



Executive Functioning Skills 101



Welcome!

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Presenter

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Chat Moderator



Together, we will...

- Familiarize ourselves with what **executive functioning skills** are and what it can look like when students **struggle** with them
- Determine which executive functioning skills are **strengths** and **areas for growth** for your student
- Review **strategies** to support students to develop key executive functioning skills

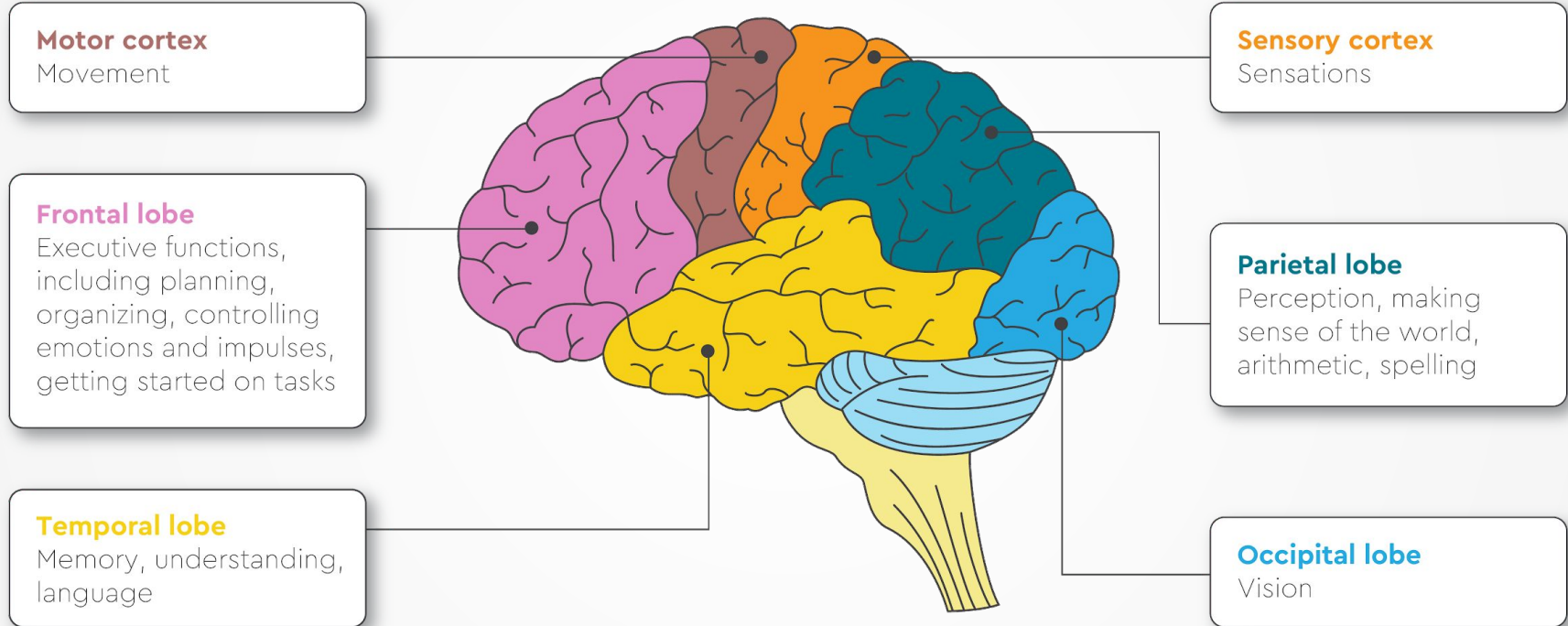


Agenda

- 1) What are executive functioning skills?
- 2) What are my student's strengths and areas for growth in regards to executive functioning skills?
- 3) How can I support my student to grow their executive functioning skills?



Brain Development and Executive Functioning



The Problem with the Frontal Lobe

The frontal lobe does not fully develop until around age 25.

What is the frontal lobe responsible for?

- Decides what we should **pay attention to** and what **actions we should take**
- Links our **behaviors** together so we can use **past experience** to **guide future decisions**
- Controls our **emotions** and **behaviors** so we can effectively meet our needs
- Helps us **observe and assess** so we can correct behaviors and **add new strategies** to our tools





What are Executive Functioning Skills?



Executive Functioning Skills - Overview


1. Impulse Control
Think before acting



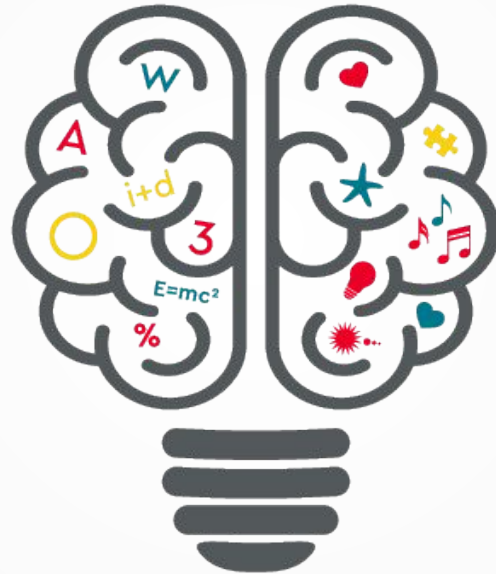
2. Emotional Control
Keep feelings in check



3. Flexible Thinking
Adjust behavior to unexpected changes



4. Working Memory
Keep key information in mind when using it




5. Self - Monitoring
Self-awareness to how one is doing in the moment



6. Planning & Prioritizing
To set and meet goals



7. Task Initiation
Take action to get started on tasks



8. Organization
Keep track of things physically and mentally



Executive Functioning Skills - Resource

EF Development by Grade	
What does typical development for Executive Functioning (EF) skills look like over time?	
Executive Functioning Skill	Developmentally Appropriate Progression
Kindergarten - 2nd Grade	Impulse Control May test limits because they are seeking guidance and boundaries
	Emotional Control Will express strong emotions, and with support, can return to a calm and focused emotional state
	Flexible Thinking May come across as an "expert" on everything
	Working Memory Can sustain focus for at least 2-3 steps
	Self-Monitoring Might be afraid of criticism and failure
	Planning & Prioritizing With support, maps out multi-step tasks
	Task Initiation With encouragement, can start a non-preferred task
	Organization Can keep track of several of their personal items
EF Development by Grade - Page 1 of 5	
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Performance	Can sustain focus by identifying parts, becoming about

[Click here for this resource!](#)

This resource includes:

- A description of Executive Functioning Skill **Development by grade level**



Challenges with Executive Functioning Skills

Executive Functioning Skill	Common Challenges <i>A student may...</i>
Impulse Control	<ul style="list-style-type: none">- blurt out a response, sometimes at inopportune times- take unnecessary risks
Emotional Control	<ul style="list-style-type: none">- overreact to a low grade or a technology inconvenience- have trouble regrouping after something goes wrong
Flexible Thinking	<ul style="list-style-type: none">- find it difficult to “roll with the punches” when something doesn’t go as expected- act as though there is only one right way to complete tasks
Working Memory	<ul style="list-style-type: none">- struggle to remember directions, even if they were just given- forget what they read at the top of the page by the time they get to the bottom of the page
Self- Monitoring	<ul style="list-style-type: none">- be surprised by a low grade or constructive feedback, because they were under the impression that they understood a concept- will not self-advocate or ask for help
Planning & Prioritizing	<ul style="list-style-type: none">- not realize which parts of the project are the most important- underestimate how much time it will take to complete each step in a project
Task Initiation	<ul style="list-style-type: none">- put their head down when it is time to start work or freeze up because they do not know where to begin- find something else to do instead of starting a task, like sharpening a pencil or getting water- say, “I don’t know what to do,” even if the directions were just delivered
Organization	<ul style="list-style-type: none">- lose their train of thought or their place in an assignment- lose belongings, such as phone, papers, and books

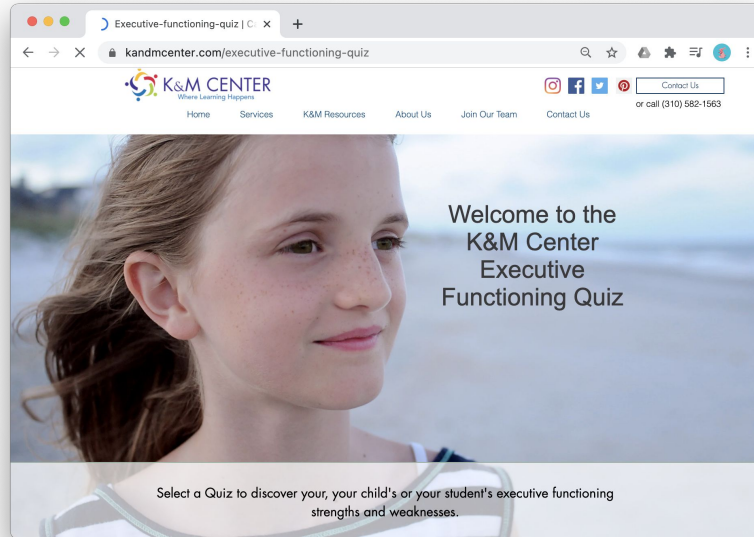




Your learner



QUIZ: Getting to know your learner's strengths and areas for growth



<https://www.kandmcenter.com/executive-functioning-quiz>



Analyzing the Results

1 Working Memory

The ability to remember information for immediate use.

3 Organizing Materials

The ability to organize objects in work, play, and storage areas.

-2 Planning Tasks

The ability to manage tasks by setting goals and developing steps to achieve the goals.

7 Emotional Control

The ability to regulate emotional responses to stress.

4 Initiating Work

The ability to get started on tasks without many prompts and cues.

-2 Time Management

The ability to manage your time in order to accomplish your every day and long-term tasks.

1 Monitoring

The ability to judge the quantity and quality of ones work based on expected standards.



In the chat

What do you anticipate will be an area of strength for your student? An area of growth?

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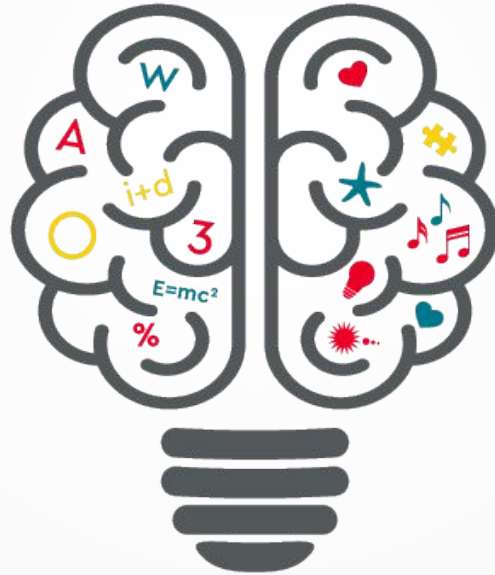
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Strategies

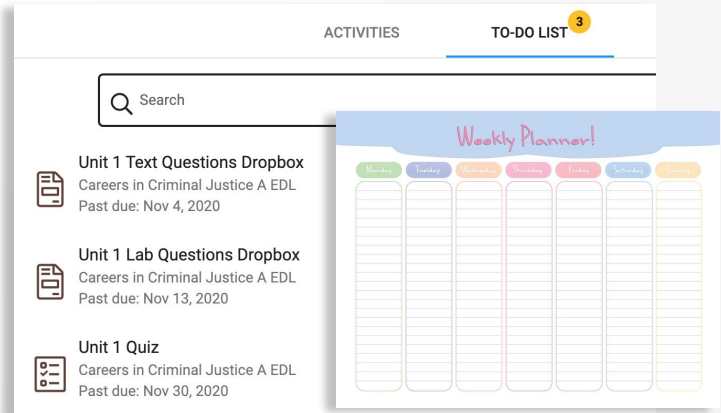


Mental Maps - Show students what you mean!

“Clean your learning space!”



“Complete your To Do List!”



Strategies to Support EF Development - Resource

Strategies to Support Your Learner with Executive Functioning Skills		
Executive Functioning Skill	Strategies to Support A Learning Coach might say:	Course Features to Support A Learning Coach might model for a student how to:
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 lesson."Teach a student to "wait 3" before responding.	<ul style="list-style-type: none">Use the mute function during Live Lessons.
Emotional Control	<ul style="list-style-type: none">Teach students to name what they are feeling, the ways 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 steps to complete the assignment during the Live Session. How will you feel when you are required?"When you notice inflexible thinking, model an alternative. "Instead of saying that it's not the thing you got the grade, what if you thought, 'I had to adjust'?"	<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 expected to be doing.	<ul style="list-style-type: none">Use the Notes function for lessons to create a Study Guide for each unit.

[Click here for this resource!](#)

This resource includes:

- Examples of **strategies** that you can try with your learner





Going Forward



We're here for you!

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Thank You!

