



A review of tips and strategies to promote organizational success for students with ADHD and Executive Functioning Deficits

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UF Health Neurodevelopmental Pediatrics and Autism Center
Florida Diagnostic and Learning Resources System - Multidisciplinary Center (MDC)
Presented March 3, 2020 St. Johns County Parent Advisory Meeting



UF Health Neurodevelopmental Pediatrics & Autism Center Programs

Insurance-Based Clinics		Self-Pay Clinic
Neurodevelopmental Pediatrics	Neurology	Pediatric Assessment and Intervention Program
Dr. David Childers, Jr. Dr. Rohan Dial	Dr. Carmela Tardo	Marlena Jenkins – Lead
Jeannie Potthast - Administrator Karen Mullin – Clinical Office Manager	Jeannie Potthast – Administrator Karen Mullin – Clinical Office Manager	Jeannie Potthast – Administrator Karen Mullin – Clinical Office Manager
<p>Neurodevelopmental/ Developmental Evaluations</p> <p>This division brings together various specialists to work with children at risk for learning, behavioral or developmental delays. They serve children with a variety of disorders, ranging from developmental delays that may be overcome with early care and treatment to lifelong conditions that may be alleviated with ongoing support and appropriate care regimens.</p>	<p>Child Neurology</p> <p>Our child neurology services include Cerebral Palsy; Neurodegenerative conditions; Neuromuscular conditions; Hypotonia; Premature follow-up; Autistic Disorders; Developmental Delays; Headaches and Movement Disorders</p>	<p>Educational, Academic Assessment and Consultation</p> <p>Food Over-Selectivity Clinic</p> <p>Targeted Parent Training</p> <p>Behavior Boot camp</p> <p>Study and Organizational Strategies</p> <p>Theme-based social skills groups</p> <p>PEERS Social Skills Group</p> <p>Too SCARED To Try</p>

UF Health Neurodevelopmental Pediatrics & Autism Center Programs

Grant-Funded Programs

Center for Autism and Related Disabilities (CARD)

Elise Summa – Lead
 Jeannie Potthast – Asst. Director
 Dr. David Childers, Jr. – Executive Director
 Dr. Maria Tapia, PhD. – Licensed Clinical Psychologist

Karen Mullin – Clinical Office Manager

Works with children and adults with an autism spectrum disorder, dual sensory impairment or sensory impairment combined with another disabling condition.

Parent/Caregiver Consultations

Family Support: counseling, support groups and Sibshops.

Teacher consultations and trainings.

Technical Assistance for functional behavioral assessment and behavior support plans.

Public Awareness Events

Annual Statewide Conference

Serving families in Duval, Clay, St. Johns, Nassau, Baker and Flagler counties.

Florida Diagnostic Learning and Resource System Multidisciplinary Center (FDLRS-MDC)

Marlena Jenkins – Lead
 Jeannie Potthast – Asst. Director
 Dr. David Childers, Jr. – Executive Director
 Dr. Valerie Buckley, Meghan Ambrose – School Psychologists

Karen Mullin – Clinical Office Manager

Psychoeducational, psychological, speech and/or language, and neurodevelopmental evaluations for children 3 to 22 years, providing they are still in high school, who are struggling in school due to complicated medical, behavioral, developmental and/or social histories.

Feedback session and report detailing findings, including and diagnoses made.

Consultations with families to assist in planning for your child's educational and psychological needs.

Sibling Support Groups.

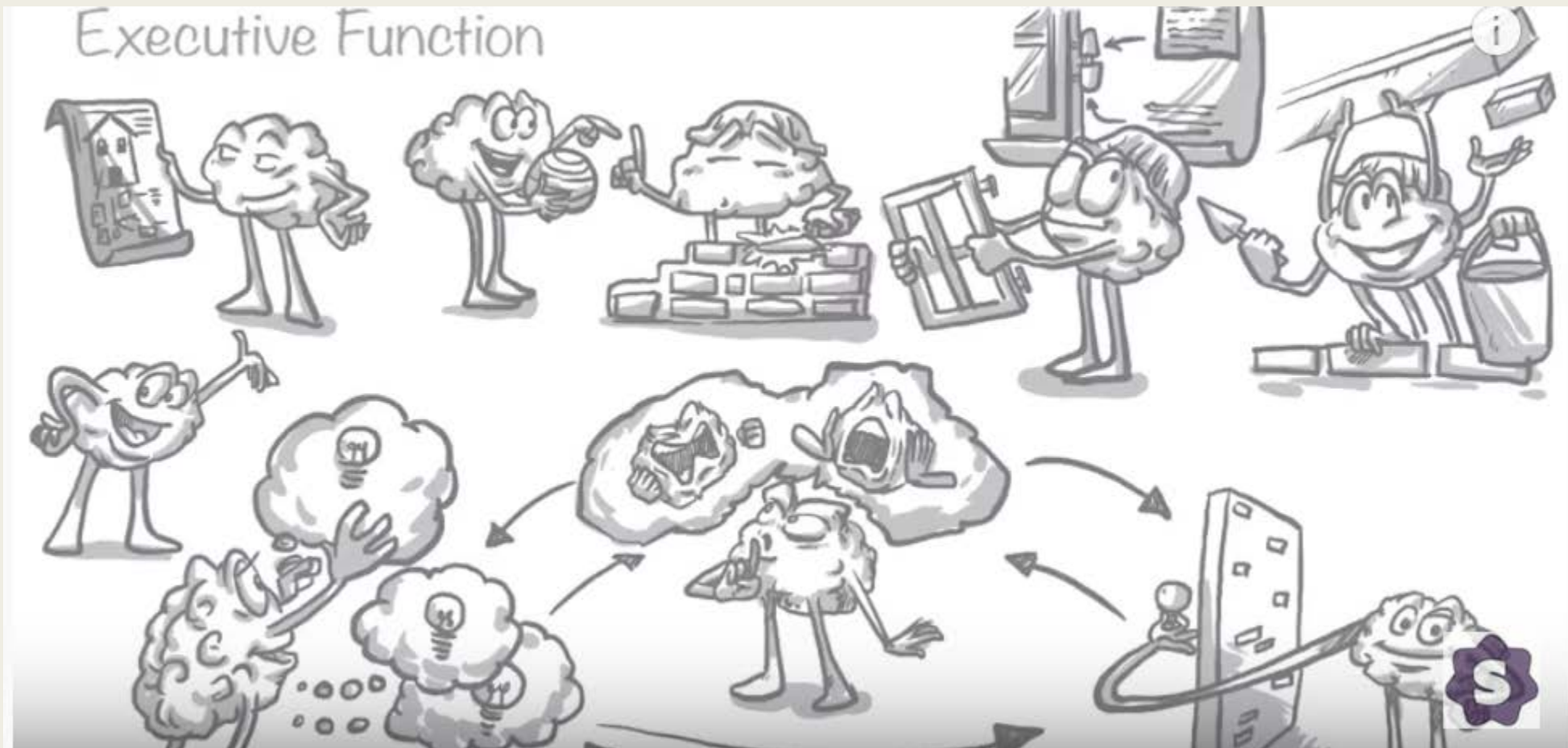
Educational consultation and support services, including collaboration with school personnel to facilitate provision of intervention services.

Trainings for teachers, students, family and other professionals.

Public Awareness Events

Serving families in Duval, Clay, St. Johns, Nassau, Baker and Flagler counties.

Executive Function Overview



What is Executive Functioning?

- A set of brain based skills that are required for humans to execute, or perform, tasks.
 - *Involve decision making, planning, management of all of kinds of data*

1.1 Executive Skills (Developmental Progression)

- ***Response initiation:** Capacity to think before you act*
- ***Working memory:** Ability to hold information in memory while performing complex tasks; ability to draw from past learning experiences to apply to the situation at hand*
- ***Emotional control:** Ability to manage emotions to achieve goals, complete tasks, or control and direct behavior*
- ***Sustained attention:** Capacity to keep paying attention to a situation or task in spite of distractibility, fatigue, or boredom*
- ***Task initiation:** Ability to begin projects without undue procrastination, in an efficient or timely fashion*
- ***Planning/prioritization:** Ability to create a roadmap to reach a goal or to complete a task*
- ***Organization:** Ability to create and maintain systems to keep track of information or materials*
- ***Time management:** Capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines*
- ***Goal-directed persistence:** Capacity to have a goal, follow through to the completion of the goal, and not be put off by or distracted by competing interests*
- ***Flexibility:** Ability to revise plans in the face of obstacles, setbacks, new information, or mistakes*
- ***Metacognition:** Ability to stand back and take a bird's-eye view of yourself in a situation, to observe how you problem solve*

Task Escape/Avoidance Behaviors

- Latency with task initiation
- Frequent question asking (not for comprehension or clarification)
- Requesting or sneaking breaks
- Refusal/Debating/Delaying
- Absenteeism
- Illness related to specific tasks or groups of skills
- Intentional incorrect responding (delays the onset of more difficult content)

Ways to Address Task Escape and Task Avoidance

- Rule out medical conditions
- What's in it for me?: It starts with reinforcement
 - *Conduct a preference assessment to determine what motivates the student*
 - *Allow the student to select their reinforcement in advance (working for what you want is better than being surprised by what happens to be available)*
 - *Outline verbally and in writing the details of the task*
 - What should be completed
 - What is needed to complete the task (materials/skills)
 - How the task should be completed (smaller steps for students with attention difficulties, processing deficits, low average or low IQ, executive functioning deficits, etc.)
 - How long will the task take to complete
 - When the task is due
 - To whom or where it should be submitted
- You are less likely to avoid what you know how to do
 - *Know the student's functioning and support level*

If it is not readily accessible, it is not organized...



Getting Organized: School Success

- Define the task (sample definitions)
 - *Classwork: Any assignment or activity that requires actions on behalf of the student and/or collaborative partners and produces a permanent product or change in knowledge level*
 - *Homework: Any assignment or activity that requires action on the part of the student and/or the parent, and produces a permanent product or change in knowledge level*
- Plan ahead
 - *Notate assignments and their due date*
 - *Log a daily count down to monitor the # of days until the assignment is due*
 - *List midway points or partial task completion dates (helpful when pacing progress on larger or more complex assignments)*

Long-term Project Planning Sheet		
Step 1: Select Topic		
What are possible topics?	What I like about this choice:	What I don't like:
1.		
2.		
3.		
4.		
5.		
<i>Final topic choice:</i>		
Step 2: Identify Necessary Materials		
What materials or resources do you need?	Where will you get them?	When will you get them?
1.		
2.		
3.		
4.		
5.		
Step 3: Identify Project Tasks and Due Dates		
What do you need to do? (List each step in order)	When will you do it?	Check off when done
Step 1:		
Step 2:		
Step: 3		
Step 4:		
Step 5:		
Step 6:		
Step: 7		
Step 8:		
Step 9:		
Step 10:		

Smart but Scattered by Peggy Dawson and Richard Guare, 2009 The Guilford Press

Fri.	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.
- English essay assigned 7 days until due date	- English essay 6 days until due date	- English essay 5 days until due date	- English essay 4 days until due date - Rough draft due today	- English essay 3 days until due date	- English essay 2 days until due date	- English essay 1 day until due date	- English essay due today

- Appropriate for students who:
 - Complete assignments but need reminders to turn them in by the due date
 - Students who procrastinate on beginning or completing tasks
- Build in reinforcement for:
 - Task completion (prior to the due date)
 - Task submission (prior to the due date)



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Organize Your Materials

- *Color or number code materials associated with a specific subject or class period*



Science:
Yellow book cover
Yellow spiral notebook
Yellow folder



Science: Color coded **YELLOW**
Math: Color coded **GREEN**
English: Color coded **BLUE**
Geography: Color coded **PURPLE**

Organize Your Work Space: SCHOOL

- *Place frequently used materials in the front of your backpack for accessibility*
 - *Speak with your teacher about leaving frequently used items in class*
- *Items in lockers should be stacked in order of class period*
- *When you are done with it, put it away*
- *“Break” materials should only be out during the break*
- *Request seating away from distractions, near the board, or less stimulating area of the classroom*
 - *Practice self control and impulse control techniques (coping and calming)*
- *Develop a plan for requesting and accessing accommodations and monitoring their effects on behavior and task completion*

MENU OF STUDY STRATEGIES

Check off the ones you will use.

___ 1. Reread text	___ 2. Reread / organize notes	___ 3. Read / recite main points
___ 4. Outline text	___ 5. Highlight text	___ 6. Highlight notes
___ 7. Use study guide	___ 8. Make concept maps	___ 9. Makes lists / organize
___ 10. Take practice test	___ 11. Quiz myself	___ 12. Have someone else quiz me
___ 13. Study flash cards	___ 14. Memorize / rephrase	___ 15. Create a "cheat sheet"
___ 16. Study with friend	___ 17. Study with study group	___ 18. Study session with teacher
___ 19. Study with a parent	___ 20. Ask for help	___ 21. Other: _____

STUDY PLAN			
Date	Day	Which strategy will I use? (write #)	How much time for each strategy?
	4 days before test	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
	3 days before test	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
	2 days before test	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
	1 day before test	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
Posttest Evaluation			
<p>How did your studying work out? Answer the following questions:</p> <ol style="list-style-type: none"> 1. What strategies worked best? 2. What strategies were not so helpful? 3. Did you spend enough time studying? <input type="checkbox"/> Yes <input type="checkbox"/> No 4. If no, what more should you have done? 5. What will you do differently the next time? 			

Classroom Planning, Schedules, and Routines

- Post schedules, directions, class rules, and expectations; make sure the student sees them.
- Have a daily routine that changes as little as possible.
- Provide folders and a basket of supplies to keep the student's desk organized.

Giving Instructions and Assignments

- Give step-by-step instructions and have the student repeat them.
- Use attention-getting phrases like, “This is important to know because....”
- Say directions, assignments, and schedules out loud.
- Check in frequently to make sure the student understands the work.
- Give simple and concrete written and spoken directions.
- Grade based on work completed, not points off for work not completed.
- Let the student use **speech-to-text** (dictation) technology for writing.

Introducing New Concepts/Lessons

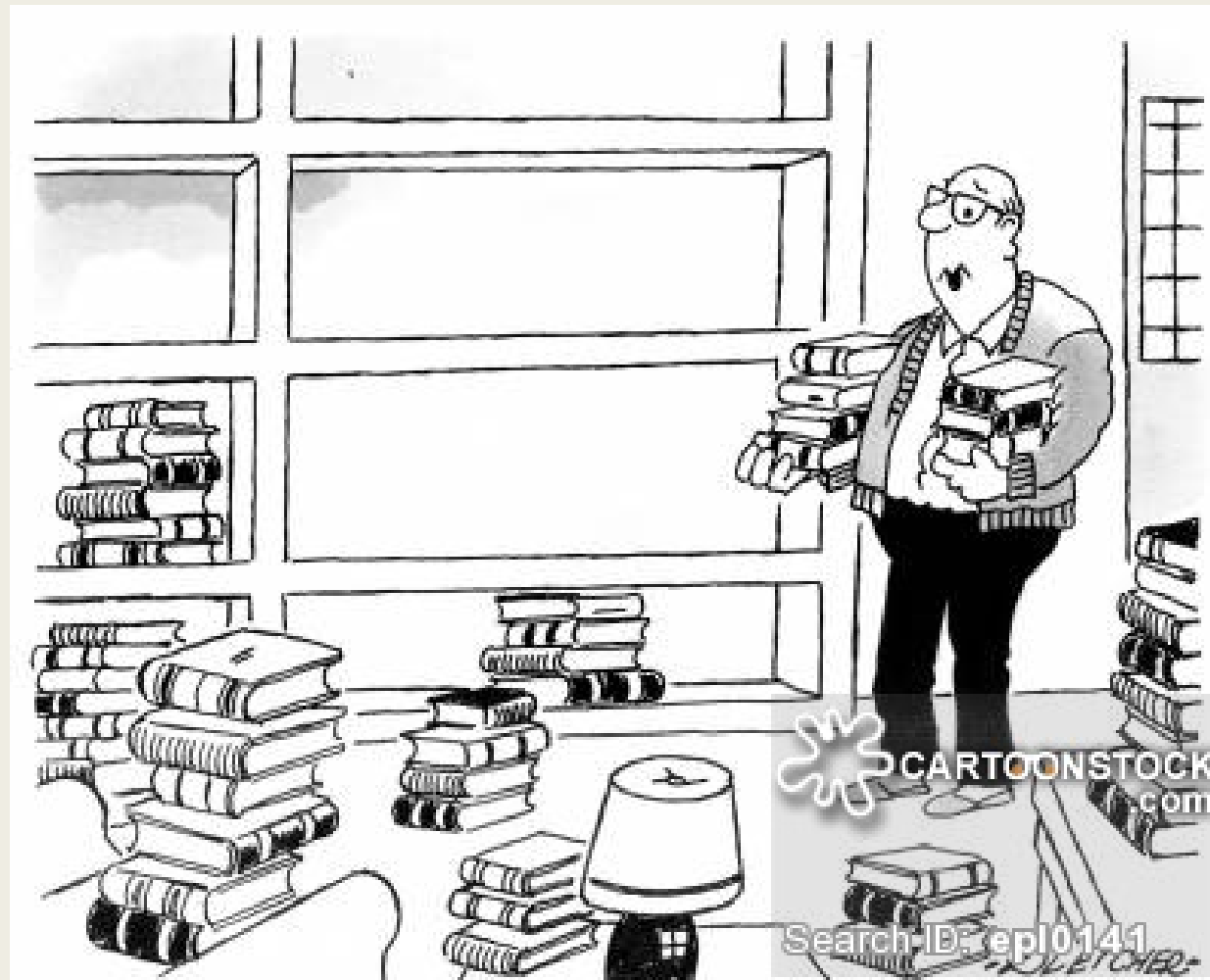
- Highlight key words and ideas on worksheets.
- Give a short review or connection to a previous lesson before teaching.
- Allow different ways to answer questions, like circling or saying them.
- Provide a rubric that describes the elements of a successful assignment.
- Share the test format ahead of time so the student can focus on content.
- Give the student an outline of the lesson.
- Give notice (when possible) about schedule changes.

Building Organization and Time Management Habits

- Use **organizers** and mind-mapping software.
- Help the student create a daily to-do list to track assignments.
- Use an assignment notebook.
- Provide an extra set of books for the student to keep at home.
- **Break down big projects into smaller pieces** with more deadlines.
- Provide colored strips to place under sentences or equations when reading.

Prioritization

	URGENT	NOT URGENT
IMPORTANT	Quadrant I: Urgent & Important	Quadrant II: Not Urgent & Important
NOT IMPORTANT	Quadrant III: Urgent & Not Important	Quadrant IV: Not Urgent & Not Important



"WHERE IN THE WORLD DID I PUT THE BOOK,
"HOW TO ORGANIZE YOUR HOME LIBRARY"?"

Organize Your Work Space: HOME

- Request home copies of the textbooks (home copies remain at home for the duration of the school year)
- Designate a work area in your home
 - *Free from distractions*
 - Practice self-control and impulse control techniques
 - *Plenty of labeled storage*
 - Clearly label drawers and arrange in order of class period or subject area
 - Match color coding of drawers to subject areas
 - Place paperwork to be signed by a parent in a slotted mail bin divided by day of the week or subject
 - *Close proximity to a bathroom (walking across the house increases the likelihood that you will get distracted by a family member, pet, or other activity)*

Maintaining A Notebook/Homework Management System					
Task	Monday	Tuesday	Wednesday	Thursday	Friday
Clean out "to be filed" folder					
Go through notebooks and books for other loose papers and file them					
Do homework					
Place all assignments (both finished and unfinished) in appropriate places					

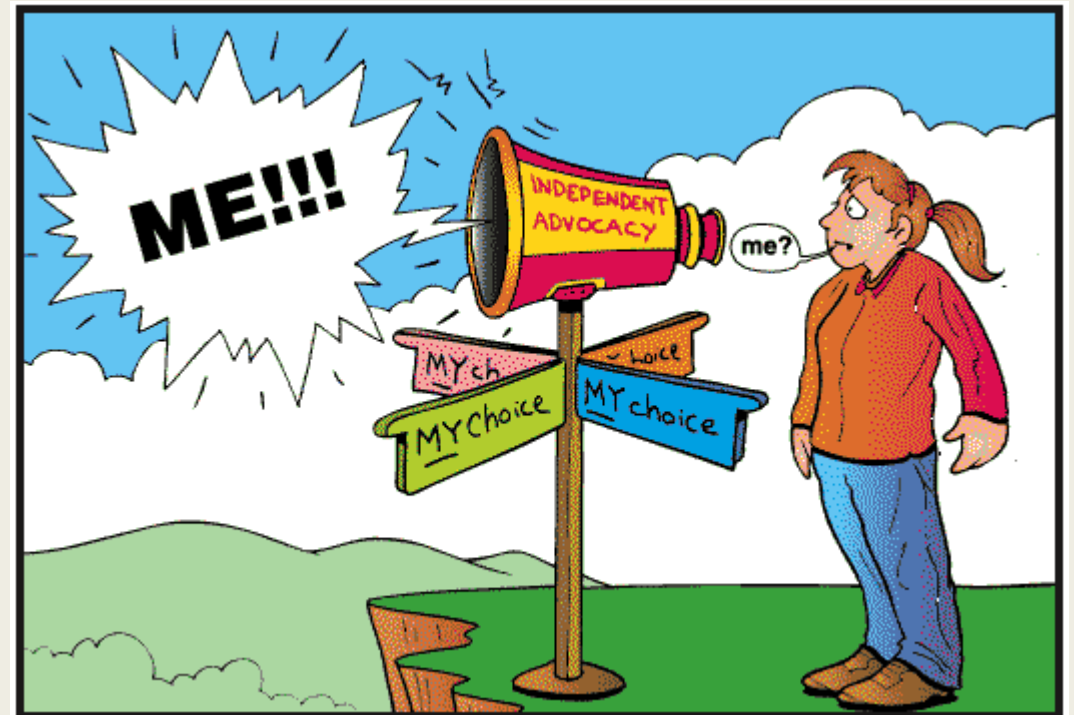
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Home and School Communication

- Request a meeting early in the year and schedule check-ins
- Ask the teacher for their perspective
- Explain how executive functioning issues affect your child
- Emphasize that your student is not lazy
- Share organizational strategies that have worked in the past (do not focus on a teacher...focus on the strategy)
- Request that the teacher notify you when your child is late (physically or with assignment submission)
- Let the teacher know what can help make assignments clearer
- Remind the teacher of any accommodations
- Ask what you can do

Support = Success

- Select an accountability partner (parent, teacher, sibling, peer, etc.)
 - *Someone the student is comfortable talking with in an open fashion*
 - Discuss strengths and weaknesses
 - Assist with advocating on behalf of the student
 - Available to talk through ideas, trouble shoot and provide feedback on progress/regression
 - *Responsible for helping to redirect the student back to the task at hand*
 - *Responsible for verbally and tangibly reinforcing the student*



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Resources and References

- *Smart but Scattered* by Peg Dawson and Richard Guare.
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- Understood.com
- Supply images (colored spiral notebooks): <https://www.amazon.com/>
- Executive Function: The Brain's Control Center: <https://www.youtube.com/watch?v=sZmEISGKBG8>

Other Text Resources:

- *The ADHD Workbook for Kids* by Lawrence Shapiro, PH.D
Copyright 2010 by Instant Help Books A Division of New Harbinger Publications Inc.
- *The ADHD Workbook for Teens* by Lara Honors-Webb PH.D
Copyright 2010 by Instant Help Books A Division of New Harbinger Publications Inc.
- *The Working Memory Advantage: Train Your Brain to Function Stronger, Smarter, Faster* by Tracy and Ross Alloway
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- Beyond Booksmart.com
- Toolstogrowot.com: Improving your child's executive functioning at home

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