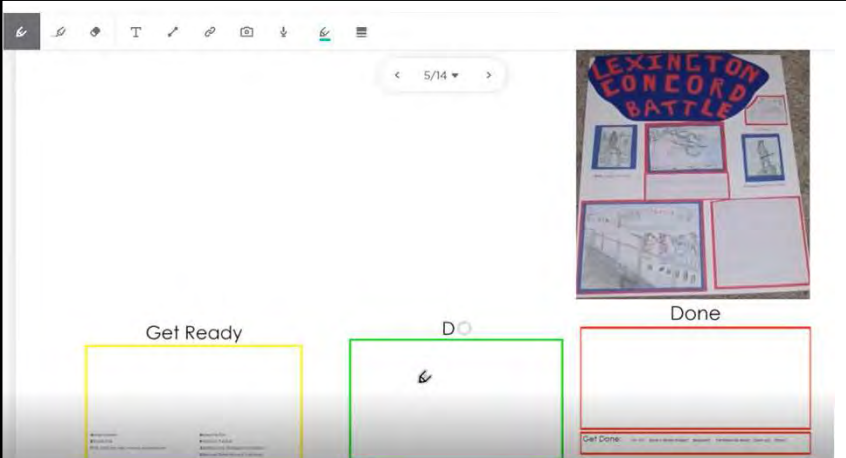
Do

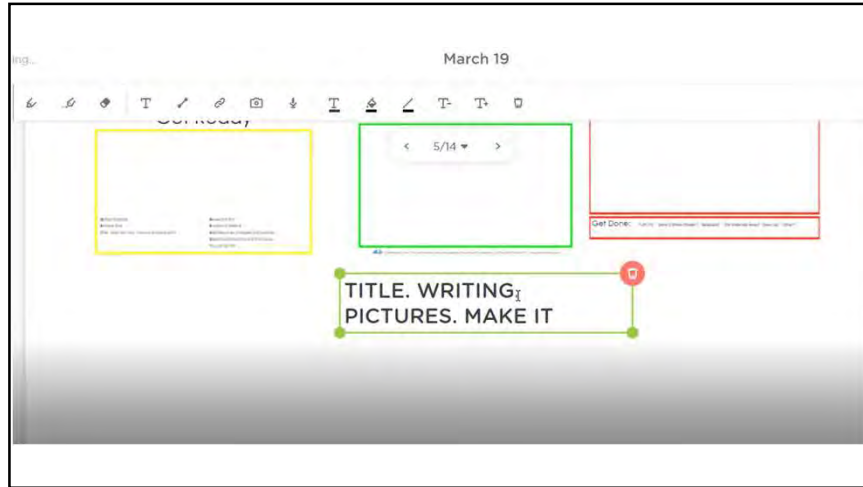
Steps to build

- Complete plan
- Plan approved
- Gather materials
- Construct it
- Due Part 2
- Brainstorm
- Draft
- Final Base

Done







### Robust Verb Vocabularies and Executive Functioning

According to Horvath and Arunachalam, verbs can be difficult to acquire developmentally because:

Nouns often refer to concrete entities while verbs often refer to relational concepts

The “imageability” of the concept labeled by the verb varies. Mental state verbs (hope, dream, wonder) are difficult to connect to a concrete image.

Verbs may be durative – relating to a continuous action (e.g., read, walk, wash, sleep, etc.)

vs. punctual – difficult to stop in the middle of an event (e.g., yell, punch, give, get, cough, blink, gasp, etc.)

### Durative vs Punctual Verbs

Interestingly, verbs describing durative (continuous action) events are better known than verbs describing punctual events (Horvath & Arunachalam, 2019).

Forethought for executive function skills relies more on durative verbs BUT the retrieval and sequencing of the specific verb/action steps envisioned to complete the durative action is often more punctual (concrete and time-limited) in nature.

### Verb Production: Durative vs Punctual

3. <b>Get Ready:</b> What items do I need? Any resources? Set Time Markers, Jail Time Robbers, Anticipate Obstacles	2. <b>Do:</b> What are the steps? How long will each step take? Do I need a Scheduler?	1. What will it Look Like When I am Done? Future Sketch/or Create a Template
Get Ready	Do	Done
	<ul style="list-style-type: none"> <li>Record the topic on the page.</li> <li>Create a list of at least six ideas for that topic.</li> <li>Sort and label connections between the ideas.</li> <li>Re-list the central idea of the various groups</li> <li>Prioritize these points in a logical order.</li> </ul>	Brainstorm for the Essay on Westward Expansion
Get Done <small>Turn in   Share   Store   Backpack   Clean up   Other</small>		

## Action Verbs Activate the Motor Region of the Brain More so than Object Nouns

Durative: Make the Poster

Punctual: Print the pictures, cut the backing, glue the pictures on, type the captions, write my name on the bottom right corner

Words ↔ Action

### From Vague to Specific and Enduring Planning Co-Thought Gesture + Concrete Action Verbs

### From Vague to Specific and Enduring Planning Co-Thought Gesture + Concrete Action Verbs



**Get Ready**

**Do**

**Done**

Roles:



**Get Done**

360 Thinking: Breakthrough Strategies to Develop Independent Executive Function Skills  
Day 2: Time and Task Management

May 13, 2022

Get Ready

Do

Done

materials

spoon

cylindrical object

rubberband

no screen time author

MAKE IT  
PIECE IT TOGETHER  
DIMWITS

We plan backwards!  
What 3 questions do we ask ourselves when planning?  
What steps will you need to DO to make hot cocoa?  
What will you need to Get Ready?

get supplies

Get Ready

Do

Done

We plan backwards!  
What steps would you DO to make this poster for history class?

Get Ready

Do

Done





DRAWING TOOLS  
PAPER, POSTER PAPER, CONSTRUCTION PAPER, GET SIZZORS, GET GORRILA GLUE

TITLE, WRITING, DRAW PICTURES, MAKE IT, DRAW, TITLE, CUT, THE, BACKING, GLUE TOGETHER, WRITE INFORMATION

PUT AWAY EXTRAS. TAK TO SCHOOL

Visualize the Done  
Be a Future Sketcher  
Developing Independent Planning Skills

### From Seeing the Plan to Independent Future Imagery of a Plan

<p><b>Make Planning Visible:</b> Present the Planning Tool</p> 	<p><b>Model Planning</b> Plan your Work Then Work the Plan</p> 	<p><b>Students Plan Backwards</b></p> 	<p><b>Visualize the Done:</b> Future Sketch  MIME the Plan</p> 
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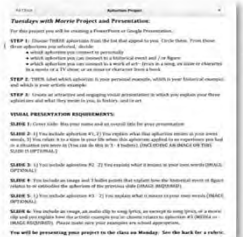
### Role/Order of Working Memory in Executive Function Skills

Nonverbal Working Memory (MIME)

↔

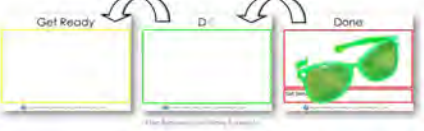
If....Then

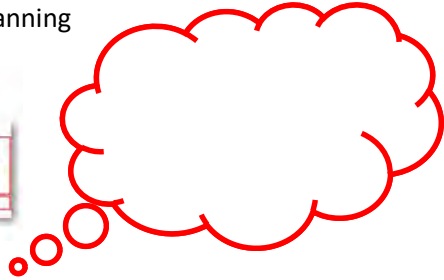
Verbal Working Memory (Self Talk)



### Moving Towards Independent Planning

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





The Visualizing Process of Planning:  
How can I **picture** what it will look like when I am **Done**?

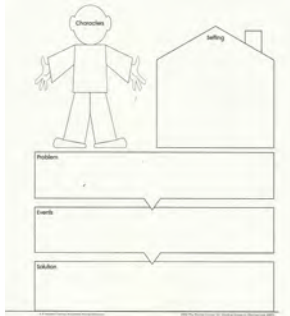
Be a Future Sketcher!

Write a 1 paragraph summary of the book that includes all the parts of a story: type of story, main characters, setting, main conflict and a "cliff hanger question" that does not give away the ending of the book

Done

Get Done

Write a 1 paragraph summary of the book that includes all the parts of a story: type of story, main characters, setting, main conflict and a "cliff hanger question" that does not give away the ending of the book.



Write a 1 paragraph summary of the book that includes all the parts of a story: type of story, main characters, setting, main conflict and a "cliff hanger question" that does not give away the ending of the book

Done

Name of the Book and Type of Story

Tell about main character/setting

What was the conflict?

How does the character react to conflict?

Cliff Hanger question: will the character .....?

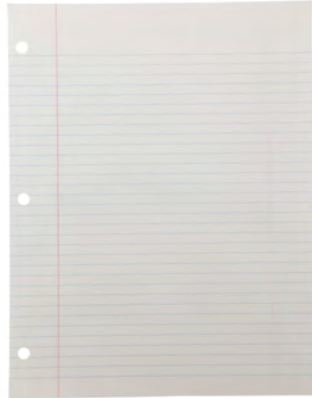
Get Done Submit in Google Drive by end of the day. Put away book. Charge Laptop

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.



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 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

Planning Reduces Impulsivity



Create a recipe book of two main dishes and one dessert relating to the story or time period. For each recipe add a paragraph description relating it to one of the characters or its importance in the story or a time period.

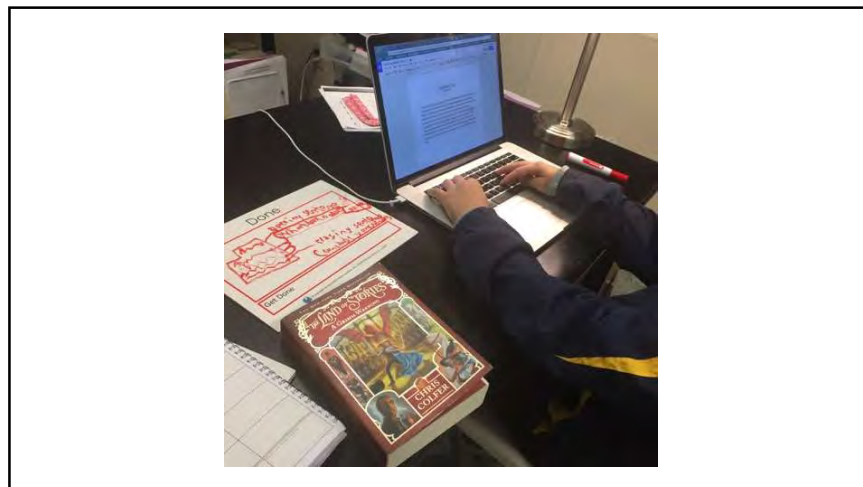
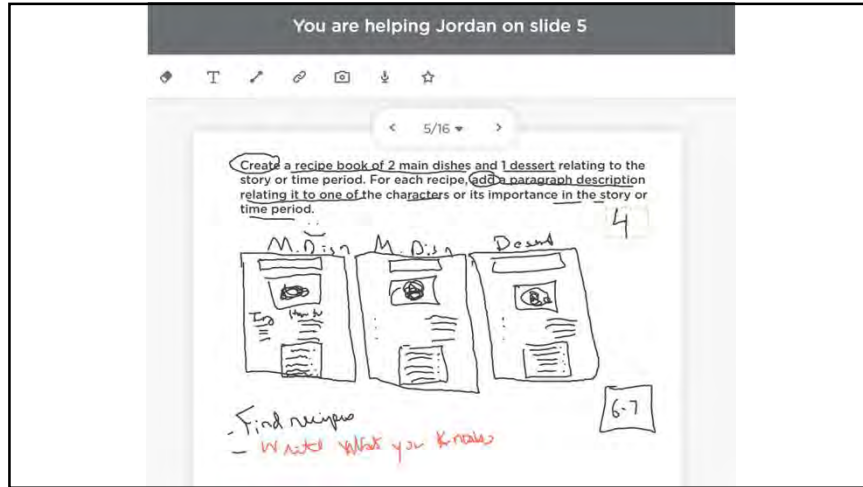
Done

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





Done

Create a recipe book of two main dishes and one dessert relating to the story or time period. For each recipe add a paragraph description relating it to one of the characters or its importance in the story or a time period.

Done



**From Seeing the Plan to Independent Future Imagery of a Plan**

<p><b>Make Planning Visible:</b> Present the Planning Tool</p> 	<p><b>Model Planning</b> Plan your Work Then Work the Plan</p> 	<p><b>Students Plan Backwards</b></p> 	<p><b>Visualize the Done: Future Sketch</b> <b>MIME the Plan</b></p> 
--	--	---	--



### Let's Practice: Gestures to Generalize!

Gesture the Plan for:

- Making a Poster on a Rock or Mineral
- Writing a Paragraph Summary for a Chapter
- Completing a math worksheet, scanning, uploading and turning it in to "Get Done"

Plan Backwards to Move Forwards

Edit Assignment: Independent GDD planning for worksheets and as...

Background

2/10

### How do we plan backwards?

Look at the assignment below. Tell me your backwards plan for completing this assignment.

Read the Passage and make 1 of each annotation on your bookmark.

Answer 6 questions about the passage.

Draw a new animatronic.

### Generalization and Independent Imagery

Nonverbal Working Memory ↔ If...then ↔ Verbal Working Memory Self Talk

August 28-September 3, 2005

28 Science Write up Lab Report

29 Calc: read chap #1,2,4, even only

30 Lit: Crucible: Chap 3 Annotate

31 Hist: Chap 4, Q on Worksheet.

Write a paragraph summary describing how the character changed from the beginning of the chapter to the end of the chapter. Include specific examples.

## PLANNING ACROSS TIME MONTHLY TIME



## Long Term Social Studies Project

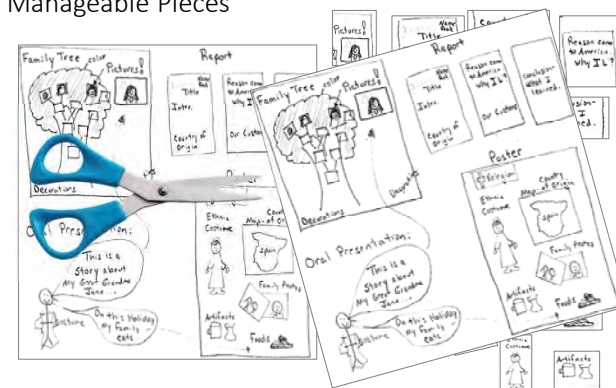
In this long-term project students will be asked to interview members of their families to learn about their ethnic heritage. Students will

- construct a family tree,
- compose a report,
- craft a poster board,
- make a n oral presentation to the class.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 Work on Family Tree: Draw	6 Write one paragraph	7	8 Find pictures for posters	9 Write paragraph on why family came to IL	10
11	12 Decorate family tree and glue pictures	13 Print more pictures for Poster	14 Paste pictures and fancy it up	15 Practice Speech	16 Project Due	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

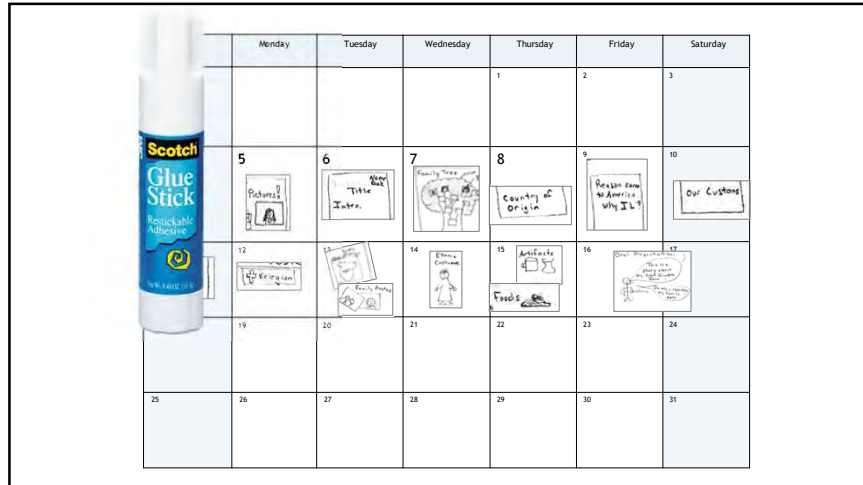
## Breaking Large Projects into Manageable Pieces



# 360 Thinking: Breakthrough Strategies to Develop Independent Executive Function Skills

## Day 2: Time and Task Management

May 13, 2022



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
5	6	7	8	9	10	
12	13	14	15	16	17	
19	20	21	22	23	24	
25	26	27	28	29	30	31

### ANCIENT EGYPT RESEARCH PAPER

Dear Parents,

In English and Social Studies classes the students will be exploring an area of interest in Ancient Egypt. As part of this unit, the students will be writing a research paper in order to expand their knowledge on this topic and learn valuable research skills. The process used to construct the report will be covered in class, whereas the information gathered will be primarily done outside the classroom. There will be several steps involved, and a due date will be set for each step. These dates are important so your child does not fall behind with the research process.

**Materials needed:**

- 1 packet (100 cards) lined 8 1/2 x 5 index cards
- 1 boxcar of information. At least 2 printed sources: book, encyclopedia, or magazine. Work on utilizing the school's library and Pelham's Town Library also offers a great resource of information.
- A container to keep the index cards in (a zip-lock baggie works great).

The report is equal to a substantive grade, therefore, reminding your child that a due date is approaching would be extremely helpful. Due dates are listed on the back.

Any assistance you can give your child with this report will be greatly appreciated. Feel free to contact us with any questions or concerns.

Thank you for your support.

7<sup>th</sup> Grade Social Studies & English Department

*Please sign below and return by December 15, 2021*

ANCIENT EGYPT RESEARCH REPORT

STUDENT SIGNATURE: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

DUE DATES FOR 7<sup>TH</sup> GRADE EGYPT RESEARCH PAPER

**Directions for each step will be passed out in class.**

**STEP 1 - Topic sentence & 5 guiding questions** 1/12/14

**STEP 2 - 5 Note cards in correct format** 1/20/14

**STEP 3 - 5 Work Cited cards in correct format** 1/27/14

**STEP 4 - Outline in correct format** 2/3/14

**STEP 5 - Rough draft** 2/10/14

**STEP 6 - Final Copy of paper** 2/17/14

- Cover sheet: Title, Author, Block
- 2 Page typed report:
  - double spaced
  - size 12 font
  - Time New Roman font
- Typed work cited page in the correct MLA format

**Possible Egypt Research Topics:**

- Pyramids
- Mummies
- Sphinx
- Cat and Cats
- The Nile
- Egyptian clothing, jewelry, makeup, games, food, etc.
- Temples
- King Tut
- Valley of the Kings
- Wax, resins, adobe
- Medicine
- Ancient Egyptian
- Waters (like Mesopotamia)
- Nobility, etc.
- Clothing
- Games
- Other phases and etc.

# Done

Cover Sheet	Introduction	Body Paragraph #3	Works Cited
Title Author Block	Body Paragraph #1  Body Paragraph #2	Conclusion	

Double Spaced  
Size 12 Font  
Time New Roman Font

**Get Done:**  
Turn In: Notecards, Work Cited Notecards, Outline, Rough Draft, Final Paper

# D

Research: 5 Sources (at least 2 print sources: book, encyclopedia or magazine)

Topic sentence

- Guiding Question
- Guiding Question
- Guiding Question
- Guiding Question
- Guiding Question

50 Note cards: correct format

5 Works Cited Cards In Correct Format

Book? Encyclopedia?

Magazine?

Outline in Correct Format

Online Resources

- Rough Draft
- Then Revisions

Introduction

Body Paragraph #1 #3

Body Paragraph #2

# Get Ready

- 1 packet (100 cards) lined 3 X 5 index cards
- Container for the Index cards
- Guide to writing research index cards
- Black and Red Pens
  
- 5 Sources of Information
  
- Guide to "Writing a Research Paper Outline"
- "MLA Style Guide for Middle School" Worksheet
- COPS Edit Checklist



**Get Ready**

- 1 packet (100 cards) lined 3 X 5 index cards
- Container for the Index cards
- Guide to writing index cards
- Black and Red Pens
  
- 5 Sources of Information
  
- Guide to "Writing a Research Paper Outline"
- "MLA Style Guide for Middle School" Worksheet
- COPS Edit Checklist

**Done**

Clear Desk!  
100 Index Cards

Introduction  
Body Paragraph #1  
Body Paragraph #2

Conclusion  
Body Paragraph #3  
Body Paragraph #4

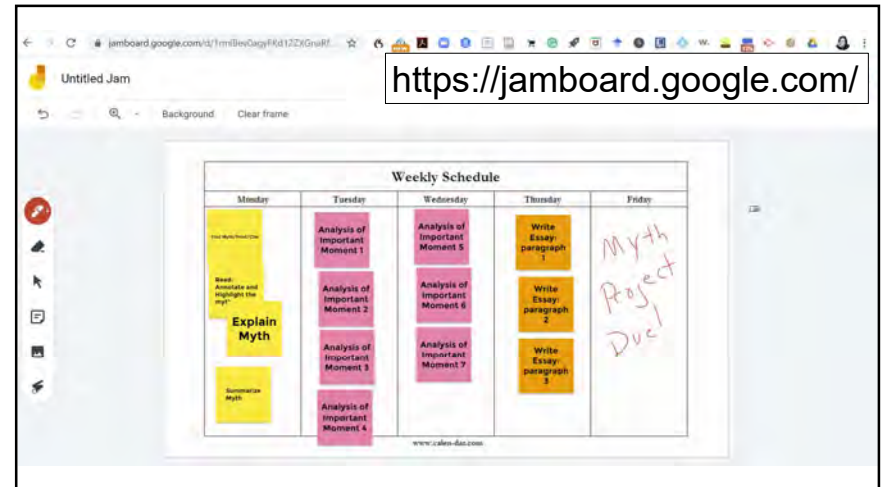
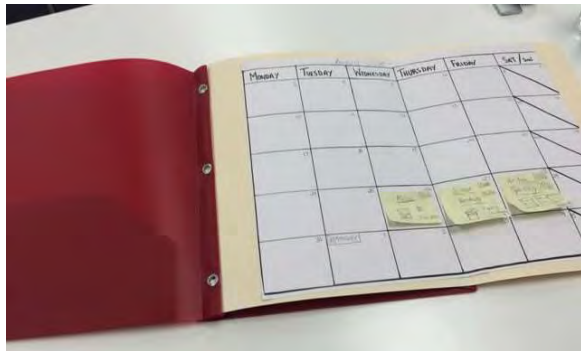
Works Cited

**Get Done:**  
Topic Sentence, Main Claim, Evidence, Conclusion, Rough Draft, Final Paper

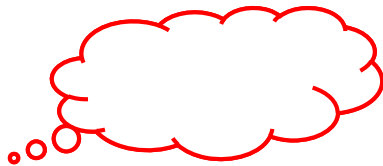
2016 NOVEMBER						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17 Topic sentence 1. Drafting Question 2. Drafting Question 3. Drafting Question 4. Drafting Question 5. Drafting Question	18 Computer	19
20	21 Book?	22 Outline?	23 TIME	24 Thanksgiving Break!	25	26
27 Thanksgiving Break	28	29 Computer	30 Computer			



2016 DECEMBER						
SUN	MON	TUE	WED	THU	FRI	SAT
				1 Book?	2 Book?	3 Computer
4	5 Computer	6 50 Cards 5 works cited	7	8 Outline Due!	9	10
11	12	13 Rough Draft! Introduction Body Paragraph #1	14	15 Paper Due!	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Create a Long Term Project Folder




Now what ONE word comes to mind  
 when you think of executive function skills?



Plan 	Know How I am Doing in School	Break down my assignments!
Look at School Website?	Check my Grades/ Assignments	Plan for and manage obstacles and distractions
Make a Visual Plan for WHEN I See myself doing the work	Everything submitted? Anything Missing?	Make and follow my: <b>Get Ready   Do   Done Plan</b>
Anything I need to do that is not posted online? -English? Spanish II? -Chemistry? World Religion? -WWHistory? -Alg II? <b>Projects/ Quizzes</b>	Self Advocate: Do I need to email any teachers or go to office hours? Check in..am I on the right track?	Plan my time! 
Organize my Work: What is my number one priority?	Organize Backpack/Papers: Visualize when and where I will turn work in Transfer to storage notebook?	What distractions do I need to eliminate? What time savers do I need to implement?
When I am done – remember to GET DONE (clean up   turn in   submit   pack up   Charge Devices)	Organize my homework/learning space - sort – store – trash - tidy	What's stressing me out?  What/who would help?

 Plan	Know How I am Doing in School	Break Down My Assignments!
<input type="checkbox"/> Look at School Website?	<input type="checkbox"/> Check my Grades/ Assignments	<input type="checkbox"/> Plan for and manage obstacles and distractions
<input type="checkbox"/> Make a Visual Plan for WHEN I See myself doing the work	<input type="checkbox"/> Everything submitted? <input type="checkbox"/> Anything Missing? <hr/>	<input type="checkbox"/> Make and follow my: <input type="checkbox"/> <b>Get Ready   Do   Done Plan</b>
<input type="checkbox"/> Anything I need to do that is not posted online?  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> English?  <input type="checkbox"/> Science?  <input type="checkbox"/> History?  <input type="checkbox"/> Math?           </div> <div style="width: 45%;"> <input type="checkbox"/> Specials?  <input style="color: orange;" type="checkbox"/> <b>Projects Coming up?</b>  <input style="color: orange;" type="checkbox"/> <b>Quiz/Test Coming up?</b>  <input style="color: orange;" type="checkbox"/> _____           </div> </div>	<input type="checkbox"/> Self Advocate: <input type="checkbox"/> Do I need to email any teachers or go to office hours? Check in..am I on the right track?	<input type="checkbox"/> Plan my time!  
<input type="checkbox"/> Organize my Work: <input type="checkbox"/> What is my number one priority? _____	<input type="checkbox"/> Organize Backpack/Papers: Visualize/MIME when and where I will turn work in <hr/> <input type="checkbox"/> Transfer to storage notebook?	<input type="checkbox"/> What distractions do I need to eliminate? <hr/> <input type="checkbox"/> What time savers do I need to implement? <hr/>
<input type="checkbox"/> When I am done – remember to GET DONE  <input type="checkbox"/> clean up <input type="checkbox"/> turn in   submit   pack up <input type="checkbox"/> Charge Devices	<input type="checkbox"/> Organize my homework/learning space <input type="checkbox"/> Sort <input type="checkbox"/> Prioritize <input type="checkbox"/> Assign a home <input type="checkbox"/> Containerize <input type="checkbox"/> Evaluate	<input type="checkbox"/> What's stressing me out? <hr/> <input type="checkbox"/> What/who would help? <hr/>

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



Cognitive Connections, LLP  
[www.efpractice.com](http://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](mailto:sward@efpractice.com)

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

# A Clinical Model for Developing Executive Function Skills

*Sarah Ward*

Department of Communication Sciences and Disorders, MGH Institute of Health Professions  
Boston, MA  
Co-Director, Cognitive Connections  
Concord, MA

*Kristen Jacobsen*

Co-Director, Cognitive Connections  
Concord, MA

*Financial Disclosure:* Sarah Ward is a speech-language pathologist, Co-Director of Cognitive Connections, LLP, and an Adjunct Instructor at MGH Institute of Health Professions.

Kristen Jacobsen is a speech-language pathologist and Co-Director of Cognitive Connections, LLP.

*Nonfinancial Disclosure:* Sarah Ward has no nonfinancial interested related to the content of this article. Kristen Jacobsen has no nonfinancial interested related to the content of this article.

## **Abstract**

*The purpose of this article is to describe a therapeutic program developed by our clinic that (a) considers the core features of executive control which must be understood in order to effectively implement an executive function treatment model, (b) how we included those features into a treatment program that successfully teaches students to develop independent executive function skills, and (c) demonstrates how the model has been applied across the developmental age span.*

## **Executive Function**

Self-regulation is essential for task execution and involves three key components: (a) any action that allows students to stop and direct themselves, (b) how this action results in a change in their behavior, and (c) how this behavior changes the likelihood of future consequences or the attainment of a goal (Barkley, 2012). This mental process of stopping and self-directing behavior is termed mimetic ideational information processing. The individuals essentially “mime the idea” in their minds and can even imagine a “dry run” of their impending actions to mentally simulate several possible future scenarios. In effect, it is a mental “trial and error.” Once this mental image is created, using nonverbal working memory, the individuals can then use “self-talk” to direct their actions. In other words, when we ask students to listen and follow directions, we are really asking them to momentarily stop (inhibit) their own actions and thoughts to consider the *what*, *where* and *when* of the desired future, to compare this future with previous experiences, and to determine the value: why is it important, necessary, or motivating?

Individuals with weak executive functioning (EF) skills exhibit reduced visual imagery to see the future, a weak ability to control and sustain this visual representation over time, limited self-directed talk, disinhibition, a limited or absent ability to pre-experience the emotion of the future, disorganized planning, weak initiation, and reduced sustained attention (Barkley, 2012; Barkley, Edwards, Laneri, Fletcher, & Metevia, 2001). The collective outcome is a reduced ability to plan, organize, and control their behaviors for task completion. Some students may also have difficulty clearly envisioning what their future selves might look like when carrying out a routine in a given context particularly if it is a novel situation, which can also trigger negative



emotional responses (Barkley, 2012). For example, a student who is anticipating his first visit to a Mexican restaurant may not form a mental image of what it might look like, and therefore could become anxious due to the novelty of the situation. The ability to access an episodic memory for the schema of “restaurant” would enable the student to predict the expected core features of an unfamiliar restaurant: hostess station, tables/booths, place settings, menu, kitchen, and décor. This ability to shift from the concrete to the abstract to form pattern perceptions — to abstract the quality of a concept and use this quality in a new context to identify how a future image is the same, but different, from a previous experience — is one of the keys to developing strong executive function skills (G. Caine & Caine, 2006).

According to Barkley (2012), in order to develop or rehabilitate EF skills, individuals “need to 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.” Temporal capacity describes how far into the future students can consider to envision their goals and how they will use their time to attain their goals. Thus, clocks, calendars, and schedules are only a tiny segment of how students experience time in their lives. There are many hidden dimensions of time, and the language of how time is used to meet an end goal is often complex and abstract. Students need to develop strategies for the comprehension and production of time as it pertains to time management, complex planning, self-regulation/pacing, and temporal reasoning. All of these skills are developed during the daily events of a student’s life, such as managing homework, initiating and completing morning and nighttime routines, organizing the steps to “get out the door,” and arriving to class on time with the requisite materials. When supporting students through these daily events, we have found our approach helps them to develop the core temporal awareness skills that increase their gradual independence.

A common area of concern for both parents and teachers, and one that our EF treatment model has been designed to address, is a student’s ability to initiate and complete tasks in allotted time frames. Some students may exhibit a delayed initiation while others may appear to race through an assignment or task. Students with temporal sequential processing weaknesses present with a poor concept of time, struggle to process temporal prepositions, and are slow to learn how to tell analog time (Wren, 2013). When students visualize and mentally manipulate the temporal sequence of steps in order to meet an end goal, they gain a sense of pace that is necessary for completing the parts and whole of a task. It can be a challenge for them to interpret multi-step directions and to understand complex syntax with temporal markers (e.g., the direction “*Before you quickly go upstairs first put your homework away and don’t forget to hand it in after lunch.*”) Thus, it was important that the clinical model of executive function present the student with the ability to see and sense a unit of time, as well as the big picture of a task before they executed a multi-step procedure.

Higher order thinking skills are also related to the skills of temporal sequential ordering. Many high-level cognitive functions are sequentially organized, such as understanding cause and effect, problem solving, and using conditional reasoning for inductive and deductive thinking when, in the moment, they are required to temporally organize their thoughts and actions in an online fashion to inhibit impulses, plan ahead, organize their actions, and complete academic/linguistic tasks requiring higher order thinking skills.

Given the above, it is not surprising that Barkley notes that, for a program to be effective to improve the development of EF skills, it is critical to “externally represent” or “remove gaps in time,” to “externalize motivation,” and to “intervene at the point of performance” (Barkley, 2012). Yet many of the current interventions to improve executive control are checklists/contracts that focus the student’s attention on the immediate or “now” of what they are doing. Although the past decade has led to progress in the research, development and documentation

of interventions to improve executive control, there remains a need for evidence-based, effective intervention strategies to improve EF.

## ***Core Components of the Clinical Model of Executive Function***

The purpose of the clinical intervention described in this article was to pilot a service delivery model for students that could be used across settings to develop executive function skills in children that captured Barkley's definition that EF is self-regulation to sustain actions across time towards a goal (Barkley, 2012). Thus, our clinical model is an intervention that combines mimetic ideational information processing, situational and intention awareness, elements of temporal sequential ordering and higher order thinking to promote efficient and accurate completion of tasks within allotted time frames.

### **The Model**

The Get Ready\*Do\*Done Model (GDD) (Figure 1) is a pilot methodology designed to teach students to develop situational awareness, create forethought of an end result, and then integrate all the materials, time and actions to complete a future task. It is based on 6 key principles of executive functioning:

1. Students must develop the capacity to use situational awareness and intention awareness to imagine a hypothetical future<sup>1</sup>.
2. Nonverbal working memory (a private, visual/mental representation of the future) must predate self-speech (verbal working memory).
3. "If... then..." conditional reasoning plans must be used to create "distance" between the current "space" and "time" to the future "space" and "time." As a result, students will "see themselves" as agents of the action for the future goal being contemplated, which will provide time for a student to demonstrate self-restraint and impulse control (Gawrilow, Gollwitzer, & Oettingen, 2011).
4. Students must develop the ability to see and sense the passage of time.
5. Students must develop the capacity to self-monitor and adjust performance towards task completion.

To implement the GDD model (Figure 1) a student is given Get Ready, Do, and Done mats (Figure 2).

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<sup>1</sup>Situational Awareness (SA), as defined by authoritative expert on situational awareness Mica Endsley, is "the perception of elements in the environment within a volume of time and space, the comprehension of their meaning and the projection of their status in the near future" (Endsley, 1995). Howard took Endsley's definition even further to show that, in order for individuals to successfully demonstrate SA, they must also be able to account for the intentions of the others that share the same situation" (Howard & Cambria, 2013). This is deemed Intentional Awareness (IA).

Figure 1. The Get Ready\*Do\*Done Model with Steps Labeled

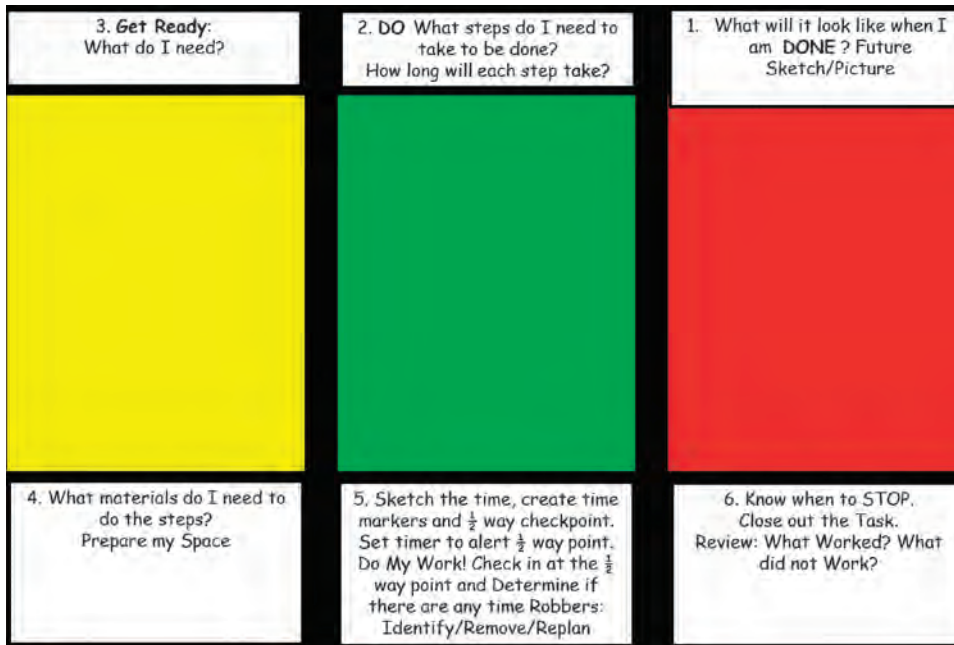
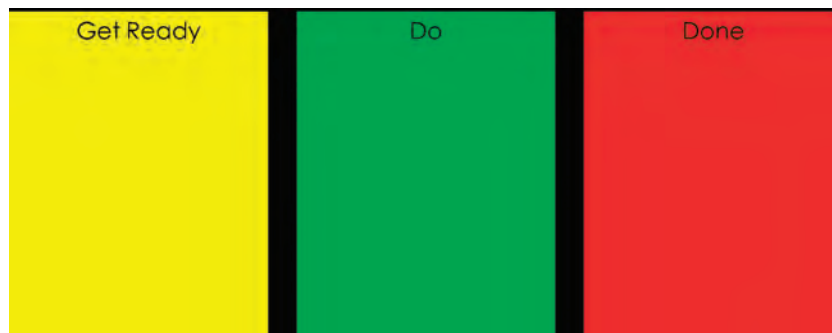


Figure 2. Get Read\*Do\*Done Mats Without Steps Labeled



The “Get Ready” mat is yellow, the “Do” mat is green, and the “Done” mat is red. The red “Done” mat signals students to imagine what something will look like in the end, and it also helps them visualize when to stop. The green “Do” mat signals students what to do, and it helps to remind the student to pre-plan what to do and then initiate or get them going on the task. The yellow “Get Ready” mat reminds students to slow down and to identify and gather the materials they need. The mats were preprinted and laminated or consisted of colored construction paper placed in plastic sleeve protectors. In this way, the students could use dry erase markers to write/draw on the protected mats and then erase as needed.

### The GDD Model Stage 1: Task Planning

**Done: What Will it Look Like?** The process starts by asking students to put on their “future glasses,” to start with the end in mind, and then imagine what they or the task will look like when they are all done. For some students, a pair of silly sunglasses are used and called

“future glasses” to serve as a physical mediator to facilitate and simplify the complex and abstract concept of forethought. Students are asked to sketch out this image, find a photo, or to verbally describe what it/they would look like. Using the visual image as a guide, the clinician coaches the students on how to break the image down from the whole, to the features, to the parts.

**Do: What Steps Do I Need to Take to Get it Done? How Long Will Each Step Take?**

The students then use temporal sequencing skills to identify the steps required to match the future picture. The emphasis is placed on working backwards when planning and using an outcome to determine the relevant steps to achieve the visualized end result. Thus, when teaching the students the process of planning for task execution, it is important to choose therapy tasks that allow them to readily visualize or picture an outcome and, as such, eliminates the need for explicit instructions. In this way, students are responsible for looking at the pictured outcome and then using this visual to problem solve what steps are required to achieve their goals.

Students estimate the time needed for each step. It is important to note that when the time of a therapy session is limited, students can use dry erase markers on a clock (with a glass face) to sketch the total amount of time available and then fill in the time with the individual steps.

**Get Ready: What Do I Need to Do?** For each step, students use the future picture image and outlined set of steps to determine what materials are needed to complete the task. The planning for the maze project (Figure 3) and poster project (see Figure 4) are depicted below.

Figure 3. Task Planning for the Maze Project Using the GDD Model

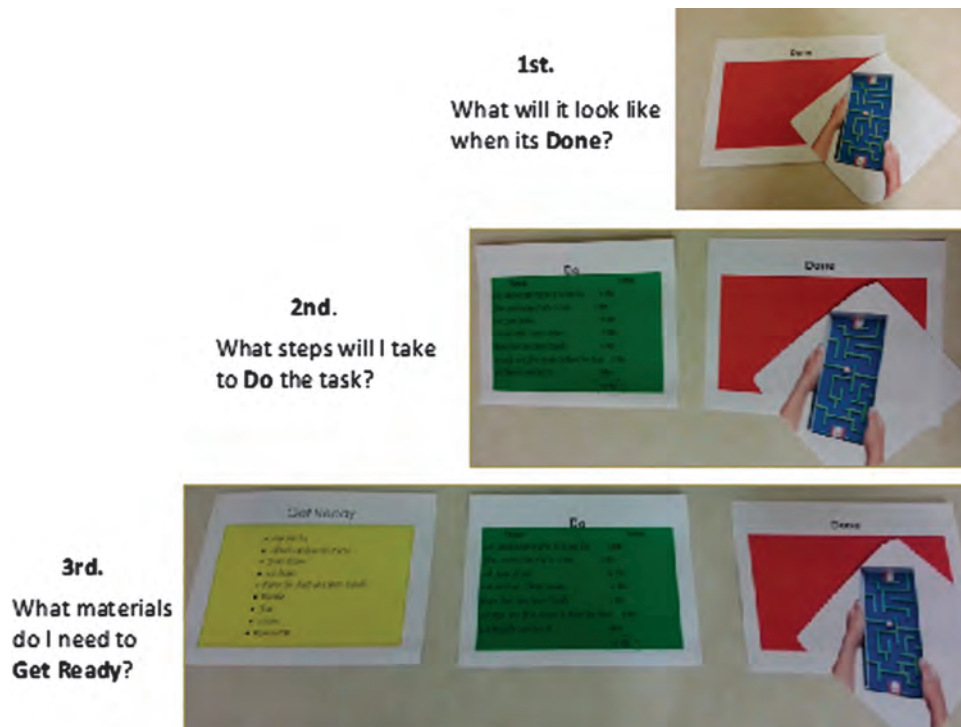
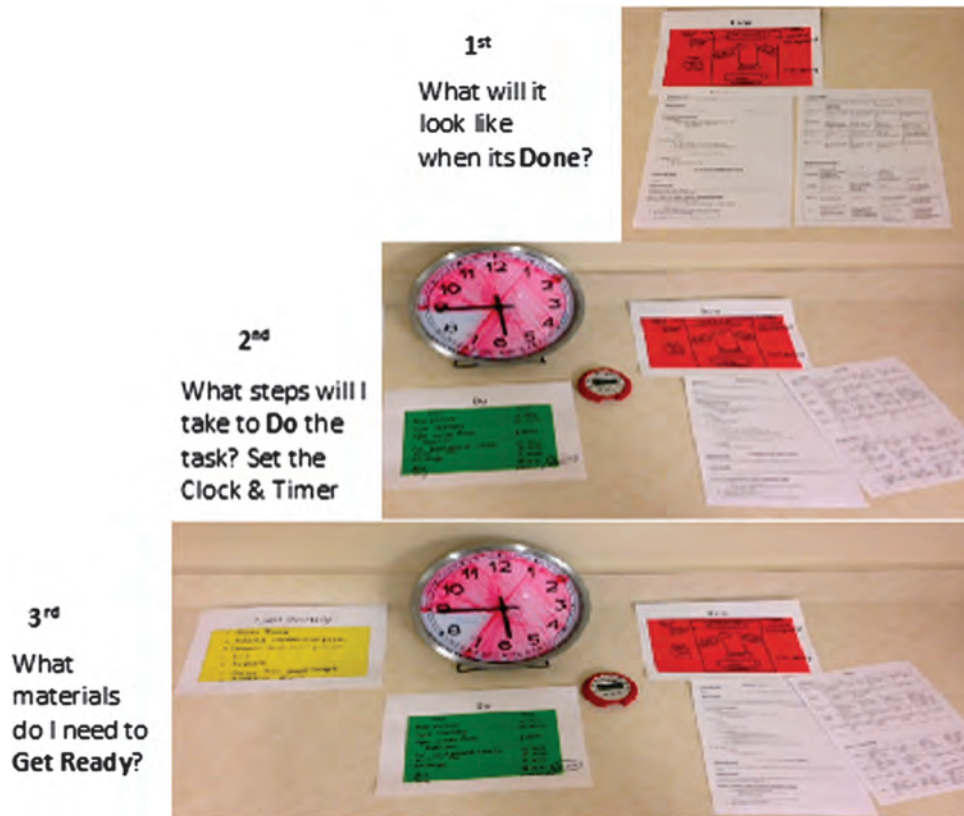


Figure 4. Poster Project: Task Planning Using the GDD Model

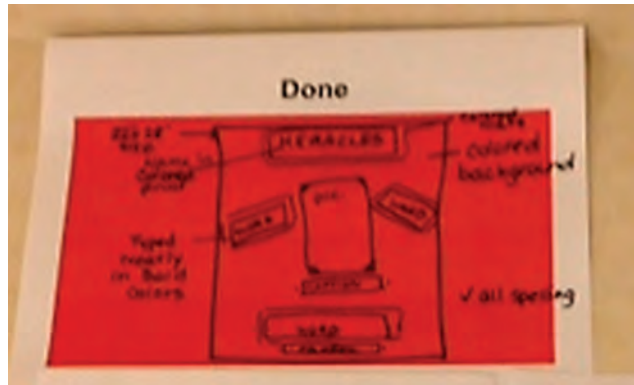


The maze project above included a picture model with the directions, so the picture was used in the “Done” mat. However, the poster assignment did not come with a picture model, which increased the complexity of planning for this task. The students needed to recall their previous experiences viewing and creating posters, and formulate an organized mental template of poster features based on those experiences. This mental template is used metacognitively to create a “future sketch” of the poster assignment. Thus, the student’s mental imagery of the basic features of a poster, such as title, pictures, and captions are sketched as a template on the “Done” mat (see Figure 5 on the next page). The elements of the poster are represented as boxes and labeled. This “future sketch” is an external representation of the student’s thinking that serves as the foundation for all the steps and materials that will be organized in moving toward that end result.

This is also a great time to pull in the directions and the rubric in order to complete the sketch by labeling all the components that the student will be graded on, as shown below. The completed sketch is then used to plan the specific steps and time for each step on the “Do” mat. It is beneficial for students to anticipate possible obstacles and use “if-then” thinking to consider solutions when engaging in the planning process. The time is then planned directly on the clock. Using a dry erase marker, a line is drawn from the center of the clock outwards to show when the task will begin and another line is drawn when the task is expected to end. A halfway checkpoint is marked on the clock, as well as on the “Do” mat to show which steps ought to be completed when halfway through the task. Continuing to work backwards, the

materials that are planned required to do each of the steps on the “Do” mat are then listed on the “Get Ready” mat. Other resources such as parents, teachers, and student partners may also be listed on the mat.

Figure 5. Task Planning for the Poster Project: Elements of the Poster Sketched on the Done Mat



## The GDD Model Stage 2: Task Execution

**Get Ready.** Students are asked to gather the requisite materials that are outlined. It is important to note that in therapy and home-based sessions, students are *not given* the materials. In order to increase spatial awareness, students are required to determine or make smart guesses about where the materials are likely to be kept and found in the given space. They are then instructed to go and gather those materials independently.

Depending upon the skill level of the students, materials are provided in the following hierarchy:

1. *Essential materials:* The specific materials needed to achieve the goal are provided in the space but gathered by the student.
2. *Irrelevant materials:* The required materials are provided. However, irrelevant materials are also available, requiring the student to use conditional reasoning skills to determine if, when, and how a material would or would not be necessary to achieve the final product. For example, if a student were making the aforementioned maze, the straws, box lid, and construction paper would be provided. In addition, in the materials selection area, irrelevant materials would also be present, such as a small box, wooden dowels (could be used for the maze, but cannot be cut with scissors), ping pong ball (too large), paint, etc.
3. *Missing Materials:* To develop problem-solving skills in this third condition, requisite materials are not provided. Students are required to look at the provided materials and problem-solve a material that could be used in place of the missing item. For example, straws may not be provided. Popsicle sticks, dowels, and paper may be present instead. The student must then problem solve the benefits of the Popsicle sticks (wide and easy to glue, but tricky to cut to size) vs. dowels (narrow, but require a small saw to cut) vs. paper (can be rolled and taped to create a cylinder-shaped material similar to a straw and then easily cut to size).
4. A key vocabulary concept taught in the “missing materials” condition is the idea of “same” but “different.” Students are coached to identify the features of the required core materials and then determine which available materials are similar in feature.

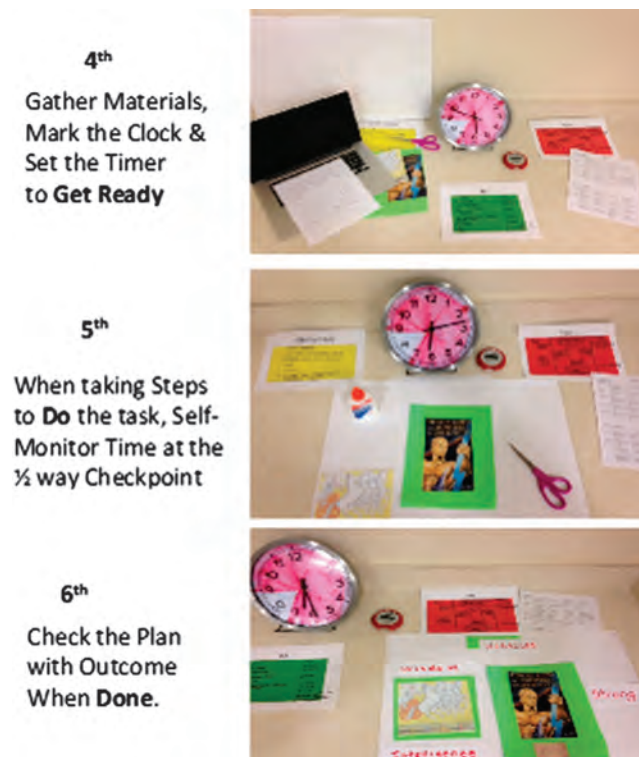
**Do.** Using a dry erase marker on a clock with a glass face, students sketch the total “pie” or amount of time they estimate they would need to achieve the future picture. This enables students to see the volume of time available. On the clock, students also use the dry erase marker to create time markers: a starting time, an ending time, and midpoint check in. The students also mark in their plans what steps they hope to have achieved at the halfway checkpoint. Prior to initiating the plan, students are asked to use a timer as a mediator to self-monitor the passage of time. Timers can be any tool that counts down a volume of time including egg timers, easy set timers, timers on smart phones, and computer and mobile apps. The students set the timer to count down the amount of time to the halfway point, as opposed to setting the timer for the total amount of time to be spent executing the plan. When the timer is activated at the halfway point, students then have the opportunity to check in and self-monitor their performance. At the checkpoint, students compare their actual performance to their plan. Students are asked to identify whether or not they had any “time robbers” that “stole” their time. They are then coached to “*identify* and *remove* time robbers and then *re-plan*” their actions, time, or plan to sustain their actions towards achieving their future goal. Examples of time robbers would be hunting around in the class/clinic for materials to do an assignment, spending too much time texting or surfing the Internet, not having a clear focus of what an assignment is asking for, etc. By checking in at the halfway point, students are given the opportunity to self-monitor their performance and time. If necessary, they can then self-correct to achieve their plan within the allotted time frame, or they can adjust their time plan and/or expectations toward a more realistic future goal.

**Done.** Because students start with the end in mind, they already have a future reference for knowing when to stop and recognize when they have achieved their outcome. When finished, students are instructed to stop and “close out” the task they are working on. This includes throwing out trash, putting away unused and gathered materials, and cleaning their workspace. Depending upon the nature of the project, students can record their completed work in an academic agenda and then place their project or assignment in the appropriate folder or storage space until it has to be graded or turned in. This “Done” phase is also used as a time for the student to review the task, and their actions, and to determine: (a) What worked: these steps could be repeated, and (b) What did not work? What changes could be made to the plan when doing a similar task in the future? The maze project (Figure 6) and poster project (Figure 7) are depicted in the two sets of photos below.

Figure 6. Maze Project: Task Execution Using the GDD Model



Figure 7. Poster Project: Task Management Using the GDD Model






The last step includes comparing the actual final product with the plan. This student thought the poster was completed early and he was ready to stop and clean up. When he compared the actual poster with his plan, he realized that he was missing some details and he needed to continue working for several more minutes.

### The GDD Model Used in the Clinic During a Social Skills Group

Table 1. GGD Model for Social Skills Group Session

3. What Materials do we need?	2. Sequence the Steps What steps do we need to take to be done? How long will each step take? How much time do we have? How will time fill up?	1. Future Glasses: When group is over, what will we see that we have completed?
<ul style="list-style-type: none"> <li>• iPad</li> <li>• Whiteboard</li> <li>• Dry Erase Markers</li> </ul>	<ol style="list-style-type: none"> <li>1. Review the Steps for How to Join a Group. (5 min.)</li> <li>2. Create a Storyboard for the video. (5 min.)</li> <li>3. Choose Roles (actors, director and recorder). (2-5 min.)</li> <li>4. Rehearse action. (5 min.)</li> <li>5. Video Action. (10 min.)</li> </ol>	 <p>We have recorded and are watching a video about how to, and how not to, join a group.</p>
4. Gather Materials	5. Sketch the time, create time markers and ½ way checkpoint. Set timer to alert ½ way point. Check in at the ½ way point and Determine if there are any Time Robbers: Identify/Remove/Replan	6. Know when to Stop. Close out the Task.  Review: What worked? What did not work?

### Generalization to the Home Setting

To generalize the GDD Model to the home setting, parents are instructed in how the GDD model is implemented in the therapy session. They are then coached on how to support their children using the model at home. When a child needs to complete a task or craft project at home, the parent places on the work surface a piece each of yellow, green, and red construction paper. The parent then coaches the child to start planning with the end in mind by sketching a picture or finding a photo of the future outcome. A representative object could also be used. If, for example, a student were making a sandwich, a picture of a sandwich could be sketched or a photo printed and placed on the red “Done” mat. If the student were making a smoothie, an empty glass could be placed on the red “Done” mat to represent the future outcome (Figure 8).

Figure 8. GDD Model in Home Setting- Making a Smoothie



The child identifies the steps (Do) and materials (Get Ready) to achieve the future outcome and then gathers the necessary materials (Get Ready), sketches or verbalizes the available time, and then executes the steps of the task (Do). Finally, the child closes out the task (Done) by cleaning up the workspace and reviewing/comparing the planned vs. actual outcome.

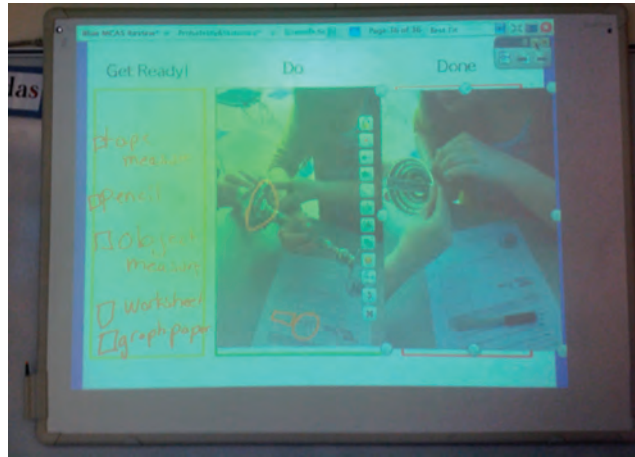
**Get Ready\*Do\*Done at School.** The GDD model has also been successfully adapted to the school setting. Teachers are instructed on how to use the model, but implement it only when students need to focus on and complete an in-class assignment or task. Kindergartners were learning the sound/letter correspondence for the letter “M,” so the students participated in a craft project and made a moose out of construction paper (Figure 9).

Figure 9. GDD Model in the Classroom



In a seventh grade special education classroom, co-taught by a speech-language pathologist (SLP), the class needed to complete a worksheet on calculating radius. The GDD model was presented on an active board as a ready reference for the students, and they successfully executed the task within the allotted time frame (Figure 10).

Figure 10. GDD Model in the Classroom—Calculating Circumference, Diameter, and Radius of a Circle



## Preliminary Results

Performance results and efficacy of our clinical model are just beginning to be examined. Although our findings cannot be judged by standardized measures, descriptive analysis by clinicians, parents, and teachers suggests that the students who utilized the GDD model demonstrated an increase in task independence and an ability to plan, sense the passage of time, self-monitor, and self-evaluate performance. Students using the GDD model report and demonstrate a confidence in their ability to complete tasks efficiently, a greater feeling of autonomy, and a deeper appreciation for planning and monitoring time.

The GDD model offers clinicians a clinical tool with which to teach the process of task execution. As clinicians who, on the service delivery grid of an individualized education plan (IEP), are asked to consult with classroom teachers or to co-teach in the classroom, SLPs can now use this model as a useful tool to help teachers translate their curricular demands into an executive function intervention that will increase students' planning skills and time spent on-task. For teachers with large class sizes and an increased number of students on IEP's whose goals must be met, the GDD model will likely decrease the amount of one-to-one support a child with poor planning typically requires. For example, teachers using the GDD model report that students more readily initiate, ask fewer questions about what they are being asked to do, complete tasks with greater independence, and quantitatively spend more time on-task.

For clinicians with large caseloads, who typically have limited time with students (often only one hour or less per week, per student), the GDD model helps them to prioritize their interventions. They can now address specific communication goals, while at the same time teach an executive control process that increases a student's ability to attend, follow directions, understand what is being presented, sense the passage of time, and self-monitor.

## Summary

For SLPs to teach EF skills in the clinical, school, and home settings, it is critical to understand EF as a self-regulatory process that requires students to demonstrate situational awareness, and then activate nonverbal (visual forethought) and verbal working memory (self-directed talk) in order to achieve a predicted outcome. Preliminary observations, descriptions, and findings suggest that our GDD model is a promising clinical intervention that can be implemented to foster independent task completion within allotted time frames. This model

scaffolds for students a method of self-regulation that helps them develop an appreciation for the *complexity* of tasks, while at the same time giving them an understanding of the *simplicity* of task execution when visualizing an outcome and then breaking that forethought into manageable parts.

Based on teacher and clinician feedback in school, therapy, and home settings where this model has been implemented, students have demonstrated a notable increase in self-esteem and autonomy using the GDD model. Programs and methods to develop EF skills are critical, not only when technology is swiftly changing the way students think and behave, but also at a time when the American educational system is increasingly stressing standards-based test performance. Opportunities have plummeted for imaginary play, trial by error learning, and allocated time to do tasks that allow for the students to “plan-execute-review-try again.” Paul Pintrich, an educational leader and legacy of research on self-regulated learning, defined self-regulation as “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation and behavior, guided and constrained by their goals and the contextual features in the environment” (Pintrich, 2000). As research has shown that a student’s academic skills and abilities do not always account for achievement, integrating explicit instruction in self-regulation and motivation into the core curriculum may mean the difference between mere performance and actual learning. If EF truly is self-regulation, then using the GDD model in the clinic, school, and home settings shows great promise of clinical utility in developing the core EF skills for lifelong achievement in planning, time management, organization, motivation, and metacognition.

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