

Strategies to Support Your Learner

with Executive Functioning Skills

Executive Functioning Skill	Strategies to Support <i>A Learning Coach might...</i>	Course Features to Support <i>A Learning Coach might model for a student how to...</i>
Impulse Control	<ul style="list-style-type: none"> » Give specific directions. Instead of saying, "Be respectful," you might say, "Put yourself on mute and listen quietly during your Live Session." » Teach a student to "wait 3" before responding. 	<ul style="list-style-type: none"> » Use the <i>mute</i> function during Live Lessons.
Emotional Control	<ul style="list-style-type: none"> » Teach students to name what they are feeling. We want to support students to regulate their emotions, not repress them. » Model taking five deep breaths to return to a stable state of being. 	<ul style="list-style-type: none"> » Attend Office Hours for additional support when feeling frustrated or lost.
Flexible Thinking	<ul style="list-style-type: none"> » When possible, help students anticipate change. "Your teacher may ask for additional ways to complete the assignment during the Live Session. How will you feel? How will you respond?" » When you notice inflexible thinking, model an alternative. "Instead of saying that it's not fair that you lost the game, what if you thought, 'I had fun playing.'" 	<ul style="list-style-type: none"> » Read teacher feedback in the Grades section and make adjustments.
Working Memory	<ul style="list-style-type: none"> » Prompt your student to use the Notes function in their lessons. Encourage them to pause at the end of each paragraph to jot a note about what they just read. » Follow a daily routine so that a student's mindspace can focus on learning rather than on figuring out what they're supposed to be doing. 	<ul style="list-style-type: none"> » Use the Notes function for lessons to create a Study Guide for each unit.

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Self-Monitoring	<ul style="list-style-type: none"> » Prompt your student to pause and reflect, "On a scale of 1-5, how well do you understand what you are working on?" Then, compare their self-rating against the grade that they earn on an assignment. 	<ul style="list-style-type: none"> » Use the Self Assessment heart to monitor understanding, interest, and effort. » Compare Self Assessment results against earned grades.
Planning & Prioritizing	<ul style="list-style-type: none"> » Model how to a) make a list of steps to be completed and to b) organize them based on importance, deadlines, and/or time needed to complete. » Ask the teacher for models of a completed project or assignment. 	<ul style="list-style-type: none"> » Review the Activity in the Grades section to view the time spent in each lesson. » Review the Syllabus for each course to determine when big projects are scheduled. » Use the What If Calculator in the Grades section.
Task Initiation	<ul style="list-style-type: none"> » Use a timer to prompt a student to get started. » Use <i>brain breaks</i> between challenging tasks. » Prompt the student to verbalize what they will do first, second, and third. 	<ul style="list-style-type: none"> » Use the To Do List.
Organization	<ul style="list-style-type: none"> » Experiment with organizational tools, such as planners, e-calendars, and checklists to support your learner to find a system that works for them. 	<ul style="list-style-type: none"> » Use the Calendar function to make organizational decisions. » Carefully review the unit summaries to determine the big ideas for each module. » Pay attention to how each module is organized by topic and includes headings with main ideas.