EXECUTIVE FUNCTIONING TOOLS FOR THE CLASSROOM

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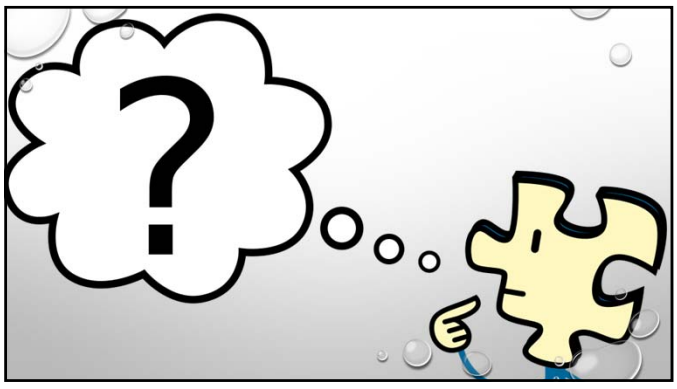
WHAT'S TODAY'S PLAN??

1. DEFINE EXECUTIVE FUNCTIONING
2. DISCUSS THE VARIOUS COMPONENTS OF EF
3. IDENTIFY WHOLE CLASS STRATEGIES TO SUPPORT EF FOR ALL
4. IDENTIFY INDIVIDUAL SUPPORTS FOR STUDENTS WHO DEMONSTRATE EXECUTIVE DYSFUNCTION
5. A BUNCH OF IDEAS TO TAKE WITH YOU!
6. QUESTIONS



WHAT IS EXECUTIVE FUNCTIONING?

- ***WHILE THE DEFINITION OF EXECUTIVE FUNCTION (EF) VARIES IN THE LITERATURE, IT INCLUDES, AT ITS CORE, THE SKILLS PEOPLE USE TO PLAN, ORGANIZE, PROBLEM-SOLVE, AND SET AND ACHIEVE GOALS IN THEIR DAILY LIVES.***

https://www.asha.org/eweb/oldsdynamicpage.aspx?title=executive+function+skills+in+preschool+and+school-age+children&webcode=oldsdetails

KEY COMPONENTS

INITIATIVE
FLEXIBILITY
ATTENTION
ORGANIZATION
PLANNING
WORKING MEMORY
SELF-AWARENESS
MANAGING EMOTIONS

Age Range	Developmental Tasks Requiring Executive Skill
Preschool	• Run simple errands. • Perform basic self-help tasks with reminders. • Inhibit behaviors: don't bite, hit, push, run into the street, touch a hot stove, etc.

Age Range	Developmental Tasks requiring Executive Skill
K-2nd Grade	• Run errands (2-3 step directions). • Bring papers to/from school with reminders. • Complete homework assignments (no more than 20 minutes maximum). • Inhibit behaviors: follow safety rules, keep your hands to yourself, raise your hand in class, etc.

Age Range	Developmental Tasks requiring Executive Skill
3rd-5th Grade	• Run errands that involve a time delay or a greater distance. • Bring books, papers, assignments to/from school. • Keep track of belongings at school. • Complete homework (1 hour maximum). • Plan simple school projects. • Keep track of changing daily schedule (extracurricular). • Inhibit/self-regulate behavior when teacher is out of the classroom, refrain from making rude comments, use polite manners.

Age Range	Developmental Task requiring Executive Skill
Middle School	• Use a system for planning and organizing schoolwork. • Follow complex school & activity schedules. • Plan and complete long-term projects. • Plan and manage/adjust time (this includes homework, family responsibilities, time with friends, extracurricular activities). • Inhibit rule breaking in the absence of authority figures.

Age Range	Developmental Task requiring Executive Skill
High School	• Manage schoolwork effectively each day. • Create and follow timelines for long-term projects. • Adjust effort in response to feedback from teachers. • Establish a long-term goal and course of action for meeting the goal. • Complete graduation requirements and career prep • Make good use of leisure time. • Inhibit reckless and dangerous behaviors.

Your Turn!!!!!

WHO EXHIBITS EXECUTIVE DYSFUNCTION?

AUTISM IN GIRLS

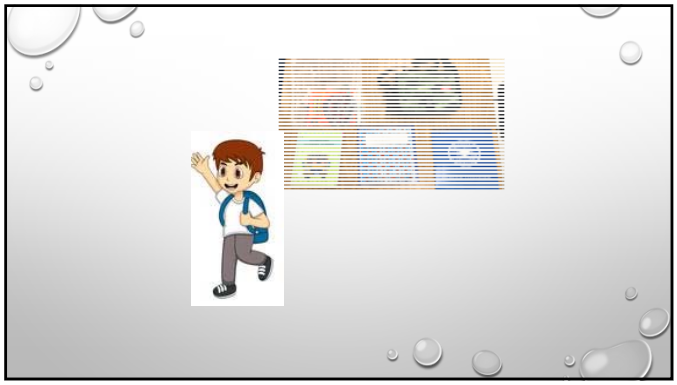
- Girls with autism may present differently and are often undiagosed.
- More socially motivated
- Mask their symptoms—may contribute to or co-occur with other disorders such as OCD, eating disorders
- Less likely to show restriction of interest or repetitive behaviors

A WORD ABOUT SOCIAL COMMUNICATION

CLASS STRATEGIES

Organization of Materials	Morning Routine	Modeling with words and actions
Assignment Notebooks	Class Calendar	Visual timer
Expected behaviors	Get Ready Do Done	Future Glasses

Morning Routine



scavenger hunt

October
Check it Out
October

PASSAGE OF TIME

- KIDS NEED TO KNOW WHAT THE SWEEP OF TIME LOOKS AND FEELS LIKE
  - DRY ERASE MARKERS ON CLOCKS
  - TIME MARKERS
- BACKWARDS CHAIN EVENTS
  - USE STICKY NOTES ON THE CALENDAR SO YOU CAN MOVE STEPS OF A PROJECTS AS NEEDED
  - REVIEW THE STEPS REGULARLY AS THE DUE DATE OR EVENT GETS CLOSER

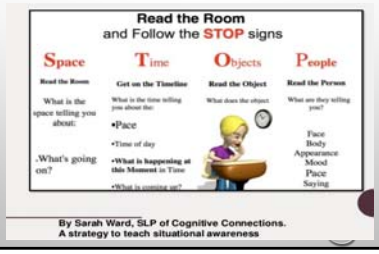
TIME ROBBERS

Take away time from our overall goal or plan

May include:
- Being Hungry, tired, sick, etc.
- Having a conversation with someone unexpectedly
- Sharpening your pencil….repeatedly
- Phone calls
- Not being able to find your materials
- daydreaming

WHAT WILL I LOOK LIKE???

STOP AND READ THE ROOM



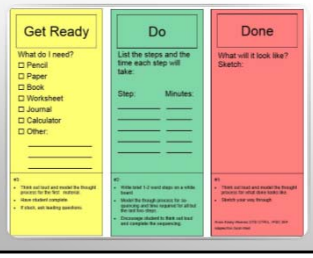
FOLLOWING DIRECTIONS

READ

CLARIFY

SIMPLIFY

GET READY DO DONE



- PICTURE THE END RESULT FIRST
- BE EXPLICIT ABOUT THE STEPS AND MATERIALS
- OTHER FACTORS TO CONSIDER: TIME, EMOTIONS, SELF REGULATION

Your Turn!!!

TASK ANALYSIS (DO)

- Book report
- Diorama
- Making a board game
- Math test

TOOLS

- TIME TIMERS
- PLANNERS/ASSIGNMENT NOTEBOOKS
- DESK ORGANIZERS
- DRAWER SYSTEMS
- COLOR CODED/LABELED FOLDERS AND NOTEBOOKS

WHAT ABOUT THOSE SOCIAL COMMUNICATION KIDDOS YOU TALKED ABOUT????

Social Behavior Map for_Playing a game___

Expected Behaviors	How they make others feel	Positive Outcomes for You	How you feel about yourself
Take turns Be nice Be happy even if you lose Let anyone play	Happy Proud	Stay friends Get a Feather Earn reward	Good Proud

Social Behavior Map for_Playing a game___

Unexpected Behaviors	How they make others feel	Negative Outcomes for You	How you feel about yourself
Yelling Not letting anyone else have the piece I want Crying and stomping my feet when I loose Telling someone they can't play	Sad Disappointed	No one to play with Get put on yellow or red Loose screen time	Mad Upset

CHOICES

01

1. CASE study—pick a kid with EF, identify the areas of concern, problem solve some solutions/strategies that can be—reasonably!--put in place

02

2. GET READY DO DONE, Google a template that you like, prep some projects to take back with you,

03

3. LIST OF STRATEGIES: What strategies do you think will work for you, what else HAS worked for you, what are you willing to share with the group

RESOURCES

- HTTPS://LEFTBRAINBUDDHA.COM/10-FUN-ACTIVITIES-THAT-TEACH-EXECUTIVE-FUNCTIONING-KIDS-TEENS/
- HTTP://EFPRACTICE.COM/
- HTTPS://WWW.SOCIALTHINKING.COM/
- COX, D. A. (2007). *NO MIND LEFT BEHIND*. PENGUIN PUBLISHING GROUP.