

PLAN, ORGANIZE AND FOLLOW THROUGH!

A parent's guide to fostering executive functioning skills.

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AGENDA

Today's session will include the following:

1

Review of
RethinkCare

2

What are executive
functioning skills?

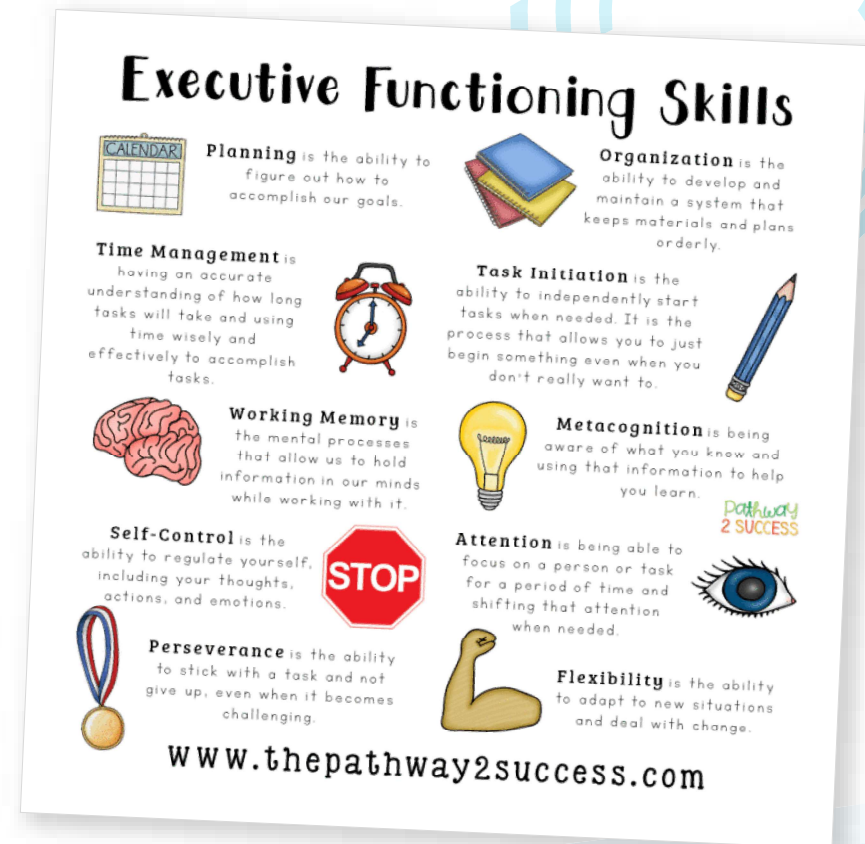
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How to understand
and teach:

- Organization
- Time management/
Planning
- Paying attention/
Staying on task
- Independence
- Coping/Self-regulation

EXECUTIVE FUNCTIONING SKILLS

The executive functions are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation.

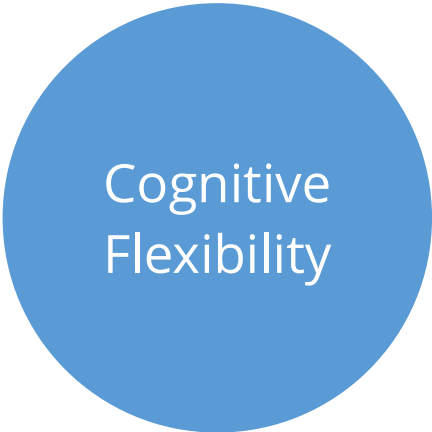


EXECUTIVE FUNCTIONING SKILLS

Three main areas:



Working
Memory



Cognitive
Flexibility



Inhibitory
Control

EXECUTIVE FUNCTIONING SKILLS

Organization



Time Management
and Planning



Paying Attention and
Staying on Task



Independence



Coping and
Self Regulation



ORGANIZATION

Where might we see challenges?

- Getting ready on time
- Completing tasks
- Keeping areas neat
- Putting items in the appropriate place
- Doing more than one thing at a time
- Telling a story in a logical way



ORGANIZATION

Ways to teach this skill: Visual Support



BEDROOM-CLEANING CHECKLIST		
Task	Number of reminders Tally marks (// // //)	Done (✓)
Put dirty clothes in laundry		
Put clean clothes in dresser/closet		
Put toys away (toy shelves, toy box)		
Put books on bookshelves		
Tidy desk		
Throw away trash		
Return things to other rooms (e.g., dishes, cups, towels, sports stuff)		
Other:		
Other:		

From Smart but Scattered by Peg Dawson and Richard Guare. Copyright 2009 by The Guilford Press.

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ORGANIZATION

Ways to teach this skill: Visual Support



ORGANIZATION

Ways to teach this skill:



Develop a system
with your child

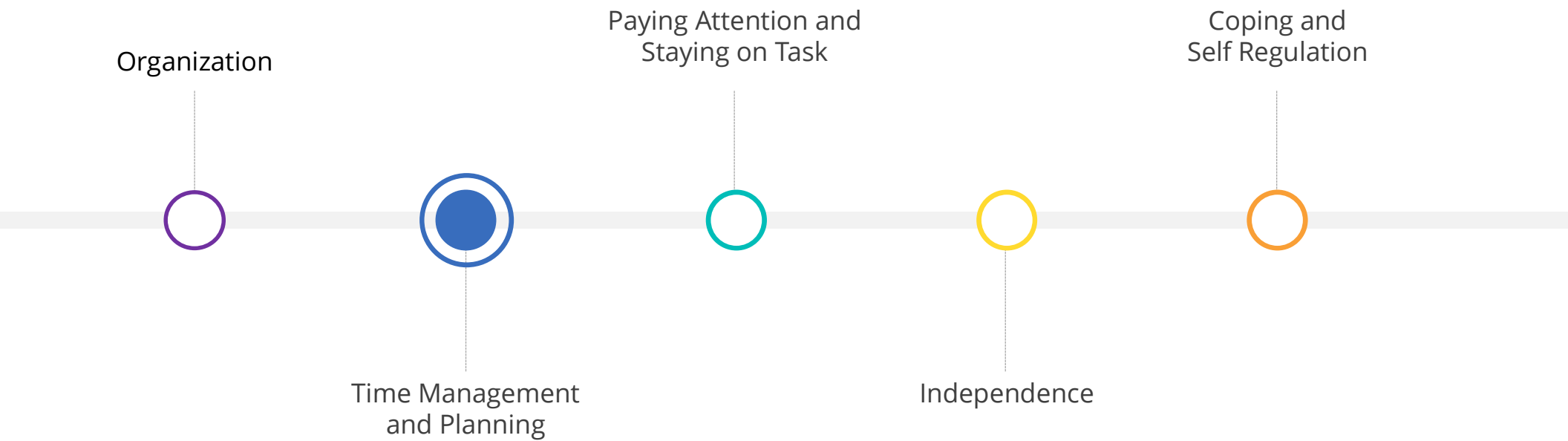


Supervision



Model desired behaviors

EXECUTIVE FUNCTIONING SKILLS



TIME MANAGEMENT AND PLANNING

Where might we see challenges?

- Completing all assignments
- Giving enough time for assignments
- Correctly prioritizing play vs. task

Name: _____ Date Completed: _____

Planning Out My Time





Subject	Assignment	Due Date	Time Needed	Plan for Starting	Done	Reflections/ What Did I Learn?
					<input type="checkbox"/>	
					<input type="checkbox"/>	
					<input type="checkbox"/>	
					<input type="checkbox"/>	
					<input type="checkbox"/>	
					<input type="checkbox"/>	
					<input type="checkbox"/>	

TIME MANAGEMENT AND PLANNING

Ways to teach this skill:

Time Detective

- Estimating
- Planning
- Prioritizing

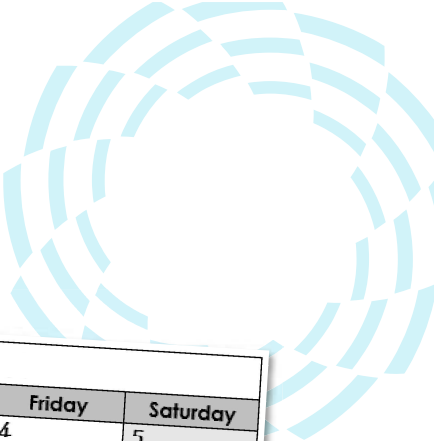
TIME DETECTIVE				
ACTIVITY	ESTIMATED TIME <i>How long do you think it will take?</i>	ACTUAL TIME <i>How long did it take?</i>		
Get dressed				
Read one chapter				
Get ready for bed				
Pack lunch				
Travel to school				



TIME MANAGEMENT AND PLANNING

Ways to teach this skill:

- Discuss barriers
- Personal calendar
- Break long-term assignments into smaller achievable assignments
- Build-in extra time

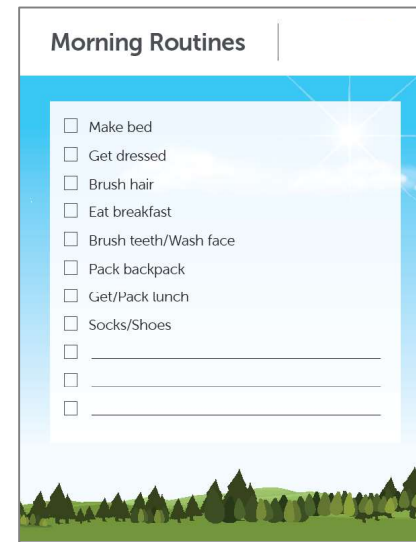
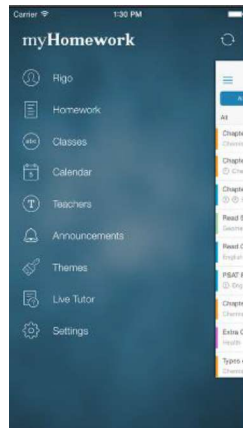


John's Calendar - January

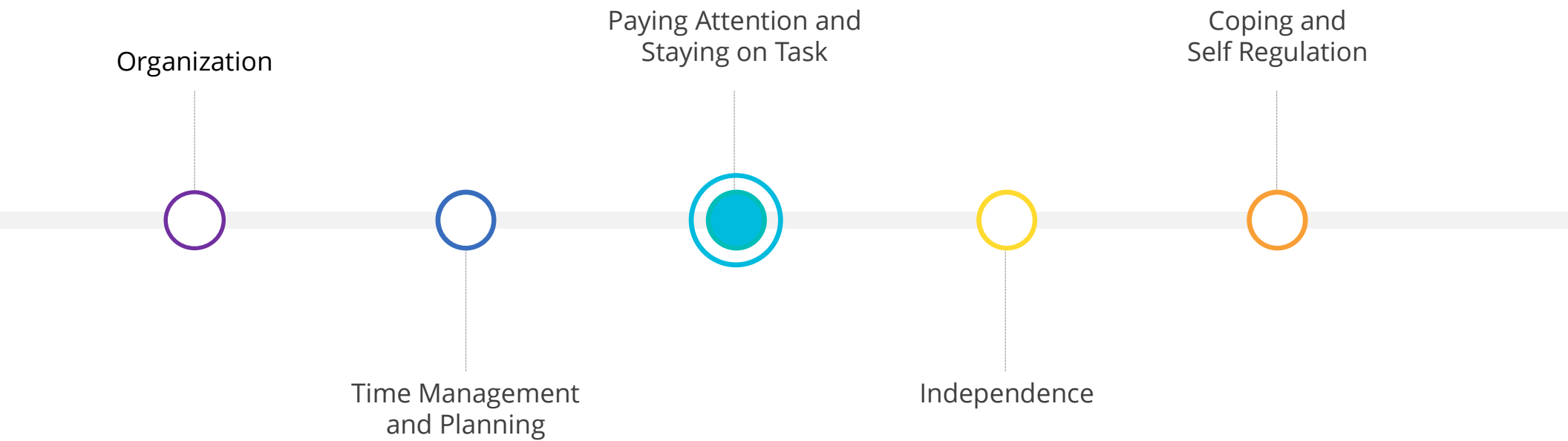
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Science project - Section 1 5:00-6:00 PM	2	3 Baseball Practice 4:00-5:00	4 Science project - Section 1 5:00-6:00 PM	5
6	7 Study for Spelling 6:00 PM	8	9 Study for Spelling 6:00 PM	10 Baseball Practice 4:00-5:00	11 Spelling Test	12 Science project - Section 2 2:00-4:00 PM
13	14 Science project - Section 2 5:00-6:00 PM	15	16	17 Baseball Practice 4:00-5:00	18	19
20 Science project - Section 3 5:00-6:00 PM	21	22	23 Science project - Section 3 5:00-6:00 PM	24 Baseball Practice 4:00-5:00	25 School Party 6:00-8:00	26 Baseball Game 10:00 AM
27	28 Science project - Section 3 5:00-6:00 PM	29 Extra Science time 5:00 PM	30	31 Science Project Due Baseball Practice 4:00-5:00		

TIME MANAGEMENT AND PLANNING

- Checklist for routines (vary when needed)
- Timer to depict elapsed time
- Maintain a predictable daily routine
- Leverage technology
 - myHomework App
 - Brili app for kids



EXECUTIVE FUNCTIONING SKILLS



PAYING ATTENTION AND STAYING ON TASK

Where might we see challenges?

- Getting things done — Working memory
- Taking initiative — Fear of past failures
- Lack of interest — Legos are more exciting



PAYING ATTENTION AND STAYING ON TASK

What to expect

Ages
2-5

5 minute chore
Sitting for
15-20 minutes

Ages
6-8

15-20
minute chore
Attending/
Assignments for
20-30 minutes

Ages
9-11

30-60
minute chore
Attending/
Assignments/
Sports for 30-60
minutes

Ages
12-14

2 hour chore with
breaks
Attending/
Assignments/
Sports for 60-90
minutes

Ages
15+

Chores (any given
amount of time)
Can determine the
length of time for
homework
assignment and
designate the time
to do so

Source: Smart but scattered by Peg Dawson, EdD and Richard Guare, PhD

PAYING ATTENTION AND STAYING ON TASK

Age appropriate chores

Ages 2–3

- Pick up toys and books
- Put trash in garbage can
- Put laundry in hamper
- Dust
- Put away silverware
- Wipe baseboards
- Fold rags and dishcloths
- Put clothes away in drawers

Ages 4–6

- All previous chores
- Take care of pets
- Set and clear table
- Match socks
- Putting away groceries
- Make bed
- Wipe down dirty walls
- Empty trash
- Sweep with small broom

Ages 7–11

- All previous chores
- Fold laundry
- Vacuum
- Wash mirrors
- Meal prep
- Take trash to curb
- Weed flowers/garden
- Clean out the car
- Clean toilets
- Clean room
- Bring in mail/newspaper

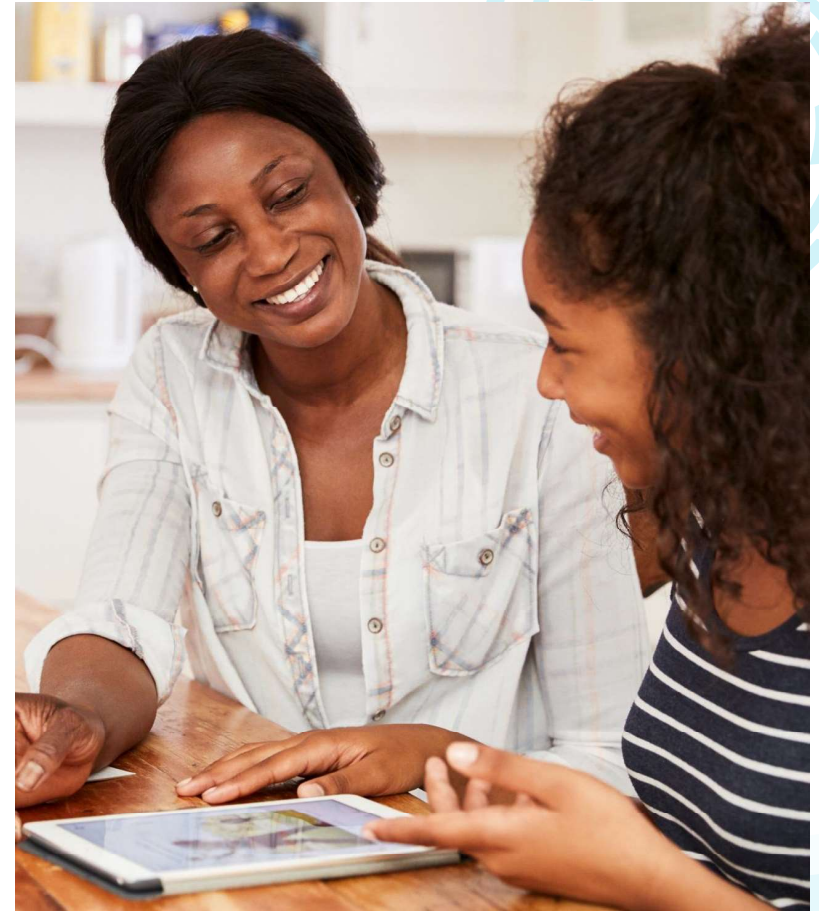
Ages 12+

- All previous chores
- Mow lawn
- Babysit siblings
- Wash windows
- Iron
- Wash car
- Cook simple meals
- Laundry
- Mop floors
- Clean bathroom
- Clean out fridge

PAYING ATTENTION AND STAYING ON TASK

Ways to teach this skill:

- Acknowledge the challenge
- Ask if you can help get started
- Help create the timeline for tasks/deadlines
- Provide an incentive when there isn't a natural one

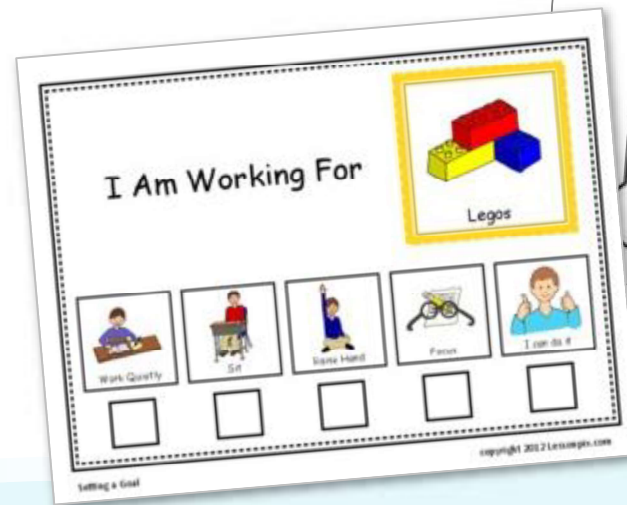
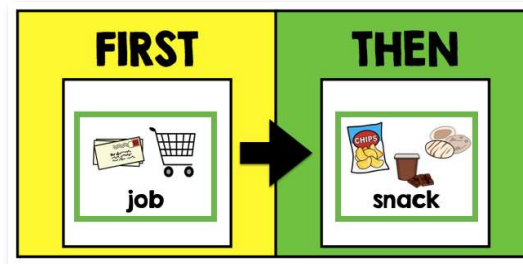


PAYING ATTENTION AND STAYING ON TASK

Ways to teach this skill:

Younger Kids

- First/Then charts
- Use a reward system
Token board or point system
- Praise what you want to see continue

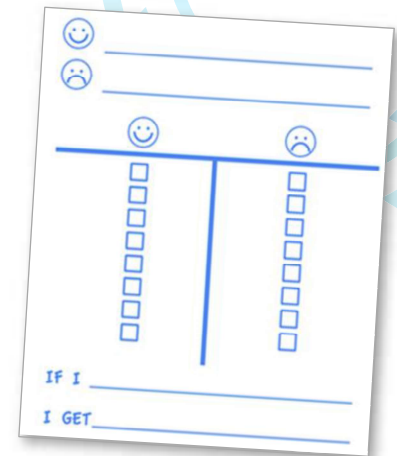


PAYING ATTENTION AND STAYING ON TASK

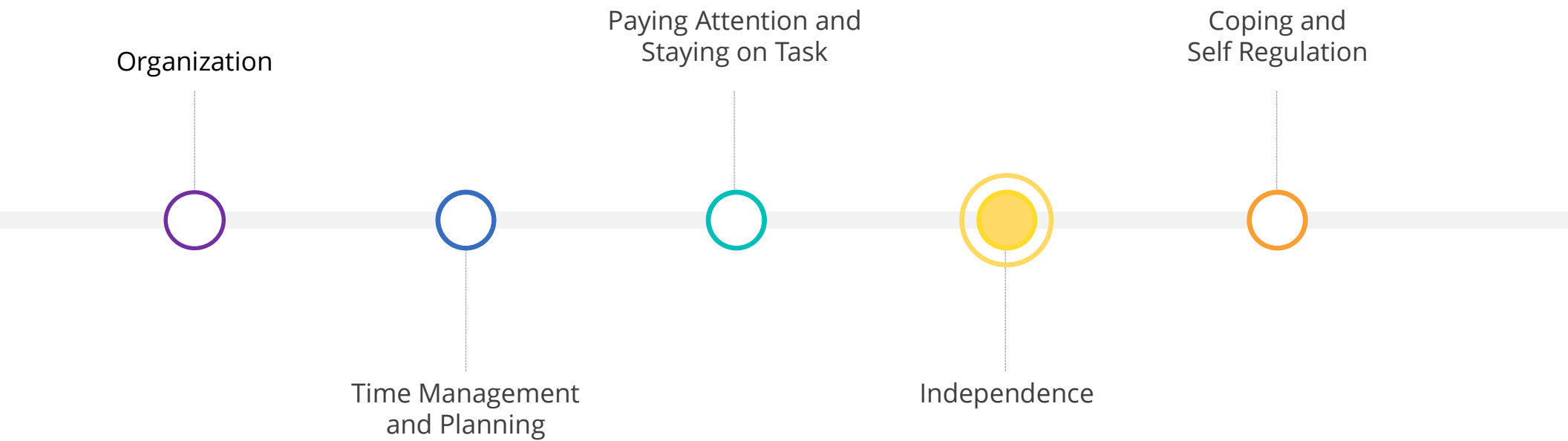
Ways to teach this skill:

Older Kids

- Provide supervision
- Visual cues
- Self-monitoring



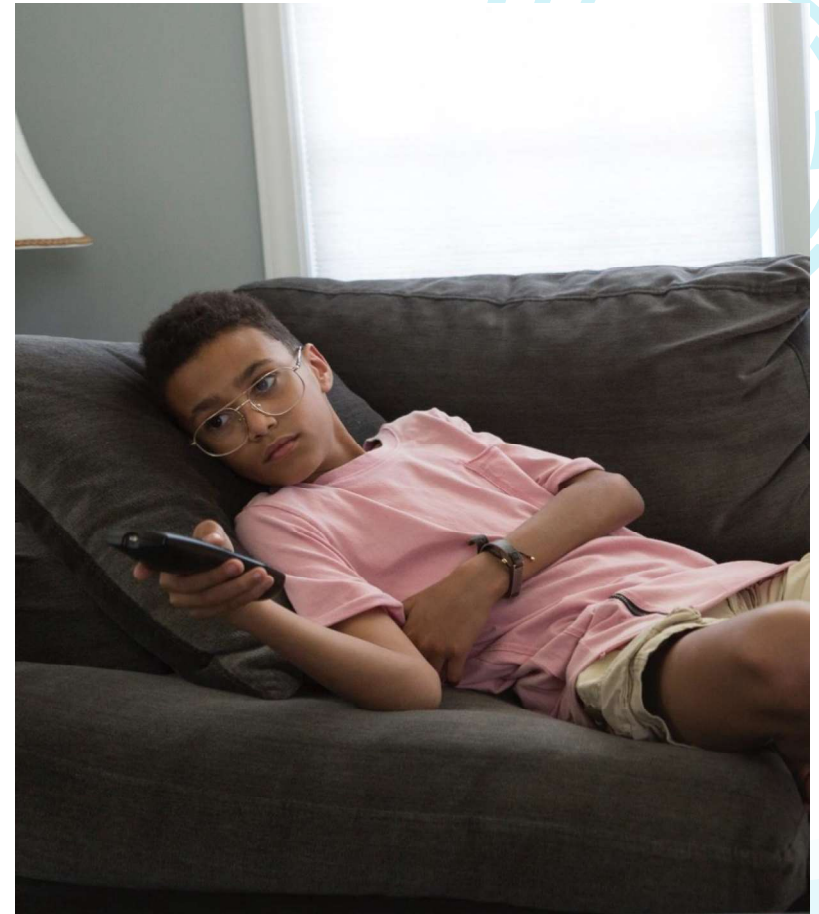
EXECUTIVE FUNCTIONING SKILLS



INDEPENDENCE

Where might we see challenges?

- Initiating and completing tasks
- Being trusted to get it done
- Building and maintaining confidence
- Taking on more responsibility



INDEPENDENCE

Ways to teach this skill:

- Create a time check-in/reward system
- Help your child make a plan
- Break big tasks into smaller, more manageable tasks
- Help your child set goals

My goal this month	My goal this month	My goal this month
Keep track of my things. <ul style="list-style-type: none"><input type="checkbox"/> Put my things away in their proper spot after school instead of just laying them down somewhere.<input type="checkbox"/> Put my things away the minute I'm finished using them.<input type="checkbox"/> Empty my pockets before getting ready for bed and put things in their proper spot.<input type="checkbox"/> Make sure the things I need for school (permission slips, lunch money, homework) are in my backpack and ready to go for the morning.<input type="checkbox"/> Mark off on my calendar every day I haven't misplaced anything.	Organize my room and do a weekly spot check. <ul style="list-style-type: none"><input type="checkbox"/> Make a list of what I keep in my room, and decide where each item should go (shelf, dresser, closet, desk, night table).<input type="checkbox"/> Write each item on a sticky note and put the notes where each item belongs.<input type="checkbox"/> Go around the room with a trash can and throw out any garbage.<input type="checkbox"/> Get everything off my floor and put it on my bed. Sort the items into groups.<input type="checkbox"/> Put dirty clothes in the laundry hamper and fold the clean clothes.<input type="checkbox"/> Put all the items where they belong.<input type="checkbox"/> Find containers to hold smaller items.<input type="checkbox"/> Mark off on my calendar when I've organized my room, and every week my room stays organized.	Prepare for school the next day. <ul style="list-style-type: none"><input type="checkbox"/> Check that my homework is done and put into the proper folder.<input type="checkbox"/> Make sure everything I need for tomorrow is in my backpack (books, folders, gym clothes).<input type="checkbox"/> Put my backpack and anything that's going to school in a regular spot by the door.<input type="checkbox"/> Check the weather and make sure my coat, hat and mittens, or umbrella are near the door, ready to go.<input type="checkbox"/> Pick out clothes for the next day and lay them out.<input type="checkbox"/> Set a double alarm to make sure I get up in time.<input type="checkbox"/> Put a to-go breakfast (like a breakfast bar) on the kitchen counter in case I'm running late.<input type="checkbox"/> Mark off on my calendar every night I've prepared for the next school day.

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INDEPENDENCE

Ways to teach this skill:

- Identify opportunities for independence
- Identify barriers to independence
- Praise task initiation, not perfection

Cell phone contract for older kids

This contract between _____ and _____ begins on _____. We'll look at it every _____ weeks to see how it's going.

Kid section

I agree that the following are concerns when I use my phone (check all that apply):

<input type="checkbox"/> Thinking before acting	<input type="checkbox"/> Managing my time
<input type="checkbox"/> Coping with distractions	<input type="checkbox"/> Being accountable for my actions

I agree that having a phone is a privilege and a responsibility.
I agree to the following for the period of this contract (check all that apply):

Thinking before acting

- ☐ Avoid risk by not posting inappropriate pictures or videos.
- ☐ Act as though everything I share, text, or post will be read by you.
- ☐ Use my phone to communicate only with people I know and trust, and let you know if exceptions come up.
- ☐ Lend my phone only to people I know and trust and only within my sight.

Managing my time


- ☐ Respect that between _____ and _____ are phone-free hours.
- ☐ Keep track of and respect the limits on my phone's plan (minutes, texts, and data).
- ☐ Leave my phone in the _____ for charging during homework time and when I go to bed.

Coping with distractions

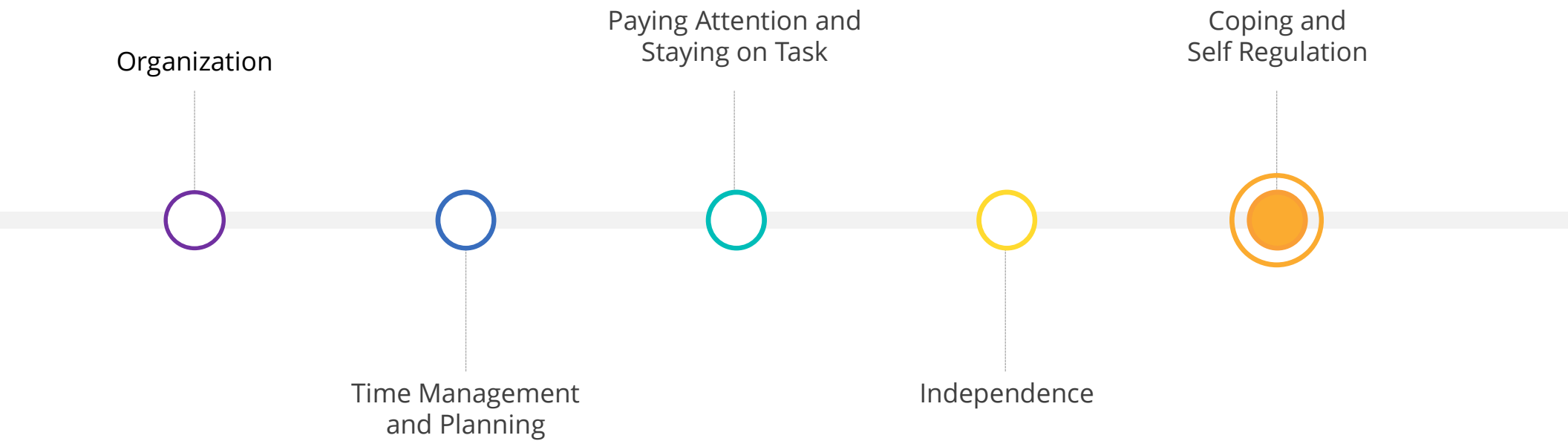
- ☐ Designate a spot for my phone in my backpack or bag.
- ☐ Put my phone away during class and at family mealtimes.
- ☐ Never text or make phone calls when driving.

Being accountable for my actions

- ☐ Give you my password(s) and know you'll be doing random checks.
- ☐ Keep my phone charged and answer when you call.
- ☐ Spend a maximum of \$ _____ on apps per month and pay any overages.
- ☐ Replace my phone at my own expense if I break it or lose it.

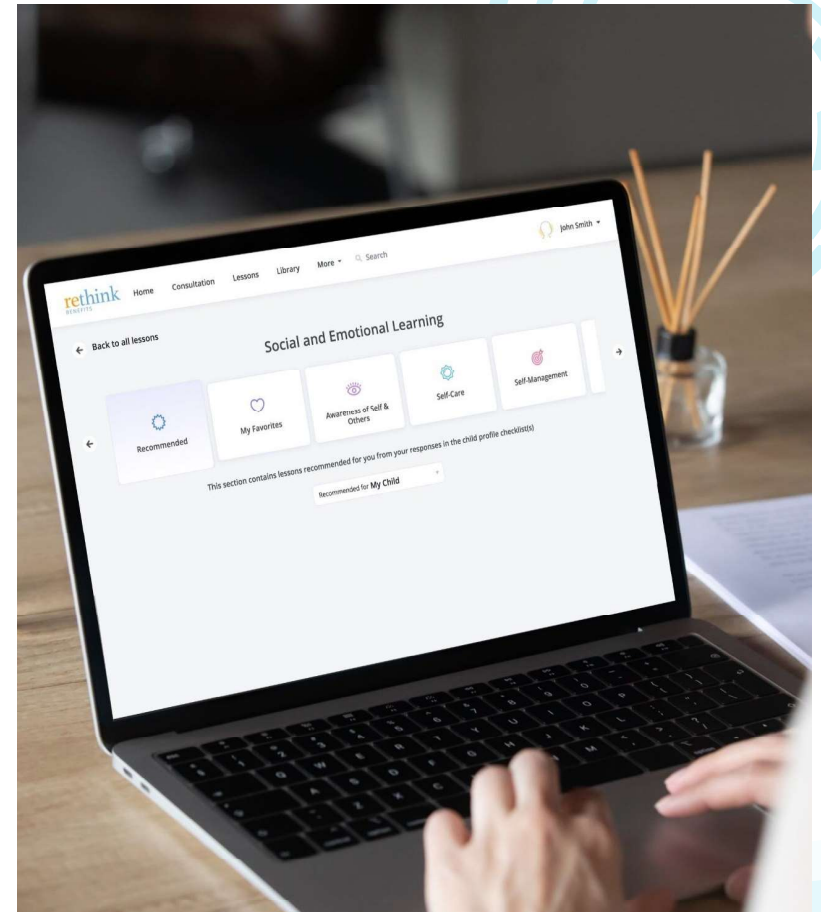
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EXECUTIVE FUNCTIONING SKILLS



COPING AND SELF- REGULATION

- Manage challenging tasks
- Control impulses
- Be flexible



COPING AND SELF-REGULATION

Where might we see challenges?

- Maintaining relationships
- Calming down appropriately
- Accepting feedback
- Managing challenging tasks
- Controlling impulses
- Being flexible



COPING AND SELF-REGULATION

Ways to teach this skill:

STEP ONE

- Name those feelings
- Create a visual to help your child "see" it

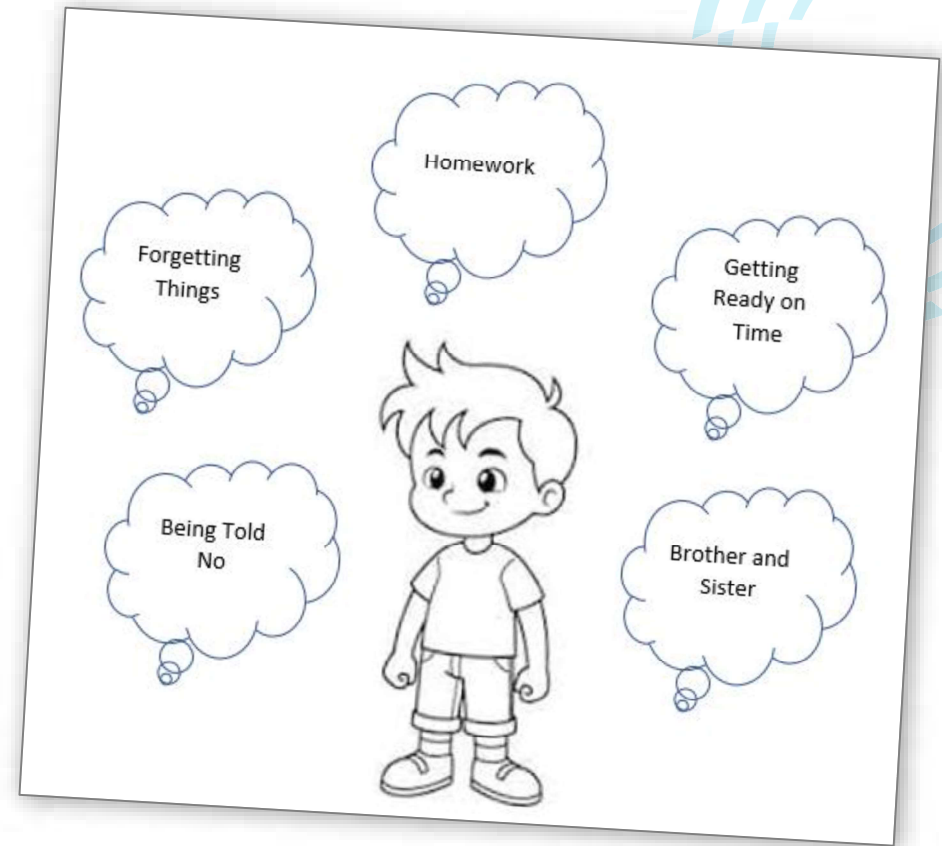


COPING AND SELF-REGULATION

Ways to teach this skill:

STEP TWO

- What makes me upset?
- Identify common triggers



COPING AND SELF-REGULATION

Ways to teach this skill:

STEP THREE

Draw or
journal

Play with a pet

Listen to music

Go for a walk

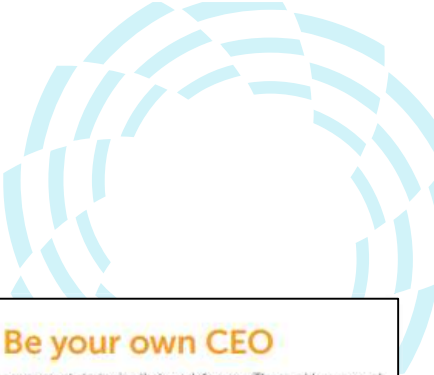
Take a deep
breath

Talk it out

Exercise

Singing and
dancing

Go somewhere
quiet



Be your own CEO

Check the self-management strategies that work for you. Then, add your own!

PHYSICAL STRATEGIES	QUIET STRATEGIES	SOCIAL STRATEGIES
<input type="checkbox"/> Work out	<input type="checkbox"/> Take deep breaths	<input type="checkbox"/> Talk to a friend
<input type="checkbox"/> Go for a walk or run	<input type="checkbox"/> Read	<input type="checkbox"/> Laugh
<input type="checkbox"/> Dance	<input type="checkbox"/> Take a hot bath or shower	<input type="checkbox"/> Play with pet
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

ARTISTIC STRATEGIES	THINKING STRATEGIES	VALUE STRATEGIES
<input type="checkbox"/> Write in journal	<input type="checkbox"/> Change feelings, thoughts and behaviors	<input type="checkbox"/> Think about your values
<input type="checkbox"/> Play music	<input type="checkbox"/> Stop stinking thinking	<input type="checkbox"/> Do something you value
<input type="checkbox"/> Draw or paint	<input type="checkbox"/> Make a list	<input type="checkbox"/> Affirm your strengths
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

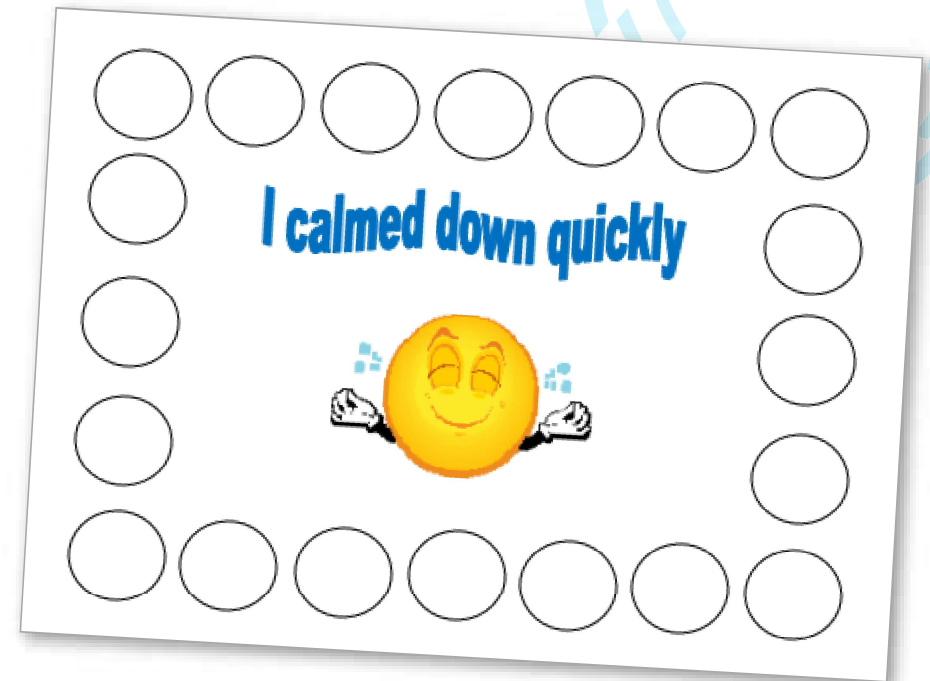
USE 'EM!
Write your favorite self-management strategies on sticky-notes and post them in places where you will see them (bathroom mirror, planner, car dashboard, inside a textbook, etc.)

COPING AND SELF-REGULATION

Ways to teach this skill:

STEP FOUR

- Introduce an incentive or self-monitoring plan for staying calm
- Keep in mind your reactions may determine theirs



RESOURCES

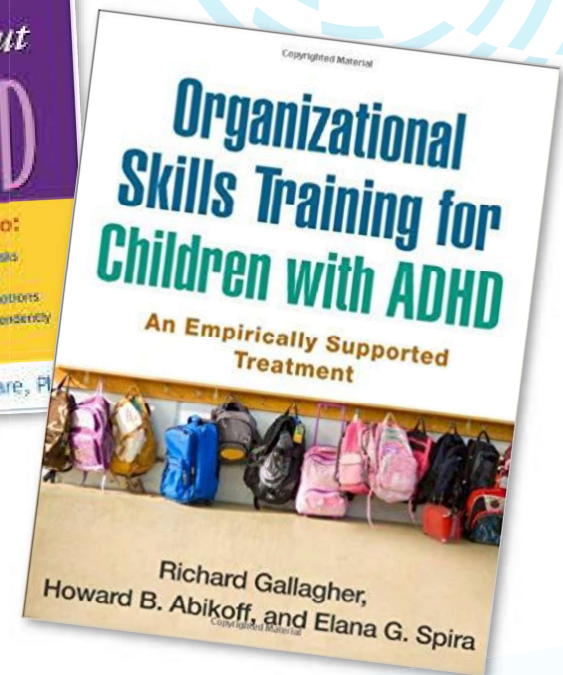
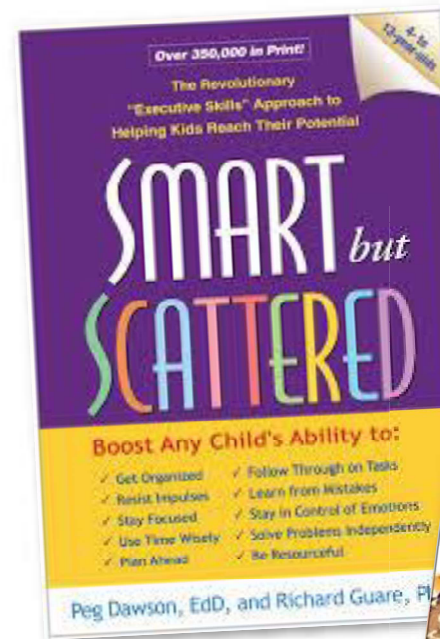
Helpful books

- Smart but Scattered by Peg Dawson & Richard Guare
- Organizational Skills Training for Children with ADHD by Howard B. Abikoff & Elana G. Spira
- The Incredible 5 Point Scale by Carrie Dunn Buron and Mitzi Curtis
- Helping Kids and Teens with ADHD in School by Joanne Steer and Kate Horstmann

Helpful sites

Understood.org

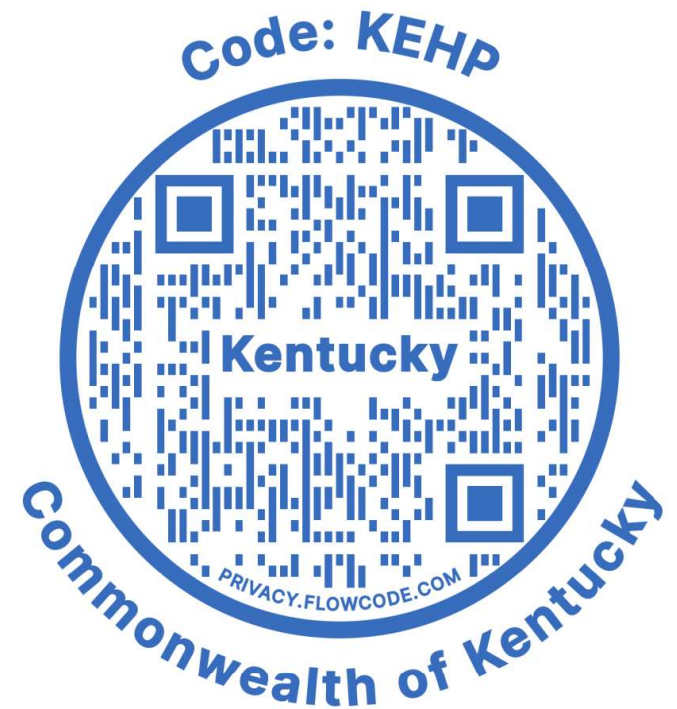
Parenttoolkit.com



How to Get Started

1. Enroll at connect.rethinkcare.com/sponsor/kehpc with code **KEHP**
2. Download the RethinkCare app from the **Google Play Store** or **App Store** and enter login credentials
3. Start learning or schedule a consultation via desktop or mobile app

Questions? Contact us at support@rethinkcare.com



THANK YOU

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