Florida State University's Autism Institute

2023 Summer Training Institute on Autism: Advances in Evidence-Based Practice for Autism Spectrum Disorder

June 13 – June 15, 2023

Presenter: Cheryl Boucher, MSEd, OTR Title and Format: "I Hate to Write!" (PDF of PowerPoint slides) Date: June 15, 2023

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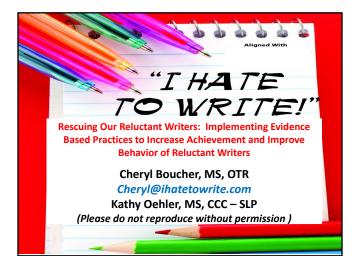


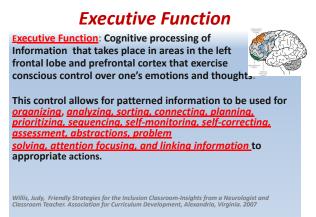




Supported by the Partnership for Effective Programs for Students with Autism www.doepartnership.org

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Executive Function

- Prefrontal Cortex: Major Role In Executive Functioning
- The CEO
- Planning
- Organizing
- Learning from mistakes

• Initiating or delay response

Sustained attention/Inhibitory control

Maintaining focusWorking memory

Cognitive flexibility

Emotional controlTime Management



The Many Labels of Executive Function Differences

Students with executive function differences are often labeled:

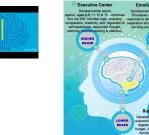
- Unmotivated/Lazy
- Disorganized
- Hyperactive
- Learning disabled
- Autistic
- Behavior problems





NEUROPLASTICITY

*Brain based is changeable it is not fixed *Activity and experience change the brain *Executive Functioning can be improved



STRENGTHS



- . Are often exceptionally honest
- . Have deep passions and intense interests
- . Can be very detail-oriented
- . May have a very good memory
- . Rarely have "hidden agendas"
- . Are typically punctual and follows a schedule
- . Often rule-bound, will not break laws
- Can be especially gifted in one or more subjects / topics
- . May be very good at visual thinking

STRENGTHS OF YOUR STUDENTS

*Take a moment and think about a student that you support.

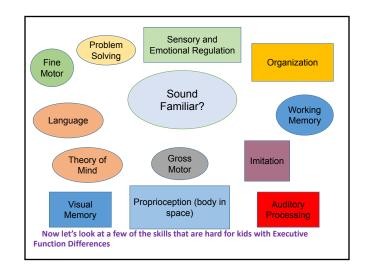
- *Think about 2 strengths that they display
- * Think and jot down their challenges with the writing process that you think you have observed.

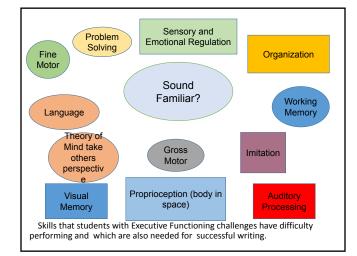
THE INVISIBLE WHEELCHAIR

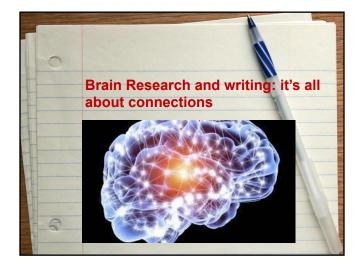
- *processing speed
- * sensory processing
- *theory of mind
- *cognitive flexibility/shift attention
- *plan next move
- *organization
- *the "big picture"
- *The inflexible brain needs the
- "wheelchair ramp"

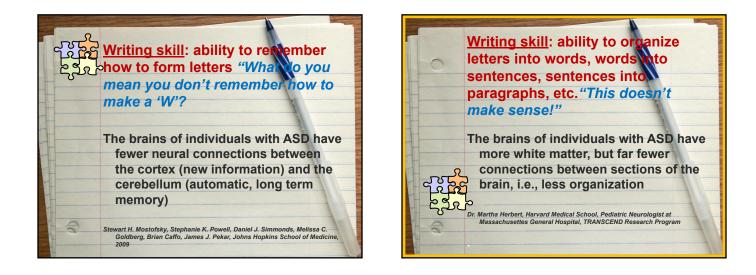


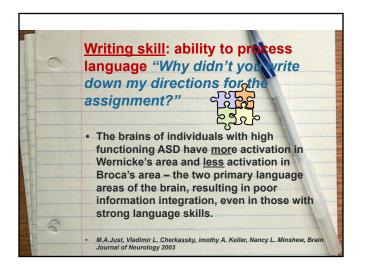


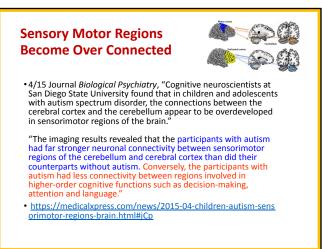












Handwriting research – <u>writing by</u> hand engages the brain in learning

IU study in 2010: Kids 'manned the spaceship' for functional MRIs to measure brain activity.

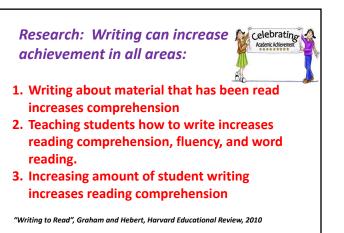
First group: Letters shown, taught, discussed

Second group: letters shown, taught, discussed, AND WRITTEN

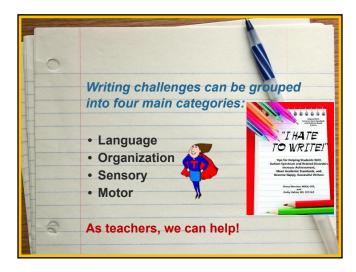
MRI showed that neural activity was much more enhanced and 'adult like' in second group









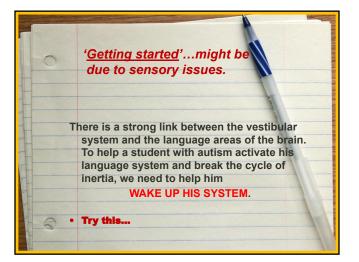


GETTING STARTED

Teacher Concern: "When I give him a writing assignment, he just sits there. Even when it's an easy task, well within his ability, he seems to freeze."

National Common Core Standard for Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

| 0 | <u>Getting started</u> why it happens, and what a teacher |
|------|--|
| | |
| | can do to help |
| -[| 1 |
| - | Consider the four main areas of difficulty: |
| F_ | • Language |
| | Organization |
| FL. | Sensory |
| 1-0 | Motor |
| 1-3- | |
| | |



<u>Getting started</u> – Wake Up Exercises

Before writing:

*Whole Class Movement

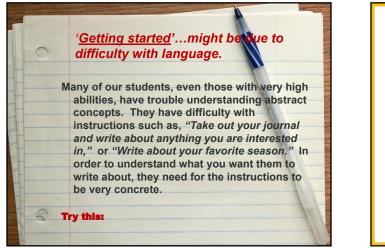
*Have the student 'quickly!' deliver a message to a teacher down the hall. When the student returns, have him do 20 wall pushups before he sits to write.



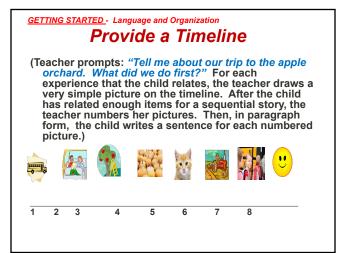
Have the student erase the white board. (make sure there is something high up on the board so he has to stretch.)

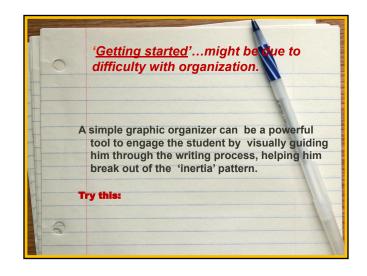


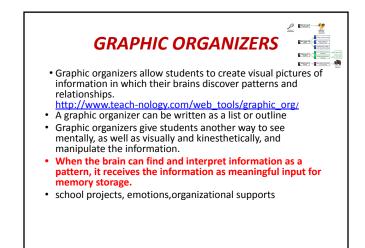


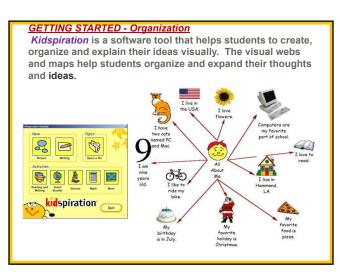


| | <u>TARIED</u> - Langua /rite a story about your f | | |
|-------------------|---|----|---------|
| | | | |
| Fill in these bla | anks: | | |
| 1. My favo | rite season is | | (title) |
| 2. In | the air feels | | |
| 3. In | the weather i | s | |
| 4. In | I like to | | |
| 5. That is fu | In because | | |
| 6. Another | thing I do in the | is | · |
| | ke the season of _ | | |
| | | | · |
| | sheet of paper write abou you. Make your story sev | | |





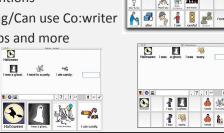






Pix Writer Teaches

- Sentence Structure
- Expressive language
- Conventions
- Spelling/Can use Co:writer
- Adverbs and more





A

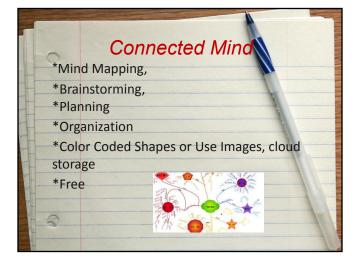
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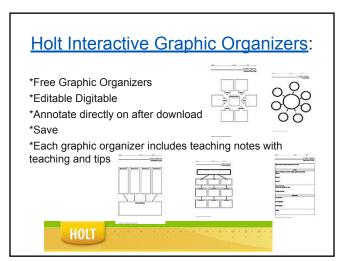
....



- Picture/symbol support create sentences. Available iPad and subscription
- Over 10,500 pictures
- http://www.suncastletech.com –Lots of visuals already created







| 0 | ' <u>Getting started</u> 'might betwee to difficulty with motor planning |
|---|--|
| | "Even when I am highly motivated, and know what to do and how, I still don't do it. Instead, I sit and think about it or plan exactly what I am going to do in minute detail. I am stuck in inertia." |
| | Scientifically, inertia appears to be a function of the neurological processes that control a person's ability to shift attention and plan voluntary motor movements. When a person has difficult in these two areas, the result is often a tendency to stay still. |
| | Try this |

GETTING STARTED – Motor planning

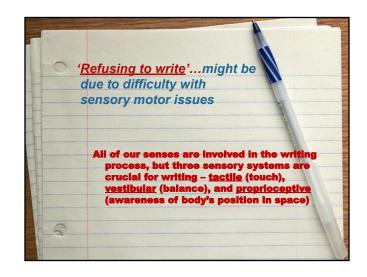
For a younger student, provide hand over hand support for the first written few letters or first word of the assignment. Slowly fade the pressure of your hand on the student's hand as the student is actively printing. For an older student provide a job for the student to do (pass out books, wipe off board, pacing area)





| 0 | REFUSING TO WRITE |
|---|--|
| | Teacher Concern: "When it's time to write, he won't even try! |
| | National Common Core Standard for Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| Refusing to write |
|---|
| why it happens, and what a teacher |
| can do to help |
| Consider the four main areas of difficulty: • Language |
| Organization Sensory |
| Motor |
| MAKE SURE YOU HAVE SET THE STUDENT UP FOR SUCCESS!! |
| |



Autism Diagnosis

The DSM 5 in 2013 adopted several changes to the diagnostic criteria, including the addition of new criteria at that time that discusses sensory differences. As educators, we use the current issue of the DSM in Article 7

Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement). American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders,

Fifth Edition. Arlington, VA,

American Psychiatric Association, 2013.

Sensory Processing Lays The Foundation For How We Respond To The Environment

- Touch
- Vestibular
- Proprioception
- Visual
- Auditory
- Olfactory/Gustatory
- Interoception



Sensory Processing

*Receptors from all of the sensory systems continually take in information from our body and environment and send it to our brain and nervous system

*The brain tries to interpret, integrate and make an adaptive response



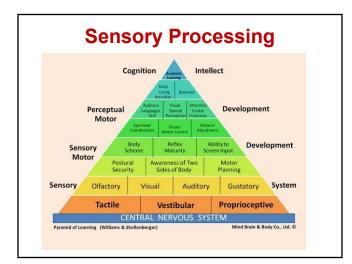
Sensory Processing Disorder

Difficulty organizing sensory information The senses are not delivering accurate information or once the info gets into the system the interconnections within the brain are not efficient and the info is not accurately processed Inconsistencies in performance



Difficulty with attention, arousal, motor planning, fluctuations in behavior and emotions.

Dr. Jean Ayres (1979) "When the flow of sensation is disorganized, life can be a rush hour traffic jam."



The Big Dogs

*Sensory integration focuses primarily on the power of our tactile, vestibular,and proprioceptive systems.

*Before birth the interconnections start to form and continue to develop as we mature

*Tactile, Proprioception and Vestibular systems are also connected with the other sensory systems and have an impact on them- critical to our basic survival

*The inter-relationship among these three senses is intricate.

*The tactile, proprioception and vestibular system interconnections allow us to experience, interpret, and respond to different stimuli in our environment

SENSORY

Self Regulation

Difficulty with self regulation may contribute to many behaviors-inability to attend, focus, poor impulse control, emotional reactions/ups and down.

We routinely provide ourselves throughout the day with sensory motor activities to assist us with self regulation and self control. What did you do for today?



Tactile/Touch

- Our first sensory system to function
- We are first nourished, calmed and become attached to others through our sense of touch
- Tactile receptors are found throughout the skin
- Protective-fright/flight response
- Discriminative-quality



Our Sense of Touch

*Produces a protective response

- *Alerts the body (light touch)
- *Pain/Temperature
- *Produces an emotional response (flight/fight)
- *Provides an impact and meaning to other senses

Tactile Over Responsive

*Body, hands, feet, fingers, face, mouth

*Hyper responsive to tactile input that is typical in a child's environment

*Needs own personal space: feels pain from someone's "touch"

Difficult to then focus on the academic



Tactile Over Responsive

*Does not like messy play

*Hygiene- shower, bath, hair wash,deoderant

*Hates haircuts, grooming, nail cutting

*Fine motor challenges

*Related to sleep disturbances

Less exploration/use of hands/fine motor development

Tactile Sensory Seeking

- * Enjoys and seeks out messy activities
- *Touches objects/others continually

*Constant fidgeting

*Runs hand against wall while walking





Tactile Hypo (under) Responsive



*Bull in a China Shop

*Leaves clothing twisted on body

*Unaware of pain temperature,

pressure and strength

*Unaware of being messy/food *Possible self injurious behavior*

*Poor fine motor/ poor tool use/sensation



Tactile Strategies

*Include the main team member (Dr. Ross Greene) *Exposure to tactile activities/tactile

play

*Respect the need for personal space/ do not force activity(adapt the environment



* Space in line, cafeteria, gym

*Loose fitting /soft clothing/snug *Do

Proprioception *Housed along muscle fibers and tendons that connect muscle to bone *Gives us our awareness of body position *Automatic adjustments of body position/ how much force to use *Postural stability

*Motor Planning-allows us to move without thinking about what our body is doing





Signs of Poor Proprioception

- Stiff and poor coordination
- Clumsy
- Frequent falls
- Runs into furniture, walls, people, etc.
- · Falls out of chair
- · Easily frustrated
- · Easily fatigued

- Squirms, especially when seated
- Slow to established handedness
- Often breaks pencil and / or pencil lead
- · Difficulty with stairs
- Foot slap when walking
- Toe Walking

Proprioception/ Big Muscle Activity

- Activities to support all sensory needs are most effective when they include structured movement with heavy work activity.
- Heavy work /Big muscle activity is extremely important because of the effect it has on giving the student feedback of where his body is in space as well as calming and internal organization to his nervous system
- Big muscle activity stays in the nervous system 1 1/2-2 hours.

Big Muscle Activities Push, Pull, Lift Carry

- •Push, Pull, Lift and Carry •Jobs around school
- Return a stack of books to the library
- Wipe off tables in the cafeteria/chairs in library
- Push the trash
- containers/move boxes
- Work at the blackboard/wipe off blackboard

•Class wall push ups in the hall Jumping Jacks

Seat push ups



- playdough
- putty
- clay
- Legos
- snap beads

Vestibular

- Receptors within the inner ear
- Affects our gravitational security
- Coordinates the movement of eyes/visual spatial , head and body position
- Maintains muscle tone



- Enables a child to hold his head up against gravity
- Has an effect on being able to print and write
- Strong relationship with auditory system/language

Vestibular Activities

Structured movement

- Walking
- Running
- Swinging
- Rocking
- Jumping/Bouncing/
- Spinning/ Dancing/ Vestibular Wake
 Up





A Writing Challenge A Writing Challenge 1. Hold your pencil in your non dominant hand. 2. Write three sentences about what you did last night. 3. Reactions?

Refusing to Write

Set your student up for success by addressing proprioceptive/vestibular

1. Start with big muscle movement :pusl., pu., lift or carry: carry a crate of books to library.

2.Identify a pacing area in the back of the room

3. Let the student choose and try out his writing tool: pencil, pen, gel marker, crayon.

4. To reduce postural fatigue, give student a variety of seating options – desk chair, ball, beanbag seat, chair with arms.

<u>REFUSING TO WRITE</u> - Sensory Change the writing environment

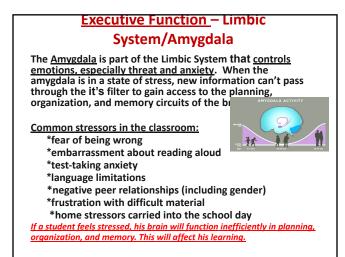
• Establish a 'private office' area within the classroom where the student can write with reduced distractions







• Give the student a clipboard and have him start his writing assignment while sitting in a beanbag chair.









In a high-stress state, the amygdala reduces the flow of information to the prefrontal cortex, reducing access to the planning, organization and information stored in memory and providing less guidance from the executive function networks.

With less access to the executive functions of emotional self-regulation and judgment, we are limited to a narrow set of behavior responses: fight, flight or freeze. We have less cognitive ability and judgment

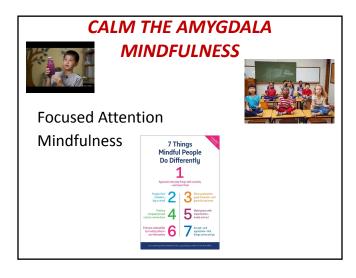
Anxiety Secondary Students



CALM THE AMYGDALA Dopamine Release

- Dopamine is a neurotransmitter that is best associated with attention, focus, decision making and executive functioning (FEELING GOOD!)
- Greater dopamine release during play, laughing, movement, exercise, receiving praise increases intrinsic satisfaction, optimism
- choices and being read to





CALMING WITH BELLY BREATHING

• Belly Breathe (diaphragmatic breathing): It helps you relax, lowering the harmful effects of the stress hormone cortisol on your body.

- It lowers your heart rate
- CALMS THE AMYGDALA
- Helps lower blood pressure
- · Helps to cope with stress/anxiety
- Improves core stability
- Parasympathetic vs Sympathetic
- Decreases fight/flight

Throughout The School Day

1. Silent 60: Start the class by having all students sit quietly for 60 seconds to get themselves ready for learning. Focus on a particular sound in the room, an image you provide (e.g., a dot on a piece of paper, an abstract picture you put up on a screen), or their breathing. Start with 15 seconds for early elementary students and gradually increase. Begin with 20–30 seconds for upper elementary.

2. Powerful Listening: Ring a bell, use a wind chime, or employ another object that makes a long, trailing sound. Ask students to listen and raise their hands when they no longer can hear the sound. After all agree that the sound has stopped, set a timer for one minute, ask students to sit quietly, and then when time is up, ask them what they heard during that minute.

3. One Minute for Good: Start the class by having students reflect for a minute about something that has gone well or something that they are grateful for. This can be done in writing, pair shares, or small or large group discussions.

4. Morning Classroom Conversations: Start the day with a quote that can stimulate short conversations to help middle and high school students begin to interact with classmates in supportive ways.

5. Deep Breathing Belly breathing



SENSORY LIFESTYLE

- Specific activities that provide sensory input to meet the needs of the individual's sensory system
- A sensory lifestyle (diet) assists with emotional /behavioral problems
- Assists with focus /adaptive behaviors/organizing



Sensory Life Style Sensory strategies are embedded throughout the

day

*Home

*School

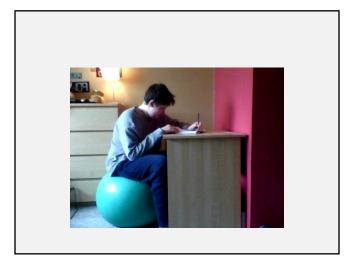
*Community:

*Some individuals may carry a sensory backpack:

Ear plugs, fidget, aromatherapy, calming strategies, favorite snack, a book, social narrative

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*Deficits in theory of mind my impact a student with ASD's ability to write for an absent audience:

*Create an audience for them. It is beneficial for students to know before beginning the writing process that there will be an authentic audience, besides just their parent or teacher viewing their writing. Make visuals of the audience

*Different themes of writing offer different options persuasive letters can be written to a principal, a parent, or the head of a company

*Stories can be written and shared with younger students.

*Understanding that the reader only sees what is written

Why Do We Write

Does the student understant why we write? Why someone needs to be able to read it? Let the teacher read what I know
To share information with someone
To request (snacks)
To invite (party)
To thank
To persuade or convince

Date 1-30-14Time 2.D Name What did I do to earn a time-out? ceitstn Meast Favor hing to do

Refusing to Write – might be due to language and working memory

WIRC: Writing Intensive Reading Comprehension

•3 year study of 4th and 5th graders in urban settings

•Taught Reading and Writing concurrently – as opposed to 'read first, write later'



•'Two Handed Reading' with 'thinksheets':

one hand on the text and the other hand ready to write on the 'thinksheet'

1,062 fourth- and fifth-grade students in 50 classrooms and 10 schools (four 2-year experimental, three 1-year experimental, and three control schools) also revealed greater effects for special education and low-income students in the experimental group.

Increased achievement in reading and writing!

<u>Refusing to Write</u> - might be due to difficulty with language and imaginative thought.

Set your student up for success by giving him visual choices

Show the student 3 engaging pictures. Ask him to verbally tell you about each picture. Praise him for his ideas, then ask him which one he chooses to write about. Review what he has said ab<u>out the picture</u>. Then remove the other pics.





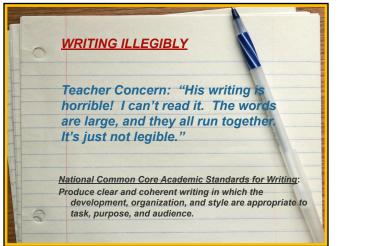


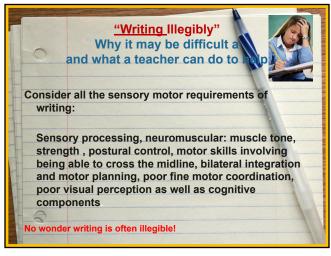
<u>*Refusing to Write -*</u> might be due to difficulty with organization.

Set your student up for success by building a topic library:









<u>"Writing Illegibly"</u>

May be due to poor visual motor skills

- Mayer and Calhoun (2003) found that graphomotor problems were significantly higher for students with an ASD regardless of age or IQ and that this had a serious impact on their written expression.
- Myles and colleagues (2003) compared the written expression of 16 students with Asperger syndrome with students without disabilities. They found that those with an ASD demonstrated a decrease in legibility, complexity and number of words used during handwriting tasks

Try This:



Writing Illegibly: Positioning





- Time on tummy for upper body strengthening
- Consider size of desk and chair, pencil/paper and computer positioning



Writing Illegibly: Positioning





Writing Illegibly: Poor Pencil Grasp

- For younger students try practicing just holding the pencil correctly (not yet on paper), drawing shapes or letters in the air. (Mom and Dad in the front seat, I'm in the back seat.
- · Pick up /put down repeat for fluency
- For preschool and kindergarten small tools rather than a pencil grip tool



Writing Illegibly: Poor Pencil Grasp

 Practicing with small pieces of crayon or chalk. Use primary crayons, pencils, miniature golf pencils or markers. (for young students use a tool that fits the size of their hand.) For preschool and kindergarten wait on a pencil grip tool

Weighted pencil/ visual tactile cues on pencil/pencil grip
Allow daily opportunity to practice at a

large vertical chalkboard to develop the skill side of the hand







"Writing Illegibly"



- If the student is printing too small then your student may be holding his pencil very close to the tip of the pencil. A small visual/tactile cue may help. Wrap a small rubber band or piece of masking tape on the end of the yellow of the pencil to help to see where his fingers and thumb should be.
- When writing is too large your student may be using "big muscles" to form letters instead of smaller muscles intended for writing: Look at positioning

"Writing Illegibly"

- · Remember to lay the Foundation
- Big muscle activity helps fine motor control
- Play ball, swing, slide, climb monkey bars
- Fine motor: Legos, blocks, puzzles, play dough scissor cutting, coloring

Prewriting Skills Needed Before Printing Letters

- Vertical, horizontal and circular strokes imitates age 2, age 3 copies/masters
- Cross shape (+) Age 3 imitates, age 4 copies
- Right/Left Diagonal Line Age 4

- Square Age 4
- X shape Age 4
- Triangle Age 5
- A five year old can typically draw a 6 part person
- Hand dominance 2-4yrs

Writing Illegibly: Teaching letter formation

- Direct explicit teaching and modeling to build motor memory
- Auditory script
- Repeated practice
- Strengthen fluency*

multisensory strategies first

- Top to bottom
- Part to whole
- Left to right
- Kindergarten approval for

Programs

- Programs: Research Based
- Handwriting Without Tears
- Size Matters
- First Strokes
- Big Strokes For Little Folks

Writing Illegibly: Left Handed Writers Slant/Positioning of the paper tilt right 20-45 dearees Hand covering words provide on right side · Spiral notebook-right side · Computer mouse access on left side







(practice letter formation in game format)

Practicing letter / number formation

iPad app: Writing Wizard

Many great reviews. Upper / lower case, numbers; alternative instruction for left handed kids; teachers can import word



<u>Writing Legibly</u>: Visual Perception

- •Visual perception is a cognitive skill
- •Brain's ability to interpret, analyze and give meaning to what is seen
- •If perception is incorrect it effects writing, reading, math, comprehension, social and more
- •Some Individuals with autism may experience severe perceptual problems. Stress from lighting, colors, patterns and contrast bombard the system

•80% of what is learned is visual



Visual Processing Over Responsive

- See very fine details that others don't notice
- Sensitivity to bright colors and lights
- Attention to detail (Needle in a haystack)
- Difficulty reading non-verbal cues
- Difficulty visually viewing the big picture



Visual Under Responsivity

- *Frequently the student may not be able to find what he is searching for though it may be right in front of him
- *May not notice or respond to visual cues
- *May have difficulty recognizing sights that should be familiar

Visual Processing Under Responsive

Your elementary, middle school and high school students may:

*have a hard time finding the correct materials in his desk or locker

*Student often skips items or leaves blanks on worksheets

*Student has trouble with left

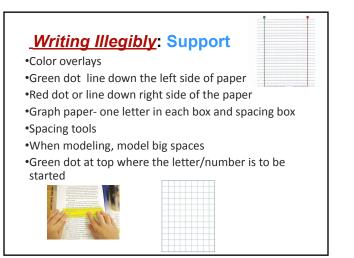
and right margins when writing

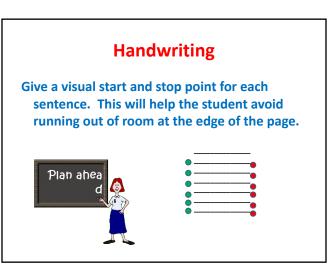


<u>"Writing Legibly"</u> Visual Perceptual Strategies to support writing

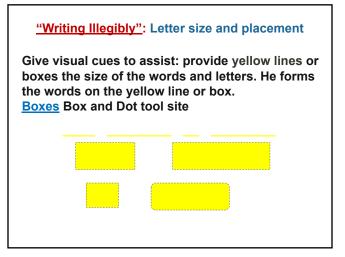
- Reduce fluorescent lighting
- Highlight or darken lines
- Raised lined paper
- Use of an index card or blank paper to cover extra lines
- Use of colored pencils
- Slant board/three ring binder

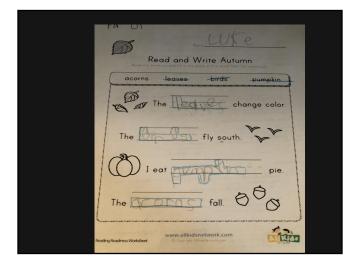


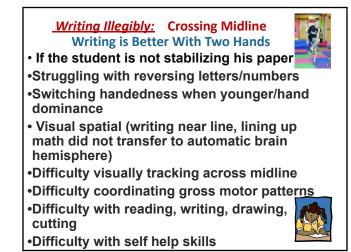




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Integrate Crossing Midline Activities • Dance



•Windmill movement

- •Brain Gym: Standing then raise one knee and touch knee to opposite elbow then alternate movement 10 times +
- •Ball play, bean bags, ribbon dance, twister,
- •Provide extra practice at activities that require two hands stringing beads, Legos, scissor cutting, color





<u>Writing Illegibly</u>: Bilateral Skills Hold the paper against a wall while writing for short periods.



Right/left discrimination Top /Bottom Orientation

Integrate activities that encourage right/ left: Hokey Pokey, Simon Says, resistive activities, two handed activities such as bean bags- put the beanbag on the top of your head put the beanbag at the bottom on your foot



HANDWRITING

ACCOMMODATIONS

- Many students have challenges with focus on listening and taking notes at the same time
- Make a copy of another student's notes/carbon paper
- Provide a copy of teacher's notes
- *Highlight the line where a response is needed



HANDWRITING ACCOMMODATIONS

- What is the purpose of this writing task?
- Have the student write the main idea to respond to a question instead of complete sentences
- Instead of short answers or essay format could the student circle the correct answer?
- If you want to know what he knows could he answer orally?
- Assistive Technology



*POWERFUL EFFECTS OF DRAWING ON LEARNING

*STUDY WITH STUDENTS WHO DREW THE INFORMATION REMEMBERED TWICE AS MUCH AS THOSE WHO WROTE IT

*TAPS INTO VISUAL, KINESTHETIC AND LINGUISTIC AREAS OF THE BRAIN ALL AT THE SAME TIME



Writing Illegibly: Time for Technology Reduce frustration



Computer, Ipad, tablet

Provide keyboarding instruction



KEYBOARDING

In order for touch typing to be beneficial students should be able to type at least if not more than the speed of their handwriting.

Kindergarten first grade touch typing was not warranted Most agree to introduce keyboarding instruction in third grade

KEYBOARDING

*Keyboarding instruction needs to be provided

*Research supports that in the absence of keyboarding instruction without progress towards fluency for keyboard essay writing, using keyboarding could potentially hinder writing quality.

(automaticity/motor memory)

TIME FOR KEYBOARDING SUPPORT KEYBOARDING



*Promotes digital production automaticity *Frees working memory to work on the content of what is being written, not on locating letter keys

*Consider how long handwriting is taught and yet short instruction with keyboarding instruction *Color coded keyboards

*Sticker dots for home row keys

Keyboarding Programs

*Keyboarding Without Tears

Free Typing Lessons :

Typing ClubKidztypeTap Typing TypingInstructorNessy Fingers (teaches in alphabetical
order)BBC Dance Mat Typing

ABCYA.com Typing Race

Type To Learn

Typing Instructor



Keyboarding Accuracy

*20 wpm found to be functional for keyboarding (Graham 2010)

Beginners between the ages of 6 to 11 years old typically type at a rate of 15 wpm

Beginners between the ages of 12 to 16 years old at a rate of 30 wpm, and intermediate typists at a rate of 40 wpm.

WPM and accuracy free programs:

*Fastfingers.com

- *Typingtest.com
- *Typingmat.com

Handwriting vs keyboarding

"Our current research shows value in combining writing by pen <u>and</u> computers in implementing evidence-based writing instruction for letter production, spelling, and composing."

Dr. Virginia Berninger, University of Washington, 2014 "What's Lost as Handwriting Fades"



Handwriting research – writing by hand engages the brain in learning

Muller and Openheimer 2015 – Comparison between college students taking notes with laptop vs taking notes in longhand.

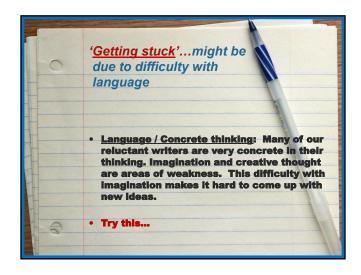
1. With laptop: more words written; copied lecture verbatim 2. With longhand: less words; summarized key points

Students much better at synthesizing information, engaging in critical thinking, and making judgements about what they had heard

when handwriting

However please consider there are also studies with those on the spectrum that suggest that copying of information such as note taking took additional time effort and fatigue. The extra effort may impact concentration and cognitive availability for other academic tasks as well as impact social challenges.

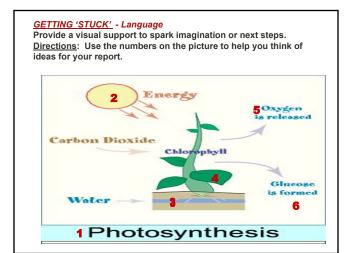
| 0 | <u>Getting stuck</u> why it happens, and what a teacher can do to help |
|---|---|
| | Consider the four main areas of difficulty: • Language • Organization • Sensory • Motor |



GETTING 'STUCK' - Language

Provide a visual support to spark imagination. <u>Directions</u>: Use the numbers on the picture to help you think of ideas for your story.

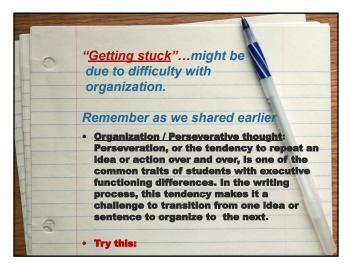




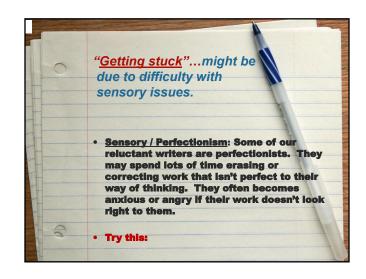
Video Clip

A meaningful video clip with a sequence of events can be a beneficial visual to support the writing process and creative ideas. GUS





| Provide a Story Fra to the next. | me – to help students transition from one idea |
|-------------------------------------|--|
| | First Then Next Last |
| STORY FRAME | First Then Next Last |
| In this story the proble | m began when |
| After that, | |
| Next, | |
| Then, | |
| | |



Lazy 8 Breathing Start with an 8 on its side. Starting in the middle, go up to the left and trace the left part of the 8 with your finger while you breathe in. When you get to the middle of the 8 again, breathe out while you trace the right part of the 8 with your finger. Breathe reathe out 2. Push My Hands Together & Release 10 times. eathe ni ədfdəin Breathe www.copingskillsforkids.com

5. Deep Breathe in slowly through my nose, then blow out through my lips. Repeat 5 times. (Mindfulness activities)

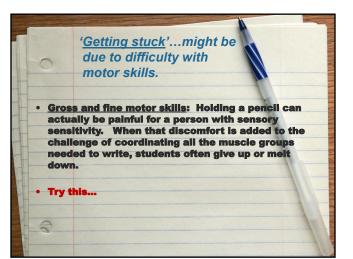
Before writing sensory motor exercises

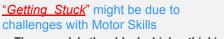
1. Rub My Hands On My Legs-10 times.

4. Place my hands on the chair seat, then raise my bottom off the seat 10 times.

3. Open and close Fingers 10 times.

Getting stuck - Sensory





- · The amygdala then blocks higher thinking
- Again offer brain break/breathing •
- A pencil grip may help. Try practicing for short periods in order for the student to "give it a try" and avoid frustration
- Offer a variety of tools : cushy or comfy
- Try taking turns with the physical component of writing, you write a sentence and then he writes a sentence
- Dictation/ After dictation the student copies or types what he has dictated to you
- · Computer dictation speech to text /keyboarding

SOOOO WHY USE TECHNOLOGY



Technology levels the playing field.

- 1. Access for <u>ALL</u> learning styles
- 2. Allows for self paced learning
- 3. Increases student engagement
- 4. Encourages collaboration with peers
- 5. Promotes <u>ACTIVE</u> learning (not 'sit and listen')

Struggling Writers
Just so we're all on the same page...

Word Prediction - reduces the number of keystrokes needed to write a word <u>Text to Speech</u> - reads text aloud <u>Speech to Text</u> (also known as <u>Speech / Voice</u> <u>Recognition</u>) - turns spoken words into printed text <u>Handwriting recognition</u> - turns written text into digital text

Technology

- Don Johnston Learning Tools
- Co: Writer
- Snap & Read- text-to-speech, color masking and highlighting, remove distractions button to remove ads and video from a web page, pull text into an outline with automatic attribution, and graphic organizers for organization.
- Wordbank



Google Keep:

Google Keep is a tool for scheduling and organizing tasks that syncs across devices.

Share, collaborate, organize and label lists and reminders by topic. Step-by-step checklists help students that have a hard time with sequencing. Create to-do lists, schedule reminders, and organize class assignments, all in one central location

Scrible:

Highlighting tool that saves highlighted information in a library for easy access and/or sharing.



Struggling Writers - Text to Speech **TEXT TO SPEECH** <u>Instruction</u> **Helps writing and reading**

The combination of seeing and hearing text when reading:

- Improves word recognition
- Increases the ability to pay attention and <u>remember information</u> while reading which can then support the writing process
- Allows kids to focus on <u>comprehension</u> instead of sounding out words
- Increases kids' staying power (sustained attention) for reading
 assignments (which assists the writing process)
- Helps kids recognize and fix errors in their own writing
- "Why does just keep talking and talking?"
- Will read the web
- Can be used to read the directions/social narratives



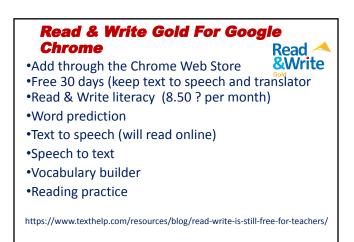


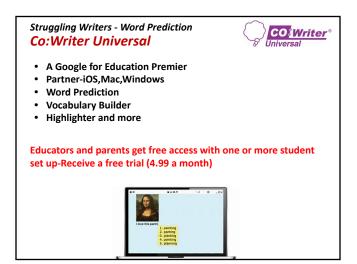
R30**(**

paragraphs. *Your words will be typed for you via the computer.

- *Read & Write Instruction
- *Google Docs Voice Typing
- *Voice Note II

Instruction to teach: THINK, SAY, CHECK and FIX (Consider Voice Recorder for Chrome)







• Online PDF Editor • Supports any file type

• Support "I Hate To Write" anxiety, working memory and grapho motor needs with the DocHub (edit, sign and send)

More Writing Challenges with Vocabulary VOCABULARY BUILDER

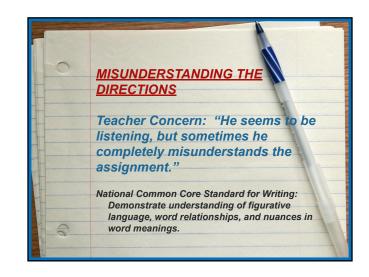
*Read & Write <u>vocabulary builder</u> will provide both definitions and visual cues with pictures of the word with one click.

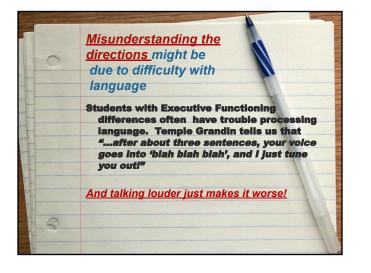
*More time to study the definitions rather than laboriously looking up and writing down the definitions. What is the purpose?



*Visual support with Read & Write Screen Mask Reader







So, does that mean that my talking can actually be triggering the behavior???

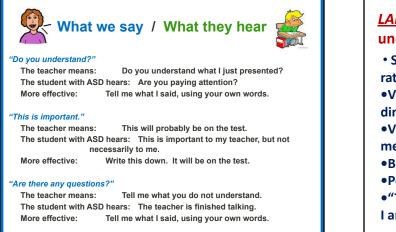
Yes!

Too much talking can be a trigger for behavior in kids with Autism.

Imagine listening to someone give you instructions in a foreign language. After awhile, your brain would

shut down, and you would find something more interesting to do. (Amazon book supporter/background accent made listening very frustrating.





LANGUAGE: Make sure the student really understands what he is supposed to do:

- Simplify directions. Use less words, slower rate, spaces between directions
- •Visuals: dukane camera with objects or visual directions on screen/ pictures
- •Visuals integrated into the writing (working memory) (EBP)
- •Break assignment into smaller chunks •Peer buddy (EBP)
- •"Talking it over" outloud about what
- I am writing about(Vygotskian technique)



| | 'Misunderstanding the |
|-----|---|
| 0 | directions" might be |
| | due to sensory issues |
| | It is more difficult for students with language |
| | processing challenges to process language |
| | when they are in a large group setting. The student may go into survival mode as he |
| | works to filter out the sensory stimuli in the |
| - | room. He may not be fully 'tuned in' to the teacher's voice, and may then miss |
| | important parts of the instructions. |
| - 6 | |
| | Try this |

MISUNDERSTANDING THE DIRECTIONS - Sensory

- 'Preferential Seating' is not enough!!
- Is he ready to 'tune in"? Move!
- Personalize Instructions: Say his name, tap desk, ask for him to be your assistant
- Evidenced based practice: VISUALS Provide written directions/pictures on the screen, overhead, Smartboard: clearly written (universal design) (pictures) document camera

Make sure you have the student's attention **<u>BEFORE</u>** you give the directions.

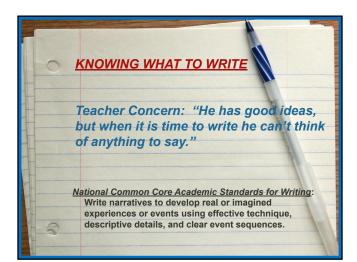
Attention Span Averages to Sustain Focus on a Given Task.

(Some researchers place 5 min per yr./ age of child: 2 yr old -10 min.)

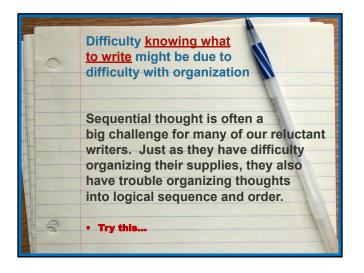
2 yr old: 4 to 6 min 4 yr old: 12 min 6 yr old: 12 to 18 min 8 yr old: 16 to 24 min 10 yr old: 20 to 30 min 12 yr. old: 24 to 36 min 14 yr old: 28 to 42 min 16 yr old: 32 to 48 min Interest, distractions, hunger,fatigue all play a part.

Self Advocacy

- The key player is often not included
- Identifying the problem together
- What part of the writing process, what subject, what time of day....
- Sharing when possible "what works for me" and "what doesn't work for me"
- May take time and visually chunking down (Lives In The Balance website)
- Teach students about their brain. Parents of young adults on the spectrum shared that advocacy skills and time management were the biggest barriers.



| 0 | Difficulty knowing what to write |
|---|---|
| | why it happens, and what a teacher can do to help |
| | Consider the four main areas of difficulty: • Language |
| | Organization Sensory Motor |

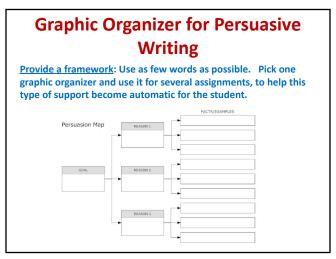


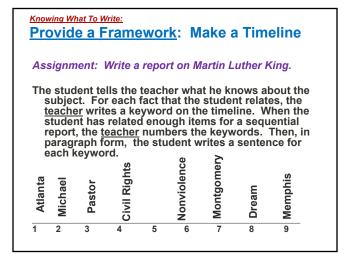
GRAPHIC ORGANIZERS

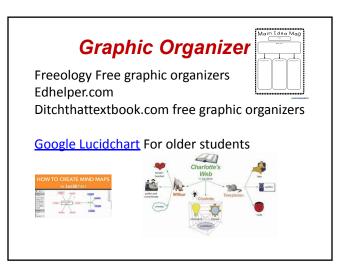
•Graphic organizers allow students to create visual pictures of information in which their brains discover patterns and relationships.

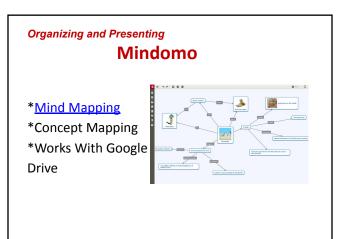
- A graphic organizer can be written as a list or outline
 Graphic organizers give students another way to
- see mentally, as well as visually and kinesthetically, and manipulate the information.

 When the brain can find and interpret information as a pattern, it receives the information as meaningful input for memory storage.









KNOWING WHAT TO WRITE -Sensory Movement

Quote from a third grade student:

- "I have so much going on in my
- brain, it is so tired"
- Provide an opportunity for all students to experience a "fresh start" for engaged academics including writing, learning, socializing, attitude, mood and more.
- Please include aerobic exercise at an individual's target heart rate to improve the following:

Exercise is an Evidenced Based Practice with Autism

- 20 minutes twice a day: stretch, scooter boards, weights, jog, walk, big muscle, yoga
- every hour for 1 minute: jog in place, yoga, stretch
- negative behaviors decrease
- positive behaviors increase
- (Diane's Class)



Exercise: Evidence Based Practice For Autism

- Structured big muscle movement activities
- Aerobic: Jog in place
- Jumping on a mini tramp
- Scooter board activities
- Stretching/yoga
- Weights



Move To Learn

Aerobic exercise at target heart rate:

- Improves concentration
- Improves impulse control
- Improves attention
- Increases motivation
- Helps mood and anxiety regulation
- Combats depression/Increase self esteem
- Reverses learned helplessness
- Combats toxic effects of stress hormone
- Decreases fatigue



Dr. John Ratey Associate Clinical Professor of Psychiatry at Harvard Medical School

- "Exercise is like taking a little bit of Prozac and a little bit of Ritalin because, like the drugs, exercise elevates these neurotransmitters."
- "When you exercise, at the cellular level the brain is drenched with serotonin, glutamate, norepinephrine, dopamine and growth hormones, all wielding a powerful influence, like Miracle-Gro for the brain,".



Exercise Greatly Impacts Learning

- Prefrontal Cortex: Major Role In Executive Functioning
- The CEO
- Planning
- Organizing
- · Learning from mistakes
- Maintaining focus
- Working Memory
- · Initiating or delay response



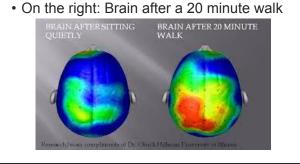
The Research is Impressive:British Journal of Sports Med

- 19 studies 586 kids, teens and young adults found short 10 to 40 minute bursts of exercise led to an immediate boost in concentration and mental focus, improving blood flow to brain.
- Further evidence 20 min before taking a test



20 Minute Walk

On the left: Brain before a 20 minute walk



Exercise and Learning



- Walking 20 min. on a treadmill or just walking scored 15% better with an improved ability to take test
- Behavior-in first four months-all kids are moving 45 min a day- discipline plunged 63% and 85% dropped in another district
- Attention all improved
- Aggression decreased
- Move to Learn videos

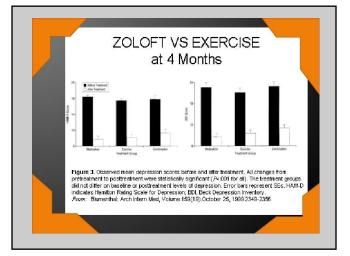


Naperville, Illinois

* Primary focus in P.E. class involves high-intensity interval training two days per week, and motor development and recreation/play the other three days

*Use of heart rate monitors by every student

* Aerobics to raise heart rate to a zone between 145–185 bpm for twenty minutes to receive an A grade for that day – based on individual student heart rate target levels)



EXERCISE

- Exercise helps to control ADHD symptoms through raising the baseline levels of dopamine and norepinephrine by spurring the growth of new receptors in certain brain areas.
- Swimming, martial arts, gymnastics, wrestling, track, tennis, archery, baseball and more
- (ADDitude.com John Ratey, MD)
- •Research suggests that coordinated motor activity paired with increasingly complex cognitive demands may improve attention, on task behavior, self control and memory
- •Coach Dave

MOVEMENT AND Brain Breaks/Focused Attention Breaks



- Brain Breaks: Any pleasurable activity (singing, walk about the room and chat with friends,
- Listening to music, having a few pages of a class book read aloud to them, or sharing jokes
- The Amygdala listens to breathing and movement
- Even as a brief break can give the amygdala a chance to "cool down" and the neurotransmitters time to rebuild, as the students are refreshed.



nove t



- Focused attention break: being present and clearing the brain engages the parasympathetic nervous system, decreasing heart rate and increases our coping skills
- When the mind is quiet and focused we can then be present with a sound, sight ,taste



2021 study reveal that the intervals between practice session are at least as crucial as the repeated practices. (typing brains headed back to the keyboard)

When engaging in physical outside breaks and "green breaks" students performed better on tests of attention and working memory, over indoor quieter breaks.

Cohen and colleagues "incorporating breaks into learning plays just as important a role as practice in learning a new skill. It appears to be the period when our brains compress and consolidate memories of what we just practiced."

New skills need to connect to previous memories binding process and integrate during break.

Judy Wilis neurologist and classroom teacher "concentrated study of 10 to 15 minutes for elementary school and 20 to 30 minutes for middle and high school students calls for a three- to five-minute break."

As school day progresses brain breaks even more important to avoid decline in focus.

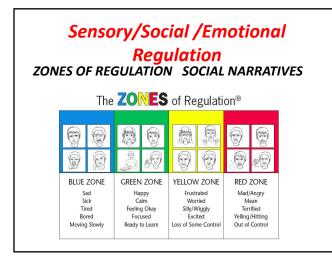
Recharge cognitive energy and increase in test scores. Brain breaks should be proactive before fatigue and signs are noted

Leonardo Cohen, a neuroscientist at the National Institutes of Health and the senior author of a June 2021 study published in the journal Cell,

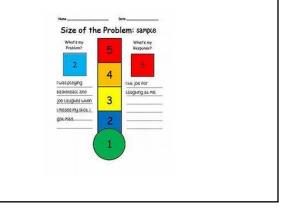
Positioning

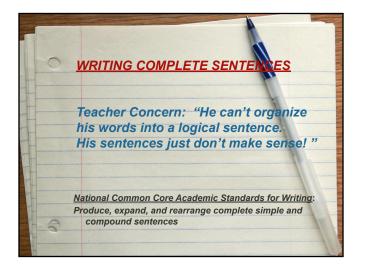
- Allow flexible seating options for students
- Standing desk
- •Bean bag chair
- Rocking chair

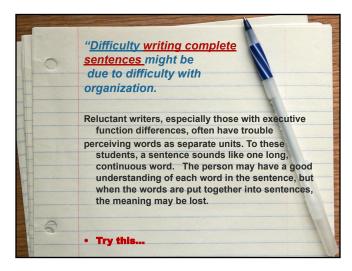




BIG PROBLEM/LITTLE PROBLEM







WRITING COMPLETE SENTENCES - Organization

 To help young students learn to perceive words as separate unite, use your fingers as a visual organizer. Have the child tell you a sentence using the keyword. You repeat his sentence slowly, holding up a finger for each word. Keep holding your fingers up, and ask the child how many words you said. Repeat the sentence again as you hold up a finger for each word. This repetition reinforces the number of words and word order. Ask him again to tell you how many words you said. Then ask him to write those __(9)_ words.



Ipad app Sentence Builder

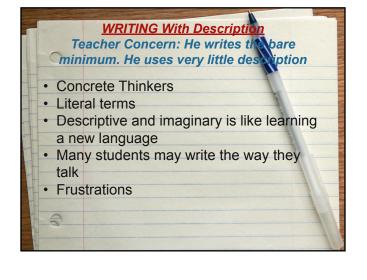
Word Sentence Paragraph

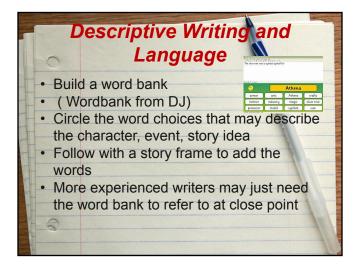
Explicitly reteach what is a word, what is a sentence and what is a paragraph. Repeated instruction with modeling and use of visuals. Developmentally may not have been ready when initially instructed

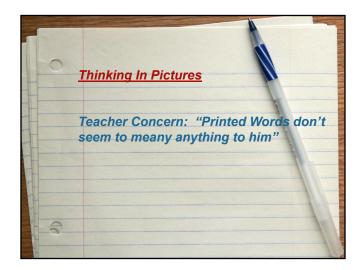


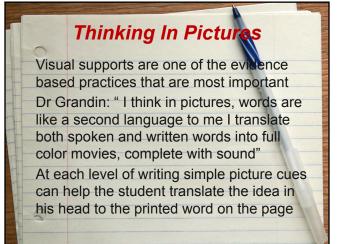
<u>Writing Complete Sentences</u> May Be Supported With Sensory

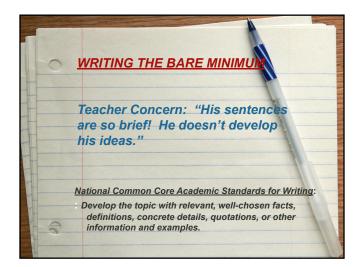
- Remember movement may stimulate language
- Try a two minute jumping break on a mini trampoline, sharing writing ideas
- Provide a physical job prior to writing: push breakfast cart back to cafeteria
- Class 10 minute brisk walk before writing starts
- Pretend jump roping (it works!)

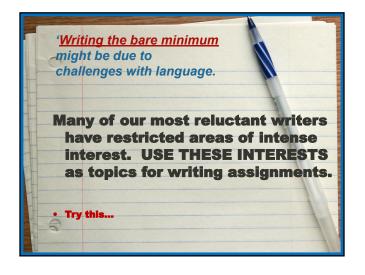


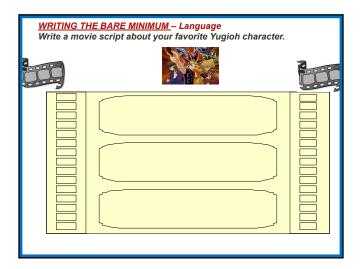




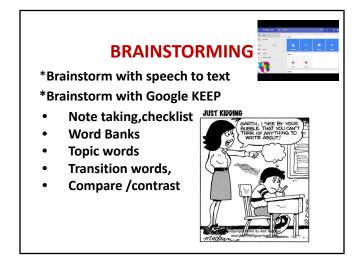


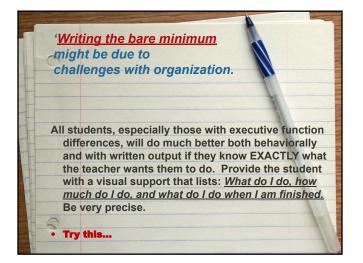












| | Writing the Bare | Minimum– Organization | TALE BUILDING |
|---|--|--|---------------|
| | what do I do? | •Write a paragraph about littering. | |
| a personal de la constante de | HAVE TO DO? | •Write 6 sentences. •Use capitals and punctuation. •Each sentence must have at least one adjective. | |
| The for the state of the state | WHAT DO I DO WHEN I AM FINISHED? | •Give finished paragraph to teacher. • Then you can read a pleasure book. | |

A PICTURE IS WORTH A THOUSAND WORDS

- CAMERA
- POWERPOINT
- GOOGLE SLIDES
- GOOGLE IMAGES
- pics4learning.com
- VOICE RECORDING



PRIMING

"MOVIE PREVIEW"

*Intervention strategy with a peer or adult providing a preview with the student prior to the area being officially taught.

*Priming is one on one

*Priming helps to build confidence and support positive behaviors

*Priming provides an intro to material

*Priming is brief



S) 🛛 刘



- 1. Student can access and review lessons on their own time
- **2.** Parents can see how teacher has explained a concept and help with homework
- **3.** Students who are homebound or ill have access to real time instruction

All students, all platforms



....

Competential Indexes

EDUCREATIONS -3 Plans, 3 prices

Icanic

- 1. <u>Basic (free)</u>: can share/save one lesson
- 2. Pro Classroom: 1 teacher, 40 students
- 3. <u>Pro School</u>: 10 teachers, unlimited students

https://www.educreations.com/pricing/#compare

EVERYONE CAN CREATE

*<u>iPad</u> Creative expression leads to deeper student engagement.

*Develop and create ideas through drawing, photography, video and music. New curriculum for any subject

*Everyone Can Create includes four project guides that introduce the fundamental skills and techniques of drawing, photography, video, and music.

*Students use free apps available on any iPad and take advantage of the built-in camera, microphone, speakers, Multi-Touch display, and Apple Pencil.

*The Teacher Guide helps teachers fold these skills into the subjects they teach every day with fun and engaging activities.

<u>"Writing the bare minimum"</u> might be due to sensory challed ges

- If a student is challenged with sensory regulation it will be very difficult for the student to focus and produce their personal best work
- Play detective what does his behavior tell you?
- Does he appear tired, lethargic?
- Or is he having difficulty calming his mind and body?

Try this

If your student is writing the bare minimum he might actually need to wake up his sensory system.

- For the tired friend rev up his system with a wake up walk
- Whole class YouTube dance Video-"Just Dance Kids" search or "Move To Learn"
- Follow with a big muscle push, pull, lift or carry job
- · Seat on an air cushion, ball or bubble wrap
- Chewing gum is great/crunchy snack for sensory regulation
- Fidget object

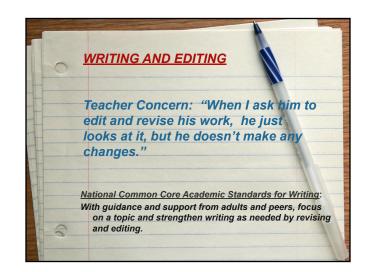


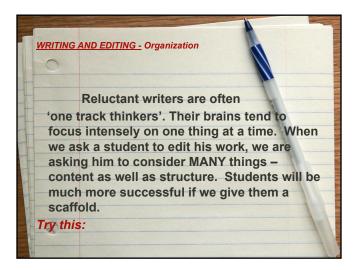
To help your student regulate his sensory system :

- Position in a deep bean bag chair or lying on his stomach.
- Try turning his chair around and letting him straddle his legs on each side with the chair back providing calming pressure
- Stretchy band on Chair legs
- Remember a reinforcer (Evidenced Based Practice for ASD) !







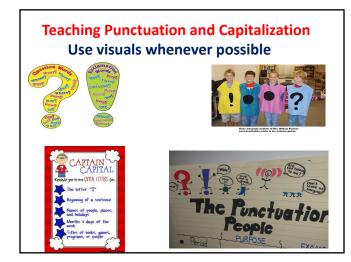


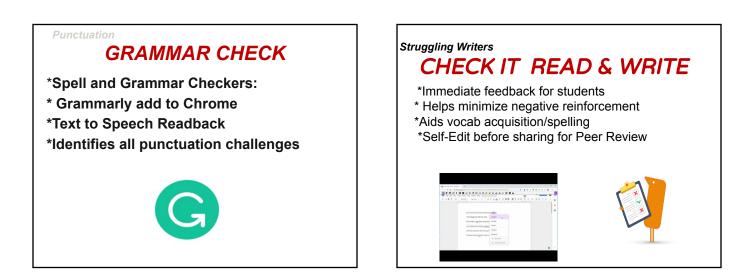
WRITING AND EDITING - Organization

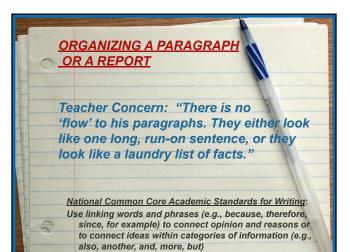
Expose one number at a time. Use an index card to move down

| 1 | Check for capital letters. First words in sentences Proper nouns – people, places, dates, etc. | |
|---|--|--|
| 2 | Check for punctuation (.?!, ") At the ends of sentences After abbreviations like Mr. and Dr. | |
| 3 | Check for spelling. If you aren't sure, check the dictionary or Word Wall | |
| 4 | Check for grammar. Make sure you didn't leave out little words like 'a', 'an', 'the', 'as', 'but'. | |
| 5 | Check to make sure your writing makes sense. Touch each word as you read it. Does it make sense? | |
| 6 | <u>My teacher also wants me to check</u> . | |

| Editing a | nd Revising student | g for younger s |
|-----------|---|--------------------|
| www.tea | acherspayte | eachers.com |
| | Did I draw my best picture with details? ABC Did I use capital latters to start my sentences and in name? | |
| | abc Did I use lowencese letters in my words? 2 Did I use punctuation at the end of my sentence(s)? We go Did I use speces between my words? | |
| | Did I write neatly so others may read my stary? Did I spell my words correctly? Did I spell my words correctly? | |
| | | |







"Organizing a Paragraph or a Report" Why it is difficult and what a teacher can do to help

- Students with executive function challenges often have difficulty with organization at all levels
- The act of writing requires organization at many levels even before the student begins to attack the assignment of writing a paragraph.
- First he must organize the tools needed for writing. Next he must organize his ideas into a cohesive thought. Then he must organize sounds into words, and words into sentences.

"Organizing a paragraph" might be due to language / organization needs

Break the task into two parts:

- 1. <u>Content</u>: First, give the student several blank strips of paper. Have him write one complete sentence about the topic on each strip. THEN
- 2. <u>Organization</u>: Help him number the strips, putting them into a logical order.

<u>Organization</u>

Secondary Students - research, preparing, presenting WRITING LONGER ASSIGNMENTS -BIBLIOGRAPHY

<u>Recently moved from IPad App to G Suite Marketplace</u> <u>EasyBib</u> – Scan barcode / title and get bibliography citation - MLA, APA, Chicago



<u>"Organizing a paragraph</u>" might be more challenged due to motor needs

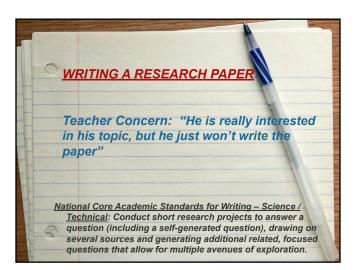
- Think about what you are trying to teach the student. If your goal is to teach organizing sentences into paragraphs, you may need to reduce the motor demands.
- Writing the sentences may be so frustrating for reluctant writers that they give up before they ever reach the organization stage. have someone else type the sentences.
- Then have the student cut and paste (either by hand or using a keyboard) the sentences into an organized paragraph

<u>"Organizing a paragraph"</u> may be more challenged due to sensory needs

- SET THE STUDENT UP FOR SUCCESS:
- Set up an area that can be used as a quiet 'office' space for the student. A writing desk placed against a blank wall, away from commotion
- Headphones or earplugs may be offered to reduce auditory stimuli.
- Use natural lighting/table lamps



Consider adapting the paper/ color coding



| WRITING A RESEARCH PAPER |
|--|
| Sensory Provides the Foundation |
| Noisy chair legs on floor surface: split |
| tennis balls on the bottom of chair legs |
| Odors: consider seating in area or need to |
| be out of the area for writing lab report |
| Lighting: uncomfortable/ painful: avoid |
| fluorescent lighting |
| Close proximity to others may be too |
| much: Respect need for personal space, |
| report writing may benefit from a resource |
| room setting |

| WRITING A RESEARCH PAPER – Language and Organization | |
|--|--|
| 1. Break the writing requirements of the research paper down into distinct chunks, with each requirement on a separate paper/electronic paper. | |
| 2. Give the student <u>one page</u> with <u>one requirement</u> AND <u>A DUE</u> DATE FOR THAT PAGE AT THE BOTTOM | |
| 3. When the student turns in that page, give him the next page, with <u>A DUE DATE FOR THAT PAGE AT THE BOTTOM</u> | |
| Adding simple pictures as visual cues will help many students understand the directions more easily. HOWEVER, be sensitive to the age and social expectations of the student. Don't make the | |
| student's assignment look very different from peers'. | |
| Here is a sample template: | |

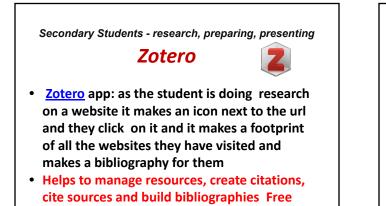
| RESEARCH Choose a Topic | <u>PAPER</u> | My idea |
|----------------------------|------------------------------|--------------------------|
| List three topics t | hat are interesting to you. | Good Research Paper Topi |
| 1 | | |
| 2 | | |
| 3 | | |
| I think | is the most interes | sting of these topics. |
| I can find the mos | t information about this top | ic: |
| My research pape | er will be about this topic: | |
| This name is due . | on: | |

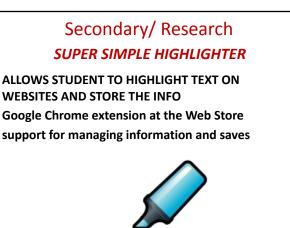
| RESEARCH PAPER Thesis Statement 1. Write a sentence that tells something interesting about your topic: | RESEARCH PAPER Research sources – Must include at least 3 internet sites and 2 books. Internet sites: 1 | |
|--|---|-------|
| 2. Write a sentence that tells why your topic is important: | 2 | |
| 3. Write a sentence that tells how you feel about your topic and why other | Books: 1. Title:Author: | Date: |
| people should feel the same way. | 2. Title: Author: | Date: |
| This page is due on: | This page is due on: | |

| RESEARCH PAPER Research – History of your topic Write at least 4 sentences about the history of your topic. | Nex | Finally tAfter h Last |
|---|-----|-----------------------------|
| Source: | | |
| 2 | | |
| Source: | | |
| 3 | | - |
| Source: | | |
| 4 | | |
| Source: | | |
| This page is due on: | | |

| <u>RESEARCH PAPER</u> Research – Write at least 4 Interesting Facts or Details about the topic. | What are supporting details? • Supporting details are examples and extra information that help you understand the main idea. |
|---|--|
| 1 | _ 4 |
| Source: | |
| 2 | |
| Source: | |
| 3 | |
| Source: | |
| 4 | |
| Source: | |
| This page is due on: | |

| RESEARCH PAPER Support your Thesis Statement | RESEARCH PAPER IN CONCLUSION |
|--|--|
| Copy your Thesis Statement from Page 2. (You can get it from your teacher) | Summary and Conclusion Write your Concluding Paragraph. Start each sentence with the words that are shown. |
| | In summary,_(write thesis statement here) |
| Write three reasons why people should agree with your Thesis Statement. Use your research to support your ideas. 1 | History has shown that (write one sentence about what your history research told you) |
| 2 | Additional research shows that <u>(write one detail that supports your</u> thesis statement) |
| 3 | In conclusion, |
| This page is due on: | This page is due on: |





Session Buddy

- session manager
- bookmark manager
- saves open tabs and restoring when you close it earlier,
- frees memory and frees the clutter away from your system

🔁 Session Buddy

EXECUTIVE FUNCTION AND ORGANIZATION/TIME MANAGEMENT

*Ages 10-12 are age appropriate to work with students on skills involving time management and organization and prioritizing. (Many students with autism may not be ready yet, each child is unique.)

*The more practice, guidance and modeling provided will strengthen those neural networks during this period which will further grow their independence.

TIME MANAGEMENT AND ORGANIZATION

*We want our students to think about a goal in relation to space and time - (Sara Ward, MS, CCC, SLP)

*Our students have a poor awareness of how long it will take to do something and how much time has passed- backward chain



STRATEGIES FOR TIME MANAGEMENT



*Teach analog clock for telling time

*Make sure it is a working clock that is at close point for children to be able to view -(declutter area on walls)

*Allow additional time for tasks as needed (packing backpack, changing for PE,putting away materials, transitions)



STRATEGIES FOR TIME MANAGEMENT ORGANIZATION



- Chunk information: Take step-by-step approaches to work; rely on visual organizational aids.
- Provide a time frame for each chunk of the task
- 360 visual thinking time tracker The app allows its users to create a time marker to get ready for work, a time marker to check in during the work, and a marker when the work is planned to end. There are tones activated when the time reaches each marker: Ready Do Done
- Time Management (time blindness): Use tools like visual timers , computers or watches with alarms.

ORGANIZATION OF SPACE

- Consider having separate work areas with complete sets of supplies for different activities. (art box)
- Schedule a weekly time to clean and organize the work space. Provide a visual: what does a clean desk look like?
- Match pic to pic Manage space and materials
- Prepare visual schedules and review them several times a day.
- Meet with a teacher or peer buddy on a regular basis to review work; prime, troubleshoot problems.



PROJECT MAPPING Plan and Prioritize for Big Projects

- Uses task analysis, a calendar, and sticky notes to organize and plan the steps needed to complete a complex, multi-step project. Sticky notes can be moved to next day if not done
- First identify finished project and date and put at the bottom
- Brainstorm steps needed on stick em notes
- Title columns: Not begun, In Progress and Completed



THE POWER OF VISUALS

- *The power of visuals EBP for autism
- *Take a pic of the student ready to walk out of the classroom to go home
- coat/hat gloves
- backpack
- lunch box
- *may need a visual chunked down schedule for each step

Back up oral directions with written visual instructions whenever possible. Use pictures and photographs! Whiteboard



BE CONSISTENT ACROSS SETTINGS



*We need to be consistent in strategies across environmental settings

- *Consistent flexible adult and peer buddies
- *Relationships are vital





HOMEWORK

- *consistent routine
- *"office" study carrel
- *visuals
- *timer
- *exercise break area
- *noise
- *white noise vs music



I CÁN'T KEEP CALM THERE'S TOO MUCH



*Set a schedule

* Student helps to set schedule/to problem solve

*Homework priorities

*Homework completed at a consistent time and location with materials and tools ready

*Consider a homework planning sheet

- *Prior to homework schedule movement
- *Build in reinforcers (evidence based practice)

Time Management/Homework

30/30 App: Middle school, High School

*Assists with getting started and pacing self with homework. Timer, student adds tasks to the app and specific time amounts "Do Homework 20 minutes."

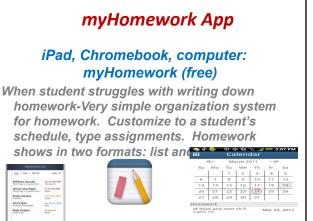
*App can help with focus on one task at a time or chunking down large tasks

Marinara Timer: Set work times, breaks

HabitLab



- app that helps you to be more productive online without distractions.
- be more focused while spending less time online on distractions like Facebook,ect
- helps you reduce your time wondering online



HOMEWORK AND ATTENTION

- Mac Focus app or iFocus app: "I want to focus for 30 minutes." block facebook, email
- f.lux adjusts the blue lighting and adjust for night time computer screen
- Self control app and focus writer app ifocusworks.com for windows Self Control for Mac







*Blocks out noises to improve focus

*No matter if you are in an environment where it is too loud or too quiet, with Noisli you can create and listen to your favorite background sounds in order to focus and concentrate on your tasks. *Add through Google Chrome





SLEEP SUPPORTS

- *Deep pressure touch
- *Warm bath or shower
- *Massage
- *Sleeping bag/body pillow
- *Calming music
- *weighted blanket

*Blue light filter- Go to settings and to display and brightness on your phone * F.lux *Essential Oilslavender vanilla

- *Water/Snack at
- bedside table
- *Remove all electronics at least 2 hours before
- sleep- Melatonin depleted



REMEMBER

*Work with the whole child.

*Executive function development is lifelong.

*Students do not develop skills evenly or at the same pace.

*Students may not develop skills to the same degree as peers.

*Supports are needed across environments.

REMEMBER

*Accommodations must structure the environment to support success but also to teach strategies to use for life.

*Adults please have appropriate developmental expectations.

*Integrate student strengths: assist the student in identifying their strengths and teach the student how to use their strengths.

If it's not working, ask yourself: <u>Setting (sensory)</u>: Is the room noisy? Is there clutter in his workspace?Seating options

<u>Motor</u>: Is he uncomfortable? Does he need a different place to write? What too are available for the writing process?

<u>Task (organization)</u>: Is the task too big? Do you need to break it down into small chunks?

If it's not working, continued:

- <u>Timing (organization)</u>: Is the wait time too long between directive / writing / reinforcement?
- <u>Directions (language)</u>: Was there too much talking? Does he need a prompt?
- <u>Attention (sensory)</u>: Did you get his attention before giving the task?

