



# Unstuck & On Target!

An Executive Function Curriculum to Improve Flexibility, Planning, and Organization

SECOND EDITION

**Lynn Cannon  
Lauren Kenworthy  
Katie C. Alexander  
Monica Adler Werner  
Laura Gutermuth Anthony**

Foreword by John Elder Robison

# Unstuck and On Target!

## *An Executive Function Curriculum to Improve Flexibility, Planning, and Organization*

*Second Edition*

by

**Lynn Cannon, M.Ed.**

The Ivymount School

The Maddux School

Rockville, Maryland

**Lauren Kenworthy, Ph.D.**

George Washington University School of Medicine

Children's National Health System

Washington, D.C.

**Katie C. Alexander, OTD, OTR/L**

The Occupational Therapy Institute

La Mesa, California

**Monica Adler Werner, M.A.**

The Ivymount School

Rockville, Maryland

and

**Laura Gutermuth Anthony, Ph.D.**

University of Colorado School of Medicine

Children's Hospital Colorado

Aurora, Colorado

· P A U L · H ·  
**BROOKES**  
PUBLISHING CO.®

Baltimore • London • Sydney



**Paul H. Brookes Publishing Co.**  
Post Office Box 10624  
Baltimore, Maryland 21285-0624  
USA

[www.brookespublishing.com](http://www.brookespublishing.com)

Copyright © 2021 by Paul H. Brookes Publishing Co., Inc.  
All rights reserved.  
Previous edition copyright © 2018.

"Paul H. Brookes Publishing Co." is a registered trademark of Paul H. Brookes Publishing Co., Inc.

Typeset by Absolute Service, Inc., Towson, Maryland.  
Manufactured in the United States of America by  
Sheridan Books, Inc., Chelsea, Michigan.

Cover image © iStockphoto/kali9.  
Clip art © iStockphoto.

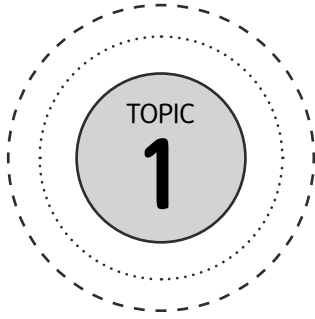
Purchasers of *Unstuck and On Target! An Executive Function Curriculum to Improve Flexibility, Planning, and Organization, Second Edition*, are granted permission to download, print, and photocopy the handouts and resource materials in the text for educational purposes. These materials may not be reproduced to generate revenue for any program or individual. Photocopies may only be made from an original book. *Unauthorized use beyond this privilege may be prosecutable under federal law. You will see the copyright protection notice at the bottom of each photocopyable page.*

ISBN (paperback): 978-1-68125-490-6  
ISBN (EPUB): 978-1-68125-491-3  
ISBN (PDF): 978-1-68125-492-0

Library of Congress Control Number: 2021900473

British Library Cataloguing in Publication data are available from the British Library.

10 9 8 7 6 5 4 3 2 1  
2025 2024 2023 2022 2021



# Foundational Skills

**SPECIAL INSTRUCTIONS:** Although it is important to provide the vocabulary and frameworks set forth in this topic, the group leader is expected to modify the activities as necessary to better meet the students' needs.

---

**Summary:** Topic 1 introduces foundational skills that promote successful participation in group sessions and implementation of the *Unstuck and On Target!* curriculum. It introduces a Code of Conduct (ground rules) for the group sessions and a universal script (or routine) for completing work and organizing the group sessions called Goal, Why, Plan, Do, Check (GWPDC). Topic 1 also teaches students how to use a visual rating tool to identify their feelings (Feelings Target), how to link feelings to behaviors and outcomes (Feelings Chain), and common coping techniques for managing overwhelming feelings (e.g., deep breathing).

**Prerequisite skills:** None

**Related skills:** Awareness of body, use of visual rating tool

---

## OUTCOME—CRITERIA FOR MASTERY

1. The student understands and attempts to follow the code of conduct for group sessions.
2. The student can state the meaning of the goal and plan and check phases of the Goal, Why, Plan, Do, Check (GWPDC) routine.
3. Using a visual chart, the student can rate his or her current feeling state.
4. The student can identify and access several coping strategies and use them when needed.

## TOPIC BACKGROUND AND RATIONALE

This topic introduces several foundational skills as well as a set of ground rules for behavior in the group sessions. Students are taught a standard operating procedure for reaching goals known as the Goal, Why, Plan, Do, Check (GWPDC). GWPDC is a fundamental script that underlies every session of *Unstuck and On Target!* It is a generic and widely applicable self-regulatory / problem-solving script that provides a template for approaching a problem, situation, or project. The first part of this script is an introduction to the concept of a goal. Making the definition of goal explicit is a very important step for students with executive dysfunction because they can easily over-focus on details and lose sight of the main reason for, or goal of, their activity. GWPDC breaks down any activity into small, achievable chunks, helping the student to focus on the right goal from the beginning. It promotes flexibility by encouraging the development of a plan, revision of the plan, and development of an alternative plan (Plan B). Students are encouraged to try things out (their plan) and then go back and check on the success of the plan. This provides a prompt for the self-monitoring that is often difficult

for them. An additional virtue of this approach is that the focus is on the plan, not on the student's difficulties; therefore, a breakdown in the situation can be blamed on an unhelpful plan rather than on the student.

Topic 1 also introduces foundational skills for identifying feelings, linking feelings to actions and events, and using coping strategies effectively to manage overwhelming feelings. *Unstuck* teaches routines for regulating behavior in the face of flexibility demands and expectations for independent, goal-directed work (e.g., completing homework). These are hard skills for students with executive dysfunction and can be hindered by overwhelming feelings. Furthermore, students often struggle with identifying their feelings. As a result, they can fail to recognize their own stress until it is very high and they feel overwhelmed. It is important that instruction in executive function skills be accompanied by active support for increasing coping skills that will help students know what they feel and will give them strategies for managing overwhelming feelings.



# Lesson 1 Get to Know You



## PURPOSE

The purpose of this lesson is to welcome the students into the group, help them get to know one another, and generate a Code of Conduct. The Code of Conduct should serve as the guidelines for how students can be successful group members. The Code of Conduct creates a common language around behaviors and expectations. There are two activities in this lesson.

## Materials Required for All Activities



### **Not Included**

- Whiteboard or chart paper
- Regular markers (if using chart paper) or dry erase markers (if using a whiteboard and when using the poster; see Included list at right)
- Pencils
- Group Reinforcement Visual (i.e., group goal/tally box and thermometer)
- One full-size three-ring binder for each student to use as his or her *Unstuck and On Target! (UOT) Notebook*

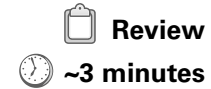


### **Included**

- GWPDC for Lesson 1
- Handout: All About Me!
- Code of Conduct poster
- Classroom Practice 1
- Home Practice 1



## LESSON 1

**INTRODUCTION**  
**Preview: GWPDC****Materials****Not Included**

- Whiteboard or chart paper
- Regular markers (if using chart paper) or dry erase markers (if using a whiteboard and when using the poster; see Included list at right)

**Included**

- GWPDC for Lesson 1

**Instructions**

At the beginning of every session, post the Goal, Why, Plan, Do, Check (GWPDC) on the board before the lesson begins. Since this is your students' first time seeing a GWPDC, you will want to briefly explain that... *each time the group comes together you will have something you want to accomplish or a goal. The "W" stands for why. It is always useful to know why we want to achieve this goal. In order to accomplish the goal you will need to follow a plan and think about why the goal is important. Once you follow the plan, you always want to come back and check to see if your plan worked. This is what we will do when we get to the check section.*

For this first exposure to GWPDC we have chosen a *goal* or target number of tallies (20 tallies) the students will earn during group. This was designed to motivate students. Please select a number of tallies you think your students will be able to achieve. It is imperative the students experience success on this first day and see the benefits of their efforts to create buy-in for the program and establish motivation for continuing to earn tallies in future.

Review the GWPDC with the group.

**Tips**

- ★ As you move through the lesson, check off each step of the plan.
- ★ Integrate GWPDC language into your lesson. ("Wow, we are really working hard and getting closer to accomplishing our goal." "That was a great answer and definitely helping us accomplish our goal." "Remember, this goal is important because \_\_\_\_\_." "I am so glad we are staying on track and moving through our plan." "What is the next step in our plan?" "That fire drill was unexpected and we were unable to make it through all the steps of our plan.")
- ★ To keep students engaged have them check off steps of the plan as they are accomplished.
- ★ If students veer off topic, have them read the goal and ask if that conversation or activity will help the group accomplish the goal.
- ★ Use colors for each of the key words (e.g., Goal=red; Why=orange; Plan=blue; Do=green; Check=black); keep these consistent throughout the intervention. This consistency will help students more easily identify the part of the process they need to focus on.
- ★ Select a "target" number of tallies you think your students will be able to achieve.

G  
W  
P  
D  
C

**Goal:** Get to know the group and earn 20 tallies.

**Why:** We are working together to learn and earn our group reward. What you do in our group affects you, others, and the success of the group, and our code of conduct will help us each have a positive effect on the group. We need to know how to earn our reward, and if we know each other a little better, it will help us work together and earn our reward!

**Plan:**

1. Create the Code of Conduct
2. Finish All About Me! handout
3. Play Who Knows Whom? game
4. Review Home Practice
5. Check

**Do:** Follow the plan and earn tallies.

**Check:** How did it go? Did we accomplish our goal? Which Code of Conduct item was the easiest to follow? Which one was the hardest?



LESSON 1

ACTIVITY 1  
**Code of Conduct**

 **Group Brainstorm**  
 **~10 minutes**

**Materials**



**Not Included**

- Whiteboard or chart paper
- Regular markers (if using chart paper) or dry erase markers (if using a whiteboard and when using the poster; see Included list at right)
- Group Reinforcement Visual



**Included**

- Code of Conduct poster

**Code of Conduct Example**

The Code of Conduct poster should be placed in the front of the room, displayed during each group. Leave room to add to it throughout intervention. Feel free to use language and items that will be meaningful and relevant to your group of students.

### Group Rules

1. Listen when others are talking.
2. Respect other people's ideas.
3. Follow directions.

**Group Goal Example**

Use markers and chart paper (or dry erase markers and a whiteboard) to display the Group Reinforcement Visual. The reinforcement visual should include the group goal/tally box and a goal thermometer as described in the "Reinforcement System" section. The tally box starts empty at the beginning of each group. Please feel free to modify these to meet the needs of the students in your group (language, interests, etc.).

**Room 221's Race to the Top!**

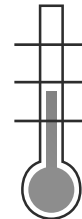
**Room 221's Goal for Today**

**20**



**Date: October 12**

**Goal**  
100 tallies = A Game Day



In this lesson students will generate components of the code of conduct by thinking about what behaviors the group *should* demonstrate to make the group successful. Students will also have the opportunity to decide how they would like to celebrate filling their *group goal thermometer*. Before the start of the lesson determine the parameters and structure for helping students determine their prize (see Reinforcement System overview).

**Reinforce!**

*Give a tally for each student's contribution*

*"Great suggestion!"*

**Reinforce!**

*Tallies for demonstrating Code of Conduct behavior*

*"I like the way you were respectful of his idea!"*

1. Code of Conduct—Explain to students that what they do affects themselves, each other, and the ability of the group to be successful. Ask students to think about what they do to make a successful group (i.e. raise your hand, listen to others, be respectful of other people's ideas—everyone has their own opinion). Use dry erase markers to record their answers on the Code of Conduct poster. Reinforce the idea that when we all follow the code of conduct we are able to accomplish our group goals, have more fun together, and people will want to be around us.

**Tips**

- ★ If generating the items from scratch will be too challenging for your students, you can create the "code" in advance of the lesson. Students can then act out what it means to follow each part of the code.
- ★ Students may benefit from you asking leading questions or linking it to their past experiences and providing examples to generate responses and code of conduct items.
- ★ Students often tell you what not to do ("Don't call out"); help them shape their responses to indicate what to do ("Raise your hand").
- ★ Provide a copy of the Code of Conduct for students to take home. Most teachers find it easiest to take a digital photo and either print it out or send it electronically using whatever system adopted by the school.

2. Review the game—Tell students they will be playing a game called Who Knows Whom? Tell students that they will be responsible for answering some questions about themselves and then sharing that information with the class (your favorite food, what you like to do after school, etc.). Let students know they will have to listen carefully because once their classmates and teachers are finished presenting there will be a quiz show to find out who remembers the information they just learned.

Now that students have heard how the game is going to be played, ask them if there is anything they want to add to the Code of Conduct that will help make the game successful.

3. Reinforcement—Draw a box on the board and label it "Group Goal." (In subsequent sessions the group might want to come up with their own name for the tally box.) This is the group reinforcement box. Each time a student displays a behavior from the code of conduct or does something you want to reinforce, put a tally in the box. At the beginning of each group let students know how many tallies they are trying to earn for that group. Tell the students that each day we will add the total number to our thermometer, and when we reach 100, or a number you decide is appropriate, we will have a group celebration or shared group prize.
4. As a group decide on what you would like the prize to be. The first time it might help to offer 2 to 3 choices and have the group vote. We want this to be motivating for all students (see Reinforcement System overview for tips). Write the reward on the board above the thermometer. This will serve as a constant reminder and motivator.

**Tips**

- ★ Open-ended options can be difficult. Pick a theme (e.g., snack, video) then have students make suggestions within that theme.
- ★ If your students have trouble voting, force a compromise by picking the item and giving each student a choice within (e.g., video—each student can pick 1 appropriate YouTube clip to watch; snack—each person can pick 1 ingredient for the trail mix; homework pass—each student selects the class where they will use the pass), or create a menu of prize options each student can select from.
- ★ Give at least 10–20 tallies a class period.



## LESSON 1

### ACTIVITY 2

## Who Knows Whom?

**Worksheet & Game**

~15 minutes

### Materials



#### **Not Included**

- Pencils (1 per student)



#### **Included**

- Handout: All About Me!

### Instructions

Students and teachers will fill out a questionnaire about themselves. They will use this information to play the game Who Knows Whom?

1. Pass out the handouts All About Me! Ask students to answer the questions. Teachers should take the time to fill out a questionnaire too.
2. After students have completed the questionnaire, have students go around the room and read through their answers. Remind group members to listen carefully because this information will be used in the game.
3. Once students have shared their answers, collect the worksheets. Tell students they will be working together to answer questions about their classmates. Go around the room to each student and generate a question from the worksheet ("This student's favorite food is Mexican."). The student has the chance to answer, or use a lifeline and select another classmate for help. Encourage students to try their best and work together to earn tallies and reach the group goal.
4. Continue to play until all of the students have had at least 2 turns or they've reached their goal.

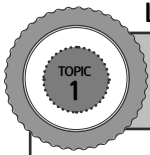
#### **Tip**

- ★ As instructors are still getting to know their students' level of comfort with writing, they have the option to have students work in partners to avoid using writing worksheets. Students should be paired up and asked to interview a partner. If students have difficulty coming up with questions, teachers can provide suggestions on the whiteboard or verbally to direct the interviews. Once enough time has been allocated to get to know their partner, students will be asked to take turns presenting their partner to their fellow classmates. Once all students are introduced, students can work together to answer questions about their classmates.

#### **Reinforce!**

*Give out tallies for completing worksheet, speaking clearly, good listening, and trying to answer the question.*

*"I can tell you were listening because you were looking at the speaker."*



# All About Me!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My favorite food is:

\_\_\_\_\_

My favorite television show is:

\_\_\_\_\_

My favorite animal is:

\_\_\_\_\_

After school I like to:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## LESSON 1

## CLOSING

## Review: Classroom &amp; Home Practice



Wrap-Up

~5 minutes

## Materials

**Not Included**

- Pencils (1 per student)
- Group Reinforcement Visual
- Each student's *UOT Notebook*

**Included**

- Classroom Practice 1
- Home Practice 1

## Instructions

Students will review the Home Practice sheet and complete the *check* portion of the Goal, Why, Plan, Do, Check (GWPDC).

1. Hand out the Home Practice sheets. Read the goal aloud. Ask students to think about who will work on their Home Practice (HP) with them. Let students know they will each earn a tally for bringing the completed HP with them next time you meet.

This HP focuses on the Code of Conduct. Students should write the Code of Conduct on the HP prior to taking it home. If writing is a laborious or challenging task for your students, have them write a key word for each item or fill in the worksheet for your students.

**Tip**

- ★ Establish a consistent routine with the HP to support students (e.g., review Home Practice sheets, monitor all students as they put it in their homework folder, monitor all students as they write it in their homework planner).

2. Guide students to file all worksheets from the session in their *UOT Notebook*.
3. Read the goal for Lesson 1 (from the GWPDC) aloud to the class. Ask students if they were able to accomplish the goal. Ask students to identify what helped them accomplish the goal.

**Tip**

- ★ During the first few lessons make sure students are able to accomplish the goal so that they feel a sense of success and develop an understanding of how to earn tallies.

4. Review the plan. Ask students if they were able to accomplish the plan. Were there steps that we were not able to accomplish? Did we need to revise the plan in any way?

**Tip**

- ★ Sometimes plans have to change. An unexpected fire drill or a great discussion takes too long and you have to alter the plan. Celebrate these changes and let students know that even though the *unexpected* happened they were flexible and made a new plan. This concept will be taught in greater detail in future lessons.

5. Remind students they are working towards a large group prize. Each day you will add their tally marks to a bank. When they reach \_\_\_\_\_ tallies they will get a group celebration or prize.

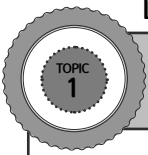
**Tips**

- ★ Determine what this prize or prize options will be ahead of time. See Troubleshooting section for suggestions.
- ★ When selecting how many tallies your students need to earn, consider how many they will earn on a given day (no fewer than 10), and how long they can wait for the reinforcement and still maintain motivation (no longer than 3 weeks).



LESSON 1 • Closing

- 
- ★ Post the tally bank in the front of the classroom so students are constantly reminded of how close they are to their goal (i.e., a goal thermometer).
  - ★ Have fun, get silly, demonstrate enthusiasm as you reflect on their accomplishments and their progress towards the group goal.
  - ★ If students have a challenging group, reflect on what might happen differently in future groups to be more successful.
6. Distribute the Classroom Practice handout to all instructors who interact with your students and would benefit from supporting students as they work on their new skills.



# Classroom Practice 1

Dear Teachers:

Your student, \_\_\_\_\_, had his/her first group meeting of *Unstuck and On Target!* today. *Unstuck and On Target!* will teach your student to be more flexible, set goals, and make plans. We will be meeting almost every week this school year. We will be having fun in groups, but also working on new skills. Your student will need some extra help from you to be able to use these skills. Every week we meet, you will get a Classroom Practice sheet like this one (except shorter) so you can help your student use the *Unstuck and On Target!* vocabulary and skills in class. It will help if you treat Classroom Practices as fun and positive activities.

I'm really looking forward to working with you and your student this year. Please let me know if you have any questions.

Sincerely,

\_\_\_\_\_

Group leader

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

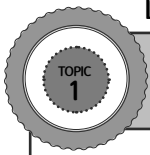
**Summary:** The students just created a group Code of Conduct, and they played a get to know each other game. The students are working together to earn a group prize.

## What you can do to support your student's learning and generalization:

1. Ask your student to tell you about his/her group.
2. Help your student experience success as a group member. You can help your students master their ability to participate in groups by connecting their actions to their own success and the success of the group. The more you use this language with your students, the better they'll be able to contribute to the many different group situations in your class. Refer to the attached icons and key vocabulary as a reminder.
  - a. For example:
    - i. *"Thank you for respecting other people's ideas. When you respect others' ideas, you make your friendships stronger."*
    - ii. *"Thank you for working toward our goal together today!"*
    - iii. *"When you each stay quiet like this, we make so much progress—thank you!"*
    - iv. *"You did a great job following directions!"*

You may already be doing something like a Code of Conduct, but if it's something you're thinking about adding, please see the next page.

(continued)



# Classroom Practice 1

## 4 Steps to a Classroom Code of Conduct

**Step 1:** Create your classroom's code. Keep the language simple. You can include your students in the creation of the Code of Conduct. Here is an example:

### Group Rules

1. Listen when others are talking.
2. Respect other people's ideas.
3. Follow directions.

**Step 2:** Display the Code of Conduct where it is easy for everyone to see.

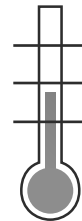
**Step 3:** Use your daily language to reinforce your students' efforts and encourage them to keep following the Code of Conduct.

**Step 4:** Reward desired behavior by creating a class goal. It could be a special event or activity—something that will motivate your students to follow the Code of Conduct. Display the reward chart and daily tracking next to the Code of Conduct. Here are examples:

## Room 221's Race to the Top!



Goal  
100 tallies = A Game Day



(continued)



# Classroom Practice 1

## Key *Unstuck and On Target!* Scripts & Icons



### Goal, Why, Plan, Do, Check

When you see this, there's a good opportunity to help students complete multiple-step activities by breaking them down into smaller, manageable tasks!



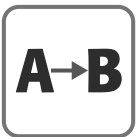
### Flexible

When you see this, there's a good opportunity to help students recognize the benefits of being flexible in challenging or unexpected situations!



### Stuck

When you see this, there's a good opportunity to help students recognize when they're "stuck" on something and think of ways to get "unstuck!"



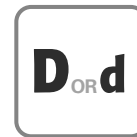
### Plan A → Plan B

When you see this, there's a good opportunity to help students recognize that if their first plan doesn't work, there are other options (Plans B, C, D, etc.) available to them!



### Choice/No Choice

When you see this, there's a good opportunity to help students identify what is within their power to change and what is not!



### Big Deal/Little Deal

When you see this, there's a good opportunity to help students learn to distinguish what is important from what is not important!



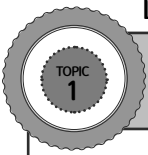
### Compromise

When you see this, there's a good opportunity to help students learn strategies for negotiating with others so both people get part of what they want!



### Target Goal

When you see this, there's a good opportunity to help students identify their goals and the steps needed to achieve them!



# Home Practice 1

Dear Parents:

Your child participated in the first group meeting of *Unstuck and On Target!* today. *Unstuck and On Target!* will teach your child to be more flexible, set goals and make plans. We will be meeting almost every week this school year. We will be having fun in groups, but also working on new skills. Your child will need some extra help from you to be able to use these skills at home. Every week we meet, you will get a Home Practice sheet like this one so you can help your child use the *Unstuck and On Target!* vocabulary and skills at home. It will help if you treat Home Practices as fun and positive activities.

I'm really looking forward to working with you and your child this year. Please let me know if you have any questions.

Sincerely,

\_\_\_\_\_

Your child's group leader

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Summary of today's group:** Your child learned that his or her behaviors affect himself or herself, others, and the success of the group. In order to have a positive effect, your child helped create a Code of Conduct today. Then, the group played a game to get to know each other. The whole group is working together to earn a prize.

## What you can do at home:

1. Ask your child to tell you about his/her group.
  - Can your child remember any of the group members' names?
  - Anything they like or share in common?
  - Anyone they'd like to see outside of group?
2. Help your child practice good behavior and connect good behavior to positive effects on himself or herself and others.
  - For example, say to your child:
    - *"Thank you for listening. Your listening helped us finish more quickly."*
    - *"You worked really hard on that!"*
    - *"Great job following directions!"*
3. Post the attached sheet of key vocabulary words as a reminder.

(continued)

# Home Practice 1

## Key *Unstuck and On Target!* Scripts & Icons



### Goal, Why, Plan, Do, Check

When you see this, there's a good opportunity to help students complete multiple-step activities by breaking them down into smaller, manageable tasks!



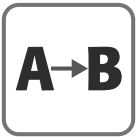
### Flexible

When you see this, there's a good opportunity to help students recognize the benefits of being flexible in challenging or unexpected situations!



### Stuck

When you see this, there's a good opportunity to help students recognize when they're "stuck" on something and think of ways to get "unstuck!"



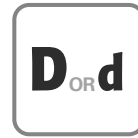
### Plan A → Plan B

When you see this, there's a good opportunity to help students recognize that if their first plan doesn't work, there are other options (Plans B, C, D, etc.) available to them!



### Choice/No Choice

When you see this, there's a good opportunity to help students identify what is within their power to change and what is not!



### Big Deal/Little Deal

When you see this, there's a good opportunity to help students learn to distinguish what is important from what is not important!



### Compromise

When you see this, there's a good opportunity to help students learn strategies for negotiating with others so both people get part of what they want!



### Target Goal

When you see this, there's a good opportunity to help students identify their goals and the steps needed to achieve them!

For students with executive function challenges, problems with flexibility and goal-directed behavior can be a major obstacle to success. With this enhanced second edition of this popular curriculum—**now in a new format that’s optimized for both in-person and virtual instruction**—you’ll have everything you need to explicitly teach executive function skills in today’s educational environment.

A highly effective intervention for students ages 8–11, *Unstuck & On Target!* gives you 21 ready-to-use, field-tested lessons that boost critical skills like cognitive flexibility, problem solving, coping, and goal setting. Ideal for use with learners with autism, ADHD, and other challenges that affect executive function, this curriculum includes a comprehensive **manual** and a package of **digital components** that are easy to use in face-to-face or virtual settings.

*Unstuck and On Target!* Benefits:

- **Optimized for the way you teach today.** The new reconfigured format makes the kit more flexible—you can use it in schools or during remote instruction.
- **Meets the needs of MTSS Tier 2 learners** who need more focused instruction.
- **Gives you step-by-step routines, activities, and scripts** to help students improve executive function skills.
- **Targets the flexibility and planning skills every student needs** to learn effectively, reduce stress, problem-solve, and more.
- **Makes learning fun** with engaging games, role plays, stories, and lively class discussions.
- **Reinforces new skills** through 19 Home Practice handouts in English and Spanish.

ABOUT THE AUTHORS: **Lynn Cannon, M.Ed.**, is a Social Learning Specialist at The Ivymount School and The Maddux School, both in Rockville, Maryland. **Lauren Kenworthy, Ph.D.**, is Professor of Neurology, Pediatrics, and Psychiatry at the George Washington University School of Medicine and Director of the Center for Autism Spectrum Disorders at Children’s National Health System. **Katie C. Alexander, OTD, OTR/L**, is an Occupational Therapist, a Clinician-Researcher, and Founder of The Occupational Therapy Institute. **Monica Adler Werner, M.A.**, is a Program Director for Development, Training and Consulting at The Ivymount School and parent coach in the Washington, D.C., area. **Laura Gutermuth Anthony, Ph.D.**, is an Associate Professor in the Department of Psychiatry, University of Colorado School of Medicine, Pediatric Mental Health Institute, Children’s Hospital Colorado.

“A wonderful example of how best to translate solid research findings into accessible, effective, and engaging intervention.”

—Peter Gerhardt, Executive Director of the EPIC School in Paramus, NJ  
(praise for the first edition)

### WHAT’S IN THE REFORMATTED KIT:

- One print manual
- Two digital, print-ready game boards, available as one-page 11" x 17" PDFs and two-page 8.5" x 11" PDFs
- Four digital, print-ready posters
- 50+ handouts—digital downloads now available as fillable PDFs

Need preprinted game boards and posters? Order a package at [www.brookespublishing.com](http://www.brookespublishing.com)