

Essential Executive Functioning: Routines, Regulation, and Readiness

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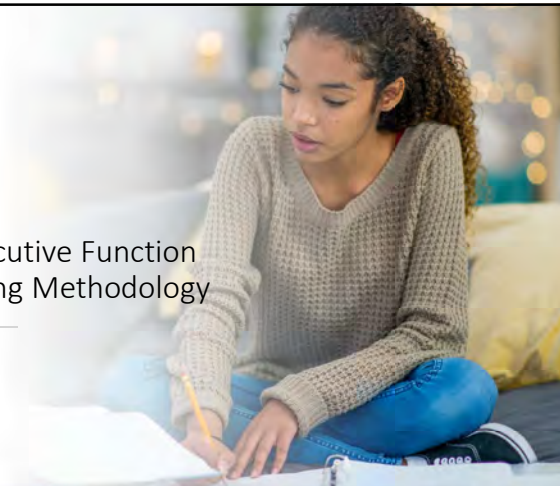
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Speech and Language Pathologist

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Kristen Jacobsen, M.S., CCC/SLP is the Co-Director at the Cognitive Connections LLP where she has co-authored the innovative 360 Thinking approach to facilitate executive functioning skills. Kristen has also co-authored executive function based educational products including the Academic Planner and Tracknets, as well as the Time Tracker Program and Get Ready, Do and Done instructional approach. Developing, implementing and evaluating effective tailored executive function based instruction to support teachers in delivering curriculum for all learners in their classrooms is a strong focus of her work.

Understanding Executive Function and the 360 Thinking Methodology

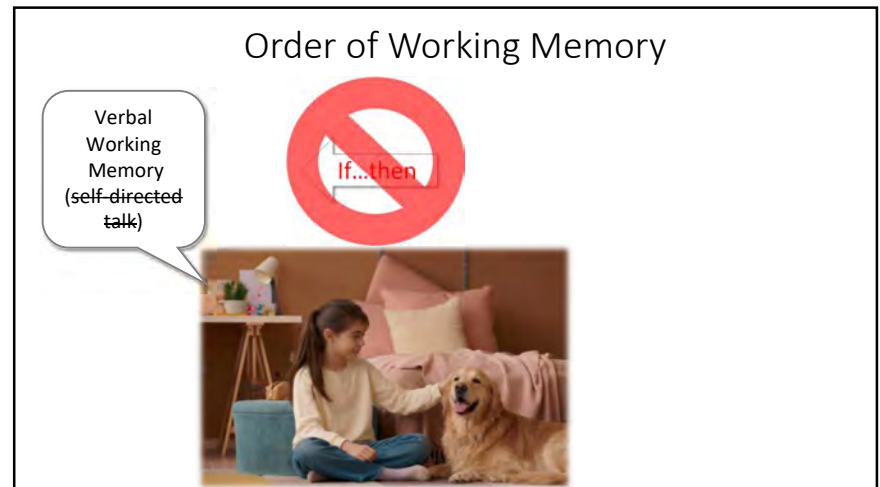
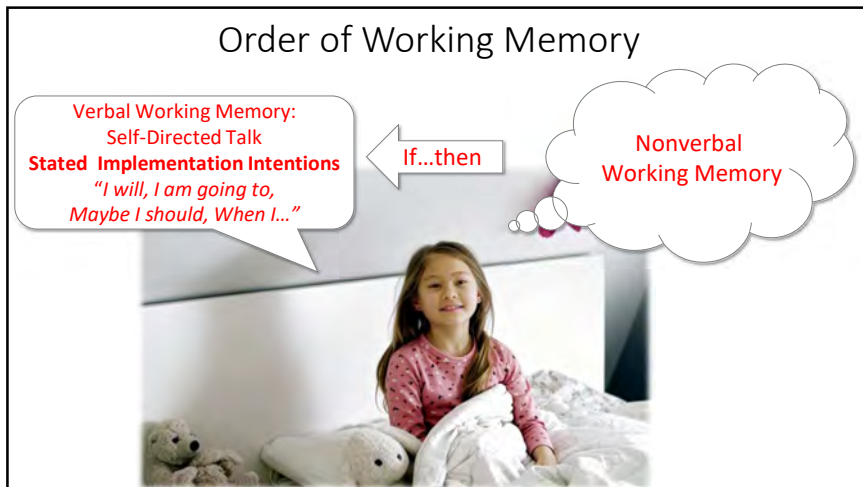


Ugh. I am so tired I'm walking to school today. So I have to leave by 7:30. And I didn't finish my journal entry last night so I have to do that before I leave. Guess I need to get up...

If...then



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Nonverbal Working Memory and Attention Span

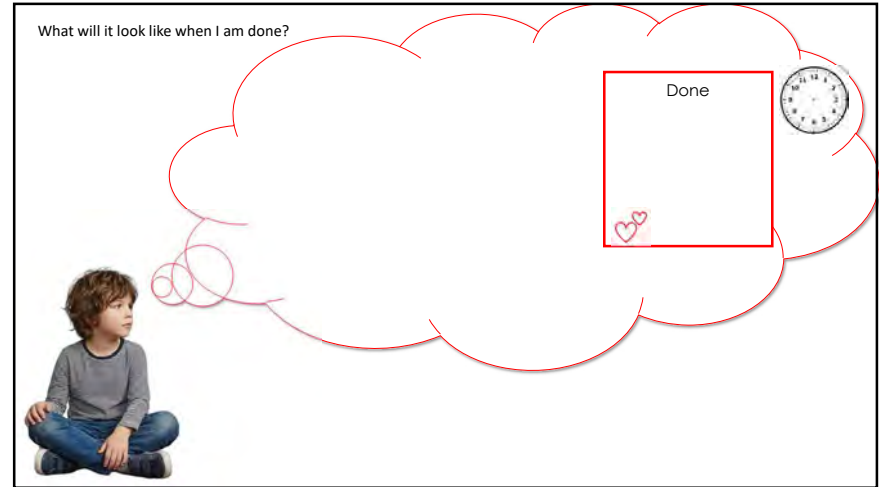
Working Memory: Holding information in your mind while mentally working with it or updating it

- Critical for anything that unfolds over time

Inhibitory/Self Control: Resisting the strong inclination to do one thing and instead do what is most appropriate


- Attention – resist distractions
- Emotion – resist giving up
- Behavior – resist impulse to do an action that is inappropriate


Planning: Use of cause and effect & means to an end reasoning needed: “If...then...” thinking



Situational Awareness/Intelligence: STOP and Read the Room

Space	Time	Objects	People
Navigate the Room	Get on the Timeline	Organization/Objects	Read the Person: ROLE
<input type="checkbox"/> Kind of space? <input type="checkbox"/> What's going on? <input type="checkbox"/> Is it Expected or Unexpected? <input type="checkbox"/> Pathways to efficiently navigate to different areas within the space? <input type="checkbox"/> Is there a shift between wide-angle lens of the space (Whole), to the zones (parts) and the details?	<input type="checkbox"/> Time of day? <input type="checkbox"/> Kind of time? <input type="checkbox"/> What is happening at this Moment in Time? <input type="checkbox"/> Sequence of actions? <input type="checkbox"/> Pace? <input type="checkbox"/> What is coming up? > Is it Predictable?	<input type="checkbox"/> Organization of the Space: Whole->Parts <input type="checkbox"/> How is that part organized? <input type="checkbox"/> Location of objects: In sight? Out of sight? <input type="checkbox"/> Purpose/Priority of objects? <input type="checkbox"/> What objects are necessary? <input type="checkbox"/> Are there irrelevant objects?	<input type="checkbox"/> Recognizes Role for the given situation <input type="checkbox"/> Own <input type="checkbox"/> Other's roles <input type="checkbox"/> Regulates actions based on Awareness of Others <input type="checkbox"/> To Verbal Prompts <input type="checkbox"/> To Nonverbal Prompts


 The Thinking Process That Allows Us to STOP and Direct Ourselves in Each Situation



Situational Awareness

Situational intelligence is reading the room:

Recognizing the features of-

Space, Time, Objects, People – in a self directed way

It is self-directed, because the **student is answering**

- What do I need to do?
 - What is expected of me in this setting?
- It involves **self-directed observation**
- What's happening now?
 - What matters now?

It is **“IF ... then” thinking**

- if this is what it looks like, then what do I need to do?



Situational Awareness: STOP and Read the Room

Space

Navigate the Room

Identifies the kind of space and what it is typically used for

Observes what's currently happening in the space

Determines if what's happening is expected or unexpected

Understands the purpose of the space in the current situation

Locates clear pathways for moving efficiently through the space

Can shift focus from the whole space (wide-angle view), to specific zones (parts), and then to individual details

Transitions smoothly between different areas or spaces as needed

Time

Get on the Timeline

Recognizes the time of day and how it influences what should be happening

Understands the purpose of the activity in this moment

Aware of available time and key time markers (start, transitions, end)

Identifies the sequence of actions required for the task

Monitors and adjusts pace: staying on pace, rushing, or moving too slowly

Initiates tasks with reduced hesitation

Anticipates what is coming next — can predict and prepare for upcoming steps

Objects

Organization/Objects

Has the expected materials or objects for the situation

Scans the space from the whole area to individual zones or parts

Observes how materials and tools are organized within personal or shared space

Locates objects easily — whether they are visible, stored, or hidden

Knows which materials are necessary and relevant for the task

Ignores or removes items that are unnecessary, irrelevant, or distracting

People

Read the Person: Role

Recognizes their own role in the situation

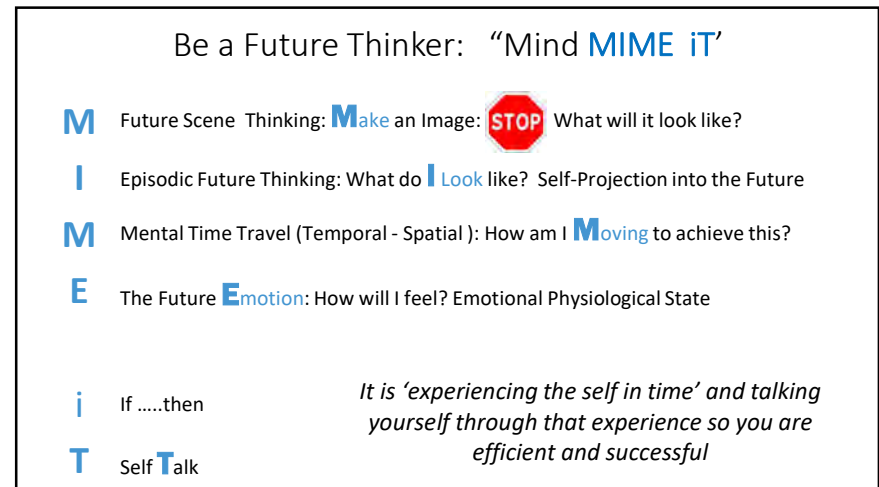
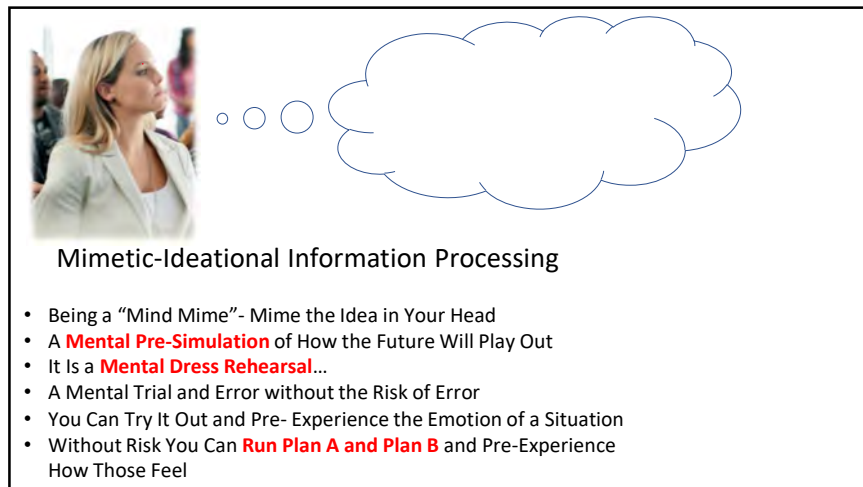
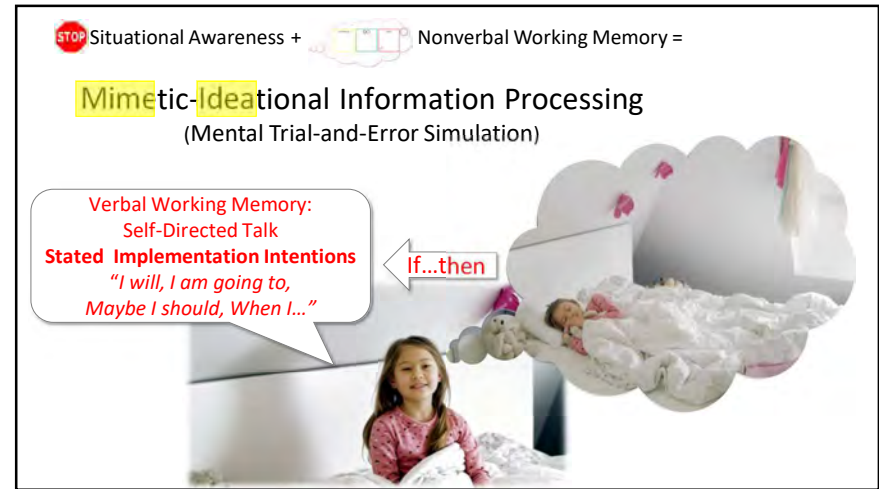
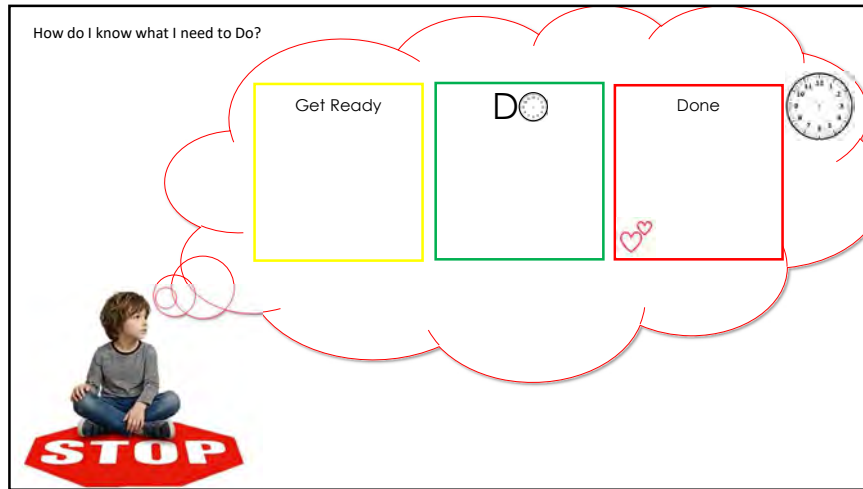
Identifies the roles and responsibilities of others in the space

Adjusts behavior based on awareness of others

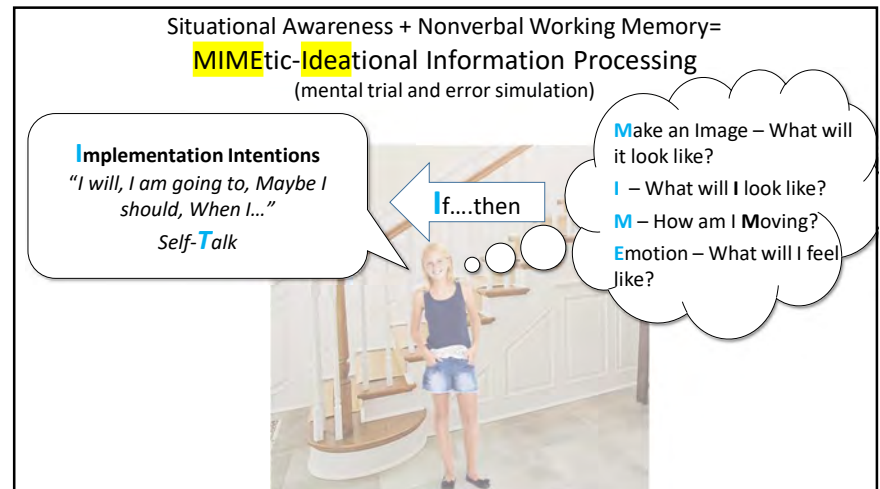
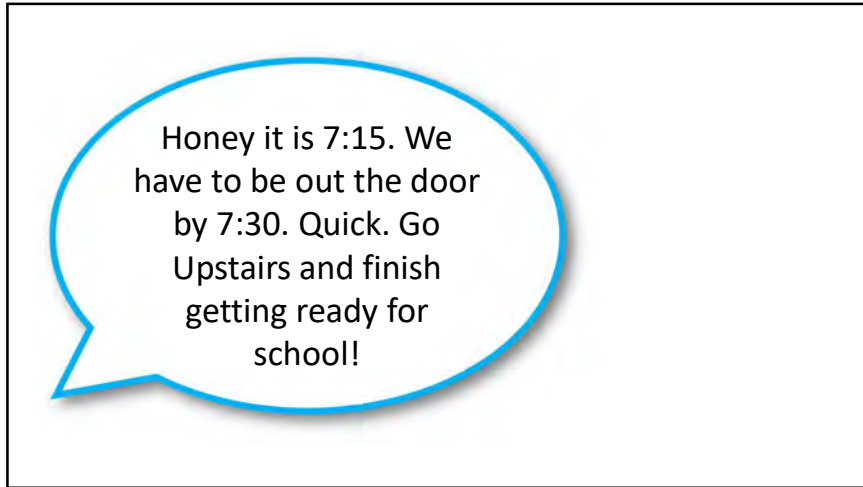
Responds appropriately to verbal prompts (e.g., directions, reminders)

Responds appropriately to nonverbal cues (e.g., gestures, facial expressions, tone of voice)

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MIMETIC processing is Episodic Forethought

The ability to *imagine oneself at a particular time in a future situation*

Important for

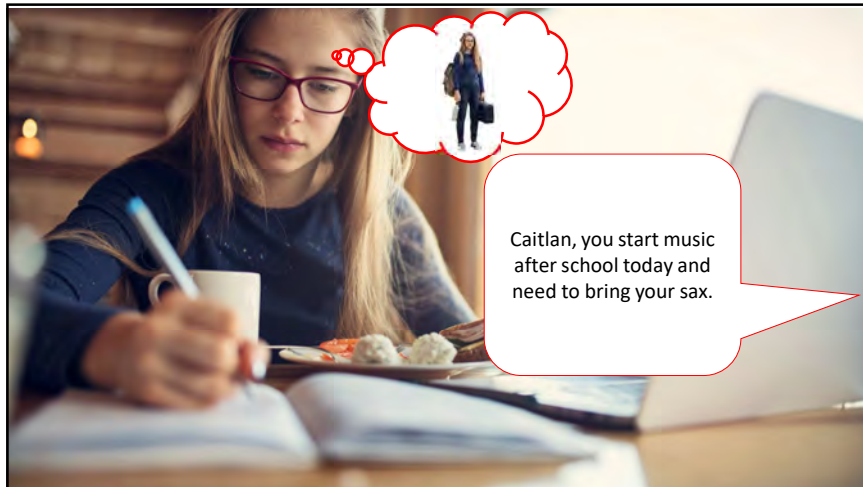
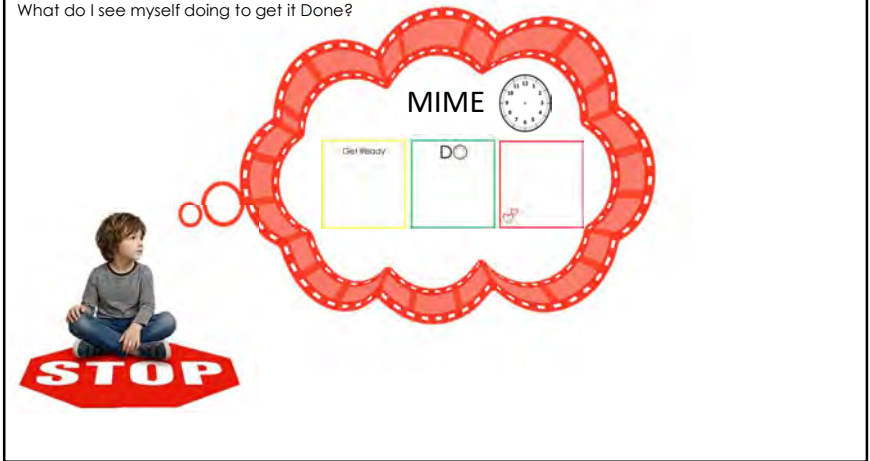
“Intention” to set goals and implementation intentions;

“Simulation” of a future event;

“Planning” to identify, organize, and prioritize the steps of a future task

“Predicting” to forecast affective states (e.g., how one will feel when one attains a goal; how one will feel if one encounters an obstacle along the way, and how one can “feel better” by imagining a Plan B to avoid that obstacle);

What do I see myself doing to get it Done?



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90% of the Time Task Planning Happens in a Different Space from Where you Execute the Plan

Planning vs. Simulation

“Planning” involves the identification and organization of the steps (assignment, class, presentation, materials)

Planning vs. Simulation

“Planning” involves the identification and organization of the steps (assignment, class, presentation)

“Simulation” is ‘MIMEing’ or the construction of a detailed future event imagining oneself carrying out the action through space and time. Allows oneself to pre-experience the future and adjust accordingly

Now in this Space	In an hour Outside at recess	In 4 Hours at home doing homework

STOP **MIMetic Processing**
Guides Planning
Across Space and Time

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Tomorrow in Class in the homework zone




Friday in Social Studies



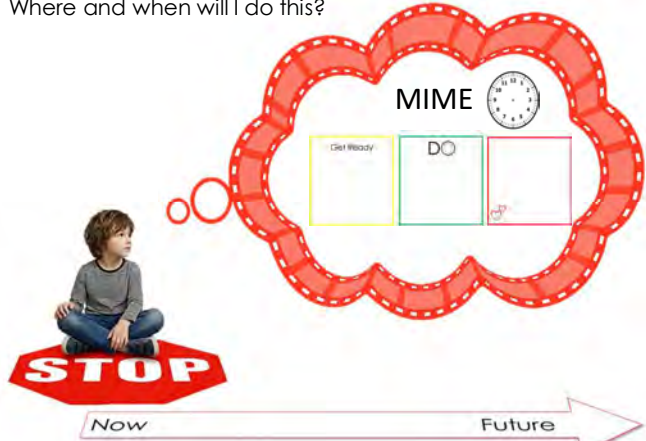
STOP **MIMETic Processing**
Guides Planning
Across Space and Time

Temporal – Spatial Develop the Extended Time and Space Horizon
How Far Into the Future Can You See?
Both Time and Space Capacity/Window



Temporal – Spatial Capacity/Window


Where and when will I do this?



STOP

Now → Future

1. Mental Rehearsal -Task Simulation:
Plan | Sequence | Prioritize | Organize



3. Self-monitoring:
Problem Solve |
Control Emotions |
Shift

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

Spatio-Temporal Frame

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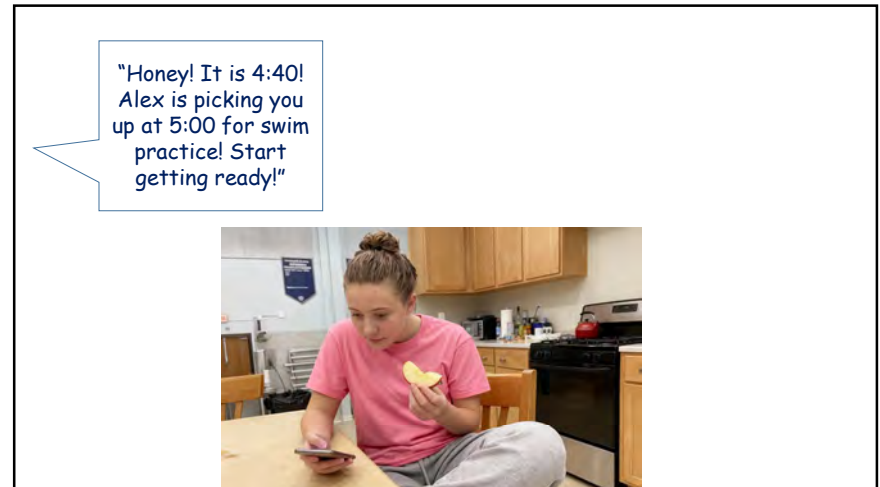
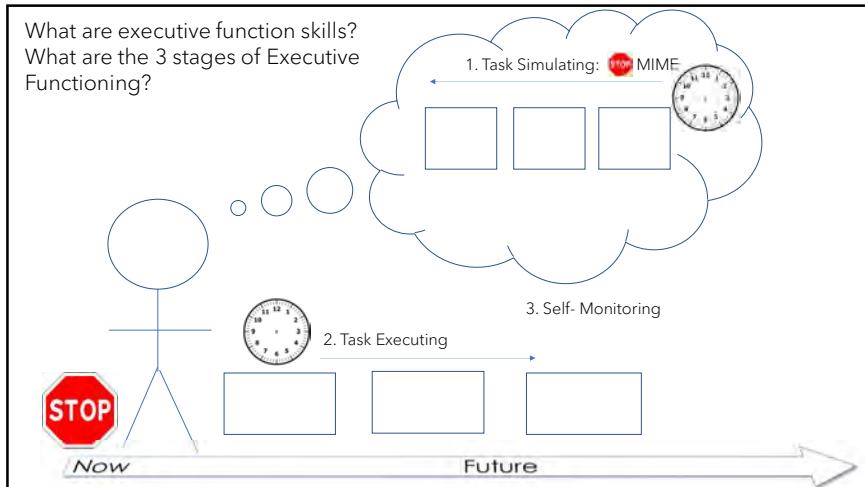
Teaching Students **HOW** to Independently Execute Tasks

Teach Students to Be a **Mind MIME**

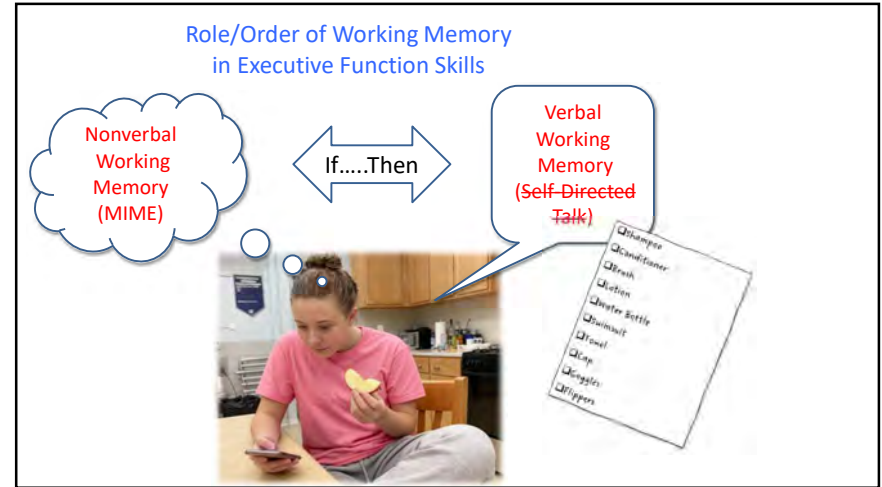
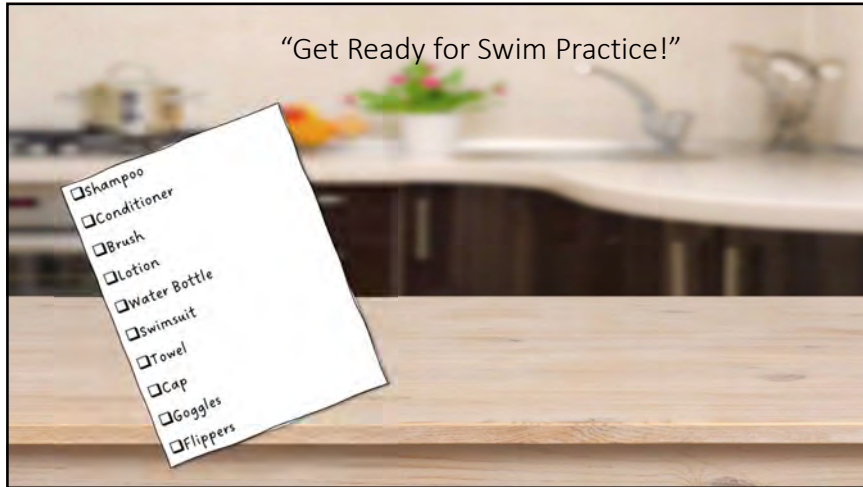
“repeatedly practice self-monitoring, self-**STOP**ping, **seeing** the future, **saying** the future, **FEELING** the future, and **playing** with the future to effectively “**plan and go**” toward that future.” (Barkley, 2012)

🕒 Spatio-Temporal Frame

Adapted from *Executive Functions: What They Are, How They Work, and Why They Evolved* by Russell A. Barkley. © 2012 The Guilford Press.



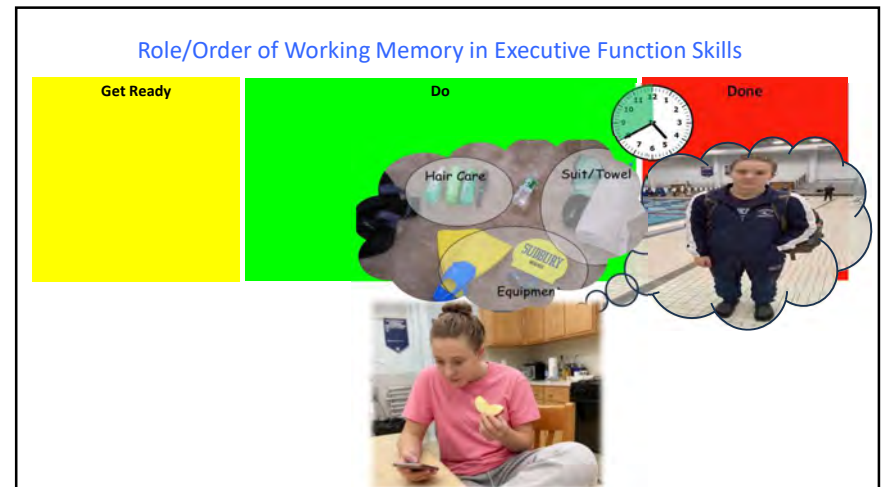
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SEE the Future

STOP and **M**ake an Image: What will it look like?
What do **I** look like?

Becoming a Mind MIME



Essential Executive Functioning: Routines, Regulation, and Readiness

Role/Order of Working Memory in Executive Function Skills

Get Ready	Do	Done
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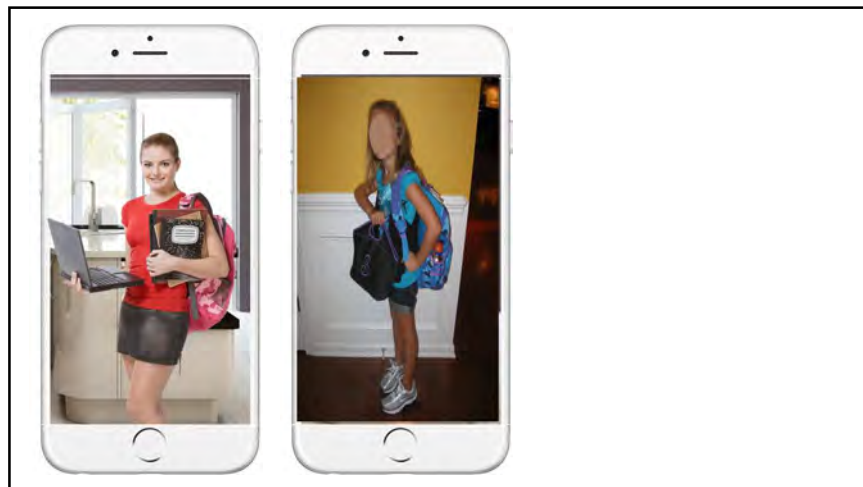
*Ugh...it's 4:40(time). I need to go upstairs(space) and quickly get dressed (time and pace). I think my **suit** and **towel** are in the laundry room (objects and space). Oh...and I need my **team cap** today for time trials(objects). I can't forget to put that in my **bag** (object/space).*

Diagram: A central thought bubble shows a person in a suit. Surrounding it are smaller bubbles labeled 'Hair Care', 'Suit/Towel', and 'Equipment'. A clock icon is also present. Below the diagram is a photo of a person sitting at a table eating.

Flow: A box labeled 'If...then' points from the 'Do' column to the 'Done' column.

Checklists are an advanced executive function skill. They represent and then prompt Mind MIMeIng.

- Shampoo
- Conditioner
- Brush
- Lotion
- Water Bottle
- Swimsuit
- Towel
- Cap
- Goggles
- Flippers



Role/Order of Working Memory in Executive Function Skills

Get Ready	Do	Done
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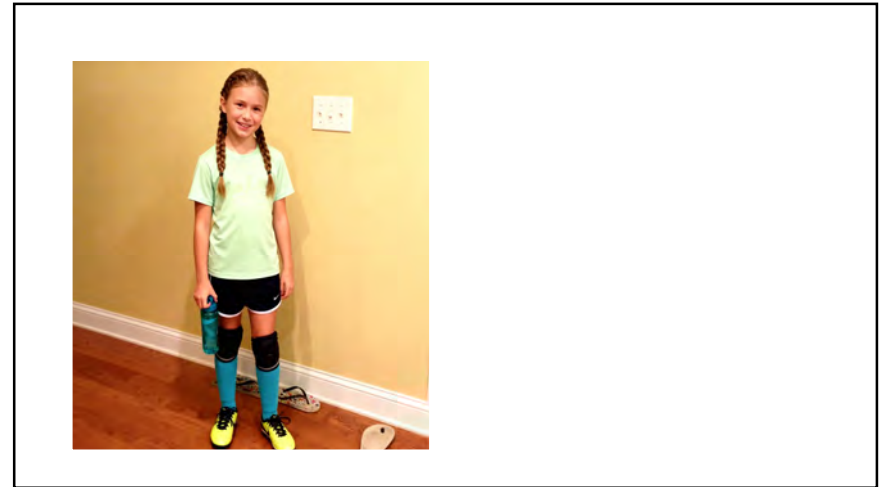
*Ugh...it's 7:35 (time). I need to go upstairs(space) and quickly **brush** my hair and get dressed (time and pace). My **laptop** is on the living room couch (space). I need to remember to put my **book** in my **backpack**(object and space).*

Diagram: A central thought bubble shows a person with a backpack. Surrounding it are smaller bubbles labeled 'Laptop' and 'Book'. A clock icon is also present. Below the diagram is a photo of a person eating at a table.

Flow: A box labeled 'If..... Then' points from the 'Do' column to the 'Done' column.

Essential Executive Functioning: Routines, Regulation, and Readiness


Get Ready for soccer practice!
Get dressed. Pack your bag. Fill your water bottle.



MANAGING MATERIALS:
START WITH THE END IN MIND WHAT WILL IT LOOK LIKE?



Ready for Squash



Job Talk:

Politicians wanted to increase voter turnout and turned to psychological research for help. It worked! Researchers framed voting as either a personal identity label (e.g. "be a voter") or as a simple behavior (e.g. "voting"). This change in phrasing to a personal identity label significantly increased interest in action and a substantially larger percentage of individuals voted! Research has shown that people want to feel like they are a part of something and take ownership of something rather than being told what to do.

Children are no different! Motivation to complete a task is increased by invoking one's sense of self. Subtly manipulating the *verb form* of a behavior ("Brush your teeth please") to feature a *noun label* (Annie is a toothbrusher!) creates an essential part of one's identity. In other words it creates confidence and a positive sense of self that this is "What I can do!" This subtle change in language can change an occasional behavior of helping around the house ("Please set the table.") into a child who has confidence in their permanent trait or skill (I am a tablesetter!).

When packing for a ski trip, being asked to be a 'packer' is a positive thing and requires the child to imagine in their mind "what does a packer do? What tools will a packer need?". On the other hand just asking a child to "Please pack the car with your warm clothing, boots and poles." Just asks the child to do something, does not invoke their reasoning of what is required and



likely does not fire them into action except perhaps to make excuses for why they can't! Using the declarative noun form (*clothes gatherer*) creates psychological essentialism and develops in children a positive attitude, a strong and stable sense of self and generalizes to how they perceive themselves and their essential role over time.



Sarah Ward, M.S., CCC/SLP and Kristen Jacobsen M.S., CCC/SLP have translated this research into a simple trick to help our children to take ownership of and participate in various tasks. They advise to turn the child's task into a "job" and add "er" to the action that you are asking the child to do which gives them the "job title" such as "Washer", "Wiper", "Tooth brusher", "Listener", etc. Give it a try, it's amazing!

Declarative Job Talk (Noun Form)	Imperative Verb Form
Please be a handwasher!	Wash your hands.
Be a counter wiper!	Wipe the counter off.
Time to be a toothbrusher!	It is now time to go upstairs and brush your teeth.
You are getting ready to be a mathematician!	Please take out your homework and start your math.

Resources:

Bryan, C. J., G. M. Walton, T. Rogers, and C. S. Dweck. "Motivating Voter Turnout by Invoking the Self." *Proceedings of the National Academy of Sciences* 108.31 (2011): 12653-2656.

Gelman, S. A., & Heyman, G. D. (1999). Carrot-eaters and creature-believers: The effects of lexicalization on children's inferences about social categories. *Psychological Science*, 10, 489-493

Heyman, G. "Talking about Success: Implications for Achievement Motivation." *Journal of Applied Developmental Psychology* 29.5 (2008): 361-70.

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Job Talk - Task Identity

Low task identity: A person with a low task identity does not get to see how their work impacts a finished product.

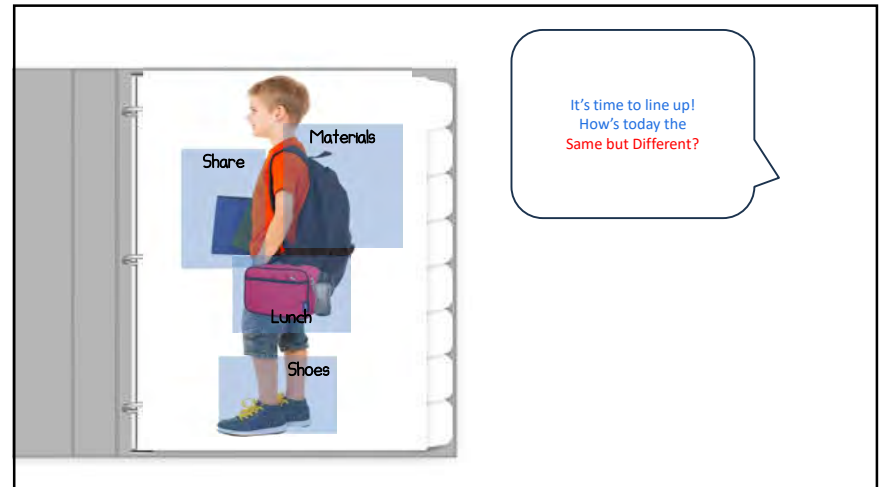


I have history homework.

High task identity: In simple terms, a person with a high task identity can see their work to its final state



I am a fact finder.



Essential Executive Functioning: Routines, Regulation, and Readiness

Teach "Same but Different" to Develop Cognitive Flexibility & Generalize the Routine

Teach "Same but Different" to Develop Cognitive Flexibility & Generalize the Routine

Ready for Dance... Match the Picture

Dance bag

Ballet shoes

Shoes

Hair pulled back

leotard

Water bottle

A Special thank you to Jessica Padula, M.S., CCC/SLP
Speech and Language Specialties Shrewsbury

Ready for School ... Match the Picture

Backpack

Snack

Hat

Glasses

Coat

Boots

A Special thank you to Jessica Padula, M.S., CCC/SLP
Speech and Language Specialties Shrewsbury

Essential Executive Functioning: Routines, Regulation, and Readiness

My Morning Checklist

	eat breakfast
	put dishes in sink
	use the bathroom
	brush teeth
	wash face
	get dressed
	make bed
	gather things for school
	put on shoes

Why This Checklist Doesn't Work (Even Though It Looks Great)
This checklist is a classic example of **task labels without a mental movie**. Each line item tells *what* to do but not:

- Where to start (SPACE)
- How long each step should take (TIME) by what time it needs to be done.
- What objects are needed or where they are (OBJECTS)
- What role the student is taking (PEOPLE)
- The transitions between steps
- What "done" looks or feels like
- How the child moves across spaces and zones
- How all of this fits into analog time

Cognition is 'Embodied'

M **M**ake an Image – What will it look like?

I **I** – What will I look like?

M **M** – How am I **M**oving?

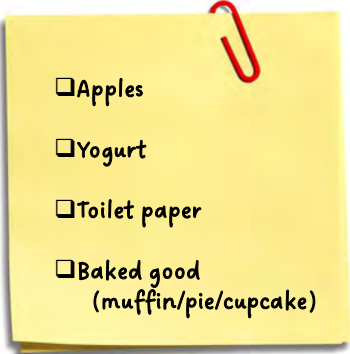
E **E**motion/**E**nergy - What will I feel like?

i **i**f..then....

T **T**alk
Implementation Intention.
Self Talk

Movement feeds the brain extra timing cues (pace, rhythm, distance). That bodily "metronome" makes abstract seconds feel concrete, which boosts planning, pacing, and follow-through.

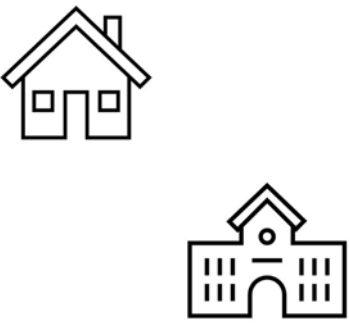
What grocery store do you usually go to?

- Apples
- Yogurt
- Toilet paper
- Baked good (muffin/pie/cupcake)

Essential Executive Functioning: Routines, Regulation, and Readiness


What setting are you in right now?



For today's activity you will need sneakers, a water bottle and a coat.

Co-thought Gesture

We Gesture to Pre- Experience Mental Spatial Time Travel



- Co thought gestures are really just an outgrowth of how we mentally simulate planning (performing actions to go from the first to the final step)
- Gestures give life to our mental scratch pads, allowing us to perform actions with our hands before we have to do them in real life or before we have even thought these activities all the way through to put them into words
- Gesture helps infuse planning with an emotional charge to make the memory for it more enduring

Gesture changes thought by introducing action into our mental representations
It Externalizes our Thinking!



“SHOW and Tell me your Plan to Match the Picture!”

Gestures help hold onto that image over time in the presence of distractors...

Think of gesture as a mental highlighter!

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SEE and FEEL the Future

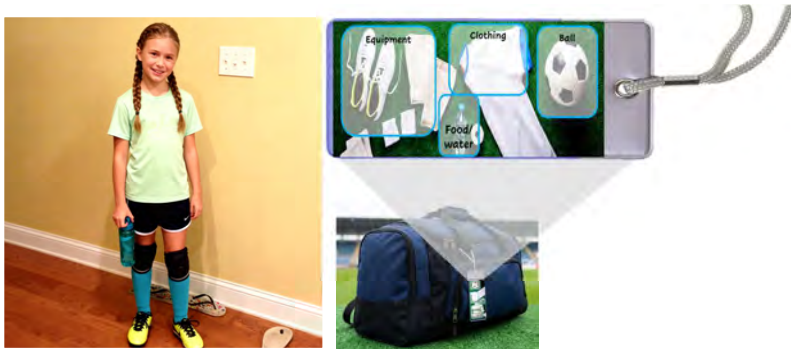
STOP and **M**ake and Image: What will **it** look like?
What do **I** look like?
How am I **M**oving?

Becoming a Mind MIME

MIME : Task Planning Happens in a Different Space than Where you Execute the Plan
Point Out Your Plan



“Show and Tell Me Your Plan for soccer!”



“Show and Tell me your plan.”



Essential Executive Functioning: Routines, Regulation, and Readiness


MIME : See Yourself in a Future Space:
Task Planning Happens in a Different Space than Where you Execute the Plan



Show me your plan for getting the car packed up for ski practice..




Go to your room and get your sweatshirt.

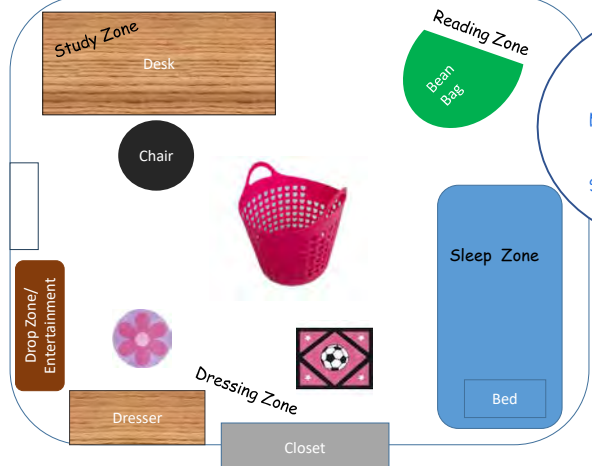


QUICK TIP

Give the Student Future Glasses!



Be an Executive Coach: Use declarative language and be sure to include a visual word:
Look Like, See, Imagine, Picture, Visualize, Envision, What does Future Sarah see herself doing?



Study Zone
Desk

Reading Zone
Bean Bags

Sleep Zone
Bed

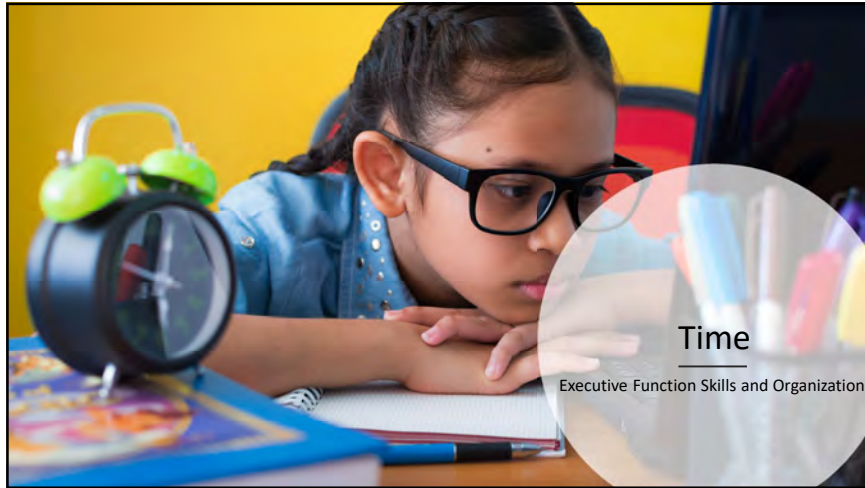
Dressing Zone
Dresser
Closet

Drop Zone/
Entertainment

Chair

If you were standing at the door dressed for school what do you picture you look like? In your room getting ready, what are you getting from your study zone?.

Essential Executive Functioning: Routines, Regulation, and Readiness



If you want to take the bus tomorrow we **HAVE** to leave the house at 7:30. You have to be up by 7:00!

7:30_{am}

7:00_{am}






MIME the Time


Routine: _____



Essential Executive Functioning: Routines, Regulation, and Readiness

Upstairs			
			
			
Downstairs			

Upstairs				
				
				
Downstairs				



Spelling Homework sheet with instructions and a list of words: bright, climb, friendly, important, laugh, minute, quiet, remember, together, wonder. A circular timer is shown next to it.

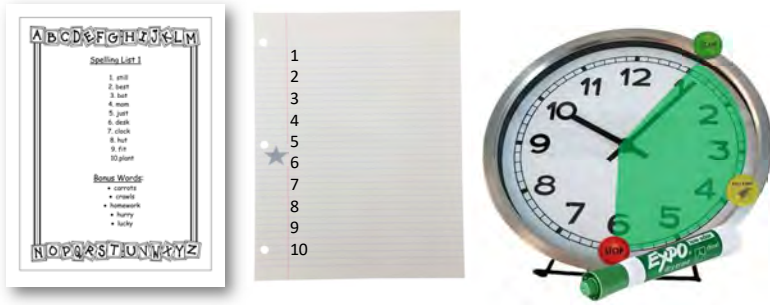
The **WORKING** Clock: See Time - Plan Time – MIME Time



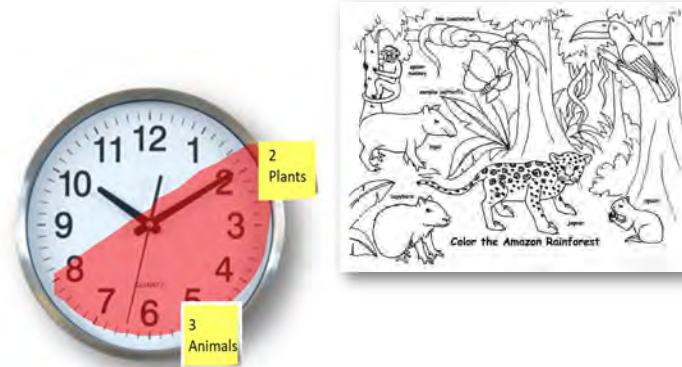
Spelling homework sheet with words: bright, climb, friendly, important, laugh, minute, quiet, remember, together, wonder. A clock shows a green section from 3 to 5 and a red section from 5 to 6. A green Expo marker is next to it.

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The **WORKING** Clock



Intervention during Class: Teaching how to Think in **Time** Markers to Self-Regulate



Learning to Think in **Time** Markers

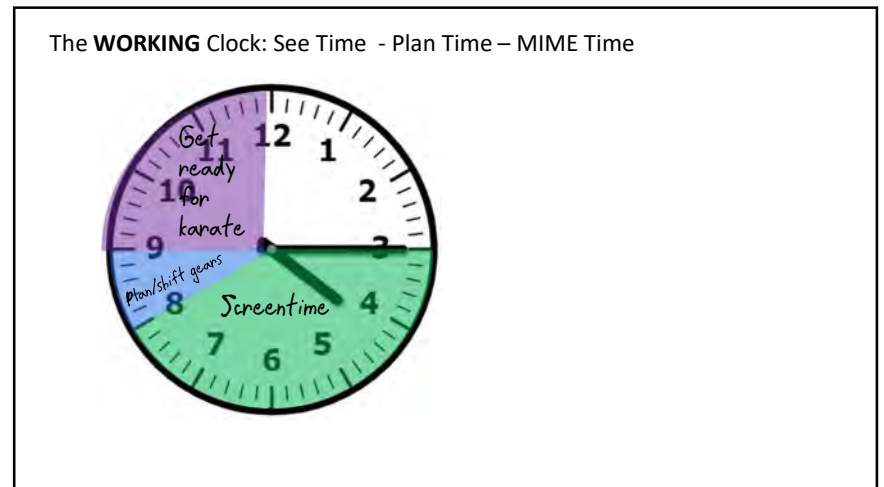
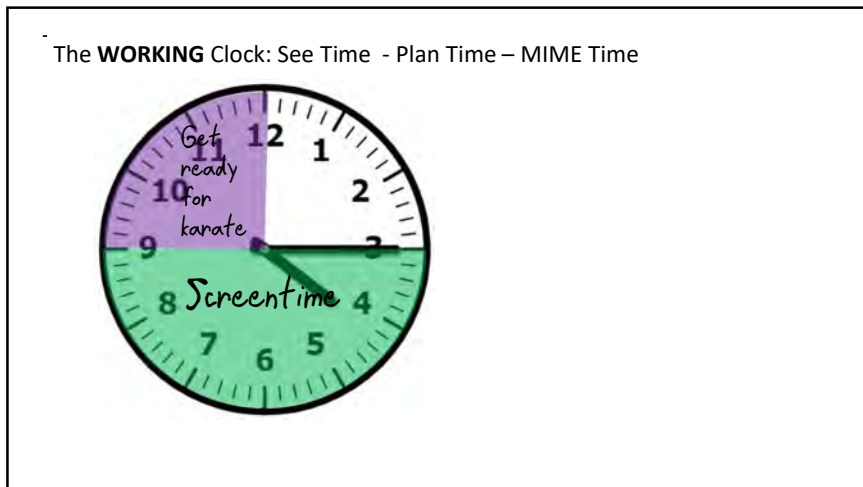
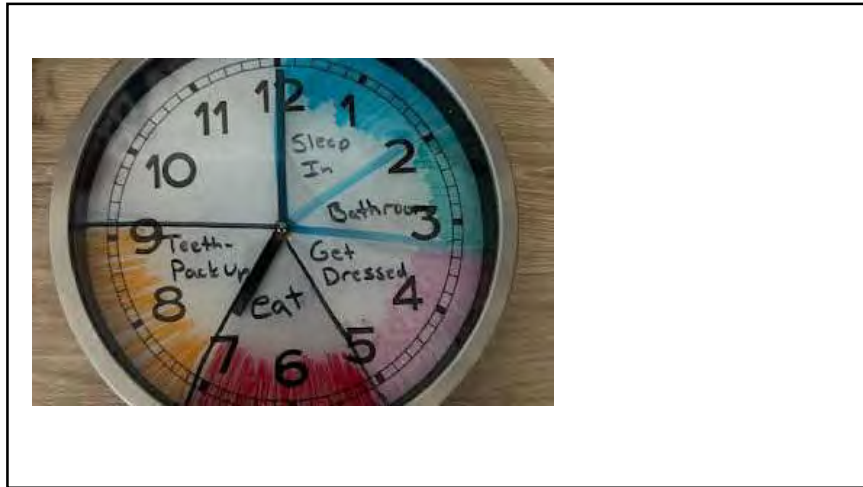


Creating Tangible Goals

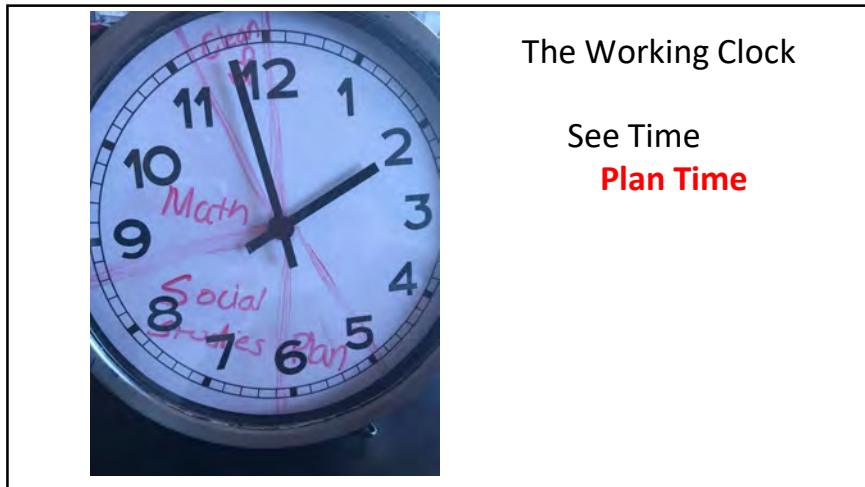
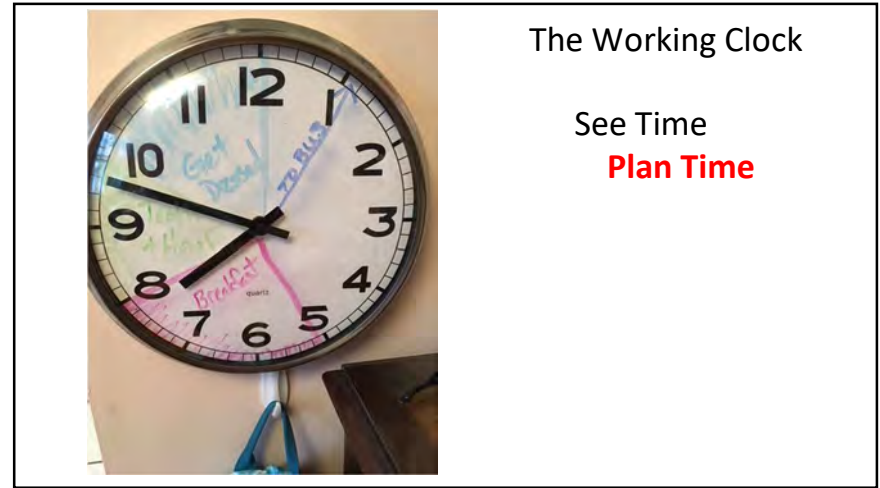


I have:	When I am DONE I have:
math	solved 10 problems
science homework	made 8 flashcards
english	peer edited 3 paragraphs

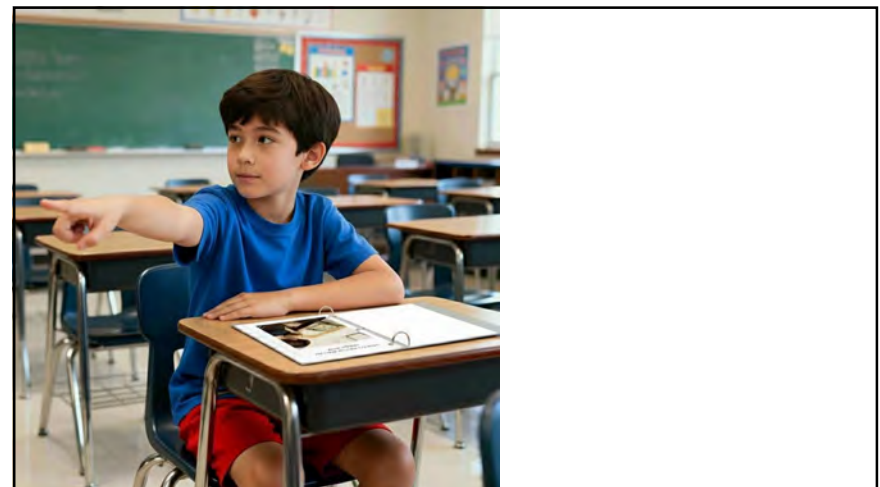
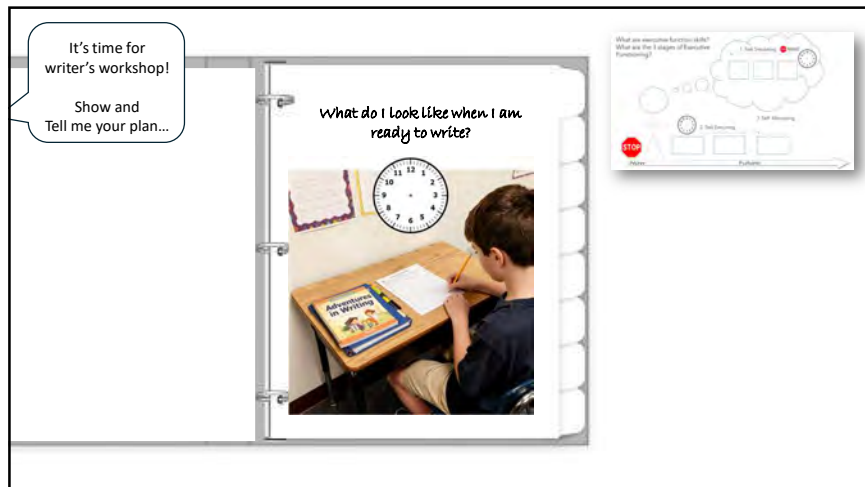
Essential Executive Functioning: Routines, Regulation, and Readiness



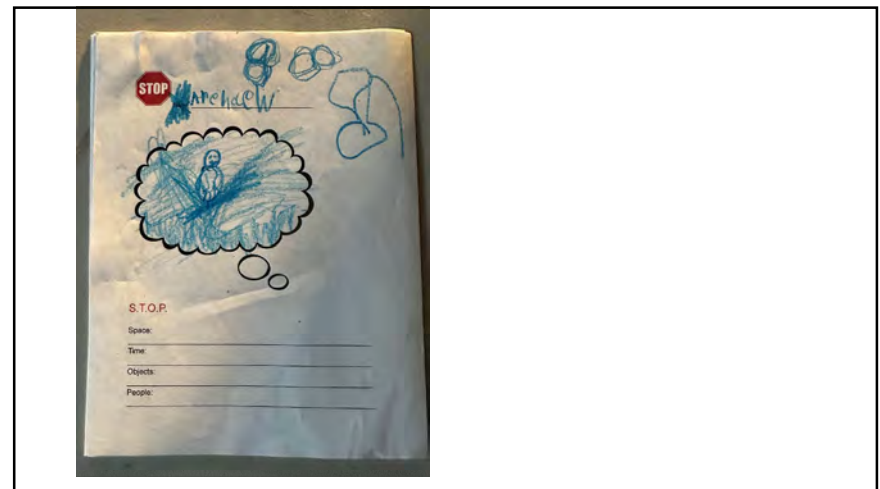
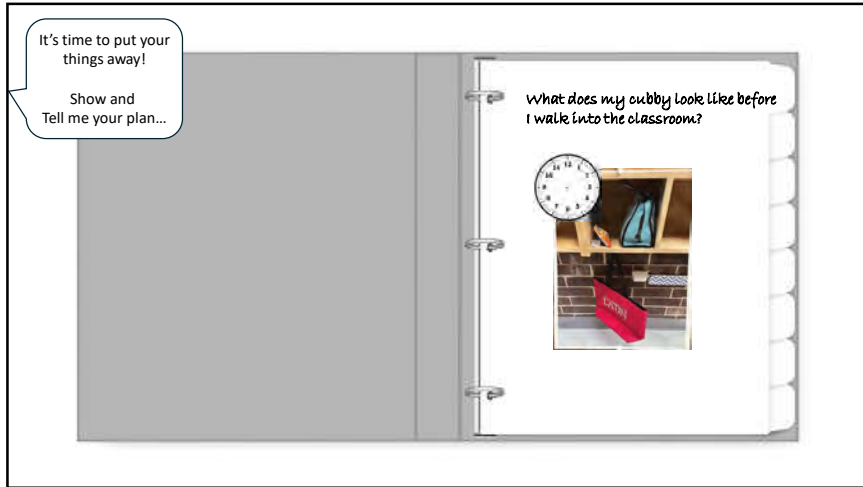
Essential Executive Functioning: Routines, Regulation, and Readiness



Essential Executive Functioning: Routines, Regulation, and Readiness

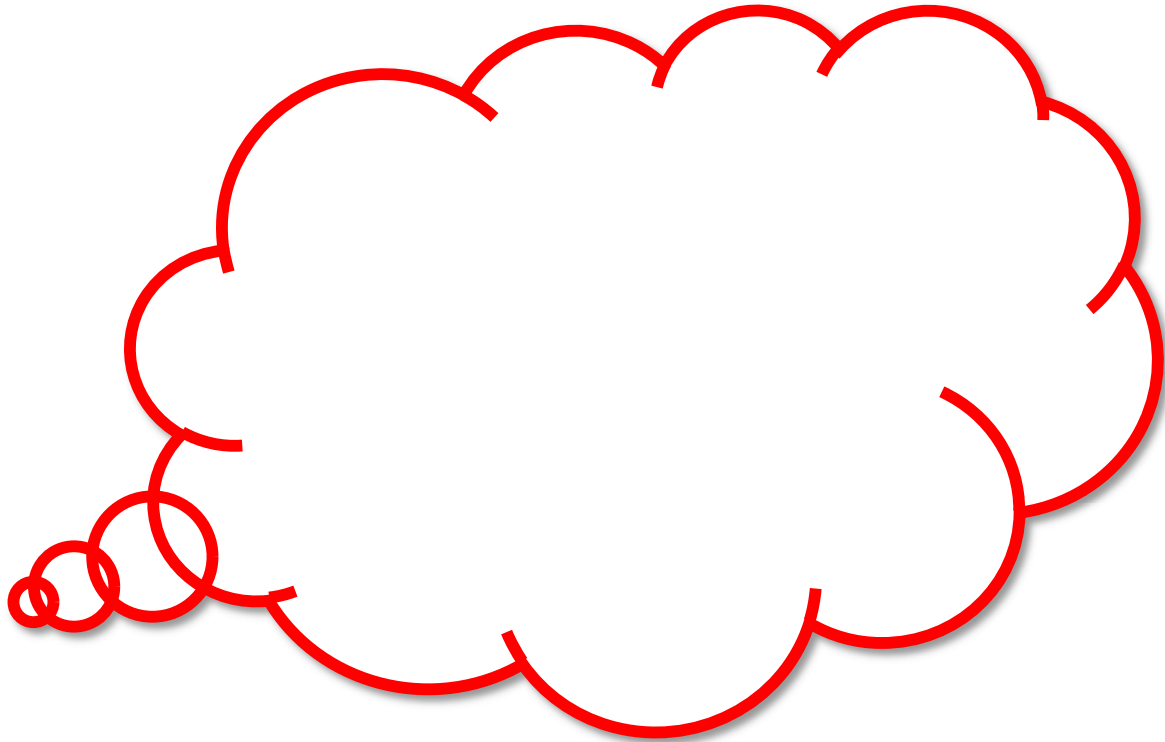


Essential Executive Functioning: Routines, Regulation, and Readiness



Task: _____

This is what it will look like when I am done:



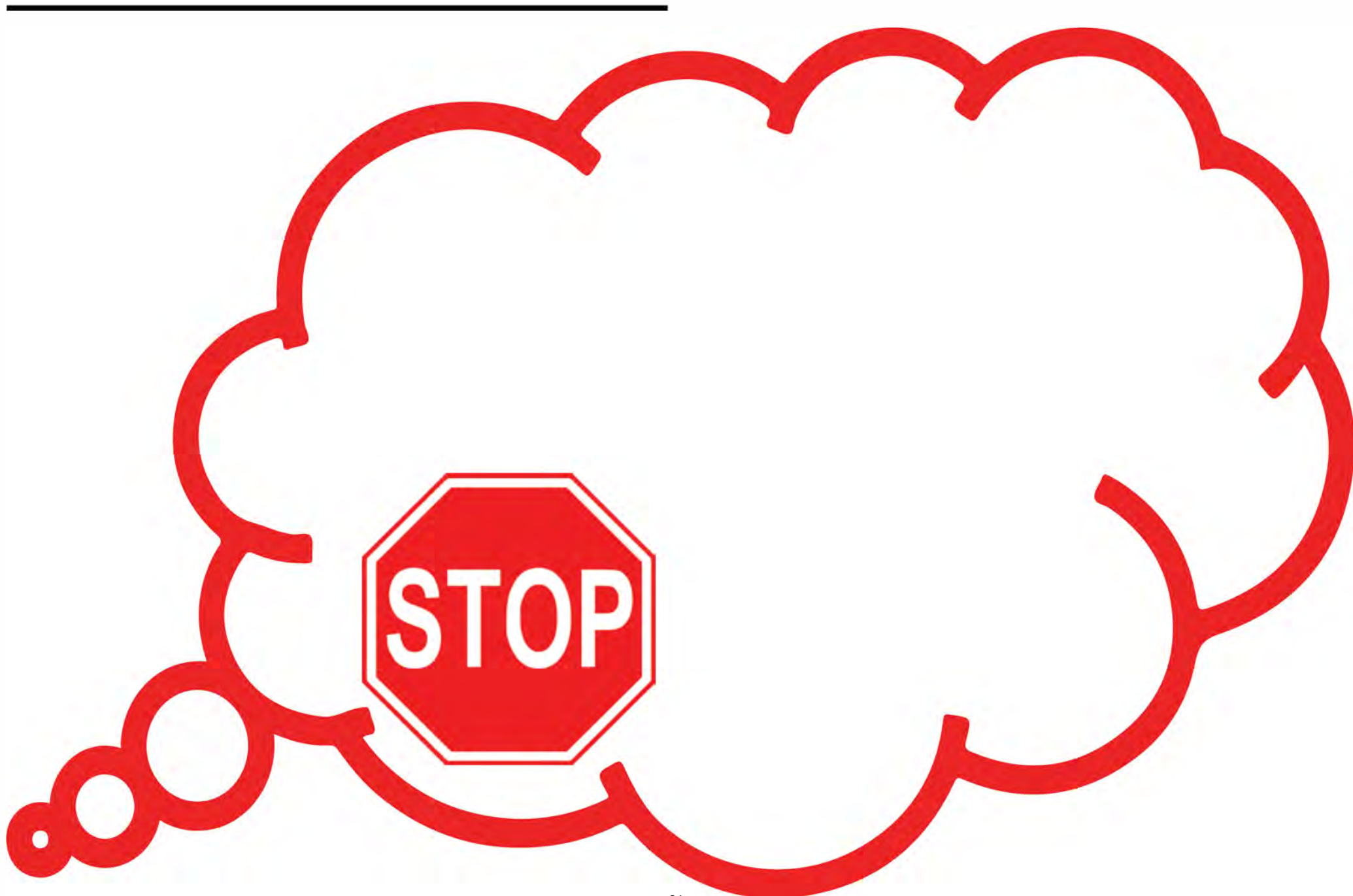
S.T.O.P.

Space:

Time:

Objects:

People:



Essential Executive Functioning: Routines, Regulation, and Readiness

Math- IWT

Use the math cubes to build a model. Find a partner and take turns creating addition or subtraction equations to show your model.

Task: _____

This is what it will look like when I am done:

S.T.O.P.

Space:

Time:

Objects:

People:

Can't I just give the student a checklist?

Essential Executive Functioning: Routines, Regulation, and Readiness

Teach the Process of **How** to Make a Checklist




Include the **MIME**-ACTION VERB and the **Future Value**


TO DO

- Bring** Goggles b/c:
- Print** Class Request Form b/c:
- Fill Out** science fair Form b/c:
- Pack** gym clothes and sneakers b/c:

Shift the student mindset:
Academic planner=
Just write down what I have for homework



Shift the student mindset:
Academic Planner = MIME
A Tool for Planning and Simulating my Assignments



Homework Routine

Hourly Plan

Develop SQ for Role and Create Agency: History Essay


Fact Finder

Citation Maker

Bookmarker

Quote Finder

Notes Organizer



Essential Executive Functioning: Routines, Regulation, and Readiness

English Due Tuesday Figurative Language: * Worksheet 1-10 Write one example of figurative language	Math This week Due Tuesday Unit 11 Lesson # 1-4 Due Thursday Unit 12 Lesson # 1-8	Science Due Friday Types of Rocks Worksheet *Answer questions 1-8 only
Humanities Test Thursday Read the Article: The Arab and the Turtle Write a 3 sentence summary	Music Due Tuesday Listen to Brahms' Symphony 1 Answer questions 1-4	Spanish Due Friday Test Chapter 6: Community -Vocabulary worksheet 1-25

English Due Tuesday Figurative Language: * Worksheet 1-10 -literary device tracker	Math This week Due Tuesday Unit 11 Lesson # 1-4 Data Grapher Due Thursday Unit 12 Lesson # 1-8	Science Due Friday Rock Detective: Types of Rocks Worksheet *Answer questions 1-8 only
Humanities Test Thursday Read the Article: The Arab and the Turk Summarizer Write a 3 sentence summary	Music Due Tuesday Instrument Detective: Listen to Brahms' Symphony 1 Answer questions 1-4	Spanish Due Friday Test Chapter 6: Community Flash Card Maker -Vocabulary worksheet 1-25

When you've got a lot to do, choose the tools that can help you, such as a planner and a schedule.

Time to just "be" is important. Don't schedule every minute of your day.

25 Thursday	26 Friday	27 Saturday	28 Sunday
NONE	NONE	NONE	NONE
<input type="checkbox"/> w/s 1-250	NONE	NONE	NONE
<input type="checkbox"/> study	<input type="checkbox"/> study	NONE	NONE
NONE	NONE	NONE	NONE

HALL PASS

Have the student add a check box for DONE, and add a circle to fill in to see the time planned

Academic Planner =
A Tool for Planning and Simulating my Assignments

vs.

25 Thursday	26 Friday	27 Saturday	28 Sunday
NONE	NONE	NONE	NONE
<input type="checkbox"/> w/s 1-250	<input type="checkbox"/> w/s 1-250	<input type="checkbox"/> w/s 1-250	<input type="checkbox"/> w/s 1-250
<input type="checkbox"/> study	<input type="checkbox"/> study	<input type="checkbox"/> study	<input type="checkbox"/> study
NONE	NONE	NONE	NONE

Essential Executive Functioning: Routines, Regulation, and Readiness

Try using the Geometry Emojis to Show the Time 🕒

Cognitive Connections

360 Thinking Planner for Elementary Students
www.efpractice.com

Cognitive Connections

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

Promo Code: 30%off:
 Book: Routines20
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Essential Executive Functioning: Routines, Regulation, and Readiness

See the Future →
PLAN and GO toward that Future

Becoming a Mind MIME



Using the
Get Ready • Do • Done Planning Process
 to Teach Independent Future Imagery



The **Get Ready • Do • Done** Planning Process
 Plan Backwards to Move Forwards:
 Stage 1: Task Planning

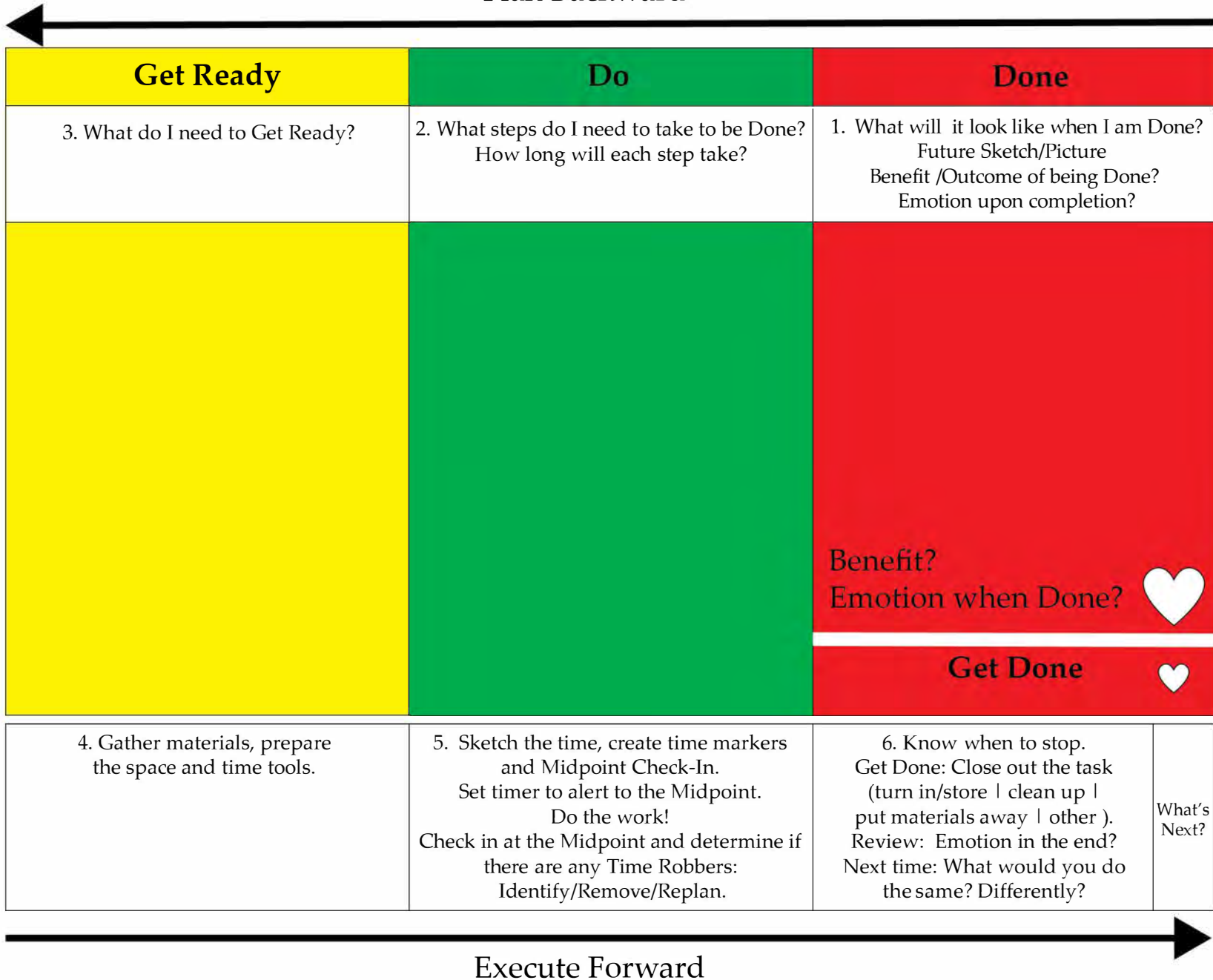
Plan Backward		
Get Ready	Do	Done
3. What do I need to Get Ready?	2. What steps do I need to take to be Done? How long will each step take?	1. What will it look like when I am Done? Future Sketch/Picture Benefits (Outcome of being Done) Emotion upon completion?

The **Get Ready • Do • Done** Planning Process
 Plan Backwards to Move Forwards:
 Stage 2: Task Execution

		Benefits? Emotion when Done? Get Done
4. Gather materials, prepare the space and time tools.	5. Sketch the time, create time markers and Midpoint Check-in. Set timer to alert to the Midpoint! Do the work! Check in at the Midpoint and determine if there are any Time Robbers. Identify/Remove/Replan.	6. Know when to stop: Get Done: Close out the task. Turn in/store / clean up / put materials away / other / Review: Emotion in the end? Next time: What would you do the same? Differently?
		What's Next?

Execute Forward

Plan Backward



Execute Forward

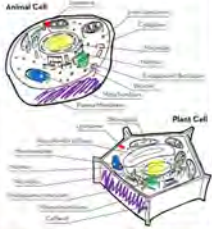
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Essential Executive Functioning: Routines, Regulation, and Readiness

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


<p>Get Ready</p> <ul style="list-style-type: none"> <input type="checkbox"/> Worksheet <input type="checkbox"/> Class Notes <input type="checkbox"/> Text Book <input type="checkbox"/> Colored Pencils 	<p>Do</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the Parts of the Cell <input type="checkbox"/> Label <input type="checkbox"/> Color cell parts the same color 	<p>Done</p> <p>Animal and Plant Cells</p>  <p>Get Done</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name, Pack, Turn in <input type="checkbox"/> Clean up/store notes <p>What's Next?</p> <p>Soccer</p>
--	--	---

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




Sample Planner Pages



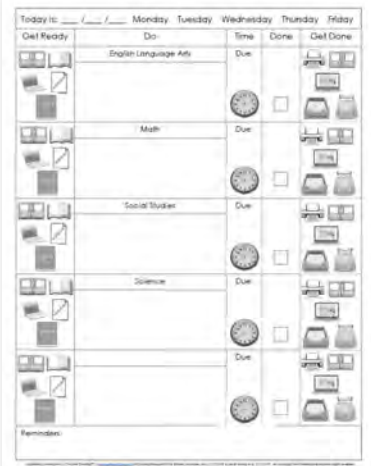
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for Students and Adults are
Available at www.efpractice.com

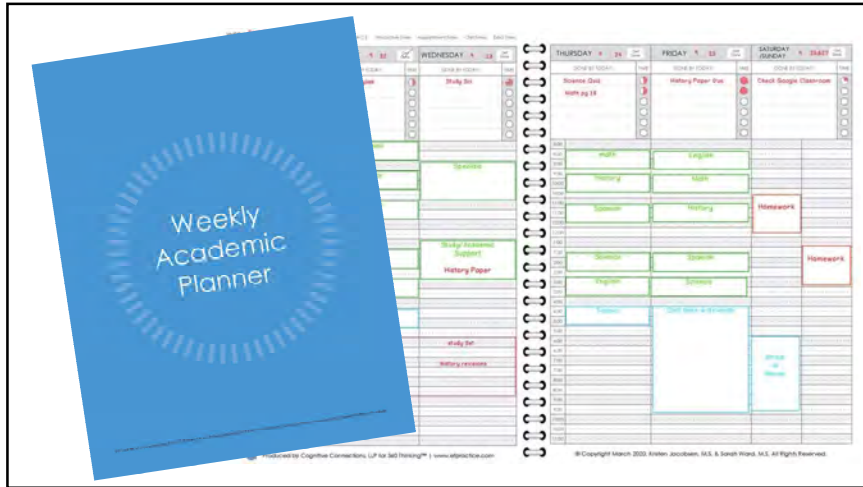


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360 Thinking Planner for
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www.efpractice.com



Essential Executive Functioning: Routines, Regulation, and Readiness



Creating the Get Ready*Do*Done Work Space

Develops the skill of the **Anticipatory Look** associated with Episodic Future Thinking and Mental Spatial Time Travel

Teach Planning Backwards

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

Plan Backwards to Move Forwards

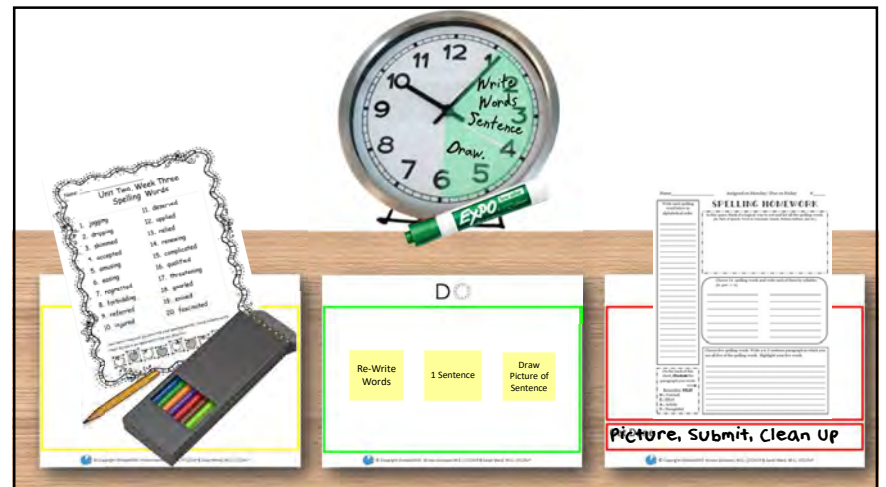
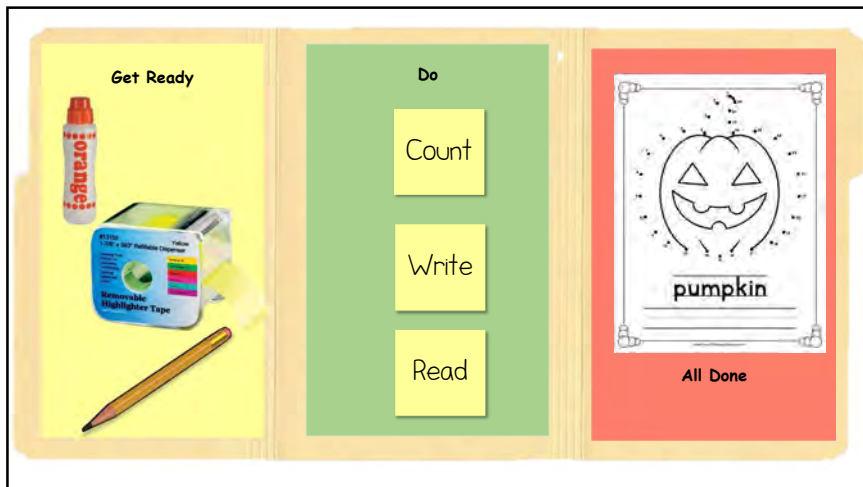
Teach Planning Backwards

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

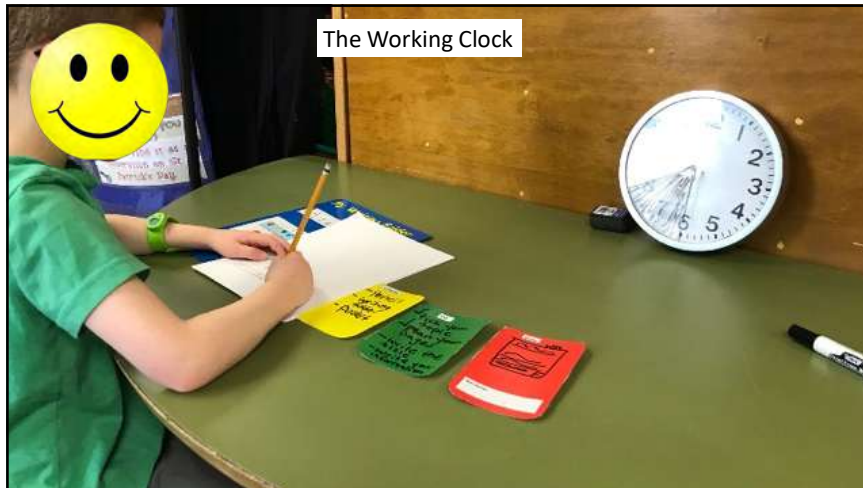
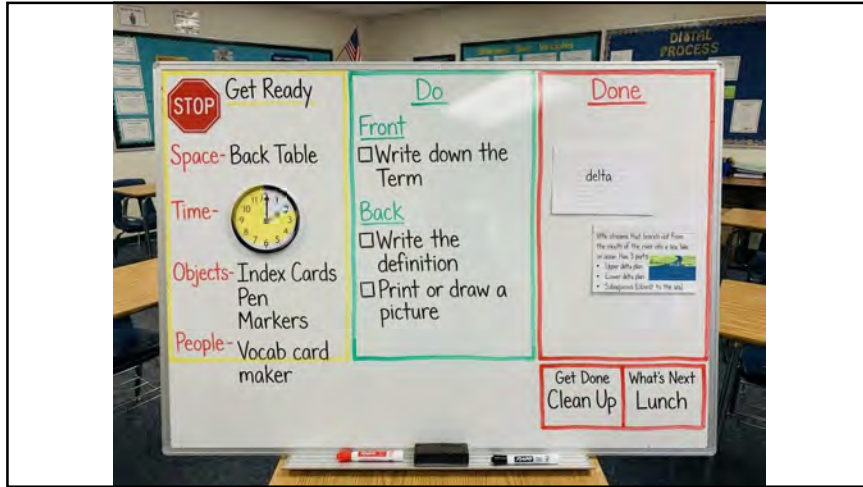
3. What will I need to Get Ready?
2. What do I need to DO to get it Done?
1. What will it look like when I am DONE?

Plan Backwards to Move Forwards

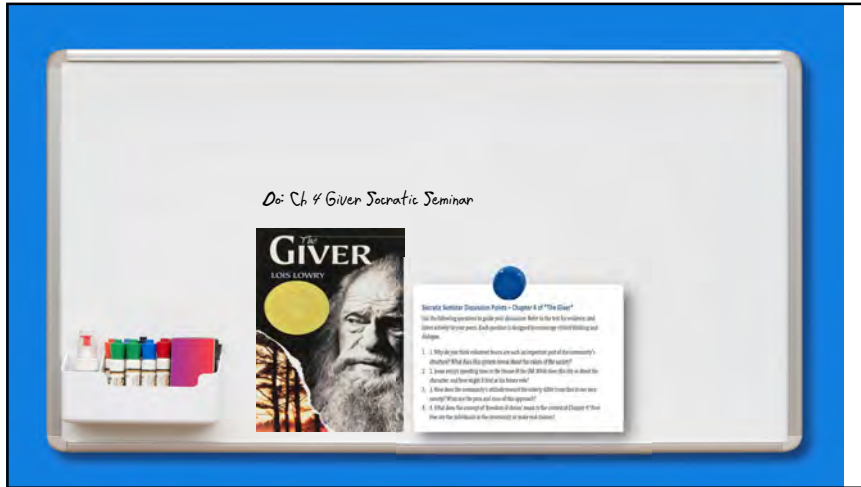
Essential Executive Functioning: Routines, Regulation, and Readiness




Essential Executive Functioning: Routines, Regulation, and Readiness



Essential Executive Functioning: Routines, Regulation, and Readiness



<p>Get Ready</p> <p>Book</p> <p>Open discussion points assignment on Canvas.</p> <p>Post its</p>	<p>Do</p> <p>Review Socratic seminar Discussion points on the assignment to know what to look for.</p> <p>Read the chapter:</p> <p>Put notes on Post Its where the answers/support for discussion points are.</p>	<p>Done</p> <p>What do I need to do to get Done?</p> <p>Be prepared for tomorrow's seminar:</p> 
<p>Get Done</p> <p>Put book in backpack.</p> <p>Review notes before class</p>		



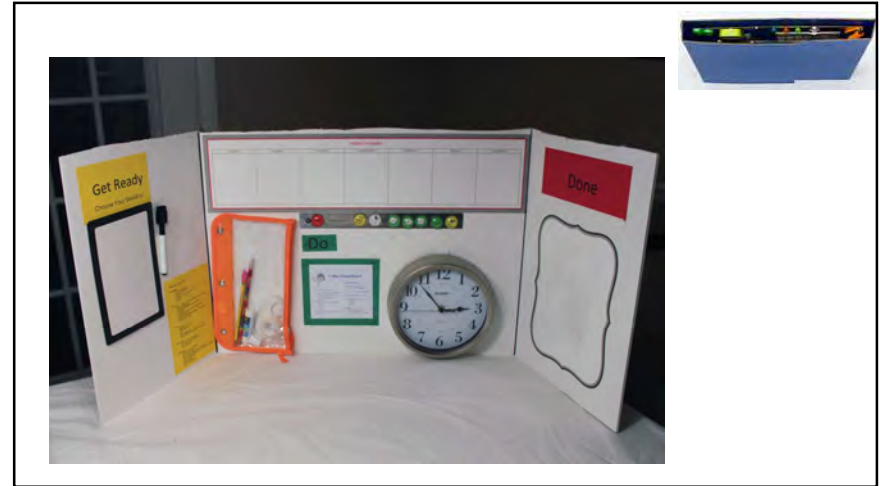
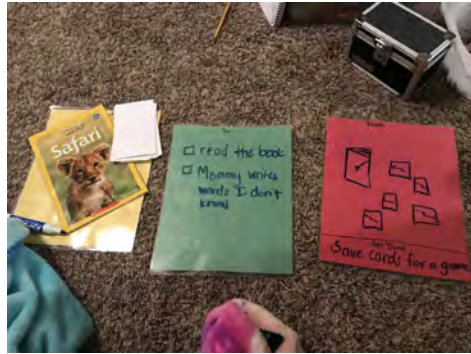
Essential Executive Functioning: Routines, Regulation, and Readiness

"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.

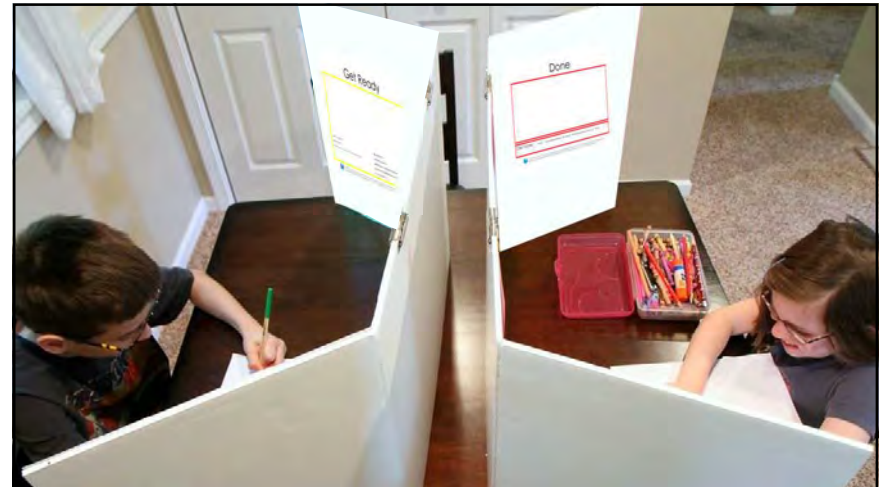
I feel so silly for wasting so many years being her executive function for her."

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

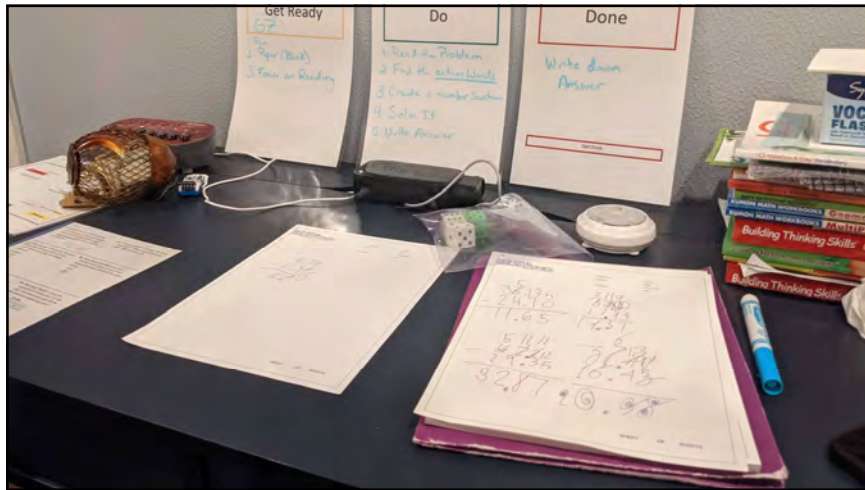


Consider a white noise source if there are multiple Children in a similar space:

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



Essential Executive Functioning: Routines, Regulation, and Readiness



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

Betus Waterproof Bathroom Shower Clock with Large Suction Cup

<p>Get Ready</p>	<p>Do</p>	<p>Done</p>	
<p>Get Done</p> <ul style="list-style-type: none"> • Take Out Trash • Cleaning Supplies Put Back Under Kitchen Sink 			

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Get Ready

Space-

Time-



Objects-

People -

Do

Done

Get Done

What's Next

Get Ready

Do

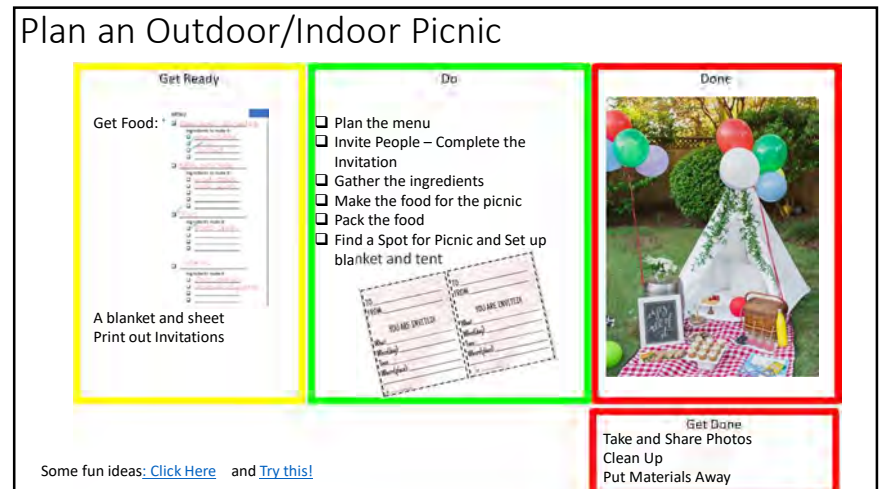
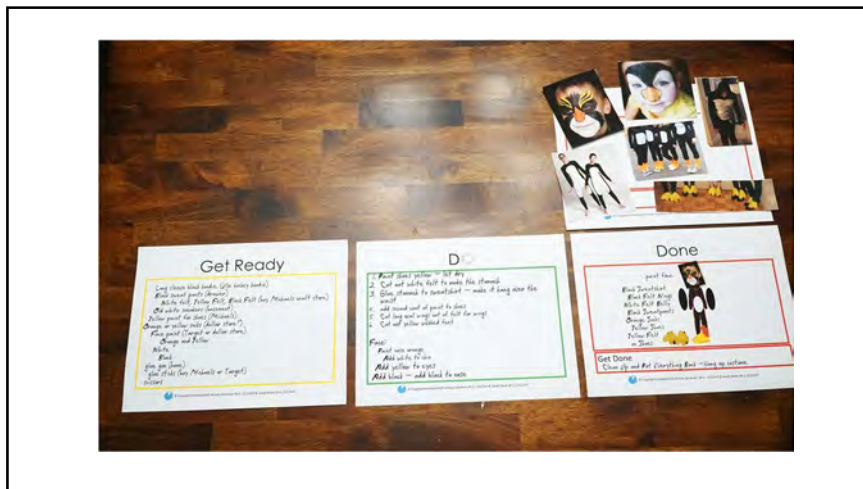
Done

Roles:



Get Done

Essential Executive Functioning: Routines, Regulation, and Readiness



Essential Executive Functioning: Routines, Regulation, and Readiness

Complex Open-Ended Assignments

Get Ready * Do * Done (Get Done)

Done

Make a Poster on healthy habits with a title and 3 pictures. Each picture needs a caption. Write one paragraph explaining the 3 pictures.

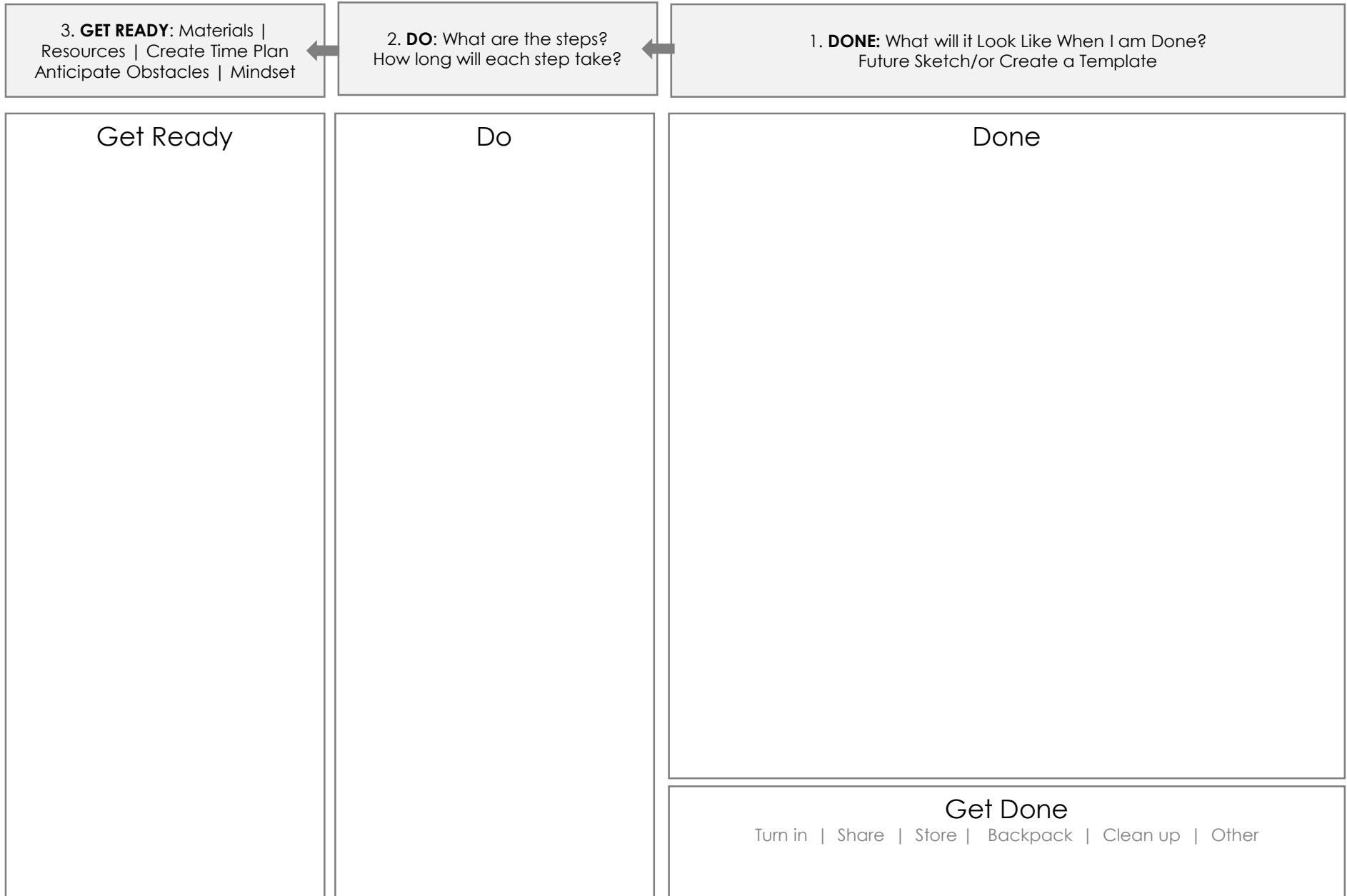
If this novel had a soundtrack, what would it be? Create a YouTube playlist with at least 10 songs that would make a great soundtrack. Explain each of your choices in a Google Doc and where they fit in the story arc.

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.

George	Lennie	Curley	Curley's Wife
Girl in Red Dress	Pond	Ranch	Bunk-house
Rabbit	Candy's Dog	x10 Caption Explain Connection	

Get Done



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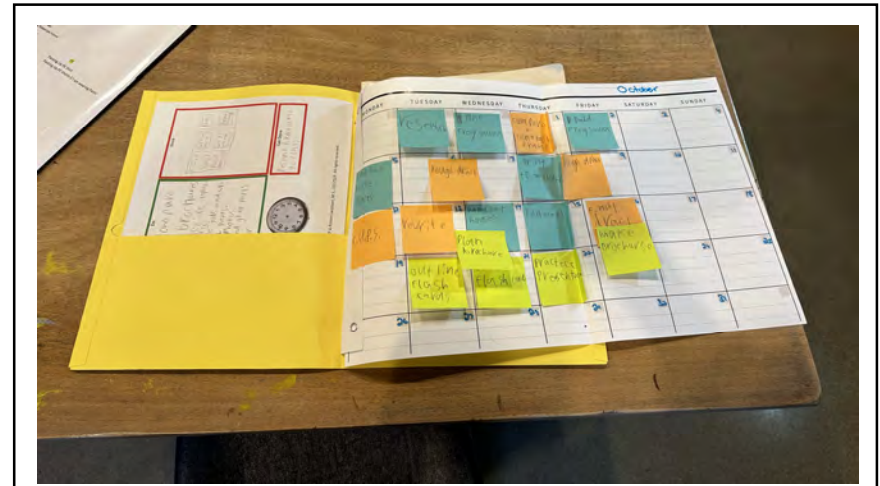
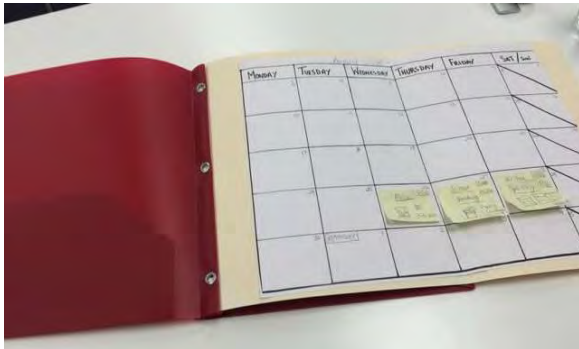
Essential Executive Functioning: Routines, Regulation, and Readiness

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6 <i>Course Selection Due</i>	7 <i>Basketball Game vs DM</i>	8	9	10
11	12	13	14 <i>Basketball vs AP</i>	15 <i>Pick Products</i>	16 <i>Plan for #2</i>	17 <i>St. Patrick's Day Party!</i>
18 <i>Dad's Birthday</i>	19 <i>Quiz English</i>	20 <i>Basketball Game vs LS</i>	21 <i>History</i>	22 <i>Plan for #2</i>	23 <i>Plan for #2</i>	24
25	26	27	28	29	30	31

Community Voices a Photographic Exploration

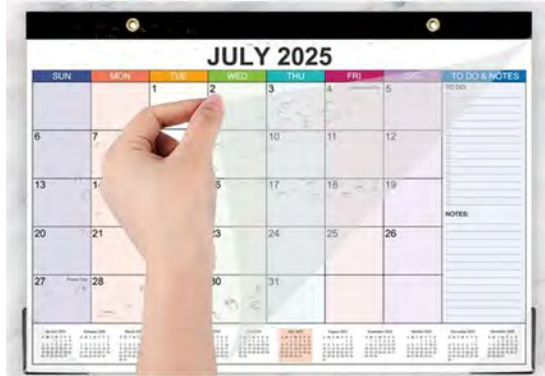
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 <i>Research the country and map</i>	6 <i>Research the people that live there</i>	7	8 <i>Draw and label the map</i>	9 <i>Finalize map</i>	10
11	12 <i>Draft paragraph</i>	13 <i>Write Paragraph</i>	14 <i>Edit and revise paragraph</i>	15 <i>Research recipes</i>	16 <i>Make grocery list</i>	17
18 <i>Buy ingredients if needed</i>	19	20 <i>Make a plan for cooking</i>	21	22 <i>Cook and Package recipe and Bring to school</i>	23 <i>Project Due</i>	24
25	26	27	28	29	30	31

Create a Long Term Project Folder

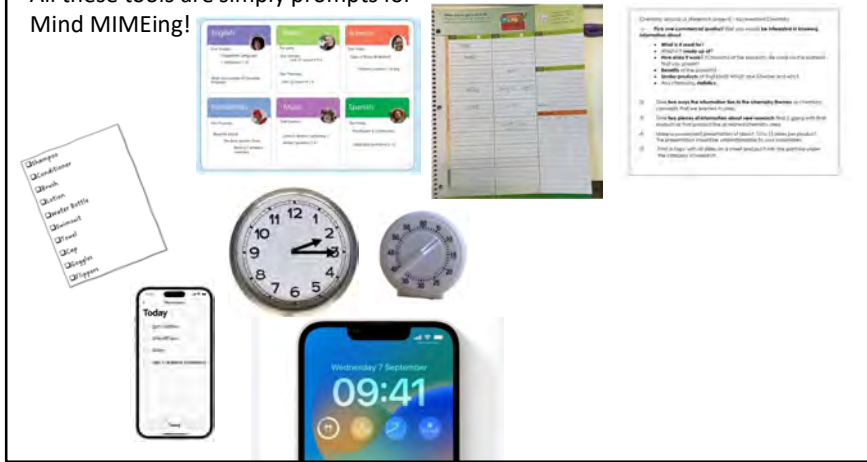


Essential Executive Functioning: Routines, Regulation, and Readiness

Desk Monthly Calendar



All these tools are simply prompts for Mind MIMeIng!



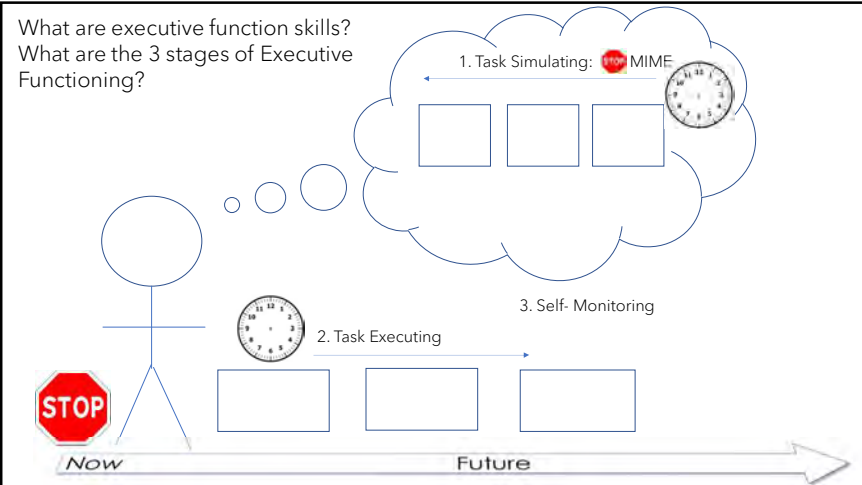
Traditional Checklist



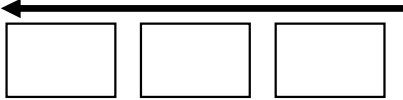

- Lists tasks but does not show **where** they happen
- No sense of **duration** or time-of-day scripts
- No prompt to gather **objects** needed for each step
- Assumes the child knows their **role**
- Steps lack transitions; no spatial flow
- No visualization of "done"
- Doesn't guide movement through the routine
- No emotional "anchor"

STOP & MIMe-Informed Routine



- Cues **SPACE**: Identify bedroom, bathroom, kitchen, hallway as morning zones
- Cues **TIME**: "It's 7:00 — get-ready time. We leave at 7:45. This routine takes about 30 minutes."
- Cues **OBJECTS**: Clothes, toothbrush, toothpaste, hairbrush, breakfast items, backpack materials, shoes
- Cues **PEOPLE/ROLE**: "Right now you are a lunchmaker."
- MIMe = **Make an Image** of "ready for school" and simulate the sequence
- MIMe = **Imagine Future Me** by the door, dressed, with backpack and shoes on
- MIMe = **Move**: Bedroom → bathroom → kitchen → hallway
- MIMe = **Emotion**: Calm, ready, confident




What are executive function skills?
What are the 3 stages of Executive Functioning?



 Plan	Know How I am Doing in School	Break Down My Assignments
Look at School Website?	Check my Grades/ Assignments	S.T.O.P. and Plan My Work
Visualize the Time Horizon 	Everything submitted? Anything Missing?	Make and follow my: Get Ready Do Done Plan 
Anything I need to do that is not posted online? -Classes • • • Projects/ Quizzes/Hidden HW	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! What time tool will I use? <input type="checkbox"/> Shade <input type="checkbox"/> Mark (start Stop Midpoint) <input type="checkbox"/> Check Role/job? 
Organize my Work: What is my number one priority? AACE my Time: When do I have Windows of time to do the work?	Organize Backpack/Papers: Visualize when and where I will turn work in Transfer to storage notebook?	Time robbers? Time Savers?
What's stressing me out? What/who would help?	Organize my homework/learning space - sort – store – trash - tidy	When I am done – remember to GET DONE (clean up turn in submit pack up Charge Devices

Essential Executive Functioning: Routines, Regulation, and Readiness

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: Get Ready Do Done Plan
Anything I need to do that is not posted online? -English? Spanish II? -Chemistry? World Religion? -WWHistory? -Alg II? Projects/ Quizzes	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?

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If you share our ideas, please make attribution to Sarah Ward and Kristen Jacobsen.
 Please reach out to us! We love to hear from you!

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360 Thinking: An Executive Function Model and Program

Thanks to the 360 Thinking executive function model and program, a growing number of children with executive function challenges are enjoying the autonomy, independence, and self-confidence that comes from successfully completing projects and assignments on their own. The model is the brainchild of Kristen Jacobsen, MS, CCC-SLP, and Sarah Ward, MS, CCC-SLP, who are co-directors of Cognitive Connections Executive Function Practice, LLP, in Concord, Massachusetts.

future, and feel the future.” To accomplish this, they start by showing students how to begin a project or assignment by planning a visual image of the final product.

Start with the question: What will it look like?

Before students can initiate assignments, they use multisensory strategies aimed to elicit the self-imagery and self-speech that support planning. Students slip on their “future glasses” to help them see, say, and feel a future project or assignment successfully completed.

Children learn to sketch the future picture of a project when beginning to plan. Motivation to accomplish the end result can be established when students reflect on the emotional state they anticipate experiencing once their future picture is accomplished.

Children then “work their plan.” They draw from their visualized image to help them “work backwards” and master two other planning stages necessary for completing a project successfully: rehearsing the steps to “do” and organizing the materials to “get ready.”

Three steps to success: “Get ready, do, done”

The planning process is taught as a sequential process with visual tools that fade to mental imagery. Students learn the executive function process of “planning backwards” to “move forwards” for completing tasks.

Using self-talk, the children ask themselves, “What three questions do I ask myself to be a planner?”

1. *What will it look like when I am done?*
2. *What steps do I need to take to match my done image?*
3. *What materials will I need?*

Once the students anticipate what it will look like and feel like to be “done,” they engage in a mental dress rehearsal and practice the steps to “do” the task, and determine what they will need to “get ready.” To help them remember to “plan backwards,” three different colored mats are provided: red for “done,” green for “do,” and yellow for “get ready.” The mats are also laminated, so the children can be “future sketchers” and sketch images of the tasks to be accomplished as part of that particular step.

Once students have sketched out their plan, they are ready to move forward and carry out their plan. The yellow “get ready” mat reminds them to slow down and gather needed materials. Rather than having materials provided beforehand, children practice learning to locate them on their own. The green “do” mat shows how the student decided to divide the project up into specific steps (planning, organizing, and prioritizing).

Step 2 also provides strategies for estimating and keeping track of time (temporal awareness), a skill often lacking in those with executive function challenges. To help master this skill, children are provided with a clock with a glass face. Using a dry erase marker, they first practice sketching directly on the clock their

This innovative approach weaves together an array of functional hands-on tools and strategies to strengthen core features of executive control, as described by Dr. Russell Barkley in his theory of executive functioning. Ward and Jacobsen pay particular attention to helping children to “see the future, say the



estimated time for completing their project. Next, they sketch a starting time, a checkpoint, and an ending time.

Children are also provided with a timer so they can practice keeping track of their progress during the checkpoints (self-monitoring). Once they reach their checkpoint, they are then coached on how to identify and navigate around “time robbers.” A list of examples can be provided, which are grouped into specific categories. Examples include: my body (“thirsty,” “hungry,” “sleepy,” “antsy”), my organizer (“I can’t find my assignments and papers,” “I don’t have a plan for how to do this”), my scope (“I don’t know how to start,” “I’m trying to make this perfect”), and my focus (“I’m distracted by the computer or other electronic,” “I’m socializing”).

Children started with step 3 (done) and return back to step 3 after successfully completing their task. They now learn how to “get done” and close out a task by putting materials away, cleaning up their workspace, and placing their completed project or assignment in its appropriate folder. They also review their plan from start to finish to figure out what worked, what didn’t work, and what if any changes to make when tackling a similar project in the future.

This process can be taught to students by teachers, special educators, therapists, and parents who are trained in using the 360 Thinking model. Visit <http://efpractice.com> to learn more about the model, as well as its many other innovative strategies and tools and how they directly target core areas of executive control. Readers are also referred to two

recent articles written by Ward and Jacobsen, both referenced below. 📖

A clinical and consulting psychologist, **Mark Katz, PhD**, is the director of Learning Development Services, an educational, psychological, and

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ADDITIONAL READING

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

Ward, Sarah, and Kristen Jacobsen. “Staying a Beat Ahead,” in *Attention*, August 2014, Vol. 21, No. 4, pp. 12-15.

Ward, Sarah and Kristen Jacobsen. “A Clinical Model for Developing Executive Function Skills,” in *Perspectives on Language Learning and Education*. American Speech-Language-Hearing Association, March 2014, Vol. 21, 72-84. <http://sig1perspectives.pubs.asha.org/article.aspx?articleid=1882672&resultClick=3>

by Sarah Ward,
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AFTER RECESS, as part of the daily routine, the class reconvenes on the rug. Jackson runs from the back of the room where he has been playing with the class hamster to his cubby and slips off his jacket. It drops to the floor. He kicks off one boot. The teacher calls stragglers to join the others on the rug, so he hops to the circle wearing one boot and plops down. The teacher shares the agenda for the afternoon, which includes reviewing the science homework. Looking alarmed, Jackson pops up, and races back to his cubby while kicking off his other boot.

He pulls out his backpack, removes a homework folder, and grabs his assignment. Leaving the backpack open and boots scattered, he races to the homework bin. Realizing his name is not on the assignment, he zooms back to his desk to grab a pencil and sits back down on the rug with the rest of the class.

As the teacher gives instructions for the next activity, Jackson slips his homework underneath him and sits on it. The class is dismissed to their desks, and Jackson, talking excitedly to the boy next to him, stands up and follows the boy to his desk. His nameless homework is left on the floor. When he gets to his desk, his morning work folder and silent reading book are on the floor with assorted bits of paper. As the class starts the next activity, Jackson does not have the materials he needs. Again, he needs to walk about the class to get ready.

Anne has a music lesson Saturday morning at 9:00. Her mom wakes her at 7:30; Anne rolls over and groans, "Ten more minutes." Mom returns ten minutes later and tries again to wake Anne. After two more rounds of "Ten more minutes," Anne finally gets out of bed and heads for the shower. She showers for twenty minutes. Mom knocks on the door to announce the time. She encourages Anne to hustle so they can leave the house in thirty minutes. Anne gets out of the shower, puts on a robe, plops herself on the living room couch, flips open her laptop, and checks her social



media sites. Mom reminds her to get ready for music. Ten minutes later, Anne saunters into her room and stares at a land mine of clothes trying to decide what to wear. She sits on her bed and starts to remove her nail polish.

Mom hollers a reminder, "Get dressed!" Finally, ten minutes later, Mom exclaims anxiously, "We have to go...!" Anne responds to this seemingly sudden pressure and shouts, "I'm coming!" She heads into

Staying

the bathroom in her bathrobe to blow dry her hair. Patience waning, Mom asks about her instrument and sheet music; Anne directs her to the basement. Finally finished with her hair, Anne heads to the kitchen for something to eat.

Exasperated, Mom, who is standing at the door holding Anne's instrument, music sheet, and breakfast bar, exclaims, "We need to go now. We are late!" Anne yells back in frustration, "I told you to wake me up earlier!"

As adults, we joke about "senior moments." That moment when you have imagined an item you are going to retrieve and then when you finally that room to get it you draw a blank. "What did I come in here for?" Ack. A senior moment.

What do a student zigzagging about the classroom, a slow-paced teen, and a senior moment all have in common? Challenging executive function skills.

Weak executive function skills

Individuals with strong executive function skills stay a beat ahead. In contrast, teachers and parents describe individuals with weak



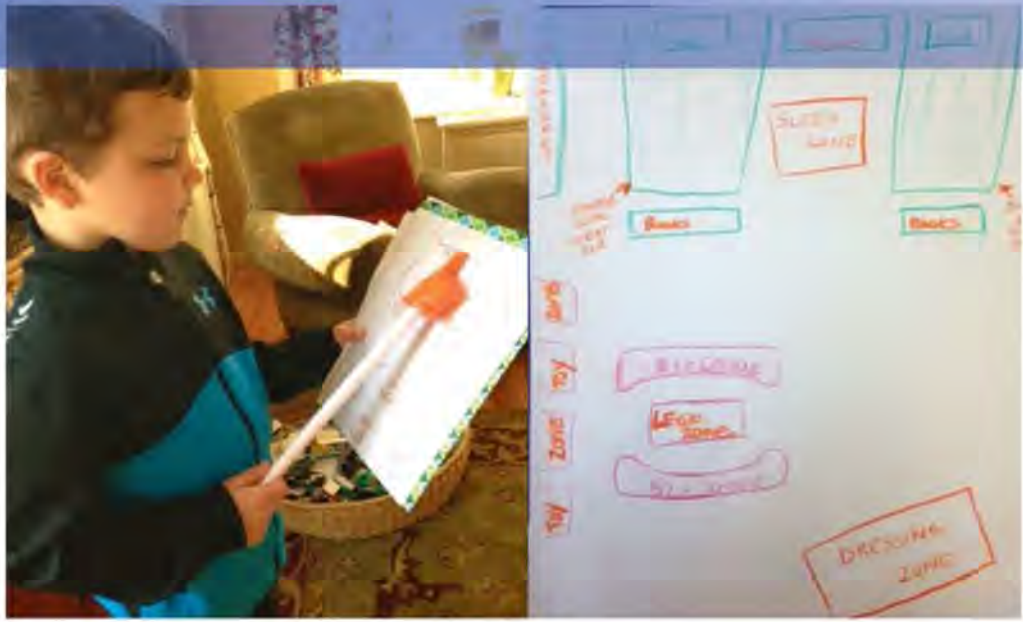
executive function skills as being “a beat” or—as Jackson’s teacher sighs—“twenty-two beats behind.” How do executive skills enable us to stay a beat ahead? Strong executive function skills enable us to imagine and plan a “dry run” of the task in our mind before we begin to carry out the plan. If a task is planned in a different space than where the task will be carried out, then we create an image of the future space in our minds. For example, when a child hears the direction, “Get ready for lacrosse,” he might be downstairs in the family room and imagine walking upstairs into the bedroom, heading over to the dresser, opening the third drawer, and retrieving their uniform. Then he might envision a transition from the bedroom to the mudroom and then the garage, where cleats and gear bags are stored.

The imagery is a mental anchor that allows the child to better resist distractions and maintain a pace so as to reach a goal. When forethought guides children’s actions, they can carry out tasks more successfully. Small glitches, such as looking for a missing item, can also be

a Beat Ahead



handled more smoothly. However, when children with weak executive function skills hear the instruction “get ready,” they hear the words, but do not pre-imagine the task or the steps to be ready. Even if they respond, “Okay,” they do not initiate any actions to move toward their goal. When these children finally enter their rooms, because they have not pre-imagined the task, they are only starting to ask themselves, “Okay, what am I doing?” Without the vision of an outcome in mind, they are open to distraction. When these children go into their bedrooms and see books, Legos, and a laptop, they easily disengage from the goal of getting ready. They are



ORGANIZATION & FOLLOWING DIRECTIONS: A basic map of a bedroom or a classroom can be used with a pointer to plan out directions and rehearse routines. This strategy can improve the use of mental imagery and self-talk, which are two skills that support a child's ability to carry out tasks and routines.

now a beat behind. Likewise, a senior moment is simply the loss of this pre-imagined intention.

Developing strong executive function skills

So, what can we do to develop a child's capacity to be a beat ahead and successfully carry out intentions in the future? According to Russell Barkley, in order to develop strong executive function 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."

Our natural inclination might be to provide checklists. While this strategy can sometimes work, it is limited. Checklists made by adults are not that helpful in creating mental imagery for children. For example, as adults, we might make a list of items to buy at the market. While making this list, we create, if only for a brief moment, a mental image of the supermarket, our dinner table, or shelves in our cabinets. These images help us navigate the market and remember items even if the list is left at home. When we hand children a checklist we've made, they have not used imagery to create the list and may find it hard to create imagery after the fact.

A better technique, when giving directions, is to use words that create mental imagery. For example, rather than asking a child, "What do you have for homework tonight?" pose a question such as: "When you walk into

class tomorrow, what do you see yourself handing to your science teacher Mr. Jensen?" Instead of directing your child to get ready for soccer, try asking, "If you were standing at the door ready to go to soccer what would you look like? What does 'ready' look like?" To improve the effectiveness of your instruction to go upstairs and get dressed, try saying, "What drawer do you see opening to find your sport clothes?"

Visuals are also helpful in teaching kids to get ready and organize themselves. It's often a struggle to get children out the door in the morning. Multiple prompts and checklists might get your child out the door, but the process is likely to be difficult. Instead, try snapping a quick photo of your child when he is ready for school and standing by the door with his coat, clothing, shoes, backpack, and lunch. The next morning, show your child the photo, and simply say, "This is what 'ready' looks like." Ask him to imagine a plan that enables him to "match the picture." Once children remember the images in these photos, they can use their mental imagery and the photos no longer need to be shown.

In the classroom, cue students to imagine their actions before they transition. For example, when students are transitioning from recess, as they line up, say: "Imagine yourself at your cubby. What do you look like? What do you see yourself doing?" For younger students, ask them to describe how they will prepare for an activity. They can use a pointer to point to the space they will go to and pre-immerse themselves in



What does 'ready to start the lesson' look like? You need 5 minutes before your lesson actually starts at 4:30 to prepare so that you are ready when the lesson starts. This 5 minutes gives you time to take your instrument out of the case, open the sheet music to the practice warm-up page and to be seated in front of the music stand.



Working backwards to shade in the time needed, what does the travel time look like? 5 minutes to walk through the parking lot, 15 minutes to drive to the music lesson.



Shading in 5 minutes to gather your instrument and sheet music and 10 minutes to dress and brush your hair and teeth, you can see that you need to start getting ready for your 4:30 music lesson at 3:50.

that space carrying out the expected actions, "I am going to go to the back of the room and get a worksheet, then I am going to walk to the counter under the windows and get my text book, then I am going to sit at my desk and take out my pencil."

Take this technique a step further. Ask the student to draw a blueprint of the classroom or their house. Tape this blueprint to a clipboard, so the child can 'tap out their plan' before a task. Use a pencil or pointer to tap on the blueprint while encouraging them to pre-imagine and verbalize their plan; this method will foster an important skill—self-talk. For example: "I am going to walk into the bathroom, brush my teeth, then go across the hall to my bedroom. Next, I'll go to my closet, get my shoes, then walk downstairs to the front hall to get my backpack."


Use an analog clock

Children may still have difficulties using an appropriate pace even if they have a mental image of the directions. If their pace is slow, then they are vulnerable to distractions. What helps children to imagine carrying out a plan within a particular time frame? An analog clock.

As adults, we often strategize times before verbalizing the plan to children. We say, "You need to start getting ready at 3:45." However, this direction is given after we have thought, "Dance starts at 4:30, so we need to leave the house at 4:00." Try asking children to work backwards from an end time. Many children benefit from seeing how time fills up on an analog clock. A dry erase marker can be used to shade "slices" of time and write actions when planning backwards on a glass analog clock. See the example of backwards planning for estimating the time to prepare and travel to a music lesson (see graphic above).

Students can also use the clock to visually plan their time for homework or in-class assignments.

Another advantage of drawing on the clock is building self-awareness. Students can see visual markers of the time that has passed, and then determine if they have used time effectively or had any "time robbers" such as daydreaming or getting distracted by the television or Internet. To stay a beat ahead, students must monitor how closely their outcomes match the future plan they had imagined.

Ask students to plan checkpoints when they can stop and determine if they are on track with their plan. Students set a mid-point timer to stop and check how well they are working towards completing an assignment. The purpose of the timer is to improve self-monitoring and an awareness of how time is used, but not how quickly they can complete an assignment. Students who set timers for the end of a task frequently experience more stress, whereas a timer set for check-ins midway through a task provides opportunities for problem solving. Overall, when students are given guidance to plan and self-monitor while using mental imagery, they often experience independence and a better sense of self-control. Try it! 

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Executive Function IEP Goals and Objectives

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1. All goals and objectives ought to be met at 90-95% of the time when measuring progress. It is the structure or complexity of the assignment and the level of support that is used to measure progress, as these variables contribute more greatly to a student's measure of success.
2. The complexity of the assignment is also used to measure progress, with assignments ranging from simple, concrete, and familiar assignments that are due more immediately to more complex, multi-step, less familiar assignments that are due over an extended time period.
3. Declarative question prompts are used to guide students through the stages of independence described below.
4. The Gradual Release to Independence is used as a measure of progress:

Modeling Level: The student can complete the work while the teacher monitors the planned independent work. The student can attend and engage while the educational professional models the steps to using a strategy and carry out while the teacher monitors the planned independent work. The student carries it out while the teacher monitors the planned independent work. A metacognitive explanation of the strategy is provided as appropriate for the student during the modeling stage.

Assist Another Level: The student helps the teacher and/or another student plan and use a strategy with support.

Student Reinforcement Level: The student can plan and carry out the use of a strategy with min - moderate levels of immediate feedback support during the process of planning and using a strategy

Feedback Level: The student can plan and carry out a strategy independently and benefit from delayed feedback to make any changes for future situations.

5. All goals and objectives listed incorporate the key executive function skills that are part of the 360 Thinking Process. Executive function instruction is recommended to incorporate the 3 stages of executive functioning skills: planning, self-monitoring while doing, and evaluating how the plan was carried out. When considering the methods for measuring progress, then the following goals ought to be demonstrated 90-95% of the time at independent levels with grade-appropriate novel, complex assignments.
 - a. To improve initiation and completion of assignments by increasing planning to help a student develop an ability to translate directions or the "what" to do into a plan of "how" to do the assignment:
 - i. Student will identify the end goal of an assignment and/or sketch the end picture of a completed assignment with labels of the key features on a "Done" space (physical or remotely) for simple to complex assignments with declarative prompting to the independent level of functioning.
 - ii. Student will plan backwards from the "Done" goal to generate the specific sequence of steps to "Do" in order to complete the assignment when given simple to complex assignments with declarative prompting to the independent level of functioning.
 - iii. Student will plan backwards from "Do" steps by recording the materials needed to "Get Ready" for each of the sequential steps outlined when given simple to complex assignments with declarative prompting to the independent level of functioning.
 - iv. Student will plan backwards using the "Get Ready" "Do" "Done" planning process using gestures to fade the visuals with declarative prompting to the independent level of functioning.
 - b. To improve initiation and carry out of the plan require a time plan for the assignment and strategies to self-monitor how time is being used:
 - i. Student will estimate the time to complete assignments listed in the assignment notebook using the "1-Minute Rule" with allocated time given to plan when assigned simple to complex assignments with declarative prompting to the independent level of functioning.
 - ii. Student will plan the start, end and midpoint check-ins on an analog clock to make time visible for simple to gradually more complex assignments with declarative prompting to the independent level of functioning.
 - iii. Student will compare his plan with the actual progress of his assignment with pre-planned time checkpoints during the task or assignment with faded verbal declarative prompts to use the clock and timer mediators until independent level of functioning is achieved.
 - iv. The student will identify and remove Time Robbers™ at mid-point checks in order to refocus attention and complete a task with faded declarative question prompts.

- v. The student will identify and implement Time Savers™ at mid-point check-ins to refocus attention and complete a task with faded declarative question prompts.
- c. To improve the ability to organize and prioritize events, tasks, and assignments over several days or weeks requires a time-based planning and self-monitoring system:
 - i. Student will sort Assigned, Chill, and Extra times into time blocks using the A.C.E. approach for daily, multi-day, and weekly calendars, with declarative prompting, signed, Chill, and Extra times into time blocks with the A.C.E. approach for daily, multi-day and weekly calendars with declarative prompting to the independent level of functioning.
 - ii. Student will plan out a sequence of assignments due in one day using time estimation and A.C.E. strategies with declarative question prompts to the independent level of functioning.
 - iii. The student will work backwards by recording steps needed to complete assignments due a week in advance, writing in 'due' dates and 'do' dates in his assignment notebook across time with declarative question prompting to the independent level of functioning.
 - iv. The student will sketch the end goal for papers, exams, projects, and other long-term assignments, then schedule the "Do" steps in a weekly calendar system with declarative prompting to the independent level of functioning.
 - d. To improve the ability to identify the features of situations, including Space, Time, Objects and People, to self-direct and self-regulate with the following objectives:
 - 1. The student will develop awareness abilities to "STOP and read a room," such as recognizing the Space, Time, Objects, and People of various daily schemas and situations and anticipating how they may change in a future situation using "Same but Different" thinking routines.
 - 11. The student will be able to 'read the room' and make inferences with faded choices with given pictures, video clips, and daily situations.
 - 111. The student will be able to label the organizational 'zones' of a variety of familiar and novel *spaces* with given pictures, video clips, and daily situations.
 - 1v. Student will be able to 'read the room' and determine the actions appropriate for the 'kind of *time*' and generate a sequence of likely events with given pictures, video clips, and daily situations.
 - v. The student will be able to 'read the room' and determine the organization of objects/materials, as well as gather materials appropriate for a given situation with given pictures, video clips, and daily situations to prepare for class, manage backpacks, cubbies, lockers, desks, and notebook spaces.

- vi. The student will be able to 'read the room' and identify their roles in a range of learning situations when given choices, a range of routine to complex assignments, and faded declarative prompts to levels of independence.
- vi. The student will be able to organize and visualize spoken narratives for retelling, synthesizing, drawing inferences, and making predictions using structured, language-based, multi-sensory strategies.
- vii. The student will complete and formulate STOP narratives for hypothetical and real future situations using structured, language-based, multi-sensory strategies for fictional contexts, retelling events, predicting future events, etc.