

Developing “Insight” In Students With Executive Function Deficits
A Therapy Activity Packet



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Packet Overview: This thematic packet was created to target the development of “insight” in students with average IQ, 8+ years of age, presenting with social pragmatic and executive function difficulties.

The packet contains text explaining the concept of insight to students. It also contains 11 vocabulary words relevant to the discussion of insight. Language activities in this packet include explaining definitions, answering open-ended comprehension questions, a sentence construction activity, a crossword puzzle, and two morphological awareness activities. A self-reflection page, which asks the students to analyze their own work in written format, is also available. It contains questions for students to assist them with judging their own strengths and weaknesses related to academic performance.



What is Insight?

Instructions: Read the below text and identify the main idea for each paragraph.

- 1. Insight** is the deep understanding a person has about their abilities. That means that the person understands own strengths and weaknesses. This skill is very important to have in life. Here is why.
- For example, someone who wears glasses has a weakness. Their weakness is that they have poor vision. This means that they need to **compensate** for their poor vision in order to see well every day. Compensating means *to deal with it*. If a person does not realize that their poor vision is a weakness, they may go outside without glasses and then be seriously hurt, such as trip and break a leg or be hit by a car when the crossing the road. Having an insight regarding own weaknesses keep the person safe.
- However, not all weaknesses are very obvious. Some of us have weaknesses that are hidden. One example would be weaknesses related to our school performance. Some students have difficulty figuring out if they are doing well on an assignment or if they are doing poorly. Below are suggestions of how they can figure it out.
- After you receive the instructions, ask yourself; “Did I hear that correctly?” If you are not certain, ask the person to repeat it or better yet, offer to say what you heard back to them to make sure you heard it correctly.
- After you finish your activity, **evaluate** how you did. That means judging whether you did a good job or whether you required a lot of help. We can determine that based on **feedback** (reaction) we received from the person who evaluated our performance. These reactions may include praise, explanations, suggestions, or tips. **Self-evaluation**, involves explaining to other people the reasons why you believe you did well or not so well. This shows that we have insight into our own strengths and weaknesses. That also means that if we have weaknesses we can deal with them effectively (well) and still do very well in life.

Instructions: Review the definitions of helpful vocabulary words by reading them aloud.

1. **Self-talk** - speaking to yourself silently or out loud negatively or positively. Positive out-loud self-talk is very helpful to people when looking for solutions to problems.
2. **Evaluate**- judge
3. **Compensate**- deal with it
4. **Feedback** – reaction
5. **Define**- explain or describe
6. **Identify**- point out
7. **Illustrate** – use an example
8. **Justify** –prove
9. **Prioritize** - put it in order of importance with the most important things being first
10. **Demonstrate** –show
11. **Nonverbal body language** -gestures and movements of our face and body, which show a particular reaction such as pleasure, disgust, disappointment, etc.

Instructions: Answer the below comprehension questions in full sentences.

1. Give an example of a physical weakness people might have and explain how they can compensate for it.

2. Give an example of weaknesses that are not so obvious and may not be noticed right away.

3. What are some strategies students can use to make sure that they understood information appropriately?

4. What can help students evaluate their performance?

5. Do they think that most people recognize their weaknesses easily or have trouble with it? Why or why not?

6. What do you think are some of your strengths?

7. What do you think are some of your weaknesses?

Sentence Formulation

Instructions: make up sentences with the following words

Self-talk: solution

Evaluate: performance

Compensate: weakness

Positive: feedback

Define: insight

Identify: strengths

Illustrate: feedback

Justify: self-evaluation

Prioritize: goals

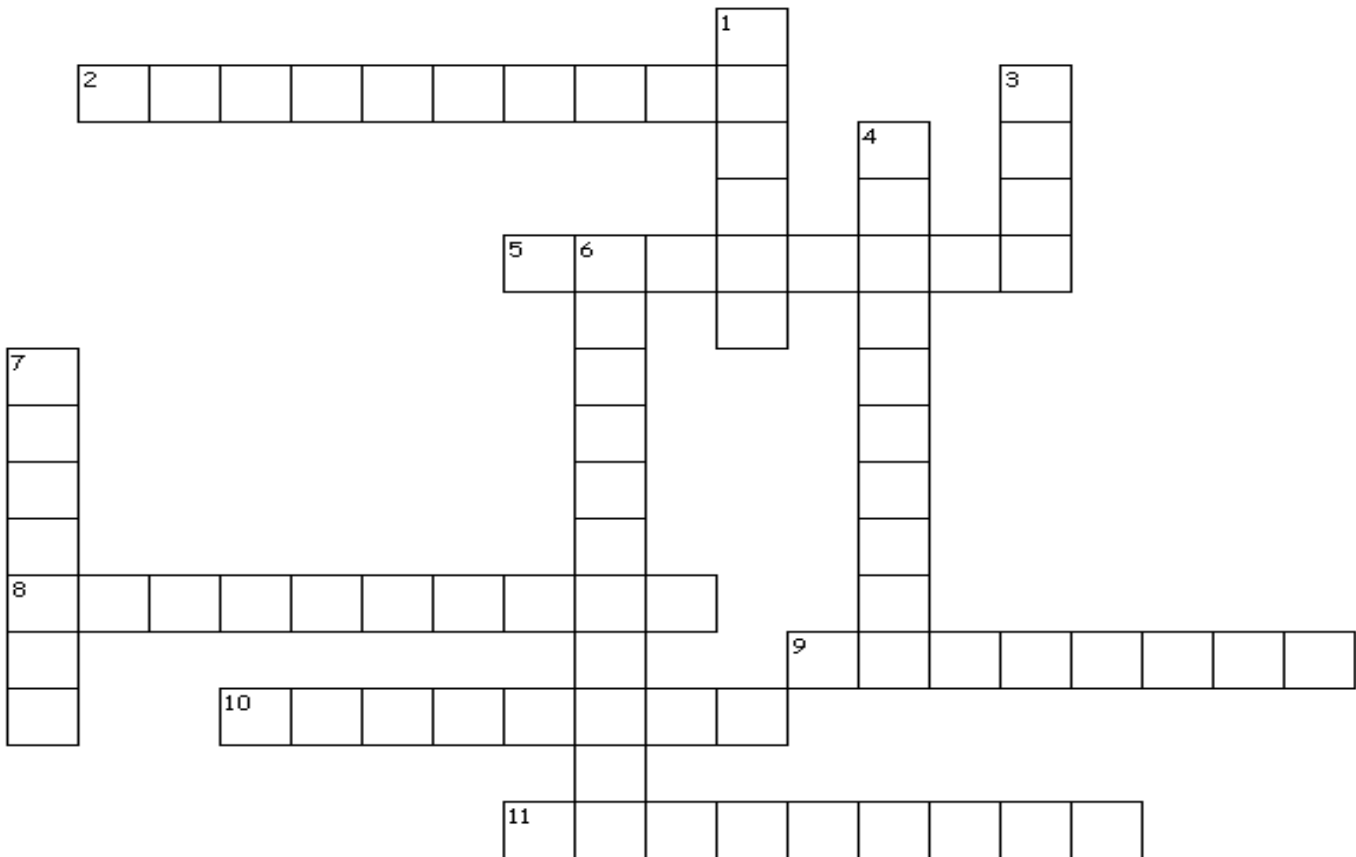
Demonstrate: strengths

Nonverbal body language: examples

Crossword Puzzle

Justify
Body Language
Self-talk
Evaluate
Prioritize
Compensate

Define
Feedback
Demonstrate
Identify
Illustrate



Across

2. deal with it 5. point out 8. use an example 9. reaction 10. judge 11. speaking out loud

Down

1. explain 3. language unhappy 4. arrange in order of importance 6. show 7. prove

Explain the Meanings of These Words:**Self-talk -****Evaluate -****Compensate -****Feedback -****Define -****Identify -****Illustrate -****Justify -****Prioritize -****Demonstrate -****What is nonverbal body language? -**

Practice Changing Word Meanings

An **affix** is a part of a word, which can be placed in a word such as at the beginning or the end to change its meaning.

A **prefix** is placed at the beginning of the word

A **suffix** is placed at the end of the word

Prefixes

-de -mis
 -un -over
 -pre -re
 -semi -under

Suffixes

-able -s
 -ed -ment
 -tion -ing
 -ive -less

Instructions: Identify the meanings of the above affixes:

Give an example of a word:

-de _____

-un _____

-pre _____

-semi _____

-mis _____

-over _____

-re _____

-under _____

-able _____

-ed _____

-tion _____

-ve _____

-s _____

-ing _____

-less _____

-ment _____

Morphological Awareness Activity

Instructions: Create as many words as you can with the above affixes

Justify

Demonstrate

Evaluate

Identify

Prioritize

Illustrate

Compensate

Define

Use the spaces below to make more words

Analyze your work by using self-talk

I know I did well because I (explained, described, ...) _____

I also know that I did well because I received good verbal/nonverbal
(what kind?) feedback from _____

I know that I did not do well because _____

I feel I could have done better because _____

My strengths on this activity were _____

My weaknesses on this activity were _____

To improve my skills on this task I need to _____

Helpful Smart Speech Therapy Bundles

- **The Checklists Bundle**
 - <http://www.smartspeechtherapy.com/shop/the-checklists-bundle/>
- **General Assessment and Treatment Start Up Bundle**
 - <http://www.smartspeechtherapy.com/shop/general-assessment-and-treatment-start-up-bundle/>
- **Multicultural Assessment Bundle**
 - <http://www.smartspeechtherapy.com/shop/multicultural-assessment-and-treatment-bundle/>
- **Narrative Assessment and Treatment Bundle**
 - <http://www.smartspeechtherapy.com/shop/narrative-assessment-bundle/>
- **Introduction to Prevalent Disorders Bundle**
 - <http://www.smartspeechtherapy.com/shop/introduction-to-prevalent-disorders-bundle/>
- **Social Pragmatic Assessment and Treatment Bundle**
 - <http://www.smartspeechtherapy.com/shop/social-pragmatic-assessment-and-treatment-bundle/>
- **Psychiatric Disorders Bundle**
 - <http://www.smartspeechtherapy.com/shop/psychiatric-disorders-bundle/>
- **Fetal Alcohol Spectrum Disorders Assessment and Treatment Bundle**
 - <http://www.smartspeechtherapy.com/shop/fetal-alcohol-spectrum-disorders-assessment-and-treatment-bundle/>

Helpful Smart Speech Therapy Resources

- **Assessment Checklist for Preschool Aged Children**
 - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-checklist-for-a-preschool-child/>
- **Assessment Checklist for School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-checklist-for-a-school-aged-child/>
- **Differential Diagnosis of ADHD in Speech Language Pathology**
 - <http://www.smartspeechtherapy.com/shop/differential-diagnosis-of-adhd-in-speech-language-pathology/>
- **Behavior Management Strategies for Speech Language Pathologists**
 - <http://www.smartspeechtherapy.com/shop/behavior-management-strategies-for-speech-language-pathologists>
- **Narrative Assessment of Preschool and School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/narrative-assessments-of-preschool-and-school-aged-children/>
- **Creating Functional Therapy Plan**
 - <http://www.smartspeechtherapy.com/shop/creating-a-functional-therapy-plan-therapy-goals-soap-note-documentation/>
- **The Role of Frontal Lobe in Speech and Language Functions**
 - <http://www.smartspeechtherapy.com/shop/the-role-of-frontal-lobe-in-speech-and-language-functions/>
- **Executive Function Impairments and At Risk Pediatric Populations**
 - <http://www.smartspeechtherapy.com/shop/executive-function-impairments-in-at-risk-pediatric-populations/>
- **Assessing Social Pragmatic Skills of School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/assessing-social-pragmatic-skills-of-school-aged-children/>
- **Treatment of Social Pragmatic Deficits in School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/treatment-of-social-pragmatic-deficits-in-school-aged-children/>
- **Fetal Alcohol Spectrum Disorder An Overview of Deficits**
 - <http://www.smartspeechtherapy.com/shop/fetal-alcohol-spectrum-disorder-an-overview-of-deficits/>
- **Speech Language Assessment and Treatment of Children with Alcohol Related Disorders**
 - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-and-treatment-of-children-with-alcohol-related-disorders/>