

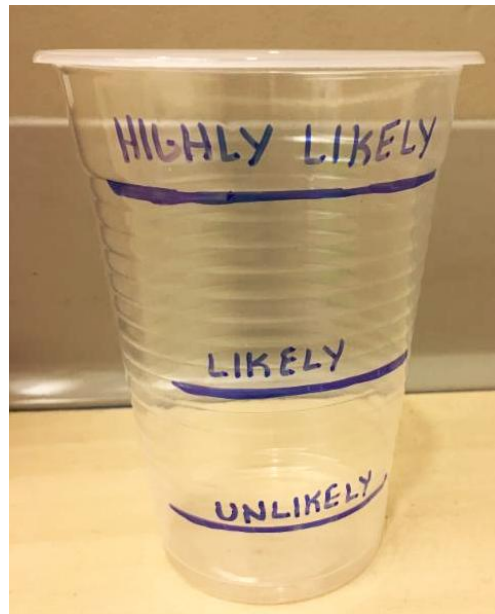


## Week 3 Newsletter

### Dear Quad Manhattan Parent,

We had another productive and enthusiastic week in Quad Squad! This week, the students were introduced to "The Likely Scale." This scale is written on a plastic cup, with the phrases "highly likely," "likely," and "unlikely" written from the top to bottom. At the beginning of class, the cup is full of water at the "highly likely" mark. When the group takes up time by getting distracted, going off topic, or disagreeing with each other at length, some of the water gets poured out. This creates a visual for it becoming less likely that the group will have time for things that are later in our schedule for the day (which are often more rewarding activities). This concept is especially relevant for class given that our art project was scheduled for the last portion of class. The water in the likely cup represents the depletion of time and teaches time management skills that students in Quad Squad need in order to plan out major projects, or even simple tasks such as transitioning from one activity to the next. Students begin to generalize, "it is becoming less likely that I will get to the [preferred activity], I better get back on topic!" The Likely Scale is a great tool to try out at home, especially when your child is facing a task that he or she may perceive as challenging. You and your child can get creative when creating the Likely Scale, such as using fun materials (it doesn't have to be water!) to fill the cup. Some ideas for materials can include rice, colorful sand, beads, etc.

We introduced a new concept called Get Ready-Do-Done (as mentioned by Sarah Ward, M.S. CCC-SLP and Kristen Jacobsen, M.S., CCC-SLP in the presentation Executive Function Skills: Practical Interventions, 2012). This is an executive functioning concept that assists students in organizing and orienting themselves to new situations or activities. We explained the concept by using the scenario of brushing our teeth, and began with the idea of "done": What will it look like when you're done brushing your teeth? What will it feel like? We used visuals including pictures of the process and a red square for "done." We then moved to the idea of "get ready," represented by a yellow square, which included the objects we would need to prepare for the activity (toothbrush, toothpaste, cup, etc.). Finally, we discussed "do," represented by a green square, which included actions such as putting toothpaste on the toothbrush, scrubbing teeth with the toothbrush, and so on.



We then practiced using Get Ready-Do-Done to make a plan for our upcoming art project. We used the same color visuals and specific pictures relevant to the art project and its construction. The students presented some insightful questions and observations throughout the lesson, and enjoyed the hands-on activity!

Get Ready-Do-Done can be generalized to new situations or tasks that appear daunting. For example, a child may benefit from using this concept to help organize for a new routine activity that is expected of him/her as he/she advances in age and grade level. Additionally,

an isolated scenario that may be anxiety-inducing, such as attending an organized event on a specific day, may seem less intimidating if the child is prepared with a clear picture in their mind of what the expected outcome will be.

We ended class with building a clay nest for our class "Talk Owl." Using the Get Ready-Do-Done model, students practiced executive functioning skills while setting up the art supplies and completing the first step of the project, which was to create the mold of the nest. All students demonstrated flexibility and patience as they worked together to complete it. Next week, we will be finishing the clay mold and will begin to decorate the nest using various materials. During our group brainstorm last week, students expressed wanting to use twigs and leaves to decorate the nest. Students decided that they should be responsible for bringing in a Zip-Lock bag filled size of twigs and leaves. We ask that you remind your children to gather some twigs and leaves from their local parks before next class. If your child is unable to bring in these materials, please contact Alexa directly so she can bring in extra. We thank you in advance for your support!

Thank you,  
Alexa and Parsa

---

A teal rectangular box with a white border containing the text "Thanks for reading!". The box is centered horizontally and is flanked by thin horizontal lines extending to the left and right edges of the page.

Thanks for reading!

---

A thick yellow horizontal bar spanning the width of the page at the bottom.