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## Programa de autismo

Programa Linn Benton Lincoln ESD-Cascade autismo regional

### ¿Qué es la Función Ejecutiva?

Imagínese que usted es el ejecutivo a cargo de un equipo de proyecto. Su trabajo es pensar en los objetivos generales del proyecto y los objetivos necesarios para alcanzar los objetivos. A continuación, tendrá que trabajar con su equipo para armar una línea de tiempo y poner sus planes en acción. Será hasta que usted tenga todos los suministros y personal en su lugar cuando los necesite, para que el proceso fluya sin problemas será - cumplimiento de los plazos de tiempo y en presupuesto.

Si algo va mal (alguien se enferma, es una entrega tardía, necesita más de algo de lo previsto, etc.), que necesita para gestionar el proceso de resolución de problemas y la remediación.

Para cumplir sus objetivos, tendrá que:

- Comprender y articular tanto los objetivos más grandes y los objetivos requeridos para cumplir con los objetivos
- Anticipar y desarrollar una línea de tiempo para poner en práctica todos los pasos en el camino
- Manejo de las personas y los procesos involucrados en el cumplimiento de los objetivos
- Anticipar y planificar para lo inesperado
- Con calma y de forma inteligente frente a los contratiempos y problemas
- Cambiar de forma flexible el proceso, la gente, o línea de tiempo con el fin de hacer frente a la realidad de que sólo hay que esperar lo inesperado.



Increíblemente, esto es lo que esperamos que nuestros hijos hacen cuando les preguntamos a "trabajar en colaboración en un proyecto de la escuela que se le presentando en tres semanas" o "trabajar con los otros niños para vender estas galletas para que pueda recaudar suficiente dinero para su viaje de la banda".

Aún más increíble que parezca, la mayoría de los niños - en el momento en que están en la escuela media - son capaces de administrar tales complejos, de múltiples facetas, de colaboración, proyectos sensibles al tiempo. Puede que no sea perfecto, pero entienden lo que se necesita para tener éxito.

## La función ejecutiva CONTINUACIÓN. . .

A un nivel más simple, los niños más pequeños son capaces de gestionar el complejo proceso de "limpieza de la sala de juegos y preparándose para la cena." Pueden responder a la meta del panorama general de pensamiento a través de los pasos necesarios para arreglar el cuarto, lavarse las manos, las manos secas, y ayudar a poner la mesa - y luego poniendo esos pasos en acción.

Ellos han desarrollado (o están en proceso de desarrollo) el conjunto de habilidades conocidas como "función ejecutiva".

### ¿Por qué el funcionamiento ejecutivo lo tanto difícil para las personas con autismo?

trastorno del espectro del autismo se caracteriza por ciertas habilidades personales y déficits. La mayoría (aunque no todos) las personas con autismo:

- Son muy buenos para ver con claridad los detalles, pero tienen dificultades para ver una imagen grande y comprensión, que son los detalles más relevantes para que el cuadro grande.
- Son buenos en siguientes horarios y rutinas, pero tienen dificultades con flexibilidad de cambiar los horarios o rutinas.
- Es capaz de comprender y seguir las reglas, pero se molestan cuando se rompen las reglas o doblado.
- Puede tener dificultad para mantener el enfoque y la motivación cuando participan en algo que no es intrínsecamente interesante para ellos.
- Pasa por mal momento cambiar de una actividad a la siguiente .
- Tienen dificultades para comunicarse con eficacia deseos y necesidades de los demás.
- No pueden imitar los comportamientos de los demás sin ser instruido directamente a hacerlo (por ejemplo, poco probable que mirar a su alrededor, observe que todos los demás están preparando para ir, y hacer lo mismo).
- Tienen desafíos con "memoria de trabajo" (la capacidad de conceptualizar y manipular múltiples piezas de información y expectativas al mismo tiempo).
- Puede trabajar con los objetos y las expectativas de hormigón con más facilidad que con las ideas abstractas.
- Tener dificultad con "teoría de la mente" (Entendiendo que los demás no sabe, compartir, sentir o entender lo que está dentro de su propia mente).



En cuanto a esta lista, probablemente notará que la mayoría de estas cualidades están en conflicto directo con las cualidades necesarias para el buen funcionamiento ejecutivo. Si no ve el panorama general, no son un solucionador de problemas flexible y tener habilidades de la gente "" pobres es poco probable que sea un buen gestor de proyectos. También tendrá un tiempo difícil para la planificación y ejecución de varios pasos al mismo tiempo -en especial si esas medidas son abstractos (pensar en el tiempo en oposición a la construcción de un modelo).

### La construcción (y trabajar sobre la necesidad de) Habilidades funcionamiento ejecutivo

Algunas personas con autismo nunca tendrán buenas habilidades de funciones ejecutivas. Dicho esto, sin embargo, es posible construir y trabajar en torno a la necesidad de tales habilidades - en algunos casos, por lo que es posible manejar situaciones complejas sin mucha dificultad.

La construcción de Habilidades funcionamiento ejecutivo.

- Aquí están algunas técnicas que pueden ayudar a aumentar y fortalecer el funcionamiento ejecutivo:
  - Instrucción directa: Ciertos aspectos de la función ejecutiva se les puede enseñar a través de instrucción ordinaria y la perforación. Por ejemplo, es posible enseñar las habilidades del pensamiento a través de los pasos necesarios para un resultado; para completar ciertas tareas antes que los demás; utilizar herramientas de gestión del tiempo, tales como calendarios; para completar las mismas tareas al mismo tiempo cada día o semana, etc. Mientras que la mayoría de la gente parece internalizar estas habilidades sin instrucción directa, hay un montón de gente - autista o no -que pueden beneficiarse de la enseñanza ordinaria gestión del tiempo.
  - Juegos de rol: ¿Qué debe hacer cuando se le presenta un reto de múltiples pasos? Por rol para jugar y hablar a través de tales desafíos, muchas personas autistas pueden practicar y llegar a ser más hábil en la planificación y la adopción de medidas lógico.

Continúa en la página 3.

## La función ejecutiva, CONTINUACIÓN ....

- Juegos de rol: ¿Qué debe hacer cuando se le presenta un reto de múltiples pasos? Por rol para jugar y hablar a través de tales desafíos, muchas personas autistas pueden practicar y llegar a ser más hábil en la planificación y la adopción de medidas lógico.
- **Configuración de los desafíos de práctica:** En casa o en el aula, es posible establecer **Estrés bajo** situaciones que requieren habilidades de funciones ejecutivas. tareas comunes como lavar, secar, doblar y guardar la ropa requieren una planificación de varios pasos, la gestión del tiempo, y la tenacidad.
- El desarrollo de las historias sociales para Flexibilidad: ¿Qué puedo hacer si surge un problema inesperado mientras estoy tratando de completar una tarea (por ejemplo, - me quedo sin detergente, alguien más está usando la secadora, se me olvidó el cesto de la ropa de arriba, etc.)? historias sociales, en particular cuando se escriben juntos, pueden proporcionar respuestas a estas preguntas para que la ansiedad no interfiera con la obtención de la tarea realizada.

Soluciones provisionales.

Mientras que es posible construir algunas habilidades de funciones ejecutivas, lo más probable es que las personas con autismo encontrar muchas habilidades difícil de dominar. Para eso, hay soluciones como éstas:

- Utilice aplicaciones para administrar el tiempo. Las alarmas visuales, cronometradores y otras herramientas pueden mantener a las personas autistas en la pista, incluso cuando no están pensando en el tiempo.
- Utilizar recordatorios visuales y horarios. ¿Cuáles son los pasos necesarios para que la colada? Un cartel de laminado basado en fotografías paso a paso en el cuarto de lavado se puede mantener en la tarea.
- Descomponerlo. En lugar de "ir a la escuela," considere dividir las tareas en partes más pequeñas, tales como "dientes de pincel", "vestirse", y así sucesivamente.
- Pruebe las zanahorias en vez de palos. El no poder completar una tarea puede resultar en consecuencias intencionales o naturales: la ropa interior sucia o mojada, por ejemplo. Pero cuando el trabajo se hace bien, nadie se da cuenta. Considere ofrecer **recompensas pequeñas, tangibles** para un trabajo hecho bien y completamente.
- Utilizar un sistema de amigos. Puede ser difícil mantener el rumbo cuando se distrae fácilmente o no centrado especialmente en la tarea. Con un compañero - especialmente uno que se centra en el proceso - que puede ser más exitosa.
- Simplificar el proceso. Sí, es probable que se separe antes de lavarlo, y doblar después de que seque - pero si se lava todo junto y sólo mantener su ropa interior limpia en el cesto de la ropa, se puede cortar dos pasos del proceso y Todavía llegar a la misma meta (, prendas íntimas limpios y secos).



<https://www.verywell.com/what-is-executive-functioning-deficit-in-autism-4017885>



# 2018 Summer Camps for Kids with Autism and Special Needs



## Needs



The following camps target kids with special needs. Go to their websites or contact organizations directly for more detailed information. You can also contact your local Parks and Recreation Department or OSU's KidSpirit programs (<http://kidspirit.oregonstate.edu/programs-0>) for information about camps available to the general population.

Additionally, check out the local Bricks for Kids program (<http://www.bricks4kidz.com/oregon-corvallis-albany/>) or Aerospace Camp (<https://www.cwunesscamp.com/>) in central Washington, which revolve around Legos, engineering, science and other areas of interest to many kids with ASD.

Camp & Location	Description	Website/Contact Info	Ages/Population	Session Dates/Times	Registration Deadline
Camp Odakoda Falls City, OR and Sisters, OR	Overnight	<a href="http://www.asdoregon.org/">http://www.asdoregon.org/</a>	Ages 10 – 18 High-functioning ASD or similar disorder	August 13-17 June 21-25	ONGOING, but fills up quickly Financial assistance
Camp Attitude Foster, OR	Overnight	<a href="http://www.campattitude.com/">http://www.campattitude.com/</a>	All ages/entire family. A “unique Christian camping experience.”	Various week-long sessions	Registration currently CLOSED, but waiting list
B'Nai B'Rith Camp Lincoln City, OR	Overnight	<a href="http://bbcamp.org/summer-camp/">http://bbcamp.org/summer-camp/</a>	Grades 2-10 Based in Jewish values, but all welcome; have an inclusion coordinator	Sessions of various lengths – see website	ONGOING Cheaper before March 31 Financial assistance
Autism Rocks Friends & Family Camp Florence, OR	Overnight (provides other events year-round)	<a href="https://kindtree.org/cendar/camp/">https://kindtree.org/cendar/camp/</a>	All ages/entire family People with autism, parents, caregivers	August 23-26	June, 2018 Financial assistance
Easter Seals Upward Bound Lyons, OR	Overnight	<a href="http://www.easterseals.com/oregon/our-programs/camping-recreation/">http://www.easterseals.com/oregon/our-programs/camping-recreation/</a>	Ages 7 and up All types of disabilities	July 8-12 (ages 7-24) July 15-19 (25 & up)	April 1 (for cheaper rate) Limited scholarships K Plan
Camp Yakety-Yak Lake Oswego, OR	Day camp	<a href="http://www.campyaketyak.org/">http://www.campyaketyak.org/</a>	Ages 5 – 15 High-functioning ASD or similar Siblings and peers welcome	5 week-long themed sessions 10:00 AM – 3:00 PM (Extended care available)	ONGOING Discounts and partial scholarships
Mt. Hood Kiwanis Mt. Hood, OR	Overnight	<a href="http://www.mhkc.org/camp/summer-programs.php">http://www.mhkc.org/camp/summer-programs.php</a>	Ages 12 and up All types of disabilities	Various sessions See schedule on website	FIRST COME, FIRST SERVE Financial assistance
Blue Compass Camps Seattle, WA	Overnight	<a href="http://www.bluecompanscamps.com/">http://www.bluecompanscamps.com/</a>	Ages 10 – adult Asperger's and high-functioning autism	Various sessions in Washington See schedule on website	ONGOING
Acceptance: A Transformational Place Centralia, WA	Overnight	<a href="https://www.findacceptance.be/visit">https://www.findacceptance.be/visit</a>	All ages with Asperger's/autism Under 18 accompanied by adult	Various sessions - family camping, Dungeons & Dragons	ONGOING

# 2018 Summer Activities and Programs for Kids with Autism and Special Needs



## and Special Needs



The following programs provide services all year round to children with specialized needs, but are well-suited for summer fun and learning. See websites for more information.

Program & Location	Description	Website/Contact Info	Ages/Population
Hand in Hand Farm Lebanon, OR	Faith-based organization providing caring mentors and farm-based activities	<a href="http://www.handinhandfarm.org/">http://www.handinhandfarm.org/</a>	All ages and needs
Bright Horizons Therapeutic Riding Center Siletz, OR	Therapeutic mounted horseback riding adapted to fit the needs of the rider	<a href="http://www.brighthorizonsriding.org/therapeutic-horseback-riding.htm">http://www.brighthorizonsriding.org/therapeutic-horseback-riding.htm</a>	All ages and needs
OSU IMPACT (Individualized Movement and Physical Activity for Children Today)	Various physical activity opportunities (swimming, dancing, climbing, etc.) 9:30-11:00 Friday	<a href="http://health.oregonstate.edu/impact">http://health.oregonstate.edu/impact</a>	6 months – 21 years
The ARC Benton County	Various community and recreational activities (bowling, Tai Chi, game night, etc.). See monthly calendar.	<a href="http://www.arcbenton.org/">http://www.arcbenton.org/</a>	Teens and adults with intellectual and developmental disabilities - must have current profile with The ARC
Special Olympics - Summer Linn County	Golf Track and field Softball Oregon Team Wellness	<a href="http://www.soor.org/Sub-Page.aspx?Name=Linn-County&amp;PID=107">http://www.soor.org/Sub-Page.aspx?Name=Linn-County&amp;PID=107</a>  Registration deadline in April. Contact Veronica Copple 541-570-7600.	Ages 8 through adult
Special Olympics – Summer Benton County	Golf Track and field Softball Bocce	<a href="http://www.soor.org/Sub-Page.aspx?Name=Benton-County&amp;PID=89">http://www.soor.org/Sub-Page.aspx?Name=Benton-County&amp;PID=89</a>  Register Monday, April 2 at 6 PM Benton County Public Library or contact Laurie Eck 971-301-0799.	Ages 8 through adult
Special Olympics – Summer Lincoln County	Track and field Softball Bocce	<a href="http://www.soor.org/Sub-Page.aspx?Name=Lincoln-County&amp;PID=106">http://www.soor.org/Sub-Page.aspx?Name=Lincoln-County&amp;PID=106</a>  Contact Nikki Holland 541-283-4088 asap. Season starts in April.	Ages 8 through adult

# *Executive Functioning and Theory of Mind*

Individuals with Asperger Syndrome/HFA may often face challenges related to their ability to interpret certain social cues and skills. They may have difficulty processing large amounts of information and relating to others. Two core terms relating to these challenges are Executive Functioning and Theory of Mind. Executive Functioning includes skills such as organizing, planning, sustaining attention, and inhibiting inappropriate responses. Theory of Mind refers to one's ability to perceive how others think and feel, and how that relates to oneself. Both of these issues can impact the behavior of individuals with AS.

Difficulties in the area of Executive Functioning can manifest themselves in many different ways. Some individuals pay attention to minor details, but fail to see how these details fit into a bigger picture. Others have difficulty with complex thinking that requires holding more than one train of thought simultaneously. Others have difficulty maintaining their attention, or organizing their thoughts and actions. Executive Functioning difficulties can also be associated with poor impulse control. Temple Grandin once said: "I cannot hold one piece of information in my mind while I manipulate the next step in the sequence." Individuals with AS often lack the ability to use skills related to executive functioning like planning, sequencing and self-regulation.

Theory of Mind can be summed up as a person's inability to understand and identify the thoughts, feelings and intentions of others. Individuals with Asperger Syndrome/HFA can encounter have difficulty recognizing and processing the feelings of others, which is sometimes referred to as "mind-blindness". As a result of this mind-blindness, people with AS may not realize if another person's behaviors are intentional or unintentional. This challenge often leads others to believe that the individual with AS does not show empathy or understand them, which can create great difficulty in social situations.

Theory of Mind deficits can oftentimes have a large impact on individuals with AS. In the book *Asperger Syndrome and Difficult Moments* by Brenda Smith Myles and Jack Southwick, the authors illustrate social deficits caused by theory of mind:

1. *Difficulty explaining ones behaviors*
2. *Difficulty understanding emotions*
3. *Difficulty predicting the behavior or emotional state of others*
4. *Problems understanding the perspectives of others*
5. *Problems inferring the intentions of others*
6. *Lack of understanding that behavior impacts how others think and/or feel*
7. *Problems with joint attention and other social conventions*
8. *Problems differentiating fiction from fact*



Ozonoff, Dawson, and McPartland, in their book *A Parent's Guide to Asperger Syndrome and High Functioning Autism*, offer several suggestions for helping children with AS/HFA succeed in the classroom. To address challenges in the area of Executive Functioning, they offer the following suggestions:

- Use a weekly homework log that is sent from school to home and back, keeping all parties informed of work due and progress.
- Assignment checklists can be used to break large, often overwhelming tasks into manageable units.
- Day planners, including PDAs, can help organize your child.
- A posted classroom schedule.
- Allocation of sufficient time for instructions, repetition of instructions, and individual student assistance.
- Preferential desk placement near teacher and away from distractions



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## Apple Seguir

"... Mi propio interés en la accesibilidad de Apple Seguir ha centrado en su utilización para las personas en el espectro del autismo. Antes de su lanzamiento consideraba que una de las áreas clave de la necesidad de individuos en el espectro, las necesidades asociadas con la función ejecutiva (las habilidades asociadas con la planificación, organización, recordar, prestar atención, concentrarse en la tarea, y la resolución de problemas), podría encontrar gran beneficio en la forma en que opera Apple Seguir. En esta entrada del blog, quiero destacar algunas de las aplicaciones que he estado explorando lo que puedo ver beneficios con vistas a satisfacer las necesidades de funcionamiento ejecutivo en la escuela secundaria, educación superior y entornos de trabajo para las personas en el espectro del autismo.

Algunas de las aplicaciones que se destacan en el artículo son;

* La cara del reloj	* Calendario	* Cosas
* Evernote	* Cronómetro y temporizador	* Actividad
* fotos	* Realifex	* Eidetic
* Horarios Pro +	* Asignaturas	* Schoolonator



... Espero que el anterior resumen de algunas de las aplicaciones iniciales de Apple reloj que satisfagan las necesidades de funciones ejecutivas son útiles para que usted considere en apoyo de los estudiantes y de los jóvenes en el espectro del autismo. A medida que continúo para explorar Apple Seguir en la educación autismo Voy a estar cubriendo temas relacionados más. Estoy constantemente sorprendido por algunas de las aplicaciones diarias de Apple Seguir que me ayudan a organizarme - Sólo este fin de semana pasado yo estaba tratando de recordar una orden de desayuno para mi familia en un café local cuando mi mujer rápidamente me envió un correo electrónico nuestras preferencias como yo esperamos en la cola, abriendo rápidamente en mi Apple y leerlo a los camareros. Me gustaría saber cómo se está encontrando beneficios funcionales similares en su propia vida "



# Areas of Executive Function

Not all experts look at executive function (EF) in the same way. But many view it as a group of three skills that allow kids to manage their thoughts, actions and emotions in order to get things done. They also enable kids to plan, manage time and organize.

*Kids with ADHD struggle with executive function. That's because the three main EF skills are responsible for attention and self-regulation.*

## 1. Working Memory

Being able to keep information in mind and then use it in some way. A child might use this skill to read a passage on an English test, hold on to the information, and use it to answer questions.



## 2. Cognitive Flexibility (also known as flexible thinking)

Being able to think about something in more than one way. A child might use this skill to answer a math problem in two ways or to find relationships between different concepts.



## 3. Inhibitory Control (includes self-control)

Being able to ignore distractions and resist temptation. A child might use this skill to keep from blurting out an answer in class. It helps kids regulate their emotions, and keep from acting impulsively.



### Executive function is responsible for these five skills:



- Paying attention
- Organizing and planning
- Initiating tasks and staying focused on them
- Regulating emotions
- Self-monitoring (keeping track of what you're doing)

## Skills Related to Executive Function



### Hot Executive Function

This skill comes into play in situations that aren't emotionally "neutral." It helps kids manage their emotional reactions so they can use their executive skills to perform a task. A child might rely on hot executive function during a spelling bee to keep his excitement or anxiety in check. Kids also use it to resist temptation in order to get a larger reward.



### Reflection

Reflection is a process that allows kids to notice challenges, pause, think about their options and put things into context before they respond. This skill is central to solving problems, and kids can build it. The more they practice reflection, the easier and faster the process becomes.



### Processing Speed

Kids need to go through the reflection process quickly and efficiently to solve problems on time. That's where processing speed comes in. Some experts view this skill as the engine that drives how well kids can use their executive skills to solve problems and achieve goals.

## Homework: A Guide for Parents

By Peg Dawson, EdD, NCSP  
Seacoast Mental Health Center, Portsmouth, NH

### HOMEWORK HELP



Homework has been around as long as public schools have, and over the years considerable research has been conducted regarding the efficacy of homework practices. While the results are not uniform, most experts on the topic have drawn some common conclusions.

### Background

Harris Cooper, a leading homework researcher, examined more than 100 studies on the effects of homework and concluded that there is little evidence that homework at the elementary school level has an impact on school achievement. Studies at the junior high school level have found some modest benefits of homework, but studies of homework at the high school level have found that it has clear benefits.

Despite mixed research on homework effects, many teachers believe that assigning homework offers other benefits besides contributing to school achievement. Homework teaches children how to take responsibility for tasks and how to work independently. That is, homework helps children develop *habits of mind* that will serve them well as they proceed through school and, indeed, through life. Specifically, homework helps children learn how to plan and organize tasks, manage time, make choices, and problem solve, all skills that contribute to effective functioning in the adult world of work and families.

### Reasonable Homework Expectations

It is generally agreed that the younger the child, the less time the child should be expected to devote to homework. A general rule of thumb is that children do 10 minutes of homework for each grade level. Therefore, first graders should be expected to do about 10 minutes of homework, second graders 20 minutes, third graders 30 minutes, and so on. If your child is spending more than 10 minutes per grade level on work at night, then you may want to talk with your child's teacher about adjusting the workload.

### Strategies to Make Homework Go More Smoothly

There are two key strategies parents can draw on to reduce homework hassles. The first is to establish clear routines around homework, including when and where homework gets done and setting up daily schedules for homework. The second is to build in rewards or incentives to use with children for whom "good grades" is not a sufficient reward for doing homework.

### Homework Routines

Tasks are easiest to accomplish when tied to specific routines. By establishing daily routines for homework completion, you will not only make homework go more smoothly, but you will also be fostering a sense of order your child can apply to later life, including college and work.

**Step 1. Find a location in the house where homework will be done.** The right location will depend on your child and the culture of your family. Some children do best at a desk in their bedroom. It is a quiet location, away from the hubbub of family noise. Other children become too distracted by the things they keep in their bedroom and do better at a place removed from those distractions, like the dining room table. Some children need to work by themselves. Others need to have parents nearby to help keep them

on task and to answer questions when problems arise. Ask your child where the best place is to work. Both you and your child need to discuss pros and cons of different settings to arrive at a mutually agreed upon location.

**Step 2. Set up a homework center.** Once you and your child have identified a location, fix it up as a home office/homework center. Make sure there is a clear workspace large enough to set out all the materials necessary for completing assignments. Outfit the homework center with the kinds of supplies your child is most likely to need, such as pencils, pens, colored markers, rulers, scissors, a dictionary and thesaurus, graph paper, construction paper, glue and cellophane tape, lined paper, a calculator, spell checker, and, depending on the age and needs of your child, a computer or laptop. If the homework center is a place that will be used for other things (such as the dining room table), then your child can keep the supplies in a portable crate or bin. If possible, the homework center should include a bulletin board that can hold a monthly calendar on which your child can keep track of longterm assignments. Allowing children some leeway in decorating the homework center can help them feel at home there, but you should be careful that it does not become too cluttered with distracting materials.

**Step 3. Establish a homework time.** Your child should get in the habit of doing homework at the same time every day. The time may vary depending on the individual child. Some children need a break right after school to get some exercise and have a snack. Others need to start homework while they are still in a school mode (i.e., right after school when there is still some momentum left from getting through the day). In general, it may be best to get homework done either before dinner or as early in the evening as the child can tolerate. The later it gets, the more tired the child becomes and the more slowly the homework gets done.

**Step 4. Establish a daily homework schedule.** In general, at least into middle school, the homework session should begin with your sitting down with your child and drawing up a homework schedule. You should review all the assignments and make sure your child understands them and has all the necessary materials. Ask your child to estimate how long it will take to complete each assignment. Then ask when each assignment will get started. If your child needs help with any assignment, then this should be determined at the beginning so that the start times can take into account parent availability. A Daily Homework Planner is included at the end of this handout and contains a place for identifying when breaks may be taken and what rewards may be earned.

### **Incentive Systems**

Many children who are not motivated by the enjoyment of doing homework are motivated by the high grade they hope to earn as a result of doing a quality job. Thus, the grade is an incentive, motivating the child to do homework with care and in a timely manner. For children who are not motivated by grades, parents will need to look for other rewards to help them get through their nightly chores. Incentive systems fall into two categories: simple and elaborate.

**Simple incentive systems.** The simplest incentive system is reminding the child of a *fun activity to do when homework is done*. It may be a favorite television show, a chance to spend some time with a video or computer game, talking on the telephone or instant messaging, or playing a game with a parent. This system of withholding fun things until the drudgery is over is sometimes called Grandma's Law because grandmothers often use it quite effectively ("First take out the trash, then you can have chocolate chip cookies."). Having something to look forward to can be a powerful incentive to get the hard work done. When parents remind children of this as they sit down at their desks they may be able to spark the engine that drives the child to stick with the work until it is done.

**Elaborate incentive systems.** These involve more planning and more work on the part of parents but in some cases are necessary to address more significant homework problems. More complex incentives

systems might include a structure for earning points that could be used to "purchase" privileges or rewards or a system that provides greater reward for accomplishing more difficult homework tasks. These systems work best when parents and children together develop them. Giving children input gives them a sense of control and ownership, making the system more likely to succeed. We have found that children are generally realistic in setting goals and deciding on rewards and penalties when they are involved in the decision-making process.

**Building in breaks.** These are good for the child who cannot quite make it to the end without a small reward en route. When creating the daily homework schedule, it may be useful with these children to identify when they will take their breaks. Some children prefer to take breaks at specific time intervals (every 15 minutes), while others do better when the breaks occur after they finish an activity. If you use this approach, you should discuss with your child how long the breaks will last and what will be done during the breaks (get a snack, call a friend, play one level on a video game). The Daily Homework Planner includes sections where breaks and end-of-homework rewards can be identified.

**Building in choice.** This can be an effective strategy for parents to use with children who resist homework. Choice can be incorporated into both the order in which the child agrees to complete assignments and the schedule they will follow to get the work done. Building in choice not only helps motivate children but can also reduce power struggles between parents and children.

## Developing Incentive Systems

**Step 1. Describe the problem behaviors.** Parents and children decide which behaviors are causing problems at homework time. For some children putting homework off to the last minute is the problem; for others, it is forgetting materials or neglecting to write down assignments. Still others rush through their work and make careless mistakes, while others dawdle over assignments, taking hours to complete what should take only a few minutes. It is important to be as specific as possible when describing the problem behaviors. The problem behavior should be described as behaviors that can be seen or heard; for instance, *complains about homework or rushes through homework, making many mistakes* are better descriptors than *has a bad attitude or is lazy*.

**Step 2. Set a goal.** Usually the goal relates directly to the problem behavior. For instance, if not writing down assignments is the problem, the goal might be: "Joe will write down his assignments in his assignment book for every class."

**Step 3. Decide on possible rewards and penalties.** Homework incentive systems work best when children have a menu of rewards to choose from, since no single reward will be attractive for long. We recommend a point system in which points can be earned for the goal behaviors and traded in for the reward the child wants to earn. The bigger the reward, the more points the child will need to earn it. The menu should include both larger, more expensive rewards that may take a week or a month to earn and smaller, inexpensive rewards that can be earned daily. It may also be necessary to build penalties into the system. This is usually the loss of a privilege (such as the chance to watch a favorite TV show or the chance to talk on the telephone to a friend).

Once the system is up and running, and if you find your child is earning more penalties than rewards, then the program needs to be revised so that your child can be more successful. Usually when this kind of system fails, we think of it as a design failure rather than the failure of the child to respond to rewards. It may be a good idea if you are having difficulty designing a system that works to consult a specialist, such as a school psychologist or counselor, for assistance.

**Step 4. Write a homework contract.** The contract should say exactly what the child agrees to do and exactly what the parents' roles and responsibilities will be. When the contract is in place, it should

reduce some of the tension parents and kids often experience around homework. For instance, if part of the contract is that the child will earn a point for not complaining about homework, then if the child *does* complain, this should not be cause for a battle between parent and child: the child simply does not earn that point. Parents should also be sure to praise their children for following the contract. It will be important for parents to agree to a contract they can live with; that is, avoiding penalties they are either unable or unwilling to impose (e.g., if both parents work and are not at home, they cannot monitor whether a child is beginning homework right after school, so an alternative contract may need to be written).

We have found that it is a rare incentive system that works the first time. Parents should expect to try it out and redesign it to work the kinks out. Eventually, once the child is used to doing the behaviors specified in the contract, the contract can be rewritten to work on another problem behavior. Your child over time may be willing to drop the use of an incentive system altogether. This is often a long-term goal, however, and you should be ready to write a new contract if your child slips back to bad habits once a system is dropped.

### **Involving Siblings**

Parents often ask how they can develop one kind of system for one child in the family and not for all children, since it may seem to be "rewarding" children with problems while neglecting those without. Most siblings understand this process if it is explained to them carefully. If there are problems, however, parents have several choices: (a) Set up a similar system for other children with appropriate goals (*every* child has *something* they could be working to improve), (b) make a more informal arrangement by promising to do something special from time to time with the other children in the family so they do not feel left out, or (c) have the child earn rewards that benefit the whole family (e.g., eating out at a favorite restaurant).

### **Adaptations and Further Support**

Suggestions provided in this handout will need to be adapted to the particular age of your child. Greater supervision and involvement on the part of parents is the norm with children during the elementary school years, while, by high school, most parents find they can pull back and let their children take more control over homework schedules. Middle school is often the turning point, and parents will need to make decisions about how involved to be in homework based on the developmental level of their children. If problems arise that seem intractable at any age, consult your child's teacher or a school psychologist.

### **Resources**

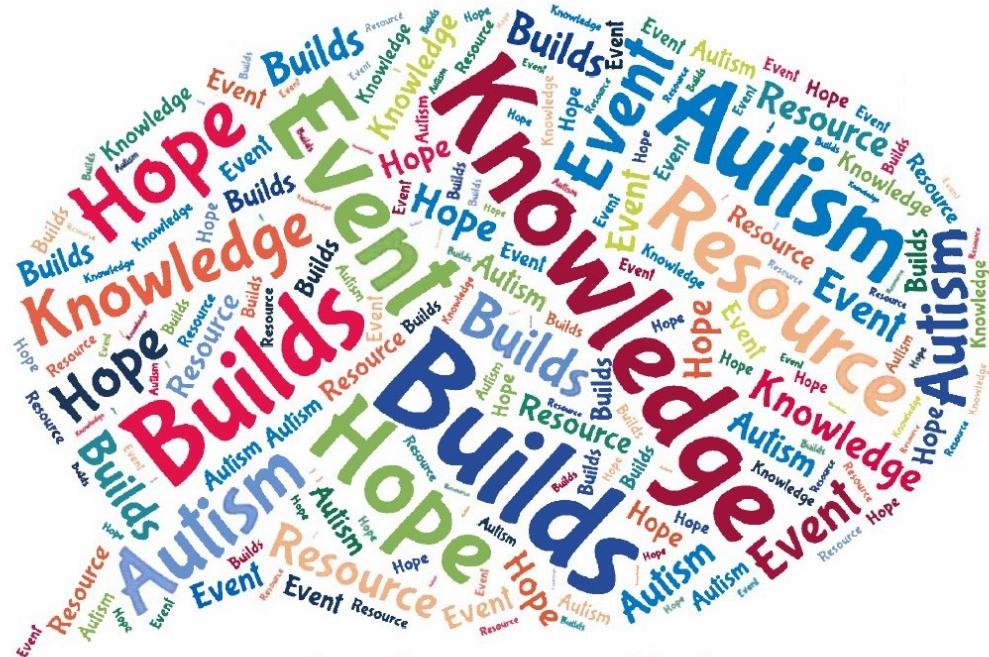
Canter, L. (1993). *Homework without tears*. New York: HarperPerennial. ISBN: 0062731327.

Dawson, P. (2001). *Homework problems and solutions*. Unpublished manual. For information on obtaining a copy, contact Peg Dawson at her e-mail address (Please be aware that e-mail addresses may change): [pegdawson@comcast.net](mailto:pegdawson@comcast.net)

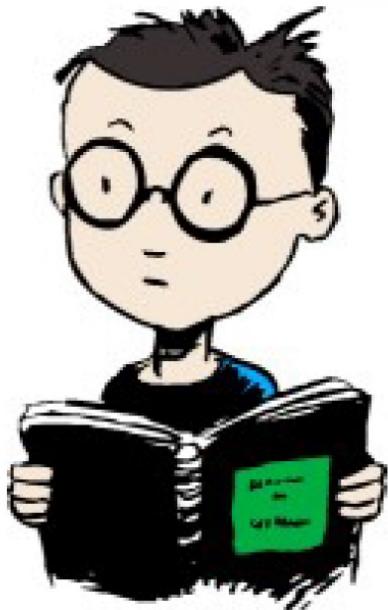
Dawson, P., & Guare, R. (2003). *Executive skills in children and adolescents: A practical guide to assessment and interventions*. New York: Guilford. ISBN: 1572309288.

Romain, T., & Verdick, E. (1997). *How to do homework without throwing up*. Minneapolis: Free Spirit Publishing. ISBN: 1575420112.

Linn Benton Lincoln Education Service District and the Cascade Regional Autism Staff present our Third Annual Autism Resource Event



## “Knowledge Builds Hope”



April 12, 2018

4:00-7:00PM

5pm Guest Speakers Dawn and Russ McUne  
“Autism - A Family Perspective”

Philomath Elementary School Gym  
239 S. 16th Street  
Philomath, OR 97370

This event will offer you an opportunity to see what community resources are available to support individuals with autism.

Here is a sample of who will be available to meet and visit with you:

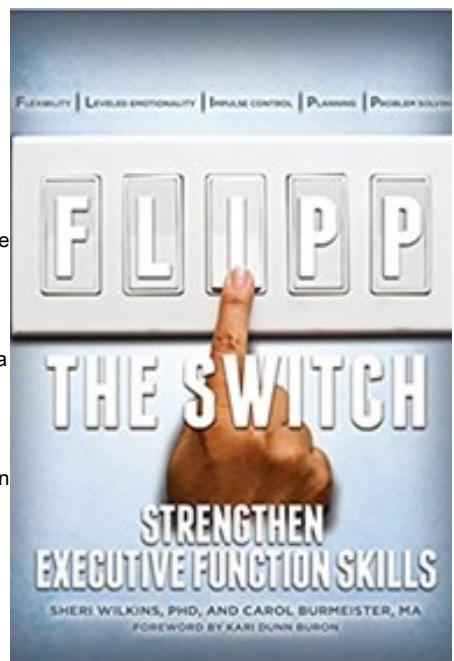
- |                    |                                  |                    |
|--------------------|----------------------------------|--------------------|
| * FACT             | * Resource Connections of Oregon | * Support Groups   |
| * Dental Hygienist | * Developmental Disabilities     | * Social Groups    |
| * OFSN             | * Vocational Rehabilitation      | * Physical Therapy |

If you have any questions, please contact: Michelle Neilson 541-812-2678 or [michelle.neilson@lblesd.k12.or.us](mailto:michelle.neilson@lblesd.k12.or.us)

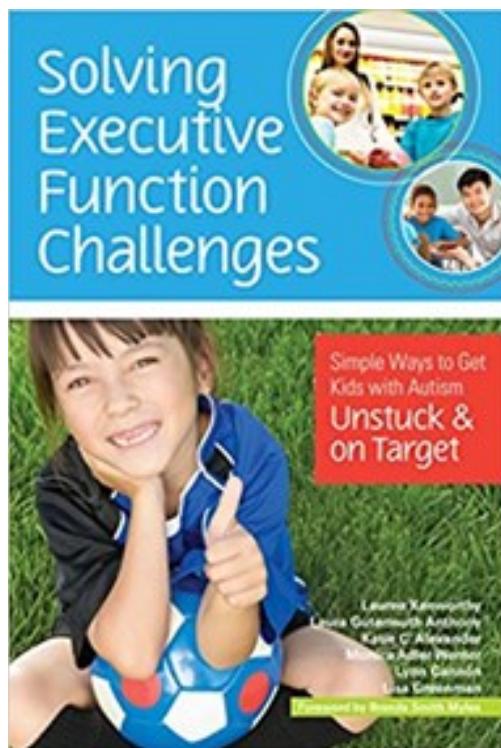
## Flipp el interruptor: fortalecer habilidades Función Ejecutiva

por Sheri Wilkins y Carol Burmeister

Flipp es sinónimo de flexibilidad, emotividad nivelado, control de los impulsos, planificación y resolución de problemas - cinco áreas clave de la función ejecutiva. Los lectores aprenderán acerca de la función ejecutiva (FE) y cómo las habilidades EF contribuyen al éxito en la escuela, en casa, y en entornos de trabajo. Lo más importante, los lectores recibirán instrucciones específicas, plantillas, imágenes listas para su uso, y cómo-a los escenarios durante 25 estrategias - cinco estrategias para cada uno de los cinco componentes Flipp. Este libro es indispensable para los padres y profesores que desean minimizar el conflicto, maximizar el comportamiento en la tarea, y apoyar el desarrollo social y emocional positivo en un niño con comportamiento desafiante.



## Resolver los retos Función Ejecutiva: formas sencillas de hacer que los niños con autismo Unstuck y por buen camino



por Lauren Kenworthy, Laura Gutermuth Anthony, y otros

Esta guía práctica muestra cómo insertar la instrucción de la función ejecutiva en decenas de escenarios cotidianos, desde rutinas de la mañana a entregar la tarea. Incluye materiales prácticos, tales como scripts "gol, Planificar, Hacer, Verificar, hojas de trabajo" que descomponen las tareas, palabras y frases clave que ayudan a los niños a mantenerse en el blanco, ayudas visuales reproducibles, y las metas del IEP de muestra. Estos materiales prácticos ayudan a los niños con EF desafía compromiso, a su vez "grandes ofertas", en "pequeños acuerdos", pasan a Plan B, hacen planes y llevarlos a cabo, manejan decepciones, ser un buen amigo, y mucho más. Diseñado para los terapeutas, profesores y padres, estas técnicas altamente efectivas dan a los niños las habilidades que necesitan para navegar cada día, alcanzar sus objetivos, y tener éxito dentro y fuera del aula.



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541-812-2678

## VISUALES

### HERE IS WHAT TO THINK ABOUT BEFORE STARTING A NEW TASK:

1. **STOP**



- Stop what I am doing.

2. **THINK**



- What do I need to do?
- Do I have a checklist that I can use?

3. **PLAN**



- Plan the steps needed to finish the task.
- Fill out the checklist that I can use.

4. **DO**



- Sit down and start working!