

Next Generation Interventions Moving Beyond Behaviors to Cognitions (Executive Functioning and Social Cognitive Skills) for Teens and Adults

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Dr. Mary Baker-Ericzen has a contract with the National Foundation for Autism Research to implement SUCCESS program

Dr. Mary Baker-Ericzen has financial investment in the Intricate Mind Institute

Agenda

- * Developmental Overview and Vocational Soft Skills
- * Provide overview of Cognitive Enhancement for Executive Functioning Challenges
- * Provide overview of Social Cognitive Skills training for Social Cognition Challenges
- * Introduce Supported employment, Comprehensive Cognitive Enhancement & Social Skills (SUCCESS) and College SUCCESS & TAY SUCCESS
- * Introduce Command and Control Cognitive Training & CBID
- * Present research findings

Acknowledgements

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**YOU HAVE BRAINS IN YOUR
HEAD. YOU HAVE FEET IN YOUR
SHOES. YOU CAN STEER
YOURSELF ANY DIRECTION
YOU CHOOSE.**

~ DR. SEUSS



Development over Life Course: Childhood to Adulthood

- * Shift occurs from learning from the environment to learning within the environment
- * Higher order thinking develops: executive functioning and social cognition
- * Expectations to be “independent” : Be decision-maker and care for self
- * Requirements for perspective-taking, inferring, predicting increase
- * Move from external supports to internal supports (own skills)

Low Employment for those with ASD



Snapshot of ASD Employment in CA

2014 - Autism Society of California Survey

38%

Currently attending
a day program or
sheltered workshop

29%

Attending
college FT or PT

17%

Employed
part-time

15%

At home - doing
nothing

9%

Employed
full-time

Percentages greater than 100% - respondents could choose more than one category.



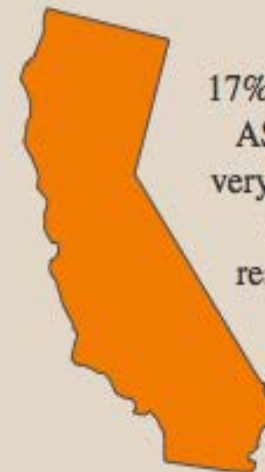
62% of adults with ASD want to work.



61% Graduated with a High School Diploma.



54% have volunteer, internship or work experience.



17% of parents/adults with ASD In California feel very knowledgeable about adult services and resources in their local area.

Resign yourself to this reality

46%

of newly hired
employees will fail within
18 months

89%

for lack of soft skills – such
as professionalism or ability
to get along with others

Soft Skill Savvy

15%

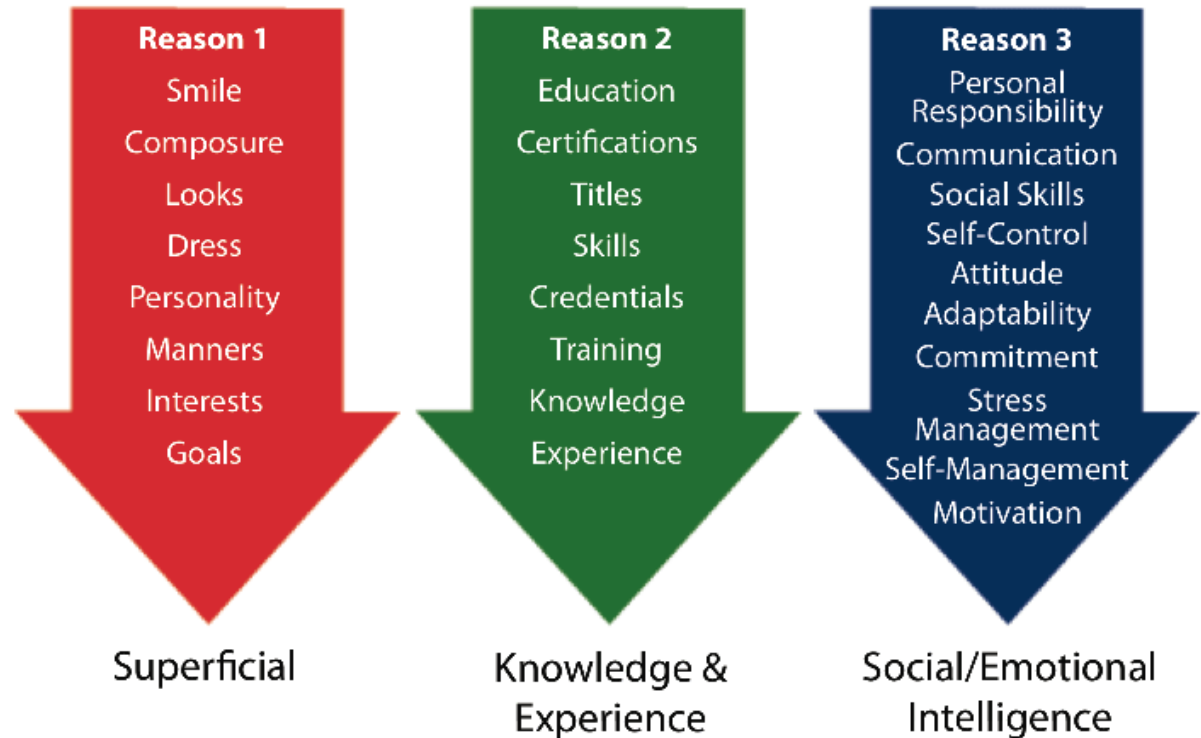
15% of your workplace/career success comes from your hard skills while

85%

comes from your ability to get along with people.

THE TURNOVER PROCESS

Some companies hire for Reason 1, some companies for Reasons 1 and 2, but most companies lose people because of Reason 3.



TOP 5

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SOFT SKILLS

What Successful People Know
That Every Employee Needs to Know



WHAT WE HOPE YOU'LL BE ABLE TO DO

Identify key performance indicators for important soft skills in your organization.

Build a process for capturing the business benefits of soft skills improvement.

Distinguish between Soft Skills and Hard Skills

Soft Skills	Hard Skills
<p>1) Definition: Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects.</p>	<p>Definition: Hard Skills are about a person's skill set and <u>ability</u> to perform a certain type of task or activity.</p>
<p>2) Example: Personal Qualities, Interpersonal Skills, etc.</p>	<p>Example: Job Skills like typing, reading, writing, etc.</p>



The Hard Truth about Soft Skills

Soft Skills can increase Job Retention and Improve Advancement



How to Measure the Impact of Employee Soft Skills Training

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What we hope you take-away:

How to identify key performance indicators for important soft skills in your organization.

How to build a process for capturing the business benefits of soft skills improvement.

How to create measurement plan for your program.

What are vocational “Soft Skills”?

"Soft skills" are often described as a cluster of **executive functioning** abilities and **social** graces that make someone a good employee and compatible to work with.

Autism Spectrum Disorders and Work

The cognitive and social skill challenges that are core features of AS diagnosis have been identified as major challenges to employment success for adults on the autism spectrum as these skills are what are referred to as “soft skills” in vocational settings

- Poor Executive Functioning
- Poor Social Cognitive Skills (perspective-taking)
- Poor Social Communication Skills

Improving Executive Functioning Cognitive Enhancement Therapy

- * **Executive Functioning:** is a term used to describe the many different cognitive processes that individuals use to control their behavior, adapt to their environment and respond to different situations . Described as higher order thinking

Cognitive Enhancement Training -Improving Executive Functioning Skills

- * **Restorative** –Rehabilitative-Habilitative (Training Brain)
- * **Compensatory**-Work arounds (Increasing Strategies)

Common Struggles when Executive Functioning Skills are Underdeveloped

- * Getting distracted or losing train of thought
- * Forgetting
- * Getting stuck on an idea
- * Not knowing what to do when there is a problem
- * Having trouble figuring out someone else's perspective
- * Not knowing what someone means when they say something
- * Not getting it- like with a joke or idiom or saying
- * Losing things
- * Getting overwhelmed by projects
- * Forgetting when to do things

Executive Functioning Package of Cognitive Skills

- * Sustained Attention: “sticking to it”
- * Inhibition: “look before leaping”
- * Learning & Memory: “wheels are turning”, “remember when”
- * Cognitive Shifting: “see the forest for the trees”
- * Cognitive Flexibility: “go with the flow”
- * Problem-solving: “think outside the box”
- * Contextual Awareness: “don’t judge a book by its cover”
- * Goal-Oriented Thinking: “can’t build Rome in a day”
- * Prospective Memory: “don’t forget to remember”

Typical Development of EF

- * Begin forming this area of brain around 8 yrs old
- * Rapid growth during teen years to young adults
- * Solidified abilities by 30's
- * **Initial ones**= sustained attention, cognitive shifting, flexibility and problem-solving
- * **Later ones**= inhibition, initiation, organization, contextual awareness
- * **Last ones**= self-monitoring, goal-oriented thinking and prospective memory

EF= Command and Control Center

- * Interlinked
- * Used for every aspect of day to day life
- * Foundation for development of social skills too
- * Life long-Called “soft skills” in vocational settings

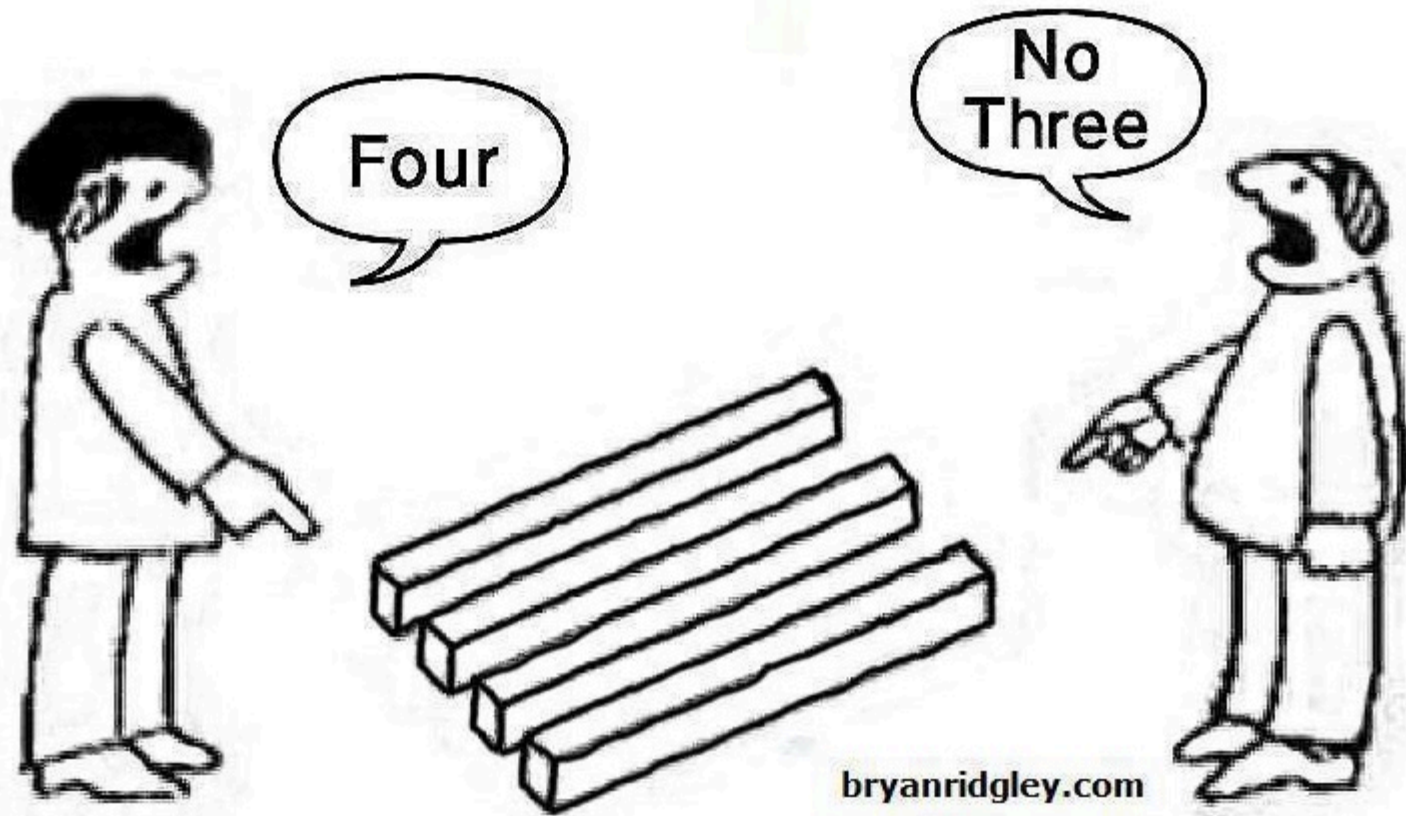
- * All EF problems occur more for non-preferred, non-interesting parts of life

Executive Functioning Skills: Why need them?

Case: 17 yr teen

His mother comes into his room in the morning and wakes him up for school at 7:00 to be ready to leave by 8:00. This is because he did not awaken by his alarm. He stays in bed for another 15 min. Then he gets up and goes to the bathroom. In the bathroom he sees his comic book so he begins reading it. At 7:40 he comes out of the bathroom to get dressed but can't find his shoes. He also forgot to brush his hair or teeth while in the bathroom. He goes to eat breakfast and eats his cereal in the same slow method (as if he was on time) not tracking time and noticing it is already 7:55 (late). Mom says frantically it's time to leave and he now doesn't know where he left a paper that he needs to turn in today and he refuses to leave without it. Later, the teacher sends him (and cc's mom) an email to inform him that he is not passing English class because he never turned in his autobiography paper that he had 4 weeks to complete.

Social Cognition



Improving Social Cognitions

Social Cognition Training

- * **Social cognition**- the ability to think about the minds and mental states of others
- * Originally viewed as a sub-type of social psychology that focuses on how people process, store, and apply information about other people and social situations. Now studied by neuropsychologists as a cognitive neuroscience function.
- * Processes used to decode and encode the self, other people and interpersonal knowledge

Common Struggles when Social Cognitive Skills are Underdeveloped

- * Difficulty making inferences
- * Egocentric
- * Clueless
- * Missing the humor in a joke
- * Saying something that is considered rude or inappropriate
- * Doing the unexpected
- * Showing insincerity
- * Misreading social cues
- * Arguing or emotionally upset by a discussion
- * Disregarding someone's feelings

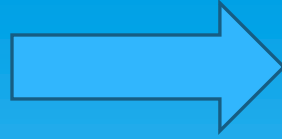
Social Cognitive Skills

- * Perspective-taking- “putting yourself in someone’s shoes”
- * Social awareness- “if the shoe fits wear it”
- * Social knowledge- “use the magic word”
- * Emotional awareness- “take a chill pill”
- * Social communication- “what’s up dog?”

Manual to Automatic

- * Brain plasticity
- * New neural pathways can be developed at any time





ACHIEVE group

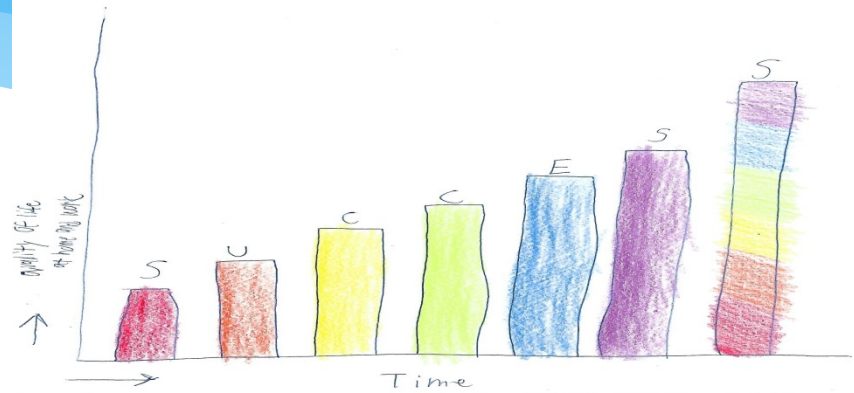
**Active Collaborative Hub for
Individuals with ASD to Enhance
Vocation and Education**

Researchers, Educators, Government Agency
Administrators, Community Program Providers,
Family Members, Individuals with AS

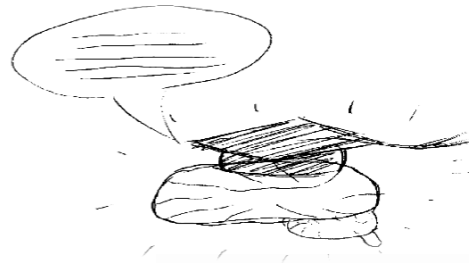
SUCCESS Interventions

SUpported Comprehensive Cognitive Enhancement & Social Skills

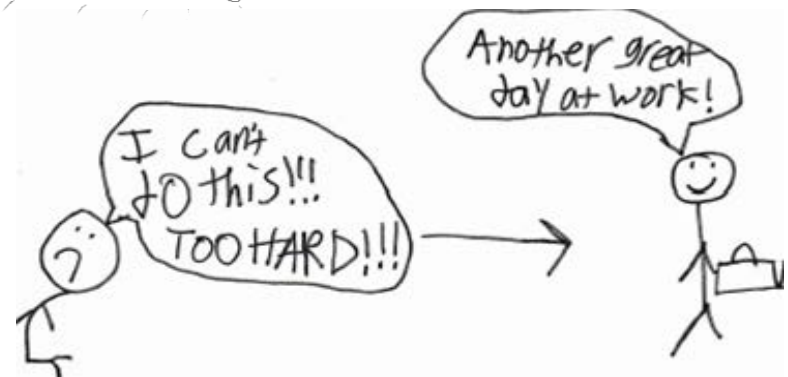
Employment SUCCESS



College SUCCESS



Transition Age Youth
TAY SUCCESS



More Interventions

Command & Control
Cognitive Training



Cognitive Behavioral Intervention for Driving
CBID



Executive Functioning: How to develop them?

Environment changes

- * **Step 1:** Teach “special places”. Everything should have a place. Label as needed.
- * **Step 2:** Visuals and Writing things down. Checklists, to do lists, notes, images, diagrams, logic models, org charts.
- * **Step 3:** Use time keeping and monitoring systems. Watches, timers, calendars, schedules
- * **Step 4:** Allow for small movements. Fidgets
- * **Step 5:** Build in fun and humor

Executive Functioning: How to develop them?

Train Brain: Teach Skills

Step 1: Change language from “do this” to “think!”

“What should you do?” or “What do you think?”

“What’s your goal?” “What’s your plan?” “Plan B?”

Step 2: Support but DON’T save. Experience the outcome (good and bad).

Step 3: Teach one EF skill at a time and then prompt integration in use and application.

Step 4: Teach with rationale, skill training, experiential and application

SUCCESS

(Supported employment, Comprehensive Cognitive Enhancement & Social Skills)

- * Executive Functioning & Social Cognition Skill Development Group
- * Incorporates Elements from: 1. Compensatory Cognitive Training (Twamley et al, 2008,2012,2015-schizophrenia/SMI) and 2. Social Thinking and Social Behavior Mapping (Michelle Garcia-Winner, Pamela Crooke- youth with ASD)
- * 26 weeks in length (College version is 15 weeks/semester)
- * 1.5 hr 1 x per week (2 hrs for some) (College version 2-2.5 hr per wk)
- * Adults 18 + (post high school)
- * Small group 4-6 participants (College students 6-10)
- * Psychoeducational group with hands on experience and weekly practice assignments “Try It and Apply Its”
- * Geared for vocational setting
- * “visual” and “humor” based to engage and encourage learning
- * Self-help style corresponding workbook

TAY SUCCESS

Transition Age Youth (TAY) Supported Employment, Comprehensive Cognitive Enhancement and Social Skills (SUCCESS) curriculum.

- * 34 weeks in length (about 8 months over 9 mth school yr)
- * 45-60min 2 x per week (2 hr group 1 x week)
- * Students 16-21 yrs (education setting)
- * Small group 4-6 participants
- * Psychoeducational group with hands on experience and weekly practice assignments “Try It and Apply Its”
- * Geared for “life” setting: school, work, social, independence, health
- * “visual” and “humor” based to engage and encourage learning
- * Self-help style corresponding workbook

Cognitive & Social Cognition Training: CORE COMPONENTS

- 1. Psychoeducation-** teaching to comprehension of the construct, neuroscience terminology and neurological function
- 2. Experiential (failure)-** notice when it is not activated and what it feels like
- 3. Teaching of strategies (Moves)-** specific ways to “activate” brain function to be used at given time
- 4. Experiential (success)-** notice what it’s like when turned on, explanation of how to turn on and learn ability to “turn on”,
- 5. Practice-** Activities, role-plays, scene simulations, real-world scenarios (capture opportunities as arise)
- 6. Life demonstrations-** assignments to complete in own life called “Try it and Apply it!”

SUCCESS: Table of Contents

1. CURRICULUM OVERVIEW
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3. PROSPECTIVE MEMORY PART II
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6. LEARNING & MEMORY PART III: Encoding
7. LEARNING & MEMORY PART IV: Retrieval
8. COGNITIVE FLEXIBILITY
9. COGNITIVE FLEXIBILITY & PROBLEM-SOLVING
10. GOAL-ORIENTED THINKING
11. CONTEXT AWARENESS PART I
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13. INTRODUCTION TO SOCIAL THINKING
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23. SELF ADVOCACY
24. SOCIAL NETWORKING & SOCIAL TECHNOLOGY
25. REVIEW CONCEPTS & GIST
26. COLLABORATIVE WORK & CELEBRATE SUCCESS

LEARN

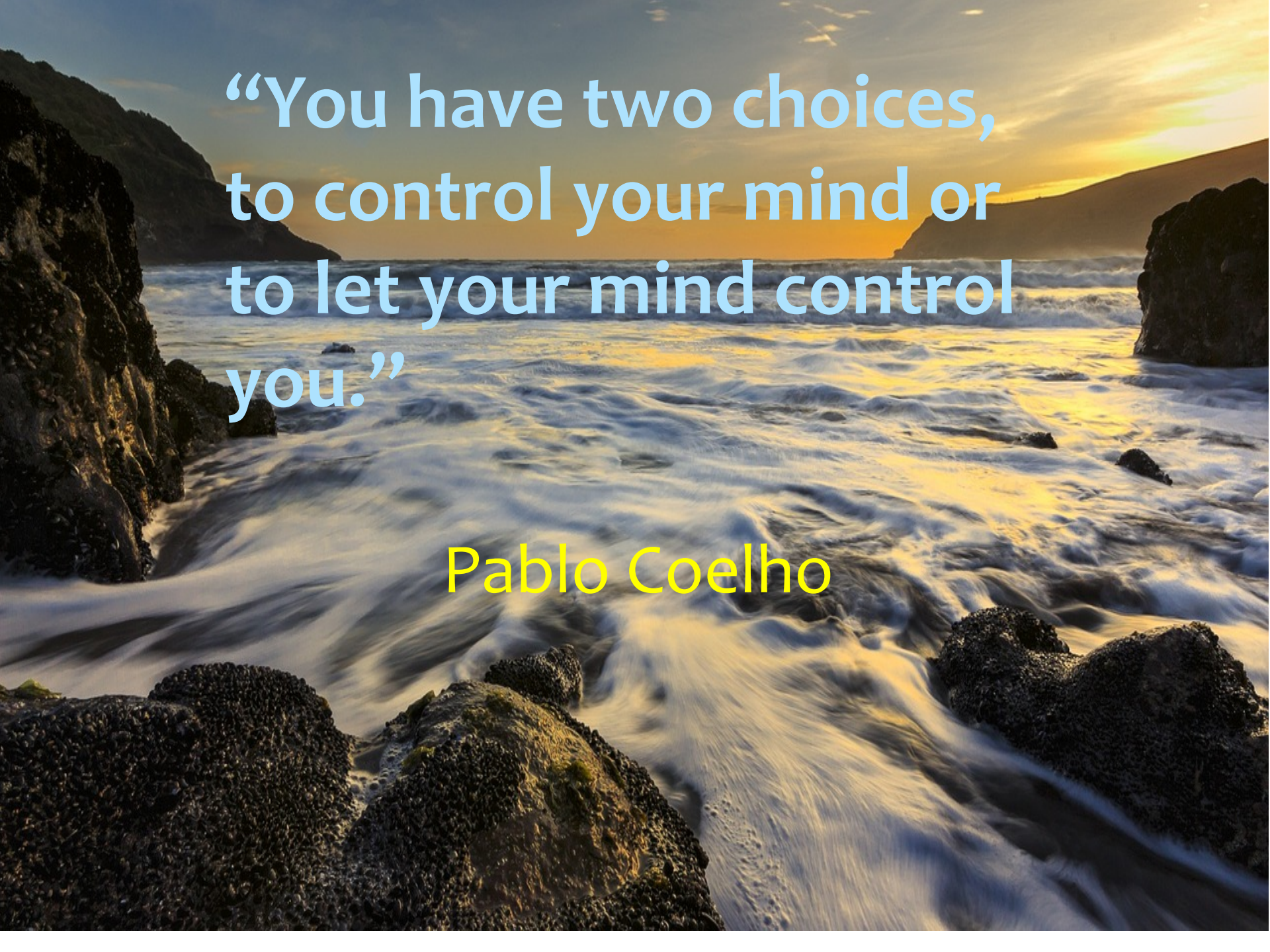


PRACTICE



CELEBRATE

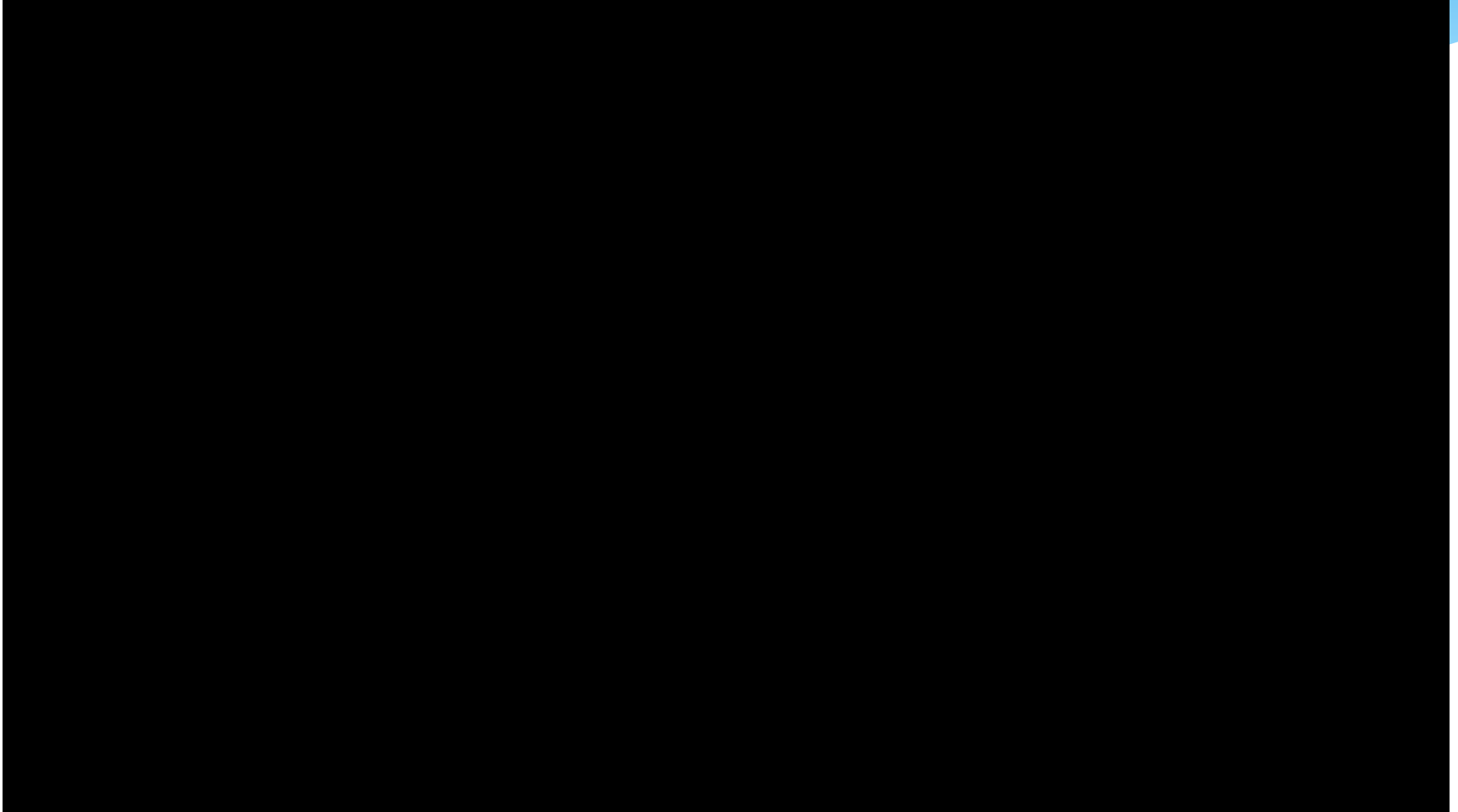




“You have two choices,
to control your mind or
to let your mind control
you.”

Pablo Coelho

Video: SUCCESS Meeting 5 Encoding- Psychoeducation



SUCCESS Participant Workbook- Meeting 10

Cognitive Flexibility



Cognitive Flexibility: The ability to “switch gears,” generate novel ideas, and think adaptively.

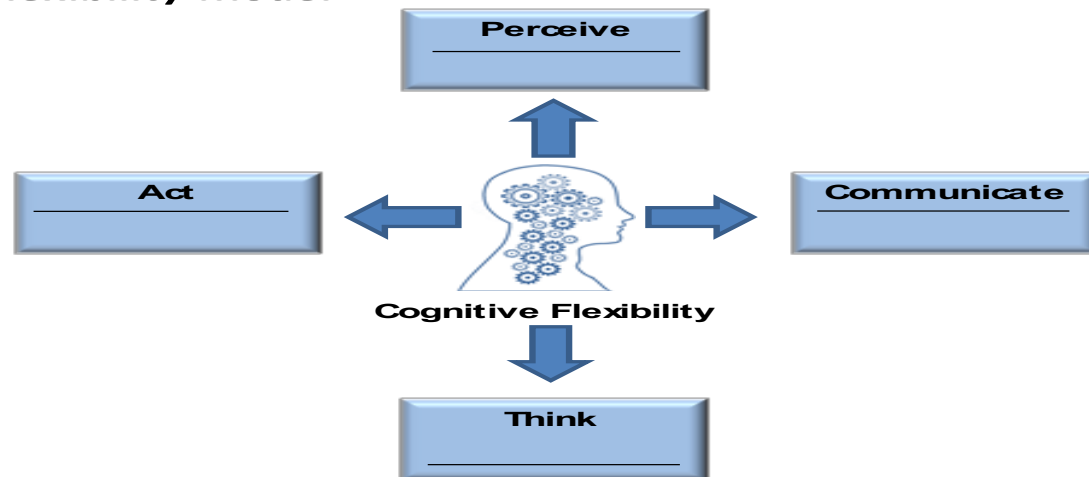
Sometimes people have trouble understanding others or what to do in situations because they are thinking rigidly. For example, people fixate on how something should be done in *one* particular way when in fact there are *multiple* ways it could be done. This can be referred to as being inflexible, rigid, or “stuck.”

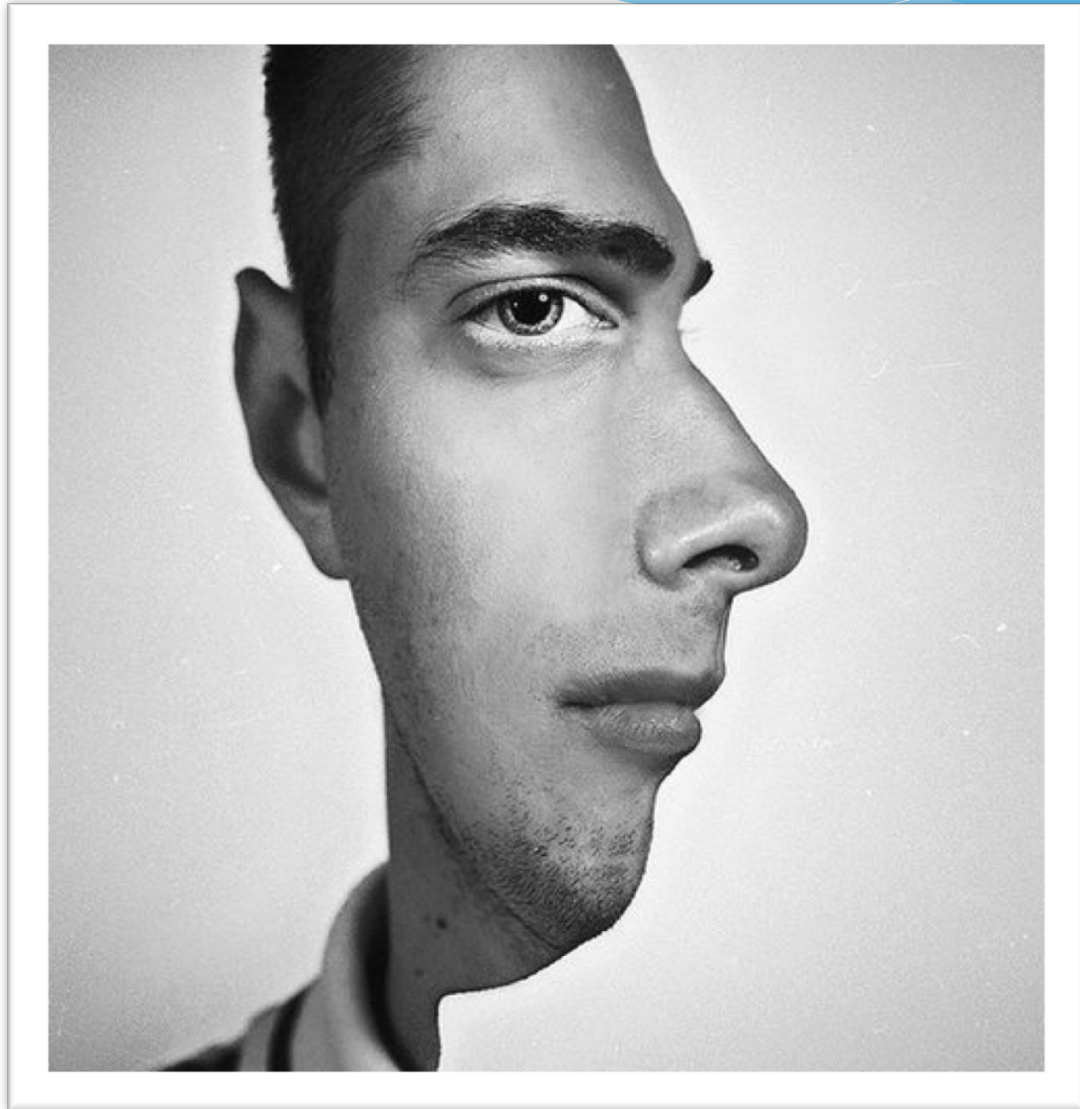
At any given time, you may be exposed to stimuli and interpret, express, understand, or approach it differently from others. *There is often more than one way to perceive, communicate, think, or do something.* Today, you will learn moves that will help you “switch gears” so you can be flexible, avoid getting stuck, and adapt to changing circumstances.

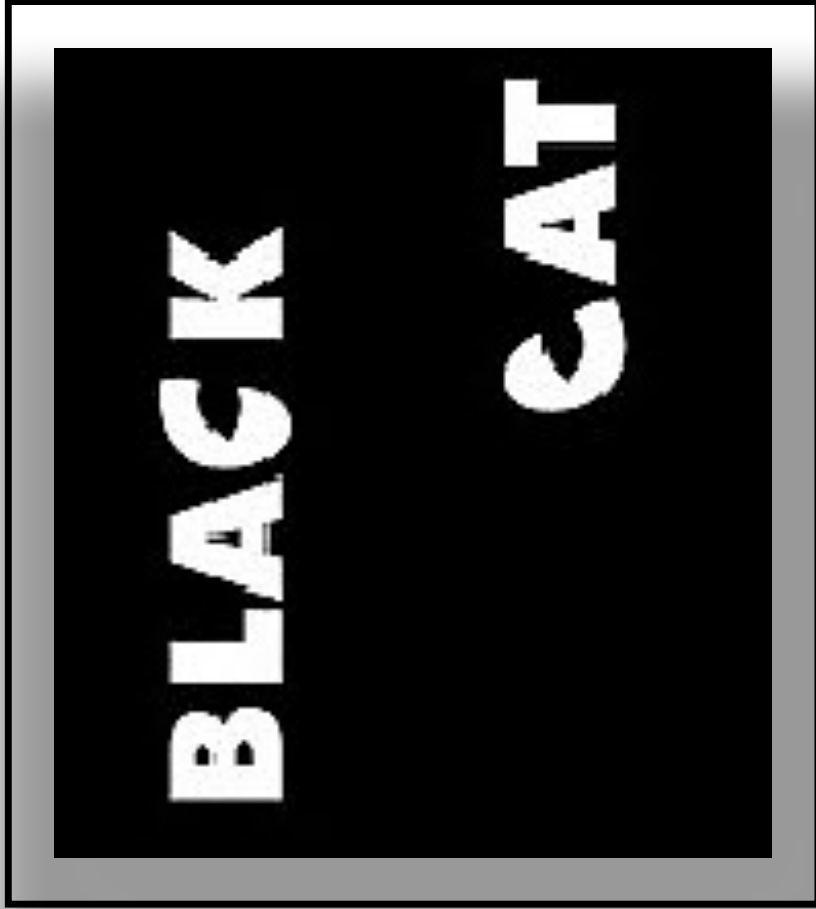
Flexibility comes in many forms:

- **Perceiving** – See things differently
- **Communicating** – Say and hear things differently
- **Thinking** – Have different thoughts
- **Acting** – Do things differently

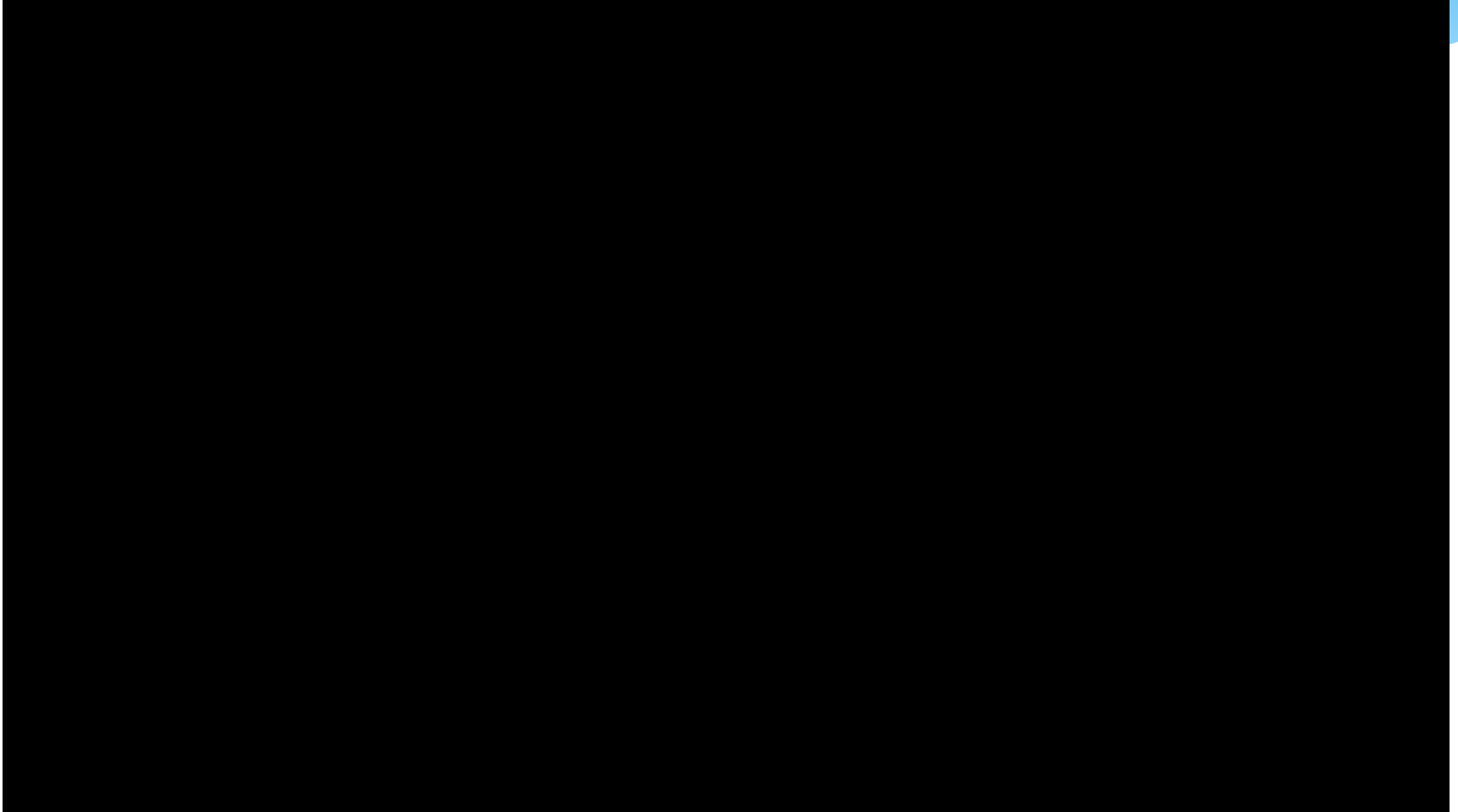
Cognitive Flexibility Model





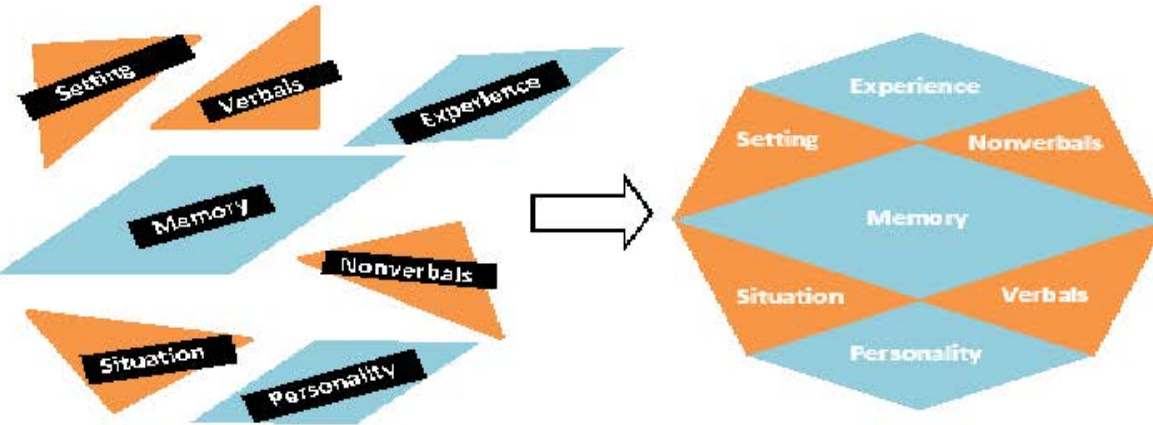


Video: College SUCCESS Meeting 4 Attention-Sustaining Attention



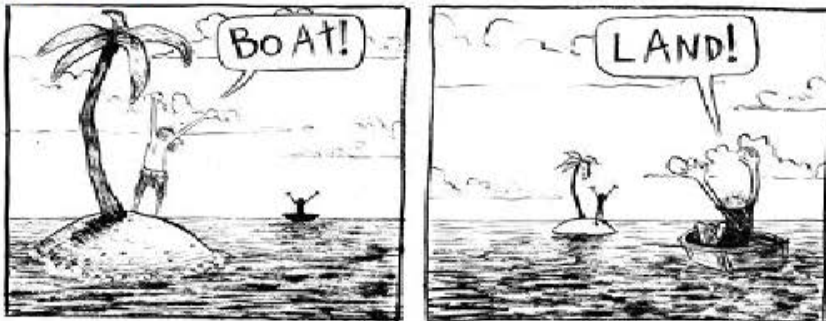
Piecing together the Big Picture

To be able to make smart guesses, we have to put **all** of the context clues together to see the big picture. Remember: the big picture is the main point or gist of the situation.



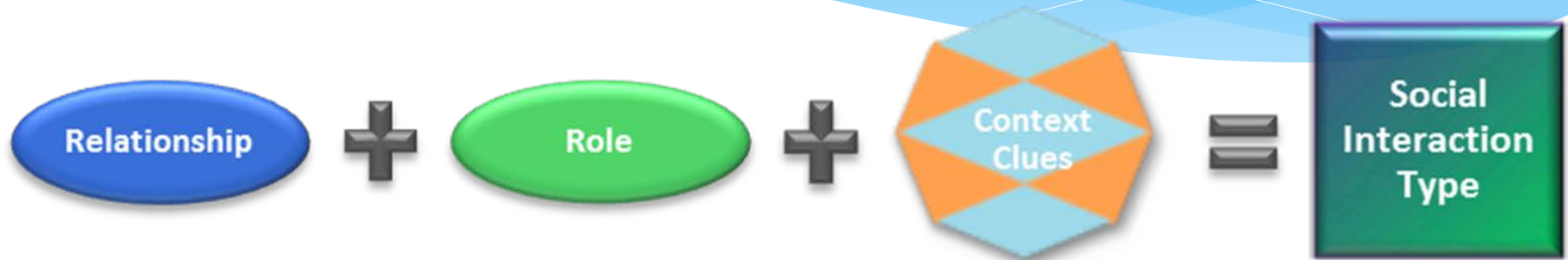
SUCCESS meeting 11
Contextual Awareness
Participant Workbook

Look at the cartoon below. It is funny to us, because we can see **all** of the context clues and we have **all** of the information.



If you miss or misunderstand a context clue, it can change the meaning of a scenario significantly.

Logic Model of Social Awareness



Logic Model of Social Communication

THINK

Perspectives
Me & Others'



Social
Interaction
Type

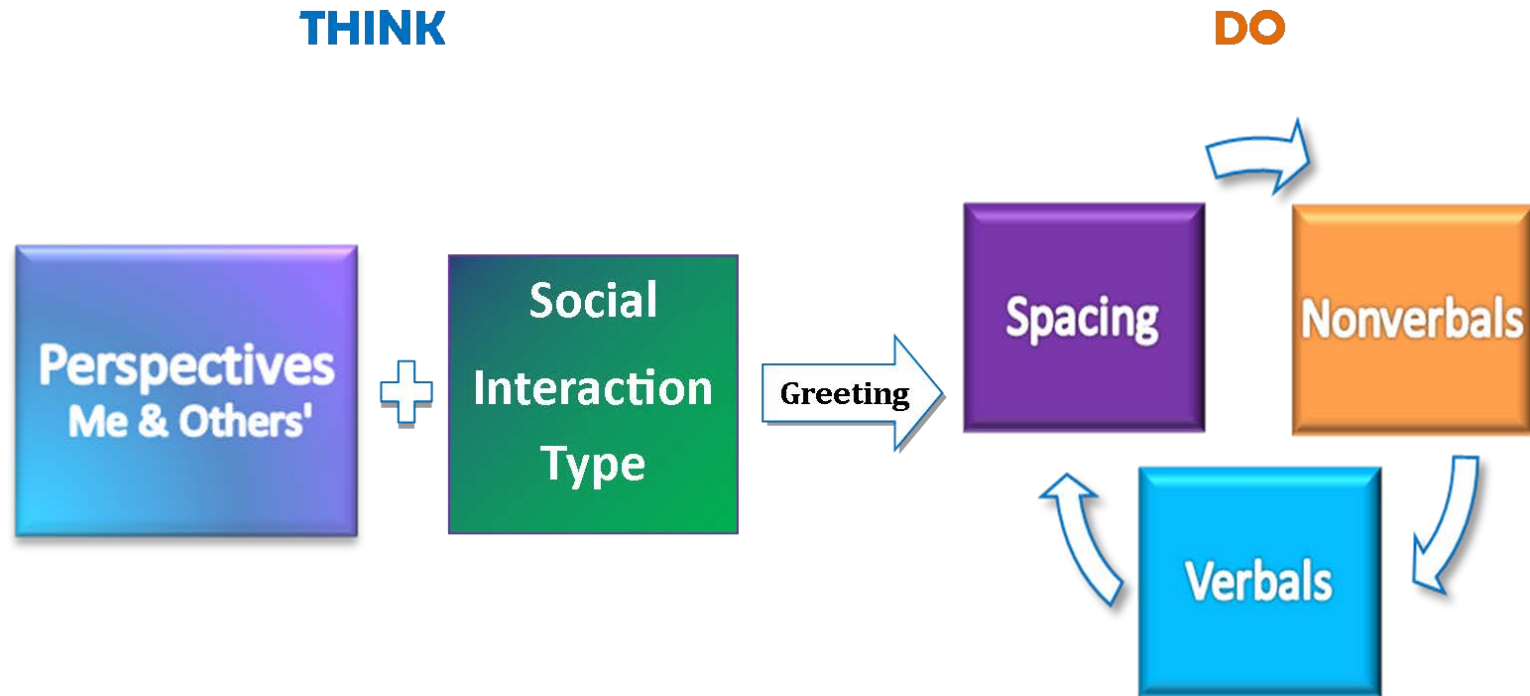


DO

Spacing

Nonverbals

Verbals



SUCCESS Participant Workbook- Meeting 19

MOVE: Filter Many Thoughts



Filter *many* thoughts in a blended social interaction.



Filter comments/questions to minimize quantity and to ensure quality (aka, ***think about what you want to say before you say it***). Evaluate the conversation as **Expected** or **Unexpected**. Refrain from saying **Unexpected** comments or questions.



Ask yourself!

What do I want to say? ...Is it expected or unexpected?

Refrain from saying **Unexpected** comments or questions.

Command & Control Cognitive Training

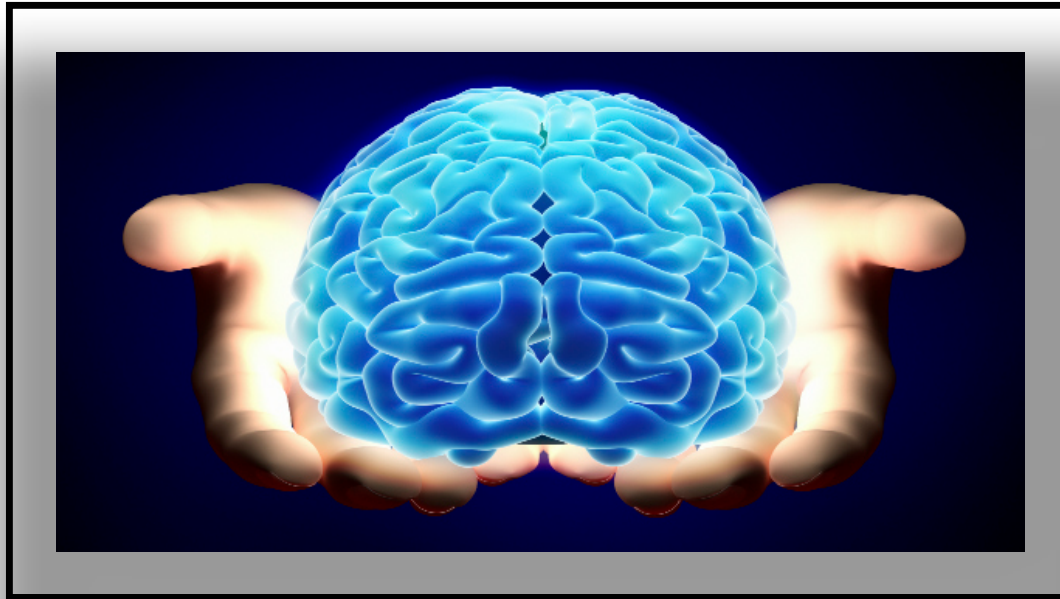


- * Executive Functioning Skill Development Group
- * 12 weeks in length
- * 1.5 hr 1 x per week
- * Pre-teens 11-13, Teens 13-18 or Adults 19 +
- * Small group 4-6 participants
- * Psychoeducational group with hands on experience and weekly practice assignments “Know it and Show its”
- * Parent education component with support enhancement guidance
- * “Technie” theme to engage and encourage learning

Command & Control Your Brain



You are in control of your brain.



Curriculum

- * Session 1: Introduction to the 8 COMMANDS: Pay Attention, Shift Thinking, Think flexibly, Inhibit, Think goal-oriented, Learn, Remember, Remember for the future. Introduce what a CONTROL is. Explain the Goal Board and Know it & Show it cards.
- * Session 2: Teach and practice the COMMAND: **Pay attention** and the CONTROLS: Turn on, Monitor, Preserve and Boost.
- * Session 3: Teach and practice the COMMAND: **Shift thinking** and the CONTROLS: Adjust focus (perceiving information in new ways) and Perspective-taking
- * Session 4: Teach and practice the COMMAND: Shift thinking and the CONTROLS: Zoom (shifting thinking from details to gist) and Perspective-taking
- * Session 5: Teach and practice the COMMAND: Shift thinking and the CONTROL: Switch lens (shifting thinking from literal to figurative, concrete to abstract)
- * Session 6: Teach and practice the COMMAND: **Cognitive Flexibility** and the CONTROLS: Reboot (be open minded and consider new or different thoughts) and Think differently (generate new
- * Session 7: Teach and practice the COMMAND: **Problem-solving** and the CONTROLS: Programming (creating multiple plans- plan A, plan B, plan C) and Testing for bugs/errors (trying Plan A and evaluating, then Plan B etc)
- * Session 8: Teach and practice the COMMAND: **Inhibit** and the CONTROLS: Intercept (be aware of an impulse and stop it by thinking) and Reroute (think through the situation-route and the outcomes)
- * Session 9: Teach and practice the COMMAND: **Think goal-oriented** and the CONTROLS: Goal, Plan and Prepare
- * Session 10: Teach and practice the COMMAND: **Learning & Memory** and the CONTROLS: Networks (associations and links), Lingo (acronyms), Clicks (categories) and Clubs (get the gist)
- * Session 11: Teach and practice the COMMAND: **Prospective Memory** and the CONTROLS: Smart phones, Apps and Programs
- * Session 12: Review, Integrate and enjoy the “smooth running brain machine”

Command & Control

Workshop 2: Attention

COMMAND: PAY

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ATTENTION

CONTROLS:

- Turn On
- Monitor
- Preserve
- Boost





ATTENTION!

ATTENTION:

the capacity to maintain concentration.

Requires **ENERGY** +

FOCUS

Attention & Your Brain



Your brain can process a lot of **stimuli** at one time. Attention determines which stimuli you process



CONTROL: Turn On

- * Manually activate your brain by asking: “What am I attending to?”
- * 5 senses check:
 - * What am I looking at?
 - * What am I listening to?
 - * What am I touching or body feeling?
 - * What am I smelling?
 - * What am I tasting?





CONTROL: MONITOR

- * **Notice your attention:** Notice when it strays or fades from what you want to attend to.



- * Do a **head-to-toe** body check to determine if your attention

HEAD
2 **TOE**



CONTROL: Preserve

*ELIMINATE DISTRACT

- * Close door
- * Turn off electronic
- * Go into another room
- * Shut blinds
- * Turn body away from other
- * Put on head phones or use ear plugs
- * Turn down volume





CONTROL: BOOST SMALL MOVEMENTS



- * Tap toes, tap fingers,
- * Just makes sure the movement is SMALL so its not distracting to others OR distracting to yourself!

TAKE A SHORT BREAK

- * Stretch neck, back, shoulders or arms for 30 seconds
- * Move parts of your body around Walk around for 30 seconds
- * Drink some water
- * Close your eyes and count to 30

Use SELF TALK

Thinking Flexibly vs. Perseverating

“The ability to decide and change what you are thinking.”

- * Flexible
- * Malleable
- * Fluid
- * Adaptable
- * Elasticity
- * Plasticity

“Persistent repetition of a thought or action.”

- * “Stuck”
- * Ruminating
- * Repetitive
- * Rigid
- * Obsessing
- * Resistant

What happens when the CPU gets “stuck”?

FREEZE

- * CPU stops operating. Processing stops. Programs stop working. Nothing gets done.

BLOW UP

- * CPU gets over heated from working repetitively with no results. Gets so hot it melts. Computer is damaged. Data Lost.



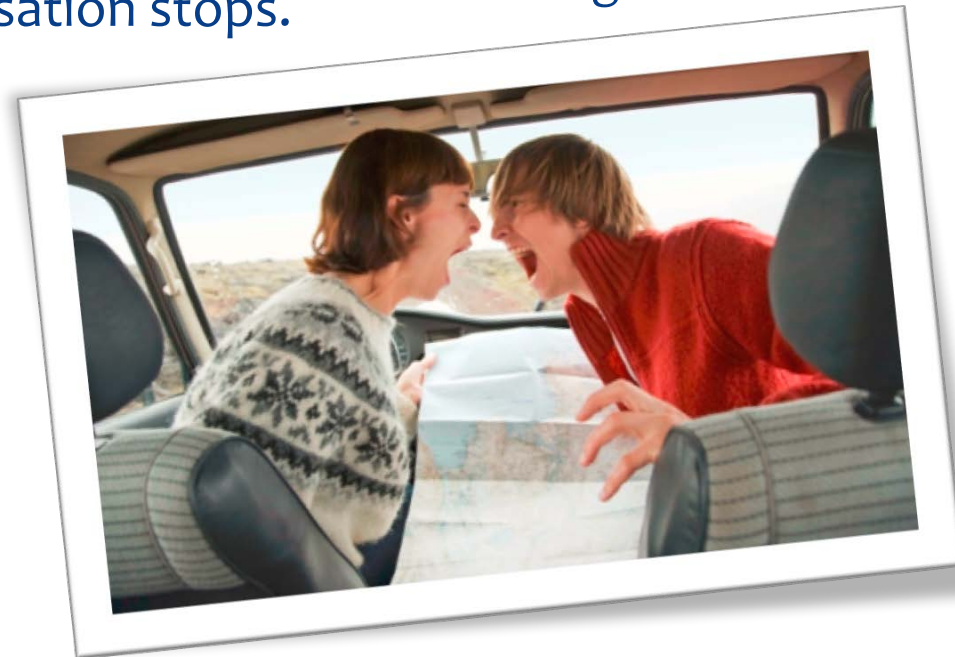
What happens when your brain gets “stuck”?

FREEZE

- * No new input gets in. No new thoughts occur. Processing stops. No outputs
- * Interaction ends. Nothing is learned. Person walks away. Conversation stops.

BLOW UP

- * Brain gets so overwhelmed you get emotional.
- * Argument. You say mean things that you cannot take back. Lose friends or hurt feelings. Get in trouble.





CONTROL: REBOOT

- * Let go of the way you have been thinking.
- * Let in **new** thoughts, ideas and information.
- * Accept “no” for an answer and think of something else

CONTROL: THINK DIFFERENTLY



- * Think differently and how you could get something over nothing by
 - * 1. Negotiating
 - * 2. Compromising

Real-Life Thinking Flexibly

- * Mom says it is time to turn off the TV and even though you don't want to, you do it. Perhaps you *negotiate* with your mom so you can go back to watching the show after dinner.
- * You want vanilla ice cream but it is all out, so you get chocolate instead. You *compromise* with yourself and decide “chocolate ice cream is better than no ice cream!”

Outcomes

Measures

- * **Cognitive:** Delis-Kaplan Executive Functioning Scale (DKEFS); The Behavior Rating Inventory of Executive Functioning , Adult (BRIEF-A); Cognitive Problems List, Cognitive Strategies Checklist
- * **Social:** Social Responsiveness Scale-2 (SRS-2); Social Skills Performance Assessment Adapted for ASD (SSPA-ASD); Social Problems List, Social Strategies Checklist
- * **Emotional/Behavioral:** Achenbach Adult Self Report/ Adult Behavior Checklist (ASR/ABC), Autism Quotient Measure (AQ)
- * **Daily Living:** Adaptive Functioning list, Waisman Activities of Daily Living (W-ADL), Insomnia Severity Index (ISI)
- * **Vocational:** Current Job Interview, Job History Interview, Work Motivation Scale
- * **Other:** General Self-Efficacy, Quality of Life, Satisfaction Questionnaire

Study Samples

* Community Open Trial SUCCESS program

* Total enrollment= 76

- * Cohort 1= 9
- * Cohort 2= 8
- * Cohort 3 = 11
- * Cohort 4 = 8
- * Cohort 5 = 12
- * Cohort 6 = 11
- * Cohort 7 = 9
- * Cohort 8 = 8

RCT Trial SUCCESS program; Total enrollment=39

- ❖ Cohort 1= 6
- ❖ Cohort 2= 8
- ❖ Cohort 3= 12
- ❖ Cohort 4= 13

College SUCCESS

Total Enrollment=30

- ❖ UCSD=11
- ❖ SDSU=6
- ❖ CSUSM=5
- ❖ SDCCD=8

Command & Control

Total Enrollment= 58

- 11 Cohorts

TAY SUCCESSs

Research Study is
Underway

Best or most helpful things about SUCCESS....

Participants

- “Looking more at the positives in social communication (mostly feedback and compliments)”
- “Practical simulations”
- “Prospective memory and concept grouping moves”
- “The quality of the instruction”
- “The SVNS and EMP [contextual awareness] process of directing a social situation”
- “To do lists”
- “Understanding constructive criticism and how to manage it”

- * *“I loved it and want to refer back to it when I need to”*
- * *“It gives me more motivation to learn new things and helps me improve my skills”*
- * *“The course was amazing. It makes me very proud”*
- * *“Very helpful”*
- * *“Learning to stay focused and not let negativity get to me”*
- * *“It was fairly good. Ok quite good”*

More Satisfaction

Parents

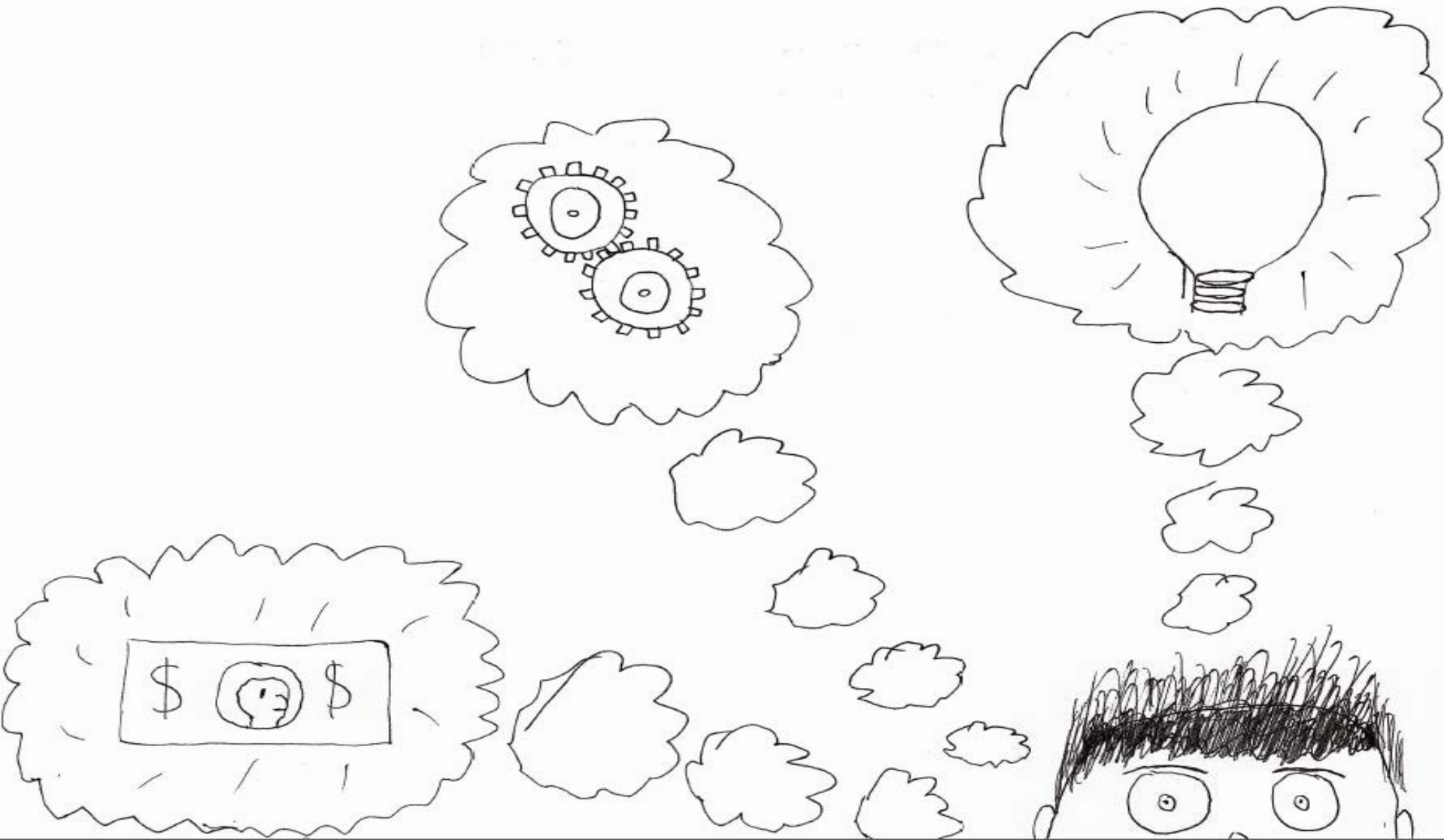
- * “Engages more in social interactions, practices what he has been learning and giving compliments!”
- * “He is more communicative. Seems more at ease having conversations.”
- * “I think the most important thing he gained in the program is tangible success. He is definitely leaving the program with more confidence.”
- * “More organized, more independent. Gets himself up and going every morning now.”

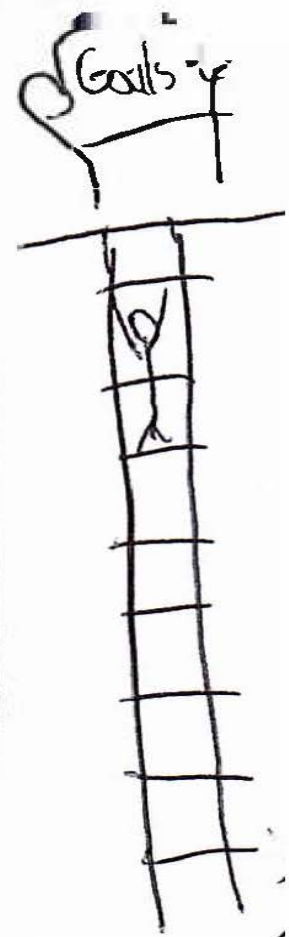
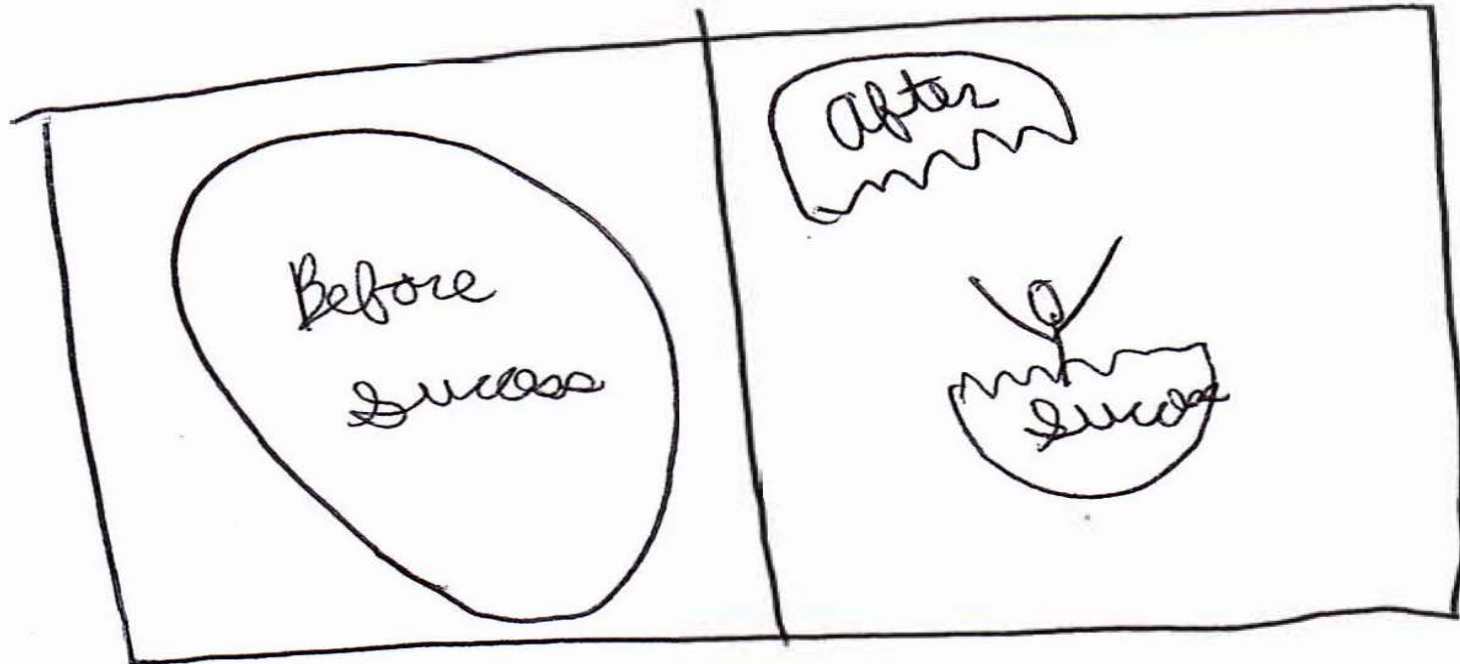
- * “More motivated” “More confident”
- * “He’s reaching out to engage with others more”
- * “Calmer, happier, more responsive and communicating more”
- * “He is more determined to perform independent tasks in daily life & school. He’s planning ahead and using organizational systems to help himself with deadlines”
- * “Greater ease in social situations. Great level of commitment towards obtaining a job. More communicative”
- * “She is making a conscious effort to be more organized and independent”

Success of SUCCESS



"Standing strong on twin pillars of cognitive enhancement and social skills development" 4/3/18





Summary from recent Group

What is SUCCESS all about?

“SUCCESS to us is about cognitive enhancement skills and putting these skills into everyday life. For some these skills come naturally without even thinking about it. For some it takes time to study and remember them. SUCCESS can be broken down into 5 parts: perspective memory skills, learning and memory, cognitive flexibility skills, social communication and conversation skills.”

Local Agency Staff SUCCESS Qualitative Feedback

- * 100% reported satisfaction with SUCCESS intervention
- * 100% want to deliver it at agency in the future

What did you like about SUCCESS curriculum?

“Use of adult language, respectful”

“Structured”

“Thorough, builds skills, well thought out”

“Focused for populations with social cognitive deficits”

“Structured lesson plan, easily understandable, applicable”

“Usable in real life situations”

“People able to adapt it for themselves”

Qualitative Satisfaction Comments from Local Providers

- * “Saw serious growth”
- * “Did wonders!”
- * “Very positive. It will work for a lot of people.”
- * “Great program, unique & needed for adults with ASD.”
- * “Highly relevant for work & life relationships”
- * “Way more successful because you give people the tools to do it themselves instead of being prompted”
- * “Aligns perfectly with work mission of agency and fits with structure”

Increased Executive Functioning

Increased Social Cognitions

Increased Social Communication

Increased Work Motivation & Independent Skills

Increased Employment-College Education Outcomes

100% increased their motivation to work

Cohort 1 43% post employed

Cohort 2 56% post employed

Cohort 3-6 45% post employed

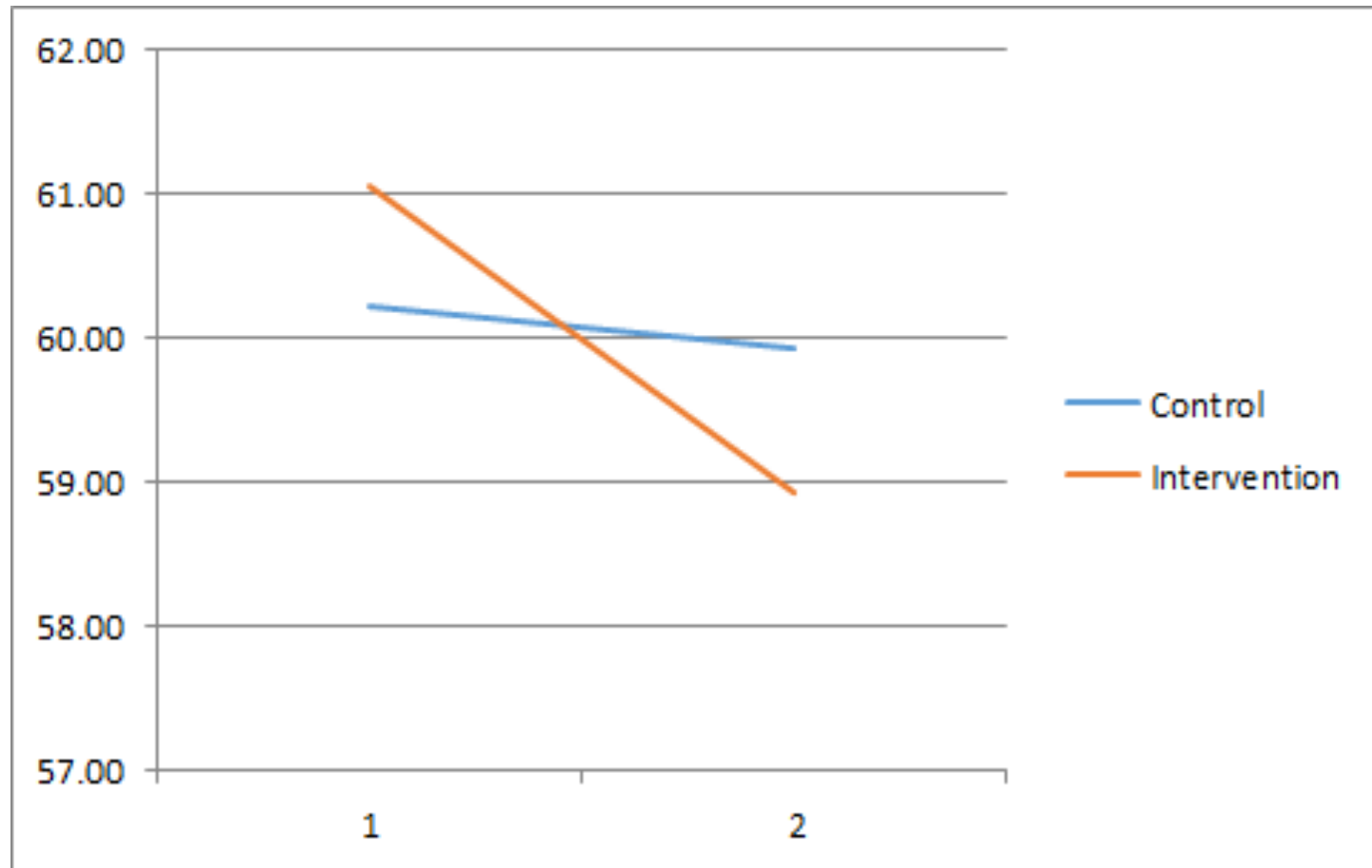
Another 15-20% enrolled in PSE

Pilot RCT Preliminary Outcomes

Executive Functioning
Skills

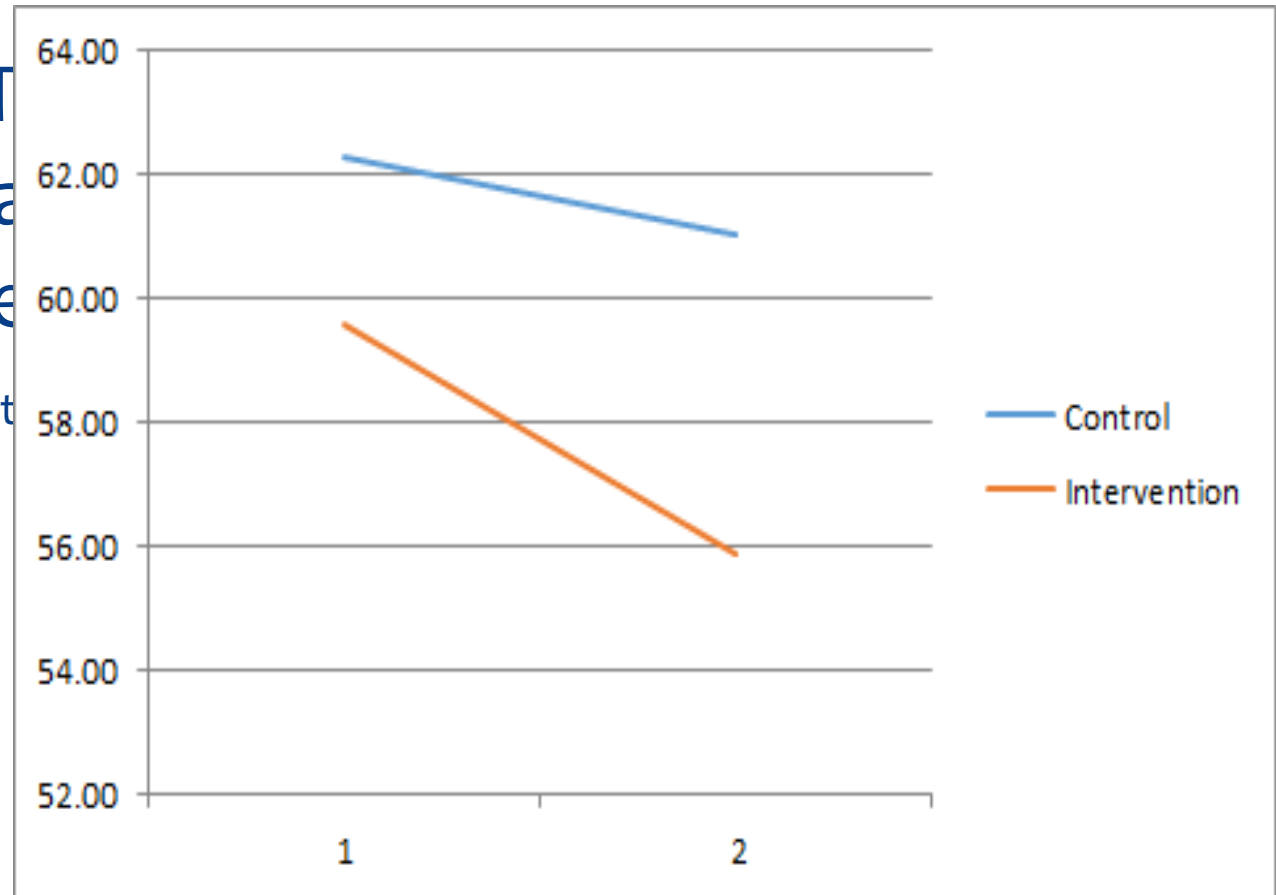
BRIEF-A

Participant Report



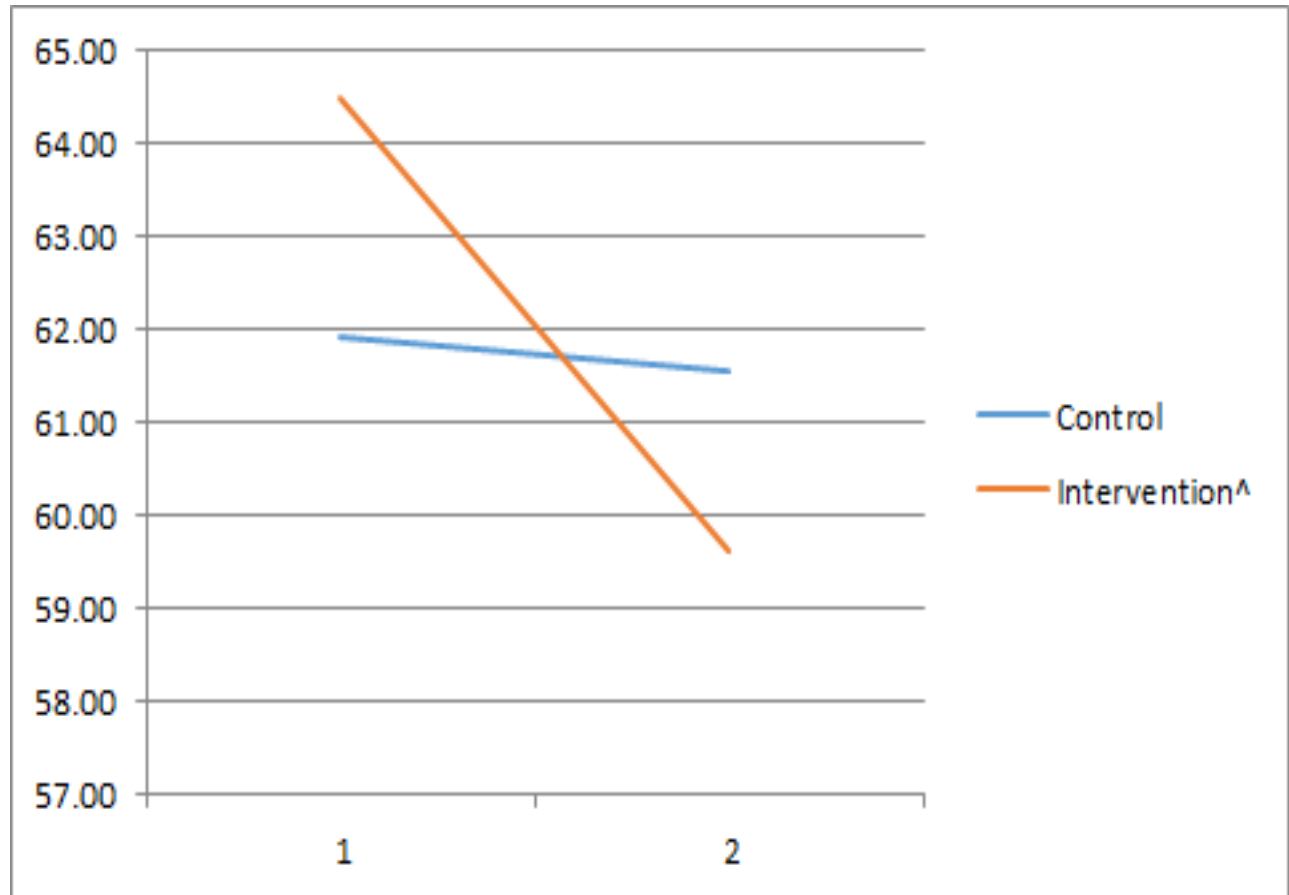
Pilot RCT Preliminary Outcome

Executive Function
BRIEF-A
Parent Report



Pilot RCT Preliminary Outcomes

Social Cognitive
&
Communication
Skills
SRS-2
Participant
Report

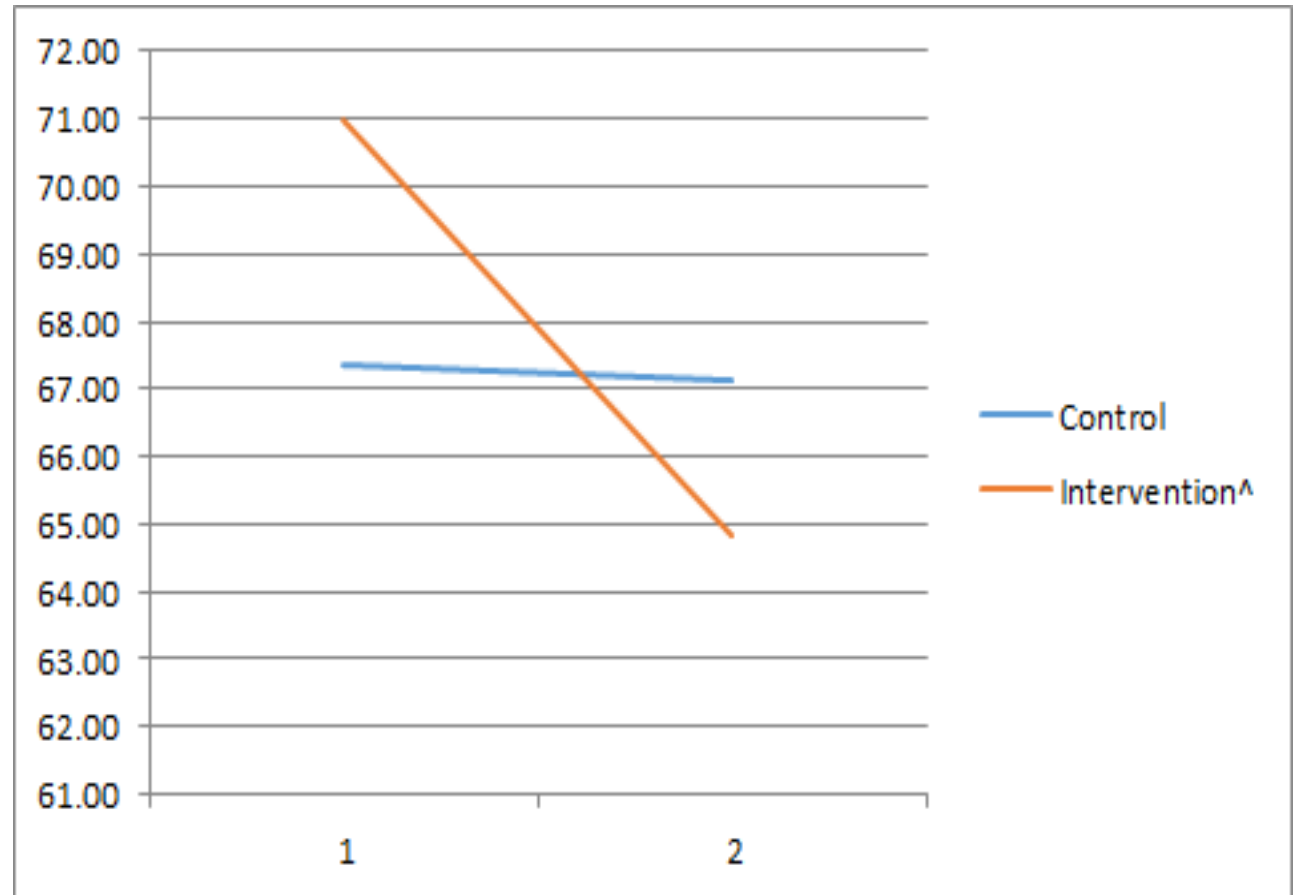


Pilot RCT Preliminary Outcomes

Social Cognitive &
Communication Skills

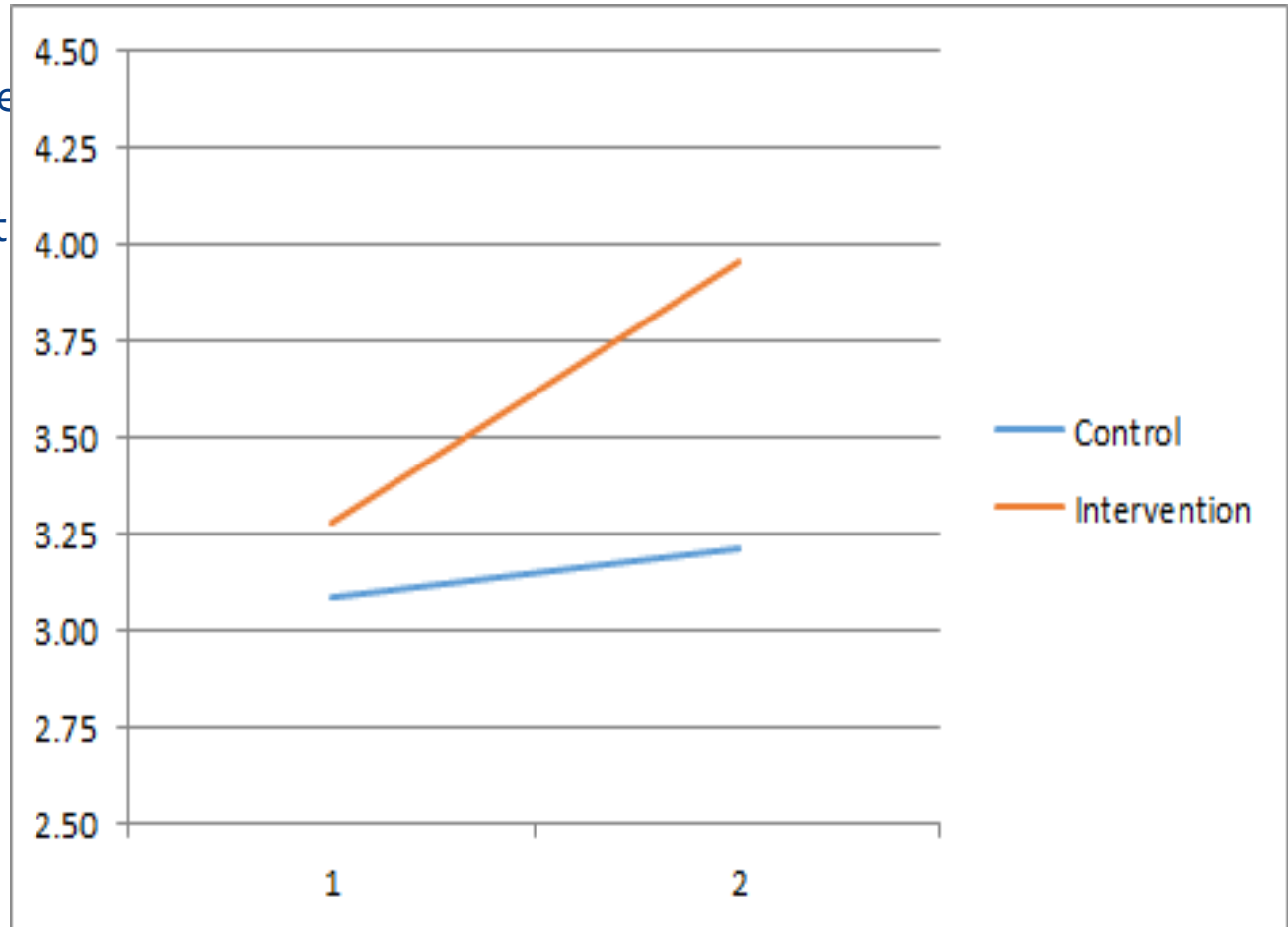
SRS-2

Parent Report



Pilot RCT Preliminary Outcomes

Social Behaviors
Social Skills Performance
Assessment (SSPA)
Interactive Role-Play with
trained administrator
coding social behaviors



Quotes about Command & Control

- * “I thought it was very interesting and helpful for [my child]. She’s talked many times about her strategies and her coping tools. Before this, she didn’t use these words too much.” - Mom
- * “The skills taught are very needed. I thought the program was very well organized. I liked the parent training portion. [My child] seemed to enjoy it and learn from the weekly sessions.” - Mom
- * “This program broke down executive functioning into doable, teachable parts. Also the program worked well because of parent involvement and instructions.” - Mom
- * “I thought it provided several tools that we can use as a family to help [my child] to navigate her days and coursework.” - Mom

Participant Feedback about Command & Control

- * “Overall this was a good program. It helped me develop skills that are important.”
 - Participant, age 17
- * “I think it was very fun.”
 - Participant, age 13
- * “I think these controls are very helpful.”
 - Participant, age 14
- * “It has helped me with controlling my ideas.”
 - Participant, age 14

Time for Q & A

Thank you

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