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KIDS OT POD
Professional Online Development

Executive Functioning: Increasing Your Clinical Impact

Day 1

Deb Hopper

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What We're Covering

In the Next 60 Minutes You Will Learn..



- Clarification of the role of OT in executive functioning
- Where the "Think-to visuals" fit in information processing theory
- Showcasing of the top 6 CORE Think-to visuals
- Case studies on how to use the "Think-to" visuals in practice

Hi, I'm Deb Hopper

Founder of The Kids OT POD, Paediatric AHA Academy and The OT Business Mastermind

- Seasoned paediatric OT of 25 years
- OT and AHA Employer
- Mentor to occupational therapists and allied health assistants at every stage of their career, from students and new graduates to accomplished practitioners



As Seen In...

The Sun-Herald
The Advertiser
The Daily Telegraph
The Courier Mail
MERCURY
kiddipedia
yahoo! finance
SARRAH 2022 National Rural and Remote Allied Health Conference
HealthTimes
Exceptional Needs Today Contributor
Writer for Autism Parenting Magazine
ABC Local
T2T Toddlers to Teens TV
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Sunday Telegraph
CMDA Luke's Journal
HealthWork AHP Workforce
MASSAGE & MYOTHERAPY AUSTRALIA
The Holistic GP
SOURCEkids
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GREATHEALTHGUIDE Be Empowered
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Executive Functioning

The mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Chapparo, 2021



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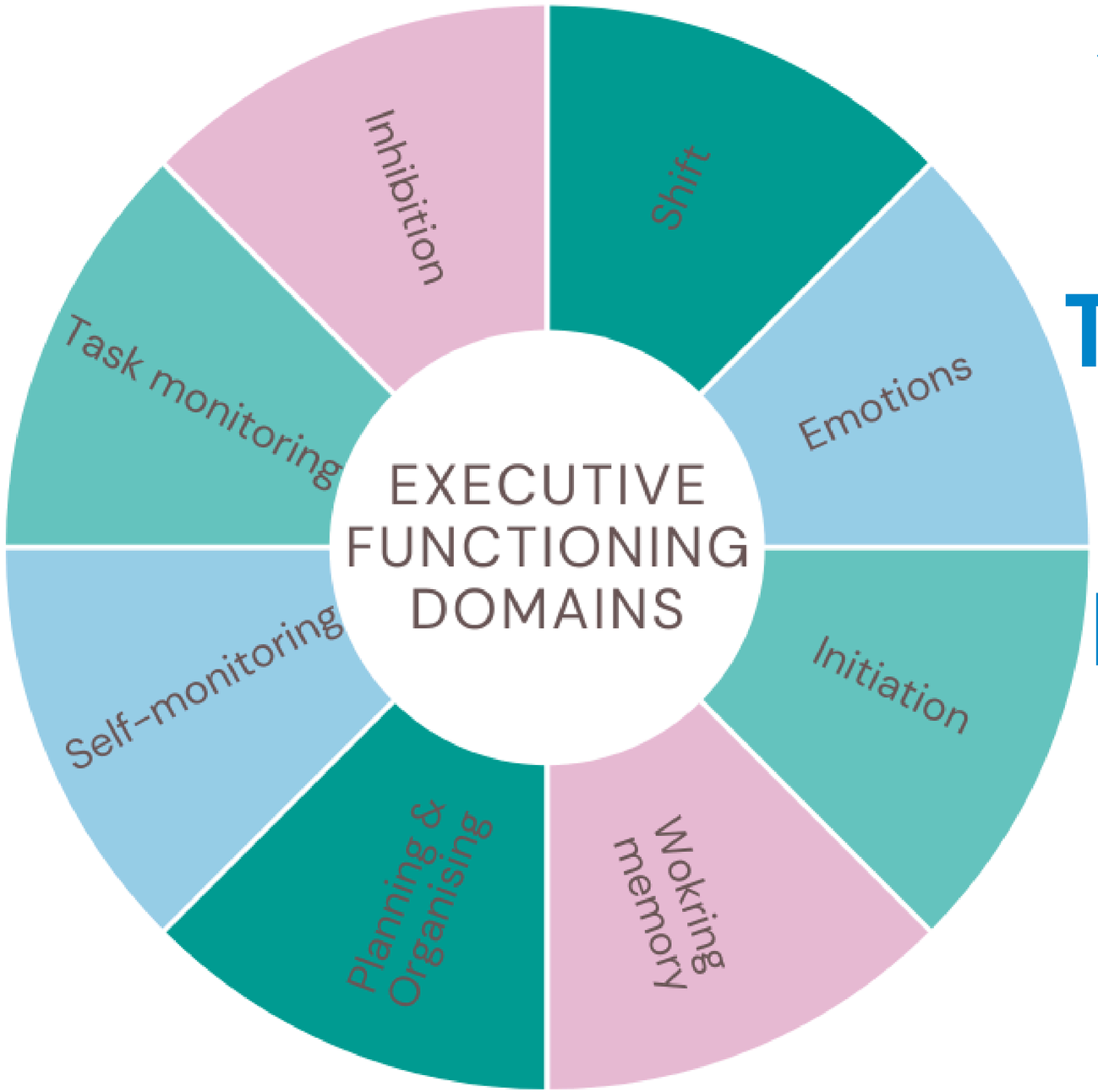
BRIEF®-A Score Summary Table

Scale/Index	Raw score	*T* score	Percentile	90% CI
Inhibit	20	82	99	
Shift	16	87	>99	
Emotional Control	28	91	>99	
Self-Monitor	17	89	>99	
Behavioral Regulation Index (BRI)	81	97	>99	
Initiate	22	92	>99	
Working Memory	23	99	>99	
Plan/Organize	29	99	>99	
Task Monitor	15	83	>99	
Organization of Materials	23	89	>99	
Metacognition Index (MI)	112	100	>99	
Global Executive Composite (GEC)	193	102	>99	

Validity scale	Raw score	Cumulative %	Pr
Negativity	4	0 - 98.3	
Infrequency	0	0 - 97.3	
Inconsistency	2	0 - 99.2	

Note: Age-specific norms have been used to generate this profile.
For additional normative information, refer to the Appendixes in the BRIEF®-A Professional Manual.



STOP

THINK

PLAN

DO

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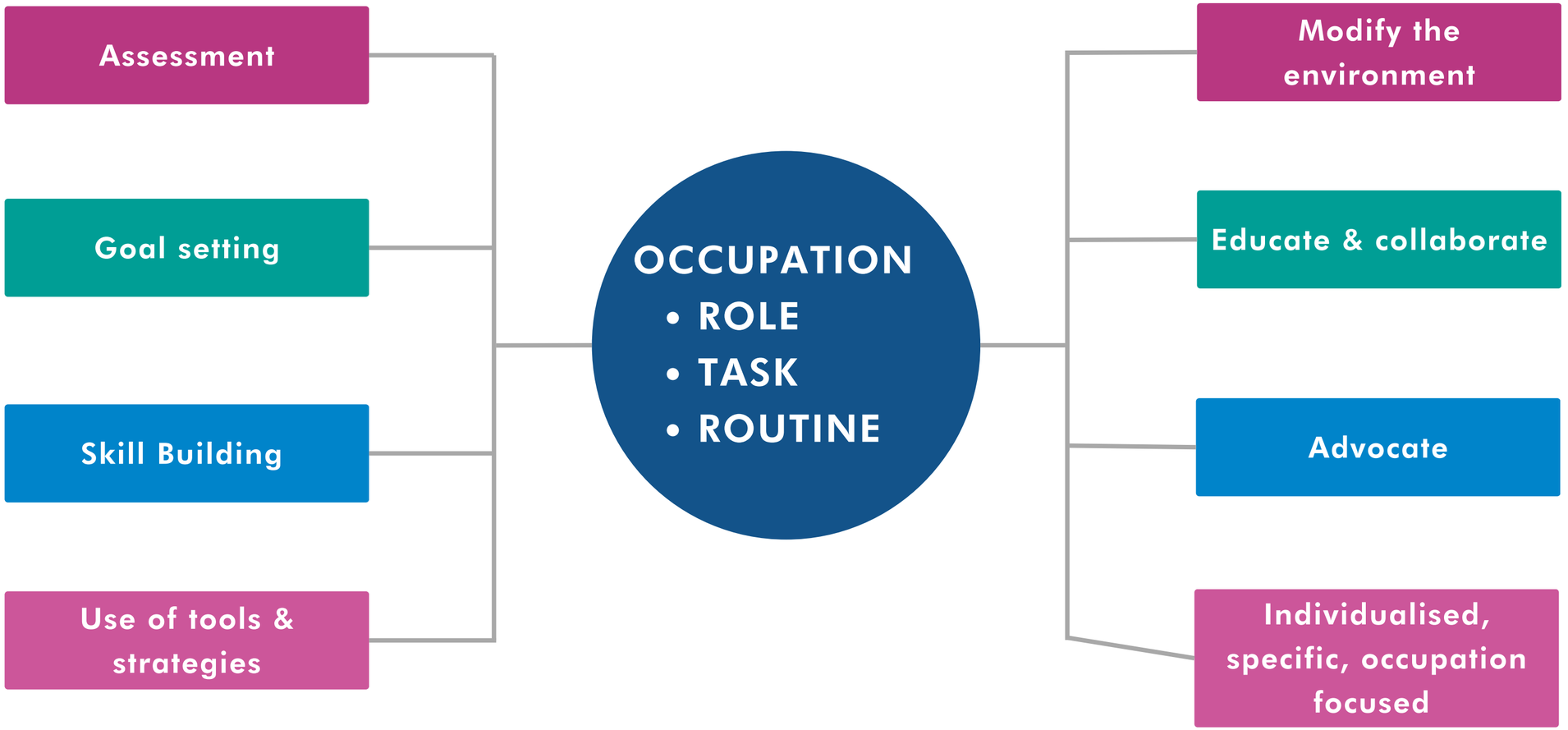
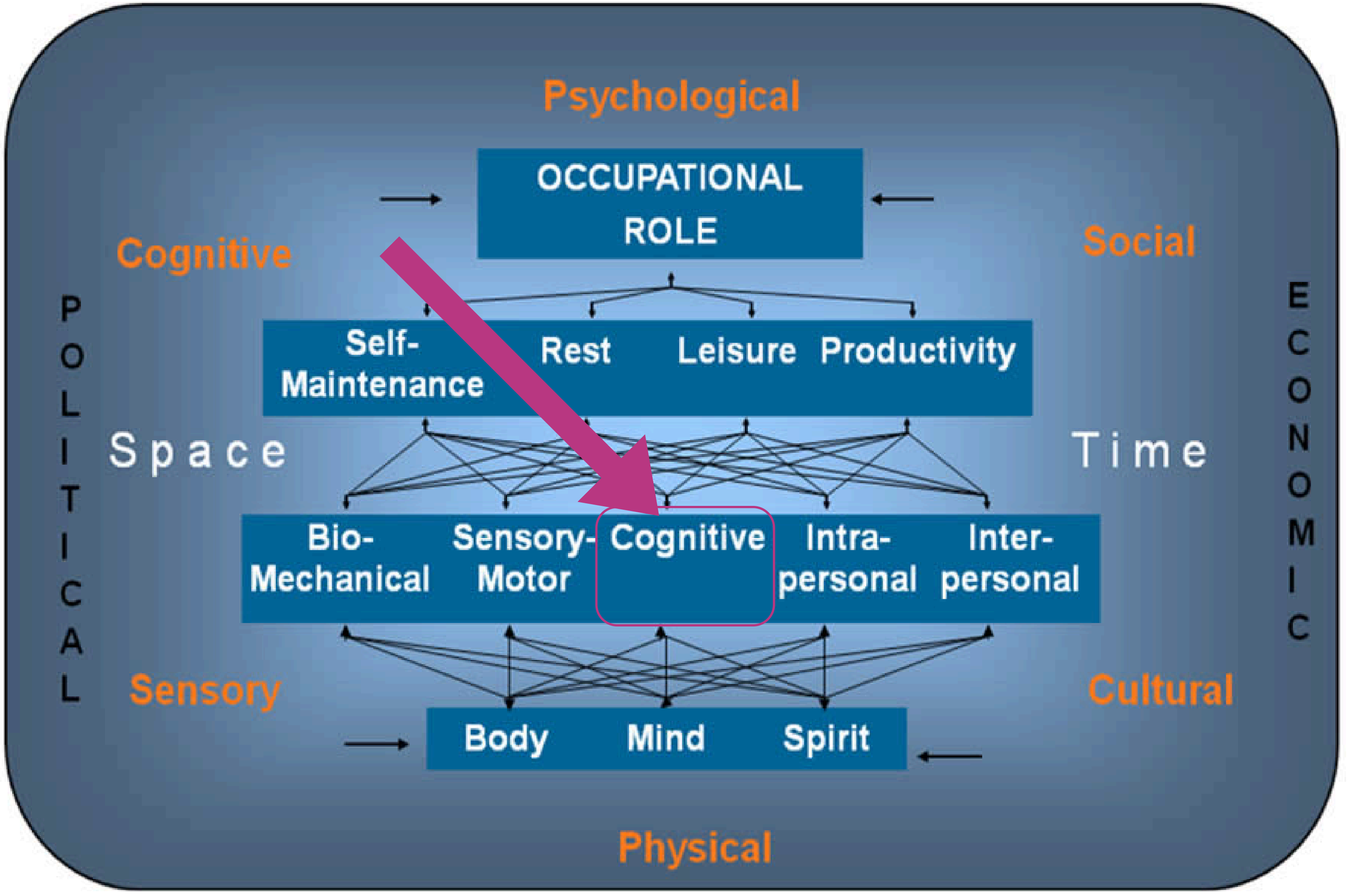
OCCUPATIONAL THERAPY & EXECUTIVE FUNCTIONING




Psychological
OCCUPATIONAL ROLE
Cognitive
Social
POLITICAL
ECONOMIC
Self-Maintenance
Rest
Leisure
Productivity
Space
Time
Bio-Mechanical
Sensory-Motor
Cognitive
Intra-personal
Inter-personal
Sensory
Cultural
Body
Mind
Spirit
Physical

Full PRPP Model

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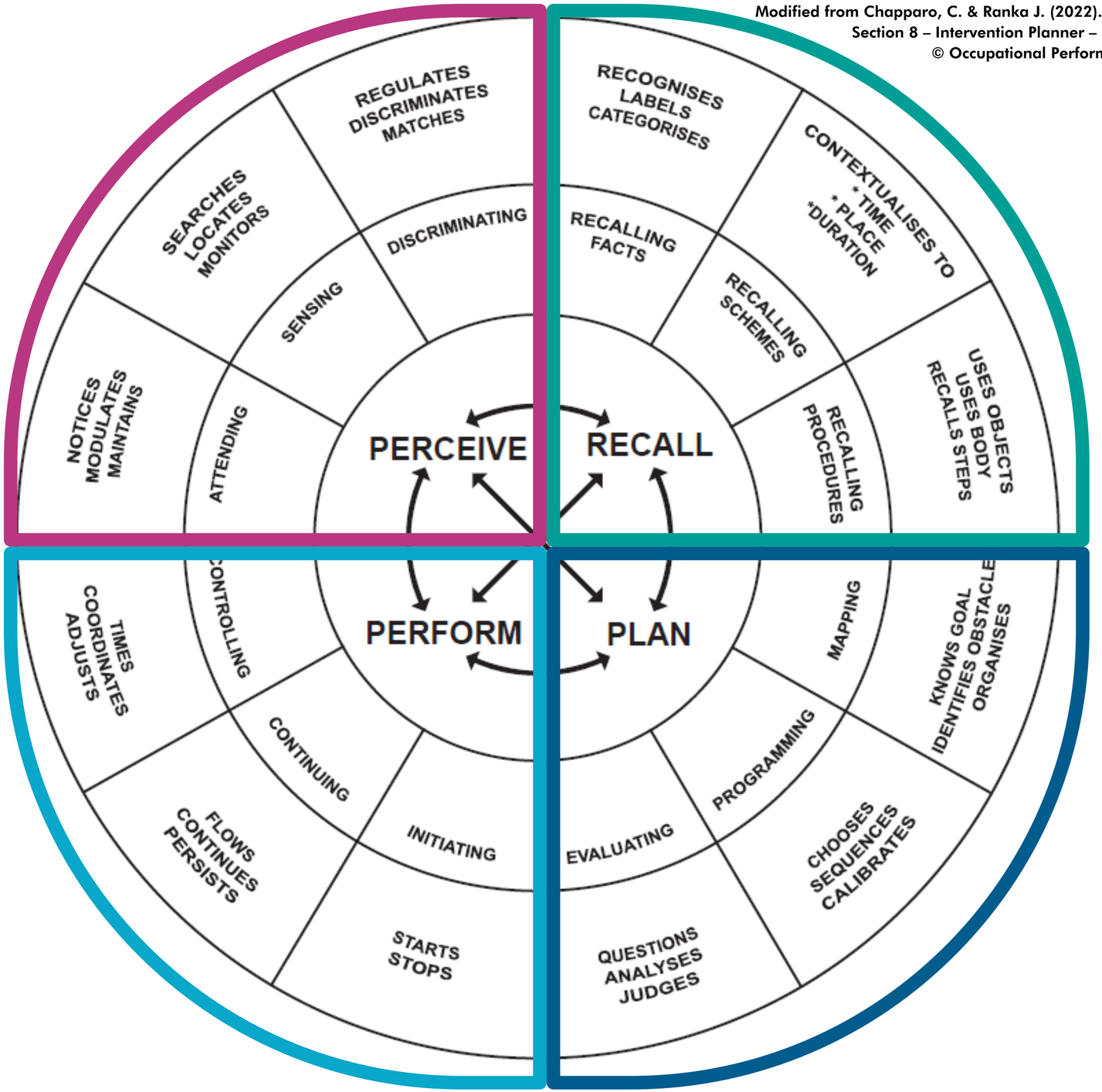

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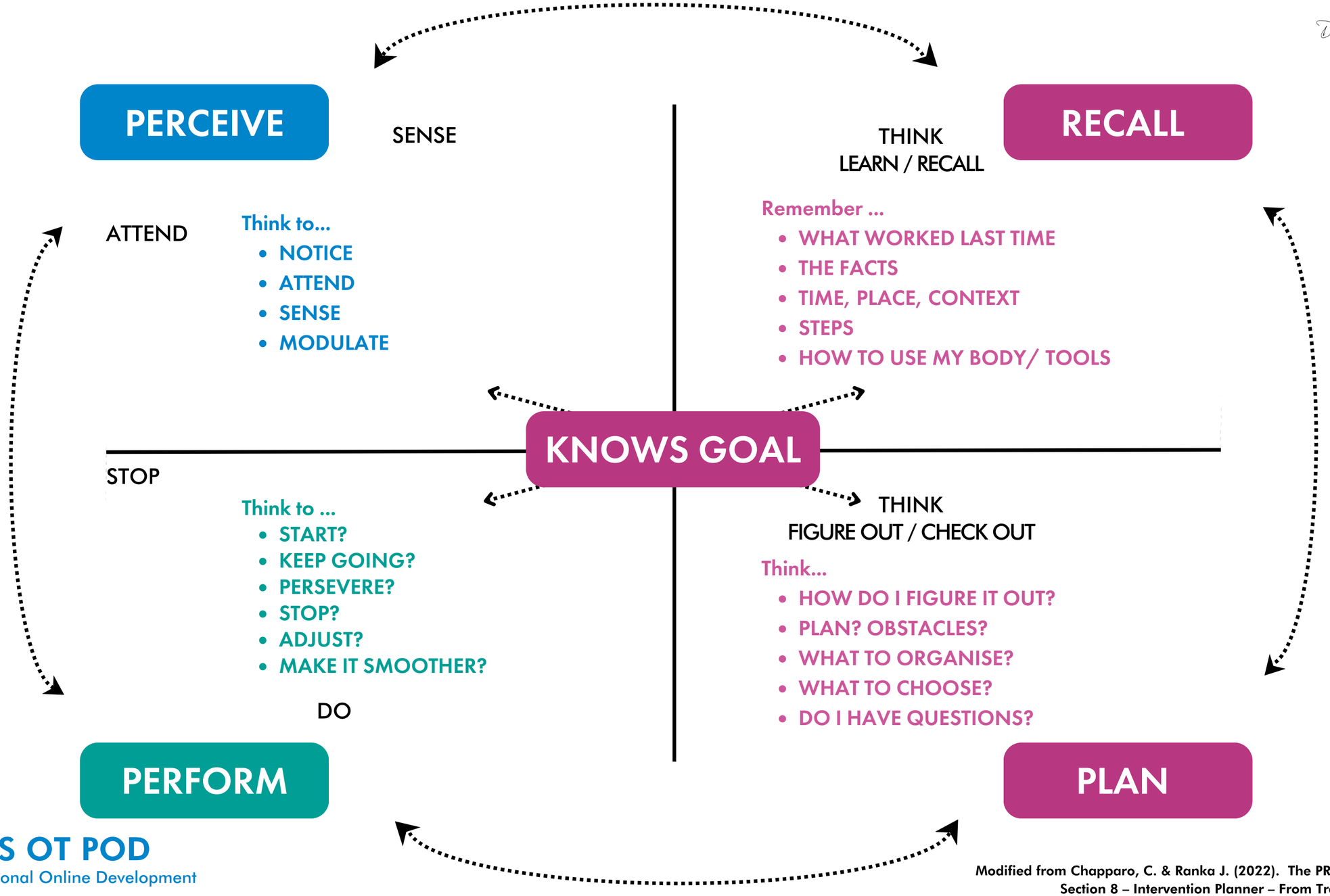
STRATEGY APPLICATION DESCRIPTOR CHUNKING



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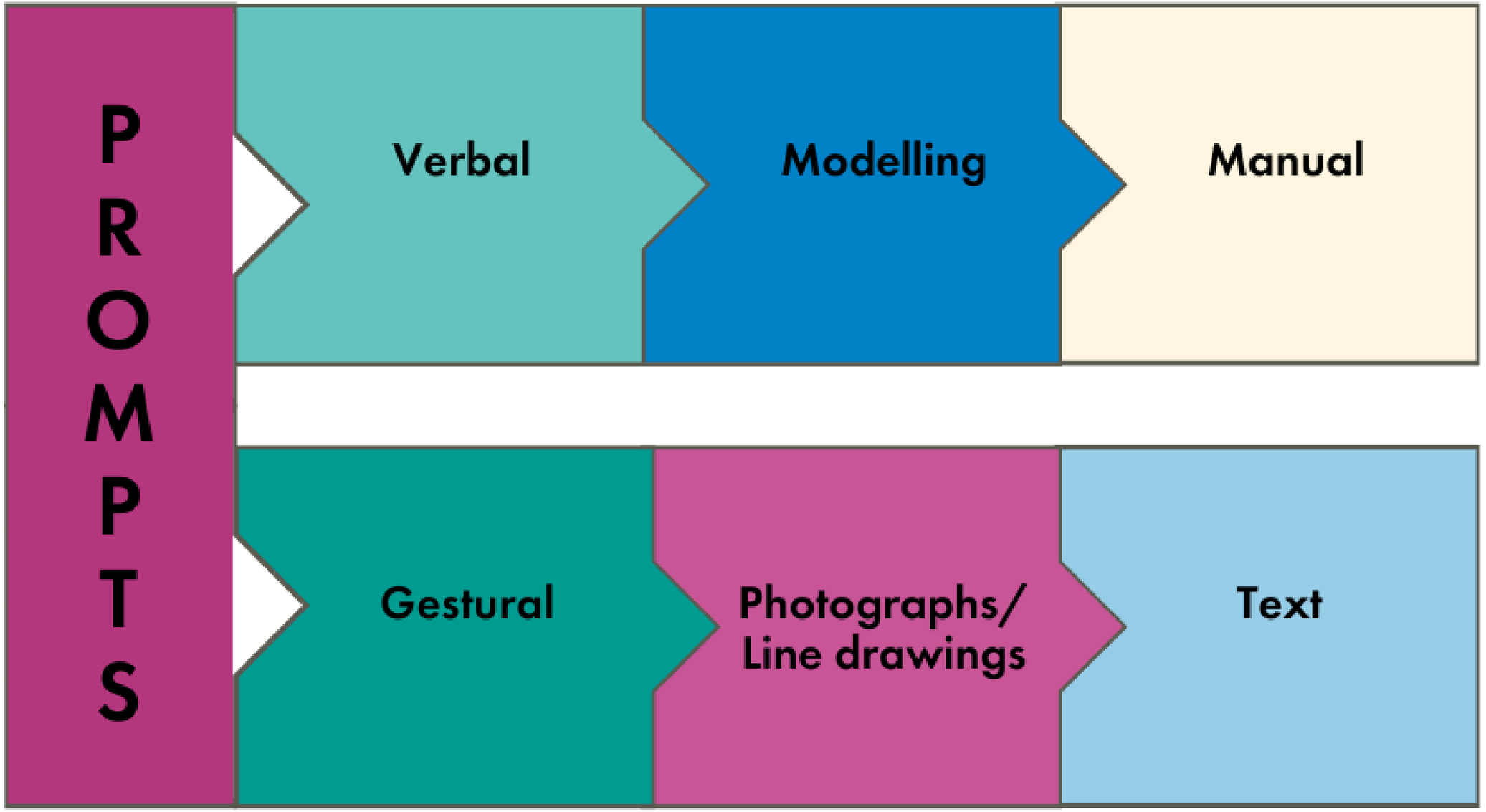
PROMPTS
Verbal
Modelling
Manual
Gestural
Photographs/
Line drawings
Text

The "Think-to" Visuals

CORE PROMPTS

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PERCEIVE

SENSE

RECALL

THINK
LEARN / RECALL

ATTEND



KNOWS GOAL

STOP

THINK
FIGURE OUT / CHECK OUT

DO

PERFORM

PLAN

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CORE PROMPTS

PERCEIVE

SENSE

ATTEND

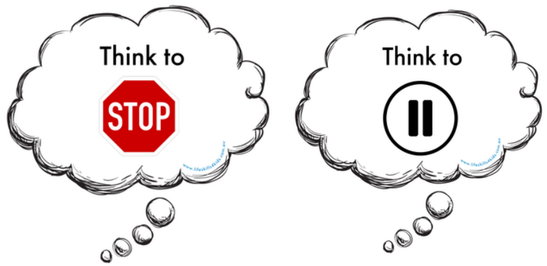
RECALL

THINK
LEARN / RECALL



KNOWS GOAL

STOP



THINK
FIGURE OUT / CHECK OUT

DO

PERFORM

PLAN

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CORE PROMPTS

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PERCEIVE

SENSE



ATTEND



RECALL

THINK
LEARN / RECALL



KNOWS GOAL

STOP





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CORE PROMPTS

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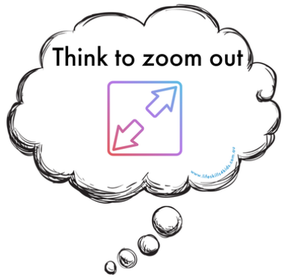
PERCEIVE

SENSE



ATTEND





RECALL

THINK
LEARN / RECALL



KNOWS GOAL

STOP





DO

THINK
FIGURE OUT / CHECK OUT

PERFORM

PLAN

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APPLICATION IN PRACTICE

Dan: Shopping and gift cards



APPLICATION IN PRACTICE

Dan: Shopping and gift cards



PERCEIVE

SENSE

RECALL

THINK
LEARN / RECALL

Think to zoom in

ATTEND

Think to zoom in

Think to zoom out

KNOWS GOAL

STOP

Think to

THINK
FIGURE OUT / CHECK OUT

DO

PERFORM

PLAN

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APPLICATION IN PRACTICE

James: Cooking Broccoli



STAGE ONE ANALYSIS: Performance Mastery				
Criterion: Expected Performance				
85%				
Tasks / Skills				
ITEMS	ERRORS			
	Acc	Om	Rep	Time
Take rubber band off	X			
Cut	x			
Cut near flowers	x			
Cut into smaller pieces	x			
Pour water from jug into saucepan	x			
Put broccolini into saucepan				x
Push down under water	x			
Wait and monitor boiling/ know when cooked		x		
Use tongs to get out				x
Mastery				
0/9				

Cognitive Strategy Use

Descriptor Rating:

3=Meets criterion expectations: reasonable time, without assistance; without prompts

2=Meets criterion expectations but type/amount of prompts required raises questions

1=Does not meet criterion expectations; inhibits performance

Descriptor Scores

PERCEIVE

ATTENDING:				Raw Sc =
Notices	1	2	3	/
Modulates	1	2	3	
Maintains	1	2	3	%= 77
SENSING:				Raw Sc =
Searches	1	2	3	/
Locates	1	2	3	
Monitors	1	2	3	%=44
DISCRIMINATING:				Raw Sc =
Regulates	1	2	3	/
Discriminates	1	2	3	
Matches	1	2	3	77

RECALL

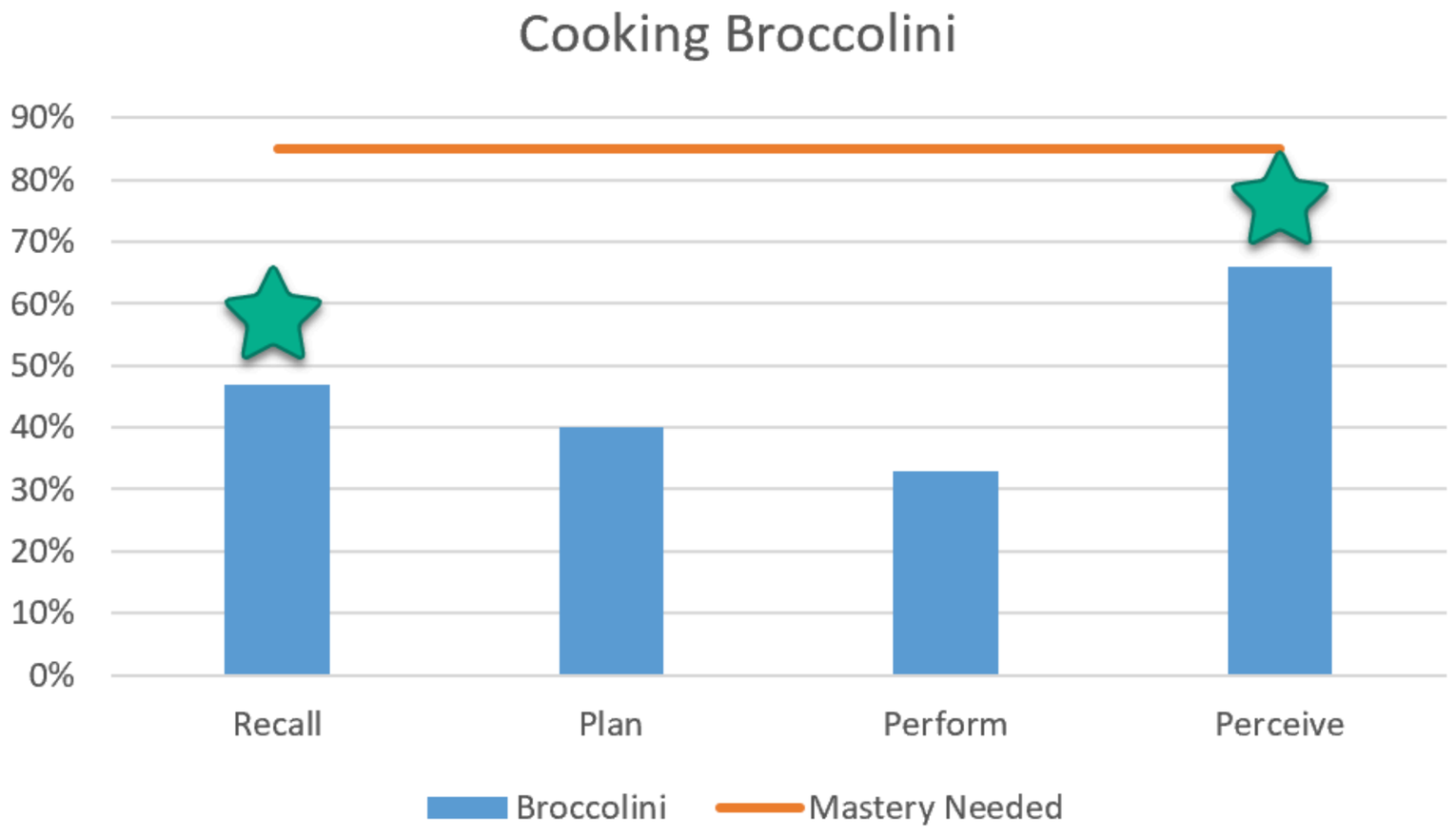
RECALLING FACTS:				Raw Sc =
Recognises	1	2	3	/
Labels	1	2	3	
Categorises	1	2	3	%=66
RECALLING SCHEMES:				Raw Sc =
Contextualises to Time	1	2	3	/
Contextualises to Place	1	2	3	
Contextualises to Duration	1	2	3	%=44
RECALLING PROCEDURES:				Raw Sc =
Uses Objects	1	2	3	/
Uses Body	1	2	3	
Recalls Steps	1	2	3	%=33

PLAN

MAPPING:				Raw Sc =
Knows Goal	1	2	3	/
Identifies Obstacles	1	2	3	
Organises	1	2	3	%=55
PROGRAMMING:				Raw Sc =
Chooses	1	2	3	/
Sequences	1	2	3	
Calibrates	1	2	3	%=33
EVALUATING:				Raw Sc =
Questions	1	2	3	/
Analyses	1	2	3	

PERFORM

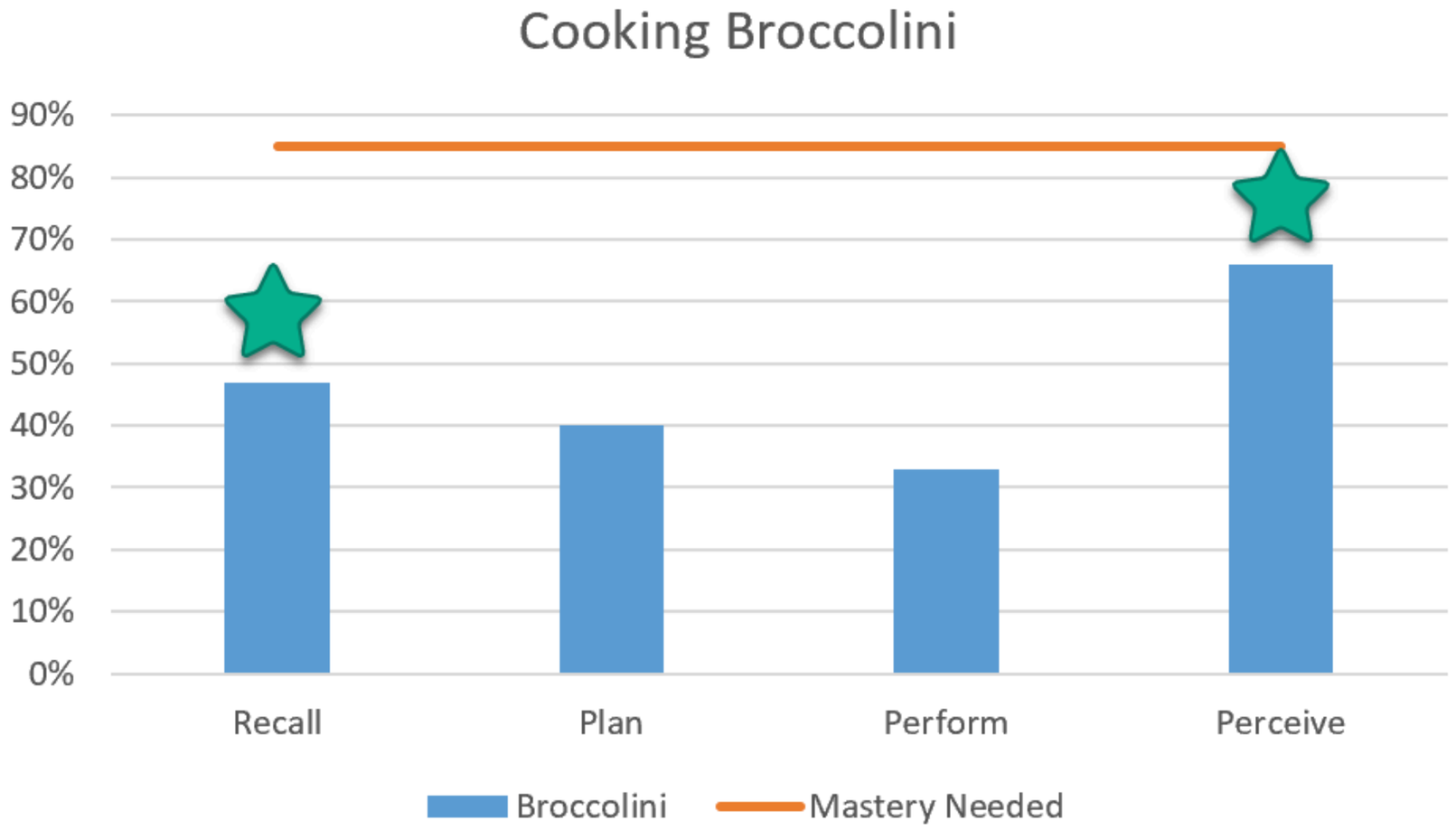
INITIATING:			
Starts	1	2	3
Stops	1	2	3
CONTINUING:			
Flows	1	2	3
Continues	1	2	3
Persists	1	2	3
CONTROLLING			
Times	1	2	3
Coordinates	1	2	3
Adjusts	1	2	3



WHERE TO START?

STRENGTHS

	PLAN		
MAPPING:			
Knows Goal	1	2	3



WHERE TO START?

Reinforce the plan

Take rubber band off
Cut
Cut near flowers
Cut into smaller pieces
Pour water from jug into saucepan
Put broccolini into saucepan
Push down under water
Wait and monitor boiling/ know when cooked
Use tongs to get out









"Think to "wait"

APPLICATION IN PRACTICE

Zane: Concentration on worksheets

Draw a path connecting the student to the desk. Stay between the lines.

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8

Homework Tonight K

Number

Circle the animal with **the most** legs.

Colour the group of 5.

Parent

Spelling

Colour every letter "t" in this picture.

w p s d j g j k h a c c b

Parent

22

Zoom in

What's the PLAN

Think to STOP


Think...
"What's the plan?"
PLAN
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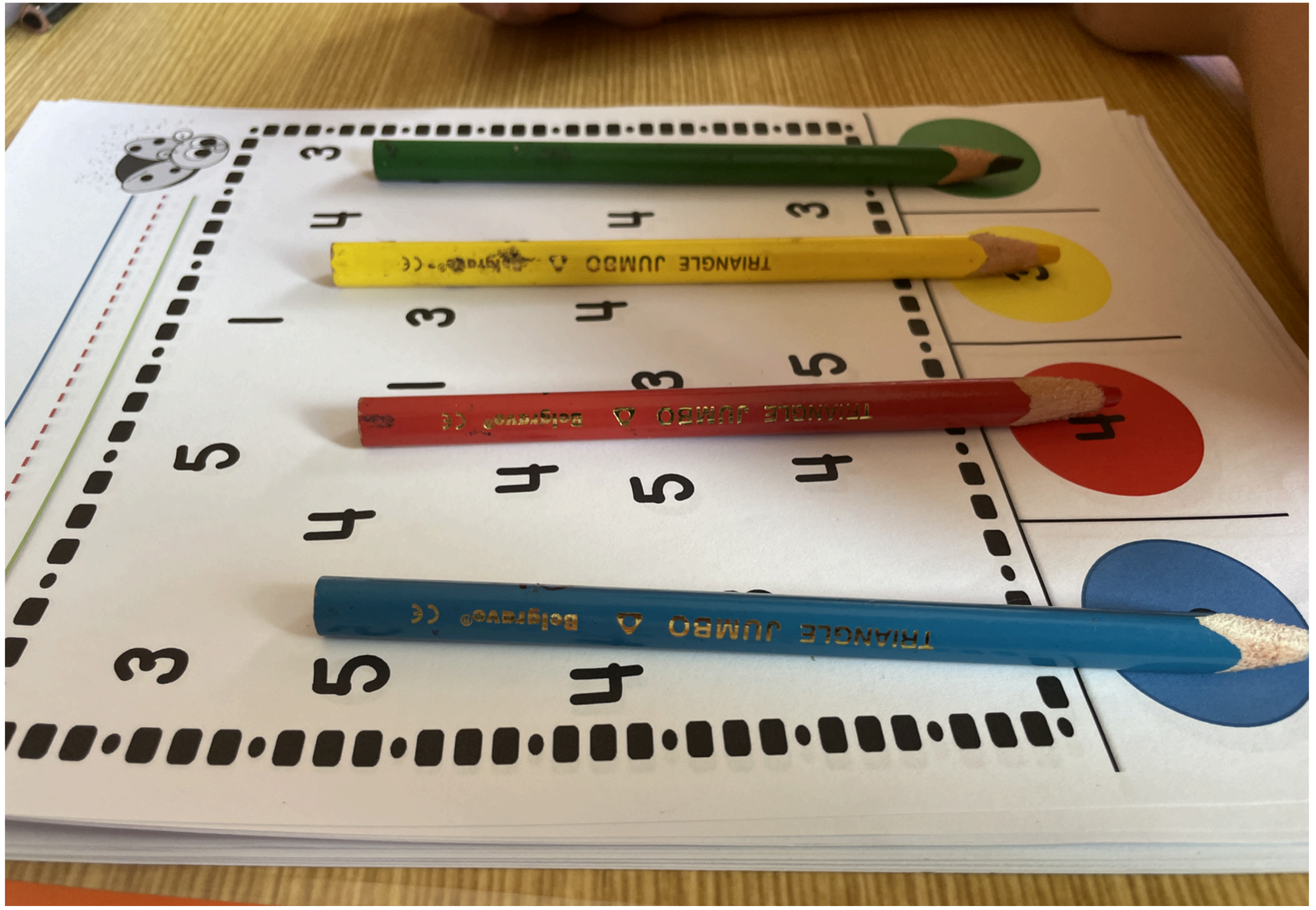
TRIANGLE JUMBO
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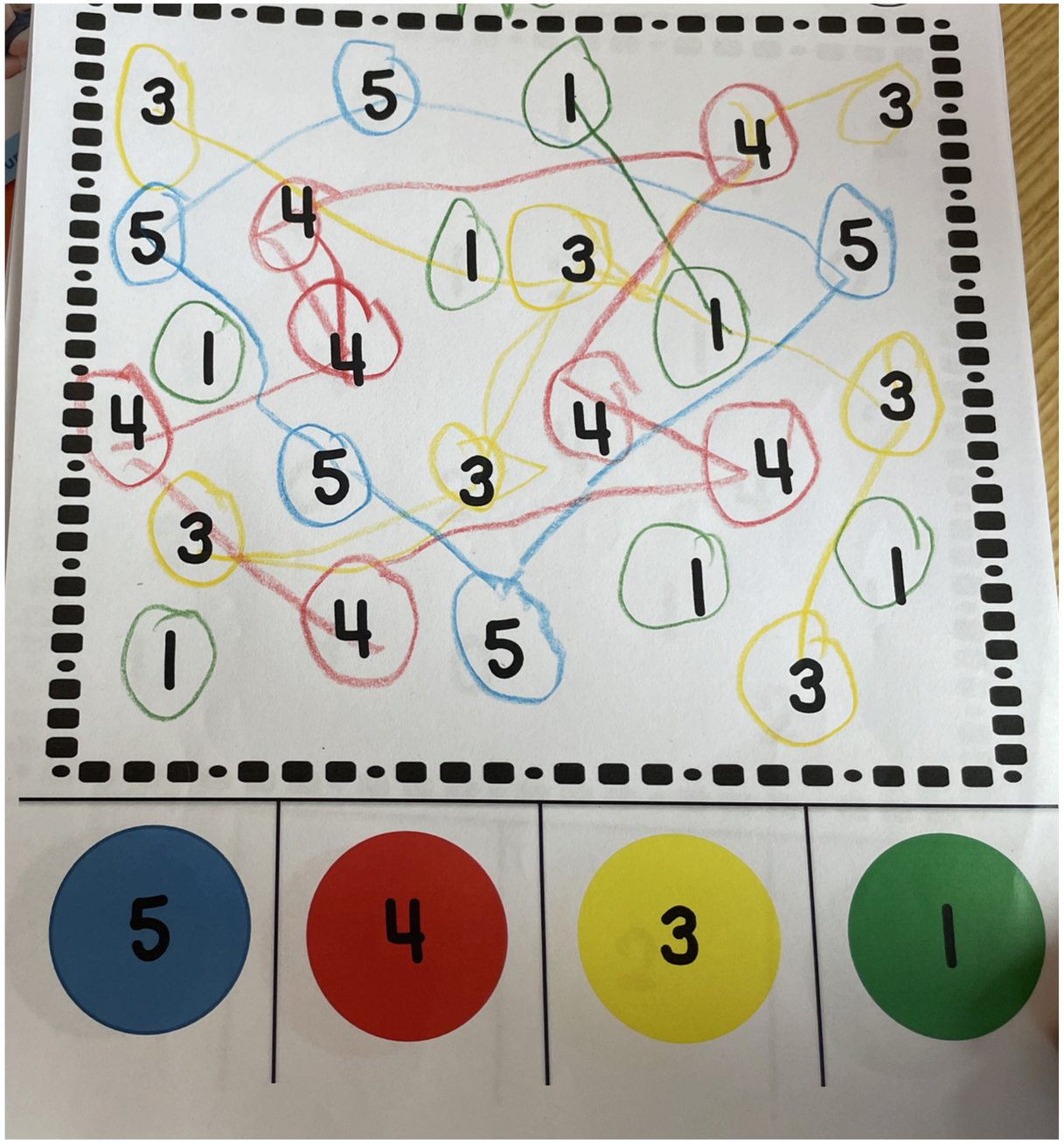

5
4
3
1

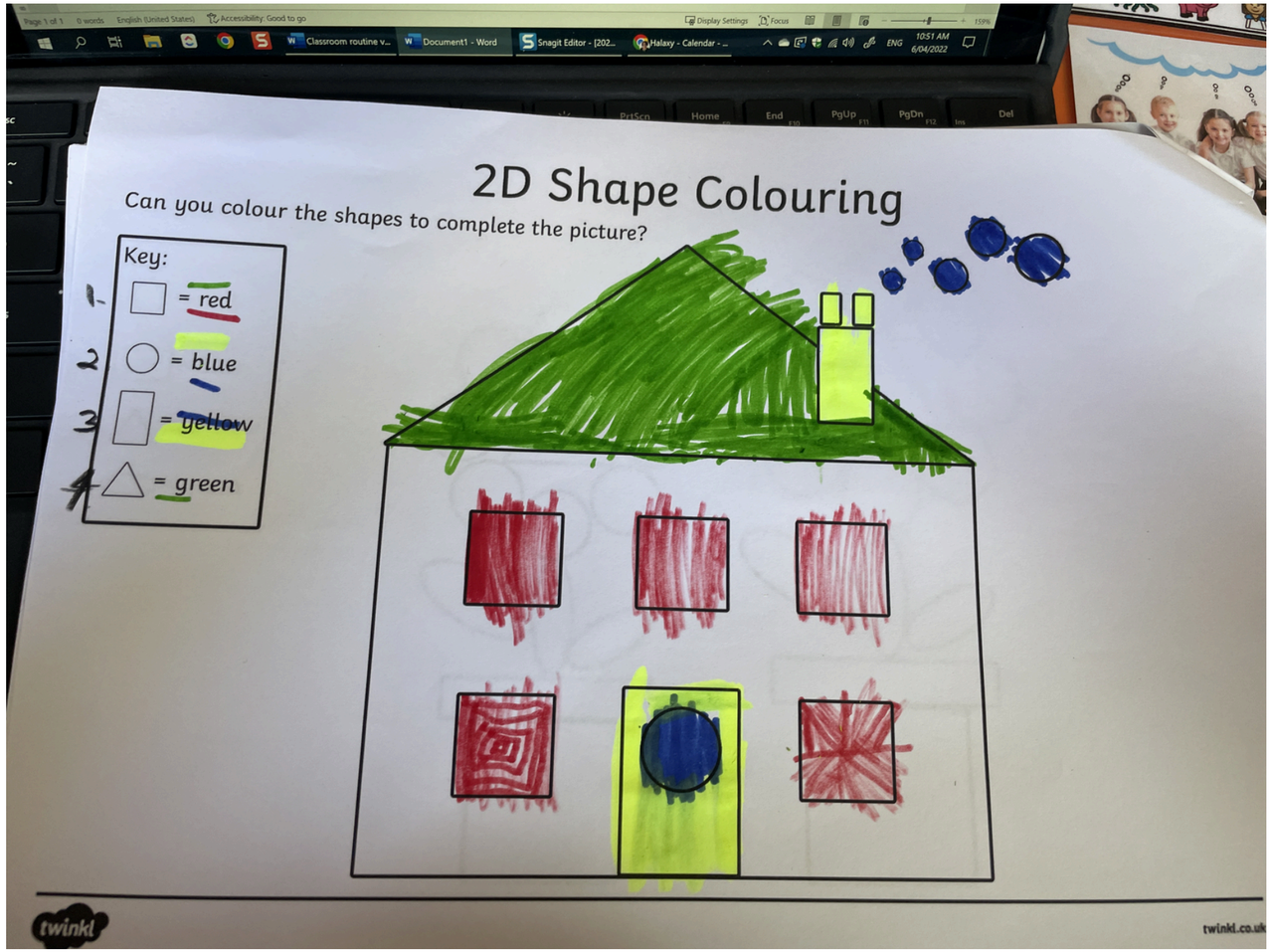
Think to

STOP

Think...
"What's the plan?"

PLAN

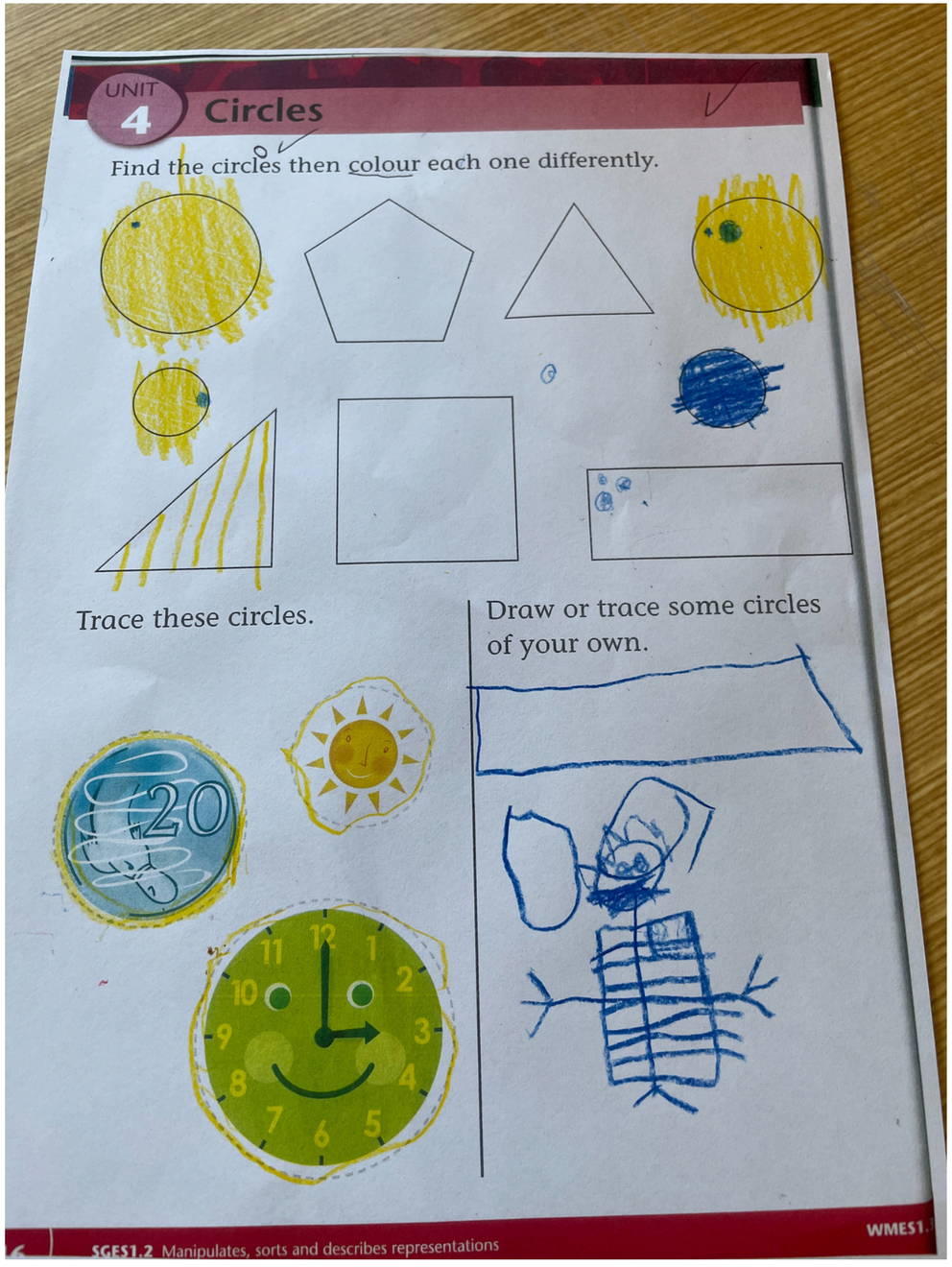
Think to
zoom in



Think "what comes first, then, last?"


Think...
"What's the plan?"
PLAN


UNIT
4
Find the ci then colour each one differe
Trace these les.
Draw or trace some les
of your own.


UNIT
4
Circles
Find the circles then colour each one differently.
Trace these circles.
Draw or trace some circles
of your own.
SGES1.2 Manipulates, sorts and describes representations
WMES1.3

RECAP

CORE PROMPTS

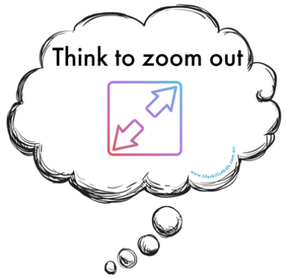
PERCEIVE

SENSE



ATTEND





RECALL

THINK
LEARN / RECALL





KNOWS GOAL

STOP





DO

THINK
FIGURE OUT / CHECK OUT

PERFORM

PLAN

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Tomorrow's Plan...

Using the “Think-to” resource tool in your day to day therapy sessions.

Tomorrow - more case studies, but it will be discussion focused with break out groups.

If you have a case study you'd like to share/ present/ brainstorm, please email me today - debbie@lifeskills4kids.com.au

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How to use the "Think-to" resource tools in your therapy sessions.

Day 2
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RECAP FROM DAY 1

BRIEF®-A Score Summary Table

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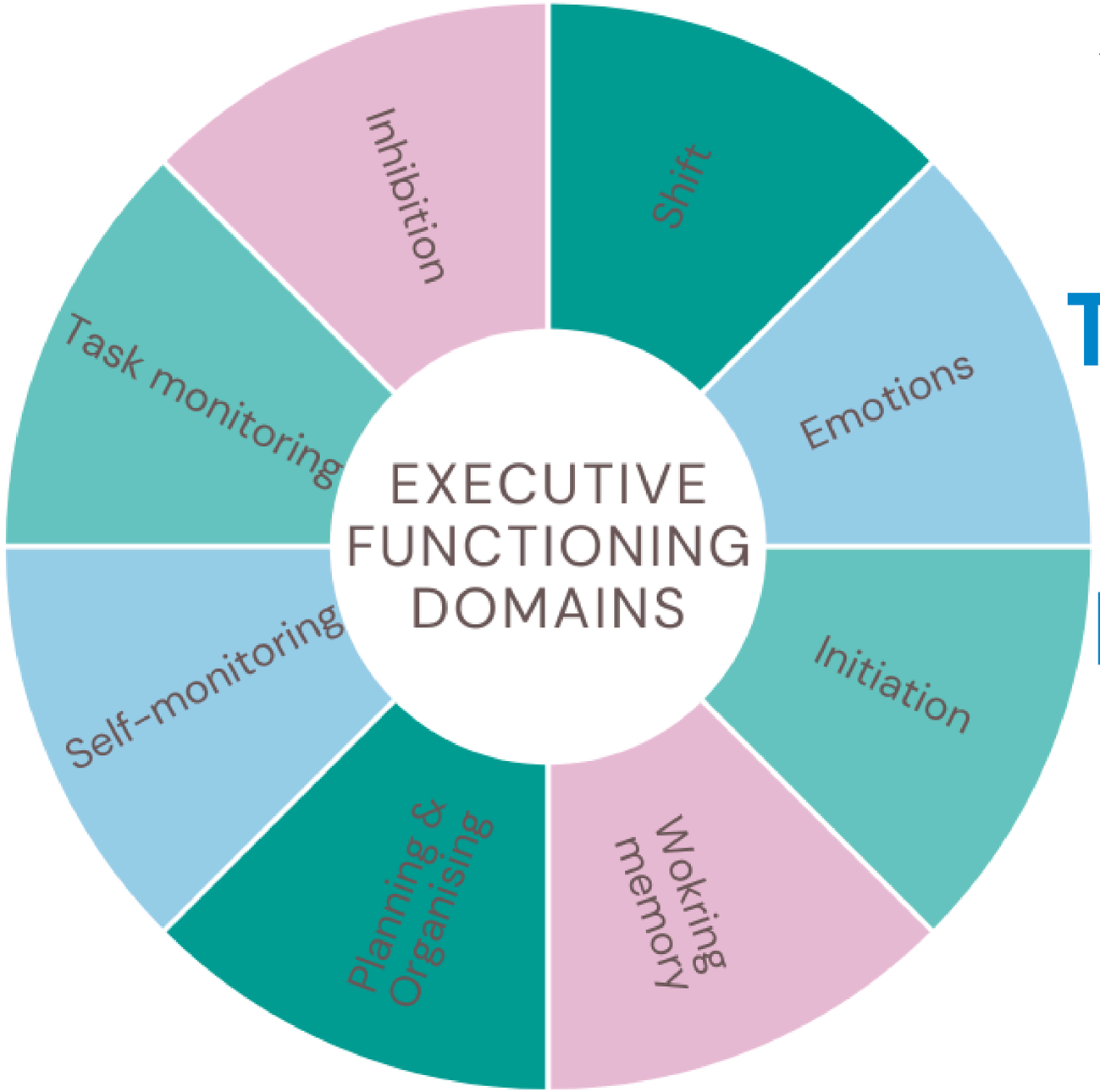

STOP

THINK

PLAN

DO

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Full PRPP Model

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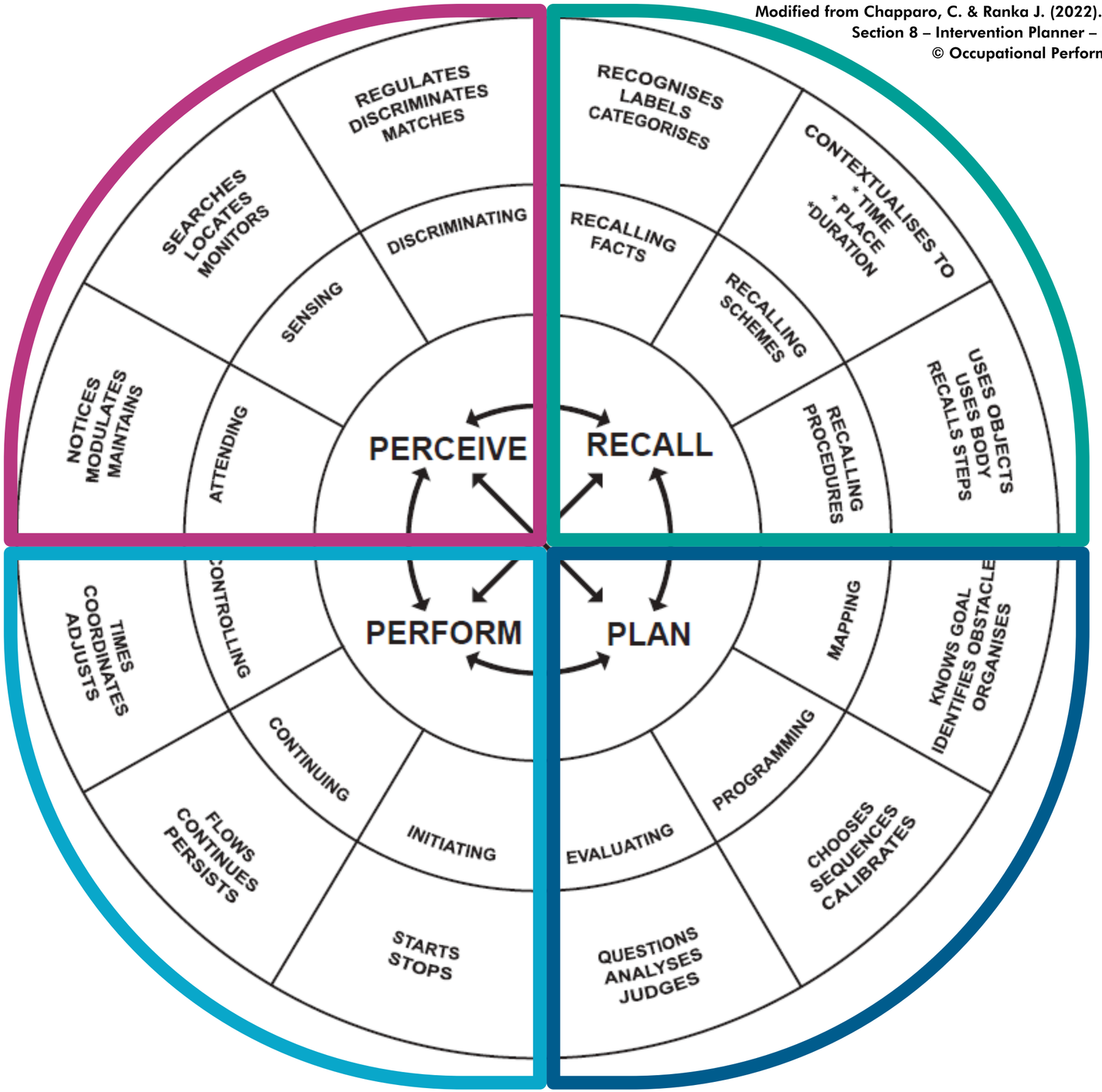

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CORE PROMPTS

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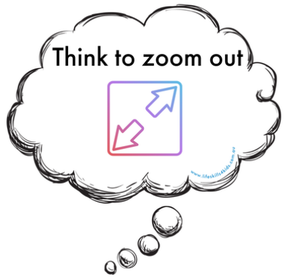
PERCEIVE

SENSE



ATTEND





RECALL

THINK
LEARN / RECALL





KNOWS GOAL

STOP





DO

THINK
FIGURE OUT / CHECK OUT

PERFORM

PLAN

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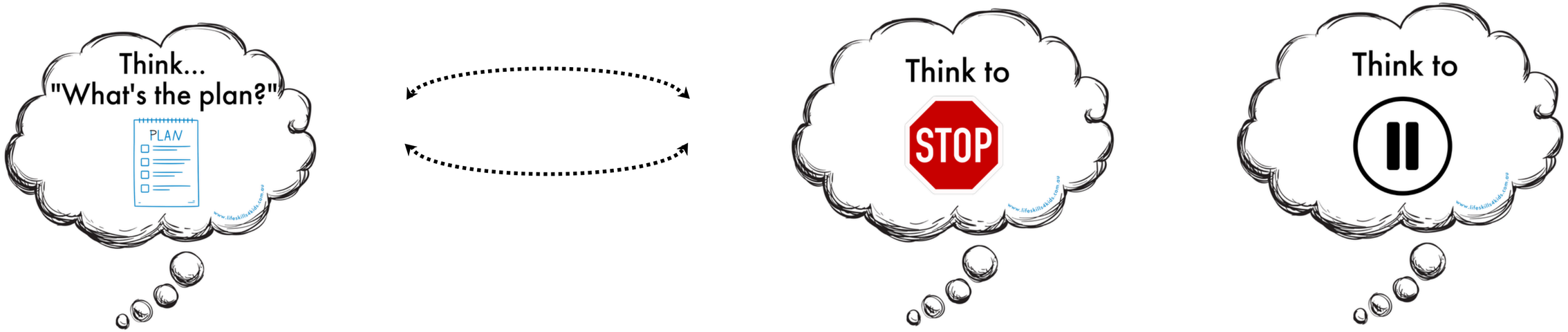
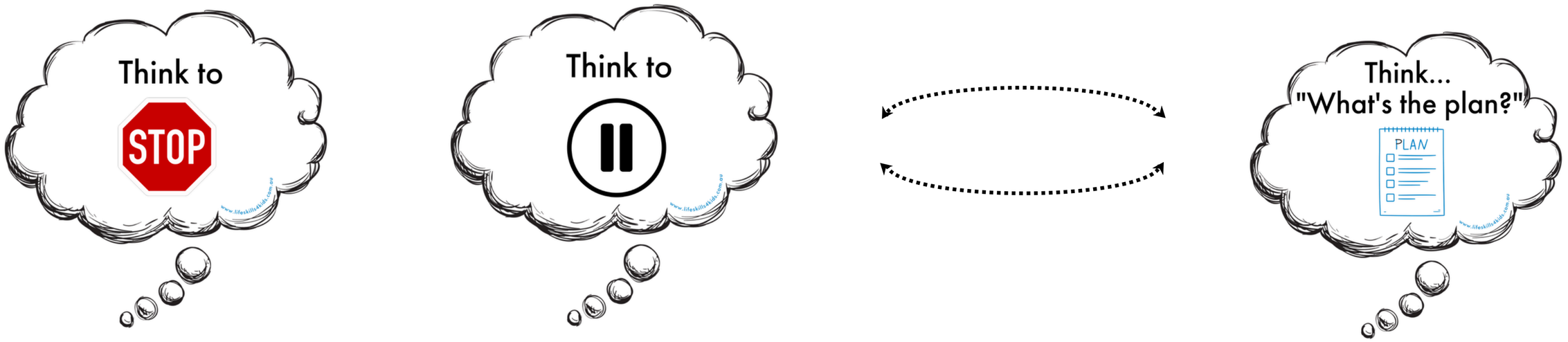
STEP 1:
If goal / plan isn't known



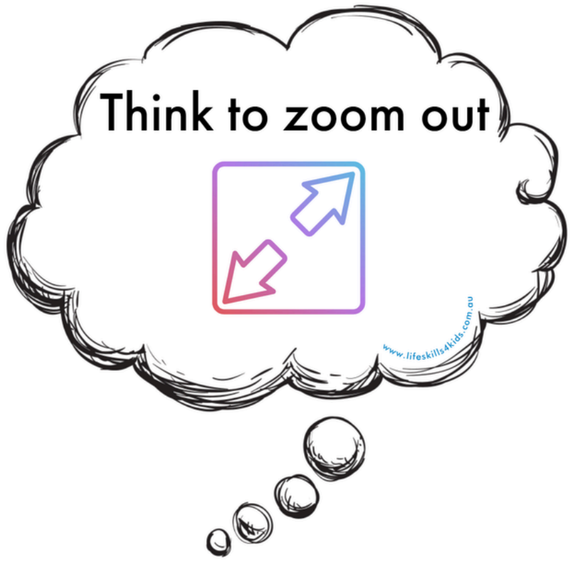
OR If child is busy and needs to pause to think "what's the plan".



STEP 2:


Think to
zoom in




Think to zoom out


Think to
zoom in

STEP 3:


Think to
START

CASE 1: 8-year-old boy

Goal: to be able to prepare a simple snack of his choice with only verbal prompts using a visual schedule and supervision.

(Plus, support for using heat such as oven, cooktop etc.)

He has the physical skills to do this but not the executive function to complete the task.

He needs very close supervision with cooking as he tends to try and taste things, tips whole cups of water into food, wants to play in the water instead of wash up etc.

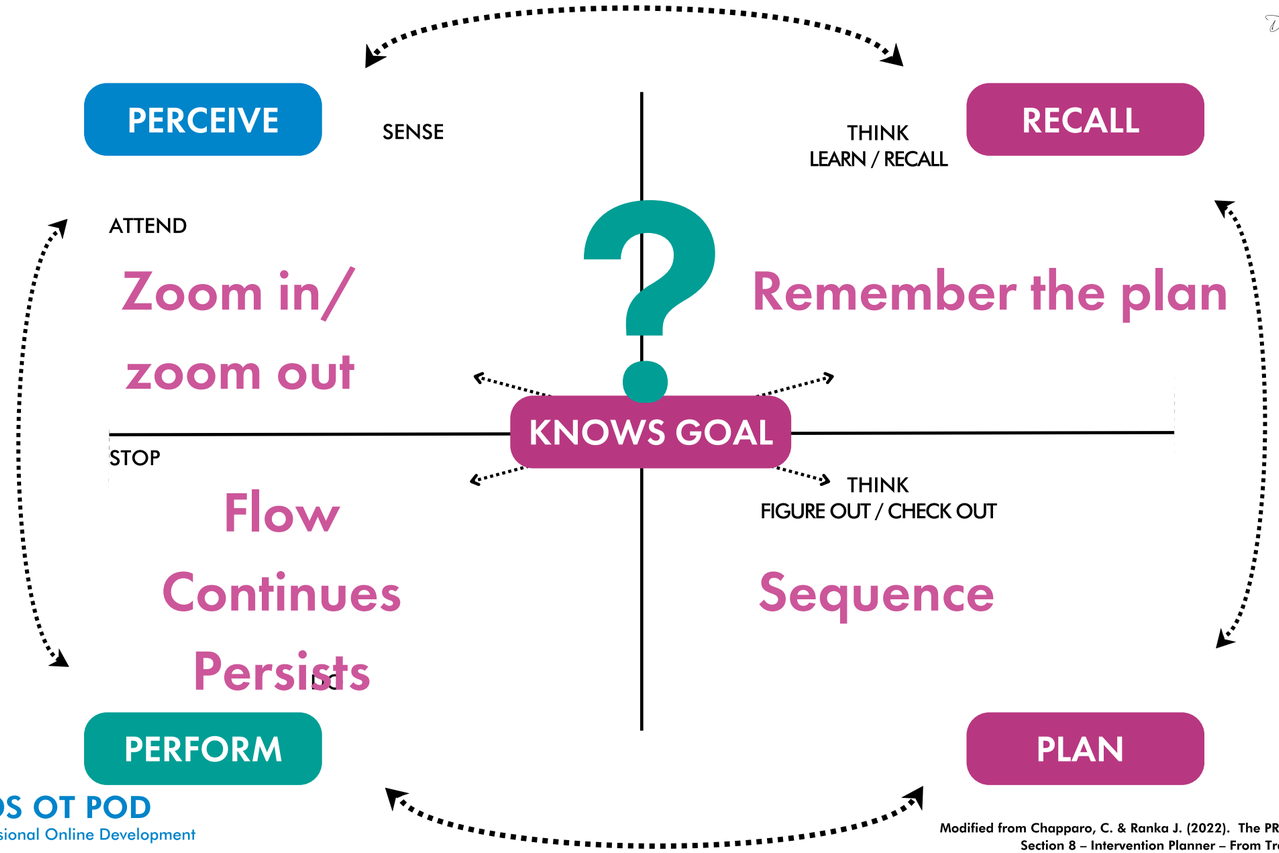
I'm hoping to discuss how we can move forward with this boy with so many areas of executive functioning difficulty.

Where to start, which ones to work on first? Is our goal achievable?

Let's map out strengths and areas to work on:

He has a good understanding of what he needs to do (knows the plan?) but will

- **grunt, groan (frustrated? WHY?)**
- **& easily distracted (needs help for switching focus - zoom in/ zoom out),**
- **needing constant reminders to check what is next in the task (sequence, flow, persist, knowing the plan?)**



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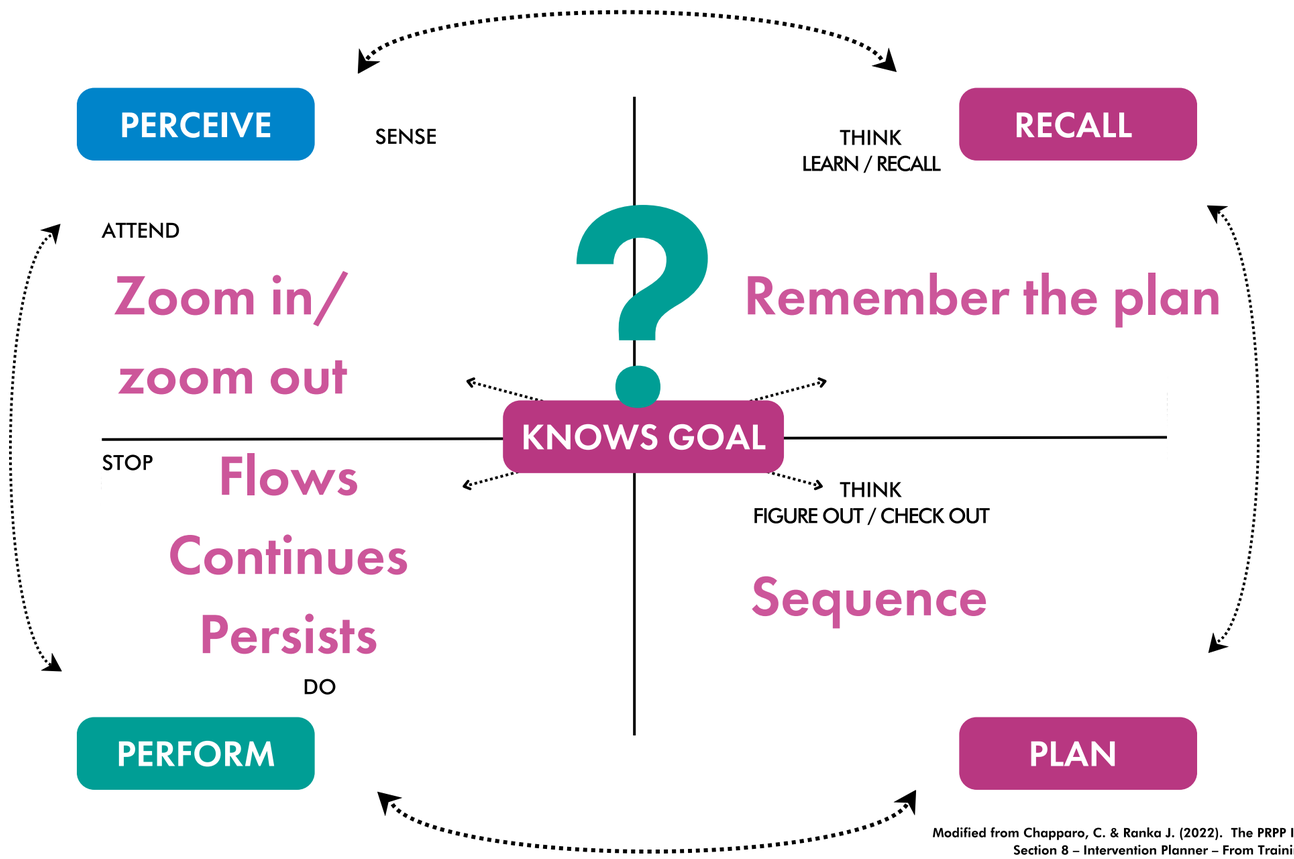
He has difficulties in so many areas of executive functioning:

Impulse control,
working memory,
mental flexibility,
inhibitory control,
self-monitoring, and self-control



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<u>Things that we try to implement:</u>

explicit instruction and practice
visual supports,
break tasks down into smaller steps,
use prompts and cues,
provide feedback and scaffolding techniques.

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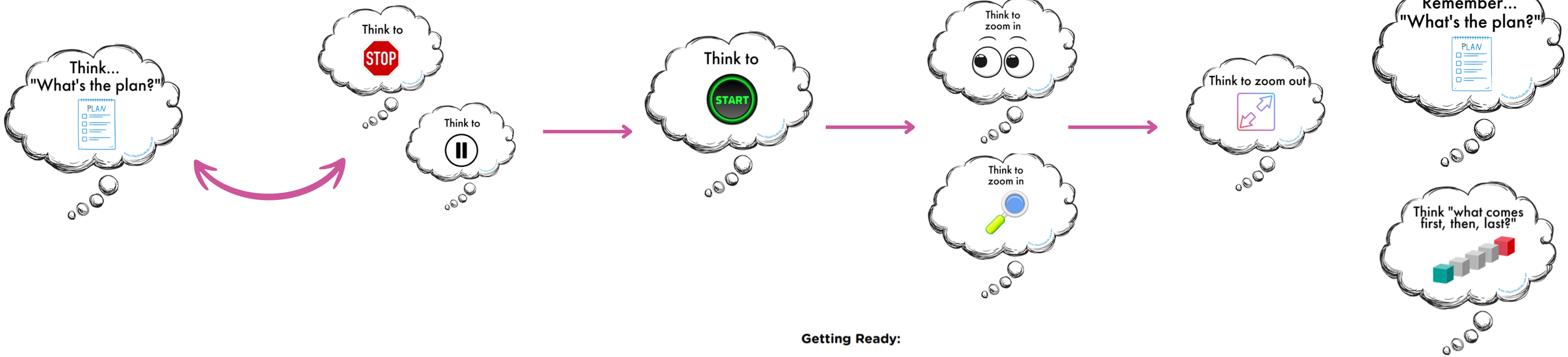

Able 2 LEARN

3 **Breakfast and Brunch**

What I Need:



☐ 1 banana



☐ oil spray



☐ 1 cup and 1/4 cup Aunt Jemima® pancake mix



☐ 1 egg



☐ 1 cup milk



☐ chocolate spread



☐ maple syrup

Getting Ready:

1.



☐ *Peel banana

2.



☐ All peeled

3.



☐ Put peel in compost

4.



☐ **Slice banana

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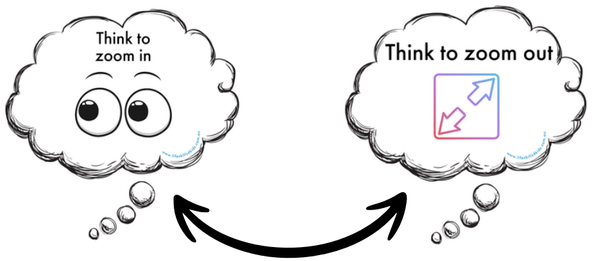
PERCEIVE

SENSE

ATTEND



RECALL

THINK
LEARN / RECALL







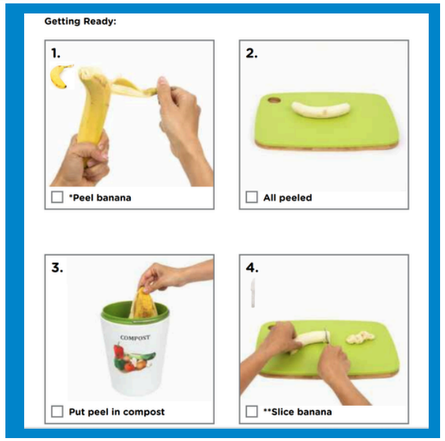
KNOWS GOAL

STOP



THINK
FIGURE OUT / CHECK OUT





DO

PERFORM

PLAN

KIDS OT POD
Professional Online Development

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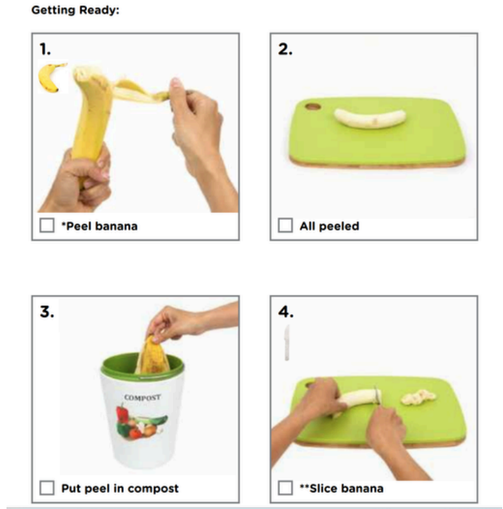
How to communicate this to parents... simply.

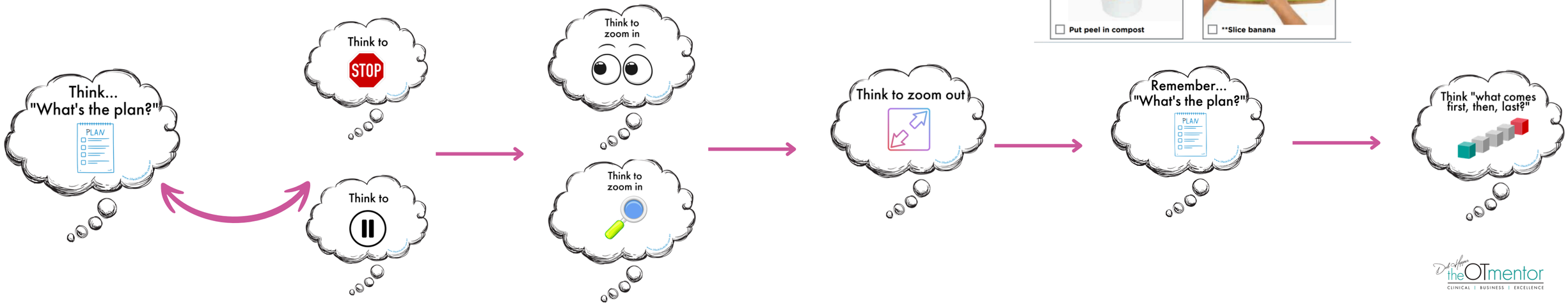
Goal: For _____ to be able to prepare a simple snack of his choice with only verbal prompts using a visual schedule and supervision.

How?

As a team, we will support _____ to learn thinking strategies to

1. Remember the goal and the steps of making a snack with a simple visual recipe, reduced verbal prompts and supervision for safety.
2. Be confident of the plan,
   - remember the goal
   - keep on track & switch attention (zoom in and zoom out) to keep going and
   - think "what comes first, then, last"
3. To do this we will use a visual cookbook and the "think-to" visuals, to prompt him to think-to ____, rather than telling him what to do. When he gets distracted, use these thinking prompts to teach him to problem solve & sequence for himself.





Dr. Amy theOTmentor
CLINICAL | BUSINESS | EXCELLENCE

CASE 2: 9 year old child

Goal: make mornings easier

- Child tends to not be motivated to address the essential of dressing, having breakfast, packing his bag and so on.
- Despite using a visual schedule, (mother) reports that Child tends to be found between tasks not focussed and this takes a lot of time. With two other disabled children to get ready for school, it significantly adds to the family stress. I feel that the addition of a support worker for the morning period in getting ready for school would greatly reduce the stress on Child' family.
- This is due to Child lacking ideation skills and his inertia when beginning a new task.

Discussions with class teacher reveal that although Child is not lazy and tries to please, he actually zones out frequently and is unable to finish core work. Initially she thought this was due to a tracking problem, but having worked on this extensively, and myself in sessions, she is feeling like there is some other problem.

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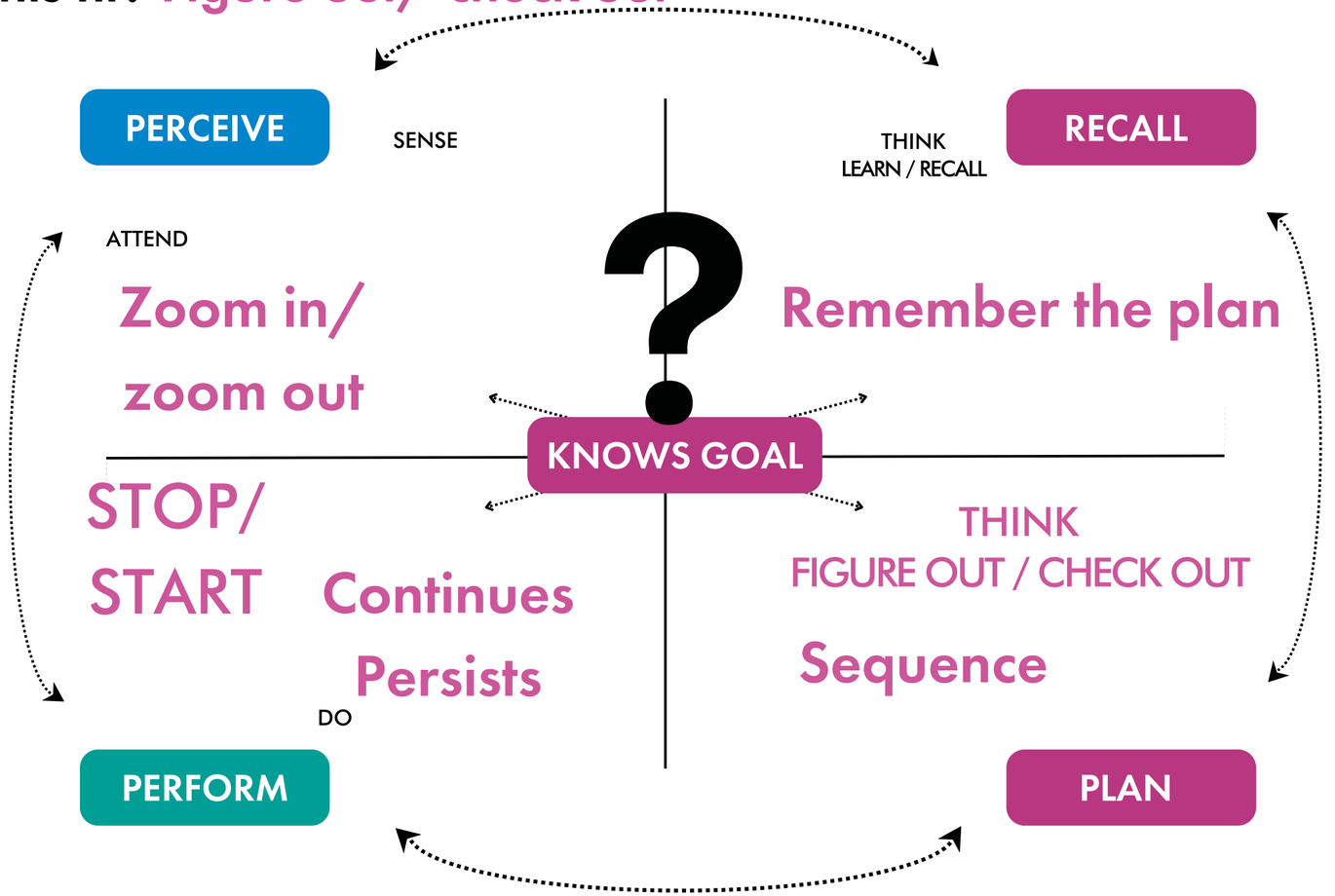
Let's ask some core questions...

1. Does he knows the plan?
2. Is he able to pause/ stop
3. Is he able to start?
4. Is he able to zoom in, zoom out (switch focus), continue/ persist?
5. Ideation - where does this fit? Figure out/ check out



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Dr. Karen theOTmentor
CLINICAL | BUSINESS | EXCELLENCE

Dad Happer
theOTmentor
CLINICAL | BUSINESS | EXCELLENCE

PERCEIVE

SENSE

ATTEND







RECALL

THINK
LEARN / RECALL



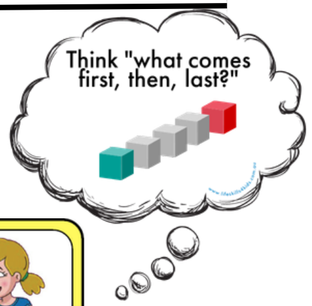


KNOWS GOAL

STOP



THINK
FIGURE OUT / CHECK OUT





DO

PERFORM

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How to communicate this to parents... simply.

Goal: For Johnny to be able to know the steps of the morning routine and be able to be independent in transitioning from task to task, keep on track and complete with less prompting.

How?

As a team, we will support Johnny to learn strategies to

1. Know the goal and the steps of his morning routine.
2. Know and remember thinking strategies to
   - remember the goal
   - keep on track, switch focus (zoom in and zoom out), and
   - keep going (persist).
3. To do this we will use a morning routine visual and the "think-to" visuals, rather than telling him what to do first, then next. When he gets distracted, use these thinking prompts to teach him to think and consider / remember for himself what's next.





Dr. Hanna theOTmentor
CLINICAL | BUSINESS | EXCELLENCE

CASE 3: The Going Home Plan

1. I love going to preschool.

I have fun and I have a "going home plan". I can tell mum what I did and give her a hug and smile.





2. When I get home, the plan is to go inside, give mum a hug and smile and tell her 1 thing I did well today.



3. I can pat my dog for 3 minutes with mum.

I can stay longer, but I can zoom my eyes & body in and stay patting him for 3 minutes.





I'll know when time's up when the alarm goes off.



1. Family member picks up _____ from preschool - In car, ask her what 1 thing she did well today. Tell her, "that's so good you could ___. Let's remember the "going home plan" home plan" and tell mum when we get home and give her a happy smile.



2. On arrival - remind her of plan to go inside.
"I know you've missed mum today. The plan is to go inside, give mum a hug and smile and tell her 1 thing you did well today. What will you tell mum? Let's practice... You tell me...

3. Give mum a hug on arrival.
"That's amazing you did that great drawing today _____.
Remember the next step on your home from preschool plan? "

Let's zoom your eyes and body and pat the dog and have some quiet time for 3 minutes with mum.

We can stay longer, but let's try and give ____ some special time and stay patting him for 3 minutes.

We'll know when time's up when the alarm goes off. (adding predictability)

Draft Crisis Plan

How do I know I'm in crisis?

1. I talk faster

2. My mouth gets dry

3. My voice gets louder



What to do?

1. ‘Think to’ pick up my crisis plan



2. ‘Think to’ STOP

3. Ask myself...

   - is my mouth dry?

   - am I talking fast?

   - is my voice getting louder?



4. Make a cup of tea or have a drink of water.



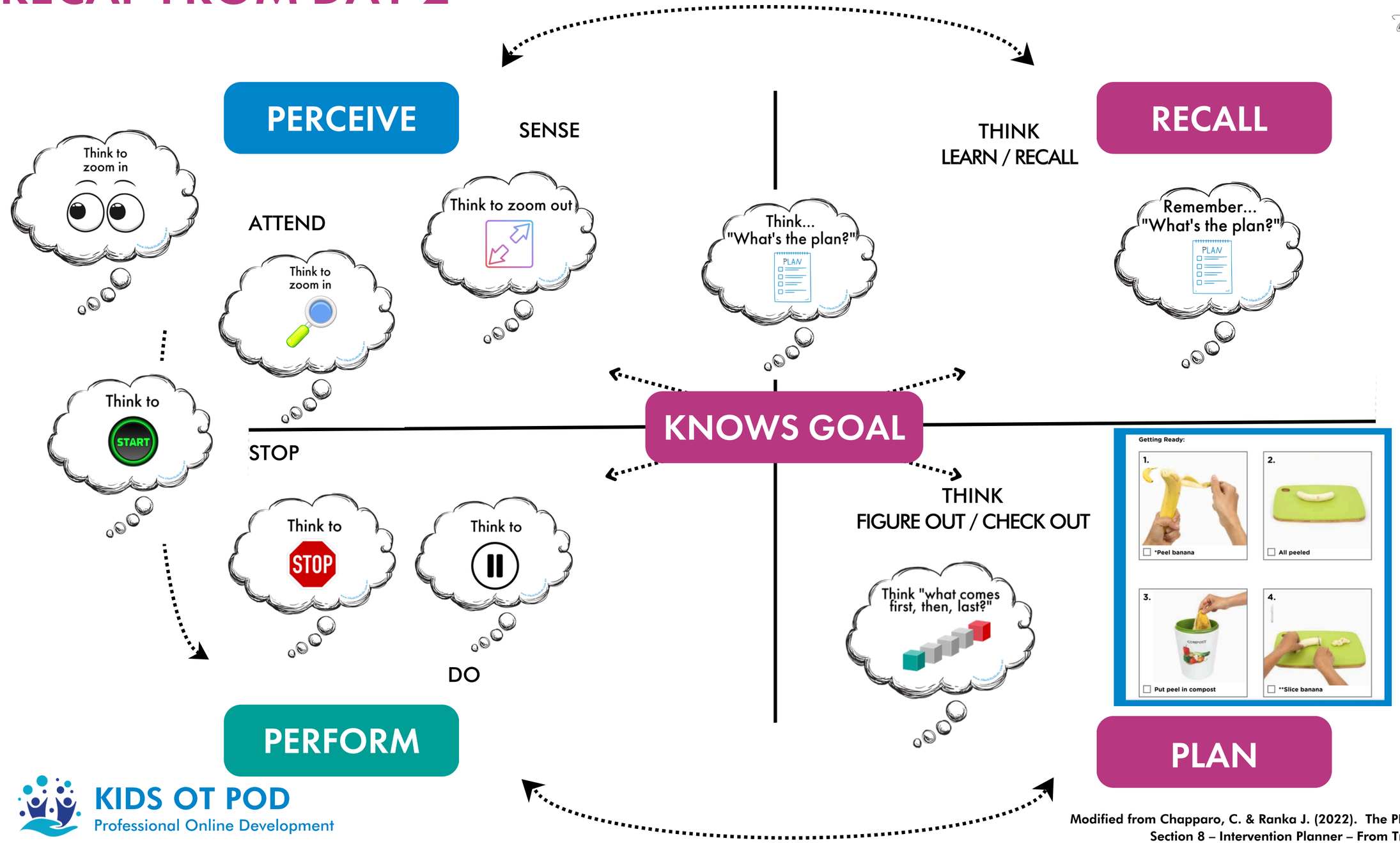
5. Splash my face with cold water or put an icepack on my forehead.



6. Grab my essential oils and have a sniff.



RECAP FROM DAY 2



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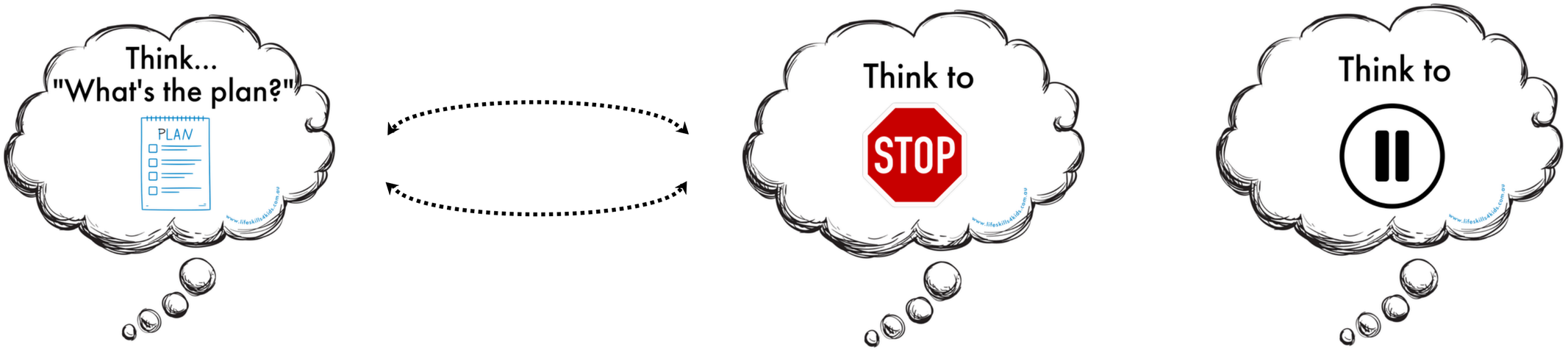
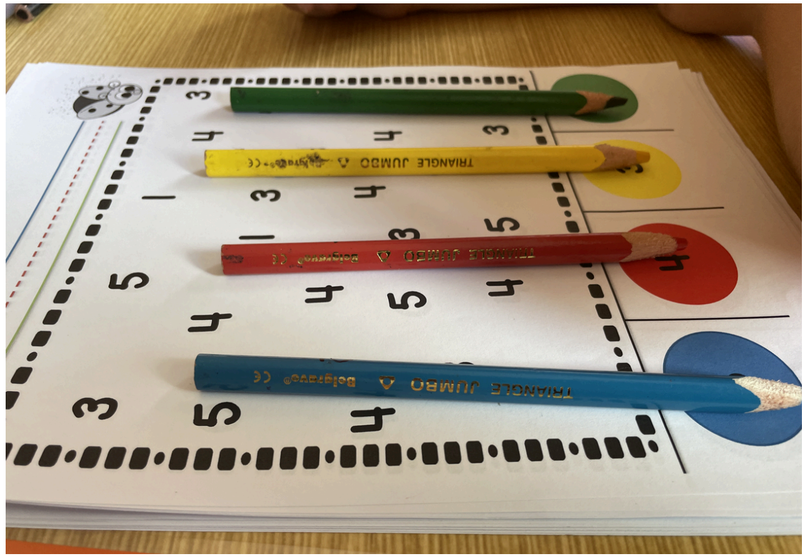
STEP 1: Can alternate





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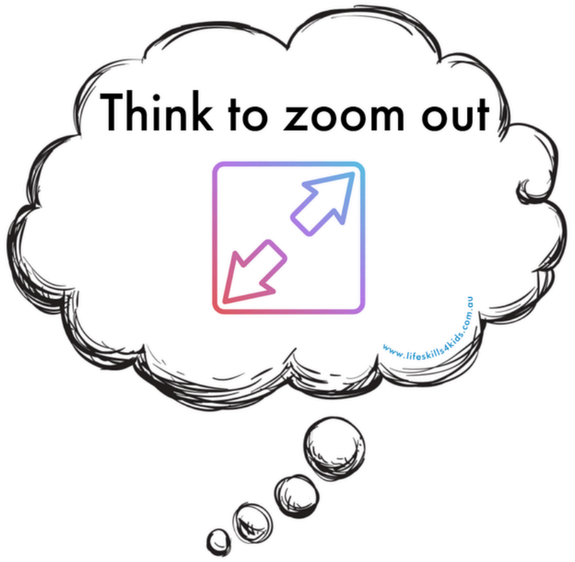
STEP 2:









STEP 3:



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Dr. Jo from theOTmentor
CLINICAL | BUSINESS | EXCELLENCE

You're invited to come join The Kids OT POD.

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Next live call September 1,
and continue the deep-dive into using the
Think-to visuals on September 12.

theotmentor.com/ots/kids-ot-pod-group-supervision/

I couldn't have been luckier in finding and joining The Kids OT POD when I did. Deb and my Kids' OT POD team have helped me feel confident in what I'm doing and achieving that elusive work-life balance! - OT Tasmania

Occupational Therapist, Tasmania

THE KIDS OT POD

- Group Supervision and Mentoring

Become part of a paediatric OT community,
be supported, and level up professionally.



Why Join The Kids OT POD?

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- Your annual CPD points sorted
- Connect with a community of peers
- Sounding board for your tricky cases

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