

Unstuck and On Target: Helping Students with Planning, Organization and Flexible Thinking: Part 2


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Conflict of Interest: Royalties on Unstuck manuals

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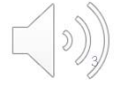




In Part 2, We're Going to Cover:

- How to tell if it's a behavior is because of a can't or a won't
- How to explicitly teach EF skills, including how to make accommodations, use visual supports and techniques from the new edition of Unstuck and On Target



**Tools
You Can
Use
Today**





Teaching Executive Function Skills
OR... bridging the dissociation between knowing and doing

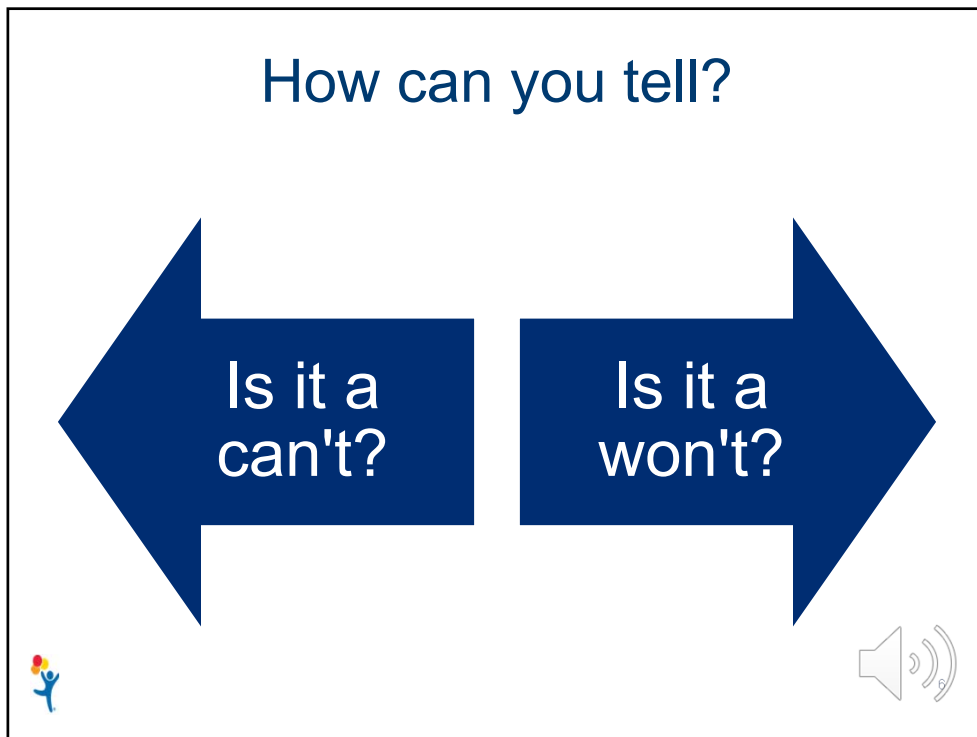
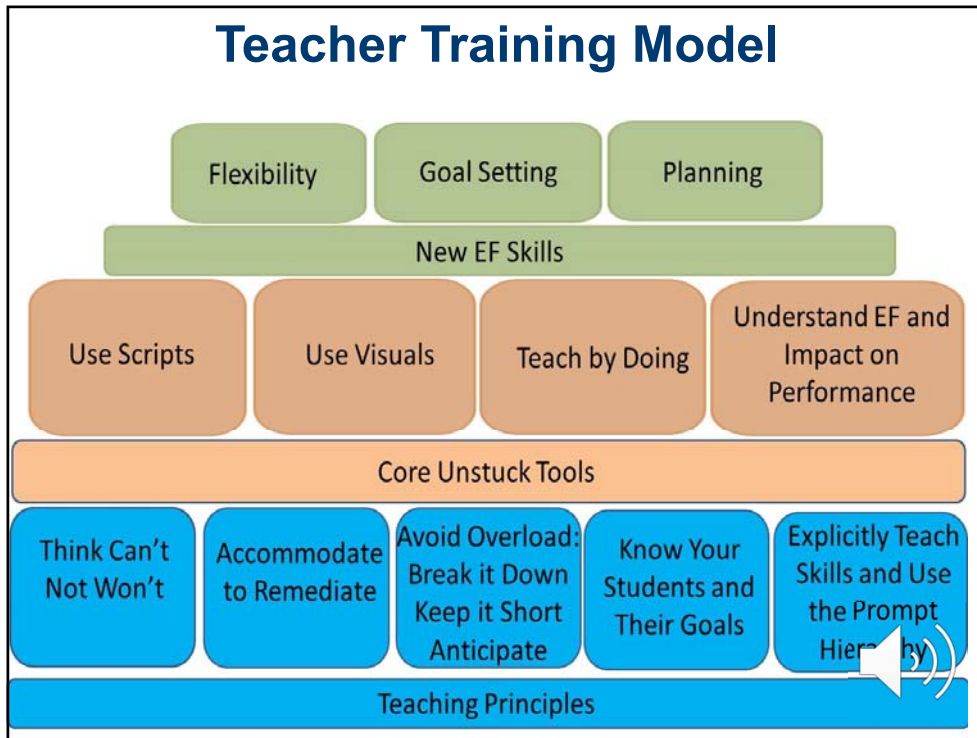
The Challenge:

- A student with ASD: *“My biggest problem in college has been executive functioning. I’m not organized, I’m late with everything and I don’t know how to get started. My school did a great job of including me in school, but why didn’t anyone teach me this EF stuff?”*
- EF skills are hard to generalize (Ylvisaker et al., 2003)

The Strategy:

- Embed teaching in the real world: school & home
- Show, model and coach





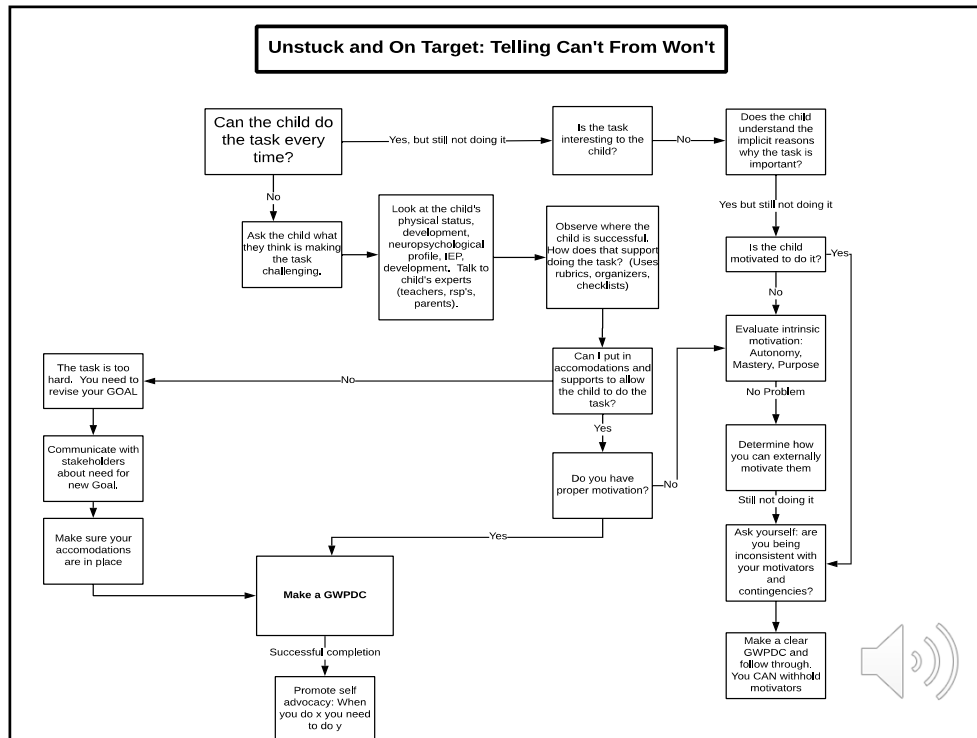
Is it a Can't or a Won't?



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Looks Like <i>Won't</i> ...	Could be <i>Can't</i>
Oppositional, Stubborn	Difficulty shifting Avoiding overload
Can do it if he wants to	Difficulty shifting Lack of salience
Self Centered	Impaired social cognition Poor self monitoring
Won't put good ideas on paper	Poor fine motor Disorganization
Sloppy, erratic	Poor self monitoring Overloaded
Won't control outbursts	Overloaded Disinhibition
Doesn't care what others think	Impaired social cognition Poor self monitoring

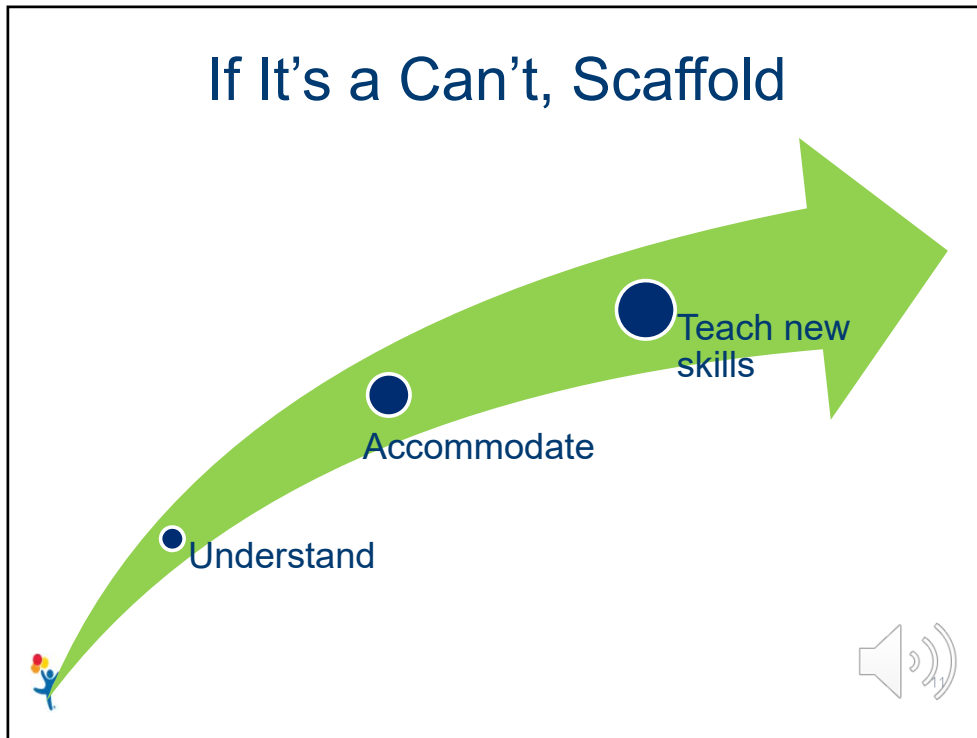


Need Some Help with Motivation?

- Here's your homework: watch Drive by Daniel Pink on You Tube (RSA Animate version, takes about 11 minutes, but well worth your time)

– <https://www.youtube.com/watch?v=u6XAPnuFjJc>

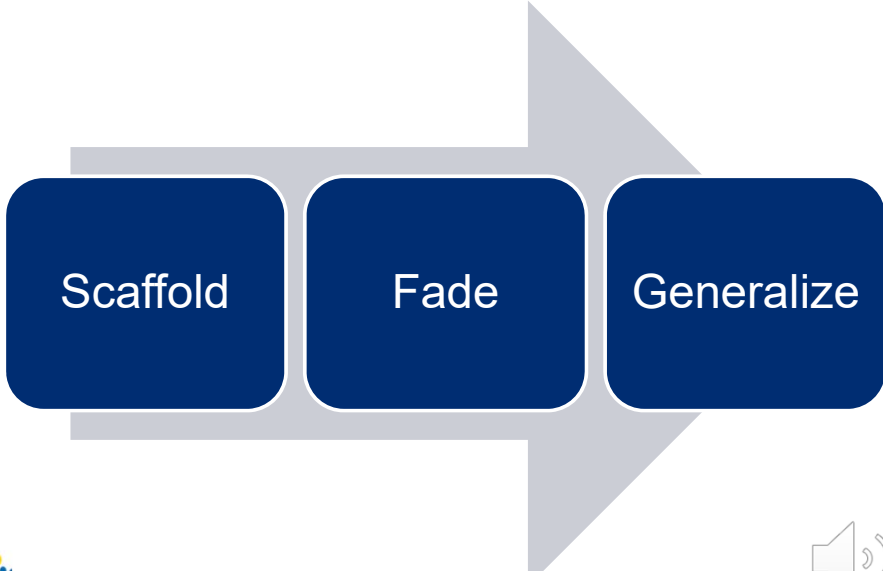





Accommodations


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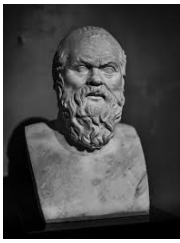


A large light gray arrow points from left to right. Inside the arrow are three dark blue rounded rectangular boxes containing the words "Scaffold", "Fade", and "Generalize" in white text, respectively.



 <http://www.bianys.org/learnet>

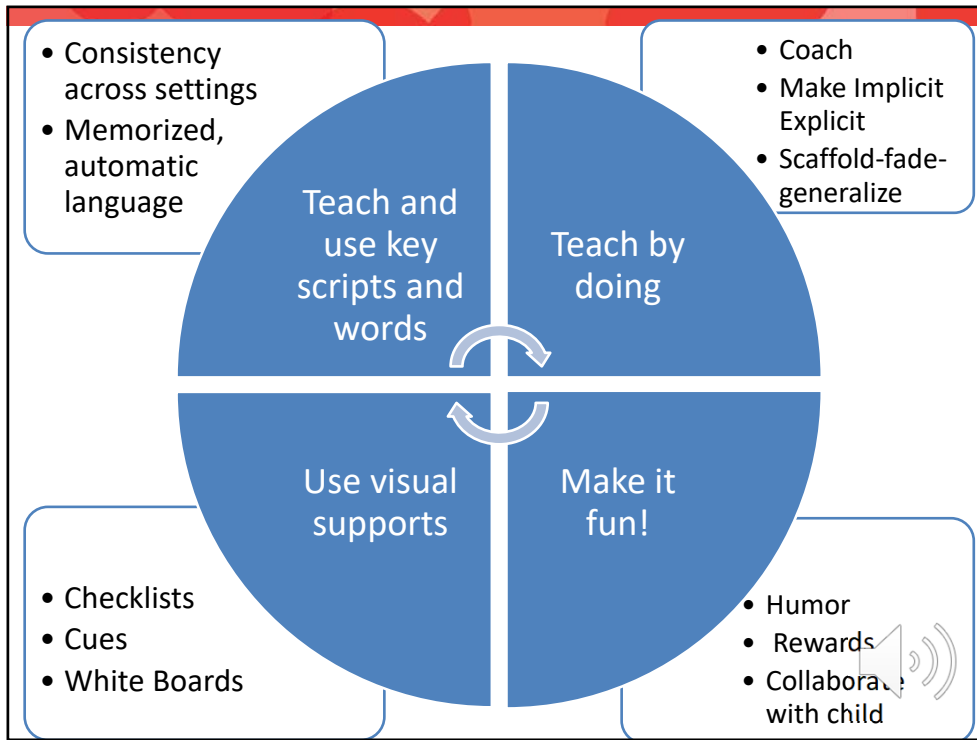


What Do You Think is the Easiest Way to Fade?

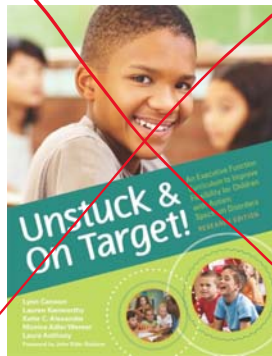
Guiding questions instead of direct prompts, then try just waiting. This leads to skill independence!





The image shows the cover of the book "Unstuck & On Target!". At the top, there is a photograph of four diverse children (two girls and two boys) sitting at a desk in a classroom, smiling and holding pencils. Below the photo is an orange banner with the title "Unstuck & On Target!" in white. To the right of the title, it says "An Executive Function Curriculum to Improve Flexibility, Planning, and Organization" and "SECOND EDITION". Below that, the authors' names are listed: Lynn Cannon, Lauren Kraworthy, Katie C. Alexander, Monica Adler Warner, and Laura Gutermuth Anthony. At the bottom left of the cover is a small logo of a person with arms raised. At the bottom right of the cover is a speaker icon. Below the book cover, there is a text box with a speaker icon and the text: "Reminder on Conflict of Interest: Royalties on *Unstuck* manuals".

First Edition: Why Shouldn't I Buy It?



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What's New?

- Multicomponent kit
- Appropriate for learners with ADHD and other challenges, in addition to ASD
- Tested & streamlined for user-friendliness
- Enhanced parent materials in English and Spanish





What's the Goal?


- To improve executive functioning in students at school
- Help them be more flexible, regulated, problem-solvers



What is Unstuck?



- Evidence-based, executive function curriculum
- Meets the needs of MTSS Tier 2 learners





What is Unstuck?

- Can be used in any setting:
 - general or special ed classroom
 - pull-out groups
 - after-school clubs
- Can be implemented by any teacher
- No training required



Why Unstuck?

- Students who struggle with executive function skills can be:
 - Overwhelmed
 - Anxious
 - Impulsive
 - Inappropriate (behavior)
- That opens the door for social isolation, teasing, and bullying



What Do You Think?

Which is a better predictor of
academic achievement in school:

IQ?

EF?


Blair & Razza, 2007, Boardman, et al., 2005






*Flexibility skills are essential for
school and social success and
are the primary focus of this
curriculum.*




Lessons






- 21 ready-to-use lessons
- Designed for use in small, weekly groups
- Lessons last 30–40 minutes
- Include step-by-step routines, activities, and scripts



Lessons



- Lessons cover six topics:
 - Foundation Skills
 - What is Flexibility
 - How to Be Flexible
 - Why Be Flexible
 - Your Goals: Getting What you Want
 - Flexible/Goal-Directed Futures



Sample Lesson

LESSON 1

Lesson 1 Get to Know You

TOPIC 1

Foundational Skills


SPECIAL INSTRUCTIONS: Although it is important to provide the vocabulary and frameworks set forth in this topic, the group leader is expected to modify the activities as necessary to better meet the students' needs.

Summary: Topic 1 introduces foundational skills that promote successful participation in group sessions and implementation of the Unstuck and On Target curriculum. It introduces a Code of Conduct (ground rules) for the group sessions and a universal script (or routine) for completing work and organizing the group sessions called Goal, Why, Plan, Do, Check (GWPDCC). Topic 1 also teaches students how to use a visual rating tool to identify their feelings (Feelings Target), how to link feelings to behaviors and outcomes (Feelings Chain), and common coping techniques for managing overwhelming feelings (e.g., deep breathing).

Prerequisite skills: None

Related skills: Awareness of body, use of visual rating tool

OUTCOME—CRITERIA FOR MASTERY



Sample Lesson

Lesson Goal, Why Plan, Do, Check

G W P D C	<p>Goal: Learn how to feel okay when unexpected things happen.</p> <p>Why: I have more choices and can be more flexible when I'm not upset.</p> <p>When I'm more flexible and calm I am more likely to get what I want.</p> <p>Plan:</p> <ol style="list-style-type: none">1. Lightning Round2. What can I do when I feel disappointed?3. Coping Strategies Investigation4. Strategy Cards5. Coping Choices (if we have time)6. Review Home Practice <p>Do: Follow the plan and earn tallies.</p> <p>Check: How did it go? Did we accomplish our plan? What is one thing you can do if you are feeling upset or disappointed?</p>
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Classroom and Home Practice

LESSON 19

19Classroom Practice 19 & 2019

Session Summaries: Your students have been working hard to learn how to set goals, make plans, compromise, and create solutions using *Unstuck and On Target!* strategies. Today's lesson began a celebration of their progress and provided practice using all of their new skills to work together in order to plan a special event for session 20.

What you can do to support your student's learning and generalization:

Whenever you can, work in a discussion with your students about planning an event or an activity. You could talk about historical events, politics, cultural events, or even watch a video in class of a flash mob or someone who planned a special surprise for someone. Ask your students:

- "What was their **goal**?"
- "How many people had to work together to **plan** this event?"

LESSON 2

2Home Practice 22

Your child participated in the second session of *Unstuck and On Target!* today.

Summary: Your child was introduced to setting goals and making plans. Your child learned how to use a simple routine called Goal, Why, Plan, Do, Check (GWPCD). Your child will come back to this topic again in their 15th session.


Here's an example of how GWPCD might be used at home:


GOAL: To eat together as a family once this weekend.

WHY: We are hungry and actually enjoy talking to each other once in a while.

PLAN:


1. Find a time that works.
2. Figure out what we want to eat and what's in the fridge.
3. One of us sets the table.
4. One of us cooks.
5. One of us cleans up.






Who is Unstuck for?

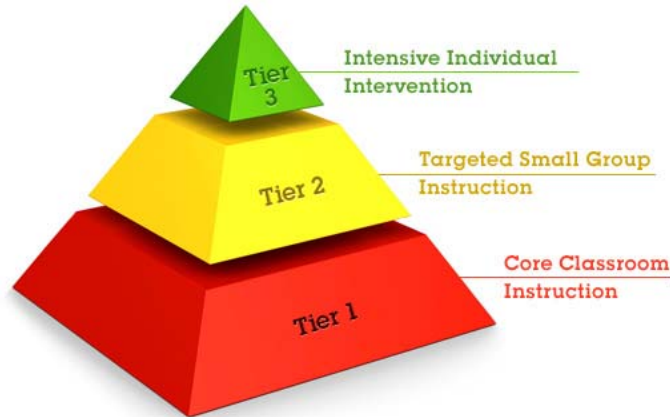
- Designed for 8- to 11-year-old students who have difficulties with flexibility, organization, and planning
- Students who may have ASD, ADHD, anxiety, or other related disability
- Students must have average IQ and at least a second-grade language and reading level





What Do You Think?

Unstuck and On Target fits with MTSS



UOT: Modular, flexible, integrated school/home program targeting EF in 3rd-5th graders that fits with Multi-Tiered System of Support

	TIER 1	TIER 2
Classroom Teacher	Reinforces and models UOT vocabulary and strategies; can also act as the "interventionist" and teach UOT lessons	Reinforces and models UOT vocabulary and strategies
UOT Curriculum Teacher (= Interventionist)	Provides "push-in" UOT lessons to whole classroom	Pulls out students identified by classroom teacher with EF problems for small group sessions
Parent	Reinforces and models UOT vocabulary and strategies	Reinforces and models UOT vocabulary and strategies

Unstuck Fast Facts

What is the goal of *Unstuck and On Target (UOT)*?
To improve executive functioning in students at school to help them be more flexible, well-regulated problem-solvers.

- Executive functioning skills include planning, flexibility, and organization.
- Executive functioning problems include trouble transitioning and completing multiple-step tasks.

What is *Unstuck*?

- Provides 21 easy-to-lead school-based small group sessions that last 30–40 minutes each
- Can be implemented in any setting: general or special education classrooms, pull-out groups, or afterschool clubs
- Supplies needed materials, or uses items that are already available in schools (glue, scissors, etc.)
- Includes simple classroom and home practice guides for each lesson
- Provides parent resources in both English and Spanish
- Includes visual supports and posters for abstract concepts

Does *Unstuck* work?

We tested *Unstuck* in Title I elementary schools with racially, ethnically, and language diverse families and compared it to an empowering behavior management program (Contingency Behavior Management, CBM).

We found that:

- 1. Students and parents like UOT more than CBM.
- 2. UOT worked well for students with ASD and for students with ADHD in improving classroom behaviors (social reciprocity, transitioning, rule abidance, participation, getting unstuck, and being less negative).

Who is *Unstuck* for?
Unstuck can be used for children who have executive functioning problems and the verbal ability of a 7- or 8-year-old. We developed and tested it with third-through fifth-graders.

Who is qualified to teach *Unstuck*?
All types of professional school personnel—including teachers, special educators, school social workers, speech-language therapists, occupational therapists, counselors, or school psychologists—can teach *Unstuck* effectively.

How did we develop *Unstuck*?
A team of teachers, psychologists, occupational therapists, parents, and students were involved in the development of *Unstuck*.

UOT and CBM worked well for everyone, no matter how old they were, what race they were, the family's income, or what language was spoken in the home! Also, any educational team member, regardless of his or her discipline or expertise, can lead the groups.

Here's what kids say they learned:

"Being able to have multiple plans because if I don't have multiple plans I get stuck. If I have multiple plans I can get a little of what I want, rather than not at all. In most situations that's better."

"When I get really mad at a teacher or friend, I try to think about is it really necessary to get mad. I try to stay calm and be flexible and cope with what is going on."

	ASD		ADHD	
	UOT	CBM	UOT	CBM
Improved classroom behavior	✓	✓	✓	✓
Better problem-solving	✓	✓	✓	✓
More flexible	✓	✓	✓	✓
Improved planning	✓	✓	✓	✓
Higher student & parent satisfaction	✓	✓	✓	✓

(AND these improvements were maintained 1 year later!)

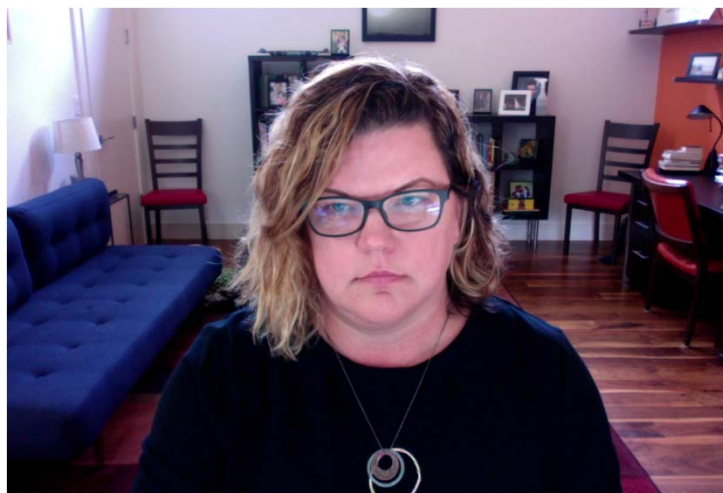
This study was supported by The Parent-Child Outcomes Research Institute (PCORI) AD-1304-7379.

Purchasers of this book may download, print, and/or photocopy Unstuck Fast Facts for professional and educational use. It is available in color at www.brookespublishing.com/unstuckfastfacts with these searchcodes (2016)4988.



<http://archive.brookespublishing.com/documents/Cannon-2e-Fast-Facts.pdf>

Plan for EF Skills



Teaching: Why Be Flexible

- Advantages of physical flexibility
- The “facts” of life
- What to do when what I want is impossible
- Pie charts: getting part of I want is better than getting nothing at all



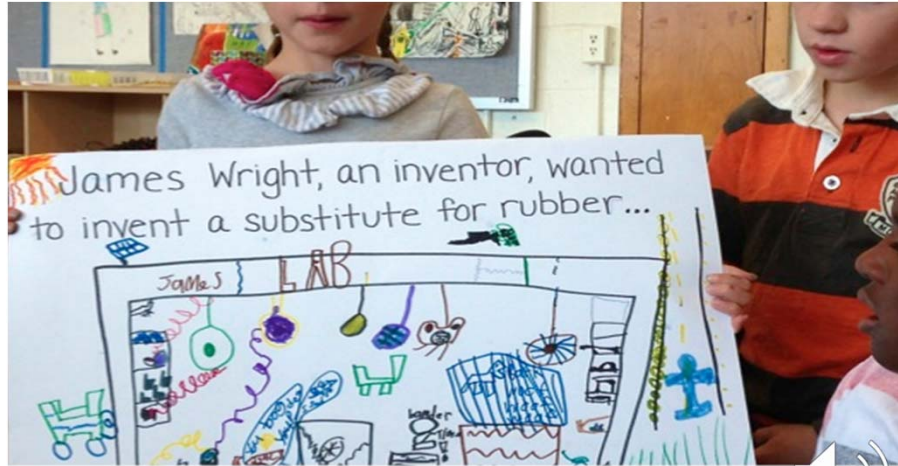
The Story of Silly Putty (Why, Plan A/Plan B)

Photo credits to Maurice Tome

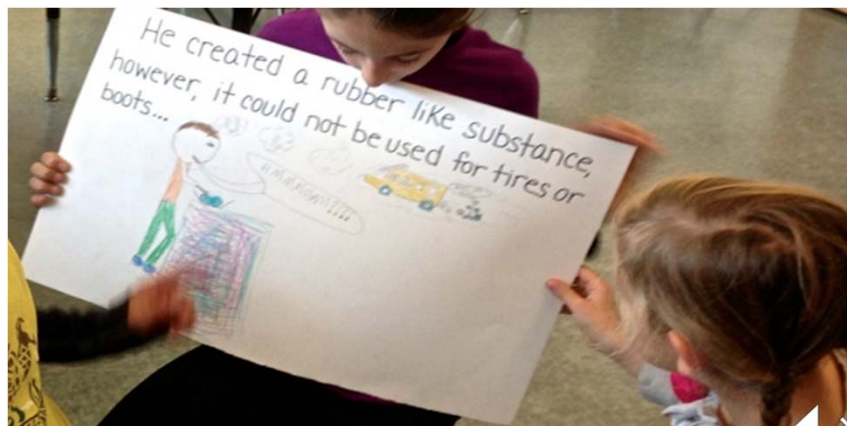
<http://schoolwithinschool.org/look-forward-to-succeeding/>



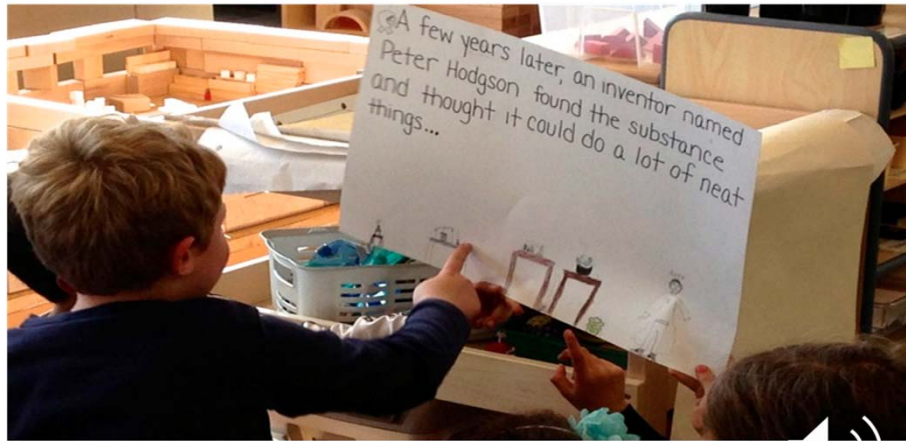
The Story of Silly Putty



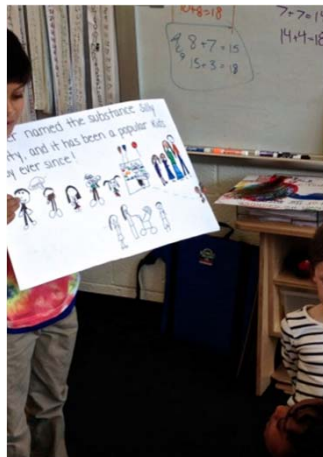
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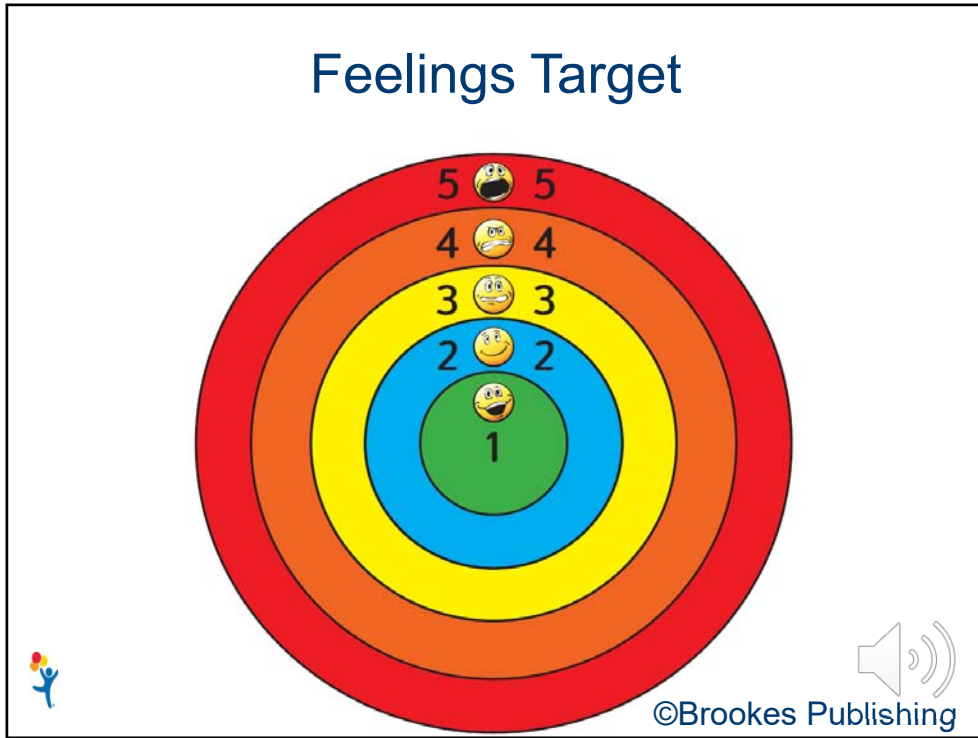


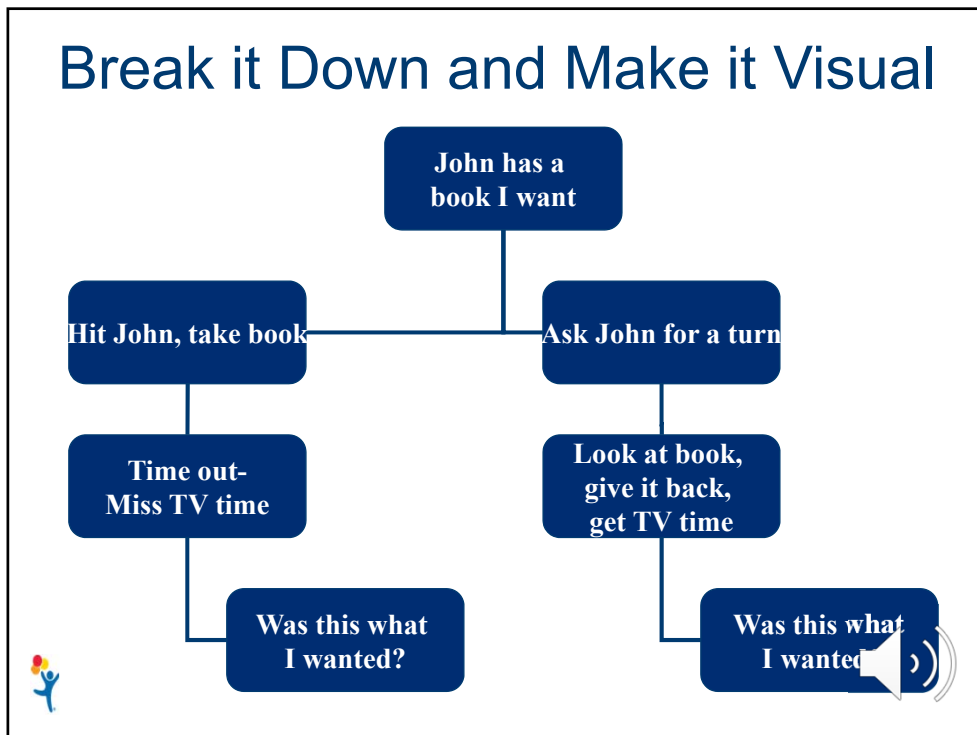
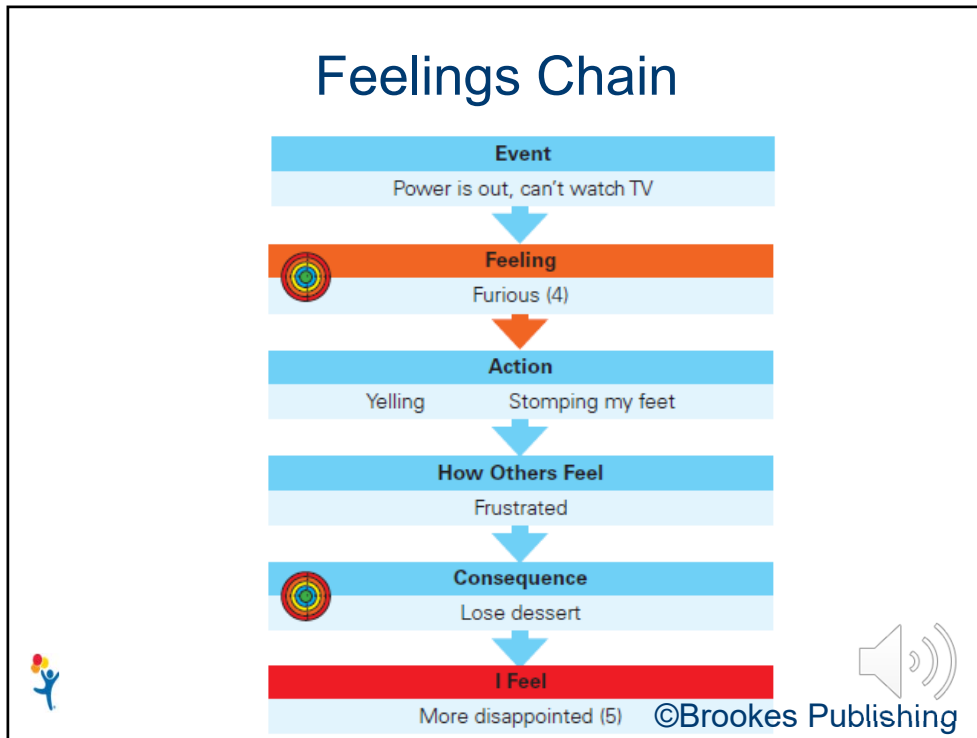
The Story of Silly Putty



The Story of Silly Putty







Coming up in Part 3!

- Finish up how to teach EF skills
 - Including videos of Unstuck in action in the classroom or school
- How do we know that Unstuck and On Target works?
- Additional resources
 - NEW!! Online parent training program
 - What's next for Unstuck

