

Supporting Executive Functioning Skills to Increase
Engagement in a Busy & Complex Classroom

Executive Functioning

**“Autism + Environment
= Outcome”**

Dr Luke Beardon

- ✓ What is Neurodiversity Affirming Practice
- ✓ Acronyms and Abbreviations Cheat Sheet
- ✓ What is Timeblindness & What to do
- ✓ Teaching Plan Template
- ✓ What is Autistic Inertia / ADHD Paralysis & What to do
- ✓ Tips for Task Initiation, Flexibility, Working Memory, Emotional Regulation, and More!



Exclusive Ebook
from the
Executive
Functioning Dean
Beadle Course

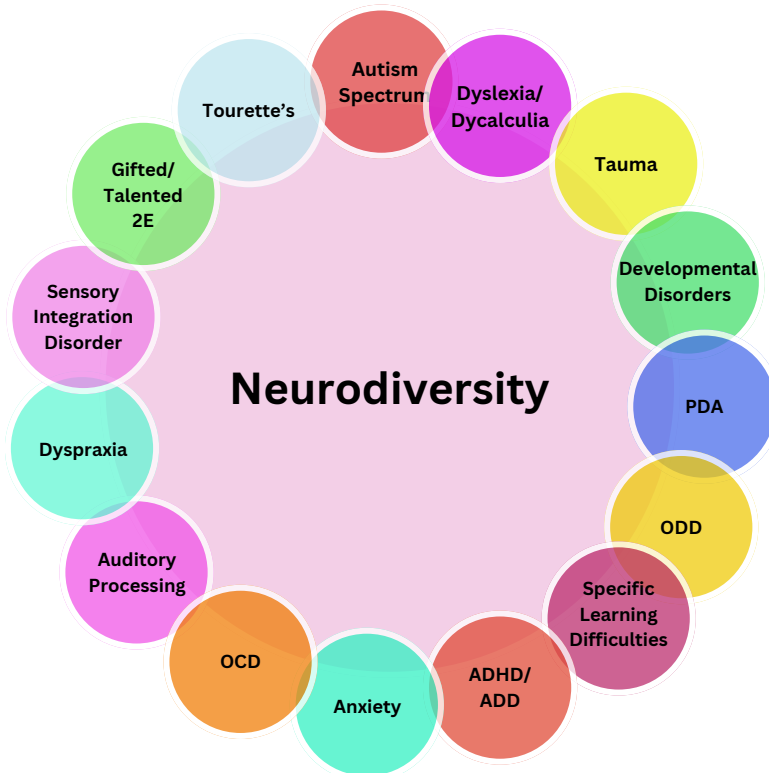
suelarkey.com.au
elearning.suelarkey.com.au

ACTION PLANNER & STRATEGIES TO APPLY EXECUTIVE FUNCTIONING

Contents

<ul style="list-style-type: none">• What is Neurodiversity Affirming Practice	See P.g. 2
<ul style="list-style-type: none">• Acronyms and Abbreviations	See P.g. 3
<ul style="list-style-type: none">• Planning and Prioritising	See P.g. 4 - 8
<ul style="list-style-type: none">• What is Time Blindness• Top Tips For Using Time Timers• Minimising Stress for Timers	See P.g. 9-13
<ul style="list-style-type: none">• Organisation Skills	See P.g. 14-15
<ul style="list-style-type: none">• Flexibility	See P.g. 16-17
<ul style="list-style-type: none">• Working Memory	See P.g. 18-20
<ul style="list-style-type: none">• Emotional Regulation/Impulse Control	See P.g. 21-23
<ul style="list-style-type: none">• Autistic Inertia/ADHD Paralysis	See P.g. 24
<ul style="list-style-type: none">• Task Initiation	See P.g. 25-28
<ul style="list-style-type: none">• Executive Functioning Teaching Plan	See P.g. 29-30
<ul style="list-style-type: none">• Recommended Resources for Executive Functioning• Recommended Courses: Your Next Step• Recommended Podcasts	See P.g. 31-33

WHAT IS NEURODIVERSITY AFFIRMING PRACTICE?



www.suelarkey.com.au
www.elearning.suelarkey.com.au

By Dr. Michelle Garnett, Professor Tony Attwood and Emma Hinze

Personal preference in terms for autism.

"One key aspect of neurodiversity-affirming practice is the language used to describe neurodivergent individuals.

For some, this may involve using identity-first language, such as "autistic person," which emphasises autism as an integral part of their identity. Others may prefer person-first language, such as "person with autism," which prioritises the individual over the condition.

The choice between these language preferences is deeply personal and needs to be respected. Whether an individual prefers identity-first, person-first, or another form of self-identification, the core of neurodiversity-affirming practice is to support and empower them in a way that aligns with their self-conception and lived experience."

More information

<https://attwoodandgarnettevents.com/what-is-the-neurodiversity-affirming-movement/>

ACRONYMS / ABBREVIATIONS

ABA	Applied Behavior Analysis	GDD	Global Development Delay
AAC	Augmentative Alternative Communication	HFA	High Functioning Autism
ADD	Attention Deficit Disorder	RLD	Receptive Language Disorder
ADHD	Attention Deficit Hyperactivity Disorder	IEP	Individualised Education Plan
ASD	Autism Spectrum disorder	IED	Intermittent Explosive Disorder
AS	Asperger's Syndrome	LD	Learning Disabled
APD	Auditory Processing Disorder	LRE	Least Restrictive Environment
ARFID	Avoidant Restrictive Food Intake Disorder	NT	Neurologically Typical
BIP	Behaviour Intervention Plan	OCD	Obsessive Compulsive Disorder
CARS	Childhood Autism Rating Scale	ODD	Oppositional Defiance Disorder
CD	Conduct Disorder	OT	Occupational Therapy
CDD	Childhood Disintegrative Disorder	PDA	Pathological Demand Avoidance
DCD	Developmental Coordination Disorder	PDD	Pervasive Developmental Disorder
DD	Developmental Disability	PECS	Picture Exchange Communication System
Dx	Diagnosis	PT	Physical Therapy
ELD	Expressive Language Disorder	SIB	Serious Injurious Behavior
EHCP	Education, Health and Care Plan	SLP	Speech Language Pathologist
FAPE	Free Appropriate Public Education	SPED	Special Education
FBA	Functional Behavior Assessment	TS	Tourette's Syndrome
GAD	Generalised Anxiety Disorder		

Notes to Remember!

1. Diagnostic terms change or get outdated, but it depends what year a person got a formal diagnosis which terms were used.
2. It can depend which country you are in which acronyms and diagnosis are used.



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PLANNING AND PRIORITISING

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Remember, success looks different for each student, and strategies should be tailored to individual needs and circumstances.

Below is a range of Accommodations/Adaptations to try from the Executive Function Dean Beadle Course. I have included a blank space for you to add any other ideas you have to try.

Ideas for Task Organisation

- Break larger projects into smaller, manageable milestones
- Create visual checklists for multi-step tasks
- Help students prioritise tasks and create logical sequences
- Avoid overloading students with too many future tasks at once

Ideas for Project Management

- Provide scaffolding for long-term planning
- Include time management in project planning
- Break work into smaller, manageable chunks
- Create clear timelines with specific milestones



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PLANNING AND PRIORITISING

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Time Management /Schedules

- Help students create realistic schedules
- Account for transition times between activities
- Use visual timers* to make time passage more concrete
(*see suelarkey.com.au for a great range to support students)
- Provide precise schedules with time estimates for tasks

Ideas for Planning Techniques

- Help students plan routes to school or between classes
- Teach strategies for estimating time
- Support the creation of daily routines with realistic timeframes
- Encourage the preparation of materials the night/day before

Ideas for Supporting Daily Organisation

- Provide a designated space for each student's belongings
- Create visual systems for organising school supplies
- Consider allowing two sets of books (home and school)
- Set up systems for accessing replacement materials
- Set up systems to ensure drink enough water (ie water bottles with marks)



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PLANNING AND PRIORITISING

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Projects

- Provide scaffolding for long-term planning
- Include time management in project planning
- Break work into smaller, manageable chunks
- Create clear timelines with specific milestones

Ideas for Homework Planning

- Start homework assignments in class to ensure understanding
- Create an online space for checking homework assignments
- Help create a homework-friendly space at home
- Consider alternatives to traditional homework when possible

Ideas for Visual Support Systems

- Use colour coding for different subjects or tasks
- Implement visual timetables in the classroom
- Create visual checklists
- Use blank paper to cover future tasks and reveal one at a time



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PLANNING AND PRIORITISING

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Technology Integration

- Encourage the use of reminder apps and alarms
- Allow photos of board work or handouts for reference
- Utilise classroom technology to display schedules
- Teach the use of note-taking apps for capturing ideas

Ideas for Building Planning Skills

- Model planning strategies by verbalising your own process
- Incorporate games that practice planning skills
- Assign small classroom responsibilities to build organisational skills
- Allow 60 iterations of a new skill before expecting mastery

Ideas for Skill Development

- Help students create retrospective to-do lists
- Teach strategies for estimating task duration
- Support students in developing awareness of their planning challenges
- Encourage the use of tools like planners and apps
- Help students identify what tasks "freeze" them
- Support students in choosing which tasks to prioritise when overwhelmed



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PLANNING AND PRIORITISING

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Flexibility and Support

- Consider allowing extra time for assignments when necessary
- Be open to adjusting schedules or routines
- Allow flexibility in when students complete work

Ideas for Instruction Methods

- Provide instructions in multiple formats (verbal, written, visual)
- Write instructions on the board or provide handouts
- Use voice notes for important information
- Check for understanding of planning-related instructions
- Replace "should" with "could" when discussing tasks
- Be specific about time expectations (What does "best" effort mean)
- Use concrete language when discussing schedules

WHAT IS TIME BLINDNESS?

TIME BLINDNESS: WHAT YOU MIGHT SEE

Puts things off until last minute

Difficulty with work pacing

Chronically Late

Difficulty starting and finishing

Rushes through work carelessly

Wasting "losing" track of time

Difficulty estimating how long

Procrastination

Difficulty waiting

Difficulty with transitions

Difficulty completing long-term projects

TIME BLINDNESS: IDEAS TO TRY

Break tasks down into manageable chunks and discuss how long each part takes.

Adapt time tools and strategies to individual needs and preferences (digital vs. analog, count up vs. count down).

Provide reminders and alarms to help students keep track of time.

Positively reinforce students when they manage time well and arrive on time.

Incorporate routines and schedules to help students develop a sense of time passing.

Teach time management skills explicitly, including planning, pacing, and having a "Plan B" if time runs out.

Use visual timers, such as Time Timers, liquid timers, and portable digital schedules, to make time more concrete and accessible.



USING TIMERS = REDUCING ANXIETY = IMPROVED BEHAVIOUR = EVERYONE CALMER!

I often find your best strategies come when you reflect on yourself and try to put yourself in a child with an ASD's shoes. Think how you use time, when it goes fast, when it drags, when it helps you plan, when it makes you anxious, when do you look at the time constantly. Have you ever lost your watch, how did it feel? Now let's think of a child with an ASD and look at how they are using time.

Timers can support students who have difficulty with executive functioning by helping them with self-monitoring, time management, prioritising, organisation, planning and impulse control (waiting).

Time Timers are a MUST for all children on the autism spectrum. These are invaluable at both home and school.

Time Timers are specifically designed for use by those with an autism spectrum disorder. The notion of 'time' can be very difficult to understand for these children – particularly in the younger years. With a graphic visual of time passing, children can have a better understanding of time. The Time Timer is a great product which reinforces the sense of elapsed time with a graphic depiction of the time remaining.

TIME TIMER MEDIUM



20cm Time Timer (Medium – previously known as Large. Retains the same dimensions) | Used as an interactive teaching tool, this classroom-tested teaching aide reinforces the sense of elapsed time with a graphic depiction of the time remaining. The Time Timer can be used to set time limits, measure the duration of activities and train students to make better use of available time.

▶ [20cm Time Timer - Medium](#)



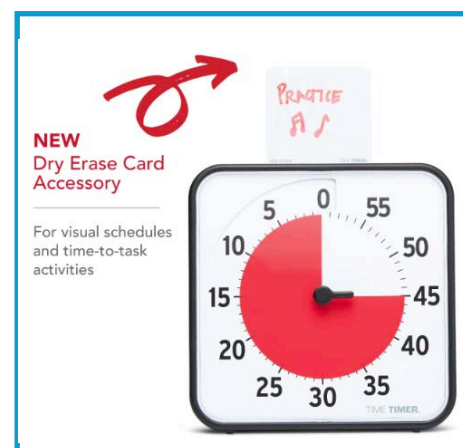
**Give the gift of
visual time**

TIME TIMERS CAN SUPPORT STUDENTS TO:

- ✔ **Ease stressful transitions** by showing “how much longer” and “here’s what ‘5 more minutes’ really means.”
- ✔ **Show when challenging activities will end:** “Let’s go shopping for 30 minutes.” “Handwriting for 30 minutes”
- ✔ **Help everyone** (especially new staff or visitors) stick to the routine.
- ✔ **Reduce anxiety** by creating predictability & consistency
- ✔ **Help develop a reliable internal clock** (especially for ADHD students)
- ✔ **Help with organisation & time management** so don’t get ‘caught up’ in preferred activities
- ✔ **See at a glance how much time is left**
- ✔ **Keep lessons/activities focused and on track**
- ✔ **Effectively manage small groups** for differentiated instruction
- ✔ **Provide focus for individual work** (help self manage time)
- ✔ **Tests / Exams** (Fantastic for Time Management in Naplan)
- ✔ **Know how long to speak** in presentations (News, Debates, Class Presentations)
- ✔ **Empower students to manage their own time in ALL activities**
- ✔ **Ensure equal time** for taking turns
- ✔ **Break Times** (Help self regulate break times, know when they are going to occur and for how long so they return to work etc)
 - Use timer to have set Toilet /Drink and Snack Breaks
- ✔ **Break larger challenges into smaller tasks** or amounts of time
- ✔ **Rotate learning stations**
- ✔ **Manage Screen Time** or “Special Interests”

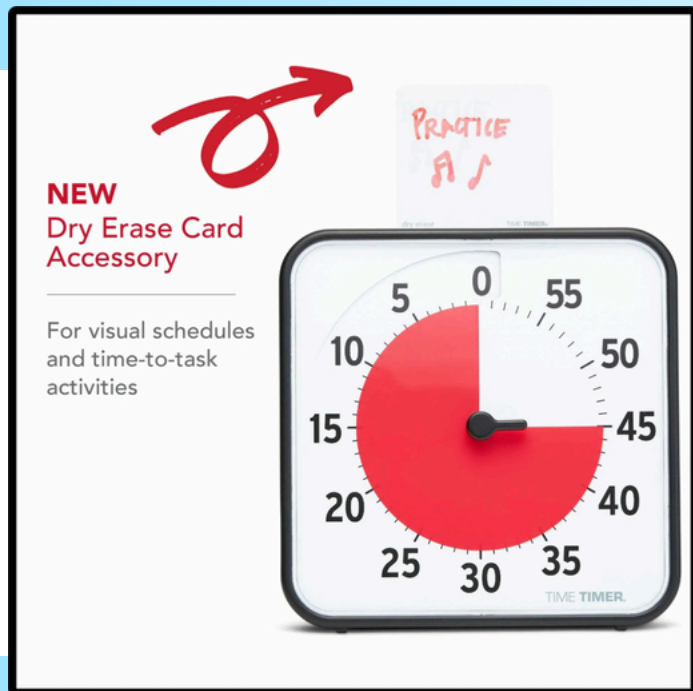
Help students ‘slow’ down and not rush OR
- ✔ ‘speed up’

Many students lose track of time when they are doing something they love. Often they do not have an end point or they want to repeat the activity. **Timers create a finish point.**



Top Tip: Add Visuals to your time timers by using velcro and Visuals.

Sue's Top Pics for TIME TIMERS

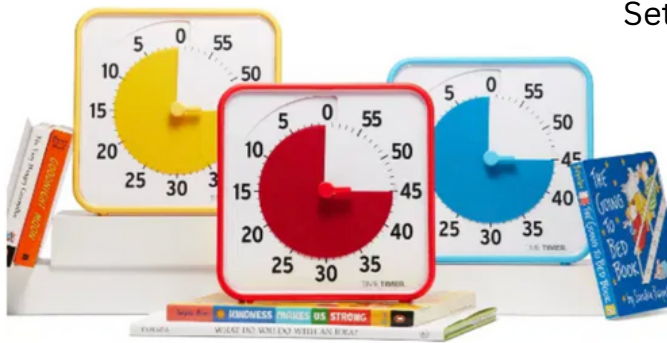


The Time Timer

A must have for every classroom

- ✓ Magnets to attach to whiteboard
- ✓ Legs to move to all environments
- ✓ Alarm can be turned off or on

Time Timer – 20cm (Medium) Classroom Set (Set of 3)



Primary Colour Set



Secondary Colour Set



Time Timer PLUS
13.75cm x 17.5cm



Time Timer MOD
9 x 9 cm



Time Timer – 7.6cm
Small



Portable Schedule
Timer



Liquid Timers



Liquid Key Ring
Sensory Tool



MINIMISING STRESS AROUND TIMERS

Although timers can provide a timeframe for the student to work within, **helping them keep focused and on track**, for some students, timers can be a source of stress. Worries can include; finishing too soon, not finishing within the given time and the sound of the timer going off. In order to minimise this stressor, talking about time as much as possible can be very helpful.

- 1** Make sure the task can be done **within the given timeframe** so they don't get worried, then try explaining the desired expectations and outcomes of using the timer.
 - You could even **try modeling the timer on yourself** showing them how it can be used ("I have 10 minutes left, I need to work a bit faster" or "Oh dear I ran out of time, that is ok").
- 2** **Write social stories** on what to do if the timer finishes - remember that sometimes they can ask for 5 more minutes to finish, etc.
- 3** **Use visual schedules** to support the use of timers, so when the time is up the child knows what is next.
- 4** **Explain when/why time is important in everyday life** (Bus/Train timetables or length of TV episodes).
- 5** As many children are anxious about loud "buzzers" or sounds, the **Time Timer makes a sensory friendly beep sound** which can be turned off if necessary.
- 6** **Giving 5 minute warnings before an activity needs to finish** can make a huge difference to smooth transitions.



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ORGANISATION SKILLS

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Remember, success looks different for each student, and strategies should be tailored to individual needs and circumstances.

Below is a range of Accommodations/Adaptations to try from the Executive Function Dean Beadle Course. I have included a blank space for you to add any other ideas you have to try.

Ideas for Classroom Setup to Support Organisation

- Provide a designated space for each student's belongings
- Create a visual system for organising school supplies
- Consider allowing two sets of books (one at home, one at school)
- Set up systems for quick access to replacement materials
- Keep spare materials (paper, pens) by the door
- Provide easy access to frequently used materials
- Maintain organised, predictable classroom layouts
- Incorporate organisational practice into daily routines (ie Pack away belongings after each lesson)
- Encourage the preparation of materials the night before
- Allow buffer time at the start of the day for organisation



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ORGANISATION SKILLS

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Materials Management

- Implement colour coding for different subjects or types of tasks
- Create visual systems for organising materials
- Provide spare books or materials for students who forget their own
- Set up a system for students to quickly access replacement materials
- Make sure essential materials are easily accessible
- Provide backup copies of important documents
- Create digital backup systems

Ideas for Supporting Daily Organisation

- Implement visual timetables in the classroom
- Use visual timers to help track time (see suelarkey.com.au for a range of timers)
- Create visual schedules
- Provide clear time frames for tasks

Important Reminders

- Organisation challenges are not a personal choice
- Focus on functionality over perfection
- Seemingly simple organisational tasks may consume significant energy

FLEXIBILITY

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Supporting Transitions

- Use visual schedules to prepare for upcoming transitions
- Provide warnings before transitions
- Allow extra time for transitions between activities
- Help students mentally prepare for changes

Ideas for Environmental Support

- Differentiate between different environments (e.g., "school mode" vs. "home mode")
- Make new activities feel as safe as familiar ones
- Focus on promoting safety and familiarity when introducing changes

FLEXIBILITY

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Accommodation Strategies

- Be open to adjusting expectations based on daily capacity
- Allow students to choose which tasks to prioritise when overwhelmed

Ideas for Supporting Resistant to Change

- Help students plan routes to school or between classes
- Teach strategies for estimating time
- Support the creation of daily routines with realistic timeframes
- Encourage the preparation of materials the night/day before

Important Reminders

- Recognise that "stuck" behaviour often represents a need for safety and familiarity
- Transitions and changes can be particularly challenging
- Acknowledge that flexibility demands vary based on the environment
- Remember that Autism + Environment = Outcome



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WORKING MEMORY

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Classroom Organisation

- Create visual systems for organising school supplies
- Implement visual timetables in the classroom
(Ensure can refer back to throughout the day)
- Use colour coding for different subjects or types of tasks
- Ensure visuals support key points rather than being merely decorative

Ideas for Information Access

- Provide designated spaces for student belongings
- Keep spare materials (paper, pens) near the door
- Consider allowing two sets of books (one at home, one at school)
- Create systems for quick access to replacement materials



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WORKING MEMORY

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Instructional Strategies

- Provide instructions in multiple formats (verbal, written, visual)
- Write instructions on the board or provide handouts
- Use voice notes for important information
- Avoid requiring eye contact during instruction, as this can increase cognitive load

Ideas for Task Management

- Break larger tasks into smaller, manageable steps
- Create visual checklists for multi-step tasks
- Use a blank paper to cover future tasks, revealing one at a time
- Identify which steps can be skipped if necessary
- Provide sentence starters and prompts to avoid blank pages

Ideas for Technology Integration

- Allow students to take photos of "board work" or handouts
- Create an online space for checking homework assignments
- Encourage use of note-taking apps
- Utilise reminder apps and alarms
- Permit use of phones for capturing important information



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WORKING MEMORY

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Tools to Support Working Memory

- Use visual timers* to help track time (see a range at suelarkey.com.au)
- Implement progress bars for task completion
- Display digital schedules and checklists (see digital schedules at suelarkey.com.au)

Ideas for Memory Support Accommodations

- Allow reference sheets when appropriate
- Provide checklists for multi-step tasks
- Create memory aids for frequently used information
- Use visual mapping techniques
- Include processing time after giving instructions
- Build in breaks for a mental reset

Ideas for Building Working Memory

- Model memory strategies by verbalising your own process
- Incorporate games that practice working memory
- Teach students to recognise when they need memory supports
- Encourage asking for repeated instructions when needed
- Help students identify their most effective memory strategies



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EMOTIONAL REGULATION /IMPULSE CONTROL

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Creating Calm Areas

- Designate a physical safe space in the classroom or school
- Create quiet corners or specially designed booths
- Consider incorporating student interests into the design
- Create a designated quiet space for students who need to regroup

Ideas for Co-Regulation Strategies

- Acknowledge students' feelings when tasks are challenging
- Provide gentle guidance during emotional moments

Ideas for Environmental Adjustments

- Consider both physical and social/interpersonal factors
- Create multiple options for regulation support (Brain Breaks, Water Breaks etc)



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EMOTIONAL REGULATION /IMPULSE CONTROL

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Emotional “Check-ins”

- Offer regular check-ins with students
- Allow multiple formats for emotional expression
- Support various ways of conveying needs and feelings
- Use visual mapping techniques for thought organization
- Provide alternative communication methods (writing, drawing)
- Implement "Safe Speak" systems for sharing concerns
- Ensure all staff understand and the system
- Provide options for private expression (e.g., tablets for recording thoughts)
- Create an environment free from immediate consequences when sharing concerns

Ideas for Skill Development

- Help students identify their emotional patterns
- Teach strategies for recognising emotional states
- Support the development of self-regulation techniques
- Allow time for practising new skills
- ** More Great Resources & Ideas in “Sue Larkey Emotional Regulation Course”



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EMOTIONAL REGULATION /IMPULSE CONTROL

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Supporting Daily Variations

- Recognise that "doing nothing" can be recovery or preparation time
- Understand and respect "power saving mode" before big events
- Encourage students to capitalise on "go mode" days

Ideas for Prevention and Support

- Look for subtle signs of emotional distress
- Provide support before full escalation
- Maintain awareness of individual triggers
- Create proactive support plans

Important Reminders

- The prefrontal cortex, which controls emotional regulation, is still developing in children and adolescents
- Emotional regulation challenges are not behavioral choices
- Development of regulation skills takes time
- Emotional regulation is a key part of executive functioning
- Emotional regulation abilities may vary from day to day

AUTISTIC INERTIA/ADHD PARALYSIS

HOW IT MIGHT PRESENT

Difficulty Starting Tasks

Challenges stopping Tasks

Procrastination Due to Overwhelm

Anxiety about task changes

Low energy or motivation

Rigid Routines

STRATEGIEES THAT CAN HELP

Work in a different place for the novelty

Do something to increase their dopamine. like listen to a song or eat something before

Get them to move their body for a little bit to help their brain out of the freeze state

Think of ways to add reward and accountability to their task

Start small with the part of the task that feels the most doable

Set a timer for the student of ten-fifteen minutes and ask them to do as much as they can in that time

Have someone sit near next to them to help them feel more anchored and like they're not all on your own

Don't wait until they have 'more time' or it 'feels right' - starting is half the battle



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TASK INITIATION

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Breaking Down Barriers

- Use the phrase "All you have to do is..." to focus on manageable steps
- Start lessons with low-demand, easy tasks to build momentum
- Help students identify what tasks "freeze" them
- Remove unnecessary obstacles to task completion

Ideas for Task Modification

- Break down tasks into smaller, manageable parts
- Be clear about task requirements and expectations
- Define what "good enough" looks like for each task
- Allow flexibility in when students complete work (e.g., last 10 minutes of class)



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TASK INITIATION

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Classroom Setup

- Create a designated quiet space for students who need it
- Provide a designated space for each student's belongings
(Remember they might need to be visible)
- Set up systems for quick access to materials
- Establish clear visual organisation systems

Ideas for Starting Routines

- Allow buffer time at the start of the day
- Create consistent routines for beginning tasks
- Use gentle prompts or "external intervention"
- Provide warnings before new tasks

Ideas for Time Management

- Allow extra time for transitions
- Be understanding when students struggle with punctuality
- Provide precise schedules with time estimates
- Use visual timers to help understand time passage



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TASK INITIATION

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Communication Strategies

- Provide instructions in multiple formats (verbal, written, visual)
- Break complex instructions into smaller steps
- Use voice notes or written messages
- Write instructions on the board as a backup
- Replace "should" with "could" when discussing tasks
- Acknowledge students' feelings when tasks are challenging
- Ensure comfortable asking for help

Ideas for Individual Accommodations

- Recognise that abilities may vary from day to day
- Permit skipping overwhelming tasks temporarily
- Encourage students to capitalise on "go mode" days
- Help create momentum through early success
- Start with familiar, comfortable tasks



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TASK INITIATION

ACCOMMODATIONS AND ADAPTATIONS IDEAS



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Ideas for Recognition and Encouragement

- Celebrate small wins and completed tasks
- Give credit for partial work or attempts
- Remind students of past successes
- Acknowledge effort in task initiation (even if not complete)

Ideas for Self Advocacy & Awareness Development

- Teach students to be mindful of their energy levels
- Support identification of personal triggers
- Encourage communication about struggles
- Teach students to recognise when they need breaks
- Empower use of "nope" for truly overwhelming tasks
- Help develop personalised initiation strategies
- Support student choice in task prioritisation

Important Reminders

- Task initiation challenges are not personal choice or laziness
- "Doing nothing" can be recovery or preparation time
- Understand "power saving mode" before big events
- Focus on progress rather than perfection
- Every student's needs and patterns are unique
- Autistic inertia /ADHD Paralysis is a genuine struggle, not laziness
- One difficult task can freeze a student's ability to do other tasks
- Task initiation difficulties are part of executive functioning challenges
- "Simple" tasks may consume significant energy

Executive Functioning



Emotional Regulation

Struggle with emotional regulation, often have trouble accepting negative feedback. May overreact to little injustices. Often struggle to finish a task when something upsets them (i.e. mistakes).

Impulse Control

Calling out, rushing through activities without checking, inconsistency with following rules.

Planning & Prioritising

Difficulty deciding the steps needed to reach a goal order of importance. May not know how to start planning a project and become easily overwhelmed trying to break tasks into smaller chunks.

Organising

Ability to keep track of information and things. Organisational issues are constantly losing or misplacing things.

Task Initiation

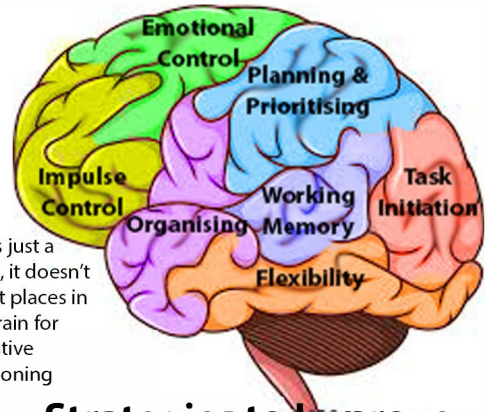
Struggle with issues with planning and prioritising too. Without having a plan for a task, it's hard to know how to start. Can come across as lazy or as simply procrastinating. But often they're just so overwhelmed they freeze and do nothing.

Flexibility

Inflexible thinking in very concrete ways and take things literally. They don't see other options or solutions. They find it difficult to change course.

Working Memory

Inability to hold information in their mind and use it to complete a task. Struggle with multi-step tasks, remembering directions, taking notes or understanding something you've just explained to them.



This is just a visual, it doesn't depict places in the brain for executive functioning

Strategies to Improve Executive Functioning

Visuals

Colour code, visual plans for assignments, mind maps, take photos to show them how their desk, locker should look.

Transition Supports

Pre-warn about change using a timer, use transition cues like a bell or announcement.

Modelling

Show and use assistance to support the child to do the actions of what is required.

Routines

Packing bag, pencil cases, book marks in books, diary for homework.

Systems

Put notes in plastic sleeve in same part of bag every time.

Minimise

Reduce clutter by having containers, drawers, extra shelving. Ensure labelled so return to correct place.

Time management

Time Timers, Digital Schedules, scheduling with a timer – break routines into steps or tasks to complete in certain times.

Social Scripts

Give clear descriptions of what is going to change and what they need to do.

Executive Functioning



Emotional Regulation

Struggle with emotional regulation, often have trouble accepting negative feedback. May overreact to little injustices. Often struggle to finish a task when something upsets them (i.e. mistakes).

Impulse Control

Calling out, rushing through activities without checking, inconsistency with following rules.

Planning & Prioritising

Difficulty deciding the steps needed to reach a goal order of importance. May not know how to start planning a project and become easily overwhelmed trying to break tasks into smaller chunks.

Organising

Ability to keep track of information and things. Organisational issues are constantly losing or misplacing things.

Task Initiation

Struggle with issues with planning and prioritising too. Without having a plan for a task, it's hard to know how to start. Can come across as lazy or as simply procrastinating. But often they're just so overwhelmed they freeze and do nothing.

Flexibility

Inflexible thinking in very concrete ways and take things literally. They don't see other options or solutions. They find it difficult to change course.

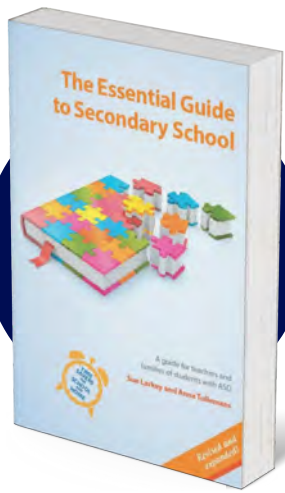
Working Memory

Inability to hold information in their mind and use it to complete a task. Struggle with multi-step tasks, remembering directions, taking notes or understanding something you've just explained to them.

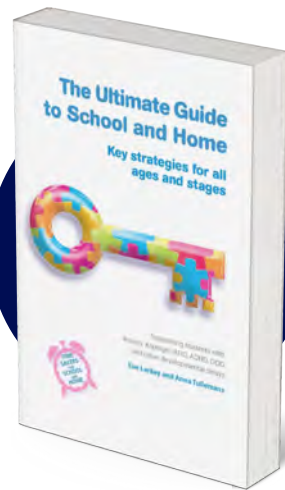
Strategies to Try

Sue's Top Pics for EXECUTIVE FUNCTIONING RESOURCES

Sue Larkey Books



The Essential Guide to Secondary School



The Ultimate Guide to School and Home



A Manual To Provide Support and Care for Adults with Autism Spectrum



MEGA BOOK of Timesavers

Timers



Time Timer PLUS



Liquid Timers

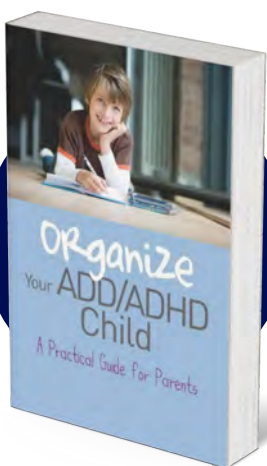


Portable Schedule Timer

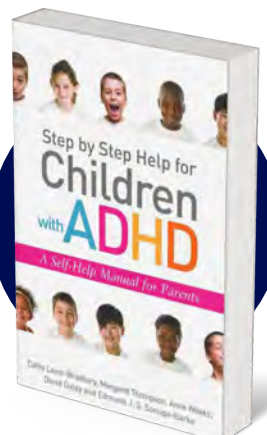


Time Timer

Executive Functioning Books



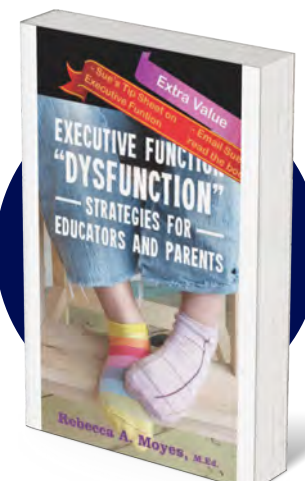
Organize Your ADD/ADHD Child



Step by Step Help for Children with ADHD



Autism and Everyday Executive Function



Executive Function Dysfunction

ONLINE COURSE

Emotional Regulation in Students with Autism Spectrum Disorder and/or Other Neurodiverse Disorders

How to Teach Social Emotional Learning for Neurodiverse Students

Pathological Demand Avoidance (PDA) in the Classroom: Understanding Strategies for Educators



PRESENTER

Sue Larkey (Teacher)

Sue Larkey (Teacher)

Laura Kerby (Teacher & Grad Dip Psychology)

EARLY YEARS

PRIMARY

SECONDARY

POST-SCHOOL

IN THIS COURSE YOU WILL LEARN

- ✓ Introduction to understanding diverse learners, key supports and strategies.
- ✓ How to help children identify and label emotions in themselves and others
- ✓ Helping children connect emotions to events
- ✓ A range of strategies to regulate emotions and behaviours
- ✓ Activities to do with the whole class, small groups & individuals
- ✓ What, How & When to teach emotional regulation

- ✓ What, How, & When to teach Social Skills
- ✓ Myths & Misunderstanding.
- ✓ How to make and keep friends.
- ✓ Impact of Executive Functioning.
- ✓ 4 Steps to Create Social Skills Program.
- ✓ Lived Experience of Social Learning.
- ✓ Creating Inclusive Playgrounds.

- ✓ Understanding of Pathological Demand Avoidance (PDA)
- ✓ What are Demands and How to Avoid
- ✓ PDA & Anxiety: Key Strategies
- ✓ Difference between PDD, ODD, and ASD
- ✓ Practical Approaches and Strategies to Support
- ✓ Learning Supporting and Understanding Behaviour
- ✓ PDA and Education: How to Make it Work

AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)

NESA ACCREDITATION

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COURSE DURATION

3 HOURS

3 HOURS

2 HOURS

COURSE COMPLETION (CAN EXTEND AT ANY TIME)

6 WEEKS

6 WEEKS

6 WEEKS

Register at elearning.suelarkey.com.au

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MORE TIPS & IDEAS

LISTEN TO MY FREE PODCAST AVAILABLE ON ALL PLATFORMS

Episode 275

Executive Functioning Skills for Neurodiverse students: "Beyond just try harder." with guest Dean Beadle

Episode 241

Have You Heard of Time Blindness? Did You Know It Can Cause Behaviour in Neurodiverse Students and What To Do?

Episode 269

Regulation of Emotions a Teachers Guide to Support Student's

Episode 234

The Overlooked Tools of Learning: Importance of Routine & Repetition for Neurodiverse Students

Episode 235

Behaviour Solutions for Setting up your Classroom for Success

Episode 189

Social Scripts: The Essential Tool for Improving Social Understanding

Episode 145

Time Management = Anxiety Management



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