


**Parent Behavior Training Series**

**Tear Free Routines: Practical Strategies to Help with Home Routines and Homework Time**



Wednesday , February 27, 2019  
5:15-7:00pm  
PERC

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**Presented by:**  
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**SEL Through School, Family, Community Partnerships**





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**NSSEO Website**  
www.nseo.org



Northwest Suburban Special Education Organization  
Building a Promising Future for Students

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Parent Education Resource Center (PERC)

The PERC is open for parents and caregivers to access resources, meet, network and learn in an informal setting. Parents can learn together and develop the tools needed to help support their child achieve goals in transitioning.

**Agenda**


5:15pm Dinner, Table Discussions & Introductions

5:30 Begin Presentation

- Tell Me Your Plan
- Block and Box
- Organizing Materials
- Get Ready, Do, Done

6:45 Evaluation and Next Steps

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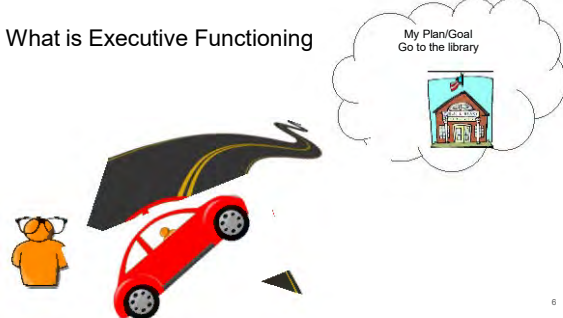


**Today's Big Ideas**

1. Becoming a future thinker
2. Flexible thinking- Same but different
3. Plan backwards to work forwards

Concepts and Materials adapted from:  
360 Thinking Cognitive Connections, LLC | www.efpractice.com  
Sarah Ward, M.S., CC/SLP & Kristen Jacobsen, M.S., CCC/SLP

**What is Executive Functioning**



My Plan/Goal  
Go to the library

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## Impulse Control

Executive function skills begin with impulse control

- This is the ability to delay gratification to see into the future



• This is a learned skill!

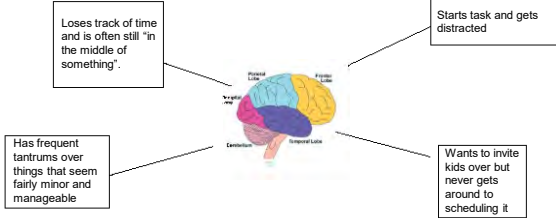
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## EF Skills Across the Age Span

3-4 Year Olds	5-7 Year Olds	Ages 8-11	Ages 12-14	High School
<ul style="list-style-type: none"> <li>Complete 2-3 step errands</li> <li>Tidy bedroom independently</li> <li>Initiate and perform simple chores</li> <li>Inhibit behaviors: Use appropriate language, raise hand in class</li> </ul>	<ul style="list-style-type: none"> <li>Run errands, including those involving time delay.</li> <li>Keep track of belongings at home</li> <li>Inhibit temper tantrums and bad manners</li> </ul>	<ul style="list-style-type: none"> <li>Safely babysit younger siblings</li> <li>Use of system of organizing school work</li> <li>Plan and carry out long-term projects</li> <li>Follow complex school schedule</li> </ul>	<ul style="list-style-type: none"> <li>Independently organize leisure</li> <li>Establish long-term goal and make plans for meeting that goal</li> </ul>	

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## Signs of Executive Functioning Issues



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## What is My Child's Executive Age?

Children and adults with ADHD are on average **30%** behind in their executive age.

- This includes their ability to regulate their emotions, body, impulses, social awareness, and general maturity.

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True Age	Executive Age	True Age	Executive Age	True Age	Executive Age
3	2	13	8.67	23	15.33
4	2.67	14	9.33	24	16
5	3.33	15	10	25	16.67
6	4	16	10.67	26	17.33
7	4.67	17	11.33	27	18
8	5.33	18	12	28	18.67
9	6	19	12.67	29	19.33
10	6.67	20	13.33	30	20
11	7.33	21	14	31	20.67
12	8	22	14.67	32	21.33

Executive Age of Individuals with ADHD: Sarah Forbes 2107 www.graceunderpressure.blog

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When and where will plan what you will wear tomorrow?



### Role/Order of Working Memory in Executive Function Skills

**Nonverbal Working Memory**

**Verbal Working Memory**  
Self Talk/Stated Intentions  
I will, I am going to, Maybe, I could

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### Verbal Working Memory

"I have science, spanish, math and a poster"

"I don't have much"

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### Plan Backwards (Plan My Work)

**STOP**

**3. Get Ready** (What Materials do I need?)

**2. Do** (What do I need to do to finish? How long will it take? How many steps? How many materials?)

**1. Plan** (What do I need to do? How long will it take?)

**MIME IT**

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## Big Idea #1

### Becoming a Future Thinker

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### Future Thinking

Executive Function skills involve looking into the future.

- Ability to make an image in the future (What does "done" look like?).
- It includes the ability to **imagine yourself** in that future (What will I look like with that done?)
- It must also include seeing your own movement in that future (This is imagining the "do" as part of the future)
- And it includes the emotion associated with it (I might dislike the doing of it, but I can also imagine the satisfaction in creating what I can now only imagine).

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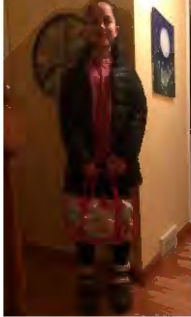
## Tell Me Your Plan

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### \*Start with DONE

Take a picture of your child when they ready.

Show the picture before they get ready and ask them to tell you their plan.




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### Tell me Your Plan

Things that I could have done better...

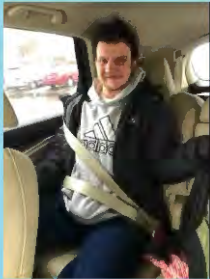
- Done this immediately before getting ready for band.
- Provided him with Future Self Talk Card
- Checked for use of language such as, "I will" "I can" "When"



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### Practice Telling me your plan

Nicco is ready to go to school.




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### \*Start with Done


**Future Self Talk**

<b>Plan A: As I See It</b>	<b>Plan B: But....</b>
I will	Might/Maybe
I am Going to	Could
When	Should
I can	Probably
	In case
	If...then



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### Order of Working Memory



$\longleftrightarrow$

Ugh... it's 7:15. I need to go upstairs and quickly brush my hair and get dressed. My lunch is on the kitchen counter. I need to remember to put my book in my backpack.

**If...Then**




We need to teach some of our kids to think in pictures.

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### Big Idea #2

## Flexible Thinking: Same but Different



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### Block and box

**Block and Box to Increase Processing Speed**

Laminate or Put in Plastic Sleeve Protector to Keep it Dynamic

**Same but Different!**  
Develops Cognitive Flexibility

Body

Clothing

Materials

Footwear

### Block and Box

1. Take this picture and Block and Box it using your markers.
2. Put it in plastic sleeve protector
3. With a partner, talk through how this would look the same or different if it was a cold day.
4. Now imagine how it would be the same or different if you were ready for bed.

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### Example

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### Block and Box

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### What would your **DONE** look like?

Tell a partner your plan for how you would use either Box and Block or Tell me Your Plan strategy.

When would you go over the picture with your child? What routine?

Where would you put the picture when you are done? Hang it up, keep it on a phone, put it in a binder?

Can you see any barriers to making this work? If yes, what could you do?

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### Managing Materials

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### Managing Materials

Start with the end in mind- What will it look like?

- Ask child to take essential items of their back pack out and lay them on the floor
- Then have the child group like items together
- Take a photo of the items
- Laminate and create "backpack" tags so they can 'match the picture'



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### Managing Materials:

Have Students Use Devices to Create an Album of Materials



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### Managing Materials: Same but Different

Place picture in laminated sleeve:

How would this bag look the 'same but different' for the following situations:

1. Practice versus a game
2. A full day tournament



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### Managing Materials

Turn and talk....

Could you use this strategy to help organize any materials?

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## Big Idea #3

Plan Backwards to Work Forwards



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**What is a routine that you would like your child to have more independence?**

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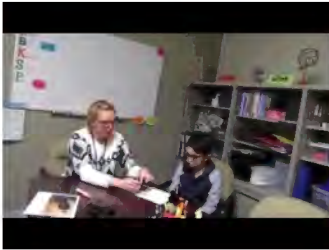
### Get Ready\*Do\*Done

<p style="text-align: center; font-size: small;">Get Ready</p> <p>3. Get Ready: What do I need?</p>	<p style="text-align: center; font-size: small;">Do</p> <p>2. DO what steps I need to take to be done? How long will each step take?</p>	<p style="text-align: center; font-size: small;">Done</p> <p>1. What will it look like when it is DONE? Future/Sketch picture</p>
<p style="font-size: small;">Get Done</p>		

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<p style="text-align: center; font-weight: bold;">Get Ready</p> <ul style="list-style-type: none"> <li>-Black shirt</li> <li>-Black dress pants</li> <li>-Black dress shoes</li> <li>-Xylophone</li> <li>-Mallets</li> <li>-Drum Sticks</li> <li>-Drum pad</li> <li>-Stand</li> <li>-Practice Book</li> <li>-Sheet Music</li> </ul>	<p style="text-align: center; font-weight: bold;">Do</p> <ul style="list-style-type: none"> <li>- Get dressed</li> <li>- Fold music stand</li> <li>- Pack up practice book and sheet music</li> <li>- Gather instruments and put in bag</li> </ul>	<p style="text-align: center; font-weight: bold;">Done</p>
<p style="font-weight: bold; font-size: small;">Get Done</p> <p style="font-size: x-small;">Put on coat and walk to car</p>		

### Video



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<p style="text-align: center; font-weight: bold;">Get Ready</p> <p style="font-size: x-small;">             instrument              clothes              all black              tooth brush              hair product              dry clothes              instrument case           </p>	<p style="text-align: center; font-weight: bold;">Do</p> <p style="font-size: x-small;">             DRESS UP              GET              TOOTH BRUSH              HAIR PRODUCT              DRY CLOTHES              GET INSTRUMENT           </p>	<p style="text-align: center; font-weight: bold;">Done</p>
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<div style="background-color: lightblue; padding: 10px; display: inline-block;"> <p style="font-weight: bold; font-size: 1.2em;">Let's Practice</p> </div>		
<p style="font-size: small;">Get Done</p>		

<div style="background-color: lightblue; padding: 10px; display: inline-block;"> <p style="font-weight: bold; font-size: 1.2em;">Try it with a partner</p> </div>		
<p style="font-size: small;">Get Done</p>		

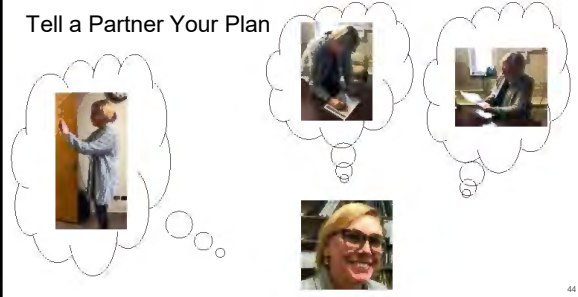
### Highlights

Using the **Personal Notes** handout, take a minute to write down thoughts, an important detail, or a time this strategy would be helpful.



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### Tell a Partner Your Plan



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### Next Steps

- Take a picture of **"Done"** for one activity or routine
- Try visualization strategy ("Tell me your plan")
- Box and Block Done Picture
- Use Get Ready, Do, Done for an activity or routine

Email us with questions, pictures, or stories after trying one of the strategies: [kbair@nsseo.org](mailto:kbair@nsseo.org) or [ksherry@nsseo.org](mailto:ksherry@nsseo.org)

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### Parent Education Series

• Session 1: Get Ready, Do, Done  
Wednesday, February 27, 2019

• Session 2: Stopping the Homework Battles  
Tuesday, March 19, 2019 5:15pm-7:00pm

**Bring Your Child**

### Parent Education Series

**Teaching Social Smarts:  
Overview of Social Thinking  
Framework**

**Tuesday, April 9, 2019  
5:15pm-7:00pm (Dinner Provided)**

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### Evaluation





