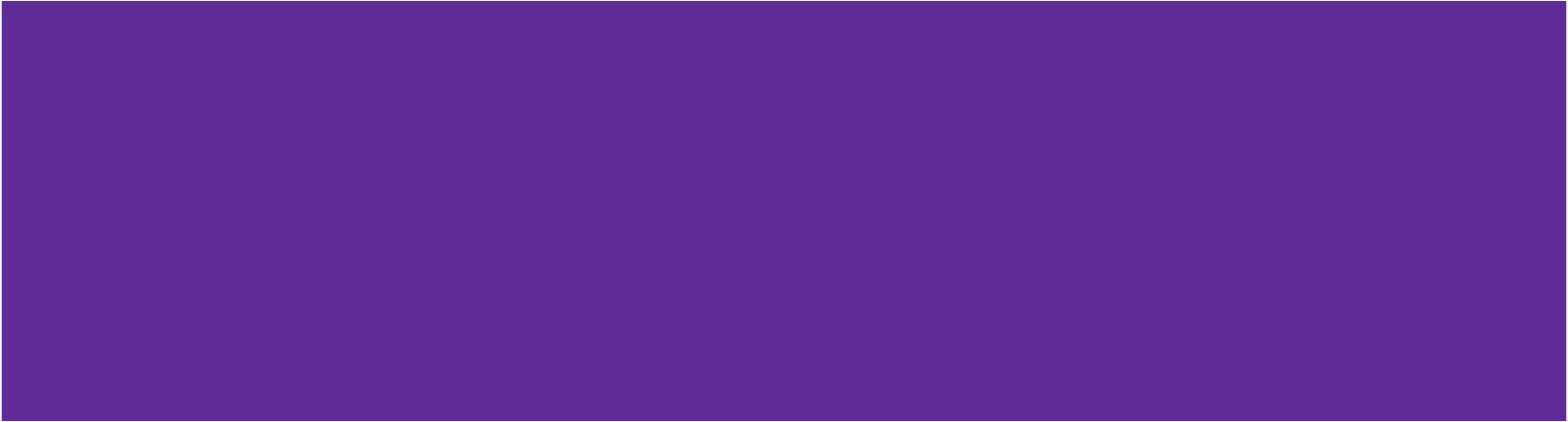


Executive Functions - Now What



Welcome

12

Reasons to Teach Executive Functioning Skills Explicitly



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EF skills are
shaped
(not innate)



They are life
skills



They build
independence



EF skills
impact social
skills



Strong EF skills
support
academics



EF skills enhance
problem-solving
abilities



They are a
component of
SEL (self-
management)



Interventions
support
struggling kids



Research
supports
teaching EF skills



Proactively
teaching EF
skills supports
all learners



Learning tough
skills requires
practice



EF skills teach
positive study
habits

Clipart by Sarah Pecorino & Kate Hadfield

Activity #1 - We will share out a few items

Either individually on a piece of paper (or Google Doc) or with a partner, answer:

#1: What do you know about executive functions?

#2: How do you use executive functions in your classroom/job?

#3: How do you help your students use executive functions to be successful?

#4: What would you like to accomplish/learn during or after this session?

List of executive functions - [Review on Drive](#)

Planning/Prioritizing

Emotional Regulation

Organization

Working Memory

Task Initiation

Flexibility

Sustained Attention

Goal Directed Persistence

Time Management

Metacognition

Stress Tolerance -- Newly defined as Executive Function

Stress Tolerance - Definition - Which are you?

- Strong in Stress Tolerance
 - Prefer a lifestyle that builds variety and unpredictability everyday
- Low in Stress Tolerance
 - Likes to know what is coming next, wants to be very familiar with situations and have practice

Stress Tolerance - Coping Strategies

- Make environment feel less stressful
 - Music, Reduced clutter, quieter
- Take a break from situation
 - Pick an activity that is calming or not too challenging - but set a timer :)
- Adjust work schedule
 - Early or late - reduce time in a stressed environment
 - Identify what time(s) you are more productive
 - Work-home balance
- Solicit help from others
- Tasks
 - Can you change or reassign part of the task that stresses you out
 - Build recovery time after a stressful event

Why executive function instruction is important

- Helps students get past “failure to launch”
- Builds relationship skills
 - Work **together** to set and achieve a **realistic goal**
- Some students close an executive function gap by natural academic abilities until those are challenged
- Help students achieve independence
- Builds positive relationships in the classroom or on a team

Activity #2

- What are some areas either personally or professionally that you think could be improved with executive functions?
- What are some strategies you have already tried?
- Share out

How to begin coaching executive functions

- Communication & Collaboration -- not coercion
- Must keep SEL in mind
 - Work **together** to set and achieve a **realistic goal**
- Builds positive relationships in the classroom or on a team - CKH
 - Also includes being honest about **your** own executive function strengths and weaknesses

Environmental Modifications - Starting Point

- Offloading
 - Giving some cognitive functions to appropriate technology
- Physical Modifications
 - Put things in specific areas where they are often used
 - Identify distractions together and remove them
 - Visible to do lists
 - Make task less overwhelming by deciding one thing to do that is smaller/easier
- Social-Emotional Modifications
 - Identify impulsive behaviors and develop toolkit to avoid or cope

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- Task Modifications
 - Timer, breaks
 - Pair pleasant with unpleasant

Teaching Executive Function Skills/Strategies

- Don't assume you, your coworkers or your students have the strengths/weaknesses around executive functions.
- Demonstrate confidence in your student/person to change and learn
- Affirm vs. Blame
- Reflective Learning vs. Expert Opinion
 - Paraphrase instead of just “preaching”
- Collaboration vs. Your Own Agenda
 - Incorporate young person's ideas, suggestions, etc.

Do's and Don'ts

- Let student know that you are available
 - Offer advice only when solicited
 - If you must offer advice, ask if it is a good time and if the student is ready to hear it
 - Remember the student may take or leave your advice
 - Support the realistic goal
 - Provide regular, specific supportive and encouraging words
 - Ask “What can I do to help?”
- Point out flaws
 - Say “I told you so at a misstep
 - Insist on your own strategy/strength to reach the goal
 - Deny support for “tough love”
 - Only support goals you want or think the student should achieve

Question Time

What questions/comments/thought do you have right now?

Work Time

What are your goals for work time?

What can I do to help you work on your goals during work time?

Summary/Closing

What is one thing that you learned that you can use in your professional life in the first two weeks of school?

What is one thing that you learned that you can use in your personal life?

How can I be of assistance or help?