Adding Self-Regulation & Executive Functioning into Everyday Speech Therapy Activities

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Agenda

1. What are self-regulation (SR) & executive function (EF) skills?
2. Why are SR & EF important?
3. What are your own SF & ER skills?
4. Why should SLPs be interested?
5. Approaches to helping students develop SR & EF
6. General strategies to develop SR in SLP sessions & how to coach others
7. Features of spark* (Self-regulation Program of Awareness & Resilience in Kids) & how to use these in speech therapy

Objectives

• Describe and demonstrate self-regulation and executive function skills
• Describe at least two strategies that you will utilize to increase self-regulation and executive function skills in future speech therapy sessions
• Explain the systematic framework to build an individual’s self-regulation (from body to cognitive/thinking to emotional self-regulation) and how this applies to speech therapy
Learning Outcomes

Leave with the tools to:
• Define self-regulation & executive functioning skills
• Name at least one skill targeted to develop each of behavioral, cognitive and emotional self-regulation
• Name three strategies to promote self-regulation & executive functioning in day-to-day situations

What makes you feel calm?
What place, person, situation makes you feel calm and ready to take in information
What things disrupt this most for you?
Introduce yourself and share this with the people around you

Maximizing Potential

Our goal as SLP's to facilitate growth of a student's communication skills to his maximum potential

To do this we need,
1) To teach the student when he is in a state where he can maximize his learning
2) We think long term - what is the most likely maximum potential for this student's communication?

My goal and dream

Students that I work with:
• be able to make decisions on their own
• be as independent as possible
• feel competent
• have a sense of personal safety
• cope in everyday settings
• feel a sense of satisfaction in their lives
• pursue their passions and affinities
• have at least one good friend and confidante

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How close are we?

Adult outcomes - not yet

- Graduated from college/univ
- Lives on own
- Is married

How close are we?

Families – not yet
- They’re less likely to
  - Attend religious services
  - Participate in community activities and events

How close are we?

Many of our therapies – not yet
- Social skills training – two meta-analysis studies
  - “Low/highly variable positive treatment, maintenance and generalization effects”
  - “Generalization and flexible skill use in natural environments continues (sic) to be a challenge.”

Adaptive Skills

In typical adults, adaptive skills are commensurate with IQ (Sparrow et al., 2005)
Independent functioning/adaptive skills for adults with autism with average IQ is highly variable (Lee & Park, 2007; Kamel et al., 2007)
Study of 447 ASD students (4-23 years) found negative relationship between age & adaptive behavior; executive function problems correlate to lower adaptive skills independent of IQ (Pugliese et al., 2014)
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Adaptive Skills

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Why? The curious disconnect

“I know what to do!”
“I can show the skill in therapy!”

“I didn’t use it when I needed it!”

Connecting knowing & doing

- plan & organize
- inhibit automatic & impulsive responses
- keep the plan & image in working memory
- self-monitor
- keep my thinking flexible

Connecting knowing & doing

- planning & organization
- inhibitory control
- working memory
- self-monitoring
- cognitive flexibility

These are executive functions
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Executive functions are here

More about executive functions

Video describing executive functions
By Dr. Adele Diamond
- holds the Canada Research Chair in Developmental Cognitive Neuroscience at the University of British Columbia (UBC), Vancouver –
- one of the world’s leading researchers on the development of Executive functions

Self-regulation develops over a long period of time

Self-regulation = conscious control

- behavior, thoughts & emotions don’t rule him
- becomes more self-directed, planful, adaptable
- understands the relationship between effort & achievement
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Impact of stronger self-regulation

Improved self-regulation skills can produce:
- stronger interest & enjoyment in learning
- stronger self-belief & sense of competence
- more intrinsic motivation & persistence
- less stress & anxiety for both the student & adults around him
- reduced need for constant vigilance by the adults
- less need for adult direction & intervention

Self-regulation is NOT

- stifling who the person is
- turning the person into a robot
- just impulse control and stopping behavior
- just delayed gratification and learning to wait
- allowing the student to become 'a law unto himself' ('tiny tyrant')
- focused on just getting compliance from the student

Self-regulation is NOT

- a behavior management strategy
- controlling/modulating sensory input – that’s pre-executive
- changing communication partner’s interactive style to achieve co-regulation such as rate and volume of speech, positioning and imitation of student of ASD

All student benefit

Sesame Street curriculum developed using this video and others
Included 59 preschoolers in Iowa students who viewed the self-regulation videos showed greater improvement than controls in
- inhibitory control,
- working memory and
- cognitive flexibility
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Self-regulation has gone mainstream
For Sesame Street videos, search YouTube “Sesame Street Self-Regulation”
For Karate Kid Look, Listen & Breath: https://www.youtube.com/watch?v=G6FDts-erVw
For Cookie Monster & Waiting Game: https://www.youtube.com/watch?v=XsC2W587_Fc

How does this relate to autism?

Weak Self-Regulation
A student with poor self-regulation will:
• Act ‘in the moment’ and not focus on the future impact of their behavior
• Have difficulty with controlling hands, feet, voice volume and body space
• Struggle to start a task, often don’t finish
• Get caught up in non-essential parts of activities or ideas
• Complete tasks out of order or miss steps
• Have poor sense of time
• Lose things .... repeatedly

Summary
Self-regulation and executive function skills are predictors of long-term health, wealth and social responsibility in all students
Currently the adults with autism and with SLI are not meeting their potential - the biggest issue seems to be the disconnect between knowing (learning a skill) and doing (using it)
Millions of our young adults throughout the United States are struggling for greater autonomy and self-determinism
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Personal Example

Think of a case in which you have worked with a student with weak self-regulation skills. How did this impact your speech therapy sessions? How did you address this in your treatment?

What is the role of SLP’s?

Executive functions and self-regulation form the foundation for learning. If a student has stronger SR, he’s more likely to benefit from intervention, retaining what we teach and using it in everyday life. Therapy is not just about the concept being taught; students who are dysregulated experience greater difficulty learning as well as recalling and generalizing that learning. Need to think about long-term and how to improve each student’s learning as well as what he learns.

Development of Regulation

Different developmental theories of learning view regulation development differently:

1. Vygotskian Framework
   - students construct knowledge through social interaction
   - Development can’t be separated from its social context
   - Learning can lead development
   - Language plays a central role in mental development

2. Piaget’s Constructivist Approach
   - Thinking at center of student development
   - Students are active in learning
   - Focuses on student’s interactions with objects for learning
   - Language is a by-product of intellectual development

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Development of Regulation

3. Behaviorist Theories (Watson, Lovaas)
   • Focuses on the learning process as a means to develop regulation
   • Thinking can be understood through measurable and observable behaviors
   • Learning and development are one process
   • Knowledge is a product of associations strengthened by reinforcement
   • Student is passive in the learning process

Measuring Self-Regulation

Standardized rating scales:
   • Behavior Rating Inventory of Executive Function (BRIEF)
   • Behavior Assessment System for students
   • Social Skills Improvement System Rating Scales
   • Burks Behavior Rating Scales
   • Conner Comprehensive Behavior Rating Scales
   • Sensory Profile

Measuring Self-Regulation

Standardized direct measure:
   • NEPSY

Non-standardized measures:
   • Executive Function Rating Scale – School age
   • Achievement of Lesson Objectives form

Your Executive Functioning

Think about your own executive function skills

We all have strengths and weaknesses in our own executive functioning

How do you use your strengths and compensate for your weaknesses?
Key executive functions

Planning & organization
Inhibitory control
Cognitive flexibility
Self-monitoring
Working memory

Self-regulation Programs

Cognitive-Behavioral Approaches
- How Does Your Engine Run
- Zones of Regulation
- Social skill programs

Executive Function Skill Building Approach
- Unstuck and On Target
- Simon Says Pay Attention
- Tools of the Mind
- spark*/spark*EL

Self-regulation Program of Awareness & Resilience in Kids

spark* (and spark*EL) are based on the understanding that each student with autism:
- wants to learn
- wants to assume more control of his world
- can learn, particularly when
  - we honor his learning preferences, strengths and affinities
  - he’s emotionally engaged in learning
- behavioral, cognitive and emotional self-regulation are linked – development in one influences the others

Important components

Focus on:
- key executive functions
- increasing independence from adult direction
- activating thinking in the students
- self-calming
- generalization
- metacognition
- using special interests
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Key executive functions

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Encouraging independence

Teaching self-regulation is like coaching

The coach:
- Introduces child to basics of the game
- Makes sure he’s in shape and has the right equipment
- Practices step-by-step with final goal in mind
- Sends him into the field but continues to encourage and remind from the sidelines
- Demands of different games and leagues change so helps him refine his skills
- Allows him to experience some failures but always helps him understand ways to improve his plays
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Activating thinking

Cognitive goals
- Understand meaning & purpose
- Demonstrate knowledge

Social-emotional goals
- Feel competent & can self-evaluate
- Share participation
- Have a sense of control

Theories of Intelligence

Two personal theories of intelligence (TOI)

Entity
- Person views intelligence as a fixed thing that doesn’t change
- Gives up easily if fail or given negative feedback
- View intelligence as a finite amount
- Measure self-worth based on smartness
- 40% of the population

Incremental
- Person views intelligence as something that grows as you learn
- Explains being smart by accomplishing tasks
- Intelligence seen like a balloon that grows with practice
- Will persist when confronted with a challenge
- 40% of population (20% fit neither category)
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Theories of Intelligence

Incremental Theory of Intelligence
- Focus on increasing their ability
- Success due to ability, effort
- Failure due to lack of effort
- Response to failure: more effort, new strategies

Entity Theory of Intelligence
- Focus on documenting their ability
- Success due to ability, luck, easiness of task
- Failure due to lack of ability
- Response to failure: helpless behavior


Our words are critically important

Let’s…
- We’re going to learn ........
- What do you think we’re supposed to do?
- Where should we start?
- I’m going to let you do it all by yourself.
- How did you do?
- What did/could you do to help yourself?
- How did you know that?
- What can you do next time?
- Is that important right now?


Some of the ways we do this

General approach:
- Ask open-ended question to activate his thinking
  - If unable to respond, help focus on important information
  - If still unable to respond, remind of previous experience
- Help him reflect on his learning – summarizing, connecting

What could you do?
What do you need to do?
What do you think we’re supposed to do?


Example: problem situation

1. Open-ended question
   - If unable to respond, help focus on important information
   - If unable to respond, explain reasoning or previous experience
2. Reflect on the learning

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**Try this out**

1. Open-ended question
   - If unable to respond, help focus on important information
   - If unable to respond, explain reasoning or previous experience

2. Reflect on the learning

<table>
<thead>
<tr>
<th>Understand meaning &amp; purpose</th>
<th>Demonstrate knowledge</th>
<th>Think on her own</th>
<th>Feel competent</th>
<th>Share participation</th>
<th>Have a sense of control</th>
</tr>
</thead>
</table>


**Important components**

Focuses on:
- key executive functions
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  - generalization
  - metacognition
  - using special interests


**Calm, alert & nourished students**

Calm
- Calm adult = calm student
- Calm student is more likely to learn
- One tool=BioDots

Alert
- rested, feeling well

Nourished
- eat something nutritious every 2 to 2 ½ hours (no more than 4 hours)

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Self-Rating Development

Over time, we want to transition from adults determining if a student CAN learn to the student self-evaluating.

Very important skill to develop.

CAN we learn right now?

- C – Calm
- A – Alert
- N – Nourished – not hungry (or otherwise distracted by our bodies)

Important components

Focuses on:

- key executive functions
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- activating thinking in the students
- self-calming
- generalization
  - metacognition
  - using special interests

Progression of skills to promote generalization

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Awareness of ability</td>
<td>I can do it!</td>
<td>I need to do it here &amp; here.</td>
</tr>
<tr>
<td>Awareness of need</td>
<td>I can do it even when ...</td>
<td>I can help myself by ...</td>
</tr>
<tr>
<td>Resilience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-advocacy</td>
<td></td>
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spark* program analogy

When you are building a house, you start by building a solid foundation = body self-regulation.

Then you can add walls = cognitive/thinking self-regulation.

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After you have solid strong walls, you can put on the roof = emotional self-regulation

If you put on the roof without a strong foundation or walls, the house falls down!


Important components

Focuses on:
- key executive functions
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Metacognition

Having student self-question and evaluate
What’s my plan, how am I going to approach this, what material/equipment do I need, what do I need to do first? (planning & organization)
Don’t let that noise bother me, I can just ignore that, I’d really rather ____ but I need to do this first (inhibitory control)
Say it over in my head, make a picture in my head of what I need to do (working memory)


More Metacognition

How am I doing, am I following my plan, how much time do I have left (self-monitoring)
That didn’t work very well so what else could I do (cognitive flexibility)
I can just ignore that, I have a good brain and all I need to do is think really hard (resilience)
That’s really bugging me so I’m going to move over to that quiet spot, I’m going to ask the teacher if I can finish this in the library (self-advocacy)

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Importance of your model

You can act as a model for your child
1. Positive model – model using the strategies correctly aloud in front of your child – talk about and show your child how you are ignoring distractions & using your eyes to look systematically
2. Negative model – forget to use a systematic approach & miss something – ask your child to help you

Importance of Emotional Climate around the Child

Children learn better when they feel safe and with people that they can trust.
Children can sense a positive mood & optimism & will react with interest & curiosity.
When we tell the child that we have confidence in his abilities, he'll try harder – research shows that children learn quicker when praised often & corrected rarely.
Children strive for challenges when they feel that they belong & are treated fairly.

It's okay to express emotions

We want children to know that it is okay to express emotions using our words
When the child expresses when he feels sad, angry or fearful then other people can help him, manage these feelings
The child can also learn to help others when they are sad, angry or fearful
Remind your child often that emotions help us understand other people & ourselves
Use examples from movies, books & real life

The 180-degree rule

There are times when we all feel angry or frustrated
One way to help keep ourselves calm is the 180-degree rule
Turn your feelings & thoughts around to the opposite direction
Turn your negatives into positives – remove the words “stop, no, don’t” from your vocabulary – “no hitting” > “gentle hands”
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**Using other people as models**

Encourage your child to look at things going on around him and decide what to do.
Point out both positive and negative self-regulation in others so he knows which examples that he should follow.
Help him to use others to cue his behavior – for example, if all the other children are seated in their desks, what should he be doing?


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**Important components**

Focuses on:
- key executive functions
- increasing independence from adult direction
- activating thinking in the students
- self-calming
- generalization
- metacognition
- using special interests


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**Using special interests**

Special interests are objects, topics and events that have special meaning to the student.
They increase his participation in learning and activities and they endure over time.

Students with autism – 3 main categories
1. Nature & property of objects
2. Classification
3. Movies, TV and videos


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**How to use special interests**

Personal interests have value for teaching a student especially those who have difficulty attending and interacting.
Interest builds motivation – results in longer attention to a task.
When using areas of interest, students show deeper processing, better memory, rich and organized knowledge that they can recall easier.
Students also feel greater sense of competence.

How to use special interests

Special interests are a natural starting point for teaching self-regulation
Over time, you can intersperse different topics while staying away from areas of dislike
Don’t worry about the student becoming entrenched in special interests
As student becomes more competent and trusts you, you can use special interests to work on inhibitory control and resilience

General Components

General components of spark* programs can be applied across settings
1. Language of spark*
2. Activating thinking
3. Using yourself as a model/self-talk
4. Talking about emotions/metacognition
5. 180 degree rule
6. Using special interests

Applying General Strategies

How could you apply general strategies of spark* programs to your current SLP sessions with a student with low self-regulation?
1. Language of spark*
2. Activating thinking
3. Using yourself as a model/self-talk
4. Talking about emotions/metacognition
5. 180 degree rule
6. Using special interests

Who can benefit from spark* programs?

spark*
Children who struggle to self-regulate who are developmentally between 2 to 12 years
spark*EL (Elementary version)
Children who struggle to self-regulate who are developmentally between 9 to 14 years
Coming soon spark*Y for youth (teens and young adults)
For professionals

spark* programs can be delivered in a variety of formats:
Individual
• spark* program specific
• multi-focus intervention
Group
• spark* program specific
• multi-focus intervention
• entire classroom

Introducing self-regulation

For older students, program begins with lesson to introduce them to the 5 key executive functions:
• inhibitory control - brakes
• planning - organizer
• working memory - storage box
• self-monitoring - boss
• cognitive flexibility - super car

Progression of skills/lessons

Body self-regulation
Cognitive self-regulation
Emotional self-regulation

Awareness of ability
Awareness of need
Resilience
Self-advocacy

Body self-regulation - spark*

Hands ➔ Breathing ➔ Feet ➔ Voice ➔ Whole body

Awareness of ability
I can do it!

Awareness of need
I need to do it here and here.

Resilience
I can do it even when …

Self-advocacy
I can help myself by …
Body self-regulation

Areas of focus
- Hands
- Breathing
- Feet
- Voice
- Whole body

Areas of skill development
- Awareness of ability
- Awareness of need
- Resilience
- Self-advocacy

Task structuring
- Imitating adult
- Imitating pictured model
- Follow verbal direction
- Imitating peer
- Self-directed

Task variations
- Location/position
- Speed
- Intensity
- Manner

Body self-regulation spark*el

Breathing
- Whole body

Awareness of ability
- I can do it!
- I need to do it here and here.
- I can do it even when ...
- I can help myself by ...

Awareness of need

Resilience

Self-advocacy

Areas of focus
- Hands
- Breathing
- Whole body

Hand self-regulation

a. Awareness of Ability

- Slow
- Hard

- Fast
- Soft
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Hand self-regulation

b. Awareness of Need

- School: When I walk beside my friends
- Home: When my brother takes a toy I was playing with
- Community: When we’re beside the candy

Hand self-regulation

c. Resilience & Self-advocacy

Challenge the student’s hand control by

- introducing tempting activities or objects
- bringing the student into situations where he typically has difficulties

“I can work on my hand control in everyday places”
“I can change things if it is hard to control my hands”
“I can ask for help if it is hard to control my hands”

Self-calming through Turtle (Mindful) Breathing

a. Awareness of Ability

Apps: Relax2Breathe, Breathe, Fluid

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Breathing

b. Awareness of Need

Turtle Breathing

<table>
<thead>
<tr>
<th>School</th>
<th>Home</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher says time's up</td>
<td>Mom says stop playing on the computer</td>
<td></td>
</tr>
</tbody>
</table>

Breathing

c. Resilience & Self-advocacy

Add more strategies:
- social story
- visualizing things and people that make me feel calm

Challenge state of calm with games and activities

Feet self-regulation

a. Awareness of ability

I am Calm

By

b. Awareness of need

c. Resilience

d. Self-advocacy

Feet

<table>
<thead>
<tr>
<th>School</th>
<th>Home</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the hall</td>
<td>On the stairs</td>
<td>In a parking lot</td>
</tr>
</tbody>
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**Voice self-regulation**

- **a. Awareness of ability**
  - Apps:
    - Quiet Game (76 gas)
    - Too Noisy Lite

- **b. Awareness of need**
- **c. Resilience**
- **d. Self-advocacy**

<table>
<thead>
<tr>
<th>Voice</th>
<th>School</th>
<th>Home</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In the bathroom</td>
<td>When baby is sleeping</td>
<td>At church</td>
</tr>
</tbody>
</table>

**Whole body**

- **a. Awareness of Ability**
  - yoga/slow movements are excellent for coordinating breathing and movement
  - Apps: SuperStretch, Kids Yoga

- **b. Awareness of Need**

- **c. Resilience & Self-advocacy**
  - can also use martial arts like tae kwon do and tai chi
  - alternate with dance, games

**Let’s try it out**

- **App: Audipo – change speed of music**
- Head, shoulders, knees, and toes

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Summarizing & reflecting

Cognitive self-regulation

Cognitive self-regulation

Areas of focus

Complete & accurate intake of information
Integration of information
Clear & precise expression of knowledge

Subskills

a. Focus attention
b. Determine & retain most important information
c. Determine expectations

a. Construct meaning
b. Monitor comprehension
a. Plan & Tailor

Areas of skill development

Awareness of ability
Awareness of need
Resilience
Self-advocacy

INTAKE

Focus attention - Being systematic
a. Awareness of Ability
- worksheet, reading, word search, picture search
- model building
- recipes
- chores
- employment


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INTAKE

Being systematic (cont’d)
Awareness of Need
– times and places
Resilience & Self-advocacy
– teach ignoring
– introduce distractions

Metacognition

Having student & evaluate
• When & where do I need to be systematic?
• Am I being systematic?
• What’s distracting me?
• How can I ignore or remove the distractions?
• How did I do with being systematic?

INTAKE

Determine & retain the most important information
Determine expectations
a. Awareness of Ability
   • using ‘finder finger’
   • using signals, clues and models
b. Awareness of Need
   • times and places
c. Resilience & Self-advocacy
   • introduce visual and auditory distractions

INTEGRATION

Construct meaning & monitor comprehension
a. Awareness of Ability
   • visualize information
b. Awareness of Need
   • introduce distorted, unfamiliar & lengthy directions and requests for repetition & clarification
c. Resilience & Self-advocacy
   • introduce distractions, interruptions, more complex material
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Cognitive self-regulation

Visualizing information

“The black rabbit hopped up to the garden. He pulled out a carrot. Then he ate it all up.”

Describing an object or situation

Describing a sequence of events

EXPRESSION

a. Awareness of Ability
- clear, precise, organized
  - description of objects and events
  - explanations of thoughts or needs
  - indication of knowledge
- focus on what makes up
  - major features when describing an object or situation
  - additional features when describing a situation
  - important elements when relating events
Describing a story

- WHO: Main & secondary characters
- WHERE & WHEN: Where & when the story took place
- WHAT: Main events or actions
- WHY: What was the main idea or purpose?
- HOW: How did the writer/speaker get the main idea across?

Emotional Self-Regulation

- Detect social cues
- Interpret social cues
- Form response

Emotional self-regulation

- Areas of focus:
  - Awareness in self
  - Empathy
  - Meaning
  - Managing
- Social clues:
  - Gestures
  - Facial Expression
  - Person & setting
- Areas of skill development:
  - Awareness in self
  - Empathy
  - Meaning
  - Managing

Gestures

- a. Awareness of Ability
  - gestures are signals
  - we can talk with our bodies
  - we have to watch other people’s bodies
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Gestures

Looking for gestures:
- Put that (object you point to/look at) in my hand
- Wait over there (point/look).

Learning about other gestures:

Facial expressions

a. Awareness of Ability
   - facial expressions are signals
   - focus student on where to look to construct meaning – eyebrows, eyes, mouth

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CSHA 2017 – Short Course 2

Facial expressions


Adding Self-Regulation & Executive Functioning into Everyday Speech Therapy Activities

Person-setting differences

- Lives in my house
- Doesn’t live in my house
- Grownup
- Child

Signals, clues and models

Extending & controlling emotions

Breathe-Think-Plan:
1. Turtle/Mindful Breathing
2. Think
   - How is the person feeling? /How do I feel?
   - Why is feeling that way? /Why do I feel this way?
3. Plan
   - What can he/I do to help himself/myself?
   - Happy Thoughts
   - Brain Box
   - Shield
   - Other
   - App: Sesame Street Breathe, Stop Calm Myself
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Sample Worksheets


Eye contact?

What happened to eye contact?
Eye contact is not directly taught in the spark* programs – eye contact is needed to communicate
Your student learns that eye contact is needed to make sense of signals, clues & models
By making eye contact useful, your student is more likely to use it
We want eye contact to be natural & not uncomfortable


Why work on body self-regulation first?

Change in Autism Spectrum Rating Scale subtest and total scores from pretreating to post-testing for participating and non-participating children

Social Skills
Cognitive Skills
Social Communication (sharing, playing)
Peer Socialization (seeking other students)
Social Behavior (rigidly resists to looking change)
Attention (follow directions, finishes tasks)

Joselynne Jaques, M.Sc., SLP (CCC)
What about executive functions?

- Inhibitory control (resist impulses, stop self)
- Shift (make transitions, tolerate change)

Promoting self-regulation

- Explain what you expect in simple, positive words.
- Explain usefulness &/or importance of task.
- Help the student look for signals, clues & models.
- Make sure he CAN.
- Try NOT to tell.

Promoting self-regulation

- Give honest feedback.
- Let him try things on his own.
- Let him make mistakes.
- Offer choices.
- Allow times & places to let loose.
- Be patient & persistent, persistent, persistent

General Components

General components of spark* programs can be applied to current speech therapy lessons
1. Language of spark*
2. Activating thinking
3. Using yourself as a model/self-talk
4. Talking about emotions/metacognition
5. 180 degree rule
6. Using special interests
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Take away practical ideas

How can integrate self-regulation and executive functioning into your speech therapy sessions?

How likely do you see yourself applying these strategies?

Questions??

Email: Joselynne Jaques
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Website: www.hope-therapies.com

Additional Resources:

Contact: Heather MacKenzie
Email: eheathermac@gmail.com
Website: spark-kids.ca

Includes free back grounder handouts for professionals and parents and much more