

# Teaching Executive Function Skill Using Applied Behavior Analysis

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# What is ABA?

# Misconception about ABA

**Nothing is more dangerous  
for a new  
truth than an  
old misconception**

~ Goethe ~





# Common Misconceptions about Behavior Analysis

- Relies on punishment
- Uses bribes
- Ruins “intrinsic motivation”
- Ignores the “real causes” of behavior just treats the symptoms
- Leads to people controlling each other
- Is only used with special needs individuals

# What is Behavior Analysis?

- Behavior analysis is the scientific study of behavior.
- Behavior analysts ask "Why does behavior change over time?" They seek answers by looking at the biological and environmental factors, although they are primarily interested in the role of environment in behavior change.



# Scientific Study of Behavior

Behavior itself is the focus

- Focus is not on emotions, thoughts, feelings, dreams, etc.

Looks to environment for causes of behavior

- Cause of behavior does not lie inside of the person

Specializes in changing behavior and teaching skills to enhance quality of life

- Not just problem behavior reduction

# Why is it Called Behavior Analysis?

The term "behavior analysis" was coined by B. F. Skinner, generally considered the founder of behavior analysis. The term was meant to distinguish the field as one that focuses on behavior as a subject in its own right, rather than as an index or manifestation of something happening at some other level (in the mind, brain, psyche, etc.).



# Field of Behavior Analysis

- The field of Behavior Analysis grew out of the scientific study of principles of learning and behavior. It has two main branches: experimental and applied behavior analysis.
- The experimental analysis of behavior (EAB)
- This literature provides the scientific foundation for applied behavior analysis (ABA).

# Applied Behavior Analysis

- Applied Behavior Analysis (ABA) is the application of the principles of learning and motivation from Behavior Analysis
- Applied behavior analysis is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior (Baer, Wolf & Risley, 1968; Sulzer-Azaroff & Mayer, 1991).



# What is ABA? (Cont.)

- ABA is representative of a clear and systematic way to describe, observe, & measure behavior
- ABA is a science that uses very specific information about behavior to choose interventions to improve socially significant behavior
- ABA is a research-based (or evidence-based)
- ABA is based on applied & functional goals
- ABA involves data-driven assessment & intervention

# What is ABA (Cont.)

- ABA is supportive of an individualized approach to addressing strengths & weaknesses of individuals
- ABA is focused on increasing maintenance, generalization, & independence
- ABA is a set of tools, the specific combination of which is determined based upon individual needs



# Areas of Application

- Autism and Developmental disabilities
- Mental illness
- Education and special education
- Rehabilitation
- Community psychology
- Clinical/counseling psychology
- Business and industry
- Self-management
- Child management/parenting
- Prevention
- Sports
- Health psychology and behavioral medicine
- Gerontology

# What ABA is Not

- ABA is NOT a specific method for treating autism or other developmental disorders
- ABA is NOT equivalent to any one strategy following ABA principles (e.g., Discrete Trial Training (DTT), Verbal Behavior Analysis (VBA))
- ABA does NOT increase dependence on others
- ABA research is NOT invalidated due to the focus on one child at a time (single case study)



# What ABA is Not (Cont.)

- ABA is NOT only used for behavior reduction
- ABA is NOT based on aversives (punishment)
- ABA is NOT based on manipulating people
- ABA is NOT exclusive to the treatment of autism

# What is Executive Function?

“Chief operating system” located in the prefrontal region of the brain, which is to engage in cognitive processes required for goal-directed behavior.”

(Flexible and Focused, Najdowski 2017)

- Working memory
- Task initiation
- Sustained attention
- Inhibition
- Flexibility
- Planning
- Organization
- Problem Solving





# What is Executive Function?

(cont.)

Everything you do every day to  
manage your own behavior



# Real Life Example

## **Making an appointment**

- Scheduling (planning)
- What needs to be done prior to appointment (organization)
- How will it take to get to the appointment (time management)
- Alarm goes off day of appointment (task initiation)
- Remember what you planned and organized (working memory)
- Stay focused on task (sustained attention)
- Avoid checking Facebook (inhibition)
- Spill your coffee and don't have time to stop (problem solving & flexibility)

# Assessing

- The Behavior Rating Inventory of Executive Function (BRIEF) age range 12-Adult
- The Metacognitive Awareness System (MetaCOG)
- The Executive Skills Questionnaire (ESQ)



# Key ABA terms

- Shaping
- Chaining
- Prompting
- Fading
- Extinction
- Reinforcement
- Generalization strategies, etc.

# Understanding Behavior

All people's behaviors are maintained by either  
gaining access to something they like

OR

Avoid something they don't want to do



# Positive Reinforcement

## Definition

Strengthening of behavior by providing access to a highly preferred item or activity contingent upon the behavior

Verbal praise should be pair if you are using tangible reinforcer

Reinforcers change

What is reinforcing to you may not be reinforcing to me

Provide reinforcers in all areas of teaching new skills

# Prompting

## Prompting

- Full physical
- Partial physical
- Model
- Gestural
- Full echoic
- Partial Echoic
- Directive

## Prompting

- Shadowing
- Devices (timers, apps)
- Leading Questions (“What would happen if I tried that?”)
- Experiential Prompt (Try it)
- Visual aids



# Prompt Fading

## **Prompt dependent**

- They will not answer or complete tasks without prompts
- Fade out prompts as quickly as possible
- At the start of teaching will require more assistance

## **Prompt fading**

- As fast as possible without making mistakes
- Think about what you use as prompts
- Most difficult prompt to fade is verbal

# Chaining

## Definition

- Teaching individual steps to a task
- Develop list of steps required to complete the task

## Forward Chaining

- Teaching the first step
- Independence only on that step
- Add new steps as they master

## Backward Chaining

- Start with last step
- All other steps are prompted

## Total Task Chaining

- Working on all steps
- Prompt and fade for steps



# What type of chaining?

If task needs to be completed no matter what (i.e. morning time routine)

- Backwards Chaining

If task does not need to be completed (problem solving)

- Forward Chaining

## Total task chaining

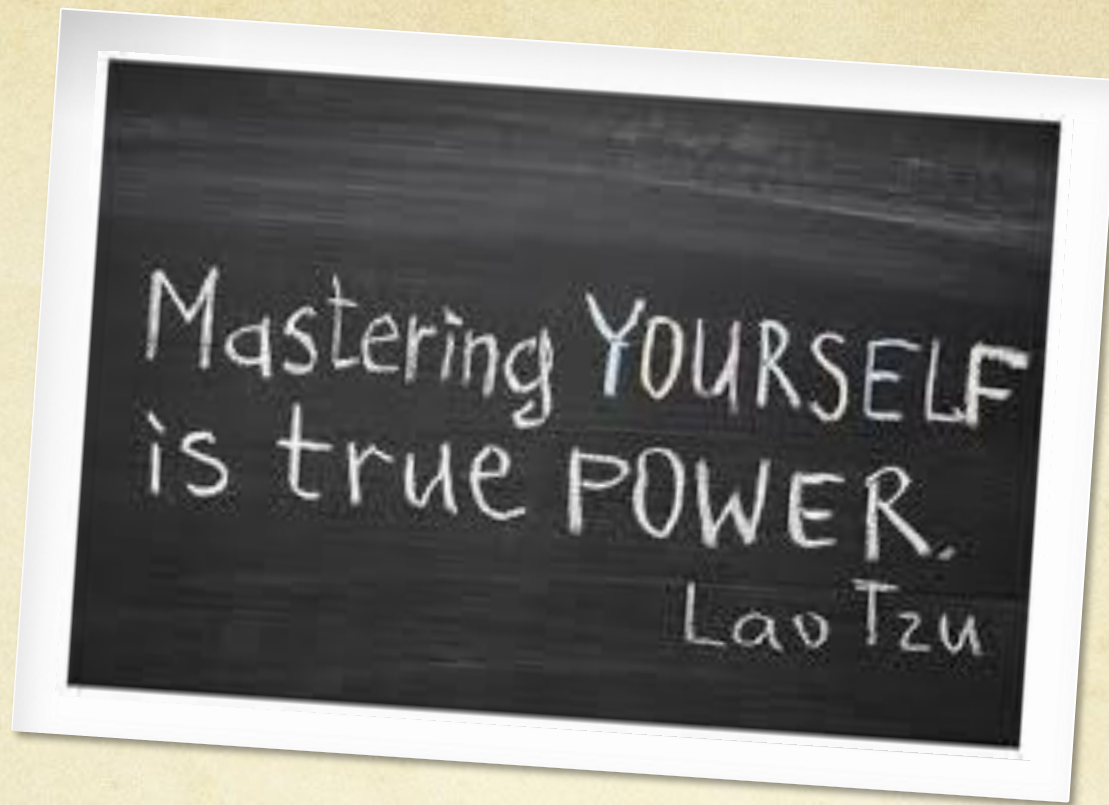
- Learners with endurance

Not good with learners:

- Frustrated
- Attending issues







## Self-Awareness

Noticing your own behaviors

Things your good at

Things you struggle with

# Self Awareness

## Learners who can't do this:

- May not notice social taboos
- Withdrawal of friends
- Bullying
- Made fun of
- Socially Awkward

## Learners who engage in self awareness:

Understand social ramification

Can make improvements to own behavior

Long term social success



# Common Behaviors

## **Learners with difficulty in self-awareness, inhibition and self management:**

- Unaware of personal strengths and weaknesses
- Unaware of behavior that annoy others
- Acts on impulses
- Nail biting
- Talk too loud
- Can't stop self from behaviors
- Can't disengage in problem behaviors when instructed to stop

# Self-Awareness Worksheet

Things I am good at: \_\_\_\_\_

Things I do that make me happy: \_\_\_\_\_

Things I do that make my parents happy: \_\_\_\_\_

Something I want to learn to do: \_\_\_\_\_

Things I could improve upon: \_\_\_\_\_

Personal Goals: \_\_\_\_\_



# Self Awareness

- |                                       |  |
|---------------------------------------|--|
| 1. Self awareness worksheet           | 1. Fill out worksheet                        |
| 2. Identify behaviors to decrease     | 2. Licking lips, picking nails, blurting out |
| 3. Identify behaviors to increase     | 3. Turning in homework, doing chores         |
| 4. Identify how strengths can be used | 4. Identify personal strengths               |
| 5. Be positive                        | 5. Avoid negatives                           |
| 6. Identify goals                     | 6. Possible goals (helpful Self Management)  |

# Self-Management

## 1. Identify target behavior

- i. Use worksheet self awareness

## 2. Take baseline data

- i. Frequency
- ii. Duration
  - 1) Decreasing Behavior
  - 2) Increasing Behavior

## iii. Take Average

- i. Frequency
- ii. Duration
- iii. % of session

## 3. Set a goal

- i. Achievable
- ii. Set up for success

## 4. Identify a Reinforcer

- i. Ask learner

## 5. Teach self-monitoring

- i. Shadowing

## 6. Teach self evaluation

- i. Communicate Goal
- ii. Self-deliver R+ (honesty checks)

## 7. Make new Goals



# Self-Management Data Sheet

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Target Behavior:** \_\_\_\_\_

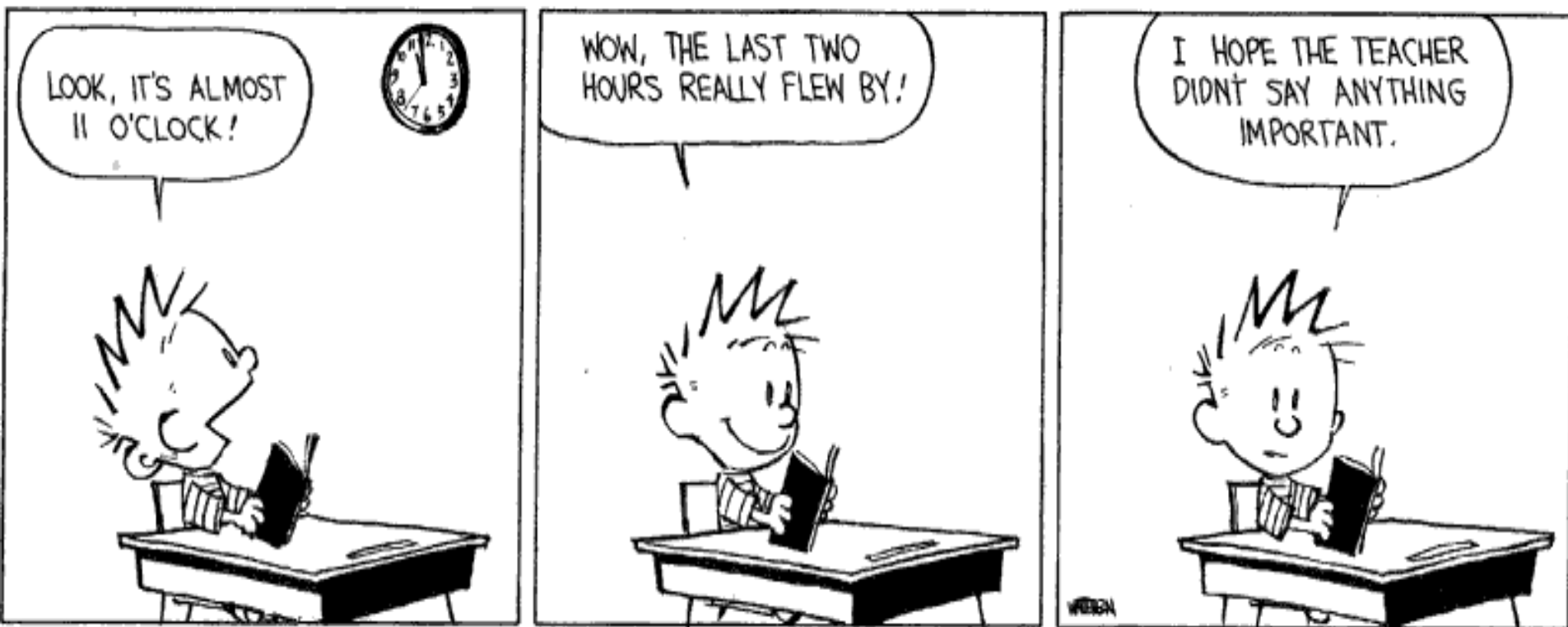
**Goal:** \_\_\_\_\_

Session	Date	Tracking	Data

Did I meet my goal Yes or No

My reward for meeting my goal:

# Attention





# Attention

## **Operational Definition**

Noticing important stimuli  
(things)

Events in learners  
environment

Starts in infancy – baby  
notices mothers voice

## **Why teach it?**

To help distinguish between  
things that deserve attention  
vs. things that should be  
ignored

Disengage with less important  
stimuli

# Example

When completing bedtime routine and the learner sees her iPad on her bed, is she able to ignore the iPad?



# Attention deficits behaviors

- Has difficulty finishing tasks
- Leaves little messes around the house
- Forgets what they were about to say or do
- Struggles with sustained attention
- Easily distracted
- Takes longer time to complete task
- Focused on unimportant details
- Difficulty tasks with multiple steps
- Concentration issues
- Struggles with shifting attention
- Difficulties completing two tasks same time

# Activities to teach attention skills

## Stimulus orienting

- Teach learner to notice important stimuli
- Visual and auditory

## Saliency

- Teach learners important stimuli
- Main idea of sentences
- Attention from others

## Disengagement

- Disengaging with unimportant stimuli
- Reinforcement for not engaging



# Activities to teach attention skills

## Shifting attention

Teach engaging in a task and then switching attention to salient stimulus for a moment

Goal to get back to the task at hand

Example: Writing in journal but shift attention to directions up front and back to the writing

## Divided attention

Paying attention to multiple stimuli at once

Watching a presentation

Conversation while walking

Choose targets that are real life for the learner

# Morning & Evening Routines

## Materials

Checklists

Breakdowns

## Cuing task initiation

Alarm clock

Phone Alarm

Timers

Instructions

## Baseline

Time to complete task

How long it really takes  
learner

## Prompts

Shadowing

Hand over hand

Verbal

Remember need to fade these at  
some point



# Morning & Evening Routines

## Chaining

Forward

Backward

Total tasks

## Reinforcement

Total task – are you R+ after every step or entire routine

Motivation vs. skills

Thicker at first then thin R+

# Morning/Afternoon/Evening Routine Checklist

**Name:** \_\_\_\_\_

**Week of:** \_\_\_\_\_

Morning Routine Alarm		Mon		Tue		Wed		Thur		Fri		Sat		Sun	
Time	Task	L	P	L	P	L	P	L	P	L	P	L	P	L	P
Afternoon Routine		L	P	L	P	L	P	L	P	L	P	L	P	L	P
Evening Routine		L	P	L	P	L	P	L	P	L	P	L	P	L	P

L= Learner      P=Parent

Total=



# Homework Routine



First figure out if the learner does not understand material, if so provide extra help.

Seek tutoring for the learner because a well run homework routine will deal with this issue

# Homework Routine

## 1) Backpack Checklist

- Has homework
- Store checklist in convent location
- School person to help

## 2) Location for completing homework

- Consistent
- Quiet area
- Max on-task behavior remove all electronics

## 3) Homework routine task analysis

Use Task Analysis for completing routine

## 4) Chaining

- Forward
- Backward
- Total Task



# Homework Routine

## 5) Prompts

- Shadowing
- Hand over hand
- Verbal

Refer back to prompts list

Remember need to fade these  
at some point

## 6) Reinforcement

Total task – are you R+ after  
every step or entire routine

Motivation vs. skills

Thicker at first then thin R+

# School Backpack Checklist

#	Items	✓
1	Binders/Folders needed for homework	
2	Books needed for homework	
3	Other materials needed for homework	
4	Homework folder or planner	
5	Lunch box	
6	Water bottle	
7	Jacket/Sweatshirt	



# Homework Routine Task Analysis

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

#	Steps	Date/Initials	Date/Initials	Date/Initials	Date/Initials
1	Organizes loose papers				
2	Identifies what needs to be completed				
3	Begins assignment 1				
4	Checks for mistakes				
5	Checks off on homework planning sheet				
6	Places completed assignment in binder				
7	Begins assignment 2				
8	Checks for mistakes				
9	Check off on homework planning sheet				
	Percentage Independent				

# Homework Planning Sheet

- 1) **Learner writes down homework required**
  - Use planning sheet
- 2) **Column for Estimate how long it will take to complete each assignment**
  - Helps with time management
  - Helps with planning
- 3) **Column for start time**
  - Control over own behavior
  - If learner has difficulty with attending build in more breaks
  - Less parental/teacher support
- 4) **No column on actual time**

Not recommended using a timer undo pressure

Time management may need to be taught



# Homework Planning Sheet

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

Date\_\_\_\_\_

Homework Assignment	Estimated Time to complete	Start Time	Completed ✓

- 5) If learner does not like to write, you can fill it out with them telling you what to put.

# Sustained Attention

## 1) Target Behaviors

Identify areas where learner struggles

## 2) Baseline

Collect how many minutes the learner can engage in the task

## 3) Target time length

Ensure success set initial target time length just below baseline time length

Age appropriate:

Kindergartner – 5-10 minutes

First Grade – 10 minutes

Go up by 10 minutes each age group

## 4) Prompting

- a) If learner requires prompting to get back on task interval too long
- b) Begin to increase interval across as you see success. If you need to prompt back on task use non-vocal prompts (pointing to task)
- c) Setting a device prompt to remind learner to “check in” to see if they are on task.



# Sustained Attention

## 5) Reinforcement

- a) Learner meets target time length without problem behaviors provide immediate reinforcement
- b) Increase time (1-2 minutes or by seconds) after 2-3 consecutive meeting target time
- c) Decrease time after 2-3 consecutive failing to met target time
- d) May need different time goals for each type of tasks

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

Task	Date							
	Time Length							
	+/-							

# Organization





# Organization

Can begin when learners are young

Example: Toddlers and the “clean up song”

Placing pictures on bins and labeling

Parents develop organizational schemes: hamper in bedroom to place dirty cloths

Backpacks in one location

Chores

# Organizational Deficits

- Can't find personal items at home
- Can't find completed homework
- Doesn't know where to put things when it is time to clean up
- Can't seem to part with old and unnecessary items
- Items are scattered throughout school backpack and desk with no rhyme or reason



# Organizing Homework & School Supplies

## **Kindergarten through 2<sup>nd</sup> or 3<sup>rd</sup> Grade**

Simple homework folder with pockets

One side papers to go home

Other side papers to turn in

## **4<sup>th</sup> and beyond**

Organized by subject

Binders

Planners

More material to keep track of

# Organizational Scheme for Schoolwork

- 1) Determine how many subjects
- 2) Determine what to use: binders, folders, or both
- 3) Use binders or folders that are a different color
- 4) Older kids use binders that have dividers
- 5) Homework folder one side to complete, other side to turn in
- 6) If middle school or high school may include several binders and folders













# Organizational Scheme for Backpacks

- 1) Pockets – Backpack with pockets can be very helpful, small and larger pockets can be used for different items, water bottles, money for lunch
- 2) Small items – If learner has a lot of loose items and they keep them in a small pocket figure out what can be kept in the classroom and what can go into the backpack. Pencil pouch or other containers might be helpful
- 3) Packing Backpack – Teach the learner how to do this skill
- 4) Visual aid – Take a picture of what the backpack should look like and include the learner in the process of determining location of items.





# Organizational Scheme for Desk





# Organizational Scheme for Desk

- 1) Determine where items will be stored
- 2) Books stacked largest to smallest
- 3) Painters type used to provide spatial awareness
- 4) Take a picture of the learners desk when organized
- 5) Provide praise for keeping up



# Organizing Personal Space

1) Explain how to sort items

2) Negotiate items to keep  
versus purge

5 Decisions:

I. Throw away

II. Donate

III. Put in storage

IV. Goes in a different  
room

V. Keep

“Pack rat”

“Will you ever use this?”

“When was the last time you  
used this?”

“How long has it been here?”

If the answer are no, I don't  
know get rid of. If they refuse  
encourage to move into storage



# Organizing Personal Space

- 3) Determine how much of the project to tackle

Start with one area at a time

- 5) Find homes for items in the room

Teach learner where to put things:

Closets

Bookcase

Shelves

- 4) Use household cleaner

Once items are sort clean organized area

- 6) Move items that go in different rooms

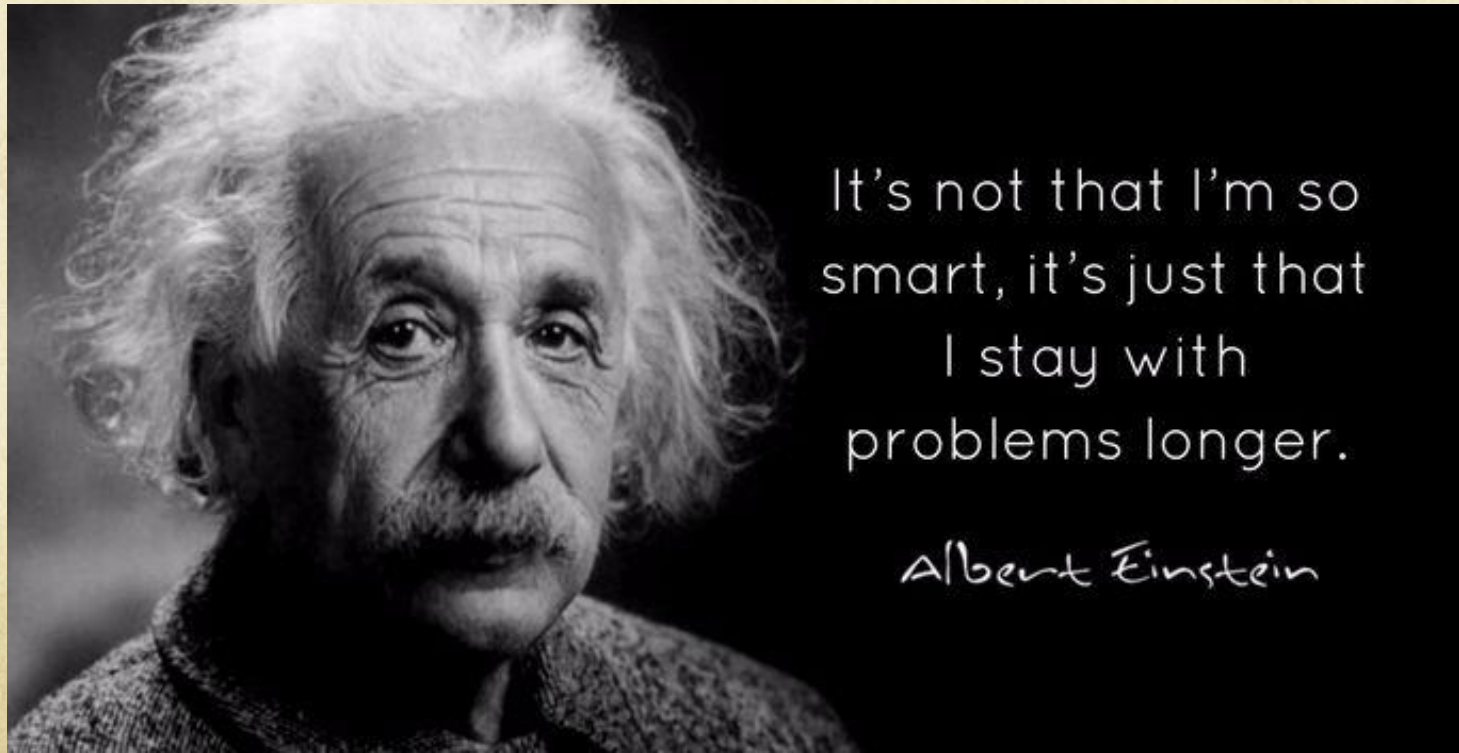
Place items in the appropriate locations:

Trash, donation, storage

- 7) Prompts

# Problem Solving

Skinner (1974) a problem is a situation wherein an outcome would be reinforcing if one had a behavior needed to produce the outcome.



It's not that I'm so  
smart, it's just that  
I stay with  
problems longer.

*Albert Einstein*



# Problem Solving

Develops around the age of 6

Involves complex chain of behaviors

Identify there is a problem

Helpful to identify likely outcomes

If solution is not effective figure out another one

If the problem is solved reflect on what worked and what did not work

Many different types of problems:

- Opening a package
- Fixing a broken item
- Social problems/conflict require perspective taking skills

Perspective taking requires:

- Considering thoughts and emotions of others
- Inference skills
- Understanding how ones behavior effect others

# Issues with problem solving

- Gets into personal conflicts with others
- Is always asking others for help
- Tries the same solution over and over again, rather than coming up with new ideas
- Gets stuck easily when doing projects
- Does not appear to learn from mistakes



# Working on Problem Solving

## 1) Materials

problem scenario, written, video, in the moment, or past issues

## 3) Task initiation

Continue to have learner work on problem until successful solutions are reached

## 2) Prompts

Use **shadowing** – walk the learner through the steps of solving a problem

Use **less intrusive prompts** – leading questions, experiential prompts

**Fade prompts** – if presenting questions vocally fade out questions, if using worksheets fade out assistance completing worksheet

**Visual** – index card (1) problem, (2) possible solutions, (3) choose and try one, (4) keep trying

# Example Problems and Solution

Non-social Problems	Solutions
Need to open a package but don't have scissors	Use keys
	Rip tape off
	Tear package open
Need a pen but can't find one	Use a marker
	Use a color pencil
	Use a mark up pencil
Get lost	Use GPS
	Ask someone for direction
	Call parents for directions
Zipper on pants broke at school	Tie sweatshirt around waist
	Fasten with safety pin
	Change into gym cloths



# Example Problems and Solutions

Social Problems	Solutions
Disagreement about who gets to go first in a game	Rock Paper Scissors
	Pick a number between 1 to 10
	Let the other person go first
Disagreement about what activity to engage in during a play-date	Take turns picking activities
	Choose an activity both want
	Flip a coin
Getting left out of the group	Find someone else to hang out
	Present something interesting that the group will want to do
	Ask them nicely if they'll include you
Teasing	Laugh it off by making fun of self
	Tease back
	Pay no attention

# Problem Solving Task Analysis

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

#	Steps	Questions (initial prompts)	Date/Initials	Date/Initials	Date/Initials
1	Identifies the problem	“What is the problem?”			
2	Identifies own perspective of what happened (Social only)	“What do you think happened”			
3	Identifies what the other person thinks happened (Social only)	“What does (person) think happened”			
4	Identifies possible solution 1	“What’s one thing you could do to fix the problem”			
5	Identifies likely outcome of solution 1	“What might happen if you do (solution 1)”			
		Percentage Independent			



# Problem-Solving Worksheet (Nonsocial Problems)

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

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

**What's the problem?**

Things I could do to fix the problem (solutions):

What might happen if I try the solution

1) \_\_\_\_\_

1) \_\_\_\_\_

2) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

3) \_\_\_\_\_

Best Solution:

TRY IT ☐

Did it work ☐ Yes ☐ No

**If it didn't work, keep trying new solutions until one works.**

The solution that worked was::

What did I learn from solving the problem?

# Problem-Solving Worksheet

## (Social Problems)

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

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

### What's the problem?

What do you think happened?

What does the other person think happened

Things I could do to fix the problem (solutions):

What might happen if I try the solution:

1) \_\_\_\_\_

1) \_\_\_\_\_

2) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

3) \_\_\_\_\_

Best Solution

TRY IT

☐

Did it work

Yes

No

☐☐

If it didn't work, keep trying new solutions until one works.

The solution that worked was::

What did I learn from solving the problem?



# Time Management

WALLY, ARE YOU ALMOST DONE WITH YOUR PART OF THE PROJECT?



Dilbert.com DilbertCartoonist@gmail.com

I WORK BEST UNDER PRESSURE, SO I WAIT UNTIL THE DEADLINE IS ALMOST HERE.



7-16-13 ©2013 Scott Adams, Inc./Dist. by Universal Uclick

WHAT IF SOMETHING MORE IMPORTANT COMES UP AND YOU DON'T HAVE TIME?



THAT'S THE CORNER-STONE OF MY SYSTEM.



# Time Management

## Involves:

- 1) Scheduling activities based on amount of time it will take.
- 2) Checking in on the time remaining
- 3) Either speeding up to remain on time or readjusting the schedule to be on time for other tasks

## Early Learners:

Parents can teach concept of time (5 more minutes and its time to clean up)

Need the concept of telling time and passage of time to learn time management

Between ages 11 and 14 years of age engage in time management behaviors by estimating the time length



# Time Management Deficits

- Is often late for commitments
- Overextends self with commitments
- Fails to end task with enough time to transition to the next task scheduled
- Does not consider how long task will take when scheduling self
- Does not get task done within allotted time
- Gets off task and starts working on other things

# Teaching Time Management

## 1) Identification of elapsed time

Have learner note start and end times

How long it took log

List of items that take varying time lengths (use Time Lengths of Activities form)

## 2) Prediction of elapsed time

Predict how long task might take

Compare prediction with actual times

Use Time Lengths of Activities form



# Teaching Time Management

## 3) Make & Follow a Schedule

- a) Making a practice schedule – Short period of time (2-4 hours) and work on making a schedule. Nothing with real deadlines.
- b) Task analysis – break schedule down
- c) Tracking of time – use a timer to keep track at the start, if learner is running out of time ask if they should speed up or readjust schedule
- d) Moving from practice to real schedule

# Schedule

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

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

[illegible]



# Following a Schedule Task Analysis

#	Steps	Initials/ Date	Initials/ Date	Initials/ Date
1	Looks at the schedule and initiates activity, setting timers as needed			
2	Checks remaining time during activity and determines if activity will be completed on time			
3	If activity won't be completed on time, decides whether to speed up or continue at the current speed			
4	When time runs out, decides whether to (1) continue activity, which involves removing or eating into time of another activity on the schedule (2) move on to the next activity			
5	Places checkmark to indicate completes			
6	Adjust start/stop times on schedule as needed			
Percentage Independent				

# Planning



*"With Thanksgiving around the corner, I thought this would be a good time to review my estate plan."*



# Planning

**Around 7 years old:**

**Involves being able to:**

- Identify a short-term goal
- Steps needed

**Between 8 and 11 years:**

- Plan simple school projects
- How to make and save \$\$\$\$

**Between 11 and 14 years:**

- Plan and Manage several long-term projects
- Including timelines

- 1) Identify a goal, the steps for reaching the goal, and materials that may be needed
- 2) Initiate the plan
- 3) Monitor progress
- 4) Complete the plan

# Planning Deficits

- Has difficulty figuring out how to start a task
- Has difficult completing tasks
- Finds tasks with many steps difficult to do
- Makes mistakes and has to redo some steps of a task in order to get it right
- Does not think through the steps and materials needed to complete a task or achieve a goal



# Using a Planner/Device for Planning

## 1) Choose a planner

- Type of planner with learners input (paper or electronic)
- Smartphone use calendar
- Phone can provide visuals and auditory reminders

## 2) Teach to use planner

Should have learned time management skill at this point

- a) Where and how to enter activities into the schedule
- b) How to set recurring activities
- c) How to set reminders and identify where they will be
- d) How to set alarms

# Planning: Short and Long Term Goals

- 1) **Planning worksheets** – teach
  - (1) identify the goal, required materials, and steps of a plan
  - (2) initiate, monitor, and complete the plan

- 2) **Short & Long Term**

Short – cleaning out desk

Long – school projects, tryouts

- 3) **Task analysis**

Walk through steps

Use a task analysis short and long term goals

Questions you can ask



# Planning Short Term Task

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

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

**Goal:**

Materials needed:

Steps

Completed  
✓

**My Plan (circle one):** Had many problems   Had some problems   Went well   Went very well

**What I would do differently next time:**

# Planning Long Term Task

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

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

**Goal:**

**Materials needed:**

Steps

Completed



**My Plan (circle one):** Had many problems   Had some problems   Went well   Went very well

**What I would do differently next time:**



# Planning Long-Term Goals

## Task Analysis

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

#	Steps	Questions (initial Prompts)	Date/Initials	Date/Initials	Date/Initials
1	Identifies the goal	“What is the goal?”			
2	Identifies materials needed	“What materials will you need?”			
3	Identifies the steps	“What are the steps needed to meet the goal?”			
4	Schedules the steps (may use calendar/planner)	“Get started”			
5	Initiates relevant step of the plan	“Get started”			
6	Completes the step	“Keep going”			
		Percentage Independent			

# Working Memory

The good thing about having a bad memory is that jokes can be funny more than once.





# Working Memory

**Working memory** – the ability to hold and manipulate information for short periods of time.

## **IQ test:**

- Recall digits
- Letters
- Words forward and backward
- Follow multiple step instructions
- Recall information with distractors present

## **Typically Development**

### **3-4 years old**

- 3 step instructions

### **5-8 years old**

- 2-3 step instructions moving to different rooms (errands)

### **8-11 years old**

- More complicated errands with time delay

# Working Memory Deficits

- Has difficulty completing actions that involve two or more steps
- Forgets what they are doing in the middle of a task
- Has difficulty completing task even when instructions are given
- Has difficulty remembering instructions
- Has difficulty remembering information



# Improving Working Memory

- Digit, letter, and word recall forward and backward
- Follow 2-3-4 step instructions – take off your backpack, pull out your lunch, place in bin, and put in cubby
- Delivering a message – “go tell Mrs. Jones I need staples please.”
- Memory board games
- Online memory games
- Spelling words
- Math Facts
- Reading comprehension

# Teaching Studying Skills

- 1) Introduce studying strategies
  - a) Flashcards – memorize information, one side key words other side information that needs to be memorized
  - b) Writing information multiple times
  - c) Rehearsing information orally
  - d) Practicing – math facts
  - e) Mental association – dessert you want more than one
  - f) Acronyms and acrostics – PEMDAS
  - g) Songs
  - h) Visual images



# Teaching Studying Skills

## 2) Prompts

- Homework routine
- Shadowing
- Assist learner in identifying appropriate studying strategy
- Assist learner in correctly recalling
- Errorless teaching
- Remember fade prompts

# Remembering to turn in homework

## 1) Meet with teacher – work collaboratively with team

- a) Daily verbal instructions to turn in homework made by the teacher
- b) Daily or weekly check-in at the end of class time
- c) Vibrating alarm to prompt learner to turn in

## 2) Prompts

- a) When using teachers verbal prompting fade as quickly as possible
- b) Self management

## 3) Self-evaluation

- a) Each time receives a grade engage in self evaluation



# Self-Evaluation of Graded Assignments

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

Date:	Assignment	My Grade:
	Steps	Complete ✓
Check each item I got wrong and figure out the correct answer.		
If I can't figure out the answer, ask for help.		
What I would do differently next time:		

# Emotional Self-Regulation and Flexibility

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**Self regulation makes  
it easier for young  
people to move through  
challenges and choose  
how to respond to  
events in their lives.**

---





# Emotional Self-Regulation

Involves the ability to behave in a social acceptable manner, even when situations are disappointing, annoying, frustrating, stressful, anxiety-provoking.

Individuals with proficient regulation skills:

- Notice Negative emotions
- Choose different behaviors to engage in
- Can take a birds eye view
- Understand consequences
- Much more successful in adulthood

# Emotional Self-Regulation Deficits

- Tends to overreact to situations when compared to peers same-age
- Remains upset about a situation for longer than same-age peers
- Is short tempered and has emotional outburst
- Has mood swings
- Reacts to small problems as though they are major problems



# Teaching Emotional Self-Regulation

## 1) Wait for a good mood

- Introduce when in a good mood
- Not when they are already upset
- Think of teaching as proactive ways to teaching learner coping skills

## 2) Emotional levels chart

- Create visual
- Include different types of emotions
- Take pictures of learner emitting the emotions
- Have the level more in a progression

# Teaching Emotional Self-Regulation

## 3) Teach to relate emotional levels to situations

- a) Ask learner what situations make them feel this each emotion
- b) Present scenarios and ask to identify level they would be at (think role-playing)
- c) Teaching coping skills
  - i. Counting to 20
  - ii. Asking for a break
  - iii. Asking for help
  - iv. Writing in journal
- d) Contrive opportunities – teach learner to start using coping skills at lower levels
- e) Capture opportunities to practice in the real life – once learner is able to calm down warning stage



# Teaching Emotional Self-Regulation

## 4) Plan in advance

- Recurring situations have learner identify what they can do
- Write a plan
- Be proactive

REINFORCE SUCCESS!

## 5) Include effective behavioral interaction strategies

Think about it this way teach the learner to have better outcomes

### Examples:

- Avoid getting in trouble
- Losing preferred items
- Negative Consequences

# Flexibility

**“Notice that the stiffest tree is most easily cracked, while the bamboo or willow survives by bending with the wind.”**

BRUCE LEE  
KUSHANDWIZDOM



# Flexibility

Involves:” the willingness to adapt to one’s environment by engaging in different behavior when things in one’s environment change.”

(Flexible and Focused, Najdowski 2017)

## Typically Developing

### Toddlers:

- Get use to routines and become upset when they change

### 5-7 years of age:

- More accepting

### Inflexibilities can include:

- Not wanting an item moved
- Insisting routines occur a certain way
- Plans do not turn out the way expected

# Flexibility Deficits

- Does not react well to a change in plans or routines
- Does not react well or takes a while to warm up to new situations
- Wants things done in a specific way and becomes upset if they are changed
- Perseverates on topics and activities
- Has difficulty interacting in unfamiliar social situations
- Does not want to try new things
- Has particularly limited varieties in food or toy preferences
- Dictates to others how they are “supposed” to do things



# Teaching Flexibility

- 1) Start by creating a list of inflexible situations
  - a) Being barefoot
  - b) Crinkled run
  - c) Unexpected events
  - d) Different routes
  - e) Plans change
  - f) Items moved
- 2) Exposure & response prevention
  - a) Expose – Place learner in situations where they are inflexible and prevent them from getting out of it
  - b) Reinforce – provide reinforcement for tolerating situations, may need to shape up a response
  - c) Repeat with other inflexibilities
  - d) Take baby steps
  - e) Test for generalization

# Teaching Flexibility

## 3) Teach definition of flexibility

- Difference between flexible and rigid
- Use tangible objects
- Things flexible change
- Things that are rigid stay the same

## 4) Teach thinking flexibly

- Explain our minds are flexibly
- When flexible we get upset less
- People want to be around us
- Learn new things
- Try new things



# Teaching Flexibility

- 5) Use flexibility worksheet
  - Role-play situations teach the learner what would happen is inflexible
  - Be proactive
- a) Let it be – not allowing a situation to fix or escape from
- b) Back up plan – teach learner that things may not always turn out like we want, what to do during these situations
- c) Compromise – teach the learner how to compromise with other people, give strategies:
  - Choose number between 1-10
  - Rock, paper, scissors

# Example of Rigid Versus Flexible Behavior Situations

Situations	Rigid	Flexible
Mom drives a different direction	Scream, cry, make mom upset with me	Let it be, take deep breaths, I can still get there
Change in schedule/routine	Refuse to participate, running late	Let it be, think of happy place, find another time to do the thing I want to do
How a game is played	Refuse to play the game; play alone	Compromise; get to use some of each of our ideas for rules
Friends wants to play a different game	Act mad; refuse to have fun	Compromise; get to play a little of both games flip a coin to see whose game goes first
Lost a piece of a game	Refuse to play the game; have nothing to do; friends don't want to play with me	Back-up plan; use a piece from another game; still get to play have fun
Forgot favorite sweater	Refuse to stay at school; have a tantrum in class	Back-up plan; get a moment to calm down in another room, and then go back to class



# Flexibility Worksheet

**Inflexible Situation:**

**What will happen if I'm rigid:**

**What will happen if I'm flexible:**

**How I will be flexible:**

Let it be

**Other:**\_\_\_\_\_

Compromise

Back up plan

**Coping strategy I will use:**


**THANK YOU**

**GRACIAS**  
**ARIGATO**  
**SHUKURIA**  
**JUSPAXAR**  
**DANKSCHEEN**  
**BIYAN**  
**SHUKRIA**  
**TASHAKKUR ATU**  
**YAQHANYELAY**  
**SUKSAMA**  
**EKHMET**  
**GOZAIMASHITA**  
**EFCHARISTO**  
**MEHRBANI**  
**GRAZIE**  
**PALDIES**  
**BOLZİN**  
**MERCI**  
**TINGKI**  
**YUSPAGARATAM**  
**HUI**  
**UNALCHEESH**  
**MAKETAJ**  
**MINMONCHAR**  
**MAAKE**  
**KOMAPSUMNIDA**  
**LAH**  
**FAKAAUE**  
**AGUYJE**  
**GAJEJTHO**  
**MERASTAWHY**  
**SANCO**  
**ATTO**  
**ANISHA**  
**WABEEJA**  
**MAITEKA**  
**SPASIBO**  
**DENKAUJA**  
**HENACHALHYA**  
**YUSPAGARATAM**  
**CHALTU**  
**NUHUN**  
**SNACHALHUYA**  
**SPASSIBO**  
**TAVTAPUCH**  
**MEDAWAGSE**  
**BAIHA**



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