

Setting the Stage for Success: Interventions



16 Cognitive Domains

- Sensory (over or under sensitive)
- Fine Motor
- Gross Motor
- Attention (alertness, sustained, selective, shifting, divided)
- Processing Speed
- Memory (short, long, working)
- Visual-Spatial
- Expressive Language
- Receptive Language



16 Cognitive Domains

- New Learning
- Initiation
- Mental Flexibility
- Reasoning, Problem Solving and Judgment
- Organization
- Planning
- Social Emotional Competency

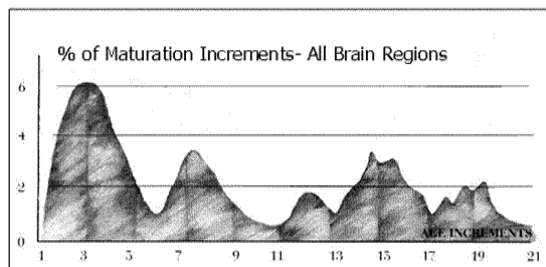


Selecting Interventions

- Work as a team with students, parents, community providers, and school staff
- Consider the specific cognitive areas
- Select interventions that seem to best address child's needs
- Opportunities to learn strategies repeatedly with feedback concerning successfulness

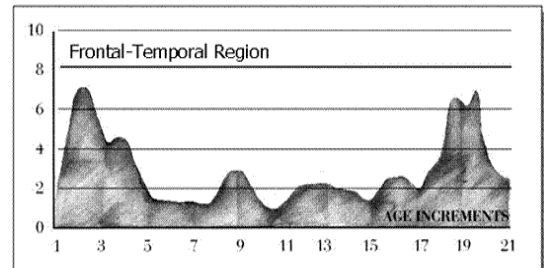


Percent of Maturation Increments-All Brain Regions



Savage, 1999

Brain Maturation Frontal Lobe



Savage, 1999

Initiation Issues



- Difficulties just getting started even if they are really motivated
- Can look lazy, spacey or unmotivated
- Impacts ability to continue with a task even if the demand changes slightly
- May be related to difficulties in planning and determining what step is first

Initiation Issues

- Require constant cueing and reminders even on routine tasks
- Difficulties managing long range projects
- Impact social skills
 - Follower
 - Difficulties initiating relationships and interactions with others
 - Introverted/Passive

Initiation



- Provide assistance getting started
- Have student identify first thing they are going to do and then help them start it
- Jumpstarts-frequent check ins
- Seated next to a positive student with good initiation skills
- Copies of notes and overheads

Initiation

- Break tasks down and provide step by step written directions
- Teach self advocacy- "can you help me get started?"
- Routines in environment
- Work in motor breaks to increase basic energy level
- Social skills-if initiation is interfering

Mental Flexibility-Shift

- Ability to shift from one idea, activity or way of thinking to another
- Being flexible in response to new demands or conditions
- Altering problem solving based on changing conditions
- Difficulties:
 - changing approach to problem solving
 - transitioning from one task to another
 - taking feedback from mistakes

Mental Flexibility Issues

- Rigid concrete thinking
- Perseveration
- Resistant to try new things
- Appear to not learn from their mistakes
- Can appear stubborn and argumentative
- Appear to lack empathy


















Mental Flexibility

- Develop and practice routines
- Plan ahead for changes in routines
- Prepare for transitions
- Do not introduce too much novelty at once
- Allow for previewing of materials
- Evaluate lessons to see if requiring too many cognitive shifts in one assignment
- Break tasks into smaller steps-directions clear and concrete

Daily Schedule

1	arrive at school	7	Journal
2	check in	8	P.E.
3	reading	9	Lunch
4	writing	10	art
5	math	11	extended reading
6	recross	12	bus

	Every 5 hours	25 hours or every session	50 hours or every session	100 hours or every session
 Check oil level.				
 Change oil. Also, replace oil filter, if equipped.				
 Replace foam air cleaner or optional foam pre-cleaner.				
 Replace paper air cleaner.				
 Replace spark plug.				
 Replace in-line fuel filter, if equipped.				

Written Schedule

Time	Where you need to be
7:20	SSR/Advisory Mr. Dean Rm A105 Turn in your homework folder. Need your book to read and planner
8:05	Science Ms. O Room A210 Take your science book, morning binder, and planner
9:10	Social Studies Mr. Smith A215 Take your social studies passport, morning binder, and planner
10:16	Physical Education/Health Ms. Cooper Large Gym Change into your PE clothes. Need your planner
11:00	Lunch Need your planner for your lunch number

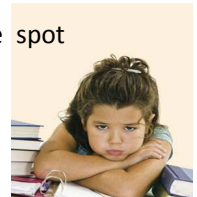
Mental Flexibility

- Teach coping strategies
 - social stories
 - structured social skills groups
 - thought stopping
 - relaxation techniques
- Help them understand strategies for one task or situation might not work for another



Reasoning, Problem Solving and Judgment

- Ability to solve novel and on the spot problems
- Involves
 - Considering all the evidence
 - Considering positive and negative outcomes
 - Including knowledge from past experiences



Reasoning and Judgment Issues

- Concrete thinking
- Struggle with figure of speech, sarcasm, metaphors
- Do not generalize to new settings
- Difficulties learning from experiences
- Frustration
- Do not get big picture
- Argue and can appear oppositional
- Easily upset
- Act without thinking



Reasoning, Problem Solving and Judgment

- Teach a step by step approach to problem solving
 - Identify the problem
 - Consider all the relevant information
 - Develop options-consider positive and negative outcomes of each
 - Create a plan of action
 - Evaluate plan of action



Reasoning, Problem Solving and Judgment

- Teach self monitoring- what else can I do?
- Concrete and concise language
- Behavior and emotional regulation interventions
- Be clear on expectations and consequences of risk taking behaviors
- May have to foster friendships with positive role models

Planning

- Identifying and completing the steps required for task or goal completion
- Also involves:
 - organizing thoughts
 - time management
 - deciding important information to focus on
 - determining the resources needed for successful task completion



Planning Issues

- Rigid thinking
- Struggle with brainstorming
- Multitasking issues
- Difficulties completing assignments and long term projects
- Late and unprepared for class
- Time management issues
- Difficulties making plans with friends



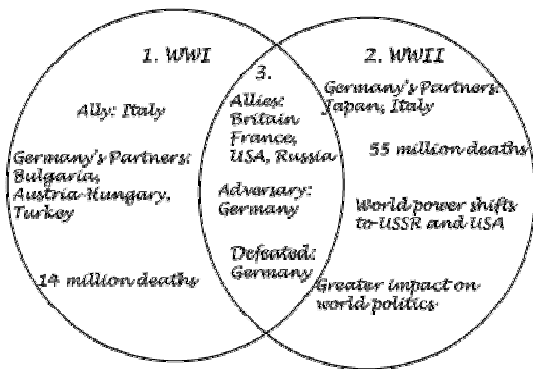
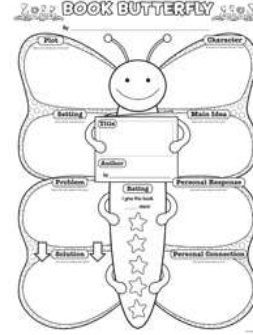
Planning

- Teach Planning
 - Visualize and then verbalize each step
 - What should you do first or What happens next?
 - Long term projects
 - What are the steps?
 - When due?
 - What materials for each step?
 - Write steps on checklist or calendar
 - Evaluate effectiveness of each step

Planning



- Step by step visual directions and instructions
- Break down long term projects
- Provide planning sheets
 - *Executive Skills in Children and Adolescents* (Dawson and Guare)
- Teach graphic organizers and other planning strategies



Planning

- Model your own internal planning process
- Connect new information with what they already know
- Develop and practice schedules and routines
- If not planning social time, may need support

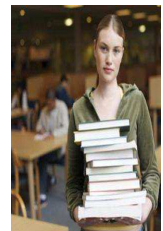


Organization Issues

- Difficulties organizing behavior or thoughts
- Struggles with multitasking
- Follows only one or two steps at a time
- Completes tasks out of order
- Does not do well with independent learning
- Notes and written work sloppy and poorly organized
- Long term projects are an issue
- Not using planner

Organization Issues

- Homework/Classwork incomplete or not turned in
- Difficulties listening to and learning from lectures
- Loses things easily
- Spaces out or day dreams
- Difficulties learning new information
- Appears to have memory issues
- Poor social judgment
- Easily frustrated



Organization



- Help student develop and organize a "Homework Only" folder and check it with him/her at the beginning of each class
- Check student's planner to ensure that they have written their homework completely and accurately. Teachers initial the page so the parents know the planner is correct
- Help student organize notebooks by using dividers, colored folders, portfolios etc.

Organization

- Check-in/check-out system
- Assist student with cleaning out desks/locker on a routine basis
- Locker checklist- pictures/lists of what needed for each class
- Help the student break down long term projects
- Organization Checklists- *Executive Skills in Children and Adolescents* (Dawson and Guare)
- Teach time management skills

Organization

- Copy of guided notes or outlines
- Step by step visual directions at desk
- Teach child to ask "Wh" questions
- Cue child when something is really important and needs their full attention
- Teach child what to expect and appropriate behaviors before enter a setting
- Prepare for changes in routine
- Classroom websites
- Allow student to scan and email assignments to teacher

Name _____

Editor's Checklist

My name and date are on my paper..... ☐

All of my sentences start with a capital letter..... ☐

All of my sentences end with a . ? or ! ☐

I have circled words I am not sure how to spell..... ☐

Spelling Dictionary words are spelled correctly..... ☐

My writing makes sense when I read it out loud..... ☐

I added WOW words to make my writing interesting..... ☐

My sentences sound right when I hear them read..... ☐

I have had at least 3 friends read what I have written..... ☐

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Checklist



	😊	😐	😞
1. I enjoyed writing my story.			
2. My ideas are written after each other.			
3. My readers can identify with my character.			
4. My introduction is exciting and inviting.			
5. My story ends well.			
6. I used some of my senses to write this story.			
7			
8			
9. I used a lot of describing words.			
10. I used interesting verbs.			
11. My sentences begin in different ways.			
12. The meaning of each sentence is clear.			
13. I have used correct punctuation marks.			
14			
15			

Organization at Home

- Extra set of textbooks at home
- Communication notebook between home and school
- Check and organize backpack every night and put by front door
- Routines
- Homework routine
- *Smart But Scattered* (Dawson and Guare)
- *Late Lost and Unprepared* (Cooper-Kahn and Dietzel)

Good Morning

Go Potty

Brush your Teeth

Fix Your Hair

Get Dressed

Eat Breakfast

Good Night

Go Potty

Brush your Teeth

Put Pajamas On

Read Stories

Go Night Night

Adam's Morning Routine

 6:50	 6:51	 6:53
 6:55	 7 to 7:15	 7:20
 7:22	 7:25	 7:45

www.organizingmadefun.com

Week of _____

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Eat Breakfast							
Brush & floss my teeth							
Wash my face							
Brush/comb my hair							
Get dressed							
Make my bed							

Morning Checklist

Bedtime Checklist

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Take bath/shower							
Put on pajamas							
Brush/comb my hair							
Brush & floss my teeth							
Read bedtime story							

Sample Homework Checklist

What I Have To Do	Minutes I Can Earn	Did I Earn Points?				
		Mon	Tues	Wed	Thurs	Fri (opt.)
Layout HW on dining room table when I get home	10 min.	✓	✓			
Do my HW on my own	10 min.	✓	✓	✓		
Show mom my completed HW	10 min.		✓	✓		
Put my HW in the folder in my backpack	10 min.	✓	✓	✓		

• If needed, I can take five-minute breaks between assignments.
 • Mom can give me two reminders or else I lose my minutes of screen time for that "to do" task.
 • My earned time starts at 7pm. If I don't turn off the screen by 7:40pm, I will lose 10 minutes the following day.

Signed by _____ and _____

CONCENTRATION/ATTENTION

- Provide the individual with an uncluttered environment
- Eliminate as many auditory and visual distractions as possible
- Eliminate as many interruptions as possible
- Make sure have students attention before giving directions
- Assign tasks that do not require a lot of divided attention
- Break task down into manageable steps based on the individual's attention span

Concentration/Attention

- Specifically teach and practice what paying attention looks like
- Provide the individual with clear expectations for what he/she is supposed to accomplish during the activity time
- Verbal and visual cues-visual cuing system (stoplight, sticky notes, etc.)
- I-Pad/Pod- Interval Minder



Concentration/Attention

- Experiment with use of timers
- Teach self-monitoring strategies and focusing strategies
- Completion checklists
- Alert Program:
How Does Your Engine Run?



Social Emotional Competency

- The awareness of social issues and one's emotional status
 - Behavioral Self-Regulation
 - Emotional Control
 - Self-Monitoring
 - Impulse Control



Social Emotional Issues

- Emotions are overwhelming
- Behavior can quickly become aggressive, out of control or dangerous
- Easily upset over small things
- Emotions out of proportion to the situation
- Demanding attention seeking



Social Emotional Issues

- Struggles with understanding point of view of others
- Blames others for their issues
- Inability to correct behavior after feedback
- Says or does first thing that comes to mind
- Takes dangerous risks

Behavioral Interventions

- Environment, Environment, Environment!!!!
 - Clear structure, routines and expectations
 - Consider stimulation of environment
 - Set up boundaries within the environment
- Know Your ABCs
 - **Antecedents:** the events, actions, conditions, and environments that come before behavior
 - **Behavior:** can be desirable and appropriate, or problematic
 - **Consequences:** can also be positive or negative



Behavior Interventions

- Warn and prepare for transitions or changes in routine (e.g. getting ready for bed, changing activities, ending play time)
 - Combine verbal and visual cues to warn that something is going to end
 - Give 5 minute warning and set timer
 - Give periodic update of how many minutes within the 5 minutes
 - Warn them that time is almost over and need to finish last small step

Behavior Interventions

- Let child know what you want them to do
 - Limit the “no”, “stop” and “don’t” for bigger issues
 - Verbal, visual and physical (when needed) prompting
- Discuss and practice appropriate behaviors before entering unfamiliar or challenging situations
- Help child with knowing what to do with unstructured times

Behavior Interventions

- Be aware of when child is starting to escalate or is getting overwhelmed and intervene
- Focus on the positives-praise and reinforce when appropriately using skills and following requests
- Do not engage in power struggles over little things
- Physical proximity



Instructions and Directions

- Get the student’s attention
- Tell, don’t ask
- Give concrete and specific directions
- Keep the direction positive
- Keep it simple/fewer is better
- Minimize verbalizations and explanations



When Issues Arise

- Allow cool down time
- Help student identify why they are upset
- Help identify possible solutions
- Teach positive ways to express and deal with feelings
- Identify contact person student can go to for emotional support

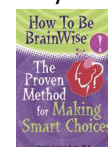
Teaching Play and Behavior Control

- Use social stories with characters displaying behaviors you are targeting
- Teach, model and practice appropriate skills through play and multisensory learning
- Incredible Years (teaching emotional control and social skills)
<http://70.40.220.26/programs/child/classroom-curriculum/>

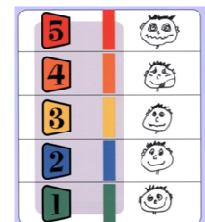
Teaching Executive Functioning Social Skills

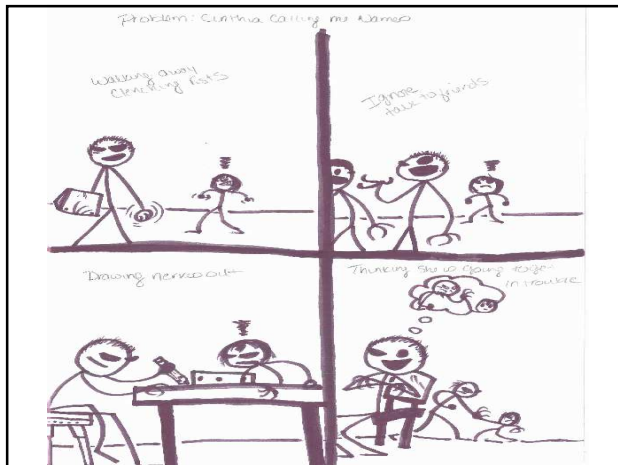
- BrainWise- 10 Wise Ways to Stop and Think

- Superflex



- The Incredible 5 Point Scale





Appendix

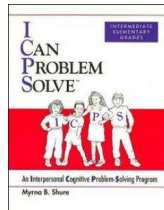
Name: Nick My How to be a Scale

Rating	Looks like	Feels like	I can try to
4	Hitting or kicking	a gun shot	ask for help
3	yelling	blowing up my temper	get mis Crayford
2	crying	a waterfall	deep breath
1	ignore them	ahhoxed	deep breath
0	Batman	fun	Be your self

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School Wide Programs

- I Can Problem Solve



- Second STEP



Fundamental Processes

Processing Speed

Fundamental Processes

Processing Speed: How quickly information is received, processed, and/or outputted.

- A common consequence of a brain injury is the slowing of information processing. Slowed information processing impacts a person's ability to think efficiently and may hinder the effectiveness of other abilities such as memory. Although there are different reasons for slowed processing after an injury, one major reason is that the "wires" of the brain (neurons) can no longer communicate with each other efficiently.
- Another reason for slowed processing speed is that the brain might have to re-route signals around the damaged area (takes longer).

Fundamental Processes

Sensory Motor

Fundamental Processes

Sensory Processing: Perceiving and responding to what is seen, heard, smelled, tasted, felt and touched.

- Generally speaking, the parietal lobe of the brain (top brain area) processes most sensory information and integrates it to construct a picture of one's environment. Damage to the parietal lobe may interfere with body awareness, cause attention problems, and degrade the accurate processing of auditory, olfactory, taste, tactile, and visual information.
- Fine Motor: Involves the use of small muscles of the hands to make smooth, coordinated or fine motions.
- Gross Motor: Involves the coordinated use of the large muscles of the body.
- "Not comfortable in my skin"

Intermediate Processes

Learning Processes

Intermediate Processes

New Learning: The ability to learn new concepts and information.

- Receiving and processing new information to create learning is a remarkably complex neurological phenomenon. A novel academic task requires several brain areas working in concert to produce understanding. Once new information is processed, the new information is sent to other areas of the brain so the information can be comprehended on a deeper level.
- The inability to benefit from new learning, and to build on that learning – especially in social situations and behaviorally.

Intermediate
Processes

Visual Spatial Processes

Intermediate
Processes

Visual-Spatial: *The ability to generate, retain, retrieve and transform well-structured visual images.*

- Visual-spatial processes are largely associated with the occipital lobe of the brain, which is located at the back of the brain. When visual information is processed in the occipital lobe, it divides the information and sends it to the lower left part of the brain (temporal lobe) or to an upper part of the brain called the parietal lobe. Damage to the back and left side of the brain can degrade a person's ability to process images of known objects. Injury to the back to upper regions of the brain may cause problems with spatial and location tasks.
- Inability to recognize social cues.

Intermediate
Processes

Language Processes

Intermediate
Processes

Language-Receptive: The ability to understand language.

- Understanding spoken language is typically associated with the left hemisphere of the brain. Young children typically understand what is told to them (receptive language) before they can express themselves, but damage to the left side of the brain hinders their ability to understand language.

Language-Expressive: The ability to express one's thoughts and feelings into words and sentences.

- The ability to speak logically and express oneself using language involves the left hemisphere of the brain.

Social Pragmatics: Pragmatics are the verbal and nonverbal rules of social language and interactions

Website Resources

www.cde.state.co.us/HealthAndWellness/BrainInjury.htm

<http://www.cokidswithbraininjury.com/>

<http://www.oneplaceforspecialneeds.com/>

www.projectlearnnet.org

http://www.brainline.org/landing_pages/features/blkids.html

Resources

- Executive Skills In Children and Adolescents: A Practical Guide to Assessment and Intervention (2010) Dawson and Guare
- Executive Function in Education: From Theory to Practice (2007) Meltzer
- Late, Lost and Unprepared: A Parents Guide to Helping Children with Executive Functioning (2008) Cooper-Kahn and Dietzel
- Promoting Executive Function in the Classroom (2010) Meltzer
- Smart but Scattered (2009) Dawson and Guare