



# Helping your Student Plan & Follow Through



# Welcome!

**Kimberly Grunder**



**Presenter**

**CJ Stewarts**



**Chat Moderator**



# Together, we will...

- Review what **executive functioning skills** are
- Get familiar with what **typical development** looks like for **planning**
- Begin to **craft systems** to support students to **build habits** to effectively develop key executive functioning skills



# Agenda

- 1) What are executive functioning skills?
- 2) How do I know if my student is growing these skills at a normal pace?
- 3) How can I support my student to grow their planning and organization skills?





# What are Executive Functioning Skills?



# Executive Functioning Skills - Overview


**1. Impulse Control**  
Think before acting



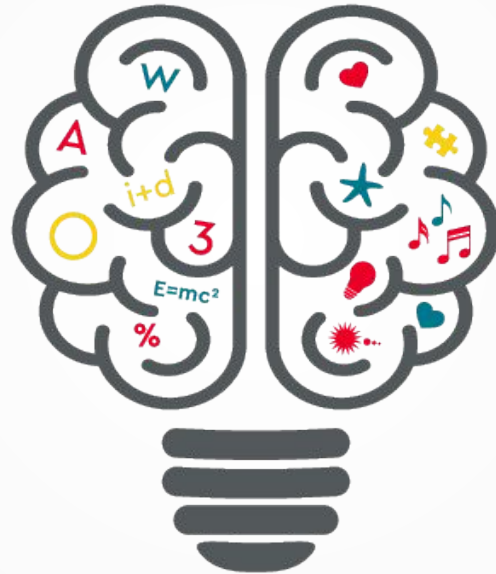
**2. Emotional Control**  
Keep feelings in check



**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





# Strategies, Systems, and Habits



# 1. Strategies from previous webinars

## EF Development by Grade Level

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

EF Development by Grade - Page 1 of 5

EF Development by Grade - Page 1 of 5

## EF Strategies to Support your Learner

Strategies to Support Your Learner with Executive Functioning Skills		
Executive Functioning Skill	Strategies to Support A Learning Challenge	Course Features to Support A Learning Challenge
<b>Impulse Control</b>	<ul style="list-style-type: none"><li>Give specific directions, instead of saying, "be respectful" you might say, "that journal" go make and listen quietly during your Live Session."</li><li>Teach a student to "wait 3" before responding</li></ul>	<ul style="list-style-type: none"><li>Use the mute function during Live Lessons.</li></ul>
<b>Emotional Control</b>	<ul style="list-style-type: none"><li>Teach students to name what they are feeling, we want to support students to regulate their emotions, not repress them.</li><li>Model taking five deep breaths to return to a steady state of being.</li></ul>	<ul style="list-style-type: none"><li>Attend Office Hours for additional support when feeling frustrated or sad.</li></ul>
<b>Flexible Thinking</b>	<ul style="list-style-type: none"><li>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 when you respond?"</li><li>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 lost but I played'?"</li></ul>	<ul style="list-style-type: none"><li>Read teacher feedback, in the Grades section and make adjustments.</li></ul>
<b>Working Memory</b>	<ul style="list-style-type: none"><li>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.</li><li>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.</li></ul>	<ul style="list-style-type: none"><li>Use the Notes function for lessons to create a Study Guide for each unit.</li></ul>

Strategies to Support Your Learner with Executive Functioning Skills - Page 1 of 2

Strategies to Support Your Learner with Executive Functioning Skills - Page 1 of 2

These resource include:

- A description of Executive Functioning Skill **Development by grade level**
- **Strategies & Course Features** to support your student's EF development





## 2. Systems- Overview

Co-create a system with your student that answers these questions:

- What is the **problem** that we want to address together?
- What are the **parts** of the problem?
- What are the **patterns** of the problem?
- What will the **student do consistently** to address the problem? What will the **Learning Coach do** consistently to address the problem?



# 1. Systems - Resource

**Systems Building**

Complete this template in collaboration with your student to better understand "What's the root of the problem?" and "How might we work more effectively together to address the problem?"

1. What is the problem that we want to address together?	2. What are the parts of the problem?	3. What are the patterns of the problem?	4. What will the student do consistently to address the problem? What will the Learning Coach do consistently to address the problem?
<small>Share your student's most difficult challenges that your student has been working on.</small> - Last semester, I was doing well in my classes. In the middle of the semester though, I started to fall behind. I tried to do the catch-up work, but that meant that I had less time for the lessons that I was supposed to be working on. It felt like I was swimming upstream.	<small>How might the student be very similar to common challenges encountered by Executive Functioning Skills?</small> - I sit down to do my assignments, and before I know it, I've spent an hour on one thing. - I look at my To-Do list and feel overwhelmed. - I should do first, second, and third. - When I asked my teachers from my last year about what I should do, I was supposed to be working on, but I also forgot to include everything that was important. - At home, I know that I'm supposed to clean my room before I play video games, I put stuff away, but I'm still in trouble for not cleaning my room like I'm supposed to.	<small>How might the student align with the Executive Functioning Skills?</small> - Time management - Before starting each class, review the To-Do List. - Prioritizing what to do first, second, and third. - Write down what I will do first, second, and third. - Keeping track of everything that needs to be done. - On my list, make an estimate of how long each will take, and set a timer. - Ask my Learning Coach to check my thinking.	<small>Student Actions</small> - Before starting each class, review the To-Do List. - Prioritizing what to do first, second, and third. - Write down what I will do first, second, and third. - On my list, make an estimate of how long each will take, and set a timer. - Ask my Learning Coach to check my thinking.
			<small>Learning Coach Actions</small> - Double check the To-Do List and the written List for accuracy. - "How about what you are working on? I see that you included all of the tasks from the To-Do List on your checklist." or "I see that you included it all in your list on your written List. Let's talk about when the last one will go on your written List." - Recognize the student for their progress "You completed the most important thing on your written List today." - Take a picture of a clean room to show what "done" looks like.

Systems Building - Example

## Systems Building - Example

**Systems Building**

Complete this template in collaboration with your student to better understand "What's the root of the problem?" and "How might we work more effectively together to address the problem?"

1. What is the problem that we want to address together?	2. What are the parts of the problem?	3. What are the patterns of the problem?	4. What will the student do consistently to address the problem? What will the Learning Coach do consistently to address the problem?
<small>Share your student's most difficult challenges that your student has been working on.</small>	<small>How might the student be very similar to common challenges encountered by Executive Functioning Skills?</small>	<small>How might the student align with the Executive Functioning Skills?</small>	<small>Student Actions</small>
			<small>Learning Coach Actions</small>

Systems Building - Worksheet

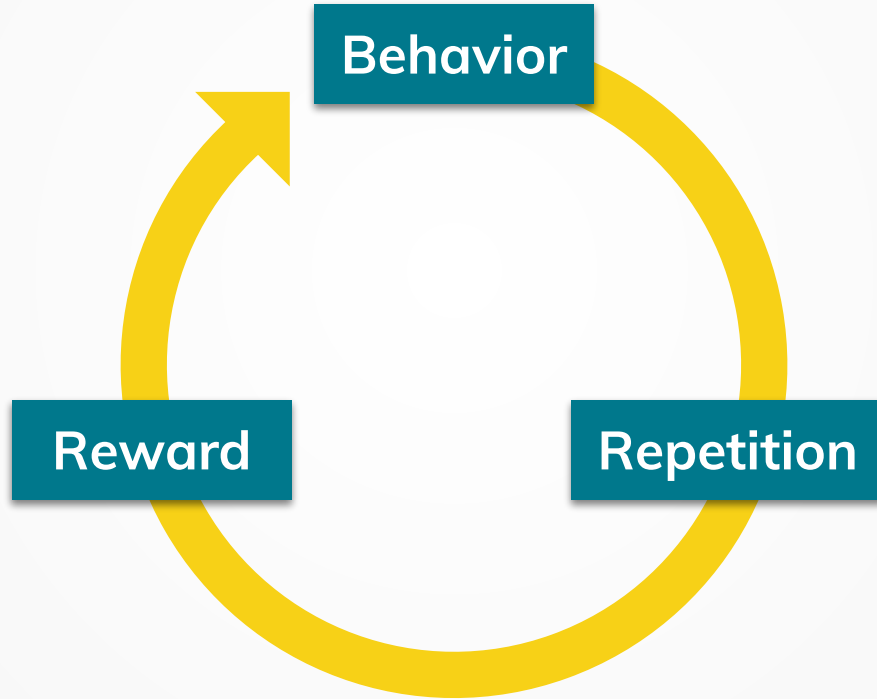
## Systems Building - Worksheet

This resource includes:

- A completed sample **Systems Building** template
- A blank **Systems Building** template for your own use



### 3. Habits- Overview



# 3. Habits - Resource

**Habit Tracker**  
Effective habits are learned through practice!

Strategy	Dates									
	3/14	3/15	3/16	3/17	3/18	3/21	3/22	3/23	3/24	3/25
Review the "To-Do List"		✓				✓	✓			
Create written list with prioritization		✓				✓				
Use a timer	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Strategy	Dates									
	3/28	3/29	3/30	3/31	3/1	3/7	3/8	3/9	3/10	3/11
Review the "To-Do List"		✓	✓	✓			✓		✓	✓
Create written list with prioritization		✓	✓				✓	✓		
Use a timer	✓	✓	✓	✓		✓	✓	✓	✓	✓

**Reflection Questions**

- For which strategy did you show the **greatest consistency**? Why do you think that is?
- For which strategy did you show the **lowest consistency**? Why do you think that is?
- What will be the **focus** going forward?

Habit Tracker - Example

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**Reflection Questions**

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Habit Tracker

## Habit Tracker - Worksheet

This resource includes:

- An example of a completed sample **Habit Tracker**
- A blank copy of the **Habit Tracker** for your use





# Going Forward



# **We're here for you!**

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# mySchool.org/SmartStart

The screenshot shows a web browser window with the URL `myschool.org/smartstart`. The page features three distinct sections for a webinar series, each with a video player and a 'Learn More' button. The first section is titled 'WEBINAR SERIES 01' and the video is 'Building and Maintaining Positive Momentum with Your Learner'. The second section is titled 'LEARNING COACH WEBINAR SERIES: 02' and the video is 'My student is struggling. What can I do?'. The third section is titled 'LEARNING COACH WEBINAR SERIES: 03' and the video is 'How to Effectively Support Multiple Learners'. All videos are hosted by Kimberly Grunder. The page has a dark grey background with yellow circular patterns on the right side. The browser window shows a 'Guest' user and standard navigation icons.

**WEBINAR SERIES 01**

**Building and Maintaining Positive Momentum with Your Learner**  
hosted by Kimberly Grunder

click play ▶ 28:23

Join us as we explore strategies and techniques for building and maintaining positive momentum with your student!

[Learn More](#)

**LEARNING COACH WEBINAR SERIES: 02**

**LEARNING COACH WEBINAR SERIES 02**

**My student is struggling. What can I do?**  
hosted by Kimberly Grunder

click play ▶ 40:34

**My Learner is Struggling. What Can I Do?**

We understand that having a learner who is struggling can feel overwhelming. This webinar will give you strategies and techniques on how to support your learner through academic challenges.

[Learn More](#)

**LEARNING COACH WEBINAR SERIES: 03**

**LEARNING COACH WEBINAR SERIES 03**

**How to Effectively Support Multiple Learners.**  
hosted by Kimberly Grunder

click play ▶

**How to Effectively Support Multiple Learners**

Supporting multiple learners has its advantages, and it can also be challenging to meet each student's needs – especially when it seems like multiple learners want your attention at the same time!

[Learn More](#)





**Thank You!**

