

# EXECUTIVE FUNCTION & AUTISM: BUILDING A FOUNDATION FOR SUCCESS

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## INTRODUCTIONS

## COMPONENTS OF EF

### FLIPP

#### Flexibility

- The ability to change your mind and make changes to your plans as needed

#### Levelled Emotionality

- The ability to emotionally self-regulate and avoid drastic mood swings

#### Impulse Control

- The ability to control your impulses, such as waiting to speak until called upon

#### Planning

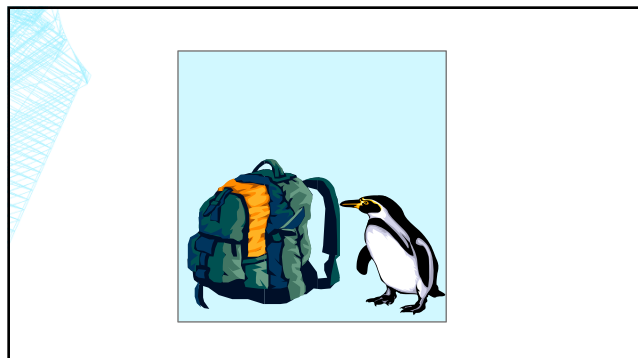
- The ability to make plans and keep track of time so that work is finished on time

#### Problem Solving

- The ability to know when there is a problem that needs to be solved, generate solutions, select one, and evaluate the outcome

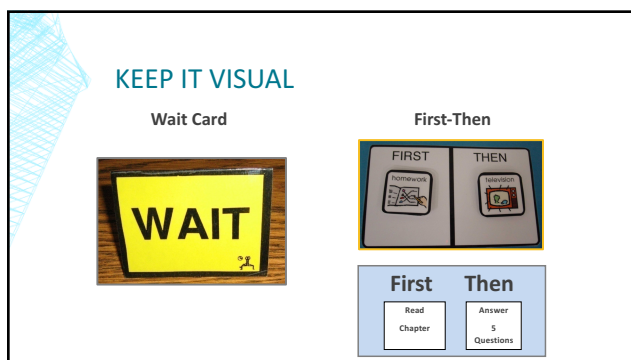
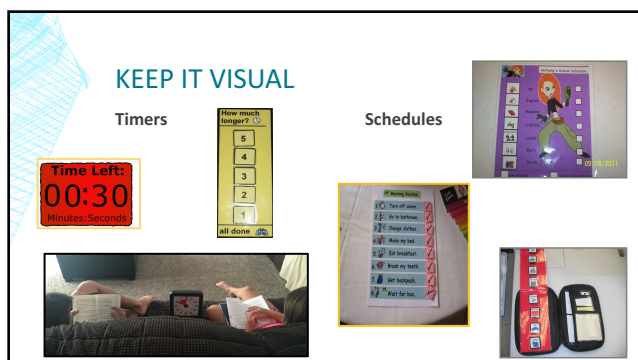
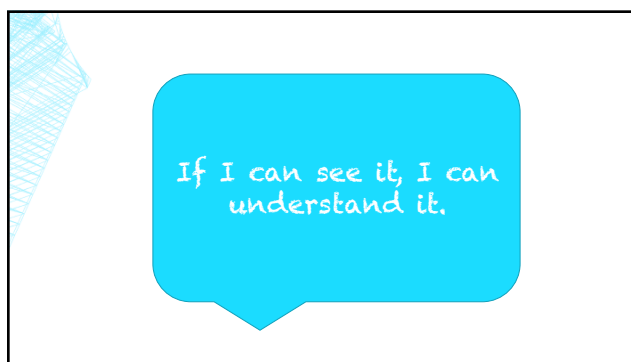
## WHAT DO EF CHALLENGES LOOK LIKE?





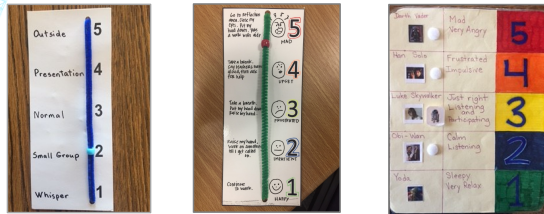
### THE GOOD NEWS...

- ✓ There are several tools that we can use to build a foundation to support the success of individuals with EF deficits in ALL environments – home, school, work, etc.
  - ✓ Environmental modifications
  - ✓ Metacognitive strategies
- ✓ Remember to:
  - ✓ Keep it VISUAL
  - ✓ Keep it POSITIVE
  - ✓ Keep it FUN



## KEEP IT VISUAL

### Visual Scales



## KEEP IT VISUAL

### Visual Cues



## KEEP IT VISUAL

### Visual Cues



## KEEP IT VISUAL

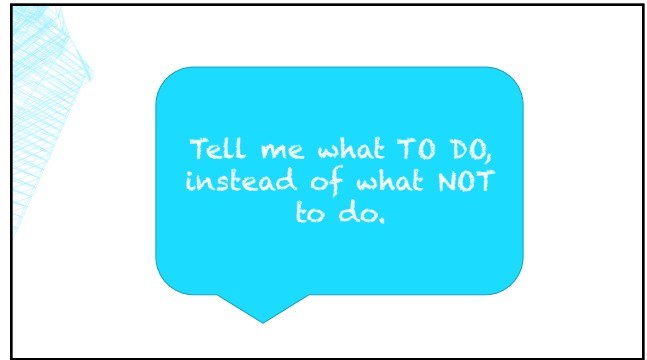


## KEEP IT VISUAL



## KEEP IT VISUAL





## KEEP IT POSITIVE

### Reminder Cards

#### Taking a Break at Work

1. Tell my supervisor that I am taking a break (I am allowed one 10 minute break each afternoon)
2. Take my phone off of "Silent" mode and set the alarm for 10 minutes
3. Walk to the break room
4. Open the refrigerator and take out a snack in my lunch bag
5. Eat my snack and read my Car and Driver magazine
6. When my alarm chimes, put my phone on "Silent" and return to work

Keep your thoughts in your thought bubble

## KEEP IT POSITIVE

### Homework Reminder Card

**Ready – Do at School**

- Write down your homework assignment in your notebook.
- Read over the assignment and ask your teacher to explain anything you don't understand.
- Put your assignment and any materials you might need (textbook, etc.) in your homework folder in your backpack.

**Set – Do at Home**

- Get your assignment and your materials out of your backpack.
- Complete your assignment. If anything doesn't make sense, ask someone for help.
- Put your completed assignment, with your name on it, in your homework folder in your backpack.

**Go – Do at School**

- Get your assignment and your materials out of your backpack.
- Make sure your name is on your assignment and all the pieces are together.
- Turn in your completed assignment, with your name on it.

## KEEP IT POSITIVE

### Choice Card

Make a Choice

PowerPoint Presentation OR Poster Session

### Social Narratives

## KEEP IT POSITIVE

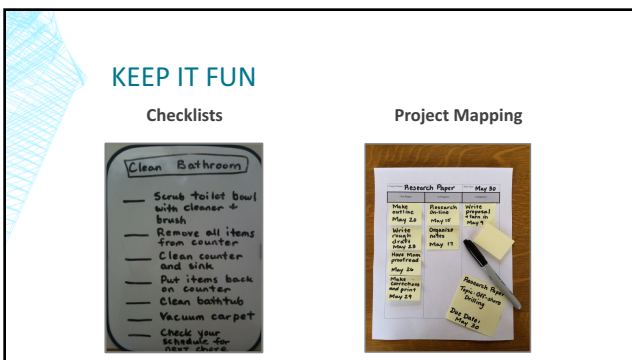
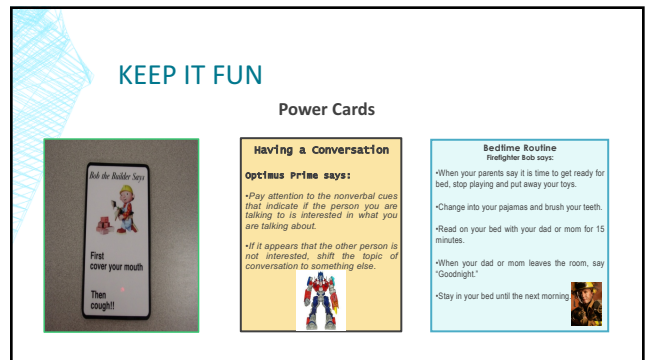
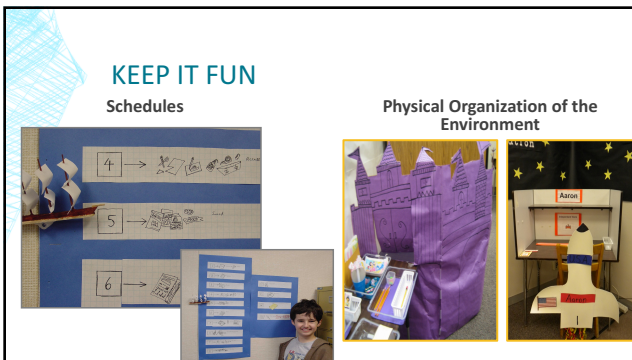
### Social Autopsy

- What happened?
- What was the social error?
- Who did the social error affect or bother?
- What should be done to correct the error?
- What can be done next time?

### Cognitive Script

	Be Kind	Be Respectful	Be Safe
On Facebook	Think about how others might feel. Only post things that are kind to others.	Only post things you would want your (mom, dad, grandma, boss, teacher, etc.) to read.	Keep your personal information private. Report to an adult anything that makes you feel uncomfortable.





## KEEP IT FUN

### Punch Cards



### Puzzle Token Cards



## TAKE-HOME POINTS:

If I can see it,  
I can  
understand it.

Tell me what  
TO DO, instead  
of what NOT to  
do.

Use my  
interests and  
my strengths.

## KEEP IN TOUCH

- Facebook page – FLIPP the Switch
- YouTube channel – FLIPP the Switch

THANK YOU  
AND HAVE A  
TERRIFIC DAY!