SEAC Meeting Schedule

Introductions What is Executive Functioning What's Happening in Greene	
Schedules and Time Management	
Incentives and Motivators	
Setting Up for Success	
Reflection and Questions	
Additional Resources - SEAC Presentation Links and Resources	

Welcome!

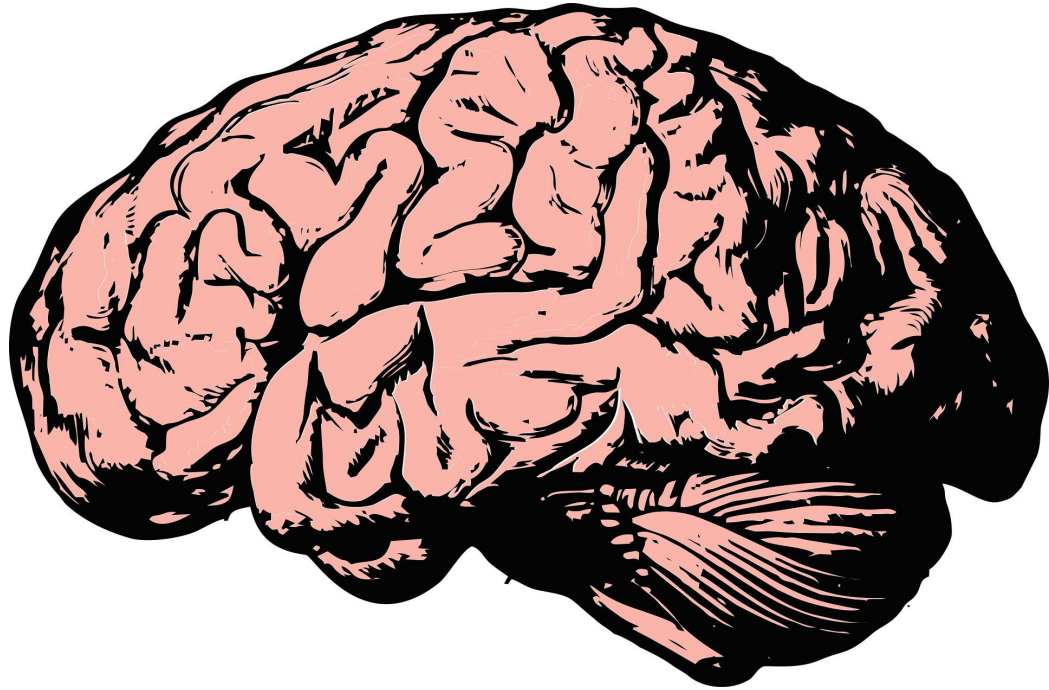**Karie Williams**
Behavior Coach

Sarah McLucas
Behavior Coach

Kara Judy
Behavior Coach

Christi Dojack
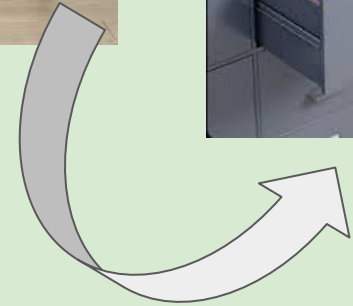Coordinator of Special Services

The Framework

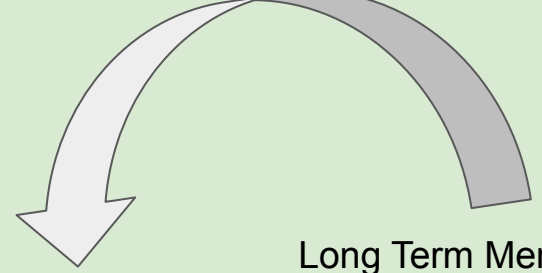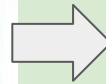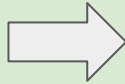Information Input

Is this important?

Short Term Memory

YES

NO

Working Memory

Long Term Memory
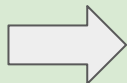
What Could Go Wrong?

Information Input:
Your blinds are
closed!

Is this important?

Short Term Memory

Working Memory

Long Term Memory

IMPORTANT
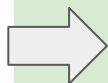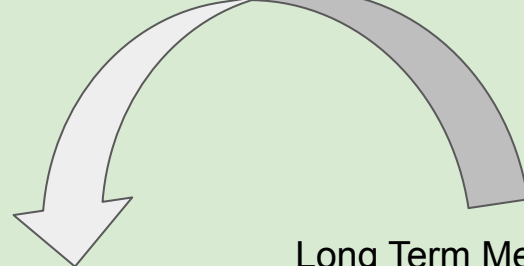
What Is Executive Functioning?

Working Memory

Control of Inhibitions

Flexible Thinking

- Paying attention
- Organizing, planning, and prioritizing
- Starting tasks and staying focused on them to completion
- Understanding different points of view
- Regulating emotions
- Self-monitoring (keeping track of what you're doing)

Develops until kids are in their mid-20s

Kids who have difficulty here are just as "smart" as other kids

Impacted by ADHD and Learning Disabilities

Have your child take the online quiz!

Executive Skills Questionnaire (ESQ)

Everyone has both strengths and challenges in these skills depending on the situation they are in. Be as honest as you can in deciding what your strengths and challenges are. In particular, think about how you handle non-preferred tasks (the kinds of tasks you don't particularly like to do). Please read each item and decide how often you consider it to be a problem for you using the following scale:

- Never or Rarely
- Sometimes
- Often
- Very often

	Never or Rarely	Sometimes	Often	Very often
I act on impulse	○	○	○	○
I say things without thinking.	○	○	○	○
I lose things.	○	○	○	○

What's Happening in Greene

- Weekly Roadmap to Success (WMHS)
- Canvas standardization to include naming/labeling, weekly agendas, and teacher contact information
- Classroom strategies such as reviewing assignments and instructions at the end of class before asynchronous days
- Tutoring where available
- Focus groups with teachers and students
- School counselors can provide support for academics
- Teacher office hours
- More flexibility with assignment due dates
- Individual sessions available with behavior coaches

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Schedules and Time Management

Schedules VS Work Systems

Schedule

Work System

Show and Tell To Get Started

They tell or show **you**

- Tell me about your day tomorrow
- Show me how you'll submit your assignment
- Explain how you'll do your journal
- Help them fill in the important or missing steps

You tell or show **them**

TIME'S UP

Login
Go to Reading
Click Ch. 3
Read first paragraph

Open google doc
Read instructions
Tell me 1 thing
First sentence

TO DO: **Reading**
1. Read Chap 3, 4 class book.
2. Complete chapter 3, 4 questions
3. Journal Reflection
4. Write vocab def. for Chapter 5
5. Complete ixl.com 5.1, 5.2, 5.3

What's Next: **check schedule.**

The Pomodoro Technique®

1. **Choose a task you'd like to get done**

2. **Set the Timer for 25 minutes**

   Too long?

3. **Work on the task until the Timer rings**

4. **When the Timer rings, put a checkmark on a paper**

5. **Take a short break**

6. **Every 4 Timers, take a longer break**

A *typical* attention span is 3 to 5 minutes per year of a child's age (not watching TV)

Questions or Actions?

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Incentives

Incentives help motivate work when the expectations are clear from the start, and we follow through consistently.
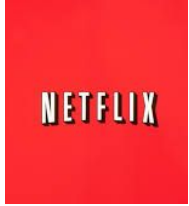
Watching a movie

Picking out a new cosmetic

Going to bed 30 mins later

Trying a new recipe

Buying a new game

Incentives
How long should we wait?

Short Term

Longer Term

Watching a show

Trying a new recipe

Picking out a new cosmetic

Going to bed 30 mins later

Watching a Movie

Buying a new game

Best New Game Updates

Short Term

NETFLIX

Watching a show

TO DO: Language Arts	
1. Read chapter 2-3	
2. Add plot to graphic organizer	
3. Submit canvas assignment	
4.	
5.	
What's Next: Break - 10 mins on phone	

Show the expectation clearly

Student knows that at the end of Language arts, they can take a 10 minute break.

Short Term

Watching a show

Incentives
How long should we wait?

Morning Work Expectations

- ❏ I completed math and science assignments
- ❏ I turned in math and science assignments
- ❏ I kept my phone on airplane mode during instruction

If I met expectations, I can watch a Netflix show at 12:00.

Incentives
How long should we wait?

Longer Term

November 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Watching a Movie

Trying a new recipe

Picking out a new cosmetic

Buying a new game

If all Language Arts and Math assignments are completed during these 2 weeks, we can go to Starbucks on Saturday and get a drink.

I MISS MY F·R·I·E·N·D·S

Monday Morning

1. Math work

2. Synchronous Mr. Smith class

3. Walk for 5 mins

4. Civics canvas work

5. Zoom lunch with Tyrone ☆

November 2020

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

What motivates your child?

Remember

Do ...

- Set clear expectations

- Put it on the schedule

- Relate to your experience as an adult

- Collaborate with your child to determine what the incentive is

- Follow through

- Pick your battles - start with reasonable, achievable expectation and build on your success! Start with small success and build!

- Earn the incentive *positively* - focus on the positive behavior

Don't...

- Bribery → "Please please work on your science today. If you do, I'll buy you a game on your iPad"

- Pick something *you* like but they don't

- Empty threats/promise

- Take it away suddenly

- Wait too long "If you do all of your work this week and next week, you'll get an hour of iPad"

- Take away the incentive once it's earned.

Questions or Actions?

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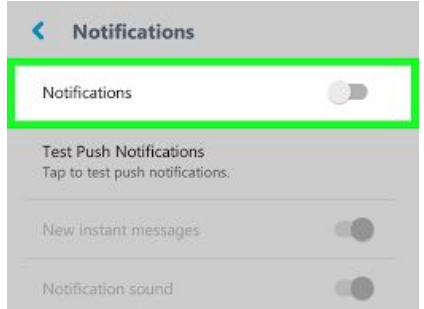|	
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Setting Up For Success

Setting Up for Success

School materials contained nearby

Setting Up for Success in the Digital Space

1. Passwords
2. Folder organization
3. Naming systems for files
4. Delete folders/files that aren't needed
5. Declutter computer desktops
6. Physical vs digital

let's clean up your

Google Drive

HELP

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Reflection and Questions

Is there something you can try tomorrow?

What questions/thoughts do you have?

Reminder:

- If you have concerns, or want to know specifics about your child's plan, please contact his/her case manager.

Thank you! If we can help moving forward, you may reach us by email:

Karie Williams: kawilliams@greenecountyschools.com
Sarah McLucas: smclucas@greenecountyschools.com
Kara Judy: kjudy@greencountyschools.com
Christi Dojack: cdojack@greenecountyschools.com

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