



FLIPP the Switch: Strengthen Executive Function Skills

By Sheri Wilkins, Carol Burmeister

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FLIPP the Switch: Powerful Strategies to Strengthen Executive Function Skills is a practical book written for parents and educators by parents and educators. The target audience is anyone who works with young people aged 3-22 who are disorganized, inflexible, impulsive, and who struggle with planning or problem solving. Readers will learn about executive function (EF) and how EF skills contribute to success in school, at home, and in work environments. Most importantly, readers will receive specific instructions, templates, and how-to scenarios for 25 strategies, five strategies for each of the five FLIPP components - flexibility, leveled emotionality, impulse control, planning, and problem solving. This book is indispensable for anyone who wants to minimize conflict, maximize on-task behavior, and support positive social-emotional development in a child or student with challenging behavior.

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Editorial Review

Review

"Readers will find clear descriptions of problems they will recognize - including self-regulation, impulse control, and difficulty linking behavior to its effects and specific activities they can implement to help individuals with EF difficulties to cope and improve. I predict this book will spend very little time sitting on a shelf. --Rollanda E. O'Connor, PhD, professor

Readers will identify with the everyday scenarios of individuals experiencing executive functioning difficulties. Several support strategies to address each executive function area are presented along with clear step-by-step instructions for making and implementing each support. A clear, useful, easy-to-pick-up-and-use book of practical strategies matched to executive function need. --Judy Endow, MSW, autism consultant

As educators, we all want to help our students develop their ability to make decisions, self-regulate, and process emotions in healthy ways. But what does this look like in a busy classroom? This invaluable book transforms theories about executive function into solid classroom strategies. Don't miss the chapter on problem solving and work systems, as these methods will empower students to take command of their own learning. --Nancy Frey, PhD, professor of educational leadership, San Diego State University

About the Author

Sheri Wilkins, PhD, has worked in the field of education for over 30 years at the preschool, elementary, high school, and university levels. She has dedicated her professional career to serving students with disabilities and building the capacity of educators to better serve this unique population. After her son Dominic sustained a mild traumatic brain injury in a car accident in 2010, Sheri gained first-hand experience in the power of environmental modifications and metacognitive strategies to support people who struggle with executive functions. It was this personal experience that led her to work with parents of children with disabilities, specifically children who may be inflexible, emotional, impulsive, and poor at planning and problem solving. Sheri worked as part of the University of California, Riverside, committee that developed a certificate program for teachers in the education of students with autism and served as a reviewer in the National Professional Development Center on Autism Disorders 2014 update on evidence-based practices. Carol Burmeister, MA, has served as a paraprofessional, general and special education teacher, program specialist, university instructor, and consultant in a wide variety of educational settings, which has provided her with the opportunity to work with students with unique learning challenges, including cognitive, behavioral, communication, and autism spectrum disorders. Carol has been instrumental in improving the lives of individuals with disabilities through involvement in a variety of organizations at the local, state, and national levels. With Sheri Wilkins, she worked as part of the University of California, Riverside, committee that developed a certificate program for teachers in the education of students with autism and served as a reviewer in the National Professional Development Center on Autism Disorders 2014 update on evidence-based practices.

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