

# TRI-STATE WEBINAR SERIES

## STOP and Read the Room Situational Awareness for Independent Executive Function Skills

Presented by: Sarah Ward, M.S., CCC/SLP  
Speech and Language Pathologist



Tri State Webinar Series 2015-2016



## Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:



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## Presenter

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## Learner Objectives

- Describe 2 features for each of the four elements of situational awareness: Space, Time, Objects, People
- Define the relationship between situational awareness and self-regulation
- State the definition of 'mimetic ideational information processing' as it pertains to executive function skills.
- List the 4 elements of mimetic ideational information processing
- List 3 strategies to increase a student's ability to STOP and read the room

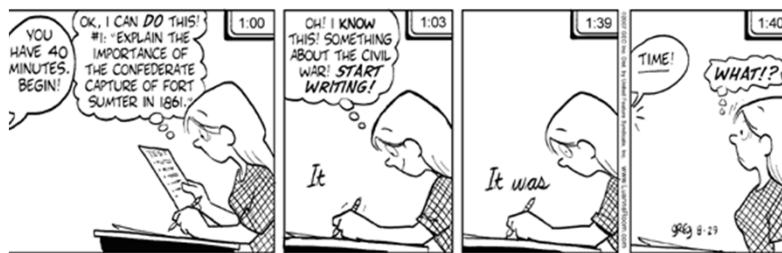
Tri State Webinar Series 2015-2016 

# Space



# Time

## Time Blindness

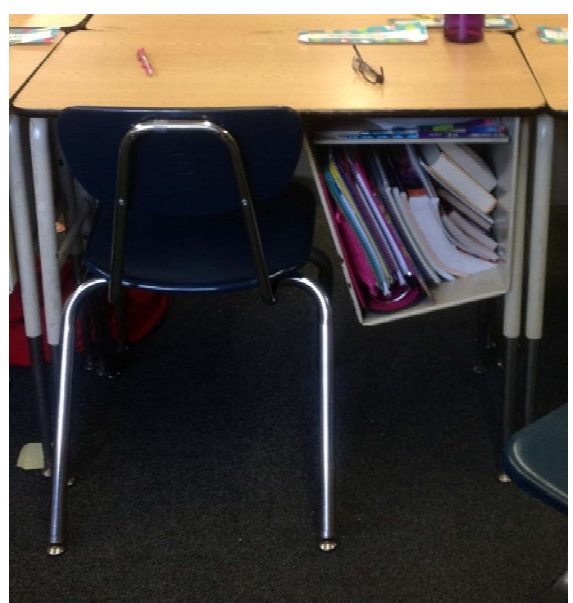


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Dr. Russell Barkley: Executive Functions



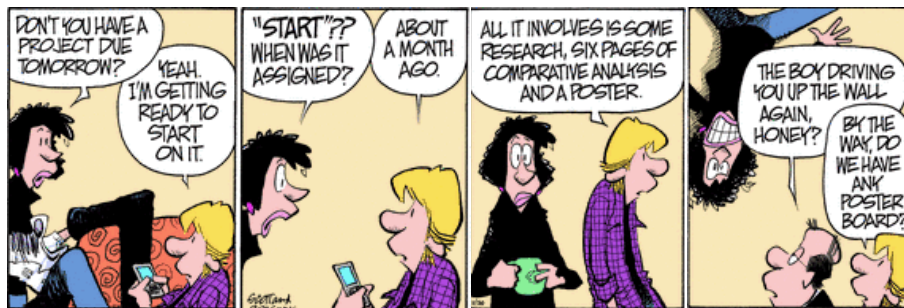
# Objects



# People



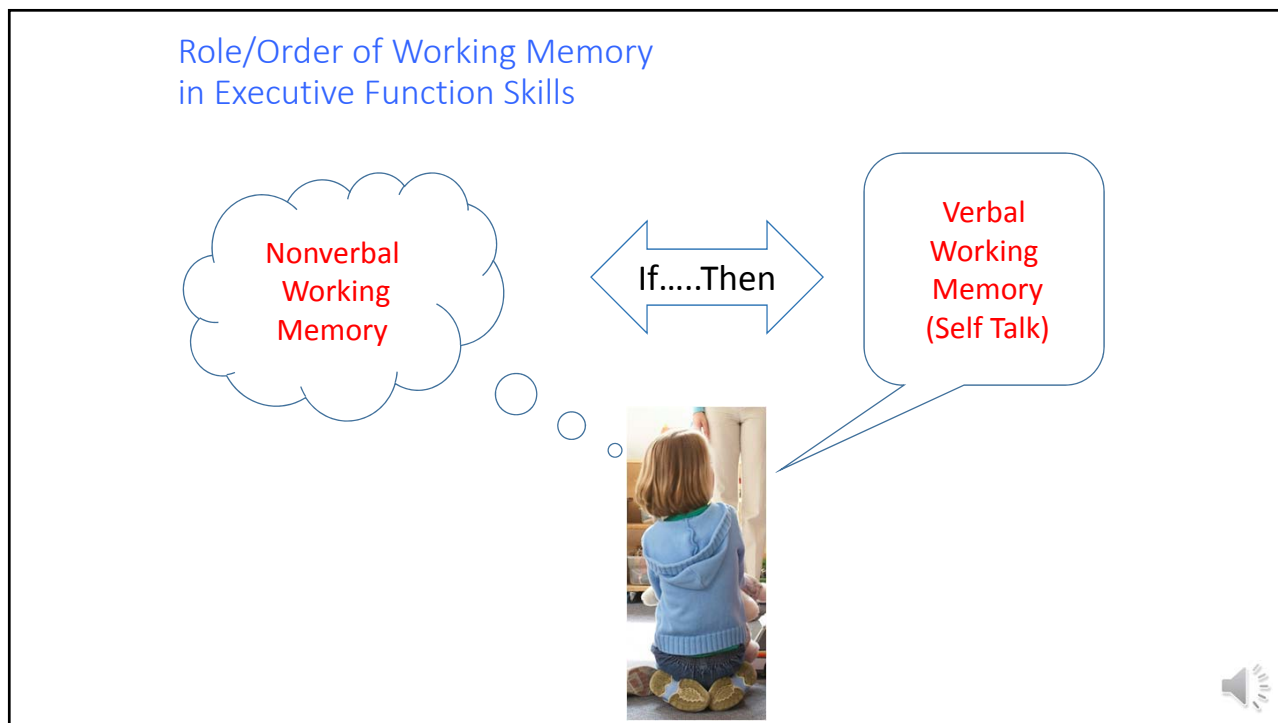
## STOP – Situational Intelligence





“Let’s see, I can write about Lauren’s birthday party. It was so fun! I need an intro sentence and a few details about what we did. I need “expensive adjectives”. The Piñata was so much Fun! Lauren got a cool new backpack. I want one like that!”









“Oh.. I can’t remember what I did this weekend. What am I going to write about? This is going to take forever....”

A classroom scene with several children at desks. A young boy in the foreground is resting his head on his hand, looking thoughtful. A speech bubble above him contains the text: “Oh.. I can’t remember what I did this weekend. What am I going to write about? This is going to take forever....”. In the background, a girl is writing in a notebook. A clock on the wall shows the time is approximately 10:10. A thought bubble in the center shows a notebook with a pencil and a pen. A small speaker icon is in the bottom right corner.

Role/Order of Working Memory in Executive Function Skills



If....Then

Verbal Working Memory (Self Talk)

A diagram illustrating the role of working memory. It features a red circle with a diagonal slash over the text “If....Then”. A speech bubble points to this text and contains the text “Verbal Working Memory (Self Talk)”. Below the diagram is a photograph of the same boy from the first slide, looking thoughtful. A small speaker icon is in the bottom right corner.

### Situational Awareness/Intelligence STOP and Read the Room

Space	Time	Objects	People
<b>Navigate the Room</b>	<b>Get on the Timeline</b>	<b>Organization/Objects</b>	<b>Read the Person</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Kind of space?</li> <li><input type="checkbox"/> What's going on?</li> <li><input type="checkbox"/> Is it Expected or Unexpected?</li> <li><input type="checkbox"/> Pathways used to Navigate to different areas within the space?</li> <li><input type="checkbox"/> Is there a shift between wide angle lens of the space(Whole), the zones (parts) and the details?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Time of day</li> <li><input type="checkbox"/> Kind of time?</li> <li><input type="checkbox"/> <b>What is happening at this Moment</b> in Time</li> <li><input type="checkbox"/> Sequence of actions</li> <li><input type="checkbox"/> Pace</li> <li><input type="checkbox"/> What is coming up?                             <ul style="list-style-type: none"> <li>➢ Predictable?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organization of The Space: Whole-Parts</li> <li><input type="checkbox"/> How is that part organized?</li> <li><input type="checkbox"/> Location of objects: In sight? Out of sight?</li> <li><input type="checkbox"/> Purpose/Priority of objects?</li> <li><input type="checkbox"/> Necessity &amp; Relevancy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Face</li> <li><input type="checkbox"/> Body</li> <li><input type="checkbox"/> Appearance</li> <li><input type="checkbox"/> Mood</li> <li><input type="checkbox"/> Pace</li> <li><input type="checkbox"/> Saying-Tone</li> </ul>

Kristen Jacobsen, M.S., CCC/SLP







This type of nonverbal working future memory is called:



## Mimetic Ideational Information Processing

- Being a “Mind Mime”- Mime the Idea in Your Head
- Mental Pre-Simulation of How the Future Will Play Out
- It is a Mental Dress Rehearsal...
- A Mental Trial and Error without the Risk of Error
- You can try it out and Pre- Experience the Emotion of a Situation
- Without Risk You can Run Plan A and Plan B and Pre-Experience How Those Feel



## Elements of Future Thinking 'The Mind Mime'

**M**ake an Image: Schematic Future Thinking:

**STOP** What will **it look** like?

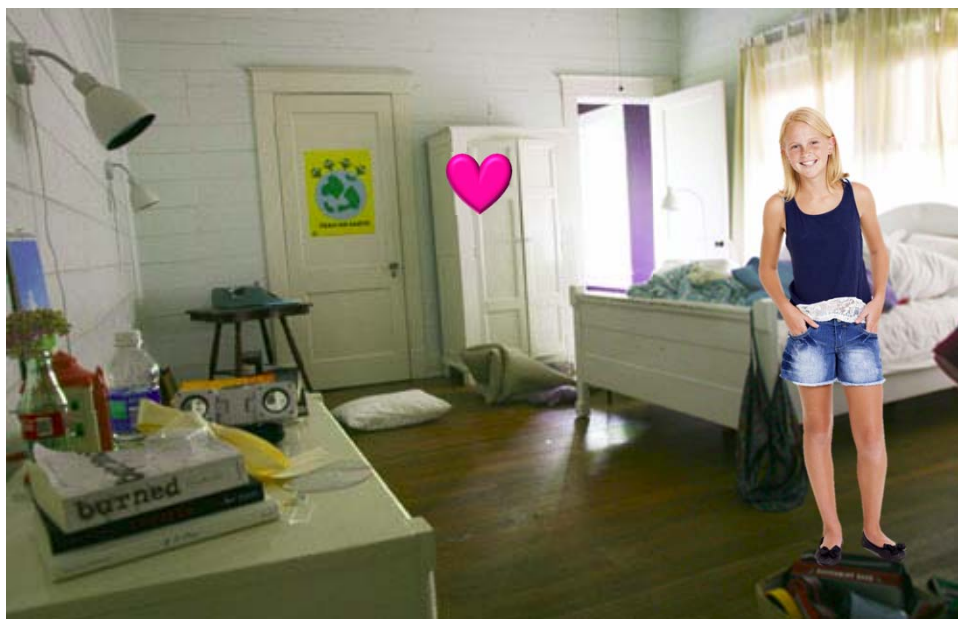
Episodic Future Thinking: What do **I Look** like?

Prospective Visual Motor Memory: How am I **Moving** to achieve this?

The Future **E**motion: How will I **feel**?



## Elements of Future Thinking



"Time for Math!  
Let's get ready!  
You will need last  
night's homework,  
your math journal  
and the fraction  
manipulatives!"



<b>Space</b>	<b>T</b> ime	<b>O</b> rganization/ <b>O</b> bjects	<b>P</b> eople
Read the Room	Get on the Timeline	Read the Object	Read the Person
<ul style="list-style-type: none"> <li>•What's going on?</li> </ul>	<ul style="list-style-type: none"> <li>•Pace</li> <li>•Time of day</li> <li>•<b>What is happening at this Moment</b> in Time</li> <li>•What is coming up?               <ul style="list-style-type: none"> <li>➢ Predictable sequence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Parts</li> <li>Location</li> <li>Purpose</li> </ul>	<ul style="list-style-type: none"> <li>Face</li> <li>Body</li> <li>Appearance</li> <li>Mood</li> <li>Pace</li> <li>Saying</li> </ul>





 **HW in Cubby**  
 **Math Manipulatives**  
 **Math Journal**




August 28-September 3

28 Monday 29 Tuesday


Science Chap3 and Q's 1-6

Spanish chap 5


Math read chap 2

Finish Poster

“Not Much”  
“I hate HW”



I have homework tonight. A new episode of The Voice is on tonight...I can't wait! Did I get a text back from Mark? These lockers are so small. It's annoying. I wonder if I got the boots that mom ordered me for my birthday....



## Situational Awareness/Intelligence in the Classroom

### STOP and Read the Room

#### S

#### pace

**Read the Room**

Where am I?  
What's going on?  
Is this Expected?  
Unexpected?

#### T

#### ime

**Get on the Timeline**

Time of day (routine vs. non-routine)

What is happening at this Moment in Time

What is coming up?  
\*Predictable sequence

What Pace is Required?

#### O

#### bjects

**Sense the Organization**

How are things Organized?

We Consider the basis for their Organization:


Location  
Purpose


#### P

#### eople

**Read the Person**

Face  
Body  
Appearance  
Mood  
Pace  
Saying




















### Develop the Extended Time and Space Horizon How Far Into the Future Can You See? Both Time and Space

Temporal – Spatial Capacity/Window

Task Execution! Start with the end in mind.  
What will you look like?

**3. Get Ready**  
What Materials will I need?

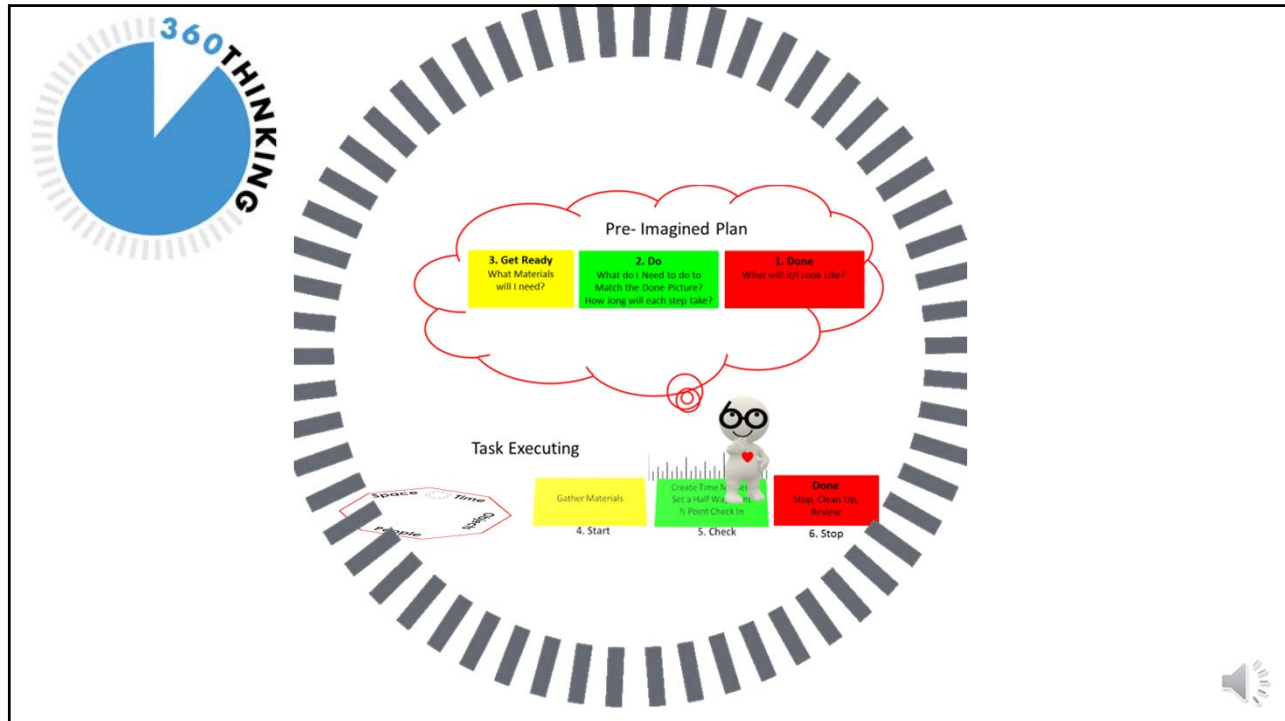
**4. Start**  
Gather Materials

**2. Do**  
What do I Need to do to Match the Done Picture?  
How long will each step take?

**5. Check**  
Create Time Markers  
Set a Half Way Point  
Find Check in

**1. Done**  
What will it/I Look Like?

**6. Stop**  
Clean up  
Review



## Operational Definition of the Executive Function Skills

Brain functions/skills that allows us to . . .

- **Demonstrate** situational awareness – Read the Room
- **Predict** possible outcomes and **Recall** past experiences
- **Generate** a plan to achieve that outcome (even if it is a novel event)
- **Initiate** appropriate actions and or responses to achieve this outcome
- **Monitor** in an ongoing manner the success or failure of one's behavior (planned vs. actual)
- **Modify** performance based on self monitoring and situational awareness of expected and unexpected outcomes
- **Shift** flexibly between activities



## The EFSA Tool for Classroom Observations

Executive Function Situational Awareness Observation Tool

Space	Time	Objects	People
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Extracts:</b> Reads The Room – Knows what’s going on</li> <li><input type="checkbox"/> <b>Purpose:</b> Understands the function of the Space for the situation</li> <li><input type="checkbox"/> <b>Predicts:</b> Navigates the space efficiently</li> <li><input type="checkbox"/> <b>Flexibility:</b> Can shift and transition between spaces</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Extracts:</b> Knows the Time Demonstrates expected activity in specific time</li> <li><input type="checkbox"/> <b>Purpose:</b> Aware of kind of time and time available</li> <li><input type="checkbox"/> <b>Predicts:</b> uses If-then reasoning to envision future moment in time, has sequence of actions and time markers, and anticipates what is coming up</li> <li><input type="checkbox"/> <b>Flexibility:</b> Can shift Pace                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Reduced Initiation</li> <li><input type="checkbox"/> On pace</li> <li><input type="checkbox"/> Rushing</li> <li><input type="checkbox"/> Reduced Pace</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Extracts:</b> Gathers all the expected materials/objects for given situation</li> <li><input type="checkbox"/> <b>Purpose:</b> Objects are organized within the personal space based on purpose of the task and functional use of the objects</li> <li><input type="checkbox"/> <b>Predicts:</b> Can recognize how same but different objects can be</li> <li><input type="checkbox"/> <b>Flexibility:</b> Sees the Necessities and relevancy of objects needed to meet a future goal and can inhibit use of objects that are not related to goal.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Extracts:</b> Recognizes Role for the given situation                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Own</li> <li><input type="checkbox"/> Other’s roles</li> </ul> </li> <li><input type="checkbox"/> <b>Purpose:</b> Recognizes and expresses the key purpose of communication exchanges</li> <li><input type="checkbox"/> <b>Predicts:</b> Makes Inferences about communication and anticipates changes in situation based on communication from others</li> <li><input type="checkbox"/> <b>Flexibility:</b> Regulates actions based on awareness of others                             <ul style="list-style-type: none"> <li><input type="checkbox"/> To Verbal Prompts</li> <li><input type="checkbox"/> To Nonverbal Prompts</li> </ul> </li> </ul>



## Situational Intelligence STOP and Read the Room



Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople

	Classroom
Space	
Time	
Objects	
People	



Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople


	Shoe Shopping
Space	
Time	
Objects	
People	




Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople

		Getting Ready		
		1	2	3
Space	Salon			
Time	Prom			
Objects	Curling Iron, Pins, Hair Spray, Brush			
People	Teenager, Stylist			


1




2



3







Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople

		Getting Ready		
		1	2	3
Space	Bathroom			
Time	Before a Workout? Short on Time?			
Objects	Hair Band, T-Shirt			
People	Girl			


1




2



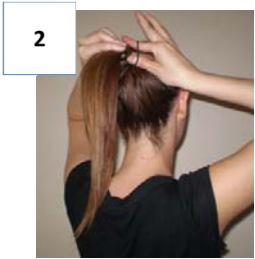
3





Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople

	Getting Ready		
	1	2	3
Space			Bathroom
Time			Going Out Getting Ready, Curling Iron, Hair Spray
Objects			Matching T Shirts
People			College Age Girls



Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople

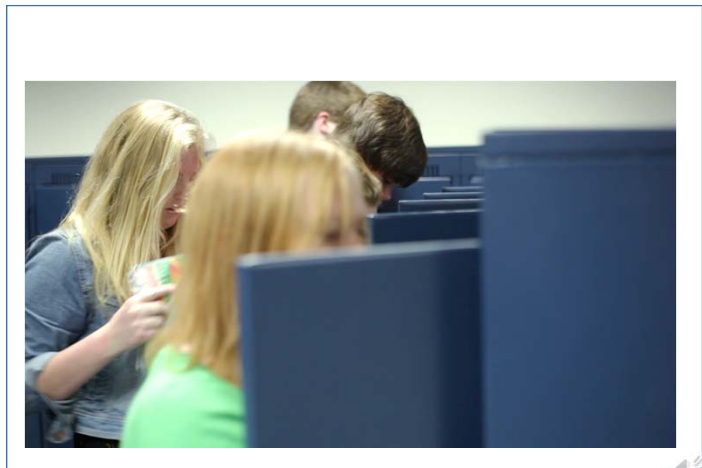
	Classroom
Space	
Time	
Objects	
People	





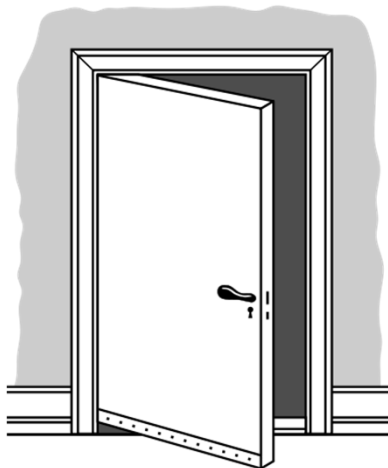
Learn to **STOP** and Look: **S**pace | **T**ime | **O**bjects | **P**eople

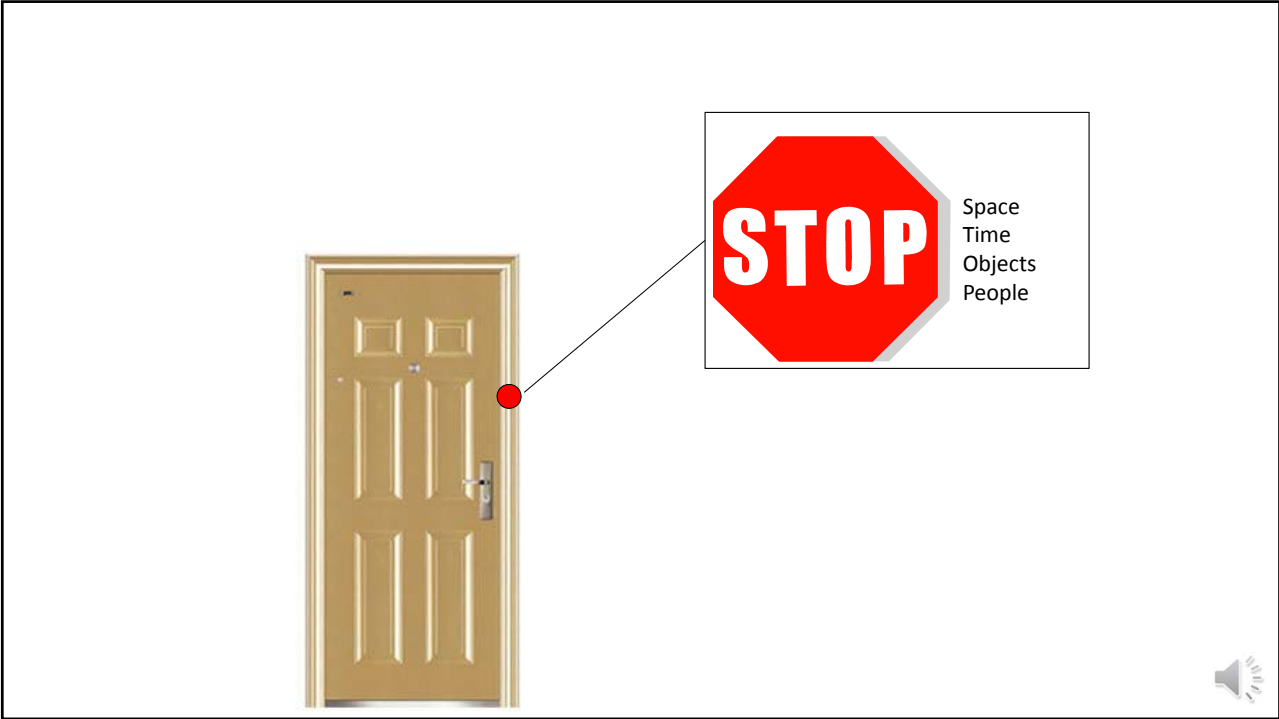
	Locker
Space	
Time	
Objects	
People	



## Developing Situational Awareness: Transitions

- Identify Natural Barriers in Space





### Stop and See your Path – Visual Planning



### Use a Magic Stick –To Create Space, Time and Self Talk Think & Imagine before you Act

Inhibition is a skill that can be taught.

Set small goals and make them attainable.

Make it motivating, fun and desirable to inhibit.

Provide the Cue Before mistakes are made

Facilitating Inhibition: Distance Helps



\*Tools of the Mind Curriculum



## Pointers and Magic Sticks Intervene at the Point of Performance



## Pointers and Magic Sticks Intervene at the Point of Performance







Practice in Real Time Situations  
STOP and Read the Room – If....then...?

*Chickering Elementary, Dover, MA*



## I am a Morning Manager

The student will learn his/her basic schedule and classroom routines and exhibit forethought for these occurrences by stating what is the upcoming task/s in the sequence of the routine and then will state his plan for completing the task by completing the phrase "If it is time for \_\_\_ then I need to [goal or assignment), " with an initial step or action plan in 4/5 targeted opportunities.



## Laminate and Bind Pictures of Classroom Spaces



### Laminate and Bind Pictures of Classroom Spaces





# Science



To Decrease Impulsive Behaviors:  
Facilitate Distance and Create a  
Mental Anchor



Teach Students to Self Pilot:  
Use their Control Panel to STOP and Read the Room  
and When They Transition

Space	Time	Organization/ Objects	People
Where am I? What's happening in this space?	What time is it now? What's happening in this moment in time? What is happening after this? What should my pace be?	What objects do I need? How is this space organized? What is my plan?	What is my job right now? What are other's jobs right now?



Space	Time	Organization/ Objects	People
Where am I? What's space am I going to?	What time is it now? What is happening after this? How much time do I have? What does my pace need to be?	What objects will I need for the next task? How is this space organized? What is my plan for being ready?	What will my next job be? What will other's jobs be?





Executive Function Skills – Does the student have a future picture?

## TEACH STUDENTS TO DO A MENTAL DRESS REHEARSAL



## Elements of Future Thinking 'The Mind Mime'

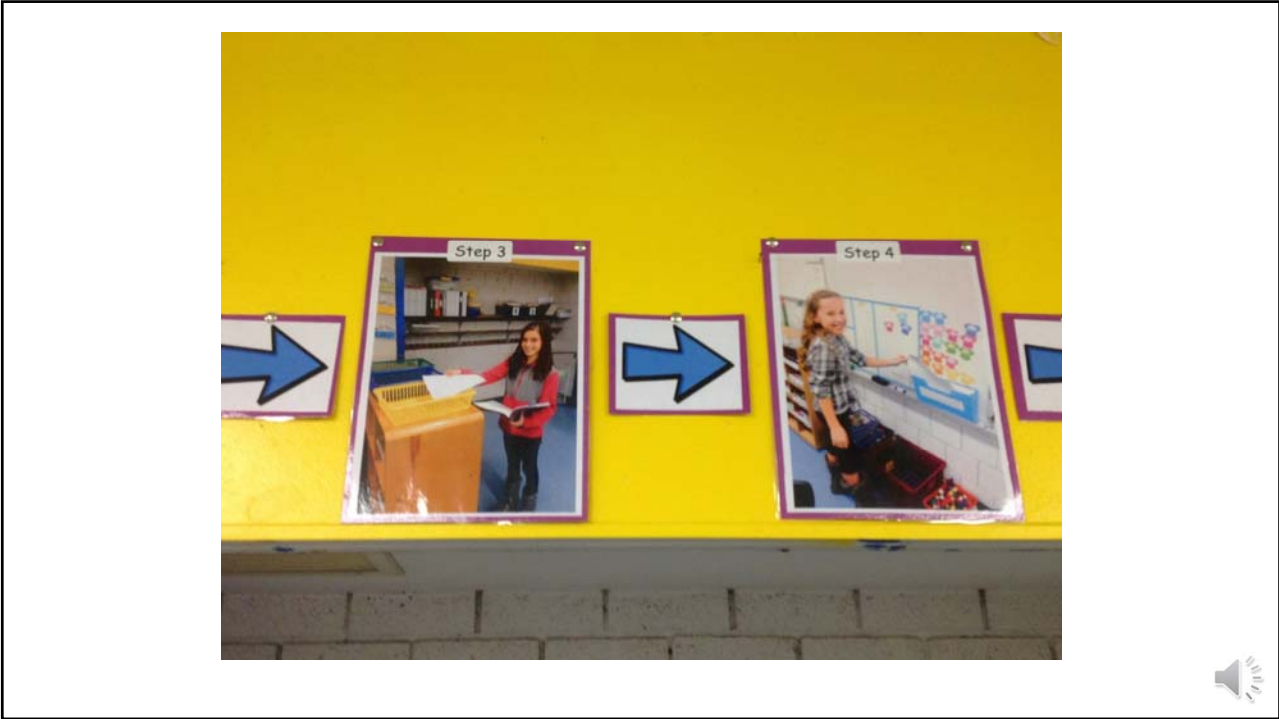
- Schematic Future Thinking:
  - **STOP** What will **it look** like?
- Episodic Future Thinking: What do **I Look** like?
- Prospective Visual Motor Memory: How am **I moving** to achieve this?
- The Future Emotion: How do I **feel**?

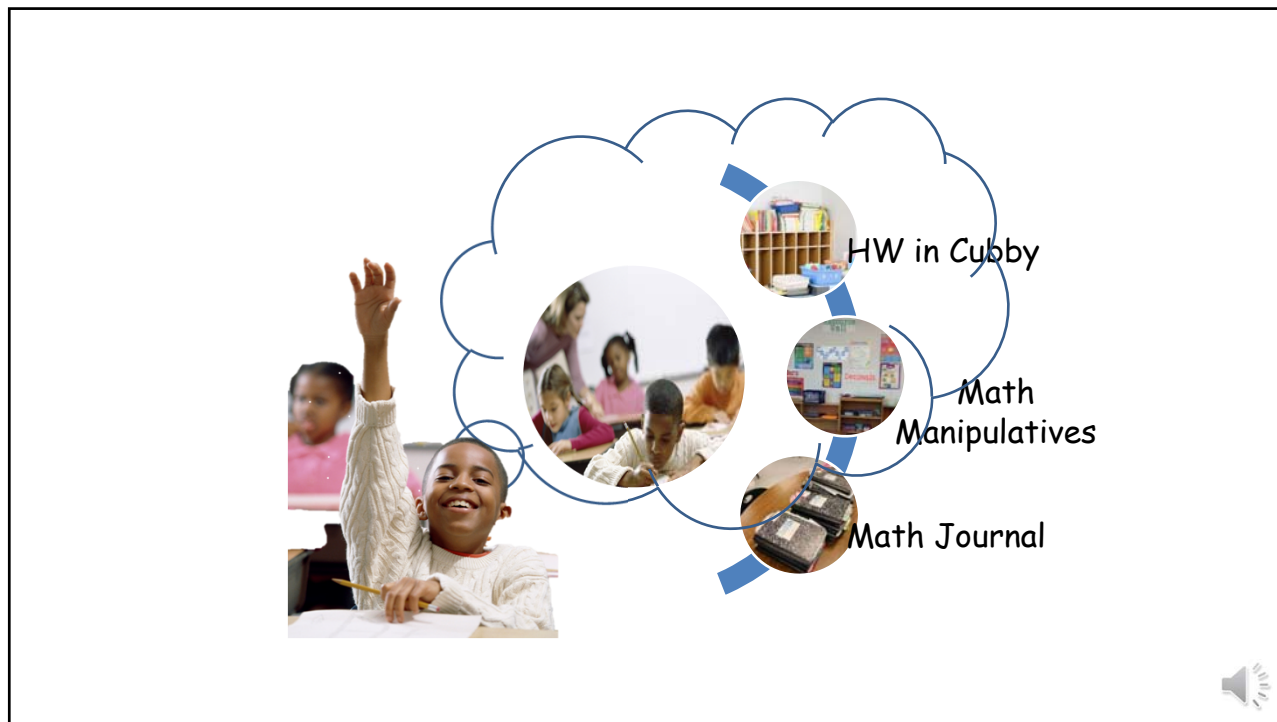


## Routines: What is the Path to Being Ready?

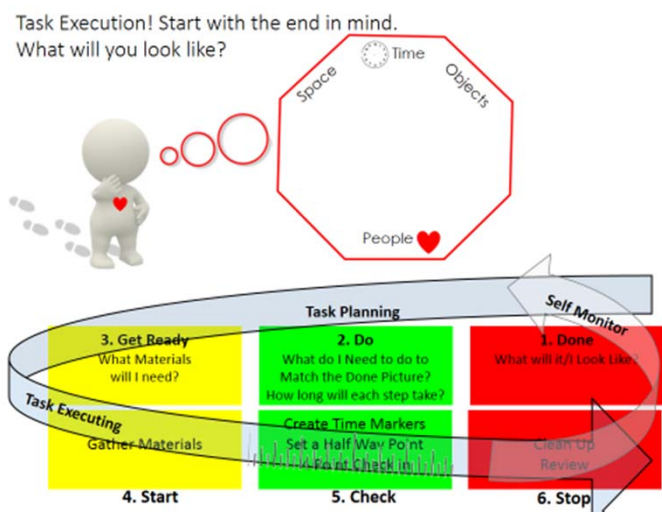






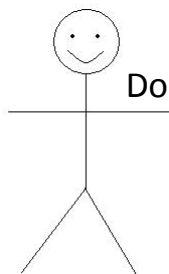


### Task Planning Happens in a Different Space than Task Executing: Developing the Spatial Window



## Teaching the Mental Dress Rehearsal MIND MIME Skill

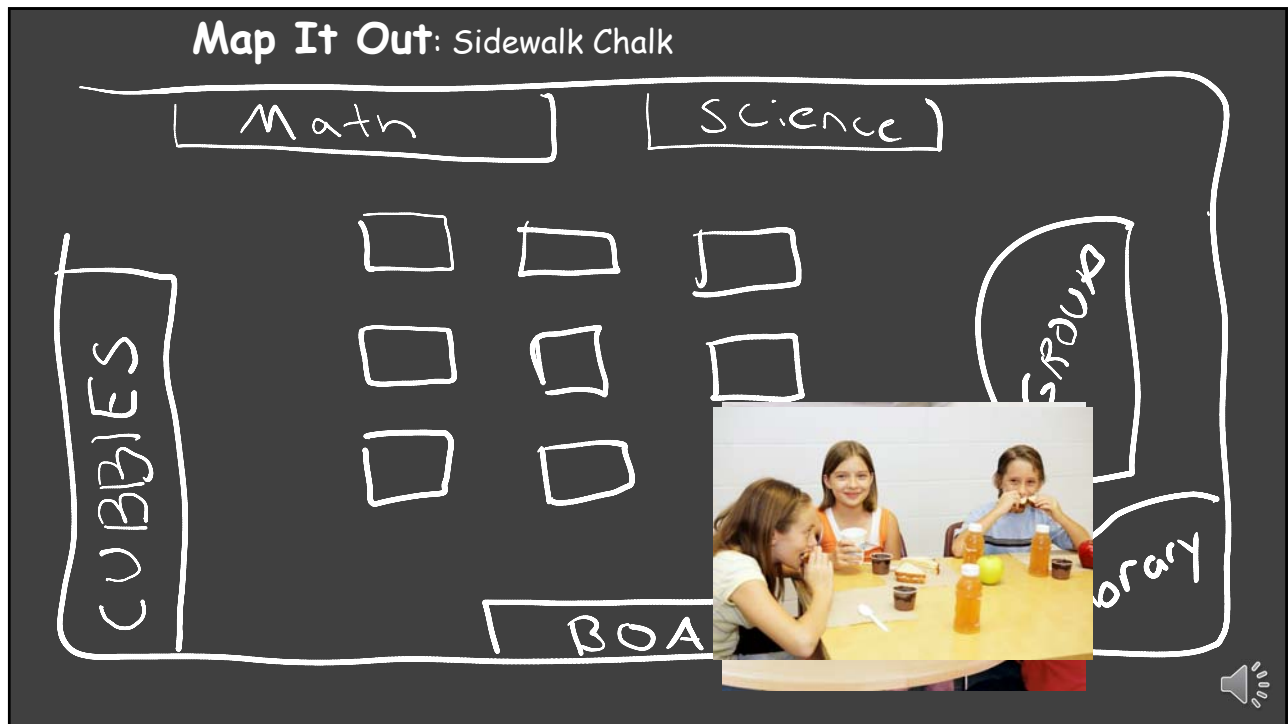
- Walk it Out
- Map it Out
- Draw it Out
- Tap it Out



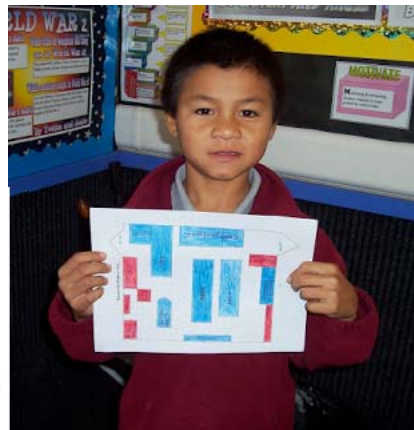
Do a **“Walk About”**  
to make a  
Motor Memory





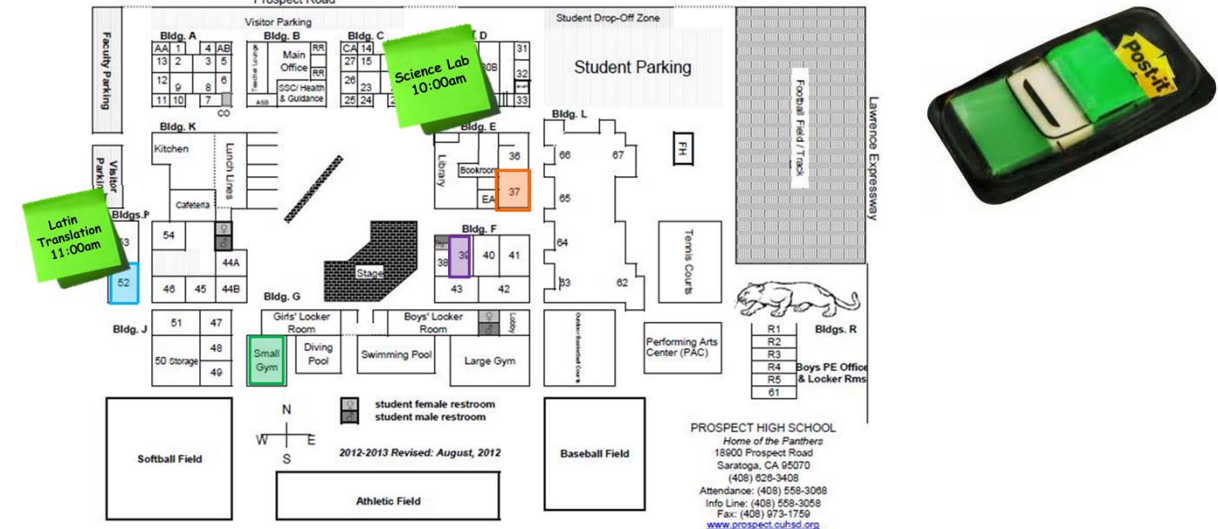


Have Students Draw a Map of the Classroom:  
Pre-Imagine Your Plan and Tap It Out




Attach the Map to a Clipboard and Use to Increase Future Mental Imagery for Task Planning, Initiation and Impulse Control

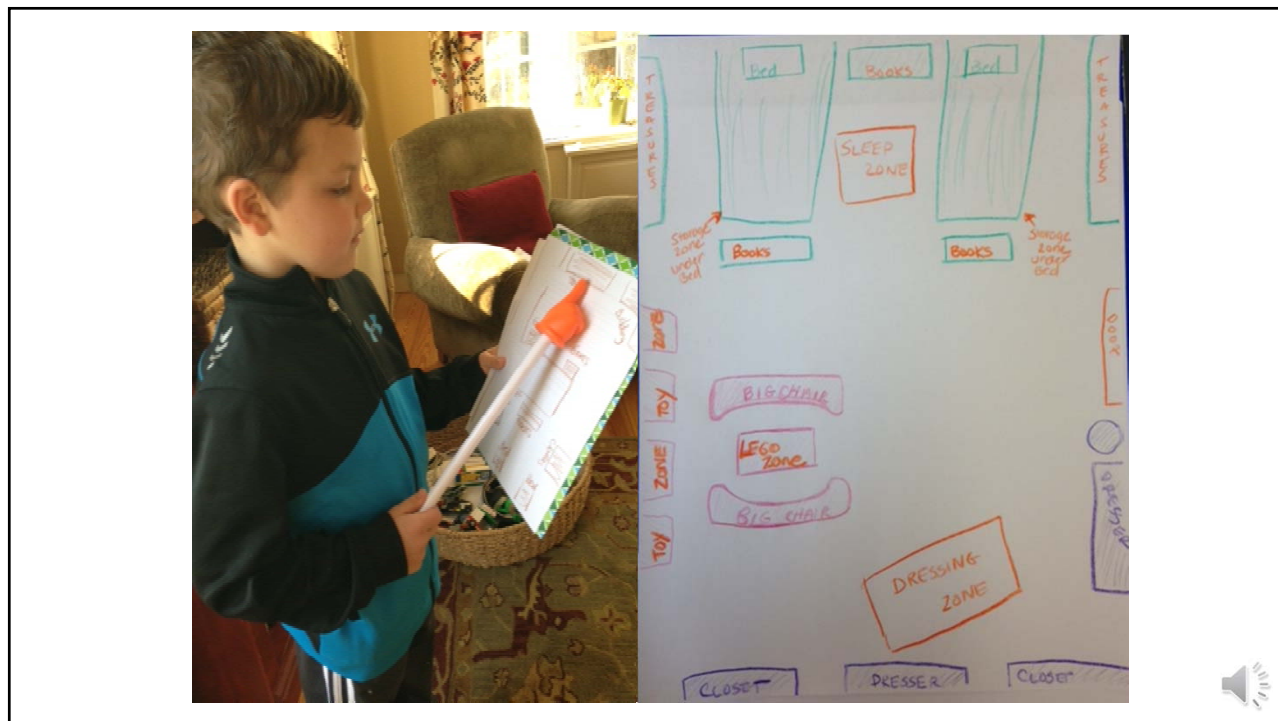
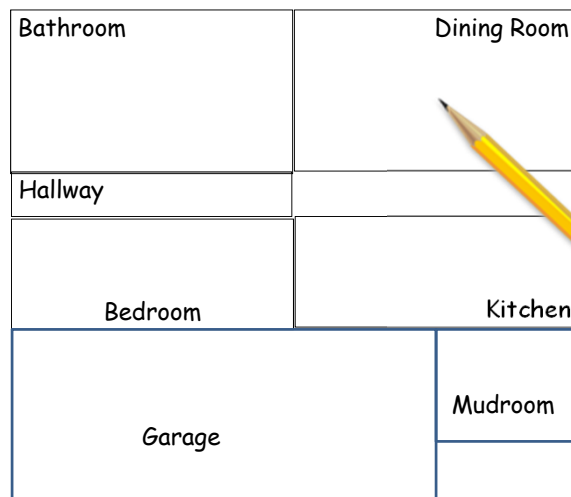




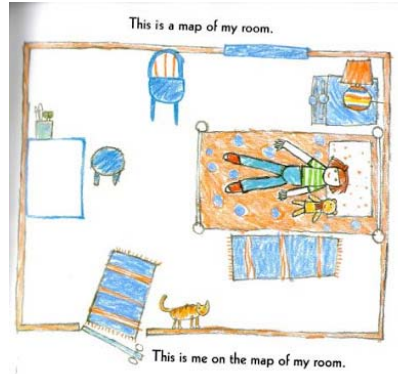
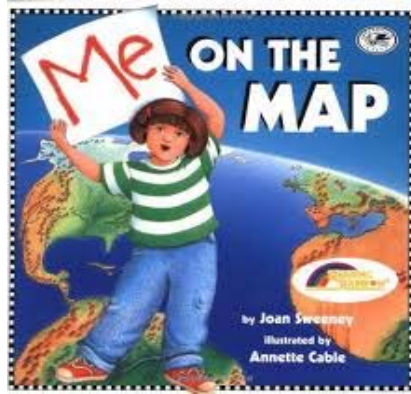
PROSPECT HIGH SCHOOL  
 Home of the Panthers  
 18600 Prospect Road  
 Saratoga, CA 95070  
 (408) 628-3408  
 Attendance: (408) 558-3068  
 Info Line: (408) 558-3058  
 Fax: (408) 973-1756  
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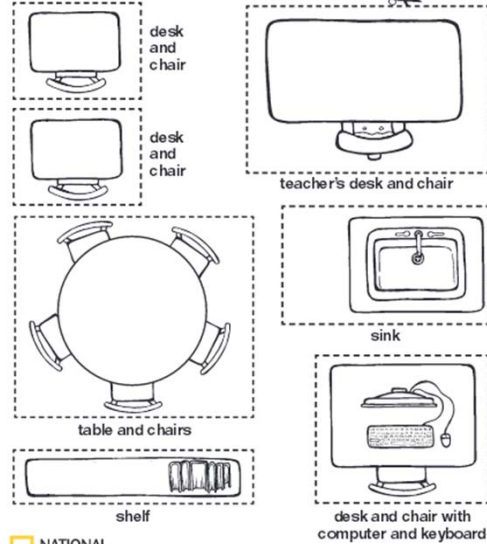
## Create the Same Blueprint on Paper Tap It Out



# Me on the Map Book

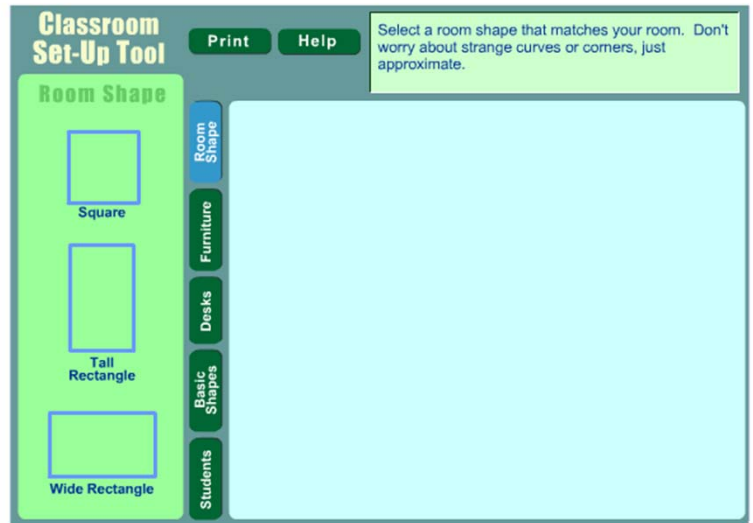


## Classroom Cutouts



## A Cool Tool!

Class Set-Up tool is a new, easy-to-use, virtual layout tool that helps you design customized and effective classrooms to promote learning. Use this tool to rearrange and set-up mock classrooms, and map out virtual seating charts.

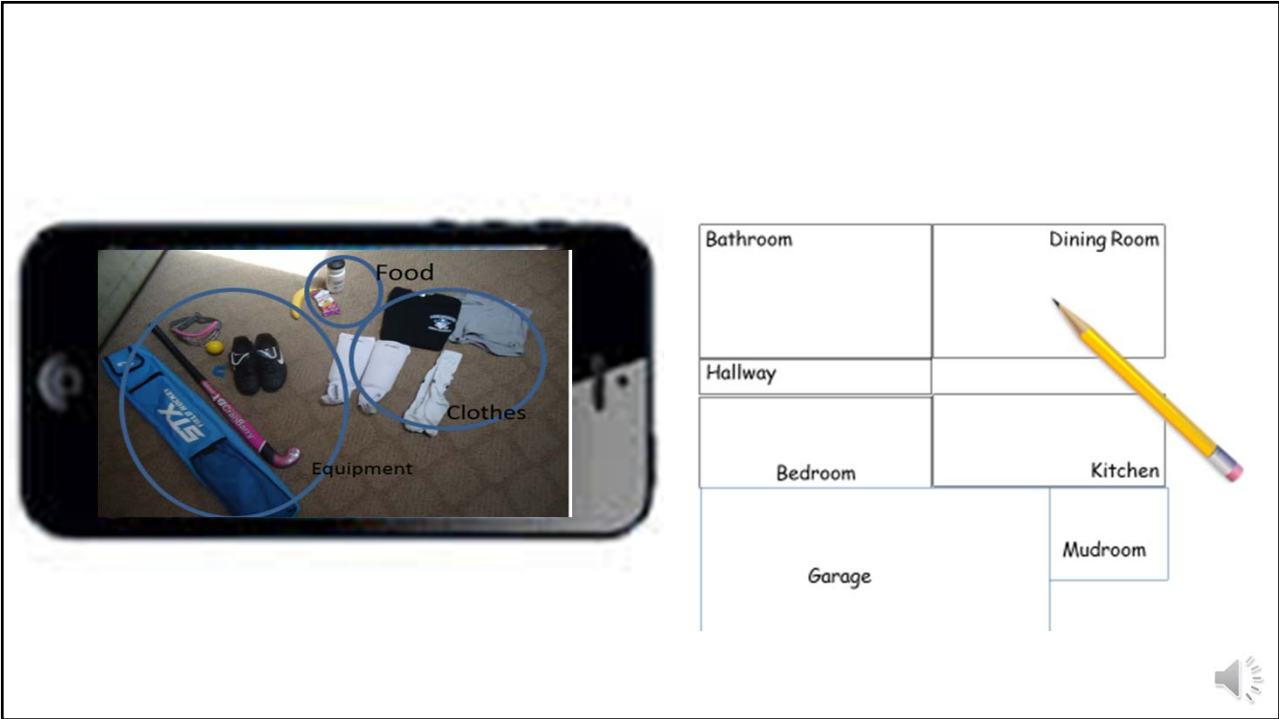


[http://teacher.scholastic.com/tools/class\\_setup/](http://teacher.scholastic.com/tools/class_setup/)

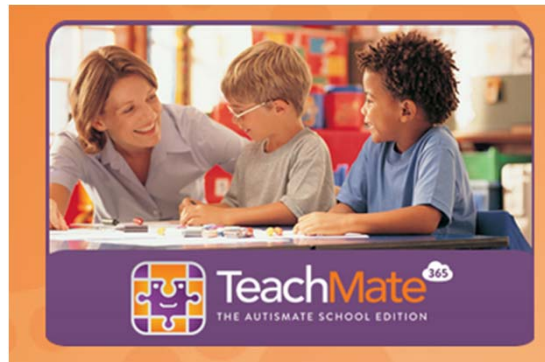


### Materials

- Blocks
- Pictures from magazines or Catalogs
- Small Objects that can Represent Parts of the Room
- Room Cutouts
- Small People/figurines



## Teachmate App



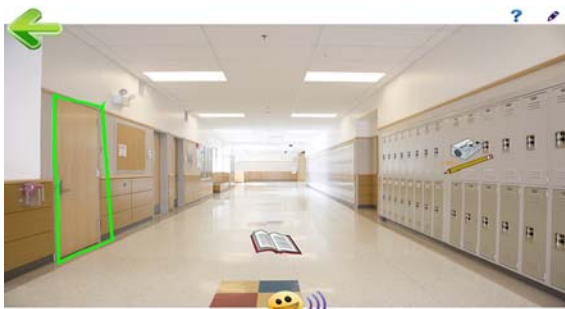
<http://tinyurl.com/teachmatevideo>



## Personalize Visual Supports

Use real images and videos from your students' environment


Link scenes together for continuous learning



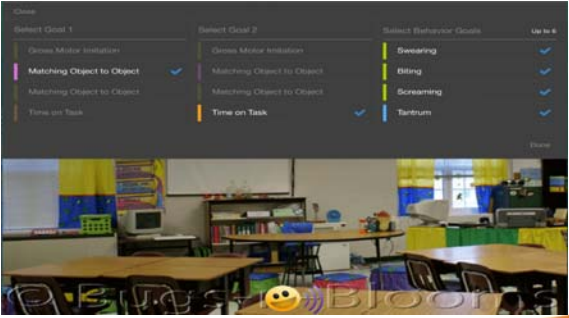
SpecialNeedsWare


## Data Tracking

Track IEP goals within the application




Track data aligned to your student's IEP goals






## Creating Visual Picture Routines: MIME



- Ask the student what **space** they go to
- **Walk** with them to that space
- **Stop** at the doorway/boundary of that space
- Have the student use **self talk** to describe the actions they will do and the materials they will use
- The student enters the space and carries out the **action**: Take a Picture
- Then have the student state what space they will go to next
- Repeat the process until the Visual Schedule is complete



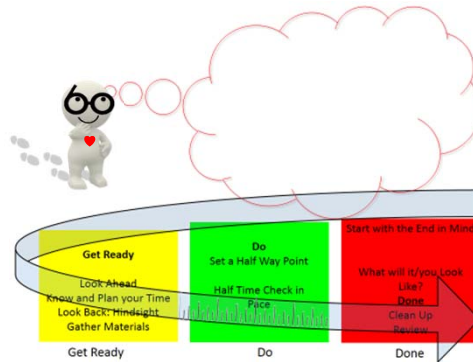


Older Students:  
Try the Time Elapse  
Video Apps

- iPhone: Instagram Hyperlapse
- Android: Lapse It



## Remediating EF Skills

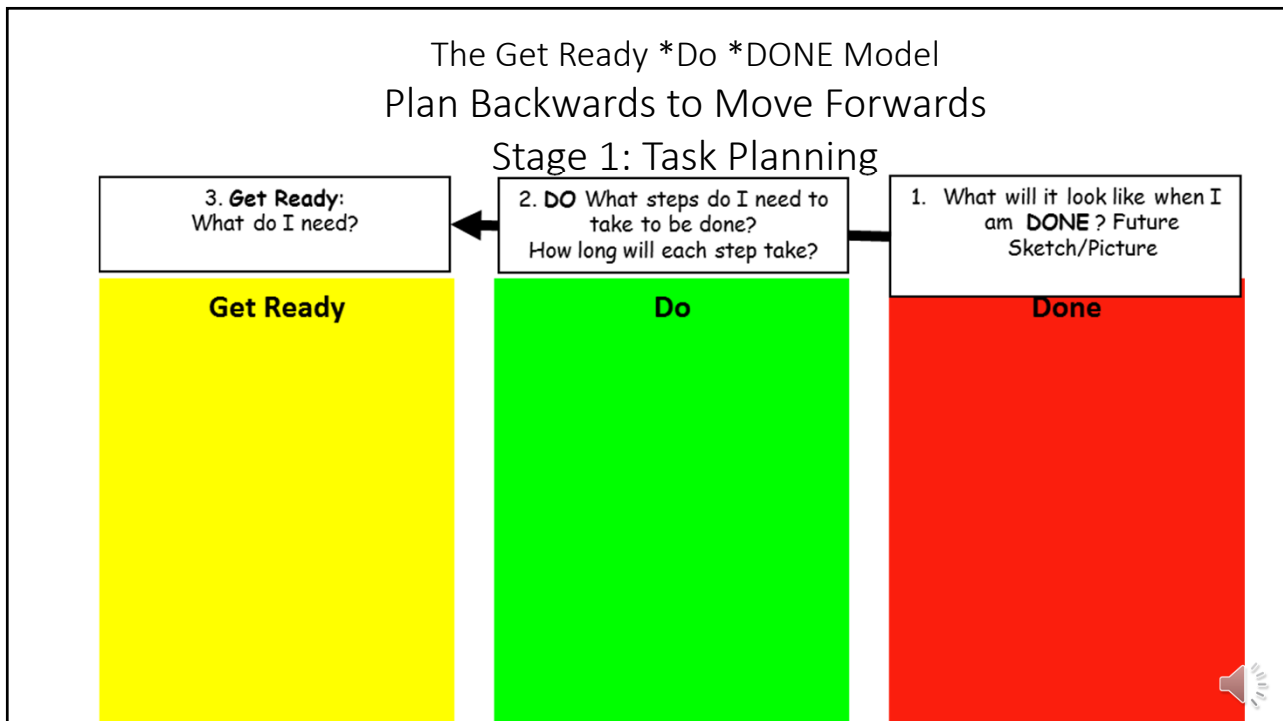
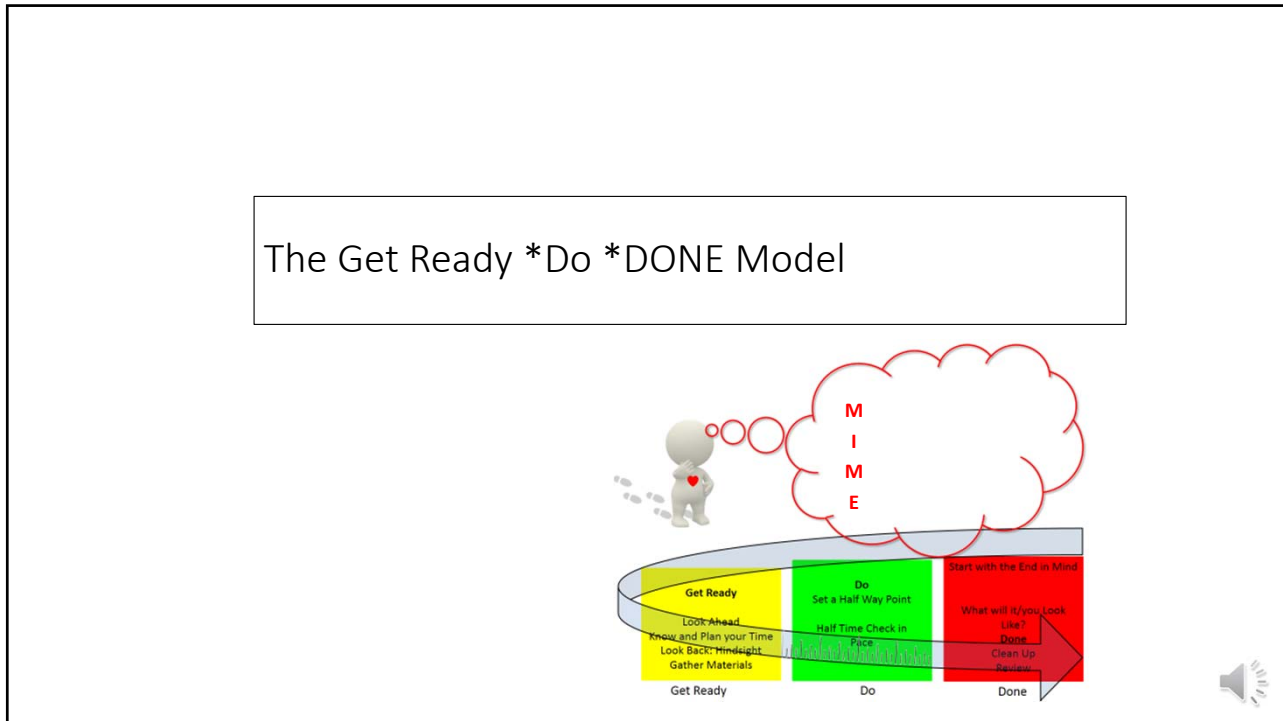


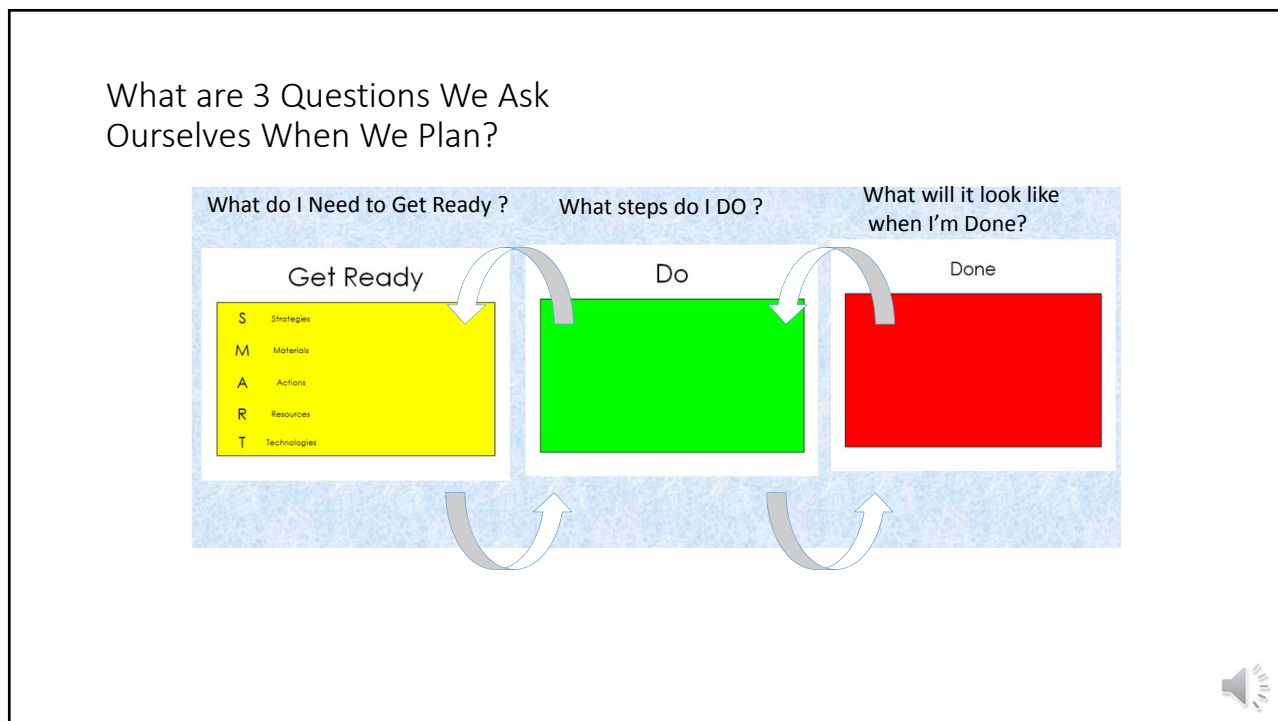
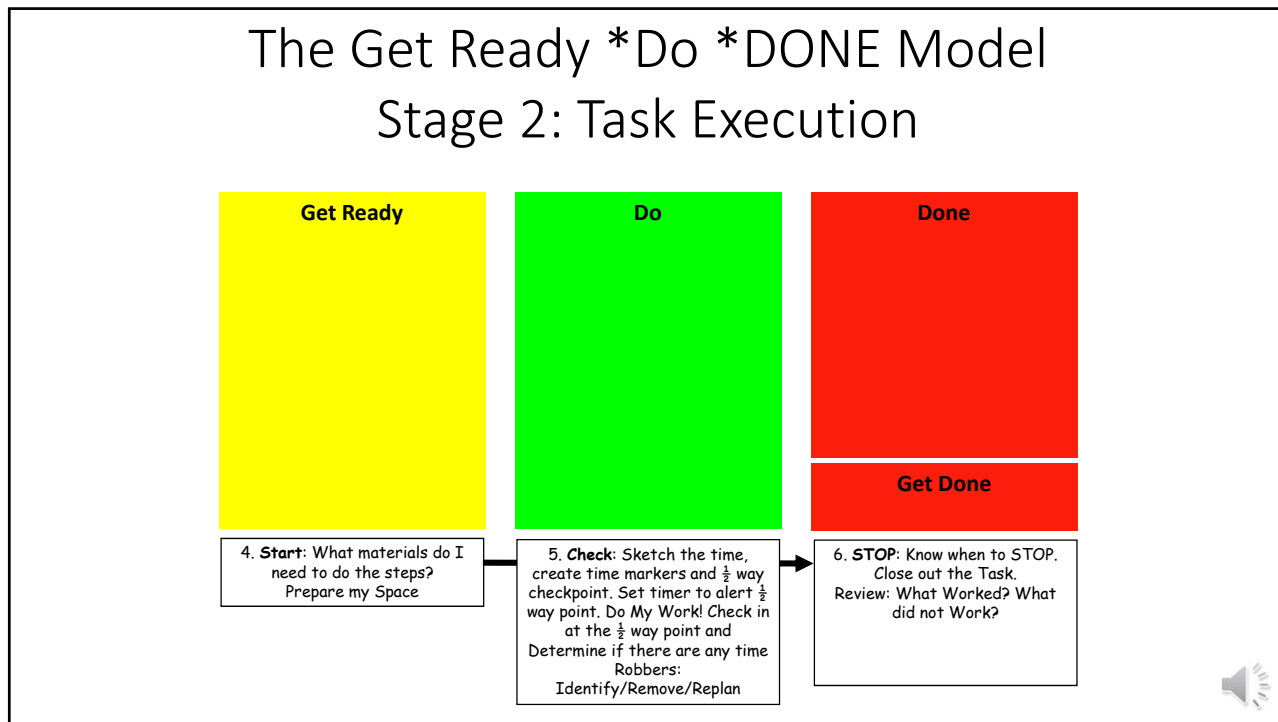
### Repeatedly practice:

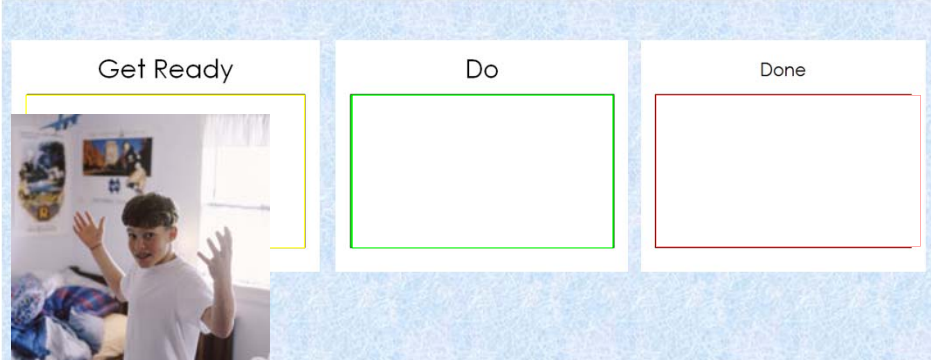
Self-monitoring, self-stopping, seeing the future, saying the future, feeling the future, and playing with the future so as to effectively “plan and go” toward that future. (Barkley 2012))

Barkley, Russell A. Executive Functions: What They Are, How They Work, and Why They Evolved. New York: Guilford, 2012.












Get Ready Do Done

What are the problems with planning this way?

1. What does clean look like? Do we have the same image?
2. How do I start? Sequence of steps?
3. Overwhelming!



Get Ready Do Done



Get Ready      Do      Done

**"We have to go! Are you ready for school?"**

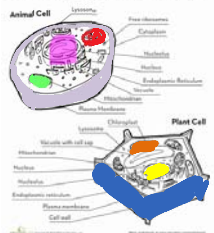
Get Ready

<p>Get Ready</p>	<p>Do</p>	<p>Done</p> 
<p>Practice! Does your Picture Show: Get Ready? Do? Done? What would you expect to see in the phases that are not pictured?</p>		<p>Get Done</p> 

Take a Photo of What "Ready" Looks Like



**Animal and Plant Cells**




Get Ready

Do

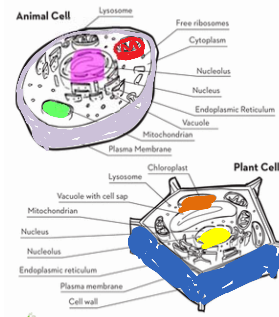
Done

Get Done




Get Ready


**Animal and Plant Cells**



Done

**Practice!**  
Does your Picture Show: Get Ready? Do? Done?  
What would you expect to see in the phases that are not pictured?


Get Done



# Small Space Study Ideas

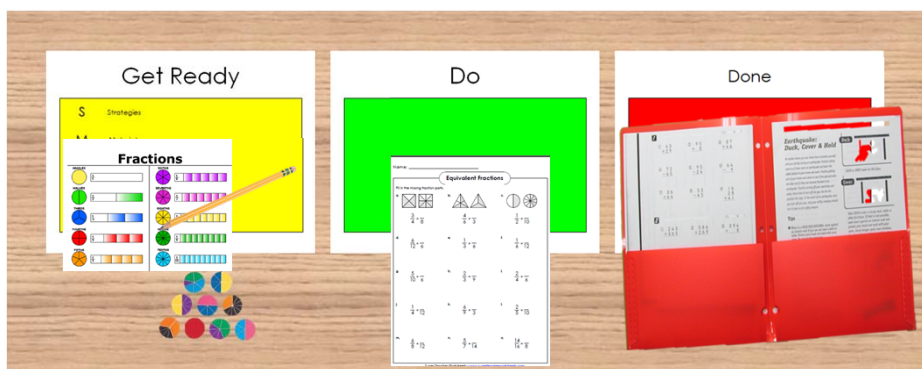
- Create
- <http://>
- Closet s



ples



## The Get Ready\*Do\*Done Homework Space Late Elementary, Middle and High School



**Get Done**  
 Check it Off \* Pack it Up  
 Email it Out \* Put it Back

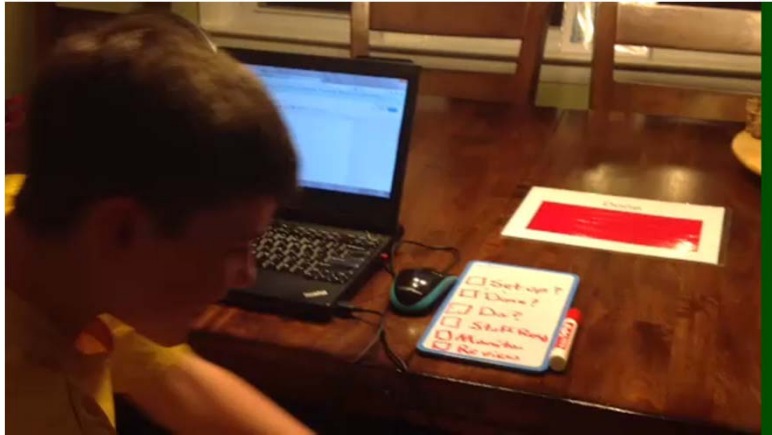




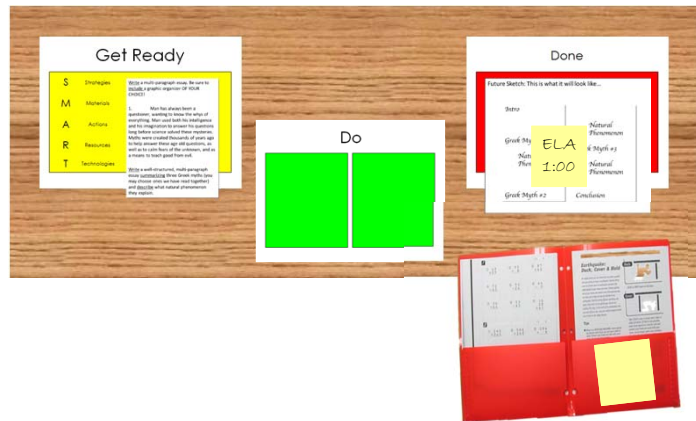




### Get Ready



# Turning In Homework



**Get Ready**

**Gather Swim Belongings**  
Pick up Friend  
Drive to Practice

**Change/Locker/Rinse**

**Warm Up**  
Practice  
Cool Down

**Locker-Shower**  
Change & dry hair

**Take Friend Home**  
Drive Home

**Done**

Swim Team Practice

Get Done

Put Suit and Towel in Laundry Room

The Temporal Window: Going from the Snapshot to the Movie





### Managing Materials: Is your Bag packed?

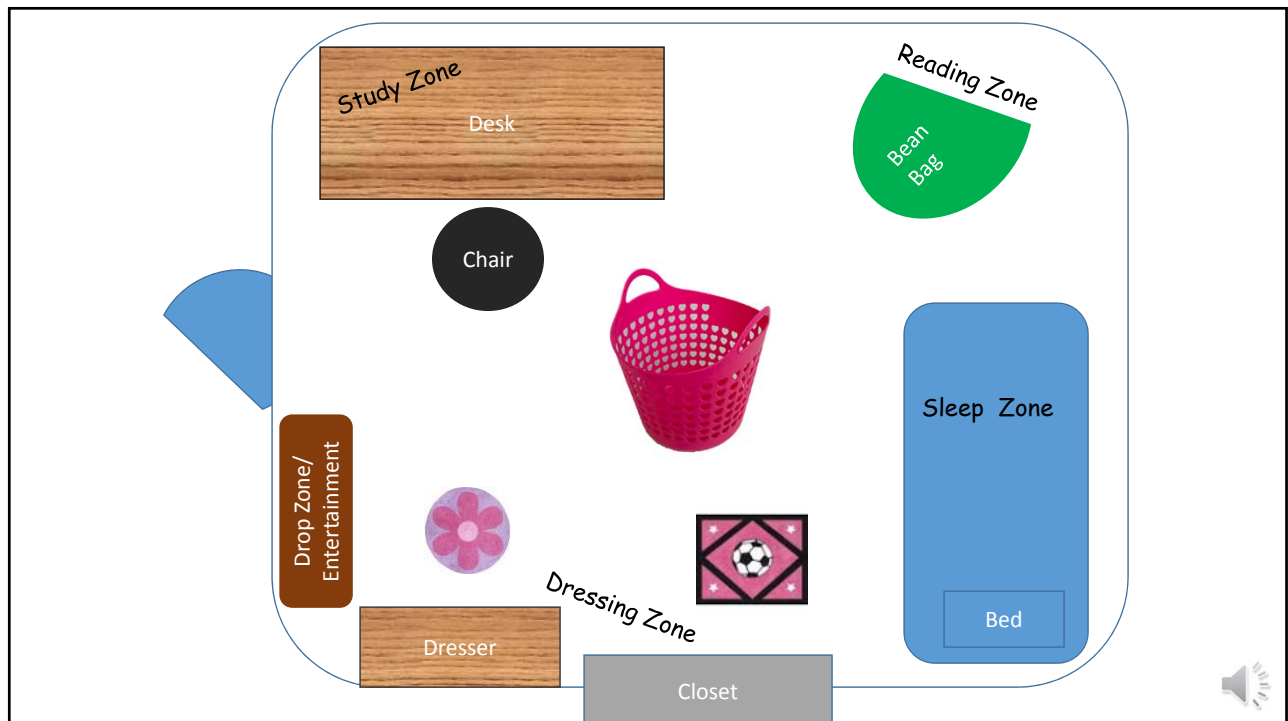





### Is your Bag packed?

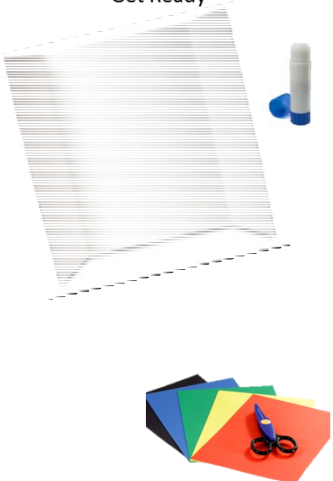
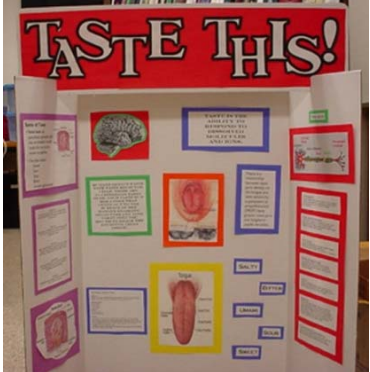


- Shampoo
- Conditioner
- Brush
- Lotion
- Water Bottle
- Swimsuit
- Towel
- Cap
- Goggles
- Flippers






<p>Get Ready</p> 	<p>Do</p> 	<p>Done</p> 
<p>Practice! Does your Picture Show: Get Ready? Do? Done? What would you expect to see in the phases that are not pictured?</p>		<p>Get Done</p> 

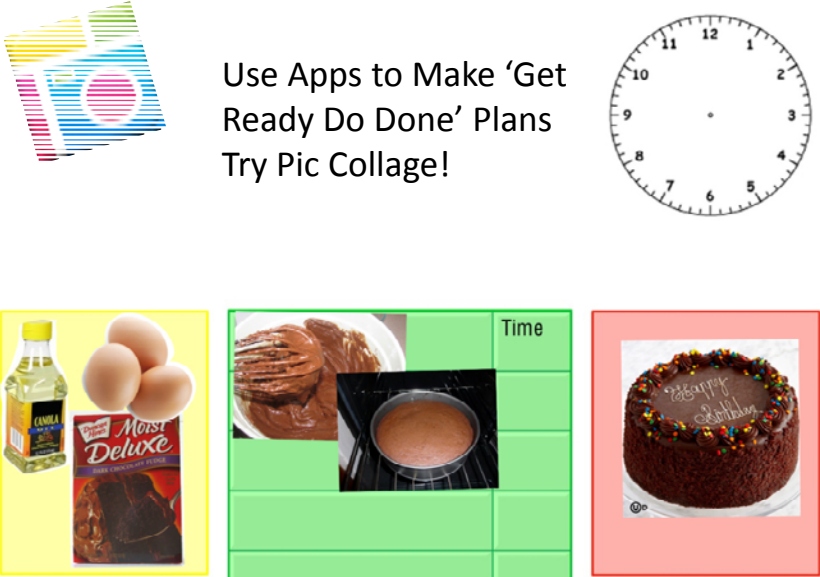


<p>Get Ready</p>	<p>Do</p>	<p>Done</p>  <p>Sleepover</p>
	<h2>Sleepover Host</h2> <p>Get Ready * Do * Done © Copyright Sarah Ward, M.S., CCC/SLP and Kristen Jacobsen, M.S., CCC/SLP. All Rights reserved.</p>	
		<p>Get Done</p> 

<p>Get Ready</p> 	<p>Do</p> <table border="1" style="margin: auto;"> <tr> <td colspan="2" style="background-color: #4a86e8; color: white; text-align: center;">Title</td> </tr> <tr> <td style="background-color: #4a86e8; color: white; text-align: center;">Hypothesis and Materials</td> <td style="background-color: #4a86e8; color: white; text-align: center;">Experiment and Findings</td> </tr> <tr> <td style="background-color: #4a86e8; color: white; text-align: center;">Picture</td> <td style="background-color: #4a86e8; color: white; text-align: center;">Printed Facts or Findings</td> </tr> <tr> <td style="background-color: #4a86e8; color: white; text-align: center;">Caption</td> <td></td> </tr> </table>	Title		Hypothesis and Materials	Experiment and Findings	Picture	Printed Facts or Findings	Caption		<p>Done</p> 
Title										
Hypothesis and Materials	Experiment and Findings									
Picture	Printed Facts or Findings									
Caption										
<h2>Scientist</h2>										
		<p>Get Done</p> <p>Practice! Arrange Ride to School! Bring samples to taste!</p> 								

<p>Get Ready</p> 	<p>Do</p> 	<p>Done</p> 
		<p>Get Done</p> 

<p>Get Ready</p> 	<p>Do</p>	<p>Done</p> 
		<p>Get Done</p> 




Use Apps to Make 'Get Ready Do Done' Plans  
Try Pic Collage!

*Get Ready! SMARTs*

*Do! (mark your 1/2 way check point)*


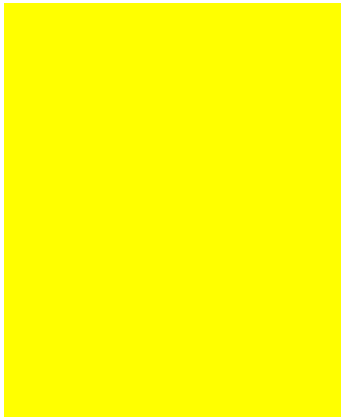

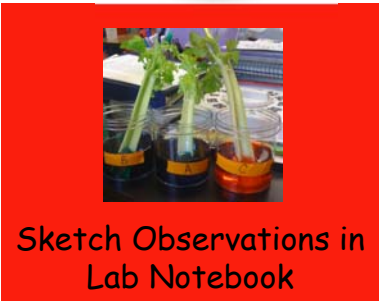
*Done: What will it look like?*








**Lab Today: Celery Science Experiment**  
**Objective:** I can Observe the Capillary Action in Plants  
**Job:** Scientists/Observers

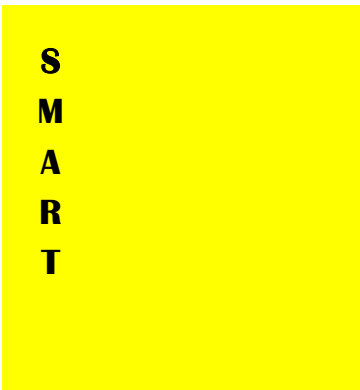
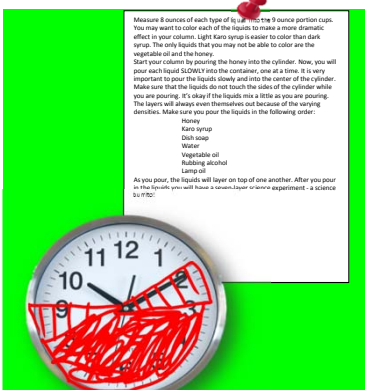

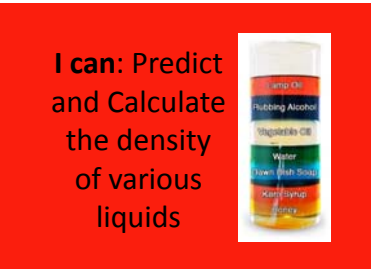
Sketch Observations in Lab Notebook

Put on Shelf Under Window




**Lab Today: Create Density Bottles**

9-10.LS.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

I can: Predict and Calculate the density of various liquids

Draw Observations in Lab Notebook and Turn in



## Presentation Summary

- The Key Features of situational awareness:  
Space, Time, Objects, People
- Mimetic Ideational Information Processing:  
Allows a student to mentally rehearse the future and imagine their future self
- Teach students to STOP and read the room
- To increase transitions and decrease impulsivity, teach students to STOP and imagine their movement through space
- Teach students to go from the Future Picture (goal) to the Mental Movie (the plan)

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## Questions

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## References

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## THANK YOU!

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