Sample Pack

AutismLDToolkit
An Active Learning Teaching Toolkit

CIP is delighted to offer you an introductory sample of our recently published teaching toolkit. The excerpts from several chapters will illustrate an active/participatory teaching style that appear throughout the book. The ideas, materials, and hand-outs in the toolkit can be adapted by anyone working with or parenting young adults (ages 16-26) with an ASD (Autism Spectrum Disorder) or LD (Learning Differences) diagnosis.

KEY CONCEPTS:

- Creating a Community of Like-Minded Educators

- The Growth Mindset

- The Learning Pyramid

- The Continuum of Growth

- Learning Styles

- Executive Function in the Classroom

- Executive Skills

- Executive Function in the Workplace

TOOLS TO USE:

- FourSight™ Assessment

- The Donkey Rule

- SODA

- HALT

- Person-Centered Planning (PCP)

- Guide to Altering a Problem Situation

- Communicate for Success

- E.F. Morning Routine

Creating a Community of Like-Minded Educators

It all begins with you … all of the educators and support professionals working with young adults who have received an ASD or LD diagnosis.

This following handout is meant to be used individually to challenge yourself and to acknowledge all that you bring to your profession.

And … on a particularly hard or frustrating day, you can even use it to ground yourself and return to the basics of why you do what you do each and every day.

Then … it's meant to be passed on to others, so that they can also use the information in it to re-energize, gain support, and then continue the process of passing it on to help others. This is how a community of like-minded educators will develop within your schools and even within your communities.

The Growth Mindset

"Begin with a Growth mindset."

Believe in your students

Believe that they were "made for good purpose" and that they are "inherently valuable."

Believe that they were made this way (with brains that are wired a bit differently), for a very good reason: to teach us to have tolerance and respect for those with unique and distinct differences.

Believe that they are not defective, faulty, substandard, or flawed in any way, but that they are special, extraordinary, distinctive, and exceptional.

Believe in yourselves

You have to "exhibit" then "mentor" through your own thoughts, actions, and behaviors what you are teaching your students or it will have little value.

If you model kindness, tolerance, respect, dignity, and a genuine concern for your fellow-man, your students will too.

How you behave during the process of teaching is equally as important (if not more so), than what you are teaching.

How a "positive stance" and the "ethical assumptions" we have can guide us

When you come from a space of acceptance and understanding regarding yourself, you become open to the world and all it has to offer.

By espousing these values, you set the stage for growth internally by demonstrating and displaying it with your students.

If you have the willingness to try new skills and behaviors, as well as foster growth within yourself, and then display these to your students, they will imitate you.

Character strengths

Focus on your own character and character strengths, they will ground you, guide you, and help you look at your personal life, your work and your world from a "strength- based" perspective.

It's important to remember that you have strong assets and strengths to build upon and (because you are human), that you also have areas that can be improved upon. Displaying strong character strengths will allow you to make a plan to move forward in both areas.

Creativity

Requires an open mind and flexibility. Students on the spectrum are naturally very creative – in many idiosyncratic ways – as are their teachers, mentors, and advisors.

As like-minded educators, your job is to make the connections from the idiosyncrasies of creative thinking to openness in other areas that are not as interesting to your students. Pair these skill sets together.

Albert Einstein (who was on the ASD Spectrum himself), said "creativity is seeing what everyone else has seen, and thinking what no one else has thought." Find this trait in yourself and then allow your students to embrace it as you teach the mundane, the boring, the inspiring, and the challenging.

The Growth Mindset (Cont.)

Develop a Life-long Love of Learning

You and your students live in exciting times. Neuro-imaging and brain science experts are making great efforts and strides as they put forth new research and ideas that you can use in your work with students "on the Spectrum."

Become a "lover of lifetime learning," with a special emphasis on deepening your own knowledge of working with ASD and LD students in every area. Why? Because this will improve your ability to impart knowledge in the most effective way possible using the latest advances in these research areas. And, this knowledge will benefit your students.

The Importance of Building Community Connections

Take every opportunity you can to educate the community regarding the needs and abilities of those "on the Spectrum."

Invite the community in – build sustainable partnerships with colleges and community organizations, so that they know the work you are doing, how they might assist and support your students through offering opportunities for your students to volunteer or participate in an internship program.

Transition

Like parents, the best thing you can do for your students, is to let them go. Help the young men and women you work with prepare for the next steps in their lives. This might be college, volunteering, a gap year, an internship, or paid employment.

Help your students go from external to internal self-regulation so that they can work towards independence with less structure from you, their parents, and others who work with them. Always remain student centered and student directed.

Zest

It's important for you to seek renewal and reset opportunities. This might be continued professional development, support groups (within your like-minded community of educators), and taking care of your own well-being through exercise and relaxation outlets.

You can only give away what you have for yourself; and it is vital for you to continue learning and growing in your own life – not only to set the example – but for refueling your creative energies and personal, social, and emotional growth as well.
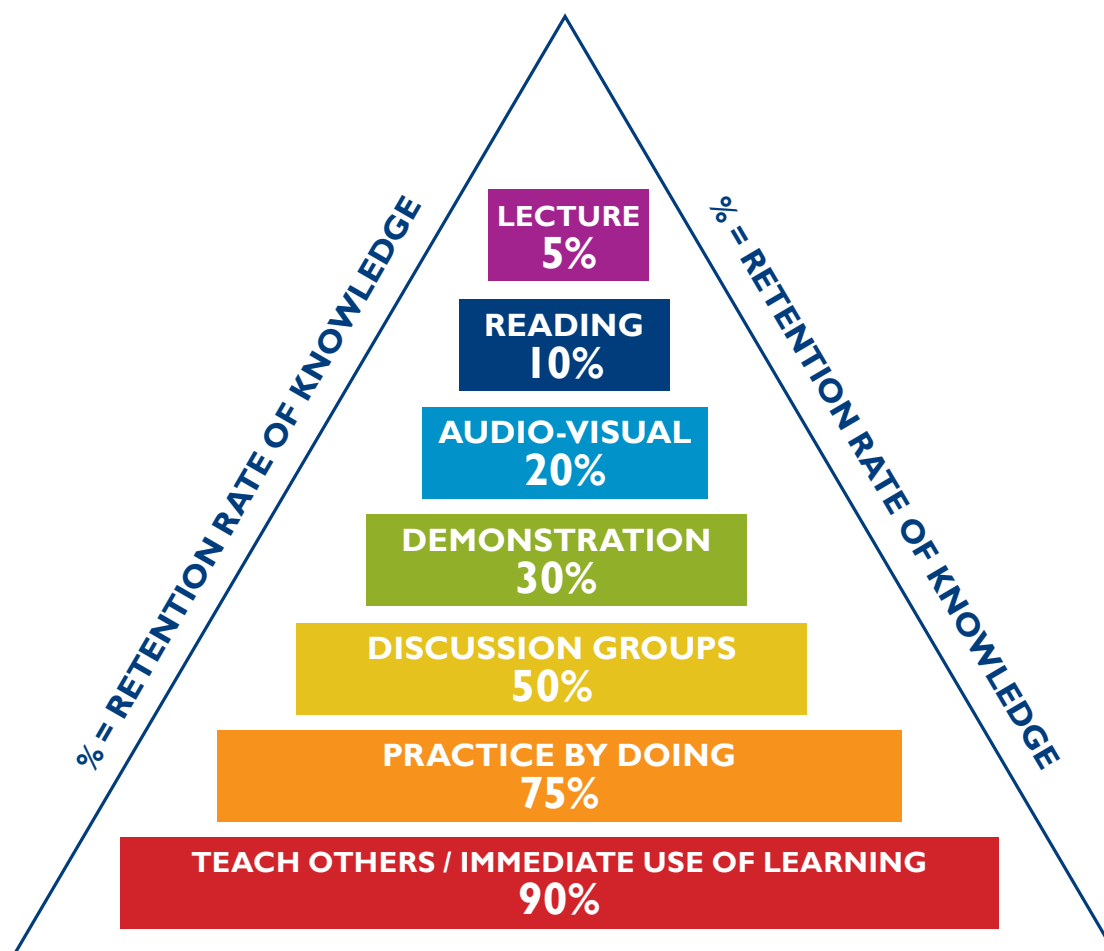
Humor

Humor CAN help you hold it all together.

Individuals "on the Spectrum" have various kinds of humor that can be very specific in nature. Learning what that is can open up a new avenue of acceptance as you work with them. For example: a mathematician may think a play-on-words regarding dates or figures is very funny, while many of us would not think it very humorous. Many individuals on the spectrum have to be taught to understand the humor in certain situations, and teachers need to look humor from their ASD or LD student's point of view..

Humor can take the edge off of a serious situation and set the stage for flexibility and open the door of willingness to try something new.

And lastly: Reach out to each other and remember that by "building a community of like-minded educators" you will have not only have a "shoulder to lean on," you will be surrounded by people who will become your biggest fans as you work day in and day out to not only teach, but influence, and impact the lives of your students."

The Learning Pyramid

% = RETENTION RATE OF KNOWLEDGE

% = RETENTION RATE OF KNOWLEDGE

LECTURE
5%

READING
10%

AUDIO-VISUAL
20%

DEMONSTRATION
30%

DISCUSSION GROUPS
50%

PRACTICE BY DOING
75%

TEACH OTHERS / IMMEDIATE USE OF LEARNING
90%

Creating an Active Learning Environment using the "Learning Pyramid" and the various teaching modalities indicated is an essential first step in setting up an active, participatory, student led learning environment.

The "Learning Pyramid" (developed in Bethel, Maine in the 1970's) uses a variety of teaching modalities from lecture (5%) to teaching others (90%) to impart and then have students (of all ages – including adult learners) retain knowledge. As each rung from the pyramid is incorporated into the learning environment, retention of knowledge to goes from 5% to 90%.
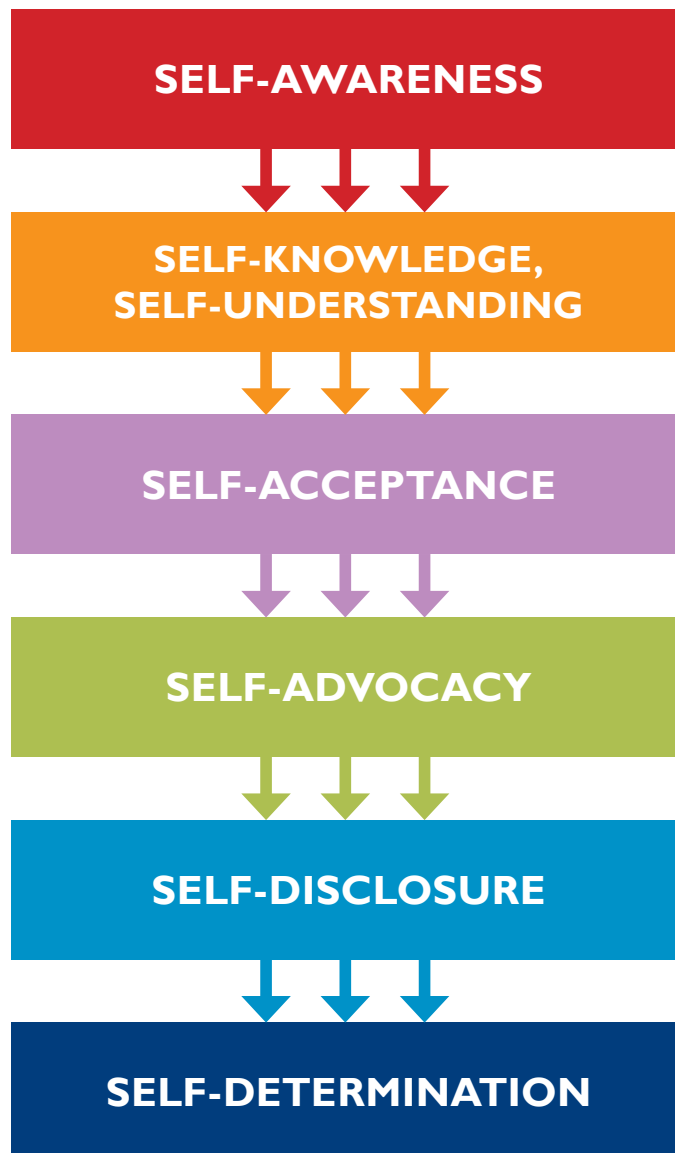
As classrooms become more participatory, student-led, and active – students (especially those on the ASD (Autism Spectrum Disorders) and LD (Learning Differences) Spectrum obtain required knowledge while simultaneously exhibiting and using a variety of life skills during the participatory process.

The experts tell us that the skills needed to achieve success in the classroom setting (via measuring outcomes and assessing progress) are acquired at the highest retention percentages when learners are able to tell and demonstrate for others what they have learned. The end result is that the subject, concept, life skill, or even a new idea is remembered. Active learning makes knowledge "stick."

The "Continuum of Growth"

Along with self-knowledge – learning self-regulation, decision-making and problem-solving are areas that are essential for success. For individuals with an ASD or LD diagnosis, being aware of themselves, the environment around them and how the two affect each other does not come naturally. Implementing the "Continuum of Growth" model will help students focus on individual acceptance of their diagnosis by learning to understand it and then to accept it. As teachers, clinicians, and the professionals who work with these young men and women think about a diagnosis from a student perspective, they can work to further increase awareness that will lead to each student participating, being present, and advocating for themselves during their school years. By introducing the "Continuum of Growth" model, each student will begin to accept his or her individual diagnosis.

SELF-AWARENESS

SELF-KNOWLEDGE, SELF-UNDERSTANDING

SELF-ACCEPTANCE

SELF-ADVOCACY

SELF-DISCLOSURE

SELF-DETERMINATION

Self-awareness

Young people need to be reminded that they are separate individuals with unique personalities. This is a good thing. They need to comprehend that they are living among individuals with many types of personalities, some positive, some not. As the ASD/LD adolescent or young adult learns that people have outgoing, introverted, exuberant, joyful, or sullen affects to their personalities, they begin to understand self-awareness. Slowly, but surely, they let go of their self-absorption and start learning to relate to people who have personalities that are similar or vastly different from their own. As these young men and women become self-aware, the seeds of self-understanding and self-acceptance are planted and they begin to accept who they really are.

Self-knowledge

Adolescents and young adults on the ASD/LD Spectrum tend to embrace their **authentic self** no matter how many years of therapy they may or may not have had. In spite of teachers, or peers, or even their parents who may have said they were stupid, or bullied them, or tried to make them fit in, these young people are still firmly who they were meant to be. This is a plus! Knowing that they can be authentic, allows for progress. Once students begin to see that the same goofy characteristics they ran from in middle school and thought were silly – are now a source of strength and ability – their self-knowledge increases and further acceptance of their diagnosis occurs. Understanding that they process information differently and that they are not lacking in intelligence or an ability to learn, but learn in non-traditional ways, allows progress to happen rapidly.

Self-understanding and self-acceptance

Students can begin to learn self-acceptance by working in the learning environment with caring teachers and professionals who value the people they are and are becoming. During classroom teaching, role-playing, role-modeling, and the practice of necessary social competencies, students begin to recognize who they really are – unique differences and all – and start appreciating all they have to offer. This self-acceptance will allow these young men and women to gain the self-understanding and confidence needed to make significant changes in their behavior.

Using what they are learning or have learned instead of comparing themselves with others or trying to be people they are not, leads to self-acceptance through self-understanding. In learning to value and love who they truly are, depression and lack of motivation for making changes starts subsiding. This leads to being able to self-regulate. It's all about becoming right-sized in what often appears to the ASD or LD learner to be a one-size fits-all world.

Self-advocacy and Self-disclosure

This plays a role a in nearly every aspect of life for individuals on the ASD or LD Spectrum – in school, at home, in the community, and at work. The more self-awareness and self-determined each person with an ASD or LD diagnosis possesses, the more they can individually advocate for their own comfort, happiness, and well-being. This might mean approaching a teacher if they are having trouble keeping up with the lectures because they just can't write fast enough or being able to express to a friend that they don't always **get** his or her jokes because he or she takes them literally. Being able to speak up, be heard, and be part of learning, working, or living environment that allows this, can help the ASD/LD adolescent or young adult gain the confidence needed to **self-disclose** and ask for accommodations, further instructions, or additional help to meet goals and achieve success.

Self-determination

If the adolescents and the young adults being taught, display a true desire to learn about themselves, their diagnosis, and how to get on with their lives, helping them understand the role self-determination plays is the last logical step in the "Continuum of Growth." Once students start changing their perceptions of their diagnosis and start putting as much time and energy into learning about non-verbal language and social competencies as they do their "special interests," things start changing in a positive way, especially at school. Self-determination allows the ASD or LD adolescent or young adult to start co-existing with comfort in the surrounding "neurotypical" world.

Viewing the diagnosis from the student standpoint helps the educator, clinician, or professional understand how the ASD or LD student feels. Looking at a student's point of view, allows those who work with these adolescents

and young adults in a learning environment to show compassion, empathy, and provide the tools and foundation needed to not only help each person individually, but to foster inclusion. As students lessen their frustration and isolation by understanding their clinical diagnosis, they will feel better and do better in school. This understanding can then carry over to work, relationships, and success in living independently.

ASD/LD students often lack an understanding of where they fit into the scheme of things and they have trouble with the overall structure of a classroom setting. To help each individual become more self-aware encourage on the Spectrum students to:

- **Work in smaller groups in the classroom setting and socialize in smaller groups.**

- **Introduce the concept of expanding horizons perhaps through volunteer work or a small-group service-learning project.**

- **Allow students to experience inclusion – giving their time to important causes and events that encompass a wider community and world.**

- **Model self-acceptance, self-assurance, and self-esteem.**

- **Engage and introduce peers who have the same diagnosis and who model self-awareness to the student having trouble with the concept.**

PERSONAL INSIGHT: There is a sign over my desk that I encourage students to embrace. "The genuine evokes the genuine." I know that students must be courageously honest and willing to accept themselves – diagnosis and all. A diagnosis that leads to true self-knowledge and understanding opens the adolescent or young adult "up" to their new lives. Being able to embrace the assets behind the differences allows these young men and women to create wonderful things in their lives and grow without fear. From this comes self-confidence and self-esteem.

– Michael McManmon, EdD

Learning Styles

Determining a student's learning and thinking style when developing an individual person-centered plan for imparting knowledge is an essential first step toward helping each one acquire skills for life, school, work, and independent living.

Educators, clinicians, and professionals need to be to support each student's individual ASD (Autism Spectrum Disorder) or LD (Learning Differences) diagnosis in the following areas:

- Educational
- Vocational
- Physical development
- Wellness
- Integrating creative arts
- Medical, therapeutic, counseling and guidance
- Social mentoring and coaching

Whether the learning environment is a dedicated or integrated classroom, knowing each person's learning and thinking style will set the scene for a student-centered goal oriented plan to be created that best suits the individual and how he/she learns best.

There are three types of learning styles that are generally accepted as primary. These are:

- **Visual**
- **Auditory**
- **Tactile/Kinesthetic**

Other learning styles include:

- **Spatial Logical**
- **Mathematical**
- **Musical**
- **Interpersonal or Social**
- **Intrapersonal or Solitary**

The adolescents and young adults (ages 16-26) that you work with might cross over all modalities with no particular preference or may learn best from a combination of two or three learning styles.

Once learning styles are determined it is also important to understand each individual student's thinking style.

Executive Function in the Classroom

Executive Function is a mental process that governs an adolescent's or young adult's ability to manage time, make plans, complete tasks, and exhibit appropriate behavior. For example, being able to make it to class on time, being organized with class work, and participating in social and recreational events allow students to experience success, reach goals, and gain Executive Function ability. Executive Functions in the classroom helps students to pay attention and control impulsivity by inhibiting inappropriate or ill-timed responses. It allows for students to have a smooth transition from one task or activity to another, as they learn how to manage time, stay organized, and keep track of their belongings. As students engage in mental planning (working memory), they learn to self-regulate, exhibit self-control, and start monitoring their own behavior in relation to successfully getting through the school day.

HERE ARE SOME THINGS YOU CAN DO TO HELP YOUR STUDENTS:

- Having students divide large tasks into segments.

- Making sure everyone is using calendars/day planners to keep track of long-term assignments, due dates, deadlines.

- Having students' program reminders on computers and smart phones.

- Asking individuals to organize their school work, tasks, and assignments by day, week, and month.

- Having everyone use checklists, to-do lists, and prepare a time estimation worksheet or time line.

HELP STUDENTS MANAGE THEIR SCHOOL AND HOMEWORK SPACES AND MATERIALS BY:

- Showing them how to create dedicated and individual work spaces.

- Illustrating visually and physically how to organize personal work and study spaces.

- Allowing time during school day for locker and backpack organization.

- Giving students time to organize materials and assignments for homework.

- Showing students how to use color coded bins (a place for everything and everything in its place).

- Demonstrating how to make sections in their backpacks, color code them, so that they can get to what they need in a hurry.

- Providing examples on how to minimize clutter.

- Scheduling cleaning and organizing of work spaces at least once per week.

- Having each person develop (electronically or physically) and employ a master notebook system.

- Limiting the number of folders in use, having students use hole-punched paper and clearly labeling all binders on spines, and then monitor student notebooks.

Executive Skills

1. Planning/Prioritization: Creating a roadmap to reach a goal or to complete a task.

2. Organization: Arranging or placing things according to a system.

3. Time Management: Estimating how much time one has, how to allocate it and how to stay within time limits and deadlines.

4. Working Memory: Holding information in memory while performing complex tasks; being able to draw on past experiences to apply to the current situation.

5. Self Perception and Awareness: Taking a bird's-eye view of oneself in a situation; the ability to self-monitor and self-evaluate one's thinking process.

6. Response Inhibition: Thinking before acting; to consider multiple factors before responding to a situation.

7. Self-Regulation of Affect: Managing emotions in order to achieve goals, complete tasks or control or direct your behavior.

8. Task Initiation: Beginning projects without undue procrastination, in an efficient or timely fashion.

9. Communication: Sharing information with others via email, telephone, etc. to develop rapport, gain information or network socially.

10. Flexibility: Revising plans in the face of obstacles, setbacks, new information or mistakes; adaptive to changing conditions.

11. Goal-Directed Persistence: Following through to the completion of goals and not being put off by or distracted by competing interests.

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Executive Function in the Workplace

Being able to exhibit Executive Function ability through planning and organization strategies in the workplace is about having the young men and women you work with, counsel, advise, and mentor, show their employers that they know how to organize their working day, stay on task, and manage their time at work well.

Acquiring work oriented Executive Function abilities before entering the world of work as a volunteer, intern, or paid employee will help your students know how to decide what is important to focus on and get done (during the course of the work day), and ensure that they know how to meet deadlines. They will be able to be on time, keep an organized desk or work space, and follow workplace routines. The following worksheet will help your students gain awareness and then the Executive Function ability to become successful at their internships, their volunteer work, and at their jobs. The worksheet explains what having Executive Function ability means in the workplace, and gives a variety of strategies and advice for developing a plan for acquiring this Skill for Work, and showing a prospective employer or supervisor that the he/she has it.

Executive Functions in the workplace will help you to:

- Engage in mental planning (working memory)
- Persist to complete a task or activity
- Organize/keep track of your belongings and actions
- Self-regulate and exhibit self-control
- Self-monitor your behavior

Executive Functions are cognitive (brain based) activities of:

- Logic
- Strategy
- Planning
- Problem solving
- Information processing
- Behavior control.

Executive Functions difficulties at work might lead to:

- Difficulty predicting what will happen next at work
- Inflexibility/getting stuck/needing to preserve sameness
- Difficulty attending work or concentrating on work
- Impulsivity (blurting out)
- Difficulty managing and allocating time

Executive Functions DIFFICULTIES AT WORK might lead to:

- Difficulty keeping track of belongings/materials

- Forgetting things you need to bring to work or that you need to do at work

- Difficulty doing multi-step or complex tasks

- Disorganization

- Difficulty with planning.

Here is a list of some STRATEGIES that you can implement (starting today), that will help you at work:

- Identify and organize tasks or information

- Use calendars (physical and electronic), "to do" lists, check lists, and timelines

- Coordinate people, activities, and details

- Develop a plan and set objectives

- Set up and keep time schedules

- Anticipate problems and respond with solutions

- Develop realistic goals and action to attain them

- Arrange correct sequences of information and actions

- Create guidelines for implementing actions

- Create efficient systems that keep your desk, your workspace, and your life at work organized

- Follow through and insure the completion of a task.

How can you show a prospective employer you have planning, organizational, and Executive Function skills? **You can SHOW YOUR ABILITIES in many ways, including:**

- Planning or then creating an essay or piece of writing that outlines how you plan to do your job or how you did your job

- Explaining how you organized a meeting, task, or event

- If you've been on a gap year, detail the planning that went into organizing your year

- Explaining how you achieved a goal in a part-time job

- Explaining how you managed your volunteer tasks during your community service project

- Creating a visual presentation of how you applied Executive Function during an internship or paid work. You might create a mini-training manual that will show others how you did your job.

FourSight™ Thinking Assessment

I'm most motivated by...

      (a) a need for clear understanding of the facts

      (b) a great idea

      (c) an opportunity to perfect an existing solution

      (d) a job to do

I learn best through...

      (a) facts, research, data

      (b) stories, ideas, concepts

      (c) evaluating options

      (d) trying things out

I like to spend time...

      (a) working with information

      (b) thinking about new possibilities

      (c) making tings "just right"

      (d) testing, prototyping, doing

Score: How many times did your answer correspond to: a _____ b _____ c _____ d _____ ?

Profiles: A high number may suggest a preference for one of these thinking styles.

a. **Clarifier:** cautious, structured, thinker who likes to gather data to understand the reality and to identify problems, gaps, and opportunities

b. **Ideator:** playful, original thinker, who likes to see the "big picture" and make new connections that may break the paradigm

c. **Developer:** detailed planner who likes to evaluate and perfect the best version of a solution and anticipate how it will move forward with the most success

d. **Implementer:** confident, action-oriented risk taker who likes to learn by doing
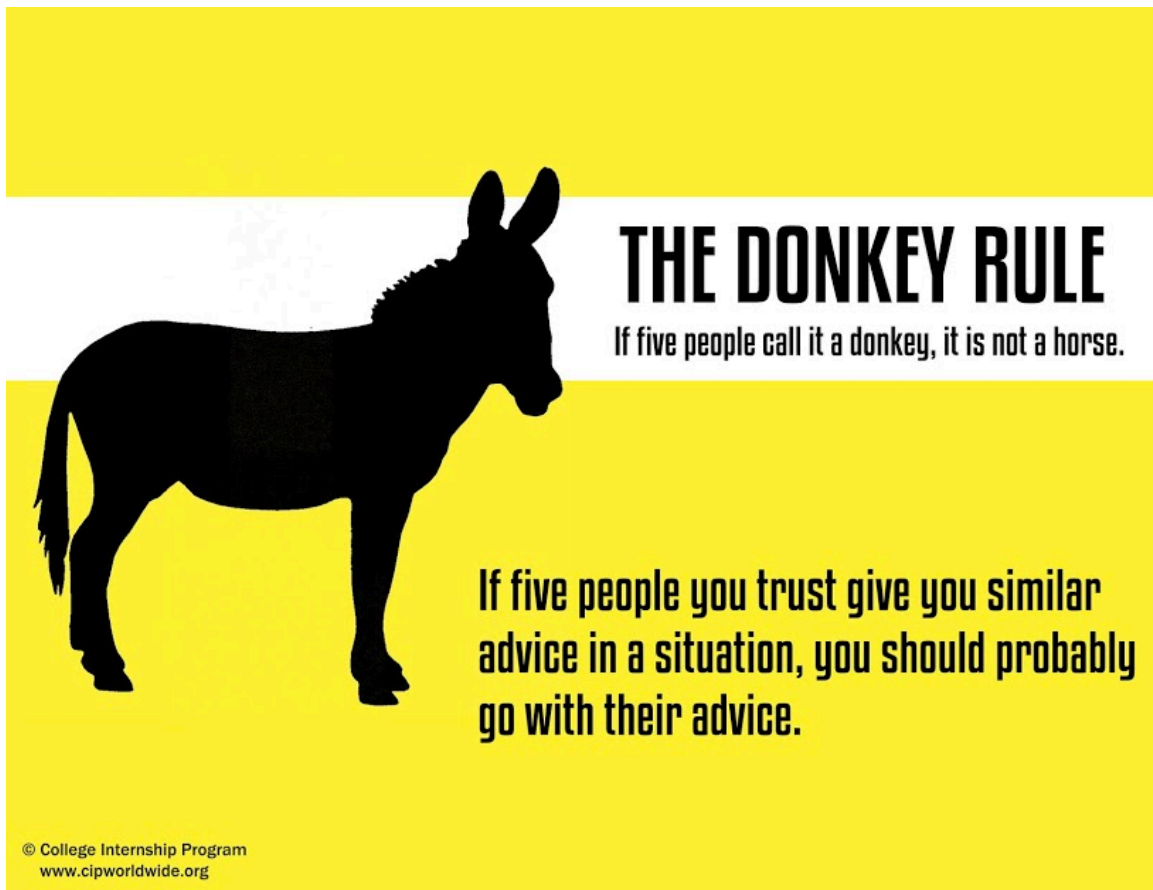
No preference? May people are not limited to one thinking style. More than 20% of people who take the assessment select a different letter for each question. Their strength is in moving evenly through the process and harmonizing with the group. You can help students further understand their learning styles by relating and looking at the links and conclusions that can be drawn as they start the process of accepting and working with their diagnosis in the school setting.

The Donkey Rule

If five people that an adolescent or young adult trusts say it's a donkey and the person who is asking the opinion thinks it's a horse – it's a donkey! By using logic the adolescent or young adult takes the majority opinion of the five trusted people he or she has asked (teachers, advisors, mentors, friends, or parents) to heart because these five people are in all probability – right. The adolescent or young adult can believe that what these trusted individuals say is factual and true and that it is based on the perceptions and observations these caring people have made in getting to know and understand the person asking the question or stating the dilemma. Tell the person asking for advice (quite bluntly, if you must) that by not taking this advice to heart, he or she becomes a jackass – this is "The Donkey Rule."

THE DONKEY RULE

If five people call it a donkey, it is not a horse.

If five people you trust give you similar advice in a situation, you should probably go with their advice.

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SODA

The SODA acronym is used by students to help them with **decision-making** and **emotional regulation**. When the young people you teach, work with, and mentor are stumped, they need to stop and drink a SODA! This allows them to take a moment to look at what is happening around them, and then observe the actions of others and themselves.

Students can then deliberate about what they might do in the present situation to help themselves. It also allows time (while sipping the soda) to think about what he or she did in the past situations. If possible and if the adolescent or young adult has the time, (especially if it is an important decision), they can poll three to five of their peers, friends, mentors or people they feel use good judgment for input and then take the action these people deem appropriate. SODA allows adolescents and young adults to have an improved chance for taking the best possible action in tricky situations.

HALT

You can also teach your students to HALT! Rectifying any of the issues below should help individuals start to feel better and then be able to assess situations more objectively.

A large majority of ASD/LD adolescents and young adults you work with may be dealing with all of the above or with anxiety, panic attacks, and depression. Teaching calming exercises, encouraging students to participate in relaxation programs such as meditation and yoga, engaging in exercise, and using the free app "How2Cope" and www.stopbreathethink.org website bring the ASD/LD adolescent or young adult to the point where the other strategies and coping skills this section illustrates will be more beneficial.

H – Are you HUNGRY?

A – Are you ANGRY?

L – Are you LONELY?

T – Are you TIRED?

Hungry	Angry	Lonely	Tired
H	A	L	T
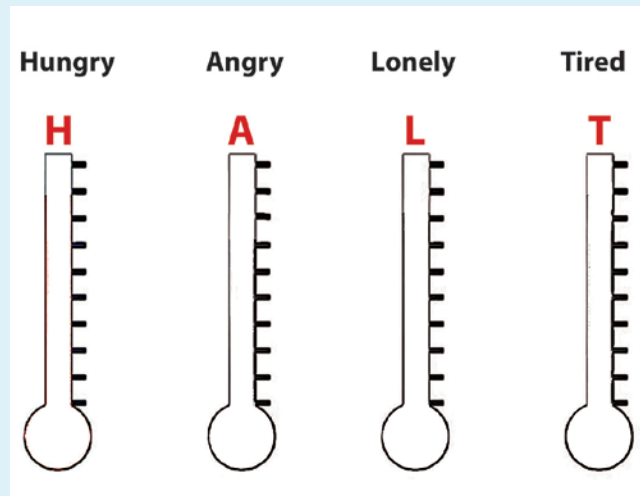
Person-Centered Planning (PCP)

A "Person-Centered Plan" (PCP) serves as a unique self-exploration and assessment tool that provides each student an opportunity to conceptualize his or her short and long-term goals in a visual, creative way. Using multimedia tools, each student creates a personal PowerPoint presentation. Students begin working on their PCPs ideally, at the beginning of the school year and continue to refine them as the semester progresses. Students form alliances with others who will support them during this process, this might be a teacher, mentor, peers who have gone through the process before, or his/her academic advisor.

By understanding that achieving goals requires instruction, practice and reinforcement, students begin to enact personal accountability for each academic or life skill goal. These goals are then broken down into monthly and yearly segments that they can strive towards with support, encouragement, and ultimately… success.

PCPs focus on objectives that encompass the school's curriculum and what the student envisions. An understanding of each student's "special interest" (and this will be wide-ranging, unique, and varied) will allow educators and the professionals who assist them, to help each person develop realistic goals that can be visually tracked and modified over time.

The "Person Centered Plan" is one of many tools to you can use to help your students build competencies and adapt to new environments, ensuring they will have the skills they need to be successful in school and as they plan for their futures.

What is a Person-Centered Plan?

This is your Declaration of Independence. You get to declare for yourself your dream and sketch it out as a road map for your future. Up until now it has been your family, teachers, administrators and professionals that created your "education plan" (in an IEP) and you sat there and listened. In "Person Centered Planning," this is your process, your vision, and your chance to express yourself.

You will be able to present this to your family, your teachers, and your peers and mentors in a PowerPoint format. Build in all the things that are important to you: your music, your pictures, your videos of people, jobs, art, pets, places, etc. that are important from your past and that you desire in your future.

Enjoy this process… it will continue the rest of your life.

MY GOALS

For the next 6 months:

_____

For the next year:

_____

For the next 3 years:

_____

THE STEPS TO MY DREAM

My Character

The qualities I most want to develop are:

1. _____
2. _____
3. _____
4. _____

My Values

The most important values that guide my life are:

1. _____
2. _____
3. _____
4. _____

My Support

People, experiences or institutions that give direction to my life are:

1. _____
2. _____
3. _____
4. _____

My Strengths

My talents and abilities are:

1. _____
2. _____
3. _____
4. _____

My Motivators

I am motivated by the following:

1. _____
2. _____
3. _____
4. _____

My Dreams

Here are three or four dreams that I have for my life:

1. _____
2. _____
3. _____
4. _____

My Personal Mission Statement

1. _____
2. _____
3. _____
4. _____

Guide to Altering a Problem Situation

Name of Student: _____ Date: _____

Description of the problem situation: _____

Circumstances and preceding events surrounding the problem situation that needs to be altered:

_____

Location: _____ Time of day: _____ Class, group, or other setting:

_____

Any contributing sensory issues:

Social circumstances:

What happened before the situation?

What signs of stress preceded the problem behavior?

What happened after the situation?

What critical factors in social understanding were missing?

Possible contributory factors:

(check or circle those that apply)

☐ Medication change

☐ Fatigue

☐ Lack of sleep

☐ Dietary change

☐ Physical illness

☐ Internal factors

☐ Change in home situation

☐ Seizure activity

☐ Environmental

☐ Sensory: tactile/ auditory/ visual/ olfactory/ gustatory/ vestibular/ proprioceptive

☐ Other (specify) _____

Communicate for Success

When you feel stuck or overwhelmed ...

- **Ask for assistance.**

  No one becomes successful completely on his/her own.

When you get the general idea but misunderstand a few details ...

- **Ask for clarification.**

  Remember: all questions and answers are intelligent.

Communicate with instructors, staff, tutors, family and friends ...

- **To initiate a dialogue: smile and say "Hello"**

- **To build rapport: ask them how they are**

- **To identify shared interests: tell them about yourself**

- **To connect with them: share your struggles**

- **To feel supported: ask for assistance**

- **To reduce anxiety: ask for clarification**

- **To learn expected behaviors: ask them what they expect**

E.F. Morning Routine

You know from the "Executive Function" work that you have been doing in class that this means being organized, planning, and following the same pattern each and every day until your morning (and other routines), become habits.

Your morning routine includes getting out of bed at a specific time, taking care of your hygiene and getting dressed, eating breakfast, getting everything ready to leave the house, and planning enough time to get to school or work. It might also include scheduling time for exercise, meditation, or yoga.

Whatever your individual routine might be – know that it will help to get your brain organized and this will help you "have a good and successful day."

Before you create your own routine, here's a list of some things that a lot people do during their morning routines:

- Wake up at the same time each and every day (including weekends).
- Pray, meditate, or do yoga to spiritually center yourself for the day.
- Head for the gym to exercise then return home.
- Take a shower, do general hygiene routine, and put on clean clothes they've laid out the night before.
- Eat a good breakfast (it can be fast and easy), and do the dishes.
- Take any morning medications and/or vitamins and supplements.
- Consult a "to do" list for the day and get things organized.
- Make sure backpack or briefcase contain all that's needed for the day.
- Pack a lunch for school or work.
- Do a "quick ten" pickup before leaving for the day – taking ten minutes to whiz through the apartment or dorm room and tidy as much as possible in that time frame.

Now, create your own morning routine (what will "for sure" work for you), and hang it up on a bulletin board or your bedroom, bathroom, or your refrigerator door.

Feeling Fit, Groomed, and Ready to Go!

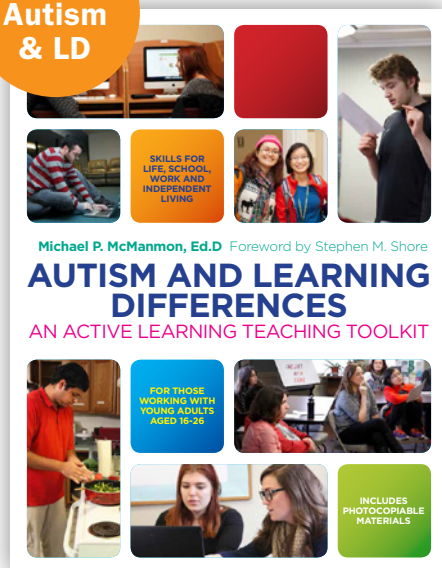Write out the steps for your personal and individualized morning routine:

1. _____

2. _____

3. _____

4. _____

5. _____
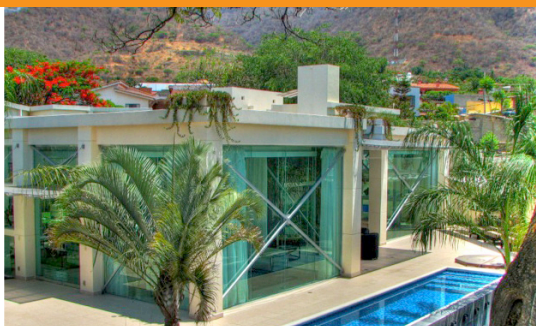
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