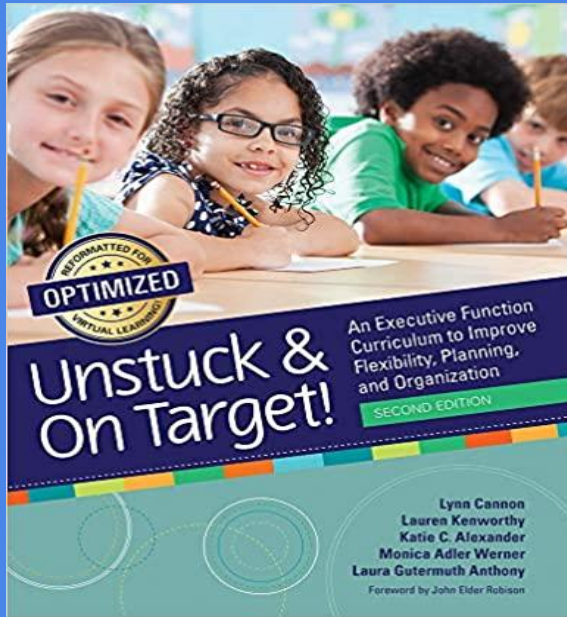


Feedback by Elementary school Educators on “Unstuck and on Target” online training & implementation among students with ASD &/or ADHD

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University of Colorado
Anschutz Medical Campus



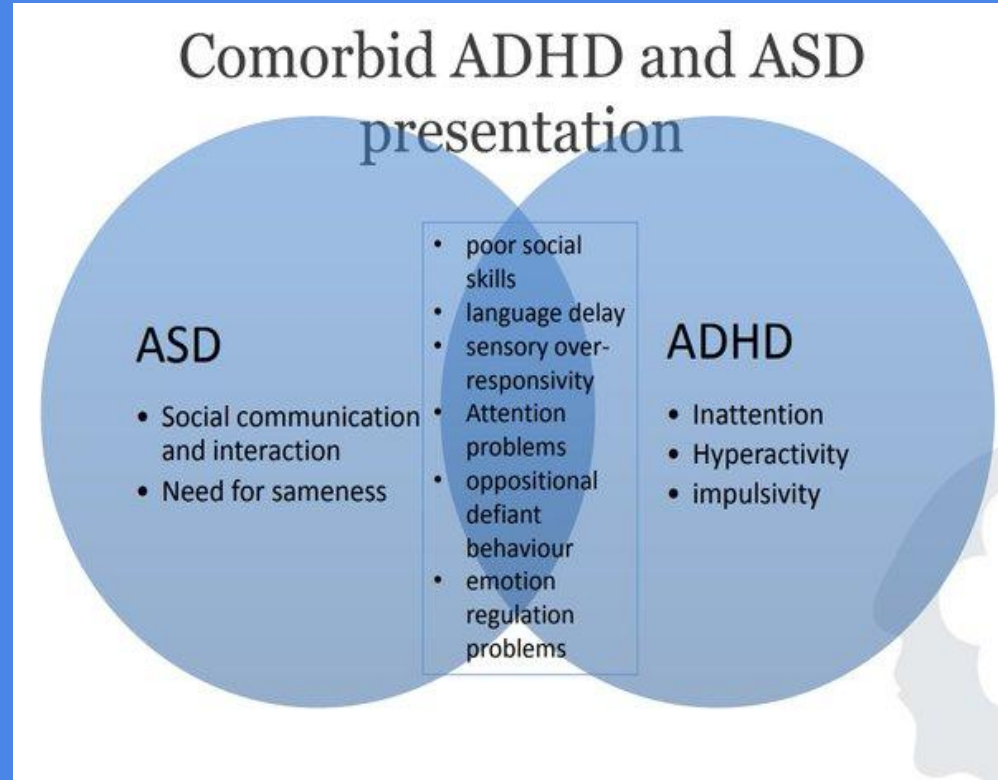
What is Executive Functioning?

- Executive Functioning (EF)¹
 - Contains working memory (WM), inhibitory control, and set shifting
 - planning, flexibility, organization, and working memory



Why EF matters?

- Most students with ASD and ADHD tend to have EF challenges²
- EF challenges make it difficult for disciplining children²
- Children experiencing EF challenges may not perform as well in academic settings²



What is “Unstuck and On Target?”

- “Unstuck and On Target” (UOT)³
 - EF intervention for elementary students
 - Contains 21 training modules
 - Includes workbook sheets, videos, & lesson plans



Why “Unstuck” matters?

- Previous study indicated that participants significantly improved in EF skills from Unstuck group compared to PATSS²
- PATSS (Parents and Teachers Supporting Students)²
 - an adaptation of contingency behavioral management
 - 15 weeks
 - Not actively teaching EF skills



Module 6: Identifying and Coping with Emotions

LESSON 3 VISUAL

Feelings Target

Unstuck and On Target! An Executive Function Curriculum to Improve Flexibility, Planning, and Organization, Second Edition, by Lynn Cannon, Lauren Kenworthy, Katie C. Alexander, Monica Adler-Werner, & Laura Gutermuth Anthony. Copyright © 2021 Paul H. Brookes Publishing Co., Inc. All rights reserved.

Overwhelming number of feelings

Intense amount of feeling

Feelings Chain Blank

Scenario 1: Use the first example to create a Feelings Chain based on a situation when feelings drove actions, and the situation did not improve.

Event	
↓	
Feeling	
Feelings word: <input style="width: 150px;" type="text"/>	Number: <input style="width: 50px;" type="text"/>
↓	
Action	
↓	
How Others Feel	
↓	
Consequence	
↓	
I Feel	
Feelings word: <input style="width: 150px;" type="text"/>	Number: <input style="width: 50px;" type="text"/>

(continued)

Research Aims



1. Is there a difference in Unstuck knowledge among implementers before and after the training?
2. Educators' responses to how they felt recognizing EF challenges in their students
3. Educators' responses to their ability to apply strategies for creating affirming environments for their students



Overarching Hypothesis

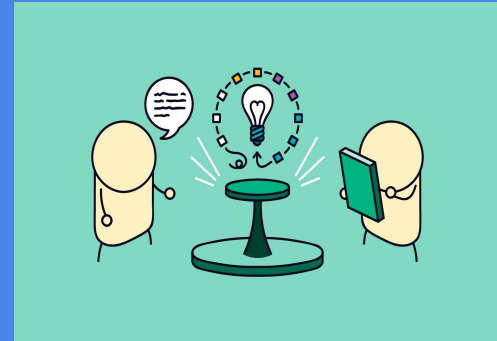
After implementing Unstuck, educators will report that they felt more prepared to meet needs of their students, more knowledgeable about curriculum, and creating affirming environment.



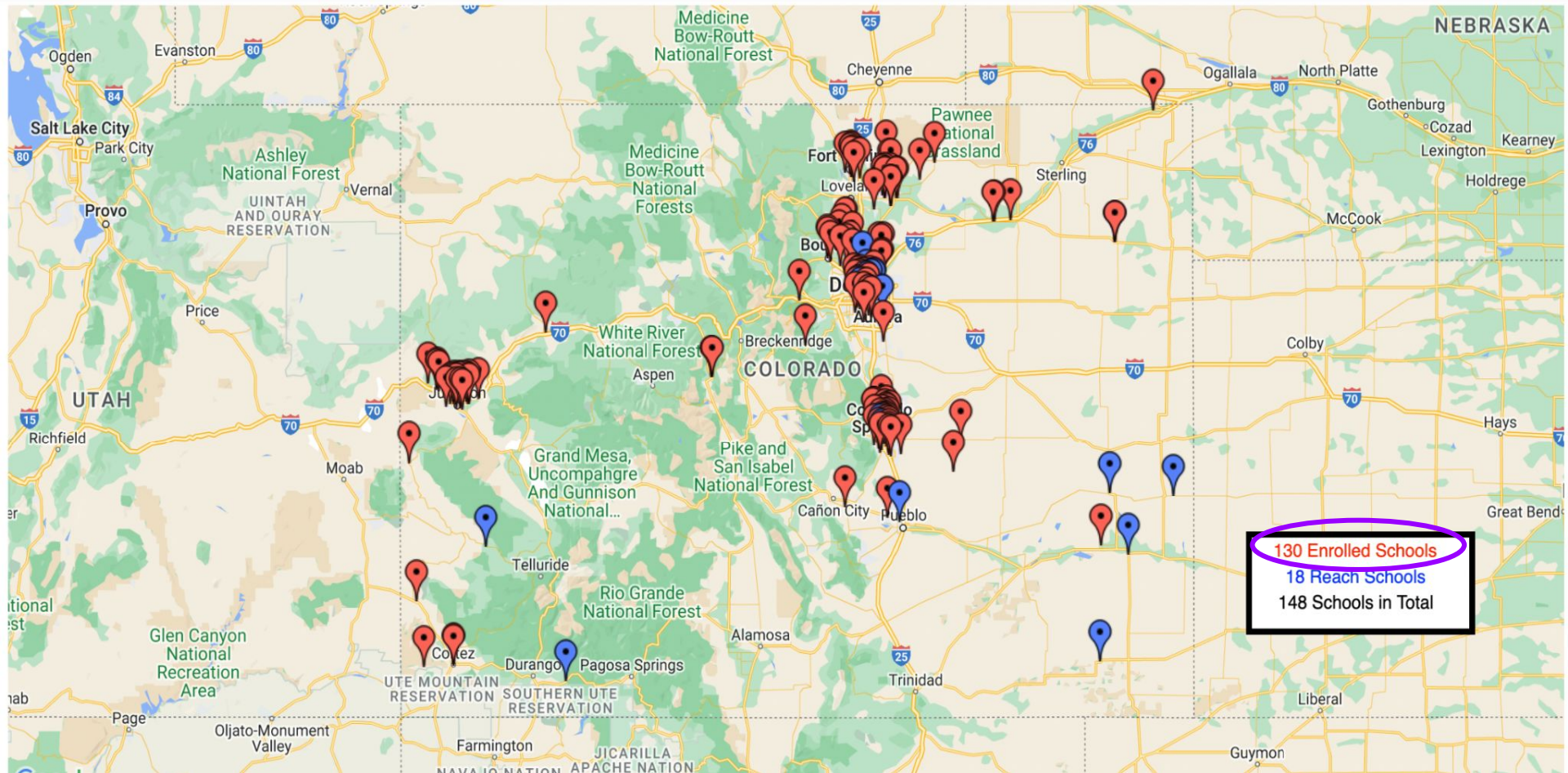
Methods



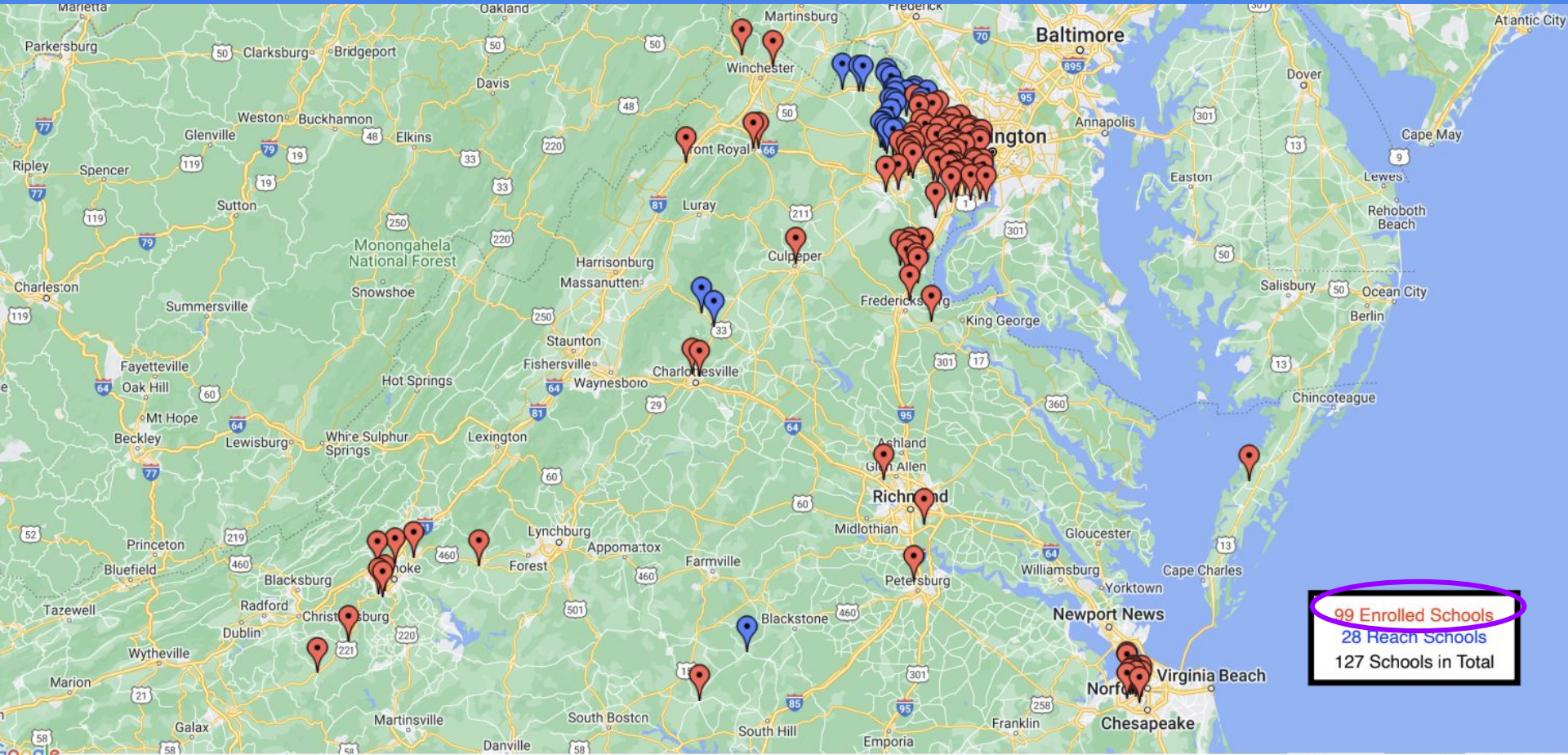
- Survey participants: 152 implementers
- Likert scale
 - Aim 2: 1=totally disagree, 5=totally agree
 - Aim 3: 1=strongly decreased, 5=strongly increased
- Paired samples t-test
 - pre-test & post-test surveys
 - Knowledge based questions (Aim 1)
- Descriptive statistics
 - Post-test data only
 - Learning objectives (Aim 2)
 - Affirming environment (Aim 3)



Map of Colorado Schools



Map of Virginia Schools



Demographic Descriptive Data of Implementers, n=152

	Number of years of professional experience	Age
Mean	11.23	40.54
median	10	40
SD	8.25	10.9
total	281	265

Demographics (N=281)

	N	%
Race:		
Native American/Alaska Native	1	0.36%
Asian	7	2.49%
Black or African American	8	2.90%
White	253	90.40%
multiracial	9	3.20%
another race	2	0.71%
Gender:		
male	17	6.05%
female	264	93.95%
Profession:		
Special Education Teacher	97	34.52%
General Education Teacher	28	9.96%
School/Guidance counselor	48	17.08%
School Psychologist	53	18.86%
Social worker	22	7.83%
other	32	11.39%

Paired Sample Test for Correct Answers on Knowledge Based Questions

	Post	Pre
Mean	19.14	18.54
Standard Deviation	2.580	2.988
<i>df</i>	158	
<i>t</i>	2.04	
<i>p</i> -value (one-tail)	0.021	

Inferential Statistics
for Aim 1

Descriptive Data
for Aim 2

survey response	mean	STDV	Variance	total	Totally disagree	Agree	Totally Agree
Learn how to recognize executive function problems in your students:	4.45	0.58	0.33	141	0.71%	52.48%	46.81%

Descriptive
Data for Aim 3

survey response	mean	STDV	Variance	total	strongly decreased	Has remained the same	Increased	Greatly Increased
My ability to apply strategies for creating affirming environments for elementary students has:	4.18	0.6	0.36	141	0.71%	6.38%	65.96%	26.95%

Discussion

- My hypothesis = supported
- Aim 1:
 - significant difference between # of correct answers before & after Unstuck
 - increased in Unstuck knowledge after the training
- Aim 2:
 - implementers felt that they were able to detect EF challenges in students
- Aim 3:
 - implementers felt that their ability for creating affirming environments for students increased

Future Directions

- Unstuck can be applied to different age groups
 - Preschool
 - Middle school
 - High school

- Unstuck can support other groups
 - learning differences
 - mental health conditions



Strengths & Weaknesses

- Strengths:
 - Implementors from different elementary schools
 - Large sample size (n=122)
 - Both descriptive & inferential
- Weaknesses:
 - Convenience sampling
 - Only elementary schools (limited external validity)
 - Not enough data for additional inferential stats



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Conclusion

Data shows that Unstuck can facilitate implementers' abilities to better recognize EF challenges & offer an open environment



My PURPLE Experience

Shadowing

**Interpersonal
skills**

**Didactic
meetings**

**Helped
Unstuck team**

Acquired new skills



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 - Dr. Hagman, MD, director of Eating Disorders Program
- All of you



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Other resources

<https://app.luminpdf.com/viewer/62992953157e41ed86931dd1> (Colorado schools), created by Colorado Unstuck Research Team

<https://app.luminpdf.com/viewer/62992925157e41ed869313d1> (Virginia Schools), created by Colorado Unstuck Research Team

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